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# **NSSE 2021**

## **Engagement Indicators**

Jacksonville State University

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### About Your Engagement Indicators Report

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

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

### Report Sections

#### Overview (p. 3)

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

#### Theme Reports (pp. 4-13)

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

##### Mean Comparisons

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

##### Score Distributions

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

##### Performance on Indicator Items

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

#### Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2020 and 2021 participating institutions.

#### Detailed Statistics (pp. 16-19)

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

### Interpreting Comparisons

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

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

### How Engagement Indicators are Computed

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

For more information on EIs and their psychometric properties, refer to the NSSE website: [nsse.indiana.edu](https://nsse.indiana.edu)

## Engagement Indicators: Overview

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

Use the following key:

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

### First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Southeast Public 4yr	Your first-year students compared with CarnegieMaster'sL	Your first-year students compared with NSSE2021
Academic Challenge	Higher-Order Learning	△	△	△
	Reflective & Integrative Learning	△	--	--
	Learning Strategies	△	△	△
	Quantitative Reasoning	△	--	--
Learning with Peers	Collaborative Learning	▽	--	--
	Discussions with Diverse Others	--	△	△
Experiences with Faculty	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	△	△	△
Campus Environment	Quality of Interactions	--	--	△
	Supportive Environment	--	△	△

### Seniors

Theme	Engagement Indicator	Your seniors compared with Southeast Public 4yr	Your seniors compared with CarnegieMaster'sL	Your seniors compared with NSSE2021
Academic Challenge	Higher-Order Learning	△	△	△
	Reflective & Integrative Learning	△	--	△
	Learning Strategies	△	△	△
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	△	△
	Discussions with Diverse Others	--	△	△
Experiences with Faculty	Student-Faculty Interaction	--	△	▲
	Effective Teaching Practices	△	△	▲
Campus Environment	Quality of Interactions	△	△	△
	Supportive Environment	△	△	△

## Academic Challenge: First-year students

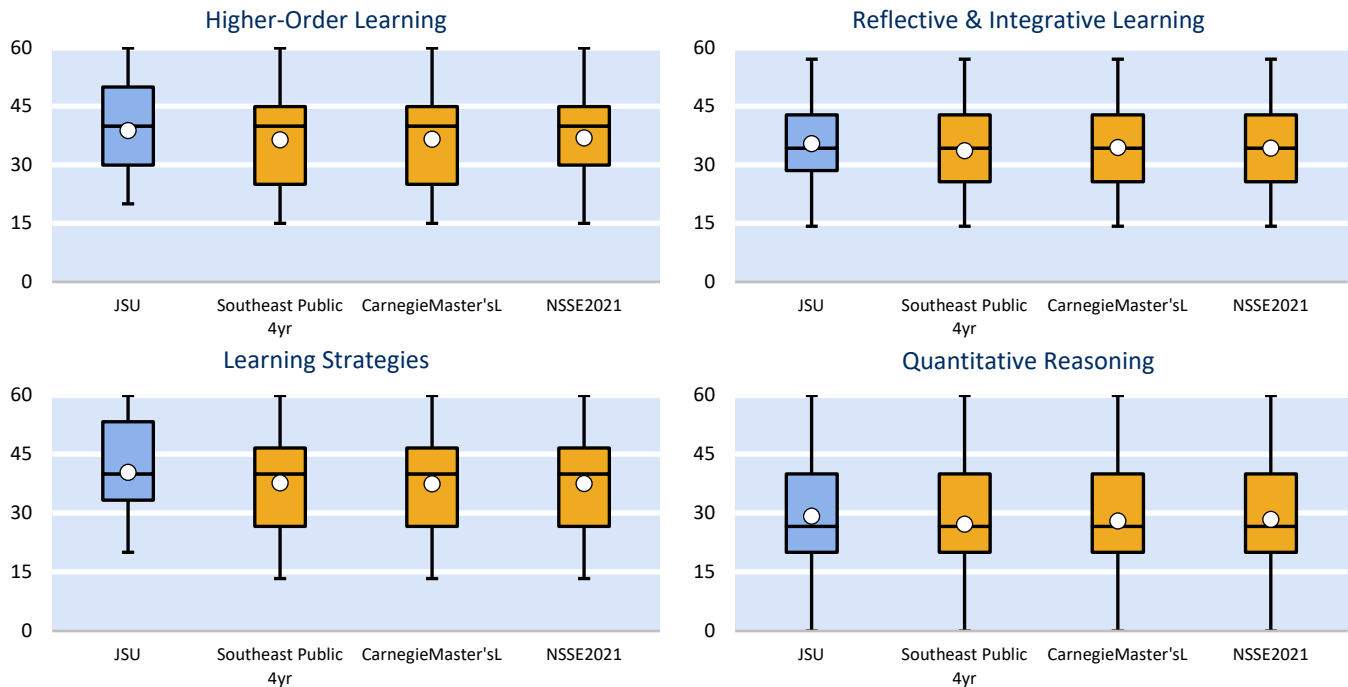
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

### Mean Comparisons

Engagement Indicator	JSU Mean	Your first-year students compared with					
		Southeast Public 4yr		CarnegieMaster'sL		NSSE2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.9	36.5 **	.17	36.7 **	.16	37.0 *	.14
Reflective & Integrative Learning	35.5	33.7 **	.14	34.5	.08	34.3	.10
Learning Strategies	40.4	37.7 **	.19	37.4 ***	.21	37.5 ***	.20
Quantitative Reasoning	29.2	27.2 *	.13	28.0	.08	28.4	.05

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

### Score Distributions



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

## Academic Challenge: First-year students (continued)

### Performance on Indicator Items

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

		Percentage point difference <sup>a</sup> between your FY students and		
	JSU	Southeast Public 4yr	CarnegieMaster 'sL	NSSE2021
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	66	-1	+2	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68	+3	+2	+2
4d. Evaluating a point of view, decision, or information source	75	+9	+6	+7
4e. Forming a new idea or understanding from various pieces of information	73	+7	+5	+5
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	47	+2	+1	+1
2b. Connected your learning to societal problems or issues	49	+3	-2	-1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	+1	-3	-1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71	+11	+9	+9
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	+6	+3	+5
2f. Learned something that changed the way you understand an issue or concept	70	+10	+5	+7
2g. Connected ideas from your courses to your prior experiences and knowledge	78	+5	+3	+4
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	77	+9	+5	+5
9b. Reviewed your notes after class	73	+6	+10	+9
9c. Summarized what you learned in class or from course materials	74	+11	+11	+11
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55	+3	+3	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	+7	+3	+4
6c. Evaluated what others have concluded from numerical information	45	+9	+6	+5

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

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

## Academic Challenge: Seniors

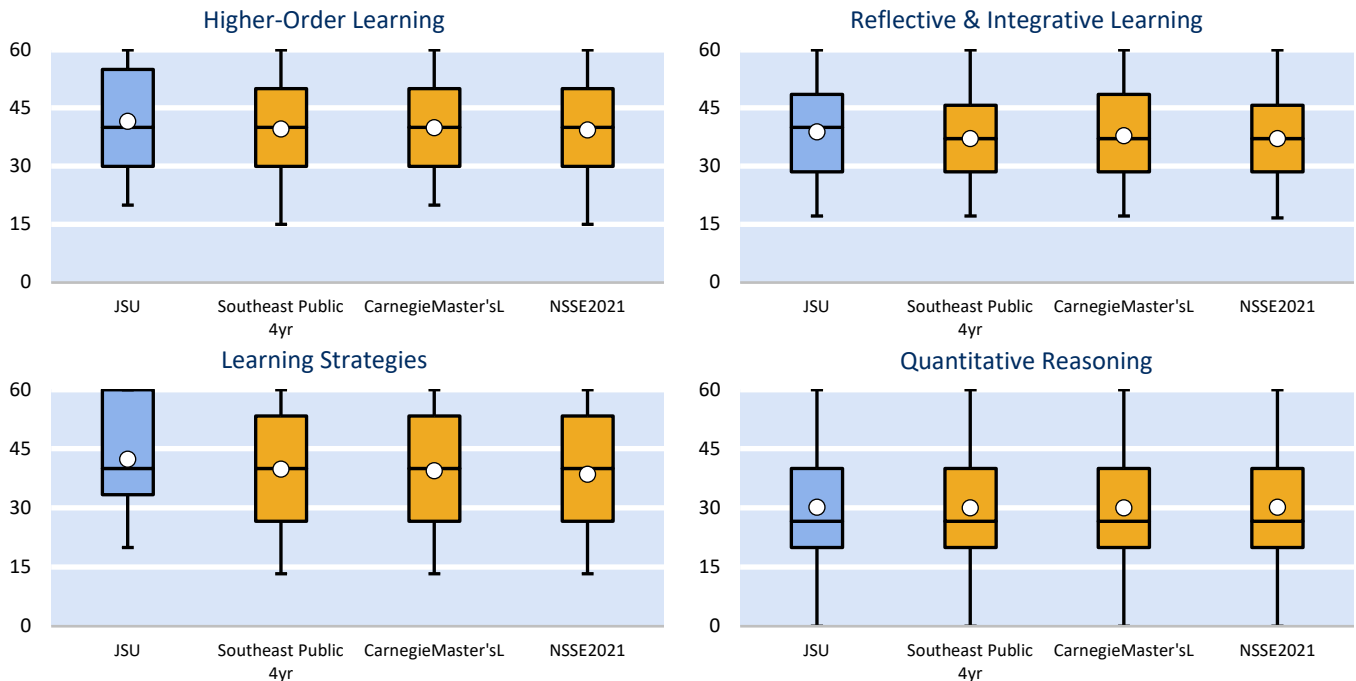
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### Mean Comparisons

Engagement Indicator	JSU Mean	Your seniors compared with					
		Southeast Public 4yr		CarnegieMaster'sL		NSSE2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.6	39.6 **	.14	39.9 **	.12	39.3 ***	.16
Reflective & Integrative Learning	38.9	37.1 **	.13	37.8	.08	37.1 **	.13
Learning Strategies	42.3	39.8 ***	.17	39.4 ***	.20	38.5 ***	.26
Quantitative Reasoning	30.2	30.0	.01	30.0	.01	30.1	.00

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

### Score Distributions



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: Seniors (continued)

### Performance on Indicator Items

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

		Percentage point difference <sup>a</sup> between your seniors and		
	JSU	Southeast Public 4yr	CarnegieMaster 'sL	NSSE2021
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	79	+1	+4	+4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	+2	+3	+3
4d. Evaluating a point of view, decision, or information source	77	+8	+6	+8
4e. Forming a new idea or understanding from various pieces of information	72	+2	+0	+1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	68	+2	+4	+3
2b. Connected your learning to societal problems or issues	66	+9	+5	+8
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	58	+10	+4	+7
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	+3	+1	+3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	75	+4	+2	+4
2f. Learned something that changed the way you understand an issue or concept	73	+4	+3	+4
2g. Connected ideas from your courses to your prior experiences and knowledge	85	+4	+3	+4
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	78	+3	+2	+4
9b. Reviewed your notes after class	75	+7	+8	+11
9c. Summarized what you learned in class or from course materials	73	+5	+7	+8
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54	-3	-0	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	51	+7	+5	+5
6c. Evaluated what others have concluded from numerical information	45	+1	+1	-0

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

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

## Learning with Peers: First-year students

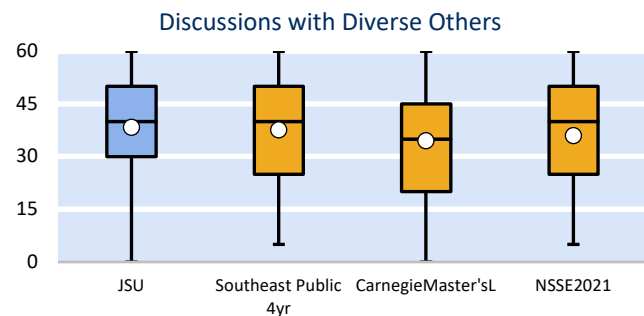
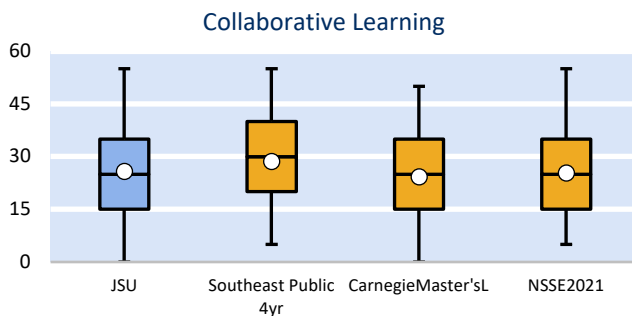
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean Comparisons

Engagement Indicator	JSU Mean	Your first-year students compared with					
		Southeast Public 4yr		CarnegieMaster'sL		NSSE2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	25.8	28.6 ***	-.18	24.3	.10	25.4	.03
Discussions with Diverse Others	38.4	37.7	.04	34.6 ***	.23	36.1 *	.14

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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### Performance on Indicator Items

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

		Percentage point difference <sup>a</sup> between your FY students and			
	JSU	Southeast Public 4yr	CarnegieMaster 'sL	NSSE2021	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...	%				
1b. Asked another student to help you understand course material	39				
1c. Explained course material to one or more students	39				
1d. Prepared for exams by discussing or working through course material with other students	41				
1e. Worked with other students on course projects or assignments	40				
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of a race or ethnicity other than your own	70				
8b. People from an economic background other than your own	72				
8c. People with religious beliefs other than your own	62				
8d. People with political views other than your own	69				

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## Learning with Peers: Seniors

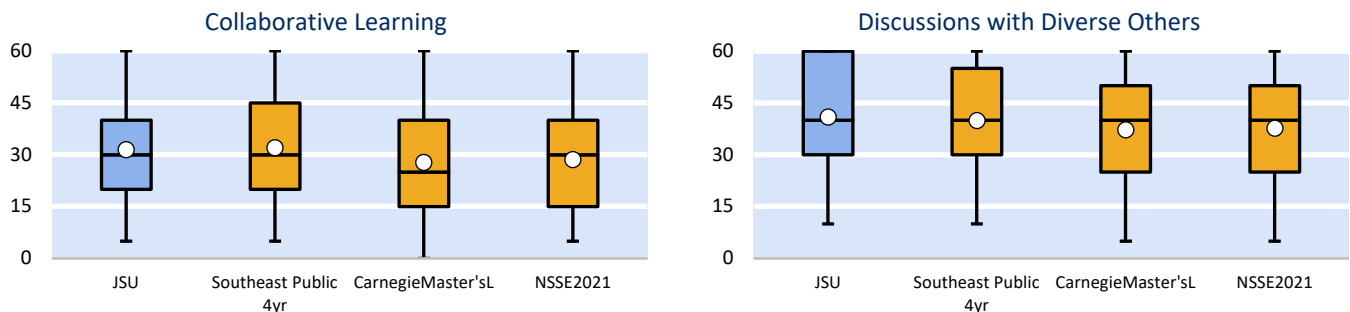
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### Mean Comparisons

Engagement Indicator	JSU Mean	Your seniors compared with					
		Southeast Public 4yr		CarnegieMaster'sL		NSSE2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.5	32.1	-.03	27.8 ***	.23	28.7 ***	.18
Discussions with Diverse Others	41.0	40.0	.06	37.2 ***	.22	37.7 ***	.19

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).

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		Percentage point difference <sup>a</sup> between your seniors and			
	JSU	Southeast Public 4yr	CarnegieMaster 'sL	NSSE2021	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...	%				
1b. Asked another student to help you understand course material	46	+1	+10	+7	
1c. Explained course material to one or more students	53	-3	+7	+6	
1d. Prepared for exams by discussing or working through course material with other students	47	+1	+12	+10	
1e. Worked with other students on course projects or assignments	59	-2	+6	+4	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of a race or ethnicity other than your own	72	+1	+6	+6	
8b. People from an economic background other than your own	74	+2	+8	+7	
8c. People with religious beliefs other than your own	66	-0	+5	+3	
8d. People with political views other than your own	74	+5	+15	+13	

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## Experiences with Faculty: First-year students

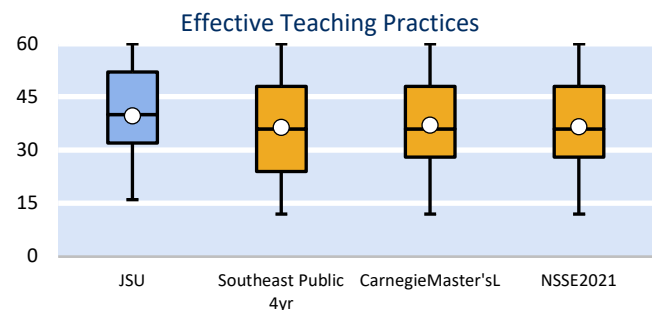
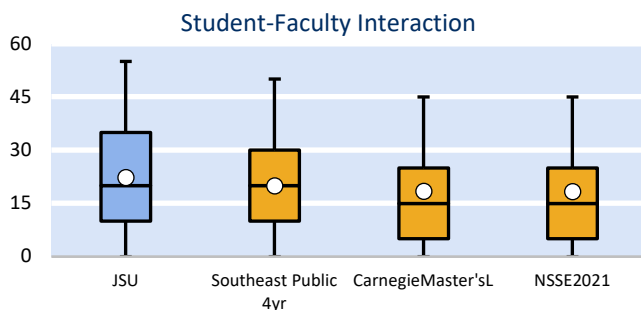
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

### Mean Comparisons

Engagement Indicator	JSU Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.3	20.0 *	.16	18.5 ***	.26	18.3 ***	.28
Effective Teaching Practices	39.7	36.4 ***	.23	37.1 **	.18	36.7 ***	.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).

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	JSU	Southeast Public 4yr	CarnegieMaster 'sL	NSSE2021
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	42	+4	+9	+9
3b. Worked w/faculty on activities other than coursework(committees, student groups, etc.)	29	+11	+12	+13
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	+8	+10	+11
3d. Discussed your academic performance with a faculty member	34	+7	+8	+10
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	78	+6	+5	+5
5b. Taught course sessions in an organized way	73	+4	+5	+5
5c. Used examples or illustrations to explain difficult points	73	+4	+4	+5
5d. Provided feedback on a draft or work in progress	73	+16	+12	+13
5e. Provided prompt and detailed feedback on tests or completed assignments	65	+13	+8	+11

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## Experiences with Faculty: Seniors

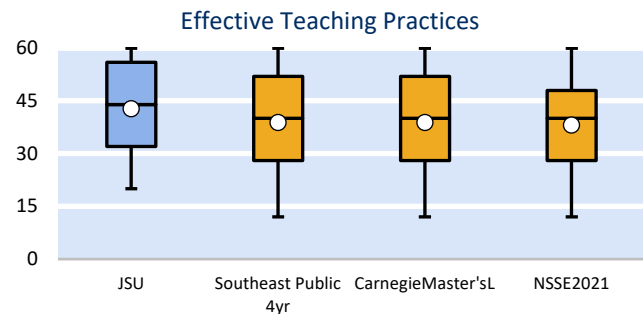
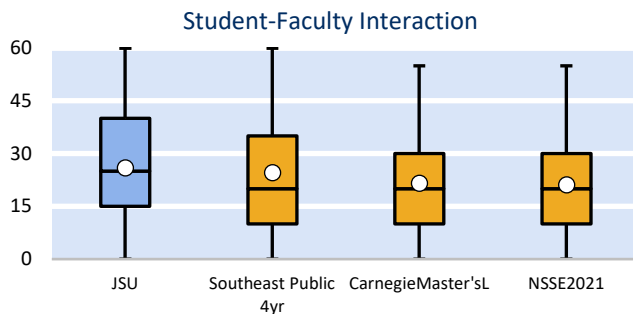
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Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	52	+7	+14	+15
3b. Worked w/faculty on activities other than coursework(committees, student groups, etc.)	31	+1	+7	+7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	+3	+8	+9
3d. Discussed your academic performance with a faculty member	40	+6	+10	+12
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	81	+3	+4	+5
5b. Taught course sessions in an organized way	79	+6	+6	+7
5c. Used examples or illustrations to explain difficult points	79	+4	+6	+6
5d. Provided feedback on a draft or work in progress	71	+12	+10	+12
5e. Provided prompt and detailed feedback on tests or completed assignments	76	+14	+14	+16

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

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

## Campus Environment: First-year students

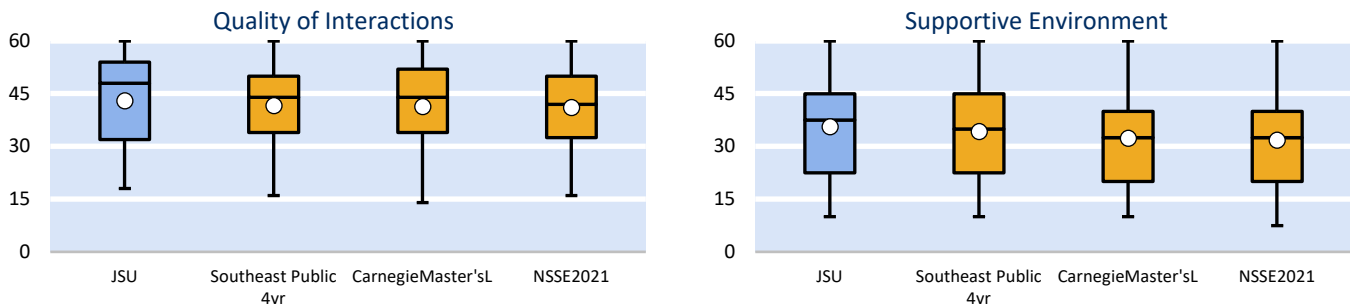
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

### Mean Comparisons

Engagement Indicator	JSU Mean	Your first-year students compared with					
		Southeast Public 4yr		CarnegieMaster'sL		NSSE2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.9	41.6	.10	41.3	.12	41.0 *	.15
Supportive Environment	35.6	34.2	.09	32.2 ***	.23	31.7 ***	.27

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

### Score Distributions



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

### Performance on Indicator Items

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

Quality of Interactions	JSU	Percentage point difference <sup>a</sup> between your FY students and			
		Southeast Public 4yr	CarnegieMaster'sL	NSSE2021	
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%				
13a. Students	46	-2	+1	+1	
13b. Academic advisors	56	+1	+3	+3	
13c. Faculty	54	+6	+5	+7	
13d. Student services staff (career services, student activities, housing, etc.)	55	+11	+9	+12	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	52	+9	+6	+9	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	70	-2	+0	+2	
14c. Using learning support services (tutoring services, writing center, etc.)	71	-3	+1	+2	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	+8	+6	+7	
14e. Providing opportunities to be involved socially	66	+1	+8	+10	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	71	+6	+10	+11	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	47	+10	+9	+12	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	66	+4	+20	+19	
14i. Attending events that address important social, economic, or political issues	49	+9	+6	+9	

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

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

## Campus Environment: Seniors

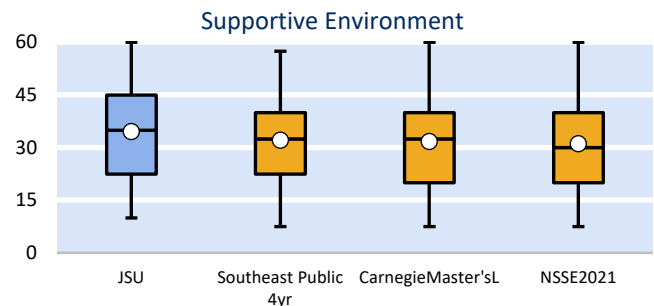
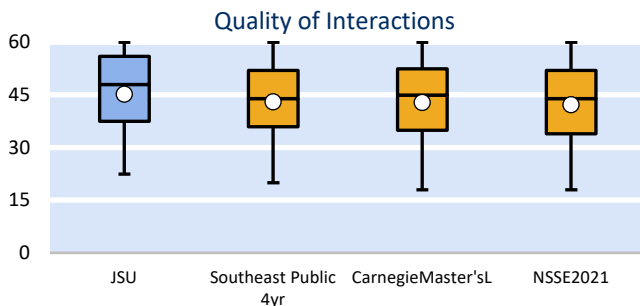
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

### Mean Comparisons

Engagement Indicator	JSU Mean	Your seniors compared with					
		Southeast Public 4yr		CarnegieMaster'sL		NSSE2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.3	43.2 ***	.18	42.9 ***	.18	42.3 ***	.23
Supportive Environment	34.6	32.2 ***	.17	31.8 ***	.19	31.2 ***	.23

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

### Score Distributions



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

### Performance on Indicator Items

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

Quality of Interactions	JSU	Percentage point difference <sup>a</sup> between your seniors and			
		Southeast Public 4yr	CarnegieMaster'sL	NSSE2021	
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%				
13a. Students	62	+4	+7	+7	
13b. Academic advisors	61	+6	+6	+8	
13c. Faculty	62	+5	+5	+8	
13d. Student services staff (career services, student activities, housing, etc.)	52	+5	+5	+7	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	53	+8	+4	+8	
<b>Supportive Environment</b>					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	73	+4	+5	+7	
14c. Using learning support services (tutoring services, writing center, etc.)	64	-1	-1	+1	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	+10	+4	+8	
14e. Providing opportunities to be involved socially	68	+3	+9	+8	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	+7	+8	+10	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	+12	+8	+10	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	+4	+16	+12	
14i. Attending events that address important social, economic, or political issues	44	+6	+1	+4	

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

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

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## Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2020 and 2021 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2020 and 2021 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<sup>b</sup> 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		JSU Mean	Your first-year students compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.9	39.2	-.03	✓	41.9 ***	-.23	
	Reflective and Integrative Learning	35.5	36.5	-.08	✓	39.1 ***	-.31	
	Learning Strategies	40.4	39.7	.05	✓	43.0 **	-.18	
	Quantitative Reasoning	29.2	29.7	-.03	✓	32.5 ***	-.21	
Learning with Peers	Collaborative Learning	25.8	33.9 ***	-.58		37.0 ***	-.82	
	Discussions with Diverse Others	38.4	40.6 *	-.14		43.8 ***	-.37	
Experiences with Faculty	Student-Faculty Interaction	22.3	23.2	-.06	✓	27.8 ***	-.36	
	Effective Teaching Practices	39.7	40.4	-.05	✓	43.2 ***	-.26	
Campus Environment	Quality of Interactions	42.9	45.1 *	-.19		47.7 ***	-.38	
	Supportive Environment	35.6	36.8	-.09	✓	39.9 ***	-.34	
Seniors		JSU Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.6	41.6	.00	✓	43.9 ***	-.18	
	Reflective and Integrative Learning	38.9	39.8	-.07	✓	42.5 ***	-.31	
	Learning Strategies	42.3	40.5 **	.12	✓	43.5	-.08	✓
	Quantitative Reasoning	30.2	31.6	-.09	✓	34.8 ***	-.29	
Learning with Peers	Collaborative Learning	31.5	35.0 ***	-.25		38.8 ***	-.54	
	Discussions with Diverse Others	41.0	41.2	-.02	✓	44.2 ***	-.21	
Experiences with Faculty	Student-Faculty Interaction	25.9	28.5 ***	-.17		33.6 ***	-.49	
	Effective Teaching Practices	42.7	41.5 *	.09	✓	44.6 **	-.14	
Campus Environment	Quality of Interactions	45.3	45.2	.01	✓	48.2 ***	-.25	
	Supportive Environment	34.6	34.1	.04	✓	37.2 ***	-.18	

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 were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2020 and 2021 institutions, separately by class.

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

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



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
JSU (N = 321)	38.9	14.1	.78	20	30	40	50	60				
Southeast Public 4yr	36.5	14.2	.15	15	25	40	45	60	9,250	2.4	.004	.165
CarnegieMaster'sL	36.7	13.8	.11	15	25	40	45	60	16,172	2.2	.005	.159
NSSE2021	37.0	13.7	.05	15	30	40	45	60	74,661	1.9	.012	.140
Top 50%	39.2	13.2	.04	20	30	40	50	60	140,825	-.4	.619	-.028
Top 10%	41.9	12.9	.10	20	35	40	55	60	331	-3.0	.000	-.233
<b>Reflective &amp; Integrative Learning</b>												
JSU (N = 357)	35.5	12.5	.66	14	29	34	43	57				
Southeast Public 4yr	33.7	12.8	.13	14	26	34	43	57	10,537	1.8	.009	.141
CarnegieMaster'sL	34.5	12.3	.09	14	26	34	43	57	17,821	1.0	.116	.084
NSSE2021	34.3	12.4	.04	14	26	34	43	57	81,635	1.2	.070	.096
Top 50%	36.5	12.0	.03	17	29	37	46	57	136,707	-1.0	.122	-.082
Top 10%	39.1	11.8	.09	20	31	40	49	60	15,929	-3.6	.000	-.307
<b>Learning Strategies</b>												
JSU (N = 309)	40.4	14.0	.80	20	33	40	53	60				
Southeast Public 4yr	37.7	14.2	.16	13	27	40	47	60	8,323	2.7	.001	.189
CarnegieMaster'sL	37.4	14.2	.12	13	27	40	47	60	14,882	2.9	.000	.206
NSSE2021	37.5	14.2	.05	13	27	40	47	60	69,277	2.9	.000	.203
Top 50%	39.7	14.0	.04	20	27	40	53	60	124,903	.7	.411	.047
Top 10%	43.0	14.3	.10	20	33	40	60	60	317	-2.6	.002	-.180
<b>Quantitative Reasoning</b>												
JSU (N = 314)	29.2	16.6	.93	0	20	27	40	60				
Southeast Public 4yr	27.2	16.0	.18	0	20	27	40	60	8,513	2.0	.027	.127
CarnegieMaster'sL	28.0	15.5	.13	0	20	27	40	60	325	1.2	.196	.079
NSSE2021	28.4	15.3	.06	0	20	27	40	60	316	.8	.383	.053
Top 50%	29.7	15.3	.04	7	20	27	40	60	314	-.5	.602	-.032
Top 10%	32.5	15.5	.11	7	20	33	40	60	322	-3.2	.001	-.209
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
JSU (N = 381)	25.8	15.7	.80	0	15	25	35	55				
Southeast Public 4yr	28.6	15.3	.14	5	20	30	40	55	12,241	-2.8	.000	-.185
CarnegieMaster'sL	24.3	14.7	.11	0	15	25	35	50	393	1.5	.061	.103
NSSE2021	25.4	14.7	.05	5	15	25	35	55	383	.4	.620	.027
Top 50%	33.9	13.9	.03	10	25	35	45	60	381	-8.1	.000	-.580
Top 10%	37.0	13.6	.07	15	25	40	45	60	385	-11.2	.000	-.819
<b>Discussions with Diverse Others</b>												
JSU (N = 311)	38.4	17.1	.97	0	30	40	50	60				
Southeast Public 4yr	37.7	16.6	.18	5	25	40	50	60	8,436	.7	.438	.045
CarnegieMaster'sL	34.6	16.8	.14	0	20	35	45	60	15,016	3.8	.000	.226
NSSE2021	36.1	16.5	.06	5	25	40	50	60	69,771	2.4	.012	.143
Top 50%	40.6	15.2	.04	15	30	40	55	60	311	-2.2	.024	-.145
Top 10%	43.8	14.4	.10	20	35	45	60	60	316	-5.4	.000	-.373



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
JSU (N = 336)	22.3	16.5	.90	0	10	20	35	55				
Southeast Public 4yr	20.0	14.9	.15	0	10	20	30	50	355	2.4	.010	.158
CarnegieMaster'sL	18.5	14.7	.11	0	5	15	25	45	346	3.9	.000	.262
NSSE2021	18.3	14.3	.05	0	5	15	25	45	337	4.0	.000	.279
Top 50%	23.2	14.7	.05	0	10	20	30	50	337	-.8	.350	-.057
Top 10%	27.8	15.2	.15	5	15	25	40	60	353	-5.4	.000	-.357
<b>Effective Teaching Practices</b>												
JSU (N = 324)	39.7	13.9	.77	16	32	40	52	60				
Southeast Public 4yr	36.4	14.4	.15	12	24	36	48	60	349	3.3	.000	.226
CarnegieMaster'sL	37.1	14.3	.11	12	28	36	48	60	16,092	2.6	.001	.183
NSSE2021	36.7	14.0	.05	12	28	36	48	60	74,385	3.0	.000	.216
Top 50%	40.4	13.5	.04	20	32	40	52	60	100,243	-.7	.343	-.053
Top 10%	43.2	13.4	.11	20	36	44	56	60	14,132	-3.5	.000	-.261
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
JSU (N = 278)	42.9	13.8	.83	18	32	48	54	60				
Southeast Public 4yr	41.6	12.9	.15	16	34	44	50	60	296	1.3	.118	.102
CarnegieMaster'sL	41.3	13.7	.12	14	34	44	52	60	13,037	1.6	.052	.118
NSSE2021	41.0	13.3	.05	16	33	42	50	60	279	1.9	.021	.146
Top 50%	45.1	11.5	.04	24	38	46	54	60	278	-2.1	.010	-.187
Top 10%	47.7	12.3	.09	24	40	50	58	60	284	-4.7	.000	-.384
<b>Supportive Environment</b>												
JSU (N = 296)	35.6	15.0	.87	10	23	38	45	60				
Southeast Public 4yr	34.2	14.7	.17	10	23	35	45	60	7,964	1.3	.122	.092
CarnegieMaster'sL	32.2	14.4	.12	10	20	33	40	60	14,423	3.3	.000	.231
NSSE2021	31.7	14.3	.06	8	20	33	40	60	67,180	3.9	.000	.270
Top 50%	36.8	13.5	.04	15	28	38	45	60	296	-1.3	.146	-.094
Top 10%	39.9	12.8	.11	18	33	40	50	60	304	-4.3	.000	-.337

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

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

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

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

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

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

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

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
JSU (N = 565)	41.6	14.1	.59	20	30	40	55	60				
Southeast Public 4yr	39.6	14.2	.14	15	30	40	50	60	10,496	2.0	.001	.142
CarnegieMaster'sL	39.9	14.1	.09	20	30	40	50	60	23,308	1.7	.005	.120
NSSE2021	39.3	14.1	.04	15	30	40	50	60	104,398	2.2	.000	.159
Top 50%	41.6	13.6	.04	20	35	40	55	60	142,067	.0	.973	-.001
Top 10%	43.9	13.0	.10	20	35	40	55	60	599	-2.3	.000	-.179
<b>Reflective &amp; Integrative Learning</b>												
JSU (N = 592)	38.9	13.0	.53	17	29	40	49	60				
Southeast Public 4yr	37.1	13.1	.13	17	29	37	46	60	11,373	1.8	.001	.134
CarnegieMaster'sL	37.8	13.2	.08	17	29	37	49	60	24,884	1.0	.057	.079
NSSE2021	37.1	13.2	.04	17	29	37	46	60	111,659	1.7	.001	.131
Top 50%	39.8	12.4	.03	20	31	40	49	60	137,861	-.9	.078	-.073
Top 10%	42.5	11.7	.11	23	34	43	51	60	643	-3.6	.000	-.308
<b>Learning Strategies</b>												
JSU (N = 544)	42.3	14.4	.62	20	33	40	60	60				
Southeast Public 4yr	39.8	14.9	.15	13	27	40	53	60	9,798	2.5	.000	.171
CarnegieMaster'sL	39.4	14.7	.10	13	27	40	53	60	22,030	2.9	.000	.201
NSSE2021	38.5	14.9	.05	13	27	40	53	60	98,503	3.8	.000	.255
Top 50%	40.5	14.6	.04	20	33	40	53	60	162,222	1.8	.005	.122
Top 10%	43.5	14.2	.10	20	33	40	60	60	21,118	-1.2	.057	-.083
<b>Quantitative Reasoning</b>												
JSU (N = 541)	30.2	17.7	.76	0	20	27	40	60				
Southeast Public 4yr	30.0	16.4	.17	0	20	27	40	60	595	.2	.801	.012
CarnegieMaster'sL	30.0	16.6	.11	0	20	27	40	60	564	.2	.787	.012
NSSE2021	30.1	16.5	.05	0	20	27	40	60	545	.1	.938	.004
Top 50%	31.6	16.3	.04	0	20	33	40	60	543	-1.4	.065	-.086
Top 10%	34.8	15.8	.11	7	20	33	47	60	564	-4.6	.000	-.292
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
JSU (N = 610)	31.5	16.5	.67	5	20	30	40	60				
Southeast Public 4yr	32.1	15.7	.15	5	20	30	45	60	668	-.5	.436	-.034
CarnegieMaster'sL	27.8	16.0	.10	0	15	25	40	60	26,083	3.7	.000	.232
NSSE2021	28.7	15.9	.05	5	15	30	40	60	117,507	2.9	.000	.179
Top 50%	35.0	14.2	.03	10	25	35	45	60	611	-3.5	.000	-.247
Top 10%	38.8	13.4	.09	15	30	40	50	60	630	-7.3	.000	-.541
<b>Discussions with Diverse Others</b>												
JSU (N = 542)	41.0	16.6	.71	10	30	40	60	60				
Southeast Public 4yr	40.0	16.1	.17	10	30	40	55	60	9,884	1.0	.171	.061
CarnegieMaster'sL	37.2	17.0	.12	5	25	40	50	60	22,040	3.7	.000	.219
NSSE2021	37.7	16.7	.05	5	25	40	50	60	98,694	3.2	.000	.193
Top 50%	41.2	15.6	.03	15	30	40	60	60	207,167	-.3	.671	-.018
Top 10%	44.2	15.0	.09	20	35	45	60	60	556	-3.2	.000	-.213

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
JSU (N = 581)	25.9	16.5	.68	0	15	25	40	60				
Southeast Public 4yr	24.5	16.4	.16	0	10	20	35	60	10,854	1.4	.051	.083
CarnegieMaster'sL	21.5	16.3	.11	0	10	20	30	55	24,068	4.4	.000	.268
NSSE2021	21.0	16.0	.05	0	10	20	30	55	107,629	4.8	.000	.302
Top 50%	28.5	16.0	.06	5	15	25	40	60	76,852	-2.7	.000	-.167
Top 10%	33.6	15.9	.16	10	20	35	45	60	10,056	-7.8	.000	-.486
<b>Effective Teaching Practices</b>												
JSU (N = 565)	42.7	14.3	.60	20	32	44	56	60				
Southeast Public 4yr	38.8	14.6	.15	12	28	40	52	60	10,426	4.0	.000	.271
CarnegieMaster'sL	38.8	14.8	.10	12	28	40	52	60	23,258	3.9	.000	.265
NSSE2021	38.1	14.7	.05	12	28	40	48	60	104,236	4.7	.000	.318
Top 50%	41.5	13.9	.04	16	32	40	52	60	569	1.2	.041	.089
Top 10%	44.6	13.3	.11	20	36	44	56	60	603	-1.8	.003	-.137
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
JSU (N = 496)	45.3	12.2	.55	23	38	48	56	60				
Southeast Public 4yr	43.2	12.1	.13	20	36	44	52	60	8,932	2.1	.000	.175
CarnegieMaster'sL	42.9	13.3	.10	18	35	45	53	60	19,650	2.4	.000	.178
NSSE2021	42.3	13.0	.04	18	34	44	52	60	88,480	2.9	.000	.227
Top 50%	45.2	11.9	.04	22	38	48	54	60	115,047	.1	.846	.009
Top 10%	48.2	11.9	.07	25	42	50	60	60	513	-2.9	.000	-.246
<b>Supportive Environment</b>												
JSU (N = 530)	34.6	15.0	.65	10	23	35	45	60				
Southeast Public 4yr	32.2	14.3	.15	8	23	33	40	58	586	2.4	.000	.171
CarnegieMaster'sL	31.8	15.0	.10	8	20	33	40	60	21,476	2.8	.000	.188
NSSE2021	31.2	14.7	.05	8	20	30	40	60	96,040	3.4	.000	.233
Top 50%	34.1	14.2	.04	10	23	35	43	60	533	.5	.435	.036
Top 10%	37.2	14.3	.11	13	28	38	48	60	561	-2.5	.000	-.178

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

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

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

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

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

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

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