



NSSE 2015

Administration Summary

University of Puerto Rico-Rio Piedras Campus

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Administration Summary

This report provides an overview of your NSSE administration, including details about your population and sample, response rates, representativeness of your respondents, survey customization choices, and recruitment message schedule. This information can be useful for assessing data quality and planning future NSSE administrations.

Population and Respondents

The table at right reports your institution's population sizes, how many students were sampled (whether census-administered or randomly selected), and how many completed the survey.

Survey completions	<i>First-year</i>	<i>Senior</i>
Submitted population	2,691	4,621
Adjusted population ^a	2,647	4,452
Survey sample ^b	956	831
Total respondents ^b	149	129
Full completions ^c	121	107
Partial completions	28	22

a. Adjusted for ineligible students and those for whom survey requests were returned as undeliverable.

b. Targeted, experimental, and locally administered oversamples were not included.

c. Completed at least one demographic question after the core engagement items on the survey.

Response Rate and Sampling Error^a

The table below summarizes response rates and sampling errors for your institution and comparison groups. For more information see NSSE's Response Rate FAQ: nsse.indiana.edu/pdf/Resp_Rate_FAQ.pdf

	<i>First-year</i>				<i>Senior</i>			
	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	Enroll, Size & Locale	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	Enroll, Size & Locale
Response rate	16%	19%	19%	16%	16%	21%	19%	20%
Sampling error ^b	+/- 7.8%	+/- 2.3%	+/- 1.3%	+/- 1.7%	+/- 8.5%	+/- 2.8%	+/- 1.0%	+/- 1.1%

a. Comparison group response rate and sampling error were computed at the student level (i.e., they are not institution averages).

b. Also called "margin of error," sampling error is an estimate of the amount the true score on a given item could differ from the estimate based on a sample. For example, if the sampling error is +/- 5.0% and 40% of your students reply "Very often" to a particular item, then the true population value is most likely between 35% and 45%.

Representativeness and Weighting

The first table at right reports on variables submitted in your population file. Respondent and population percentages are listed side by side as a convenience to see how well the characteristics of your respondents reflect your first-year and senior populations. For more respondent characteristics, refer to your *Respondent Profile* report.

NSSE weights results by institution-reported sex and enrollment status so institutional estimates reflect the population with respect to these characteristics. The second table at right provides the respondent and population proportions used to calculate your 2015 weights. For more information, see nsse.indiana.edu/html/weighting.cfm

Representativeness

	<i>First-year</i>		<i>Senior</i>	
	Respondent %	Population %	Respondent %	Population %
Female	67	58	73	64
Full-time	99	96	84	81
First-time, first-year	92	88	N/A	N/A
Race/ethnicity ^a				
Am. Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	0	0	1	0
Hispanic or Latino	88	85	78	81
Native Hawaiian/Other Pac. Isl.	0	0	0	0
White	1	1	0	0
Other	0	0	0	0
Foreign or nonresident alien	0	0	0	0
Two or more races/ethnicities	1	0	0	0
Unknown	9	13	22	18

a. Based on the IPEDS categories (not available for Canadian institutions) submitted in the population file. Results not reported for institutions without full (at least 90%) race/ethnicity information in the population file.

Weighting

	<i>First-year</i>		<i>Senior</i>	
	Respondent %	Population %	Respondent %	Population %
Full-time, female	67	57	59	52
Full-time, male	32	40	25	30
Part-time, female	0	2	14	12
Part-time, male	1	2	2	6

Population File

Your institution provided a population file for survey administration and was afforded an opportunity to update it.

Population file options

Included "group" variables ^a	Yes
Identified an oversample ^b	No
Updated to identify ineligible students ^c	No
Identified students who completed BCSSE 2014 ^d	BCSSE not administered

- a. Institutions had the option to include additional variables in their population files for oversampling or for their own *post hoc* analyses. Up to five "group" variables were allowed; If formatting specifications were met, Group 1 can be used in the Report Builder–Institution Version.
- b. Institutions that did not survey all first-year and senior students (census) had the option to oversample a segment of their population. Oversamples may also be used to survey students in other class years.
- c. Institutions had the option to update their population files to identify students who did not return to campus in the spring or otherwise did not meet NSSE eligibility criteria.
- d. Institutions that participated in the Beginning College Survey of Student Engagement (BCSSE) can identify BCSSE survey respondents in their NSSE population file. This information is required to receive the longitudinal results in the *BCSSE-NSSE Combined Report*.

Survey Options

The options at right were available to customize the content of your NSSE survey and to collect complementary data from companion surveys.

Administration features

Sample type	Random Sample
Recruitment method	Regular mail
Incentive offered	No
Survey version	U.S. Spanish
Institution logo used in survey	Yes

Additional question sets and companion surveys

Asked optional sexual orientation question	No
Topical module(s)	Academic Advising, FY Experiences / Sr Transitions
Consortium	None
BCSSE 2014	No
FSSE 2015	No

Recruitment Messages

Students received up to five direct contacts. Your institution had the option to customize message content and timing.

Message schedule

	Date	Cumulative response rate	
		<i>First-year</i>	<i>Senior</i>
Invitation	03/06/2015	N/A	N/A
Reminder 1	03/27/2015	N/A	N/A
Reminder 2	04/10/2015	N/A	N/A
Reminder 3	04/22/2015	N/A	N/A
Final reminder	04/30/2015	N/A	N/A

a. Note: Cumulative response rates are not available for institutions that used the 'Regular mail' recruitment method.

Report Customization

Your institution had the option to customize the comparison groups used in reports. The group selected for the *Snapshot* comparisons is identified with an asterisk.

Comparison groups for NSSE core survey reports

Group 1	Puerto Rico* (customized)
Group 2	Prior-Year Comparable (customized)
Group 3	Enroll, Size & Locale (customized)

Comparison groups for additional question set report(s)

Topical Module: Academic Advising	Enroll, Size & Locale (customized)
Topical Module: FY Experiences / Sr Transitions	Enroll, Size & Locale (customized)



NSSE 2015

Engagement Indicators

University of Puerto Rico-Rio Piedras Campus

About Your Engagement Indicators Report

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

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

Report Sections

Overview (p. 3)

Displays how average EI scores for your first-year and senior 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.

Summary of 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 2014 and 2015 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, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

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

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Puerto Rico	Your first-year students compared with Prior-Year Comparable	Your first-year students compared with Enroll, Size & Locale
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	△	△
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	▽	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	△
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	▽	▽
	Effective Teaching Practices	▽	▽	▽
<i>Campus Environment</i>	Quality of Interactions	▽	▽	▽
	Supportive Environment	--	--	--

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Puerto Rico	Your seniors compared with Prior-Year Comparable	Your seniors compared with Enroll, Size & Locale
<i>Academic Challenge</i>	Higher-Order Learning	--	△	▲
	Reflective & Integrative Learning	△	▲	▲
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	△	△
	Effective Teaching Practices	--	△	△
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Academic Challenge: First-year students

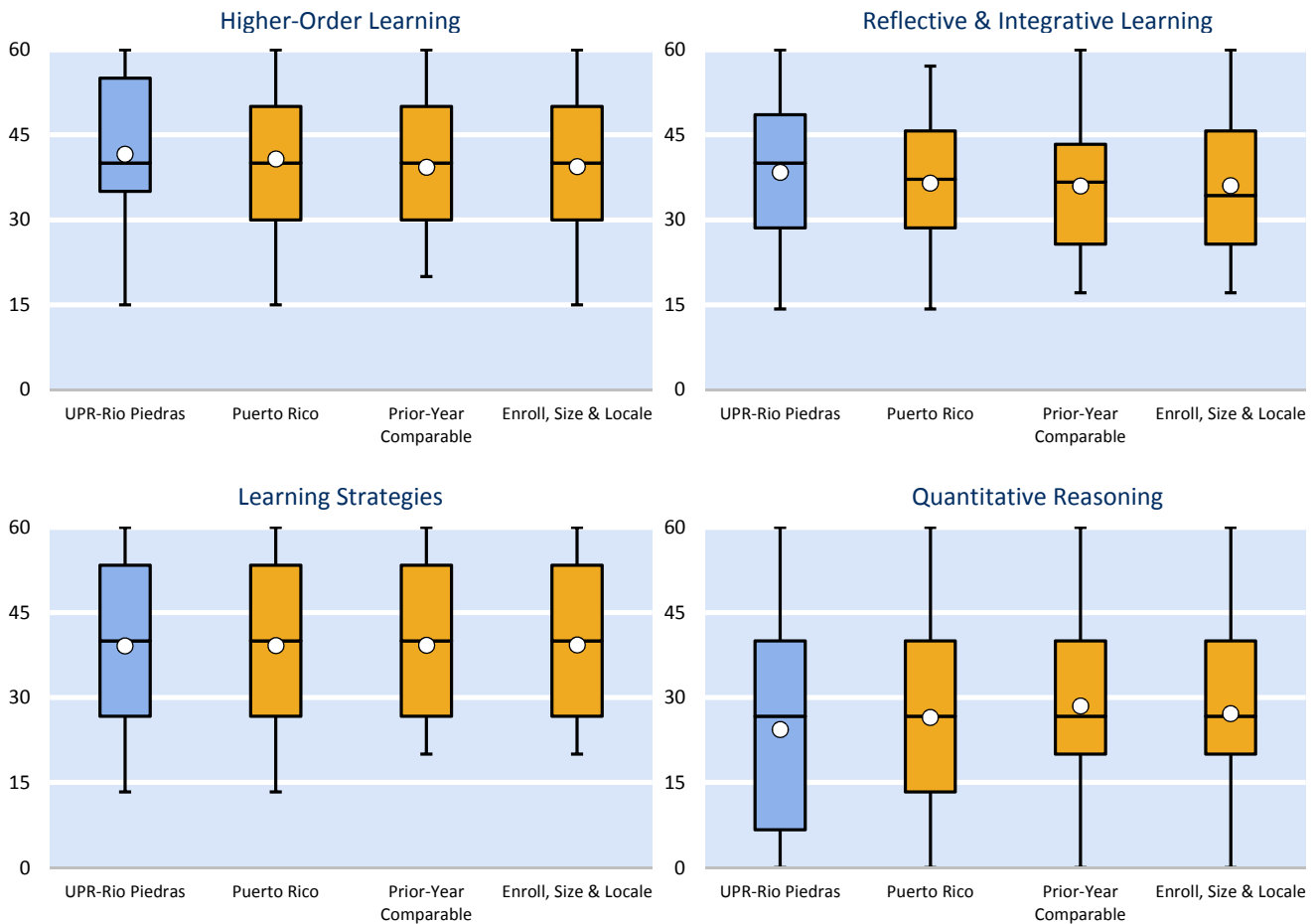
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	UPR-Rio Piedras Mean	Your first-year students compared with					
		Puerto Rico Mean	Puerto Rico Effect size	Prior-Year Comparable Mean	Prior-Year Comparable Effect size	Enroll, Size & Locale Mean	Enroll, Size & Locale Effect size
Higher-Order Learning	41.6	40.7	.06	39.3	.17	39.4	.16
Reflective & Integrative Learning	38.4	36.4	.15	36.0 *	.19	36.0 *	.19
Learning Strategies	39.1	39.1	.00	39.2	-.01	39.3	-.01
Quantitative Reasoning	24.4	26.5	-.12	28.5 **	-.24	27.2	-.17

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





































































Score Distributions



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

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	Enroll, Size & Locale
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	73 	76 	72 	72 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79 	76 	74 	74 
4d. Evaluating a point of view, decision, or information source	80 	77 	70 	73 
4e. Forming a new idea or understanding from various pieces of information	70 	71 	69 	69 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	63 	53 	55 	54 
2b. Connected your learning to societal problems or issues	63 	60 	54 	55 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	64 	54 	52 	55 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62 	60 	64 	62 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73 	70 	68 	70 
2f. Learned something that changed the way you understand an issue or concept	71 	73 	65 	65 
2g. Connected ideas from your courses to your prior experiences and knowledge	81 	78 	76 	76 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79 	74 	80 	82 
9b. Reviewed your notes after class	64 	67 	65 	63 
9c. Summarized what you learned in class or from course materials	59 	65 	62 	62 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	47 	50 	55 	51 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	36 	40 	40 	38 
6c. Evaluated what others have concluded from numerical information	32 	36 	40 	36 

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

Academic Challenge: Seniors

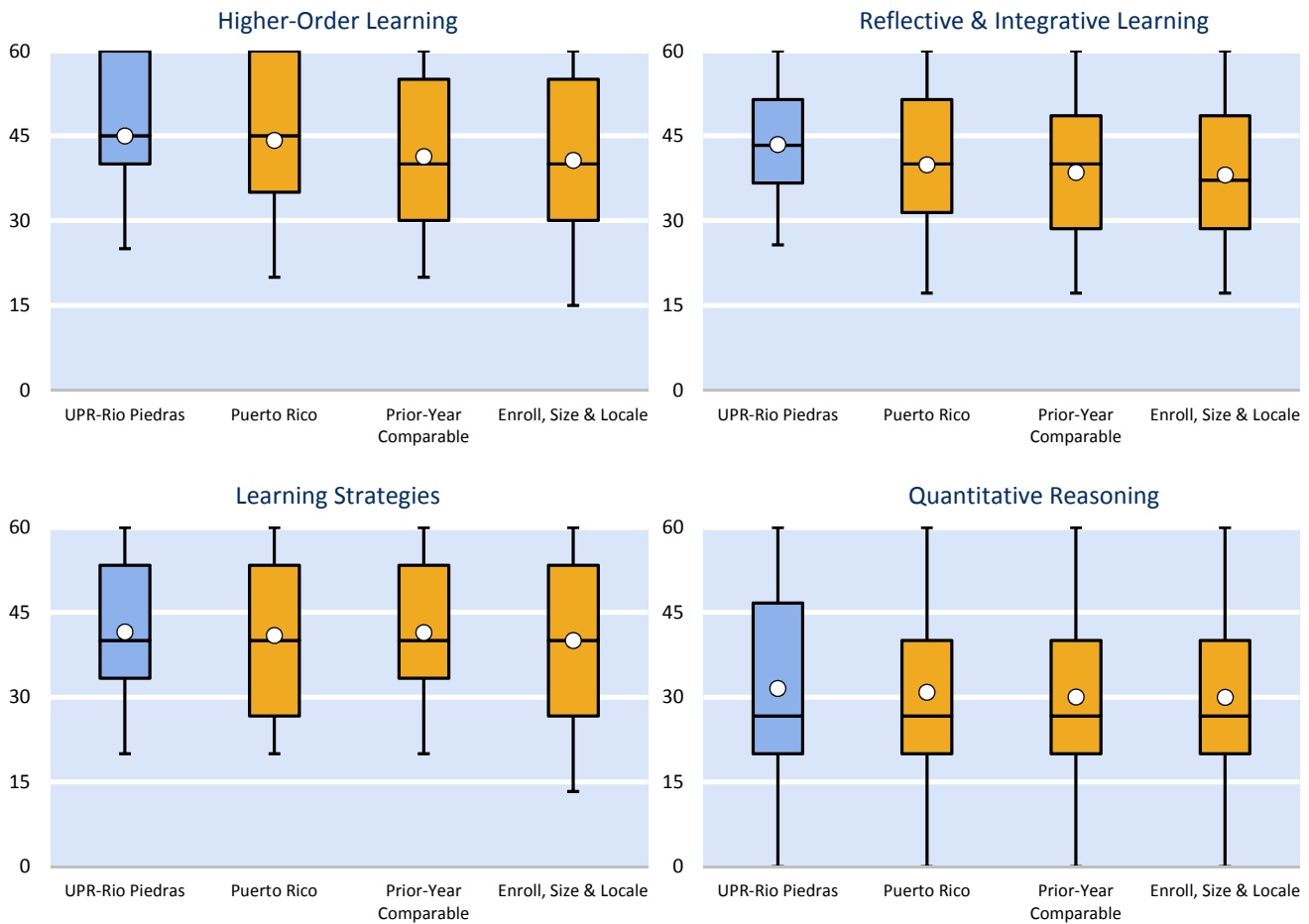
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	UPR-Rio Piedras Mean	Your seniors compared with					
		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	45.0	44.2	.06	41.3 **	.26	40.6 ***	.30
Reflective & Integrative Learning	43.5	39.9 *	.30	38.5 ***	.38	38.1 ***	.41
Learning Strategies	41.5	40.9	.05	41.4	.01	40.0	.11
Quantitative Reasoning	31.5	30.8	.04	30.0	.09	29.9	.09

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





































































Score Distributions



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Academic Challenge: Seniors (continued)

Summary of Indicator Items

	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	Enroll, Size & Locale
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	83 	83 	79 	76 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	87 	84 	77 	77 
4d. Evaluating a point of view, decision, or information source	85 	81 	72 	71 
4e. Forming a new idea or understanding from various pieces of information	84 	80 	73 	71 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	82 	69 	68 	68 
2b. Connected your learning to societal problems or issues	84 	72 	62 	62 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	66 	56 	54 	54 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	74 	68 	67 	64 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	83 	75 	71 	68 
2f. Learned something that changed the way you understand an issue or concept	82 	76 	70 	69 
2g. Connected ideas from your courses to your prior experiences and knowledge	94 	86 	83 	81 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	95 	83 	83 	82 
9b. Reviewed your notes after class	59 	69 	67 	63 
9c. Summarized what you learned in class or from course materials	69 	64 	68 	64 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	60 	62 	55 	55 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	57 	48 	45 	45 
6c. Evaluated what others have concluded from numerical information	46 	41 	45 	45 

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

Learning with Peers: First-year students

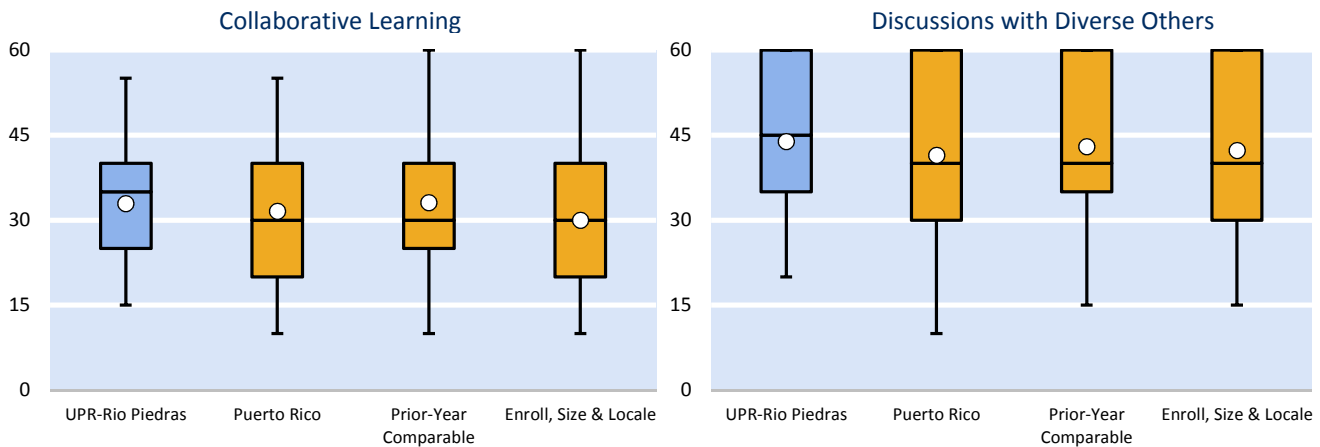
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UPR-Rio Piedras Mean	Your first-year students compared with					
		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.9	31.5	.10	33.0	-.01	29.9 *	.21
Discussions with Diverse Others	43.8	41.4	.15	42.9	.06	42.3	.10

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

Score Distributions



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Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	Enroll, Size & Locale
1e. Asked another student to help you understand course material	36	35	52	46
1f. Explained course material to one or more students	57	50	60	51
1g. Prepared for exams by discussing or working through course material with other students	60	54	52	43
1h. Worked with other students on course projects or assignments	63	62	54	45

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	Enroll, Size & Locale
8a. People from a race or ethnicity other than your own	67	59	78	78
8b. People from an economic background other than your own	78	74	75	74
8c. People with religious beliefs other than your own	79	74	74	74
8d. People with political views other than your own	78	72	72	66

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

Learning with Peers: Seniors

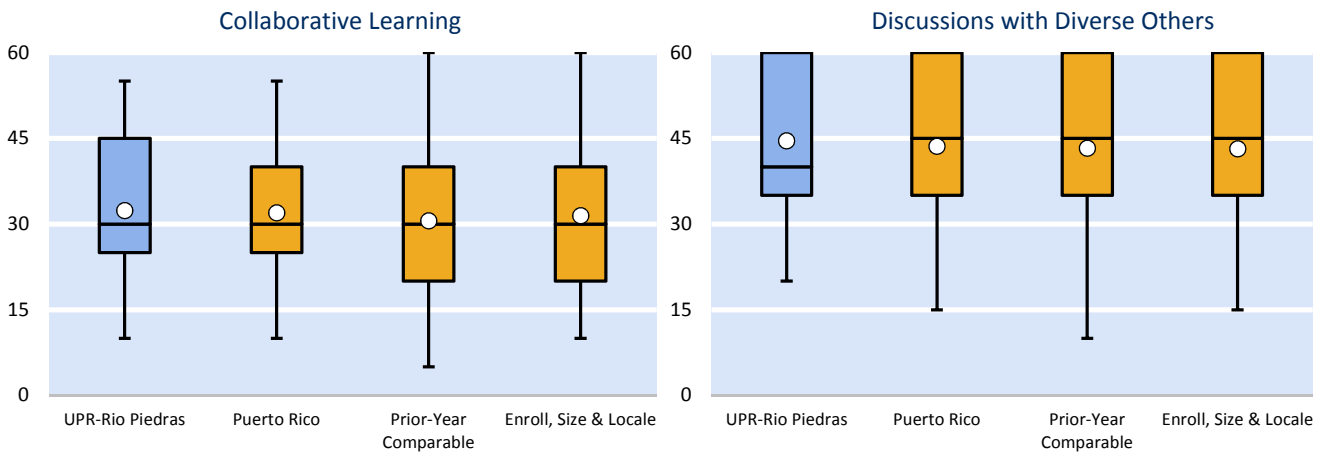
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Mean Comparisons

Engagement Indicator	UPR-Rio Piedras Mean	Your seniors compared with					
		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.4	31.9	.03	30.6	.11	31.5	.06
Discussions with Diverse Others	44.6	43.6	.07	43.3	.08	43.2	.09

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.

Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	Enroll, Size & Locale
1e. Asked another student to help you understand course material	25	29	38	38
1f. Explained course material to one or more students	57	53	54	56
1g. Prepared for exams by discussing or working through course material with other students	45	56	44	42
1h. Worked with other students on course projects or assignments	66	66	58	60

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	Enroll, Size & Locale
8a. People from a race or ethnicity other than your own	74	65	79	80
8b. People from an economic background other than your own	88	79	77	76
8c. People with religious beliefs other than your own	82	80	73	75
8d. People with political views other than your own	80	82	73	69

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

Experiences with Faculty: First-year students

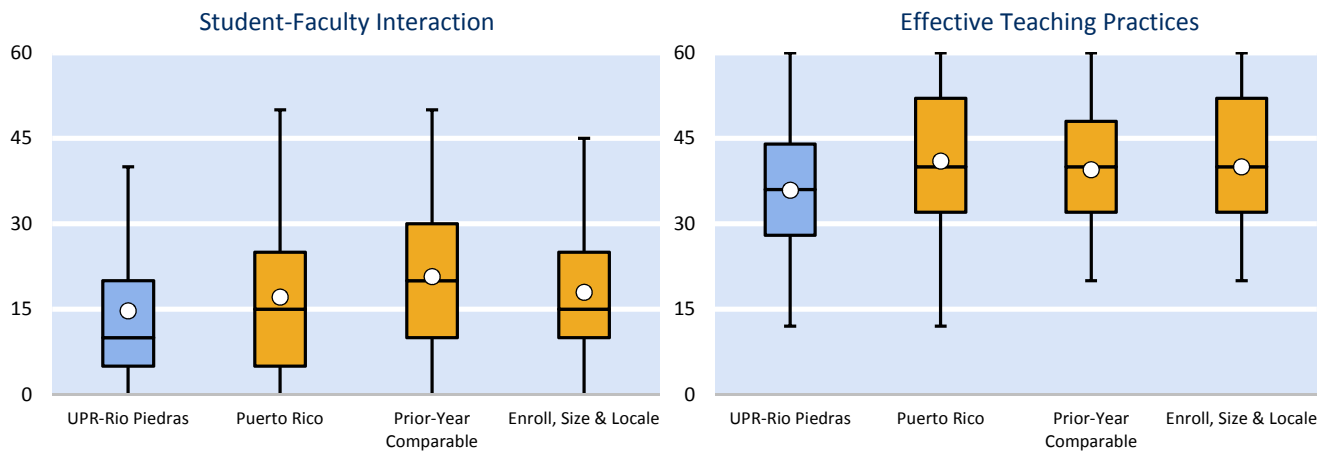
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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

Engagement Indicator	UPR-Rio Piedras Mean	Your first-year students compared with					
		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	14.7	17.1	-.16	20.7 ***	-.41	17.9 *	-.23
Effective Teaching Practices	35.9	41.0 ***	-.35	39.5 **	-.27	40.0 ***	-.31

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.

Summary of Indicator Items

Student-Faculty Interaction	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	Enroll, Size & Locale
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	26	30	33	26
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	7	18	19	16
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	24	26	20
3d. Discussed your academic performance with a faculty member	19	20	30	24
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	79	83	80	81
5b. Taught course sessions in an organized way	77	81	78	78
5c. Used examples or illustrations to explain difficult points	63	77	76	76
5d. Provided feedback on a draft or work in progress	41	63	63	67
5e. Provided prompt and detailed feedback on tests or completed assignments	58	68	60	60

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

Experiences with Faculty: Seniors

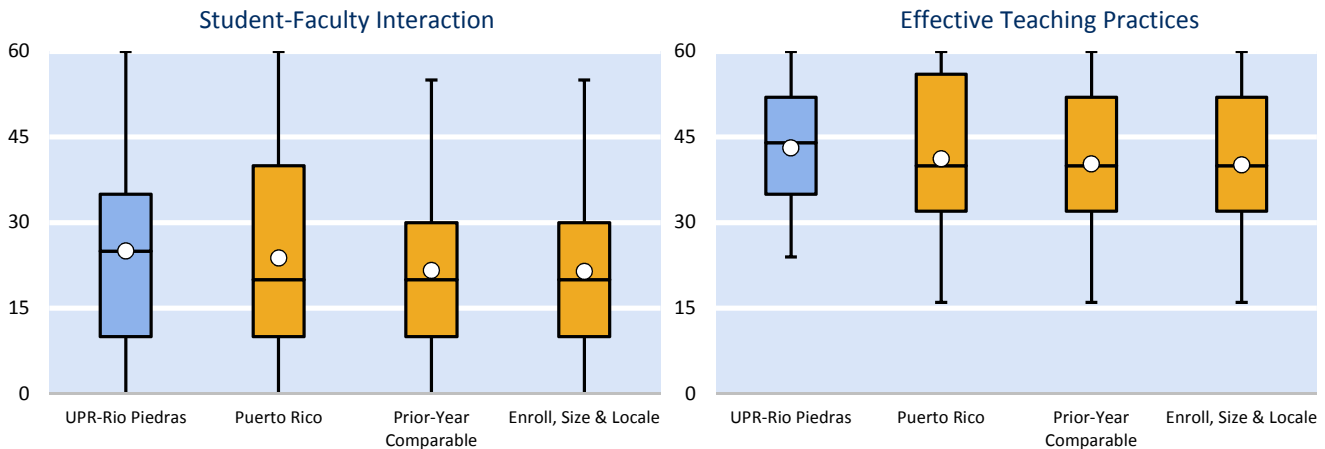
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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

Engagement Indicator	UPR-Rio Piedras Mean	Your seniors compared with					
		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.0	23.8	.07	21.6 *	.21	21.4 *	.23
Effective Teaching Practices	43.1	41.2	.14	40.3 *	.20	40.1 *	.22

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.

Summary of Indicator Items

	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	Enroll, Size & Locale
Student-Faculty Interaction				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	42	43	38	35
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	36	30	23	22
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	39	34	30	29
3d. Discussed your academic performance with a faculty member	31	32	30	29
Effective Teaching Practices				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	91	83	81	81
5b. Taught course sessions in an organized way	88	79	79	78
5c. Used examples or illustrations to explain difficult points	87	76	76	77
5d. Provided feedback on a draft or work in progress	68	62	59	61
5e. Provided prompt and detailed feedback on tests or completed assignments	69	67	65	65

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

Campus Environment: First-year students

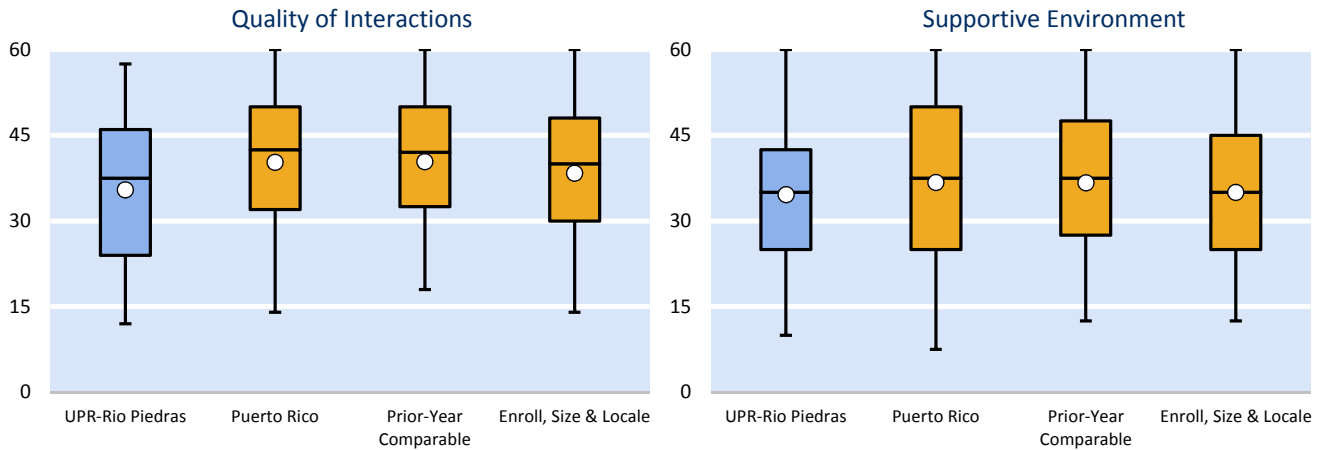
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UPR-Rio Piedras Mean	Your first-year students compared with					
		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	35.5	40.3 **	-.33	40.4 ***	-.39	38.4 *	-.21
Supportive Environment	34.6	36.8	-.14	36.7	-.15	35.0	-.03

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.

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	Enroll, Size & Locale
13a. Students	74	66	57	50
13b. Academic advisors	30	44	47	43
13c. Faculty	29	43	46	42
13d. Student services staff (career services, student activities, housing, etc.)	28	44	41	35
13e. Other administrative staff and offices (registrar, financial aid, etc.)	28	44	37	31

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	Enroll, Size & Locale
14b. Providing support to help students succeed academically	63	73	74	73
14c. Using learning support services (tutoring services, writing center, etc.)	63	72	71	76
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	62	60	59
14e. Providing opportunities to be involved socially	67	67	73	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	55	65	70	65
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	47	42	38
14h. Attending campus activities and events (performing arts, athletic events, etc.)	72	65	67	60
14i. Attending events that address important social, economic, or political issues	66	57	54	50

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

Campus Environment: Seniors

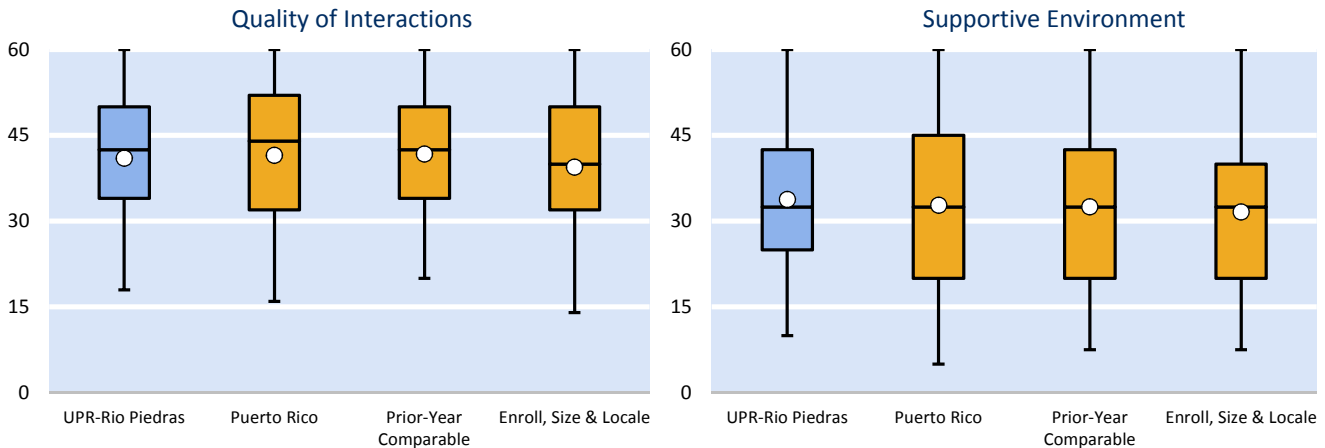
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UPR-Rio Piedras Mean	Your seniors compared with					
		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.0	41.5	-.04	41.8	-.06	39.5	.12
Supportive Environment	33.8	32.8	.07	32.5	.09	31.6	.15

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.

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	Enroll, Size & Locale
13a. Students	75	72	62	58
13b. Academic advisors	46	45	51	43
13c. Faculty	55	52	56	52
13d. Student services staff (career services, student activities, housing, etc.)	42	44	40	36
13e. Other administrative staff and offices (registrar, financial aid, etc.)	25	42	40	33

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	Enroll, Size & Locale
14b. Providing support to help students succeed academically	69	62	68	65
14c. Using learning support services (tutoring services, writing center, etc.)	56	59	62	64
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	54	55	55
14e. Providing opportunities to be involved socially	66	61	63	60
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	53	53	59	56
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	33	42	32	30
14h. Attending campus activities and events (performing arts, athletic events, etc.)	74	58	56	52
14i. Attending events that address important social, economic, or political issues	62	53	45	44

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

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2014 and 2015 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2014 and 2015 NSSE institutions.

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

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

First-Year Students

Theme	Engagement Indicator	UPR-Rio Piedras Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	41.6	41.0	.05	✓	43.1	-.11	
Academic Challenge	Reflective and Integrative Learning	38.4	37.6	.06	✓	39.6	-.10	✓
	Learning Strategies	39.1	41.6 *	-.18		44.4 ***	-.38	
	Quantitative Reasoning	24.4	29.4 ***	-.30		31.5 ***	-.43	
Learning with Peers	Collaborative Learning	32.9	35.2 *	-.17		37.3 ***	-.32	
	Discussions with Diverse Others	43.8	43.3	.03	✓	45.6	-.12	
Experiences with Faculty	Student-Faculty Interaction	14.7	24.0 ***	-.61		27.2 ***	-.78	
	Effective Teaching Practices	35.9	42.3 ***	-.49		44.6 ***	-.66	
Campus Environment	Quality of Interactions	35.5	44.0 ***	-.73		45.8 ***	-.87	
	Supportive Environment	34.6	39.4 ***	-.36		41.3 ***	-.51	

Seniors

Theme	Engagement Indicator	UPR-Rio Piedras Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	45.0	43.5	.11	✓	45.3	-.02	✓
Academic Challenge	Reflective and Integrative Learning	43.5	41.3 *	.17	✓	43.1	.03	✓
	Learning Strategies	41.5	42.5	-.06	✓	44.8 *	-.23	
	Quantitative Reasoning	31.5	31.8	-.01	✓	33.7	-.13	
Learning with Peers	Collaborative Learning	32.4	35.7 **	-.24		38.2 ***	-.42	
	Discussions with Diverse Others	44.6	43.9	.04	✓	46.0	-.09	✓
Experiences with Faculty	Student-Faculty Interaction	25.0	29.8 **	-.29		34.1 ***	-.55	
	Effective Teaching Practices	43.1	43.1	.00	✓	45.3 *	-.16	
Campus Environment	Quality of Interactions	41.0	45.0 **	-.35		46.7 ***	-.48	
	Supportive Environment	33.8	36.1	-.17		38.8 ***	-.36	

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 2014 and 2015 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UPR-Rio Piedras (N = 134)	41.6	14.4	1.24	15	35	40	55	60				
Puerto Rico	40.7	13.9	.73	15	30	40	50	60	492	.9	.546	.061
Prior-Year Comparable	39.3	13.9	.40	20	30	40	50	60	1,341	2.3	.068	.166
Enroll, Size & Locale	39.4	13.8	.47	15	30	40	50	60	981	2.2	.084	.161
Top 50%	41.0	13.7	.09	20	30	40	50	60	26,194	.6	.594	.046
Top 10%	43.1	13.8	.19	20	35	40	55	60	5,260	-1.5	.219	-.108
Reflective & Integrative Learning												
UPR-Rio Piedras (N = 140)	38.4	13.1	1.11	14	29	40	49	60				
Puerto Rico	36.4	12.9	.66	14	29	37	46	57	516	1.9	.131	.150
Prior-Year Comparable	36.0	12.9	.36	17	26	37	43	60	1,412	2.4	.036	.187
Enroll, Size & Locale	36.0	12.7	.43	17	26	34	46	60	1,027	2.4	.041	.186
Top 50%	37.6	12.7	.08	17	29	37	46	60	28,034	.8	.468	.061
Top 10%	39.6	12.8	.17	20	31	40	49	60	5,611	-1.2	.260	-.096
Learning Strategies												
UPR-Rio Piedras (N = 134)	39.1	14.7	1.27	13	27	40	53	60				
Puerto Rico	39.1	14.4	.79	13	27	40	53	60	467	.0	.974	-.003
Prior-Year Comparable	39.2	14.4	.43	20	27	40	53	60	1,236	-.1	.931	-.008
Enroll, Size & Locale	39.3	14.4	.52	20	27	40	53	60	915	-.2	.880	-.014
Top 50%	41.6	14.1	.09	20	33	40	53	60	23,682	-2.5	.041	-.177
Top 10%	44.4	14.0	.19	20	33	47	60	60	5,465	-5.3	.000	-.378
Quantitative Reasoning												
UPR-Rio Piedras (N = 135)	24.4	18.3	1.57	0	7	27	40	60				
Puerto Rico	26.5	17.5	.92	0	13	27	40	60	492	-2.1	.239	-.119
Prior-Year Comparable	28.5	16.8	.48	0	20	27	40	60	1,373	-4.1	.007	-.244
Enroll, Size & Locale	27.2	16.2	.55	0	20	27	40	60	169	-2.8	.096	-.169
Top 50%	29.4	16.6	.09	0	20	27	40	60	34,581	-5.0	.000	-.301
Top 10%	31.5	16.5	.20	0	20	33	40	60	6,954	-7.1	.000	-.430
Learning with Peers												
Collaborative Learning												
UPR-Rio Piedras (N = 143)	32.9	12.6	1.06	15	25	35	40	55				
Puerto Rico	31.5	13.8	.69	10	20	30	40	55	536	1.3	.314	.098
Prior-Year Comparable	33.0	14.0	.39	10	25	30	40	60	182	-.2	.890	-.011
Enroll, Size & Locale	29.9	13.9	.46	10	20	30	40	60	1,056	2.9	.018	.213
Top 50%	35.2	13.8	.08	15	25	35	45	60	31,565	-2.3	.048	-.166
Top 10%	37.3	13.8	.17	15	25	35	50	60	149	-4.4	.000	-.319
Discussions with Diverse Others												
UPR-Rio Piedras (N = 133)	43.8	14.8	1.29	20	35	45	60	60				
Puerto Rico	41.4	16.8	.92	10	30	40	60	60	273	2.4	.123	.150
Prior-Year Comparable	42.9	15.7	.47	15	35	40	60	60	1,252	.9	.528	.058
Enroll, Size & Locale	42.3	16.2	.58	15	30	40	60	60	922	1.6	.290	.099
Top 50%	43.3	15.4	.09	20	35	45	60	60	29,100	.5	.711	.032
Top 10%	45.6	14.8	.18	20	40	50	60	60	6,737	-1.7	.184	-.116

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UPR-Rio Piedras (N = 137)	14.7	14.1	1.20	0	5	10	20	40				
Puerto Rico	17.1	15.5	.81	0	5	15	25	50	498	-2.4	.115	-.158
Prior-Year Comparable	20.7	14.8	.42	0	10	20	30	50	1,377	-6.0	.000	-.410
Enroll, Size & Locale	17.9	14.4	.49	0	10	15	25	45	1,001	-3.2	.014	-.226
Top 50%	24.0	15.2	.11	0	15	20	35	55	18,318	-9.3	.000	-.615
Top 10%	27.2	16.1	.29	5	15	25	40	60	152	-12.5	.000	-.782
Effective Teaching Practices												
UPR-Rio Piedras (N = 139)	35.9	13.3	1.13	12	28	36	44	60				
Puerto Rico	41.0	14.9	.78	12	32	40	52	60	507	-5.1	.000	-.352
Prior-Year Comparable	39.5	13.3	.38	20	32	40	48	60	1,388	-3.6	.002	-.273
Enroll, Size & Locale	40.0	13.3	.45	20	32	40	52	60	1,008	-4.1	.001	-.309
Top 50%	42.3	13.2	.09	20	32	40	52	60	20,990	-6.5	.000	-.491
Top 10%	44.6	13.3	.21	20	36	44	56	60	4,292	-8.8	.000	-.660
Campus Environment												
Quality of Interactions												
UPR-Rio Piedras (N = 114)	35.5	14.2	1.33	12	24	38	46	58				
Puerto Rico	40.3	14.4	.84	14	32	43	50	60	406	-4.8	.003	-.334
Prior-Year Comparable	40.4	12.5	.38	18	33	42	50	60	133	-4.9	.001	-.387
Enroll, Size & Locale	38.4	13.4	.49	14	30	40	48	60	853	-2.9	.033	-.215
Top 50%	44.0	11.7	.09	22	38	46	52	60	114	-8.5	.000	-.728
Top 10%	45.8	11.9	.19	23	40	48	55	60	118	-10.4	.000	-.870
Supportive Environment												
UPR-Rio Piedras (N = 128)	34.6	13.7	1.21	10	25	35	43	60				
Puerto Rico	36.8	16.1	.92	8	25	38	50	60	278	-2.2	.158	-.140
Prior-Year Comparable	36.7	14.1	.44	13	28	38	48	60	1,135	-2.1	.113	-.149
Enroll, Size & Locale	35.0	14.2	.53	13	25	35	45	60	852	-.4	.779	-.027
Top 50%	39.4	13.4	.09	18	30	40	50	60	23,341	-4.8	.000	-.361
Top 10%	41.3	13.0	.18	20	33	40	53	60	5,192	-6.7	.000	-.514

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 SEM) is the range that is 95% likely to contain the true population mean.

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UPR-Rio Piedras (N = 115)	45.0	12.5	1.16	25	40	45	60	60				
Puerto Rico	44.2	14.4	1.37	20	35	45	60	60	223	.8	.656	.060
Prior-Year Comparable	41.3	14.4	.44	20	30	40	55	60	148	3.7	.004	.258
Enroll, Size & Locale	40.6	14.7	.52	15	30	40	55	60	163	4.4	.001	.302
Top 50%	43.5	13.9	.12	20	35	40	55	60	12,820	1.5	.243	.109
Top 10%	45.3	13.6	.24	20	40	45	60	60	3,442	-.3	.804	-.023
Reflective & Integrative Learning												
UPR-Rio Piedras (N = 121)	43.5	10.9	.99	26	37	43	51	60				
Puerto Rico	39.9	13.1	1.22	17	31	40	51	60	225	3.6	.023	.299
Prior-Year Comparable	38.5	13.2	.39	17	29	40	49	60	159	5.0	.000	.381
Enroll, Size & Locale	38.1	13.6	.47	17	29	37	49	60	178	5.4	.000	.408
Top 50%	41.3	12.7	.11	20	31	40	51	60	123	2.2	.028	.174
Top 10%	43.1	12.6	.23	20	34	43	54	60	133	.4	.714	.030
Learning Strategies												
UPR-Rio Piedras (N = 111)	41.5	13.1	1.24	20	33	40	53	60				
Puerto Rico	40.9	14.6	1.42	20	27	40	53	60	214	.6	.738	.046
Prior-Year Comparable	41.4	15.0	.47	20	33	40	53	60	1,129	.2	.914	.011
Enroll, Size & Locale	40.0	14.9	.54	13	27	40	53	60	858	1.5	.300	.106
Top 50%	42.5	14.6	.11	20	33	40	60	60	16,218	-.9	.499	-.065
Top 10%	44.8	14.2	.22	20	33	47	60	60	4,356	-3.3	.015	-.233
Quantitative Reasoning												
UPR-Rio Piedras (N = 120)	31.5	18.4	1.68	0	20	27	47	60				
Puerto Rico	30.8	18.0	1.70	0	20	27	40	60	231	.7	.781	.036
Prior-Year Comparable	30.0	17.6	.52	0	20	27	40	60	1,244	1.5	.367	.087
Enroll, Size & Locale	29.9	17.5	.61	0	20	27	40	60	932	1.6	.360	.089
Top 50%	31.8	17.3	.12	0	20	33	40	60	21,610	-.2	.878	-.014
Top 10%	33.7	16.9	.25	0	20	33	47	60	4,767	-2.2	.165	-.128
Learning with Peers												
Collaborative Learning												
UPR-Rio Piedras (N = 126)	32.4	13.8	1.23	10	25	30	45	55				
Puerto Rico	31.9	13.8	1.24	10	25	30	40	55	248	.4	.806	.031
Prior-Year Comparable	30.6	15.7	.46	5	20	30	40	60	1,296	1.8	.222	.115
Enroll, Size & Locale	31.5	14.4	.49	10	20	30	40	60	980	.9	.515	.062
Top 50%	35.7	13.9	.10	15	25	35	45	60	18,212	-3.3	.008	-.239
Top 10%	38.2	13.7	.23	15	30	40	50	60	3,730	-5.8	.000	-.424
Discussions with Diverse Others												
UPR-Rio Piedras (N = 112)	44.6	12.5	1.18	20	35	40	60	60				
Puerto Rico	43.6	15.1	1.46	15	35	45	60	60	218	1.0	.599	.071
Prior-Year Comparable	43.3	16.6	.52	10	35	45	60	60	157	1.3	.324	.078
Enroll, Size & Locale	43.2	16.5	.60	15	35	45	60	60	174	1.4	.288	.088
Top 50%	43.9	15.9	.11	15	35	45	60	60	113	.7	.575	.042
Top 10%	46.0	15.5	.22	20	40	50	60	60	119	-1.4	.258	-.089

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UPR-Rio Piedras (N = 118)	25.0	16.9	1.55	0	10	25	35	60				
Puerto Rico	23.8	17.7	1.65	0	10	20	40	60	230	1.2	.590	.071
Prior-Year Comparable	21.6	16.5	.49	0	10	20	30	55	1,236	3.4	.034	.206
Enroll, Size & Locale	21.4	15.9	.56	0	10	20	30	55	931	3.6	.023	.225
Top 50%	29.8	16.2	.18	5	20	30	40	60	8,404	-4.7	.002	-.291
Top 10%	34.1	16.6	.47	5	20	35	45	60	1,341	-9.1	.000	-.547
Effective Teaching Practices												
UPR-Rio Piedras (N = 122)	43.1	11.6	1.05	24	35	44	52	60				
Puerto Rico	41.2	15.0	1.39	16	32	40	56	60	216	1.9	.284	.140
Prior-Year Comparable	40.3	14.3	.43	16	32	40	52	60	163	2.8	.015	.198
Enroll, Size & Locale	40.1	14.1	.49	16	32	40	52	60	942	3.0	.027	.215
Top 50%	43.1	13.7	.13	20	36	44	56	60	124	.0	.993	-.001
Top 10%	45.3	13.5	.30	20	36	48	60	60	140	-2.2	.047	-.164
Campus Environment												
Quality of Interactions												
UPR-Rio Piedras (N = 101)	41.0	13.3	1.32	18	34	43	50	60				
Puerto Rico	41.5	13.8	1.37	16	32	44	52	60	200	-.5	.791	-.037
Prior-Year Comparable	41.8	12.4	.40	20	34	43	50	60	1,062	-.8	.563	-.061
Enroll, Size & Locale	39.5	13.1	.49	14	32	40	50	60	812	1.5	.271	.117
Top 50%	45.0	11.4	.11	24	38	46	54	60	101	-4.0	.003	-.349
Top 10%	46.7	11.8	.22	24	40	50	56	60	2,868	-5.7	.000	-.483
Supportive Environment												
UPR-Rio Piedras (N = 102)	33.8	13.6	1.34	10	25	33	43	60				
Puerto Rico	32.8	17.0	1.72	5	20	33	45	60	185	1.0	.643	.066
Prior-Year Comparable	32.5	15.1	.49	8	20	33	43	60	1,062	1.3	.404	.087
Enroll, Size & Locale	31.6	14.7	.56	8	20	33	40	60	801	2.2	.155	.151
Top 50%	36.1	13.9	.13	13	26	38	45	60	12,324	-2.3	.093	-.166
Top 10%	38.8	13.7	.29	15	30	40	50	60	2,398	-5.0	.000	-.363

- 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 SEM) 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 2015

Frequencies and Statistical Comparisons

University of Puerto Rico-Rio Piedras Campus

Please note: The layout of this file is optimized for printing and PDF creation, not on-screen viewing. When the Excel version is viewed on screen, some cells appear to contain truncated text or misplaced line breaks. This is due to differences in Excel between on-screen display and what appears in print or PDF.

NSSE 2015 Frequencies and Statistical Comparisons


About This Report

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

1. **Class level:** As reported by your institution.
2. **Item numbers:** Numbering corresponds to the survey facsimile included in your *Institutional Report* and 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: nsse.indiana.edu/html/weighting.cfm

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.



NSSE 2015 Frequencies and Statistical Comparisons

NSSeville State University

Seniors ← 1

		Frequency Distributions ^a								Statistical Comparisons ^b							
		NSSeville State		GLC Peers		Private Master's S		NSSE 2014 & 2015		NSSeville State		GLC Peers		Private Master's S		NSSE 2014 & 2015	
Item wording or description	Variable name ^c	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^d	Mean	Effect size ^d	Mean	Effect size ^d	
6. During the current school year, about how often have you done the following?																	
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)																	
	QRconclude	1	Never	3	0	244	2	54	2	6,952	3						
		2	Sometimes	152	20	4,397	27	845	29	75,222	33						
		3	Often	212	33	5,947	37	1,086	38	81,724	35						
		4	Very often	280	46	5,440	34	889	31	66,983	29						
			Total	630	100	16,028	100	2,874	100	230,881	100						
										3.3							
												3.0 ***	.27	3.0 ***	.35	2.9 ***	.43
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)																	
	QRproblem	1	Never	82	13	2,369	14	401	14	35,490	16						
		2	Sometimes	267	42	5,959	37	978	34	79,495	34						
		3	Often	164	26	4,548	29	1,131	1	67,348	29						
		4	Very often	113	19	2,072	13	611	21	47,208	21						
			Total	626	100	15,411	100	2,858	100	229,541	100						
										2.5							
												2.5	-.04	2.6 *	-.09	2.6	-.05
c. Evaluated what others have concluded from numerical information																	
	QRevaluate	1	Never	25	4	778	5	134	5	12,543	6						
		2	Sometimes	56	9	1,666	11	262	10	28,134	13						
		3	Often	384	63	9,147	57	1,586	57	128,802	56						
		4	Very often	150	24	4,267	27	851	29	58,873	26						
			Total	615	100	15,858	100	2,833	100	228,352	100						
										3.1							
												3.1	.02	3.1	-.04	3.0	.06

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 (arcsine) transformation. See: Cohen, J. (1988). *Statistical power analysis for the behavioral sciences (2nd edition)*. New York: Psychology Press.

8. **Key to symbols:**

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

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

NSSE 2015 Frequencies and Statistical Comparisons

University of Puerto Rico-Rio Piedras Campus

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
1. During the current school year, about how often have you done the following?																			
a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	7	4	83	6	159	3	123	4	2.8	2.7	.15	2.9	-.06	2.8	.01	
		2	Sometimes	54	36	595	40	1,582	34	1,077	37								
		3	Often	48	34	464	35	1,623	35	974	35								
		4	Very often	37	26	233	19	1,252	27	642	24								
		Total		146	100	1,375	100	4,616	100	2,816	100								
b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	1	Never	12	8	118	8	836	18	332	13	2.9	2.8	.11	2.5 ***	.36	2.6 **	.29	
		2	Sometimes	43	29	481	31	1,571	34	999	36								
		3	Often	43	29	469	36	1,254	28	861	30								
		4	Very often	48	33	300	24	915	20	617	21								
		Total		146	100	1,368	100	4,576	100	2,809	100								
c. Come to class without completing readings or assignments	unpreparedr <i>(Reverse-coded version of unprepared created by NSSE.)</i>	1	Very often	12	8	49	4	300	6	153	6	2.8	3.1 ***	-.37	2.9	-.14	3.0 *	-.22	
		2	Often	23	16	163	12	699	15	366	13								
		3	Sometimes	89	61	796	56	2,583	57	1,637	58								
		4	Never	20	15	355	29	966	22	625	23								
		Total		144	100	1,363	100	4,548	100	2,781	100								
d. Attended an art exhibit, play or other arts performance (dance, music, etc.)	attendart	1	Never	47	33	545	42	1,471	34	1,183	41	2.0	1.9	.12	2.0	.02	1.9	.14	
		2	Sometimes	60	41	490	34	1,885	41	1,019	37								
		3	Often	24	17	226	16	740	16	348	14								
		4	Very often	14	9	111	9	445	9	223	8								
		Total		145	100	1,372	100	4,541	100	2,773	100								
e. Asked another student to help you understand course material	CLaskhelp	1	Never	14	10	162	16	365	9	230	10	2.4	2.3	.08	2.6 **	-.23	2.5	-.12	
		2	Sometimes	77	54	666	49	1,791	39	1,160	44								
		3	Often	31	22	355	22	1,531	34	898	31								
		4	Very often	21	14	193	14	835	18	467	14								
		Total		143	100	1,376	100	4,522	100	2,755	100								
f. Explained course material to one or more students	CLexplain	1	Never	5	3	90	8	144	4	128	5	2.7	2.6	.15	2.8	-.06	2.6	.14	
		2	Sometimes	59	40	567	42	1,613	36	1,149	44								
		3	Often	54	39	464	34	1,779	40	996	36								
		4	Very often	25	18	227	17	901	20	437	15								
		Total		143	100	1,348	100	4,437	100	2,710	100								

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

NSSE 2015 Frequencies and Statistical Comparisons

University of Puerto Rico-Rio Piedras Campus

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		Your first-year students compared with							
				Count	%	Count	%	Count	%	Count	%	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	Enroll, Size & Locale	Mean	Mean	Effect size ^e	Mean
g. Prepared for exams by discussing or working through course material with other students	CLstudy	1	Never	19	13	162	15	584	14	458	19	2.7	2.6	.12	2.6	.14	2.4 ***	.35	
		2	Sometimes	40	27	428	30	1,524	34	1,002	39								
		3	Often	49	35	465	32	1,378	31	795	27								
		4	Very often	36	25	296	22	951	21	461	15								
		Total		144	100	1,351	100	4,437	100	2,716	100								
h. Worked with other students on course projects or assignments	CLproject	1	Never	7	4	72	8	298	8	280	11	2.7	2.8	-.03	2.7	.09	2.5 ***	.31	
		2	Sometimes	49	33	407	30	1,699	38	1,147	43								
		3	Often	67	48	552	40	1,551	35	883	32								
		4	Very often	22	15	312	22	866	19	381	13								
		Total		145	100	1,343	100	4,414	100	2,691	100								
i. Given a course presentation	present	1	Never	8	6	168	15	810	20	649	24	2.6	2.6	.05	2.2 ***	.41	2.2 ***	.50	
		2	Sometimes	62	44	504	35	2,009	46	1,193	45								
		3	Often	49	35	377	28	1,070	24	590	22								
		4	Very often	23	16	275	22	484	10	245	9								
		Total		142	100	1,324	100	4,373	100	2,677	100								
2. During the current school year, about how often have you done the following?																			
a. Combined ideas from different courses when completing assignments	RIintegrate	1	Never	11	8	151	13	253	7	191	8	2.8	2.6 *	.23	2.7	.13	2.6	.17	
		2	Sometimes	42	30	482	35	1,636	39	992	38								
		3	Often	55	39	462	35	1,500	35	966	36								
		4	Very often	34	23	214	18	864	19	462	18								
		Total		142	100	1,309	100	4,253	100	2,611	100								
b. Connected your learning to societal problems or issues	RIsocietal	1	Never	7	5	110	10	337	9	183	7	2.8	2.7	.09	2.6 *	.21	2.7 *	.18	
		2	Sometimes	45	33	412	30	1,551	38	967	38								
		3	Often	54	39	483	36	1,494	35	948	36								
		4	Very often	34	24	288	24	829	19	494	19								
		Total		140	100	1,293	100	4,211	100	2,592	100								
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIDiverse	1	Never	11	8	136	12	397	10	194	8	2.8	2.6 **	.26	2.6 **	.27	2.7 *	.20	
		2	Sometimes	39	28	470	34	1,587	38	952	37								
		3	Often	48	36	444	35	1,393	33	949	36								
		4	Very often	40	28	241	19	829	19	490	20								
		Total		138	100	1,291	100	4,206	100	2,585	100								

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

NSSE 2015 Frequencies and Statistical Comparisons

University of Puerto Rico-Rio Piedras Campus

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		Your first-year students compared with							
				Count	%	Count	%	Count	%	Count	%	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	Enroll, Size & Locale	Mean	Mean	Effect size ^e	Mean
d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	1	Never	8	6	73	6	192	5	121	5	2.8	2.8	.03	2.8	-.03	2.8	.01	
		2	Sometimes	46	32	405	33	1,315	31	835	33								
		3	Often	53	39	505	37	1,731	42	1,088	41								
		4	Very often	32	23	305	23	949	23	530	21								
		Total		139	100	1,288	100	4,187	100	2,574	100								
e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	1	Never	8	6	57	5	149	4	94	4	3.0	2.9	.06	2.9	.07	2.9	.07	
		2	Sometimes	30	21	321	26	1,160	28	674	26								
		3	Often	58	42	551	41	1,724	40	1,126	43								
		4	Very often	43	31	359	28	1,150	28	673	27								
		Total		139	100	1,288	100	4,183	100	2,567	100								
f. Learned something that changed the way you understand an issue or concept	RInewview	1	Never	7	5	27	3	109	3	67	3	3.0	3.0	.02	2.9 *	.21	2.9 *	.22	
		2	Sometimes	33	24	291	25	1,331	32	799	32								
		3	Often	48	35	553	42	1,710	40	1,092	42								
		4	Very often	51	37	409	31	1,036	24	609	23								
		Total		139	100	1,280	100	4,186	100	2,567	100								
g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	1	Never	1	1	23	2	62	2	34	1	3.2	3.1	.05	3.1	.11	3.1	.13	
		2	Sometimes	26	19	247	20	906	22	564	23								
		3	Often	63	45	542	41	1,782	43	1,155	45								
		4	Very often	48	36	452	37	1,403	33	810	31								
		Total		138	100	1,264	100	4,153	100	2,563	100								
3. During the current school year, about how often have you done the following?																			
a. Talked about career plans with a faculty member	SFcareer	1	Never	54	38	422	33	892	22	656	29	1.9	2.1	-.15	2.2 ***	-.30	2.0	-.12	
		2	Sometimes	48	36	468	37	1,890	45	1,189	45								
		3	Often	25	19	228	17	899	21	491	18								
		4	Very often	10	7	143	13	481	11	227	8								
		Total		137	100	1,261	100	4,162	100	2,563	100								
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	1	Never	97	71	768	62	2,094	51	1,497	60	1.4	1.6 **	-.28	1.8 ***	-.41	1.6 ***	-.27	
		2	Sometimes	30	22	282	20	1,257	30	628	24								
		3	Often	6	4	132	11	525	13	275	10								
		4	Very often	4	3	75	7	269	7	147	6								
		Total		137	100	1,257	100	4,145	100	2,547	100								

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

NSSE 2015 Frequencies and Statistical Comparisons

University of Puerto Rico-Rio Piedras Campus

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Item wording or description	Variable name ^c	Values ^d	Response options	Your first-year students compared with															
				UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	1	Never	67	47	555	44	1,258	31	910	36	1.8	1.9	-.02	2.0 *	-.21	1.9	-.07	
		2	Sometimes	38	29	433	33	1,801	44	1,106	44				2.0 *	▽			
		3	Often	21	17	181	17	738	18	356	14								
		4	Very often	10	8	86	7	338	8	174	7								
		Total		136	100	1,255	100	4,135	100	2,546	100								
d. Discussed your academic performance with a faculty member	SFperform	1	Never	68	48	587	45	1,016	25	725	31	1.8	1.8	-.08	2.1 ***	-.42	2.0 **	-.28	
		2	Sometimes	44	32	422	35	1,889	46	1,167	45				2.1 ***	▽			
		3	Often	18	14	161	13	817	20	452	17								
		4	Very often	7	5	84	8	400	10	198	7								
		Total		137	100	1,254	100	4,122	100	2,542	100								
4. During the current school year, how much has your coursework emphasized the following?																			
a. Memorizing course material	memorize	1	Very little	11	8	38	4	131	3	89	4	3.1	3.0	.04	3.0	.08	3.0	.11	
		2	Some	24	17	239	20	994	24	577	24				3.0				
		3	Quite a bit	47	35	584	46	1,698	41	1,049	41								
		4	Very much	55	40	398	31	1,316	32	837	31								
		Total		137	100	1,259	100	4,139	100	2,552	100								
b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	7	5	42	3	160	4	100	5	3.0	3.1	-.08	3.0	.03	3.0	.06	
		2	Some	31	22	272	21	971	24	596	23				3.0				
		3	Quite a bit	57	41	502	40	1,779	43	1,115	44								
		4	Very much	42	32	437	35	1,205	29	731	28								
		Total		137	100	1,253	100	4,115	100	2,542	100								
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	4	3	47	5	136	4	96	4	3.2	3.0	.16	3.0 *	.19	3.0 *	.19	
		2	Some	25	18	263	20	915	22	571	22				3.0 *	△			
		3	Quite a bit	51	38	530	43	1,773	44	1,070	43								
		4	Very much	53	41	411	32	1,285	30	793	31								
		Total		133	100	1,251	100	4,109	100	2,530	100								
d. Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	6	4	39	3	179	5	85	3	3.2	3.1	.10	2.9 **	.25	3.0 *	.19	
		2	Some	21	16	246	20	1,031	25	606	24				2.9 **	△			
		3	Quite a bit	58	41	558	45	1,703	42	1,096	44								
		4	Very much	51	39	406	33	1,189	28	749	30								
		Total		136	100	1,249	100	4,102	100	2,536	100								

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NSSE 2015 Frequencies and Statistical Comparisons

University of Puerto Rico-Rio Piedras Campus

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b						
				UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable		Enroll, Size & Locale		
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	9	7	69	5	219	6	116	5	3.0	3.0	.03	2.9	.09	2.9	.10
		2	Some	33	24	285	24	1,037	26	662	26							
		3	Quite a bit	45	33	495	40	1,658	41	1,054	42							
		4	Very much	48	37	397	31	1,168	28	684	27							
		Total		135	100	1,246	100	4,082	100	2,516	100							
5. During the current school year, to what extent have your instructors done the following?																		
a. Clearly explained course goals and requirements	ETgoals	1	Very little	7	6	33	3	74	2	55	2	3.1	3.2 *	-0.23	3.1	-0.09	3.2	-0.12
		2	Some	22	15	185	14	759	18	446	17							
		3	Quite a bit	63	47	501	39	1,829	44	1,151	44							
		4	Very much	46	32	540	45	1,471	35	887	37							
		Total		138	100	1,259	100	4,133	100	2,539	100							
b. Taught course sessions in an organized way	ETorganize	1	Very little	5	3	44	4	98	3	61	2	3.0	3.2 *	-0.20	3.1	-0.07	3.1	-0.07
		2	Some	26	19	193	16	793	19	507	19							
		3	Quite a bit	65	48	494	38	1,860	45	1,150	45							
		4	Very much	40	30	525	43	1,371	33	816	33							
		Total		136	100	1,256	100	4,122	100	2,534	100							
c. Used examples or illustrations to explain difficult points	ETexample	1	Very little	11	8	77	8	106	3	82	3	2.8	3.1 **	-0.32	3.1 **	-0.31	3.1 **	-0.30
		2	Some	41	29	219	16	851	21	525	20							
		3	Quite a bit	48	36	426	33	1,746	42	1,064	42							
		4	Very much	37	27	532	43	1,394	34	856	34							
		Total		137	100	1,254	100	4,097	100	2,527	100							
d. Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	28	20	158	13	327	8	159	6	2.4	2.8 ***	-0.40	2.8 ***	-0.48	2.9 ***	-0.57
		2	Some	54	39	366	24	1,179	29	672	26							
		3	Quite a bit	33	25	426	36	1,449	35	961	37							
		4	Very much	23	17	301	27	1,143	28	732	30							
		Total		138	100	1,251	100	4,098	100	2,524	100							
e. Provided prompt and detailed feedback on tests or completed assignments	ETfeedback	1	Very little	20	14	114	10	394	10	208	8	2.7	2.9 *	-0.24	2.7	-0.08	2.8	-0.10
		2	Some	39	28	299	23	1,232	30	807	31							
		3	Quite a bit	45	34	455	36	1,478	36	918	36							
		4	Very much	33	24	375	32	972	25	581	24							
		Total		137	100	1,243	100	4,076	100	2,514	100							

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NSSE 2015 Frequencies and Statistical Comparisons

University of Puerto Rico-Rio Piedras Campus

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Item wording or description		Variable name ^c		Values ^d		Response options		Frequency Distributions ^a				Statistical Comparisons ^b									
								UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		Your first-year students compared with					
								Count	%	Count	%	Count	%	Count	%	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	Enroll, Size & Locale	Mean	Mean
6. During the current school year, about how often have you done the following?																					
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)		QRconclude	1	Never	35	24	205	17	575	14	323	13	2.4	2.5	-.12	2.6 *	-.21	2.5	-.14		
		2	Sometimes	41	29	425	33	1,330	31	931	36										
		3	Often	38	29	390	30	1,403	35	860	33										
		4	Very often	23	18	231	20	815	20	425	18										
		Total			137	100	1,251	100	4,123	100	2,539	100									
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)		QRproblem	1	Never	47	33	319	25	907	21	561	23	2.2	2.3	-.14	2.3 *	-.18	2.3	-.12		
		2	Sometimes	44	30	465	35	1,590	38	1,016	40										
		3	Often	31	24	294	25	1,064	26	657	26										
		4	Very often	15	12	167	14	561	14	299	12										
		Total			137	100	1,245	100	4,122	100	2,533	100									
c. Evaluated what others have concluded from numerical information		QRevaluate	1	Never	52	37	374	30	840	20	512	21	2.0	2.2	-.13	2.3 ***	-.30	2.3 *	-.22		
		2	Sometimes	44	32	454	34	1,640	39	1,102	43										
		3	Often	27	22	264	23	1,094	27	664	26										
		4	Very often	12	10	146	12	530	13	243	10										
		Total			135	100	1,238	100	4,104	100	2,521	100									
7. During the current school year, about how many papers, reports, or other writing tasks of the following length have you been assigned? (Include those not yet completed.)																					
a. Up to 5 pages		wrshortnum	0	None	9	7	95	9	147	4	65	3	6.7	5.4 *	.23	7.1	-.06	7.0	-.05		
		(Recoded version of wrshort created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	22	17	317	28	695	19	431	17									
			4	3-5	39	30	371	35	1,138	31	816	34									
			8	6-10	34	26	190	15	961	26	609	26									
			13	11-15	17	12	70	5	401	11	222	10									
			18	16-20	4	3	43	3	177	5	92	5									
			23	More than 20	6	4	60	5	199	6	101	5									
		Total			131	100	1,146	100	3,718	100	2,336	100									
b. Between 6 and 10 pages		wrmednum	0	None	26	22	386	34	1,110	32	608	25	2.7	2.5	.04	2.3	.13	2.2	.17		
		(Recoded version of wrmed created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	55	42	393	35	1,493	41	1,076	47									
			4	3-5	33	26	197	20	701	19	422	20									
			8	6-10	9	7	91	9	208	6	125	6									
			13	11-15	2	2	23	2	46	1	21	1									
			18	16-20	2	1	5	0	25	1	4	0									
			23	More than 20	0	0	10	1	19	1	5	0									
		Total			127	100	1,105	100	3,602	100	2,261	100									

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NSSE 2015 Frequencies and Statistical Comparisons

University of Puerto Rico-Rio Piedras Campus

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

				Your first-year students compared with															
				UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
c. 11 pages or more	wrlongnum	0	None	63	51	657	57	2,488	72	1,655	74	1.8	1.8	.00	.9 **	.31	.8 **	.39	
	(Recoded version of wrlong created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	37	30	273	26	746	21	420	20								
	4	3-5	14	11	80	9	121	3	57	3									
	8	6-10	5	4	40	5	55	2	30	1									
	13	11-15	3	2	14	2	28	1	15	1									
	18	16-20	2	2	7	0	14	0	9	0									
	23	More than 20	0	0	17	2	25	1	9	0									
	Total			124	100	1,088	100	3,477	100	2,195	100								
Estimated number of assigned pages of student writing.	wrpages		(Continuous variable, recoded and summed by NSSE from wrshort, wrmed, and wrlong. Values are estimated pages of assigned writing.)									65.9	58.7	.10	51.6 *	.22	48.0 **	.34	
8. During the current school year, about how often have you had discussions with people from the following groups?																			
a. People of a race or ethnicity other than your own	DDrace	1	Never	12	8	123	13	122	3	81	4	3.0	2.8	.15	3.2 **	-.28	3.2 **	-.29	
		2	Sometimes	33	24	313	28	680	19	409	18								
		3	Often	37	28	292	23	1,079	29	664	27								
		4	Very often	51	40	465	36	1,892	49	1,222	51								
			Total	133	100	1,193	100	3,773	100	2,376	100								
b. People from an economic background other than your own	DDeconomic	1	Never	7	5	47	6	149	4	100	4	3.2	3.1	.08	3.2	.08	3.1	.13	
		2	Sometimes	23	16	208	20	751	20	487	22								
		3	Often	38	29	357	28	1,177	31	758	32								
		4	Very often	65	49	574	46	1,691	44	1,025	42								
			Total	133	100	1,186	100	3,768	100	2,370	100								
c. People with religious beliefs other than your own	DDreligion	1	Never	6	4	51	6	188	5	116	5	3.3	3.2	.12	3.1	.16	3.1	.14	
		2	Sometimes	22	16	214	20	760	21	481	21								
		3	Often	36	28	325	27	1,116	30	701	29								
		4	Very often	69	52	594	47	1,693	44	1,066	45								
			Total	133	100	1,184	100	3,757	100	2,364	100								
d. People with political views other than your own	DDpolitical	1	Never	4	3	69	7	231	6	171	7	3.3	3.1	.17	3.1 **	.24	3.0 ***	.35	
		2	Sometimes	26	19	199	21	816	22	590	27								
		3	Often	30	24	297	23	1,143	31	690	28								
		4	Very often	72	54	615	48	1,553	41	896	37								
			Total	132	100	1,180	100	3,743	100	2,347	100								

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University of Puerto Rico-Rio Piedras Campus

First-Year Students

			Frequency Distributions ^a								Statistical Comparisons ^b								
			UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
9. During the current school year, about how often have you done the following?																			
a. Identified key information from reading assignments	LSreading	1	Never	2	1	22	2	58	2	29	2	3.2	3.1	.15	3.2	.02	3.2	-.02	
		2	Sometimes	27	20	277	24	676	19	389	17								
		3	Often	52	39	510	41	1,594	42	1,041	43								
		4	Very often	53	40	373	33	1,422	37	898	38								
		Total		134	100	1,182	100	3,750	100	2,357	100								
b. Reviewed your notes after class	LSnotes	1	Never	10	7	72	5	205	6	119	5	2.9	3.0	-.05	2.9	.01	2.9	.03	
		2	Sometimes	38	28	357	28	1,110	29	727	32								
		3	Often	40	30	396	33	1,221	33	729	31								
		4	Very often	47	34	356	34	1,195	32	777	32								
		Total		135	100	1,181	100	3,731	100	2,352	100								
c. Summarized what you learned in class or from course materials	LSsummary	1	Never	16	12	105	8	249	7	163	7	2.8	2.9	-.09	2.8	-.06	2.8	-.06	
		2	Sometimes	39	29	351	26	1,124	31	692	31								
		3	Often	39	30	396	37	1,290	35	806	34								
		4	Very often	40	30	313	28	1,026	27	663	28								
		Total		134	100	1,165	100	3,689	100	2,324	100								
10. During the current school year, to what extent have your courses challenged you to do your best work?																			
challenge		1	Not at all	1	1	10	2	11	0	6	0	5.5	5.5	.03	5.5	.02	5.5	.08	
		2		0	0	15	1	33	1	19	1								
		3		8	5	59	6	123	4	82	4								
		4		15	11	149	12	394	11	268	12								
		5		40	30	286	24	1,199	31	788	34								
		6		35	27	281	23	1,178	31	697	29								
		7	Very much	35	26	377	32	803	22	487	20								
		Total		134	100	1,177	100	3,741	100	2,347	100								
11. Which of the following have you done or do you plan to do before you graduate?^f																			
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern		Have not decided	12	10	60	8	284	9	252	11	6%	10%	-.14	11%	-.18	9%	-.11	
		(Means indicate the percentage who responded "Done or in progress.")	Do not plan to do	9	7	136	12	88	3	81	3								
		Plan to do	104	77	910	70	2,955	78	1,824	77									
		Done or in progress	8	6	70	10	406	11	189	9									
		Total	133	100	1,176	100	3,733	100	2,346	100									

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NSSE 2015 Frequencies and Statistical Comparisons

University of Puerto Rico-Rio Piedras Campus

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

			Your first-year students compared with															
Item wording or description	Variable name ^c	Values ^d	UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable		Enroll, Size & Locale			
			Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
b. Hold a formal leadership role in a student organization or group	leader <i>(Means indicate the percentage who responded "Done or in progress.")</i>	Have not decided	24	19	158	15	900	24	656	28	8%	14%	-0.18	15% *	-0.23	11%	-0.09	
		Do not plan to do	46	34	387	33	648	19	624	27								
		Plan to do	53	40	497	39	1,620	42	823	34								
		Done or in progress	10	8	128	14	558	15	235	11								
		Total	133	100	1,170	100	3,726	100	2,338	100								
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom <i>(Means indicate the percentage who responded "Done or in progress.")</i>	Have not decided	25	20	173	16	903	24	716	31	13%	15%	-0.06	22% *	-0.25	16%	-0.08	
		Do not plan to do	43	34	430	37	1,029	28	611	26								
		Plan to do	45	34	424	32	972	26	647	28								
		Done or in progress	17	13	139	15	820	22	354	16								
		Total	130	100	1,166	100	3,724	100	2,328	100								
d. Participate in a study abroad program	abroad <i>(Means indicate the percentage who responded "Done or in progress.")</i>	Have not decided	18	14	173	20	859	23	671	28	2%	4%	-0.11	4%	-0.13	3%	-0.09	
		Do not plan to do	24	18	325	28	759	23	500	22								
		Plan to do	87	65	625	48	1,946	50	1,095	46								
		Done or in progress	2	2	31	4	149	4	64	3								
		Total	131	100	1,154	100	3,713	100	2,330	100								
e. Work with a faculty member on a research project	research <i>(Means indicate the percentage who responded "Done or in progress.")</i>	Have not decided	28	21	197	21	1,317	36	915	40	3%	4%	-0.05	6%	-0.15	4%	-0.04	
		Do not plan to do	35	26	365	32	759	21	506	21								
		Plan to do	65	50	550	43	1,392	37	808	35								
		Done or in progress	4	3	41	4	237	6	93	4								
		Total	132	100	1,153	100	3,705	100	2,322	100								
f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone <i>(Means indicate the percentage who responded "Done or in progress.")</i>	Have not decided	26	20	156	16	1,032	28	845	35	3%	5%	-0.14	3%	-0.05	2%	.03	
		Do not plan to do	25	19	322	28	353	10	240	10								
		Plan to do	74	58	632	51	2,194	59	1,191	53								
		Done or in progress	3	3	45	5	123	3	53	2								
		Total	128	100	1,155	100	3,702	100	2,329	100								
12. About how many of your courses at this institution have included a community-based project (service-learning)?																		
servcourse	1	None	84	64	366	30	1,844	50	1,246	55	1.4	1.9 ***	-0.68	1.6 ***	-0.29	1.5 *	-0.18	
		2	Some	42	33	638	57	1,549	43	924								40
		3	Most	5	4	132	10	217	6	104								4
		4	All	0	0	24	3	41	1	17								1
		Total	131	100	1,160	100	3,651	100	2,291	100								

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

NSSE 2015 Frequencies and Statistical Comparisons

University of Puerto Rico-Rio Piedras Campus

First-Year Students

			Frequency Distributions ^a								Statistical Comparisons ^b									
			UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale			
Item wording or description	Variable name ^c	Values ^d Response options	Count	%	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
13. Indicate the quality of your interactions with the following people at your institution.																				
a. Students	QIstudent	1 Poor	0	0	19	2	54	2	50	2	6.0	5.8	.19	5.5 ***	.38	5.3 ***	.51			
		2	2	1	15	1	83	2	77	3										
		3	7	5	42	4	187	5	140	6										
		4	12	8	114	10	389	11	277	12										
		5	15	11	224	17	880	23	611	27										
		6	29	21	323	25	1,065	28	642	27										
		7 Excellent	67	51	427	40	1,057	28	526	22										
		— Not applicable	1	1	10	2	17	1	11	1										
	Total		133	100	1,174	100	3,732	100	2,334	100										
b. Academic advisors	QIadvisor	1 Poor	20	15	70	7	161	4	126	6	4.0	4.9 ***	-.45	5.0 ***	-.61	4.9 ***	-.50			
		2	13	11	79	6	201	6	122	5										
		3	13	9	114	9	340	9	225	9										
		4	10	7	144	12	508	14	361	15										
		5	19	15	180	15	727	19	458	19										
		6	21	15	188	14	807	21	494	21										
		7 Excellent	11	9	274	25	902	25	471	20										
		— Not applicable	26	19	122	12	77	2	70	4										
	Total		133	100	1,171	100	3,723	100	2,327	100										
c. Faculty	QIfaculty	1 Poor	9	7	55	5	81	3	64	3	4.4	4.9 **	-.30	5.1 ***	-.52	5.0 ***	-.40			
		2	13	10	81	7	132	4	120	5										
		3	14	10	111	8	258	7	216	8										
		4	22	17	178	14	518	14	418	17										
		5	30	22	245	19	986	27	560	24										
		6	23	17	223	18	1,019	27	575	26										
		7 Excellent	12	10	203	22	665	18	325	15										
		— Not applicable	9	6	73	6	31	1	38	2										
	Total		132	100	1,169	100	3,690	100	2,316	100										

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

NSSE 2015 Frequencies and Statistical Comparisons

University of Puerto Rico-Rio Piedras Campus

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

				Your first-year students compared with															
				UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
d. Student services staff (career services, student activities, housing, etc.)	QIstaff	1	Poor	20	16	74	7	186	6	172	8	4.0	4.8 ***	-.38	4.8 ***	-.43	4.6 *	-.29	
		2		7	5	86	6	214	6	144	6								
		3		12	9	90	6	315	9	210	8								
		4		14	11	136	12	564	15	338	15								
		5		21	16	189	13	732	19	476	21								
		6		14	10	198	17	800	21	412	18								
		7	Excellent	14	11	188	20	583	16	304	13								
		—	Not applicable	30	22	206	18	309	9	266	12								
	Total	132	100	1,167	100	3,703	100	2,322	100										
e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	1	Poor	14	11	89	8	223	7	183	9	4.2	4.8 **	-.32	4.7 **	-.26	4.4	-.12	
		2		11	9	97	7	256	7	179	7								
		3		22	15	115	8	332	9	261	10								
		4		16	12	149	13	608	16	388	17								
		5		27	21	214	17	752	20	466	20								
		6		20	15	209	19	714	19	383	17								
		7	Excellent	14	11	229	23	531	15	269	12								
		—	Not applicable	9	6	63	5	291	8	194	9								
	Total	133	100	1,165	100	3,707	100	2,323	100										
14. How much does your institution emphasize the following?																			
a. Spending significant amounts of time studying and on academic work	empstudy	1	Very little	1	1	18	2	47	2	43	2	3.4	3.3	.12	3.2 *	.21	3.1 **	.29	
		2	Some	16	13	135	16	557	17	379	18								
		3	Quite a bit	46	36	370	35	1,471	43	979	45								
		4	Very much	65	50	552	47	1,340	39	790	35								
			Total	128	100	1,075	100	3,415	100	2,191	100								
b. Providing support to help students succeed academically	SEacademic	1	Very little	10	8	47	7	140	5	95	4	2.8	3.0 *	-.25	3.0 **	-.30	3.0 *	-.26	
		2	Some	37	29	218	20	697	21	484	23								
		3	Quite a bit	50	40	447	40	1,384	40	904	42								
		4	Very much	29	23	354	33	1,170	34	695	31								
			Total	126	100	1,066	100	3,391	100	2,178	100								
c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	1	Very little	24	18	78	9	249	8	109	5	2.7	3.0 **	-.35	3.0 **	-.32	3.1 ***	-.44	
		2	Some	23	19	209	19	718	21	399	19								
		3	Quite a bit	48	38	362	32	1,193	35	783	36								
		4	Very much	33	25	424	41	1,229	37	886	40								
			Total	128	100	1,073	100	3,389	100	2,177	100								

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

NSSE 2015 Frequencies and Statistical Comparisons

University of Puerto Rico-Rio Piedras Campus

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Item wording or description	Variable name ^c	Values ^d	Response options	Your first-year students compared with															
				UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	1	Very little	17	14	111	13	382	12	253	13	2.7	2.8	-.15	2.8	-.11	2.7	-.06	
		2	Some	41	30	279	24	939	28	624	29								
		3	Quite a bit	41	33	346	30	1,063	31	727	33								
		4	Very much	29	23	338	32	1,007	29	582	26								
		Total		128	100	1,074	100	3,391	100	2,186	100								
e. Providing opportunities to be involved socially	SEsocial	1	Very little	4	3	74	9	193	6	174	9	2.9	2.9	-.02	3.0	-.15	2.9	.02	
		2	Some	39	30	252	24	702	21	525	25								
		3	Quite a bit	53	43	401	35	1,289	38	829	38								
		4	Very much	32	24	340	32	1,203	35	653	29								
		Total		128	100	1,067	100	3,387	100	2,181	100								
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	1	Very little	15	12	106	12	217	7	169	8	2.7	2.9	-.15	3.0 **	-.27	2.8	-.13	
		2	Some	44	34	246	23	784	23	541	27								
		3	Quite a bit	34	27	359	32	1,289	38	851	38								
		4	Very much	35	28	349	33	1,095	32	610	26								
		Total		128	100	1,060	100	3,385	100	2,171	100								
g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	1	Very little	33	26	178	22	720	22	534	27	2.3	2.5	-.18	2.4	-.08	2.2	.04	
		2	Some	44	34	334	31	1,217	36	779	35								
		3	Quite a bit	31	25	320	25	880	25	558	25								
		4	Very much	19	15	225	22	563	17	303	13								
		Total		127	100	1,057	100	3,380	100	2,174	100								
h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	1	Very little	12	10	104	13	226	8	245	13	2.9	2.8	.10	2.9	.04	2.7 *	.24	
		2	Some	22	18	243	22	832	25	572	28								
		3	Quite a bit	50	40	379	32	1,206	35	786	35								
		4	Very much	44	32	331	33	1,105	32	558	24								
		Total		128	100	1,057	100	3,369	100	2,161	100								
i. Attending events that address important social, economic, or political issues	SEevents	1	Very little	11	9	144	15	420	14	334	16	2.9	2.7	.16	2.6 **	.26	2.5 ***	.35	
		2	Some	33	25	301	28	1,089	32	725	34								
		3	Quite a bit	45	36	343	30	1,108	33	701	32								
		4	Very much	39	30	259	27	743	21	397	19								
		Total		128	100	1,047	100	3,360	100	2,157	100								

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

NSSE 2015 Frequencies and Statistical Comparisons

University of Puerto Rico-Rio Piedras Campus

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Item wording or description		Variable name ^c		Values ^d		Response options		Your first-year students compared with											
								Frequency Distributions ^a				Statistical Comparisons ^b							
								UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	
Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e					
15. About how many hours do you spend in a typical 7-day week doing the following?																			
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)																			
	tmprephrs	0	0 hrs	3	3	10	1	19	1	10	0	14.3	10.9 *** ▲	.38	14.2	.02	13.9	.06	
	(Recorded version of tmprep created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	26	20	354	34	516	16	330	15								
		8	6-10 hrs	30	25	264	26	776	23	531	25								
		13	11-15 hrs	16	14	150	14	736	22	475	23								
		18	16-20 hrs	16	12	115	10	549	16	360	17								
		23	21-25 hrs	9	7	69	6	370	10	239	11								
		28	26-30 hrs	11	9	52	5	201	6	120	5								
		33	More than 30 hrs	15	11	50	5	223	7	100	4								
	Total			126	100	1,064	100	3,390	100	2,165	100								
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)																			
	tmcocurrhrs	0	0 hrs	74	60	515	52	979	31	885	43	2.8	3.2	-.07	6.1 *** ▼	-.45	4.2 * ▼	-.23	
	(Recorded version of tmcocurr created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	35	29	353	31	1,090	31	684	31								
		8	6-10 hrs	6	4	101	9	591	17	303	14								
		13	11-15 hrs	3	2	43	4	328	10	126	6								
		18	16-20 hrs	2	2	15	2	197	6	83	4								
		23	21-25 hrs	1	1	11	1	95	3	38	2								
		28	26-30 hrs	0	0	9	1	41	1	16	1								
		33	More than 30 hrs	3	2	10	1	51	2	16	1								
	Total			124	100	1,057	100	3,372	100	2,151	100								
c. Working for pay on campus																			
	tmworkonhrs	0	0 hrs	118	93	950	88	2,636	78	1,798	84	.9	1.4	-.12	2.6 *** ▼	-.29	1.9 ** ▼	-.20	
	(Recorded version of tmworkon created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	0	0	41	3	149	4	55	3								
		8	6-10 hrs	3	2	32	3	235	7	103	5								
		13	11-15 hrs	4	3	13	2	203	6	103	4								
		18	16-20 hrs	2	2	19	3	97	3	70	3								
		23	21-25 hrs	0	0	1	0	25	1	17	1								
		28	26-30 hrs	0	0	2	0	14	0	6	0								
		33	More than 30 hrs	0	0	5	1	29	1	6	0								
	Total			127	100	1,063	100	3,388	100	2,158	100								

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

NSSE 2015 Frequencies and Statistical Comparisons

University of Puerto Rico-Rio Piedras Campus

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

				Frequency Distributions ^a								Statistical Comparisons ^b							
				UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
d. Working for pay off campus	tmworkoffhrs	0	0 hrs	103	81	834	74	2,431	71	1,344	63	2.5	4.8 **	-0.25	4.6 ***	-0.24	5.4 ***	-0.33	
	(Recorded version of tmworkoff created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	7	5	61	5	159	5	143	8								
	8	6-10 hrs	3	2	48	4	175	5	140	6									
	13	11-15 hrs	6	5	26	3	181	5	158	7									
	18	16-20 hrs	5	4	28	3	153	5	159	7									
	23	21-25 hrs	1	1	14	1	109	3	103	4									
	28	26-30 hrs	1	1	11	2	68	2	58	3									
	33	More than 30 hrs	1	1	32	8	92	3	46	2									
Total				127	100	1,054	100	3,368	100	2,151	100								
Estimated number of hours working for pay	tmworkhrs		(Continuous variable created by NSSE)									3.4	6.1 **	-0.25	7.2 ***	-0.35	7.2 ***	-0.37	
e. Doing community service or volunteer work	tmservicehrs	0	0 hrs	91	74	636	56	1,741	52	1,242	61	1.8	3.2 *	-0.24	2.6	-0.17	2.1	-0.07	
	(Recorded version of tmservice created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	20	16	286	28	1,174	36	648	28								
	8	6-10 hrs	5	4	77	8	238	7	162	7									
	13	11-15 hrs	4	3	21	2	82	3	41	2									
	18	16-20 hrs	2	1	15	3	44	1	25	1									
	23	21-25 hrs	1	1	4	0	28	1	15	1									
	28	26-30 hrs	1	1	6	1	7	0	5	0									
	33	More than 30 hrs	0	0	9	2	16	1	2	0									
Total				124	100	1,054	100	3,330	100	2,140	100								
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelaxhrs	0	0 hrs	3	2	38	6	44	1	34	2	11.8	10.0 *	0.21	12.6	-0.09	12.5	-0.08	
	(Recorded version of tmrelax created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	35	27	392	37	702	21	455	21								
	8	6-10 hrs	31	25	253	22	906	26	624	28									
	13	11-15 hrs	18	15	151	13	676	21	402	19									
	18	16-20 hrs	18	16	80	7	455	13	266	13									
	23	21-25 hrs	10	8	51	7	250	7	163	8									
	28	26-30 hrs	3	3	35	3	114	3	68	3									
	33	More than 30 hrs	6	5	57	5	193	6	132	6									
Total				124	100	1,057	100	3,340	100	2,144	100								

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

NSSE 2015 Frequencies and Statistical Comparisons

University of Puerto Rico-Rio Piedras Campus

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

				Your first-year students compared with															
				UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
g. Providing care for dependents (children, parents, etc.)	tmcarehrs	0	0 hrs	69	55	575	48	2,527	74	1,469	68	4.4	7.4 ** ▽	-.30	2.7 * △	.25	3.1	.20	
	(Recorded version of tmcare created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	28	22	208	18	383	12	298	14								
	8	6-10 hrs	10	8	98	8	152	5	161	8									
	13	11-15 hrs	7	6	51	5	101	3	82	5									
	18	16-20 hrs	6	5	31	5	59	2	49	2									
	23	21-25 hrs	1	1	12	2	38	1	21	1									
	28	26-30 hrs	2	2	10	1	21	1	17	1									
	33	More than 30 hrs	3	2	68	12	65	2	35	2									
	Total			126	100	1,053	100	3,346	100	2,132	100								
h. Commuting to campus (driving, walking, etc.)	tmcommutehrs	0	0 hrs	3	2	132	15	1,374	38	527	23	8.0	6.1 * △	.25	4.0 *** ▲	.65	5.6 *** ▲	.40	
	(Recorded version of tmcommute created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	61	48	570	53	1,289	40	803	37								
	8	6-10 hrs	32	25	186	16	385	12	471	23									
	13	11-15 hrs	17	13	80	7	144	4	215	11									
	18	16-20 hrs	4	3	28	3	74	2	79	4									
	23	21-25 hrs	4	3	18	1	39	1	29	1									
	28	26-30 hrs	2	1	11	1	23	1	9	0									
	33	More than 30 hrs	4	3	28	3	37	1	11	0									
	Total			127	100	1,053	100	3,365	100	2,144	100								
16. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?																			
reading	1	Very little	5	4	72	6	399	12	192	8	3.3	3.0 ** ▲	.34	2.8 *** ▲	.47	2.9 *** ▲	.33		
	2	Some	19	15	280	26	1,057	33	680	31									
	3	About half	46	37	418	40	912	28	622	29									
	4	Most	43	33	219	22	697	20	488	25									
	5	Almost all	15	11	53	6	281	8	155	8									
		Total			128	100	1,042	100	3,346	100								2,137	100
tmreadinghrs		(Continuous variable created by NSSE. Calculated as a proportion of tmprephrs based on reading, where Very little=.10; Some=.25; About half=.50; Most=.75; Almost all=.90)																	
		9.1																	
		5.7 *** ▲																	
		.51																	
		6.5 ** ▲																	
		.41																	
		7.0 ** ▲																	
		.32																	

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

NSSE 2015 Frequencies and Statistical Comparisons

University of Puerto Rico-Rio Piedras Campus

First-Year Students

				Frequency Distributions ^a								Statistical Comparisons ^b					
												<i>Your first-year students compared with</i>					
Item wording or description	Variable name ^c	Values ^d	Response options	UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable		Enroll, Size & Locale	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean
	tmreadinghrscol	1	0 hrs	3	3	10	1	18	1	8	0						
	<i>(Collapsed version of tmreadinghrs created by NSSE.)</i>	2	More than zero, up to 5 hrs	53	43	609	59	1,633	51	1,023	46						
		3	More than 5, up to 10 hrs	25	19	254	24	981	29	678	33						
		4	More than 10, up to 15 hrs	20	15	74	7	350	10	203	10						
		5	More than 15, up to 20 hrs	5	4	45	4	164	5	104	5						
		6	More than 20, up to 25 hrs	13	10	32	3	131	4	72	3						
		7	More than 25 hrs	7	5	11	1	46	1	33	2						
		Total		126	100	1,035	100	3,323	100	2,121	100						

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

a. Writing clearly and effectively	pgwrite	1	Very little	10	9	40	4	274	8	142	7	3.0	3.1	-.07	2.9 *	.20	2.9	.19
		2	Some	15	13	198	19	875	25	535	25							
		3	Quite a bit	58	45	414	41	1,308	39	940	43							
		4	Very much	44	33	400	36	923	27	533	25							
		Total		127	100	1,052	100	3,380	100	2,150	100							
b. Speaking clearly and effectively	pgspeak	1	Very little	10	8	37	4	414	13	303	15	2.9	3.1 *	-.22	2.6 ***	.29	2.6 ***	.39
		2	Some	21	17	182	17	1,088	31	674	32							
		3	Quite a bit	62	48	431	41	1,125	33	778	36							
		4	Very much	34	26	398	38	740	22	389	18							
		Total		127	100	1,048	100	3,367	100	2,144	100							
c. Thinking critically and analytically	pgthink	1	Very little	2	2	23	3	125	4	87	4	3.4	3.3	.11	3.1 ***	.36	3.0 ***	.44
		2	Some	15	11	122	12	679	20	462	22							
		3	Quite a bit	41	34	401	39	1,364	40	915	42							
		4	Very much	65	52	502	46	1,200	35	678	31							
		Total		123	100	1,048	100	3,368	100	2,142	100							
d. Analyzing numerical and statistical information	pganalyze	1	Very little	34	26	120	13	531	15	288	14	2.5	2.8 *	-.25	2.6	-.10	2.6	-.12
		2	Some	30	23	287	27	1,058	32	679	31							
		3	Quite a bit	31	26	347	32	1,030	31	763	36							
		4	Very much	29	25	291	28	736	22	416	19							
		Total		124	100	1,045	100	3,355	100	2,146	100							

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

NSSE 2015 Frequencies and Statistical Comparisons

University of Puerto Rico-Rio Piedras Campus

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

				Your first-year students compared with															
				UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
e. Acquiring job- or work-related knowledge and skills	pgwork	1	Very little	50	39	208	22	486	15	398	20	2.0	2.5 ***	-.47	2.6 ***	-.56	2.4 ***	-.39	
		2	Some	34	28	310	27	1,084	32	737	35								
		3	Quite a bit	27	22	310	28	1,037	31	642	29								
		4	Very much	13	11	222	24	761	22	364	17								
		Total		124	100	1,050	100	3,368	100	2,141	100								
f. Working effectively with others	pgothers	1	Very little	14	11	44	5	234	7	199	10	2.8	3.0 *	-.29	2.8	-.08	2.7	.09	
		2	Some	33	26	211	21	919	28	660	32								
		3	Quite a bit	47	38	458	40	1,292	39	817	38								
		4	Very much	32	25	334	34	905	26	463	20								
		Total		126	100	1,047	100	3,350	100	2,139	100								
g. Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	20	16	70	7	439	14	318	16	2.7	2.9 **	-.29	2.7	-.01	2.6	.11	
		2	Some	33	26	234	24	960	28	686	31								
		3	Quite a bit	42	33	393	35	1,116	33	720	34								
		4	Very much	31	24	346	34	842	25	412	19								
		Total		126	100	1,043	100	3,357	100	2,136	100								
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	1	Very little	12	10	46	4	307	10	198	10	3.0	3.1	-.13	2.8	.18	2.7 **	.26	
		2	Some	26	21	192	20	913	28	620	29								
		3	Quite a bit	36	28	383	35	1,121	33	815	38								
		4	Very much	53	40	429	40	1,019	30	502	23								
		Total		127	100	1,050	100	3,360	100	2,135	100								
i. Solving complex real-world problems	pgprobsolve	1	Very little	20	16	73	8	425	14	312	16	2.7	2.9	-.14	2.6	.13	2.5 **	.28	
		2	Some	27	21	271	28	1,087	33	763	36								
		3	Quite a bit	44	35	379	33	1,112	33	713	32								
		4	Very much	35	28	321	31	722	21	348	15								
		Total		126	100	1,044	100	3,346	100	2,136	100								
j. Being an informed and active citizen	pgcitizen	1	Very little	8	7	44	5	425	14	331	16	3.1	3.1	.04	2.6 ***	.53	2.5 ***	.67	
		2	Some	20	16	184	19	1,031	31	737	35								
		3	Quite a bit	41	33	399	36	1,150	34	686	32								
		4	Very much	54	44	418	40	730	21	366	17								
		Total		123	100	1,045	100	3,336	100	2,120	100								

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

NSSE 2015 Frequencies and Statistical Comparisons

University of Puerto Rico-Rio Piedras Campus

First-Year Students

				Frequency Distributions ^a								Statistical Comparisons ^b							
				UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
18. How would you evaluate your entire educational experience at this institution?																			
	evalexp	1	Poor	2	2	12	1	40	2	53	3	3.3	3.3	.05	3.2 *	.20	3.0 ***	.41	
		2	Fair	10	9	93	12	408	12	412	18								
		3	Good	57	45	485	44	1,766	52	1,154	54								
		4	Excellent	55	45	462	43	1,167	34	538	26								
			Total	124	100	1,052	100	3,381	100	2,157	100								
19. If you could start over again, would you go to the same institution you are now attending?																			
	sameinst	1	Definitely no	7	6	29	5	108	4	109	5	3.4	3.3	.15	3.2 ***	.33	3.0 ***	.50	
		2	Probably no	7	6	83	10	462	14	385	18								
		3	Probably yes	33	26	360	35	1,469	43	995	46								
		4	Definitely yes	77	62	580	51	1,345	39	663	31								
			Total	124	100	1,052	100	3,384	100	2,152	100								

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

NSSE 2015 Frequencies and Statistical Comparisons

University of Puerto Rico-Rio Piedras Campus

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
1. During the current school year, about how often have you done the following?																			
a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	1	1	40	4	226	3	180	3	3.0	3.0	.03	3.1	-.13	3.0	-.03	
		2	Sometimes	39	29	280	27	1,896	24	1,769	28								
		3	Often	48	37	305	34	2,440	31	1,820	30								
		4	Very often	40	32	295	35	3,440	43	2,290	39								
		Total		128	100	920	100	8,002	100	6,059	100								
b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	1	Never	13	10	79	8	1,631	20	1,293	21	2.7	2.9	-.21	2.5 **	.24	2.4 ***	.32	
		2	Sometimes	35	27	274	25	2,601	32	2,113	36								
		3	Often	50	40	273	33	2,048	26	1,473	25								
		4	Very often	28	22	291	34	1,670	22	1,117	19								
		Total		126	100	917	100	7,950	100	5,996	100								
c. Come to class without completing readings or assignments	unpreparedr <i>(Reverse-coded version of unprepared created by NSSE.)</i>	1	Very often	14	11	62	5	531	7	470	7	2.6	3.0 ***	-.47	3.0 ***	-.46	2.9 ***	-.36	
		2	Often	31	25	142	13	1,126	14	930	15								
		3	Sometimes	68	54	523	57	4,167	52	3,303	56								
		4	Never	13	10	178	24	2,090	28	1,269	22								
		Total		126	100	905	100	7,914	100	5,972	100								
d. Attended an art exhibit, play or other arts performance (dance, music, etc.)	attendart	1	Never	22	17	348	41	3,577	48	2,685	44	2.4	2.0 ***	.43	1.8 ***	.72	1.8 ***	.67	
		2	Sometimes	54	43	321	31	2,758	34	2,143	37								
		3	Often	26	20	139	15	912	11	681	12								
		4	Very often	25	20	106	13	576	7	423	7								
		Total		127	100	914	100	7,823	100	5,932	100								
e. Asked another student to help you understand course material	CLaskhelp	1	Never	12	9	151	20	1,361	19	767	15	2.2	2.2	.06	2.3	-.10	2.4	-.15	
		2	Sometimes	82	65	479	51	3,413	43	2,710	48								
		3	Often	24	18	202	20	2,005	25	1,529	24								
		4	Very often	9	7	81	10	1,056	13	924	14								
		Total		127	100	913	100	7,835	100	5,930	100								
f. Explained course material to one or more students	CLexplain	1	Never	9	6	46	7	594	9	260	5	2.7	2.7	.01	2.7	.03	2.7	-.03	
		2	Sometimes	46	37	359	41	2,884	37	2,212	40								
		3	Often	49	39	321	32	2,689	34	2,165	36								
		4	Very often	23	18	173	21	1,571	20	1,237	20								
		Total		127	100	899	100	7,738	100	5,874	100								

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

NSSE 2015 Frequencies and Statistical Comparisons

University of Puerto Rico-Rio Piedras Campus

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
g. Prepared for exams by discussing or working through course material with other students	CLstudy	1	Never	19	15	120	15	1,600	22	1,004	18	2.6	2.6	-.03	2.4 *	.20	2.4	.20	
		2	Sometimes	50	40	281	29	2,666	34	2,257	40								
		3	Often	19	15	291	33	1,999	25	1,472	24								
		4	Very often	38	30	211	23	1,462	19	1,158	18								
		Total		126	100	903	100	7,727	100	5,891	100								
h. Worked with other students on course projects or assignments	CLproject	1	Never	5	4	55	7	733	10	329	6	3.0	2.9	.06	2.7 **	.24	2.8	.16	
		2	Sometimes	38	30	218	27	2,401	32	1,882	34								
		3	Often	42	33	295	34	2,488	32	1,899	32								
		4	Very often	42	33	324	32	2,060	26	1,758	28								
		Total		127	100	892	100	7,682	100	5,868	100								
i. Given a course presentation	present	1	Never	12	10	64	10	1,168	17	592	10	3.0	3.0	-.06	2.5 ***	.41	2.7 **	.26	
		2	Sometimes	29	22	179	20	2,545	34	1,948	34								
		3	Often	39	31	260	30	2,202	28	1,809	31								
		4	Very often	47	37	395	41	1,694	21	1,483	25								
		Total		127	100	898	100	7,609	100	5,832	100								
2. During the current school year, about how often have you done the following?																			
a. Combined ideas from different courses when completing assignments	RIintegrate	1	Never	2	1	32	3	296	4	220	4	3.2	2.9 **	.33	2.9 **	.31	2.9 ***	.32	
		2	Sometimes	21	17	229	28	2,019	28	1,520	27								
		3	Often	49	41	365	41	2,805	37	2,203	38								
		4	Very often	50	41	249	29	2,383	31	1,794	30								
		Total		122	100	875	100	7,503	100	5,737	100								
b. Connected your learning to societal problems or issues	RIsocietal	1	Never	4	3	45	6	498	7	360	7	3.3	3.0 **	.34	2.8 ***	.51	2.8 ***	.51	
		2	Sometimes	15	13	214	23	2,261	31	1,732	31								
		3	Often	44	36	325	38	2,584	34	1,983	34								
		4	Very often	55	47	274	33	2,060	27	1,608	27								
		Total		118	100	858	100	7,403	100	5,683	100								
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	1	Never	6	5	119	14	849	12	664	12	2.9	2.7	.21	2.7 **	.24	2.6 **	.25	
		2	Sometimes	36	29	279	30	2,447	33	1,927	35								
		3	Often	46	38	238	29	2,325	31	1,724	31								
		4	Very often	33	28	223	27	1,782	23	1,369	23								
		Total		121	100	859	100	7,403	100	5,684	100								

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

NSSE 2015 Frequencies and Statistical Comparisons

University of Puerto Rico-Rio Piedras Campus

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale	
				Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	1	Never	4	3	51	5	340	5	309	6	3.0	2.9	.13	2.9	.17	2.8 *	.23	
		2	Sometimes	27	23	230	27	2,091	28	1,719	31								
		3	Often	49	41	342	38	2,986	41	2,168	38								
		4	Very often	39	33	232	30	1,971	26	1,473	25								
		Total		119	100	855	100	7,388	100	5,669	100								
e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	1	Never	3	3	29	4	248	4	207	4	3.1	3.0	.13	3.0 *	.20	2.9 *	.25	
		2	Sometimes	18	15	188	22	1,841	25	1,531	28								
		3	Often	59	49	359	42	3,044	41	2,267	40								
		4	Very often	40	33	270	32	2,244	30	1,657	28								
		Total		120	100	846	100	7,377	100	5,662	100								
f. Learned something that changed the way you understand an issue or concept	RInewview	1	Never	0	0	15	2	172	3	145	3	3.2	3.1	.14	3.0 **	.27	2.9 **	.30	
		2	Sometimes	22	18	192	22	2,003	28	1,556	28								
		3	Often	54	46	347	41	2,992	41	2,283	41								
		4	Very often	44	36	293	35	2,181	29	1,663	28								
		Total		120	100	847	100	7,348	100	5,647	100								
g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	1	Never	0	0	12	1	82	1	82	2	3.5	3.3	.23	3.2 ***	.33	3.2 ***	.36	
		2	Sometimes	7	6	116	12	1,152	16	948	17								
		3	Often	51	41	342	40	3,071	42	2,299	41								
		4	Very often	63	53	372	46	3,033	41	2,292	40								
		Total		121	100	842	100	7,338	100	5,621	100								
3. During the current school year, about how often have you done the following?																			
a. Talked about career plans with a faculty member	SFcareer	1	Never	16	13	150	22	1,584	23	1,183	23	2.5	2.4	.04	2.3	.19	2.3 *	.24	
		2	Sometimes	53	45	300	35	2,842	39	2,368	42								
		3	Often	26	22	200	20	1,692	22	1,273	21								
		4	Very often	23	20	197	23	1,226	16	808	14								
		Total		118	100	847	100	7,344	100	5,632	100								
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	1	Never	44	36	276	43	3,578	51	2,687	51	2.1	2.0	.12	1.8 **	.31	1.8 ***	.35	
		2	Sometimes	34	28	250	27	1,936	26	1,591	28								
		3	Often	25	22	168	17	1,014	13	769	13								
		4	Very often	16	14	146	14	788	10	557	9								
		Total		119	100	840	100	7,316	100	5,604	100								

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

NSSE 2015 Frequencies and Statistical Comparisons

University of Puerto Rico-Rio Piedras Campus

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Item wording or description	Variable name ^c	Values ^d	Response options	Your seniors compared with															
				UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	1	Never	31	26	211	31	2,341	34	1,626	30	2.3	2.2	.09	2.1 *	.19	2.1	.19	
		2	Sometimes	42	35	315	35	2,693	36	2,286	41								
		3	Often	31	26	182	20	1,401	19	1,095	19								
		4	Very often	15	13	134	15	879	11	595	10								
		Total		119	100	842	100	7,314	100	5,602	100								
d. Discussed your academic performance with a faculty member	SFperform	1	Never	35	30	226	31	1,920	28	1,366	26	2.1	2.1	.00	2.1	.01	2.1	.00	
		2	Sometimes	46	39	323	37	3,112	43	2,502	45								
		3	Often	23	19	168	18	1,428	19	1,120	19								
		4	Very often	14	12	120	14	820	11	605	10								
		Total		118	100	837	100	7,280	100	5,593	100								
4. During the current school year, how much has your coursework emphasized the following?																			
a. Memorizing course material	memorize	1	Very little	8	7	49	5	644	9	446	9	2.9	3.0	-.17	2.8	.08	2.8	.02	
		2	Some	35	29	187	22	2,103	29	1,537	27								
		3	Quite a bit	43	36	326	39	2,652	36	2,028	37								
		4	Very much	34	29	278	34	1,912	25	1,590	28								
		Total		120	100	840	100	7,311	100	5,601	100								
b. Applying facts, theories, or methods to practical problems or new situations	HOapply	1	Very little	1	1	31	4	217	3	187	4	3.3	3.2	.11	3.1	.18	3.1 *	.24	
		2	Some	20	16	112	13	1,325	18	1,070	20								
		3	Quite a bit	45	38	351	42	3,003	41	2,245	41								
		4	Very much	53	45	339	40	2,738	38	2,073	36								
		Total		119	100	833	100	7,283	100	5,575	100								
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	1	Very little	4	3	21	3	255	4	223	4	3.3	3.2	.04	3.1 *	.19	3.1 *	.21	
		2	Some	12	10	117	13	1,413	19	1,054	19								
		3	Quite a bit	51	44	327	40	2,820	39	2,171	39								
		4	Very much	52	44	371	44	2,757	38	2,110	37								
		Total		119	100	836	100	7,245	100	5,558	100								
d. Evaluating a point of view, decision, or information source	HOevaluate	1	Very little	3	3	22	3	389	6	322	6	3.2	3.2	.05	3.0 **	.29	3.0 **	.32	
		2	Some	15	12	136	16	1,615	22	1,298	23								
		3	Quite a bit	51	43	319	38	2,832	39	2,127	39								
		4	Very much	51	42	354	43	2,411	33	1,804	32								
		Total		120	100	831	100	7,247	100	5,551	100								

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

NSSE 2015 Frequencies and Statistical Comparisons

University of Puerto Rico-Rio Piedras Campus

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Item wording or description	Variable name ^c	Values ^d	Response options	Your seniors compared with															
				UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
e. Forming a new idea or understanding from various pieces of information	HOform	1	Very little	3	2	34	4	359	5	287	3.2	3.2	.05	3.0 **	.26	3.0 **	.28		
		2	Some	16	13	145	16	1,620	22	1,282								23	
		3	Quite a bit	52	44	303	37	2,859	40	2,162								39	
		4	Very much	48	40	341	43	2,379	33	1,816								32	
		Total		119	100	823	100	7,217	100	5,547								100	
5. During the current school year, to what extent have your instructors done the following?																			
a. Clearly explained course goals and requirements	ETgoals	1	Very little	1	1	19	2	168	2	117	3.4	3.3	.11	3.2 *	.22	3.2 *	.24		
		2	Some	9	8	116	14	1,174	16	922								16	
		3	Quite a bit	54	45	320	36	3,006	41	2,406								43	
		4	Very much	57	46	390	47	2,953	40	2,159								39	
		Total		121	100	845	100	7,301	100	5,604								100	
b. Taught course sessions in an organized way	ETorganize	1	Very little	1	1	23	4	213	3	146	3.3	3.1	.17	3.1	.17	3.1 *	.24		
		2	Some	13	11	141	17	1,281	18	1,050								19	
		3	Quite a bit	58	48	355	39	3,044	41	2,490								44	
		4	Very much	49	40	323	40	2,752	38	1,904								34	
		Total		121	100	842	100	7,290	100	5,590								100	
c. Used examples or illustrations to explain difficult points	ETexample	1	Very little	0	0	47	7	260	4	190	3.3	3.1	.23	3.1 **	.23	3.1 *	.23		
		2	Some	15	13	126	17	1,449	20	1,058								19	
		3	Quite a bit	53	44	309	34	2,674	36	2,201								39	
		4	Very much	53	44	355	42	2,885	39	2,107								38	
		Total		121	100	837	100	7,268	100	5,556								100	
d. Provided feedback on a draft or work in progress	ETdraftfb	1	Very little	7	6	91	12	827	12	611	2.9	2.8	.07	2.8	.14	2.8	.11		
		2	Some	32	27	221	25	2,124	29	1,550								28	
		3	Quite a bit	48	40	274	30	2,239	31	1,826								32	
		4	Very much	33	27	253	32	2,072	28	1,587								28	
		Total		120	100	839	100	7,262	100	5,574								100	
e. Provided prompt and detailed feedback on tests or completed assignments	ETfeedback	1	Very little	10	8	68	8	564	8	434	2.9	2.9	-.01	2.9	.05	2.9	.07		
		2	Some	27	23	218	25	1,950	27	1,490								27	
		3	Quite a bit	45	38	282	32	2,605	35	2,109								37	
		4	Very much	37	31	265	34	2,129	30	1,512								28	
		Total		119	100	833	100	7,248	100	5,545								100	

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NSSE 2015 Frequencies and Statistical Comparisons

University of Puerto Rico-Rio Piedras Campus

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b						
				UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		Your seniors compared with						
				Count	%	Count	%	Count	%	Count	%	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable		Enroll, Size & Locale		
				Mean		Mean		Effect size ^e		Mean		Effect size ^e						
6. During the current school year, about how often have you done the following?																		
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	1	Never	17	14	85	10	1,021	13	733	13	2.7	2.8	-.09	2.6	.05	2.6	.06
		2	Sometimes	32	27	225	28	2,326	32	1,741	31							
		3	Often	43	36	303	36	2,361	33	1,830	33							
		4	Very often	28	24	226	26	1,600	23	1,282	23							
		Total		120	100	839	100	7,308	100	5,586	100							
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	1	Never	22	18	159	20	1,469	20	1,094	20	2.6	2.5	.10	2.4	.19	2.4 *	.20
		2	Sometimes	31	25	262	32	2,581	35	1,953	36							
		3	Often	40	35	217	26	1,991	28	1,537	27							
		4	Very often	27	22	200	23	1,256	18	993	17							
		Total		120	100	838	100	7,297	100	5,577	100							
c. Evaluated what others have concluded from numerical information	QRevaluate	1	Never	27	22	182	23	1,394	19	982	19	2.4	2.3	.06	2.4	-.01	2.4	-.01
		2	Sometimes	39	32	288	36	2,673	37	2,029	37							
		3	Often	34	29	218	24	2,007	28	1,601	28							
		4	Very often	20	17	146	17	1,192	17	950	16							
		Total		120	100	834	100	7,266	100	5,562	100							
7. During the current school year, about how many papers, reports, or other writing tasks of the following length have you been assigned? (Include those not yet completed.)																		
a. Up to 5 pages	wrshortnum <i>(Recoded version of wrshort created by NSSE. Values are estimated number of papers, reports, etc.)</i>	0	None	5	5	60	7	464	8	315	7	6.8	6.9	-.01	6.7	.02	7.7	-.13
		1.5	1-2	19	18	170	22	1,395	22	888	17							
		4	3-5	35	34	219	28	1,917	30	1,470	29							
		8	6-10	23	22	146	23	1,332	20	1,101	22							
		13	11-15	11	11	61	8	623	9	545	10							
		18	16-20	1	1	25	3	346	5	310	6							
		23	More than 20	9	8	62	9	428	6	468	9							
		Total		103	100	743	100	6,505	100	5,097	100							
b. Between 6 and 10 pages	wrmednum <i>(Recoded version of wrmed created by NSSE. Values are estimated number of papers, reports, etc.)</i>	0	None	11	11	136	20	1,567	25	974	20	3.9	4.3	-.08	3.3	.15	3.8	.01
		1.5	1-2	46	44	222	30	2,233	35	1,700	33							
		4	3-5	27	28	219	26	1,534	23	1,335	27							
		8	6-10	9	9	103	14	715	11	652	13							
		13	11-15	6	5	35	6	212	3	218	5							
		18	16-20	2	2	17	2	87	1	78	2							
		23	More than 20	2	2	18	2	72	1	81	2							
Total		103	100	750	100	6,420	100	5,038	100									

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Seniors

Frequency Distributions^a

Statistical Comparisons^b

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b									
				UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		Your seniors compared with									
				Count	%	Count	%	Count	%	Count	%	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	Enroll, Size & Locale	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean
c. 11 pages or more	wrlongnum	0	None	31	30	189	30	2,874	47	2,100	43	3.3	3.5	-.04	1.9 **	.36	2.2 *	.25			
	(Recorded version of wrlong created by NSSE. Values are estimated number of papers, reports, etc.)	1.5	1-2	40	38	270	35	2,215	35	1,731	35										
		4	3-5	20	18	138	15	698	11	621	12										
		8	6-10	6	5	80	11	250	4	217	4										
		13	11-15	5	4	32	5	116	2	110	2										
		18	16-20	1	1	15	2	51	1	58	1										
		23	More than 20	4	4	21	3	62	1	79	2										
	Total			107	100	745	100	6,266	100	4,916	100										
Estimated number of assigned pages of student writing.	wrpages		(Continuous variable, recoded and summed by NSSE from wrshort, wrmed, and wrlong. Values are estimated pages of assigned writing.)									94.0	103.1	-.08	71.9 *	.25	83.6	.11			
8. During the current school year, about how often have you had discussions with people from the following groups?																					
a. People of a race or ethnicity other than your own	DDrace	1	Never	6	5	67	10	284	5	240	5	3.1	2.9	.14	3.2	-.19	3.3 *	-.24			
		2	Sometimes	24	22	212	25	1,118	17	793	15										
		3	Often	38	35	203	26	1,898	28	1,392	26										
		4	Very often	45	39	322	39	3,488	51	2,882	54										
		Total		113	100	804	100	6,788	100	5,307	100										
b. People from an economic background other than your own	DDeconomic	1	Never	1	1	25	4	307	5	228	5	3.3	3.2	.16	3.2 *	.17	3.2 *	.18			
		2	Sometimes	13	11	124	17	1,220	18	958	19										
		3	Often	48	43	265	34	2,035	30	1,647	30										
		4	Very often	52	46	386	45	3,216	47	2,463	46										
		Total		114	100	800	100	6,778	100	5,296	100										
c. People with religious beliefs other than your own	DDreligion	1	Never	1	1	25	4	393	6	315	6	3.3	3.3	.00	3.1	.15	3.1	.12			
		2	Sometimes	18	17	121	16	1,376	21	1,000	19										
		3	Often	43	38	236	31	1,900	28	1,495	28										
		4	Very often	51	44	416	49	3,088	45	2,473	46										
		Total		113	100	798	100	6,757	100	5,283	100										
d. People with political views other than your own	DDpolitical	1	Never	1	1	20	3	414	7	362	8	3.2	3.3	-.11	3.1	.13	3.0 *	.22			
		2	Sometimes	21	19	101	15	1,390	20	1,206	24										
		3	Often	41	37	232	30	1,950	29	1,541	29										
		4	Very often	51	43	441	52	2,950	44	2,163	40										
		Total		114	100	794	100	6,704	100	5,272	100										

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Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
9. During the current school year, about how often have you done the following?																			
a. Identified key information from reading assignments	LSreading	1	Never	0	0	12	1	129	2	109	3.4	3.2 *	.28	3.3 **	.21	3.2 **	.25		
		2	Sometimes	6	5	123	16	990	15	828								15	
		3	Often	52	46	314	40	2,488	37	2,006								38	
		4	Very often	55	49	348	43	3,140	46	2,338								44	
		Total		113	100	797	100	6,747	100	5,281								100	
b. Reviewed your notes after class	LSnotes	1	Never	6	5	41	4	428	6	348	2.9	3.0	-.13	3.0	-.08	2.9	.00		
		2	Sometimes	41	36	241	27	1,818	26	1,608								30	
		3	Often	26	23	255	33	2,101	31	1,578								30	
		4	Very often	40	36	252	36	2,371	36	1,725								33	
		Total		113	100	789	100	6,718	100	5,259								100	
c. Summarized what you learned in class or from course materials	LSsummary	1	Never	9	8	77	8	430	6	341	2.9	2.9	.04	3.0	-.05	2.9	.05		
		2	Sometimes	25	23	238	28	1,709	25	1,522								30	
		3	Often	43	39	240	32	2,249	34	1,769								34	
		4	Very often	34	30	231	32	2,258	35	1,577								30	
		Total		111	100	786	100	6,646	100	5,209								100	
10. During the current school year, to what extent have your courses challenged you to do your best work?																			
challenge		1	Not at all	0	0	6	2	45	1	33	5.8	5.6	.14	5.7	.03	5.6	.11		
		2		1	1	11	1	73	1	75								2	
		3		2	2	26	4	187	3	140								3	
		4		7	6	95	12	606	9	503								10	
		5		37	33	204	26	1,722	25	1,448								28	
		6		34	31	192	21	1,977	29	1,586								29	
		7	Very much	33	28	259	33	2,103	32	1,468								28	
		Total		114	100	793	100	6,713	100	5,253								100	
11. Which of the following have you done or do you plan to do before you graduate?^f																			
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	Have not decided		5	4	72	10	583	9	456	50%	45%	.10	46%	.08	49%	.02		
		Do not plan to do	15	13	118	16	1,259	20	791	16									
		Plan to do	37	33	183	29	1,647	25	1,338	26									
		Done or in progress	57	50	421	45	3,227	46	2,684	49									
		Total	114	100	794	100	6,716	100	5,269	100									

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				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
b. Hold a formal leadership role in a student organization or group	leader <i>(Means indicate the percentage who responded "Done or in progress.")</i>		Have not decided	24	21	128	19	755	12	592	12	26%	38%	-.25	31%	-.12	28%	-.06	
			Do not plan to do	38	33	206	29	3,035	47	2,564	50								
			Plan to do	22	19	94	15	625	9	500	10								
			Done or in progress	30	26	366	38	2,278	31	1,602	28								
			Total	114	100	794	100	6,693	100	5,258	100								
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom <i>(Means indicate the percentage who responded "Done or in progress.")</i>		Have not decided	24	21	167	22	843	13	680	14	27%	31%	-.09	23%	.08	22%	.11	
			Do not plan to do	41	36	241	32	3,530	53	2,799	53								
			Plan to do	18	16	108	16	686	10	561	11								
			Done or in progress	30	27	270	31	1,625	23	1,205	22								
			Total	113	100	786	100	6,684	100	5,245	100								
d. Participate in a study abroad program	abroad <i>(Means indicate the percentage who responded "Done or in progress.")</i>		Have not decided	26	24	249	31	850	13	723	14	9%	8%	.06	15%	-.16	13%	-.12	
			Do not plan to do	36	31	289	37	4,187	64	3,259	62								
			Plan to do	41	36	172	24	537	8	537	10								
			Done or in progress	11	9	75	8	1,096	15	717	13								
			Total	114	100	785	100	6,670	100	5,236	100								
e. Work with a faculty member on a research project	research <i>(Means indicate the percentage who responded "Done or in progress.")</i>		Have not decided	23	21	142	22	1,100	17	880	17	33%	27%	.13	21% **	.28	22% **	.27	
			Do not plan to do	26	23	193	30	3,117	47	2,313	45								
			Plan to do	25	22	135	21	951	15	833	16								
			Done or in progress	38	33	311	27	1,480	21	1,201	22								
			Total	112	100	781	100	6,648	100	5,227	100								
f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone <i>(Means indicate the percentage who responded "Done or in progress.")</i>		Have not decided	18	17	103	17	693	11	569	12	29%	36%	-.15	39% *	-.22	44% **	-.31	
			Do not plan to do	22	19	145	22	1,477	22	1,161	21								
			Plan to do	39	35	170	25	1,796	28	1,228	23								
			Done or in progress	34	29	370	36	2,695	39	2,284	44								
			Total	113	100	788	100	6,661	100	5,242	100								
12. About how many of your courses at this institution have included a community-based project (service-learning)?																			
servcourse			1 None	37	33	261	34	2,816	42	2,139	44	1.8	1.8	.05	1.7 *	.22	1.7 **	.26	
			2 Some	59	53	432	52	3,161	48	2,538	47								
			3 Most	13	11	87	12	557	8	455	8								
			4 All	3	3	14	2	116	2	80	1								
			Total	112	100	794	100	6,650	100	5,212	100								

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Seniors

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												<i>Your seniors compared with</i>						
Item wording or description	Variable name ^c	Values ^d	Response options	UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable		Enroll, Size & Locale		
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
13. Indicate the quality of your interactions with the following people at your institution.																		
a. Students	QIstudent	1	Poor	1	1	2	0	76	1	76	2	6.1	6.0	.10	5.7 ***	.33	5.5 ***	.42
		2		0	0	12	2	118	2	125	2							
		3		2	2	20	3	268	4	234	5							
		4		4	4	45	7	586	9	519	10							
		5		22	19	123	16	1,495	22	1,197	23							
		6		30	28	213	25	1,927	29	1,533	28							
		7	Excellent	52	46	376	46	2,108	32	1,556	29							
		—	Not applicable	1	1	3	1	129	2	31	1							
			Total	112	100	794	100	6,707	100	5,271	100							
b. Academic advisors	QIadvisor	1	Poor	5	4	53	9	385	6	358	8	5.0	4.8	.11	5.1	-.09	4.8	.10
		2		6	5	53	7	410	6	352	7							
		3		9	8	79	10	497	7	452	9							
		4		17	16	101	12	842	12	710	14							
		5		16	15	120	13	1,143	17	967	18							
		6		23	21	132	16	1,414	21	1,038	19							
		7	Excellent	23	20	211	26	1,920	29	1,275	22							
		—	Not applicable	11	11	44	8	79	1	103	3							
			Total	110	100	793	100	6,690	100	5,255	100							
c. Faculty	QIfaculty	1	Poor	6	5	24	3	116	2	125	3	5.3	5.3	.02	5.5	-.10	5.3	-.01
		2		4	3	30	5	191	3	172	3							
		3		3	3	59	8	370	6	275	5							
		4		14	12	96	10	688	10	645	12							
		5		24	21	168	20	1,520	22	1,234	23							
		6		32	30	185	21	1,941	29	1,480	28							
		7	Excellent	27	24	228	31	1,762	27	1,257	24							
		—	Not applicable	1	1	7	1	67	1	39	1							
			Total	111	100	797	100	6,655	100	5,227	100							

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

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				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
d. Student services staff (career services, student activities, housing, etc.)	QIstaff	1	Poor	7	6	47	8	386	6	357	8	4.8	4.7	.03	4.8	.01	4.6	.10	
		2		7	6	47	8	352	5	293	6								
		3		10	9	74	9	480	7	417	8								
		4		8	7	96	10	844	12	677	13								
		5		20	18	115	13	1,115	16	910	17								
		6		20	18	127	15	1,056	15	817	15								
		7	Excellent	17	15	158	22	1,026	15	742	14								
		—	Not applicable	22	20	125	16	1,409	23	1,031	19								
	Total	111	100	789	100	6,668	100	5,244	100										
e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	1	Poor	12	11	48	6	407	6	441	10	4.2	4.9 **	-0.39	4.8 ***	-0.35	4.4	-0.15	
		2		10	9	57	7	430	6	377	8								
		3		13	11	77	10	596	9	495	9								
		4		24	22	124	14	1,010	15	863	17								
		5		19	17	156	20	1,359	20	1,032	19								
		6		15	13	135	16	1,250	19	899	16								
		7	Excellent	12	11	171	24	1,188	18	751	14								
		—	Not applicable	6	6	23	3	444	7	393	7								
	Total	111	100	791	100	6,684	100	5,251	100										
14. How much does your institution emphasize the following?																			
a. Spending significant amounts of time studying and on academic work	empstudy	1	Very little	2	2	10	2	135	2	127	3	3.3	3.3	-0.02	3.2	.03	3.1	.15	
		2	Some	16	15	96	14	942	15	909	18								
		3	Quite a bit	40	38	281	39	2,622	41	2,065	42								
		4	Very much	47	45	357	45	2,586	42	1,862	37								
			Total	105	100	744	100	6,285	100	4,963	100								
b. Providing support to help students succeed academically	SEacademic	1	Very little	5	5	66	11	422	7	341	8	2.9	2.8	.11	2.9	.02	2.8	.10	
		2	Some	27	26	215	27	1,568	25	1,334	28								
		3	Quite a bit	43	42	271	33	2,489	39	1,974	40								
		4	Very much	29	27	191	29	1,761	28	1,273	25								
			Total	104	100	743	100	6,240	100	4,922	100								
c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	1	Very little	15	15	94	14	622	11	501	10	2.6	2.7	-0.10	2.8	-0.19	2.8 *	-0.21	
		2	Some	28	29	218	27	1,700	27	1,302	26								
		3	Quite a bit	39	36	247	32	2,151	34	1,741	36								
		4	Very much	22	21	183	27	1,761	28	1,372	28								
			Total	104	100	742	100	6,234	100	4,916	100								

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

NSSE 2015 Frequencies and Statistical Comparisons

University of Puerto Rico-Rio Piedras Campus

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Item wording or description	Variable name ^c	Values ^d	Response options	Your seniors compared with															
				UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale	
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	1	Very little	14	13	129	19	973	16	740	15	2.7	2.6	.03	2.6	.02	2.6	.01	
		2	Some	28	27	217	27	1,822	29	1,470	29								
		3	Quite a bit	42	41	208	26	1,855	30	1,518	31								
		4	Very much	20	19	188	28	1,605	25	1,197	25								
		Total		104	100	742	100	6,255	100	4,925	100								
e. Providing opportunities to be involved socially	SEsocial	1	Very little	9	9	84	14	616	11	470	10	2.8	2.8	.09	2.8	.04	2.7	.10	
		2	Some	27	26	202	25	1,630	26	1,374	29								
		3	Quite a bit	40	39	258	33	2,217	35	1,840	37								
		4	Very much	28	26	198	28	1,794	28	1,231	24								
		Total		104	100	742	100	6,257	100	4,915	100								
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	1	Very little	12	11	105	17	782	13	655	15	2.6	2.6	-.02	2.7	-.12	2.6	-.02	
		2	Some	36	36	225	30	1,698	27	1,394	29								
		3	Quite a bit	37	36	218	27	2,142	34	1,711	34								
		4	Very much	18	18	186	26	1,596	25	1,145	22								
		Total		103	100	734	100	6,218	100	4,905	100								
g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	1	Very little	31	30	196	29	2,233	36	1,774	37	2.1	2.3	-.16	2.1	.07	2.0	.12	
		2	Some	37	37	233	30	2,021	32	1,649	33								
		3	Quite a bit	23	22	182	24	1,215	19	929	19								
		4	Very much	11	11	118	18	764	12	540	11								
		Total		102	100	729	100	6,233	100	4,892	100								
h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	1	Very little	7	7	84	14	911	16	711	16	3.0	2.7	.27	2.6 ***	.32	2.5 ***	.43	
		2	Some	20	19	215	28	1,701	28	1,509	32								
		3	Quite a bit	46	46	243	31	2,042	32	1,670	33								
		4	Very much	29	28	189	27	1,558	24	1,000	19								
		Total		102	100	731	100	6,212	100	4,890	100								
i. Attending events that address important social, economic, or political issues	SEevents	1	Very little	9	8	120	18	1,207	21	934	20	2.7	2.6	.16	2.4 ***	.33	2.4 ***	.36	
		2	Some	31	30	219	29	2,107	34	1,757	36								
		3	Quite a bit	41	40	235	30	1,782	28	1,431	29								
		4	Very much	22	21	156	24	1,082	17	751	15								
		Total		103	100	730	100	6,178	100	4,873	100								

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

NSSE 2015 Frequencies and Statistical Comparisons

University of Puerto Rico-Rio Piedras Campus

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Item wording or description	Variable name ^c	Values ^d	Response options	Your seniors compared with																												
				UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale														
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e														
15. About how many hours do you spend in a typical 7-day week doing the following?																																
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprephrs <i>(Recorded version of tmprep created by NSSE. Values are estimated number of hours per week.)</i>	0 3 8 13 18 23 28 33	0 hrs 1-5 hrs 6-10 hrs 11-15 hrs 16-20 hrs 21-25 hrs 26-30 hrs More than 30 hrs	0 21 25 17 17 9 7 8	0 20 23 17 16 9 7 7	2 210 154 128 90 52 34 54	0 29 21 17 12 7 5 7	26 906 1,454 1,175 1,100 615 387 564	0 14 23 19 18 10 6 9	20 726 1,223 940 749 506 292 441	1 15 25 19 15 10 6 8	14.0	12.5	.16	15.0	-.11	14.4	-.05														
		104	100	724	100	6,227	100	4,897	100																							
b. Participating in co- curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	tmcocurrhrs <i>(Recorded version of tmcocurr created by NSSE. Values are estimated number of hours per week.)</i>	0 3 8 13 18 23 28 33	0 hrs 1-5 hrs 6-10 hrs 11-15 hrs 16-20 hrs 21-25 hrs 26-30 hrs More than 30 hrs	46 27 16 7 2 2 1 1	45 27 16 6 2 2 1 1	258 257 112 56 16 10 6 10	44 30 14 6 1 1 1 2	2,887 1,569 737 451 249 138 64 99	49 24 11 7 4 2 1 2	2,430 1,234 540 300 186 85 42 55	53 24 11 6 4 2 1 1								4.3	4.1	.03	4.4	-.01	3.9	.07							
		102	100	725	100	6,194	100	4,872	100																							
c. Working for pay on campus	tmworkonhrs <i>(Recorded version of tmworkon created by NSSE. Values are estimated number of hours per week.)</i>	0 3 8 13 18 23 28 33	0 hrs 1-5 hrs 6-10 hrs 11-15 hrs 16-20 hrs 21-25 hrs 26-30 hrs More than 30 hrs	85 2 5 5 3 0 1 2	82 2 5 5 3 0 1 2	518 32 76 38 35 9 4 12	77 4 8 4 4 1 0 2	4,617 222 454 349 302 108 60 101	76 3 7 5 5 2 1 2	3,659 145 275 291 310 101 31 73	77 3 5 5 6 2 1 1															2.6	2.9	-.04	3.3	-.09	3.2	-.08
		103	100	724	100	6,213	100	4,885	100																							

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

NSSE 2015 Frequencies and Statistical Comparisons

University of Puerto Rico-Rio Piedras Campus

Seniors

Frequency Distributions^a

Statistical Comparisons^b

				Your seniors compared with															
				UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
d. Working for pay off campus	tmworkoffhrs	0	0 hrs	52	50	404	49	2,552	39	1,925	38	8.6	10.6	-.17	14.2 ***	-.41	13.5 ***	-.38	
	(Recorded version of tmworkoff created by NSSE.	3	1-5 hrs	8	7	50	6	293	4	238	5								
	Values are estimated number of hours per week.)	8	6-10 hrs	7	7	49	7	375	6	307	6								
		13	11-15 hrs	5	5	35	4	365	6	338	7								
		18	16-20 hrs	15	14	59	8	492	8	520	11								
		23	21-25 hrs	6	6	32	5	385	6	402	8								
		28	26-30 hrs	4	4	22	3	327	6	308	7								
		33	More than 30 hrs	7	7	72	18	1,359	25	813	19								
		Total			104	100	723	100	6,148	100	4,851	100							
Estimated number of hours working for pay	tmworkhrs											11.3	13.5	-.17	17.3 ***	-.44	16.6 ***	-.40	
	(Continuous variable created by NSSE)																		
e. Doing community service or volunteer work	tmservicehrs	0	0 hrs	53	53	331	46	2,991	50	2,408	52	3.1	3.7	-.11	3.1	-.01	3.2	-.03	
	(Recorded version of tmservice created by NSSE.	3	1-5 hrs	31	32	250	32	2,201	35	1,547	31								
	Values are estimated number of hours per week.)	8	6-10 hrs	9	9	79	12	504	8	449	9								
		13	11-15 hrs	1	1	24	4	194	3	191	4								
		18	16-20 hrs	4	4	22	3	128	2	111	2								
		23	21-25 hrs	1	1	7	1	59	1	55	1								
		28	26-30 hrs	0	0	2	0	34	1	34	1								
		33	More than 30 hrs	1	1	6	1	47	1	51	1								
		Total			100	100	721	100	6,158	100	4,846	100							
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelaxhrs	0	0 hrs	2	2	18	2	217	4	142	3	11.1	9.6	.19	10.2	.11	10.5	.08	
	(Recorded version of tmrelax created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	29	27	265	37	1,864	31	1,423	30								
		8	6-10 hrs	24	24	201	28	1,702	28	1,379	28								
		13	11-15 hrs	25	24	96	13	1,034	16	861	18								
		18	16-20 hrs	11	11	74	11	638	10	503	10								
		23	21-25 hrs	7	6	29	3	328	5	235	5								
		28	26-30 hrs	2	2	12	2	149	2	117	2								
		33	More than 30 hrs	4	4	30	4	247	4	208	4								
		Total			104	100	725	100	6,179	100	4,868	100							

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

NSSE 2015 Frequencies and Statistical Comparisons

University of Puerto Rico-Rio Piedras Campus

Seniors

				Frequency Distributions ^a								Statistical Comparisons ^b							
				UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
g. Providing care for dependents (children, parents, etc.)	tmcarehrs	0	0 hrs	46	46	358	43	3,520	55	2,842	57	5.3	8.9 *	-0.34	8.0 **	-0.22	6.2	-0.08	
	(Recorded version of tmcare created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	31	30	137	17	722	12	727	15								
	8	6-10 hrs	8	8	64	9	394	7	334	7									
	13	11-15 hrs	3	3	40	6	247	4	206	4									
	18	16-20 hrs	3	3	28	5	216	4	154	4									
	23	21-25 hrs	5	5	21	4	127	2	82	2									
	28	26-30 hrs	1	1	10	2	93	2	71	2									
	33	More than 30 hrs	5	5	67	13	851	15	434	9									
	Total			102	100	725	100	6,170	100	4,850	100								
h. Commuting to campus (driving, walking, etc.)	tmcommutehrs	0	0 hrs	4	4	59	11	1,178	20	359	7	7.7	6.7	.14	5.1 ***	.44	7.2	.08	
	(Recorded version of tmcommute created by NSSE. Values are estimated number of hours per week.)	3	1-5 hrs	54	52	401	51	3,171	50	2,341	45								
	8	6-10 hrs	23	22	162	20	1,172	19	1,215	27									
	13	11-15 hrs	9	9	44	7	324	5	543	12									
	18	16-20 hrs	5	5	24	5	165	3	214	5									
	23	21-25 hrs	2	2	12	2	77	1	81	2									
	28	26-30 hrs	5	4	9	2	33	1	44	1									
	33	More than 30 hrs	2	2	14	3	83	1	78	2									
	Total			104	100	725	100	6,203	100	4,875	100								
16. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?																			
reading	1	Very little	4	4	53	7	752	12	597	11	3.3	3.1	.20	3.0 *	.23	3.0 *	.24		
	2	Some	21	21	163	22	1,442	23	1,301	26									
	3	About half	30	28	260	35	1,695	28	1,265	26									
	4	Most	40	37	193	29	1,542	25	1,134	25									
	5	Almost all	10	10	50	7	750	12	553	12									
		Total			105	100	719	100	6,181	100								4,850	100
tmreadinghrs		(Continuous variable created by NSSE. Calculated as a proportion of tmprephrs based on reading, where Very little=.10; Some=.25; About half=.50; Most=.75; Almost all=.90)																	
		8.1																	

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

NSSE 2015 Frequencies and Statistical Comparisons

University of Puerto Rico-Rio Piedras Campus

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Values ^d	Response options	UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale	
				Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e		
	tmreadinghrscol	1	0 hrs	0	0	2	0	25	0	17	1								
	<i>(Collapsed version of tmreadinghrs created by NSSE.)</i>	2	More than zero, up to 5 hrs	40	39	364	51	2,677	44	2,253	46								
		3	More than 5, up to 10 hrs	36	34	189	26	1,835	30	1,412	29								
		4	More than 10, up to 15 hrs	12	12	70	9	696	11	498	11								
		5	More than 15, up to 20 hrs	8	8	38	5	398	7	274	6								
		6	More than 20, up to 25 hrs	6	5	37	6	344	6	244	5								
		7	More than 25 hrs	2	2	13	2	151	2	117	2								
		Total		104	100	713	100	6,126	100	4,815	100								

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

a. Writing clearly and effectively	pgwrite	1	Very little	2	2	29	5	429	7	379	8	3.4	3.2	.22	3.0 ***	.47	3.0 ***	.50
		2	Some	13	13	94	15	1,334	22	1,096	22							
		3	Quite a bit	26	26	225	30	2,204	35	1,791	36							
		4	Very much	63	59	377	49	2,258	36	1,615	34							
		Total		104	100	725	100	6,225	100	4,881	100							
b. Speaking clearly and effectively	pgspeak	1	Very little	1	1	22	4	554	10	422	9	3.4	3.3	.21	2.9 ***	.59	2.9 ***	.60
		2	Some	10	10	93	15	1,473	24	1,177	24							
		3	Quite a bit	35	34	223	31	2,179	35	1,824	37							
		4	Very much	58	55	386	50	1,990	31	1,443	30							
		Total		104	100	724	100	6,196	100	4,866	100							
c. Thinking critically and analytically	pgthink	1	Very little	1	1	11	2	164	3	167	4	3.7	3.5	.28	3.3 ***	.50	3.2 ***	.57
		2	Some	3	3	48	8	854	14	714	16							
		3	Quite a bit	25	24	212	30	2,227	36	1,806	37							
		4	Very much	75	72	452	61	2,948	47	2,174	44							
		Total		104	100	723	100	6,193	100	4,861	100							
d. Analyzing numerical and statistical information	pganalyze	1	Very little	13	12	41	7	709	11	566	12	3.0	3.1	-.08	2.8	.17	2.8	.20
		2	Some	16	17	139	20	1,595	25	1,250	26							
		3	Quite a bit	30	28	219	30	1,964	32	1,555	32							
		4	Very much	44	43	327	43	1,925	32	1,492	30							
		Total		103	100	726	100	6,193	100	4,863	100							

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

NSSE 2015 Frequencies and Statistical Comparisons

University of Puerto Rico-Rio Piedras Campus

Seniors

Frequency Distributions^a

Statistical Comparisons^b

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b						
				UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		Your seniors compared with						
				Count	%	Count	%	Count	%	Count	%	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	Enroll, Size & Locale	Mean	Mean	Effect size ^e
e. Acquiring job- or work-related knowledge and skills	pgwork	1	Very little	18	17	75	13	634	11	618	14	2.7	2.9	-.21	2.9 *	-.26	2.8	-.09
		2	Some	26	25	150	21	1,362	22	1,198	25							
		3	Quite a bit	34	33	213	28	1,990	32	1,569	32							
		4	Very much	26	25	282	37	2,213	35	1,479	29							
		Total		104	100	720	100	6,199	100	4,864	100							
f. Working effectively with others	pgothers	1	Very little	4	4	24	6	398	7	338	7	3.3	3.2	.05	3.0 **	.29	2.9 ***	.37
		2	Some	12	12	95	14	1,336	22	1,139	25							
		3	Quite a bit	40	39	232	31	2,182	35	1,754	35							
		4	Very much	47	45	374	49	2,273	36	1,629	32							
		Total		103	100	725	100	6,189	100	4,860	100							
g. Developing or clarifying a personal code of values and ethics	pgvalues	1	Very little	4	4	39	6	834	14	690	15	3.2	3.2	.01	2.8 ***	.43	2.7 ***	.51
		2	Some	19	18	118	16	1,516	24	1,289	27							
		3	Quite a bit	32	31	212	30	1,893	30	1,515	30							
		4	Very much	49	47	355	48	1,957	31	1,371	28							
		Total		104	100	724	100	6,200	100	4,865	100							
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	1	Very little	5	5	45	7	667	11	492	11	3.4	3.2	.22	2.8 ***	.54	2.9 ***	.53
		2	Some	12	12	104	16	1,540	25	1,185	24							
		3	Quite a bit	24	22	199	28	1,942	31	1,606	33							
		4	Very much	63	61	378	49	2,052	32	1,587	33							
		Total		104	100	726	100	6,201	100	4,870	100							
i. Solving complex real-world problems	pgprobsolve	1	Very little	3	3	46	7	675	12	586	13	3.1	3.1	.03	2.8 ***	.34	2.7 ***	.42
		2	Some	24	23	131	20	1,668	27	1,368	28							
		3	Quite a bit	35	34	209	28	2,008	32	1,563	32							
		4	Very much	42	41	338	45	1,838	30	1,343	27							
		Total		104	100	724	100	6,189	100	4,860	100							
j. Being an informed and active citizen	pgcitizen	1	Very little	1	1	40	7	851	14	790	17	3.4	3.2	.15	2.7 ***	.67	2.6 ***	.75
		2	Some	12	11	90	12	1,702	28	1,418	29							
		3	Quite a bit	38	38	220	31	1,962	31	1,448	29							
		4	Very much	51	50	375	50	1,636	27	1,191	25							
		Total		102	100	725	100	6,151	100	4,847	100							

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

NSSE 2015 Frequencies and Statistical Comparisons

University of Puerto Rico-Rio Piedras Campus

Seniors

			Frequency Distributions ^a								Statistical Comparisons ^b										
			UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale				
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e			
18. How would you evaluate your entire educational experience at this institution?																					
	evalexp	1	Poor	1	1	4	1	132	2	153	3	3.6	▲	3.3 **	.37	▲	3.2 ***	.50	▲	3.1 ***	.63
		2	Fair	2	2	62	10	791	13	828	17										
		3	Good	38	36	327	44	2,951	47	2,406	48										
		4	Excellent	64	61	331	45	2,358	38	1,499	32										
			Total	105	100	724	100	6,232	100	4,886	100										
19. If you could start over again, would you go to the same institution you are now attending?																					
	sameinst	1	Definitely no	0	0	20	3	281	5	291	6	3.7	▲	3.3 ***	.58	▲	3.2 ***	.66	▲	3.1 ***	.79
		2	Probably no	4	4	75	12	833	13	812	16										
		3	Probably yes	20	19	226	33	2,461	40	2,084	42										
		4	Definitely yes	80	77	408	52	2,666	42	1,702	36										
			Total	104	100	729	100	6,241	100	4,889	100										

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

NSSE 2015 Frequencies and Statistical Comparisons

Detailed Statistics^g

University of Puerto Rico-Rio Piedras Campus

First-Year Students

Variable Name	N		Mean				Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
	UPR-Rio Piedras	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	Enroll. Size & Locale	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	Enroll. Size & Locale	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	Enroll. Size & Locale	Comparisons with:			Comparisons with:			Comparisons with:			
														Puerto Rico	Prior-Year Comparable	Enroll. Size & Locale	Puerto Rico	Prior-Year Comparable	Enroll. Size & Locale	Puerto Rico	Prior-Year Comparable	Enroll. Size & Locale	
1 a. askquest	146	2.81	2.67	2.86	2.80	.072	.042	.023	.027	.87	.85	.86	.85	558	1,550	1,129	.109	.501	.928	.15	-.06	.01	
b. drafts	146	2.87	2.77	2.51	2.59	.080	.045	.027	.031	.97	.91	1.01	.96	550	1,539	1,126	.270	.000	.001	.11	.36	.29	
c. unpreparedr	144	2.82	3.10	2.93	2.99	.065	.037	.021	.025	.78	.74	.79	.77	546	1,529	1,114	.000	.110	.013	-.37	-.14	-.22	
d. attendart	146	2.03	1.92	2.01	1.89	.078	.047	.025	.030	.94	.96	.93	.93	553	1,527	1,111	.230	.836	.106	.12	.02	.14	
e. CLaskhelp	143	2.40	2.33	2.61	2.50	.071	.045	.024	.028	.85	.90	.88	.86	551	1,521	1,104	.411	.008	.186	.08	-.23	-.12	
f. CLexplain	144	2.72	2.59	2.76	2.61	.067	.042	.022	.026	.80	.85	.81	.80	545	1,492	1,084	.133	.513	.130	.15	-.06	.14	
g. CLstudy	144	2.73	2.61	2.59	2.39	.082	.050	.027	.031	.98	1.00	.97	.96	543	1,492	1,087	.235	.102	.000	.12	.14	.35	
h. CLproject	146	2.73	2.76	2.66	2.47	.064	.045	.024	.028	.77	.89	.87	.86	295	187	205	.755	.243	.000	-.03	.09	.31	
i. present	143	2.61	2.56	2.24	2.17	.069	.050	.024	.029	.82	.99	.89	.89	301	1,470	1,071	.601	.000	.000	.05	.41	.50	
2 a. RIntegrate	143	2.79	2.58	2.67	2.64	.075	.047	.024	.029	.89	.92	.86	.86	529	1,435	1,046	.021	.140	.055	.23	.13	.17	
b. RIsocietal	141	2.82	2.73	2.64	2.66	.071	.048	.025	.029	.85	.94	.89	.87	275	1,418	1,036	.318	.019	.045	.09	.21	.18	
c. RIdiverse	139	2.85	2.60	2.61	2.67	.079	.047	.025	.029	.93	.93	.91	.88	521	1,414	1,030	.008	.003	.031	.26	.27	.20	
d. Rlownview	140	2.80	2.77	2.82	2.79	.073	.045	.024	.028	.86	.87	.84	.83	520	1,410	1,027	.728	.750	.870	.03	-.03	.01	
e. Rlperspect	140	2.98	2.93	2.92	2.93	.074	.044	.024	.028	.87	.85	.84	.83	520	1,410	1,024	.533	.424	.470	.06	.07	.07	
f. Rlnewview	140	3.03	3.01	2.86	2.85	.076	.042	.023	.027	.90	.81	.82	.80	516	1,411	1,023	.807	.018	.017	.02	.21	.22	
g. Rlconnect	139	3.15	3.12	3.07	3.06	.063	.042	.022	.026	.74	.81	.79	.77	511	1,398	1,021	.648	.212	.164	.05	.11	.13	
3 a. SFcareer	138	1.94	2.09	2.22	2.05	.078	.052	.026	.030	.92	1.00	.92	.88	508	1,398	1,020	.129	.001	.196	-.15	-.30	-.12	
b. SFotherwork	138	1.39	1.64	1.75	1.62	.060	.049	.026	.030	.70	.94	.91	.88	326	192	211	.001	.000	.001	-.28	-.41	-.27	
c. SFdiscuss	137	1.85	1.87	2.04	1.91	.082	.048	.025	.029	.96	.93	.90	.87	503	163	173	.847	.031	.460	-.02	-.21	-.07	
d. SFperform	138	1.76	1.83	2.14	2.01	.075	.048	.026	.030	.89	.92	.90	.88	505	1,387	182	.425	.000	.002	-.08	-.42	-.28	
4 a. memorize	138	3.08	3.04	3.00	2.98	.080	.042	.024	.029	.94	.80	.83	.85	215	161	173	.712	.400	.281	.04	.08	.11	
b. HOapply	138	3.00	3.07	2.98	2.96	.073	.043	.023	.028	.86	.83	.83	.83	505	1,384	1,010	.402	.705	.542	-.08	.03	.06	
c. HOanalyze	134	3.16	3.03	3.01	3.01	.073	.044	.023	.028	.84	.84	.82	.83	499	1,379	1,003	.123	.036	.044	.16	.19	.19	
d. HOevaluate	137	3.15	3.07	2.94	2.99	.071	.041	.024	.028	.83	.79	.85	.81	502	1,380	1,009	.335	.006	.037	.10	.25	.19	
e. HOform	136	3.00	2.97	2.91	2.91	.080	.046	.025	.029	.94	.87	.87	.85	499	1,371	999	.765	.298	.256	.03	.09	.10	
5 a. ETgoals	139	3.06	3.25	3.13	3.15	.071	.042	.022	.026	.84	.81	.78	.78	506	1,392	1,010	.021	.321	.188	-.23	-.09	-.12	
b. ETorganize	137	3.03	3.20	3.09	3.09	.068	.044	.022	.026	.80	.84	.79	.78	254	1,386	1,006	.042	.438	.444	-.20	-.07	-.07	
c. ETexample	138	2.82	3.12	3.08	3.07	.079	.049	.023	.028	.93	.94	.81	.82	504	161	173	.002	.002	.003	-.32	-.31	-.30	
d. ETdraftfb	139	2.38	2.78	2.83	2.91	.084	.052	.026	.031	.98	.99	.93	.90	505	1,382	177	.000	.000	.000	-.40	-.48	-.57	
e. ETfeedback	138	2.67	2.90	2.75	2.77	.085	.050	.027	.031	.99	.96	.94	.91	502	1,374	998	.018	.354	.255	-.24	-.08	-.10	

NSSE 2015 Frequencies and Statistical Comparisons

Detailed Statistics^g

University of Puerto Rico-Rio Piedras Campus

First-Year Students

Variable Name	N		Mean				Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
	UPR-Rio Piedras	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	Enroll. Size & Locale	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	Enroll. Size & Locale	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	Enroll. Size & Locale	Comparisons with:			Comparisons with:			Comparisons with:			
														Puerto Rico	Prior-Year Comparable	Enroll. Size & Locale	Puerto Rico	Prior-Year Comparable	Enroll. Size & Locale	Puerto Rico	Prior-Year Comparable	Enroll. Size & Locale	
6 a. QRconclude	138	2.42	2.53	2.62	2.55	.089	.052	.027	.031	1.04	.99	.95	.93	501	163	173	.244	.035	.164	-.12	-.21	-.14	
b. QRproblem	138	2.15	2.29	2.32	2.27	.087	.052	.027	.032	1.02	1.00	.96	.94	499	1,386	1,004	.168	.046	.181	-.14	-.18	-.12	
c. QRevaluate	135	2.05	2.18	2.33	2.25	.086	.052	.027	.030	1.00	1.00	.94	.90	497	1,378	999	.201	.001	.016	-.13	-.30	-.22	
7 a. wrshortnum	132	6.70	5.38	7.06	7.01	.484	.316	.175	.201	5.55	5.69	5.86	5.65	453	1,247	921	.024	.504	.563	.23	-.06	-.05	
b. wrmednum	127	2.69	2.53	2.27	2.23	.276	.197	.097	.095	3.11	3.51	3.19	2.62	443	1,205	158	.668	.162	.121	.04	.13	.17	
c. wrlongnum	125	1.82	1.81	.94	.80	.301	.221	.086	.091	3.36	3.89	2.79	2.48	433	145	147	.980	.006	.002	.00	.31	.39	
— wrpages	124	65.95	58.68	51.55	48.01	6.094	4.534	2.027	1.815	67.74	78.60	65.04	49.03	422	1,151	145	.369	.021	.005	.10	.22	.34	
8 a. DDrace	134	2.99	2.83	3.23	3.25	.085	.057	.026	.031	.99	1.06	.87	.89	260	1,269	937	.121	.002	.002	.15	-.28	-.29	
b. DDeconomic	134	3.23	3.15	3.15	3.11	.078	.050	.026	.032	.90	.93	.89	.90	474	1,266	935	.412	.368	.168	.08	.08	.13	
c. DDreligion	134	3.26	3.15	3.12	3.13	.077	.051	.027	.033	.89	.94	.92	.92	475	1,263	932	.239	.089	.125	.12	.16	.14	
d. DDpolitical	133	3.29	3.13	3.07	2.96	.076	.053	.028	.034	.88	.99	.94	.97	472	1,258	926	.095	.010	.000	.17	.24	.35	
9 a. LSreading	135	3.17	3.06	3.15	3.19	.068	.043	.023	.027	.79	.80	.78	.76	474	1,262	931	.152	.798	.811	.15	.02	-.02	
b. LSnotes	136	2.91	2.96	2.90	2.89	.082	.049	.027	.032	.96	.91	.92	.92	475	1,255	931	.616	.885	.779	-.05	.01	.03	
c. LSsummary	135	2.77	2.86	2.82	2.82	.087	.050	.027	.033	1.01	.92	.91	.92	229	162	175	.380	.539	.575	-.09	-.06	-.06	
10. challenge	135	5.54	5.51	5.52	5.46	.106	.078	.034	.040	1.23	1.43	1.15	1.14	285	1,256	929	.778	.854	.419	.03	.02	.08	
11 a. intern ^l	134	.061	.099	.110	.089	.0208	.0163	.0094	.0101	--	--	--	--	--	--	--	.189	.078	.287	-.14	-.18	-.11	
b. leader ^l	134	.080	.137	.153	.107	.0235	.0188	.0108	.0110	--	--	--	--	--	--	--	.088	.024	.350	-.18	-.23	-.09	
c. learncom ^l	131	.128	.150	.221	.156	.0293	.0195	.0124	.0129	--	--	--	--	--	--	--	.544	.014	.415	-.06	-.25	-.08	
d. abroad ^l	132	.019	.036	.040	.034	.0120	.0103	.0059	.0065	--	--	--	--	--	--	--	.339	.234	.366	-.11	-.13	-.09	
e. research ^l	133	.032	.042	.064	.039	.0154	.0110	.0073	.0069	--	--	--	--	--	--	--	.634	.151	.699	-.05	-.15	-.04	
f. capstone ^l	129	.026	.053	.034	.022	.0142	.0123	.0055	.0052	--	--	--	--	--	--	--	.217	.632	.753	-.14	-.05	.03	
12. servcourse	132	1.40	1.86	1.59	1.51	.049	.039	.020	.022	.56	.71	.66	.62	464	178	191	.000	.000	.041	-.68	-.29	-.18	
13 a. QIstudent	133	6.02	5.75	5.50	5.29	.113	.079	.042	.052	1.30	1.43	1.39	1.44	462	1,245	915	.061	.000	.000	.19	.38	.51	
b. QIadvisor	108	3.98	4.86	5.05	4.87	.198	.112	.052	.064	2.06	1.93	1.72	1.76	404	123	131	.000	.000	.000	-.45	-.61	-.50	
c. QIfaculty	126	4.36	4.89	5.14	4.98	.155	.101	.044	.055	1.74	1.80	1.48	1.52	441	146	157	.005	.000	.000	-.30	-.52	-.40	
d. QIstaff	103	4.04	4.79	4.79	4.57	.204	.116	.055	.068	2.07	1.92	1.74	1.79	376	118	126	.001	.001	.013	-.38	-.43	-.29	
e. QIadmin	126	4.20	4.80	4.66	4.42	.165	.107	.055	.067	1.85	1.91	1.76	1.79	442	1,152	840	.003	.006	.199	-.32	-.26	-.12	
14 a. empstudy	129	3.35	3.26	3.19	3.13	.065	.046	.024	.028	.74	.80	.76	.77	436	1,148	862	.265	.022	.002	.12	.21	.29	
b. SEacademic	127	2.77	3.00	3.03	2.99	.080	.051	.027	.031	.90	.90	.86	.84	432	1,138	167	.018	.001	.011	-.25	-.30	-.26	
c. SElearnsup	129	2.70	3.04	3.00	3.10	.092	.055	.029	.033	1.04	.97	.94	.89	436	156	163	.001	.002	.000	-.35	-.32	-.44	

NSSE 2015 Frequencies and Statistical Comparisons

Detailed Statistics^g

University of Puerto Rico-Rio Piedras Campus

First-Year Students

Variable Name	N		Mean			Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
	UPR-Rio Piedras	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	Enroll. Size & Locale	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	Enroll. Size & Locale	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	Enroll. Size & Locale	Comparisons with:			Comparisons with:			Comparisons with:		
														Puerto Rico	Prior-Year Comparable	Enroll. Size & Locale	Puerto Rico	Prior-Year Comparable	Enroll. Size & Locale	Puerto Rico	Prior-Year Comparable	Enroll. Size & Locale
d. SEdiverse	129	2.66	2.81	2.77	2.72	.087	.059	.032	.037	.99	1.03	1.00	.99	436	1,140	861	.151	.247	.538	-.15	-.11	-.06
e. SEsocial	129	2.88	2.89	3.01	2.86	.072	.055	.028	.035	.82	.96	.90	.93	281	1,140	193	.873	.113	.837	-.02	-.15	.02
f. SEwellness	129	2.71	2.86	2.96	2.83	.088	.058	.028	.034	1.00	1.01	.90	.92	430	156	169	.148	.007	.206	-.15	-.27	-.13
g. SEnonacad	128	2.29	2.48	2.37	2.24	.089	.061	.032	.037	1.01	1.06	1.01	.99	431	1,136	855	.090	.415	.639	-.18	-.08	.04
h. SEactivities	129	2.95	2.85	2.91	2.71	.083	.059	.029	.036	.94	1.02	.93	.97	261	1,134	180	.314	.694	.010	.10	.04	.24
i. SEevents	129	2.86	2.70	2.61	2.53	.083	.060	.031	.036	.95	1.03	.97	.97	263	1,130	848	.106	.005	.000	.16	.26	.35
15 a. tmprephrs	127	14.34	10.88	14.19	13.88	.908	.495	.273	.301	10.24	8.64	8.69	8.11	205	150	155	.001	.871	.624	.38	.02	.06
b. tmcocurrhrs	125	2.84	3.23	6.08	4.22	.555	.326	.230	.223	6.22	5.68	7.29	5.98	427	170	167	.536	.000	.023	-.07	-.45	-.23
c. tmworkonhrs	128	.90	1.44	2.61	1.86	.302	.273	.192	.188	3.42	4.76	6.10	5.06	327	245	238	.188	.000	.007	-.12	-.29	-.20
d. tmworkoffhrs	128	2.51	4.75	4.63	5.38	.566	.577	.280	.333	6.40	10.04	8.90	8.91	363	195	225	.006	.001	.000	-.25	-.24	-.33
— tmworkhrs	128	3.42	6.13	7.17	7.20	.707	.667	.347	.390	8.00	11.61	11.01	10.45	340	194	212	.006	.000	.000	-.25	-.35	-.37
e. tmservicehrs	124	1.84	3.20	2.63	2.13	.403	.354	.147	.149	4.49	6.18	4.63	3.98	426	1,114	840	.027	.071	.454	-.24	-.17	-.07
f. tmrelaxhrs	125	11.83	9.98	12.59	12.52	.768	.512	.273	.324	8.59	8.93	8.61	8.68	427	1,120	842	.049	.357	.415	.21	-.09	-.08
g. tmcarehrs	127	4.39	7.45	2.72	3.06	.675	.642	.213	.247	7.59	11.15	6.74	6.58	340	152	161	.001	.019	.066	-.30	.25	.20
h. tmcommutehrs	128	8.01	6.15	4.02	5.60	.651	.420	.188	.212	7.37	7.30	5.96	5.67	429	149	844	.016	.000	.000	.25	.65	.40
16. reading	129	3.30	2.97	2.77	2.95	.088	.057	.036	.041	1.00	.98	1.13	1.09	425	173	843	.001	.000	.001	.34	.47	.33
— tmreadinghrs	127	9.05	5.67	6.54	7.04	.732	.337	.187	.224	8.27	5.79	5.89	5.97	182	143	151	.000	.001	.010	.51	.41	.32
17 a. pgwrite	128	3.03	3.09	2.86	2.87	.080	.048	.029	.032	.90	.83	.92	.87	427	1,136	846	.526	.037	.054	-.07	.20	.19
b. pgspeak	128	2.93	3.12	2.65	2.56	.077	.049	.030	.035	.88	.85	.97	.95	426	169	184	.037	.001	.000	-.22	.29	.39
c. pgthink	124	3.37	3.28	3.07	3.00	.069	.046	.027	.031	.77	.79	.85	.84	423	1,129	839	.309	.000	.000	.11	.36	.44
d. pganalyze	124	2.49	2.76	2.60	2.61	.102	.058	.031	.035	1.13	1.00	.99	.95	207	147	154	.026	.340	.297	-.25	-.10	-.12
e. pgwork	124	2.04	2.54	2.60	2.42	.092	.062	.031	.037	1.02	1.08	.99	.99	423	1,129	840	.000	.000	.000	-.47	-.56	-.39
f. pgothers	127	2.76	3.02	2.83	2.68	.085	.050	.028	.034	.95	.87	.90	.91	218	1,127	841	.010	.407	.343	-.29	-.08	.09
g. pgvalues	127	2.66	2.95	2.68	2.55	.090	.054	.032	.037	1.02	.93	1.00	.98	220	1,128	840	.008	.887	.246	-.29	-.01	.11
h. pgdiverse	128	2.99	3.11	2.82	2.74	.090	.051	.031	.035	1.01	.88	.97	.93	426	1,130	842	.221	.060	.006	-.13	.18	.26
i. pgprobsolve	127	2.74	2.88	2.61	2.47	.092	.054	.031	.035	1.04	.94	.96	.94	425	1,125	840	.172	.166	.004	-.14	.13	.28
j. pgcitizen	124	3.14	3.10	2.63	2.51	.083	.051	.031	.036	.93	.88	.96	.96	422	1,120	832	.687	.000	.000	.04	.53	.67
18. evalexp	125	3.32	3.28	3.18	3.02	.064	.042	.022	.027	.72	.72	.71	.74	425	1,135	173	.619	.037	.000	.05	.20	.41
19. sameinst	125	3.44	3.32	3.18	3.02	.077	.048	.025	.031	.86	.84	.80	.84	424	1,135	843	.163	.001	.000	.15	.33	.50

NSSE 2015 Frequencies and Statistical Comparisons

Detailed Statistics^g

University of Puerto Rico-Rio Piedras Campus

Seniors

Variable Name	N	Mean				Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e					
		UPR-Rio Piedras		Puerto Rico	Prior-Year Comparable	Enroll. Size & Locale	UPR-Rio Piedras		Puerto Rico	Prior-Year Comparable	Enroll. Size & Locale	UPR-Rio Piedras		Puerto Rico	Prior-Year Comparable	Enroll. Size & Locale	Comparisons with:			Comparisons with:			Comparisons with:		
		UPR-Rio Piedras	UPR-Rio Piedras				UPR-Rio Piedras	Puerto Rico				Puerto Rico	Puerto Rico				Puerto Rico	Puerto Rico	Puerto Rico	Puerto Rico	Puerto Rico	Puerto Rico	Puerto Rico	Puerto Rico	Puerto Rico
1 a. askquest	128	3.02	3.00	3.13	3.05	.071	.078	.025	.029	.81	.89	.87	.89	256	159	173	.832	.142	.698	.03	-.13	-.03			
b. drafts	126	2.74	2.94	2.49	2.42	.082	.083	.030	.034	.92	.95	1.04	1.02	253	159	171	.095	.005	.000	-.21	.24	.32			
c. unpreparedr	126	2.63	3.01	3.01	2.93	.072	.068	.023	.027	.81	.77	.82	.81	250	152	162	.000	.000	.000	-.47	-.46	-.36			
d. attendart	127	2.42	1.99	1.77	1.82	.088	.091	.026	.030	.99	1.04	.90	.90	254	149	157	.001	.000	.000	.43	.72	.67			
e. CLaskhelp	127	2.23	2.19	2.33	2.36	.064	.076	.027	.030	.72	.87	.93	.90	247	173	187	.635	.179	.065	.06	-.10	-.15			
f. CLexplain	127	2.68	2.67	2.66	2.71	.075	.078	.026	.028	.84	.88	.90	.83	253	1,331	1,001	.943	.756	.725	.01	.03	-.03			
g. CLstudy	126	2.61	2.64	2.41	2.42	.095	.088	.030	.033	1.07	.99	1.03	.98	252	1,329	157	.797	.035	.055	-.03	.20	.20			
h. CLproject	127	2.96	2.90	2.73	2.81	.079	.083	.028	.031	.89	.94	.96	.91	251	159	999	.612	.008	.085	.06	.24	.16			
i. present	127	2.96	3.01	2.54	2.70	.088	.089	.029	.032	1.00	1.00	1.00	.95	252	1,309	993	.642	.000	.005	-.06	.41	.26			
2 a. RIntegrate	123	3.21	2.94	2.95	2.94	.070	.076	.025	.030	.77	.83	.87	.86	242	1,288	970	.010	.001	.001	.33	.31	.32			
b. RIsocietal	119	3.28	2.99	2.82	2.82	.075	.081	.027	.031	.82	.89	.92	.91	236	1,269	956	.010	.000	.000	.34	.51	.51			
c. RIDiverse	122	2.89	2.69	2.65	2.65	.080	.093	.029	.033	.88	1.01	.97	.96	231	153	166	.107	.007	.007	.21	.24	.25			
d. Rlownview	120	3.04	2.92	2.89	2.84	.076	.081	.025	.030	.83	.88	.85	.87	235	1,267	954	.309	.073	.018	.13	.17	.23			
e. Rlperspect	121	3.14	3.03	2.97	2.93	.069	.077	.025	.029	.76	.83	.84	.84	235	1,266	955	.322	.041	.010	.13	.20	.25			
f. Rlnewview	121	3.19	3.08	2.97	2.95	.065	.075	.024	.028	.71	.81	.82	.82	235	1,262	951	.285	.004	.002	.14	.27	.30			
g. Rlconnect	122	3.47	3.31	3.23	3.19	.055	.068	.022	.027	.61	.74	.75	.78	236	163	184	.077	.000	.000	.23	.33	.36			
3 a. SFcareer	119	2.49	2.45	2.30	2.26	.088	.100	.029	.033	.96	1.08	.99	.96	233	1,258	948	.782	.055	.016	.04	.19	.24			
b. SFotherwork	120	2.14	2.01	1.83	1.80	.097	.100	.030	.034	1.06	1.07	1.01	.98	233	1,254	943	.354	.001	.000	.12	.31	.35			
c. SFdiscuss	120	2.27	2.18	2.08	2.09	.091	.096	.029	.033	.99	1.03	.99	.94	234	1,254	944	.506	.047	.051	.09	.19	.19			
d. SFperform	119	2.14	2.14	2.13	2.13	.090	.094	.028	.032	.98	1.01	.94	.92	232	1,248	941	.986	.912	.964	.00	.01	.00			
4 a. memorize	121	2.86	3.01	2.78	2.84	.083	.082	.028	.032	.91	.88	.93	.93	235	1,256	943	.189	.383	.799	-.17	.08	.02			
b. HOapply	120	3.28	3.19	3.14	3.08	.069	.076	.024	.029	.75	.82	.81	.84	232	1,250	939	.380	.067	.016	.11	.18	.24			
c. HOanalyze	120	3.28	3.25	3.12	3.10	.070	.074	.025	.030	.76	.79	.84	.85	232	1,243	935	.767	.044	.030	.04	.19	.21			
d. HOevaluate	121	3.25	3.21	2.99	2.97	.070	.077	.026	.031	.77	.82	.88	.89	232	1,246	935	.703	.003	.001	.05	.29	.32			
e. HOform	120	3.22	3.18	3.00	2.98	.070	.081	.026	.031	.76	.86	.87	.88	230	1,240	933	.712	.008	.005	.05	.26	.28			
5 a. ETgoals	122	3.36	3.29	3.19	3.18	.061	.074	.024	.027	.67	.80	.79	.78	236	1,255	944	.416	.022	.015	.11	.22	.24			
b. ETorganize	122	3.28	3.15	3.14	3.09	.062	.078	.024	.028	.68	.84	.81	.80	235	1,253	942	.189	.067	.016	.17	.17	.24			
c. ETexample	122	3.31	3.11	3.11	3.11	.062	.087	.026	.029	.69	.93	.86	.84	210	164	937	.074	.005	.016	.23	.23	.23			
d. ETdraftfb	121	2.89	2.82	2.75	2.78	.080	.095	.030	.034	.88	1.02	1.00	.98	225	155	167	.573	.114	.211	.07	.14	.11			
e. ETfeedback	120	2.92	2.93	2.87	2.85	.085	.090	.028	.032	.94	.96	.93	.91	232	1,245	933	.922	.590	.468	-.01	.05	.07			

NSSE 2015 Frequencies and Statistical Comparisons

Detailed Statistics^g

University of Puerto Rico-Rio Piedras Campus

Seniors

Variable Name	N		Mean			Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
	UPR-Rio Piedras	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	Enroll. Size & Locale	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	Enroll. Size & Locale	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	Enroll. Size & Locale	Comparisons with:			Comparisons with:			Comparisons with:		
														Puerto Rico	Prior-Year Comparable	Enroll. Size & Locale	Puerto Rico	Prior-Year Comparable	Enroll. Size & Locale	Puerto Rico	Prior-Year Comparable	Enroll. Size & Locale
6 a. QRconclude	120	2.70	2.79	2.65	2.65	.090	.089	.029	.034	.99	.95	.97	.97	233	1,255	940	.489	.580	.570	-.09	.05	.06
b. QRproblem	120	2.62	2.51	2.43	2.42	.093	.098	.030	.035	1.03	1.05	.99	1.00	233	1,253	938	.424	.052	.045	.10	.19	.20
c. QRevaluate	120	2.41	2.35	2.42	2.42	.092	.095	.029	.034	1.01	1.02	.98	.97	233	1,249	936	.629	.905	.899	.06	-.01	-.01
7 a. wrshortnum	103	6.85	6.89	6.74	7.71	.600	.645	.198	.248	6.10	6.48	6.27	6.73	202	1,107	839	.960	.872	.215	-.01	.02	-.13
b. wrmednum	103	3.89	4.26	3.27	3.84	.444	.486	.130	.164	4.52	4.89	4.10	4.43	203	1,093	830	.578	.143	.909	-.08	.15	.01
c. wrlongnum	107	3.27	3.48	1.92	2.22	.491	.499	.115	.151	5.07	4.99	3.59	4.01	205	117	126	.770	.008	.042	-.04	.36	.25
— wrpages	97	94.00	103.11	71.92	83.56	10.926	11.293	2.784	3.543	107.59	109.77	85.06	92.93	189	1,028	783	.563	.018	.311	-.08	.25	.11
8 a. DDrace	113	3.08	2.94	3.25	3.29	.084	.098	.028	.032	.89	1.02	.89	.89	220	1,163	881	.289	.052	.018	.14	-.19	-.24
b. DDeconomic	114	3.33	3.21	3.18	3.17	.066	.083	.028	.032	.70	.86	.90	.90	207	157	173	.226	.038	.029	.16	.17	.18
c. DDreligion	113	3.26	3.26	3.12	3.15	.072	.083	.029	.034	.76	.86	.94	.94	219	152	167	.985	.075	.151	.00	.15	.12
d. DDpolitical	114	3.23	3.31	3.10	3.02	.073	.081	.029	.035	.78	.84	.95	.97	220	152	169	.423	.115	.010	-.11	.13	.22
9 a. LSreading	113	3.43	3.24	3.27	3.24	.056	.074	.024	.029	.59	.77	.78	.79	201	158	176	.037	.009	.003	.28	.21	.25
b. LSnotes	113	2.89	3.01	2.97	2.89	.091	.087	.029	.034	.97	.90	.94	.95	218	1,151	873	.338	.414	.970	-.13	-.08	.00
c. LSsummary	111	2.92	2.88	2.97	2.87	.088	.093	.029	.034	.92	.96	.92	.92	215	1,137	863	.790	.597	.632	.04	-.05	.05
10. challenge	114	5.75	5.58	5.72	5.63	.098	.133	.038	.044	1.05	1.37	1.23	1.22	198	1,151	872	.303	.777	.296	.14	.03	.11
11 a. intern ^l	114	.498	.448	.457	.490	.0471	.0482	.0155	.0181	--	--	--	--	--	--	--	.454	.402	.865	.10	.08	.02
b. leader ^l	114	.259	.377	.315	.284	.0412	.0470	.0144	.0164	--	--	--	--	--	--	--	.060	.226	.587	-.25	-.12	-.06
c. learncom ^l	113	.266	.307	.233	.218	.0418	.0450	.0131	.0150	--	--	--	--	--	--	--	.511	.424	.254	-.09	.08	.11
d. abroad ^l	114	.092	.077	.145	.131	.0272	.0259	.0110	.0123	--	--	--	--	--	--	--	.681	.122	.247	.06	-.16	-.12
e. research ^l	112	.334	.273	.209	.216	.0448	.0436	.0127	.0150	--	--	--	--	--	--	--	.329	.003	.006	.13	.28	.27
f. capstone ^l	113	.292	.361	.395	.442	.0430	.0467	.0152	.0180	--	--	--	--	--	--	--	.276	.032	.003	-.15	-.22	-.31
12. servcourse	112	1.85	1.81	1.70	1.67	.069	.068	.022	.025	.74	.70	.70	.68	218	1,140	864	.726	.029	.010	.05	.22	.26
13 a. QIstudent	111	6.10	5.98	5.66	5.53	.105	.122	.042	.051	1.11	1.27	1.33	1.40	216	147	166	.457	.000	.000	.10	.33	.42
b. QIadvisor	99	4.96	4.76	5.12	4.78	.175	.204	.057	.069	1.73	2.04	1.82	1.89	192	1,120	837	.459	.406	.363	.11	-.09	.10
c. QIfaculty	110	5.30	5.28	5.45	5.32	.153	.163	.045	.055	1.61	1.69	1.45	1.51	215	1,128	858	.909	.299	.923	.02	-.10	-.01
d. QIstaff	88	4.77	4.72	4.75	4.58	.196	.212	.064	.075	1.84	2.01	1.82	1.86	176	883	699	.861	.918	.366	.03	.01	.10
e. QIadmin	105	4.16	4.87	4.79	4.44	.177	.178	.057	.070	1.81	1.82	1.77	1.86	208	1,065	811	.005	.001	.151	-.39	-.35	-.15
14 a. empstudy	105	3.25	3.26	3.23	3.13	.077	.079	.025	.030	.79	.78	.77	.80	202	1,074	812	.914	.785	.157	-.02	.03	.15
b. SEacademic	104	2.91	2.81	2.89	2.82	.085	.098	.029	.034	.86	.98	.90	.89	195	1,066	805	.428	.850	.363	.11	.02	.10
c. SElearnsup	104	2.62	2.72	2.80	2.82	.096	.102	.031	.036	.98	1.02	.97	.95	201	1,066	803	.472	.073	.048	-.10	-.19	-.21

NSSE 2015 Frequencies and Statistical Comparisons

Detailed Statistics^g

University of Puerto Rico-Rio Piedras Campus

Seniors

Variable Name	N		Mean			Standard error ^h				Standard deviation ⁱ				Degrees of freedom ^j			Significance ^k			Effect size ^e		
	UPR-Rio Piedras	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	Enroll. Size & Locale	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	Enroll. Size & Locale	UPR-Rio Piedras	Puerto Rico	Prior-Year Comparable	Enroll. Size & Locale	Comparisons with:			Comparisons with:			Comparisons with:		
														Puerto Rico	Prior-Year Comparable	Enroll. Size & Locale	Puerto Rico	Prior-Year Comparable	Enroll. Size & Locale	Puerto Rico	Prior-Year Comparable	Enroll. Size & Locale
d. SEdiverse	104	2.66	2.62	2.64	2.65	.092	.109	.033	.038	.93	1.09	1.03	1.02	194	131	805	.807	.869	.935	.03	.02	.01
e. SESocial	104	2.83	2.75	2.80	2.74	.090	.102	.031	.035	.92	1.02	.97	.94	201	1,069	804	.544	.703	.332	.09	.04	.10
f. SEwellness	102	2.60	2.62	2.71	2.62	.090	.106	.032	.037	.91	1.05	.99	.99	191	1,061	801	.881	.261	.814	-.02	-.12	-.02
g. SEnonacad	102	2.14	2.31	2.08	2.03	.096	.109	.033	.038	.97	1.08	1.02	1.00	196	1,063	798	.263	.533	.274	-.16	.07	.12
h. SEactivities	102	2.96	2.71	2.64	2.55	.086	.103	.033	.037	.86	1.02	1.02	.98	189	132	141	.064	.001	.000	.27	.32	.43
i. SEevents	102	2.75	2.59	2.42	2.40	.087	.105	.032	.037	.88	1.04	1.00	.97	190	131	140	.256	.001	.000	.16	.33	.36
15 a. tmprephrs	104	14.00	12.51	14.98	14.41	.898	.941	.292	.340	9.15	9.26	9.07	9.00	199	1,064	801	.253	.296	.666	.16	-.11	-.05
b. tmcocurrhrs	102	4.32	4.15	4.42	3.87	.638	.651	.224	.242	6.43	6.42	6.94	6.38	197	1,056	794	.852	.892	.509	.03	-.01	.07
c. tmworkonhrs	103	2.64	2.91	3.31	3.23	.661	.679	.231	.267	6.70	6.67	7.17	7.06	197	1,060	798	.779	.364	.424	-.04	-.09	-.08
d. tmworkoffhrs	104	8.61	10.62	14.15	13.50	1.082	1.334	.450	.500	11.02	13.11	13.87	13.15	187	141	150	.243	.000	.000	-.17	-.41	-.38
— tmworkhrs	103	11.26	13.46	17.30	16.57	1.207	1.446	.451	.515	12.23	14.14	13.86	13.51	188	132	787	.244	.000	.000	-.17	-.44	-.40
e. tmservicehrs	100	3.06	3.68	3.09	3.25	.550	.595	.174	.217	5.49	5.85	5.38	5.71	194	1,049	788	.443	.953	.755	-.11	-.01	-.03
f. tmrelaxhrs	104	11.12	9.61	10.24	10.47	.783	.798	.262	.309	7.97	7.87	8.10	8.14	199	1,056	795	.177	.292	.441	.19	.11	.08
g. tmcarehrs	101	5.35	8.90	7.96	6.15	.885	1.202	.393	.398	8.90	11.84	12.12	10.48	178	143	144	.018	.008	.406	-.34	-.22	-.08
h. tmcommutehrs	104	7.75	6.66	5.07	7.19	.756	.741	.190	.246	7.70	7.29	5.88	6.49	199	116	798	.307	.001	.425	.14	.44	.08
16. reading	105	3.29	3.08	3.01	3.01	.100	.106	.039	.045	1.02	1.04	1.20	1.20	199	1,057	795	.159	.026	.024	.20	.23	.24
— tmreadinghrs	104	8.11	7.14	7.79	7.47	.650	.723	.219	.254	6.62	7.05	6.74	6.66	197	1,048	789	.315	.643	.357	.14	.05	.10
17 a. pgwrite	104	3.42	3.24	3.00	2.96	.077	.090	.030	.035	.78	.89	.93	.94	199	1,064	798	.125	.000	.000	.22	.47	.50
b. pgspeak	104	3.43	3.27	2.88	2.88	.070	.087	.031	.036	.71	.86	.96	.94	199	147	162	.141	.000	.000	.21	.59	.60
c. pgthink	104	3.67	3.49	3.28	3.21	.057	.073	.026	.032	.58	.72	.81	.83	185	150	174	.053	.000	.000	.28	.50	.57
d. pganalyze	103	3.01	3.10	2.85	2.81	.103	.096	.032	.038	1.05	.95	.99	1.00	198	1,058	794	.551	.111	.059	-.08	.17	.20
e. pgwork	104	2.66	2.89	2.92	2.75	.102	.107	.032	.039	1.04	1.06	1.00	1.03	199	1,060	796	.130	.013	.399	-.21	-.26	-.09
f. pgothers	103	3.26	3.22	2.99	2.92	.080	.093	.030	.035	.81	.92	.93	.93	198	1,057	794	.738	.005	.000	.05	.29	.37
g. pgvalues	104	3.22	3.21	2.78	2.70	.086	.093	.034	.039	.87	.91	1.04	1.03	199	136	149	.939	.000	.000	.01	.43	.51
h. pgdiverse	104	3.38	3.18	2.85	2.87	.087	.097	.032	.037	.89	.96	1.00	.99	199	1,060	796	.126	.000	.000	.22	.54	.53
i. pgprobsolve	104	3.13	3.10	2.80	2.72	.084	.099	.032	.038	.86	.97	.99	1.00	199	134	148	.805	.000	.000	.03	.34	.42
j. pgcitizen	102	3.37	3.24	2.70	2.61	.072	.093	.033	.039	.72	.92	1.01	1.03	183	147	168	.296	.000	.000	.15	.67	.75
18. evalexp	105	3.57	3.32	3.20	3.09	.058	.071	.024	.029	.60	.70	.75	.78	200	1,065	799	.009	.000	.000	.37	.50	.63
19. sameinst	104	3.74	3.34	3.19	3.08	.051	.082	.027	.033	.52	.81	.84	.87	164	167	200	.000	.000	.000	.58	.66	.79

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."
- g. Statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups).
- h. Standard error of the mean for ordered and continuous variables; standard error of the proportion for items indicating "Done or in progress" (High-Impact Practices). The 95% confidence interval is equal to the sample mean plus or minus 1.96 times the standard error of the mean.
- i. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.
- j. Degrees of freedom used to compute the t -tests. Values differ from N s due to weighting and whether equal variances were assumed.
- k. Statistical comparisons are two-tailed independent t -tests or z -tests. Statistical significance represents the probability that the difference between your students' mean and that of the comparison group is due to chance.
- l. Mean represents the proportion who responded "Done or in progress."



NSSE 2015

High-Impact Practices

University of Puerto Rico-Rio Piedras Campus

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. This report provides information on the first three for first-year students and all six for seniors. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, seniors' responses include participation from prior years.

High-Impact Practices in NSSE

- Learning community or some other formal program where groups of students take two or more classes together
- Courses that included a community-based project (service-learning)
- Work with a faculty member on a research project
- Internship, co-op, field experience, student teaching, or clinical placement
- Study abroad
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

Report Sections

Participation Comparisons (p. 3)

Displays HIP participation for your first-year and senior 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 first-year and senior 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 first-year and senior students relative to those at comparison group institutions, with tests of significance and effect sizes (see below).

Response Detail (pp. 5-7)

Provides complete response frequencies for the relevant HIP questions for your first-year and senior students and those at your comparison group institutions.

Participation by Student Characteristics (p. 8)

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

Interpreting Comparisons

The "Statistical Comparisons" section on page 3 reports both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. NSSE research has found that interpretations vary by HIP: For service-learning, internships, study abroad, and culminating senior experiences, an effect size of about .2 may be considered small, .5 medium, and .8 large. For learning community and research with faculty, an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015).

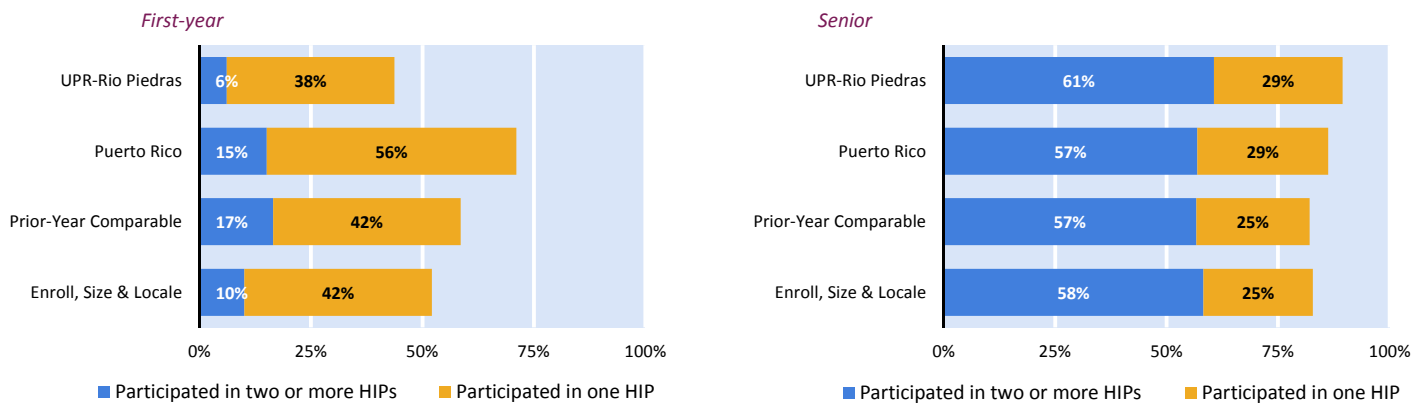
HIP participation varies more among students within an institution than it does between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on overall participation rates amounts to examining the tip of the iceberg. It's equally important to understand how student engagement (including HIP participation) varies *within* your institution. The table on page 8 provides an initial look at how HIP participation varies by selected student characteristics. The Report Builder—Institution Version and your *Major Field Report* (both to be released in the fall) offer further perspectives on internal variation and can help you investigate your students' HIP participation in depth.

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

Rocconi, L., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

Overall HIP Participation

The figures below display the percentage of students who participated in High-Impact Practices. Both figures include participation in a learning community, service-learning, 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 of students 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 compares the percentage of your students who participated in a High-Impact Practice, including the percentage who participated overall (at least one, two or more), with those at institutions in your comparison groups.

	UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale	
	%	Effect size ^a	%	Effect size ^a	%	Effect size ^a	%	Effect size ^a
<i>First-year</i>								
11c. Learning Community	13		15	-.06	22 *	-.25	16	-.08
12. Service-Learning	36		70 ***	-.68	50 **	-.28	45	-.18
11e. Research with Faculty	3		4	-.05	6	-.15	4	-.04
Participated in at least one	44		71 ***	-.56	59 ***	-.30	52	-.17
Participated in two or more	6		15 **	-.30	17 **	-.34	10	-.15
<i>Senior</i>								
11c. Learning Community	27		31	-.09	23	.08	22	.11
12. Service-Learning	67		66	.03	58 *	.20	56 *	.23
11e. Research with Faculty	33		27	.13	21 **	.28	22 **	.27
11a. Internship or Field Exp.	50		45	.10	46	.08	49	.02
11d. Study Abroad	9		8	.06	15	-.16	13	-.12
11f. Culminating Senior Exp.	29		36	-.15	39 *	-.22	44 **	-.31
Participated in at least one	89		86	.10	82 *	.21	83	.19
Participated in two or more	61		57	.08	57	.08	58	.05

Note. 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.

a. Cohen's h: The standardized difference between two proportions. Effect size indicates the practical importance of an observed difference. NSSE research finds for service-learning, internships, study abroad, and culminating senior experiences, an effect size of about .2 may be considered small, .5 medium, and .8 large.

For learning community and research with faculty, an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015).

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

Note. All results weighted by institution-reported sex and enrollment status (and by institution size for comparison groups).

Rocconi, L., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

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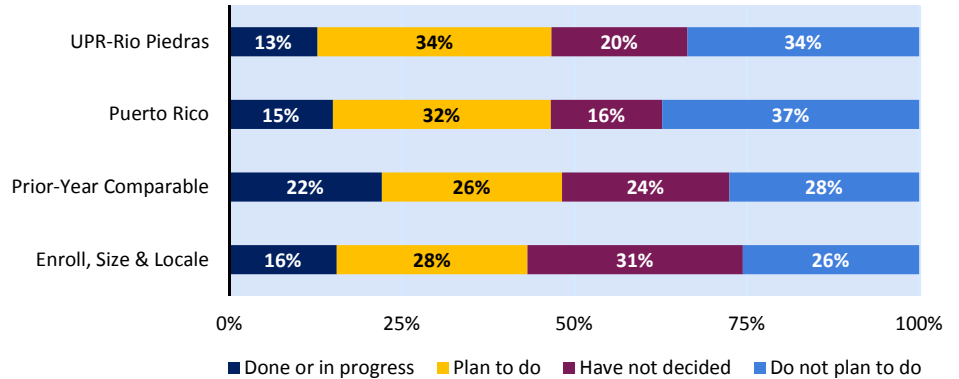
First-year Students

The figures below display further details about each High-Impact Practice for your first-year students and those of your comparison groups.

Learning Community

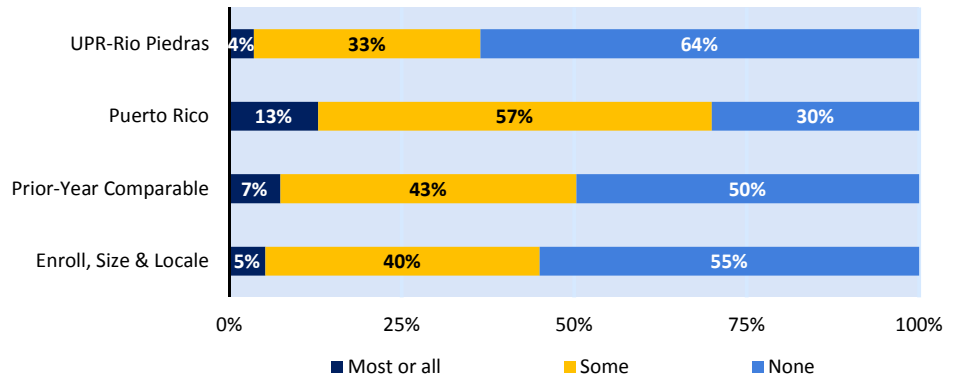
Which of the following have you done or do you plan to do before you graduate?

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



Service-Learning

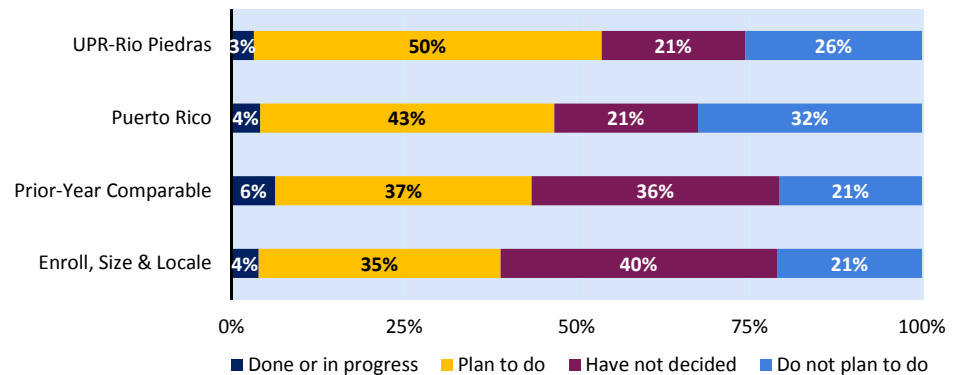
About how many of your courses at this institution have included a community-based project (service-learning)?



Research with a Faculty Member

Which of the following have you done or do you plan to do before you graduate?

Work with a faculty member on a research project.



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

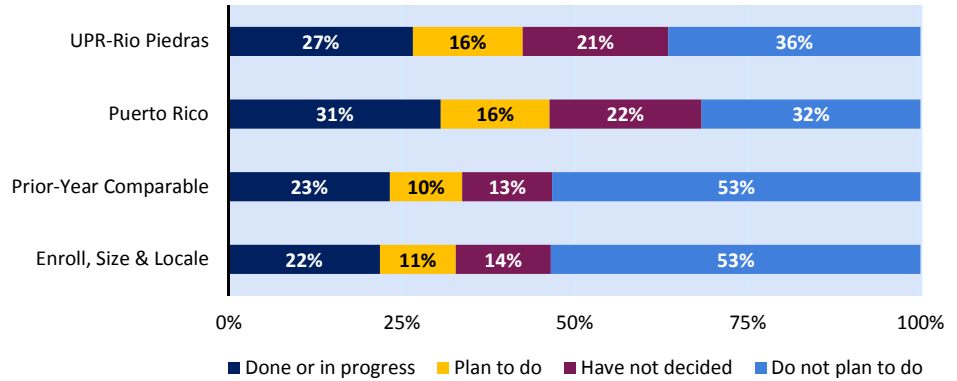
Seniors

The figures below display further details about each High-Impact Practice for your seniors and those of your comparison groups.

Learning Community

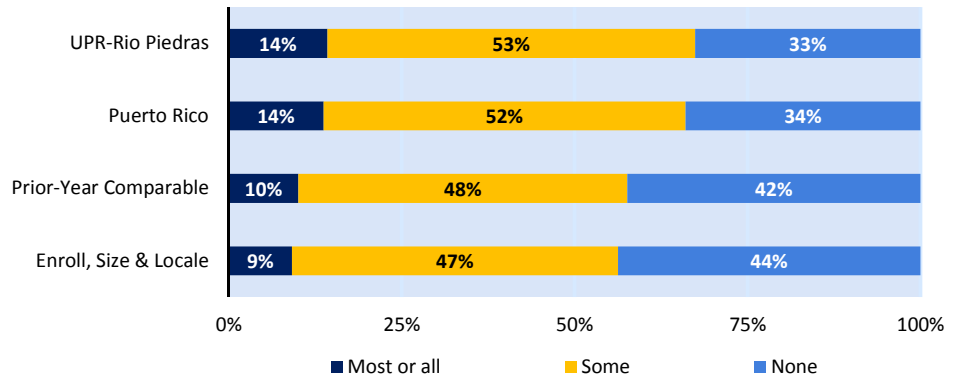
Which of the following have you done or do you plan to do before you graduate?

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



Service-Learning

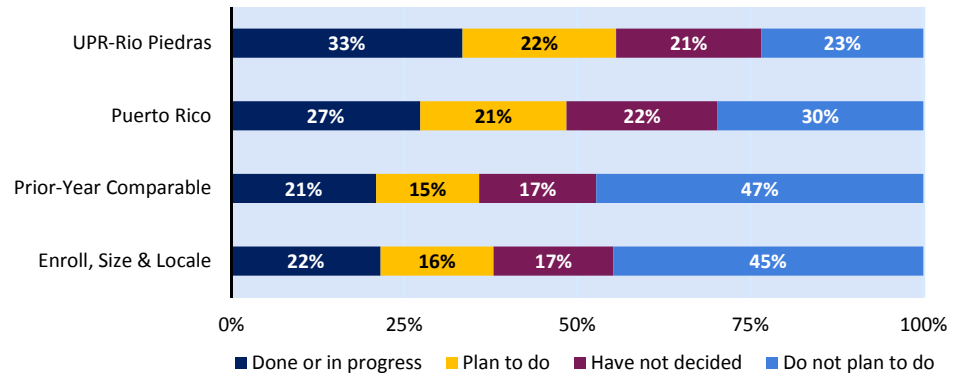
About how many of your courses at this institution have included a community-based project (service-learning)?



Research with a Faculty Member

Which of the following have you done or do you plan to do before you graduate?

Work with a faculty member on a research project.



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

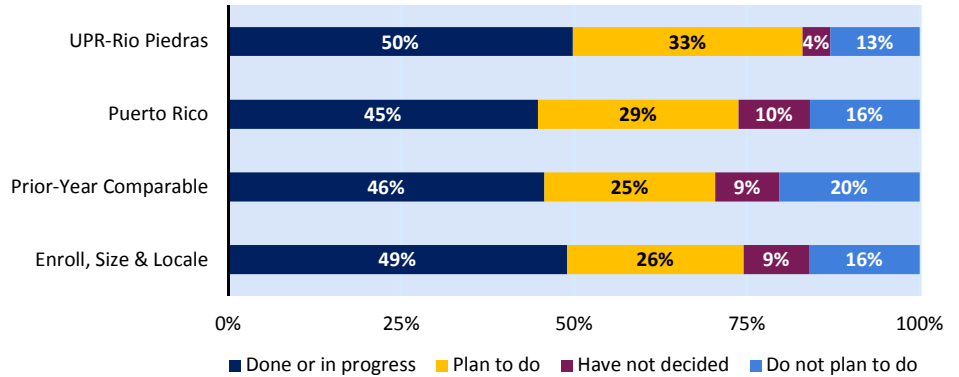
Seniors (continued)

The figures below display further details about each High-Impact Practice for your seniors and those of your comparison groups.

Internship or Field Experience

Which of the following have you done or do you plan to do before you graduate?

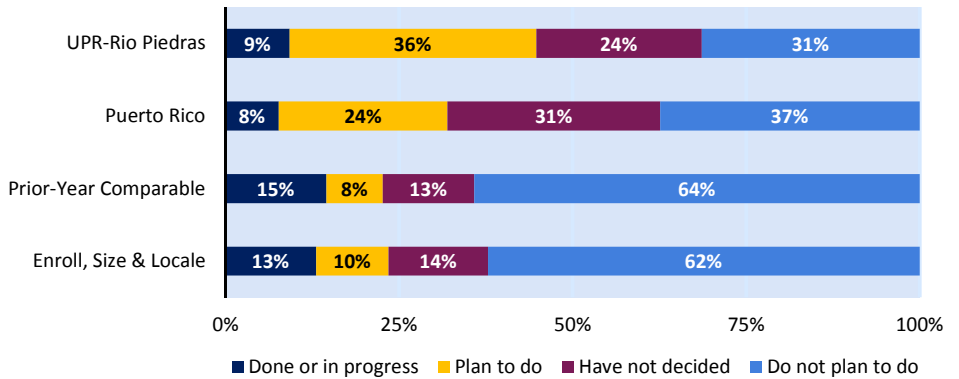
Participate in an internship, co-op, field experience, student teaching, or clinical placement.



Study Abroad

Which of the following have you done or do you plan to do before you graduate?

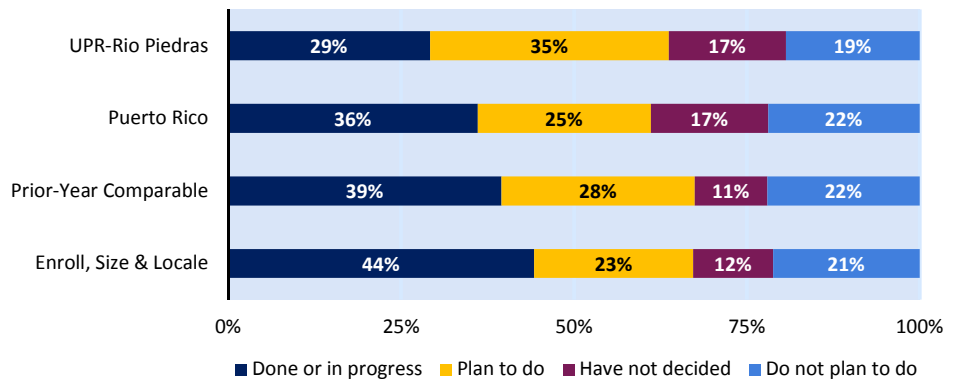
Participate in a study abroad program.



Culminating Senior Experience

Which of the following have you done or do you plan to do before you graduate?

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



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

Participation in High-Impact Practices by Student Characteristics

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

	First-year			Senior					
	Learning Community	Service-Learning	Research with Faculty	Learning Community	Service-Learning	Research with Faculty	Internship or Field Experience	Study Abroad	Culminating Senior Experience
Sex^a	%	%	%	%	%	%	%	%	%
Female	14	34	2	27	64	37	49	11	33
Male	11	39	4	26	74	27	52	6	23
Race/ethnicity or international^a									
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—
Asian	—	—	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	36	3	28	69	41	52	10	35
Native Hawaiian/Other Pac. Islander	—	—	—	—	—	—	—	—	—
White	—	—	—	—	—	—	—	—	—
Other	—	—	—	—	—	—	—	—	—
Foreign or nonresident alien	—	—	—	—	—	—	—	—	—
Two or more races/ethnicities	—	—	—	—	—	—	—	—	—
Age									
Traditional (FY < 21, Seniors < 25):	14	36	3	26	68	36	50	6	31
Nontraditional (FY 21+, Seniors 25+)	—	—	—	27	45	9	45	9	18
First-generation^b									
Not first-generation	7	31	2	21	68	39	53	6	29
First-generation	26	51	6	35	62	21	44	9	29
Enrollment status^a									
Not full-time	—	—	—	18	72	24	61	17	44
Full-time	13	36	3	28	66	36	48	8	27
Residence									
Living off campus	14	37	4	24	68	34	51	7	30
Living on campus	9	27	0	40	—	20	40	0	20
Major category^c									
Arts & humanities	13	40	0	21	43	14	36	0	43
Biological sciences, agriculture, natural res.	7	33	0	27	40	80	47	7	33
Physical sciences, math, computer science	—	—	—	—	—	—	—	—	—
Social sciences	0	46	0	17	67	17	39	17	28
Business	20	31	6	35	81	6	59	6	18
Communications, media, public relations	0	25	8	—	—	—	—	—	—
Education	—	—	—	27	82	18	73	0	18
Engineering	—	—	—	—	—	—	—	—	—
Health professions	21	32	0	25	75	83	58	0	42
Social service professions	—	—	—	—	—	—	—	—	—
Undecided/undeclared	—	—	—	—	—	—	—	—	—
Overall	13	36	3	27	67	33	50	9	29

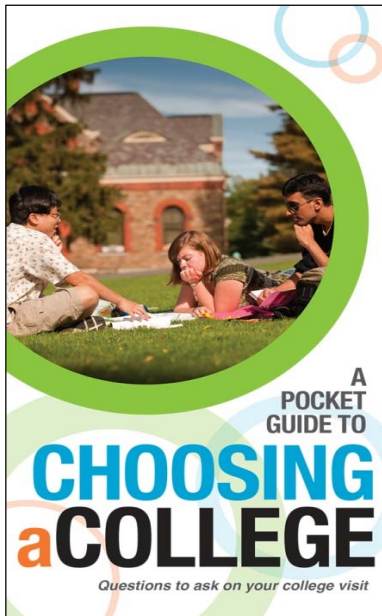
Notes: Percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project. Percentages are not reported (—) for row categories containing fewer than 10 students. Results are unweighted,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

a. Institution-reported variable.

b. Neither parent 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."

A Pocket Guide to Choosing a College: NSSE 2015 Answers from Students Using the Report



To focus public awareness on what constitutes quality in the college experience, NSSE developed *A Pocket Guide to Choosing a College*. This helpful brochure gives prospective students and their families key questions to ask during their campus visits, allowing them to actively consider student engagement during the college choice process.

Student responses to selected questions from the NSSE pocket guide are presented in a new report entitled *A Pocket Guide to Choosing a College: NSSE 2015 Answers from Students*, part of your NSSE *Institutional Report 2015*. This report replaces *The Student Experience in Brief* included in institutional reports through 2012.

Who can use this report?

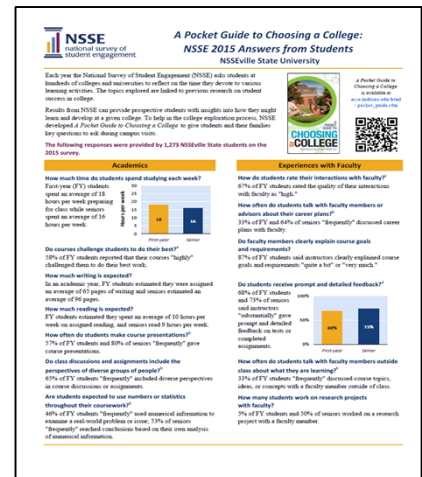
A Pocket Guide to Choosing a College: NSSE 2015 Answers from Students is a summary of student engagement on your campus. It may be of special interest to admissions professionals, particularly those distributing the NSSE pocket guide to visiting students. The results can also be used as a resource for orientation staff, advisors, faculty, and others who work regularly with first-year students.

How can an institution customize and distribute results?

A Pocket Guide to Choosing a College: NSSE 2015 Answers from Students is designed for sharing NSSE results. The report is delivered in both PDF and Excel formats so that institutions can easily insert logos, campus photos, or additional information. Institutions are encouraged to post copies of the report and other results from their NSSE *Institutional Report 2015* on their websites.

How can I get a copy of this report for my institution?

Each participating institution designates a staff member to serve as the primary liaison for NSSE correspondence and reports. Known as the Campus Project Manager (CPM), the primary liaison may assist you in obtaining a copy. Contact NSSE for help identifying your CPM.



How can I get copies of the NSSE pocket guide?

College and university admissions officers may request up to 300 free NSSE pocket guides per year. Additional quantities are available for a small fee. A Spanish version of the NSSE pocket guide, *Una Guía de Bolsillo Para Escoger una Universidad: Preguntas a Hacer en Tus Visitas Universitarias*, is also available.



The QR code at left can be used to access a mobile version of the NSSE pocket guide. It is available on the NSSE website for institutions to include in their recruitment, college fair, and campus tour materials.

nsse.indiana.edu/html/pocket_guide.cfm

If you have questions about these resources, contact the NSSE Institute at nsse@indiana.edu or toll-free at 866-435-6773.

Each year the National Survey of Student Engagement (NSSE) asks students at hundreds of colleges and universities to reflect on the time they devote to various learning activities. The topics explored are linked to previous research on student success in college.

Results from NSSE can provide prospective students with insights into how they might learn and develop at a given college. To help in the college exploration process, NSSE developed *A Pocket Guide to Choosing a College* to give students and their families key questions to ask during campus visits.

The following responses were provided by 278 UPR-Rio Piedras students on the 2015 survey.



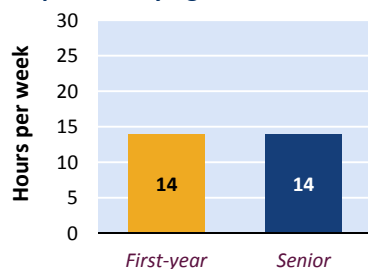
A Pocket Guide to Choosing a College is available at nsse.indiana.edu/html/pocket_guide.cfm



Academics

How much time do students spend studying each week?

First-year (FY) students spent an average of 14 hours per week preparing for class while seniors spent an average of 14 hours per week.



Do courses challenge students to do their best?^a

53% of FY students reported that their courses "highly" challenged them to do their best work.

How much writing is expected?

In an academic year, FY students estimated they were assigned an average of 66 pages of writing and seniors estimated an average of 94 pages.

How much reading is expected?

FY students estimated they spent an average of 9 hours per week on assigned reading, and seniors read 8 hours per week.

How often do students make course presentations?^b

51% of FY students and 68% of seniors "frequently" gave course presentations.

Do class discussions and assignments include the perspectives of diverse groups of people?^b

64% of FY students "frequently" included diverse perspectives in course discussions or assignments.

Are students expected to use numbers or statistics throughout their coursework?^b

36% of FY students "frequently" used numerical information to examine a real-world problem or issue; 60% of seniors "frequently" reached conclusions based on their own analysis of numerical information.

Experiences with Faculty

How do students rate their interactions with faculty?^c

29% of FY students rated the quality of their interactions with faculty as "high."

How often do students talk with faculty members or advisors about their career plans?^b

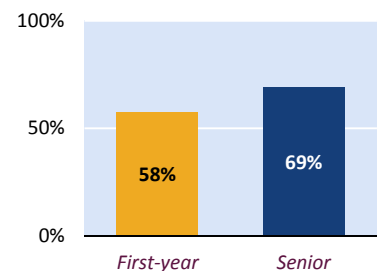
26% of FY and 42% of seniors "frequently" discussed career plans with faculty.

Do faculty members clearly explain course goals and requirements?

79% of FY students said instructors clearly explained course goals and requirements "quite a bit" or "very much."

Do students receive prompt and detailed feedback?^d

58% of FY students and 69% of seniors said instructors "substantially" gave prompt and detailed feedback on tests or completed assignments.



How often do students talk with faculty members outside class about what they are learning?^b

24% of FY students "frequently" discussed course topics, ideas, or concepts with a faculty member outside of class.

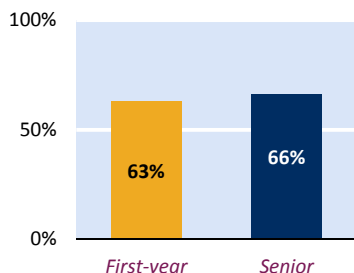
How many students work on research projects with faculty?

3% of FY students and 33% of seniors worked on a research project with a faculty member.

Learning with Peers

How often do students work together on class projects and assignments?^b

63% of FY students and 66% of seniors "frequently" worked with their peers on course projects and assignments.



Do students help each other learn?^b

57% of seniors "frequently" explained course material to one or more students.

How often do students work together to prepare for exams?^b

60% of FY students "frequently" prepared for exams by discussing or working through course material with other students.

How often do students interact with others who have different viewpoints or who come from different backgrounds?^b

Among FY students, 78% "frequently" had discussions with people with different political views, 78% "frequently" had discussions with people from a different economic background, and 67% "frequently" had discussions with people from a different race or ethnicity.

Campus Environment

Are students encouraged to use learning support services (tutors, writing center)?^d

63% of FY students said the institution "substantially" emphasized the use of learning support services.

How do students rate their interactions with academic advisors?^c

30% of FY students and 46% of seniors gave the quality of their interactions with academic advisors a "high" rating.

How well do students get along with each other?^c

74% of FY students gave the quality of their interactions with their peers a "high" rating.

How satisfied are students with their educational experience?

89% of FY and 97% of seniors rated their entire educational experience at this institution as "excellent" or "good."

Rich Educational Experiences

What types of honors courses, learning communities, and other distinctive programs are offered?

During their first year, 13% of students participated in a learning community. By spring of their senior year, 29% of students had done (or were doing) a culminating senior experience.

How many students study in other countries?

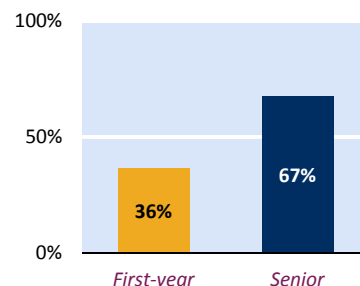
By their senior year, 9% of students had studied abroad.

How many students get practical, real-world experience through internships or field experiences?

By spring of their senior year, 50% of students had participated in some form of internship, co-op, field experience, student teaching, or clinical placement.

How many courses include community-based service-learning projects?^e

36% of FY students and 67% of seniors said "at least some" of their courses included a community-based service-learning project.



Notes

- "Highly" is a 6 or 7 on a seven-point scale where 1 is "Not at all" and 7 is "Very much."
- "Frequently" is "Often" or "Very often."
- A "High" rating is a 6 or 7 on a seven-point scale where 1 is "Poor" and 7 is "Excellent."
- "Substantially" is "Quite a bit" or "Very much."
- "At least some" is defined by combining responses of "Some," "Most," and "All."



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NSSE 2015


Respondent Profile

University of Puerto Rico-Rio Piedras Campus

NSSE 2015 Respondent Profile

About This Report

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



NSSE 2015 Respondent Profile

NSSEville State University

Item wording or description	Variable name	Response options	First-Year Students								Seniors							
			NSSEville State		GLC Peers		Private Master's S		NSSE 2014 & 2015		NSSEville State		GLC Peers		Private Master's S		NSSE 2014 & 2015	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
20a. How many majors do you plan to complete? (Do not count minors.)	MAJnum	One	617	97	28,054	87	28,016	86	157,648	84	872	97	46,353	88	45,610	85	237,490	86
		More than one	27	3	4,012	13	4,760	14	30,978	16	31	3	6,700	12	8,037	15	40,302	14
		Total	644	100	32,066	100	32,776	100	188,626	100	903	100	53,053	100	53,647	100	277,792	100
First major or expected first major, in NSSE's default related-major categories. (This does not reflect any customization made for the Major Field Report.)	MAJfirstcol (Recorded from MAJfirst)	Arts & Humanities	59	9	2,450	7	2,351	7	18,775	9	75	8	5,187	10	4,938	9	30,787	10
		Biological Sci., Agriculture, & Natural Resources	78	12	3,087	9	3,789	11	21,430	11	115	15	3,932	7	5,134	9	24,972	9
		Physical Sci., Mathematics, & Computer Science	44	9	1,681	6	1,339	4	10,680	6	43	5	2,595	5	2,645	6	13,331	5
		Social Sciences	62	8	3,212	10	3,112	9	21,261	10	106	10	6,914	13	6,503	12	36,974	13
		Business	68	10	3,336	15	4,600	15	27,025	16	101	12	8,507	17	8,231	16	46,560	18
		Communications, Media, & Public Relations	26	3	1,280	4	1,176	4	7,670	4	43	4	2,328	4	2,066	4	11,461	4
		Education	17	2	3,504	10	2,709	8	15,175	7	16	2	6,459	11	5,401	10	23,822	8
		Engineering	154	31	1,767	7	3,379	11	14,439	9	199	25	2,350	5	4,837	9	18,046	8
		Health Professions	88	10	5,975	17	5,743	16	28,011	14	110	11	7,471	13	7,142	12	37,082	13
		Social Service Professions	6	1	1,943	6	1,465	5	8,021	5	9	1	3,283	6	2,676	5	13,881	5
		All Other	36	6	1,080	4	1,032	3	7,695	4	65	7	3,671	7	3,711	7	18,809	7
		Undecided, Undeclared	2	0	1,467	5	1,416	4	7,727	4	0	0	151	0	165	0	976	0
		Total	640	100	31,952	100	32,666	100	187,909	100	902	100	52,848	100	53,449	100	276,701	100

1. **Class level:** As reported by your institution.
 2. **Item numbers:** Numbering corresponds to the survey facsimile included in your *Institutional Report* and 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.
 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: nsse.indiana.edu/html/weighting.cfm

NSSE 2015 Respondent Profile

University of Puerto Rico-Rio Piedras Campus

Item wording or description	Variable name	Response options	First-Year Students								Seniors								
			UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
20a. How many majors do you plan to complete? (Do not count minors.)	MAJnum	One	75	60	676	62	2,780	83	1,856	85	71	68	520	70	5,231	85	4,185	85	
		More than one	48	40	366	38	600	17	295	15	34	32	196	30	995	15	708	15	
		Total	123	100	1,042	100	3,380	100	2,151	100	105	100	716	100	6,226	100	4,893	100	
	First major or expected first major, in NSSE's default related-major categories. (This does not reflect any customization made for the Major Field Report.)	MAJfirstcol (Recoded from MAJfirst.)	Arts & Humanities	15	12	24	3	338	10	175	9	14	13	35	4	592	9	588	12
			Biological Sci., Agriculture, & Natural Resources	15	13	142	11	346	10	247	11	15	14	124	15	447	7	420	7
			Physical Sci., Mathematics, & Computer Science	9	8	69	7	178	6	133	8	5	5	37	7	258	5	233	5
			Social Sciences	13	11	129	11	436	12	293	14	18	17	96	12	675	10	759	18
			Business	16	14	157	19	424	14	360	18	17	17	113	21	1,007	17	937	23
			Communications, Media, & Public Relations	12	10	40	5	207	5	60	3	4	4	34	5	285	4	196	4
			Education	9	7	46	5	145	4	130	6	11	10	26	4	307	5	258	5
			Engineering	4	4	182	12	372	13	205	9	0	0	98	8	501	9	524	9
			Health Professions	19	16	152	15	506	14	296	11	12	11	78	11	1,248	22	552	9
			Social Service Professions	6	5	29	6	156	4	57	2	3	3	34	8	388	6	134	2
			All Other	2	1	32	5	130	3	54	3	5	5	21	3	475	8	257	6
Undecided, Undeclared	1	1	25	2	130	4	134	7	1	1	8	1	15	0	10	0			
Total	121	100	1,027	100	3,368	100	2,144	100	105	100	704	100	6,198	100	4,868	100			
Second major or expected second major, in NSSE's default related-major categories. (This does not reflect any customization made for the Major Field Report.)	MAJsecondcol (Recoded from MAJsecond.)	Arts & Humanities	7	15	26	5	118	21	66	23	9	27	12	6	184	18	159	22	
		Biological Sci., Agriculture, & Natural Resources	6	13	49	12	30	4	15	5	2	6	25	8	61	7	19	3	
		Physical Sci., Mathematics, & Computer Science	3	6	17	3	45	9	11	4	1	3	14	11	56	6	30	6	
		Social Sciences	4	8	36	11	104	16	55	21	5	14	10	8	148	14	156	25	
		Business	12	28	62	20	125	20	66	22	4	12	30	18	191	19	166	22	
		Communications, Media, & Public Relations	4	8	13	4	36	5	6	2	2	7	7	4	38	4	27	4	
		Education	4	8	19	3	25	4	15	5	4	12	15	7	56	5	26	3	
		Engineering	0	0	35	8	16	4	4	2	0	0	9	4	18	2	15	2	
		Health Professions	3	6	42	14	28	5	17	4	2	7	27	11	113	13	44	5	
		Social Service Professions	2	4	21	7	27	5	13	4	1	4	21	13	54	6	21	2	
		All Other	0	0	18	9	17	2	10	4	1	3	9	7	44	5	31	5	
Undecided, Undeclared	2	4	19	4	25	5	15	6	2	6	8	4	18	2	9	1			
Total	47	100	357	100	596	100	293	100	33	100	187	100	981	100	703	100			
21. What is your class level?	class	Freshman/First-year	115	92	906	74	3,048	88	1,968	88	0	0	1	0	19	0	16	0	
		Sophomore	7	7	107	18	294	10	163	10	0	0	5	1	66	1	34	1	
		Junior	1	1	12	3	18	1	13	1	9	9	49	13	614	10	379	7	
		Senior	0	0	17	4	7	0	1	0	94	90	624	80	5,312	84	4,369	89	
		Unclassified	0	0	4	1	15	1	4	0	2	2	45	5	209	4	102	3	
		Total	123	100	1,046	100	3,382	100	2,149	100	105	100	724	100	6,220	100	4,900	100	

NSSE 2015 Respondent Profile

University of Puerto Rico-Rio Piedras Campus

Item wording or description	Variable name	Response options	First-Year Students								Seniors							
			UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
22. Thinking about this current academic term, are you a full-time student?	fulltime	No	5	4	94	15	124	5	61	3	14	12	97	19	1,508	28	1,114	28
		Yes	119	96	942	85	3,243	95	2,088	97	92	88	624	81	4,689	72	3,754	72
		Total	124	100	1,036	100	3,367	100	2,149	100	106	100	721	100	6,197	100	4,868	100
23a. How many courses are you taking for credit this current academic term?	coursenum	0	0	0	3	1	10	0	8	0	1	1	20	2	148	4	132	5
		1	0	0	4	1	22	1	2	0	3	3	44	6	294	5	241	6
		2	0	0	8	3	52	2	18	1	5	4	54	11	674	12	433	10
		3	1	1	10	2	83	3	70	4	10	9	64	10	755	13	590	13
		4	21	17	168	31	797	24	800	41	25	23	192	28	1,706	27	1,489	31
		5	63	51	324	27	1,410	41	807	37	31	29	159	21	1,497	22	1,133	20
		6	17	14	290	18	614	17	297	11	14	14	62	7	635	9	459	8
		7 or more	21	17	232	18	387	12	152	6	17	17	126	16	510	8	413	8
Total	123	100	1,039	100	3,375	100	2,154	100	106	100	721	100	6,219	100	4,890	100		
b. Of these, how many are entirely online?	onlinenum	0	119	98	882	73	2,966	88	1,953	92	101	98	541	61	4,121	66	3,849	81
		1	3	2	85	12	280	8	153	7	2	2	117	20	992	16	630	12
		2	0	0	23	5	76	2	29	1	0	0	25	8	516	9	228	4
		3	0	0	17	3	28	1	2	0	0	0	9	2	282	5	85	2
		4	0	0	16	4	7	0	3	0	0	0	18	5	130	2	42	1
		5	0	0	4	1	10	0	2	0	0	0	3	1	54	1	12	0
		6	0	0	4	1	2	0	2	0	0	0	2	1	37	1	3	0
		7 or more	0	0	5	1	2	0	2	0	0	0	6	2	61	1	14	0
Total	122	100	1,036	100	3,371	100	2,146	100	103	100	721	100	6,193	100	4,863	100		
Collapsed recode of courses taken online (Based on responses to coursenum and onlinenum.)	onlinecrscol	No courses taken online	119	98	879	73	2,962	88	1,952	92	101	98	539	61	4,119	66	3,847	81
		Some courses taken online	3	2	123	21	362	10	186	8	2	2	142	27	1,294	20	843	15
		All courses taken online	0	0	27	6	37	1	5	0	0	0	37	12	776	15	170	3
		Total	122	100	1,029	100	3,361	100	2,143	100	103	100	718	100	6,189	100	4,860	100
24. What have most of your grades been up to now at this institution?	grades	C- or lower	4	3	30	2	54	2	45	2	0	0	3	0	30	0	20	0
		C	2	2	31	2	89	3	77	3	6	6	13	1	129	2	126	2
		C+	5	4	70	5	118	4	103	4	2	2	47	6	259	4	228	5
		B-	6	5	40	4	206	6	137	6	2	2	37	5	385	6	292	5
		B	18	15	214	18	542	16	447	20	21	20	152	20	1,160	19	960	19
		B+	22	18	222	22	648	19	380	18	16	15	132	22	1,196	19	849	18
		A-	16	13	104	10	727	21	380	19	12	12	64	9	1,161	18	854	18
		A	50	40	333	35	996	30	582	29	46	44	273	37	1,900	31	1,564	32
Total	123	100	1,044	100	3,380	100	2,151	100	105	100	721	100	6,220	100	4,893	100		
25. Did you begin college at this institution or elsewhere?	begincol	Started here	118	95	996	90	3,184	93	2,033	93	84	80	577	72	2,863	42	2,154	41
		Started elsewhere	6	5	46	10	193	7	120	7	22	20	142	28	3,349	58	2,731	59
		Total	124	100	1,042	100	3,377	100	2,153	100	106	100	719	100	6,212	100	4,885	100

NSSE 2015 Respondent Profile

University of Puerto Rico-Rio Piedras Campus

Item wording or description	Variable name	Response options	First-Year Students								Seniors								
			UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
26. Since graduating from high school, which of the following types of schools have you attended <i>other than</i> the one you are now attending? (Select all that apply.)	attend_voc	Vocational or technical school	5	4	78	11	68	2	27	2	7	6	39	8	432	8	246	5	
	attend_com	Community or junior college	5	5	19	3	204	7	105	5	2	2	35	8	3,218	56	2,378	48	
	attend_col	4-year college or university other than this one	2	2	57	8	253	8	150	8	9	8	80	16	1,681	29	1,421	31	
	attend_none	None	108	87	843	74	2,788	82	1,836	84	76	73	501	60	2,068	29	1,573	30	
	attend_other	Other	6	5	50	8	100	3	56	3	12	11	77	13	206	4	183	4	
27. What is the highest level of education you ever expect to complete?	edaspire	Some college but less than a bachelor's degree	0	0	13	2	109	4	61	3	1	1	7	2	283	5	197	4	
		Bachelor's degree (B.A., B.S., etc.)	16	13	217	29	917	27	623	29	12	11	144	23	1,739	28	1,335	28	
		Master's degree (M.A., M.S., etc.)	27	21	281	28	1,419	41	904	42	24	22	215	33	2,710	43	2,121	44	
		Doctoral or professional degree (Ph.D., J.D., M.D., etc.)	79	65	524	41	922	28	558	26	69	66	353	42	1,469	23	1,215	24	
		Total	122	100	1,035	100	3,367	100	2,146	100	106	100	719	100	6,201	100	4,868	100	
28. What is the highest level of education completed by either of your parents (or those who raised you)?	parented	Did not finish high school	2	2	32	4	117	4	168	9	6	5	30	5	445	8	370	9	
		High school diploma or G.E.D.	6	5	138	17	478	15	387	18	9	9	108	16	1,177	20	979	21	
		Attended college, but did not complete degree	11	9	110	12	339	11	254	11	6	5	64	9	685	11	570	11	
		Associate's degree (A.A., A.S., etc.)	16	13	147	14	284	8	198	9	13	12	80	12	614	10	439	8	
		Bachelor's degree (B.A., B.S., etc.)	52	42	395	35	1,011	30	597	27	38	36	268	32	1,616	26	1,322	26	
		Master's degree (M.A., M.S., etc.)	22	19	153	13	839	24	393	19	25	24	106	19	1,159	18	821	17	
		Doctoral or professional degree (Ph.D., J.D., M.D., etc.)	12	10	59	5	303	9	145	7	9	8	60	9	512	8	372	8	
	Total	121	100	1,034	100	3,371	100	2,142	100	106	100	716	100	6,208	100	4,873	100		
First-generation status (Neither parent holds a bachelor's degree.)	firstgen	Not first-generation	86	70	607	53	2,153	62	1,135	53	72	69	434	59	3,287	52	2,515	51	
	(Recorded from parented.)	First-generation	35	30	427	47	1,218	38	1,007	47	34	31	282	41	2,921	48	2,358	49	
		Total	121	100	1,034	100	3,371	100	2,142	100	106	100	716	100	6,208	100	4,873	100	
29. What is your gender identity?	genderid	Man	41	42	364	42	1,124	44	732	45	28	33	252	41	2,018	40	1,865	45	
		Woman	80	56	657	57	2,180	54	1,365	53	76	67	457	58	4,062	58	2,863	53	
		Another gender identity	0	0	1	0	24	1	11	0	0	0	1	0	14	0	22	0	
		I prefer not to respond	2	2	14	1	45	1	39	2	1	1	7	1	104	2	119	2	
		Total	123	100	1,036	100	3,373	100	2,147	100	105	100	717	100	6,198	100	4,869	100	
30. Enter your year of birth (e.g., 1994):	agecat	19 or younger	115	95	927	75	3,069	90	1,991	91	1	1	4	1	20	0	26	0	
		(Recorded from the information entered in birthyear.)	20-23	5	4	49	10	185	7	106	7	91	87	502	59	3,397	50	2,772	53
		24-29	0	0	16	4	45	2	17	1	7	6	145	22	1,043	19	1,088	24	
		30-39	1	1	14	3	25	1	12	1	2	2	47	12	799	15	546	13	
		40-55	0	0	22	8	26	1	8	0	2	2	16	5	760	14	326	8	
		Over 55	0	0	2	1	3	0	0	0	2	2	3	1	138	3	56	1	
		Total	121	100	1,030	100	3,353	100	2,134	100	105	100	717	100	6,157	100	4,814	100	

NSSE 2015 Respondent Profile

University of Puerto Rico-Rio Piedras Campus

Item wording or description	Variable name	Response options	First-Year Students								Seniors								
			UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
31a. Are you an international student? International student country of citizenship, collapsed into regions by NSSE. Responses to <i>country</i> are in the data file. U.S. (domestic) students did not receive this question.	internat	No	122	99	964	96	3,130	93	2,033	94	103	98	685	97	5,918	96	4,571	93	
		Yes	1	1	50	4	229	7	98	6	2	2	27	3	236	4	265	7	
		Total	123	100	1,014	100	3,359	100	2,131	100	105	100	712	100	6,154	100	4,836	100	
		countrycol	Africa Sub-Saharan	0	0	0	0	12	11	7	13	0	0	0	0	19	15	5	3
		(<i>Recoded from country.</i>)	Asia	0	0	0	0	83	62	32	56	0	0	0	0	79	51	71	46
			Canada	0	0	0	0	3	2	3	4	0	0	0	0	6	3	9	3
			Europe	0	0	0	0	14	9	6	9	0	0	0	0	17	9	40	29
			Latin America and Caribbean	1	100	3	100	15	10	4	6	2	100	1	100	20	14	21	14
			Middle East and North Africa	0	0	0	0	11	7	4	7	0	0	0	0	13	7	4	2
			Oceania	0	0	0	0	0	0	4	5	0	0	0	0	2	1	7	3
			Unknown region/uncoded	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
			Total	1	100	3	100	138	100	60	100	2	100	1	100	156	100	157	100
	32. What is your racial or ethnic identification? (Select all that apply.)	re_amind	American Indian or Alaska Native	0	0	4	1	71	2	23	1	1	1	3	0	99	2	93	2
re_asian		Asian	0	0	7	1	452	13	638	27	1	1	1	0	626	10	1,321	25	
re_black		Black or African American	7	6	23	2	495	15	189	8	7	7	14	2	942	15	432	10	
re_latino		Hispanic or Latino	112	90	919	90	327	10	331	17	93	88	653	91	556	9	601	14	
re_pacific		Native Hawaiian or Other Pacific Islander	0	0	1	0	26	1	81	3	0	0	0	0	43	1	241	4	
re_white		White	15	13	132	12	2,116	62	1,055	47	9	9	89	13	3,861	61	2,511	50	
re_other		Other	1	1	24	2	97	3	96	6	3	3	13	1	189	3	170	4	
re_pnr		I prefer not to respond	3	3	53	4	114	3	96	5	7	7	19	2	298	5	283	6	
Racial or ethnic identification		re_all	American Indian or Alaska Native	0	0	1	0	11	0	3	0	0	0	0	0	16	0	9	0
		(<i>Recoded from</i>	Asian	0	0	3	0	377	11	488	22	0	0	0	0	539	9	1,005	20
	re_amind	Black or African American	3	3	3	0	409	13	123	6	0	0	3	0	849	14	338	8	
	through	Hispanic or Latino	97	77	811	81	218	7	232	12	80	75	593	84	422	7	432	11	
	re_pnr	Native Hawaiian/Other Pac. Islander	0	0	0	0	7	0	16	1	0	0	0	0	17	0	70	1	
	where each student is represented	White	4	4	40	4	1,885	55	848	39	4	4	35	6	3,569	56	2,068	42	
	only once.)	Other	1	1	14	1	64	2	58	4	1	1	9	1	135	2	94	2	
		Multiracial	15	13	109	10	285	8	280	11	13	14	60	7	361	6	574	10	
		I prefer not to respond	3	3	53	4	114	3	96	5	7	7	19	2	298	5	283	6	
	Total	123	100	1,034	100	3,370	100	2,144	100	105	100	719	100	6,206	100	4,873	100		
33. Are you a member of a social fraternity or sorority?	greek	No	121	98	982	96	2,837	84	1,940	92	98	92	664	93	5,312	87	4,456	92	
		Yes	3	2	45	4	532	16	195	8	8	8	52	7	872	13	402	8	
		Total	124	100	1,027	100	3,369	100	2,135	100	106	100	716	100	6,184	100	4,858	100	

NSSE 2015 Respondent Profile

University of Puerto Rico-Rio Piedras Campus

Item wording or description	Variable name	Response options	First-Year Students								Seniors							
			UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
34. Which of the following best describes where you are living while attending college?	living	Dormitory or other campus housing (not fraternity or sorority house)	11	9	22	3	2,269	64	987	42	10	9	16	2	558	8	400	7
		Fraternity or sorority house	0	0	1	0	19	1	4	0	0	0	0	0	123	2	15	0
		Residence (house, apartment, etc.) within walking distance to the institution	17	14	374	29	215	7	138	8	22	22	249	28	1,290	19	835	16
		Residence (house, apartment, etc.) farther than walking distance to the institution	89	72	585	63	764	25	929	46	72	67	439	66	3,851	65	3,442	74
		None of the above	6	6	42	6	95	3	83	4	2	2	17	4	372	7	171	4
		Total	123	100	1,024	100	3,362	100	2,141	100	106	100	721	100	6,194	100	4,863	100
35. Are you a student-athlete on a team sponsored by your institution's athletics department?	athlete	No	113	94	974	96	3,168	95	2,049	97	103	97	686	96	5,990	98	4,743	98
		Yes	8	6	50	4	190	5	81	3	3	3	29	4	156	2	97	2
		Total	121	100	1,024	100	3,358	100	2,130	100	106	100	715	100	6,146	100	4,840	100
36. Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard?	veteran	No	121	99	1,019	97	3,299	98	2,107	99	104	100	690	95	5,847	94	4,620	95
		Yes	1	1	13	3	41	2	20	1	0	0	25	5	313	6	216	5
		Total	122	100	1,032	100	3,340	100	2,127	100	104	100	715	100	6,160	100	4,836	100
37a. Have you been diagnosed with any disability or impairment?	disability	No	111	89	895	85	2,978	88	1,945	90	96	90	616	86	5,478	88	4,313	89
		Yes	7	6	87	11	249	8	140	7	1	1	70	10	514	8	378	8
		I prefer not to respond	6	5	52	4	134	4	62	3	9	9	28	4	205	3	172	4
		Total	124	100	1,034	100	3,361	100	2,147	100	106	100	714	100	6,197	100	4,863	100
b. [If answered "yes"] Which of the following has been diagnosed? (Select all that apply.)	dis_sense	A sensory impairment (vision or hearing)	1	18	23	19	30	13	17	12	0	0	20	23	59	12	45	11
	dis_mobility	A mobility impairment	1	13	16	20	14	6	10	6	0	0	12	17	72	15	49	14
	dis_learning	A learning disability (e.g., ADHD, dyslexia)	1	13	21	39	139	59	58	41	0	0	22	44	233	44	176	48
	dis_mental	A mental health disorder	2	25	11	16	73	27	49	39	0	0	13	26	138	26	104	28
	dis_other	A disability or impairment not listed above	4	56	32	28	43	18	34	24	1	100	25	34	118	25	76	20
	Disability or impairment	disability_all	A sensory impairment	1	1	17	2	20	1	13	1	0	0	10	1	31	1	31
(Recorded from disability and		A mobility impairment	0	0	12	2	8	0	6	0	0	0	5	0	49	1	30	1
dis_sense		A learning disability	0	0	13	3	103	3	41	2	0	0	13	2	172	3	132	3
through		A mental health disorder	0	0	6	1	42	1	35	2	0	0	7	1	81	1	65	1
dis_other		A disability or impairment not listed	4	3	24	2	30	1	25	1	1	1	16	2	86	1	49	1
where each student is represented only once.)		More than one disability or impairment	2	1	14	2	43	1	20	1	0	0	18	3	94	2	67	1
		No disability or impairment	111	89	895	85	2,978	88	1,945	90	96	90	616	86	5,478	88	4,313	89
	Prefer not to respond	6	5	52	4	134	4	62	3	9	9	28	4	205	3	172	4	
	Total	124	100	1,033	100	3,358	100	2,147	100	106	100	713	100	6,196	100	4,859	100	

NSSE 2015 Respondent Profile

University of Puerto Rico-Rio Piedras Campus

			First-Year Students						Seniors									
Item wording or description	Variable name	Response options	UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale		UPR-Rio Piedras		Puerto Rico		Prior-Year Comparable		Enroll, Size & Locale	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
38. Which of the following best describes your sexual orientation?	sexorient14	Heterosexual	--	--	0	0	1,868	87	1,183	85	--	--	0	0	2,819	86	2,642	82
		Gay	--	--	0	0	31	2	15	1	--	--	0	0	54	2	79	3
		Lesbian	--	--	0	0	13	0	5	0	--	--	0	0	30	1	27	1
		Bisexual	--	--	0	0	73	3	42	3	--	--	0	0	78	2	89	2
		Another sexual orientation	--	--	0	0	31	1	19	1	--	--	0	0	38	1	32	1
		Questioning or unsure	--	--	0	0	43	2	26	2	--	--	0	0	27	1	38	1
		I prefer not to respond	--	--	0	0	118	5	102	7	--	--	0	0	236	7	307	10
		Total	--	--	0	0	2,177	100	1,392	100	--	--	0	0	3,282	100	3,214	100
Institution-reported information																		
(Variables provided by your institution in your NSSE population file.)																		
Institution-reported sex	IRsex	Female	100	58	891	55	3,004	54	1,859	54	94	67	624	60	5,323	59	3,677	54
		Male	49	42	529	45	1,642	46	986	46	35	33	318	40	2,742	41	2,412	46
		Total	149	100	1,420	100	4,646	100	2,845	100	129	100	942	100	8,065	100	6,089	100
Institution-reported race or ethnicity	IRrace	American Indian or Alaska Native	0	0	0	0	10	0	2	0	0	0	0	0	22	0	12	0
		Asian	0	0	0	0	201	6	513	19	0	0	0	0	368	6	1,033	18
		Black or African American	0	0	1	0	537	15	198	8	1	1	0	0	1,172	18	410	8
		Hispanic or Latino	131	88	517	98	289	9	352	16	100	78	222	97	623	10	526	11
		Native Hawaiian/Other Pac. Islander	0	0	0	0	1	0	74	2	0	0	0	0	8	0	217	3
		White	2	2	2	0	2,218	60	1,143	48	0	0	0	0	4,045	59	2,509	49
		Other	0	0	0	0	0	0	13	1	0	0	0	0	0	0	1	0
		Foreign or nonresident alien	0	0	0	0	203	6	50	3	0	0	0	0	184	3	114	2
		Two or more races/ethnicities	2	1	2	0	129	4	137	4	0	0	0	0	159	2	328	5
		Unknown	14	9	16	1	38	1	10	1	28	21	13	3	100	1	83	2
		Total	149	100	538	100	3,626	100	2,492	100	129	100	235	100	6,681	100	5,233	100
Institution-reported class level	IRclass	Freshman/First-Year	149	100	1,420	100	4,646	100	2,845	100	0	0	0	0	0	0	0	0
		Sophomore	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Junior	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Senior	0	0	0	0	0	0	0	0	129	100	942	100	8,065	100	6,089	100
		Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Total	149	100	1,420	100	4,646	100	2,845	100	129	100	942	100	8,065	100	6,089	100
Institution-reported first-time first-year (FTFY) status	IRftfy	No	12	9	252	35	441	12	267	13	129	100	942	100	7,952	99	6,089	100
		Yes	137	91	1,168	65	4,205	88	2,578	87	0	0	0	0	113	1	0	0
		Total	149	100	1,420	100	4,646	100	2,845	100	129	100	942	100	8,065	100	6,089	100
Institution-reported enrollment status	IRenrollment	Not full-time	1	1	46	9	162	6	69	3	21	15	126	26	1,301	21	1,437	28
		Full-time	148	99	1,374	91	4,484	94	2,776	97	108	85	816	74	6,764	79	4,652	72
		Total	149	100	1,420	100	4,646	100	2,845	100	129	100	942	100	8,065	100	6,089	100



NSSE 2015

Selected Comparison Groups

University of Puerto Rico-Rio Piedras Campus

Customized 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 the "Report 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 2014 and 2015 NSSE participants, (b) composing the group by selecting institutional characteristics, or (c) a combination of these. Institutions that choose not to customize receive default groups^a that provide relevant comparisons for most institutions.

Institutions that appended additional question sets in the form of topical modules or through consortium participation were also invited to customize comparison groups for the corresponding reports by choosing from the institutions where the question sets were administered. The default for these groups is all other 2014 (if applicable) and 2015 institutions where the questions were included. Please note: Comparison groups for additional question sets (topical modules and consortium questions) are documented within 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 "GLC Peers," "Private Master's S," and "NSSE 2014 & 2015."

Your Students' Responses
Comparison Group 1
Comparison Group 2
Comparison Group 3

Frequency Distributions

Item wording or description	Variable name ^c	Values ^d	Response options	NSSEville State		GLC Peers		Private Master's S		NSSE 2014 & 2015	
				Count	%	Count	%	Count	%	Count	%
1. During the current school year, about how often have you done the following?											
a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	45	4	1,462	5	86	5	3,978	3
		2	Sometimes	450	37	13,011	37	6,910	40	43,752	33
		3	Often	428	34	11,311	34	5,911	34	47,737	35
		4	Very often	307	25	7,173	22	3,759	21	39,041	28
			Total	1,230	100	33,087	100	17,396	100	134,508	100

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 2014 participants are identified with an asterisk.

Comparison Group 1: GLC Peers

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

Date submitted	6/26/15
How was this comparison group constructed?	Your institution retained the default comparison group (region and sector). Your default group is: Region (Gr Lakes); Sector (Priv)
Group description	Our institution is satisfied with the default comparison for this group.

GLC Peers (N=106)

Adrian College (Adrian, MI)	Franciscan University of Steubenville (Steubenville, OH)
Albion College (Albion, MI)	Franklin College (Franklin, IN)
Alma College (Alma, MI)	Franklin University (Columbus, OH)
Alverno College (Milwaukee, WI)	Goshen College (Goshen, IN)
American InterContinental University Online (Hoffman Estates, IL)	Grace College and Theological Seminary (Winona Lake, IN)
Anderson University (Anderson, IN)	Greenville College (Greenville, IL)
Andrews University (Berrien Springs, MI)	Hanover College (Hanover, IN)
Aquinas College (Grand Rapids, MI)	Hiram College (Hiram, OH)

a. The default groups are:

- Comparison Group 1: For institutions not in a NSSE consortium, this group contains 2014 and 2015 NSSE institutions in the same geographic region and sector (public/private). For consortium institutions, it contains results for the other 2014 (if applicable) and 2015 consortium members.
- Comparison Group 2: All other 2014 and 2015 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 2014 and 2015 U.S. NSSE institutions (2014 and 2015 Canadian participants are also included in this group for Canadian institutions).

Comparison Group 1: Puerto Rico

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

Date submitted	6/26/15
How was this comparison group constructed?	Your institution customized this comparison group by selecting from the list of all 2014 and 2015 NSSE participants.
Group description	Institutions in Puerto Rico. NSSE NOTE: As requested through your project service team, this group contains the custom list of institutions you submitted after the Report Form closed.

Puerto Rico (N=5)

- Inter American University of Puerto Rico-Metro (San Juan, PR)
- Inter American University of Puerto Rico-Ponce Campus (Mercedita, PR)
- University of Puerto Rico in Ponce (Ponce, PR)*
- University of Puerto Rico-Mayaguez (Mayaguez, PR)*
- University of Sacred Heart (Santurce, PR)*

Comparison Group 2: Prior-Year Comparable

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

Date submitted	6/26/15
How was this comparison group constructed?	Your institution customized this comparison group by selecting from the list of all 2014 and 2015 NSSE participants.
Group description	Comparable institutions from previous years (2009). NSSE NOTE: As requested through your project service team, this group contains the custom list of institutions you submitted after the Report Form closed.

Prior-Year Comparable (N=10)

Catholic University of America, The (Washington, DC)
 Clark University (Worcester, MA)*
 George Mason University (Fairfax, VA)
 Syracuse University (Syracuse, NY)
 University of Alabama at Birmingham (Birmingham, AL)*
 University of Denver (Denver, CO)*
 University of Memphis (Memphis, TN)*
 University of Mississippi (University, MS)*
 University of Texas at Arlington, The (Arlington, TX)
 University of Toledo (Toledo, OH)

*2014 participant

Comparison Group 3: Enroll, Size & Locale

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

Date submitted	6/26/15
How was this comparison group constructed?	Your institution customized this comparison group by selecting from the list of all 2014 and 2015 NSSE participants.
Group description	Institutions sharing undergraduate enrollment, size and locale. NSSE NOTE: As requested through your project service team, this group contains the custom list of institutions you submitted after the Report Form closed.

Enroll, Size & Locale (N=8)

CUNY Bernard M Baruch College (New York, NY)
 CUNY Hunter College (New York, NY)*
 CUNY Queens College (Flushing, NY)*
 DePaul University (Chicago, IL)
 University of Hawai'i at Manoa (Honolulu, HI)
 University of Illinois at Chicago (Chicago, IL)
 University of Louisville (Louisville, KY)
 University of North Florida (Jacksonville, FL)*

NSSE 2015

Senior Transitions: Open-Ended Responses

University of Puerto Rico-Rio Piedras Campus

The final question of the Senior Transitions module asked students to respond to the following question in an open text box:

"Is there anything your institution could have done better to prepare you for your career or further education? Please describe. "

Important:

- Confidential student responses to this question appear on the following pages. Because open-ended responses are confidential, student identifiers are not given in this report but are provided in a separate SPSS data file. For this reason, please use discretion when using, storing, and disseminating the SPSS file.
- **These open-ended responses appear exactly as the students entered them and may not be suitable for distribution without prior review. Faculty members, administrators, or other students may be mentioned by name, and responses were not edited for grammar, offensive language, excessive length, or otherwise questionable content.**
- Open-ended responses are sorted by class, enrollment status, and sex. Information for these variables was provided by your institution.

NSSE 2015 Senior Transitions

Open-Ended Responses

University of Puerto Rico-Rio Piedras Campus

Class	Enrollment	Sex	Open-Ended Response
Senior	Full-time	Female	Lo único que puedo mencionar, son las facilidades tecnológicas y el uso de impresoras, que mayormente están dañadas o le hace falta tinta y no podemos imprimir nuestros trabajos.
Senior	Full-time	Female	Considero, que a pesar de se una institución muy reconocida y que reta al estudiantes estos deberían mejorar su relaciones con los estudiantes. Ademas, deberían de orientar mejor a los estudiantes, hacer asesorías individuales desde el primer año, no cuando uno este en tercer o cuarto año y ya aprendi cometiendo los errores que pudieron evitarse desde un comienzo. Por otro lado, los empleados deberían de no estar tan molestos al uno tener duda porque es parte de su trabajo el entender que al uno comenzar en una universidad es un mundo nuevo, para uno. Asimismo, considero que deberían de mejorar el cupo en las clases y ser un poco mas flexibles con esto, ya que uno se tarda mas en terminar sus estudios a causa de que no hay clases disponibles.
Senior	Full-time	Female	Tener más secciones de clases abiertas para estudiantes de otras facultades. Por ejemplo, si mi concentración es Biología, poder tomar clases de Educación o Ciencias Sociales.
Senior	Full-time	Female	Ofrecer mayor flexibilidad en cuanto a las electivas.
Senior	Full-time	Female	Al ser estudiante de Administración de Empresas, puede señalar que falta incorporar la tecnología al salón de clases utilizando plataformas y programas como Excel o Bloomberg. Además, es clave que se tomen cursos medulares en todas las áreas de la Administración de Empresas, es decir, hay estudiantes que jamás pasan por una clase de Gerencia de Recursos Humanos porque es una electiva, sin embargo, es un material que en la clase de Gerencia Estratégica se evalúa y no todos tienen el conocimiento y las destrezas para pasar esta parte del curso. Por último, se deben abrir oportunidades de investigación subgraduada a los estudiantes, ya que hay muchos profesores en la Facultad que están abiertos a esta posibilidad, pero al carecer de un foro o curso que lo fomente, no se lleva a cabo.
Senior	Full-time	Female	Mucho del profesorado nunca ha tomado una clase de evaluacion de aprendizaje y entiendo debe exigirsele. Esta es una herramienta que todo educador no importa el grado debe conocer. Tambien entiendo que debe promoverse actividades en donde los alumnos pongan en practica lo que estan estudiando desde su primer año y no tener que esperar hasta dos años luego cuando al fin pueden hacer una practica para realizar que eso no es lo que deberian estar estudiando y sentirse que perdieron su tiempo.
Senior	Full-time	Female	Sería preferible que hubiese una concentración en un idioma asiático como el chino, japonés o coreano ya que mi interés es ser profesora de estas lenguas. También sería fenomenal si tuviesen prácticas de situaciones laborales y/o más internados y oportunidades de estudio y trabajo o jornal.
Senior	Full-time	Female	Extender algunos cursos por mas tiempo (en vez de un año serian dos)
Senior	Full-time	Female	Crear una asociación en la cual el estudiante pueda desarrollar y poner en práctica (constantemente) sus conocimientos.
Senior	Full-time	Female	Hacer como una feria de empleos en la que los estudiantes que esten cerca a graduarse tengan una idea sobre las ofertas.
Senior	Full-time	Female	Enseñar a llenar un PEI correctamente. Se le da poco énfasis a este.
Senior	Full-time	Female	Mejorar orientacion de estudiantes. Mayor publicacion de eventos y oportunidades de crecimiento academico y personal.
Senior	Full-time	Female	-proveer mejores sitios de estudio Ej. bibliotecas mejores preparadas y con un horario mas amplio -proveer un mejor sistema de matricula -proveer un personal que asiste al estudiante en vez de estar perdiendo el tiempo -proveer mas clases, mas cupos, mas salones, mas laboratorios -proveer mas estacionamiento para los estudiantes -proveer un MEJOR ambiente para el estudiantado, quitar los edificios abandonados y llenos de asbesto y animales
Senior	Full-time	Female	Deben ofrecer talleres de cómo llevar a cabo una investigación y talleres para entrar a Escuela Graduada
Senior	Full-time	Female	Realmente la institución influyo mucho ya que me brindo las herramientas necesarias para llegar hasta mi 4to a-o de bachillerato. En lo único que difiero es que cuando somos estudiantes de traslado nos exigen cursos que en la Universidad a la que vamos no teníamos que tomar, y el estudiante se atrasa un poco.

NSSE 2015 Senior Transitions

Open-Ended Responses

University of Puerto Rico-Rio Piedras Campus

Class	Enrollment	Sex	Open-Ended Response
Senior	Full-time	Female	Desearía que mis institución le diera a los estudiantes de la facultad de Educación oportunidades de viajes estudiantiles, ya que casi nunca he escuchado de oportunidades de viaje para estudiantes de educación. Y que mejor forma de preparar a futuros maestros que mandarlos al extranjero para aprender sobre el sistema educativo de otros países, y luego aplicarlo al nuestro para mejorar nuestra educación.
Senior	Full-time	Female	Mejorar la manera en que se evalúa al estudiante, la cual se enfoca en que el estudiante que mejor memoria tenga es el mejor que sale. No ven otras áreas en la cual el estudiante es bueno.
Senior	Full-time	Female	Considero que la institución pudo haber manejado de manera más justa la situación de cierre de secciones en todas las facultades. Muchos estudiantes nos afectamos por dicha situación. De igual forma, la realidad de la contratación por un periodo de tiempo de profesores y profesoras extraordinarios pone en detrimento la educación de nosotros los estudiantes universitarios, debido a que no les aseguras su puesto de trabajo y se pierde un excelente recurso tanto para los estudiantes como para la institución.
Senior	Full-time	Female	Al ser de la facultad de humanidades no había mucha orientación sobre internados o investigaciones fuera de PR que me fueran de uso. Los 3 internados que complete durante mi bachillerato los conseguí yo y cuando pedía ayuda de la universidad estos no sabían como proceder.
Senior	Full-time	Female	- Incluir más práctica en cada una de las concentraciones, o exigir hacer práctica en cada currículo. - Tener disponible personal conocedor sobre los programas de computadora que están disponibles en la facultad.
Senior	Full-time	Female	Otorgar áreas de talleres a estudiantes de Bellas Artes es esencial para el desarrollo de los artistas. La facultad no tiene lugar para los estudiantes que necesitan hacer trabajo fuera de la casa.
Senior	Full-time	Female	Ofrecer cursos introductorios para cada una de las diferentes concentraciones. De esta forma el estudiante estará más seguro a la hora de decidir si la carrera profesional seleccionada es la que verdaderamente lo ayuda a cumplir sus metas.
Senior	Full-time	Female	Mejorar la asesoría académica.
Senior	Full-time	Female	TENER MAS DE UN ASESOR ACADEMICO POR DEPARTAMENTO ES NECESARIO TENER UN METODO DE EVALUACION DE PROFESORES Y CONTRATAR PROFESORES JOVENES AL DIA CON LA TECNOLOGIA. UN PROFESOR CON LIBERTAD DE CATEDRA TIENE MAS PODER QUE EL MISMO DIRECTOR DE SU DEPARTAMENTO LO CUAL MUCHA VECES LLEVA A QUE ESTOS PROFESORES FALTEN A SUS CLASES Y FALTEN EL RESPETO A SUS ESTUDIANTES Y COMO ESTUDIANTE NO PUEDA ALEGAR ABSOLUTAMENTE PORQUE LA LIBERTAD DE CATEDRA LO PROTEGE.
Senior	Full-time	Female	Exponer más las oportunidades de internado de verano
Senior	Full-time	Female	El que puedan orientar más a sus estudiantes en términos de la importancia que tiene el participar de internados de investigación y actividades extra-curriculares para el desarrollo académico del estudiante.
Senior	Full-time	Female	No
Senior	Full-time	Female	Se sabe que la mayoría de los estudiantes en la concentración de biología desean convertirse en profesionales de la salud, sin embargo no hay un plan o una estructura dirigida para estos estudiantes. Mi institución pudo haber ofrecido un programa de biología más dinámico integrando aspectos sociales, no solo científicos. Las opciones y oportunidades de actividades relacionadas en el campo de la medicina deberían estar disponibles, pero principalmente accesibles al estudiante. Puede que exista la oportunidad, pero no se conoce. Necesita mejor comunicación con sus estudiantes.
Senior	Full-time	Male	Deberían informar más a los estudiantes de primer año para que estos sean capaces de aprovechar los recursos que ofrece la Universidad. Muchos desconocemos las políticas y procedimientos administrativos, por lo cual sería genial que ofrecieran este tipo de información de antemano.
Senior	Full-time	Male	Pudieron haber sacado un presupuesto para que los estudiantes de educación en ciencias secundaria pudieran tomar un curso, aparte del EDPE que se toma solo un semestre, en el cual pudieran practicar más la elaboración de planes y actividades para fomentar el inquirir. Esta clase pudiera ser electiva para los estudiantes de Naturales que deseen, en un futuro, certificarse también como maestros.

NSSE 2015 Senior Transitions

Open-Ended Responses

University of Puerto Rico-Rio Piedras Campus

Class	Enrollment	Sex	Open-Ended Response
Senior	Full-time	Male	Hacer una asesoría compulsoria anual
Senior	Full-time	Male	<p>1. Comprender que el departamento de Música (que es mi area de concentración en la facultad de Humanidades) requiere unas atenciones diferentes o especiales específicamente en el area de acreditación. Uno se encuentra cogiendo demasiadas clases, que requieren mucho estudio y dedicación, en un solo semestre para alcanzar apenas los 12 creditos. De este modo el desempeño académico se ve afectado.</p> <p>2. Hacer evaluaciones rigurosas sobre los profesores que tienen permanencia.</p>
Senior	Full-time	Male	Mejores servicios en el área administrativa. Menos burocracia y más transparencia, rapidez y disponibilidad.
Senior	Full-time	Male	<p>Orientaciones y talleres con profesionales del área de estudio para confirmar que lo que estoy estudiando es lo que quiero hacer en un futuro.</p> <p>Proponer más actividades e internados en la área de comunicación y humanidades para el desarrollo como estudiante y profesional.</p> <p>Tener más información sobre posibles empleos y prácticas para en verano tener la oportunidad de trabajar en lo que ya hemos aprendido.</p>
Senior	Full-time	Male	Pudo haber tenido mejor administracion de bienes economicos (mejor mayordomia). Favoreciendo las necesidades reales del estudiante academicas y economicas, sin priorizar un capitalismo academico.
Senior	Full-time	Male	Me parece que si. Es espeacial en establecer relaciones con la comunidad cercana a la universidad, la cual es inexistente. Ademas, creo que deben de preparar mejor a los estudiantes en el area de la investigacion a nivel subgraduao.
Senior	Full-time	Male	El programa de Antropología tiene muy pocos profesores (casi solamente uno por especialidad ej. antropología lingüística o antropología física) y muchos cursos mencionados en la secuencia curricular sugerida ya no se ofrecen debido a falta de profesores.
Senior	Full-time	Male	Un mejor trato en las oficinas administrativas. No en todo momento, peor han habido muchísimas veces que le hacen la vida a uno imposible y no están ahí para ayudar a uno.
Senior	Full-time	Male	La Universidad de Puerto Rico de Río Piedras ofrece muchas orientaciones en los primeros dos años con invitaciones a eventos y conferencias. Mi problema es que comencé a estudiar algo que dejó de motivarme. Y ahora está el riesgo de cambiarme o terminar el bachillerato y comenzar una maestría en lo que me gusta que es el arte y la historia.
Senior	Full-time	Male	Más práctica y menos teorías para enseñar.
Senior	Full-time	Male	En teatro, debería haber un curso dedicado a la actuación profesional. Un problema constante en Drama es que los estudiantes se graduan y muchos de ellos no saben como funciona a nivel profesional (preparar un resume, preparar una audicion para los diferentes medios, como venderse ellos mismos, como conseguir los trabajos. etc.) Lo mismo aplica a las areas técnicas del mismo.
Senior	Full-time	Male	Una mejor administración del sistema público.
Senior	Full-time	Male	<p>Ofrecer una mayor variedad de oportunidades preparatorias para estudiantes subgraduados que desean continuar carreras relacionadas a la salud, tales como internados, trabajos, u oportunidades de servicio comunitario en hospitales o clínicas.</p> <p>Además, establecer proyectos de investigación (o tesis) como requisito de graduación en los bachilleratos de la Facultad de Ciencias Naturales, con tal de promover la investigación y el pensamiento analítico en los estudiantes que van a seguir carreras profesionales o estudios posteriores al bachillerato.</p>
Senior	Not full-time	Female	Definitivamente, por ejemplo un mejor trato al estudiantado de parte de la administracion , mas cursor, cursos diferentes. Profesor mas activos mejor informacion y propanganda de eventos una mejor preparacion hacia el mundo laboral.
Senior	Not full-time	Female	Tener alguna entrevista requerida por el asesor academico para aclarar o recomendar como desarrollarse dentro de la universidad en puestos de liderazgo dentro de las organizaciones estudiantiles. Esto como forma de lograr futuro trabajo y experiencias de internado.
Senior	Not full-time	Female	Dar mas talleres a estudiantes resagados, o con problemas de distracción o retentiva

NSSE 2015 Senior Transitions

Open-Ended Responses

University of Puerto Rico-Rio Piedras Campus

Class	Enrollment	Sex	Open-Ended Response
Senior	Not full-time	Female	Mi amada UPRRP tiene que apoyar más al estudiante nuevo; ofrecer más consejos y asesorías con relación al desarrollo y desempeño académico de cada estudiante. En mi caso, no puedo hacer este señalamiento porque me moví, busqué, indagué y bucé la información que necesitaba para adelantar mi progreso; aún así, con asesoría, me hubiera salvado de pasos innecesarios, pero la oficina siempre estaba abarrotada. Nosotras/os en la Facultad de Ciencias Sociales somos bendecidas/os porque contamos con un equipo de seres maravillosos en la Oficina de Asuntos Estudiantiles que francamente son admirables por la entrega y dedicación al estudiantado de esta facultad. Aprovecho esta oportunidad para destacar la labor de nuestro amado Eddie Cuadrado. ¡Aché, loas y vivas a Eddie! Pero, son muchas/os las/os estudiantes para un Eddie. Necesitamos clonar a Eddie para tener muchas/os más asesoras/es, y de esta calidad, para satisfacer las necesidades del mayor estudiantado del mundo. ¡Vaya si soy boricua, como hubiera dicho el Gabo!
Senior	Not full-time	Female	Más ayudas a las madres solteras que trabajan mientras estudian al mismo tiempo.
Senior	Not full-time	Female	Incluir un requisito de graduación que resultara en el conocimiento de trabajos disponibles relacionados con nuestro bachillerato. Estudios Prejuridicos.
Senior	Not full-time	Female	Hace falta mejor asesoría académica. Un estudiante no puede conseguir asesoría individual hasta per año de universidad. También, te atienden por 5 minutos y no les interesa tu progreso o planes futuros.
Senior	Not full-time	Male	ofrecer mas cursos relevantes.

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 first-year and senior students to assess their levels of engagement and related information about their experience at your institution.

Comparison Group
The comparison group featured in this report is
Puerto Rico
See your *Selected Comparison Groups* report for details.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2015 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

Engagement Indicators

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

Key:

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

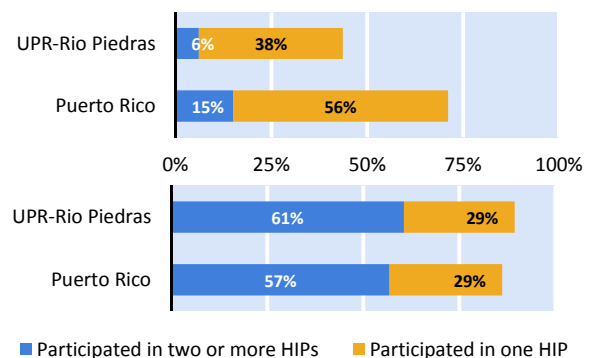
Theme	Engagement Indicator	Your students compared with Puerto Rico	
		First-year	Senior
Academic Challenge	Higher-Order Learning	--	--
	Reflective & Integrative Learning	--	△
	Learning Strategies	--	--
	Quantitative Reasoning	--	--
Learning with Peers	Collaborative Learning	--	--
	Discussions with Diverse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

High-Impact Practices

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

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

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

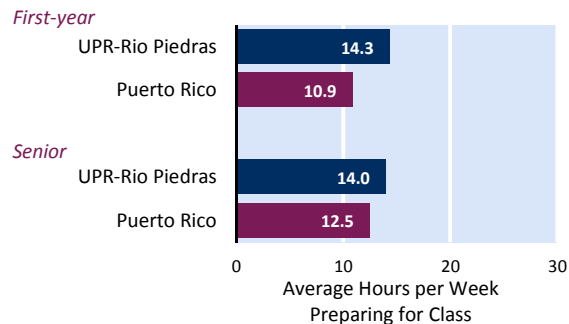


Academic Challenge: Additional Results

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

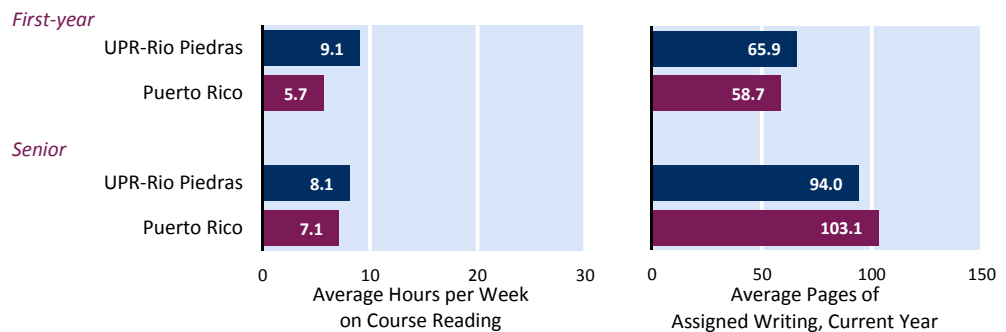
Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your first-year and senior students compared to students in your comparison group.



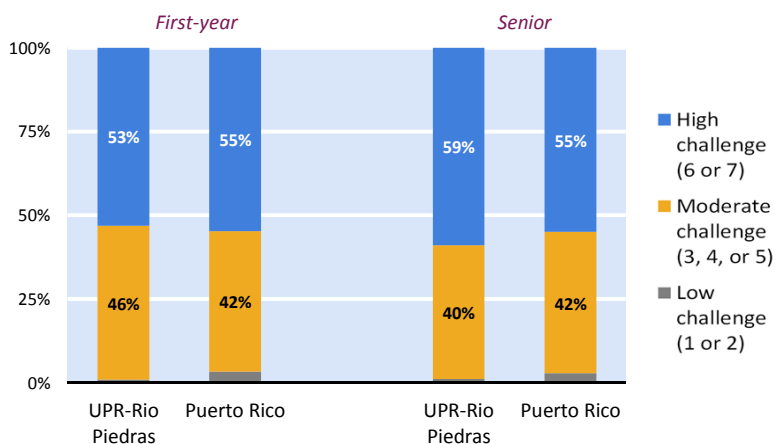
Reading and Writing

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.



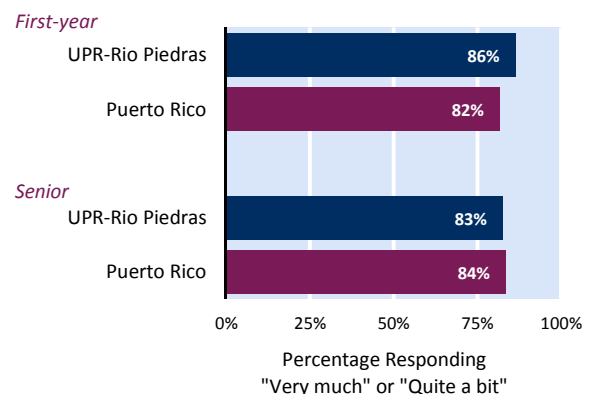
Challenging Students to Do Their Best Work

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 Engagement Indicators and High-Impact Practices. This section displays the five questions^a on which your first-year and senior 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.

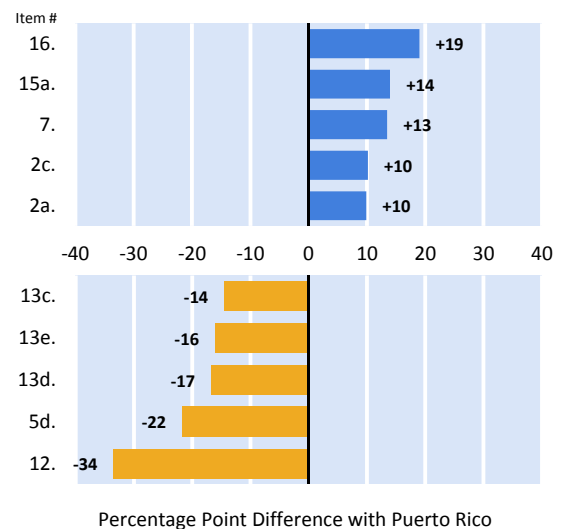
First-year

Highest Performing Relative to Puerto Rico

- Spent more than 10 hours per week on assigned reading^f
- Spent more than 15 hours per week preparing for class
- Assigned more than 50 pages of writing^g
- Included diverse perspectives (...) in course discussions or assignments^b (RI)
- Combined ideas from different courses when completing assignments^b (RI)

Lowest Performing Relative to Puerto Rico

- Quality of interactions with faculty^d (QI)
- Quality of interactions with other administrative staff and offices (...) (QI)
- Quality of interactions with student services staff (...) (QI)
- Instructors provided feedback on a draft or work in progress^e (ET)
- About how many courses have included a community-based project (service-learning)^e (HIP)



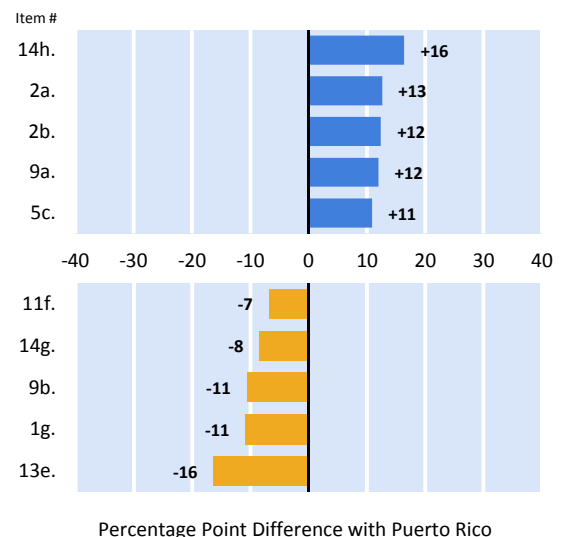
Senior

Highest Performing Relative to Puerto Rico

- Institution emphasis on attending campus activities and events (...) (SE)
- Combined ideas from different courses when completing assignments^b (RI)
- Connected your learning to societal problems or issues^b (RI)
- Identified key information from reading assignments^b (LS)
- Instructors used examples or illustrations to explain difficult points^e (ET)

Lowest Performing Relative to Puerto Rico

- Completed a culminating senior experience (...) (HIP)
- Institution emphasis on helping you manage your non-academic responsibilities (...) (SE)
- Reviewed your notes after class^b (LS)
- Prepared for exams by discussing or working through course material w/other students^b (CL)
- Quality of interactions with other administrative staff and offices (...) (QI)



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 included in your *Institutional Report* and available on the NSSE website.

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

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

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

e. Percentage reporting at least "Some."

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

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

How Students Assess Their Experience

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

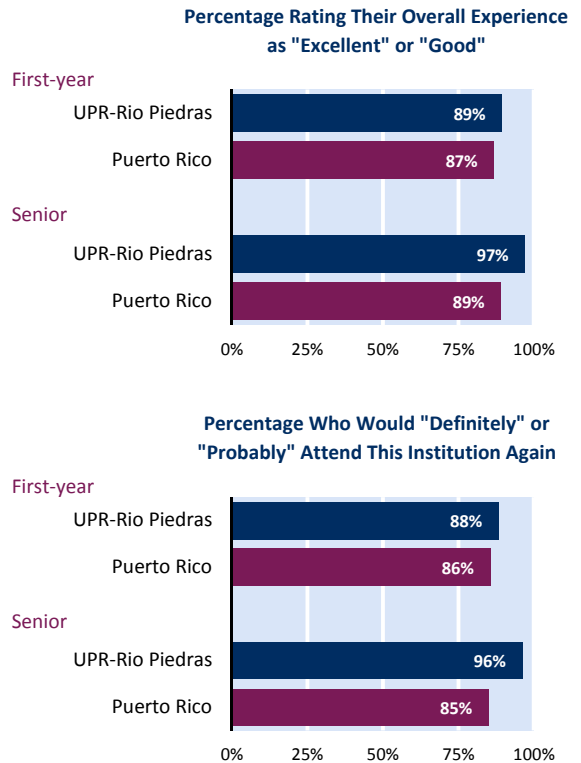
Perceived Gains Among Seniors

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

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	96%
Speaking clearly and effectively	89%
Being an informed and active citizen	88%
Writing clearly and effectively	85%
Working effectively with others	84%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	83%
Developing or clarifying a personal code of values and ethics	78%
Solving complex real-world problems	75%
Analyzing numerical and statistical information	71%
Acquiring job- or work-related knowledge and skills	58%

Satisfaction with UPR-Rio Piedras

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



Administration Details

Response Summary

	Count	Resp. rate	Female	Full-time
First-year	149	16%	67%	99%
Senior	129	16%	73%	84%

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

Additional Questions

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

Academic Advising

First-Year Experiences and Senior Transitions

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 1,500 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our website: nsse.indiana.edu

NSSE 2015

Student Comments

University of Puerto Rico-Rio Piedras Campus

The final page of the NSSE survey asked students to respond to the following question in an open text box:

"If you have any additional comments or feedback that you'd like to share on the quality of your educational experience, please type them below."

Important:

- Confidential student responses to this question appear on the following pages. Because student comments are confidential, student identifiers are not given in this report but are provided in a separate SPSS data file. For this reason, please use discretion when using, storing, and disseminating the SPSS file.
- **These comments appear exactly as the students entered them and may not be suitable for distribution without prior review. Faculty members, administrators, or other students may be mentioned by name, and comments were not edited for grammar, offensive language, excessive length, or otherwise questionable content.**
- Comments are sorted by class, enrollment status, and gender. Information for these variables was provided by your institution.

Class	Enrollment	Gender	Comments
First-year	Full-time	Female	Los consejeros académicos deben darle seguimiento a sus estudiantes de primer año sobre los ofrecimientos académicos, traslados, reclasificación, etc. La Oficina de Rehabilitación Vocacional del Recinto de Río Piedras, carece de Consejeros Académicos, hasta el momento nunca he recibido una Consejería. Todas mis gestiones las he hecho personalmente y con la ayuda de mi mamá que labora en el Recinto de Río Piedras. Mi experiencia educativa ha sido excelente hasta ahora, ya que estoy completamente enfocada en los estudios secundarios, graduados y postgraduados que deseo completar en mis años subsiguientes.
First-year	Full-time	Female	la universidad es de muy buena calidad. tiene que mejorar como cualquier otra institución. uno de los problemas lo son la falta de marease en laboratorios tanto en el departamento de Biología como en el de Química. los salones carecen de la cantidad necesaria de sillas. los profesores en ocasiones no distribuyen bien el poco tiempo que es brindado para cubrir múltiples capítulos para ser evaluados en el examen.
First-year	Full-time	Female	Soy creyente de que calidad no va relacionado con cantidad, esta institución reafirma eso. Nos enseñan temas útiles para nuestro uso, pero hay ciertas cosas que no creo importantes impartir. Además, para que un estudiante aprenda no es necesario los trabajos y exámenes exhaustivos. Llega un punto en que nuestros familiares se vuelven extraños por el poco tiempo que nos sobra para compartir con ellos. Mi queja sería esa, educación de calidad, no de cantidad.
First-year	Full-time	Female	Es un ambiente muy retante, el hecho de saber que otras instituciones estan practicamente regalando el mismo titulo con el que yo me graduo, cuando en la vida real el lugar donde me gradue o con el promedio que me gradue no importa. Decepciona que uno se faje perdiendo su juventud leyendo lecturas mas viejas que 1995 en muchas clases mientras otros estudiantes disfrutando su vida universitaria sacandole mas frutos quizas hasta en las organizaciones y familiares que uno mismo. Considero que nos deben exigir lo mismo a todos, que sea igual...un nivel intermedio donde no sea tan fuerte como en la upr ni tan facil como en las privadas. Agradesco que la upr tienen diariamente varias actividades y talleres corriendo a la vez, donde el estudiante conoce el mundo a pasos en su recinto. Es una experiencia que debe ser de disfrute para los universitario enamorandose de la universidad, no una de frustracion intentando sobrevivir cuando le dedicas mas de 30 horas en la semana a tan solo ponerte al dia con las clases y quizas ni da el tiempo porque te cansas de estudiar tanto, es hasta absurdo la gran cantidad que uno le dedica con tal de que no te bajen la nota y no ser un fracaso ante la mirada de tus profesores, amigos y familiares. No nos quiten la sonrisa con tanto peso como estudiantes, sabemos que el mundo laboral es fuerte, pero no es tan frustante como los cursos de la universidad exigen. Esa a sido mi experiencia como estudiante y apenas estamos empezando...no quiero terminar mi bachillerato cansada de leer, cuando leer es algo hermoso y los profesores hacen que uno lo odie de tan aburrido y exigente que lo hacen.
First-year	Full-time	Female	No se quien es mi asesor académico! Siempre que busco información nadie me puede decir quien es mi asesor ni quien me puede ayudar. Incluso me enviaron a DECODE a "asesoría academica" cuando lo que hay allí son psicólogos. Es muy frustrante no saber a quien preguntarle mis dudas y obtener información confiable. Necesito que informen mejor sobre los asesores académicos!
First-year	Full-time	Female	Yo me encuentro en la facultad de Ciencias Naturales. Entiendo que haya competencia y que haya mucha demanda por curso debido al gran ingreso que hay en la facultad. Sin embargo, el trato y la orientación de parte de los departamentos de la facultad de Ciencias Naturales es impersonal y no efectivo, y la mayoría de las veces tengo que preguntarle informacion a estudiantes que casi siempre no tienen la informacion completa. Esta dificultad me ha motivado a considerar trasladarme de esta universidad o recinto.
First-year	Full-time	Female	SOLICITO: MÁS SEGURIDAD. MANTENIMIENTO FACILIDADES DEL SALÓN Y BAÑOS.
First-year	Full-time	Female	No me gusta el hecho de que no anuncian las actividades que ocurren a diario en el recinto (conferencias, coro, etc.). Además, deberían contestar el teléfono cuando los estudiantes llamen para corroborar dudas para evitar caminar por todo el recinto buscando respuestas. Me encanta el ambiente. Aprecio mucho la oportunidad que me dieron al trabajar como jornal en una biblioteca. ¡Yo soy y siempre seré una Jerezana!
First-year	Full-time	Female	Plenso que deben instruir y orientar más a los estudiantes acerca de sus problemas y/o preguntas acerca de sus cursos y con sus progresos académicos.
First-year	Full-time	Female	Realmente no comprendi la pregunta sobre si era estudiante internacional, por tal razón respondi que no.

Class	Enrollment	Gender	Comments
First-year	Full-time	Female	<p>En mi experiencia academica como estudiante de primer año no ha sido tan mala. Pero pienso que hay profesores que deben buscar diferentes maneras de evaluar a un estudiante en clase y que la misma no sea solo por examines. Digo esto ya que me ha pasado en las mayorías de los cursos que he tomado el material dado en la clase el cual se ha discutido me lo sé de memoria y al llegar el examen noto que siempre la calificación no es la esperada. Por ejemplo yo tomé un examen hace unos días y yo llevaba estudiando para el mismo hace como unas tres semanas o un mes; entonces el día en que me entregan la calificación del mismo saque una calificación extremadamente baja a la que yo esperaba de mi examen ya que todo el material me lo sabía de memoria. Entonces pienso que los profesores deben tratar de evaluar a un estudiante no solo por su calificación en un examen sino también por otras areas como por ejemplo la entrega de algún trabajo ya sea ensayo o algún otro tipo de informe. Por que pienso que es injusto que yo que como estudiante me estudie todo lo dado y que obtenga una calificación de este tipo.</p>
First-year	Full-time	Female	<p>Todo en la institución es excelente, lo único que puedo señalar es la ausencia frecuente de los profesores.</p>
First-year	Full-time	Female	<p>Para hacer un itinerario de clases razonables hay que ir a demasiadas oficinas, las empleadas de este proceso son arrogantes. Cuando se tiene que hacer algún otro procedimiento institucional es una agonía!!! Hay que ir a varias oficinas para un mismo procedimiento y es cuando a ellos le dé la gana de hacerlo. Hay profesores que son excelentes pero hay profesores que simplemente NO SIRVEN, y si el estudiante se queja tienen al departamento al que pertenecen comproa. Después todo el personal de ese departamento te hace la vida imposible nada más por denunciar lo que está mal. En vez de ayudar al estudiante dan los trabajos 3 veces más complicados para lo que se discute en el salón de clases. Si no investigas por internet el material no pasas ni con D. Deberían de hacer esta encuesta pero individualmente a cada profesor</p>
First-year	Full-time	Female	<p>Deberían hacer un listado para los estudiantes de todas las oficinas que hay en la universidad y con sus extensiones ya que muchas veces uno tiene situaciones y se encuentra limitado por la falta de conocimiento de los servicios que ofrece la institución.</p>
First-year	Full-time	Female	<p>Mas lugares de comida. BK cansa despues de 3 semanas.</p>
First-year	Full-time	Female	<p>En cuanto a lo que he dialogado con mis amistades y companeros de clase he notado que la mayoría de ellos aún no saben lo que quieren estudiar. Tienen problemas para identificar su meta profesional (lo que quieren ser en el futuro) porque tienen una diversidad de gustos, intereses, pasiones y temas relacionados a una facultad o facultades distintas. Pienso que deben ofrecer información (oficinas o "web site") detallada de lugares donde se puede conseguir trabajo, con los instrumentos y herramientas con las que se trabaja u objetivos de cada grado (asociado, bachillerato...) que ofrecen las facultades en el Recinto. Así los estudiantes universitarios tendrán una mente más clara porque el conocimiento vendrá de buenas fuentes de información y no de lo que comentan las personas.</p> <p>En cuanto a mi experiencia educativa ha sido muy excelente tanto en mi vida personal y educativa he notado un crecimiento y desarrollo de madurez impresionante. Puedo atreverme a decir que he aprendido más en un semestre en la universidad que en mis años de educación de escuela elemental e intermedia. Todos los días que asisto a la universidad aprendo algo nuevo, pues es un mundo separado, o mas bien, encasillado en una burbuja de sabiduría.</p>
First-year	Full-time	Female	<p>Con respecto a las viviendas pienso que estan en deterioro y que necesitan ser modificadas, al igual que varios edificios en la universidad ya que existen muchos hongos etc que ponene en riesgo la salud de los profesores al igual que los estudiantes. Tambien pienso que se deberia informar a los estdiantes de Nuevo Ingreso las diferentes ayudas que uno puede recibir y donde (adicional a aquellas de asistencia economica, registrador y matricula). Por ultimo me he dado cuenta que cuando alguien necesita a veces buscar informacion acerca de algun proceso que tiene duda o no sabe como fucionar, la informacion via internet no esta actualizada para lo que uno necesita. De lo poco que llevo en esta institucion, por lo menos puedo decir que han mejorado el site de la upr, y que cuando pregunto por informacion la mayoría de las personas tratan a uno debidamente. Espero que sirva esta informacion, al igual que inesperadamente me ha ayudado a mi</p>
First-year	Full-time	Female	<p>deberían ofrecer asesorías académicas individuales a estudiantes de primer año ya que al ser nuevos a la institución no están todavía muy familiarizados en los cursos que deben coger al hacer la matricula y al entrar atrasados en algunos casos, que clases serian mejores adelantarlas en verano para resumir el año "on track".</p>

Class	Enrollment	Gender	Comments
First-year	Full-time	Female	Los exámenes departamentales no son objetivos
First-year	Full-time	Male	La educación es el arma más poderosa para la ignorancia es por eso que mi mayor sueño es ser un profesional y un ente de cambios para mi sociedad.
First-year	Full-time	Male	Considero que es una excelente institución sin embargo muchas veces pesa más ante el profesorado los estándares o los prejuicios de que "LA IUPI SIEMPRE TIENE QUE SER DIFÍCIL" que el mismo bienestar y aprendizaje de los estudiantes.
First-year	Full-time	Male	Mi único comentario es que muchos de los que trabajan en Registraduría y esas oficinas que se encuentran en Plaza Universitaria, las cuales atienden directamente al estudiantado, tratan a uno despectivamente y de manera descortés, inclusive contestando siempre "Yo no trabajo eso, tienes que ir a este sitio" y te siguen saltando de lugar en lugar. Falta de ganas de trabajar cuando hay personas que merecen más su lugar ya que necesitan el dinero. Exhono a los de Recaudaciones de este comentario porque a mi experiencia, ellos han trabajado bien. Segundo, los laboratorios de Química General, los coordinadores deberían ser más responsables. Eso es todo.
First-year	Full-time	Male	los profesores son de lo peor se burlan de ti y al mismo tiempo te hacen sentir mal es de lo peor y no hacen nada en la Universidad.
First-year	Full-time	Male	Algunas preguntas me limitaba a escoger solo una opción cuando necesitaba marcar más de una.
First-year	Full-time	Male	La educación "formal" sólo sirve para embrutecer a las masas y privarle de tiempo que bajo otras circunstancias podrían utilizar para reflexionar en tópicos de mayor importancia
First-year	Full-time	Male	Sugiero que comuniquen más e informen a los estudiantes sobre las organizaciones estudiantiles de la escuela.
First-year	Full-time	Male	Razonable.
First-year	Full-time	Male	Excelente institución. Me siento sumamente orgulloso de formar parte de ella. Sin embargo, hay profesores que según algunos estudiantes, no son del todo lo mejor. A parte de ello, considero que los cuerpos representativos estudiantiles se preocupen más de los alumnos, aún no he visto siquiera a mi representación de departamento.
First-year	Full-time	Male	Durante el año académico recibí ayuda de los consejeros pero siento no haber recibido apoyo de mis profesores. Trabajo más tiempo solo que con su ayuda.
First-year	Full-time	Male	Algunos profesores son algo insensibles y no tienen destrezas de enseñanza. No merecemos porque sean muy diestros, aplicados e inteligentes, queire decir que sean Buenos profesores. Llegan a frustrar al estudiante cuando en realidad ellos no saben transmitir sus conocimientos. No son pedagogos
First-year	Full-time	Male	Como cualquiera institución, la Universidad de Puerto Rico Recinto de Río Piedras necesita un plan de mejoramiento. Actualmente siendo estudiante de Ciencias Naturales., me gustaría ver una mejoría en los departamentos pertinentes. Considero que el estudiante es tratado como un número y no como una persona; en donde lo más importante es obtener una buena calificación y no aprender para servirle a la comunidad. Donde no somos parte de la solución, sino del problema por el cual parte de nuestra comunidad lucha para evitar. Tratando un tema más a fondo, considero que ciertos instructores no están capacitados para la labor que realizan. Ya que no por tener conocimiento del tema te da la habilidad de transmitirlo a los estudiantes. Esto ocurre con los instructores de los laboratorios, específicamente los de Biología 3101. A consecuencia de esta deficiencia de la Universidad, considero que mi progreso académico se ve directamente afectado y sobre todo mis calificaciones. Entre tanto, cabe destacar que se necesitan nuevos métodos para que los estudiantes se gradúen siendo personas y no máquinas.
Senior	Full-time	Female	La educación es excelente, los profesores son muy eficientes y su trabajo me ha hecho reaccionar no solamente en mi vida académica, pero en mi vida diaria. Estoy muy orgullosa de pronto graduarme de una institución con excelencia cómo lo es la UPR y todo su personal.
Senior	Full-time	Female	Mi experiencia como estudiante ha sido una llena de retos, de crecimiento tanto personal como académico y profesional. En cuanto a los profesores encuentro que están muy bien preparados en las áreas de especialidad tanto así que a la hora de enseñar, se hace comprensible entender el material. Por otro lado, el área administrativa presenta algunos problemas a la hora de entender las necesidades de los estudiantes lo que propicia fricción y mala comunicación con los estudiantes.

Class	Enrollment	Gender	Comments
Senior	Full-time	Female	Entiendo que la penalización de no asistir a clase es injusta. Cada estudiante en la universidad es un mundo distintos sin saber sus situaciones que ellos pasan y hay estudiantes que aveces se ausentan a sus clases bastante, pero no significa que sean irresponsables. Se penaliza la nota del estudiante por cada ausencia un punto o puntos son restados y perjudican al estudiante aunque sean responsables del material y tengan un buen promedio en su clase. Considero que este reglamento sobre la asistencia deberia ser removido para no perjudicar los estudiantes. Ya que todos somos humanos y hay situaciones donde no nos permite llegar al salon de clase.
Senior	Full-time	Female	N/A
Senior	Full-time	Female	No quiero contar el sin número de veces que sentí frustración y quise darme de baja, no por falta de intelecto o ánimo de salir adelante y trinar, sino por cuanto me desmolarizaron algunos profesores. Recuerdo una frase que me dijo una trabajadora social una vez "no hay por qué aprender con dolor"... No sé si esto le importe a alguien, pues la mayoría de las veces que evaluamos a un profesor ni miran los comentarios y perdemos nuestro tiempo; pero la calidad de una universidad no solo recae en el material que este planificado en un sílabo, sino en las voces que lo difunden.
Senior	Full-time	Female	Mi comentario sería sobre los materiales necesarios en el salon de clase. No todos los salones de la Universidad estan preparados con los materiales necesario o/y el lugar no esta en buenas condiciones ya que necesita algun mantenimiento o arreglo.
Senior	Full-time	Female	El sistema administrativo debería seguir mejorando su eficiencia en cuanto a la solución de situaciones y a las repuestas a las demandas planteadas por los estudiantes. De igual forma, deberían buscar un método alternativo en el que el estudiantado tenga acceso a los horarios de servicios y extensiones de TODAS las oficinas de la Universidad.
Senior	Full-time	Female	En cuanto a la experiencia educativa, considero que ha sido excelente, pero hay muy poca accesibilidad a internet en el campus, deberían mejorar eso.
Senior	Full-time	Female	La Universidad (cualquier universidad) es un reto en el que encontramos dificultades porque hay clases que no son fáciles. La idea es dedicar tiempo a los estudios y esforzarse porque al final del camino se llega la cima. Y si algún día fracasas una clase, la mejor forma de mejorar es repetir la clase y sacar excelente nota.
Senior	Full-time	Female	En general, mi experiencia personal fue una excelente, lo único que mejoraría es la burocracia de algunos procesos.
Senior	Full-time	Female	Mi experiencia educativa ha sido excelente, desde el profesorado hasta los empleados no docentes. Aunque deberían mejorar la infraestructura de la institución, crear un espacio mas propicio para los estudiantes.
Senior	Full-time	Female	Asegurarse de que los profesores están capacitados verdaderamente para dar tal clase. Hay profesores que por mas que prestes atención, no entiendes lo que dice. La clase es muy monótona y aburrida. No tienen destrezas para dar clases a estudiantes universitarios.
Senior	Full-time	Male	Por favor arreglen el problema de seguridad en la institucion, el sistema antiguo de matricula y el ofrecimiento bajo de cursos
Senior	Full-time	Male	Excelente educación. Recomendaría que los profesores fueran educados en nuevos métodos de enseñanza con integración de nuevas tecnologías para su beneficio y el de los estudiantes.



NSSE 2015 Topical Module

Academic Advising

University of Puerto Rico-Rio Piedras Campus

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About This Topical Module

This module examines students' experiences with academic advising, including frequency, accessibility, and types of information provided. It also asks students to identify their primary source of advice. 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 'Enroll, Size & Locale' column of this report.

Group label	Enroll, Size & Locale
Date submitted	6/26/15
How was this comparison group constructed?	Your institution customized this comparison group by selecting institutions from all module participants.
Group description	Institutions sharing undergraduate enrollment, size and locale for academic advising. NSSE NOTE: As requested through your project service team, this group contains the custom list of institutions you submitted after the Report Form closed.

Enroll, Size & Locale (N=8)

Boston University (Boston, MA)*
 CUNY Bernard M Baruch College (New York, NY)
 CUNY Hunter College (New York, NY)*
 Georgia Institute of Technology (Atlanta, GA)*
 University of Illinois at Chicago (Chicago, IL)
 University of Memphis (Memphis, TN)*
 University of Toledo (Toledo, OH)
 Wayne State University (Detroit, MI)

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UPR-Rio Piedras		Enroll, Size & Locale		UPR-Rio Piedras	Enroll, Size & Locale	Effect size ^d
				Count	%	Count	%	Mean	Mean	
1. During the current school year, about how many times have you and an academic advisor discussed your academic interests, course selections, or academic performance?										
	ADV01	0	0	61	49	437	13	1.1	2.1 ***	-0.67
		1	1	31	25	1,089	25			
		2	2	13	10	1,351	29			
		3	3	9	8	799	17			
		4	4	3	2	349	8			
		5	5	1	1	138	3			
		6	6 or more	5	4	182	5			
		Total		123	100	4,345	100			
2. During the current school year, to what extent have your academic advisors done the following?										
a. Been available when needed	ADV02a	1	Very little	13	10	365	9	2.7	2.9 *	-0.26
		2	Some	16	14	898	19			
		3	Quite a bit	43	35	1,319	29			
		4	Very much	14	12	1,409	32			
		—	Not applicable	33	29	356	10			
		Total		119	100	4,347	100			
b. Listened closely to your concerns and questions	ADV02b	1	Very little	9	8	407	10	2.8	2.9	-0.18
		2	Some	24	19	878	19			
		3	Quite a bit	29	25	1,302	28			
		4	Very much	22	17	1,350	32			
		—	Not applicable	35	30	403	11			
		Total		119	100	4,340	100			
c. Informed you of important deadlines	ADV02c	1	Very little	20	16	571	13	2.7	2.8	-0.08
		2	Some	9	8	962	20			
		3	Quite a bit	31	27	1,211	26			
		4	Very much	24	19	1,216	30			
		—	Not applicable	35	31	376	10			
		Total		119	100	4,336	100			
d. Helped you understand academic rules and policies	ADV02d	1	Very little	19	15	621	14	2.4	2.7 *	-0.27
		2	Some	22	19	1,035	23			
		3	Quite a bit	28	23	1,161	26			
		4	Very much	14	11	1,061	26			
		—	Not applicable	36	32	443	12			
		Total		119	100	4,321	100			
e. Informed you of academic support options (tutoring, study groups, help with writing, etc.)	ADV02e	1	Very little	19	16	713	16	2.5	2.7	-0.19
		2	Some	21	17	1,027	22			
		3	Quite a bit	26	22	1,065	24			
		4	Very much	16	13	1,037	26			
		—	Not applicable	36	32	489	12			
		Total		118	100	4,331	100			

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

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UPR-Rio Piedras		Enroll, Size & Locale		UPR-Rio Piedras	Enroll, Size & Locale	
				Count	%	Count	%	Mean	Mean	Effect size ^d
f. Provided useful information about courses	ADV02f	1	Very little	19	16	600	14	2.5	2.8 *	-0.25 ▽
		2	Some	19	15	1,003	22			
		3	Quite a bit	33	29	1,226	27			
		4	Very much	14	11	1,168	28			
		—	Not applicable	31	29	334	10			
		Total		116	100	4,331	100			
g. Helped you when you had academic difficulties	ADV02g	1	Very little	13	11	803	18	2.5	2.5	-0.04
		2	Some	23	19	872	19			
		3	Quite a bit	23	20	809	18			
		4	Very much	13	11	841	21			
		—	Not applicable	46	40	1,004	25			
		Total		118	100	4,329	100			
h. Helped you get information on special opportunities (study abroad, internship, research projects, etc.)	ADV02h	1	Very little	22	19	852	20	2.3	2.5 *	-0.23 ▽
		2	Some	17	14	934	20			
		3	Quite a bit	28	25	923	20			
		4	Very much	7	5	871	21			
		—	Not applicable	43	37	746	20			
		Total		117	100	4,326	100			
i. Discussed your career interests and post-graduation plans	ADV02i	1	Very little	23	19	985	22	2.2	2.5	-0.19
		2	Some	19	15	1,005	22			
		3	Quite a bit	22	19	834	19			
		4	Very much	9	7	835	21			
		—	Not applicable	46	40	664	16			
		Total		119	100	4,323	100			
3. How often have your academic advisors reached out to you about your academic progress or performance?										
	ADV04	1	Never	91	74	453	35	1.4	2.0 ***	-0.73 ▽
	_15	2	Sometimes	20	18	514	38			
		3	Often	7	6	241	19			
		4	Very often	2	1	106	8			
		Total		120	100	1,314	100			
4. During the current school year, which of the following has been your primary source of advice regarding your academic plans? (Select one)										
	ADV03	—	Academic advisor(s) assigned to you	6	5	1,368	32			
		—	Academic advisor(s) available to any student	22	18	430	9			
		—	Faculty or staff not formally assigned as an advisor	8	6	257	6			
		—	Online advising system (degree progress report, etc.)	1	1	178	3			
		—	Web site, catalog, or other published sources	11	9	311	7			
		—	Friends or other students	36	30	820	19			
		—	Family members	15	13	707	16			
		—	Other, please specify:	2	1	45	1			
		—	I did not seek academic advice this year	18	16	228	6			
		Total		119	100	4,344	100			

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UPR-Rio Piedras		Enroll, Size & Locale		UPR-Rio Piedras	Enroll, Size & Locale	
				Count	%	Count	%	Mean	Mean	Effect size ^d
1. During the current school year, about how many times have you and an academic advisor discussed your academic interests, course selections, or academic performance?										
	ADV01	0	0	32	31	783	15	1.6	2.1 **	-0.32
		1	1	28	26	1,597	27			
		2	2	24	24	1,547	26			
		3	3	10	9	820	14			
		4	4	4	3	433	7			
		5	5	2	2	169	3			
		6	6 or more	6	6	457	7			
		Total		106	100	5,806	100			
2. During the current school year, to what extent have your academic advisors done the following?										
a. Been available when needed	ADV02a	1	Very little	7	6	607	11	2.8	2.9	-0.07
		2	Some	26	24	1,231	21			
		3	Quite a bit	26	25	1,696	28			
		4	Very much	24	22	1,850	32			
		—	Not applicable	23	22	434	9			
		Total		106	100	5,818	100			
b. Listened closely to your concerns and questions	ADV02b	1	Very little	8	8	696	12	2.9	2.9	.04
		2	Some	19	18	1,237	21			
		3	Quite a bit	28	28	1,535	26			
		4	Very much	27	25	1,802	31			
		—	Not applicable	23	22	530	10			
		Total		105	100	5,800	100			
c. Informed you of important deadlines	ADV02c	1	Very little	24	23	1,071	17	2.4	2.7 *	-0.28
		2	Some	18	17	1,315	22			
		3	Quite a bit	20	19	1,443	25			
		4	Very much	18	16	1,469	26			
		—	Not applicable	26	24	497	10			
		Total		106	100	5,795	100			
d. Helped you understand academic rules and policies	ADV02d	1	Very little	19	18	1,127	18	2.4	2.6	-0.20
		2	Some	22	21	1,307	22			
		3	Quite a bit	13	12	1,291	23			
		4	Very much	17	16	1,279	23			
		—	Not applicable	34	33	778	14			
		Total		105	100	5,782	100			
e. Informed you of academic support options (tutoring, study groups, help with writing, etc.)	ADV02e	1	Very little	20	20	1,515	24	2.2	2.4	-0.18
		2	Some	27	25	1,257	21			
		3	Quite a bit	12	11	1,033	18			
		4	Very much	11	10	1,008	18			
		—	Not applicable	36	34	997	19			
		Total		106	100	5,810	100			

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

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UPR-Rio Piedras		Enroll, Size & Locale		UPR-Rio Piedras	Enroll, Size & Locale	Effect size ^d
				Count	%	Count	%	Mean	Mean	
f. Provided useful information about courses	ADV02f	1	Very little	20	19	1,126	19	2.5	2.6	-.05
		2	Some	18	17	1,347	22			
		3	Quite a bit	21	21	1,391	24			
		4	Very much	22	20	1,364	24			
		—	Not applicable	25	23	575	11			
			Total	106	100	5,803	100			
g. Helped you when you had academic difficulties	ADV02g	1	Very little	18	18	1,282	21	2.4	2.4	-.01
		2	Some	18	16	1,043	17			
		3	Quite a bit	13	13	931	16			
		4	Very much	17	15	1,056	19			
		—	Not applicable	40	38	1,475	27			
			Total	106	100	5,787	100			
h. Helped you get information on special opportunities (study abroad, internship, research projects, etc.)	ADV02h	1	Very little	30	29	1,445	24	2.2	2.4	-.15
		2	Some	16	16	1,070	17			
		3	Quite a bit	14	14	1,036	17			
		4	Very much	17	16	1,117	19			
		—	Not applicable	25	25	1,126	22			
			Total	102	100	5,794	100			
i. Discussed your career interests and post-graduation plans	ADV02i	1	Very little	28	27	1,512	26	2.3	2.4	-.09
		2	Some	17	17	1,240	20			
		3	Quite a bit	13	13	990	17			
		4	Very much	19	18	1,282	21			
		—	Not applicable	27	26	758	15			
			Total	104	100	5,782	100			
3. How often have your academic advisors reached out to you about your academic progress or performance?										
	ADV04	1	Never	67	64	1,170	51	1.5	1.7 *	-0.23
	_15	2	Sometimes	23	22	764	33			
		3	Often	14	13	264	11			
		4	Very often	1	1	126	5			
			Total	105	100	2,324	100			
4. During the current school year, which of the following has been your primary source of advice regarding your academic plans? (Select one)										
	ADV03	—	Academic advisor(s) assigned to you	19	18	1,558	28			
		—	Academic advisor(s) available to any student	15	14	597	11			
		—	Faculty or staff not formally assigned as an advisor	23	21	874	14			
		—	Online advising system (degree progress report, etc.)	1	1	518	9			
		—	Web site, catalog, or other published sources	11	10	370	7			
		—	Friends or other students	13	13	953	16			
		—	Family members	8	8	446	7			
		—	Other, please specify:	3	3	93	2			
		—	I did not seek academic advice this year	13	13	401	7			
			Total	106	100	5,810	100			

First-Year Students

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	UPR-Rio Piedras	UPR-Rio Piedras	Enroll, Size & Locale	UPR-Rio Piedras	Enroll, Size & Locale	UPR-Rio Piedras	Enroll, Size & Locale			
ADV01	124	1.09	2.10	.14	.05	1.54	1.51	1,079	.000	-.67
ADV02a	85	2.68	2.94	.10	.03	0.92	0.99	945	.021	-.26
ADV02b	83	2.76	2.94	.10	.03	0.96	1.00	927	.112	-.18
ADV02c	83	2.72	2.81	.12	.04	1.10	1.06	935	.480	-.08
ADV02d	82	2.43	2.72	.11	.04	1.02	1.05	918	.018	-.27
ADV02e	81	2.47	2.68	.12	.04	1.05	1.08	916	.100	-.19
ADV02f	84	2.50	2.76	.11	.04	1.01	1.05	941	.029	-.25
ADV02g	72	2.50	2.54	.12	.04	0.99	1.13	90	.726	-.04
ADV02h	74	2.27	2.52	.11	.04	0.99	1.12	93	.041	-.23
ADV02i	72	2.25	2.46	.12	.04	1.03	1.13	865	.120	-.19
ADV04_15	121	1.35	2.00	.06	.05	0.67	0.93	266	.000	-.73

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

Seniors

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	UPR-Rio Piedras	UPR-Rio Piedras	Enroll, Size & Locale	UPR-Rio Piedras	Enroll, Size & Locale	UPR-Rio Piedras	Enroll, Size & Locale	Comparisons with: Enroll, Size & Locale		
ADV01	106	1.57	2.10	.16	.06	1.61	1.65	802	.002	-.32
ADV02a	82	2.81	2.88	.10	.04	0.95	1.01	721	.552	-.07
ADV02b	81	2.90	2.86	.11	.04	0.97	1.04	706	.744	.04
ADV02c	80	2.37	2.68	.13	.04	1.13	1.09	707	.019	-.28
ADV02d	70	2.37	2.59	.13	.04	1.12	1.10	663	.109	-.20
ADV02e	70	2.18	2.38	.12	.05	1.04	1.13	90	.125	-.18
ADV02f	81	2.55	2.60	.13	.04	1.14	1.10	699	.694	-.05
ADV02g	66	2.42	2.44	.14	.05	1.15	1.16	574	.921	-.01
ADV02h	77	2.23	2.40	.14	.05	1.19	1.17	619	.231	-.15
ADV02i	77	2.29	2.39	.14	.05	1.20	1.17	663	.466	-.09
ADV04_15	105	1.52	1.71	.07	.05	0.77	0.87	438	.042	-.23

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 .
- 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. Statistical significance represents the probability that the difference between your students' mean and that of the comparison group is due to chance.

Key to symbols:

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

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



NSSE 2015 Topical Module

First-Year Experiences and Senior Transitions

University of Puerto Rico-Rio Piedras Campus

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About This Topical Module

This module includes a set of items only for first-year students and a set only for seniors, with questions adapted from the Beginning College Survey of Student Engagement and the Strategic National Arts Alumni Project, respectively. The first-year items focus on academic perseverance, help-seeking behaviors, and institutional commitment, while the senior items explore post-graduation plans, links between the academic major and future plans, and confidence with skills developed during college.

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 'Enroll, Size & Locale' column of this report.

Group label	Enroll, Size & Locale
Date submitted	6/26/15
How was this comparison group constructed?	Your institution customized this comparison group by selecting institutions from all module participants.
Group description	Institutions sharing undergraduate enrollment, size and locale for FYE and SR experience. NSSE NOTE: As requested through your project service team, this group contains the custom list of institutions you submitted after the Report Form closed.

Enroll, Size & Locale (N=8)

Brigham Young University (Provo, UT)
 Illinois Institute of Technology (Chicago, IL)
 Loyola University Chicago (Chicago, IL)
 Rutgers University-Newark (Newark, NJ)
 University of North Dakota (Grand Forks, ND)
 University of South Alabama (Mobile, AL)
 University of Vermont (Burlington, VT)
 University of Wyoming (Laramie, WY)

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UPR-Rio Piedras		Enroll, Size & Locale		UPR-Rio Piedras	Enroll, Size & Locale	
				Count	%	Count	%	Mean	Mean	Effect size ^d
1. During the current school year, about how often have you done the following?										
a. Studied when there were other interesting things to do	FYSfy01a	1	Never	6	5	72	3	3.1	2.9 *	.24
		2	Sometimes	27	23	922	33			
		3	Often	39	32	1,149	39			
		4	Very often	47	40	757	26			
		Total		119	100	2,900	100			
b. Found additional information for course assignments when you didn't understand the material	FYSfy01b	1	Never	5	4	71	2	3.1	2.9 **	.29
		2	Sometimes	24	20	908	31			
		3	Often	45	39	1,300	45			
		4	Very often	45	37	615	22			
		Total		119	100	2,894	100			
c. Participated in course discussions, even when you didn't feel like it	FYSfy01c	1	Never	13	11	296	9	2.7	2.5	.16
		2	Sometimes	44	35	1,300	43			
		3	Often	33	29	925	34			
		4	Very often	30	25	373	15			
		Total		120	100	2,894	100			
d. Asked instructors for help when you struggled with course assignments	FYSfy01d	1	Never	18	15	407	13	2.4	2.4	.02
		2	Sometimes	52	43	1,319	44			
		3	Often	29	24	795	29			
		4	Very often	20	18	349	14			
		Total		119	100	2,870	100			
e. Finished something you have started when you encountered challenges	FYSfy01e	1	Never	3	2	17	1	3.0	3.2	-.19
		2	Sometimes	22	19	436	17			
		3	Often	60	49	1,338	46			
		4	Very often	35	29	1,095	37			
		Total		120	100	2,886	100			
f. Stayed positive, even when you did poorly on a test or assignment	FYSfy01f	1	Never	6	5	70	3	3.0	2.9	.06
		2	Sometimes	36	29	782	27			
		3	Often	34	29	1,274	44			
		4	Very often	44	37	758	26			
		Total		120	100	2,884	100			
2. During the current school year, how difficult have the following been for you?										
a. Learning course material	FYSfy02a	1	Not at all difficult	9	8	124	5	3.3	3.5	-.16
		2	2	21	18	460	16			
		3	3	36	29	817	29			
		4	4	36	31	931	32			
		5	5	14	11	430	14			
		6	Very difficult	4	3	137	5			
		Total		120	100	2,899	100			
b. Managing your time	FYSfy02b	1	Not at all difficult	6	6	110	4	4.0	4.0	.04
		2	2	9	7	308	11			
		3	3	28	23	577	20			
		4	4	27	24	753	26			
		5	5	26	21	678	23			
		6	Very difficult	23	19	469	16			
		Total		119	100	2,895	100			

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

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UPR-Rio Piedras		Enroll, Size & Locale		UPR-Rio Piedras	Enroll, Size & Locale	Effect size ^d
				Count	%	Count	%	Mean	Mean	
c. Getting help with school work	FYSfy02c	1	Not at all difficult	16	13	383	14	3.2	3.0	.14
		2	2	26	22	749	25			
		3	3	36	30	808	28			
		4	4	12	10	541	18			
		5	5	24	20	286	10			
		6	Very difficult	6	5	127	4			
		Total		120	100	2,894	100			
d. Interacting with faculty	FYSfy02d	1	Not at all difficult	23	20	402	15	3.1	3.0	.03
		2	2	22	19	673	24			
		3	3	32	26	732	25			
		4	4	15	13	612	21			
		5	5	18	15	307	10			
		6	Very difficult	8	7	168	5			
		Total		118	100	2,894	100			
3. During the current academic year, about how many times did you seek any assistance with coursework?										
	FYSfy03num	0	Never	12	10	129	5	3.2	5.0 ***	-.57
		1.5	1 or 2 times	45	37	560	21			
		3.5	3 or 4 times	35	29	700	25			
		5.5	5 or 6 times	17	13	568	20			
		7.5	7 or 8 times	3	2	246	8			
		10	9 or more times	9	7	702	22			
	Total			121	100	2,905	100			
<i>(Recoded version of FYSfy03 created by NSSE. Values are estimated number of times assistance sought.)</i>										
4. If you did seek help with coursework during the current academic year, which of the following was your primary source of help?										
	FYSfy04	—	Not applicable. I did not seek help with coursework during the current academic year	12	11	109	4			
		—	Friend(s) or other student(s)	76	62	1,583	54			
		—	Family member(s)	8	7	160	5			
		—	Faculty member(s)	8	7	522	21			
		—	Academic advisor(s)	0	0	60	2			
		—	Learning support services (tutoring services, writing center, etc.)	14	11	407	12			
		—	Other persons or offices	3	2	58	2			
	Total			121	100	2,899	100			
5. How important is it to you that you graduate from this institution?										
	FYSfy05	1	Not important	2	2	56	2	5.8	5.5 ***	.30
		2	2	1	1	44	2			
		3	3	0	0	98	4			
		4	4	3	3	177	6			
		5	5	5	4	393	13			
		6	Very important	110	90	2,124	73			
	Total			121	100	2,892	100			

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UPR-Rio Piedras		Enroll, Size & Locale		UPR-Rio Piedras	Enroll, Size & Locale	Effect size ^d
				Count	%	Count	%	Mean	Mean	
6a. During the current school year, have you seriously considered leaving this institution?										
	FYSfy06a	—	No	100	83	2,170	73			
		—	Yes	21	17	730	27			
			Total	121	100	2,900	100			
6b [If answered "yes"] Why did you consider leaving? (Select all that apply.)										
	FYSfy06b_1	—	To improve my career prospects	4	18	149	22			
	FYSfy06b_2	—	Due to unsatisfactory academic progress or performance	7	33	209	29			
	FYSfy06b_3	—	Financial reasons	1	4	228	33			
	FYSfy06b_4	—	To obtain a better quality education	1	6	156	24			
	FYSfy06b_5	—	Personal reasons (family, health, etc.)	6	27	281	37			
	FYSfy06b_6	—	Another reason, please specify:	8	41	235	32			

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

First-Year Students

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	UPR-Rio Piedras	UPR-Rio Piedras	Enroll, Size & Locale	UPR-Rio Piedras	Enroll, Size & Locale	UPR-Rio Piedras	Enroll, Size & Locale	Comparisons with: Enroll, Size & Locale		
FYSfy01a	119	3.08	2.87	.08	.03	0.90	0.83	753	.014	.24
FYSfy01b	119	3.09	2.86	.08	.03	0.85	0.78	752	.004	.29
FYSfy01c	121	2.68	2.54	.09	.03	0.97	0.85	157	.134	.16
FYSfy01d	120	2.45	2.43	.09	.04	0.95	0.88	748	.879	.02
FYSfy01e	121	3.05	3.19	.07	.03	0.76	0.72	752	.057	-.19
FYSfy01f	121	2.98	2.93	.08	.03	0.93	0.80	155	.585	.06
FYSfy02a	121	3.29	3.49	.11	.05	1.22	1.20	755	.100	-.16
FYSfy02b	119	4.05	3.99	.13	.05	1.42	1.38	752	.661	.04
FYSfy02c	121	3.17	2.98	.13	.05	1.44	1.34	754	.157	.14
FYSfy02d	118	3.08	3.04	.14	.06	1.54	1.39	751	.777	.03
FYSfy03num	121	3.25	5.04	.24	.13	2.61	3.22	197	.000	-.57
FYSfy05	121	5.78	5.46	.08	.04	0.84	1.10	208	.000	.30

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UPR-Rio Piedras		Enroll, Size & Locale		UPR-Rio Piedras	Enroll, Size & Locale	
				Count	%	Count	%	Mean	Mean	Effect size ^d
1a. After graduation, what best describes your immediate plans?										
	FYSsr01a	—	Full-time employment	28	27	2,873	58			
		—	Part-time employment	6	5	191	4			
		—	Graduate or professional school	59	56	1,471	26			
		—	Military service	0	0	43	1			
		—	Service or volunteer activity (e.g., AmeriCorps, Peace Corps, Teach for America)	2	2	48	1			
		—	Internship (paid or unpaid)	2	2	171	3			
		—	Travel or gap year	3	3	136	3			
		—	No plans at this time	3	3	108	2			
		—	Other, please specify:	3	3	136	2			
			Total	106	100	5,177	100			
1b. [If answered "Full-time employment" or "Part-time employment"] Do you already have a job for after graduation?										
	FYSsr01b	—	No	19	59	2,127	66			
		—	Yes, I will start a new job	2	6	446	16			
		—	Yes, I will continue in my current job	12	36	486	19			
			Total	33	100	3,059	100			
2. To what extent have courses in your major(s) prepared you for your post-graduation plans?										
	FYSsr02	1	Very little	1	1	249	5	3.2	3.0 *	.22 Δ
		2	Some	19	18	1,069	22			
		3	Quite a bit	42	41	1,915	37			
		4	Very much	43	41	1,931	35			
			Total	105	100	5,164	100			
3. Do you intend to work eventually in a field related to your major(s)?										
	FYSsr03	—	Yes	85	80	4,241	82			
		—	No	6	5	317	6			
		—	Unsure	15	15	610	12			
			Total	106	100	5,168	100			
4. Do you plan to be self-employed, an independent contractor, or a freelance worker someday?										
	FYSsr04	—	Yes	49	47	1,294	25			
		—	No	17	15	2,294	45			
		—	Unsure	39	38	1,567	31			
			Total	105	100	5,155	100			
5. Do you plan to start your own business (nonprofit or for-profit) someday?										
	FYSsr05	—	Yes	48	47	1,340	26			
		—	No	19	17	2,177	41			
		—	Unsure	37	36	1,638	32			
			Total	104	100	5,155	100			

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Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UPR-Rio Piedras		Enroll, Size & Locale		UPR-Rio Piedras	Enroll, Size & Locale	Effect size ^d
				Count	%	Count	%	Mean	Mean	
6. How much confidence do you have in your ability to complete tasks requiring the following skills and abilities?										
a. Critical thinking and analysis of arguments and information	FYSsr06a	1	Very little	0	0	19	0	3.6	3.5	.11
		2	Some	7	6	331	7			
		3	Quite a bit	31	29	1,823	34			
		4	Very much	68	64	2,989	59			
		Total		106	100	5,162	100			
b. Creative thinking and problem solving	FYSsr06b	1	Very little	1	1	19	0	3.5	3.5	.03
		2	Some	6	6	316	6			
		3	Quite a bit	35	34	1,860	36			
		4	Very much	64	60	2,958	58			
		Total		106	100	5,153	100			
c. Research skills	FYSsr06c	1	Very little	2	2	105	2	3.2	3.2	.06
		2	Some	18	18	942	17			
		3	Quite a bit	37	36	2,127	40			
		4	Very much	48	45	1,975	40			
		Total		105	100	5,149	100			
d. Clear writing	FYSsr06d	1	Very little	0	0	73	1	3.6	3.3 ***	.46
		2	Some	4	4	730	14			
		3	Quite a bit	32	31	2,103	40			
		4	Very much	70	65	2,243	45			
		Total		106	100	5,149	100			
e. Persuasive speaking	FYSsr06e	1	Very little	3	3	188	4	3.2	3.0	.18
		2	Some	20	19	1,256	24			
		3	Quite a bit	35	34	2,000	39			
		4	Very much	46	44	1,704	34			
		Total		104	100	5,148	100			
f. Technological skills	FYSsr06f	1	Very little	4	3	218	4	3.2	3.0	.21
		2	Some	17	16	1,267	24			
		3	Quite a bit	40	37	2,000	39			
		4	Very much	45	43	1,650	34			
		Total		106	100	5,135	100			
g. Financial and business management skills	FYSsr06g	1	Very little	27	25	781	15	2.4	2.5	-.14
		2	Some	39	38	1,908	36			
		3	Quite a bit	10	9	1,504	30			
		4	Very much	30	28	957	20			
		Total		106	100	5,150	100			
h. Entrepreneurial skills	FYSsr06h	1	Very little	25	23	1,209	22	2.4	2.4	.04
		2	Some	40	39	1,938	37			
		3	Quite a bit	14	13	1,263	26			
		4	Very much	26	24	716	16			
		Total		105	100	5,126	100			

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UPR-Rio Piedras		Enroll, Size & Locale		UPR-Rio Piedras	Enroll, Size & Locale	
				Count	%	Count	%	Mean	Mean	Effect size ^d
i. Leadership skills	FYSsr06i	1	Very little	3	3	108	2	3.2	3.3	-.04
		2	Some	16	16	790	15			
		3	Quite a bit	38	37	1,905	36			
		4	Very much	48	44	2,341	46			
		Total		105	100	5,144	100			
j. Networking and relationship building	FYSsr06j	1	Very little	4	3	257	5	3.1	3.0	.16
		2	Some	21	20	1,306	24			
		3	Quite a bit	37	35	1,921	37			
		4	Very much	44	41	1,653	34			
		Total		106	100	5,137	100			
7. To what extent has your coursework in your major(s) emphasized the following?										
a. Generating new ideas or brainstorming	FYSsr07a	1	Very little	1	1	216	4	3.3	3.1 **	.30
		2	Some	16	15	1,111	21			
		3	Quite a bit	34	33	1,874	37			
		4	Very much	55	51	1,948	38			
		Total		106	100	5,149	100			
b. Taking risks in your coursework without fear of penalty	FYSsr07b	1	Very little	25	23	1,394	26	2.6	2.4	.20
		2	Some	23	23	1,609	30			
		3	Quite a bit	29	28	1,209	25			
		4	Very much	28	27	923	19			
		Total		105	100	5,135	100			
c. Evaluating multiple approaches to a problem	FYSsr07c	1	Very little	4	4	237	5	3.3	3.1 *	.25
		2	Some	14	14	1,126	21			
		3	Quite a bit	37	35	1,940	38			
		4	Very much	50	48	1,828	36			
		Total		105	100	5,131	100			
d. Inventing new methods to arrive at unconventional solutions	FYSsr07d	1	Very little	7	6	691	14	3.0	2.7 **	.31
		2	Some	26	25	1,597	30			
		3	Quite a bit	33	33	1,541	31			
		4	Very much	38	36	1,246	25			
		Total		104	100	5,075	100			

8. Is there anything your institution could have done better to prepare you for your career or further education? Please describe.

This final question asked students to respond in an open text box. Comments were recorded for 51 seniors. Responses are provided in your "NSSE15 Senior Transitions Open-Ended Responses" 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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Seniors

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	UPR-Rio Piedras	UPR-Rio Piedras	Enroll, Size & Locale	UPR-Rio Piedras	Enroll, Size & Locale	UPR-Rio Piedras	Enroll, Size & Locale			
FYSsr02	105	3.22	3.02	.07	.04	0.76	0.89	645	.038	.22
FYSsr06a	106	3.58	3.51	.06	.03	0.61	0.64	646	.317	.11
FYSsr06b	106	3.53	3.51	.06	.03	0.64	0.63	645	.767	.03
FYSsr06c	105	3.24	3.19	.08	.03	0.80	0.79	643	.585	.06
FYSsr06d	106	3.61	3.28	.05	.03	0.56	0.75	186	.000	.46
FYSsr06e	104	3.19	3.04	.08	.04	0.84	0.85	642	.085	.18
FYSsr06f	106	3.20	3.02	.08	.04	0.83	0.86	643	.050	.21
FYSsr06g	106	2.40	2.54	.11	.04	1.15	0.97	135	.241	-.14
FYSsr06h	105	2.39	2.35	.11	.04	1.10	0.99	641	.718	.04
FYSsr06i	105	3.23	3.26	.08	.03	0.81	0.80	643	.698	-.04
FYSsr06j	106	3.14	3.00	.08	.04	0.86	0.89	643	.124	.16
FYSsr07a	106	3.34	3.08	.07	.04	0.77	0.87	645	.005	.30
FYSsr07b	105	2.58	2.37	.11	.05	1.12	1.06	642	.066	.20
FYSsr07c	105	3.27	3.06	.08	.04	0.83	0.87	642	.019	.25
FYSsr07d	104	2.98	2.67	.09	.04	0.93	1.00	152	.003	.31

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 .
- 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. Statistical significance represents the probability that the difference between your students' mean and that of the comparison group is due to chance.

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