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# **NSSE 2013**

## **Engagement Indicators**

Regent University

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### 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 themes as shown at right.

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

### Report sections

- Overview (p. 3)** Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.
- Theme Reports (pp. 4-13)** Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

  - Mean Comparisons**  
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
  - Score Distributions**  
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
  - Summary of Indicator Items**  
Responses to each item in a given EI are displayed for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of current-year participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

### Interpreting comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large. Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview.

*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 Institutional Report Builder and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

### How Engagement Indicators are computed

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

## Engagement Indicators: Overview

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

Use the following key:

- ▲ **Your students' average** was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.
- No significant difference.
- ▼ **Your students' average** was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.
- ▽ **Your students' average** was significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.

### First-Year (FY) Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your FY students compared with CCC&U	Your FY students compared with Southeast	Your FY students compared with NSSE 2013
<i>Academic Challenge</i>	Higher-Order Learning	△	--	△
	Reflective and 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	--	--	--

### Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with CCC&U	Your seniors compared with Southeast	Your seniors compared with NSSE 2013
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective and 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	--	--	--

### Academic Challenge: First-year students

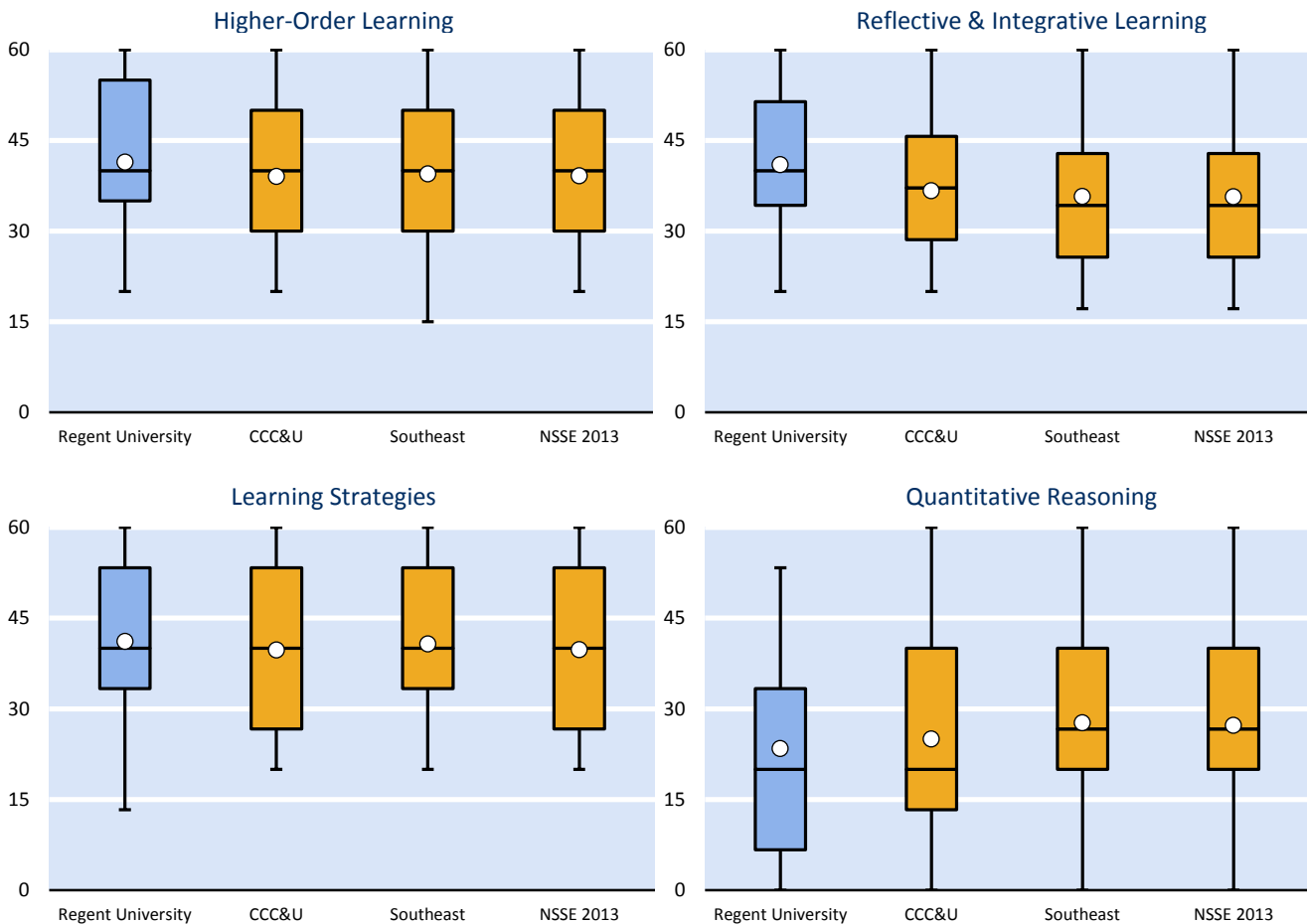
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Regent University Mean	Your first-year students compared with					
		CCC&U		Southeast		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.4	39.0 *	.18	39.5	.14	39.1 *	.16
Reflective & Integrative Learning	41.0	36.6 ***	.36	35.7 ***	.42	35.7 ***	.42
Learning Strategies	41.2	39.7	.10	40.8	.03	39.8	.10
Quantitative Reasoning	23.4	25.0	-.10	27.7 **	-.25	27.3 **	-.23

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





































































#### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

### Academic Challenge: First-year students (continued)

#### Summary of Indicator Items

	Regent University	CCC&U	Southeast	NSSE 2013
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	71 	73 	74 	74 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79 	72 	73 	73 
4d. Evaluating a point of view, decision, or information source	81 	72 	71 	70 
4e. Forming a new idea or understanding from various pieces of information	74 	68 	69 	69 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	65 	54 	55 	56 
2b. Connected your learning to societal problems or issues	70 	55 	52 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	70 	57 	52 	51 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	80 	66 	64 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	78 	68 	67 	66 
2f. Learned something that changed the way you understand an issue or concept	71 	68 	65 	66 
2g. Connected ideas from your courses to your prior experiences and knowledge	89 	80 	77 	78 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	85 	84 	82 	81 
9b. Reviewed your notes after class	64 	62 	68 	66 
9c. Summarized what you learned in class or from course materials	71 	62 	66 	64 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	39 	45 	52 	51 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	29 	33 	39 	38 
6c. Evaluated what others have concluded from numerical information	34 	32 	38 	37 

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

### Academic Challenge: Seniors

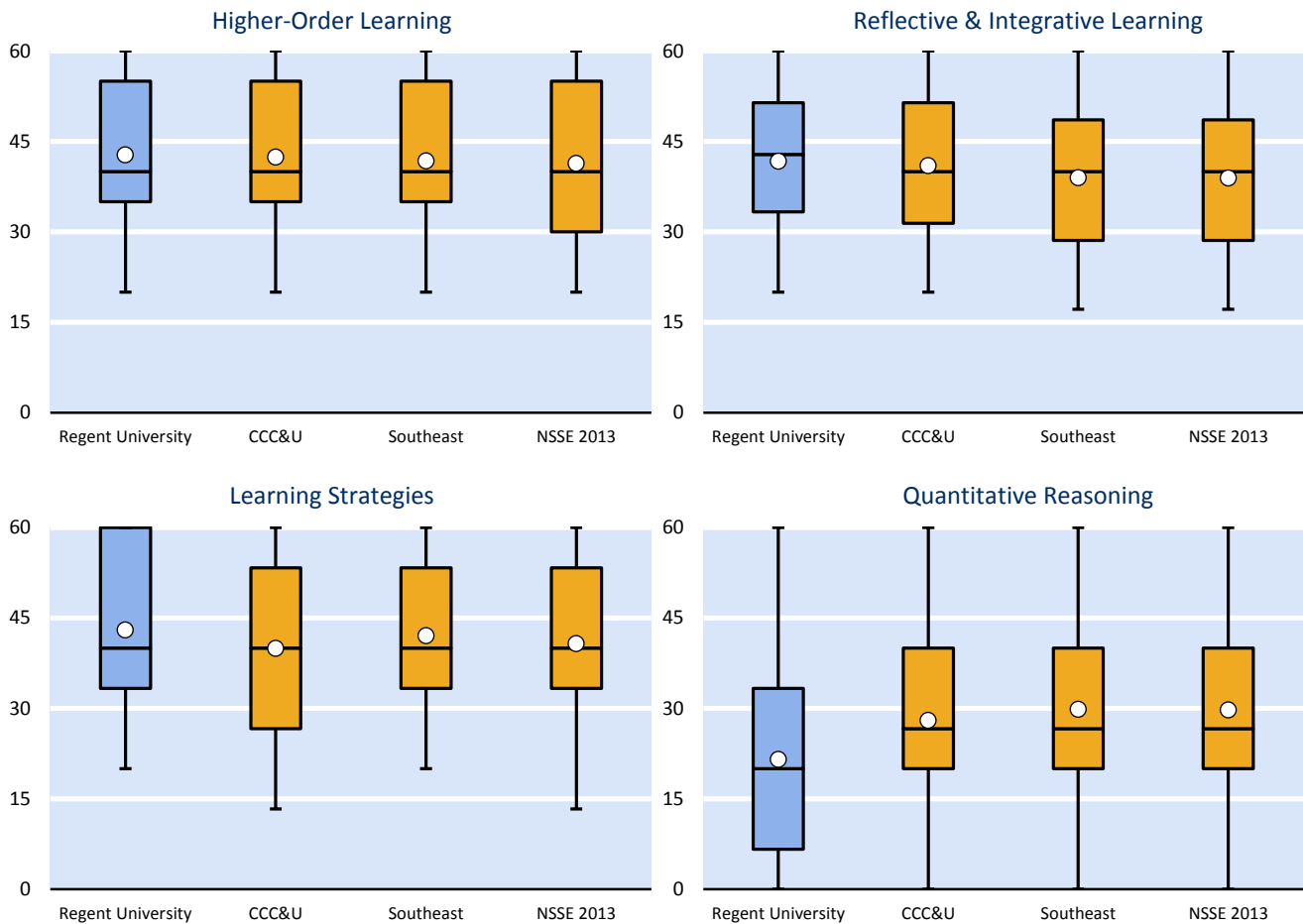
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	Regent University Mean	Your first-year students compared with					
		CCC&U		Southeast		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.8	42.4	.03	41.7	.07	41.3	.10
Reflective & Integrative Learning	41.7	41.0	.06	39.0 ***	.21	38.9 ***	.21
Learning Strategies	43.0	39.9 ***	.21	42.1	.06	40.7 **	.15
Quantitative Reasoning	21.5	28.0 ***	-.38	29.8 ***	-.47	29.7 ***	-.47

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





































































#### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

### Academic Challenge: Seniors (continued)

#### Summary of Indicator Items

	Regent University	CCC&U	Southeast	NSSE 2013
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	74 	82 	81 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77 	80 	78 	78 
4d. Evaluating a point of view, decision, or information source	83 	76 	73 	72 
4e. Forming a new idea or understanding from various pieces of information	76 	75 	73 	73 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	70 	73 	70 	71 
2b. Connected your learning to societal problems or issues	72 	71 	64 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	70 	66 	56 	56 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	78 	73 	67 	67 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71 	75 	71 	70 
2f. Learned something that changed the way you understand an issue or concept	71 	74 	69 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	87 	87 	84 	84 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	91 	86 	85 	84 
9b. Reviewed your notes after class	65 	58 	68 	65 
9c. Summarized what you learned in class or from course materials	70 	65 	69 	66 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	32 	47 	54 	54 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	28 	41 	45 	44 
6c. Evaluated what others have concluded from numerical information	24 	41 	44 	44 

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

### Learning with Peers: First-year students

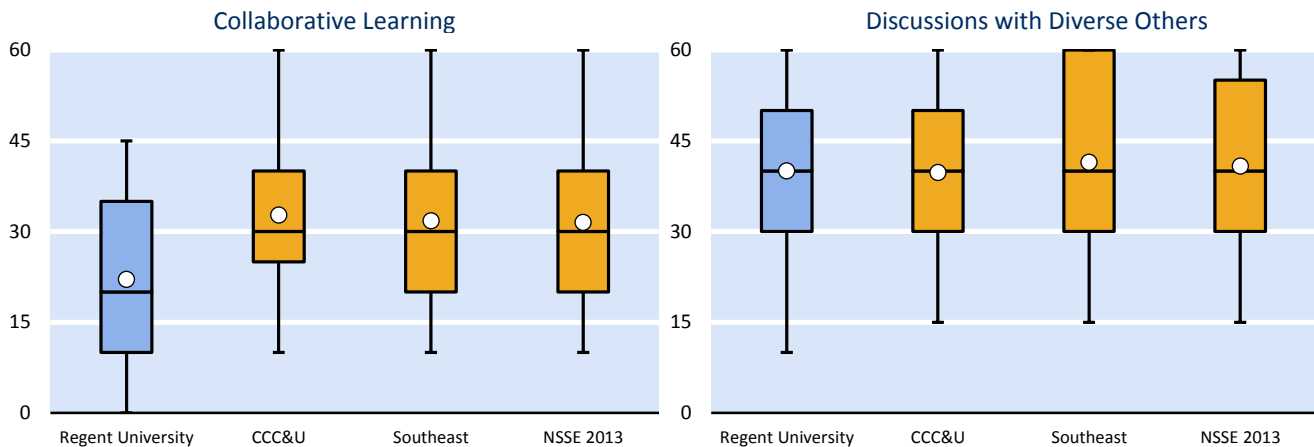
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	Regent University Mean	Your first-year students compared with					
		CCC&U		Southeast		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	22.1	32.7 ***	-.79	31.7 ***	-.67	31.5 ***	-.66
Discussions with Diverse Others	40.0	39.7	.02	41.4	-.09	40.8	-.05

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

#### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

#### Summary of Indicator Items

##### Collaborative Learning

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

	Regent University	CCC&U	Southeast	NSSE 2013
1e. Asked another student to help you understand course material	25	49	48	48
1f. Explained course material to one or more students	35	56	57	56
1g. Prepared for exams by discussing or working through course material with other students	36	54	50	48
1h. Worked with other students on course projects or assignments	28	53	49	50

##### Discussions with Diverse Others

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

	Regent University	CCC&U	Southeast	NSSE 2013
8a. People from a race or ethnicity other than your own	82	74	73	71
8b. People from an economic background other than your own	78	76	74	73
8c. People with religious beliefs other than your own	49	53	68	68
8d. People with political views other than your own	62	65	71	70

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



### Learning with Peers: Seniors

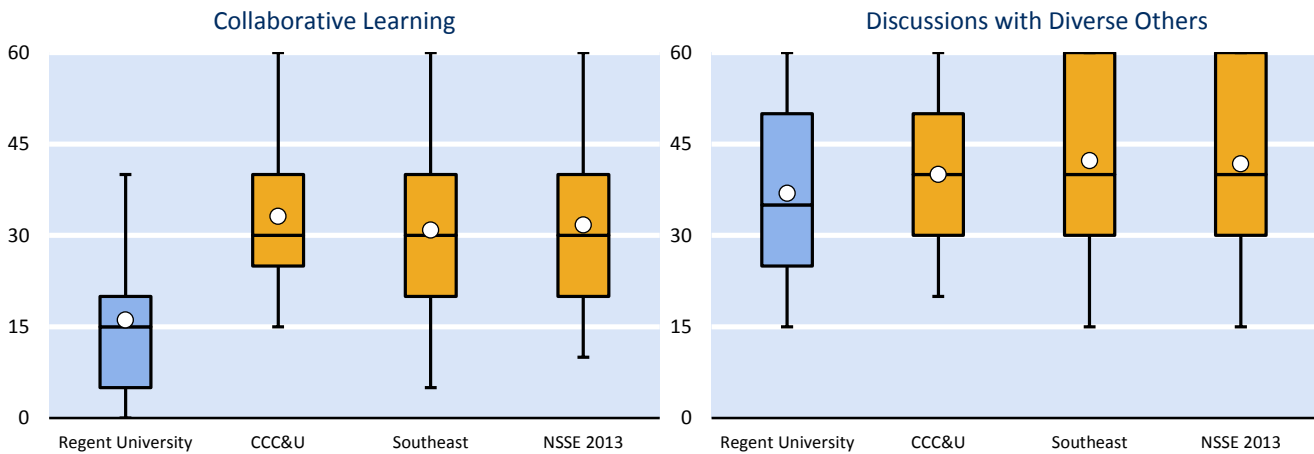
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	Regent University Mean	Your seniors compared with					
		CCC&U		Southeast		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	16.1	33.1 ***	-1.27	30.9 ***	-.94	31.7 ***	-1.07
Discussions with Diverse Others	36.9	40.0 ***	-.21	42.3 ***	-.33	41.8 ***	-.30

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

#### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

#### Summary of Indicator Items

##### Collaborative Learning

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

	Regent University	CCC&U	Southeast	NSSE 2013
1e. Asked another student to help you understand course material	9	41	37	38
1f. Explained course material to one or more students	21	59	55	57
1g. Prepared for exams by discussing or working through course material with other students	11	49	45	44
1h. Worked with other students on course projects or assignments	26	65	59	63

##### Discussions with Diverse Others

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

	Regent University	CCC&U	Southeast	NSSE 2013
8a. People from a race or ethnicity other than your own	72	74	74	72
8b. People from an economic background other than your own	68	75	76	75
8c. People with religious beliefs other than your own	42	53	69	70
8d. People with political views other than your own	56	68	73	72

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

### Experiences with Faculty: First-year students

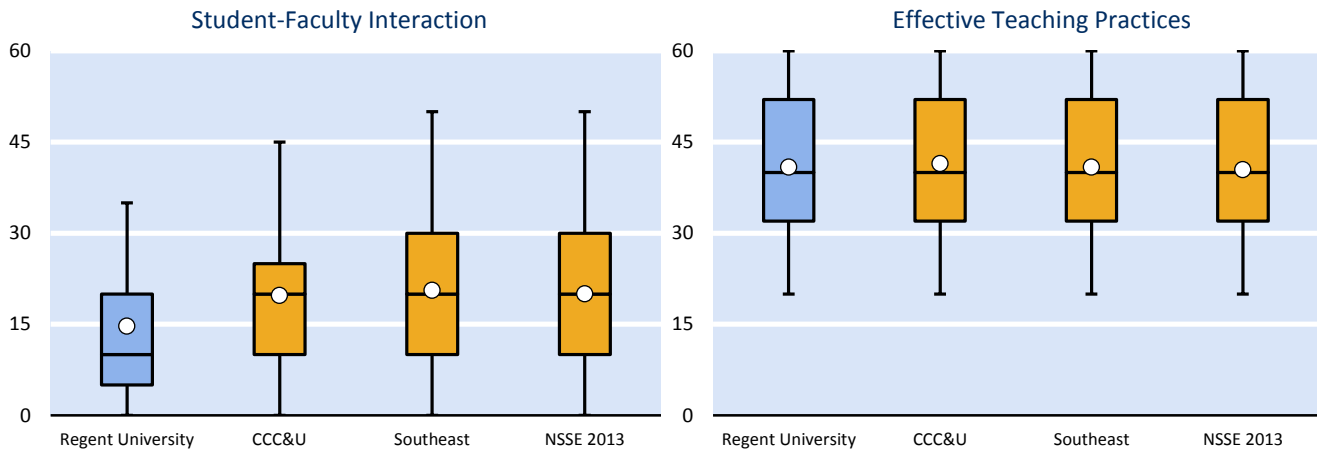
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

#### Mean Comparisons

Engagement Indicator	Regent University Mean	Your first-year students compared with					
		CCC&U		Southeast		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	14.7	19.7 ***	-.37	20.6 ***	-.40	20.0 ***	-.37
Effective Teaching Practices	40.9	41.4	-.04	40.9	.00	40.4	.03

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

#### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

#### Summary of Indicator Items

##### Student-Faculty Interaction

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

	Regent University	CCC&U	Southeast	NSSE 2013
3a. Talked about career plans with a faculty member	17	32	33	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	9	16	19	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	16	24	25	24
3d. Discussed your academic performance with a faculty member	20	25	30	28

##### Effective Teaching Practices

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

	Regent University	CCC&U	Southeast	NSSE 2013
5a. Clearly explained course goals and requirements	85	85	82	82
5b. Taught course sessions in an organized way	87	85	80	80
5c. Used examples or illustrations to explain difficult points	77	82	78	78
5d. Provided feedback on a draft or work in progress	60	64	66	65
5e. Provided prompt and detailed feedback on tests or completed assignments	63	66	64	63

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

### Experiences with Faculty: Seniors

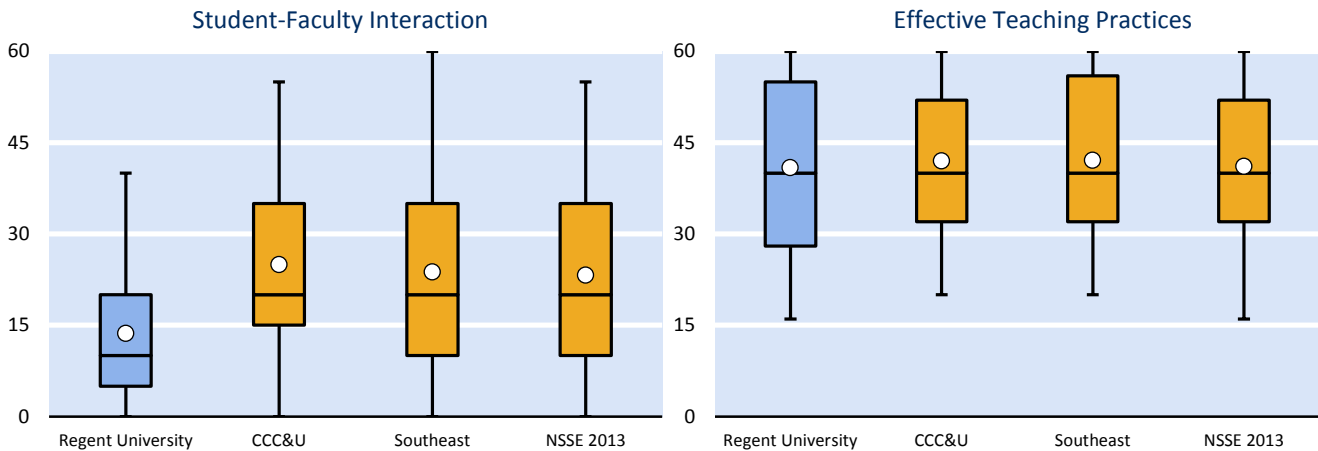
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

#### Mean Comparisons

Engagement Indicator	Regent University Mean	Your seniors compared with					
		CCC&U		Southeast		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	13.6	24.9 ***	-.72	23.7 ***	-.60	23.2 ***	-.59
Effective Teaching Practices	40.9	42.0	-.09	42.1	-.09	41.1	-.02

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

#### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

#### Summary of Indicator Items

##### Student-Faculty Interaction

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

	Regent University	CCC&U	Southeast	NSSE 2013
3a. Talked about career plans with a faculty member	21	47	43	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	8	27	26	25
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	13	36	34	32
3d. Discussed your academic performance with a faculty member	15	32	34	32

##### Effective Teaching Practices

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

	Regent University	CCC&U	Southeast	NSSE 2013
5a. Clearly explained course goals and requirements	78	86	84	83
5b. Taught course sessions in an organized way	86	86	83	82
5c. Used examples or illustrations to explain difficult points	66	83	80	79
5d. Provided feedback on a draft or work in progress	59	63	64	62
5e. Provided prompt and detailed feedback on tests or completed assignments	70	71	71	68

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

### Campus Environment: First-year students

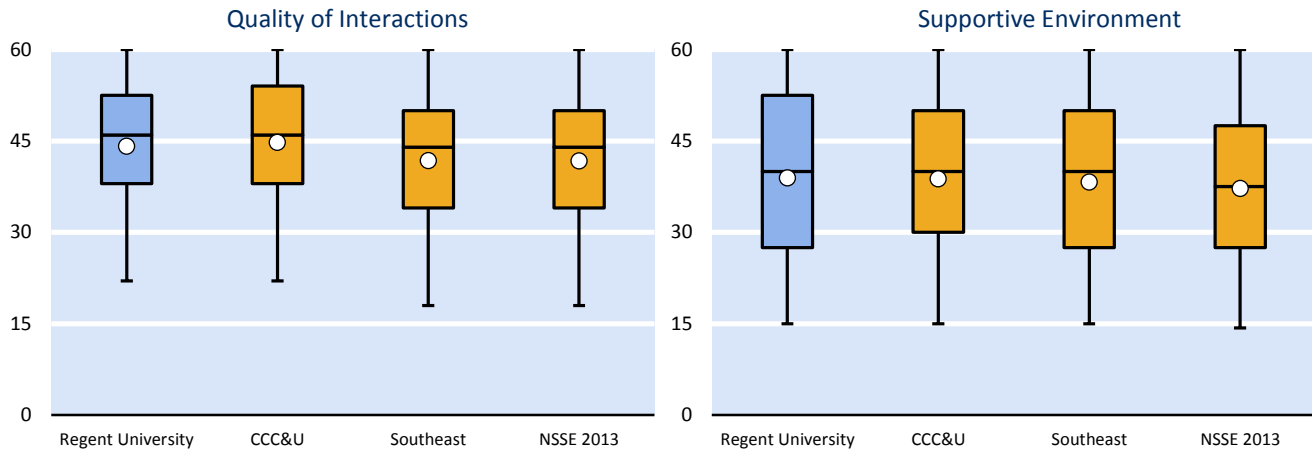
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Regent University Mean	Your first-year students compared with					
		CCC&U Mean	Effect size	Southeast Mean	Effect size	NSSE 2013 Mean	Effect size
Quality of Interactions	44.1	44.7	-.05	41.7 *	.19	41.7 *	.19
Supportive Environment	38.9	38.7	.01	38.2	.05	37.2	.12

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

#### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

#### Summary of Indicator Items

##### Quality of Interactions

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

	Regent University	CCC&U	Southeast	NSSE 2013
13a. Students	65	71	60	60
13b. Academic advisors	53	55	49	49
13c. Faculty	57	62	51	51
13d. Student services staff (career services, student activities, housing, etc.)	53	52	44	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	53	50	42	42

##### Supportive Environment

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

	Regent University	CCC&U	Southeast	NSSE 2013
14b. Providing support to help students succeed academically	74	82	79	78
14c. Using learning support services (tutoring services, writing center, etc.)	78	78	79	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	63	59	58
14e. Providing opportunities to be involved socially	74	76	74	72
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	76	74	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	44	46	45	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	71	72	72	68
14i. Attending events that address important social, economic, or political issues	74	56	56	53

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

### Campus Environment: Seniors

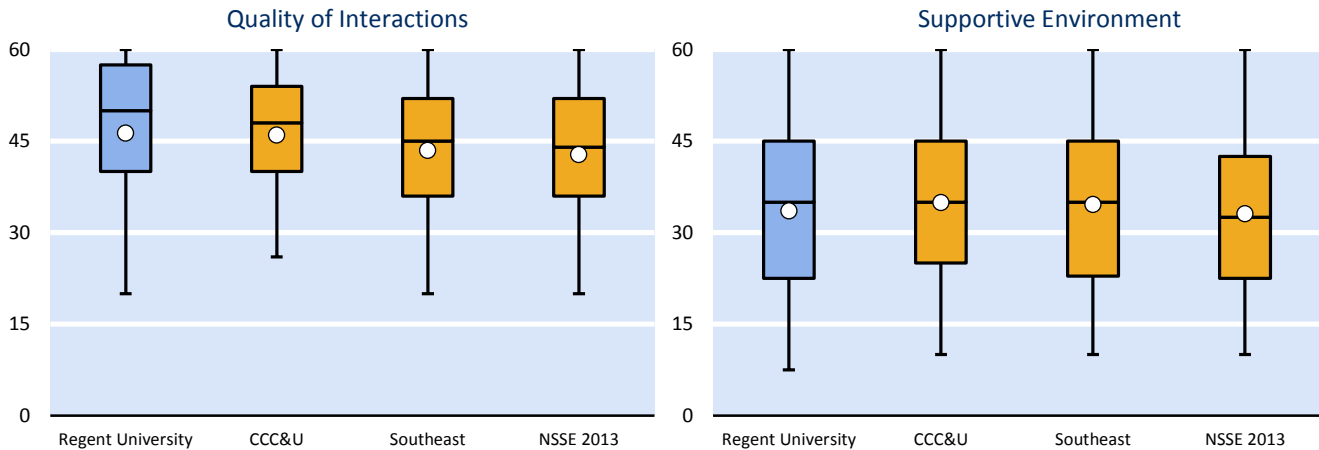
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Regent University Mean	Your seniors compared with					
		CCC&U		Southeast		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	46.3	46.0	.03	43.5 ***	.23	42.8 ***	.29
Supportive Environment	33.5	34.9	-.10	34.6	-.07	33.1	.03

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

#### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

#### Summary of Indicator Items

##### Quality of Interactions

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

	Regent University	CCC&U	Southeast	NSSE 2013
13a. Students	64	74	66	65
13b. Academic advisors	60	61	55	53
13c. Faculty	66	71	63	61
13d. Student services staff (career services, student activities, housing, etc.)	59	49	45	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	65	52	45	43

##### Supportive Environment

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

	Regent University	CCC&U	Southeast	NSSE 2013
14b. Providing support to help students succeed academically	73	78	75	72
14c. Using learning support services (tutoring services, writing center, etc.)	72	66	70	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	58	54	52
14e. Providing opportunities to be involved socially	62	71	69	65
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	55	67	65	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	33	37	34	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	51	62	62	56
14i. Attending events that address important social, economic, or political issues	58	48	49	45

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

### Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior students with those attending two groups of institutions identified by NSSE for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all current-year NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all current-year 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 to that of the high-performing group. However, the absence of a significant difference between your score and that of the high-performing group does not mean that your institution was a member of that group.

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

<b>First-Year Students</b>		<b>Regent University</b>	Your first-year students compared with					
<i>Theme</i>	<i>Engagement Indicator</i>		NSSE 2013 Top 50%			NSSE 2013 Top 10%		
			<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
<i>Academic Challenge</i>	Higher-Order Learning	41.4	40.9	.04	✓	42.7	-.10	✓
	Reflective and Integrative Learning	41.0	37.6 ***	.27	✓	39.4	.13	✓
	Learning Strategies	41.2	41.8	-.05	✓	44.3 **	-.22	
	Quantitative Reasoning	23.4	28.8 ***	-.33		30.5 ***	-.43	
<i>Learning with Peers</i>	Collaborative Learning	22.1	34.5 ***	-.90		37.1 ***	-1.10	
	Discussions with Diverse Others	40.0	43.2 **	-.21		45.7 ***	-.38	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	14.7	23.4 ***	-.58		26.7 ***	-.73	
	Effective Teaching Practices	40.9	42.8	-.14	✓	44.7 ***	-.27	
<i>Campus Environment</i>	Quality of Interactions	44.1	44.3	-.02	✓	46.3 *	-.18	
	Supportive Environment	38.9	39.5	-.05	✓	41.4	-.19	✓

<b>Seniors</b>		<b>Regent University</b>	Your seniors compared with					
<i>Theme</i>	<i>Engagement Indicator</i>		NSSE 2013 Top 50%			NSSE 2013 Top 10%		
			<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
<i>Academic Challenge</i>	Higher-Order Learning	42.8	43.5	-.05	✓	45.3 ***	-.18	
	Reflective and Integrative Learning	41.7	41.1	.05	✓	43.1 *	-.11	
	Learning Strategies	43.0	43.2	-.01	✓	45.4 **	-.17	
	Quantitative Reasoning	21.5	31.1 ***	-.56		32.5 ***	-.65	
<i>Learning with Peers</i>	Collaborative Learning	16.1	35.0 ***	-1.37		37.5 ***	-1.59	
	Discussions with Diverse Others	36.9	44.1 ***	-.45		45.8 ***	-.57	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	13.6	29.7 ***	-1.00		34.6 ***	-1.32	
	Effective Teaching Practices	40.9	43.3 **	-.17		45.3 ***	-.33	
<i>Campus Environment</i>	Quality of Interactions	46.3	45.8	.05	✓	47.6	-.12	✓
	Supportive Environment	33.5	36.2 **	-.19		39.1 ***	-.43	

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

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

#### Detailed Statistics: First-year students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Regent University (N = 154)	41.4	13.7	1.10	20	35	40	55	60				
CCC&U	39.0	13.4	.14	20	30	40	50	60	9,192	2.4	.030	.176
Southeast	39.5	14.2	.06	15	30	40	50	60	65,066	1.9	.088	.138
NSSE 2013	39.1	13.8	.03	20	30	40	50	60	257,634	2.3	.042	.164
Top 50%	40.9	13.6	.04	20	30	40	50	60	116,396	.5	.621	.040
Top 10%	42.7	13.7	.08	20	35	40	55	60	27,022	-1.3	.226	-.098
<b>Reflective and Integrative Learning</b>												
Regent University (N = 161)	41.0	11.8	.93	20	34	40	51	60				
CCC&U	36.6	12.0	.12	20	29	37	46	60	9,527	4.3	.000	.361
Southeast	35.7	12.8	.05	17	26	34	43	60	67,783	5.3	.000	.415
NSSE 2013	35.7	12.6	.02	17	26	34	43	60	268,268	5.3	.000	.423
Top 50%	37.6	12.5	.04	17	29	37	46	60	115,321	3.4	.001	.273
Top 10%	39.4	12.5	.07	20	31	40	49	60	28,665	1.6	.112	.126
<b>Learning Strategies</b>												
Regent University (N = 149)	41.2	14.8	1.21	13	33	40	53	60				
CCC&U	39.7	14.0	.15	20	27	40	53	60	8,660	1.4	.213	.103
Southeast	40.8	14.2	.06	20	33	40	53	60	59,790	.4	.727	.029
NSSE 2013	39.8	14.2	.03	20	27	40	53	60	239,899	1.4	.230	.099
Top 50%	41.8	14.1	.04	20	33	40	53	60	102,107	-.7	.559	-.048
Top 10%	44.3	14.2	.09	20	33	47	60	60	23,071	-3.2	.007	-.222
<b>Quantitative Reasoning</b>												
Regent University (N = 158)	23.4	17.0	1.35	0	7	20	33	53				
CCC&U	25.0	16.1	.17	0	13	20	40	60	9,322	-1.6	.222	-.098
Southeast	27.7	16.8	.07	0	20	27	40	60	66,032	-4.2	.002	-.252
NSSE 2013	27.3	16.4	.03	0	20	27	40	60	261,871	-3.8	.003	-.233
Top 50%	28.8	16.3	.04	0	20	27	40	60	147,458	-5.4	.000	-.329
Top 10%	30.5	16.2	.09	0	20	27	40	60	31,479	-7.0	.000	-.435
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Regent University (N = 164)	22.1	15.4	1.20	0	10	20	35	45				
CCC&U	32.7	13.4	.14	10	25	30	40	60	168	-10.6	.000	-.790
Southeast	31.7	14.4	.05	10	20	30	40	60	69,634	-9.7	.000	-.671
NSSE 2013	31.5	14.2	.03	10	20	30	40	60	164	-9.4	.000	-.661
Top 50%	34.5	13.7	.04	15	25	35	45	60	164	-12.4	.000	-.904
Top 10%	37.1	13.6	.09	15	25	35	45	60	165	-15.0	.000	-1.104
<b>Discussions with Diverse Others</b>												
Regent University (N = 152)	40.0	15.6	1.26	10	30	40	50	60				
CCC&U	39.7	14.5	.16	15	30	40	50	60	8,769	.3	.824	.018
Southeast	41.4	16.1	.07	15	30	40	60	60	60,669	-1.4	.278	-.088
NSSE 2013	40.8	16.0	.03	15	30	40	55	60	242,731	-.8	.557	-.048
Top 50%	43.2	15.4	.04	20	35	45	60	60	118,574	-3.2	.010	-.209
Top 10%	45.7	15.0	.10	20	40	50	60	60	24,210	-5.7	.000	-.380

### Detailed Statistics: First-year students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Regent University (N = 159)	14.7	12.4	.98	0	5	10	20	35				
CCC&U	19.7	13.7	.14	0	10	20	25	45	9,335	-5.1	.000	-.372
Southeast	20.6	14.9	.06	0	10	20	30	50	159	-5.9	.000	-.397
NSSE 2013	20.0	14.5	.03	0	10	20	30	50	158	-5.4	.000	-.369
Top 50%	23.4	15.0	.05	0	10	20	35	55	159	-8.7	.000	-.581
Top 10%	26.7	16.4	.15	0	15	25	40	60	165	-12.0	.000	-.733
<b>Effective Teaching Practices</b>												
Regent University (N = 159)	40.9	12.6	1.00	20	32	40	52	60				
CCC&U	41.4	12.5	.13	20	32	40	52	60	9,420	-.6	.580	-.044
Southeast	40.9	13.5	.05	20	32	40	52	60	66,820	.0	.984	.002
NSSE 2013	40.4	13.3	.03	20	32	40	52	60	264,598	.5	.662	.035
Top 50%	42.8	13.3	.04	20	35	44	56	60	93,187	-1.9	.070	-.144
Top 10%	44.7	13.8	.09	20	36	48	60	60	24,164	-3.8	.001	-.273
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Regent University (N = 141)	44.1	12.6	1.06	22	38	46	53	60				
CCC&U	44.7	11.7	.13	22	38	46	54	60	8,491	-.6	.542	-.052
Southeast	41.7	12.7	.05	18	34	44	50	60	58,367	2.4	.024	.190
NSSE 2013	41.7	12.5	.03	18	34	44	50	60	232,236	2.4	.021	.195
Top 50%	44.3	11.6	.04	22	38	46	53	60	79,332	-.2	.838	-.017
Top 10%	46.3	12.0	.08	23	40	48	56	60	21,897	-2.1	.036	-.177
<b>Supportive Environment</b>												
Regent University (N = 139)	38.9	15.3	1.30	15	28	40	53	60				
CCC&U	38.7	13.5	.15	15	30	40	50	60	142	.2	.896	.013
Southeast	38.2	14.1	.06	15	28	40	50	60	139	.7	.611	.047
NSSE 2013	37.2	13.9	.03	14	28	38	48	60	138	1.7	.183	.125
Top 50%	39.5	13.2	.04	18	30	40	50	60	138	-.6	.626	-.048
Top 10%	41.4	12.9	.09	20	33	43	53	60	139	-2.5	.056	-.194

a. Results weighted by gender and enrollment status (and institutional size for comparison groups).

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

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI is the range of values that is 95% likely to contain the true population mean, equal to the sample mean  $\pm 1.96 * SEM$ .

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

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

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

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



### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Regent University (N = 331)	42.8	14.1	.78	20	35	40	55	60				
CCC&U	42.4	13.2	.14	20	35	40	55	60	8,686	.4	.636	.027
Southeast	41.7	14.1	.05	20	35	40	55	60	73,331	1.0	.183	.073
NSSE 2013	41.3	14.0	.03	20	30	40	55	60	305,665	1.5	.060	.103
Top 50%	43.5	13.7	.04	20	35	40	55	60	117,599	-.7	.338	-.053
Top 10%	45.3	13.6	.07	20	40	45	60	60	34,704	-2.5	.001	-.184
<b>Reflective and Integrative Learning</b>												
Regent University (N = 340)	41.7	12.3	.67	20	33	43	51	60				
CCC&U	41.0	12.1	.13	20	31	40	51	60	8,995	.7	.274	.060
Southeast	39.0	13.0	.05	17	29	40	49	60	76,256	2.7	.000	.210
NSSE 2013	38.9	13.0	.02	17	29	40	49	60	317,394	2.8	.000	.215
Top 50%	41.1	12.6	.04	20	31	40	51	60	116,385	.6	.393	.046
Top 10%	43.1	12.6	.07	20	34	43	54	60	31,655	-1.4	.045	-.109
<b>Learning Strategies</b>												
Regent University (N = 320)	43.0	15.1	.84	20	33	40	60	60				
CCC&U	39.9	14.5	.16	13	27	40	53	60	342	3.1	.000	.211
Southeast	42.1	14.5	.06	20	33	40	53	60	69,310	.9	.259	.063
NSSE 2013	40.7	14.7	.03	13	33	40	53	60	290,642	2.3	.006	.154
Top 50%	43.2	14.4	.04	20	33	40	60	60	137,552	-.2	.823	-.013
Top 10%	45.4	14.0	.07	20	40	47	60	60	323	-2.4	.005	-.172
<b>Quantitative Reasoning</b>												
Regent University (N = 336)	21.5	17.3	.95	0	7	20	33	60				
CCC&U	28.0	16.9	.18	0	20	27	40	60	8,846	-6.5	.000	-.381
Southeast	29.8	17.5	.06	0	20	27	40	60	338	-8.3	.000	-.475
NSSE 2013	29.7	17.3	.03	0	20	27	40	60	311,193	-8.2	.000	-.474
Top 50%	31.1	17.2	.04	0	20	33	40	60	173,341	-9.6	.000	-.560
Top 10%	32.5	17.0	.08	0	20	33	40	60	47,380	-11.0	.000	-.648
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Regent University (N = 342)	16.1	12.0	.65	0	5	15	20	40				
CCC&U	33.1	13.4	.14	15	25	30	40	60	376	-17.0	.000	-1.271
Southeast	30.9	15.7	.06	5	20	30	40	60	346	-14.8	.000	-.939
NSSE 2013	31.7	14.6	.03	10	20	30	40	60	342	-15.6	.000	-1.069
Top 50%	35.0	13.8	.04	15	25	35	45	60	343	-18.9	.000	-1.365
Top 10%	37.5	13.5	.10	15	25	40	50	60	356	-21.4	.000	-1.588
<b>Discussions with Diverse Others</b>												
Regent University (N = 325)	36.9	15.6	.86	15	25	35	50	60				
CCC&U	40.0	14.5	.16	20	30	40	50	60	347	-3.1	.001	-.211
Southeast	42.3	16.3	.06	15	30	40	60	60	70,050	-5.4	.000	-.329
NSSE 2013	41.8	16.1	.03	15	30	40	60	60	293,053	-4.8	.000	-.301
Top 50%	44.1	15.9	.04	20	35	45	60	60	158,222	-7.2	.000	-.452
Top 10%	45.8	15.6	.07	20	40	50	60	60	48,437	-8.9	.000	-.569

### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Regent University (N = 336)	13.6	12.8	.70	0	5	10	20	40				
CCC&U	24.9	15.9	.17	0	15	20	35	55	377	-11.3	.000	-.717
Southeast	23.7	16.9	.06	0	10	20	35	60	340	-10.1	.000	-.599
NSSE 2013	23.2	16.3	.03	0	10	20	35	55	336	-9.6	.000	-.588
Top 50%	29.7	16.1	.06	5	20	30	40	60	341	-16.1	.000	-1.000
Top 10%	34.6	16.0	.18	10	20	35	45	60	381	-21.0	.000	-1.321
<b>Effective Teaching Practices</b>												
Regent University (N = 343)	40.9	15.0	.81	16	28	40	55	60				
CCC&U	42.0	12.8	.14	20	32	40	52	60	362	-1.1	.177	-.086
Southeast	42.1	13.8	.05	20	32	40	56	60	345	-1.2	.137	-.087
NSSE 2013	41.1	13.8	.02	16	32	40	52	60	343	-.2	.787	-.016
Top 50%	43.3	13.7	.04	20	36	44	56	60	344	-2.4	.003	-.174
Top 10%	45.3	13.5	.10	20	36	48	60	60	352	-4.4	.000	-.328
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Regent University (N = 301)	46.3	13.3	.77	20	40	50	58	60				
CCC&U	46.0	10.7	.12	26	40	48	54	60	315	.3	.687	.029
Southeast	43.5	12.1	.05	20	36	45	52	60	303	2.8	.000	.234
NSSE 2013	42.8	11.9	.02	20	36	44	52	60	301	3.5	.000	.292
Top 50%	45.8	11.5	.04	24	40	48	55	60	302	.5	.500	.045
Top 10%	47.6	11.6	.07	24	42	50	58	60	305	-1.4	.077	-.118
<b>Supportive Environment</b>												
Regent University (N = 310)	33.5	16.1	.91	8	23	35	45	60				
CCC&U	34.9	14.0	.16	10	25	35	45	60	328	-1.4	.144	-.096
Southeast	34.6	14.7	.06	10	23	35	45	60	311	-1.1	.238	-.074
NSSE 2013	33.1	14.4	.03	10	23	33	43	60	309	.5	.607	.033
Top 50%	36.2	13.7	.04	13	28	38	45	60	310	-2.6	.004	-.192
Top 10%	39.1	13.1	.10	18	30	40	50	60	317	-5.6	.000	-.426

a. Results weighted by gender and enrollment status (and institutional size for comparison groups).

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

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI is the range of values that is 95% likely to contain the true population mean, equal to the sample mean  $\pm$  1.96 \* SEM.

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

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

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

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