
NSSE 2013

Engagement Indicators

NSSEville State University

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 themes as shown at right.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective and 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 <i>within</i> your institution and comparison groups. Summary of Indicator Items Responses to each item in a given EI are displayed 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 current-year 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. An effect size of .2 is generally considered small, .5 medium, and .8 large. Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview.

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 Institutional Report Builder and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are computed

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

For more information on EIs and their psychometric properties, refer to the NSSE Web site: nsse.iub.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 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 (FY) Students

Theme	Engagement Indicator	Your FY students compared with Public Research Univ	Your FY students compared with Large Public	Your FY students compared with NSSE 2013
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective and 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 Public Research Univ	Your seniors compared with Large Public	Your seniors compared with NSSE 2013
Academic Challenge	Higher-Order Learning	△	△	--
	Reflective and 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

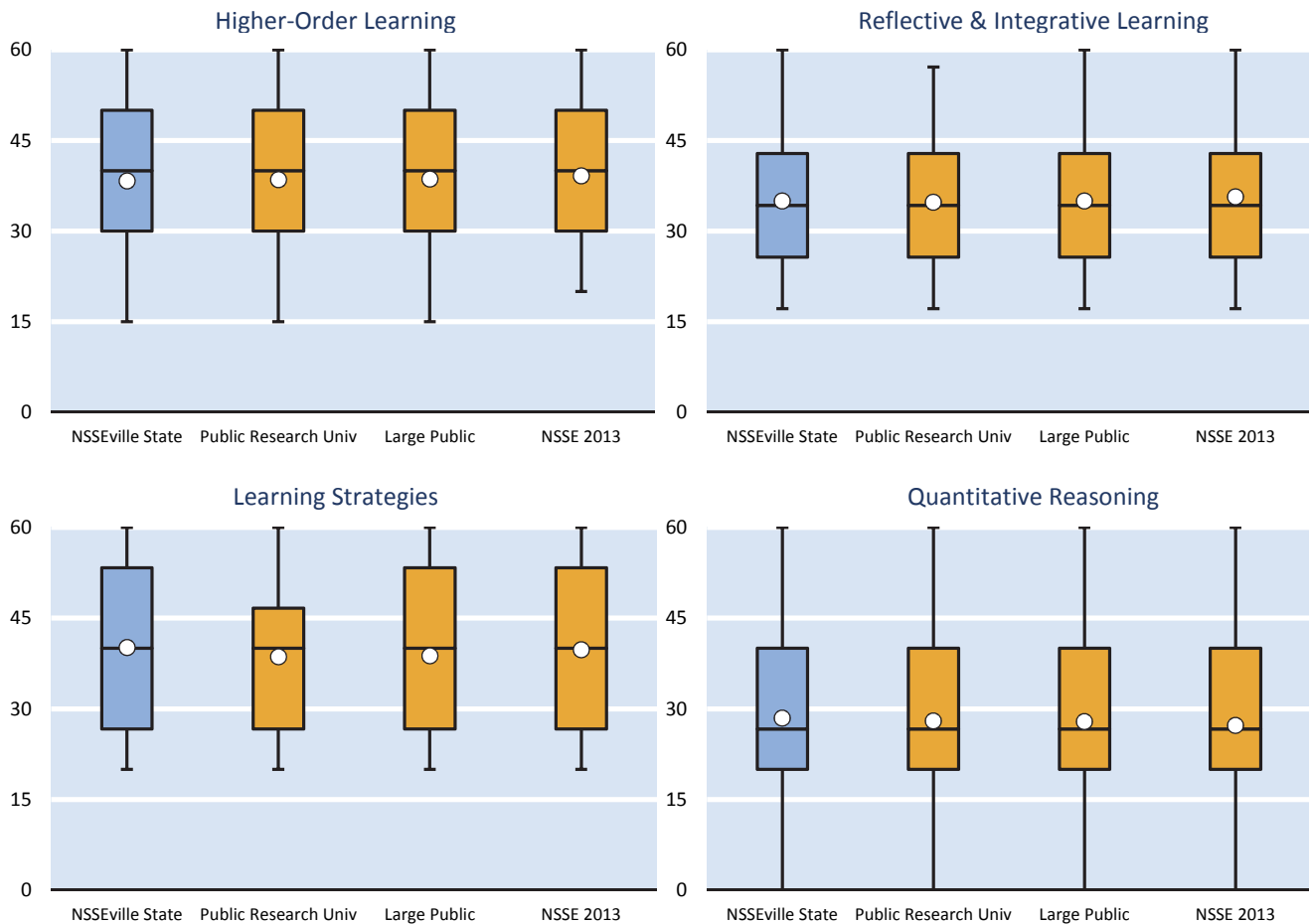
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	NSSEville State Mean	Your first-year students compared with					
		Public Research Univ		Large Public		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.3	38.5	-.01	38.6	-.03	39.1	-.06
Reflective & Integrative Learning	35.0	34.8	.02	35.0	.00	35.7	-.06
Learning Strategies	40.1	38.6 ***	.11	38.8 **	.09	39.8	.03
Quantitative Reasoning	28.5	28.0	.03	27.9	.04	27.3 *	.07

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

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.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

Higher-Order Learning	NSSEville State	Public Research		
		Univ	Large Public	NSSE 2013
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	70	75	75	74
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	72	72	73
4d. Evaluating a point of view, decision, or information source	70	66	66	70
4e. Forming a new idea or understanding from various pieces of information	69	66	66	69
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	54	55	55	56
2b. Connected your learning to societal problems or issues	53	50	51	53
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48	47	48	51
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	61	61	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	66	64	64	66
2f. Learned something that changed the way you understand an issue or concept	61	63	64	66
2g. Connected ideas from your courses to your prior experiences and knowledge	72	76	77	78
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	81	79	79	81
9b. Reviewed your notes after class	69	64	64	66
9c. Summarized what you learned in class or from course materials	66	61	61	64
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.)	53	54	54	51
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	39	39	38
6c. Evaluated what others have concluded from numerical information	39	38	38	37

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 Web site.

Academic Challenge: Seniors

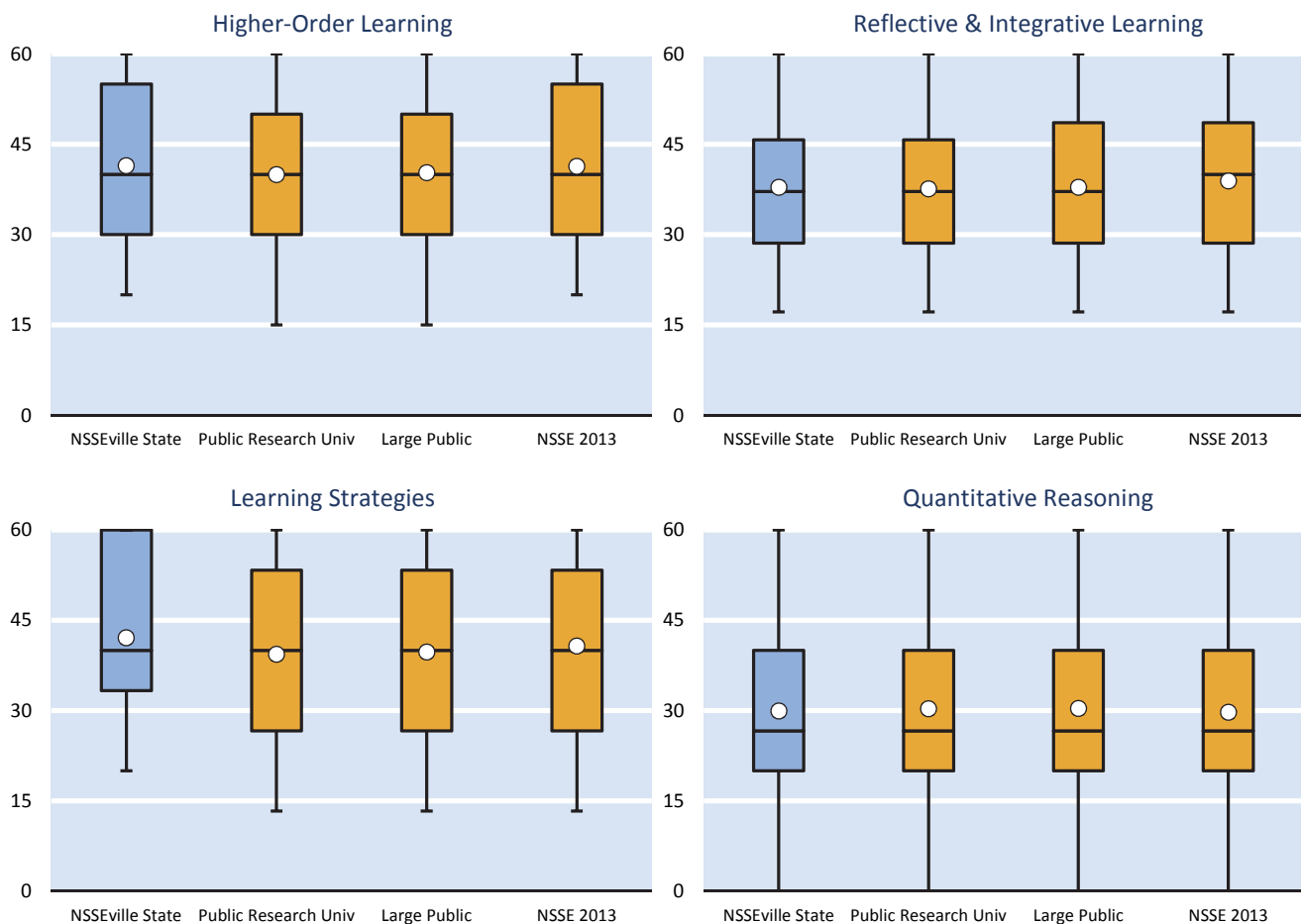
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	NSSEville State Mean	Your first-year students compared with					
		Public Research Univ		Large Public		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.5	40.0 ***	.10	40.3 **	.08	41.3	.01
Reflective & Integrative Learning	37.9	37.6	.02	37.9	.00	38.9 **	-.08
Learning Strategies	42.1	39.3 ***	.18	39.7 ***	.16	40.7 ***	.09
Quantitative Reasoning	30.0	30.3	-.02	30.4	-.02	29.7	.01

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

Score Distributions



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Academic Challenge: Seniors (continued)

Summary of Indicator Items

Higher-Order Learning	NSSEville State	Public Research		
		Univ	Large Public	NSSE 2013
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	81	79	79	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	75	76	78
4d. Evaluating a point of view, decision, or information source	73	66	68	72
4e. Forming a new idea or understanding from various pieces of information	73	69	69	73
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	70	72	72	71
2b. Connected your learning to societal problems or issues	62	60	61	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	50	51	56
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	63	63	67
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	67	68	70
2f. Learned something that changed the way you understand an issue or concept	65	67	68	70
2g. Connected ideas from your courses to your prior experiences and knowledge	82	82	83	84
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	84	81	82	84
9b. Reviewed your notes after class	70	62	63	65
9c. Summarized what you learned in class or from course materials	70	62	63	66
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.)	56	56	56	54
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	48	44	45	44
6c. Evaluated what others have concluded from numerical information	44	45	46	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 Web site.

Learning with Peers: First-year students

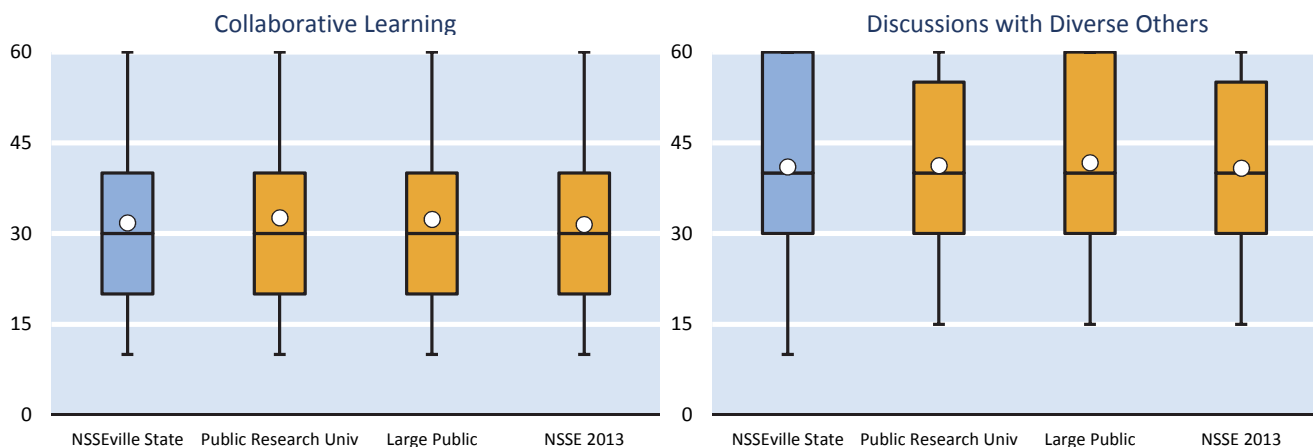
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	NSSEville State Mean	Your first-year students compared with					
		Public Research Univ		Large Public		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.7	32.6 *	-.06	32.3	-.04	31.4	.02
Discussions with Diverse Others	41.0	41.2	-.01	41.7	-.04	40.7	.02

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

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Summary of Indicator Items

Collaborative Learning

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

	NSSEville State	Public Research Univ	Large Public	NSSE 2013
1e. Asked another student to help you understand course material	46	52	51	48
1f. Explained course material to one or more students	54	59	58	56
1g. Prepared for exams by discussing or working through course material with other students	50	51	50	48
1h. Worked with other students on course projects or assignments	50	51	50	50

Discussions with Diverse Others

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

	NSSEville State	Public Research Univ	Large Public	NSSE 2013
8a. People from a race or ethnicity other than your own	74	70	72	71
8b. People from an economic background other than your own	72	73	74	73
8c. People with religious beliefs other than your own	67	71	72	68
8d. People with political views other than your own	70	72	72	70

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 Web site.

Learning with Peers: Seniors

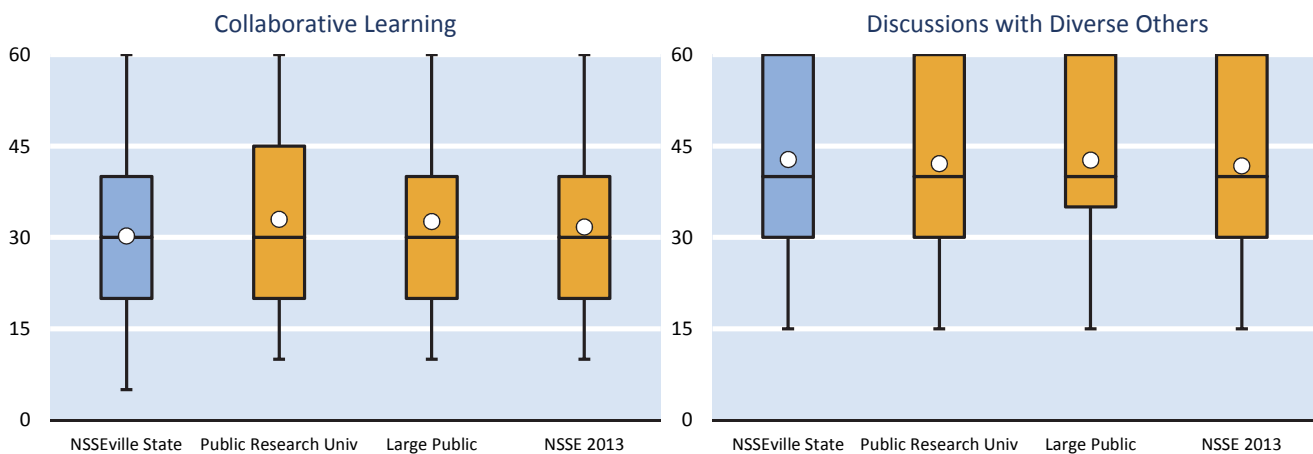
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Mean Comparisons

Engagement Indicator	NSSEville State Mean	Your seniors compared with					
		Public Research Univ		Large Public		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.2	33.0 ***	-.19	32.6 ***	-.17	31.7 ***	-.10
Discussions with Diverse Others	42.8	42.1	.04	42.7	.01	41.8 *	.07

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

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Summary of Indicator Items

Collaborative Learning

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

	NSSEville State	Public Research Univ	Large Public	NSSE 2013
1e. Asked another student to help you understand course material	35	43	41	38
1f. Explained course material to one or more students	54	60	60	57
1g. Prepared for exams by discussing or working through course material with other students	41	47	46	44
1h. Worked with other students on course projects or assignments	60	64	63	63

Discussions with Diverse Others

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

	NSSEville State	Public Research Univ	Large Public	NSSE 2013
8a. People from a race or ethnicity other than your own	75	72	74	72
8b. People from an economic background other than your own	75	75	76	75
8c. People with religious beliefs other than your own	73	72	73	70
8d. People with political views other than your own	76	73	73	72

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 Web site.

Experiences with Faculty: First-year students

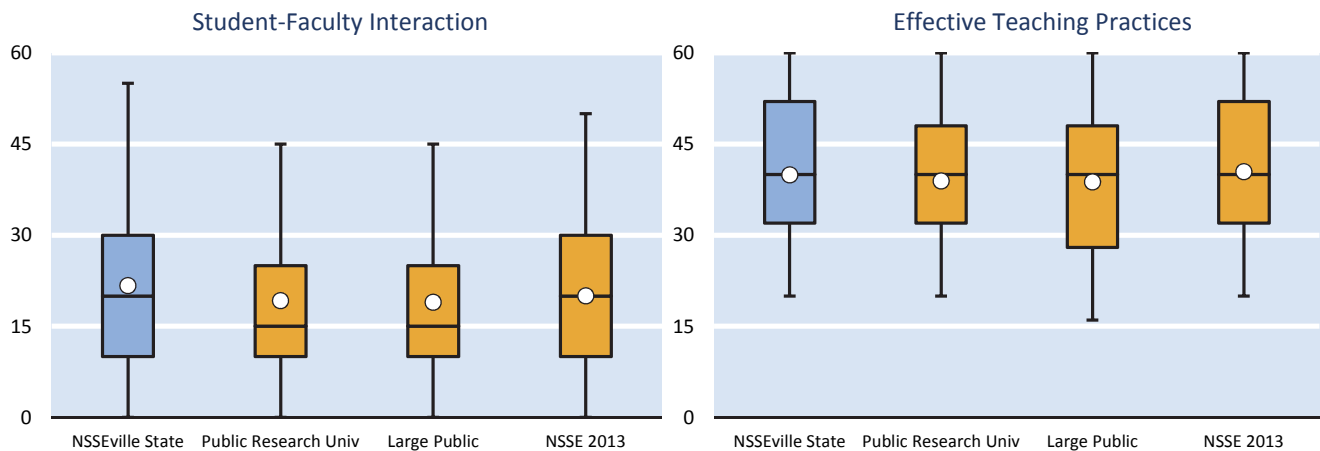
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	NSSEville State Mean	Your first-year students compared with					
		Public Research Univ Mean	Effect size	Large Public Mean	Effect size	NSSE 2013 Mean	Effect size
Student-Faculty Interaction	21.7	19.2 ***	.18	19.0 ***	.19	20.0 ***	.12
Effective Teaching Practices	39.9	38.9 *	.08	38.8 **	.09	40.4	-.04

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

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Summary of Indicator Items

Student-Faculty Interaction

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

	NSSEville State	Public Research Univ	Large Public	NSSE 2013
3a. Talked about career plans with a faculty member	33	30	29	32
3b. Worked with a faculty member on activities other than coursework (committees, student groups)	22	18	17	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	23	22	24
3d. Discussed your academic performance with a faculty member	31	25	25	28

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	NSSEville State	Public Research Univ	Large Public	NSSE 2013
5a. Clearly explained course goals and requirements	80	81	81	82
5b. Taught course sessions in an organized way	75	79	79	80
5c. Used examples or illustrations to explain difficult points	76	77	77	78
5d. Provided feedback on a draft or work in progress	66	59	58	65
5e. Provided prompt and detailed feedback on tests or completed assignments	63	58	57	63

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 Web site.

Experiences with Faculty: Seniors

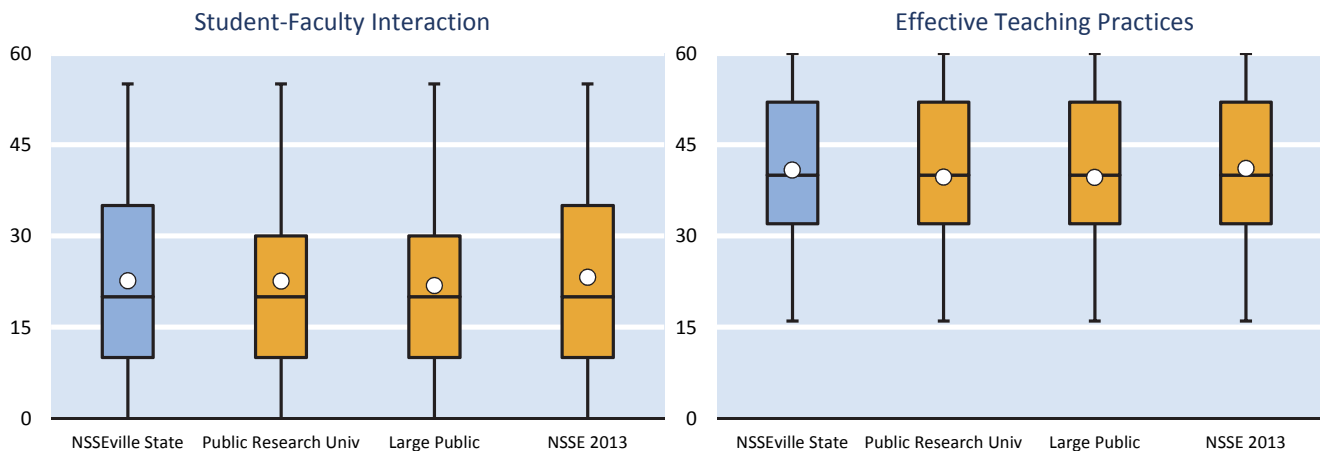
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	NSSEville State Mean	Your seniors compared with					
		Public Research Univ Mean	Effect size	Large Public Mean	Effect size	NSSE 2013 Mean	Effect size
Student-Faculty Interaction	22.6	22.6	.00	21.8	.05	23.2	-.04
Effective Teaching Practices	40.8	39.7 **	.09	39.6 **	.09	41.1	-.02

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

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Summary of Indicator Items

Student-Faculty Interaction

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

	NSSEville State	Public Research Univ	Large Public	NSSE 2013
3a. Talked about career plans with a faculty member	40	39	37	42
3b. Worked with a faculty member on activities other than coursework (committees, student groups)	25	25	24	25
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	31	29	32
3d. Discussed your academic performance with a faculty member	32	29	28	32

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	NSSEville State	Public Research Univ	Large Public	NSSE 2013
5a. Clearly explained course goals and requirements	82	81	81	83
5b. Taught course sessions in an organized way	80	80	80	82
5c. Used examples or illustrations to explain difficult points	77	79	79	79
5d. Provided feedback on a draft or work in progress	63	57	57	62
5e. Provided prompt and detailed feedback on tests or completed assignments	70	63	63	68

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 Web site.

Campus Environment: First-year students

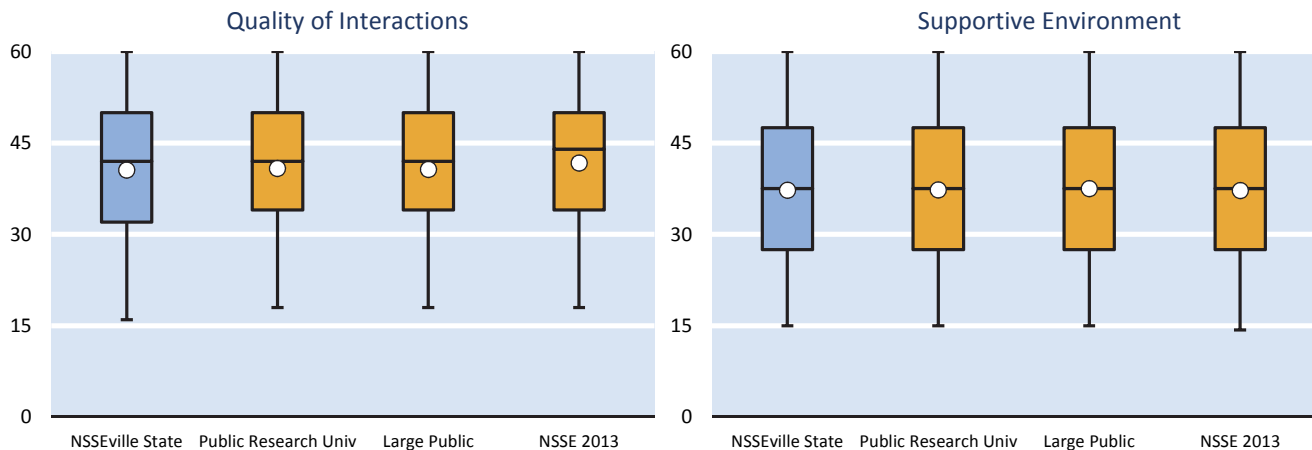
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	NSSEville State Mean	Your first-year students compared with					
		Public Research Univ Mean	Effect size	Large Public Mean	Effect size	NSSE 2013 Mean	Effect size
Quality of Interactions	40.6	40.8	-.02	40.6	-.01	41.7 **	-.09
Supportive Environment	37.2	37.3	.00	37.5	-.02	37.2	.01

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

Score Distributions



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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...

	NSSEville State	Public Research Univ	Large Public	NSSE 2013
13a. Students	57	59	58	60
13b. Academic advisors	47	46	46	49
13c. Faculty	47	46	45	51
13d. Student services staff (career services, student activities, housing, etc.)	41	42	41	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	38	37	42

Supportive Environment

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

	NSSEville State	Public Research Univ	Large Public	NSSE 2013
14b. Providing support to help students succeed academically	75	77	77	78
14c. Using learning support services (tutoring services, writing center, etc.)	72	77	77	78
14d. Encouraging contact among students from different backgrounds (soc., racial/eth., relig., etc.)	62	57	59	58
14e. Providing opportunities to be involved socially	72	74	74	72
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	74	75	75	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	48	43	44	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	69	71	71	68
14i. Attending events that address important social, economic, or political issues	53	53	53	53

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 Web site.

Campus Environment: Seniors

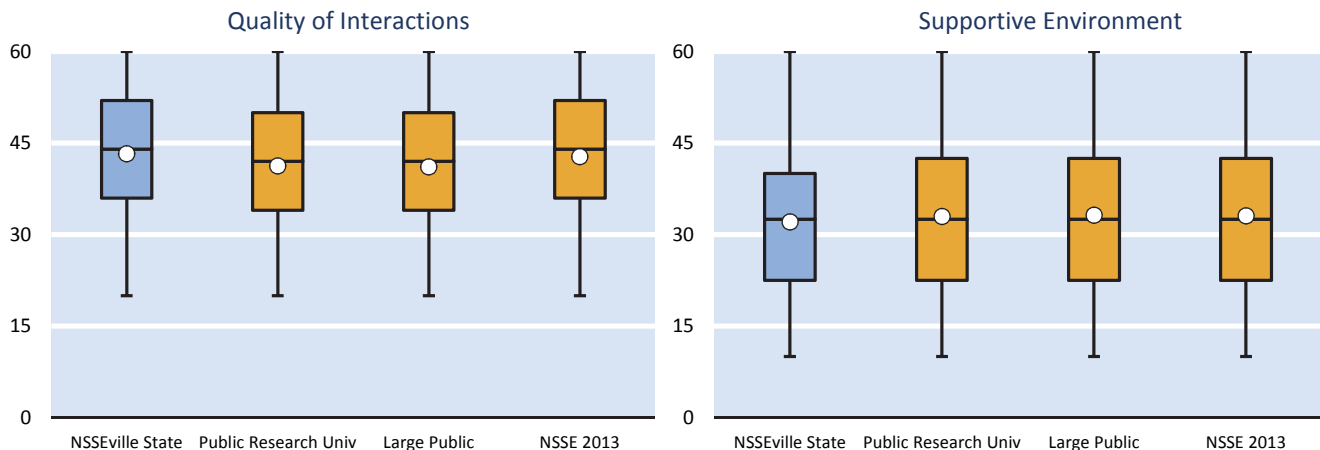
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Mean Comparisons

Engagement Indicator	NSSEville State Mean	Your seniors compared with					
		Public Research Univ		Large Public		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.3	41.2 ***	.17	41.1 ***	.18	42.8	.04
Supportive Environment	32.1	33.0 *	-.06	33.2 **	-.08	33.1 *	-.07

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

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.

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...

	NSSEville State	Public Research Univ	Large Public	NSSE 2013
13a. Students	65	63	62	65
13b. Academic advisors	52	47	47	53
13c. Faculty	63	55	55	61
13d. Student services staff (career services, student activities, housing, etc.)	44	39	39	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	37	37	43

Supportive Environment

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

	NSSEville State	Public Research Univ	Large Public	NSSE 2013
14b. Providing support to help students succeed academically	71	70	69	72
14c. Using learning support services (tutoring services, writing center, etc.)	64	65	64	67
14d. Encouraging contact among students from different backgrounds (soc., racial/eth., relig., etc.)	55	50	51	52
14e. Providing opportunities to be involved socially	64	67	68	65
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	65	65	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	30	29	30	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	54	61	61	56
14i. Attending events that address important social, economic, or political issues	42	45	46	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 Web site.

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Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior students with those attending two groups of institutions identified by NSSE for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all current-year NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all current-year 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 to that of the high-performing group. However, the absence of a significant difference between your score and that of the high-performing group does not 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		NSSEville State Mean	Your first-year students compared with					
Theme	Engagement Indicator		NSSE 2013 Top 50%			NSSE 2013 Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.3	40.9 ***	-.19		42.7 ***	-.32	
	Reflective and Integrative Learning	35.0	37.6 ***	-.21		39.4 ***	-.35	
	Learning Strategies	40.1	41.9 ***	-.12		44.3 ***	-.30	
	Quantitative Reasoning	28.5	28.8	-.02	✓	30.5 ***	-.12	
Learning with Peers	Collaborative Learning	31.7	34.5 ***	-.20		37.1 ***	-.39	
	Discussions with Diverse Others	41.0	43.2 ***	-.14		45.7 ***	-.31	
Experiences with Faculty	Student-Faculty Interaction	21.7	23.4 ***	-.11		26.7 ***	-.30	
	Effective Teaching Practices	39.9	42.8 ***	-.22		44.7 ***	-.35	
Campus Environment	Quality of Interactions	40.6	44.3 ***	-.32		46.3 ***	-.47	
	Supportive Environment	37.2	39.6 ***	-.18		41.4 ***	-.32	
Seniors		NSSEville State Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE 2013 Top 50%			NSSE 2013 Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.5	43.5 ***	-.15		45.3 ***	-.28	
	Reflective and Integrative Learning	37.9	41.1 ***	-.25		43.1 ***	-.41	
	Learning Strategies	42.1	43.2 **	-.07		45.4 ***	-.23	
	Quantitative Reasoning	30.0	31.1 **	-.07		32.5 ***	-.15	
Learning with Peers	Collaborative Learning	30.2	35.0 ***	-.34		37.5 ***	-.53	
	Discussions with Diverse Others	42.8	44.1 **	-.08		45.8 ***	-.19	
Experiences with Faculty	Student-Faculty Interaction	22.6	29.7 ***	-.44		34.6 ***	-.74	
	Effective Teaching Practices	40.8	43.3 ***	-.18		45.3 ***	-.33	
Campus Environment	Quality of Interactions	43.3	45.8 ***	-.22		47.6 ***	-.38	
	Supportive Environment	32.1	36.2 ***	-.30		39.1 ***	-.53	

Notes: Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator, 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.

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

NSSE 2013 Engagement Indicators

Detailed Statistics^a

NSSEville State University

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												
NSSEville State (N = 1094)	38.3	14.7	.44	15	30	40	50	60				
Public Research Univ	38.5	13.7	.07	15	30	40	50	60	1,146	-.2	.646	-.015
Large Public	38.6	13.8	.09	15	30	40	50	60	1,181	-.4	.431	-.026
NSSE 2013	39.1	13.8	.04	20	30	40	50	60	1,110	-.9	.053	-.062
Top 50%	40.9	13.6	.06	20	30	40	50	60	1,130	-2.6	.000	-.190
Top 10%	42.7	13.7	.12	20	35	40	55	60	1,258	-4.5	.000	-.324
Reflective and Integrative Learning												
NSSEville State (N = 1139)	35.0	12.8	.38	17	26	34	43	60				
Public Research Univ	34.8	12.5	.06	17	26	34	43	57	42,233	.2	.592	.016
Large Public	35.0	12.5	.08	17	26	34	43	60	26,499	.0	.991	.000
NSSE 2013	35.7	12.6	.04	17	26	34	43	60	129,582	-.7	.064	-.055
Top 50%	37.6	12.4	.05	17	29	37	46	60	56,416	-2.6	.000	-.209
Top 10%	39.4	12.5	.11	20	31	40	49	60	14,984	-4.4	.000	-.352
Learning Strategies												
NSSEville State (N = 1024)	40.1	14.1	.44	20	27	40	53	60				
Public Research Univ	38.6	14.1	.07	20	27	40	47	60	37,560	1.5	.001	.105
Large Public	38.8	14.2	.09	20	27	40	53	60	23,445	1.3	.003	.093
NSSE 2013	39.8	14.2	.04	20	27	40	53	60	115,879	.4	.410	.026
Top 50%	41.9	14.1	.06	20	33	40	53	60	49,461	-1.7	.000	-.123
Top 10%	44.3	14.2	.13	20	33	47	60	60	1,221	-4.2	.000	-.295
Quantitative Reasoning												
NSSEville State (N = 1103)	28.5	16.4	.49	0	20	27	40	60				
Public Research Univ	28.0	16.1	.08	0	20	27	40	60	41,154	.5	.295	.032
Large Public	27.9	16.2	.10	0	20	27	40	60	25,748	.6	.253	.035
NSSE 2013	27.3	16.4	.05	0	20	27	40	60	126,492	1.2	.013	.075
Top 50%	28.8	16.3	.06	0	20	27	40	60	71,150	-.3	.493	-.021
Top 10%	30.5	16.2	.13	0	20	27	40	60	16,085	-2.0	.000	-.123
Learning with Peers												
Collaborative Learning												
NSSEville State (N = 1160)	31.7	14.1	.41	10	20	30	40	60				
Public Research Univ	32.6	13.9	.07	10	20	30	40	60	43,410	-.9	.034	-.063
Large Public	32.3	14.0	.09	10	20	30	40	60	27,288	-.6	.163	-.042
NSSE 2013	31.4	14.2	.04	10	20	30	40	60	132,589	.3	.532	.018
Top 50%	34.5	13.7	.06	15	25	35	45	60	59,548	-2.7	.000	-.200
Top 10%	37.1	13.6	.13	15	25	35	45	60	12,993	-5.4	.000	-.394
Discussions with Diverse Others												
NSSEville State (N = 1039)	41.0	16.7	.52	10	30	40	60	60				
Public Research Univ	41.2	15.7	.08	15	30	40	55	60	1,090	-.2	.726	-.012
Large Public	41.7	15.7	.10	15	30	40	60	60	1,124	-.7	.198	-.043
NSSE 2013	40.7	16.0	.05	15	30	40	55	60	1,055	.3	.625	.016
Top 50%	43.2	15.4	.06	20	35	45	60	60	1,071	-2.2	.000	-.143
Top 10%	45.7	15.0	.14	20	40	50	60	60	1,192	-4.7	.000	-.310

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												
NSSEville State (N = 1128)	21.7	15.1	.45	0	10	20	30	55				
Public Research Univ	19.2	14.2	.07	0	10	15	25	45	1,183	2.5	.000	.178
Large Public	19.0	14.2	.09	0	10	15	25	45	1,219	2.8	.000	.194
NSSE 2013	20.0	14.5	.04	0	10	20	30	50	1,146	1.7	.000	.118
Top 50%	23.4	15.0	.08	0	10	20	35	55	40,537	-1.7	.000	-.113
Top 10%	26.7	16.4	.21	0	15	25	40	60	1,656	-4.9	.000	-.305
Effective Teaching Practices												
NSSEville State (N = 1123)	39.9	13.5	.40	20	32	40	52	60				
Public Research Univ	38.9	13.0	.06	20	32	40	48	60	41,593	1.0	.012	.076
Large Public	38.8	13.0	.08	16	28	40	48	60	26,034	1.1	.004	.088
NSSE 2013	40.4	13.3	.04	20	32	40	52	60	127,810	-.5	.188	-.039
Top 50%	42.8	13.3	.06	20	35	44	56	60	46,058	-2.9	.000	-.218
Top 10%	44.7	13.8	.13	20	36	48	60	60	1,361	-4.8	.000	-.345
Campus Environment												
Quality of Interactions												
NSSEville State (N = 1015)	40.6	12.8	.40	16	32	42	50	60				
Public Research Univ	40.8	12.3	.07	18	34	42	50	60	1,069	-.2	.550	-.020
Large Public	40.6	12.3	.08	18	34	42	50	60	22,509	-.1	.867	-.005
NSSE 2013	41.7	12.5	.04	18	34	44	50	60	112,178	-1.1	.004	-.092
Top 50%	44.3	11.6	.06	22	38	46	53	60	1,059	-3.8	.000	-.323
Top 10%	46.3	12.0	.12	23	40	48	56	60	1,194	-5.7	.000	-.471
Supportive Environment												
NSSEville State (N = 968)	37.2	14.0	.45	15	28	38	48	60				
Public Research Univ	37.3	13.4	.07	15	28	38	48	60	34,748	-.1	.881	-.005
Large Public	37.5	13.4	.09	15	28	38	48	60	21,594	-.3	.529	-.021
NSSE 2013	37.2	13.9	.04	14	28	38	48	60	108,097	.1	.868	.005
Top 50%	39.6	13.2	.06	18	30	40	50	60	1,001	-2.3	.000	-.175
Top 10%	41.4	12.9	.13	20	33	43	53	60	1,135	-4.2	.000	-.321

a. Results weighted by gender 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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean $\pm 1.96 \times \text{SEM}$.

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 2013 Engagement Indicators

Detailed Statistics^a

NSSEville State University

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												
NSSEville State (N = 1439)	41.5	14.3	.38	20	30	40	55	60				
Public Research Univ	40.0	14.2	.06	15	30	40	50	60	66,710	1.5	.000	.104
Large Public	40.3	14.3	.07	15	30	40	50	60	41,639	1.2	.002	.084
NSSE 2013	41.3	14.0	.03	20	30	40	55	60	192,053	.1	.701	.010
Top 50%	43.5	13.7	.05	20	35	40	55	60	74,461	-2.0	.000	-.150
Top 10%	45.3	13.6	.09	20	40	45	60	60	23,035	-3.8	.000	-.279
Reflective and Integrative Learning												
NSSEville State (N = 1489)	37.9	13.0	.34	17	29	37	46	60				
Public Research Univ	37.6	13.1	.05	17	29	37	46	60	69,299	.3	.393	.022
Large Public	37.9	13.1	.06	17	29	37	49	60	43,319	.0	.952	.002
NSSE 2013	38.9	13.0	.03	17	29	40	49	60	199,423	-1.0	.002	-.079
Top 50%	41.1	12.6	.05	20	31	40	51	60	74,615	-3.2	.000	-.254
Top 10%	43.1	12.6	.09	20	34	43	54	60	21,164	-5.2	.000	-.411
Learning Strategies												
NSSEville State (N = 1378)	42.1	14.7	.40	20	33	40	60	60				
Public Research Univ	39.3	14.9	.06	13	27	40	53	60	62,667	2.7	.000	.185
Large Public	39.7	14.8	.08	13	27	40	53	60	38,934	2.4	.000	.159
NSSE 2013	40.7	14.7	.03	13	27	40	53	60	182,614	1.4	.000	.095
Top 50%	43.2	14.4	.05	20	33	40	60	60	86,543	-1.1	.006	-.074
Top 10%	45.4	14.0	.09	20	40	47	60	60	1,515	-3.3	.000	-.234
Quantitative Reasoning												
NSSEville State (N = 1467)	30.0	16.9	.44	0	20	27	40	60				
Public Research Univ	30.3	17.2	.07	0	20	27	40	60	67,748	-.3	.460	-.020
Large Public	30.4	17.3	.09	0	20	27	40	60	42,290	-.4	.378	-.023
NSSE 2013	29.7	17.3	.04	0	20	27	40	60	195,527	.3	.572	.015
Top 50%	31.1	17.2	.05	0	20	33	40	60	109,164	-1.2	.008	-.069
Top 10%	32.5	17.0	.10	0	20	33	40	60	31,024	-2.6	.000	-.152
Learning with Peers												
Collaborative Learning												
NSSEville State (N = 1501)	30.2	14.6	.38	5	20	30	40	60				
Public Research Univ	33.0	14.4	.05	10	20	30	45	60	70,597	-2.8	.000	-.191
Large Public	32.6	14.4	.07	10	20	30	40	60	44,266	-2.4	.000	-.166
NSSE 2013	31.7	14.6	.03	10	20	30	40	60	201,755	-1.5	.000	-.102
Top 50%	35.0	13.8	.05	15	25	35	45	60	1,550	-4.8	.000	-.344
Top 10%	37.5	13.5	.12	15	25	40	50	60	1,826	-7.3	.000	-.534
Discussions with Diverse Others												
NSSEville State (N = 1394)	42.8	16.4	.44	15	30	40	60	60				
Public Research Univ	42.1	16.0	.06	15	30	40	60	60	1,453	.7	.114	.044
Large Public	42.7	16.0	.08	15	35	40	60	60	39,355	.1	.782	.008
NSSE 2013	41.8	16.1	.04	15	30	40	60	60	184,129	1.1	.014	.066
Top 50%	44.1	15.8	.05	20	35	45	60	60	1,430	-1.3	.004	-.080
Top 10%	45.8	15.6	.09	20	40	50	60	60	1,512	-3.0	.000	-.192

NSSE 2013 Engagement Indicators

Detailed Statistics^a

NSSEville State University

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												
NSSEville State (N = 1475)	22.6	16.7	.43	0	10	20	35	55				
Public Research Univ	22.6	15.9	.06	0	10	20	30	55	1,534	.0	.940	.002
Large Public	21.8	15.8	.08	0	10	20	30	55	1,571	.8	.077	.049
NSSE 2013	23.2	16.3	.04	0	10	20	35	55	195,646	-.6	.173	-.036
Top 50%	29.7	16.1	.08	5	20	30	40	60	42,290	-7.0	.000	-.438
Top 10%	34.6	16.0	.23	10	20	35	45	60	6,417	-12.0	.000	-.740
Effective Teaching Practices												
NSSEville State (N = 1476)	40.8	13.9	.36	16	32	40	52	60				
Public Research Univ	39.7	13.6	.05	16	32	40	52	60	68,442	1.2	.001	.086
Large Public	39.6	13.7	.07	16	32	40	52	60	42,715	1.2	.001	.087
NSSE 2013	41.1	13.8	.03	16	32	40	52	60	197,400	-.3	.456	-.019
Top 50%	43.3	13.7	.05	20	36	44	56	60	72,217	-2.4	.000	-.178
Top 10%	45.3	13.5	.12	20	36	48	60	60	13,968	-4.5	.000	-.331
Campus Environment												
Quality of Interactions												
NSSEville State (N = 1339)	43.3	11.9	.33	20	36	44	52	60				
Public Research Univ	41.2	11.8	.05	20	34	42	50	60	60,534	2.0	.000	.172
Large Public	41.1	11.9	.06	20	34	42	50	60	37,355	2.1	.000	.180
NSSE 2013	42.8	11.9	.03	20	36	44	52	60	176,085	.5	.150	.040
Top 50%	45.8	11.5	.05	24	40	48	55	60	58,703	-2.5	.000	-.220
Top 10%	47.6	11.6	.09	24	42	50	58	60	18,161	-4.4	.000	-.377
Supportive Environment												
NSSEville State (N = 1320)	32.1	14.3	.39	10	23	33	40	60				
Public Research Univ	33.0	14.1	.06	10	23	33	43	60	59,447	-.9	.022	-.064
Large Public	33.2	14.3	.08	10	23	33	43	60	36,751	-1.1	.005	-.078
NSSE 2013	33.1	14.4	.03	10	23	33	43	60	174,413	-1.0	.013	-.069
Top 50%	36.2	13.7	.05	13	28	38	45	60	1,370	-4.1	.000	-.299
Top 10%	39.1	13.1	.13	18	30	40	50	60	1,621	-7.1	.000	-.533

a. Results weighted by gender 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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean $\pm 1.96 * SEM$.

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.