NSSE 2019
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 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 2018 and 2019 participating institutions.

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

For more information on EIs and their psychometric properties, refer to the NSSE website: **nsse.indiana.edu**

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment, 13* (Summer/Fall), pp. 22-38.

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 Admissions Overlap	Your first-year students compared with Carnegie UG Program	Your first-year students compared with NSSE 2018 & 2019
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 Admissions Overlap	Your seniors compared with Carnegie UG Program	Your seniors compared with NSSE 2018 & 2019
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 | | | | | |
| | | Admissions Overlap | | Carnegie UG Program | | NSSE 2018 & 2019 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.4	38.5	-.01	37.3 *	.08	38.0	.03
Reflective & Integrative Learning	36.1	35.6	.04	35.1 *	.08	35.2	.07
Learning Strategies	39.2	38.8	.03	38.2	.07	38.1 *	.08
Quantitative Reasoning	29.2	29.5	-.02	27.5 **	.11	27.8 *	.09

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

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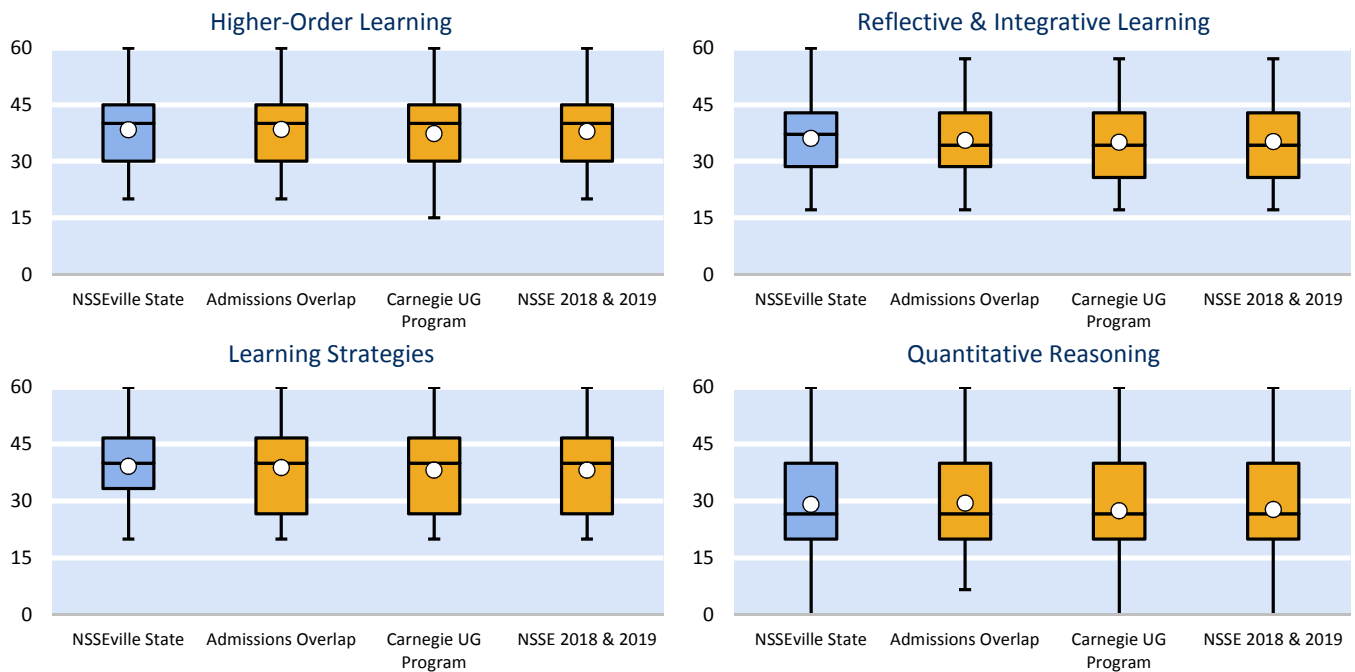
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

	NSSEville State	Percentage point difference [a] between your FY students and		
Higher-Order Learning		**Admissions Overlap**	**Carnegie UG Program**	**NSSE 2018 & 2019**
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	70	-1	+2	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	-1	+2	+0
4d. Evaluating a point of view, decision, or information source	71	-1	+3	+2
4e. Forming a new idea or understanding from various pieces of information	72	+0	+4	+3
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	57	+2	+5	+5
2b. Connected your learning to societal problems or issues	56	+2	+5	+5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57	+6	+8	+6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	+3	+4	+4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	-0	+2	+1
2f. Learned something that changed the way you understand an issue or concept	67	-0	+0	-0
2g. Connected ideas from your courses to your prior experiences and knowledge	78	+0	+1	+1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	77	-0	+3	+2
9b. Reviewed your notes after class	70	+1	+3	+4
9c. Summarized what you learned in class or from course materials	67	+2	+2	+4
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55	-1	+4	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	+1	+7	+6
6c. Evaluated what others have concluded from numerical information	44	+2	+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 | | | | | |
| | | Admissions Overlap | | Carnegie UG Program | | NSSE 2018 & 2019 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.7	40.3	-.05	39.7	.00	40.0	-.03
Reflective & Integrative Learning	37.7	38.7 *	-.08	38.2	-.04	38.0	-.02
Learning Strategies	38.5	38.3	.01	38.7	-.02	38.5	.00
Quantitative Reasoning	30.6	30.2	.03	29.2 *	.08	29.8	.05

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

Score Distributions
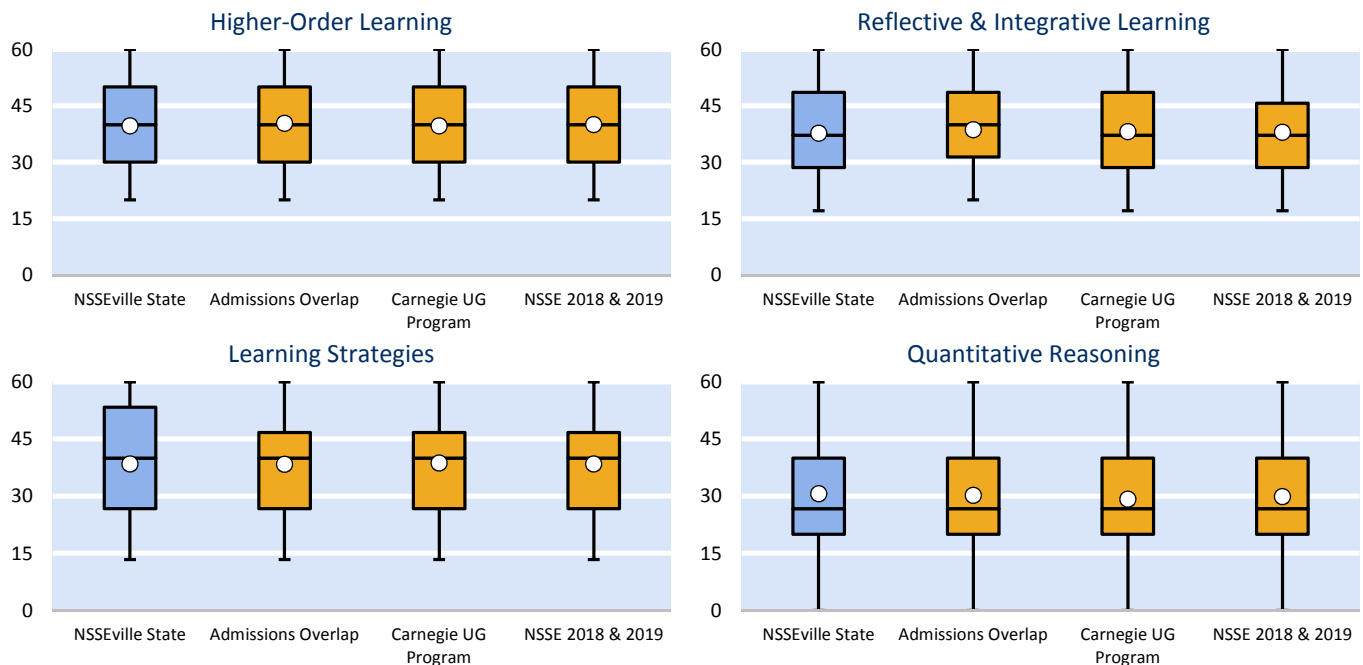
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Academic Challenge: Seniors (continued)

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. Dark red 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		
Higher-Order Learning		**Admissions Overlap**	**Carnegie UG Program**	**NSSE 2018 & 2019**
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	78	+0	+0	+0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	+2	+2	+1
4d. Evaluating a point of view, decision, or information source	70	-4	-1	-1
4e. Forming a new idea or understanding from various pieces of information	70	-3	-2	-1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	70	+0	-1	+2
2b. Connected your learning to societal problems or issues	61	-4	-2	-0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	-7	-2	-2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	-5	-3	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	-2	+0	-0
2f. Learned something that changed the way you understand an issue or concept	69	-4	-2	-2
2g. Connected ideas from your courses to your prior experiences and knowledge	80	-4	-4	-4
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	76	-3	-2	-3
9b. Reviewed your notes after class	64	+2	-1	+2
9c. Summarized what you learned in class or from course materials	64	-1	-2	+0
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.)	58	+2	+5	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	-3	+1	+0
6c. Evaluated what others have concluded from numerical information	46	+0	+4	+2

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 2019 Engagement Indicators
Learning with Peers
NSSEville State University
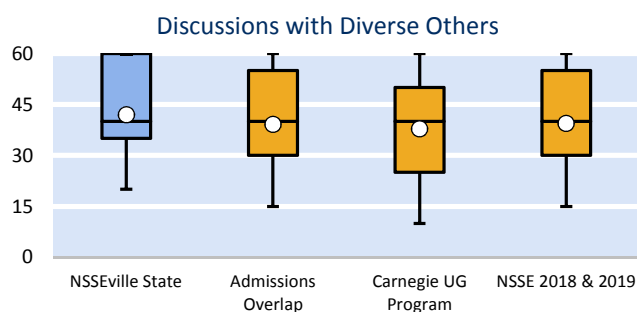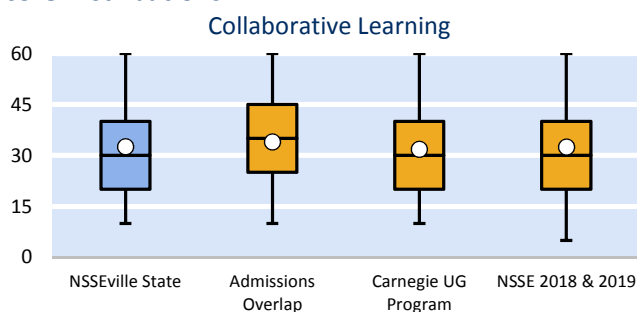
Learning with Peers: First-year students

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	Admissions Overlap		Carnegie UG Program		NSSE 2018 & 2019	
			Effect		*Effect*		*Effect*
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
Collaborative Learning	32.5	34.0 **	-.10	31.8	.05	32.4	.01
Discussions with Diverse Others	41.9	39.1 ***	.18	37.8 ***	.26	39.4 ***	.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

Collaborative Learning / Discussions with Diverse Others

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Performance on Indicator Items

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

		Percentage point difference [a] between your FY students and		
Collaborative Learning	NSSEville State	Admissions Overlap	Carnegie UG Program	NSSE 2018 & 2019
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	53	+1	+1	+0
1f. Explained course material to one or more students	56	-5	-2	-2
1g. Prepared for exams by discussing or working through course material with other students	50	-3	+4	+0
1h. Worked with other students on course projects or assignments	56	-9	+3	+1
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	78	+8	+14	+8
8b. People from an economic background other than your own	77	+6	+9	+5
8c. People with religious beliefs other than your own	73	+7	+11	+7
8d. People with political views other than your own	74	+7	+9	+10

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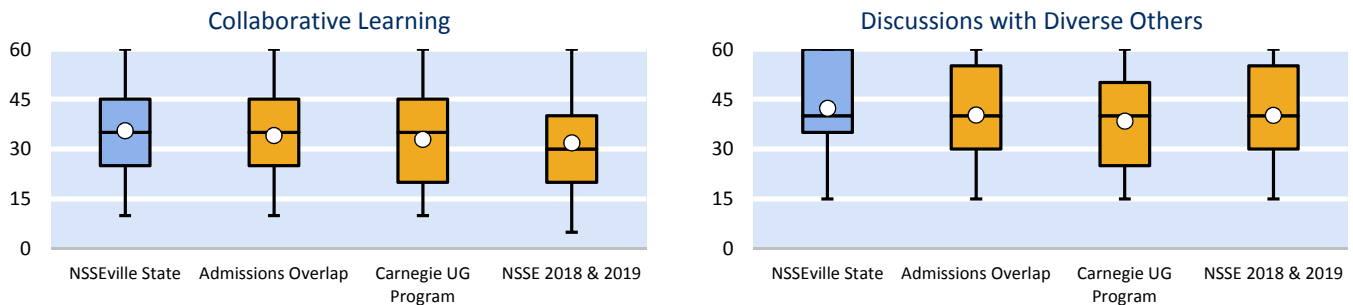
Learning with Peers: Seniors

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 | | | | | |
| | | Admissions Overlap | | Carnegie UG Program | | NSSE 2018 & 2019 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.5	34.1 **	.10	32.9 ***	.18	31.8 ***	.23
Discussions with Diverse Others	42.3	40.2 ***	.13	38.4 ***	.25	40.1 ***	.14

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

Score Distributions

Collaborative Learning — NSSEville State, Admissions Overlap, Carnegie UG Program, NSSE 2018 & 2019

Discussions with Diverse Others — NSSEville State, Admissions Overlap, Carnegie UG Program, NSSE 2018 & 2019

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Performance on Indicator Items

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| | NSSEville State | Percentage point difference [a] between your seniors and | | |
Collaborative Learning		Admissions Overlap	Carnegie UG Program	NSSE 2018 & 2019
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	46	+0	+1	+3
1f. Explained course material to one or more students	64	-0	+2	+6
1g. Prepared for exams by discussing or working through course material with other students	56	+5	+9	+10
1h. Worked with other students on course projects or assignments	74	+5	+9	+12
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	78	+6	+15	+6
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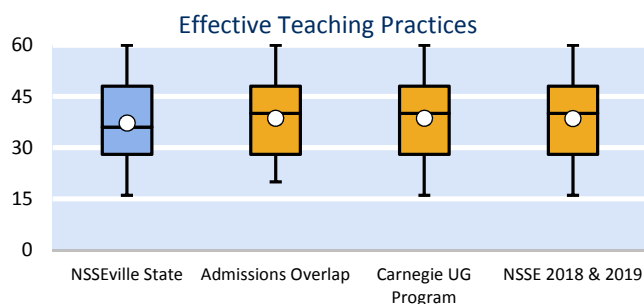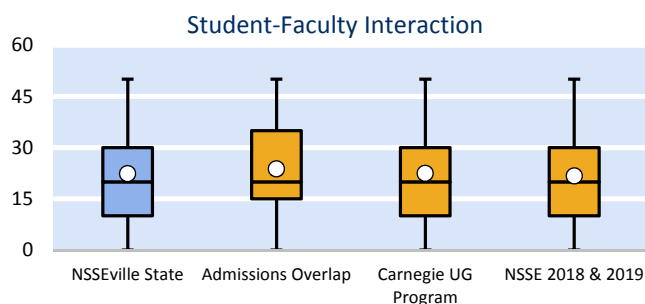
Experiences with Faculty: First-year students

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

Mean Comparisons

	NSSEville State	*Your first-year students compared with*					
		Admissions Overlap		Carnegie UG Program		NSSE 2018 & 2019	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	22.3	23.8 *	-.10	22.4	-.01	21.7	.05
Effective Teaching Practices	37.2	38.6 **	-.11	38.5 **	-.10	38.5 **	-.10

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	NSSEville State	Percentage point difference [a] between your FY students and		
Student-Faculty Interaction		Admissions Overlap	Carnegie UG Program	NSSE 2018 & 2019
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	43	+1	+1	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	-3	-1	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	-4	+1	+2
3d. Discussed your academic performance with a faculty member	34	-4	-1	+3
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	74	-1	-3	-3
5b. Taught course sessions in an organized way	69	-4	-6	-5
5c. Used examples or illustrations to explain difficult points	75	+2	-0	+1
5d. Provided feedback on a draft or work in progress	60	-8	-5	-4
5e. Provided prompt and detailed feedback on tests or completed assignments	57	-6	-3	-3

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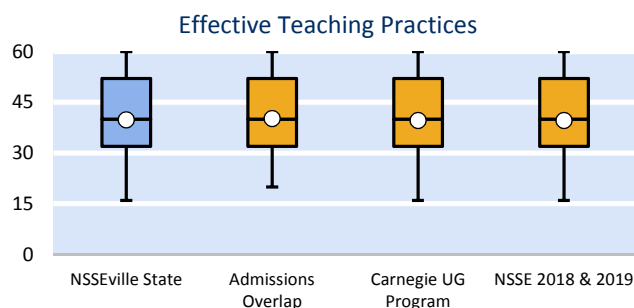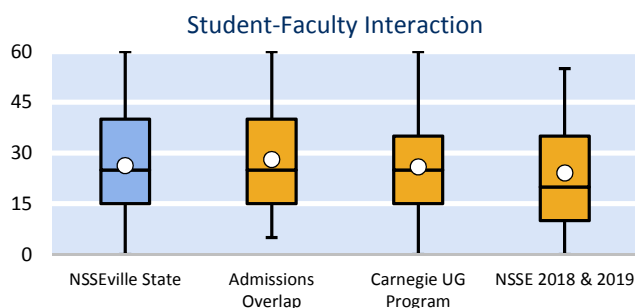
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Mean Comparisons

	NSSEville State	Your seniors compared with					
		Admissions Overlap		Carnegie UG Program		NSSE 2018 & 2019	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	26.2	28.1 **	-.11	25.9	.02	24.1 ***	.13
Effective Teaching Practices	39.7	40.1	-.03	39.6	.01	39.6	.01

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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Student-Faculty Interaction	NSSEville State	Percentage point difference [a] between your seniors and		
		Admissions Overlap	Carnegie UG Program	NSSE 2018 & 2019
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	48	-6	-1	+3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	33	-2	+2	+5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	39	-1	+2	+6
3d. Discussed your academic performance with a faculty member	37	-6	-1	+3
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	81	-0	+2	+1
5b. Taught course sessions in an organized way	77	-2	-0	-1
5c. Used examples or illustrations to explain difficult points	76	-2	-2	-1
5d. Provided feedback on a draft or work in progress	61	-4	-2	+0
5e. Provided prompt and detailed feedback on tests or completed assignments	65	-2	-0	+1

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 2019 Engagement Indicators
Campus Environment
NSSEville State University
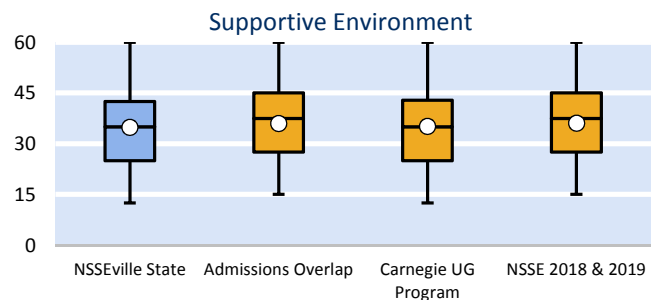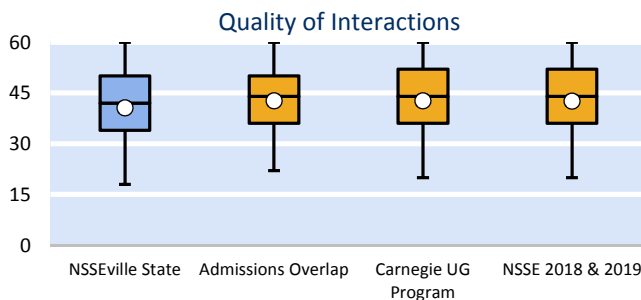
Campus Environment: First-year students

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					
		Admissions Overlap		Carnegie UG Program		NSSE 2018 & 2019	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.6	42.7 ***	-.18	42.7 ***	-.17	42.7 ***	-.17
Supportive Environment	34.9	36.0 *	-.09	35.2	-.02	36.1 *	-.09

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

Score Distributions

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

Performance on Indicator Items

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

	NSSEville State	Percentage point difference [a] between your FY students and		
Quality of Interactions		Admissions Overlap	Carnegie UG Program	NSSE 2018 & 2019
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	45	-4	-5	-6
13b. Academic advisors	55	+3	+3	+2
13c. Faculty	43	-8	-10	-8
13d. Student services staff (career services, student activities, housing, etc.)	45	-0	-3	-1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	32	-15	-16	-14
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	73	-5	-1	-3
14c. Using learning support services (tutoring services, writing center, etc.)	74	-4	-1	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	-2	+4	-1
14e. Providing opportunities to be involved socially	69	-1	-0	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	70	+3	+3	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	-4	-0	-2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	-3	-2	-3
14i. Attending events that address important social, economic, or political issues	45	-5	-3	-4

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.

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 | | | | | |
| | | Admissions Overlap | | Carnegie UG Program | | NSSE 2018 & 2019 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.3	42.5	-.01	43.1	-.07	42.8	-.04
Supportive Environment	32.6	33.4	-.06	31.8	.05	32.2	.03

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

Score Distributions

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

Performance on Indicator Items

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

| | NSSEville State | Percentage point difference [a] between your seniors and | | |
Quality of Interactions		Admissions Overlap	Carnegie UG Program	NSSE 2018 & 2019
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	59	+4	+2	+2
13b. Academic advisors	52	-3	-4	-1
13c. Faculty	61	+5	+2	+4
13d. Student services staff (career services, student activities, housing, etc.)	44	+3	-2	+0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	34	-6	-11	-10
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	69	-6	-3	-2
14c. Using learning support services (tutoring services, writing center, etc.)	62	-9	-5	-5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	+1	+6	+3
14e. Providing opportunities to be involved socially	63	-3	+0	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	+3	+4	+4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	+2	+3	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	51	-4	+1	-1
14i. Attending events that address important social, economic, or political issues	42	-4	+0	+1

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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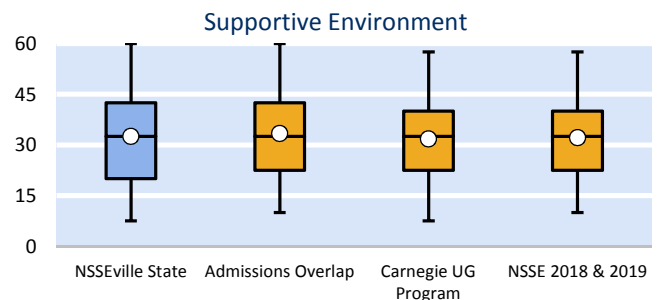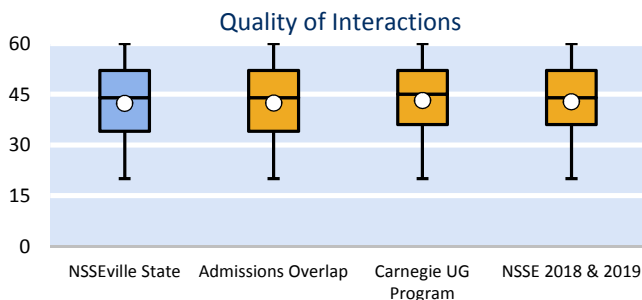
NSSE 2019 Engagement Indicators
Comparisons with High-Performing Institutions
NSSEville State University

Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see **nsse.indiana.edu/links/PNP**), 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 2018 and 2019 NSSE institutions, and

   (b) institutions with average scores placing them in the top 10% of all 2018 and 2019 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	38.4	39.3 *	-.07		41.0 ***	-.20	
	Reflective and Integrative Learning	36.1	36.8	-.06	✓	38.8 ***	-.23	
	Learning Strategies	39.2	39.9	-.05	✓	42.5 ***	-.23	
	Quantitative Reasoning	29.2	29.3	-.01	✓	30.8 **	-.11	
Learning with Peers	Collaborative Learning	32.5	35.4 ***	-.21		37.7 ***	-.38	
	Discussions with Diverse Others	41.9	41.3	.04	✓	43.2 *	-.09	
Experiences with Faculty	Student-Faculty Interaction	22.3	24.9 ***	-.18		28.0 ***	-.36	
	Effective Teaching Practices	37.2	40.6 ***	-.26		42.7 ***	-.39	
Campus Environment	Quality of Interactions	40.6	44.9 ***	-.37		47.1 ***	-.55	
	Supportive Environment	34.9	38.1 ***	-.24		40.1 ***	-.39	

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	39.7	41.8 ***	-.16		43.0 ***	-.25	
	Reflective and Integrative Learning	37.7	39.9 ***	-.18		41.6 ***	-.32	
	Learning Strategies	38.5	40.8 ***	-.16		42.6 ***	-.29	
	Quantitative Reasoning	30.6	31.3	-.04	✓	32.7 ***	-.14	
Learning with Peers	Collaborative Learning	35.5	36.1	-.05	✓	38.6 ***	-.23	
	Discussions with Diverse Others	42.3	42.0	.01	✓	43.5 *	-.08	
Experiences with Faculty	Student-Faculty Interaction	26.2	29.9 ***	-.23		33.9 ***	-.49	
	Effective Teaching Practices	39.7	41.8 ***	-.15		43.5 ***	-.28	
Campus Environment	Quality of Interactions	42.3	45.2 ***	-.24		47.4 ***	-.42	
	Supportive Environment	32.6	34.8 ***	-.16		37.0 ***	-.31	

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 2018 and 2019 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

NSSE 2019 Engagement Indicators

Detailed Statistics[a]

NSSEville State University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[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 = 723)	38.4	13.2	.49	20	30	40	45	60				
Admissions Overlap	38.5	12.8	.18	20	30	40	45	60	5,968	-.1	.824	-.009
Carnegie UG Program	37.3	13.3	.16	15	30	40	45	60	7,980	1.1	.042	.079
NSSE 2018 & 2019	38.0	13.2	.02	20	30	40	45	60	393,507	.4	.412	.031
Top 50%	39.3	13.0	.03	20	30	40	50	60	211,364	-1.0	.049	-.073
Top 10%	41.0	13.0	.06	20	35	40	50	60	55,063	-2.6	.000	-.202
Reflective & Integrative Learning												
NSSEville State (N = 770)	36.1	12.1	.43	17	29	37	43	60				
Admissions Overlap	35.6	11.8	.16	17	29	34	43	57	6,386	.5	.267	.043
Carnegie UG Program	35.1	12.0	.14	17	26	34	43	57	8,579	.9	.038	.078
NSSE 2018 & 2019	35.2	12.0	.02	17	26	34	43	57	421,966	.8	.058	.068
Top 50%	36.8	11.8	.03	17	29	37	46	57	212,889	-.7	.089	-.061
Top 10%	38.8	11.8	.06	20	31	40	46	60	44,695	-2.7	.000	-.229
Learning Strategies												
NSSEville State (N = 704)	39.2	13.3	.50	20	33	40	47	60				
Admissions Overlap	38.8	13.6	.19	20	27	40	47	60	5,747	.4	.521	.026
Carnegie UG Program	38.2	13.5	.16	20	27	40	47	60	7,644	1.0	.071	.071
NSSE 2018 & 2019	38.1	13.8	.02	20	27	40	47	60	706	1.0	.040	.075
Top 50%	39.9	13.7	.03	20	33	40	53	60	182,786	-.7	.170	-.052
Top 10%	42.5	14.0	.07	20	33	40	53	60	729	-3.3	.000	-.235
Quantitative Reasoning												
NSSEville State (N = 712)	29.2	15.6	.58	0	20	27	40	60				
Admissions Overlap	29.5	14.9	.21	7	20	27	40	60	5,771	-.3	.628	-.019
Carnegie UG Program	27.5	15.2	.18	0	20	27	40	60	7,712	1.7	.005	.111
NSSE 2018 & 2019	27.8	15.3	.02	0	20	27	40	60	379,917	1.3	.020	.087
Top 50%	29.3	15.2	.03	7	20	27	40	60	221,534	-.1	.869	-.006
Top 10%	30.8	15.2	.06	7	20	33	40	60	59,834	-1.6	.005	-.105
Learning with Peers												
Collaborative Learning												
NSSEville State (N = 786)	32.5	14.4	.51	10	20	30	40	60				
Admissions Overlap	34.0	14.1	.18	10	25	35	45	60	6,741	-1.4	.007	-.102
Carnegie UG Program	31.8	14.1	.16	10	20	30	40	60	8,985	.7	.168	.051
NSSE 2018 & 2019	32.4	14.7	.02	5	20	30	40	60	448,174	.1	.829	.008
Top 50%	35.4	13.7	.03	15	25	35	45	60	790	-2.9	.000	-.212
Top 10%	37.7	13.6	.06	15	30	40	50	60	808	-5.2	.000	-.378
Discussions with Diverse Others												
NSSEville State (N = 707)	41.9	14.9	.56	20	35	40	60	60				
Admissions Overlap	39.1	15.8	.22	15	30	40	55	60	5,771	2.8	.000	.178
Carnegie UG Program	37.8	15.8	.19	10	25	40	50	60	878	4.1	.000	.262
NSSE 2018 & 2019	39.4	15.6	.03	15	30	40	55	60	376,894	2.6	.000	.163
Top 50%	41.3	14.9	.03	20	30	40	55	60	219,292	.6	.285	.040
Top 10%	43.2	14.4	.07	20	35	40	60	60	49,740	-1.3	.016	-.091

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[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 = 734)	22.3	14.7	.54	0	10	20	30	50				
Admissions Overlap	23.8	14.7	.20	0	15	20	35	50	6,136	-1.4	.013	-.098
Carnegie UG Program	22.4	14.7	.17	0	10	20	30	50	8,272	-.1	.831	-.008
NSSE 2018 & 2019	21.7	14.7	.02	0	10	20	30	50	405,792	.7	.222	.045
Top 50%	24.9	14.8	.04	5	15	20	35	55	144,000	-2.6	.000	-.176
Top 10%	28.0	15.5	.10	5	15	25	40	60	787	-5.6	.000	-.364
Effective Teaching Practices												
NSSEville State (N = 730)	37.2	13.2	.49	16	28	36	48	60				
Admissions Overlap	38.6	12.8	.18	20	28	40	48	60	5,968	-1.4	.006	-.108
Carnegie UG Program	38.5	13.1	.15	16	28	40	48	60	7,997	-1.3	.009	-.102
NSSE 2018 & 2019	38.5	13.2	.02	16	28	40	48	60	393,115	-1.3	.008	-.098
Top 50%	40.6	13.2	.03	20	32	40	52	60	160,494	-3.4	.000	-.259
Top 10%	42.7	14.0	.07	20	32	44	56	60	758	-5.5	.000	-.393
Campus Environment												
Quality of Interactions												
NSSEville State (N = 686)	40.6	12.3	.47	18	34	42	50	60				
Admissions Overlap	42.7	11.7	.17	22	36	44	50	60	5,454	-2.1	.000	-.178
Carnegie UG Program	42.7	12.1	.15	20	36	44	52	60	7,209	-2.1	.000	-.173
NSSE 2018 & 2019	42.7	12.1	.02	20	36	44	52	60	351,448	-2.0	.000	-.167
Top 50%	44.9	11.4	.03	24	38	46	54	60	147,630	-4.2	.000	-.369
Top 10%	47.1	11.8	.06	24	40	50	58	60	37,496	-6.4	.000	-.548
Supportive Environment												
NSSEville State (N = 700)	34.9	13.0	.49	13	25	35	43	60				
Admissions Overlap	36.0	13.4	.19	15	28	38	45	60	5,602	-1.1	.035	-.085
Carnegie UG Program	35.2	13.5	.16	13	25	35	43	60	863	-.3	.580	-.021
NSSE 2018 & 2019	36.1	13.5	.02	15	28	38	45	60	702	-1.2	.015	-.089
Top 50%	38.1	13.2	.03	18	30	40	48	60	175,998	-3.2	.000	-.245
Top 10%	40.1	13.2	.07	18	30	40	50	60	36,952	-5.2	.000	-.393

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

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

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

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

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

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

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

NSSE 2019 Engagement Indicators

Detailed Statistics[a]
NSSEville State University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[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 = 880)	39.7	13.8	.47	20	30	40	50	60				
Admissions Overlap	40.3	13.3	.19	20	30	40	50	60	5,697	-.7	.156	-.052
Carnegie UG Program	39.7	13.8	.14	20	30	40	50	60	10,397	.0	.935	-.003
NSSE 2018 & 2019	40.0	13.6	.02	20	30	40	50	60	530,332	-.4	.422	-.027
Top 50%	41.8	13.5	.03	20	35	40	55	60	222,543	-2.1	.000	-.158
Top 10%	43.0	13.5	.06	20	35	40	55	60	61,300	-3.4	.000	-.250
Reflective & Integrative Learning												
NSSEville State (N = 904)	37.7	13.1	.44	17	29	37	49	60				
Admissions Overlap	38.7	12.1	.17	20	31	40	49	60	1,197	-1.0	.040	-.079
Carnegie UG Program	38.2	12.5	.13	17	29	37	49	60	1,057	-.5	.287	-.038
NSSE 2018 & 2019	38.0	12.4	.02	17	29	37	46	60	905	-.3	.480	-.025
Top 50%	39.9	12.2	.03	20	31	40	49	60	909	-2.2	.000	-.181
Top 10%	41.6	12.2	.06	20	34	40	51	60	937	-3.9	.000	-.319
Learning Strategies												
NSSEville State (N = 844)	38.5	14.7	.51	13	27	40	53	60				
Admissions Overlap	38.3	14.5	.21	13	27	40	47	60	5,451	.1	.822	.008
Carnegie UG Program	38.7	14.3	.15	13	27	40	47	60	10,001	-.3	.620	-.018
NSSE 2018 & 2019	38.5	14.5	.02	13	27	40	47	60	509,690	.0	.987	-.001
Top 50%	40.8	14.4	.03	20	33	40	53	60	232,614	-2.3	.000	-.162
Top 10%	42.6	14.3	.05	20	33	40	60	60	74,747	-4.1	.000	-.289
Quantitative Reasoning												
NSSEville State (N = 861)	30.6	16.8	.57	0	20	27	40	60				
Admissions Overlap	30.2	16.0	.23	0	20	27	40	60	1,165	.4	.502	.026
Carnegie UG Program	29.2	16.5	.17	0	20	27	40	60	10,110	1.4	.018	.085
NSSE 2018 & 2019	29.8	16.1	.02	0	20	27	40	60	863	.8	.180	.048
Top 50%	31.3	16.0	.03	7	20	33	40	60	865	-.7	.240	-.042
Top 10%	32.7	15.8	.06	7	20	33	40	60	877	-2.1	.000	-.135
Learning with Peers												
Collaborative Learning												
NSSEville State (N = 916)	35.5	14.6	.48	10	25	35	45	60				
Admissions Overlap	34.1	14.5	.20	10	25	35	45	60	6,071	1.4	.006	.098
Carnegie UG Program	32.9	14.7	.15	10	20	35	45	60	11,109	2.6	.000	.178
NSSE 2018 & 2019	31.8	15.7	.02	5	20	30	40	60	918	3.7	.000	.234
Top 50%	36.1	14.0	.03	15	25	35	45	60	248,681	-.6	.172	-.045
Top 10%	38.6	13.5	.07	15	30	40	50	60	952	-3.1	.000	-.231
Discussions with Diverse Others												
NSSEville State (N = 851)	42.3	15.8	.54	15	35	40	60	60				
Admissions Overlap	40.2	15.5	.23	15	30	40	55	60	5,492	2.1	.000	.134
Carnegie UG Program	38.4	15.8	.16	15	25	40	50	60	10,071	3.9	.000	.247
NSSE 2018 & 2019	40.1	16.0	.02	15	30	40	55	60	511,626	2.2	.000	.136
Top 50%	42.0	15.6	.03	15	30	40	60	60	283,613	.2	.671	.015
Top 10%	43.5	15.4	.06	20	35	45	60	60	76,124	-1.3	.017	-.082

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[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 = 877)	26.2	16.5	.56	0	15	25	40	60				
Admissions Overlap	28.1	16.1	.23	5	15	25	40	60	5,764	-1.8	.002	-.114
Carnegie UG Program	25.9	16.3	.17	0	15	25	35	60	10,546	.3	.548	.021
NSSE 2018 & 2019	24.1	16.1	.02	0	10	20	35	55	541,924	2.1	.000	.133
Top 50%	29.9	15.9	.05	5	20	30	40	60	115,732	-3.6	.000	-.229
Top 10%	33.9	15.8	.12	10	20	35	45	60	18,289	-7.7	.000	-.487
Effective Teaching Practices												
NSSEville State (N = 882)	39.7	14.4	.49	16	32	40	52	60				
Admissions Overlap	40.1	13.1	.19	20	32	40	52	60	1,165	-.4	.441	-.030
Carnegie UG Program	39.6	13.7	.14	16	32	40	52	60	1,034	.1	.813	.009
NSSE 2018 & 2019	39.6	13.8	.02	16	32	40	52	60	883	.2	.713	.013
Top 50%	41.8	13.6	.03	20	32	40	52	60	185,983	-2.0	.000	-.148
Top 10%	43.5	13.5	.06	20	36	44	56	60	51,398	-3.8	.000	-.279
Campus Environment												
Quality of Interactions												
NSSEville State (N = 806)	42.3	12.5	.44	20	34	44	52	60				
Admissions Overlap	42.5	11.9	.18	20	34	44	52	60	5,278	-.1	.775	-.011
Carnegie UG Program	43.1	12.3	.13	20	36	45	52	60	9,363	-.8	.076	-.065
NSSE 2018 & 2019	42.8	12.2	.02	20	36	44	52	60	474,124	-.4	.310	-.036
Top 50%	45.2	11.8	.03	23	38	48	54	60	811	-2.8	.000	-.240
Top 10%	47.4	12.0	.05	24	40	50	58	60	67,999	-5.0	.000	-.421
Supportive Environment												
NSSEville State (N = 849)	32.6	14.6	.50	8	20	33	43	60				
Admissions Overlap	33.4	13.8	.20	10	23	33	43	60	1,150	-.8	.137	-.058
Carnegie UG Program	31.8	13.9	.15	8	23	33	40	58	1,000	.8	.142	.055
NSSE 2018 & 2019	32.2	14.1	.02	10	23	33	40	58	499,401	.4	.418	.028
Top 50%	34.8	13.9	.03	13	25	35	45	60	855	-2.2	.000	-.156
Top 10%	37.0	14.0	.07	13	28	38	48	60	884	-4.4	.000	-.312

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

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

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

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

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

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

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