NSSE 2014
Engagement Indicators

Regent University

About Your *Engagement Indicators* Report

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

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

Report sections

Overview (p. 3)
Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)
Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

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

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

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 2013 and 2014 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 (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 Web site: **nsse.iub.edu**

NSSE 2014 Engagement Indicators

Overview

Regent University

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 Students

Theme	Engagement Indicator	Your first-year students compared with CCC&U	Your first-year students compared with Southeast	Your first-year students compared with NSSE 2014
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 CCC&U	Your seniors compared with Southeast	Your seniors compared with NSSE 2014
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

| | Regent | Your first-year students compared with | | | | | |
| | | CCC&U | | Southeast | | NSSE 2014 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.6	39.1	.12	39.0	.12	38.3	.17
Reflective & Integrative Learning	39.2	36.7	.21	35.3 **	.31	35.1 **	.33
Learning Strategies	35.7	39.1 *	-.24	39.9 **	-.30	38.5	-.20
Quantitative Reasoning	20.7	24.6 *	-.25	27.8 ***	-.43	26.5 **	-.35

Notes: Results weighted by institution-reported sex 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 Overview page are based on effect size and p before rounding.

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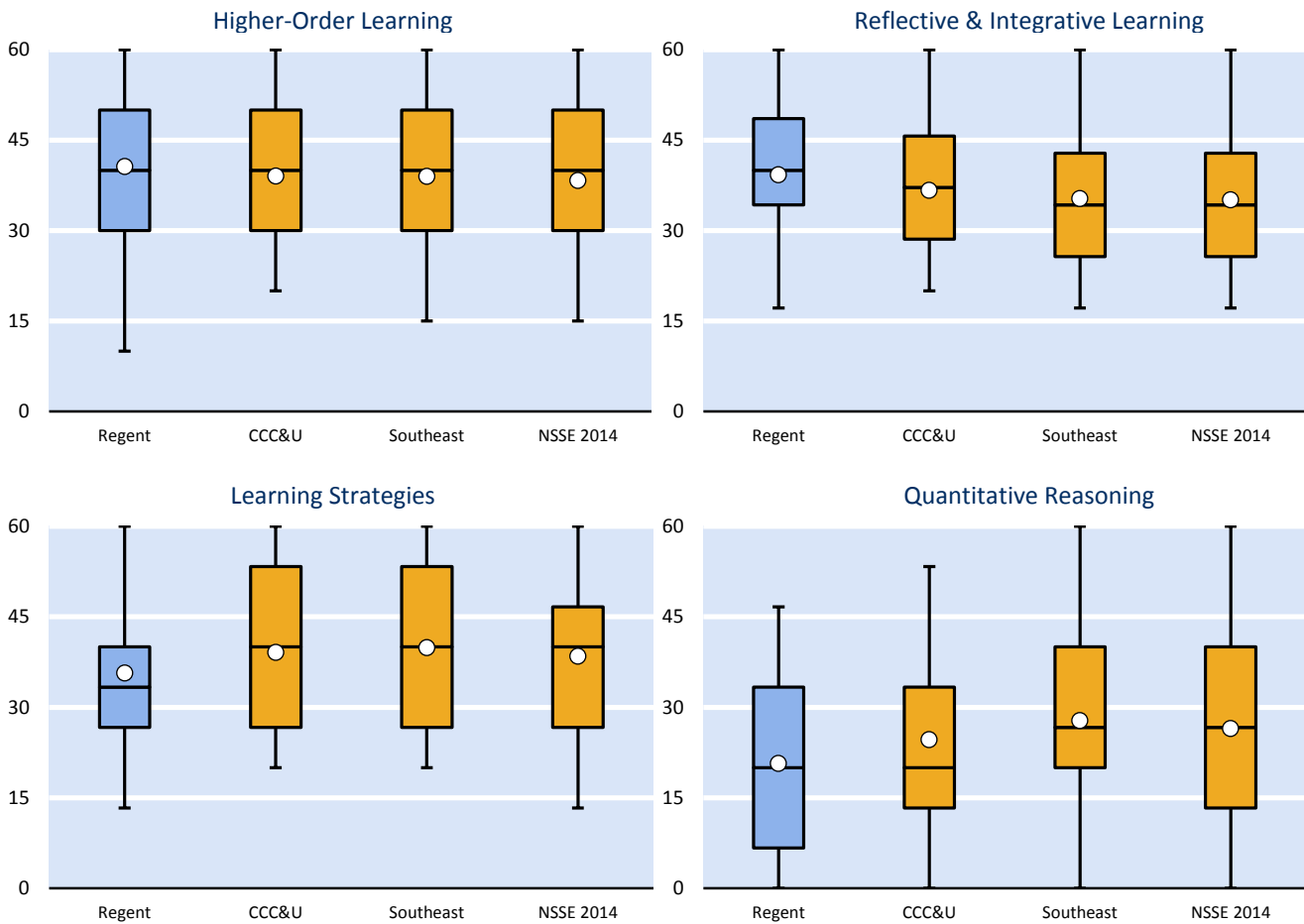
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

Higher-Order Learning

	Regent	CCC&U	Southeast	NSSE 2014
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	67	73	73	73
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	73	71	71
4d. Evaluating a point of view, decision, or information source	84	72	69	67
4e. Forming a new idea or understanding from various pieces of information	69	69	68	66

Reflective & Integrative Learning

	Regent	CCC&U	Southeast	NSSE 2014
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	64	54	54	56
2b. Connected your learning to societal problems or issues	63	55	51	52
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	64	57	50	47
2d. Examined the strengths and weaknesses of your own views on a topic or issue	77	67	62	60
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72	68	66	65
2f. Learned something that changed the way you understand an issue or concept	66	69	64	65
2g. Connected ideas from your courses to your prior experiences and knowledge	88	80	75	76

Learning Strategies

	Regent	CCC&U	Southeast	NSSE 2014
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	79	83	80	79
9b. Reviewed your notes after class	50	61	67	61
9c. Summarized what you learned in class or from course materials	59	61	64	61

Quantitative Reasoning

	Regent	CCC&U	Southeast	NSSE 2014
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.)	36	44	53	50
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	19	32	39	36
6c. Evaluated what others have concluded from numerical information	30	31	38	36

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

| | Regent | Your seniors compared with | | | | | |
| | | CCC&U | | Southeast | | NSSE 2014 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	43.7	42.1 *	.12	41.5 *	.16	40.5 ***	.23
Reflective & Integrative Learning	43.2	40.9 **	.19	38.7 ***	.34	38.4 ***	.37
Learning Strategies	42.7	39.6 ***	.21	41.5	.08	39.3 ***	.23
Quantitative Reasoning	23.1	28.0 ***	-.28	30.7 ***	-.43	29.4 ***	-.36

Notes: Results weighted by institution-reported sex 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 Overview page are based on effect size and p before rounding.

Score Distributions

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning
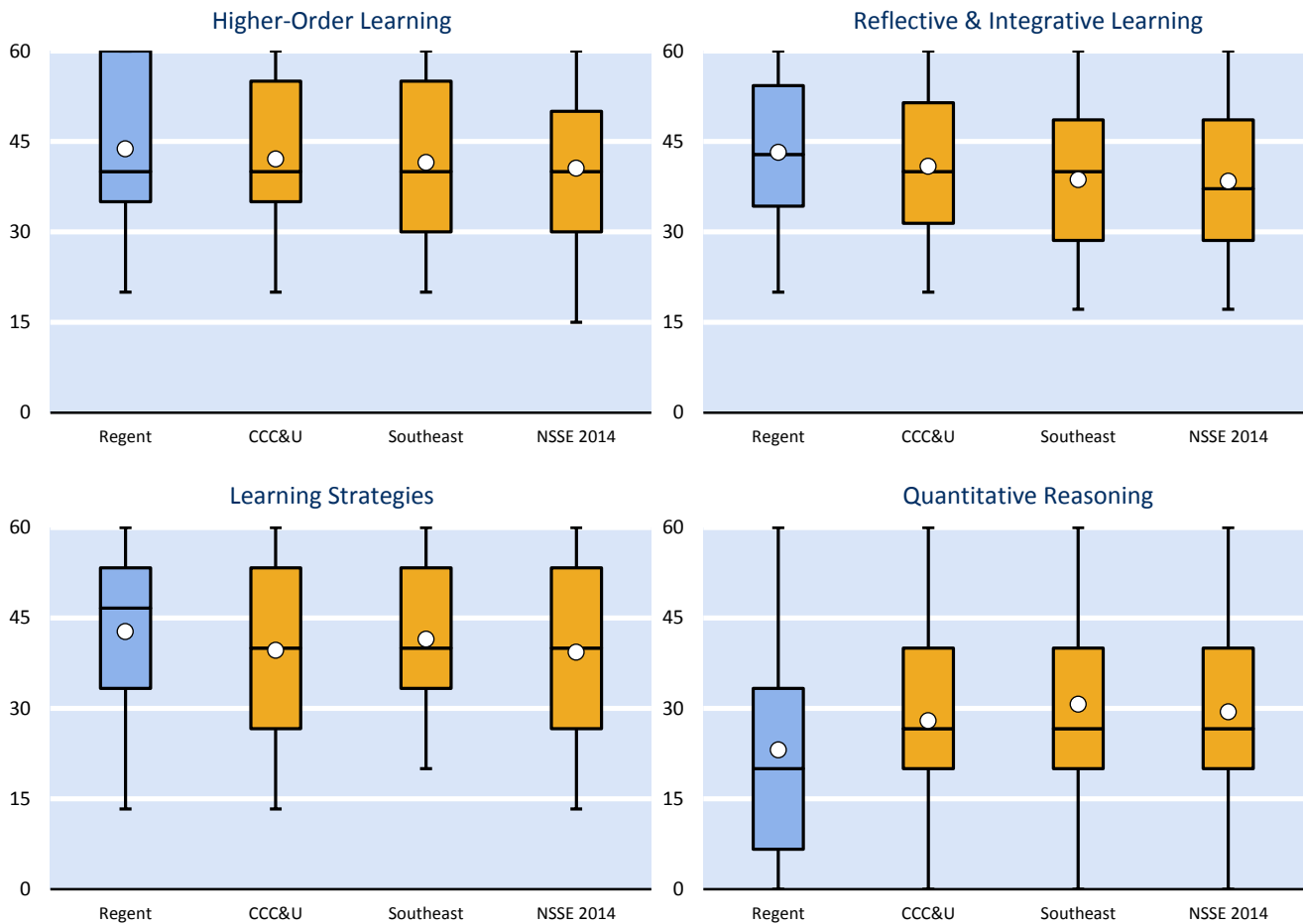
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Academic Challenge: Seniors (continued)

Summary of Indicator Items

Higher-Order Learning	Regent	CCC&U	Southeast	NSSE 2014
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	81	80	79
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	79	78	76
4d. Evaluating a point of view, decision, or information source	84	77	71	70
4e. Forming a new idea or understanding from various pieces of information	77	75	73	71

Reflective & Integrative Learning	Regent	CCC&U	Southeast	NSSE 2014
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	69	73	72	72
2b. Connected your learning to societal problems or issues	75	70	63	63
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	75	67	53	53
2d. Examined the strengths and weaknesses of your own views on a topic or issue	80	74	66	65
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	77	75	70	69
2f. Learned something that changed the way you understand an issue or concept	73	74	69	70
2g. Connected ideas from your courses to your prior experiences and knowledge	89	87	83	83

Learning Strategies	Regent	CCC&U	Southeast	NSSE 2014
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	92	85	83	82
9b. Reviewed your notes after class	67	58	67	60
9c. Summarized what you learned in class or from course materials	69	65	69	63

Quantitative Reasoning	Regent	CCC&U	Southeast	NSSE 2014
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.)	33	47	57	54
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	29	40	46	43
6c. Evaluated what others have concluded from numerical information	30	41	46	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

| | Regent | Your first-year students compared with | | | | | |
| | | CCC&U | | Southeast | | NSSE 2014 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	22.9	33.3 ***	-.77	32.6 ***	-.69	32.3 ***	-.67
Discussions with Diverse Others	35.9	38.5	-.18	41.6 **	-.36	40.3 *	-.28

Notes: Results weighted by institution-reported sex 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 Overview page are based on effect size and p before rounding.

Score Distributions

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Summary of Indicator Items

Collaborative Learning	Regent	CCC&U	Southeast	NSSE 2014
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	27	51	51	50
1f. Explained course material to one or more students	43	57	58	57
1g. Prepared for exams by discussing or working through course material with other students	38	53	50	50
1h. Worked with other students on course projects or assignments	26	57	52	52

Discussions with Diverse Others	Regent	CCC&U	Southeast	NSSE 2014
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	74	73	74	72
8b. People from an economic background other than your own	69	75	74	72
8c. People with religious beliefs other than your own	30	48	69	68
8d. People with political views other than your own	44	61	70	66

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

	Regent							
		Your seniors compared with						
		CCC&U		**Southeast**		**NSSE 2014**		
			Effect		*Effect*		*Effect*	
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*	
Collaborative Learning	17.2	33.1 ***	-1.17	33.5 ***	-1.11	33.0 ***	-1.10	
Discussions with Diverse Others	39.4	38.4	.06	43.1 ***	-.23	41.6 *	-.14	

Notes: Results weighted by institution-reported sex 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 Overview page are based on effect size and p before rounding.

Score Distributions

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Summary of Indicator Items

Collaborative Learning	Regent	CCC&U	Southeast	NSSE 2014
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	14	40	43	42
1f. Explained course material to one or more students	26	59	61	59
1g. Prepared for exams by discussing or working through course material with other students	11	49	50	48
1h. Worked with other students on course projects or assignments	23	66	65	65

Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	77	70	76	73
8b. People from an economic background other than your own	74	73	77	74
8c. People with religious beliefs other than your own	47	48	72	70
8d. People with political views other than your own	58	64	74	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.

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

	Regent	Your first-year students compared with					
		CCC&U		Southeast		NSSE 2014	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	14.2	20.0 ***	-.43	21.0 ***	-.45	18.6 ***	-.30
Effective Teaching Practices	41.7	41.5	.02	40.0	.12	38.9	.21

Notes: Results weighted by institution-reported sex 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 Overview 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. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Student-Faculty Interaction	Regent	CCC&U	Southeast	NSSE 2014
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
3a. Talked about career plans with a faculty member	15	33	34	28
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	6	17	20	17
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	16	24	26	24
3d. Discussed your academic performance with a faculty member	12	25	31	26

Effective Teaching Practices	Regent	CCC&U	Southeast	NSSE 2014
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	84	85	80	80
5b. Taught course sessions in an organized way	92	85	79	78
5c. Used examples or illustrations to explain difficult points	72	81	76	76
5d. Provided feedback on a draft or work in progress	70	66	65	59
5e. Provided prompt and detailed feedback on tests or completed assignments	66	66	61	58

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

| | Regent | | | | *Your seniors compared with* | | | |
| | | CCC&U | | Southeast | | NSSE 2014 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	14.5	24.7 ***	-.64	25.1 ***	-.63	23.3 ***	-.54
Effective Teaching Practices	41.9	41.9	.01	41.3	.04	40.0 *	.14

Notes: Results weighted by institution-reported sex 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 Overview page are based on effect size and p before rounding.

Score Distributions

Student-Faculty Interaction / Effective Teaching Practices

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Summary of Indicator Items

Student-Faculty Interaction	Regent	CCC&U	Southeast	NSSE 2014
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
3a. Talked about career plans with a faculty member	22	47	45	41
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	9	27	29	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	16	35	36	34
3d. Discussed your academic performance with a faculty member	17	31	36	32

Effective Teaching Practices	Regent	CCC&U	Southeast	NSSE 2014
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	83	85	82	82
5b. Taught course sessions in an organized way	85	86	81	80
5c. Used examples or illustrations to explain difficult points	68	82	80	79
5d. Provided feedback on a draft or work in progress	62	63	62	59
5e. Provided prompt and detailed feedback on tests or completed assignments	73	71	68	64

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.
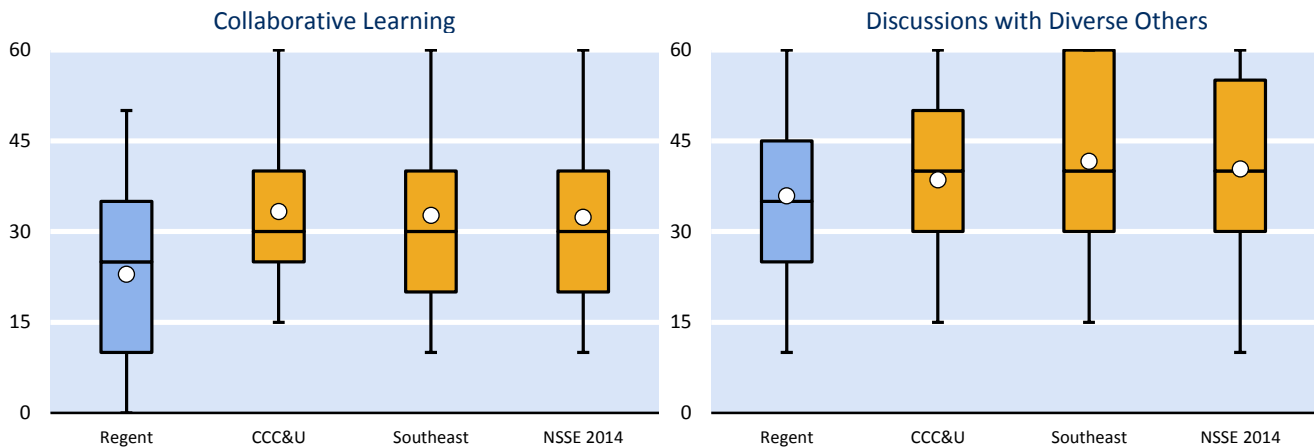
NSSE 2014 Engagement Indicators
Campus Environment
Regent University

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

| | Regent | Your first-year students compared with | | | | | |
| | | CCC&U | | Southeast | | NSSE 2014 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.6	45.0	.05	41.3 **	.34	40.8 **	.38
Supportive Environment	36.3	38.3	-.15	38.3	-.15	35.9	.03

Notes: Results weighted by institution-reported sex 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 Overview 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. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Quality of Interactions	Regent	CCC&U	Southeast	NSSE 2014
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with…	%	%	%	%
13a. Students	76	72	59	59
13b. Academic advisors	55	54	49	46
13c. Faculty	53	62	49	47
13d. Student services staff (career services, student activities, housing, etc.)	60	53	44	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	52	40	40

Supportive Environment	Regent	CCC&U	Southeast	NSSE 2014
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	70	82	78	76
14c. Using learning support services (tutoring services, writing center, etc.)	72	76	79	75
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	63	60	56
14e. Providing opportunities to be involved socially	74	76	75	70
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	75	74	69
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	47	46	41
14h. Attending campus activities and events (performing arts, athletic events, etc.)	64	70	72	64
14i. Attending events that address important social, economic, or political issues	52	55	55	51

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.
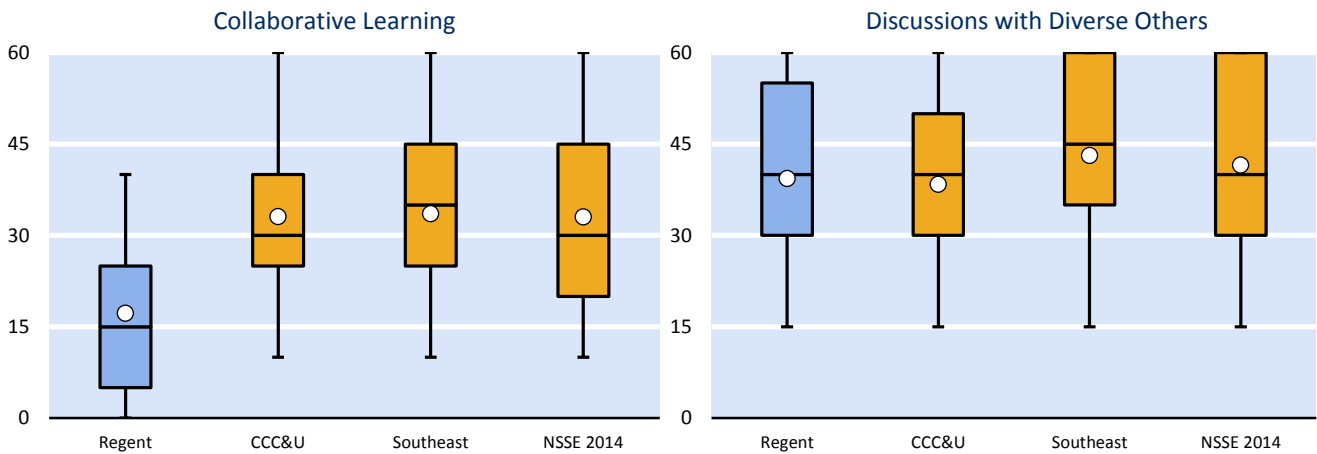
Campus Environment: Seniors

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

	Regent		*Your seniors compared with*				
		CCC&U		Southeast		NSSE 2014	
			Effect		Effect		Effect
Engagement Indicator	*Mean*	*Mean*	size	*Mean*	size	*Mean*	size
Quality of Interactions	46.1	45.8	.03	42.8 ***	.28	41.8 ***	.36
Supportive Environment	36.6	34.5	.14	34.8	.12	32.6 ***	.28

Notes: Results weighted by institution-reported sex 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 Overview 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. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Quality of Interactions	Regent	CCC&U	Southeast	NSSE 2014
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with…	%	%	%	%
13a. Students	64	73	65	64
13b. Academic advisors	62	62	54	49
13c. Faculty	65	70	60	57
13d. Student services staff (career services, student activities, housing, etc.)	57	49	44	41
13e. Other administrative staff and offices (registrar, financial aid, etc.)	69	52	41	39

Supportive Environment	Regent	CCC&U	Southeast	NSSE 2014
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	76	78	73	70
14c. Using learning support services (tutoring services, writing center, etc.)	75	67	68	64
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	57	55	50
14e. Providing opportunities to be involved socially	66	70	70	65
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	65	67	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	36	35	31
14h. Attending campus activities and events (performing arts, athletic events, etc.)	67	60	63	56
14i. Attending events that address important social, economic, or political issues	64	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.

NSSE national survey of student engagement

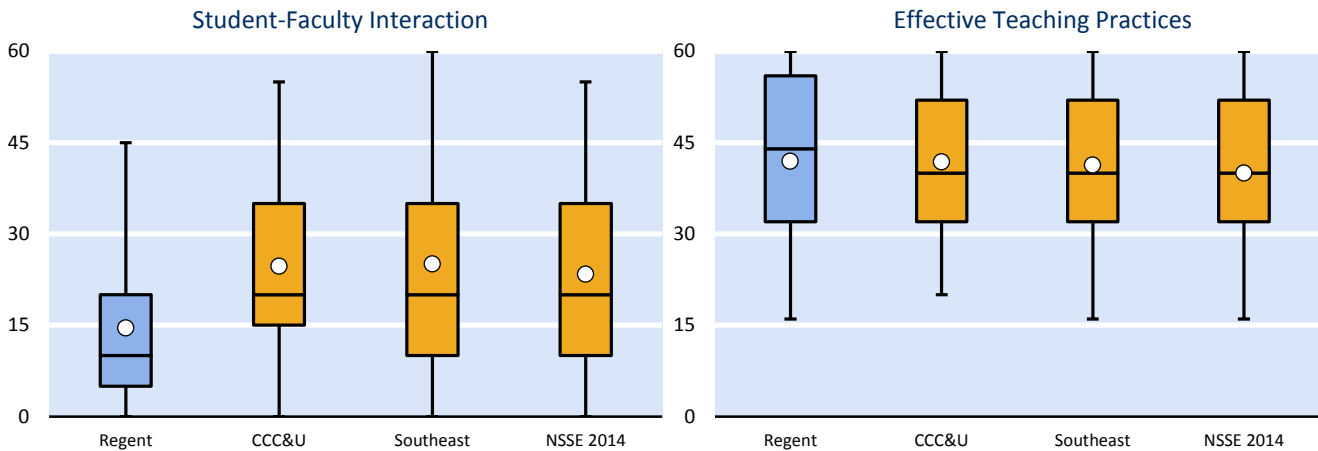## Comparisons with Top 50% and Top 10% Institutions

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

(a) institutions with average scores placing them in the top 50% of all 2013 and 2014 NSSE institutions, and

(b) institutions with average scores placing them in the top 10% of all 2013 and 2014 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 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.

First-Year Students

Theme	Engagement Indicator	Regent Mean	NSSE Top 50% Mean	NSSE Top 50% Effect size	✓	NSSE Top 10% Mean	NSSE Top 10% Effect size	✓
			Your first-year students compared with					
Academic Challenge	Higher-Order Learning	40.6	40.6	.00	✓	42.7	-.15	
	Reflective and Integrative Learning	39.2	37.3	.15	✓	39.3	.00	✓
	Learning Strategies	35.7	41.2 ***	-.40		43.4 ***	-.55	
	Quantitative Reasoning	20.7	28.8 ***	-.50		30.6 ***	-.61	
Learning with Peers	Collaborative Learning	22.9	34.7 ***	-.86		37.0 ***	-1.04	
	Discussions with Diverse Others	35.9	43.2 ***	-.48		45.6 ***	-.66	
Experiences with Faculty	Student-Faculty Interaction	14.2	23.3 ***	-.61		26.9 ***	-.79	
	Effective Teaching Practices	41.7	42.4	-.05	✓	44.6 *	-.22	
Campus Environment	Quality of Interactions	45.6	44.0	.14	✓	46.0	-.04	✓
	Supportive Environment	36.3	39.4 *	-.24		41.4 ***	-.40	

Seniors

Theme	Engagement Indicator	Regent Mean	NSSE Top 50% Mean	NSSE Top 50% Effect size	✓	NSSE Top 10% Mean	NSSE Top 10% Effect size	✓
			Your seniors compared with					
Academic Challenge	Higher-Order Learning	43.7	43.3	.03	✓	45.3	-.11	
	Reflective and Integrative Learning	43.2	41.1 **	.17	✓	43.1	.01	✓
	Learning Strategies	42.7	42.5	.02	✓	44.9 *	-.15	
	Quantitative Reasoning	23.1	31.3 ***	-.48		33.0 ***	-.59	
Learning with Peers	Collaborative Learning	17.2	35.4 ***	-1.31		37.7 ***	-1.50	
	Discussions with Diverse Others	39.4	43.9 ***	-.29		45.8 ***	-.42	
Experiences with Faculty	Student-Faculty Interaction	14.5	29.5 ***	-.93		34.4 ***	-1.22	
	Effective Teaching Practices	41.9	43.0	-.08	✓	45.1 ***	-.24	
Campus Environment	Quality of Interactions	46.1	45.3	.07	✓	47.4	-.11	
	Supportive Environment	36.6	36.1	.03	✓	39.0 *	-.18	

Note: Results weighted by institution-reported sex 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.

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 2013 and 2014 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
Regent (N = 81)	40.6	14.5	1.61	10	30	40	50	60				
CCC&U	39.1	13.4	.15	20	30	40	50	60	7,844	1.6	.293	.117
Southeast	39.0	14.2	.05	15	30	40	50	60	84,693	1.7	.291	.117
NSSE 2014	38.3	13.9	.03	15	30	40	50	60	307,091	2.3	.130	.168
Top 50%	40.6	13.6	.03	20	30	40	50	60	191,347	.0	.976	.003
Top 10%	42.7	13.6	.07	20	35	40	55	60	35,466	-2.1	.173	-.151
Reflective & Integrative Learning												
Regent (N = 83)	39.2	13.0	1.42	17	34	40	49	60				
CCC&U	36.7	11.9	.13	20	29	37	46	60	8,161	2.6	.051	.214
Southeast	35.3	12.9	.04	17	26	34	43	60	88,838	3.9	.005	.306
NSSE 2014	35.1	12.6	.02	17	26	34	43	60	321,073	4.2	.003	.330
Top 50%	37.3	12.5	.03	17	29	37	46	60	192,696	1.9	.162	.153
Top 10%	39.3	12.6	.06	20	31	40	49	60	41,333	.0	.983	-.002
Learning Strategies												
Regent (N = 79)	35.7	14.3	1.60	13	27	33	40	60				
CCC&U	39.1	14.1	.16	20	27	40	53	60	7,472	-3.4	.031	-.243
Southeast	39.9	14.2	.05	20	27	40	53	60	77,115	-4.2	.008	-.298
NSSE 2014	38.5	14.2	.03	13	27	40	47	60	284,973	-2.8	.077	-.198
Top 50%	41.2	14.0	.03	20	33	40	53	60	169,146	-5.6	.000	-.396
Top 10%	43.4	14.0	.07	20	33	40	60	60	35,891	-7.8	.000	-.552
Quantitative Reasoning												
Regent (N = 83)	20.7	15.1	1.66	0	7	20	33	47				
CCC&U	24.6	15.9	.18	0	13	20	33	53	8,014	-3.9	.025	-.247
Southeast	27.8	16.7	.06	0	20	27	40	60	86,161	-7.1	.000	-.426
NSSE 2014	26.5	16.4	.03	0	13	27	40	60	312,476	-5.8	.001	-.352
Top 50%	28.8	16.3	.03	0	20	27	40	60	246,488	-8.1	.000	-.495
Top 10%	30.6	16.2	.07	0	20	27	40	60	56,265	-9.9	.000	-.611
Learning with Peers												
Collaborative Learning												
Regent (N = 85)	22.9	16.0	1.73	0	10	25	35	50				
CCC&U	33.3	13.4	.15	15	25	30	40	60	85	-10.4	.000	-.775
Southeast	32.6	14.1	.05	10	20	30	40	60	91,378	-9.8	.000	-.693
NSSE 2014	32.3	14.1	.02	10	20	30	40	60	328,218	-9.4	.000	-.669
Top 50%	34.7	13.7	.03	15	25	35	45	60	84	-11.8	.000	-.865
Top 10%	37.0	13.6	.06	15	25	35	45	60	84	-14.2	.000	-1.040
Discussions with Diverse Others												
Regent (N = 77)	35.9	14.4	1.63	10	25	35	45	60				
CCC&U	38.5	14.3	.17	15	30	40	50	60	7,578	-2.6	.110	-.183
Southeast	41.6	16.1	.06	15	30	40	60	60	78,107	-5.7	.002	-.355
NSSE 2014	40.3	16.2	.03	10	30	40	55	60	288,270	-4.5	.015	-.276
Top 50%	43.2	15.4	.03	20	35	45	60	60	213,099	-7.4	.000	-.479
Top 10%	45.6	14.8	.07	20	40	50	60	60	44,599	-9.8	.000	-.658

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												
Regent (N = 83)	14.2	10.5	1.15	0	5	15	20	30				
CCC&U	20.0	13.6	.15	0	10	20	30	45	85	-5.8	.000	-.428
Southeast	21.0	15.1	.05	0	10	20	30	50	83	-6.8	.000	-.448
NSSE 2014	18.6	14.7	.03	0	5	15	25	50	82	-4.4	.000	-.298
Top 50%	23.3	15.0	.04	0	10	20	30	55	83	-9.1	.000	-.609
Top 10%	26.9	16.2	.11	5	15	25	40	60	84	-12.7	.000	-.787
Effective Teaching Practices												
Regent (N = 83)	41.7	12.5	1.37	20	32	40	52	60				
CCC&U	41.5	12.5	.14	20	32	40	52	60	8,083	.2	.886	.016
Southeast	40.0	13.6	.05	16	32	40	52	60	87,230	1.6	.270	.121
NSSE 2014	38.9	13.3	.02	16	28	40	48	60	316,342	2.8	.054	.211
Top 50%	42.4	13.2	.03	20	32	44	52	60	154,940	-.7	.628	-.053
Top 10%	44.6	13.3	.08	20	36	44	56	60	30,906	-3.0	.041	-.224
Campus Environment												
Quality of Interactions												
Regent (N = 72)	45.6	11.5	1.36	22	40	48	55	60				
CCC&U	45.0	11.7	.14	22	38	46	54	60	7,347	.6	.665	.051
Southeast	41.3	12.6	.05	18	34	42	50	60	75,346	4.2	.004	.335
NSSE 2014	40.8	12.7	.02	16	33	42	50	60	265,219	4.8	.001	.377
Top 50%	44.0	11.4	.03	22	38	46	52	60	130,906	1.6	.242	.138
Top 10%	46.0	11.6	.07	24	40	48	55	60	27,197	-.5	.727	-.041
Supportive Environment												
Regent (N = 72)	36.3	13.3	1.57	13	30	38	45	60				
CCC&U	38.3	13.5	.16	15	30	40	48	60	7,125	-2.1	.198	-.152
Southeast	38.3	13.9	.05	15	28	40	50	60	70,837	-2.1	.211	-.148
NSSE 2014	35.9	14.0	.03	13	25	38	45	60	266,163	.4	.817	.027
Top 50%	39.4	13.2	.03	18	30	40	50	60	171,464	-3.1	.045	-.236
Top 10%	41.4	12.8	.07	20	33	40	53	60	37,481	-5.1	.001	-.397

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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean +/- 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.

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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												
Regent (N = 269)	43.7	14.0	.85	20	35	40	60	60				
CCC&U	42.1	13.4	.15	20	35	40	55	60	8,259	1.7	.046	.124
Southeast	41.5	14.3	.04	20	30	40	55	60	107,421	2.2	.010	.156
NSSE 2014	40.5	14.1	.02	15	30	40	50	60	367,779	3.2	.000	.227
Top 50%	43.3	13.7	.03	20	35	40	55	60	202,586	.5	.574	.034
Top 10%	45.3	13.6	.06	20	40	45	60	60	50,064	-1.5	.069	-.111
Reflective & Integrative Learning												
Regent (N = 277)	43.2	12.3	.74	20	34	43	54	60				
CCC&U	40.9	12.2	.13	20	31	40	51	60	8,565	2.3	.002	.189
Southeast	38.7	13.2	.04	17	29	40	49	60	111,849	4.5	.000	.343
NSSE 2014	38.4	13.0	.02	17	29	37	49	60	382,634	4.8	.000	.369
Top 50%	41.1	12.6	.03	20	31	40	51	60	198,440	2.1	.005	.169
Top 10%	43.1	12.5	.06	20	34	43	54	60	43,507	.1	.854	.011
Learning Strategies												
Regent (N = 259)	42.7	14.3	.89	13	33	47	53	60				
CCC&U	39.6	14.7	.17	13	27	40	53	60	7,989	3.1	.001	.209
Southeast	41.5	14.7	.05	20	33	40	53	60	100,605	1.2	.182	.083
NSSE 2014	39.3	14.8	.03	13	27	40	53	60	347,442	3.4	.000	.230
Top 50%	42.5	14.5	.03	20	33	40	60	60	248,643	.2	.800	.016
Top 10%	44.9	14.1	.06	20	33	47	60	60	63,727	-2.2	.014	-.154
Quantitative Reasoning												
Regent (N = 275)	23.1	18.3	1.10	0	7	20	33	60				
CCC&U	28.0	17.1	.19	0	20	27	40	60	8,427	-4.9	.000	-.283
Southeast	30.7	17.5	.05	0	20	27	40	60	109,464	-7.6	.000	-.433
NSSE 2014	29.4	17.4	.03	0	20	27	40	60	374,728	-6.3	.000	-.362
Top 50%	31.3	17.2	.03	0	20	33	40	60	314,942	-8.2	.000	-.477
Top 10%	33.0	16.9	.06	0	20	33	47	60	78,815	-9.9	.000	-.586
Learning with Peers												
Collaborative Learning												
Regent (N = 272)	17.2	13.8	.84	0	5	15	25	40				
CCC&U	33.1	13.6	.15	10	25	30	40	60	8,587	-15.8	.000	-1.166
Southeast	33.5	14.7	.04	10	25	35	45	60	273	-16.3	.000	-1.109
NSSE 2014	33.0	14.4	.02	10	20	30	45	60	272	-15.8	.000	-1.096
Top 50%	35.4	13.8	.03	15	25	35	45	60	265,498	-18.1	.000	-1.315
Top 10%	37.7	13.6	.06	15	30	40	50	60	53,267	-20.5	.000	-1.501
Discussions with Diverse Others												
Regent (N = 265)	39.4	15.6	.96	15	30	40	55	60				
CCC&U	38.4	14.7	.17	15	30	40	50	60	8,046	.9	.306	.064
Southeast	43.1	16.2	.05	15	35	45	60	60	101,867	-3.8	.000	-.232
NSSE 2014	41.6	16.1	.03	15	30	40	60	60	350,976	-2.2	.026	-.137
Top 50%	43.9	15.8	.03	20	35	45	60	60	305,977	-4.6	.000	-.291
Top 10%	45.8	15.4	.05	20	40	50	60	60	79,188	-6.5	.000	-.422

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												
Regent (N = 275)	14.5	13.4	.81	0	5	10	20	45				
CCC&U	24.7	15.8	.18	0	15	20	35	55	300	-10.1	.000	-.644
Southeast	25.1	16.7	.05	0	10	20	35	60	276	-10.5	.000	-.630
NSSE 2014	23.3	16.3	.03	0	10	20	35	55	275	-8.8	.000	-.542
Top 50%	29.5	16.1	.05	5	20	30	40	60	276	-15.0	.000	-.932
Top 10%	34.4	16.4	.13	10	20	35	45	60	288	-19.9	.000	-1.217
Effective Teaching Practices												
Regent (N = 278)	41.9	14.6	.88	16	32	44	56	60				
CCC&U	41.9	13.0	.14	20	32	40	52	60	292	.1	.926	.006
Southeast	41.3	14.0	.04	16	32	40	52	60	110,686	.6	.462	.044
NSSE 2014	40.0	13.7	.02	16	32	40	52	60	278	1.9	.028	.141
Top 50%	43.0	13.6	.03	20	36	44	56	60	278	-1.1	.204	-.082
Top 10%	45.1	13.4	.08	20	36	48	60	60	281	-3.2	.000	-.238
Campus Environment												
Quality of Interactions												
Regent (N = 241)	46.1	13.5	.87	18	40	50	58	60				
CCC&U	45.8	11.0	.13	24	40	48	54	60	250	.3	.742	.026
Southeast	42.8	12.0	.04	20	36	44	52	60	241	3.3	.000	.277
NSSE 2014	41.8	12.0	.02	20	34	43	50	60	240	4.3	.000	.356
Top 50%	45.3	11.3	.03	24	38	48	54	60	240	.8	.337	.074
Top 10%	47.4	11.6	.06	24	40	50	58	60	242	-1.3	.151	-.108
Supportive Environment												
Regent (N = 254)	36.6	16.7	1.05	8	23	38	50	60				
CCC&U	34.5	14.2	.16	10	25	35	45	60	266	2.0	.058	.142
Southeast	34.8	14.6	.05	10	25	35	45	60	254	1.8	.087	.123
NSSE 2014	32.6	14.4	.02	10	23	33	43	60	253	4.0	.000	.277
Top 50%	36.1	13.8	.03	13	28	38	45	60	253	.5	.652	.034
Top 10%	39.0	13.3	.07	17	30	40	50	60	256	-2.4	.023	-.180

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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean +/- 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.