
NSSE 2021

Engagement Indicators

NSSEville State University

About Your Engagement Indicators Report

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

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

Report Sections

Overview (p. 3)

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

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

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

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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 Mission Peers	Your first-year students compared with Regional Peers	Your first-year students compared with NSSE 2020 & 2021
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 Mission Peers	Your seniors compared with Regional Peers	Your seniors compared with NSSE 2020 & 2021
Academic Challenge	Higher-Order Learning	--	--	▽
	Reflective & Integrative Learning	▽	▽	▽
	Learning Strategies	△	△	--
	Quantitative Reasoning	△	--	--
Learning with Peers	Collaborative Learning	△	▽	--
	Discussions with Diverse Others	△	△	△
Experiences with Faculty	Student-Faculty Interaction	▽	▽	▽
	Effective Teaching Practices	▽	▽	▽
Campus Environment	Quality of Interactions	▽	--	▽
	Supportive Environment	△	△	--

Academic Challenge: First-year students

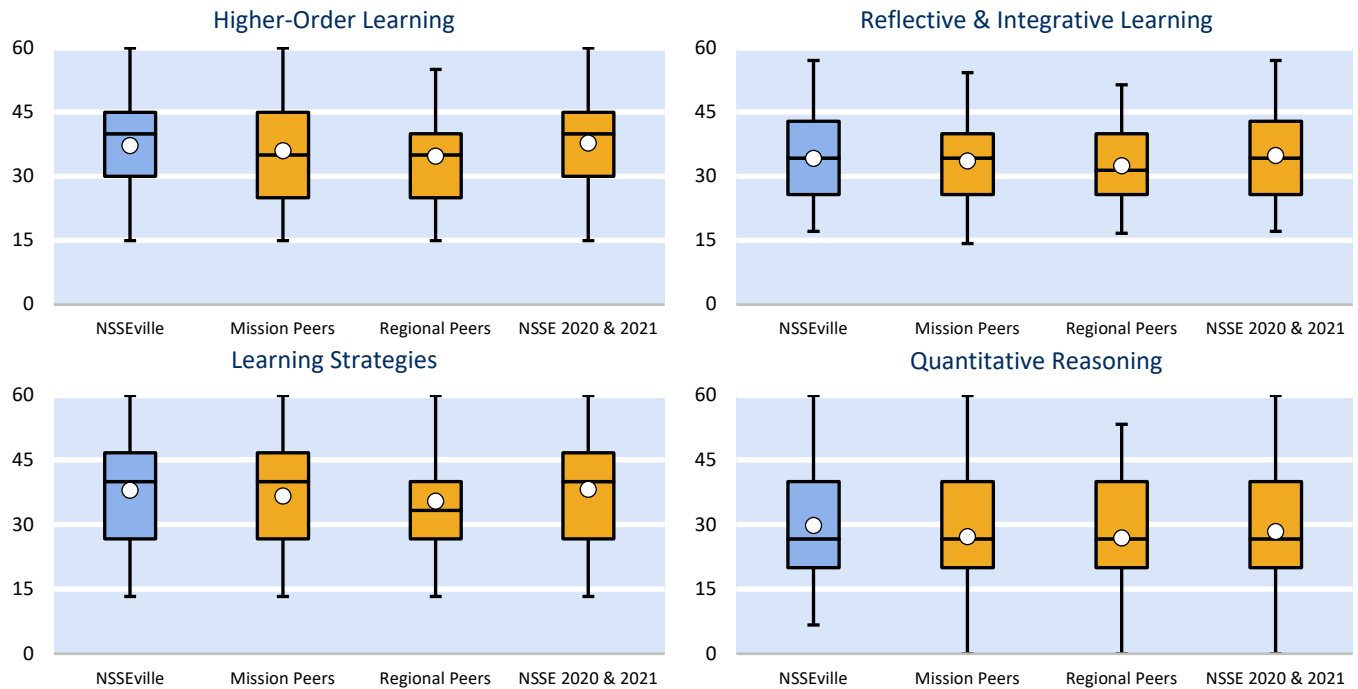
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	NSSEville Mean	Your first-year students compared with					
		Mission Peers		Regional Peers		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.2	36.0 **	.09	34.8 ***	.19	37.8	-.04
Reflective & Integrative Learning	34.2	33.6	.05	32.5 ***	.15	34.9	-.05
Learning Strategies	38.0	36.6 **	.10	35.4 ***	.19	38.2	-.01
Quantitative Reasoning	29.8	27.2 ***	.17	26.9 ***	.20	28.4 **	.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.

		Percentage point difference ^a between your FY students and			
	NSSEville	Mission Peers	Regional Peers	NSSE 2020 & 2021	
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	69	+4	+3	+0	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	66	+2	+4		-3
4d. Evaluating a point of view, decision, or information source	68	+2	+8		-1
4e. Forming a new idea or understanding from various pieces of information	67	+1	+5		-2
Reflective & Integrative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
2a. Combined ideas from different courses when completing assignments	49	+1	-1		-0
2b. Connected your learning to societal problems or issues	48	+0	+5		-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48	+1	+8		-3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	+3	+6	+1	
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	+3	+5		-0
2f. Learned something that changed the way you understand an issue or concept	63	-1	+3		-3
2g. Connected ideas from your courses to your prior experiences and knowledge	74	-1	-2		-3
Learning Strategies					
Percentage of students who responded that they "Very often" or "Often"...					
9a. Identified key information from reading assignments	69	-1	-0		-5
9b. Reviewed your notes after class	68	+6	+9	+3	
9c. Summarized what you learned in class or from course materials	68	+7	+10	+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.)	58	+8	+8	+5	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	+5	+8	+3	
6c. Evaluated what others have concluded from numerical information	43	+5	+5	+3	

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

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

Academic Challenge: Seniors

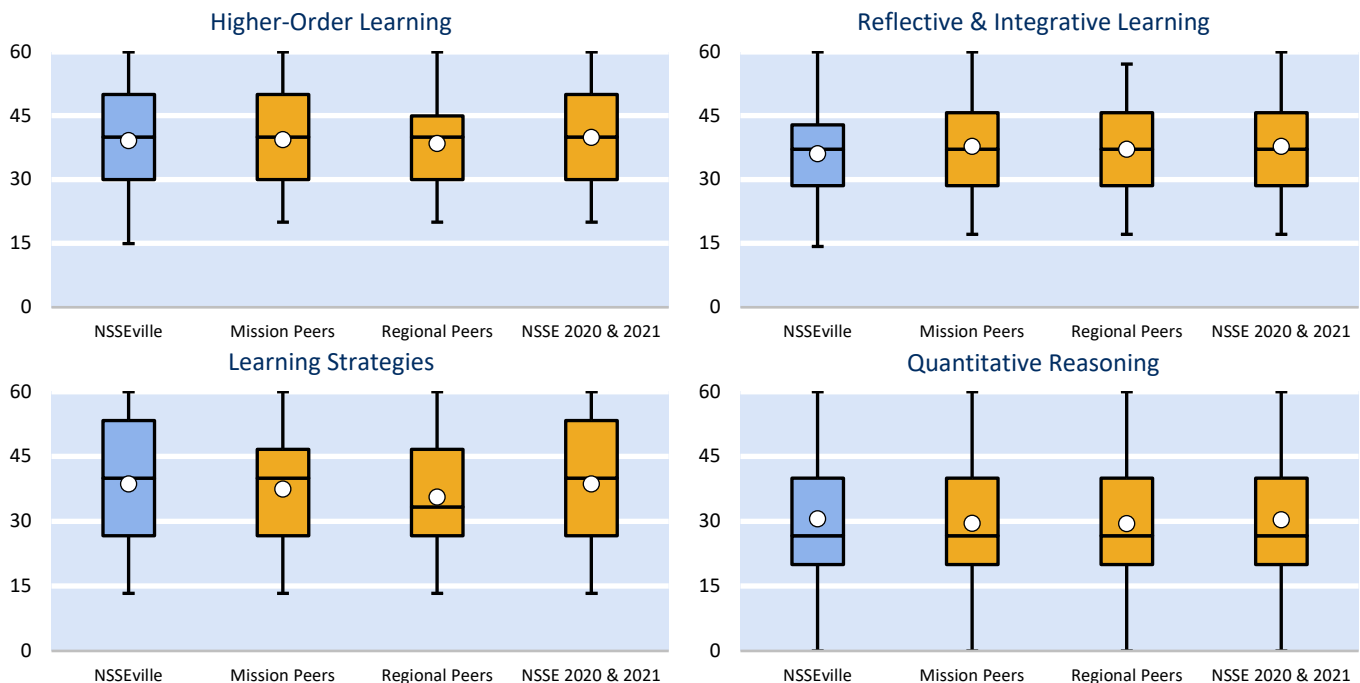
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Mean Comparisons

Engagement Indicator	NSSEville Mean	Your seniors compared with					
		Mission Peers		Regional Peers		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.2	39.4	-.02	38.5	.05	39.9 *	-.06
Reflective & Integrative Learning	36.1	37.8 ***	-.14	37.1 *	-.08	37.8 ***	-.14
Learning Strategies	38.6	37.5 **	.08	35.6 ***	.21	38.6	.00
Quantitative Reasoning	30.6	29.5 *	.07	29.4	.07	30.4	.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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Academic Challenge: Seniors (continued)

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		Percentage point difference ^a between your seniors and		
	NSSEville	Mission Peers	Regional Peers	NSSE 2020 & 2021
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	75	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></di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Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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

Learning with Peers: First-year students

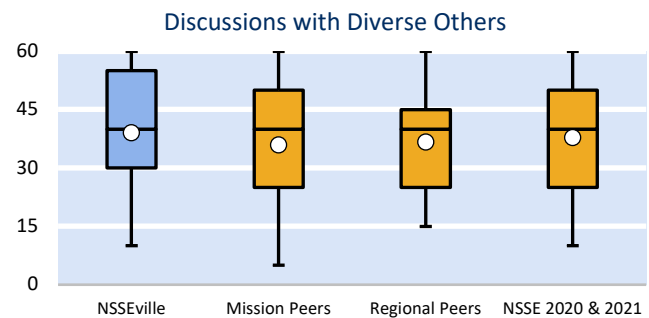
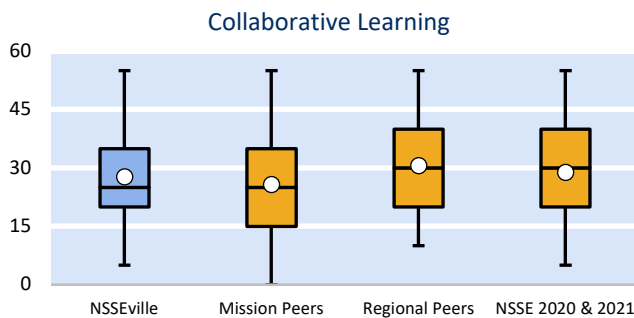
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	NSSEville Mean	Your first-year students compared with					
		Mission Peers		Regional Peers		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	27.7	25.8 ***	.13	30.6 ***	-.21	29.0 **	-.08
Discussions with Diverse Others	39.1	36.0 ***	.19	36.8 ***	.15	37.9 *	.08

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.

		Percentage point difference ^a between your FY students and			
	NSSEville	Mission Peers	Regional Peers	NSSE 2020 & 2021	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...	%				
1b. Asked another student to help you understand course material	44	+4	-5	-1	
1c. Explained course material to one or more students	45	+4	-7	-3	
1d. Prepared for exams by discussing or working through course material with other students	39	+5	-4	-2	
1e. Worked with other students on course projects or assignments	39	-4	-14	-8	
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	68	+9	+12	+1	
8b. People from an economic background other than your own	71	+8	+5	+3	
8c. People with religious beliefs other than your own	64	+4	+1	+2	
8d. People with political views other than your own	70	+8	+5	+9	

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

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

Learning with Peers: Seniors

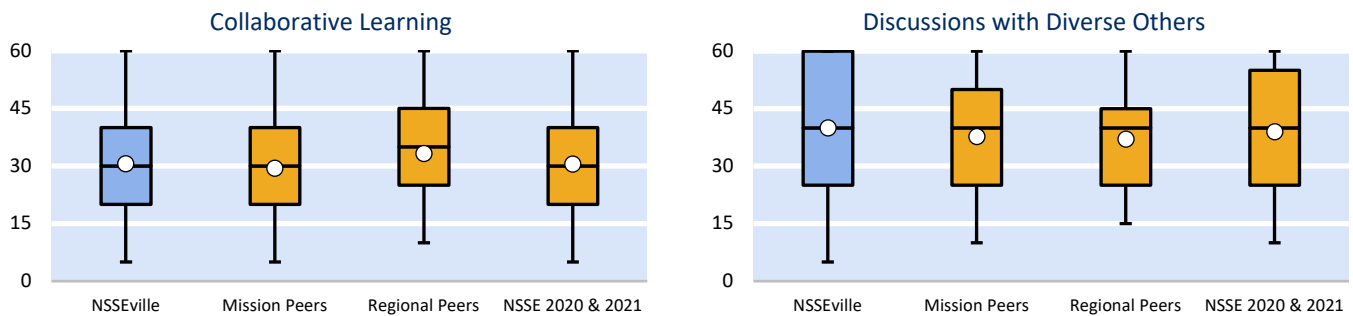
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	NSSEville Mean	Your seniors compared with					
		Mission Peers		Regional Peers		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.6	29.5 **	.07	33.3 ***	-.17	30.6	.00
Discussions with Diverse Others	40.0	37.8 ***	.14	37.1 ***	.18	39.0 *	.06

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.

		Percentage point difference ^a between your seniors and			
	NSSEville	Mission Peers	Regional Peers	NSSE 2020 & 2021	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
1b. Asked another student to help you understand course material	44	+4	-4	+2	
1c. Explained course material to one or more students	52	+0	-8		-2
1d. Prepared for exams by discussing or working through course material with other students	45	+6	-3	+1	
1e. Worked with other students on course projects or assignments	59	+1	-9		-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	71	+9	+14	+1	
8b. People from an economic background other than your own	70	+4	+3		-0
8c. People with religious beliefs other than your own	66	+2	+0	+0	
8d. People with political views other than your own	70	+6	+4	+7	

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

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

Experiences with Faculty: First-year students

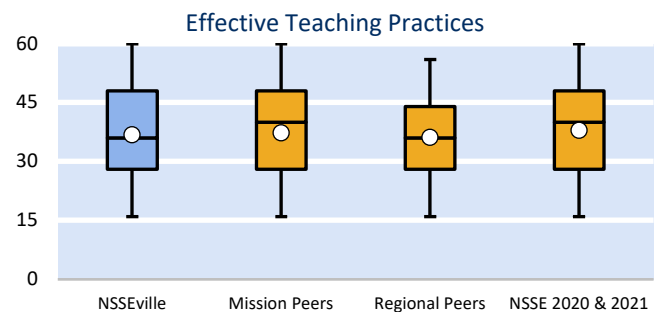
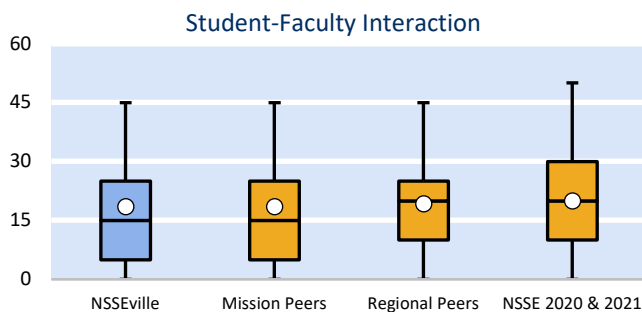
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	NSSEville Mean	Your first-year students compared with					
		Mission Peers		Regional Peers		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	18.6	18.5	.00	19.3	-.05	20.0 ***	-.10
Effective Teaching Practices	36.9	37.3	-.03	36.2	.05	38.0 **	-.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.

Student-Faculty Interaction	NSSEville	Percentage point difference ^a between your FY students and			
		Mission Peers	Regional Peers	NSSE 2020 & 2021	
Percentage of students who responded that they "Very often" or "Often"...	%				
3a. Talked about career plans with a faculty member	34	+0	+0		-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	+2	+1	+0	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	20	+0	-1		-3
3d. Discussed your academic performance with a faculty member	24	-1	+2		-4
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	+1		-2
5b. Taught course sessions in an organized way	71	-1	-1		-1
5c. Used examples or illustrations to explain difficult points	70	-1	-1		-3
5d. Provided feedback on a draft or work in progress	61	+1	+3		-2
5e. Provided prompt and detailed feedback on tests or completed assignments	53	-5	-2		-6

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

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

Experiences with Faculty: Seniors

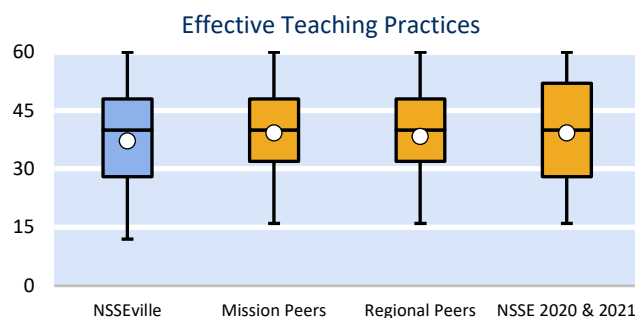
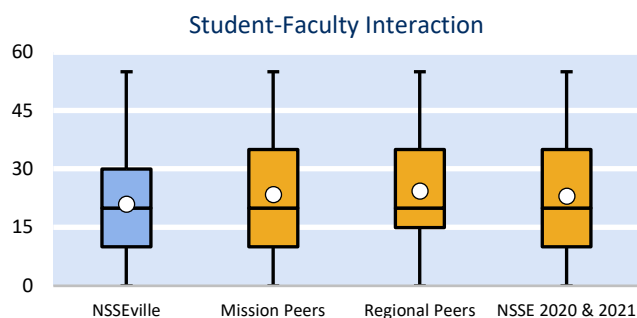
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	NSSEville Mean	Your seniors compared with					
		Mission Peers		Regional Peers		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.9	23.4 ***	-.16	24.3 ***	-.22	23.0 ***	-.13
Effective Teaching Practices	37.2	39.3 ***	-.15	38.4 *	-.08	39.2 ***	-.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



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.

		Percentage point difference ^a between your seniors and			
	NSSEville	Mission Peers	Regional Peers	NSSE 2020 & 2021	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...					
3a. Talked about career plans with a faculty member	35	<div><div></div></div> -7	<div><div></div></div> -8	<div><div></div></div> -6	
3b. Worked w/faculty on activities other than coursework(committees, student groups, etc.)	24	<div><div></div></div> -3	<div><div></div></div> -4	<div><div></div></div> -2	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	<div><div></div></div> -3	<div><div></div></div> -7	<div><div></div></div> -4	
3d. Discussed your academic performance with a faculty member	29	<div><div></div></div> -3	<div><div></div></div> -1	<div><div></div></div> -2	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	75	<div><div></div></div> -4	<div><div></div></div> -3	<div><div></div></div> -4	
5b. Taught course sessions in an organized way	71	<div><div></div></div> -5	<div><div></div></div> -3	<div><div></div></div> -4	
5c. Used examples or illustrations to explain difficult points	72	<div><div></div></div> -4	<div><div></div></div> -4	<div><div></div></div> -4	
5d. Provided feedback on a draft or work in progress	57	<div><div></div></div> -5	<div><div></div></div> -6	<div><div></div></div> -4	
5e. Provided prompt and detailed feedback on tests or completed assignments	55	<div><div></div></div> -10	<div><div></div></div> -9	<div><div></div></div> -8	

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

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

Campus Environment: First-year students

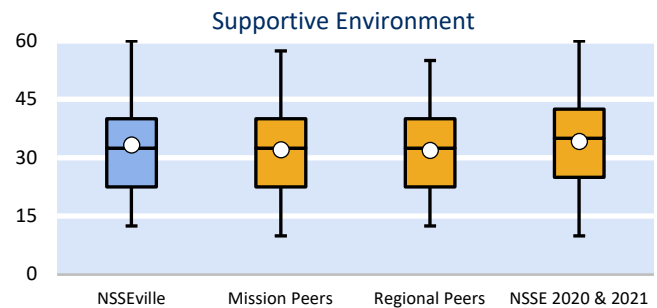
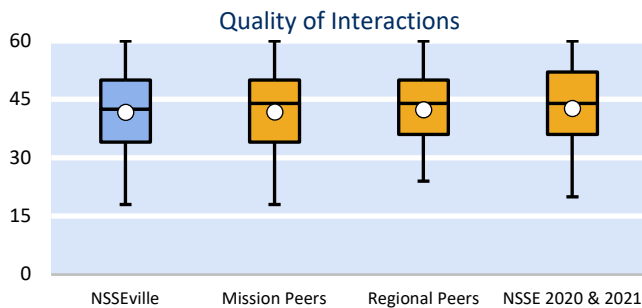
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	NSSEville Mean	Your first-year students compared with					
		Mission Peers		Regional Peers		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.6	41.7	-.01	42.3	-.06	42.7 **	-.08
Supportive Environment	33.3	32.0 **	.09	31.9 *	.11	34.2 *	-.06

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.

		Percentage point difference ^a between your FY students and			
	NSSEville	Mission Peers	Regional Peers	NSSE 2020 & 2021	
Quality of Interactions					
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...					
13a. Students	46	-0	-4	-4	
13b. Academic advisors	49	-3	+1	-5	
13c. Faculty	49	-0	+0	-2	
13d. Student services staff (career services, student activities, housing, etc.)	47	+3	+3	+0	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	-2	+1	-3	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	67	-3	-0	-6	
14c. Using learning support services (tutoring services, writing center, etc.)	69	-0	+1	-4	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	+2	+4	-4	
14e. Providing opportunities to be involved socially	62	+1	-4	-3	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	+2	+1	-1	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	+2	+6	-1	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	66	+14	+13	+10	
14i. Attending events that address important social, economic, or political issues	42	+2	+5	-3	

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

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

Campus Environment: Seniors

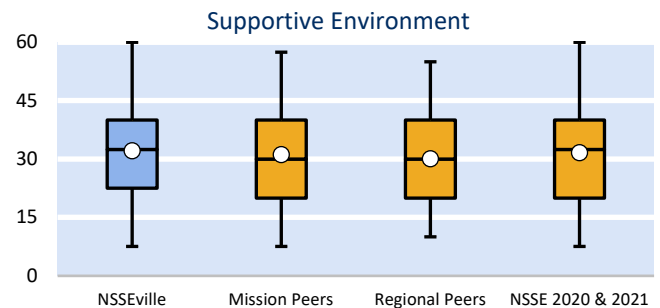
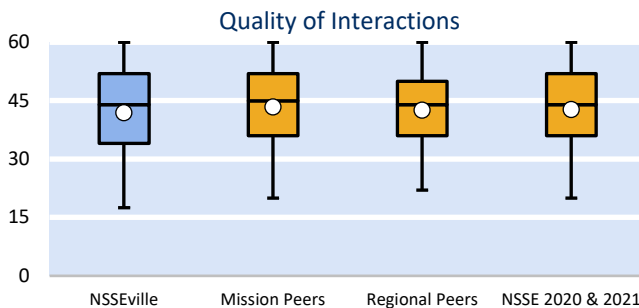
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	NSSEville Mean	Your seniors compared with					
		Mission Peers		Regional Peers		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.0	43.4 ***	-.12	42.6	-.05	42.8 *	-.06
Supportive Environment	32.2	31.2 *	.07	30.1 ***	.15	31.7	.04

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.

		Percentage point difference ^a between your seniors and			
	NSSEville	Mission Peers	Regional Peers	NSSE 2020 & 2021	
Quality of Interactions					
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...					
13a. Students	57	-2	-3	-1	
13b. Academic advisors	50	-3	+0	-3	
13c. Faculty	53	-4	-1	-4	
13d. Student services staff (career services, student activities, housing, etc.)	47	+1	+4	+3	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	-4	-0	-0	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	67	-1	+1	-1	
14c. Using learning support services (tutoring services, writing center, etc.)	62	-0	+1	-2	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	+3	+8	+0	
14e. Providing opportunities to be involved socially	62	+0	-3	+0	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	+2	+3	+3	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	+5	+9	+3	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	62	+14	+13	+11	
14i. Attending events that address important social, economic, or political issues	38	-1	+2	-2	

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

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

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see go.iu.edu/NSSE-PnP), 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 2020 and 2021 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2020 and 2021 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^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 Mean	Your first-year students compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.2	39.2 ***	-.15		41.9 ***	-.36	
	Reflective and Integrative Learning	34.2	36.5 ***	-.19		39.1 ***	-.42	
	Learning Strategies	38.0	39.7 ***	-.13		43.0 ***	-.35	
	Quantitative Reasoning	29.8	29.7	.01	✓	32.5 ***	-.17	
Learning with Peers	Collaborative Learning	27.7	33.9 ***	-.44		37.0 ***	-.68	
	Discussions with Diverse Others	39.1	40.6 ***	-.10		43.8 ***	-.33	
Experiences with Faculty	Student-Faculty Interaction	18.6	23.2 ***	-.31		27.8 ***	-.61	
	Effective Teaching Practices	36.9	40.4 ***	-.26		43.2 ***	-.47	
Campus Environment	Quality of Interactions	41.6	45.1 ***	-.30		47.7 ***	-.49	
	Supportive Environment	33.3	36.8 ***	-.26		39.9 ***	-.51	
Seniors		NSSEville Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.2	41.6 ***	-.18		43.9 ***	-.36	
	Reflective and Integrative Learning	36.1	39.7 ***	-.30		42.5 ***	-.54	
	Learning Strategies	38.6	40.6 ***	-.13		43.5 ***	-.34	
	Quantitative Reasoning	30.6	31.6 *	-.06		34.8 ***	-.27	
Learning with Peers	Collaborative Learning	30.6	35.0 ***	-.31		38.8 ***	-.60	
	Discussions with Diverse Others	40.0	41.2 **	-.08		44.2 ***	-.27	
Experiences with Faculty	Student-Faculty Interaction	20.9	28.5 ***	-.48		33.6 ***	-.80	
	Effective Teaching Practices	37.2	41.5 ***	-.31		44.6 ***	-.54	
Campus Environment	Quality of Interactions	42.0	45.2 ***	-.27		48.2 ***	-.52	
	Supportive Environment	32.2	34.1 ***	-.14		37.2 ***	-.35	

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

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

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

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^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 (N = 1205)	37.2	13.5	.39	15	30	40	45	60				
Mission Peers	36.0	13.1	.18	15	25	35	45	60	6,416	1.2	.004	.091
Regional Peers	34.8	12.1	.38	15	25	35	40	55	2,180	2.5	.000	.192
NSSE 2020 & 2021	37.8	13.5	.03	15	30	40	45	60	198,613	-.5	.158	-.041
Top 50%	39.2	13.2	.04	20	30	40	50	60	109,933	-2.0	.000	-.151
Top 10%	41.9	12.9	.11	20	35	40	55	60	14,415	-4.6	.000	-.359
Reflective & Integrative Learning												
NSSEville (N = 1305)	34.2	12.2	.34	17	26	34	43	57				
Mission Peers	33.6	12.0	.16	14	26	34	40	54	6,990	.6	.106	.050
Regional Peers	32.5	11.2	.34	17	26	31	40	51	2,333	1.7	.000	.146
NSSE 2020 & 2021	34.9	12.2	.03	17	26	34	43	57	216,898	-.7	.051	-.054
Top 50%	36.5	12.0	.04	17	29	37	46	57	106,854	-2.3	.000	-.190
Top 10%	39.1	11.8	.11	20	31	40	49	60	13,327	-4.9	.000	-.416
Learning Strategies												
NSSEville (N = 1138)	38.0	14.0	.42	13	27	40	47	60				
Mission Peers	36.6	14.1	.20	13	27	40	47	60	5,994	1.4	.003	.098
Regional Peers	35.4	13.0	.42	13	27	33	40	60	2,044	2.5	.000	.185
NSSE 2020 & 2021	38.2	14.0	.03	13	27	40	47	60	185,435	-.2	.632	-.014
Top 50%	39.7	14.0	.04	20	27	40	53	60	97,573	-1.8	.000	-.127
Top 10%	43.0	14.3	.11	20	33	40	60	60	1,298	-5.0	.000	-.351
Quantitative Reasoning												
NSSEville (N = 1143)	29.8	15.2	.45	7	20	27	40	60				
Mission Peers	27.2	15.2	.22	0	20	27	40	60	6,074	2.6	.000	.170
Regional Peers	26.9	14.6	.47	0	20	27	40	53	2,047	2.9	.000	.197
NSSE 2020 & 2021	28.4	15.4	.04	0	20	27	40	60	188,477	1.4	.002	.091
Top 50%	29.7	15.3	.04	7	20	27	40	60	119,727	.1	.850	.006
Top 10%	32.5	15.5	.12	7	20	33	40	60	16,653	-2.7	.000	-.172
Learning with Peers												
Collaborative Learning												
NSSEville (N = 1388)	27.7	13.9	.37	5	20	25	35	55				
Mission Peers	25.8	15.2	.19	0	15	25	35	55	2,206	1.9	.000	.129
Regional Peers	30.6	13.6	.40	10	20	30	40	55	2,528	-2.9	.000	-.210
NSSE 2020 & 2021	29.0	15.2	.03	5	20	30	40	55	1,407	-1.2	.001	-.080
Top 50%	33.9	13.9	.04	10	25	35	45	60	155,501	-6.1	.000	-.442
Top 10%	37.0	13.6	.08	15	25	40	45	60	31,813	-9.2	.000	-.678
Discussions with Diverse Others												
NSSEville (N = 1143)	39.1	15.9	.47	10	30	40	55	60				
Mission Peers	36.0	16.3	.23	5	25	40	50	60	1,752	3.1	.000	.190
Regional Peers	36.8	14.5	.47	15	25	40	45	60	2,063	2.3	.001	.152
NSSE 2020 & 2021	37.9	16.1	.04	10	25	40	50	60	186,775	1.2	.010	.076
Top 50%	40.6	15.2	.04	15	30	40	55	60	123,681	-1.5	.001	-.101
Top 10%	43.8	14.4	.11	20	35	45	60	60	1,269	-4.7	.000	-.327

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 (N = 1240)	18.6	14.8	.42	0	5	15	25	45				
Mission Peers	18.5	14.4	.20	0	5	15	25	45	6,635	.0	.931	.003
Regional Peers	19.3	13.3	.42	0	10	20	25	45	2,236	-.7	.250	-.048
NSSE 2020 & 2021	20.0	14.5	.03	0	10	20	30	50	206,543	-1.4	.000	-.099
Top 50%	23.2	14.7	.05	0	10	20	30	50	75,479	-4.6	.000	-.312
Top 10%	27.8	15.2	.17	5	15	25	40	60	1,659	-9.2	.000	-.607
Effective Teaching Practices												
NSSEville (N = 1202)	36.9	13.6	.39	16	28	36	48	60				
Mission Peers	37.3	13.6	.19	16	28	40	48	60	6,384	-.5	.278	-.035
Regional Peers	36.2	12.1	.38	16	28	36	44	56	2,181	.6	.251	.049
NSSE 2020 & 2021	38.0	13.6	.03	16	28	40	48	60	197,570	-1.2	.003	-.087
Top 50%	40.4	13.5	.05	20	32	40	52	60	78,598	-3.6	.000	-.264
Top 10%	43.2	13.4	.13	20	36	44	56	60	11,863	-6.4	.000	-.472
Campus Environment												
Quality of Interactions												
NSSEville (N = 1087)	41.6	12.8	.39	18	34	43	50	60				
Mission Peers	41.7	12.8	.20	18	34	44	50	60	5,399	-.1	.821	-.008
Regional Peers	42.3	10.5	.35	24	36	44	50	60	1,970	-.7	.165	-.062
NSSE 2020 & 2021	42.7	12.4	.03	20	36	44	52	60	1,099	-1.1	.007	-.085
Top 50%	45.1	11.5	.04	24	38	46	54	60	1,114	-3.5	.000	-.302
Top 10%	47.7	12.3	.10	24	40	50	58	60	1,244	-6.1	.000	-.492
Supportive Environment												
NSSEville (N = 1108)	33.3	13.3	.40	13	23	33	40	60				
Mission Peers	32.0	13.6	.20	10	23	33	40	58	5,761	1.3	.005	.094
Regional Peers	31.9	12.3	.41	13	23	33	40	55	1,969	1.4	.015	.108
NSSE 2020 & 2021	34.2	14.0	.03	10	25	35	43	60	1,123	-.9	.025	-.064
Top 50%	36.8	13.5	.05	15	28	38	45	60	84,381	-3.5	.000	-.264
Top 10%	39.9	12.8	.12	18	33	40	50	60	12,065	-6.6	.000	-.514

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 \pm 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 2021 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 (N = 1615)	39.2	14.0	.35	15	30	40	50	60				
Mission Peers	39.4	13.4	.18	20	30	40	50	60	6,942	-.2	.536	-.018
Regional Peers	38.5	12.7	.42	20	30	40	45	60	2,112	.7	.229	.048
NSSE 2020 & 2021	39.9	13.8	.03	20	30	40	50	60	222,946	-.8	.024	-.056
Top 50%	41.6	13.6	.04	20	35	40	55	60	94,831	-2.4	.000	-.178
Top 10%	43.9	13.0	.13	20	35	40	55	60	11,827	-4.7	.000	-.360
Reflective & Integrative Learning												
NSSEville (N = 1697)	36.1	12.8	.31	14	29	37	43	60				
Mission Peers	37.8	12.7	.17	17	29	37	46	60	7,327	-1.7	.000	-.137
Regional Peers	37.1	12.0	.38	17	29	37	46	57	2,693	-1.0	.042	-.081
NSSE 2020 & 2021	37.8	12.8	.03	17	29	37	46	60	238,217	-1.7	.000	-.135
Top 50%	39.7	12.4	.04	20	31	40	49	60	92,152	-3.7	.000	-.296
Top 10%	42.5	11.7	.14	23	34	43	51	60	2,384	-6.4	.000	-.538
Learning Strategies												
NSSEville (N = 1566)	38.6	14.9	.38	13	27	40	53	60				
Mission Peers	37.5	14.6	.21	13	27	40	47	60	6,622	1.2	.006	.080
Regional Peers	35.6	14.3	.48	13	27	33	47	60	2,457	3.1	.000	.209
NSSE 2020 & 2021	38.6	14.7	.03	13	27	40	53	60	211,222	.0	.993	.000
Top 50%	40.6	14.6	.04	20	33	40	53	60	108,006	-1.9	.000	-.131
Top 10%	43.5	14.2	.12	20	33	40	60	60	15,422	-4.8	.000	-.338
Quantitative Reasoning												
NSSEville (N = 1576)	30.6	16.1	.41	0	20	27	40	60				
Mission Peers	29.5	16.3	.23	0	20	27	40	60	6,693	1.1	.024	.065
Regional Peers	29.4	15.7	.52	0	20	27	40	60	2,482	1.1	.089	.071
NSSE 2020 & 2021	30.4	16.4	.04	0	20	27	40	60	213,976	.2	.602	.013
Top 50%	31.6	16.3	.05	0	20	33	40	60	131,579	-1.0	.013	-.063
Top 10%	34.8	15.8	.14	7	20	33	47	60	14,389	-4.2	.000	-.269
Learning with Peers												
Collaborative Learning												
NSSEville (N = 1768)	30.6	16.2	.39	5	20	30	40	60				
Mission Peers	29.5	15.6	.20	5	20	30	40	60	2,819	1.1	.009	.073
Regional Peers	33.3	14.3	.44	10	25	35	45	60	2,401	-2.7	.000	-.174
NSSE 2020 & 2021	30.6	15.9	.03	5	20	30	40	60	250,957	.1	.844	.005
Top 50%	35.0	14.2	.04	10	25	35	45	60	1,802	-4.4	.000	-.309
Top 10%	38.8	13.4	.11	15	30	40	50	60	2,062	-8.2	.000	-.596
Discussions with Diverse Others												
NSSEville (N = 1554)	40.0	17.0	.43	5	25	40	60	60				
Mission Peers	37.8	16.1	.23	10	25	40	50	60	6,616	2.3	.000	.138
Regional Peers	37.1	14.4	.48	15	25	40	45	60	2,128	2.9	.000	.180
NSSE 2020 & 2021	39.0	16.3	.04	10	25	40	55	60	212,144	1.0	.017	.061
Top 50%	41.2	15.6	.04	15	30	40	60	60	1,584	-1.2	.004	-.079
Top 10%	44.2	15.0	.11	20	35	45	60	60	1,744	-4.2	.000	-.275

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 (N = 1650)	20.9	16.0	.39	0	10	20	30	55				
Mission Peers	23.4	15.9	.21	0	10	20	35	55	7,115	-2.5	.000	-.157
Regional Peers	24.3	15.0	.48	0	15	20	35	55	2,617	-3.4	.000	-.219
NSSE 2020 & 2021	23.0	16.0	.03	0	10	20	35	55	229,903	-2.1	.000	-.129
Top 50%	28.5	16.0	.07	5	15	25	40	60	52,076	-7.6	.000	-.476
Top 10%	33.6	15.9	.20	10	20	35	45	60	2,588	-12.7	.000	-.798
Effective Teaching Practices												
NSSEville (N = 1627)	37.2	15.0	.37	12	28	40	48	60				
Mission Peers	39.3	13.6	.19	16	32	40	48	60	2,501	-2.1	.000	-.148
Regional Peers	38.4	12.6	.41	16	32	40	48	60	2,215	-1.2	.037	-.082
NSSE 2020 & 2021	39.2	14.2	.03	16	28	40	52	60	1,647	-2.0	.000	-.143
Top 50%	41.5	13.9	.05	16	32	40	52	60	1,684	-4.3	.000	-.310
Top 10%	44.6	13.3	.14	20	36	44	56	60	2,085	-7.4	.000	-.543
Campus Environment												
Quality of Interactions												
NSSEville (N = 1455)	42.0	13.0	.34	18	34	44	52	60				
Mission Peers	43.4	12.0	.18	20	36	45	52	60	2,287	-1.4	.000	-.116
Regional Peers	42.6	11.3	.39	22	36	44	50	60	1,979	-.6	.253	-.048
NSSE 2020 & 2021	42.8	12.5	.03	20	36	44	52	60	1,475	-.8	.018	-.065
Top 50%	45.2	11.9	.04	22	38	48	54	60	1,502	-3.2	.000	-.266
Top 10%	48.2	11.9	.09	25	42	50	60	60	1,674	-6.2	.000	-.518
Supportive Environment												
NSSEville (N = 1543)	32.2	14.8	.38	8	23	33	40	60				
Mission Peers	31.2	13.9	.20	8	20	30	40	58	2,451	1.0	.019	.071
Regional Peers	30.1	13.1	.44	10	20	30	40	55	2,018	2.1	.000	.146
NSSE 2020 & 2021	31.7	14.4	.03	8	20	33	40	60	205,760	.5	.153	.036
Top 50%	34.1	14.2	.05	10	23	35	43	60	1,596	-1.9	.000	-.136
Top 10%	37.2	14.3	.14	13	28	38	48	60	1,985	-5.0	.000	-.348

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 \pm 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.