NSSE 2016
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
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

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.

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 2015 and 2016 participating institutions.

Detailed Statistics (pp. 16-19) Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

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

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 GLC Peers	Your first-year students compared with Carnegie Peers	Your first-year students compared with NSSE 2015 & 2016
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 GLC Peers	Your seniors compared with Carnegie Peers	Your seniors compared with NSSE 2015 & 2016
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

| | NSSEville State | Your first-year students compared with | | | | | |
| | | GLC Peers | | Carnegie Peers | | NSSE 2015 & 2016 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.7	39.4	-.06	38.2	.04	38.8	-.01
Reflective & Integrative Learning	36.1	35.9	.01	35.4	.05	35.6	.03
Learning Strategies	39.3	38.7	.05	39.0	.02	39.2	.01
Quantitative Reasoning	30.6	28.7 *	.13	27.6 ***	.19	28.0 **	.16

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

Score Distributions
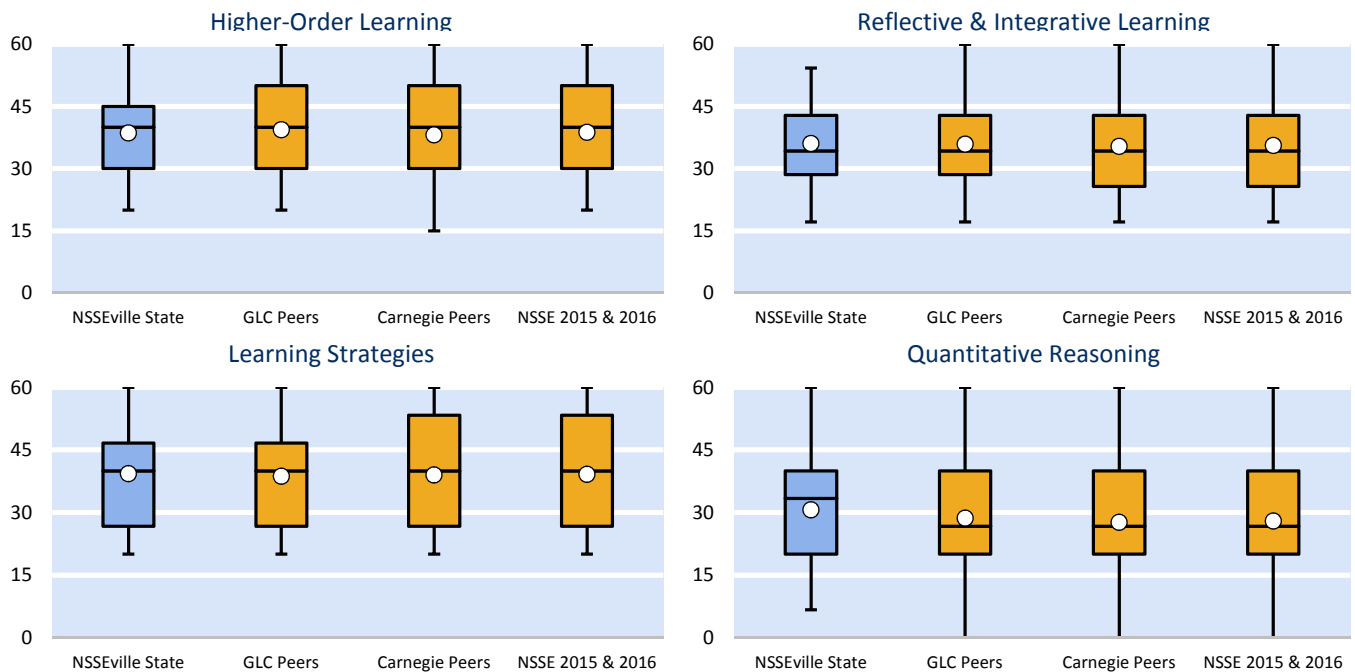
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Academic Challenge: First-year students (continued)

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

| | NSSEville State | Percentage point difference [a] between your FY students and | | |
		GLC Peers	Carnegie Peers	NSSE 2015 & 2016
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	73	-5	+3	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	-6	-0	-2
4d. Evaluating a point of view, decision, or information source	71	+3	+1	+1
4e. Forming a new idea or understanding from various pieces of information	74	+5	+6	+5
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	60	+3	+6	+6
2b. Connected your learning to societal problems or issues	57	+2	+4	+3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	54	+4	+3	+3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	+0	+0	-0
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	+3	+3	+3
2f. Learned something that changed the way you understand an issue or concept	75	+7	+10	+9
2g. Connected ideas from your courses to your prior experiences and knowledge	73	-7	-3	-4
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	80	-1	+2	+1
9b. Reviewed your notes after class	65	+3	-2	-1
9c. Summarized what you learned in class or from course materials	64	+3	+1	+1
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.)	61	+5	+9	+8
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	+8	+8	+7
6c. Evaluated what others have concluded from numerical information	44	+3	+6	+5

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

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

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

	NSSEville State	Your seniors compared with					
		GLC Peers		Carnegie Peers		NSSE 2015 & 2016	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.9	39.8 ***	.15	40.7	.08	40.8	.08
Reflective & Integrative Learning	38.9	37.9	.08	38.6	.02	38.7	.02
Learning Strategies	41.1	36.8 ***	.30	40.4	.05	39.9 *	.08
Quantitative Reasoning	32.8	32.2	.04	29.8 ***	.18	30.3 ***	.15

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

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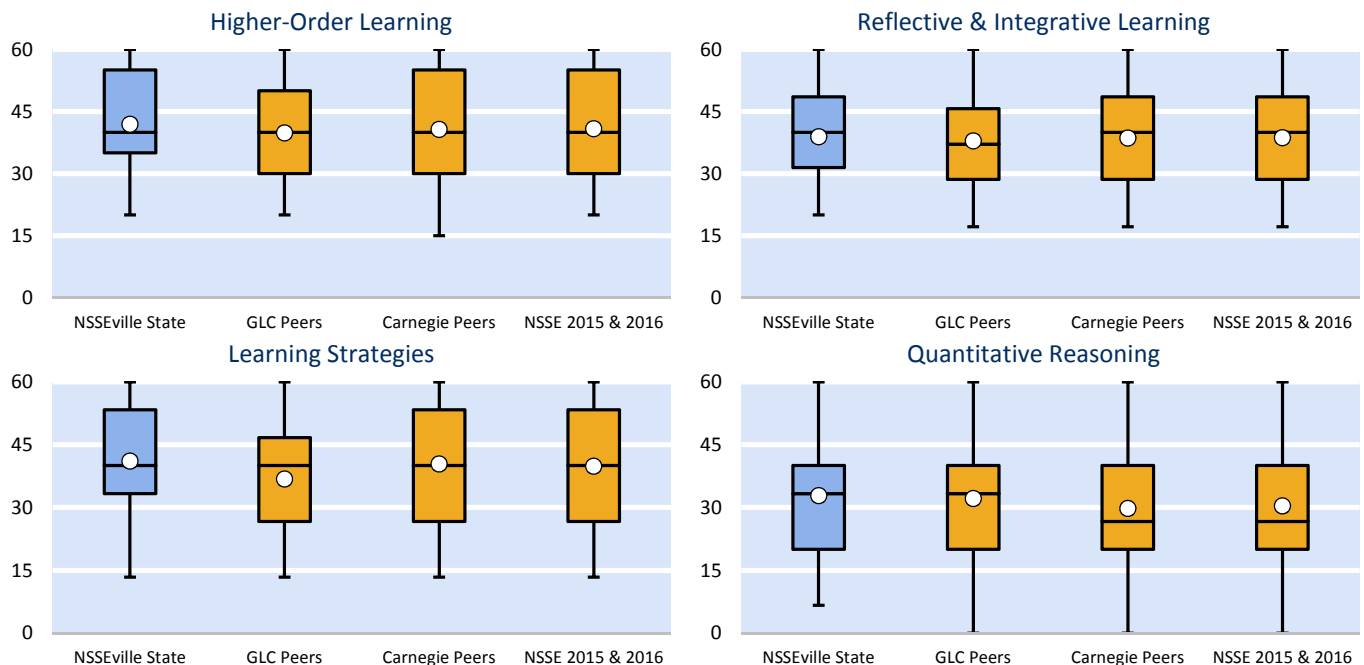
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Academic Challenge: Seniors (continued)

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Higher-Order Learning	NSSEville State	Percentage point difference [a] between your seniors and		
		GLC Peers	Carnegie Peers	NSSE 2015 & 2016
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	83	+3	+4	+4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+2	+2	+2
4d. Evaluating a point of view, decision, or information source	76	+10	+4	+5
4e. Forming a new idea or understanding from various pieces of information	77	+8	+5	+5

Reflective & Integrative Learning

	NSSEville State	GLC Peers	Carnegie Peers	NSSE 2015 & 2016
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	69	-3	-2	-1
2b. Connected your learning to societal problems or issues	65	+5	+1	+1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	59	+9	+4	+4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	72	+9	+6	+6
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	75	+7	+4	+4
2f. Learned something that changed the way you understand an issue or concept	73	+2	+4	+3
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-1	-1	-1

Learning Strategies

	NSSEville State	GLC Peers	Carnegie Peers	NSSE 2015 & 2016
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	83	+4	+1	+1
9b. Reviewed your notes after class	67	+15	+1	+4
9c. Summarized what you learned in class or from course materials	70	+13	+4	+5

Quantitative Reasoning

	NSSEville State	GLC Peers	Carnegie Peers	NSSE 2015 & 2016
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.)	61	+1	+6	+5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	52	+5	+8	+7
6c. Evaluated what others have concluded from numerical information	50	-2	+6	+5

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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.

NSSE 2016 Engagement Indicators
Learning with Peers
NSSEville State University

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

| | NSSEville State | Your first-year students compared with | | | | | |
| | | GLC Peers | | Carnegie Peers | | NSSE 2015 & 2016 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.5	35.3 *	-.13	31.6 *	.14	32.3	.09
Discussions with Diverse Others	42.6	41.3	.09	39.7 ***	.18	40.4 **	.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).

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| | NSSEville State | Percentage point difference [a] between your FY students and | | |
		GLC Peers	Carnegie Peers	NSSE 2015 & 2016
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	52	-7	+2	+1
1f. Explained course material to one or more students	64	-0	+9	+7
1g. Prepared for exams by discussing or working through course material with other students	53	-4	+6	+3
1h. Worked with other students on course projects or assignments	61	+3	+9	+7
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	77	+4	+8	+6
8b. People from an economic background other than your own	82	+7	+11	+9
8c. People with religious beliefs other than your own	76	+7	+9	+8
8d. People with political views other than your own	76	+8	+9	+8

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NSSE 2016 Engagement Indicators

Learning with Peers
NSSEville State University
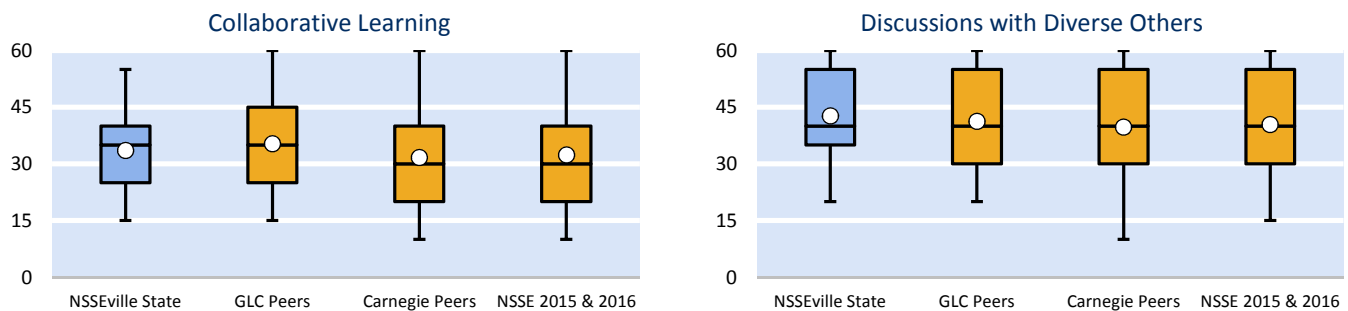
Learning with Peers: Seniors

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

	NSSEville State	Your seniors compared with					
		GLC Peers		Carnegie Peers		NSSE 2015 & 2016	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.0	35.9	-.06	32.6 ***	.16	32.4 ***	.17
Discussions with Diverse Others	41.6	40.5	.07	41.1	.03	41.3	.02

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

Collaborative Learning — Discussions with Diverse Others

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Performance on Indicator Items

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	NSSEville State	Percentage point difference [a] between your seniors and		
Collaborative Learning		GLC Peers	Carnegie Peers	NSSE 2015 & 2016
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	48	-4	+6	+6
1f. Explained course material to one or more students	68	+2	+8	+9
1g. Prepared for exams by discussing or working through course material with other students	54	+0	+8	+8
1h. Worked with other students on course projects or assignments	72	+1	+8	+8
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	77	+6	+6	+5
8b. People from an economic background other than your own	76	+3	+3	+2
8c. People with religious beliefs other than your own	70	+4	+1	+1
8d. People with political views other than your own	72	+5	+2	+2

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NSSE 2016 Engagement Indicators
Experiences with Faculty
NSSEville State University

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

| | NSSEville State | | *Your first-year students compared with* | | | |
| | | GLC Peers | | Carnegie Peers | | NSSE 2015 & 2016 | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	23.2	20.0 ***	.24	20.7 **	.17	20.5 **	.18
Effective Teaching Practices	40.1	39.6	.04	39.5	.05	39.4	.05

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| | NSSEville State | *Percentage point difference[a] between your FY students and* | | |
Student-Faculty Interaction		GLC Peers	Carnegie Peers	NSSE 2015 & 2016
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	39	+10	+5	+6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	+5	+3	+3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	+7	+7	+7
3d. Discussed your academic performance with a faculty member	32	+7	+2	+3
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	86	+4	+7	+7
5b. Taught course sessions in an organized way	84	+2	+7	+6
5c. Used examples or illustrations to explain difficult points	79	-2	+4	+3
5d. Provided feedback on a draft or work in progress	68	+8	+2	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	62	+2	+1	+1

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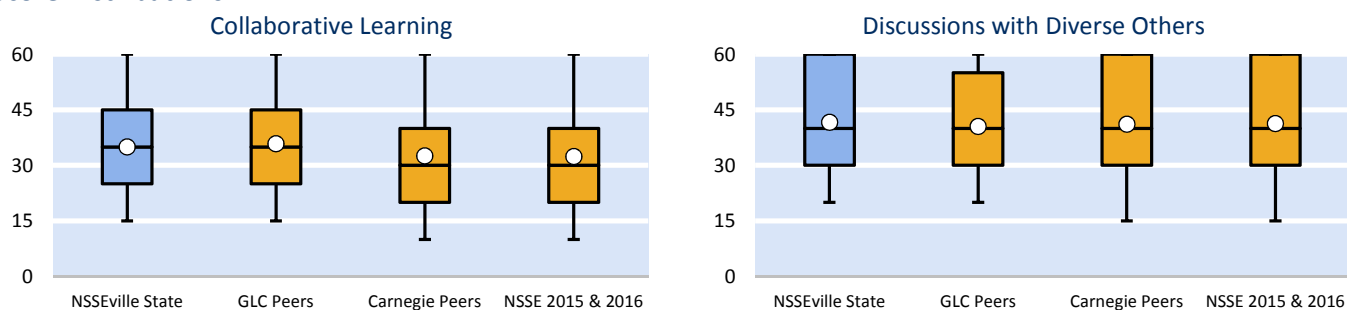
Experiences with Faculty: Seniors

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Mean Comparisons

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| | | GLC Peers | | Carnegie Peers | | NSSE 2015 & 2016 | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	28.9	25.0 ***	.25	24.2 ***	.28	23.5 ***	.33
Effective Teaching Practices	42.3	39.7 ***	.21	40.7 **	.12	40.3 ***	.15

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3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	46	+9	+11	+13
3d. Discussed your academic performance with a faculty member	49	+19	+14	+16
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	85	+3	+3	+3
5b. Taught course sessions in an organized way	82	+0	+3	+3
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5d. Provided feedback on a draft or work in progress	67	+10	+4	+6
5e. Provided prompt and detailed feedback on tests or completed assignments	77	+14	+10	+11

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

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.

NSSE 2016 Engagement Indicators

Campus Environment

NSSEville State University

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

	NSSEville State	Your first-year students compared with					
		GLC Peers		Carnegie Peers		NSSE 2015 & 2016	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.1	42.8	.02	41.0 **	.16	41.8	.10
Supportive Environment	38.4	38.1	.02	36.7 *	.12	36.8 *	.11

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Quality of Interactions	NSSEville State	Percentage point difference [a] between your FY students and		
		GLC Peers	Carnegie Peers	NSSE 2015 & 2016
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	58	-2	+6	+3
13b. Academic advisors	45	-3	-2	-5
13c. Faculty	57	+5	+9	+7
13d. Student services staff (career services, student activities, housing, etc.)	46	-1	+2	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	+4	+5	+4
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	80	+0	+5	+4
14c. Using learning support services (tutoring services, writing center, etc.)	77	-2	+0	-0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	66	+7	+6	+6
14e. Providing opportunities to be involved socially	78	+2	+7	+7
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	74	-1	+4	+4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	48	+6	+3	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	-4	+2	+2
14i. Attending events that address important social, economic, or political issues	59	+1	+7	+7

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

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.
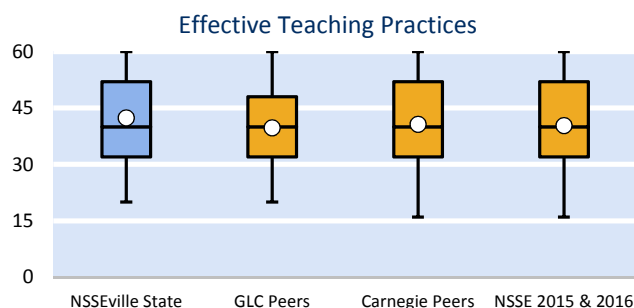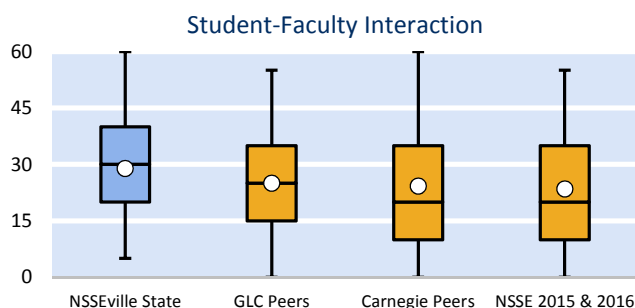
NSSE 2016 Engagement Indicators
Campus Environment
NSSEville State University
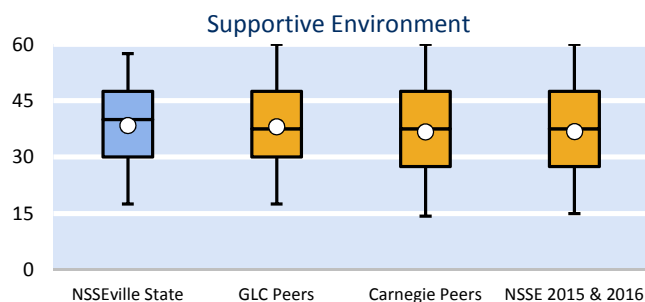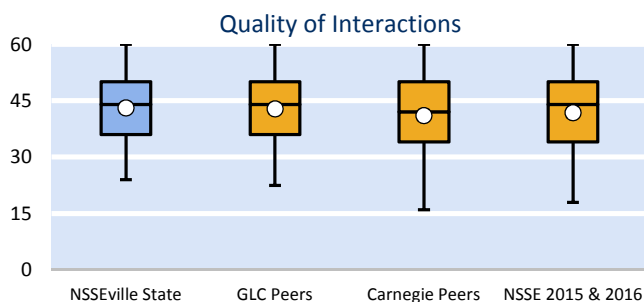
Campus Environment: Seniors

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

	NSSEville State	Your seniors compared with					
		GLC Peers		Carnegie Peers		NSSE 2015 & 2016	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.3	41.8 ***	.22	42.4 ***	.15	42.6 ***	.14
Supportive Environment	36.6	34.1 ***	.19	32.8 ***	.26	32.9 ***	.26

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	NSSEville State	Percentage point difference [a] between your seniors and		
Quality of Interactions		GLC Peers	Carnegie Peers	NSSE 2015 & 2016
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	59	-3	-1	-3
13b. Academic advisors	58	+10	+6	+5
13c. Faculty	64	+8	+5	+5
13d. Student services staff (career services, student activities, housing, etc.)	49	+9	+6	+6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	48	+12	+5	+6
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	78	+6	+8	+7
14c. Using learning support services (tutoring services, writing center, etc.)	68	+2	+2	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62	+14	+8	+8
14e. Providing opportunities to be involved socially	75	+4	+10	+10
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	+4	+10	+11
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	+12	+12	+11
14h. Attending campus activities and events (performing arts, athletic events, etc.)	64	-1	+10	+8
14i. Attending events that address important social, economic, or political issues	60	+11	+14	+15

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

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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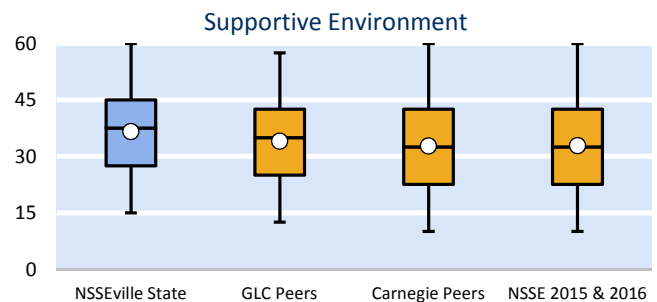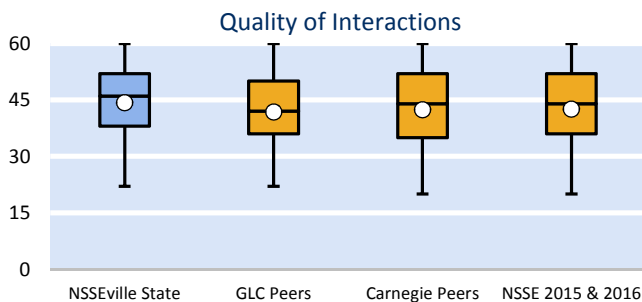
NSSE national survey of student engagement

Comparisons with Top 50% and Top 10% Institutions

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

    (a) institutions with average scores placing them in the top 50% of all 2015 and 2016 NSSE institutions, and

    (b) institutions with average scores placing them in the top 10% of all 2015 and 2016 NSSE institutions.

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

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

First-Year Students

| | | NSSEville State | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.7	40.5 *	-.14		42.7 ***	-.29	
	Reflective and Integrative Learning	36.1	37.4 *	-.11		39.5 ***	-.27	
	Learning Strategies	39.3	41.2 *	-.13		43.7 ***	-.31	
	Quantitative Reasoning	30.6	29.4	.07	✓	31.3	-.04	✓
Learning with Peers	Collaborative Learning	33.5	35.2 *	-.12		37.3 ***	-.28	
	Discussions with Diverse Others	42.6	42.7	.00	✓	44.3	-.11	
Experiences with Faculty	Student-Faculty Interaction	23.2	23.8	-.04	✓	26.9 ***	-.23	
	Effective Teaching Practices	40.1	41.6 *	-.11		43.8 ***	-.27	
Campus Environment	Quality of Interactions	43.1	44.1	-.08	✓	45.9 ***	-.23	
	Supportive Environment	38.4	39.2	-.06	✓	40.9 **	-.19	

Seniors

| | | NSSEville State | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.9	43.1 *	-.09		44.7 ***	-.20	
	Reflective and Integrative Learning	38.9	41.0 ***	-.16		42.9 ***	-.31	
	Learning Strategies	41.1	42.2	-.08	✓	44.5 ***	-.24	
	Quantitative Reasoning	32.8	31.8	.06	✓	33.2	-.02	✓
Learning with Peers	Collaborative Learning	35.0	35.8	-.06	✓	37.9 ***	-.21	
	Discussions with Diverse Others	41.6	43.3 **	-.11		45.1 ***	-.22	
Experiences with Faculty	Student-Faculty Interaction	28.9	29.6	-.04	✓	33.0 ***	-.25	
	Effective Teaching Practices	42.3	42.7	-.03	✓	44.5 ***	-.16	
Campus Environment	Quality of Interactions	44.3	45.3 *	-.09		46.9 ***	-.22	
	Supportive Environment	36.6	35.7	.07	✓	38.1 *	-.10	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2015 and 2016 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
NSSEville State (N = 272)	38.7	12.1	.73	20	30	40	45	60				
GLC Peers	39.4	12.9	.09	20	30	40	50	60	19,818	-.7	.347	-.057
Carnegie Peers	38.2	13.8	.06	15	30	40	50	60	275	.5	.492	.037
NSSE 2015 & 2016	38.8	13.7	.03	20	30	40	50	60	272	-.1	.886	-.008
Top 50%	40.5	13.6	.04	20	30	40	50	60	272	-1.9	.012	-.137
Top 10%	42.7	13.7	.08	20	35	40	55	60	277	-4.0	.000	-.294
Reflective & Integrative Learning												
NSSEville State (N = 279)	36.1	11.2	.67	17	29	34	43	54				
GLC Peers	35.9	12.1	.08	17	29	34	43	60	20,592	.2	.835	.013
Carnegie Peers	35.4	12.5	.05	17	26	34	43	60	282	.7	.316	.054
NSSE 2015 & 2016	35.6	12.5	.02	17	26	34	43	60	279	.4	.518	.035
Top 50%	37.4	12.5	.03	17	29	37	46	60	279	-1.3	.046	-.107
Top 10%	39.5	12.8	.08	20	31	40	49	60	285	-3.5	.000	-.272
Learning Strategies												
NSSEville State (N = 256)	39.3	12.8	.80	20	27	40	47	60				
GLC Peers	38.7	13.7	.10	20	27	40	47	60	18,300	.6	.470	.045
Carnegie Peers	39.0	14.1	.07	20	27	40	53	60	258	.3	.707	.022
NSSE 2015 & 2016	39.2	14.1	.03	20	27	40	53	60	255	.1	.855	.010
Top 50%	41.2	14.1	.04	20	33	40	53	60	256	-1.8	.023	-.131
Top 10%	43.7	14.3	.08	20	33	47	60	60	260	-4.4	.000	-.311
Quantitative Reasoning												
NSSEville State (N = 273)	30.6	14.6	.88	7	20	33	40	60				
GLC Peers	28.7	15.5	.11	0	20	27	40	60	19,977	2.0	.039	.126
Carnegie Peers	27.6	16.2	.07	0	20	27	40	60	275	3.0	.001	.186
NSSE 2015 & 2016	28.0	16.2	.03	0	20	27	40	60	272	2.6	.003	.164
Top 50%	29.4	16.1	.04	0	20	27	40	60	273	1.2	.177	.074
Top 10%	31.3	16.2	.08	0	20	33	40	60	276	-.6	.477	-.039
Learning with Peers												
Collaborative Learning												
NSSEville State (N = 282)	33.5	12.7	.76	15	25	35	40	55				
GLC Peers	35.3	13.7	.09	15	25	35	45	60	21,277	-1.7	.034	-.127
Carnegie Peers	31.6	14.0	.06	10	20	30	40	60	285	1.9	.012	.137
NSSE 2015 & 2016	32.3	14.5	.03	10	20	30	40	60	282	1.2	.105	.085
Top 50%	35.2	13.8	.03	15	25	35	45	60	157,515	-1.7	.039	-.123
Top 10%	37.3	13.6	.07	15	25	40	45	60	33,405	-3.8	.000	-.279
Discussions with Diverse Others												
NSSEville State (N = 260)	42.6	13.9	.86	20	35	40	55	60				
GLC Peers	41.3	14.4	.11	20	30	40	55	60	18,502	1.4	.130	.095
Carnegie Peers	39.7	16.2	.07	10	30	40	55	60	263	3.0	.001	.183
NSSE 2015 & 2016	40.4	16.0	.03	15	30	40	55	60	260	2.2	.010	.140
Top 50%	42.7	15.2	.04	20	35	40	60	60	260	.0	.956	-.003
Top 10%	44.3	15.1	.07	20	35	45	60	60	263	-1.7	.050	-.113

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 = 274)	23.2	13.7	.83	5	15	20	35	50				
GLC Peers	20.0	13.8	.10	0	10	20	25	45	20,119	3.2	.000	.235
Carnegie Peers	20.7	14.9	.07	0	10	20	30	50	51,797	2.5	.006	.167
NSSE 2015 & 2016	20.5	14.7	.03	0	10	20	30	50	298,064	2.7	.002	.184
Top 50%	23.8	15.0	.05	0	15	20	35	55	96,687	-.6	.500	-.041
Top 10%	26.9	16.0	.13	5	15	25	40	60	286	-3.7	.000	-.232
Effective Teaching Practices												
NSSEville State (N = 272)	40.1	11.3	.68	20	32	40	48	60				
GLC Peers	39.6	12.0	.08	20	32	40	48	60	20,190	.5	.496	.042
Carnegie Peers	39.5	13.4	.06	16	32	40	48	60	275	.6	.350	.048
NSSE 2015 & 2016	39.4	13.4	.02	16	32	40	48	60	272	.7	.330	.050
Top 50%	41.6	13.4	.04	20	32	40	52	60	273	-1.5	.035	-.108
Top 10%	43.8	13.5	.08	20	36	44	56	60	280	-3.7	.000	-.274
Campus Environment												
Quality of Interactions												
NSSEville State (N = 248)	43.1	10.8	.68	24	36	44	50	60				
GLC Peers	42.8	10.9	.08	23	36	44	50	60	17,668	.3	.710	.024
Carnegie Peers	41.0	12.8	.06	16	34	42	50	60	251	2.1	.003	.162
NSSE 2015 & 2016	41.8	12.5	.02	18	34	44	50	60	248	1.3	.058	.104
Top 50%	44.1	11.8	.04	22	38	46	52	60	101,798	-1.0	.183	-.085
Top 10%	45.9	12.1	.08	22	40	48	56	60	255	-2.8	.000	-.231
Supportive Environment												
NSSEville State (N = 245)	38.4	12.2	.78	18	30	40	48	58				
GLC Peers	38.1	12.7	.10	18	30	38	48	60	17,269	.3	.718	.023
Carnegie Peers	36.7	14.0	.07	14	28	38	48	60	248	1.7	.030	.122
NSSE 2015 & 2016	36.8	13.9	.03	15	28	38	48	60	245	1.6	.047	.112
Top 50%	39.2	13.3	.04	18	30	40	50	60	116,606	-.8	.355	-.059
Top 10%	40.9	13.3	.08	20	33	40	53	60	29,224	-2.5	.004	-.186

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

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

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

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

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

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

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

NSSE 2016 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 = 555)	41.9	13.3	.56	20	35	40	55	60				
GLC Peers	39.8	13.5	.08	20	30	40	50	60	27,633	2.1	.000	.153
Carnegie Peers	40.7	14.3	.05	15	30	40	55	60	80,115	1.2	.054	.082
NSSE 2015 & 2016	40.8	14.1	.02	20	30	40	55	60	439,610	1.1	.076	.075
Top 50%	43.1	13.8	.03	20	35	40	55	60	158,363	-1.2	.036	-.089
Top 10%	44.7	13.7	.06	20	40	45	60	60	49,588	-2.8	.000	-.202
Reflective & Integrative Learning												
NSSEville State (N = 578)	38.9	12.1	.50	20	31	40	49	60				
GLC Peers	37.9	12.6	.08	17	29	37	46	60	28,603	1.0	.063	.078
Carnegie Peers	38.6	13.1	.05	17	29	40	49	60	587	.3	.538	.024
NSSE 2015 & 2016	38.7	13.0	.02	17	29	40	49	60	579	.2	.639	.018
Top 50%	41.0	12.7	.03	20	31	40	51	60	165,613	-2.0	.000	-.161
Top 10%	42.9	12.5	.06	20	34	43	54	60	41,927	-3.9	.000	-.315
Learning Strategies												
NSSEville State (N = 555)	41.1	14.5	.61	13	33	40	53	60				
GLC Peers	36.8	14.5	.09	13	27	40	47	60	25,940	4.3	.000	.296
Carnegie Peers	40.4	14.7	.05	13	27	40	53	60	74,761	.7	.237	.050
NSSE 2015 & 2016	39.9	14.8	.02	13	27	40	53	60	411,436	1.2	.049	.084
Top 50%	42.2	14.5	.03	20	33	40	60	60	192,091	-1.1	.065	-.078
Top 10%	44.5	14.2	.06	20	33	47	60	60	52,162	-3.4	.000	-.237
Quantitative Reasoning												
NSSEville State (N = 569)	32.8	16.7	.70	7	20	33	40	60				
GLC Peers	32.2	16.8	.10	0	20	33	40	60	27,962	.7	.347	.040
Carnegie Peers	29.8	17.0	.06	0	20	27	40	60	81,160	3.0	.000	.179
NSSE 2015 & 2016	30.3	17.0	.03	0	20	27	40	60	445,876	2.5	.000	.146
Top 50%	31.8	16.9	.03	0	20	33	40	60	249,035	1.1	.134	.063
Top 10%	33.2	16.8	.06	0	20	33	47	60	69,038	-.4	.577	-.023
Learning with Peers												
Collaborative Learning												
NSSEville State (N = 564)	35.0	13.5	.57	15	25	35	45	60				
GLC Peers	35.9	14.0	.08	15	25	35	45	60	586	-.9	.120	-.064
Carnegie Peers	32.6	14.5	.05	10	20	30	40	60	571	2.4	.000	.164
NSSE 2015 & 2016	32.4	14.9	.02	10	20	30	40	60	564	2.5	.000	.171
Top 50%	35.8	13.9	.03	15	25	35	45	60	211,866	-.8	.163	-.059
Top 10%	37.9	13.7	.06	15	30	40	50	60	47,747	-2.9	.000	-.212
Discussions with Diverse Others												
NSSEville State (N = 551)	41.6	15.2	.65	20	30	40	60	60				
GLC Peers	40.5	14.9	.09	20	30	40	55	60	26,242	1.1	.093	.072
Carnegie Peers	41.1	16.3	.06	15	30	40	60	60	559	.5	.422	.032
NSSE 2015 & 2016	41.3	16.1	.03	15	30	40	60	60	551	.3	.665	.017
Top 50%	43.3	15.9	.03	15	35	45	60	60	553	-1.7	.009	-.107
Top 10%	45.1	15.8	.06	20	35	50	60	60	559	-3.5	.000	-.219

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 = 566)	28.9	15.5	.65	5	20	30	40	60				
GLC Peers	25.0	15.5	.09	0	15	25	35	55	28,075	3.9	.000	.249
Carnegie Peers	24.2	16.5	.06	0	10	20	35	60	81,470	4.7	.000	.283
NSSE 2015 & 2016	23.5	16.3	.02	0	10	20	35	55	446,879	5.4	.000	.331
Top 50%	29.6	16.1	.05	5	20	30	40	60	95,815	-.7	.307	-.043
Top 10%	33.0	16.3	.13	5	20	30	45	60	611	-4.1	.000	-.255
Effective Teaching Practices												
NSSEville State (N = 576)	42.3	13.0	.54	20	32	40	52	60				
GLC Peers	39.7	12.6	.08	20	32	40	48	60	598	2.7	.000	.210
Carnegie Peers	40.7	14.0	.05	16	32	40	52	60	82,061	1.7	.004	.121
NSSE 2015 & 2016	40.3	13.9	.02	16	32	40	52	60	450,196	2.0	.000	.147
Top 50%	42.7	13.7	.04	20	32	44	56	60	143,287	-.4	.518	-.027
Top 10%	44.5	13.4	.07	20	36	44	56	60	33,205	-2.2	.000	-.161
Campus Environment												
Quality of Interactions												
NSSEville State (N = 550)	44.3	11.7	.50	22	38	46	52	60				
GLC Peers	41.8	11.1	.07	22	36	42	50	60	571	2.5	.000	.223
Carnegie Peers	42.4	12.2	.05	20	35	44	52	60	71,752	1.9	.000	.154
NSSE 2015 & 2016	42.6	12.0	.02	20	36	44	52	60	394,235	1.7	.001	.144
Top 50%	45.3	11.5	.03	24	40	48	54	60	134,801	-1.0	.036	-.089
Top 10%	46.9	11.9	.06	24	40	50	56	60	43,096	-2.6	.000	-.218
Supportive Environment												
NSSEville State (N = 544)	36.6	13.6	.58	15	28	38	45	60				
GLC Peers	34.1	13.2	.08	13	25	35	43	58	25,184	2.5	.000	.193
Carnegie Peers	32.8	14.5	.05	10	23	33	43	60	552	3.8	.000	.262
NSSE 2015 & 2016	32.9	14.4	.02	10	23	33	43	60	544	3.7	.000	.258
Top 50%	35.7	13.9	.04	13	25	35	45	60	145,766	.9	.126	.066
Top 10%	38.1	13.9	.08	15	28	40	48	60	29,390	-1.4	.016	-.104

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

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

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

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

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

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

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