NSSE 2017
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 2016 and 2017 participating institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Private Doc-Granting	Your first-year students compared with Carnegie UG Program	Your first-year students compared with NSSE 2016 & 2017
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 Private Doc-Granting	Your seniors compared with Carnegie UG Program	Your seniors compared with NSSE 2016 & 2017
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 | | | | | |
| | | Private Doc-Granting | | Carnegie UG Program | | NSSE 2016 & 2017 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.6	39.4	-.06	37.7	.07	37.9	.05
Reflective & Integrative Learning	34.5	36.6 ***	-.17	35.1	-.04	35.0	-.04
Learning Strategies	36.7	39.5 ***	-.21	38.3 *	-.12	38.3 *	-.12
Quantitative Reasoning	29.6	27.5 **	.14	27.3 ***	.15	27.6 **	.13

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

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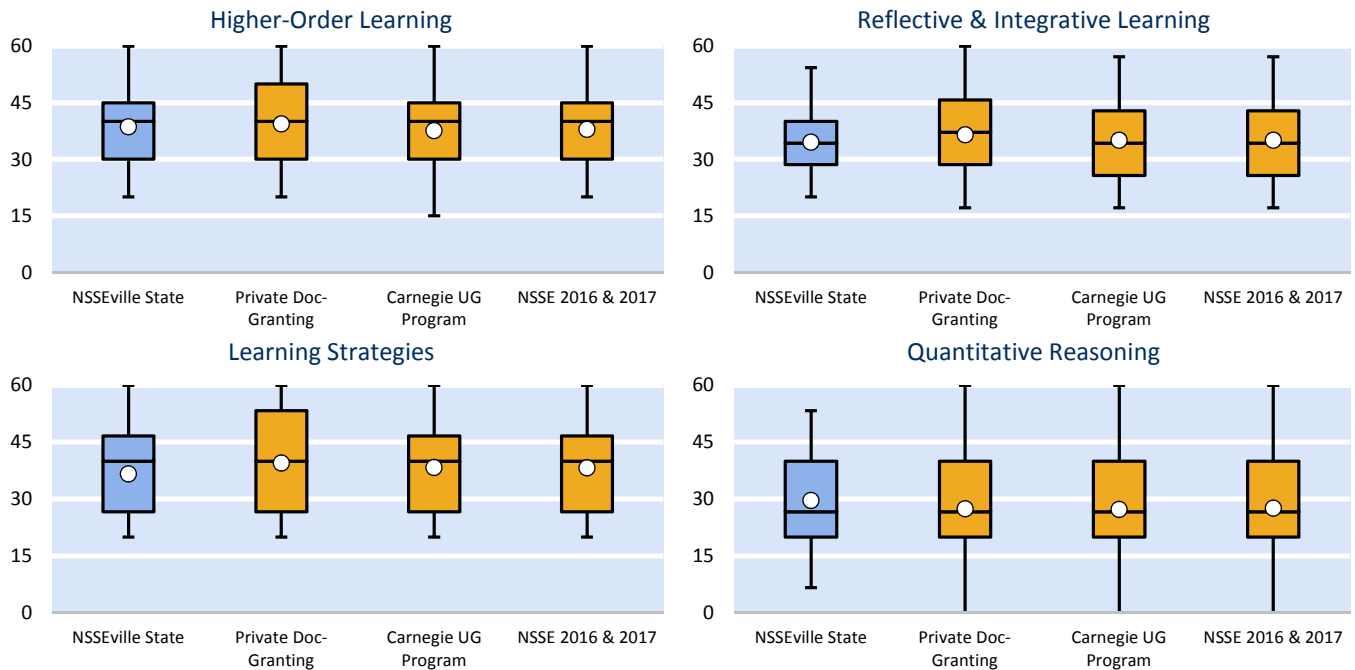
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Academic Challenge: First-year students (continued)

Performance[a] 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 between your FY students and		
Higher-Order Learning		Private Doc-Granting	Carnegie UG Program	NSSE 2016 & 2017
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	+3	+8	+6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	+1	+6	+5
4d. Evaluating a point of view, decision, or information source	68	-4	-2	-1
4e. Forming a new idea or understanding from various pieces of information	72	+1	+5	+4
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	46	-8	-5	-5
2b. Connected your learning to societal problems or issues	52	-3	+0	+1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	-2	+1	+2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	-3	+1	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	-4	-1	-1
2f. Learned something that changed the way you understand an issue or concept	71	+2	+5	+5
2g. Connected ideas from your courses to your prior experiences and knowledge	79	-1	+3	+3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	80	+0	+3	+3
9b. Reviewed your notes after class	61	-5	-5	-4
9c. Summarized what you learned in class or from course materials	58	-8	-5	-5
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	61	+9	+10	+9
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	+5	+5	+5
6c. Evaluated what others have concluded from numerical information	45	+7	+7	+7

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

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

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					
		Private Doc-Granting		Carnegie UG Program		NSSE 2016 & 2017	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.0	41.3 **	-.10	40.2	-.02	40.0	.00
Reflective & Integrative Learning	37.3	39.6 ***	-.18	38.4 *	-.08	38.0	-.05
Learning Strategies	35.2	39.4 ***	-.28	39.3 ***	-.28	38.7 ***	-.24
Quantitative Reasoning	33.4	30.0 ***	.21	29.4 ***	.24	29.9 ***	.22

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

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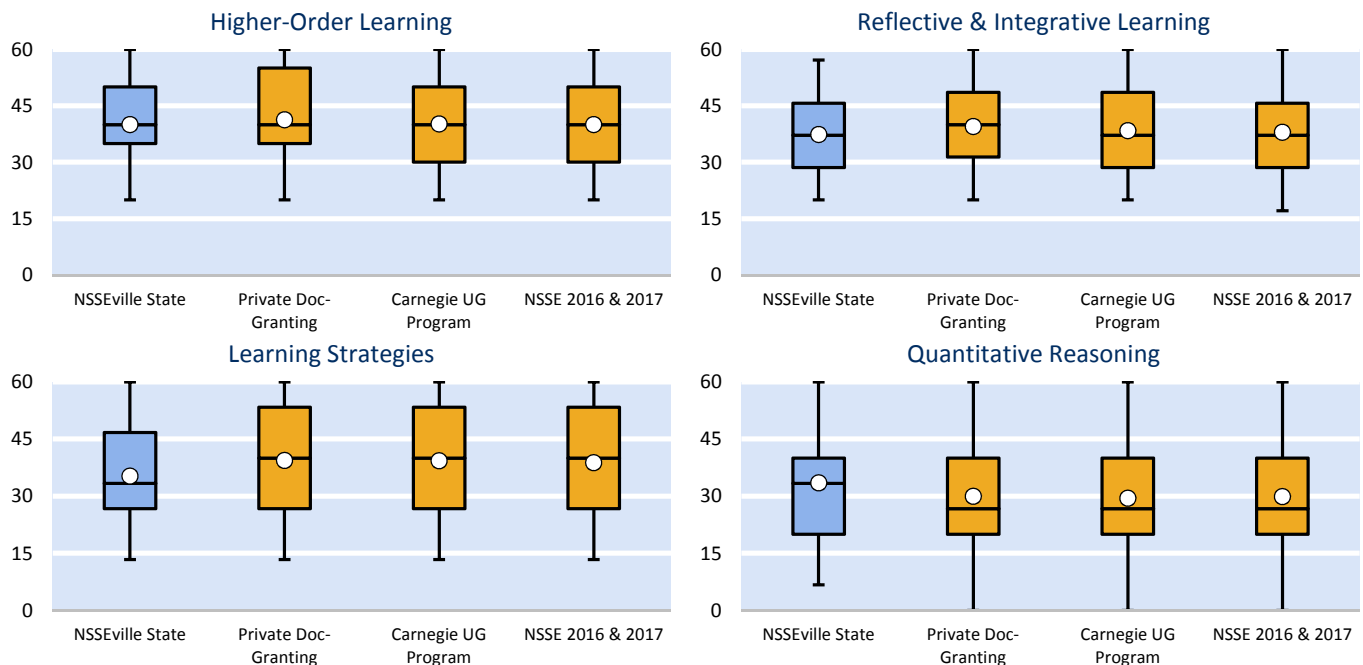
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Academic Challenge: Seniors (continued)

Performance[a] 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 between your seniors and		
Higher-Order Learning		**Private Doc-Granting**	**Carnegie UG Program**	**NSSE 2016 & 2017**
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	84	+3	+5	+5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	+0	+3	+3
4d. Evaluating a point of view, decision, or information source	69	-5	-2	-1
4e. Forming a new idea or understanding from various pieces of information	71	-3	-1	-0
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	72	+3	+2	+3
2b. Connected your learning to societal problems or issues	60	-6	-3	-2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	-10	-5	-3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	-7	-3	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	-6	-3	-3
2f. Learned something that changed the way you understand an issue or concept	69	-4	-2	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-4	-2	-1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	81	-2	+0	+2
9b. Reviewed your notes after class	50	-11	-13	-12
9c. Summarized what you learned in class or from course materials	54	-11	-11	-10
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.)	64	+8	+9	+8
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	52	+7	+9	+8
6c. Evaluated what others have concluded from numerical information	56	+12	+13	+12

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 2017 Engagement Indicators
Learning with Peers
NSSEville State University

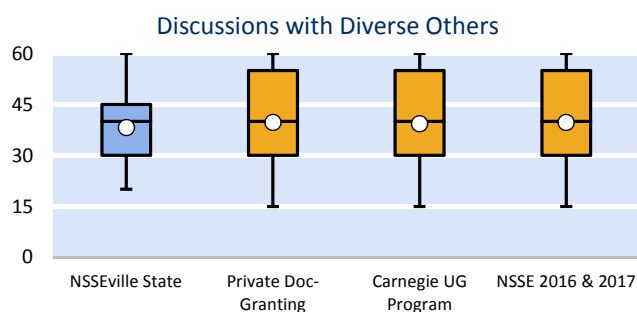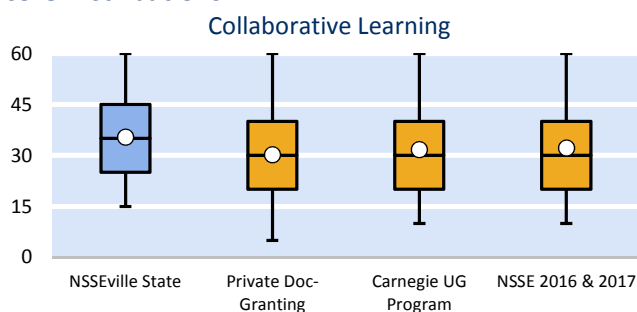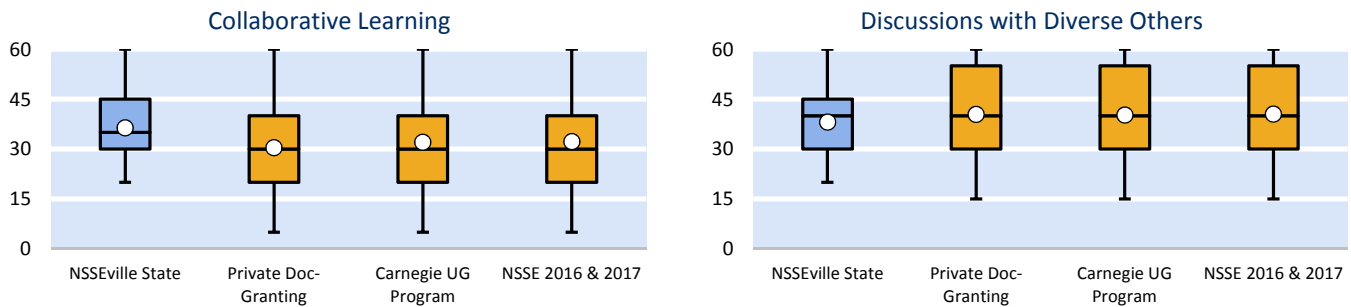## Learning with Peers: First-year students

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	Private Doc-Granting		Carnegie UG Program		NSSE 2016 & 2017	
		\<_Your first-year students compared with_\>					
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.4	30.1 ***	.33	31.7 ***	.25	32.2 ***	.22
Discussions with Diverse Others	38.1	39.7 *	-.10	39.3	-.08	39.7 *	-.10

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, Private Doc-Granting, Carnegie UG Program, NSSE 2016 & 2017

Discussions with Diverse Others — NSSEville State, Private Doc-Granting, Carnegie UG Program, NSSE 2016 & 2017

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[a] 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.

Collaborative Learning	NSSEville State	Private Doc-Granting	Carnegie UG Program	NSSE 2016 & 2017
		\<_Percentage point difference between your FY students and_\>		
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	61	+15	+10	+9
1f. Explained course material to one or more students	67	+15	+10	+10
1g. Prepared for exams by discussing or working through course material with other students	58	+10	+9	+8
1h. Worked with other students on course projects or assignments	61	+11	+8	+7
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	60	-12	-9	-10
8b. People from an economic background other than your own	68	-4	-2	-3
8c. People with religious beliefs other than your own	66	+2	+1	-1
8d. People with political views other than your own	73	+6	+5	+5

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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 | | | | | |
| | | Private Doc-Granting | | Carnegie UG Program | | NSSE 2016 & 2017 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.4	30.4 ***	.39	32.0 ***	.29	32.3 ***	.27
Discussions with Diverse Others	38.1	40.4 ***	-.14	40.3 ***	-.13	40.5 ***	-.15

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| | NSSEville State | Percentage point difference between your seniors and | | |
		Private Doc-Granting	Carnegie UG Program	NSSE 2016 & 2017
Collaborative Learning	%			
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	52	+16	+10	+9
1f. Explained course material to one or more students	69	+18	+11	+11
1g. Prepared for exams by discussing or working through course material with other students	57	+16	+11	+10
1h. Worked with other students on course projects or assignments	78	+11	+16	+14
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	60	-14	-11	-12
8b. People from an economic background other than your own	65	-9	-7	-7
8c. People with religious beliefs other than your own	63	+0	-3	-4
8d. People with political views other than your own	75	+8	+6	+7

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NSSE 2017 Engagement Indicators
Experiences with Faculty
NSSEville State University

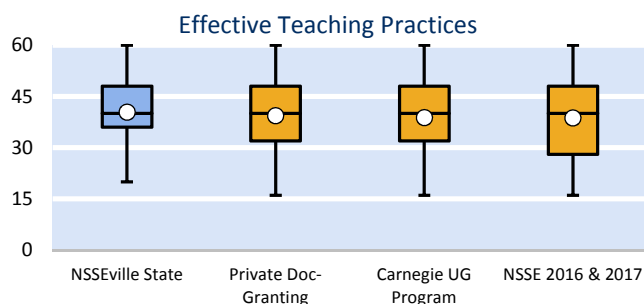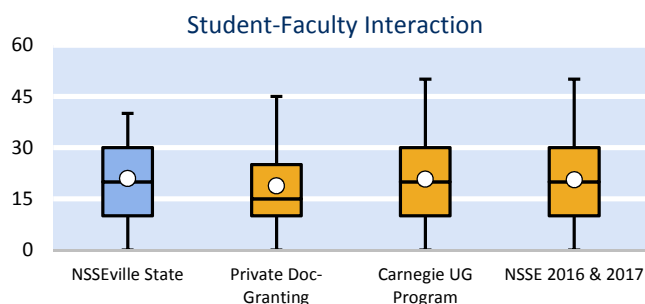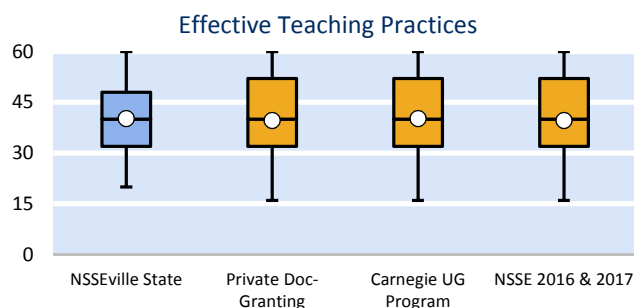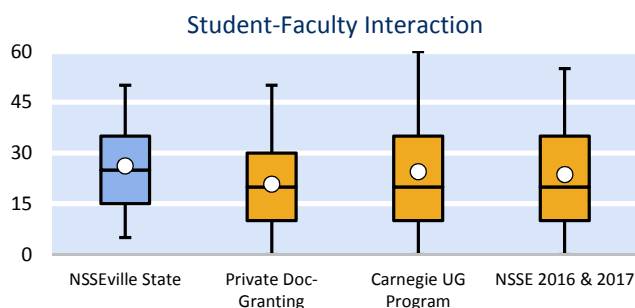## Experiences with Faculty: First-year students

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

Mean Comparisons

	NSSEville State	Private Doc-Granting		Carnegie UG Program		NSSE 2016 & 2017	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	21.0	18.8 ***	.16	20.8	.01	20.6	.03
Effective Teaching Practices	40.3	39.3 *	.08	38.8 **	.12	38.7 **	.12

Your first-year students compared with

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

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	NSSEville State	Private Doc-Granting	Carnegie UG Program	NSSE 2016 & 2017
Student-Faculty Interaction	%			
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	31	+0	-5	-4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	+3	-1	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	+6	+2	+2
3d. Discussed your academic performance with a faculty member	27	+1	-3	-2
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	84	+5	+6	+6
5b. Taught course sessions in an organized way	84	+6	+9	+8
5c. Used examples or illustrations to explain difficult points	81	+7	+7	+7
5d. Provided feedback on a draft or work in progress	72	+9	+8	+9
5e. Provided prompt and detailed feedback on tests or completed assignments	70	+8	+9	+10

Percentage point difference between your FY students and

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Experiences with Faculty: Seniors

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Mean Comparisons

	NSSEville State	Private Doc-Granting		Carnegie UG Program		NSSE 2016 & 2017	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	26.1	20.8 ***	.34	24.4 ***	.11	23.6 ***	.16
Effective Teaching Practices	40.1	39.6	.04	40.2	.00	39.6	.04

Your seniors compared with

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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Performance[a] 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	Private Doc-Granting	Carnegie UG Program	NSSE 2016 & 2017
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	48	+11	+3	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	+9	+3	+5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	38	+12	+5	+6
3d. Discussed your academic performance with a faculty member	31	+3	-4	-2
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	82	+1	+0	+1
5b. Taught course sessions in an organized way	82	+2	+3	+4
5c. Used examples or illustrations to explain difficult points	81	+6	+3	+4
5d. Provided feedback on a draft or work in progress	65	+6	+3	+5
5e. Provided prompt and detailed feedback on tests or completed assignments	72	+7	+6	+8

Percentage point difference between your seniors and

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 2017 Engagement Indicators
Campus Environment
NSSEville State University

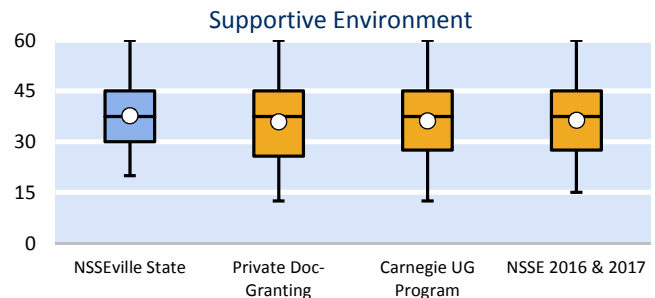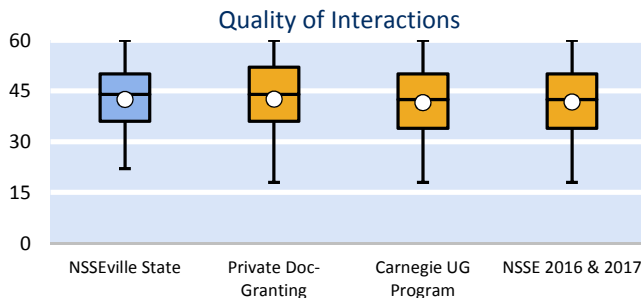## Campus Environment: First-year students

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 | | | | | |
| | | Private Doc-Granting | | Carnegie UG Program | | NSSE 2016 & 2017 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.5	42.6	-.01	41.6	.07	41.7	.06
Supportive Environment	37.7	35.9 **	.13	36.2 *	.11	36.3 *	.10

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[a] 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 between your FY students and | | |
| | | Private Doc-Granting | Carnegie UG Program | NSSE 2016 & 2017 |
Quality of Interactions	%			
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	54	-2	+4	+3
13b. Academic advisors	40	-12	-8	-9
13c. Faculty	50	-3	+0	+1
13d. Student services staff (career services, student activities, housing, etc.)	45	-1	+1	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	-1	+1	+2
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	83	+6	+8	+7
14c. Using learning support services (tutoring services, writing center, etc.)	83	+6	+7	+7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	67	+5	+6	+5
14e. Providing opportunities to be involved socially	78	+9	+8	+7
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	71	+4	+2	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	-2	-2	-2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	72	+12	+8	+8
14i. Attending events that address important social, economic, or political issues	59	+9	+7	+7

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

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

Campus Environment

NSSEville State University

Campus Environment: Seniors

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

Mean Comparisons

	NSSEville State	Your seniors compared with					
		Private Doc-Granting		Carnegie UG Program		NSSE 2016 & 2017	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.0	43.1	-.01	42.7	.02	42.3	.06
Supportive Environment	33.6	32.0 ***	.12	32.6 *	.07	32.3 **	.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[a] 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.

Quality of Interactions	NSSEville State	Percentage point difference between your seniors and		
		Private Doc-Granting	Carnegie UG Program	NSSE 2016 & 2017
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	56	-4	-2	-2
13b. Academic advisors	52	-2	+0	+1
13c. Faculty	62	+1	+2	+5
13d. Student services staff (career services, student activities, housing, etc.)	38	-4	-5	-4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	-6	-2	-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	75	+2	+3	+4
14c. Using learning support services (tutoring services, writing center, etc.)	71	+2	+5	+6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	-3	-2	-2
14e. Providing opportunities to be involved socially	70	+8	+5	+6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	+10	+6	+7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	+1	+2	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	+10	+7	+7
14i. Attending events that address important social, economic, or political issues	49	+8	+4	+6

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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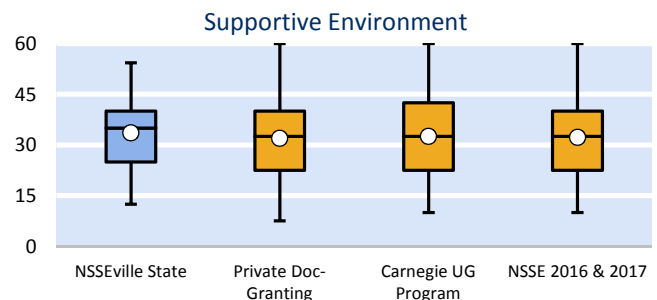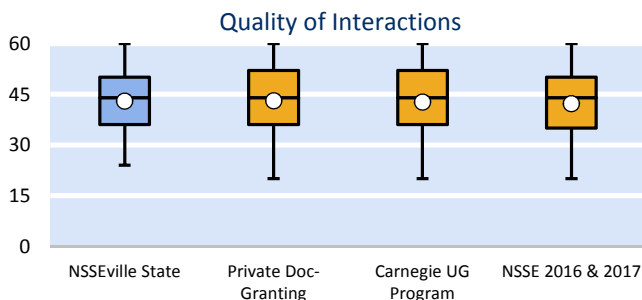
Comparisons with Top 50% and Top 10% Institutions

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

    (a) institutions with average scores placing them in the top 50% of all 2016 and 2017 NSSE institutions, and

    (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 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	38.6	39.2	-.04	✓	41.2 ***	-.19	
	Reflective and Integrative Learning	34.5	36.6 ***	-.17		38.3 ***	-.30	
	Learning Strategies	36.7	39.8 ***	-.23		41.9 ***	-.38	
	Quantitative Reasoning	29.6	28.8	.05	✓	30.4	-.05	✓
Learning with Peers	Collaborative Learning	35.4	35.2	.01	✓	37.1 **	-.13	
	Discussions with Diverse Others	38.1	41.7 ***	-.24		43.8 ***	-.39	
Experiences with Faculty	Student-Faculty Interaction	21.0	23.8 ***	-.19		27.2 ***	-.40	
	Effective Teaching Practices	40.3	40.7	-.03	✓	42.6 ***	-.17	
Campus Environment	Quality of Interactions	42.5	43.8 *	-.12		46.1 ***	-.31	
	Supportive Environment	37.7	38.2	-.04	✓	40.0 ***	-.17	

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	40.0	41.8 ***	-.13		43.3 ***	-.24	
	Reflective and Integrative Learning	37.3	40.0 ***	-.22		42.0 ***	-.38	
	Learning Strategies	35.2	40.7 ***	-.38		42.9 ***	-.54	
	Quantitative Reasoning	33.4	31.1 ***	.14	✓	33.0	.03	✓
Learning with Peers	Collaborative Learning	36.4	35.8	.04	✓	37.9 ***	-.11	
	Discussions with Diverse Others	38.1	42.3 ***	-.27		44.3 ***	-.40	
Experiences with Faculty	Student-Faculty Interaction	26.1	29.2 ***	-.20		33.0 ***	-.43	
	Effective Teaching Practices	40.1	41.8 ***	-.12		43.8 ***	-.28	
Campus Environment	Quality of Interactions	43.0	44.8 ***	-.16		46.9 ***	-.33	
	Supportive Environment	33.6	34.8 *	-.08		37.2 ***	-.26	

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 2016 and 2017 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 2017 Engagement Indicators

Detailed Statistics[a]
NSSEville State University

Detailed Statistics: First-year students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD [b]	SEM [c]	5th	25th	50th	75th	95th	Deg. of freedom [e]	Mean diff.	Sig. [f]	Effect size [g]
Academic Challenge												
Higher-Order Learning												
NSSEville State (N = 427)	38.6	11.2	.54	20	30	40	45	60				
Private Doc-Granting	39.4	13.4	.07	20	30	40	50	60	443	-.8	.163	-.057
Carnegie UG Program	37.7	13.4	.04	15	30	40	45	60	431	1.0	.075	.072
NSSE 2016 & 2017	37.9	13.3	.02	20	30	40	45	60	428	.7	.205	.052
Top 50%	39.2	13.1	.03	20	30	40	50	60	429	-.5	.320	-.041
Top 10%	41.2	13.3	.06	20	35	40	50	60	438	-2.5	.000	-.191
Reflective & Integrative Learning												
NSSEville State (N = 435)	34.5	10.1	.48	20	29	34	40	54				
Private Doc-Granting	36.6	12.2	.07	17	29	37	46	60	450	-2.0	.000	-.167
Carnegie UG Program	35.1	12.0	.04	17	26	34	43	57	439	-.5	.279	-.044
NSSE 2016 & 2017	35.0	12.0	.02	17	26	34	43	57	435	-.5	.295	-.042
Top 50%	36.6	12.0	.03	17	29	37	46	57	436	-2.0	.000	-.170
Top 10%	38.3	12.3	.06	20	29	37	46	60	446	-3.7	.000	-.304
Learning Strategies												
NSSEville State (N = 391)	36.7	12.8	.65	20	27	40	47	60				
Private Doc-Granting	39.5	14.0	.08	20	27	40	53	60	29,790	-2.9	.000	-.205
Carnegie UG Program	38.3	13.7	.04	20	27	40	47	60	96,602	-1.7	.015	-.123
NSSE 2016 & 2017	38.3	13.7	.02	20	27	40	47	60	368,892	-1.6	.019	-.118
Top 50%	39.8	13.7	.03	20	27	40	53	60	182,750	-3.2	.000	-.232
Top 10%	41.9	14.1	.07	20	33	40	53	60	398	-5.3	.000	-.377
Quantitative Reasoning												
NSSEville State (N = 425)	29.6	14.0	.68	7	20	27	40	53				
Private Doc-Granting	27.5	15.8	.09	0	20	27	40	60	438	2.1	.002	.135
Carnegie UG Program	27.3	15.5	.05	0	20	27	40	60	428	2.4	.001	.152
NSSE 2016 & 2017	27.6	15.4	.02	0	20	27	40	60	425	2.0	.003	.132
Top 50%	28.8	15.2	.03	0	20	27	40	60	425	.8	.251	.051
Top 10%	30.4	15.2	.06	7	20	27	40	60	431	-.8	.241	-.052
Learning with Peers												
Collaborative Learning												
NSSEville State (N = 433)	35.4	13.4	.64	15	25	35	45	60				
Private Doc-Granting	30.1	15.8	.08	5	20	30	40	60	446	5.2	.000	.330
Carnegie UG Program	31.7	14.3	.04	10	20	30	40	60	117,630	3.6	.000	.254
NSSE 2016 & 2017	32.2	14.5	.02	10	20	30	40	60	433	3.2	.000	.221
Top 50%	35.2	13.6	.03	15	25	35	45	60	255,849	.2	.790	.013
Top 10%	37.1	13.4	.05	15	25	40	45	60	62,988	-1.7	.008	-.129
Discussions with Diverse Others												
NSSEville State (N = 390)	38.1	13.3	.67	20	30	40	45	60				
Private Doc-Granting	39.7	15.6	.09	15	30	40	55	60	403	-1.5	.025	-.098
Carnegie UG Program	39.3	15.5	.05	15	30	40	55	60	393	-1.2	.073	-.078
NSSE 2016 & 2017	39.7	15.5	.03	15	30	40	55	60	390	-1.5	.024	-.099
Top 50%	41.7	14.9	.03	20	30	40	55	60	391	-3.6	.000	-.241
Top 10%	43.8	14.5	.06	20	35	45	60	60	396	-5.7	.000	-.390

Detailed Statistics: First-year students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
NSSEville State (N = 424)	21.0	12.4	.60	0	10	20	30	40				
Private Doc-Granting	18.8	14.0	.08	0	10	15	25	45	437	2.2	.000	.158
Carnegie UG Program	20.8	14.6	.04	0	10	20	30	50	427	.2	.743	.014
NSSE 2016 & 2017	20.6	14.5	.02	0	10	20	30	50	424	.4	.541	.025
Top 50%	23.8	14.7	.04	0	15	20	35	55	426	-2.8	.000	-.192
Top 10%	27.2	15.6	.10	5	15	25	40	60	447	-6.3	.000	-.404
Effective Teaching Practices												
NSSEville State (N = 428)	40.3	10.4	.50	20	36	40	48	60				
Private Doc-Granting	39.3	13.5	.07	16	32	40	48	60	445	1.0	.041	.078
Carnegie UG Program	38.8	13.1	.04	16	32	40	48	60	432	1.6	.002	.119
NSSE 2016 & 2017	38.7	13.1	.02	16	28	40	48	60	428	1.6	.001	.125
Top 50%	40.7	13.0	.03	20	32	40	52	60	430	-.4	.463	-.028
Top 10%	42.6	13.6	.07	20	36	44	56	60	443	-2.3	.000	-.168
Campus Environment												
Quality of Interactions												
NSSEville State (N = 374)	42.5	11.1	.57	22	36	44	50	60				
Private Doc-Granting	42.6	12.7	.08	18	36	44	52	60	387	-.1	.860	-.008
Carnegie UG Program	41.6	12.5	.04	18	34	43	50	60	377	.9	.113	.073
NSSE 2016 & 2017	41.7	12.4	.02	18	34	43	50	60	374	.7	.207	.058
Top 50%	43.8	11.5	.03	22	38	46	52	60	153,262	-1.4	.023	-.117
Top 10%	46.1	11.7	.07	24	40	48	56	60	26,489	-3.6	.000	-.306
Supportive Environment												
NSSEville State (N = 370)	37.7	11.5	.60	20	30	38	45	60				
Private Doc-Granting	35.9	14.1	.08	13	26	38	45	60	384	1.8	.003	.129
Carnegie UG Program	36.2	13.7	.05	13	28	38	45	60	373	1.5	.011	.113
NSSE 2016 & 2017	36.3	13.6	.02	15	28	38	45	60	370	1.4	.021	.102
Top 50%	38.2	13.1	.03	18	30	40	48	60	371	-.5	.396	-.039
Top 10%	40.0	13.0	.06	18	31	40	50	60	377	-2.3	.000	-.174

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

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

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

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

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

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

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

NSSE 2017 Engagement Indicators

Detailed Statistics[a]
NSSEville State University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD [b]	SEM [c]	5th	25th	50th	75th	95th	Deg. of freedom [e]	Mean diff.	Sig. [f]	Effect size [g]
Academic Challenge												
Higher-Order Learning												
NSSEville State (N = 698)	40.0	11.7	.44	20	35	40	50	60				
Private Doc-Granting	41.3	13.4	.06	20	35	40	55	60	725	-1.3	.004	-.096
Carnegie UG Program	40.2	13.7	.04	20	30	40	50	60	706	-.2	.623	-.016
NSSE 2016 & 2017	40.0	13.7	.02	20	30	40	50	60	700	.0	.946	-.002
Top 50%	41.8	13.5	.03	20	35	40	55	60	703	-1.8	.000	-.135
Top 10%	43.3	13.4	.05	20	35	40	55	60	715	-3.2	.000	-.241
Reflective & Integrative Learning												
NSSEville State (N = 713)	37.3	11.2	.42	20	29	37	46	57				
Private Doc-Granting	39.6	12.3	.06	20	31	40	49	60	739	-2.2	.000	-.179
Carnegie UG Program	38.4	12.5	.03	20	29	37	49	60	721	-1.0	.013	-.084
NSSE 2016 & 2017	38.0	12.6	.02	17	29	37	46	60	714	-.7	.110	-.053
Top 50%	40.0	12.3	.02	20	31	40	49	60	717	-2.7	.000	-.215
Top 10%	42.0	12.2	.05	20	34	43	51	60	736	-4.6	.000	-.380
Learning Strategies												
NSSEville State (N = 660)	35.2	13.4	.52	13	27	33	47	60				
Private Doc-Granting	39.4	14.7	.07	13	27	40	53	60	684	-4.2	.000	-.283
Carnegie UG Program	39.3	14.4	.04	13	27	40	53	60	666	-4.0	.000	-.280
NSSE 2016 & 2017	38.7	14.5	.02	13	27	40	53	60	660	-3.5	.000	-.242
Top 50%	40.7	14.4	.03	20	33	40	53	60	662	-5.5	.000	-.383
Top 10%	42.9	14.3	.05	20	33	40	60	60	670	-7.7	.000	-.537
Quantitative Reasoning												
NSSEville State (N = 698)	33.4	14.7	.56	7	20	33	40	60				
Private Doc-Granting	30.0	16.4	.08	0	20	27	40	60	723	3.5	.000	.211
Carnegie UG Program	29.4	16.4	.04	0	20	27	40	60	705	4.0	.000	.244
NSSE 2016 & 2017	29.9	16.3	.02	0	20	27	40	60	699	3.6	.000	.219
Top 50%	31.1	16.2	.03	0	20	33	40	60	700	2.3	.000	.142
Top 10%	33.0	15.9	.06	7	20	33	40	60	711	.4	.434	.028
Learning with Peers												
Collaborative Learning												
NSSEville State (N = 717)	36.4	11.9	.45	20	30	35	45	60				
Private Doc-Granting	30.4	15.3	.07	5	20	30	40	60	752	6.0	.000	.391
Carnegie UG Program	32.0	15.1	.04	5	20	30	40	60	727	4.4	.000	.288
NSSE 2016 & 2017	32.3	15.1	.02	5	20	30	40	60	719	4.1	.000	.272
Top 50%	35.8	13.8	.02	15	25	35	45	60	720	.6	.213	.040
Top 10%	37.9	13.4	.05	15	30	40	50	60	735	-1.5	.001	-.114
Discussions with Diverse Others												
NSSEville State (N = 663)	38.1	13.7	.53	20	30	40	45	60				
Private Doc-Granting	40.4	15.7	.08	15	30	40	55	60	690	-2.3	.000	-.145
Carnegie UG Program	40.3	15.8	.04	15	30	40	55	60	671	-2.1	.000	-.134
NSSE 2016 & 2017	40.5	15.9	.02	15	30	40	55	60	665	-2.4	.000	-.149
Top 50%	42.3	15.6	.03	15	30	40	60	60	665	-4.2	.000	-.268
Top 10%	44.3	15.3	.05	20	35	45	60	60	676	-6.1	.000	-.401

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
NSSEville State (N = 705)	26.1	13.4	.51	5	15	25	35	50				
Private Doc-Granting	20.8	15.5	.07	0	10	20	30	50	733	5.3	.000	.344
Carnegie UG Program	24.4	16.3	.04	0	10	20	35	60	714	1.7	.001	.105
NSSE 2016 & 2017	23.6	16.0	.02	0	10	20	35	55	707	2.6	.000	.160
Top 50%	29.2	15.7	.04	5	20	30	40	60	714	-3.1	.000	-.198
Top 10%	33.0	16.0	.11	10	20	30	45	60	768	-6.9	.000	-.432
Effective Teaching Practices												
NSSEville State (N = 708)	40.1	11.7	.44	20	32	40	48	60				
Private Doc-Granting	39.6	13.7	.06	16	32	40	52	60	737	.5	.240	.038
Carnegie UG Program	40.2	13.7	.03	16	32	40	52	60	716	.0	.914	-.003
NSSE 2016 & 2017	39.6	13.7	.02	16	32	40	52	60	709	.5	.243	.038
Top 50%	41.8	13.5	.03	20	32	40	52	60	714	-1.6	.000	-.122
Top 10%	43.8	13.4	.07	20	36	44	56	60	739	-3.7	.000	-.276
Campus Environment												
Quality of Interactions												
NSSEville State (N = 651)	43.0	10.2	.40	24	36	44	50	60				
Private Doc-Granting	43.1	12.3	.06	20	36	44	52	60	682	-.1	.768	-.010
Carnegie UG Program	42.7	12.1	.03	20	36	44	52	60	659	.3	.487	.023
NSSE 2016 & 2017	42.3	12.1	.02	20	35	44	50	60	653	.7	.076	.058
Top 50%	44.8	11.6	.03	23	38	46	54	60	656	-1.8	.000	-.158
Top 10%	46.9	12.1	.05	23	40	50	58	60	672	-3.9	.000	-.325
Supportive Environment												
NSSEville State (N = 641)	33.6	11.9	.47	13	25	35	40	54				
Private Doc-Granting	32.0	14.4	.07	8	23	33	40	60	670	1.7	.000	.116
Carnegie UG Program	32.6	14.2	.04	10	23	33	43	60	649	1.0	.028	.073
NSSE 2016 & 2017	32.3	14.2	.02	10	23	33	40	60	642	1.3	.005	.093
Top 50%	34.8	13.7	.03	13	25	35	45	60	645	-1.1	.018	-.081
Top 10%	37.2	13.6	.07	13	28	38	48	60	665	-3.5	.000	-.259

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

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

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

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

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

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

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