
NSSE 2014

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 broad themes as shown at right.

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

Report sections

Overview (p. 3)

Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Summary of Indicator Items

Responses to each item in a given EI are 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 2013 and 2014 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 (p. 3).

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

Theme	Engagement Indicator	Your first-year students compared with Public Master's L	Your first-year students compared with Large Public	Your first-year students compared with NSSE 2013 & 2014
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 Public Master's L	Your seniors compared with Large Public	Your seniors compared with NSSE 2013 & 2014
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

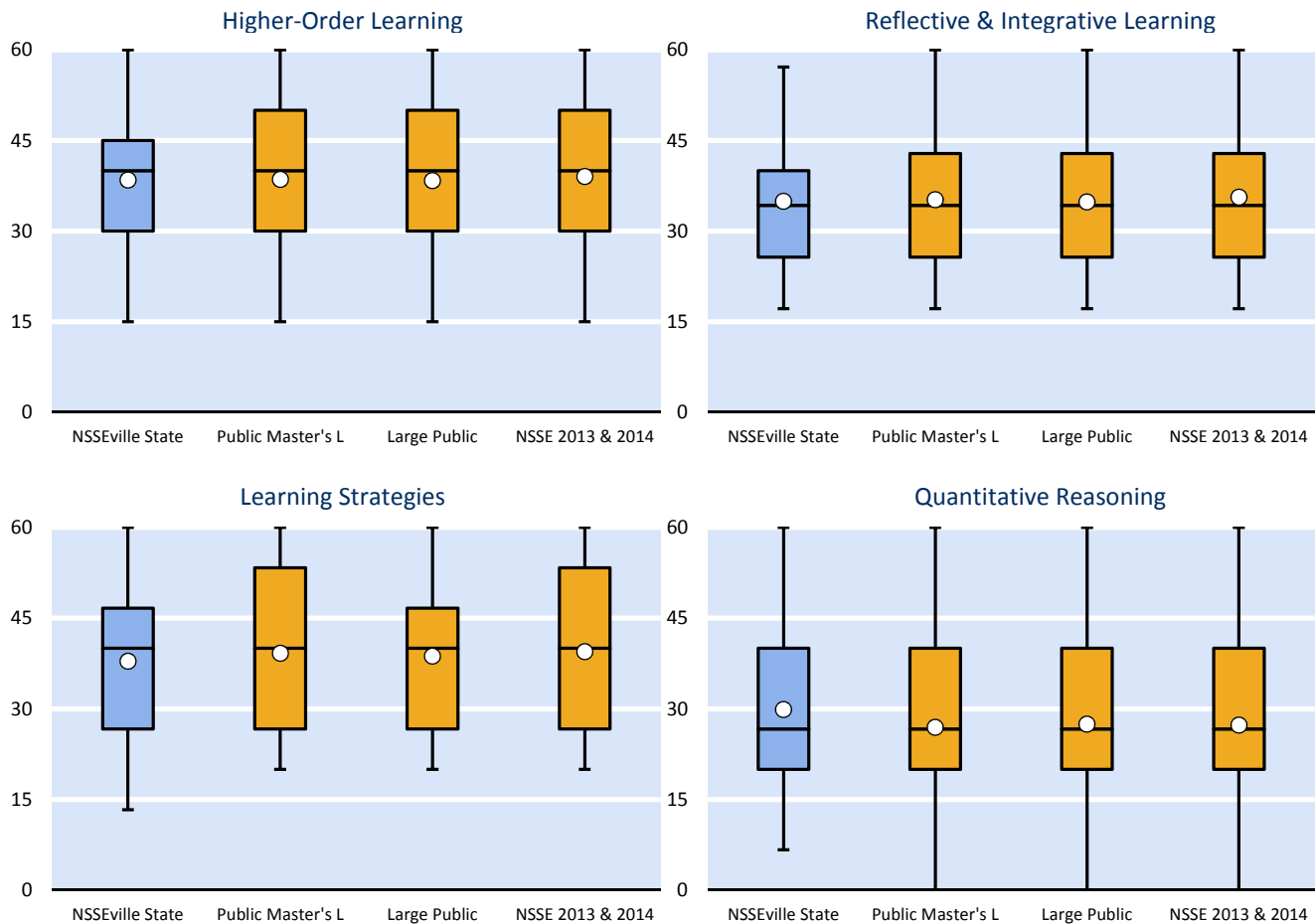
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	NSSEville State Mean	Your first-year students compared with					
		Public Master's L		Large Public		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.4	38.5	-.01	38.3	.01	39.0	-.04
Reflective & Integrative Learning	34.9	35.2	-.02	34.8	.01	35.6	-.05
Learning Strategies	37.9	39.2 *	-.09	38.7	-.06	39.5 **	-.11
Quantitative Reasoning	29.9	27.0 ***	.18	27.5 ***	.15	27.3 ***	.16

Notes: Results weighted by institution-reported sex 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 Overview 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. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	NSSEville State	Public Master's L	Large Public	NSSE 2013 & 2014
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	80	71	73	73
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	71	71	72
4d. Evaluating a point of view, decision, or information source	63	70	68	70
4e. Forming a new idea or understanding from various pieces of information	63	68	67	69
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	59	55	55	56
2b. Connected your learning to societal problems or issues	47	52	50	53
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	40	50	48	50
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	61	61	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	66	66	65	66
2f. Learned something that changed the way you understand an issue or concept	67	64	63	65
2g. Connected ideas from your courses to your prior experiences and knowledge	80	75	75	77
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81	79	79	80
9b. Reviewed your notes after class	60	66	64	65
9c. Summarized what you learned in class or from course materials	57	62	62	63
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	57	50	52	51
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40	38	38	38
6c. Evaluated what others have concluded from numerical information	41	36	37	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

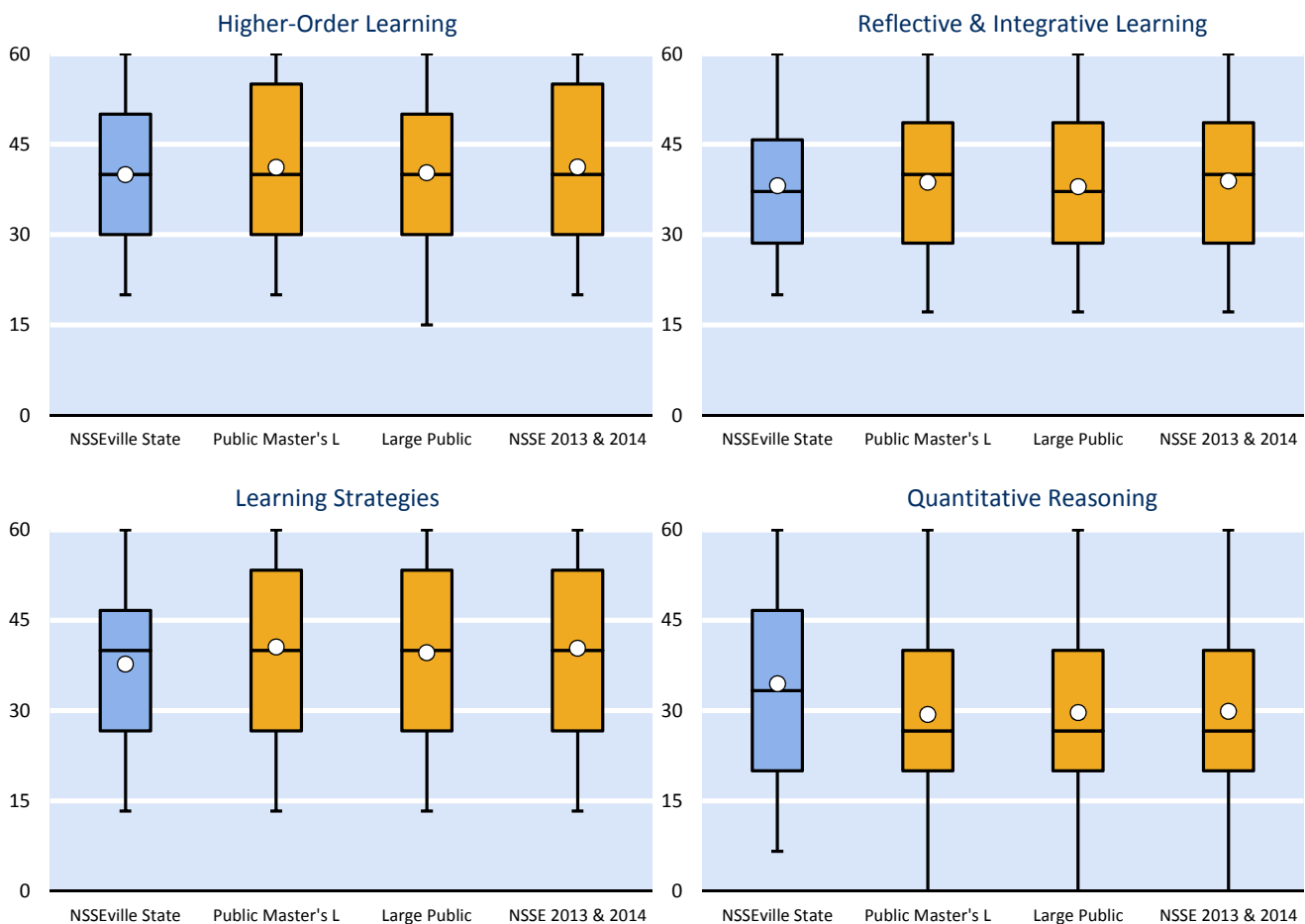
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 seniors compared with					
		Public Master's L		Large Public		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.0	41.2 **	-.09	40.3	-.02	41.2 **	-.09
Reflective & Integrative Learning	38.1	38.7	-.04	38.0	.01	38.9 *	-.06
Learning Strategies	37.7	40.6 ***	-.19	39.6 ***	-.13	40.3 ***	-.18
Quantitative Reasoning	34.5	29.4 ***	.29	29.6 ***	.28	29.9 ***	.26

Notes: Results weighted by institution-reported sex 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 Overview 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 Master's L	Large Public	NSSE 2013 & 2014
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	82	79	79	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	77	76	78
4d. Evaluating a point of view, decision, or information source	64	72	69	72
4e. Forming a new idea or understanding from various pieces of information	70	72	70	72
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	76	72	72	72
2b. Connected your learning to societal problems or issues	60	64	62	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	47	55	51	55
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	65	64	66
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	70	68	70
2f. Learned something that changed the way you understand an issue or concept	71	70	68	70
2g. Connected ideas from your courses to your prior experiences and knowledge	85	83	82	84
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80	83	81	83
9b. Reviewed your notes after class	55	65	63	64
9c. Summarized what you learned in class or from course materials	58	66	64	66
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	66	53	55	55
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	51	44	44	44
6c. Evaluated what others have concluded from numerical information	55	43	44	44

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Learning with Peers: First-year students

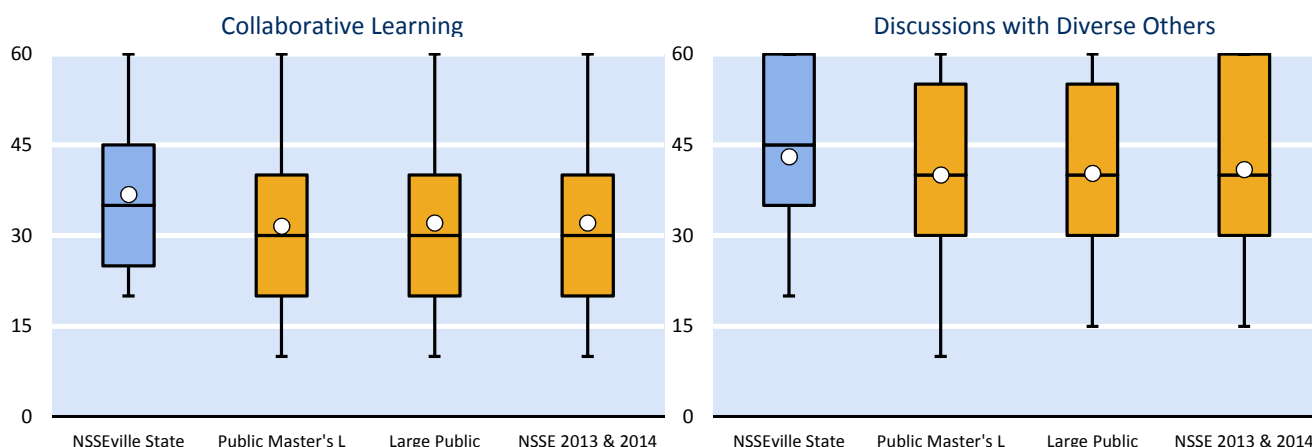
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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 Master's L		Large Public		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.8	31.5 ***	.38	32.0 ***	.34	32.0 ***	.34
Discussions with Diverse Others	43.0	40.0 ***	.19	40.2 ***	.17	40.9 ***	.13

Notes: Results weighted by institution-reported sex 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 Overview 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 Master's L	Large Public	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	64	48	50	49
1f. Explained course material to one or more students	66	56	57	57
1g. Prepared for exams by discussing or working through course material with other students	58	46	49	49
1h. Worked with other students on course projects or assignments	67	51	51	52

Discussions with Diverse Others

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

	NSSEville State	Public Master's L	Large Public	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	72	70	69	72
8b. People from an economic background other than your own	78	71	71	73
8c. People with religious beliefs other than your own	76	67	68	69
8d. People with political views other than your own	75	67	69	69

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

Learning with Peers: Seniors

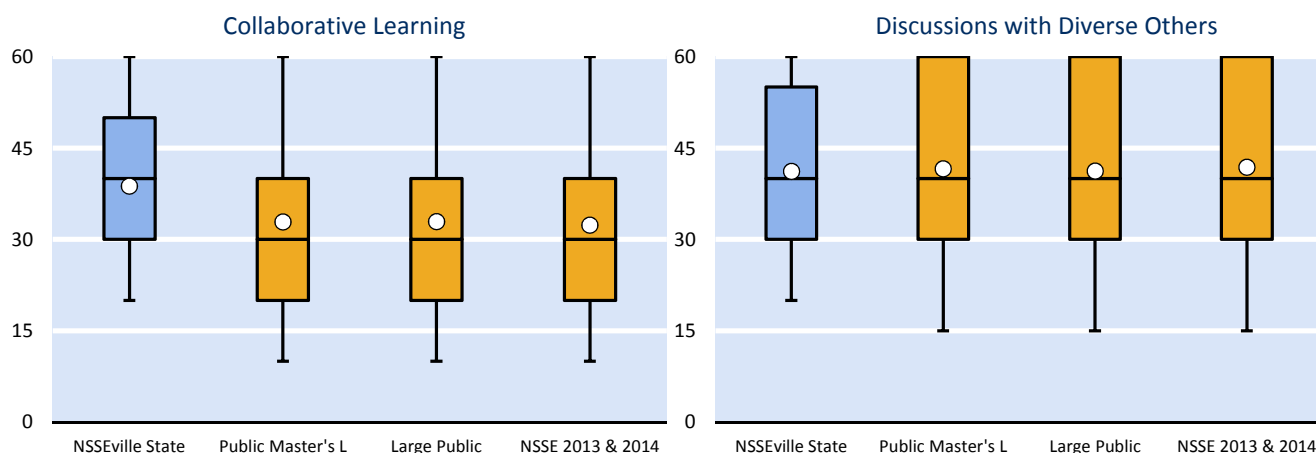
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Mean Comparisons

Engagement Indicator	NSSEville State Mean	Your seniors compared with					
		Public Master's L		Large Public		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	38.8	32.9 ***	.42	32.9 ***	.41	32.4 ***	.44
Discussions with Diverse Others	41.2	41.6	-.03	41.2	.00	41.8	-.04

Notes: Results weighted by institution-reported sex 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 Overview 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 Master's L	Large Public	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	59	41	42	40
1f. Explained course material to one or more students	72	60	60	58
1g. Prepared for exams by discussing or working through course material with other students	60	46	47	46
1h. Worked with other students on course projects or assignments	80	65	64	64

Discussions with Diverse Others

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

	NSSEville State	Public Master's L	Large Public	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	70	73	70	73
8b. People from an economic background other than your own	74	74	73	75
8c. People with religious beliefs other than your own	71	70	70	70
8d. People with political views other than your own	71	70	71	71

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

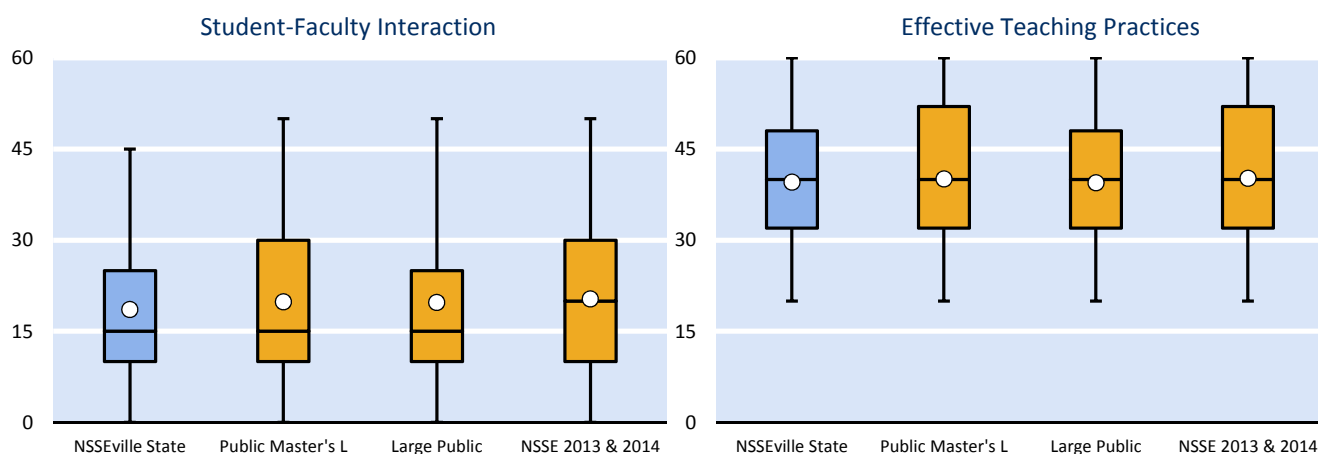
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 Master's L Mean	Effect size	Large Public Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Student-Faculty Interaction	18.6	19.9 **	-.09	19.7 *	-.08	20.3 ***	-.12
Effective Teaching Practices	39.5	40.1	-.04	39.4	.01	40.2	-.05

Notes: Results weighted by institution-reported sex 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 Overview page are based on effect size and p before rounding.

Score Distributions



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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 Master's L	Large Public	NSSE 2013 & 2014
3a. Talked about career plans with a faculty member	24	32	31	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	16	18	18	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	24	24	25
3d. Discussed your academic performance with a faculty member	24	28	27	29

Effective Teaching Practices

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

	NSSEville State	Public Master's L	Large Public	NSSE 2013 & 2014
5a. Clearly explained course goals and requirements	84	80	80	81
5b. Taught course sessions in an organized way	84	78	79	79
5c. Used examples or illustrations to explain difficult points	85	76	77	77
5d. Provided feedback on a draft or work in progress	58	66	63	65
5e. Provided prompt and detailed feedback on tests or completed assignments	58	62	59	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

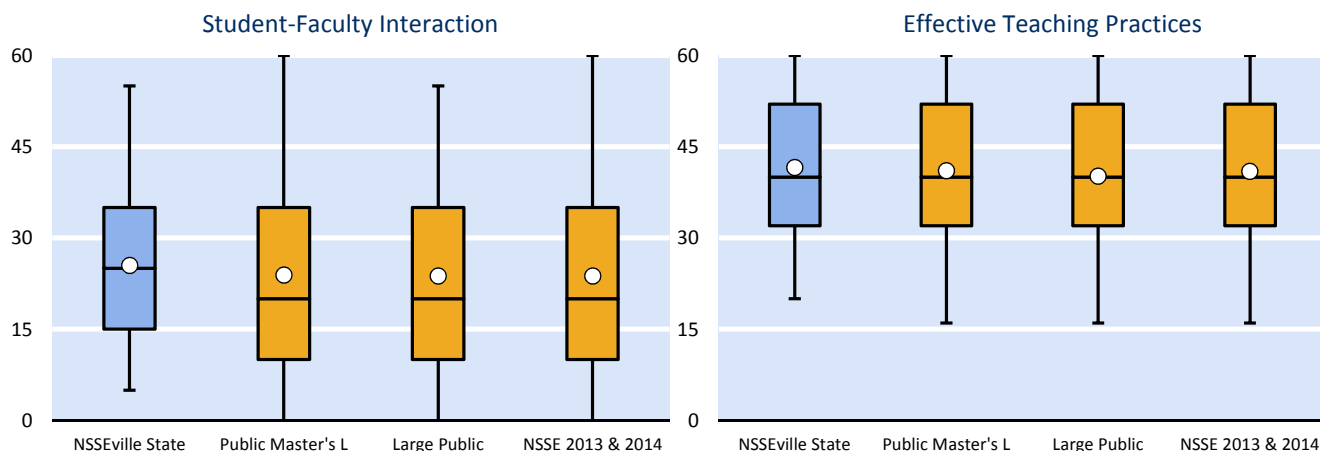
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 Master's L Mean	Effect size	Large Public Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Student-Faculty Interaction	25.5	23.9 **	.10	23.7 ***	.11	23.7 ***	.11
Effective Teaching Practices	41.5	41.0	.04	40.1 ***	.10	40.9	.05

Notes: Results weighted by institution-reported sex 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 Overview 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 Master's L	Large Public	NSSE 2013 & 2014
3a. Talked about career plans with a faculty member	42	42	42	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	26	27	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	39	34	33	33
3d. Discussed your academic performance with a faculty member	30	34	33	33

Effective Teaching Practices

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

	NSSEville State	Public Master's L	Large Public	NSSE 2013 & 2014
5a. Clearly explained course goals and requirements	88	83	81	83
5b. Taught course sessions in an organized way	85	80	79	81
5c. Used examples or illustrations to explain difficult points	87	80	79	79
5d. Provided feedback on a draft or work in progress	60	63	59	62
5e. Provided prompt and detailed feedback on tests or completed assignments	65	67	65	67

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

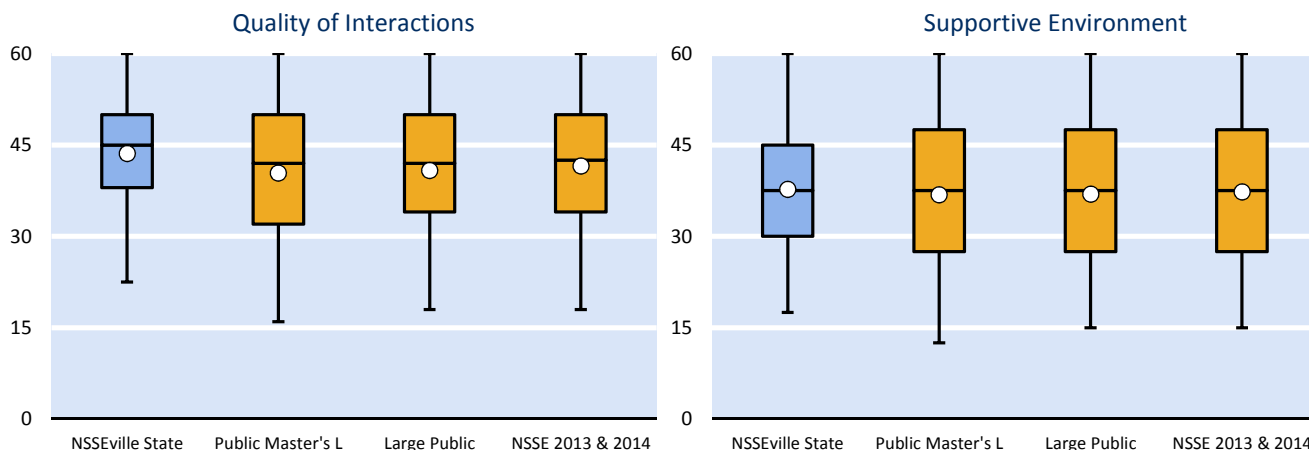
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	NSSEville State Mean	Your first-year students compared with					
		Public Master's L Mean	Effect size	Large Public Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Quality of Interactions	43.6	40.4 ***	.25	40.8 ***	.23	41.5 ***	.17
Supportive Environment	37.7	36.8	.06	36.9	.06	37.3	.03

Notes: Results weighted by institution-reported sex 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 Overview 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 Master's L	Large Public	NSSE 2013 & 2014
13a. Students	70	56	58	59
13b. Academic advisors	50	45	47	48
13c. Faculty	56	46	47	50
13d. Student services staff (career services, student activities, housing, etc.)	47	41	42	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	39	38	41

Supportive Environment

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

	NSSEville State	Public Master's L	Large Public	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	86	76	77	78
14c. Using learning support services (tutoring services, writing center, etc.)	82	77	77	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	59	57	59
14e. Providing opportunities to be involved socially	74	71	72	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	86	72	73	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	44	45	44	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	66	66	68	68
14i. Attending events that address important social, economic, or political issues	42	52	52	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

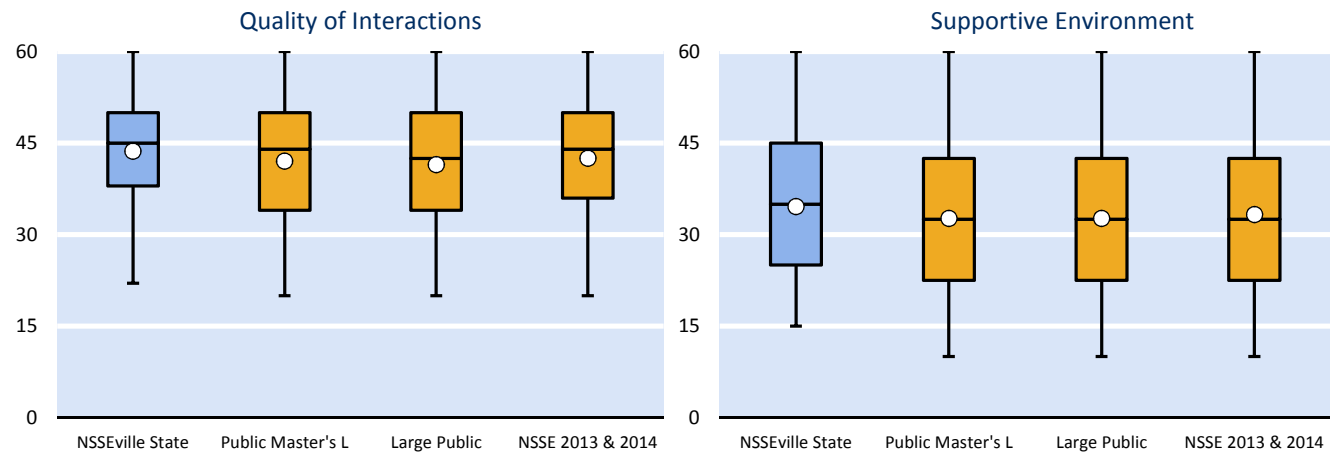
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	NSSEville State Mean	Your seniors compared with					
		Public Master's L		Large Public		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.7	42.0 ***	.13	41.5 ***	.18	42.5 **	.09
Supportive Environment	34.6	32.7 ***	.13	32.7 ***	.13	33.3 **	.09

Notes: Results weighted by institution-reported sex 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 Overview 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. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Quality of Interactions

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

	NSSEville State	Public Master's L	Large Public	NSSE 2013 & 2014
13a. Students	69	63	62	64
13b. Academic advisors	52	50	48	52
13c. Faculty	68	59	57	60
13d. Student services staff (career services, student activities, housing, etc.)	40	41	40	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	40	40	38	42

Supportive Environment

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

	NSSEville State	Public Master's L	Large Public	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	80	70	70	72
14c. Using learning support services (tutoring services, writing center, etc.)	70	65	65	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	45	52	49	53
14e. Providing opportunities to be involved socially	72	65	66	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	77	62	63	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32	31	30	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	62	54	57	57
14i. Attending events that address important social, economic, or political issues	38	45	45	46

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^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2013 and 2014 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2013 and 2014 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the 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

Theme	Engagement Indicator	NSSEville State Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.4	40.6 ***	-.16		42.7 ***	-.31	
	Reflective and Integrative Learning	34.9	37.3 ***	-.19		39.3 ***	-.35	
	Learning Strategies	37.9	41.2 ***	-.24		43.4 ***	-.39	
	Quantitative Reasoning	29.9	28.8	.07	✓	30.7	-.05	✓
Learning with Peers	Collaborative Learning	36.8	34.7 ***	.15	✓	37.0	-.02	✓
	Discussions with Diverse Others	43.0	43.2	-.01	✓	45.6 ***	-.18	
Experiences with Faculty	Student-Faculty Interaction	18.6	23.3 ***	-.32		26.9 ***	-.52	
	Effective Teaching Practices	39.5	42.4 ***	-.21		44.6 ***	-.39	
Campus Environment	Quality of Interactions	43.6	44.0	-.04	✓	46.0 ***	-.21	
	Supportive Environment	37.7	39.4 ***	-.13		41.4 ***	-.29	

Seniors

Theme	Engagement Indicator	NSSEville State Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.0	43.3 ***	-.24		45.3 ***	-.39	
	Reflective and Integrative Learning	38.1	41.1 ***	-.23		43.1 ***	-.40	
	Learning Strategies	37.7	42.5 ***	-.33		44.9 ***	-.50	
	Quantitative Reasoning	34.5	31.3 ***	.19	✓	33.0 **	.09	✓
Learning with Peers	Collaborative Learning	38.8	35.4 ***	.25	✓	37.7 **	.08	✓
	Discussions with Diverse Others	41.2	43.9 ***	-.18		45.8 ***	-.30	
Experiences with Faculty	Student-Faculty Interaction	25.5	29.5 ***	-.25		34.4 ***	-.55	
	Effective Teaching Practices	41.5	43.0 ***	-.11		45.1 ***	-.27	
Campus Environment	Quality of Interactions	43.7	45.3 ***	-.15		47.4 ***	-.32	
	Supportive Environment	34.6	36.1 **	-.11		39.0 ***	-.33	

Note: Results weighted by institution-reported sex 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.

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2013 and 2014 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

NSSE 2014 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 = 749)	38.4	13.0	.47	15	30	40	45	60				
Public Master's L	38.5	14.1	.08	15	30	40	50	60	795	-.1	.829	-.007
Large Public	38.3	13.9	.08	15	30	40	50	60	793	.1	.860	.006
NSSE 2013 & 2014	39.0	13.8	.04	15	30	40	50	60	758	-.6	.203	-.044
Top 50%	40.6	13.6	.05	20	30	40	50	60	69,940	-2.1	.000	-.158
Top 10%	42.7	13.6	.12	20	35	40	55	60	847	-4.2	.000	-.313
Reflective & Integrative Learning												
NSSEville State (N = 783)	34.9	11.7	.42	17	26	34	40	57				
Public Master's L	35.2	12.8	.07	17	26	34	43	60	831	-.3	.514	-.022
Large Public	34.8	12.6	.07	17	26	34	43	60	829	.1	.812	.008
NSSE 2013 & 2014	35.6	12.6	.03	17	26	34	43	60	792	-.7	.122	-.052
Top 50%	37.3	12.5	.05	17	29	37	46	60	802	-2.4	.000	-.189
Top 10%	39.3	12.6	.10	20	31	40	49	60	879	-4.3	.000	-.345
Learning Strategies												
NSSEville State (N = 697)	37.9	13.9	.53	13	27	40	47	60				
Public Master's L	39.2	14.2	.09	20	27	40	53	60	27,095	-1.3	.015	-.093
Large Public	38.7	14.2	.09	20	27	40	47	60	27,828	-.8	.118	-.060
NSSE 2013 & 2014	39.5	14.2	.04	20	27	40	53	60	130,023	-1.6	.003	-.112
Top 50%	41.2	14.0	.06	20	33	40	53	60	61,826	-3.3	.000	-.238
Top 10%	43.4	14.0	.12	20	33	40	60	60	13,660	-5.5	.000	-.394
Quantitative Reasoning												
NSSEville State (N = 756)	29.9	15.5	.57	7	20	27	40	60				
Public Master's L	27.0	16.6	.10	0	20	27	40	60	29,765	2.9	.000	.176
Large Public	27.5	16.4	.09	0	20	27	40	60	30,650	2.4	.000	.148
NSSE 2013 & 2014	27.3	16.4	.04	0	20	27	40	60	142,582	2.5	.000	.155
Top 50%	28.8	16.3	.05	0	20	27	40	60	89,202	1.1	.061	.068
Top 10%	30.7	16.3	.12	0	20	27	40	60	820	-.8	.183	-.047
Learning with Peers												
Collaborative Learning												
NSSEville State (N = 803)	36.8	12.8	.45	20	25	35	45	60				
Public Master's L	31.5	13.8	.08	10	20	30	40	60	852	5.3	.000	.383
Large Public	32.0	13.9	.08	10	20	30	40	60	851	4.7	.000	.341
NSSE 2013 & 2014	32.0	14.1	.04	10	20	30	40	60	813	4.7	.000	.337
Top 50%	34.7	13.7	.05	15	25	35	45	60	820	2.1	.000	.154
Top 10%	37.0	13.6	.10	15	25	35	45	60	884	-.3	.565	-.020
Discussions with Diverse Others												
NSSEville State (N = 699)	43.0	14.5	.55	20	35	45	60	60				
Public Master's L	40.0	16.3	.10	10	30	40	55	60	745	3.0	.000	.186
Large Public	40.2	16.2	.10	15	30	40	55	60	743	2.7	.000	.170
NSSE 2013 & 2014	40.9	16.0	.04	15	30	40	60	60	707	2.1	.000	.133
Top 50%	43.2	15.4	.06	20	35	45	60	60	713	-.2	.688	-.014
Top 10%	45.6	14.8	.12	20	40	50	60	60	16,816	-2.6	.000	-.176

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 = 761)	18.6	13.2	.48	0	10	15	25	45				
Public Master's L	19.9	14.9	.09	0	10	15	30	50	811	-1.3	.010	-.085
Large Public	19.7	14.4	.08	0	10	15	25	50	806	-1.1	.020	-.079
NSSE 2013 & 2014	20.3	14.6	.04	0	10	20	30	50	770	-1.7	.000	-.117
Top 50%	23.3	15.0	.07	0	10	20	30	55	789	-4.7	.000	-.317
Top 10%	26.9	16.2	.18	5	15	25	40	60	983	-8.3	.000	-.523
Effective Teaching Practices												
NSSEville State (N = 764)	39.5	11.1	.40	20	32	40	48	60				
Public Master's L	40.1	13.4	.08	20	32	40	52	60	822	-.5	.189	-.040
Large Public	39.4	13.2	.08	20	32	40	48	60	819	.1	.784	.009
NSSE 2013 & 2014	40.2	13.3	.04	20	32	40	52	60	775	-.6	.126	-.047
Top 50%	42.4	13.2	.06	20	32	44	52	60	793	-2.8	.000	-.214
Top 10%	44.6	13.3	.13	20	36	44	56	60	920	-5.1	.000	-.386
Campus Environment												
Quality of Interactions												
NSSEville State (N = 641)	43.6	10.7	.42	23	38	45	50	60				
Public Master's L	40.4	12.9	.08	16	32	42	50	60	687	3.2	.000	.249
Large Public	40.8	12.4	.08	18	34	42	50	60	682	2.8	.000	.226
NSSE 2013 & 2014	41.5	12.4	.04	18	34	43	50	60	649	2.1	.000	.166
Top 50%	44.0	11.4	.05	22	38	46	52	60	660	-.4	.339	-.036
Top 10%	46.0	11.6	.12	24	40	48	55	60	743	-2.4	.000	-.211
Supportive Environment												
NSSEville State (N = 643)	37.7	12.6	.50	18	30	38	45	60				
Public Master's L	36.8	14.1	.09	13	28	38	48	60	686	.9	.087	.061
Large Public	36.9	13.8	.09	15	28	38	48	60	682	.8	.118	.057
NSSE 2013 & 2014	37.3	13.8	.04	15	28	38	48	60	651	.4	.434	.028
Top 50%	39.4	13.2	.05	18	30	40	50	60	62,046	-1.7	.001	-.131
Top 10%	41.4	12.8	.11	20	33	40	53	60	14,185	-3.7	.000	-.286

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 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.

NSSE 2014 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 = 1031)	40.0	13.3	.41	20	30	40	50	60				
Public Master's L	41.2	14.2	.06	20	30	40	55	60	1,079	-1.2	.004	-.085
Large Public	40.3	14.2	.06	15	30	40	50	60	1,078	-.3	.405	-.025
NSSE 2013 & 2014	41.2	14.1	.03	20	30	40	55	60	1,040	-1.3	.002	-.090
Top 50%	43.3	13.7	.05	20	35	40	55	60	1,055	-3.3	.000	-.241
Top 10%	45.3	13.6	.09	20	40	45	60	60	1,130	-5.3	.000	-.390
Reflective & Integrative Learning												
NSSEville State (N = 1060)	38.1	12.2	.37	20	29	37	46	60				
Public Master's L	38.7	13.1	.06	17	29	40	49	60	1,108	-.6	.121	-.045
Large Public	38.0	13.1	.06	17	29	37	49	60	1,108	.1	.737	.010
NSSE 2013 & 2014	38.9	13.0	.03	17	29	40	49	60	1,069	-.8	.031	-.062
Top 50%	41.1	12.6	.04	20	31	40	51	60	1,086	-2.9	.000	-.232
Top 10%	43.1	12.5	.09	20	34	43	54	60	1,181	-4.9	.000	-.395
Learning Strategies												
NSSEville State (N = 941)	37.7	14.6	.47	13	27	40	47	60				
Public Master's L	40.6	14.8	.07	13	27	40	53	60	48,970	-2.8	.000	-.191
Large Public	39.6	14.9	.07	13	27	40	53	60	49,626	-1.9	.000	-.125
NSSE 2013 & 2014	40.3	14.8	.03	13	27	40	53	60	220,245	-2.6	.000	-.176
Top 50%	42.5	14.5	.04	20	33	40	60	60	114,421	-4.7	.000	-.326
Top 10%	44.9	14.1	.08	20	33	47	60	60	29,932	-7.1	.000	-.504
Quantitative Reasoning												
NSSEville State (N = 1032)	34.5	16.4	.51	7	20	33	47	60				
Public Master's L	29.4	17.4	.08	0	20	27	40	60	1,078	5.1	.000	.294
Large Public	29.6	17.3	.08	0	20	27	40	60	1,077	4.8	.000	.280
NSSE 2013 & 2014	29.9	17.4	.04	0	20	27	40	60	1,041	4.6	.000	.265
Top 50%	31.3	17.2	.05	0	20	33	40	60	1,048	3.2	.000	.185
Top 10%	33.0	16.9	.09	0	20	33	47	60	35,975	1.5	.005	.088
Learning with Peers												
Collaborative Learning												
NSSEville State (N = 1088)	38.8	12.6	.38	20	30	40	50	60				
Public Master's L	32.9	14.2	.06	10	20	30	40	60	1,143	5.9	.000	.416
Large Public	32.9	14.3	.06	10	20	30	40	60	1,143	5.8	.000	.407
NSSE 2013 & 2014	32.4	14.6	.03	10	20	30	40	60	1,100	6.4	.000	.439
Top 50%	35.4	13.8	.04	15	25	35	45	60	1,110	3.4	.000	.247
Top 10%	37.7	13.7	.09	15	25	40	50	60	1,210	1.1	.007	.079
Discussions with Diverse Others												
NSSEville State (N = 950)	41.2	14.9	.48	20	30	40	55	60				
Public Master's L	41.6	16.4	.07	15	30	40	60	60	994	-.4	.361	-.027
Large Public	41.2	16.3	.07	15	30	40	60	60	993	.0	.930	-.003
NSSE 2013 & 2014	41.8	16.1	.03	15	30	40	60	60	958	-.7	.167	-.042
Top 50%	43.9	15.8	.04	20	35	45	60	60	963	-2.8	.000	-.175
Top 10%	45.8	15.4	.08	20	40	50	60	60	1,003	-4.7	.000	-.304

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 = 1039)	25.5	15.4	.48	5	15	25	35	55				
Public Master's L	23.9	16.4	.07	0	10	20	35	60	1,085	1.6	.001	.097
Large Public	23.7	16.2	.07	0	10	20	35	55	1,084	1.7	.000	.107
NSSE 2013 & 2014	23.7	16.3	.03	0	10	20	35	60	1,048	1.7	.000	.106
Top 50%	29.5	16.1	.07	5	20	30	40	60	1,080	-4.1	.000	-.254
Top 10%	34.4	16.4	.19	10	20	35	45	60	1,371	-8.9	.000	-.550
Effective Teaching Practices												
NSSEville State (N = 1044)	41.5	12.5	.39	20	32	40	52	60				
Public Master's L	41.0	13.8	.06	16	32	40	52	60	1,094	.5	.198	.036
Large Public	40.1	13.8	.06	16	32	40	52	60	1,093	1.4	.000	.101
NSSE 2013 & 2014	40.9	13.7	.03	16	32	40	52	60	1,054	.6	.109	.045
Top 50%	43.0	13.6	.05	20	36	44	56	60	1,073	-1.5	.000	-.111
Top 10%	45.1	13.4	.11	20	36	48	60	60	1,223	-3.6	.000	-.268
Campus Environment												
Quality of Interactions												
NSSEville State (N = 924)	43.7	10.9	.36	22	38	45	50	60				
Public Master's L	42.0	12.1	.06	20	34	44	50	60	969	1.6	.000	.134
Large Public	41.5	12.0	.06	20	34	43	50	60	968	2.2	.000	.183
NSSE 2013 & 2014	42.5	11.9	.03	20	36	44	50	60	933	1.1	.002	.095
Top 50%	45.3	11.3	.04	24	38	48	54	60	949	-1.6	.000	-.145
Top 10%	47.4	11.6	.08	24	40	50	58	60	1,024	-3.7	.000	-.321
Supportive Environment												
NSSEville State (N = 887)	34.6	13.2	.44	15	25	35	45	60				
Public Master's L	32.7	14.5	.07	10	23	33	43	60	928	1.9	.000	.133
Large Public	32.7	14.3	.07	10	23	33	43	60	926	1.9	.000	.135
NSSE 2013 & 2014	33.3	14.4	.03	10	23	33	43	60	895	1.3	.003	.092
Top 50%	36.1	13.8	.05	13	28	38	45	60	88,125	-1.5	.001	-.110
Top 10%	39.0	13.3	.11	17	30	40	50	60	15,683	-4.4	.000	-.329

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 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.