

NSSE Civic Engagement

IU Southeast compared to Peer Institutions:

2018 First Year

Strengths

- IU Southeast students were significantly more likely ($p < .05$) to have connected their learning to societal problems or issues, with a small effect size of 0.13
- IU Southeast students were significantly more likely ($p < .01$) to report that their institution emphasized encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.), with a small effect size of 0.18
- IU Southeast students were significantly more likely ($p < .01$) to report that their institution contributed to their knowledge, skills, and personal development in developing or clarifying a personal code of values of ethics, with a small effect size of 0.20
- IU Southeast students were significantly more likely ($p < .01$) to report that their institution contributed to their knowledge, skills, and personal development in solving complex real-world problems, with a small effect size of 0.19
- IU Southeast students were significantly more likely ($p < .001$) to report that their institution contributed to their knowledge, skills, and personal development in being an informed and active citizen, with a small effect size of 0.22

Weaknesses

- IU Southeast students were significantly less likely ($p < .05$) to have had discussions with people of a race or ethnicity other than their own, with a small effect size of -0.16

2018 Senior Year

Strengths

- IU Southeast students were significantly more likely ($p < .05$) to have connected their learning to societal problems or issues, with a small effect size of 0.11
- IU Southeast students were significantly more likely ($p < .05$) to have tried to better understand someone else's views by imagining how an issue looks from his or her perspective, with a small effect size of 0.12
- IU Southeast students were significantly more likely ($p < .05$) to report that their institution contributed to their knowledge, skills, and personal development in being an informed and active citizen, with a small effect size of 0.12

Weaknesses

- IU Southeast students were significantly less likely ($p < .001$) to have had discussions with people of a race or ethnicity other than their own, with a moderate effect size of -0.37
- IU Southeast students were significantly less likely ($p < .001$) to have had discussions with people from an economic background other than their own, with a small effect size of -0.23

- IU Southeast students were significantly less likely ($p < .01$) to have had discussions with people with political views other than their own, with a small effect size of -0.18
 - IU Southeast students had significantly fewer ($p < .01$) courses at their institute that have included a community-based project (service-learning), with a small effect size -0.16
 - IU Southeast students spent significantly fewer ($p < .001$) hours per week doing community service or volunteer work, with a small effect size of -0.22
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2015 First Year

Strengths

- IU Southeast students were significantly more likely ($p < .01$) to have connected their learning to societal problems or issues, with a small effect size of 0.15
- IU Southeast students were significantly more likely ($p < .05$) to have included diverse perspectives (political, religious racial/ethnic, gender, etc.) in course discussions or assignments, with a small effect size of 0.11
- IU Southeast students were significantly more likely ($p < .05$) to have examined the strengths and weaknesses of their own views on a topic or issue, with a small effect size of 0.13
- IU Southeast students were significantly more likely ($p < .05$) to have tried to better understand someone else's views by imagining how an issue looks from their perspective, with a small effect size of 0.1
- IU Southeast students were significantly more likely ($p < .01$) to report that their institution emphasizes encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.), with a small effect size of 0.16
- IU Southeast students were significantly more likely ($p < .001$) to report that their institution emphasizes attending events that address important social, economic, or political issues, with a small effect size of 0.24
- IU Southeast students reported that their institution contributed significantly more ($p < .01$) to their knowledge, skills, and personal development in developing a personal code of values and ethics, with a small effect size of 0.15
- IU Southeast students reported that their institution contributed significantly more ($p < .05$) to their knowledge, skills, and personal development in solving complex real-world problems, with a small effect size of 0.15
- IU Southeast students reported that their institution contributed significantly more ($p < .01$) to their knowledge, skills, and personal development in being an informed and active citizen, with a small effect size of 0.15

Weaknesses

- IU Southeast students were significantly less likely ($p < .01$) to have had discussions with people from a race or ethnicity other than their own, with a small effect size of -0.17

2015 Senior Year

Strengths

- IU Southeast students were significantly more likely ($p < .001$) to have connected their learning to societal problems or issues, with a small effect size of 0.19
- IU Southeast students were significantly more likely ($p < .05$) to have included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments, with a small effect size of 0.12
- IU Southeast students were significantly more likely ($p < .001$) to have examined the strengths and weaknesses of their own views on a topic or issue, with a small effect size of 0.18
- IU Southeast students were significantly more likely ($p < .01$) to have tried to understand someone else's views by imagining how an issue looks from his or her perspective, with a small effect size of 0.14
- IU Southeast students were significantly more likely ($p < .01$) to have learned something that changed the way they understand an issue or concept, with a small effect size of 0.15
- IU Southeast students were significantly more likely ($p < .05$) to have connected ideas from their courses to their prior experiences and knowledge, with a small effect size of 0.11
- IU Southeast students were significantly more likely ($p < .01$) to report that their institution emphasized attending events that address important social, economic, or political issues, with a small effect size of 0.14
- IU Southeast students were significantly more likely ($p < .01$) to report that their institution contributed to their knowledge, skills, and personal development in developing a personal code of values and ethics, with a small effect size of 0.16
- IU Southeast students were significantly more likely ($p < .05$) to report that their institution contributed to their knowledge, skills, and personal development in understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.), with a small effect size of 0.12
- IU Southeast students were significantly more likely ($p < .001$) to report that their institution contributed to their knowledge, skills, and personal development in solving complex real-world problems, with a small effect size of 0.18
- IU Southeast students were significantly more likely ($p < .001$) to report that their institution contributed to their knowledge, skills, and personal development in being an informed and active citizen, with a small effect size of 0.21

Weaknesses

- IU Southeast students were significantly less likely ($p < .001$) to report that they had had a discussion with people from a race or ethnicity other than their own, with a small effect size of -0.27
 - IU Southeast students were significantly less likely ($p < .05$) to report that they have had a discussion with people from an economic background other than their own, with a small effect size of -0.1
 - IU Southeast students had significantly less ($p < .05$) classes that included a community-based project (service-learning), with a small-effect size of -0.11
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2012 First Year

Strengths

- IU Southeast students were significantly more likely ($p < .01$) to report that their institution emphasizes encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.), with a small effect size of 0.15
- IU Southeast students reported that their institution contributed significantly more ($p < .05$) to their knowledge, skills, and personal development in acquiring a broad general education, with a small effect size of 0.15
- IU Southeast students reported that their institution contributed significantly more ($p < .05$) to their knowledge, skills, and personal development in working effectively with others, with a small effect size of 0.14

Weaknesses

- IU Southeast students were significantly less likely ($p < .05$) to have had serious conversations with students of a different race or ethnicity than their own, with a small effect size of -0.14

2012 Senior Year

Strengths

- IU Southeast students were significantly more likely ($p < .05$) to have had serious conversations with students of a different race or ethnicity than their own, with a small effect size of 0.12
 - IU Students were significantly more likely ($p < .001$) to have had serious conversations with students who are very different from them in terms of their religious beliefs, political opinions, or personal views, with a small effect size of 0.21
 - IU Southeast students were significantly more likely ($p < .05$) to have learned something that changed the way they understand an issue or concept, with a small effect size of 0.11
 - IU Southeast students were significantly more likely ($p < .05$) to report that their institution contributed to their knowledge, skills, and personal development in writing clearly and effectively, with a small effect size of 0.14
 - IU Southeast students were significantly more likely ($p < .05$) to report that their institution contributed to their knowledge, skills, and personal development in thinking critically and analytically, with a small effect size of 0.12
 - IU Southeast students were significantly more likely ($p < .05$) to report that their institution contributed to their knowledge, skills, and personal development in working effectively with others, with a small effect size of 0.15
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IU Southeast compared to Carnegie Peers:

2018 First Year

Strengths

- IU Southeast students were significantly more likely ($p < .01$) to have connected their learning to societal problems or issues, with a small effect size of 0.16
- IU Southeast students were significantly more likely ($p < .05$) to have connected ideas from their courses to their prior experiences and knowledge, with a small effect size of 0.12
- IU Southeast students were significantly more likely ($p < .01$) to have had discussions with people from an economic background other than their own, with a small effect size of 0.19
- IU Southeast students were significantly more likely ($p < .05$) to have had discussions with people with religious beliefs other than their own, with a small effect size of 0.13
- IU Southeast students were significantly more likely ($p < .01$) to have had discussions with people with political views other than their own, with a small effect size of 0.16
- IU Southeast students were significantly more likely ($p < .001$) to report that their institution emphasized encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.), with a small effect size of 0.24
- IU Southeast students were significantly more likely ($p < .01$) to report that their institution emphasized attending events that address important social, economic, or political issues, with a small effect size of 0.18
- IU Southeast students were significantly more likely ($p < .001$) to report that their institution contributed to their knowledge, skills, and personal development in developing or clarifying a personal code of values and ethics, with a small effect size of 0.23
- IU Southeast students were significantly more likely ($p < .01$) to report that their institution contributed to their knowledge, skills, and personal development in solving real-world problems, with a small effect size of 0.18
- IU Southeast students were significantly more likely ($p < .001$) to report that their institution contributed to their knowledge, skills, and personal development in being an informed and active citizen, with a small effect size of 0.21

Weaknesses

- IU Southeast students had significantly fewer ($p < .05$) courses at their institution that have included a community-based project (service-learning), with a small effect size of -0.13

2018 Senior Year

Strengths

- IU Southeast students were significantly more likely ($p < .05$) have examined the strengths and weaknesses of their own views on a topic or issue, with a small effect size of 0.11

- IU Southeast students were significantly more likely ($p < .05$) to have tried to better understand someone else's views by imagining how an issue looks from his or her perspective, with a small effect size of 0.13
- IU Southeast students were significantly more likely ($p < .05$) to report that their institution contributed to their knowledge, skills, and personal development in being an informed and active citizen, with a small effect size of 0.13

Weaknesses

- IU Southeast students were significantly less likely ($p < .01$) to have had discussions with people of a race or ethnicity other than their own, with a small effect size of -0.16
 - IU Southeast students had significantly fewer ($p < .01$) courses at their institution that have included a community-based project (service-learning), with a small effect size of -0.19
 - IU Southeast students spent significantly fewer ($p < .001$) hours per week doing community service or volunteer work, with a small effect size of -0.21
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2015 First Year

Strengths

- IU Southeast students were significantly more likely ($p < .05$) to have examined the strengths and weaknesses of their own views on a topic or issue, with a small effect size of 0.11
- IU Southeast students were significantly more likely ($p < .001$) to report that their institution emphasized encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.), with a small effect size of 0.19
- IU Southeast students were significantly more likely ($p < .01$) to report that their institution emphasized attending events that address important social, economic, or political issues, with a small effect size of 0.18

Weaknesses

- IU Southeast students were significantly less likely ($p < .05$) to have had a discussion with people of a race or ethnicity other than their own, with a small effect size of -0.12
- IU Southeast students had significantly fewer ($p < .01$) courses that included a community-based project, with a small effect size of -0.14

2015 Senior Year

Strengths

- IU Southeast students were significantly more likely ($p < .05$) to report that their institution contributed to their knowledge, skills, and personal development in solving complex real-world problems, with a small effect size of 0.1

Weaknesses

- IU Southeast students were significantly less likely ($p < .001$) to have had discussions with people of a race or ethnicity other than their own, with a small effect size of -0.25
 - IU Southeast students had significantly fewer ($p < .001$) courses than included a community based project, with a small effect size of -0.23
 - IU Southeast students spent significantly fewer ($p < .01$) hours a week doing community service or volunteer work, with a small effect size of -0.14
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2012 First Year

Weaknesses

- IU Southeast students were significantly less likely ($p < .05$) to report that their institution contributed to their knowledge, skills, and personal development in developing a personal code of values and ethics, with a small effect size of -0.14

2012 Senior Year

Strengths

- IU Southeast students were significantly more likely ($p < .001$) to have had serious conversations with students of a different race or ethnicity than their own, with a small effect size of 0.21
- IU Southeast students were significantly more likely ($p < .001$) to have had serious conversations with students who are very different from them in terms of their religious beliefs, political opinions, or personal views, with a small effect size of 0.25
- IU Southeast students were significantly more likely ($p < .05$) to have learned something that changed the way they understand an issue or concept, with a small effect size of 0.11
- IU Southeast students were significantly more likely ($p < .05$) to report that their institution contributed to their knowledge, skills, and personal development in writing clearly and effectively, with a small effect size of 0.13
- IU Southeast students were significantly more likely ($p < .05$) to report that their institution contributed to their knowledge, skills, and personal development in thinking critically and analytically, with a small effect size of 0.13

Weaknesses

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

2018 First Year

Strengths

- IU Southeast students were significantly more likely ($p < .05$) to have connected their learning to societal problems or issues, with a small effect size of 0.14
- IU Southeast students were significantly more likely ($p < .01$) to report that their institution emphasized encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.), with a small effect size of 0.18
- IU Southeast students were significantly more likely ($p < .01$) to report that their institution contributed to their knowledge, skills, and personal development in developing or clarifying a personal code of values and ethics, with a small effect size of 0.20
- IU Southeast students were significantly more likely ($p < .01$) to report that their institution contributed to their knowledge, skills, and personal development in solving complex real-world problems, with a small effect size of 0.20
- IU Southeast students were significantly more likely ($p < .001$) to report that their institution contributed to their knowledge, skills, and personal development in being an informed and active citizen, with a small effect size of 0.22

Weaknesses

- IU Southeast students were significantly less likely ($p < .05$) to have had discussions with people of a race or ethnicity other than their own, with a small effect size of -0.13

2018 Senior Year

Strengths

- IU Southeast students were significantly more likely ($p < .05$) to have tried to better understand someone else's views by imagining how an issue looks from his or her perspective, with a small effect size of 0.13
- IU Southeast students were significantly more likely ($p < .05$) to report that their institution contributed to their knowledge, skills, and personal development in solving complex real-world problems, with a small effect size of 0.14
- IU Southeast students were significantly more likely ($p < .05$) to report that their institution contributed to their knowledge, skills, and personal development in being an informed and active citizen, with a small effect size of 0.13

Weaknesses

- IU Southeast students were significantly less likely ($p < .001$) to have had discussions with people of a race or ethnicity other than their own, with a small effect size of -0.25
- IU Southeast students were significantly less likely ($p < .01$) to have had discussions with people from an economic background other than their own, with a small effect size of -0.16
- IU Southeast students were significantly less likely ($p < .05$) to have had discussions with people with political views other than their own, with a small effect size of -0.13

- IU Southeast students had significantly fewer ($p < .01$) courses at their institution that have included a community-based project (service-learning), with a small effect size of -0.18
 - IU Southeast students spent significantly fewer ($p < .001$) hours per week doing community service or volunteer work, with a small effect size of -0.20
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2015 First Year

Strengths

- IU Southeast students were significantly more likely ($p < .05$) to have examined the strengths and weaknesses of their own views on a topic or issue, with a small effect size of 0.12
- IU Southeast students were significantly more likely ($p < .05$) to have tried to understand someone else's views by imagining how an issue looks from their perspective, with a small effect size of 0.1
- IU Southeast students were significantly more likely ($p < .05$) to report that their institution emphasizes encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.), with a small effect size of 0.12
- IU Southeast students were significantly more like ($p < .05$) to report that their institution emphasizes attending events that address important social, economic, or political issues, with a small effect size of 0.12

Weaknesses

- IU Southeast students had significantly fewer ($p < .001$) courses that included a community-based project (service-learning), with a small effect size of -0.19

2015 Senior Year

Strengths

- IU Southeast students were significantly more likely ($p < .05$) to have examined the strengths and weaknesses of their own views on a topic or issue, with a small effect size of 0.11
- IU Southeast students were significantly more likely ($p < .05$) to report that their institution emphasizes encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.), with a small effect size of 0.09
- IU Southeast students were significantly more likely ($p < .01$) to report that their institution contributed to their knowledge, skills, and personal development in solving complex real-world problems, with a small effect size of 0.13
- IU Southeast students were significantly more likely ($p < .01$) to report that their institution contributed to their knowledge, skills, and personal development in being an informed and active citizen, with a small effect size of 0.16

Weaknesses

- IU Southeast students were significantly less likely ($p < .05$) to have had a discussion with people of a race or ethnicity other than their own, with a small effect size of -0.13
 - IU Southeast students had significantly fewer ($p < .001$) courses that included a community-based project (service-learning), with a small effect size of -0.19
 - IU Southeast students spent significantly fewer ($p < .01$) hours a week doing community service or volunteer work, with a small effect size of -0.13
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2012 First Year

Weaknesses

- IU Southeast students were significantly less likely ($p < .01$) to have participated in a community-based project (service-learning) as part of a regular course, with a small effect size of -0.16
- IU Southeast students were significantly less likely ($p < .01$) to have had serious conversations with students of a different race or ethnicity than their own, with a small effect size of -0.16
- IU Southeast students were significantly less likely ($p < .01$) to have done community service or volunteer work, with a small effect size of -0.16
- IU Southeast students were significantly less likely ($p < .05$) to report that their institution contributed to their knowledge, skills, and personal development in developing a personal code of values and ethics, with a small effect size of -0.13
- IU Southeast students were significantly less likely ($p < .05$) to report that their institution contributed to their knowledge, skills, and personal development in contributing to the welfare of their community, with a small effect size of -0.15

2012 Senior Year

Strengths

- IU Southeast students were significantly more likely ($p < .05$) to have had serious conversations with students of a different race or ethnicity than their own, with a small effect size of 0.13
- IU Southeast students were significantly more likely ($p < .001$) to have had serious conversations with students who are very different from them in terms of their religious beliefs, political opinions, or personal views, with a small effect size of 0.19
- IU Southeast students were significantly more likely ($p < .05$) to report that their institution contributed to their knowledge, skills, and personal development in writing clearly and effectively, with a small effect size of 0.14
- IU Southeast students were significantly more likely ($p < .05$) to report that their institution contributed to their knowledge, skills, and personal development in thinking critically and analytically, with a small effect size of 0.13

Weaknesses

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