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.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Challenge</td>
<td>Higher-Order Learning</td>
</tr>
<tr>
<td></td>
<td>Reflective &amp; Integrative Learning</td>
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<tr>
<td></td>
<td>Learning Strategies</td>
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<tr>
<td></td>
<td>Quantitative Reasoning</td>
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<td>Supportive Environment</td>
</tr>
</tbody>
</table>

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).

_Els 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

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
<th>Your first-year students compared with</th>
<th>Your first-year students compared with</th>
<th>Your first-year students compared with</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Challenge</td>
<td>Higher-Order Learning</td>
<td>--</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Reflective &amp; Integrative Learning</td>
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<tr>
<td></td>
<td>Learning Strategies</td>
<td>--</td>
<td>--</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning with Peers</td>
<td>Collaborative Learning</td>
<td>▽</td>
<td>--</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Discussions with Diverse Others</td>
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<tr>
<td></td>
<td>Supportive Environment</td>
<td>▽</td>
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</table>

### Seniors

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
<th>Your seniors compared with</th>
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<th>Your seniors compared with</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Challenge</td>
<td>Higher-Order Learning</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Reflective &amp; Integrative Learning</td>
<td>▽</td>
<td>▽</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Learning Strategies</td>
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<td>▽</td>
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</tr>
<tr>
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<td>Collaborative Learning</td>
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<td>--</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Engagement Indicator</th>
<th>UIC Mean</th>
<th>BOT Mean</th>
<th>Effect size</th>
<th>USU Mean</th>
<th>Effect size</th>
<th>AAU Mean</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher-Order Learning</td>
<td>39.2</td>
<td>38.8</td>
<td>.03</td>
<td>38.2</td>
<td>* .08</td>
<td>37.8</td>
<td>** .11</td>
</tr>
<tr>
<td>Reflective &amp; Integrative Learning</td>
<td>34.9</td>
<td>35.3</td>
<td>-.03</td>
<td>35.1</td>
<td>-.01</td>
<td>34.5</td>
<td>.04</td>
</tr>
<tr>
<td>Learning Strategies</td>
<td>38.0</td>
<td>38.3</td>
<td>-.02</td>
<td>38.1</td>
<td>-.01</td>
<td>36.5</td>
<td>** .11</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>29.6</td>
<td>30.3</td>
<td>-.05</td>
<td>29.2</td>
<td>.02</td>
<td>28.9</td>
<td>.04</td>
</tr>
</tbody>
</table>

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.

#### Higher-Order Learning

<table>
<thead>
<tr>
<th>Item</th>
<th>UIC</th>
<th>BOT</th>
<th>USU</th>
<th>AAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Percentage responding “Very much” or “Quite a bit” about how much coursework emphasized...</td>
<td>4b.</td>
<td>-3</td>
<td>0</td>
<td>-5</td>
</tr>
<tr>
<td>4c. Applying facts, theories, or methods to practical problems or new situations</td>
<td>73</td>
<td>+3</td>
<td>-2</td>
<td>+2</td>
</tr>
<tr>
<td>4d. Evaluating a point of view, decision, or information source</td>
<td>71</td>
<td>+2</td>
<td>-1</td>
<td>+8</td>
</tr>
<tr>
<td>4e. Forming a new idea or understanding from various pieces of information</td>
<td>73</td>
<td>+2</td>
<td>+4</td>
<td>+5</td>
</tr>
</tbody>
</table>

#### Reflective & Integrative Learning

<table>
<thead>
<tr>
<th>Item</th>
<th>UIC</th>
<th>BOT</th>
<th>USU</th>
<th>AAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Percentage of students who responded that they “Very often” or “Often”...</td>
<td>2a.</td>
<td>-6</td>
<td>-3</td>
<td>-3</td>
</tr>
<tr>
<td>2b. Connected your learning to societal problems or issues</td>
<td>54</td>
<td>+2</td>
<td>+4</td>
<td>+4</td>
</tr>
<tr>
<td>2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments</td>
<td>55</td>
<td>+3</td>
<td>+4</td>
<td>+7</td>
</tr>
<tr>
<td>2d. Examined the strengths and weaknesses of your own views on a topic or issue</td>
<td>59</td>
<td>-4</td>
<td>-4</td>
<td>-1</td>
</tr>
<tr>
<td>2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective</td>
<td>68</td>
<td>-2</td>
<td>-3</td>
<td>+1</td>
</tr>
<tr>
<td>2f. Learned something that changed the way you understand an issue or concept</td>
<td>66</td>
<td>-1</td>
<td>-1</td>
<td>-1</td>
</tr>
<tr>
<td>2g. Connected ideas from your courses to your prior experiences and knowledge</td>
<td>78</td>
<td>+2</td>
<td>+2</td>
<td>+0</td>
</tr>
</tbody>
</table>

#### Learning Strategies

<table>
<thead>
<tr>
<th>Item</th>
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<th>USU</th>
<th>AAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Percentage of students who responded that they “Very often” or “Often”...</td>
<td>9a.</td>
<td>+4</td>
<td>+3</td>
<td>+5</td>
</tr>
<tr>
<td>9b. Reviewed your notes after class</td>
<td>63</td>
<td>-3</td>
<td>-2</td>
<td>+3</td>
</tr>
<tr>
<td>9c. Summarized what you learned in class or from course materials</td>
<td>63</td>
<td>-2</td>
<td>-1</td>
<td>+4</td>
</tr>
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</table>

#### Quantitative Reasoning

<table>
<thead>
<tr>
<th>Item</th>
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<th>AAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Percentage of students who responded that they “Very often” or “Often”...</td>
<td>6a.</td>
<td>-1</td>
<td>+1</td>
<td>+1</td>
</tr>
<tr>
<td>6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)</td>
<td>44</td>
<td>-0</td>
<td>+2</td>
<td>+4</td>
</tr>
<tr>
<td>6c. Evaluated what others have concluded from numerical information</td>
<td>45</td>
<td>-1</td>
<td>+2</td>
<td>+1</td>
</tr>
</tbody>
</table>

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.

- 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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<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher-Order Learning</td>
<td>38.8</td>
<td>39.3</td>
<td>-.03</td>
<td>39.7</td>
<td>-.06</td>
<td>38.3</td>
<td>.04</td>
</tr>
<tr>
<td>Reflective &amp; Integrative Learning</td>
<td>36.0</td>
<td>37.2</td>
<td>*-.09</td>
<td>37.5</td>
<td>**-.11</td>
<td>36.8</td>
<td>-.06</td>
</tr>
<tr>
<td>Learning Strategies</td>
<td>37.1</td>
<td>38.4</td>
<td>*-.09</td>
<td>38.7</td>
<td>**-.11</td>
<td>35.3</td>
<td>**.13</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>31.3</td>
<td>30.9</td>
<td>.03</td>
<td>30.5</td>
<td>.05</td>
<td>31.3</td>
<td>.00</td>
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Notes: Mean difference divided by pooled standard deviation

Score Distributions

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### Academic Challenge: Seniors (continued)

#### Performance on Indicator Items

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<table>
<thead>
<tr>
<th>Higher-Order Learning</th>
<th>Percentage responding &quot;Very much&quot; or &quot;Quite a bit&quot; about how much coursework emphasized…</th>
<th>UIC</th>
<th>BOT</th>
<th>USU</th>
<th>AAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>4b. Applying facts, theories, or methods to practical problems or new situations</td>
<td>%</td>
<td>-3</td>
<td>-2</td>
<td>-3</td>
<td></td>
</tr>
<tr>
<td>4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts</td>
<td>73</td>
<td>-1</td>
<td>-2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>4d. Evaluating a point of view, decision, or information source</td>
<td>67</td>
<td>-0</td>
<td>-2</td>
<td>+5</td>
<td></td>
</tr>
<tr>
<td>4e. Forming a new idea or understanding from various pieces of information</td>
<td>69</td>
<td>-2</td>
<td>-2</td>
<td>+2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflective &amp; Integrative Learning</th>
<th>Percentage of students who responded that they &quot;Very often&quot; or &quot;Often&quot;…</th>
<th>UIC</th>
<th>BOT</th>
<th>USU</th>
<th>AAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. Combined ideas from different courses when completing assignments</td>
<td>66</td>
<td>-2</td>
<td>-1</td>
<td>-2</td>
<td></td>
</tr>
<tr>
<td>2b. Connected your learning to societal problems or issues</td>
<td>52</td>
<td>-5</td>
<td>-6</td>
<td>-4</td>
<td></td>
</tr>
<tr>
<td>2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments</td>
<td>44</td>
<td>-5</td>
<td>-7</td>
<td>-4</td>
<td></td>
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<td>2d. Examined the strengths and weaknesses of your own views on a topic or issue</td>
<td>60</td>
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<tr>
<td>2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective</td>
<td>68</td>
<td>-4</td>
<td>-5</td>
<td>-2</td>
<td></td>
</tr>
<tr>
<td>2f. Learned something that changed the way you understand an issue or concept</td>
<td>71</td>
<td>+0</td>
<td>0</td>
<td>+0</td>
<td></td>
</tr>
<tr>
<td>2g. Connected ideas from your courses to your prior experiences and knowledge</td>
<td>78</td>
<td>-3</td>
<td>-3</td>
<td>-3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Strategies</th>
<th>Percentage of students who responded that they &quot;Very often&quot; or &quot;Often&quot;…</th>
<th>UIC</th>
<th>BOT</th>
<th>USU</th>
<th>AAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>9a. Identified key information from reading assignments</td>
<td>73</td>
<td>-2</td>
<td>-3</td>
<td>+0</td>
<td></td>
</tr>
<tr>
<td>9b. Reviewed your notes after class</td>
<td>60</td>
<td>-3</td>
<td>-4</td>
<td>+7</td>
<td></td>
</tr>
<tr>
<td>9c. Summarized what you learned in class or from course materials</td>
<td>60</td>
<td>-5</td>
<td>-5</td>
<td>+4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quantitative Reasoning</th>
<th>Percentage of students who responded that they &quot;Very often&quot; or &quot;Often&quot;…</th>
<th>UIC</th>
<th>BOT</th>
<th>USU</th>
<th>AAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)</td>
<td>59</td>
<td>+1</td>
<td>+2</td>
<td>-0</td>
<td></td>
</tr>
<tr>
<td>6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)</td>
<td>47</td>
<td>+0</td>
<td>+0</td>
<td>+1</td>
<td></td>
</tr>
<tr>
<td>6c. Evaluated what others have concluded from numerical information</td>
<td>49</td>
<td>+1</td>
<td>+2</td>
<td>-1</td>
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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.

- 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.
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

<table>
<thead>
<tr>
<th>Engagement Indicator</th>
<th>UIC</th>
<th>BOT</th>
<th>USU</th>
<th>AAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Learning</td>
<td>32.7</td>
<td>34.9</td>
<td>32.9</td>
<td>34.4</td>
</tr>
<tr>
<td>Discussions with Diverse Others</td>
<td>40.7</td>
<td>42.4</td>
<td>41.2</td>
<td>40.6</td>
</tr>
</tbody>
</table>

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

Collaborative Learning

Discussions with Diverse Others

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.

Collaborative Learning

<table>
<thead>
<tr>
<th>Percentage of students who responded that they “Very often” or “Often”...</th>
<th>UIC</th>
<th>BOT</th>
<th>USU</th>
<th>AAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>1e. Asked another student to help you understand course material</td>
<td>54%</td>
<td>-4</td>
<td>+1</td>
<td>-5</td>
</tr>
<tr>
<td>1f. Explained course material to one or more students</td>
<td>60%</td>
<td>-2</td>
<td>+2</td>
<td>-2</td>
</tr>
<tr>
<td>1g. Prepared for exams by discussing or working through course material</td>
<td>50%</td>
<td>-6</td>
<td>-1</td>
<td>-4</td>
</tr>
<tr>
<td>1h. Worked with other students on course projects or assignments</td>
<td>51%</td>
<td>-12</td>
<td>-4</td>
<td>-5</td>
</tr>
</tbody>
</table>

Discussions with Diverse Others

<table>
<thead>
<tr>
<th>Percentage of students who responded that they “Very often” or “Often” had discussions with...</th>
<th>UIC</th>
<th>BOT</th>
<th>USU</th>
<th>AAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>8a. People of a race or ethnicity other than your own</td>
<td>79</td>
<td>+2</td>
<td>+3</td>
<td>+6</td>
</tr>
<tr>
<td>8b. People from an economic background other than your own</td>
<td>75</td>
<td>-2</td>
<td>+1</td>
<td>+1</td>
</tr>
<tr>
<td>8c. People with religious beliefs other than your own</td>
<td>73</td>
<td>-2</td>
<td>+2</td>
<td>+1</td>
</tr>
<tr>
<td>8d. People with political views other than your own</td>
<td>55</td>
<td>-14</td>
<td>-10</td>
<td>-9</td>
</tr>
</tbody>
</table>

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.
Learning with Peers: Seniors

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

Mean Comparisons

<table>
<thead>
<tr>
<th>Engagement Indicator</th>
<th>UIC</th>
<th>BOT</th>
<th>USU</th>
<th>AAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Learning</td>
<td>35.3</td>
<td>33.7</td>
<td>32.7</td>
<td>35.0</td>
</tr>
<tr>
<td>Discussions with Diverse Others</td>
<td>42.1</td>
<td>42.5</td>
<td>42.0</td>
<td>41.2</td>
</tr>
</tbody>
</table>

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 before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions

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.

<table>
<thead>
<tr>
<th>Collaborative Learning</th>
<th>UIC</th>
<th>BOT</th>
<th>USU</th>
<th>AAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students who responded that they “Very often” or “Often”...</td>
<td>%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1e. Asked another student to help you understand course material</td>
<td>52</td>
<td>59</td>
<td>54</td>
<td>57</td>
</tr>
<tr>
<td>1f. Explained course material to one or more students</td>
<td>64</td>
<td>62</td>
<td>61</td>
<td>63</td>
</tr>
<tr>
<td>1g. Prepared for exams by discussing or working through course material with other students</td>
<td>53</td>
<td>52</td>
<td>53</td>
<td>54</td>
</tr>
<tr>
<td>1h. Worked with other students on course projects or assignments</td>
<td>70</td>
<td>75</td>
<td>73</td>
<td>74</td>
</tr>
</tbody>
</table>

Discussion with Diverse Others

<table>
<thead>
<tr>
<th>Discussions with Diverse Others</th>
<th>UIC</th>
<th>BOT</th>
<th>USU</th>
<th>AAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students who responded that they “Very often” or “Often” had discussions with...</td>
<td>%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8a. People of a race or ethnicity other than your own</td>
<td>80</td>
<td>77</td>
<td>76</td>
<td>73</td>
</tr>
<tr>
<td>8b. People from an economic background other than your own</td>
<td>75</td>
<td>78</td>
<td>79</td>
<td>78</td>
</tr>
<tr>
<td>8c. People with religious beliefs other than your own</td>
<td>76</td>
<td>78</td>
<td>77</td>
<td>78</td>
</tr>
<tr>
<td>8d. People with political views other than your own</td>
<td>58</td>
<td>58</td>
<td>57</td>
<td>58</td>
</tr>
</tbody>
</table>

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.
Experiences with Faculty: First-year students

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

### Mean Comparisons

<table>
<thead>
<tr>
<th>Engagement Indicator</th>
<th>UIC Mean</th>
<th>Your first-year students compared with</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>BOT Effect size</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>21.4</td>
<td>21.6 * .01</td>
</tr>
<tr>
<td>Effective Teaching Practices</td>
<td>38.3</td>
<td>37.3 * .08</td>
</tr>
</tbody>
</table>

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

![Score Distributions](image)

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.

#### Student-Faculty Interaction

<table>
<thead>
<tr>
<th>Percentage of students who responded that they “Very often” or “Often”...</th>
<th>UIC</th>
<th>BOT</th>
<th>USU</th>
<th>AAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a. Talked about career plans with a faculty member</td>
<td>38%</td>
<td>-3</td>
<td>+0</td>
<td>+5</td>
</tr>
<tr>
<td>3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)</td>
<td>22%</td>
<td>+0</td>
<td>+1</td>
<td>+3</td>
</tr>
<tr>
<td>3c. Discussed course topics, ideas, or concepts with a faculty member outside of class</td>
<td>27%</td>
<td>+2</td>
<td>+2</td>
<td>+5</td>
</tr>
<tr>
<td>3d. Discussed your academic performance with a faculty member</td>
<td>29%</td>
<td>-1</td>
<td>+1</td>
<td>+6</td>
</tr>
</tbody>
</table>

#### Effective Teaching Practices

<table>
<thead>
<tr>
<th>Percentage responding &quot;Very much&quot; or &quot; Quite a bit&quot; about how much instructors have...</th>
<th>UIC</th>
<th>BOT</th>
<th>USU</th>
<th>AAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>5a. Clearly explained course goals and requirements</td>
<td>73%</td>
<td>-2</td>
<td>-2</td>
<td>-4</td>
</tr>
<tr>
<td>5b. Taught course sessions in an organized way</td>
<td>69%</td>
<td>-4</td>
<td>-2</td>
<td>-6</td>
</tr>
<tr>
<td>5c. Used examples or illustrations to explain difficult points</td>
<td>72%</td>
<td>-3</td>
<td>-1</td>
<td>-4</td>
</tr>
<tr>
<td>5d. Provided feedback on a draft or work in progress</td>
<td>71%</td>
<td>+13</td>
<td>+13</td>
<td>+19</td>
</tr>
<tr>
<td>5e. Provided prompt and detailed feedback on tests or completed assignments</td>
<td>60%</td>
<td>+5</td>
<td>+5</td>
<td>+8</td>
</tr>
</tbody>
</table>

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

### Mean Comparisons

<table>
<thead>
<tr>
<th>Engagement Indicator</th>
<th>Mean</th>
<th>UIC</th>
<th>BOT</th>
<th>USU</th>
<th>AAU</th>
<th>Your seniors compared with</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Institution percentage - Comparison group percentage</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>22.0</td>
<td></td>
<td>22.9</td>
<td>22.2</td>
<td>22.3</td>
<td>.02</td>
</tr>
<tr>
<td>Effective Teaching Practices</td>
<td>36.6</td>
<td></td>
<td>38.1</td>
<td>38.5</td>
<td>37.5</td>
<td>.07</td>
</tr>
</tbody>
</table>

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### Score Distributions

#### Student-Faculty Interaction

![Score Distribution Chart for Student-Faculty Interaction](chart1)

#### Effective Teaching Practices

![Score Distribution Chart for Effective Teaching Practices](chart2)

**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.

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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.

<table>
<thead>
<tr>
<th>Student-Faculty Interaction</th>
<th>Percentage point difference ( ^a ) between your seniors and</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students who responded that they &quot;Very often&quot; or &quot;Often&quot;...</td>
<td>UIC</td>
</tr>
<tr>
<td>3a. Talked about career plans with a faculty member</td>
<td>%</td>
</tr>
<tr>
<td>3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)</td>
<td>25</td>
</tr>
<tr>
<td>3c. Discussed course topics, ideas, or concepts with a faculty member outside of class</td>
<td>30</td>
</tr>
<tr>
<td>3d. Discussed your academic performance with a faculty member</td>
<td>28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effective Teaching Practices</th>
<th>Percentage point difference ( ^a ) between your seniors and</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage responding &quot;Very much&quot; or &quot;Quite a bit&quot; about how much instructors have...</td>
<td>UIC</td>
</tr>
<tr>
<td>5a. Clearly explained course goals and requirements</td>
<td>74</td>
</tr>
<tr>
<td>5b. Taught course sessions in an organized way</td>
<td>66</td>
</tr>
<tr>
<td>5c. Used examples or illustrations to explain difficult points</td>
<td>74</td>
</tr>
<tr>
<td>5d. Provided feedback on a draft or work in progress</td>
<td>55</td>
</tr>
<tr>
<td>5e. Provided prompt and detailed feedback on tests or completed assignments</td>
<td>56</td>
</tr>
</tbody>
</table>

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\( ^a \) 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

<table>
<thead>
<tr>
<th>Engagement Indicator</th>
<th>UIC Mean</th>
<th>BOT Mean</th>
<th>USU Mean</th>
<th>AAU Mean</th>
<th>Effect size</th>
<th>Effect size</th>
<th>Effect size</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Interactions</td>
<td>40.9</td>
<td>43.3 ***</td>
<td>41.9 *</td>
<td>42.7 ***</td>
<td>-.21</td>
<td>-.08</td>
<td>-.16</td>
<td></td>
</tr>
<tr>
<td>Supportive Environment</td>
<td>34.7</td>
<td>36.7 ***</td>
<td>36.4 ***</td>
<td>35.5</td>
<td>-.15</td>
<td>-.13</td>
<td>-.06</td>
<td></td>
</tr>
</tbody>
</table>

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### Score Distributions

#### Quality of Interactions

![Box-and-Whisker Chart for Quality of Interactions]

#### Supportive Environment

![Box-and-Whisker Chart for Supportive Environment]

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.

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#### Quality of Interactions

<table>
<thead>
<tr>
<th>Percentage rating their interactions a 6 or 7 (on a scale from 1=”Poor” to 7=”Excellent”) with…</th>
<th>UIC</th>
<th>BOT</th>
<th>USU</th>
<th>AAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>13a. Students</td>
<td>47</td>
<td>-9</td>
<td>-5</td>
<td>-5</td>
</tr>
<tr>
<td>13b. Academic advisors</td>
<td>53</td>
<td>-4</td>
<td>+2</td>
<td>+1</td>
</tr>
<tr>
<td>13c. Faculty</td>
<td>45</td>
<td>-6</td>
<td>-2</td>
<td>-4</td>
</tr>
<tr>
<td>13d. Student services staff (career services, student activities, housing, etc.)</td>
<td>37</td>
<td>-8</td>
<td>-6</td>
<td>-7</td>
</tr>
<tr>
<td>13e. Other administrative staff and offices (registrar, financial aid, etc.)</td>
<td>36</td>
<td>-7</td>
<td>-5</td>
<td>-7</td>
</tr>
</tbody>
</table>

#### Supportive Environment

<table>
<thead>
<tr>
<th>Percentage responding “Very much” or “Quite a bit” about how much the institution emphasized...</th>
<th>UIC</th>
<th>BOT</th>
<th>USU</th>
<th>AAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>14b. Providing support to help students succeed academically</td>
<td>71</td>
<td>-5</td>
<td>-3</td>
<td>-4</td>
</tr>
<tr>
<td>14c. Using learning support services (tutoring services, writing center, etc.)</td>
<td>76</td>
<td>+0</td>
<td>+0</td>
<td>+1</td>
</tr>
<tr>
<td>14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)</td>
<td>67</td>
<td>+0</td>
<td>+2</td>
<td>+7</td>
</tr>
<tr>
<td>14e. Providing opportunities to be involved socially</td>
<td>65</td>
<td>-8</td>
<td>-7</td>
<td>-8</td>
</tr>
<tr>
<td>14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)</td>
<td>61</td>
<td>-12</td>
<td>-9</td>
<td>-8</td>
</tr>
<tr>
<td>14g. Helping you manage your non-academic responsibilities (work, family, etc.)</td>
<td>39</td>
<td>-5</td>
<td>-5</td>
<td>+3</td>
</tr>
<tr>
<td>14h. Attending campus activities and events (performing arts, athletic events, etc.)</td>
<td>56</td>
<td>-11</td>
<td>-11</td>
<td>-12</td>
</tr>
<tr>
<td>14i. Attending events that address important social, economic, or political issues</td>
<td>44</td>
<td>-3</td>
<td>-4</td>
<td>-1</td>
</tr>
</tbody>
</table>

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Campus Environment: Seniors

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### Mean Comparisons

<table>
<thead>
<tr>
<th>Engagement Indicator</th>
<th>UIC</th>
<th>BOT</th>
<th>USU</th>
<th>AAU</th>
<th>Mean</th>
<th>Effect size</th>
<th>Mean</th>
<th>Effect size</th>
<th>Mean</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Interactions</td>
<td>38.9</td>
<td>41.4***</td>
<td>-0.21</td>
<td>41.4***</td>
<td>-0.20</td>
<td>41.7***</td>
<td>-0.25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supportive Environment</td>
<td>31.0</td>
<td>32.0</td>
<td>-0.07</td>
<td>32.8**</td>
<td>-0.12</td>
<td>31.5</td>
<td>-0.04</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 \( \hat{p} \) before rounding; *\( \hat{p} < .05 \), **\( \hat{p} < .01 \), ***\( \hat{p} < .001 \) (2-tailed).

### Score Distributions

#### Quality of Interactions

<table>
<thead>
<tr>
<th>Engagement Indicator</th>
<th>UIC</th>
<th>BOT</th>
<th>USU</th>
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<td>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.</td>
<td>52</td>
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<td>Percentage rating their interactions a 6 or 7 (on a scale from 1=&quot;Poor&quot; to 7=&quot;Excellent&quot;) with...</td>
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<td>13c. Faculty</td>
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#### Supportive Environment

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<td>Percentage responding &quot;Very much&quot; or &quot;Quite a bit&quot; about how much the institution emphasized...</td>
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<td>14b. Providing support to help students succeed academically</td>
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<td>14c. Using learning support services (tutoring services, writing center, etc.)</td>
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<td>14e. Providing opportunities to be involved socially</td>
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<td>14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)</td>
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<td>14g. Helping you manage your non-academic responsibilities (work, family, etc.)</td>
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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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Comparisons with Top 50% and Top 10% Institutions

First-Year Students

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 NSSEa 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 comparableb 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.

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Seniors

Your seniors compared with

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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

#### Academic Challenge

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#### Learning Strategies

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### Detailed Statistics: First-Year Students

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**Detailed Statistics**

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### Notes

- **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

#### Academic Challenge

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**NSSE 2020 Engagement Indicators**

**Detailed Statistics**

**University of Illinois at Chicago**

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## Detailed Statistics: Seniors

### Experiences with Faculty

#### Student-Faculty Interaction

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### Campus Environment

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<th>5th</th>
<th>25th</th>
<th>50th</th>
<th>75th</th>
<th>95th</th>
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<tr>
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<td>12.1</td>
<td>.15</td>
<td>20</td>
<td>34</td>
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<td>50</td>
<td>60</td>
</tr>
<tr>
<td>USU</td>
<td>41.4</td>
<td>12.6</td>
<td>.08</td>
<td>18</td>
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<td>60</td>
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<tr>
<td>AAU</td>
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<td>11.3</td>
<td>.11</td>
<td>20</td>
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<tr>
<td>Top 50%</td>
<td>45.2</td>
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<td>.04</td>
<td>24</td>
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</tr>
<tr>
<td>Top 10%</td>
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<td>24</td>
<td>40</td>
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#### Supportive Environment

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<th>25th</th>
<th>50th</th>
<th>75th</th>
<th>95th</th>
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</thead>
<tbody>
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<td>31.0</td>
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<td>10</td>
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<tr>
<td>USU</td>
<td>32.8</td>
<td>14.3</td>
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<td>10</td>
<td>23</td>
<td>33</td>
<td>43</td>
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<tr>
<td>AAU</td>
<td>31.5</td>
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<td>.13</td>
<td>10</td>
<td>23</td>
<td>31</td>
<td>40</td>
<td>55</td>
</tr>
<tr>
<td>Top 50%</td>
<td>34.6</td>
<td>14.0</td>
<td>.05</td>
<td>13</td>
<td>25</td>
<td>35</td>
<td>45</td>
<td>60</td>
</tr>
<tr>
<td>Top 10%</td>
<td>36.8</td>
<td>14.1</td>
<td>.11</td>
<td>13</td>
<td>28</td>
<td>38</td>
<td>48</td>
<td>60</td>
</tr>
</tbody>
</table>

### Notes

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
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.

1. **Class level**: As reported by your institution.

2. **Item numbers**: Numbering corresponds to the survey available on the NSSE website.

3. **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.

4. **Values and response options**: Values are used to calculate means. Response options are worded as they appear on the instrument.

5. **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

6. **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.

7. **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 (arc sine) 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.
<table>
<thead>
<tr>
<th>Item wording or description</th>
<th>Variable name</th>
<th>UIC</th>
<th>BOT</th>
<th>USU</th>
<th>AAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. During the current school year, about how often have you done the following?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Asked questions or contributed to course discussions in other ways</td>
<td>askquest</td>
<td>40</td>
<td>337</td>
<td>1,063</td>
<td>464</td>
</tr>
<tr>
<td>1 Never</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>2 Sometimes</td>
<td>383</td>
<td>3,075</td>
<td>8,780</td>
<td>3,932</td>
<td>42</td>
</tr>
<tr>
<td>3 Often</td>
<td>333</td>
<td>2,564</td>
<td>6,867</td>
<td>2,866</td>
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<tr>
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<td>208</td>
<td>1,562</td>
<td>4,016</td>
<td>1,622</td>
<td>20</td>
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<tr>
<td>Total</td>
<td>964</td>
<td>7,538</td>
<td>20,726</td>
<td>8,884</td>
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<tr>
<td>b. Come to class without completing readings or assignments</td>
<td>unprepared</td>
<td>47</td>
<td>448</td>
<td>1,135</td>
<td>541</td>
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<tr>
<td>1 Very often</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>7</td>
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<tr>
<td>2 Often</td>
<td>107</td>
<td>1,004</td>
<td>2,756</td>
<td>1,372</td>
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<td>4,177</td>
<td>11,476</td>
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<td>1,899</td>
<td>5,287</td>
<td>1,920</td>
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<tr>
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<td>7,528</td>
<td>20,654</td>
<td>8,848</td>
<td>100</td>
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<tr>
<td>c. Attended an art exhibit, play, or other arts performance (dance, music, etc.)</td>
<td>attendart</td>
<td>512</td>
<td>3,627</td>
<td>10,032</td>
<td>3,935</td>
</tr>
<tr>
<td>1 Never</td>
<td>53</td>
<td>49</td>
<td>49</td>
<td>395</td>
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<td>2 Sometimes</td>
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<tr>
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<td>86</td>
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<td>1,063</td>
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<td>1,261</td>
<td>498</td>
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<td>962</td>
<td>7,502</td>
<td>20,591</td>
<td>8,833</td>
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<tr>
<td>d. Asked another student to help you understand course material</td>
<td>CLaskhelp</td>
<td>57</td>
<td>509</td>
<td>1,735</td>
<td>540</td>
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<tr>
<td>1 Never</td>
<td>5</td>
<td>7</td>
<td>7</td>
<td>35</td>
<td>6</td>
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<tr>
<td>2 Sometimes</td>
<td>377</td>
<td>2,557</td>
<td>7,813</td>
<td>3,096</td>
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<tr>
<td>3 Often</td>
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<td>2,906</td>
<td>7,300</td>
<td>3,369</td>
<td>37</td>
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<tr>
<td>4 Very often</td>
<td>196</td>
<td>1,530</td>
<td>1,820</td>
<td>1,820</td>
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<tr>
<td>Total</td>
<td>957</td>
<td>7,502</td>
<td>20,549</td>
<td>8,825</td>
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<tr>
<td>e. Explained course material to one or more students</td>
<td>CLexplain</td>
<td>37</td>
<td>286</td>
<td>987</td>
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</tr>
<tr>
<td>1 Never</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>305</td>
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<tr>
<td>2 Sometimes</td>
<td>346</td>
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<td>7,573</td>
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<td>3,171</td>
<td>8,150</td>
<td>3,693</td>
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<td>1,676</td>
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<td>f. Prepared for exams by discussing or working through course material with other students</td>
<td>CLstudy</td>
<td>147</td>
<td>847</td>
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<tr>
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<td>15</td>
<td>15</td>
<td>15</td>
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<td>2,980</td>
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<tr>
<td>3 Often</td>
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<td>2,500</td>
<td>6,492</td>
<td>2,836</td>
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<td>1,912</td>
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<td>7,444</td>
<td>20,402</td>
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*Statistical Comparisons*

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<tr>
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<td>2.7</td>
<td>2.7</td>
<td>.05</td>
<td>2.7 * .08</td>
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<tr>
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<td>3.0</td>
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<td>3.0 .05</td>
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<tr>
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<td>1.7 ** -.10</td>
<td>1.8 *** -.11</td>
<td>1.8 *** -.19</td>
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<tr>
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<td>2.7 -.03</td>
<td>2.6 .06</td>
<td>2.7 * -.08</td>
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<tr>
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<td>2.8 -.03</td>
<td>2.7 .05</td>
<td>2.8 -.04</td>
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<tr>
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<td>2.5</td>
<td>2.7 *** -.15</td>
<td>2.6 -.04</td>
<td>2.6 *** -.13</td>
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</tbody>
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*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 • 3
### Frequency Distributions

<table>
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<th>Variable name</th>
<th>Values</th>
<th>Response options</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>g. Worked with other students on course projects or assignments</td>
<td>CLproject</td>
<td>1</td>
<td>Never</td>
<td>100</td>
<td>11</td>
<td>354</td>
<td>5</td>
<td>1,544</td>
<td>8</td>
<td>561</td>
<td>7</td>
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<tr>
<td></td>
<td></td>
<td>2</td>
<td>Sometimes</td>
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<td>38</td>
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<td>31</td>
<td>7,588</td>
<td>37</td>
<td>3,237</td>
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<tr>
<td></td>
<td></td>
<td>3</td>
<td>Often</td>
<td>324</td>
<td>35</td>
<td>2,922</td>
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<td>3,238</td>
<td>36</td>
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<td></td>
<td></td>
<td>4</td>
<td>Very often</td>
<td>157</td>
<td>16</td>
<td>1,810</td>
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<td>3,792</td>
<td>19</td>
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<td>100</td>
<td>8,733</td>
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<td></td>
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<tr>
<td>h. Given a course presentation</td>
<td>present</td>
<td>1</td>
<td>Never</td>
<td>201</td>
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<td>1,078</td>
<td>16</td>
<td>5,015</td>
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<td>2,164</td>
<td>25</td>
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<tr>
<td></td>
<td></td>
<td>2</td>
<td>Sometimes</td>
<td>447</td>
<td>46</td>
<td>3,278</td>
<td>45</td>
<td>9,057</td>
<td>45</td>
<td>4,310</td>
<td>50</td>
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<tr>
<td></td>
<td></td>
<td>3</td>
<td>Often</td>
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<td>26</td>
<td>4,293</td>
<td>21</td>
<td>1,631</td>
<td>18</td>
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<tr>
<td></td>
<td></td>
<td>4</td>
<td>Very often</td>
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<td>9</td>
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<td>1,886</td>
<td>9</td>
<td>622</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>945</td>
<td>100</td>
<td>7,379</td>
<td>100</td>
<td>20,251</td>
<td>100</td>
<td>8,727</td>
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### Statistical Comparisons

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<th>Variable name</th>
<th>Values</th>
<th>Response options</th>
<th>Mean</th>
<th>Effect size</th>
<th>Mean</th>
<th>Effect size</th>
<th>Mean</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>g. Worked with other students on course projects or assignments</td>
<td>CLproject</td>
<td>1</td>
<td>Never</td>
<td>2.6</td>
<td>.30</td>
<td>2.7</td>
<td>.12</td>
<td>2.7</td>
<td>.14</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Sometimes</td>
<td>2.2</td>
<td>.18</td>
<td>2.2</td>
<td>.04</td>
<td>2.1</td>
<td>.15</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Item wording or description</th>
<th>Variable name</th>
<th>Values</th>
<th>Response options</th>
<th>Mean</th>
<th>Effect size</th>
<th>Mean</th>
<th>Effect size</th>
<th>Mean</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Combined ideas from different courses when completing assignments</td>
<td>RIntegrate</td>
<td>1</td>
<td>Never</td>
<td>2.5</td>
<td>-.10</td>
<td>2.6</td>
<td>-.03</td>
<td>2.6</td>
<td>-.04</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Sometimes</td>
<td>2.6</td>
<td>.04</td>
<td>2.5</td>
<td>.07</td>
<td>2.5</td>
<td>.07</td>
<td></td>
</tr>
<tr>
<td>b. Connected your learning to societal problems or issues</td>
<td>RSocietal</td>
<td>1</td>
<td>Never</td>
<td>2.6</td>
<td>.06</td>
<td>2.6</td>
<td>.08</td>
<td>2.5</td>
<td>.16</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Sometimes</td>
<td>2.6</td>
<td>.06</td>
<td>2.6</td>
<td>.08</td>
<td>2.5</td>
<td>.16</td>
<td></td>
</tr>
<tr>
<td>c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments</td>
<td>RDivDiverse</td>
<td>1</td>
<td>Never</td>
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<td>.06</td>
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<td>.08</td>
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<td>.06</td>
<td>2.6</td>
<td>.08</td>
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<td>.16</td>
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<td>d. Examined the strengths and weaknesses of your own views on a topic or issue</td>
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<td>2.8</td>
<td>-.08</td>
<td>2.7</td>
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</table>

*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.
First-Year Students

### Frequency Distributions

**NSSE 2020 Frequencies and Statistical Comparisons**

**University of Illinois at Chicago**

<table>
<thead>
<tr>
<th>Item wording or description</th>
<th>Variable name</th>
<th>Values</th>
<th>Response options</th>
<th>UIC Count</th>
<th>UIC %</th>
<th>BOT Count</th>
<th>BOT %</th>
<th>USU Count</th>
<th>USU %</th>
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<th>AAU %</th>
<th>Mean Effect size</th>
<th>Mean Effect size</th>
<th>Mean Effect size</th>
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<td>2.8 .00</td>
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<td>18,683</td>
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<td>3.0 .00</td>
</tr>
</tbody>
</table>

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

| a. Talked about career plans with a faculty member | Stcareer | 1 | Never | 140 | 16 | 1,040 | 16 | 3,671 | 20 | 1,577 | 21 | 2.3 | .06 | 2.3 .03 | 2.2 *** .13 |
| | | 2 | Sometimes | 402 | 46 | 2,901 | 43 | 7,932 | 43 | 3,675 | 46 | 2.4 | .06 | 2.3 .03 | 2.2 *** .13 |
| | | 3 | Often | 223 | 25 | 1,807 | 26 | 4,594 | 24 | 1,923 | 22 | 2.3 | .06 | 2.3 .03 | 2.2 *** .13 |
| | | 4 | Very often | 109 | 12 | 1,001 | 14 | 2,477 | 13 | 901 | 10 | 2.3 | .06 | 2.3 .03 | 2.2 *** .13 |
| | | **Total** | 874 | 100 | 6,749 | 100 | 18,674 | 100 | 8,076 | 100 | 2.3 | .06 | 2.3 .03 | 2.2 *** .13 |
| b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.) | Stotherwork | 1 | Never | 405 | 46 | 3,109 | 47 | 9,068 | 49 | 3,770 | 49 | 1.8 | .01 | 1.8 .03 | 1.8 .06 |
| | | 2 | Sometimes | 276 | 32 | 2,122 | 31 | 5,660 | 31 | 2,623 | 33 | 1.8 | .01 | 1.8 .03 | 1.8 .06 |
| | | 3 | Often | 138 | 17 | 1,022 | 15 | 2,594 | 14 | 1,170 | 13 | 1.8 | .01 | 1.8 .03 | 1.8 .06 |
| | | 4 | Very often | 49 | 6 | 449 | 7 | 1,230 | 7 | 463 | 6 | 1.8 | .01 | 1.8 .03 | 1.8 .06 |
| | | **Total** | 868 | 100 | 6,702 | 100 | 18,552 | 100 | 8,026 | 100 | 1.8 | .01 | 1.8 .03 | 1.8 .06 |
| c. Discussed course topics, ideas, or concepts with a faculty member outside of class | Stdiscuss | 1 | Never | 293 | 34 | 2,089 | 32 | 6,610 | 35 | 2,632 | 33 | 2.0 | .01 | 2.0 .05 | 2.0 .07 |
| | | 2 | Sometimes | 333 | 39 | 2,805 | 42 | 7,249 | 40 | 3,476 | 45 | 2.0 | .01 | 2.0 .05 | 2.0 .07 |
| | | 3 | Often | 158 | 19 | 1,248 | 19 | 3,193 | 17 | 1,385 | 17 | 2.0 | .01 | 2.0 .05 | 2.0 .07 |
| | | 4 | Very often | 72 | 8 | 482 | 7 | 1,333 | 7 | 450 | 6 | 2.0 | .01 | 2.0 .05 | 2.0 .07 |
| | | **Total** | 856 | 100 | 6,624 | 100 | 18,385 | 100 | 7,943 | 100 | 2.0 | .01 | 2.0 .05 | 2.0 .07 |

* 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.
### Frequency Distributions

<table>
<thead>
<tr>
<th>Item wording or description</th>
<th>Variable name</th>
<th>Values</th>
<th>Response options</th>
<th>UIC</th>
<th>BOT</th>
<th>USU</th>
<th>AAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compared with your first-year students</td>
<td></td>
<td></td>
<td></td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
</tr>
<tr>
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<td>25</td>
<td>1,574</td>
<td>25</td>
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<td></td>
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<td></td>
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<td>598</td>
<td>9</td>
</tr>
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<td></td>
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<td></td>
<td>854</td>
<td>100</td>
<td>6,631</td>
<td>100</td>
</tr>
</tbody>
</table>

4. During the current school year, how much has your coursework emphasized the following?

| a. Memorizing course material | memorize | | Very little | 32 | 4 | 224 | 4 | 500 | 3 | 246 | 4 |
| | | | Some | 211 | 25 | 1,640 | 25 | 4,244 | 24 | 2,002 | 27 |
| | | | Quite a bit | 390 | 46 | 2,955 | 45 | 8,388 | 46 | 3,665 | 45 |
| | | | 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 | | Very little | 27 | 3 | 197 | 3 | 649 | 4 | 210 | 2 |
| | | | Some | 216 | 26 | 1,517 | 23 | 4,633 | 25 | 1,841 | 22 |
| | | | Quite a bit | 390 | 46 | 2,976 | 47 | 8,274 | 46 | 3,777 | 48 |
| | | | 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 | | Very little | 25 | 3 | 201 | 3 | 647 | 4 | 254 | 4 |
| | | | Some | 204 | 24 | 1,583 | 24 | 4,689 | 26 | 2,086 | 26 |
| | | | Quite a bit | 379 | 45 | 2,977 | 46 | 8,795 | 44 | 3,546 | 45 |
| | | | 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 | | Very little | 21 | 3 | 263 | 4 | 771 | 5 | 432 | 6 |
| | | | Some | 214 | 26 | 1,651 | 26 | 4,625 | 26 | 2,292 | 30 |
| | | | Quite a bit | 377 | 44 | 2,915 | 45 | 8,052 | 45 | 3,488 | 43 |
| | | | 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 | | Very little | 23 | 3 | 220 | 4 | 681 | 4 | 303 | 4 |
| | | | Some | 202 | 24 | 1,622 | 26 | 4,711 | 27 | 2,168 | 28 |
| | | | Quite a bit | 393 | 47 | 3,002 | 46 | 8,122 | 45 | 3,663 | 47 |
| | | | Very much | 211 | 26 | 1,560 | 24 | 4,271 | 24 | 1,610 | 21 |
| | Total | | | 829 | 100 | 6,404 | 100 | 17,875 | 100 | 7,744 | 100 |

**Statistical Comparisons**

<table>
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<tr>
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<th>UIC</th>
<th>BOT</th>
<th>USU</th>
<th>AAU</th>
</tr>
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<td>Mean</td>
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<td>.04</td>
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*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.
## First-Year Students

### Frequency Distributions

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<th>Item wording or description</th>
<th>Variable name</th>
<th>Values</th>
<th>Response options</th>
<th>UIC Count</th>
<th>UIC %</th>
<th>BOT Count</th>
<th>BOT %</th>
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<th>USU %</th>
<th>AAU Count</th>
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### Statistical Comparisons

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*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

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<th>Response options</th>
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<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
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#### Statistical Comparisons

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</table>

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

| QR_problem | 1 | Never | 134 | 17 | 1,021 | 17 | 3,275 | 19 | 1,492 | 20 | 2.4 | -0.36 |
| | 2 | Sometimes | 310 | 39 | 2,375 | 39 | 6,705 | 39 | 2,984 | 40 | 2.4 | 0.00 |
| | 3 | Often | 258 | 32 | 1,875 | 30 | 5,110 | 30 | 2,203 | 29 | 2.4 | 0.00 |
| | 4 | Very often | 94 | 12 | 855 | 15 | 2,133 | 13 | 794 | 11 | 2.4 | 0.00 |
| **Total** | | | 796 | 100 | 6,126 | 100 | 17,223 | 100 | 7,473 | 100 | 2.4 | -0.36 |

#### Frequencies and Statistical Comparisons for First-Year Students

<table>
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#### Evaluated what others have concluded from numerical information

| QR_evaluate | 1 | Never | 120 | 15 | 860 | 14 | 2,969 | 16 | 1,177 | 15 | 2.4 | -0.04 |
| | 2 | Sometimes | 322 | 41 | 2,494 | 41 | 7,043 | 41 | 3,134 | 42 | 2.4 | 0.00 |
| | 3 | Often | 262 | 33 | 1,989 | 32 | 5,248 | 31 | 2,383 | 32 | 2.4 | 0.00 |
| | 4 | Very often | 90 | 11 | 766 | 13 | 1,983 | 12 | 767 | 11 | 2.4 | 0.00 |
| **Total** | | | 794 | 100 | 6,109 | 100 | 17,183 | 100 | 7,461 | 100 | 2.4 | -0.04 |

#### Statistical Comparisons

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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.)

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#### Frequencies and Statistical Comparisons for First-Year Students

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* 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.
### First-Year Students

#### Frequency Distributions\(^a\)

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

### Frequency Distributions

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### Statistical Comparisons

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*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.
### First-Year Students

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

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## First-Year Students

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*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 • 13
# First-Year Students

**NSSE 2020 Frequencies and Statistical Comparisons**

**University of Illinois at Chicago**

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Statistical Comparisons

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*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 • 14
First-Year Students

### Frequency Distributions

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### Statistical Comparisons

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<td>3.3</td>
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<td>△</td>
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<td>-.16</td>
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<td>-.15</td>
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<td></td>
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<td>△</td>
<td>△</td>
<td>△</td>
<td>△</td>
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<tr>
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</table>

*Note: 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 • 15
# First-Year Students

**NSSE 2020 Frequencies and Statistical Comparisons**  
University of Illinois at Chicago

## Frequency Distributions

| Item wording or description | Variable name | Values | Response options | UIC | BOT | USU | AAU | UIC | BOT | USU | AAU |
|-----------------------------|---------------|--------|------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| e. Working on campus        | tmworkhrs     | 0      | 0 hrs            | 619 | 83  | 4,764 | 82  | 13,478 | 82  | 5,231 | 74  |
|                             |               | 1-5 hrs| 21               | 3   | 125 | 2    | 317 | 2    | 273 | 4   |
|                             |               | 6-10 hrs| 33               | 4   | 271 | 4    | 656 | 4    | 578 | 8   |
|                             |               | 11-15 hrs| 28               | 4   | 279 | 5    | 879 | 6    | 606 | 8   |
|                             |               | 16-20 hrs| 25               | 4   | 203 | 4    | 648 | 4    | 315 | 4   |
|                             |               | 21-25 hrs| 9               | 1   | 61  | 1    | 251 | 2    | 106 | 2   |
|                             |               | 26-30 hrs| 4               | 1   | 26  | 0    | 49  | 0    | 16  | 0   |
|                             |               | 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 off campus       | tmworkoffhrs  | 0      | 0 hrs            | 448 | 61  | 3,911 | 67  | 10,365 | 64  | 5,493 | 80  |
|                             |               | 1-5 hrs| 24               | 3   | 258 | 4    | 739 | 4    | 299 | 4   |
|                             |               | 6-10 hrs| 56               | 7   | 345 | 6    | 961 | 6    | 339 | 4   |
|                             |               | 11-15 hrs| 69               | 9   | 425 | 8    | 1,201 | 7 | 367 | 4   |
|                             |               | 16-20 hrs| 68               | 9   | 361 | 6    | 1,195 | 7 | 312 | 4   |
|                             |               | 21-25 hrs| 40               | 5   | 242 | 4    | 966 | 5    | 203 | 3   |
|                             |               | 26-30 hrs| 18               | 2   | 107 | 2    | 453 | 3    | 73  | 1   |
|                             |               | 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         | tmworkhrs     | 0      | 0 hrs            | 446 | 61  | 3,133 | 55  | 9,447 | 58  | 4,256 | 60  |
| hours working for pay       |               | 1-5 hrs| 180              | 23  | 1,910 | 32  | 4,685 | 28  | 2,108 | 29  |
|                             |               | 6-10 hrs| 51               | 7   | 333 | 6    | 1,071 | 7 | 364 | 5   |
|                             |               | 11-15 hrs| 39               | 5   | 211 | 4    | 584 | 3    | 210 | 3   |
|                             |               | 16-20 hrs| 11               | 2   | 84  | 1    | 284 | 2    | 128 | 2   |
|                             |               | 21-25 hrs| 10               | 1   | 49  | 1    | 158 | 1    | 58  | 1   |
|                             |               | 26-30 hrs| 1               | 0   | 15  | 0    | 42  | 0    | 14  | 0   |
|                             |               | More than 30 hrs| 4   | 1   | 31  | 1    | 82  | 1    | 17  | 0   |
|                             |               | Total     | 742             | 100 | 5,766 | 100 | 16,353 | 100 | 7,155 | 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

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<th>BOT</th>
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<th>AAU</th>
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<td>tmrelaxhrs</td>
<td>0 0 hrs</td>
<td>23 3</td>
<td>95 2</td>
<td>258 2</td>
<td>81 1</td>
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<tr>
<td>3 1-5 hrs</td>
<td>195 25</td>
<td>1,007 17</td>
<td>3,012 18</td>
<td>1,123 15</td>
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<tr>
<td>8 6-10 hrs</td>
<td>168 23</td>
<td>1,574 27</td>
<td>4,363 27</td>
<td>1,923 27</td>
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<tr>
<td>13 11-15 hrs</td>
<td>152 21</td>
<td>1,346 23</td>
<td>3,579 22</td>
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<tr>
<td>18 16-20 hrs</td>
<td>107 14</td>
<td>876 15</td>
<td>2,325 14</td>
<td>1,185 17</td>
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<td></td>
<td></td>
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<tr>
<td>23 21-25 hrs</td>
<td>40 6</td>
<td>392 7</td>
<td>1,156 7</td>
<td>523 8</td>
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<td></td>
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</tr>
<tr>
<td>28 26-30 hrs</td>
<td>13 2</td>
<td>132 2</td>
<td>447 3</td>
<td>198 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33 More than 30 hrs</td>
<td>39 6</td>
<td>357 7</td>
<td>1,214 8</td>
<td>406 6</td>
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<td></td>
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</tr>
<tr>
<td>Total</td>
<td>737 100</td>
<td>5,779 100</td>
<td>16,354 100</td>
<td>7,159 100</td>
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</tr>
</tbody>
</table>

| g. Providing care for dependents (children, parents, etc.) | tmcarehrs | 0 0 hrs | 477 65 | 4,704 81 | 12,362 76 | 6,211 88 |
| 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 | 0 0 hrs | 161 22 | 2,294 38 | 5,857 36 | 2,595 37 |
| 3 1-5 hrs | 207 27 | 2,066 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 |

### Statistical Comparisons

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<td>95 2</td>
<td>258 2</td>
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<td>195 25</td>
<td>1,007 17</td>
<td>3,012 18</td>
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<tr>
<td>8 6-10 hrs</td>
<td>168 23</td>
<td>1,574 27</td>
<td>4,363 27</td>
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<td>13 11-15 hrs</td>
<td>152 21</td>
<td>1,346 23</td>
<td>3,579 22</td>
<td>1,720 24</td>
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<tr>
<td>18 16-20 hrs</td>
<td>107 14</td>
<td>876 15</td>
<td>2,325 14</td>
<td>1,185 17</td>
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<tr>
<td>23 21-25 hrs</td>
<td>40 6</td>
<td>392 7</td>
<td>1,156 7</td>
<td>523 8</td>
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<td>28 26-30 hrs</td>
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<td>132 2</td>
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<td>39 6</td>
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<td>737 100</td>
<td>5,779 100</td>
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| g. Providing care for dependents (children, parents, etc.) | tmcarehrs | 0 0 hrs | 477 65 | 4,704 81 | 12,362 76 | 6,211 88 |
| 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 |

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| 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 |

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

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2.9

7.9

NSSE 2020 FREQUENCIES AND STATISTICAL COMPARISONS

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

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2.9

NSSE 2020 FREQUENCIES AND STATISTICAL COMPARISONS

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# First-Year Students

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</tr>
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### Statistical Comparisons

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<td>2.7</td>
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<td>-.08</td>
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*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.

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# NSSE 2020 Frequencies and Statistical Comparisons

University of Illinois at Chicago

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*NSSE 2020 FREQUENCIES AND STATISTICAL COMPARISONS* • 19
# First-Year Students

## Frequency Distributions

### UIC, BOT, USU, AAU

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<th>Variable name</th>
<th>Values</th>
<th>Response options</th>
<th>Count</th>
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<th>Count</th>
<th>%</th>
<th>Count</th>
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### Statistical Comparisons

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<td>2.7</td>
<td>*-.08</td>
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<td>-.03</td>
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<td>**-.35</td>
<td>3.2</td>
<td>***-.31</td>
<td>3.1</td>
<td>***-.21</td>
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</tbody>
</table>

*Means indicate the percentage who responded "Yes."*

---

### Endnotes

- *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.

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**NSSE 2020 Frequencies and Statistical Comparisons**

University of Illinois at Chicago
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<th>Item wording</th>
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<th>%</th>
<th>Count</th>
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<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
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<td>496</td>
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<td>Sometimes</td>
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<td>37</td>
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<td>9,199</td>
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<td>4,058</td>
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<td></td>
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<td>9,096</td>
<td>100</td>
<td>30,121</td>
<td>100</td>
<td>11,581</td>
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| b. Come to class without completing readings or assignments | unprepared | 1 | Very often | 75 | 9 | 667 | 7 | 2,223 | 8 | 1,019 | 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 |
| | | 2 | Sometimes | 298 | 34 | 2,963 | 32 | 9,669 | 33 | 4,575 | 41 |
| | | 3 | Often | 75 | 8 | 836 | 9 | 2,896 | 9 | 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 | Sometimes | 325 | 38 | 3,613 | 42 | 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 | 29,681 | 100 | 11,444 | 100 |

| e. Explained course material to one or more students | CLexplain | 1 | Never | 35 | 4 | 526 | 6 | 2,164 | 7 | 385 | 3 |
| | | 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 | 29,844 | 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 | 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 |

*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

#### Frequency Distributions

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<th>BOT</th>
<th>USU</th>
<th>AAU</th>
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<td>4</td>
<td>365</td>
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<td>d. Examined the strengths and weaknesses of your own views on a topic or issue</td>
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<td>268</td>
<td>32</td>
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<td>30</td>
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<tr>
<td>2. Sometimes</td>
<td>214</td>
<td>25</td>
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<td>29</td>
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<tr>
<td>3. Often</td>
<td>174</td>
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#### Statistical Comparisons

<table>
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<th>BOT</th>
<th>USU</th>
<th>AAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Worked with other students on course projects or assignments</td>
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<td>present</td>
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<td>2.6 ***</td>
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<td>12</td>
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<td>31</td>
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<td>21</td>
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<td>22</td>
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<td>Total</td>
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<td>8,759</td>
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<tr>
<td>c. Examined the strengths and weaknesses of your own views on a topic or issue</td>
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<td>2.5 **</td>
<td>- .13</td>
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<tr>
<td>1. Never</td>
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<td>1,232</td>
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<td>3. Often</td>
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<td>2,584</td>
<td>29</td>
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<td>1,883</td>
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<td>Total</td>
<td>826</td>
<td>100</td>
<td>8,666</td>
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*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 • 22
### NSSE 2020 Frequencies and Statistical Comparisons

**University of Illinois at Chicago**

#### Frequency Distributions\(^a\)

<table>
<thead>
<tr>
<th>Item wording or description</th>
<th>UIC</th>
<th>BOT</th>
<th>USU</th>
<th>AAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. Tried to better understand someone else's views by imagining how an issue looks from their perspective</td>
<td>RIperspect</td>
<td>1 Never</td>
<td>47</td>
<td>7</td>
</tr>
<tr>
<td>2 Sometimes</td>
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<td>2,039</td>
<td>24</td>
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<tr>
<td>3 Often</td>
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<td>41</td>
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</tr>
<tr>
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<td>26</td>
</tr>
<tr>
<td>3 Often</td>
<td>355</td>
<td>44</td>
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<td>g. Connected ideas from your courses to your prior experiences and knowledge</td>
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<tr>
<td>2 Sometimes</td>
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<tr>
<td>3 Often</td>
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<td>46</td>
<td>3,844</td>
<td>46</td>
</tr>
<tr>
<td>4 Very often</td>
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#### Statistical Comparisons\(^b\)

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<th>AAU</th>
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<td>Effect size(^e)</td>
<td>Mean</td>
<td>Effect size(^e)</td>
<td>Mean</td>
</tr>
<tr>
<td>e. Tried to better understand someone else's views by imagining how an issue looks from their perspective</td>
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<td>3.0 ** -.10</td>
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<td>2.9 .00</td>
<td>3.0 -.02</td>
<td>2.9 .01</td>
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<td>3.2 * -.08</td>
<td>3.2 * -.09</td>
<td>3.1 -.07</td>
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### 3. During the current school year, about how often have you done the following?

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<th>SFcareer</th>
<th>SFdiscuss</th>
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<tbody>
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<td>a. Talked about career plans with a faculty member</td>
<td>1 Never</td>
<td>170</td>
<td>22</td>
</tr>
<tr>
<td>2 Sometimes</td>
<td>309</td>
<td>40</td>
<td>3,369</td>
</tr>
<tr>
<td>3 Often</td>
<td>186</td>
<td>23</td>
<td>2,067</td>
</tr>
<tr>
<td>4 Very often</td>
<td>120</td>
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<td>1,463</td>
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<td>Total</td>
<td>785</td>
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<tr>
<td>b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)</td>
<td>1 Never</td>
<td>355</td>
<td>46</td>
</tr>
<tr>
<td>2 Sometimes</td>
<td>223</td>
<td>29</td>
<td>2,699</td>
</tr>
<tr>
<td>3 Often</td>
<td>127</td>
<td>16</td>
<td>1,353</td>
</tr>
<tr>
<td>4 Very often</td>
<td>73</td>
<td>9</td>
<td>925</td>
</tr>
<tr>
<td>Total</td>
<td>778</td>
<td>100</td>
<td>8,322</td>
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<tr>
<td>c. Discussed course topics, ideas, or concepts with a faculty member outside of class</td>
<td>1 Never</td>
<td>235</td>
<td>31</td>
</tr>
<tr>
<td>2 Sometimes</td>
<td>308</td>
<td>39</td>
<td>3,475</td>
</tr>
<tr>
<td>3 Often</td>
<td>158</td>
<td>21</td>
<td>1,702</td>
</tr>
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<td>73</td>
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<td>Total</td>
<td>774</td>
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<td>8,255</td>
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</table>

*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 • 23
**Seniors**

**Frequency Distributions**

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<th>Response options</th>
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<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
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<td>Never</td>
<td>215</td>
<td>28</td>
<td>2,014</td>
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<td>7,203</td>
<td>27</td>
<td>2,943</td>
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<tr>
<td></td>
<td></td>
<td>2</td>
<td>Sometimes</td>
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<td>3,685</td>
<td>44</td>
<td>12,024</td>
<td>43</td>
<td>4,839</td>
<td>45</td>
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<tr>
<td></td>
<td></td>
<td>3</td>
<td>Often</td>
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<td>19</td>
<td>1,744</td>
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<td>20</td>
<td>2,036</td>
<td>17</td>
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<td></td>
<td>4</td>
<td>Very often</td>
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<td>9</td>
<td>802</td>
<td>9</td>
<td>2,678</td>
<td>10</td>
<td>839</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
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<td></td>
<td>775</td>
<td>100</td>
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<td>27,539</td>
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<td>10,657</td>
<td>100</td>
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**Statistical Comparisons**

<table>
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<tr>
<th></th>
<th>UIC</th>
<th>BOT</th>
<th>USU</th>
<th>AAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. Discussed your academic performance with a faculty member</td>
<td>Mean</td>
<td>Mean</td>
<td>Effect size</td>
<td>Mean</td>
</tr>
<tr>
<td></td>
<td>2.1</td>
<td>2.1</td>
<td>-.04</td>
<td>2.1</td>
</tr>
</tbody>
</table>

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 | 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 | 45 |
| | | 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 | H0apply | 1 | Very little | 30 | 4 | 251 | 3 | 849 | 3 | 265 | 3 |
| | | 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 | H0analyze | 1 | Very little | 27 | 4 | 287 | 4 | 913 | 4 | 351 | 4 |
| | | 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 | H0evaluate | 1 | Very little | 55 | 8 | 496 | 7 | 1,405 | 6 | 754 | 8 |
| | | 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 | H0form | 1 | Very little | 37 | 5 | 374 | 5 | 1,143 | 5 | 499 | 6 |
| | | 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 |

*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 • 24
<table>
<thead>
<tr>
<th>Item wording or description</th>
<th>Variable name</th>
<th>Values</th>
<th>Response options</th>
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<th>UIC %</th>
<th>BOT Count</th>
<th>BOT %</th>
<th>USU Count</th>
<th>USU %</th>
<th>AAU Count</th>
<th>AAU %</th>
<th>Effect size&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Effect size&lt;sup&gt;b&lt;/sup&gt;</th>
<th>Effect size&lt;sup&gt;c&lt;/sup&gt;</th>
<th>Effect size&lt;sup&gt;d&lt;/sup&gt;</th>
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</thead>
<tbody>
<tr>
<td>a. Clearly explained course goals and requirements</td>
<td>ETgoals</td>
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<td>Very little</td>
<td>25 4</td>
<td>4</td>
<td>193 3</td>
<td>19</td>
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<td>2</td>
<td>3.0</td>
<td>3.1 ** -.10</td>
<td>3.1 ** -.10</td>
<td>3.1 ** -.10</td>
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<tr>
<td>2</td>
<td>Some</td>
<td>166 22</td>
<td>22</td>
<td>1,474 19</td>
<td>19</td>
<td>4,980 19</td>
<td>19</td>
<td>1,988 19</td>
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<td>3.0 *** -.17</td>
<td>3.0 *** -.22</td>
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<tr>
<td>3</td>
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<td>312 41</td>
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<td>3,528 44</td>
<td>44</td>
<td>11,550 44</td>
<td>44</td>
<td>4,900 47</td>
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<td>3.0 * -.10</td>
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<td>3.0 *** -.20</td>
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<tr>
<td>4</td>
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<td>249 33</td>
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<td>2,755 34</td>
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<td>▼</td>
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<tr>
<td>b. Taught course sessions in an organized way</td>
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<td>29</td>
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<td>21</td>
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<td>▲</td>
<td>▲</td>
<td>▲</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Quite a bit</td>
<td>298 39</td>
<td>39</td>
<td>3,575 45</td>
<td>45</td>
<td>11,411 43</td>
<td>43</td>
<td>5,076 49</td>
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<td>▲</td>
<td>▲</td>
<td>▲</td>
<td>▲</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Very much</td>
<td>199 26</td>
<td>26</td>
<td>2,405 29</td>
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<td>8,392 31</td>
<td>31</td>
<td>2,897 29</td>
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</tr>
<tr>
<td>c. Used examples or illustrations to explain difficult points</td>
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<td>238 3</td>
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<td>958 4</td>
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<td>185 2</td>
<td>2</td>
<td>3.0</td>
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<td>3.0 * -.09</td>
<td>3.0 *** -.15</td>
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<td>5,511 21</td>
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<td>2,050 20</td>
<td>20</td>
<td>▶</td>
<td>▶</td>
<td>▶</td>
<td>▶</td>
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</tr>
<tr>
<td>3</td>
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<td>333 45</td>
<td>45</td>
<td>3,355 42</td>
<td>42</td>
<td>10,852 41</td>
<td>41</td>
<td>4,683 44</td>
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<tr>
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<td>Very much</td>
<td>221 29</td>
<td>29</td>
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<td>34</td>
<td>9,204 35</td>
<td>35</td>
<td>3,405 34</td>
<td>34</td>
<td>▶</td>
<td>▶</td>
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<tr>
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<td>100</td>
<td>7,920 100</td>
<td>100</td>
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<td>10,323 100</td>
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<td></td>
</tr>
<tr>
<td>d. Provided feedback on a draft or work in progress</td>
<td>ETdraftfb</td>
<td>1</td>
<td>Very little</td>
<td>82 12</td>
<td>12</td>
<td>869 12</td>
<td>12</td>
<td>3,022 12</td>
<td>12</td>
<td>1,283 14</td>
<td>14</td>
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<td>2.7 -.05</td>
<td>2.7 -.06</td>
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<td>Some</td>
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<td>34</td>
<td>2,421 31</td>
<td>31</td>
<td>8,020 31</td>
<td>31</td>
<td>3,609 36</td>
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<td>△</td>
<td>△</td>
<td>△</td>
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</tr>
<tr>
<td>3</td>
<td>Quite a bit</td>
<td>257 34</td>
<td>34</td>
<td>2,631 33</td>
<td>33</td>
<td>8,711 32</td>
<td>32</td>
<td>3,446 32</td>
<td>32</td>
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<td>△</td>
<td>△</td>
<td>△</td>
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</tr>
<tr>
<td>4</td>
<td>Very much</td>
<td>159 21</td>
<td>21</td>
<td>1,983 24</td>
<td>24</td>
<td>6,777 25</td>
<td>25</td>
<td>1,968 18</td>
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<td>Total</td>
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<td>100</td>
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<td>100</td>
<td>10,306 100</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>e. Provided prompt and detailed feedback on tests or completed assignments</td>
<td>ETfeedback</td>
<td>1</td>
<td>Very little</td>
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<td>12</td>
<td>762 11</td>
<td>11</td>
<td>2,463 10</td>
<td>10</td>
<td>970 10</td>
<td>10</td>
<td>2.6</td>
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<td>2.7 *** -.12</td>
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<td>Some</td>
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<td>33</td>
<td>2,482 32</td>
<td>32</td>
<td>8,033 31</td>
<td>31</td>
<td>3,665 36</td>
<td>36</td>
<td>▲</td>
<td>▲</td>
<td>▲</td>
<td>▲</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Quite a bit</td>
<td>282 38</td>
<td>38</td>
<td>2,847 35</td>
<td>35</td>
<td>9,584 36</td>
<td>36</td>
<td>3,861 37</td>
<td>37</td>
<td>▲</td>
<td>▲</td>
<td>▲</td>
<td>▲</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Very much</td>
<td>134 18</td>
<td>18</td>
<td>1,803 22</td>
<td>22</td>
<td>6,381 23</td>
<td>23</td>
<td>1,782 17</td>
<td>17</td>
<td>▲</td>
<td>▲</td>
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<td>100</td>
<td>26,461 100</td>
<td>100</td>
<td>10,278 100</td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Item wording or description</th>
<th>Variable name</th>
<th>UIC</th>
<th>BOT</th>
<th>USU</th>
<th>AAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)</td>
<td>QRconclude</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Never</td>
<td>58</td>
<td>7</td>
<td>744</td>
<td>9</td>
<td>2,784</td>
</tr>
<tr>
<td>2 Sometimes</td>
<td>250</td>
<td>34</td>
<td>2,626</td>
<td>33</td>
<td>8,918</td>
</tr>
<tr>
<td>3 Often</td>
<td>272</td>
<td>37</td>
<td>2,834</td>
<td>37</td>
<td>9,446</td>
</tr>
<tr>
<td>4 Very often</td>
<td>156</td>
<td>22</td>
<td>1,615</td>
<td>21</td>
<td>5,017</td>
</tr>
<tr>
<td>Total</td>
<td>736</td>
<td>100</td>
<td>7,819</td>
<td>100</td>
<td>26,165</td>
</tr>
<tr>
<td>Effect size</td>
<td>2.7</td>
<td>2.7</td>
<td>0.04</td>
<td>2.7</td>
<td>0.07</td>
</tr>
</tbody>
</table>

| 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 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 |
| Effect size | 2.5 | 2.5 | 0.00 | 2.4 | 0.01 | 2.5 | 0.00 |

| c. Evaluated what others have concluded from numerical information | QRevaluate |  |  |  |  |
|   1 Never | 103 | 14 | 1,157 | 15 | 4,209 | 16 | 1,270 | 13 |
|   2 Sometimes | 271 | 37 | 2,888 | 37 | 9,871 | 38 | 3,976 | 38 |
|   3 Often | 248 | 34 | 2,346 | 30 | 7,807 | 30 | 3,085 | 30 |
|   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 |
| Effect size | 2.5 | 2.5 | 0.02 | 2.5 | 0.04 | 2.5 | 0.03 |

### 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.)

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<th>Variable name</th>
<th>UIC</th>
<th>BOT</th>
<th>USU</th>
<th>AAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Up to 5 pages</td>
<td>wrshortnum</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 None</td>
<td>66</td>
<td>10</td>
<td>611</td>
<td>9</td>
<td>2,175</td>
</tr>
<tr>
<td>1.5 1-2</td>
<td>155</td>
<td>21</td>
<td>1,565</td>
<td>20</td>
<td>5,129</td>
</tr>
<tr>
<td>4 3-5</td>
<td>199</td>
<td>27</td>
<td>2,235</td>
<td>29</td>
<td>7,643</td>
</tr>
<tr>
<td>8 6-10</td>
<td>152</td>
<td>20</td>
<td>1,537</td>
<td>20</td>
<td>5,240</td>
</tr>
<tr>
<td>13 11-15</td>
<td>68</td>
<td>10</td>
<td>834</td>
<td>11</td>
<td>2,584</td>
</tr>
<tr>
<td>18 16-20</td>
<td>25</td>
<td>3</td>
<td>373</td>
<td>5</td>
<td>1,250</td>
</tr>
<tr>
<td>23 More than 20</td>
<td>65</td>
<td>9</td>
<td>582</td>
<td>8</td>
<td>1,865</td>
</tr>
<tr>
<td>Total</td>
<td>730</td>
<td>100</td>
<td>7,737</td>
<td>100</td>
<td>25,886</td>
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<tr>
<td>Effect size</td>
<td>7.0</td>
<td>7.0</td>
<td>0.00</td>
<td>6.9</td>
<td>0.02</td>
</tr>
</tbody>
</table>

| b. Between 6 and 10 pages | wrmedium |  |  |  |  |
|   0 None | 196 | 27 | 2,239 | 30 | 7,500 | 29 | 2,755 | 27 |
|   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 |
| Effect size | 4.3 | 3.3 | 0.22 | 3.3 | 0.23 | 3.1 | 0.30 |

*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.
### Seniors

**Frequency Distributions**

<table>
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<th>Variable</th>
<th>Values</th>
<th>Response options</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. 11 pages or more</td>
<td>wrpages</td>
<td>None</td>
<td>0</td>
<td>348</td>
<td>47</td>
<td>4,028</td>
<td>53</td>
<td>13,862</td>
<td>54</td>
<td>5,845</td>
<td>53</td>
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<tr>
<td></td>
<td></td>
<td>1-2</td>
<td>1.5</td>
<td>203</td>
<td>27</td>
<td>2,316</td>
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<td>7,268</td>
<td>28</td>
<td>3,084</td>
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<td></td>
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<td>4</td>
<td>74</td>
<td>10</td>
<td>739</td>
<td>9</td>
<td>2,387</td>
<td>9</td>
<td>846</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6-10</td>
<td>8</td>
<td>46</td>
<td>7</td>
<td>278</td>
<td>4</td>
<td>1,097</td>
<td>4</td>
<td>337</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11-15</td>
<td>13</td>
<td>26</td>
<td>4</td>
<td>202</td>
<td>3</td>
<td>664</td>
<td>3</td>
<td>196</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16-20</td>
<td>18</td>
<td>11</td>
<td>1</td>
<td>57</td>
<td>1</td>
<td>230</td>
<td>1</td>
<td>62</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>More than 20</td>
<td>23</td>
<td>25</td>
<td>4</td>
<td>86</td>
<td>1</td>
<td>339</td>
<td>1</td>
<td>83</td>
<td>1</td>
</tr>
</tbody>
</table>

| Estimated number of assigned pages of student writing. | wrpages | 733 | 100 | 7,706 | 100 | 25,847 | 100 | 10,053 | 100 |

**Statistical Comparisons**

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<th>BOT</th>
<th>USU</th>
<th>AAU</th>
</tr>
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<tr>
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<td>Mean</td>
<td>Effect size</td>
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<td>BOT</td>
<td>USU</td>
<td>AAU</td>
</tr>
<tr>
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<td>1.9 ***</td>
<td>.26</td>
<td>1.9 ***</td>
</tr>
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</table>

### 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

<table>
<thead>
<tr>
<th>DDrace</th>
<th>1 Never</th>
<th>2 Sometimes</th>
<th>3 Often</th>
<th>4 Very often</th>
<th>Total</th>
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<td>29</td>
<td>112</td>
<td>194</td>
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<td>100</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>18</td>
<td>30</td>
<td>48</td>
<td>100</td>
</tr>
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<td></td>
<td>3</td>
<td>24</td>
<td>39</td>
<td>56</td>
<td>100</td>
</tr>
</tbody>
</table>

| Mean | Effect size | Mean | Effect size | Mean | Effect size |
| UIC | BOT | USU | AAU |
| 3.3 | 3.2 * .09 | 3.2 * .09 | 3.1 *** .19 |

#### b. People from an economic background other than your own

<table>
<thead>
<tr>
<th>DDeconomic</th>
<th>1 Never</th>
<th>2 Sometimes</th>
<th>3 Often</th>
<th>4 Very often</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>27</td>
<td>154</td>
<td>217</td>
<td>323</td>
<td>721</td>
</tr>
<tr>
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<td>4</td>
<td>20</td>
<td>34</td>
<td>43</td>
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<td>42</td>
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<td></td>
<td>2</td>
<td>13</td>
<td>18</td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

| Mean | Effect size | Mean | Effect size | Mean | Effect size |
| UIC | BOT | USU | AAU |
| 3.2 | 3.2 -.01 | 3.1 .02 | 3.1 * .08 |

#### c. People with religious beliefs other than your own

<table>
<thead>
<tr>
<th>DDreligion</th>
<th>1 Never</th>
<th>2 Sometimes</th>
<th>3 Often</th>
<th>4 Very often</th>
<th>Total</th>
</tr>
</thead>
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<td></td>
<td>42</td>
<td>131</td>
<td>217</td>
<td>330</td>
<td>720</td>
</tr>
<tr>
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<td>6</td>
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<td>5</td>
<td>20</td>
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<td></td>
<td>3</td>
<td>13</td>
<td>18</td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

| Mean | Effect size | Mean | Effect size | Mean | Effect size |
| UIC | BOT | USU | AAU |
| 3.2 | 3.1 .03 | 3.1 .07 | 3.1 * .09 |

#### d. People with political views other than your own

<table>
<thead>
<tr>
<th>DDpolitical</th>
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<th>2 Sometimes</th>
<th>3 Often</th>
<th>4 Very often</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>76</td>
<td>228</td>
<td>174</td>
<td>244</td>
<td>722</td>
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<td>10</td>
<td>32</td>
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<td></td>
<td>4</td>
<td>13</td>
<td>18</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

| Mean | Effect size | Mean | Effect size | Mean | Effect size |
| UIC | BOT | USU | AAU |
| 2.8 | 3.0 *** -.20 | 3.0 *** -.15 | 2.9 ** -.14 |

* *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.
### 9. During the current school year, about how often have you done the following?

<table>
<thead>
<tr>
<th>Item wording</th>
<th>Variable name</th>
<th>Values</th>
<th>Response options</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identified key information from reading assignments</td>
<td>LSreading</td>
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<td>Never</td>
<td>30</td>
<td>5</td>
<td>233</td>
<td>3</td>
<td>671</td>
<td>3</td>
<td>322</td>
<td>4</td>
</tr>
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<td></td>
<td></td>
<td>2</td>
<td>Sometimes</td>
<td>160</td>
<td>22</td>
<td>1,623</td>
<td>22</td>
<td>5,180</td>
<td>21</td>
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### 11. Which of the following have you done or do you plan to do before you graduate?

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<th>Count</th>
<th>%</th>
<th>Count</th>
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*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

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<th>Count</th>
<th>%</th>
<th>Count</th>
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*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.
### 13. Indicate the quality of your interactions with the following people at your institution.

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* 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

#### Frequency Distributions

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#### Statistical Comparisons

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*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 • 31
### Frequency Distributions

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<tr>
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<td>1,525 20</td>
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<td>1,991 21</td>
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<td>i. Attending events that address important social, economic, or political issues</td>
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<td>5,312 21</td>
<td>1,821 19</td>
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<td>977 13</td>
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*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

Note: *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

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#### Statistical Comparisons

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<th>Mean</th>
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#### Frequency Distributions

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<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
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<td>0 hrs</td>
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<td>0</td>
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<td>139</td>
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<td></td>
<td></td>
<td>4</td>
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<td>484</td>
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<tr>
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*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 • 33
## NSSE 2020 Frequencies and Statistical Comparisons

### University of Illinois at Chicago

### Seniors

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</tbody>
</table>

| **d. Working for pay off campus** | tmworkoffhrs | 0 | 0 hrs | 285 | 40 | 2,955 | 39 | 8,288 | 35 | 5,254 | 60 |
| (Recoded version of tmworkoff created by NSSE. Values are estimated number of hours per week.) | | 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 |
| | | 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** |

| **e. Doing community service or volunteer work** | tmservehrs | 0 | 0 hrs | 363 | 53 | 3,585 | 50 | 12,659 | 51 | 5,053 | 54 |
| (Recoded version of tmserve created by NSSE. Values are estimated number of hours per week.) | | 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 |
| | | 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** |

### Statistical Comparisons

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<th>Response options</th>
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<th>Mean</th>
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<td>0 hrs</td>
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*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 • 34
## NSSE 2020 Frequencies and Statistical Comparisons
### University of Illinois at Chicago

### Seniors

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<th>Mean Effect size&lt;sup&gt;ε&lt;/sup&gt;</th>
<th>Mean Effect size&lt;sup&gt;ε&lt;/sup&gt;</th>
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<td></td>
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<td>23 21-25 hrs</td>
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<td>408 6</td>
<td>1,250 5</td>
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<td>365 5</td>
<td>1,306 6</td>
<td>529 6</td>
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<td>5,282 70</td>
<td>15,366 63</td>
<td>8,096 84</td>
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<td>4.2 .02</td>
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<td>746 10</td>
<td>3,002 12</td>
<td>698 7</td>
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<td>3 1-5 hrs</td>
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<td>214 3</td>
<td>837 3</td>
<td>188 2</td>
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<td>430 2</td>
<td>106 1</td>
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<td>28 26-30 hrs</td>
<td>7 1</td>
<td>47 1</td>
<td>200 1</td>
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<td>145 2</td>
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* *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.*
### 17. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?

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<th>Values</th>
<th>Response options</th>
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<th>Count</th>
<th>%</th>
<th>Count</th>
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<td>UIC 223</td>
<td>33</td>
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<td>1,601</td>
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<td>636</td>
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#### Statistical Comparisons

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

#### Writing clearly and effectively (pgwrite)

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<td>UIC 62</td>
<td>10</td>
<td>506</td>
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<td>1,560</td>
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<td>649</td>
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<td>a. Writing clearly and effectively</td>
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<td>3,929</td>
<td>40</td>
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<tr>
<td>a. Writing clearly and effectively</td>
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<td>UIC 172</td>
<td>25</td>
<td>2,175</td>
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<td>8,070</td>
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#### Statistical Comparisons

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<th>USU Mean</th>
<th>AAU Mean</th>
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<td>2.9</td>
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### Frequency Distributions

#### NSSE 2020 Frequencies and Statistical Comparisons

**University of Illinois at Chicago**

#### Seniors

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<th>Variable name</th>
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<th>BOT</th>
<th>USU</th>
<th>AAU</th>
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### Statistical Comparisons

#### Your seniors compared with

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*Note: 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.
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**NSSE 2020 FREQUENCIES AND STATISTICAL COMPARISONS**

**University of Illinois at Chicago**

**NSSE 2020 Frequencies and Statistical Comparisons**

**Detailed Statistics**

See the endnotes on the last page of this report.
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NSSE 2020 FREQUENCIES AND STATISTICAL COMPARISONS
NSSE 2020 Frequencies and Statistical Comparisons

University of Illinois at Chicago

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### NSSE 2020 Frequencies and Statistical Comparisons

#### University of Illinois at Chicago

#### Detailed Statistics

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NSSE 2020 FREQUENCIES AND STATISTICAL COMPARISONS • 43
### NSSE 2020 Frequencies and Statistical Comparisons

#### Detailed Statistics

**University of Illinois at Chicago**

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See the endnotes on the last page of this report.

IPEDS: 145600

NSSE 2020 FREQUENCIES AND STATISTICAL COMPARISONS • 44
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 Ns 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.

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.

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.)

![First-year Participation](image)

![Senior Participation](image)

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<td>29%</td>
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<tr>
<td>Participated in at least one</td>
<td>79%</td>
<td>83%</td>
<td>83%</td>
<td>83%</td>
</tr>
<tr>
<td>Participated in two or more</td>
<td>29%</td>
<td>23%</td>
<td>29%</td>
<td>21%</td>
</tr>
</tbody>
</table>

- Your students' participation compared with:
  - 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.

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).

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).
First-Year Students

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>% Most or all</th>
<th>% Some</th>
<th>% None</th>
</tr>
</thead>
<tbody>
<tr>
<td>UIC</td>
<td>11</td>
<td>36</td>
<td>53</td>
</tr>
<tr>
<td>BOT</td>
<td>9</td>
<td>45</td>
<td>46</td>
</tr>
<tr>
<td>USU</td>
<td>8</td>
<td>42</td>
<td>49</td>
</tr>
<tr>
<td>AAU</td>
<td>7</td>
<td>36</td>
<td>58</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>% Done or in progress</th>
<th>% Plan to do</th>
<th>% Have not decided</th>
<th>% Do not plan to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>UIC</td>
<td>7</td>
<td>38</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>BOT</td>
<td>21</td>
<td>26</td>
<td>25</td>
<td>28</td>
</tr>
<tr>
<td>USU</td>
<td>16</td>
<td>28</td>
<td>28</td>
<td>27</td>
</tr>
<tr>
<td>AAU</td>
<td>23</td>
<td>20</td>
<td>24</td>
<td>33</td>
</tr>
</tbody>
</table>

Research with a Faculty Member
Work with a faculty member on a research project.

<table>
<thead>
<tr>
<th>Institution</th>
<th>% Done or in progress</th>
<th>% Plan to do</th>
<th>% Have not decided</th>
<th>% Do not plan to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>UIC</td>
<td>5</td>
<td>48</td>
<td>29</td>
<td>17</td>
</tr>
<tr>
<td>BOT</td>
<td>5</td>
<td>38</td>
<td>35</td>
<td>22</td>
</tr>
<tr>
<td>USU</td>
<td>4</td>
<td>35</td>
<td>36</td>
<td>24</td>
</tr>
<tr>
<td>AAU</td>
<td>8</td>
<td>41</td>
<td>33</td>
<td>18</td>
</tr>
</tbody>
</table>

Plans to Participate

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.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Internship or Field Experience</th>
<th>Study Abroad</th>
<th>Culminating Senior Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>UIC</td>
<td>75</td>
<td>40</td>
<td>55</td>
</tr>
<tr>
<td>BOT</td>
<td>77</td>
<td>44</td>
<td>59</td>
</tr>
<tr>
<td>USU</td>
<td>76</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>AAU</td>
<td>76</td>
<td>49</td>
<td>54</td>
</tr>
</tbody>
</table>

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

#### Service-Learning

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>% Most or all</th>
<th>% Some</th>
<th>% None</th>
</tr>
</thead>
<tbody>
<tr>
<td>UIC</td>
<td>12</td>
<td>40</td>
<td>48</td>
</tr>
<tr>
<td>BOT</td>
<td>9</td>
<td>50</td>
<td>40</td>
</tr>
<tr>
<td>USU</td>
<td>11</td>
<td>46</td>
<td>43</td>
</tr>
<tr>
<td>AAU</td>
<td>7</td>
<td>44</td>
<td>49</td>
</tr>
</tbody>
</table>

#### Learning Community

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>% Done or in progress</th>
<th>% Plan to do</th>
<th>% Have not decided</th>
<th>% Do not plan to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>UIC</td>
<td>20</td>
<td>16</td>
<td>16</td>
<td>49</td>
</tr>
<tr>
<td>BOT</td>
<td>27</td>
<td>10</td>
<td>13</td>
<td>51</td>
</tr>
<tr>
<td>USU</td>
<td>21</td>
<td>13</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>AAU</td>
<td>28</td>
<td>7</td>
<td>8</td>
<td>56</td>
</tr>
</tbody>
</table>

#### Research with a Faculty Member

Work with a faculty member on a research project.

<table>
<thead>
<tr>
<th>Institution</th>
<th>% Done or in progress</th>
<th>% Plan to do</th>
<th>% Have not decided</th>
<th>% Do not plan to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>UIC</td>
<td>24</td>
<td>19</td>
<td>16</td>
<td>41</td>
</tr>
<tr>
<td>BOT</td>
<td>24</td>
<td>15</td>
<td>16</td>
<td>45</td>
</tr>
<tr>
<td>USU</td>
<td>18</td>
<td>16</td>
<td>18</td>
<td>48</td>
</tr>
<tr>
<td>AAU</td>
<td>33</td>
<td>11</td>
<td>11</td>
<td>45</td>
</tr>
</tbody>
</table>

#### Internship or Field Experience

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>% Done or in progress</th>
<th>% Plan to do</th>
<th>% Have not decided</th>
<th>% Do not plan to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>UIC</td>
<td>43</td>
<td>34</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>BOT</td>
<td>51</td>
<td>26</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>USU</td>
<td>45</td>
<td>28</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>AAU</td>
<td>61</td>
<td>20</td>
<td>6</td>
<td>13</td>
</tr>
</tbody>
</table>

#### Study Abroad

Participate in a study abroad program.

<table>
<thead>
<tr>
<th>Institution</th>
<th>% Done or in progress</th>
<th>% Plan to do</th>
<th>% Have not decided</th>
<th>% Do not plan to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>UIC</td>
<td>8</td>
<td>10</td>
<td>13</td>
<td>69</td>
</tr>
<tr>
<td>BOT</td>
<td>16</td>
<td>9</td>
<td>12</td>
<td>64</td>
</tr>
<tr>
<td>USU</td>
<td>11</td>
<td>9</td>
<td>14</td>
<td>65</td>
</tr>
<tr>
<td>AAU</td>
<td>24</td>
<td>7</td>
<td>7</td>
<td>62</td>
</tr>
</tbody>
</table>

#### Culminating Senior Experience

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>% Done or in progress</th>
<th>% Plan to do</th>
<th>% Have not decided</th>
<th>% Do not plan to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>UIC</td>
<td>34</td>
<td>25</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>BOT</td>
<td>48</td>
<td>31</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>USU</td>
<td>36</td>
<td>30</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>AAU</td>
<td>44</td>
<td>24</td>
<td>7</td>
<td>25</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Sex</th>
<th>Service-Learning</th>
<th>Learning Community</th>
<th>Research with Faculty</th>
<th>First-year</th>
<th>Service-Learning</th>
<th>Learning Community</th>
<th>Research with Faculty</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>45</td>
<td>8</td>
<td>4</td>
<td>55</td>
<td>24</td>
<td>29</td>
<td>48</td>
<td>37</td>
</tr>
<tr>
<td>Male</td>
<td>50</td>
<td>5</td>
<td>7</td>
<td>48</td>
<td>15</td>
<td>19</td>
<td>38</td>
<td>32</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race/ethnicity or international</th>
<th>Service-Learning</th>
<th>Learning Community</th>
<th>Research with Faculty</th>
<th>First-year</th>
<th>Service-Learning</th>
<th>Learning Community</th>
<th>Research with Faculty</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Asian</td>
<td>41</td>
<td>6</td>
<td>6</td>
<td>59</td>
<td>19</td>
<td>28</td>
<td>42</td>
<td>7</td>
</tr>
<tr>
<td>Black or African American</td>
<td>54</td>
<td>16</td>
<td>2</td>
<td>62</td>
<td>26</td>
<td>37</td>
<td>56</td>
<td>10</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>46</td>
<td>4</td>
<td>5</td>
<td>52</td>
<td>24</td>
<td>25</td>
<td>45</td>
<td>8</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pac. Islander</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>White</td>
<td>42</td>
<td>9</td>
<td>3</td>
<td>45</td>
<td>18</td>
<td>25</td>
<td>45</td>
<td>8</td>
</tr>
<tr>
<td>Other</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Foreign or nonresident</td>
<td>69</td>
<td>12</td>
<td>8</td>
<td>76</td>
<td>24</td>
<td>14</td>
<td>41</td>
<td>14</td>
</tr>
<tr>
<td>Two or more races/ethnicities</td>
<td>35</td>
<td>11</td>
<td>6</td>
<td>50</td>
<td>29</td>
<td>18</td>
<td>43</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>Service-Learning</th>
<th>Learning Community</th>
<th>Research with Faculty</th>
<th>First-year</th>
<th>Service-Learning</th>
<th>Learning Community</th>
<th>Research with Faculty</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional (FY &lt; 21, Seniors &lt; 25)</td>
<td>46</td>
<td>7</td>
<td>5</td>
<td>55</td>
<td>24</td>
<td>27</td>
<td>48</td>
<td>10</td>
</tr>
<tr>
<td>Nontraditional (FY 21+, Seniors 25+)</td>
<td>69</td>
<td>8</td>
<td>0</td>
<td>42</td>
<td>12</td>
<td>17</td>
<td>33</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First-generation</th>
<th>Service-Learning</th>
<th>Learning Community</th>
<th>Research with Faculty</th>
<th>First-year</th>
<th>Service-Learning</th>
<th>Learning Community</th>
<th>Research with Faculty</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not first-generation</td>
<td>46</td>
<td>10</td>
<td>6</td>
<td>50</td>
<td>19</td>
<td>28</td>
<td>46</td>
<td>8</td>
</tr>
<tr>
<td>First-generation</td>
<td>48</td>
<td>4</td>
<td>4</td>
<td>54</td>
<td>22</td>
<td>22</td>
<td>43</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment status</th>
<th>Service-Learning</th>
<th>Learning Community</th>
<th>Research with Faculty</th>
<th>First-year</th>
<th>Service-Learning</th>
<th>Learning Community</th>
<th>Research with Faculty</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not full-time</td>
<td>80</td>
<td>10</td>
<td>10</td>
<td>29</td>
<td>9</td>
<td>17</td>
<td>32</td>
<td>7</td>
</tr>
<tr>
<td>Full-time</td>
<td>46</td>
<td>7</td>
<td>5</td>
<td>57</td>
<td>23</td>
<td>27</td>
<td>46</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Residence</th>
<th>Service-Learning</th>
<th>Learning Community</th>
<th>Research with Faculty</th>
<th>First-year</th>
<th>Service-Learning</th>
<th>Learning Community</th>
<th>Research with Faculty</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not on campus</td>
<td>48</td>
<td>5</td>
<td>4</td>
<td>53</td>
<td>20</td>
<td>23</td>
<td>44</td>
<td>8</td>
</tr>
<tr>
<td>On campus</td>
<td>46</td>
<td>12</td>
<td>6</td>
<td>51</td>
<td>33</td>
<td>39</td>
<td>50</td>
<td>11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major category</th>
<th>Service-Learning</th>
<th>Learning Community</th>
<th>Research with Faculty</th>
<th>First-year</th>
<th>Service-Learning</th>
<th>Learning Community</th>
<th>Research with Faculty</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; humanities</td>
<td>41</td>
<td>9</td>
<td>9</td>
<td>57</td>
<td>16</td>
<td>21</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Biological sciences, agriculture, natural res.</td>
<td>37</td>
<td>10</td>
<td>8</td>
<td>47</td>
<td>27</td>
<td>37</td>
<td>49</td>
<td>10</td>
</tr>
<tr>
<td>Physical sciences, math, computer science</td>
<td>49</td>
<td>4</td>
<td>6</td>
<td>32</td>
<td>16</td>
<td>24</td>
<td>39</td>
<td>3</td>
</tr>
<tr>
<td>Social sciences</td>
<td>57</td>
<td>2</td>
<td>3</td>
<td>52</td>
<td>13</td>
<td>27</td>
<td>51</td>
<td>13</td>
</tr>
<tr>
<td>Business</td>
<td>58</td>
<td>12</td>
<td>4</td>
<td>62</td>
<td>21</td>
<td>9</td>
<td>36</td>
<td>10</td>
</tr>
<tr>
<td>Communications, media, public relations</td>
<td>55</td>
<td>0</td>
<td>0</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Education</td>
<td>59</td>
<td>8</td>
<td>5</td>
<td>72</td>
<td>31</td>
<td>7</td>
<td>79</td>
<td>0</td>
</tr>
<tr>
<td>Engineering</td>
<td>45</td>
<td>9</td>
<td>5</td>
<td>40</td>
<td>22</td>
<td>28</td>
<td>51</td>
<td>6</td>
</tr>
<tr>
<td>Health professions</td>
<td>45</td>
<td>8</td>
<td>2</td>
<td>76</td>
<td>26</td>
<td>24</td>
<td>46</td>
<td>8</td>
</tr>
<tr>
<td>Social service professions</td>
<td>44</td>
<td>4</td>
<td>4</td>
<td>60</td>
<td>13</td>
<td>13</td>
<td>33</td>
<td>13</td>
</tr>
<tr>
<td>Undecided/undeclared</td>
<td>45</td>
<td>4</td>
<td>5</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Overall</td>
<td>47</td>
<td>7</td>
<td>5</td>
<td>52</td>
<td>20</td>
<td>24</td>
<td>43</td>
<td>8</td>
</tr>
</tbody>
</table>

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 planned to do 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

#### First-year students

<table>
<thead>
<tr>
<th>Year</th>
<th>Response rate</th>
<th>Sampling error</th>
<th>Total respondents</th>
<th>Full completions</th>
<th>Partial completions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>19%</td>
<td>+/- 3.8%</td>
<td>551</td>
<td>396</td>
<td>155</td>
</tr>
<tr>
<td>2014</td>
<td>19%</td>
<td>+/- 3.6%</td>
<td>605</td>
<td>489</td>
<td>116</td>
</tr>
<tr>
<td>2015</td>
<td>23%</td>
<td>+/- 2.8%</td>
<td>974</td>
<td>717</td>
<td>257</td>
</tr>
<tr>
<td>2016</td>
<td>27%</td>
<td>+/- 2.5%</td>
<td>1,156</td>
<td>917</td>
<td>239</td>
</tr>
<tr>
<td>2017</td>
<td>22%</td>
<td>+/- 2.8%</td>
<td>972</td>
<td>778</td>
<td>194</td>
</tr>
<tr>
<td>2018</td>
<td>18%</td>
<td>+/- 3.0%</td>
<td>878</td>
<td>664</td>
<td>214</td>
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#### Seniors

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<th>Sampling error</th>
<th>Total respondents</th>
<th>Full completions</th>
<th>Partial completions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>19%</td>
<td>+/- 3.8%</td>
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<tr>
<td>2016</td>
<td>27%</td>
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<td>1,156</td>
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<tr>
<td>2017</td>
<td>22%</td>
<td>+/- 2.8%</td>
<td>972</td>
<td>778</td>
<td>194</td>
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<tr>
<td>2018</td>
<td>18%</td>
<td>+/- 3.0%</td>
<td>878</td>
<td>664</td>
<td>214</td>
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### Administration Details by Participation Year

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<th>Sample type</th>
<th>Incentives offered</th>
<th>Additional question sets</th>
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<tr>
<td>2015</td>
<td>Email</td>
<td>Census</td>
<td>Yes</td>
<td>Academic Advising, FY Experiences / Sr Transitions</td>
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<td>No</td>
<td>No</td>
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<tr>
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<tr>
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<td>Email</td>
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<tr>
<td>2018</td>
<td>Email</td>
<td>Census</td>
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<tr>
<td>2019</td>
<td>Email</td>
<td>Census</td>
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<td>Academic Advising</td>
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<td></td>
</tr>
<tr>
<td>2020</td>
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<td>Yes</td>
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</table>

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.

a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.

b. 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.

c. 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.

d. 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\(^{c}\)

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\(^a\) 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. 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

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<tr>
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<td>39.0</td>
<td>38.5</td>
<td>38.0</td>
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#### Reflective & Integrative Learning

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#### Learning Strategies

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<tbody>
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<td>38.3</td>
<td>37.1</td>
<td>39.3</td>
<td>38.6</td>
<td>38.0</td>
<td>37.5</td>
<td>37.0</td>
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#### Quantitative Reasoning

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<td>31.2</td>
<td>30.7</td>
<td>30.2</td>
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**Academic Challenge (additional items): Seniors**

#### Preparing for Class (hrs/wk)

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<tbody>
<tr>
<td>Value</td>
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<td>16.5</td>
<td>15.8</td>
<td>16.0</td>
<td>15.5</td>
<td>15.0</td>
<td>14.5</td>
<td>14.0</td>
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#### Course Reading (hrs/wk)

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</thead>
<tbody>
<tr>
<td>Value</td>
<td>7.6</td>
<td>7.6</td>
<td>7.0</td>
<td>7.5</td>
<td>7.0</td>
<td>6.5</td>
<td>6.0</td>
<td>5.5</td>
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#### Assigned Writing (pages)

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<tbody>
<tr>
<td>Value</td>
<td>88.2</td>
<td>84.0</td>
<td>99.7</td>
<td>105.0</td>
<td>101.0</td>
<td>97.0</td>
<td>93.0</td>
<td>89.0</td>
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#### Course Challenge

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</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
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<td>5.6</td>
<td>5.4</td>
<td>5.6</td>
<td>5.4</td>
<td>5.2</td>
<td>5.0</td>
<td>4.8</td>
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</table>

#### Academic Emphasis

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</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>3.3</td>
<td>3.2</td>
<td>3.2</td>
<td>3.3</td>
<td>3.2</td>
<td>3.1</td>
<td>3.0</td>
<td>2.9</td>
</tr>
</tbody>
</table>

---

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.
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.
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) 100%

**Learning Community**
(Done or in progress) 100%

**Research with Faculty**
(Done or in progress) 100%

**Internship/Field Experience**
(Plan to do) 100%

**Study Abroad**
(Plan to do) 100%

**Culminating Senior Experience**
(Plan to do) 100%

**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

<table>
<thead>
<tr>
<th>Service-Learning</th>
<th>Learning Community</th>
<th>Research with Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Some, most, or all courses)</td>
<td>(Done or in progress)</td>
<td>(Done or in progress)</td>
</tr>
<tr>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>75%</td>
<td>75%</td>
<td>75%</td>
</tr>
<tr>
<td>50%</td>
<td>50%</td>
<td>32% to 24%</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
<td>39% to 27%</td>
</tr>
<tr>
<td>0%</td>
<td>0%</td>
<td>32% to 52%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internship/Field Experience</th>
<th>Study Abroad</th>
<th>Culminating Senior Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Done or in progress)</td>
<td>(Done or in progress)</td>
<td>(Done or in progress)</td>
</tr>
<tr>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>75%</td>
<td>75%</td>
<td>75%</td>
</tr>
<tr>
<td>50%</td>
<td>50%</td>
<td>38% to 34%</td>
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<tr>
<td>25%</td>
<td>25%</td>
<td>38% to 36%</td>
</tr>
<tr>
<td>0%</td>
<td>0%</td>
<td>38% to 34%</td>
</tr>
</tbody>
</table>

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.
## Academic Challenge

### Higher-Order Learning

<table>
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<tr>
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<th></th>
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<tbody>
<tr>
<td><strong>Mean</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>n</strong></td>
<td>455</td>
<td>560</td>
<td>816</td>
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<td></td>
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<td></td>
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<td><strong>SD</strong></td>
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<tr>
<td><strong>SE</strong></td>
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### Reflective & Integrative Learning

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<td>34.9</td>
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<td>887</td>
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<tr>
<td><strong>SD</strong></td>
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<td><strong>CI lower bound</strong></td>
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### Learning Strategies

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### Quantitative Reasoning

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### Academic Challenge (additional items)

#### Preparing for Class (hours/week)

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#### Course Reading (hours/week)

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### 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

<table>
<thead>
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<th>Academic Challenge (additional items, continued)</th>
<th>First-year students</th>
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<tbody>
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#### Mean

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#### Academic Emphasis

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<th>n</th>
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<th>SE</th>
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</table>

#### Learning with Peers

| Mean                                             | 31.9 34.2 32.7 | 34.7 35.0 35.3 |
| n                                                | 504 581 936 | 1,096 946 838 |
| SD                                               | 13.5 13.8 14.0 | 14.3 14.2 14.9 |
| SE                                               | .60 .57 .46 | .43 .46 .51 |
| CI upper bound                                   | 33.0 35.3 33.6 | 35.6 35.9 36.3 |
| CI lower bound                                   | 30.7 33.0 31.8 | 33.9 34.1 34.3 |

#### Collaborative Learning

| Mean                                             | 44.1 41.4 40.7 | 44.7 43.0 42.1 |
| n                                                | 434 525 770 | 1,000 832 710 |
| SD                                               | 15.2 15.0 15.5 | 16.1 15.4 16.0 |
| SE                                               | .73 .66 .56 | .51 .53 .60 |
| CI upper bound                                   | 45.5 42.7 41.8 | 45.7 44.1 43.3 |
| CI lower bound                                   | 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).
### Experiences with Faculty

**Student-Faculty Interaction**

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<td>2020</td>
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**Effective Teaching Practices**

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<td>12.9</td>
<td>0.51</td>
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**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).

### Campus Environment

**Quality of Interactions**

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**Supportive Environment**

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<td>0.50</td>
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**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).
### Overall HIP Participation

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<tr>
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### 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 +/- 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
1. Class level: As reported by your institution.

2. Item numbers: Numbering corresponds to the survey facsimile available on the NSSE website.

3. 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.

4. Response options: Response options are worded as they appear on the instrument (except where abbreviations are used for formatting purposes).

5. 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
### First-Year Students

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<th>USU</th>
<th>AAU</th>
<th>UIC</th>
<th>BOT</th>
<th>USU</th>
<th>AAU</th>
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<tr>
<td>MAJsecondcol</td>
<td>First major or expected first major, in NSSE's default related-major categories.</td>
<td>MAJsecond</td>
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<tr>
<td></td>
<td></td>
<td>Biological Sci., Agriculture, &amp; Natural Resources</td>
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<td>2,235 9</td>
<td>1,234 13</td>
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<tr>
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<td></td>
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<td>59 10 468 7</td>
<td>1,387 7</td>
<td>726 10</td>
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<td></td>
<td></td>
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<td>80 11 884 11</td>
<td>2,847 11</td>
<td>930 11</td>
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<td></td>
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<td></td>
<td>Business</td>
<td>84 12 758 13 2,448 16 991 13</td>
<td>89 13 946 13</td>
<td>3,936 16</td>
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<tr>
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<td>7 1 296 4</td>
<td>1,007 4</td>
<td>517 4</td>
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<td>1,137 4</td>
<td>469 3</td>
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<td>2,040 23</td>
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<tr>
<td></td>
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<td>4,277 16</td>
<td>1,291 10</td>
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<td>28 4 200 3 736 4 128 1</td>
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<td>213 2</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>All Other</td>
<td>13 2 118 3 612 4 162 2</td>
<td>22 3 304 5</td>
<td>1,691 7</td>
<td>407 4</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undecided, Undeclared</td>
<td>24 3 124 2 305 2 181 3</td>
<td>0 0 8 0</td>
<td>43 0</td>
<td>12 0</td>
<td></td>
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<tr>
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<td>Total</td>
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<td>7,141 100</td>
<td></td>
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<tr>
<td>MAJsecondcol</td>
<td>Second major or expected second major, in NSSE's default related-major categories.</td>
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<td>9 12 159 14</td>
<td>403 15</td>
<td>316 21</td>
<td></td>
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<td></td>
<td>Biological Sci., Agriculture, &amp; Natural Resources</td>
<td>3 3 49 6 93 5 78 6</td>
<td>3 5 78 8</td>
<td>144 6</td>
<td>133 8</td>
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<td>Physical Sci., Mathematics, &amp; Computer Science</td>
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<td>8 10 100 10</td>
<td>169 7</td>
<td>179 14</td>
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<td>32 41 227 20</td>
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<td>362 23</td>
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<td>Business</td>
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<td>218 14</td>
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<td>1 2 27 3</td>
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<td>56 3</td>
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<td></td>
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<td>1 2 20 2</td>
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<td>23 1</td>
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<td>59 4</td>
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<tr>
<td></td>
<td></td>
<td>Health Professions</td>
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<td>5 6 94 9</td>
<td>346 11</td>
<td>97 4</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>Social Service Professions</td>
<td>12 11 54 7 120 6 47 4</td>
<td>6 7 43 4</td>
<td>147 5</td>
<td>49 3</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>All Other</td>
<td>3 3 28 4 54 3 47 5</td>
<td>3 3 34 4</td>
<td>152 6</td>
<td>54 3</td>
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</tr>
<tr>
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<td></td>
<td>Undecided, Undeclared</td>
<td>2 2 17 2 39 2 31 3</td>
<td>0 0 9 1</td>
<td>46 2</td>
<td>26 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>100 100 856 100 1,830 100</td>
<td>1,123 100</td>
<td>78 100 1,067 100</td>
<td>2,699 100</td>
<td>1,572 100</td>
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<tr>
<td>23. What is your class level?</td>
<td>class</td>
<td>Freshman/First-year</td>
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<td>2 0 27 0</td>
<td>145 1</td>
<td>16 0</td>
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<tr>
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<td></td>
<td>Sophomore</td>
<td>44 6 596 11 1,752 11 650 7</td>
<td>10 1 172 3</td>
<td>485 2</td>
<td>150 2</td>
<td></td>
<td></td>
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<td></td>
<td>Junior</td>
<td>4 1 84 2 325 2 63 1</td>
<td>75 11 1,064 13</td>
<td>2,846 12</td>
<td>1,312 16</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Senior</td>
<td>1 0 9 0 30 0 14 0</td>
<td>588 86 6,046 82</td>
<td>20,335 81</td>
<td>8,116 80</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unclassified</td>
<td>1 0 15 0 57 1 10 0</td>
<td>8 1 126 2</td>
<td>861 4</td>
<td>149 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>729 100 5,738 100 16,242 100</td>
<td>7,102 100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Note: Percentages weighted by institution-reported sex and enrollment status (and institutional size for comparisons). Counts are unweighted.
# NSSE 2020 Respondent Profile

## University of Illinois at Chicago

<table>
<thead>
<tr>
<th>Item wording or description</th>
<th>Variable name</th>
<th>Response options</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many courses are you taking for credit this current academic term?</td>
<td>coursenum</td>
<td>0 1 2 3 4 5 6 7 or more</td>
</tr>
<tr>
<td></td>
<td>onlinecrscol20</td>
<td>No courses taken online 0 131 17 167 24 682 100 5,717 100 12,317 100 4,180 100 728 100</td>
</tr>
<tr>
<td></td>
<td>onlinecrscol20</td>
<td>Some courses taken online 131 17 2,367 44 5,834 46 1,605 31 20 3 510 7 1,064 8 230 9 728 100 5,715 100 12,316 100 4,178 100</td>
</tr>
<tr>
<td></td>
<td>onlinecrscol20</td>
<td>All courses taken online 20 3 510 7 1,064 8 230 9 728 100 5,715 100 12,316 100 4,178 100</td>
</tr>
<tr>
<td></td>
<td>onlinecrscol20</td>
<td>Total 728 100 5,715 100 12,316 100 4,178 100</td>
</tr>
<tr>
<td>Of these, how many are taught mostly or entirely online (most or all interactions with instructors and students take place online)?</td>
<td>onlinenum20</td>
<td>0 1 2 3 4 5 6 7 or more</td>
</tr>
<tr>
<td></td>
<td>onlinecrscol20</td>
<td>No courses taken online 0 577 80 2,840 49 5,418 46 2,343 60 481 71 3,143 42 7,549 42 2,672 56 728 100 5,715 100 12,316 100 4,178 100</td>
</tr>
<tr>
<td></td>
<td>onlinecrscol20</td>
<td>Some courses taken online 131 17 2,367 44 5,834 46 1,605 31 20 3 510 7 1,064 8 230 9 728 100 5,715 100 12,316 100 4,178 100</td>
</tr>
<tr>
<td></td>
<td>onlinecrscol20</td>
<td>All courses taken online 20 3 510 7 1,064 8 230 9 728 100 5,715 100 12,316 100 4,178 100</td>
</tr>
<tr>
<td></td>
<td>onlinecrscol20</td>
<td>Total 728 100 5,715 100 12,316 100 4,178 100</td>
</tr>
<tr>
<td></td>
<td>onlinecrscol20</td>
<td>Collapsed recode of courses taken online (Based on responses to coursenum and onlinenum20.)</td>
</tr>
<tr>
<td></td>
<td>onlinecrscol20</td>
<td>Total 728 100 5,715 100 12,316 100 4,178 100</td>
</tr>
<tr>
<td>What have most of your grades been up to now at this institution?</td>
<td>grades</td>
<td>C- or lower 0 15 2 37 5 134 19 113 15 151 21 246 33 732 100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C 13 2 98 2 257 2 110 1 4 1 31 0 112 0 77 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C+ 23 3 206 4 461 3 217 2 28 4 262 4 928 4 262 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B- 37 5 293 5 892 6 360 4 44 7 401 6 1,469 6 521 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 134 19 801 13 2,448 15 1,036 14 155 22 1,224 17 4,265 17 1,590 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B+ 113 15 930 16 2,965 18 1,177 16 103 15 1,257 18 4,624 19 1,697 17</td>
</tr>
<tr>
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<td></td>
<td>A- 151 21 1,209 21 3,701 23 1,627 23 95 14 1,434 20 4,217 20 1,353 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A 246 33 2,071 36 5,181 32 2,437 37 229 34 2,635 34 8,034 32 3,182 34</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total 732 100 5,741 100 12,316 100 4,178 100</td>
</tr>
<tr>
<td>Did you begin college at this institution or elsewhere?</td>
<td>begincol</td>
<td>Started here 708 97 5,345 93 14,759 91 6,721 95 311 45 4,214 55 10,339 44 7,097 73</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Started elsewhere 17 3 360 7 1,423 9 374 5 369 55 3,109 45 14,174 56 2,629 27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total 725 100 5,705 100 16,182 100 7,095 100</td>
</tr>
</tbody>
</table>

Note: Percentages weighted by institution-reported sex and enrollment status (and institutional size for comparisons). Counts are unweighted.
<table>
<thead>
<tr>
<th>Item wording or description</th>
<th>Variable name</th>
<th>Response options</th>
</tr>
</thead>
<tbody>
<tr>
<td>27. Since graduating from high school, which of the following types of schools have you attended other than the one you are now attending? (Select all that apply.)</td>
<td>attend_voc</td>
<td>Vocational or technical school</td>
</tr>
<tr>
<td></td>
<td>attend_comm</td>
<td>Community or junior college</td>
</tr>
<tr>
<td></td>
<td>attend_col</td>
<td>4-year college or university other than this one</td>
</tr>
<tr>
<td></td>
<td>attend_none</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>attend_other</td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td>Count</td>
<td>%</td>
</tr>
<tr>
<td>UIC</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>BOT</td>
<td>43</td>
<td>6</td>
</tr>
<tr>
<td>USU</td>
<td>66</td>
<td>10</td>
</tr>
<tr>
<td>AAU</td>
<td>608</td>
<td>82</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>2</td>
</tr>
</tbody>
</table>

| 28. What is the highest level of education you ever expect to complete? | edaspire | Some college but less than a bachelor's degree |
|                                                                      | Bachelor's degree (B.A., B.S., etc.) |
|                                                                      | Master's degree (M.A., M.S., etc.) |
|                                                                      | Doctoral or professional degree (Ph.D., J.D., M.D., etc.) |
|                           | Count | % | Count | % | Count | % | Count | % |
| UIC                       | 39 | 5 | 383 | 7 | 1,094 | 7 | 401 | 5 |
| BOT                       | 244 | 34 | 1,704 | 30 | 5,664 | 36 | 2,398 | 32 |
| USU                       | 218 | 30 | 1,985 | 34 | 5,580 | 34 | 2,509 | 36 |
| AAU                       | 229 | 31 | 1,639 | 28 | 3,834 | 23 | 1,766 | 27 |
|                           | 730 | 100 | 5,711 | 100 | 16,172 | 100 | 7,074 | 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 |
|                                                                                     | High school diploma or G.E.D. |
|                                                                                     | Attended college, but did not complete degree |
|                                                                                     | Associate's degree (A.A., A.S., etc.) |
|                                                                                     | Bachelor's degree (B.A., B.S., etc.) |
|                                                                                     | Master's degree (M.A., M.S., etc.) |
|                                                                                     | Doctoral or professional degree (Ph.D., J.D., M.D., etc.) |
|                           | Count | % | Count | % | Count | % | Count | % |
| UIC                       | 119 | 16 | 178 | 3 | 1,124 | 7 | 229 | 3 |
| BOT                       | 151 | 21 | 697 | 12 | 2,706 | 17 | 756 | 10 |
| USU                       | 62 | 9 | 480 | 8 | 1,549 | 9 | 464 | 6 |
| AAU                       | 50 | 7 | 438 | 8 | 1,452 | 9 | 493 | 6 |
|                           | 170 | 24 | 1,843 | 33 | 4,936 | 31 | 2,386 | 33 |
|                           | 127 | 18 | 1,457 | 25 | 3,261 | 21 | 1,897 | 28 |
|                           | 47 | 7 | 595 | 10 | 1,103 | 7 | 836 | 14 |
|                           | 726 | 100 | 5,688 | 100 | 16,128 | 100 | 7,061 | 100 |

| 30. What is your gender identity? | genderid | Man |
|                                   |          | Woman |
|                                   |          | Another gender identity |
|                                   |          | I prefer not to respond |
|                           | Count | % | Count | % | Count | % | Count | % |
| UIC                       | 238 | 42 | 1,918 | 44 | 5,709 | 45 | 2,830 | 49 |
| BOT                       | 481 | 57 | 3,684 | 54 | 10,142 | 53 | 4,144 | 51 |
| USU                       | 56 | 6 | 48 | 1 | 150 | 1 | 59 | 1 |
| AAU                       | 57 | 6 | 57 | 1 | 175 | 1 | 74 | 1 |
|                           | 726 | 100 | 5,688 | 100 | 16,128 | 100 | 7,061 | 100 |

| 31. Enter your year of birth (e.g., 1994): | agecat | 19 or younger |
|                                            | (Recorded from birthyear.) |
|                                            | Over 55 |
|                           | Count | % | Count | % | Count | % | Count | % |
| UIC                       | 696 | 97 | 5,365 | 94 | 15,055 | 93 | 6,696 | 96 |
| BOT                       | 15 | 2 | 239 | 5 | 731 | 5 | 306 | 4 |
| USU                       | 3 | 0 | 27 | 1 | 105 | 1 | 20 | 0 |
| AAU                       | 1 | 0 | 13 | 0 | 71 | 1 | 4 | 0 |
|                           | 2 | 0 | 14 | 0 | 44 | 0 | 4 | 0 |
|                           | 0 | 0 | 2 | 0 | 12 | 0 | 3 | 0 |
|                           | 717 | 100 | 5,660 | 100 | 16,018 | 100 | 7,034 | 100 |

Note: Percentages weighted by institution-reported sex and enrollment status (and institutional size for comparisons). Counts are unweighted.
### NSSE 2020 Respondent Profile

#### University of Illinois at Chicago

### First-Year Students

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<th>Item wording or description</th>
<th>Variable name</th>
<th>Response options</th>
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<tbody>
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<td>Are you an international student?</td>
<td>internat</td>
<td>No</td>
</tr>
<tr>
<td>Country of citizenship, collapsed into regions by NSSE. Responses to country are in the data file.</td>
<td>countrycol</td>
<td>Africa Sub-Saharan</td>
</tr>
<tr>
<td>Racial or ethnic identification</td>
<td>re_all19</td>
<td>American Indian or Alaska Native</td>
</tr>
<tr>
<td>Are you a member of a social fraternity or sorority?</td>
<td>greek</td>
<td>No</td>
</tr>
</tbody>
</table>

### Seniors

<table>
<thead>
<tr>
<th>Item wording or description</th>
<th>Variable name</th>
<th>Response options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you an international student?</td>
<td>internat</td>
<td>No</td>
</tr>
<tr>
<td>Country of citizenship, collapsed into regions by NSSE. Responses to country are in the data file.</td>
<td>countrycol</td>
<td>Africa Sub-Saharan</td>
</tr>
<tr>
<td>Racial or ethnic identification</td>
<td>re_all19</td>
<td>American Indian or Alaska Native</td>
</tr>
<tr>
<td>Are you a member of a social fraternity or sorority?</td>
<td>greek</td>
<td>No</td>
</tr>
</tbody>
</table>

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

**NSSE 2020 RESPONDENT PROFILE** • 6
<table>
<thead>
<tr>
<th>Item wording or description</th>
<th>Variable name</th>
<th>Response options</th>
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<th>BOT</th>
<th>USU</th>
<th>AAU</th>
<th>UIC</th>
<th>BOT</th>
<th>USU</th>
<th>AAU</th>
<th>UIC</th>
<th>BOT</th>
<th>USU</th>
<th>AAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>35. Which of the following best describes where you are living while attending college?</td>
<td>living18</td>
<td>Campus housing (other than a fraternity or sorority house)</td>
<td>252 35</td>
<td>3,845 65</td>
<td>9,215 58</td>
<td>5,546 81</td>
<td>62 9</td>
<td>716 9</td>
<td>1,430 6</td>
<td>1,062 10</td>
<td>46 6</td>
<td>491 9</td>
<td>1,360 8</td>
<td>416 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fraternity or sorority house</td>
<td>0 1</td>
<td>58 1</td>
<td>81 1</td>
<td>178 2</td>
<td>3 0</td>
<td>89 1</td>
<td>195 1</td>
<td>314 3</td>
<td>406 56</td>
<td>1,227 24</td>
<td>5,198 32</td>
<td>858 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>House, apartment, or other residence within walking distance to campus</td>
<td>2</td>
<td>0</td>
<td>58 1</td>
<td>81 1</td>
<td>178 2</td>
<td>3 0</td>
<td>89 1</td>
<td>195 1</td>
<td>314 3</td>
<td>406 56</td>
<td>1,227 24</td>
<td>5,198 32</td>
</tr>
<tr>
<td></td>
<td></td>
<td>House, apartment, or other residence farther than walk. dist. to campus</td>
<td>12 2</td>
<td>32 1</td>
<td>149 1</td>
<td>21 0</td>
<td>14 2</td>
<td>256 4</td>
<td>1,671 6</td>
<td>101 1</td>
<td>2</td>
<td>0</td>
<td>58 1</td>
<td>81 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not applicable: Homeless or in transition</td>
<td>2 0</td>
<td>23 0</td>
<td>54 0</td>
<td>22 0</td>
<td>2 0</td>
<td>25 0</td>
<td>102 0</td>
<td>19 0</td>
<td>719 100</td>
<td>5,676 100</td>
<td>16,057 100</td>
<td>7,041 100</td>
</tr>
<tr>
<td>36. Are you a student-athlete on a team sponsored by your institution’s athletics department?</td>
<td>athlete</td>
<td>No</td>
<td>697 97</td>
<td>5,424 96</td>
<td>15,597 97</td>
<td>6,800 97</td>
<td>654 97</td>
<td>7,154 98</td>
<td>24,014 98</td>
<td>9,490 98</td>
<td>19 3</td>
<td>250 4</td>
<td>486 3</td>
<td>245 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>19 3</td>
<td>250 4</td>
<td>486 3</td>
<td>245 3</td>
<td>22 3</td>
<td>155 2</td>
<td>424 2</td>
<td>211 2</td>
<td>716 100</td>
<td>5,674 100</td>
<td>16,083 100</td>
<td>7,045 100</td>
</tr>
<tr>
<td>37. Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard?</td>
<td>veteran</td>
<td>No</td>
<td>718 99</td>
<td>5,608 99</td>
<td>15,892 99</td>
<td>6,953 99</td>
<td>656 96</td>
<td>7,009 95</td>
<td>23,370 95</td>
<td>9,417 97</td>
<td>6 1</td>
<td>67 1</td>
<td>191 1</td>
<td>83 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>6 1</td>
<td>67 1</td>
<td>191 1</td>
<td>83 1</td>
<td>22 4</td>
<td>292 5</td>
<td>1,058 5</td>
<td>266 3</td>
<td>724 100</td>
<td>5,675 100</td>
<td>16,083 100</td>
<td>7,036 100</td>
</tr>
<tr>
<td>38a. Have you been diagnosed with any disability or impairment?</td>
<td>disability</td>
<td>No</td>
<td>638 88</td>
<td>4,731 83</td>
<td>13,742 85</td>
<td>6,014 85</td>
<td>577 86</td>
<td>6,008 82</td>
<td>20,550 84</td>
<td>8,147 83</td>
<td>50 7</td>
<td>761 13</td>
<td>1,806 11</td>
<td>835 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>50 7</td>
<td>761 13</td>
<td>1,806 11</td>
<td>835 12</td>
<td>61 9</td>
<td>1,062 14</td>
<td>3,047 13</td>
<td>1,296 14</td>
<td>19 3</td>
<td>149 1</td>
<td>374 12</td>
<td>222 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I prefer not to respond</td>
<td>33 5</td>
<td>196 4</td>
<td>579 4</td>
<td>202 3</td>
<td>38 6</td>
<td>257 4</td>
<td>881 4</td>
<td>258 3</td>
<td>721 100</td>
<td>5,688 100</td>
<td>16,127 100</td>
<td>7,051 100</td>
</tr>
<tr>
<td>b. [If answered &quot;yes&quot;] Which of the following has been diagnosed? (Select all that apply.)</td>
<td>dis_all</td>
<td>A sensory impairment (vision or hearing)</td>
<td>7 14</td>
<td>81 12</td>
<td>217 13</td>
<td>102 13</td>
<td>6 12</td>
<td>110 11</td>
<td>335 11</td>
<td>118 9</td>
<td>21 46</td>
<td>294 39</td>
<td>694 40</td>
<td>288 33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A mobility impairment</td>
<td>2 14</td>
<td>25 3</td>
<td>62 5</td>
<td>44 5</td>
<td>4 4</td>
<td>75 7</td>
<td>294 10</td>
<td>77 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A learning disability (e.g., ADHD, dyslexia)</td>
<td>21 46</td>
<td>294 39</td>
<td>694 40</td>
<td>288 33</td>
<td>29 47</td>
<td>422 41</td>
<td>1,184 40</td>
<td>461 34</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A mental health disorder</td>
<td>22 40</td>
<td>428 54</td>
<td>1,017 54</td>
<td>470 56</td>
<td>34 53</td>
<td>615 56</td>
<td>1,604 52</td>
<td>811 64</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A disability or impairment not listed above</td>
<td>9 19</td>
<td>144 19</td>
<td>267 15</td>
<td>136 18</td>
<td>5 9</td>
<td>203 20</td>
<td>601 20</td>
<td>182 14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disability or impairment</td>
<td>4 1</td>
<td>46 1</td>
<td>138 1</td>
<td>60 1</td>
<td>2 0</td>
<td>44 1</td>
<td>145 1</td>
<td>58 1</td>
<td>14 2</td>
<td>149 3</td>
<td>374 2</td>
<td>169 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A mobility impairment</td>
<td>0 0</td>
<td>28 1</td>
<td>44 0</td>
<td>26 0</td>
<td>0 0</td>
<td>25 0</td>
<td>117 0</td>
<td>32 0</td>
<td>16 2</td>
<td>255 4</td>
<td>651 4</td>
<td>310 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A learning disability</td>
<td>16 2</td>
<td>255 4</td>
<td>651 4</td>
<td>310 4</td>
<td>22 3</td>
<td>374 5</td>
<td>956 4</td>
<td>553 6</td>
<td>7 1</td>
<td>76 1</td>
<td>155 1</td>
<td>83 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A mental health disorder</td>
<td>1</td>
<td>204 3</td>
<td>430 3</td>
<td>181 3</td>
<td>2 0</td>
<td>108 2</td>
<td>328 1</td>
<td>106 1</td>
<td>638 88</td>
<td>4,731 84</td>
<td>13,742 85</td>
<td>6,014 85</td>
</tr>
<tr>
<td></td>
<td></td>
<td>More than one disability or impairment</td>
<td>9 1</td>
<td>204 3</td>
<td>430 3</td>
<td>181 3</td>
<td>2 0</td>
<td>108 2</td>
<td>328 1</td>
<td>106 1</td>
<td>577 86</td>
<td>6,008 82</td>
<td>20,550 84</td>
<td>8,147 83</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No disability or impairment</td>
<td>33 5</td>
<td>196 4</td>
<td>579 4</td>
<td>202 3</td>
<td>38 6</td>
<td>257 4</td>
<td>881 4</td>
<td>258 3</td>
<td>721 100</td>
<td>5,685 100</td>
<td>16,113 100</td>
<td>7,045 100</td>
</tr>
</tbody>
</table>

Note: Percentages weighted by institution-reported sex and enrollment status (and institutional size for comparisons). Counts are unweighted.
### NSSE 2020 Respondent Profile

University of Illinois at Chicago

#### First-Year Students

<table>
<thead>
<tr>
<th>Item wording or description</th>
<th>Variable name</th>
<th>Response options</th>
<th>UIC</th>
<th>BOT</th>
<th>USU</th>
<th>AAU</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>39. Which of the following best describes your sexual orientation?</td>
<td>sexorient17</td>
<td>Straight (heterosexual)</td>
<td>573</td>
<td>80</td>
<td>4,625</td>
<td>82</td>
<td>12,886</td>
<td>81</td>
<td>5,824</td>
<td>81</td>
<td>536</td>
<td>80</td>
<td>5,834</td>
<td>80</td>
<td>19,833</td>
<td>82</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bisexual</td>
<td>65</td>
<td>9</td>
<td>457</td>
<td>8</td>
<td>1,404</td>
<td>8</td>
<td>526</td>
<td>8</td>
<td>58</td>
<td>8</td>
<td>596</td>
<td>7</td>
<td>1,694</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gay</td>
<td>9</td>
<td>1</td>
<td>96</td>
<td>2</td>
<td>272</td>
<td>2</td>
<td>130</td>
<td>3</td>
<td>8</td>
<td>1</td>
<td>96</td>
<td>1</td>
<td>306</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lesbian</td>
<td>9</td>
<td>1</td>
<td>89</td>
<td>1</td>
<td>222</td>
<td>1</td>
<td>85</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>96</td>
<td>1</td>
<td>306</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Queer</td>
<td>10</td>
<td>1</td>
<td>54</td>
<td>1</td>
<td>153</td>
<td>1</td>
<td>75</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>104</td>
<td>1</td>
<td>317</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Questioning or unsure</td>
<td>10</td>
<td>1</td>
<td>102</td>
<td>2</td>
<td>307</td>
<td>2</td>
<td>137</td>
<td>2</td>
<td>9</td>
<td>1</td>
<td>111</td>
<td>1</td>
<td>247</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Another sexual orientation</td>
<td>9</td>
<td>1</td>
<td>75</td>
<td>1</td>
<td>234</td>
<td>1</td>
<td>82</td>
<td>1</td>
<td>9</td>
<td>1</td>
<td>107</td>
<td>1</td>
<td>317</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I prefer not to respond</td>
<td>38</td>
<td>5</td>
<td>191</td>
<td>3</td>
<td>644</td>
<td>4</td>
<td>196</td>
<td>3</td>
<td>31</td>
<td>5</td>
<td>322</td>
<td>5</td>
<td>1,241</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>723</td>
<td>100</td>
<td>5,689</td>
<td>100</td>
<td>16,122</td>
<td>100</td>
<td>7,055</td>
<td>100</td>
<td>675</td>
<td>100</td>
<td>7,330</td>
<td>100</td>
<td>24,494</td>
<td>100</td>
</tr>
</tbody>
</table>

#### Institution-reported information

| 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 |
| | | Total | 974 | 100 | 7,602 | 100 | 20,872 | 100 | 8,944 | 100 | 878 | 100 | 9,145 | 100 | 30,302 | 100 | 11,638 | 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 | 5,967 | 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 |
| Unknown | 10 | 1 | 130 | 2 | 210 | 1 | 222 | 3 | 17 | 2 | 257 | 3 | 469 | 2 | 340 | 3 |
| 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 |
| Sophomore | 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 |
| Senior | 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 | 11,638 | 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 | 8,944 | 100 | 878 | 100 | 9,145 | 100 | 30,302 | 100 | 11,638 | 100 |

| Institution-reported: Enrollment status | IRemrollment | Not full-time | 11 | 1 | 114 | 2 | 765 | 5 | 106 | 7 | 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 | 8,944 | 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 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.

Comparison Group 2: Carnegie UG Program
Comparison Group 3: NSSE Cohort

Comparison Group 1: Admissions Overlap
Comparison Group 2: Carnegie UG Program
Comparison Group 3: NSSE Cohort

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.

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.

<table>
<thead>
<tr>
<th>Date submitted</th>
<th>6/4/20</th>
</tr>
</thead>
<tbody>
<tr>
<td>How was this comparison group constructed?</td>
<td>Your institution customized this comparison group by selecting from the list of all 2019 and 2020 NSSE participants.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group description</th>
<th>Board of Trustees Peer Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>(as provided by your institution)</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Date submitted</th>
<th>6/4/20</th>
</tr>
</thead>
<tbody>
<tr>
<td>How was this comparison group constructed?</td>
<td>Your institution customized this comparison group by selecting from the list of all 2019 and 2020 NSSE participants.</td>
</tr>
</tbody>
</table>

| 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.

<table>
<thead>
<tr>
<th>Date submitted</th>
<th>6/4/20</th>
</tr>
</thead>
<tbody>
<tr>
<td>How was this comparison group constructed?</td>
<td>Your institution customized this comparison group by selecting from the list of all 2019 and 2020 NSSE participants.</td>
</tr>
</tbody>
</table>

| 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.

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.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
<th>Your students compared with BOT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>First-year</td>
</tr>
<tr>
<td><strong>Academic Challenge</strong></td>
<td>Higher-Order Learning</td>
<td>...</td>
</tr>
<tr>
<td></td>
<td>Reflective &amp; Integrative Learning</td>
<td>...</td>
</tr>
<tr>
<td></td>
<td>Learning Strategies</td>
<td>...</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning</td>
<td>...</td>
</tr>
<tr>
<td><strong>Learning with Peers</strong></td>
<td>Collaborative Learning</td>
<td>▽</td>
</tr>
<tr>
<td></td>
<td>Discussions with Diverse Others</td>
<td>▽</td>
</tr>
<tr>
<td><strong>Experiences with Faculty</strong></td>
<td>Student-Faculty Interaction</td>
<td>...</td>
</tr>
<tr>
<td></td>
<td>Effective Teaching Practices</td>
<td>△</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong></td>
<td>Quality of Interactions</td>
<td>▽</td>
</tr>
<tr>
<td></td>
<td>Supportive Environment</td>
<td>▽</td>
</tr>
</tbody>
</table>

**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.

#### 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

![Graph showing participation in high-impact practices](image-url)
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 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 (ET)
- Spent more than 10 hours per week on assigned reading (ET)
- Assigned more than 50 pages of writing (ET)
- Spent more than 15 hours per week preparing for class (ET)
- Instructors provided prompt and detailed feedback on tests or completed assignments (ET)

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

Senior

**Highest Performing Relative to BOT**
- Assigned more than 50 pages of writing (ET)
- Asked another student to help you understand course material (CL)
- Institution emphasis on encouraging contact among students from different backgrounds (... SE)
- Spent more than 10 hours per week on assigned reading (ET)
- Explained course material to one or more students (CL)

**Lowest Performing Relative to BOT**
- Instructors taught course sessions in an organized way (ET)
- Quality of interactions with academic advisors (QI)
- Discussions with... People with political views other than your own (DD)
- Institution emphasis on attending campus activities and events (... SE)
- Completed a culminating senior experience (... HIP)

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.

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

Satisfaction with UIC

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

<table>
<thead>
<tr>
<th>Percentage Rating Their Overall Experience as “Excellent” or “Good”</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year</td>
</tr>
<tr>
<td>UIC</td>
</tr>
<tr>
<td>BOT</td>
</tr>
<tr>
<td>Senior</td>
</tr>
<tr>
<td>UIC</td>
</tr>
<tr>
<td>BOT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage Who Would “Definitely” or &quot;Probably” Attend This Institution Again</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year</td>
</tr>
<tr>
<td>UIC</td>
</tr>
<tr>
<td>BOT</td>
</tr>
<tr>
<td>Senior</td>
</tr>
<tr>
<td>UIC</td>
</tr>
<tr>
<td>BOT</td>
</tr>
</tbody>
</table>

Administration Details

Response Summary

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
<th>Resp. rate</th>
<th>Female</th>
<th>Full-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year</td>
<td>974</td>
<td>23%</td>
<td>65%</td>
<td>99%</td>
</tr>
<tr>
<td>Senior</td>
<td>878</td>
<td>18%</td>
<td>62%</td>
<td>85%</td>
</tr>
</tbody>
</table>

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

IPEDS: 145600
NSSE 2020 Topical Module Report
Academic Advising
University of Illinois at Chicago
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.

<table>
<thead>
<tr>
<th>Group label</th>
<th>BOT/USU/AAU/Carnegie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date submitted</td>
<td>6/4/20</td>
</tr>
<tr>
<td>How was this</td>
<td>Your institution customized this comparison group by selecting institutions from all module participants.</td>
</tr>
<tr>
<td>comparison group</td>
<td></td>
</tr>
<tr>
<td>constructed?</td>
<td></td>
</tr>
</tbody>
</table>

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

### Frequency Distributions

<table>
<thead>
<tr>
<th>Item wording or description</th>
<th>Variable name</th>
<th>Values</th>
<th>Response options</th>
<th>Count</th>
<th>%</th>
<th>Mean</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. During the current school year, how many times have you discussed your academic interests, course selections, or academic performance with the following individuals?</td>
<td>AAD01a</td>
<td>0 0</td>
<td>27</td>
<td>4</td>
<td>832</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 1</td>
<td>142</td>
<td>20</td>
<td>1,773</td>
<td>21</td>
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<tr>
<td></td>
<td></td>
<td>2 2</td>
<td>220</td>
<td>32</td>
<td>2,476</td>
<td>29</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>3 3</td>
<td>168</td>
<td>23</td>
<td>1,859</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 4 or more</td>
<td>147</td>
<td>20</td>
<td>1,465</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not applicable</td>
<td>5</td>
<td>1</td>
<td>160</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>709</td>
<td>100</td>
<td>8,565</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>b. Academic advisor(s) available to any student</td>
<td>AAD01b</td>
<td>0 0</td>
<td>194</td>
<td>28</td>
<td>2,595</td>
<td>30</td>
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<td></td>
<td></td>
<td>1 1</td>
<td>163</td>
<td>23</td>
<td>1,950</td>
<td>23</td>
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<td></td>
<td>2 2</td>
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<td>1,771</td>
<td>20</td>
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<td></td>
<td></td>
<td>3 3</td>
<td>123</td>
<td>17</td>
<td>1,488</td>
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<td></td>
<td></td>
<td>4 4 or more</td>
<td>81</td>
<td>11</td>
<td>786</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not applicable</td>
<td>18</td>
<td>3</td>
<td>295</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>707</td>
<td>100</td>
<td>8,545</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>c. Faculty or instructor(s) not assigned to advise you</td>
<td>AAD01c</td>
<td>0 0</td>
<td>350</td>
<td>49</td>
<td>4,289</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 1</td>
<td>119</td>
<td>16</td>
<td>1,546</td>
<td>18</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>2 2</td>
<td>106</td>
<td>15</td>
<td>1,133</td>
<td>13</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>3 3</td>
<td>60</td>
<td>8</td>
<td>688</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 4 or more</td>
<td>39</td>
<td>6</td>
<td>485</td>
<td>6</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Not applicable</td>
<td>34</td>
<td>5</td>
<td>437</td>
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<td></td>
<td>Total</td>
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<td>707</td>
<td>100</td>
<td>8,552</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>d. Student services staff (career services, academic support, Trio, etc.)</td>
<td>AAD01d</td>
<td>0 0</td>
<td>368</td>
<td>52</td>
<td>4,366</td>
<td>52</td>
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<td></td>
<td></td>
<td>1 1</td>
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<td></td>
<td>3 3</td>
<td>66</td>
<td>10</td>
<td>702</td>
<td>8</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>4 4 or more</td>
<td>54</td>
<td>8</td>
<td>500</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not applicable</td>
<td>31</td>
<td>5</td>
<td>373</td>
<td>4</td>
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<td>Total</td>
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<td>706</td>
<td>100</td>
<td>8,536</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>e. Success or academic coach</td>
<td>AAD01e</td>
<td>0 0</td>
<td>440</td>
<td>61</td>
<td>5,543</td>
<td>65</td>
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<td>10</td>
<td>899</td>
<td>10</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>2 2</td>
<td>69</td>
<td>10</td>
<td>702</td>
<td>8</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>3 3</td>
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<td>8</td>
<td>546</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 4 or more</td>
<td>31</td>
<td>5</td>
<td>376</td>
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<td>710</td>
<td>100</td>
<td>8,545</td>
<td>100</td>
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<td>f. Peer advisor or mentor</td>
<td>AAD01f</td>
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<td>357</td>
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<td>3,607</td>
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<td>15</td>
<td>1,470</td>
<td>17</td>
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<td>78</td>
<td>12</td>
<td>1,196</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 3</td>
<td>71</td>
<td>10</td>
<td>877</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 4 or more</td>
<td>63</td>
<td>9</td>
<td>1,044</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td>32</td>
<td>5</td>
<td>349</td>
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<td></td>
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<td>Total</td>
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<td>711</td>
<td>100</td>
<td>8,543</td>
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<td></td>
</tr>
<tr>
<td>g. Other, please specify:</td>
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<td>0 0</td>
<td>14</td>
<td>36</td>
<td>177</td>
<td>27</td>
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<td></td>
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*p<.05, **p<.01, ***p<.001 (2-tailed)*; Refer to the endnotes page for the key to triangle symbols.
## First-Year Students

### Frequency Distributions

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

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## First-Year Students

**NSSE 2020 Academic Advising**  
Frequencies and Statistical Comparisons  
University of Illinois at Chicago

### Frequency Distributions

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### Statistical Comparisons

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5. How much have each of the following helped you develop your academic goals and future plans?

- **AAD05a.** Academic advisor, faculty, or staff assigned to advise you

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- **AAD05b.** Academic advisor(s) available to any student

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- **AAD05c.** Faculty or instructor(s) not assigned to advise you

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- **AAD05d.** Online advising system (degree progress report, etc.)

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- **AAD05e.** Website, catalog, or other published sources

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- **AAD05f.** Student services staff (career services, academic support, Trio, etc.)

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- **AAD05g.** Success or academic coach

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

NSSE 2020 TOPICAL MODULE REPORT • 7
### NSSE 2020 Academic Advising

**Frequencies and Statistical Comparisons**

University of Illinois at Chicago

#### First-Year Students

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#### Statistical Comparisons

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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.*
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### Statistical Comparisons

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<td>e. Success or academic coach</td>
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<td>f. Peer advisor or mentor</td>
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*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.
### Seniors

#### Table: Frequency Distributions and Statistical Comparisons

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

University of Illinois at Chicago

#### Seniors

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#### 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 |
| 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 |
| 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 | 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 | 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 |

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

NSSE 2020 TOPICAL MODULE REPORT • 11
### 5. How much have each of the following helped you develop your academic goals and future plans?

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

12 • NSSE 2020 TOPICAL MODULE REPORT
| Item wording or description | Variable name | Values | Response options | UIC | % | BOT/USU/ AAU/Carnegie | % | Mean | Mean | Effect size 

### h. Peer advisor or mentor

- Very little: 173, 26 \%
- Some: 112, 18 \%
- Quite a bit: 86, 13 \%
- Very much: 40, 6 \%
- Not applicable: 237, 36 \%

Total: 648, 100 \%

**Statistical Comparisons**

- Mean: 2.0
- Mean: 2.0
- Effect size: \(0.00\)

### i. Friends or other students

- Very little: 65, 10 \%
- Some: 171, 27 \%
- Quite a bit: 214, 33 \%
- Very much: 159, 24 \%
- Not applicable: 38, 6 \%

Total: 647, 100 \%

**Statistical Comparisons**

- Mean: 2.8
- Mean: 2.8
- Effect size: \(-0.03\)

### j. Family members

- Very little: 103, 16 \%
- Some: 179, 28 \%
- Quite a bit: 162, 25 \%
- Very much: 162, 24 \%
- Not applicable: 44, 7 \%

Total: 650, 100 \%

**Statistical Comparisons**

- Mean: 2.6
- Mean: 2.7
- Effect size: \(-0.09\)

### k. Other, please specify

- Very little: 1, 4 \%
- Some: 2, 12 \%
- Quite a bit: 4, 15 \%
- Very much: 2, 10 \%
- Not applicable: 14, 59 \%

Total: 23, 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

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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.