NSSE 2015
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 summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)
Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2014 and 2015 participating institutions.

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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

NSSE 2015 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 broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

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

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

-- No significant difference.

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

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with CCC&U	Your first-year students compared with Southeast	Your first-year students compared with NSSE 2015
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 2015
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 2015 | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	40.0	39.0	.07	39.2	.05	39.5	.03
Reflective & Integrative Learning	41.6	36.7 ***	.41	35.7 ***	.45	36.2 ***	.42
Learning Strategies	41.2	38.9	.17	40.4	.05	39.9	.09
Quantitative Reasoning	21.6	25.3 *	-.23	28.4 ***	-.41	28.3 ***	-.40

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

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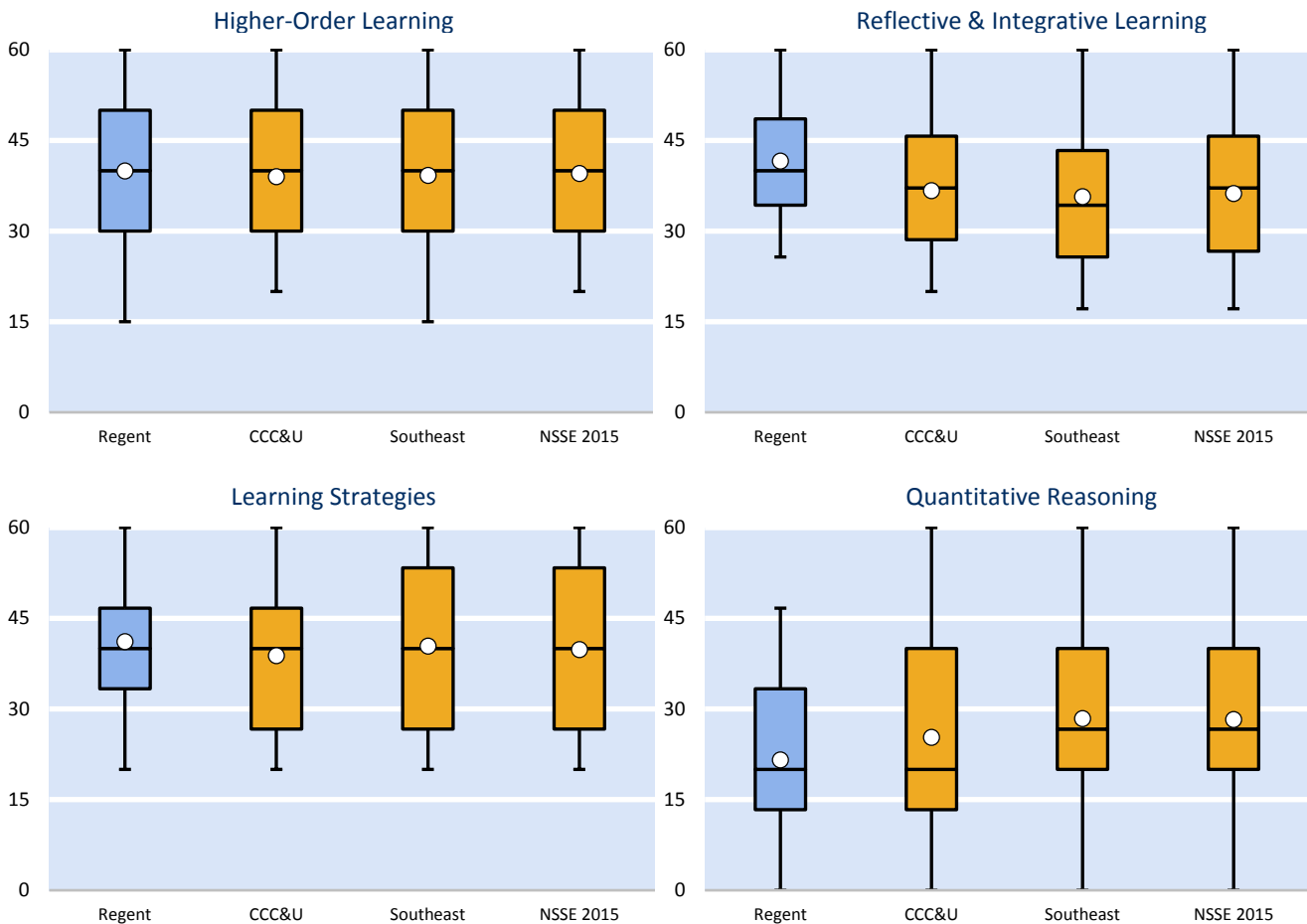
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

Higher-Order Learning	Regent	CCC&U	Southeast	NSSE 2015
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	63	72	73	74
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	73	72	73
4d. Evaluating a point of view, decision, or information source	78	71	70	71
4e. Forming a new idea or understanding from various pieces of information	66	69	68	70

Reflective & Integrative Learning	Regent	CCC&U	Southeast	NSSE 2015
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	71	56	55	57
2b. Connected your learning to societal problems or issues	70	55	52	55
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	76	56	51	52
2d. Examined the strengths and weaknesses of your own views on a topic or issue	78	67	63	64
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	77	69	67	68
2f. Learned something that changed the way you understand an issue or concept	75	69	64	66
2g. Connected ideas from your courses to your prior experiences and knowledge	88	81	76	78

Learning Strategies	Regent	CCC&U	Southeast	NSSE 2015
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	88	82	81	81
9b. Reviewed your notes after class	59	62	68	66
9c. Summarized what you learned in class or from course materials	74	61	65	64

Quantitative Reasoning	Regent	CCC&U	Southeast	NSSE 2015
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.)	30	45	54	53
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	26	33	40	40
6c. Evaluated what others have concluded from numerical information	25	33	40	40

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

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NSSE 2015 Engagement Indicators
Academic Challenge
Regent University

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 2015 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	44.1	42.1 *	.15	41.5 **	.18	41.4 **	.19
Reflective & Integrative Learning	42.2	40.9	.11	38.9 ***	.25	39.1 ***	.24
Learning Strategies	43.9	39.1 ***	.32	41.3 **	.17	40.4 ***	.23
Quantitative Reasoning	23.3	28.0 ***	-.28	31.0 ***	-.44	30.6 ***	-.42

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

Score Distributions
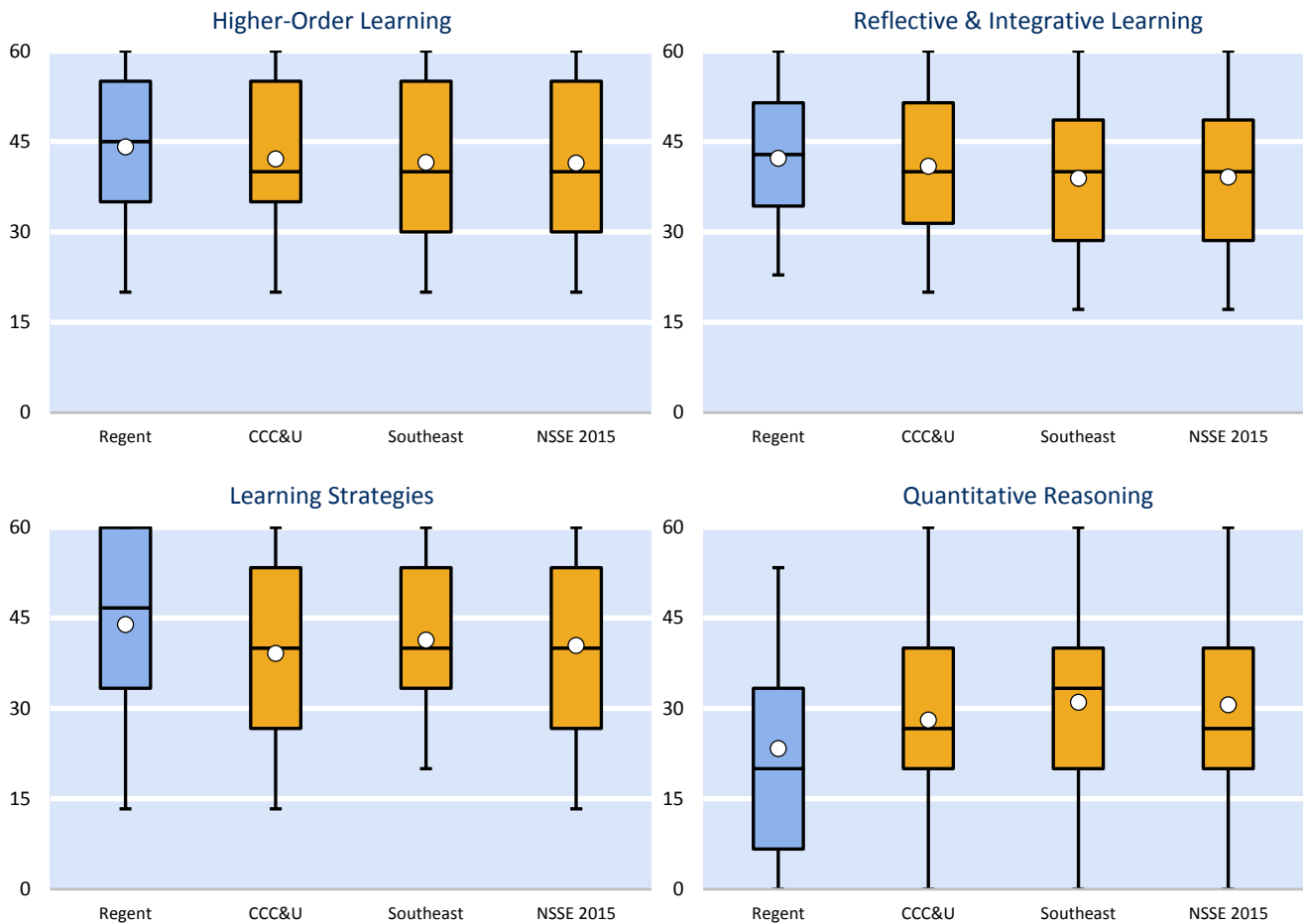
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Academic Challenge: Seniors (continued)

Summary of Indicator Items

Higher-Order Learning	Regent	CCC&U	Southeast	NSSE 2015
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	79	81	80	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	83	80	78	78
4d. Evaluating a point of view, decision, or information source	83	77	72	72
4e. Forming a new idea or understanding from various pieces of information	83	75	73	73

Reflective & Integrative Learning	Regent	CCC&U	Southeast	NSSE 2015
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	67	73	73	72
2b. Connected your learning to societal problems or issues	76	71	64	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	72	67	54	56
2d. Examined the strengths and weaknesses of your own views on a topic or issue	80	74	66	67
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	82	75	71	71
2f. Learned something that changed the way you understand an issue or concept	74	74	70	71
2g. Connected ideas from your courses to your prior experiences and knowledge	91	87	83	84

Learning Strategies	Regent	CCC&U	Southeast	NSSE 2015
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	89	83	83	83
9b. Reviewed your notes after class	67	57	67	64
9c. Summarized what you learned in class or from course materials	73	64	68	66

Quantitative Reasoning	Regent	CCC&U	Southeast	NSSE 2015
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.)	40	48	57	56
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	31	40	47	46
6c. Evaluated what others have concluded from numerical information	33	41	47	46

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

NSSE 2015 Engagement Indicators

Learning with Peers
Regent University

Learning with Peers: First-year students

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

Mean Comparisons

| | Regent | Your first-year students compared with | | | | | |
| | | CCC&U | | Southeast | | NSSE 2015 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	22.2	34.3 ***	-.90	33.1 ***	-.76	32.5 ***	-.71
Discussions with Diverse Others	41.1	38.7	.17	42.0	-.06	41.0	.01

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

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

Collaborative Learning	Regent	CCC&U	Southeast	NSSE 2015
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	25	55	52	50
1f. Explained course material to one or more students	39	60	59	58
1g. Prepared for exams by discussing or working through course material with other students	26	56	51	50
1h. Worked with other students on course projects or assignments	30	57	53	54

Discussions with Diverse Others	Regent	CCC&U	Southeast	NSSE 2015
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	85	74	75	73
8b. People from an economic background other than your own	81	76	75	74
8c. People with religious beliefs other than your own	45	48	70	69
8d. People with political views other than your own	61	59	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 website.

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 2015	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	17.0	33.6 ***	-1.21	33.6 ***	-1.13	32.8 ***	-1.08
Discussions with Diverse Others	36.9	38.1	-.08	43.1 ***	-.38	41.9 ***	-.30

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

Score Distributions

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

Summary of Indicator Items

Collaborative Learning	Regent	CCC&U	Southeast	NSSE 2015
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	13	43	43	41
1f. Explained course material to one or more students	23	61	61	59
1g. Prepared for exams by discussing or working through course material with other students	13	51	50	46
1h. Worked with other students on course projects or assignments	25	65	65	66

Discussions with Diverse Others	Regent	CCC&U	Southeast	NSSE 2015
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	76	70	76	73
8b. People from an economic background other than your own	71	72	77	75
8c. People with religious beliefs other than your own	38	47	72	70
8d. People with political views other than your own	62	63	74	71

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

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NSSE 2015 Engagement Indicators
Experiences with Faculty
Regent University

Experiences with Faculty: First-year students

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

Mean Comparisons

| | Regent | *Your first-year students compared with* | | | | | |
| | | CCC&U | | Southeast | | NSSE 2015 | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	15.7	21.0 **	-.38	21.4 ***	-.38	20.8 ***	-.34
Effective Teaching Practices	40.5	41.6	-.09	40.2	.03	40.1	.03

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

Score Distributions

Student-Faculty Interaction

Effective Teaching Practices

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 2015
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
3a. Talked about career plans with a faculty member	20	35	35	33
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	13	19	20	20
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	20	26	27	26
3d. Discussed your academic performance with a faculty member	22	26	32	30

Effective Teaching Practices

	Regent	CCC&U	Southeast	NSSE 2015
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	84	84	80	80
5b. Taught course sessions in an organized way	86	84	79	79
5c. Used examples or illustrations to explain difficult points	71	82	76	76
5d. Provided feedback on a draft or work in progress	66	67	65	65
5e. Provided prompt and detailed feedback on tests or completed assignments	66	66	62	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 website.

NSSE 2015 Engagement Indicators
Experiences with Faculty
Regent University

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	CCC&U		Southeast		NSSE 2015	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	11.6	26.8 ***	-.99	25.4 ***	-.83	23.7 ***	-.73
Effective Teaching Practices	41.5	42.2	-.06	41.3	.01	40.7	.06

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

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
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Summary of Indicator Items

Student-Faculty Interaction

	Regent	CCC&U	Southeast	NSSE 2015
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
3a. Talked about career plans with a faculty member	14	51	46	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	6	32	29	27
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	9	41	37	33
3d. Discussed your academic performance with a faculty member	15	34	37	33

Effective Teaching Practices

	Regent	CCC&U	Southeast	NSSE 2015
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	84	85	81	80
5c. Used examples or illustrations to explain difficult points	70	84	80	79
5d. Provided feedback on a draft or work in progress	59	65	63	61
5e. Provided prompt and detailed feedback on tests or completed assignments	72	71	68	67

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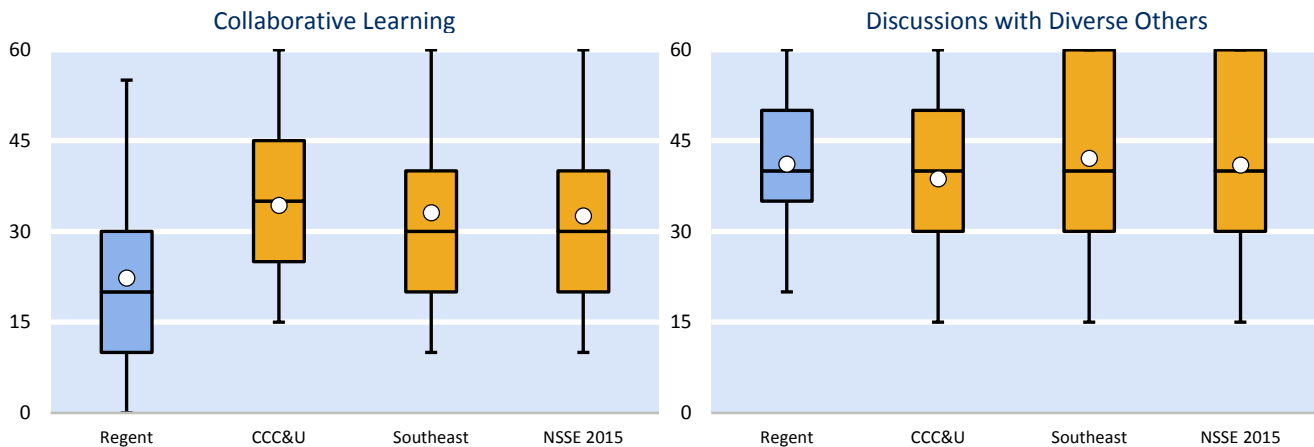
Campus Environment: First-year students

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	CCC&U		Southeast		NSSE 2015	
			Your first-year students compared with				
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	46.8	44.6	.19	41.7 ***	.41	41.5 ***	.42
Supportive Environment	36.5	39.4	-.23	38.6	-.15	37.1	-.05

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

Score Distributions

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 2015
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with…	%	%	%	%
13a. Students	77	70	59	58
13b. Academic advisors	67	54	50	50
13c. Faculty	61	61	50	50
13d. Student services staff (career services, student activities, housing, etc.)	64	53	45	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	63	51	40	42

Supportive Environment	Regent	CCC&U	Southeast	NSSE 2015
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	82	83	79	77
14c. Using learning support services (tutoring services, writing center, etc.)	76	78	79	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62	63	61	60
14e. Providing opportunities to be involved socially	81	78	76	72
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	77	78	75	71
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	48	46	45
14h. Attending campus activities and events (performing arts, athletic events, etc.)	66	76	73	66
14i. Attending events that address important social, economic, or political issues	54	58	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 website.

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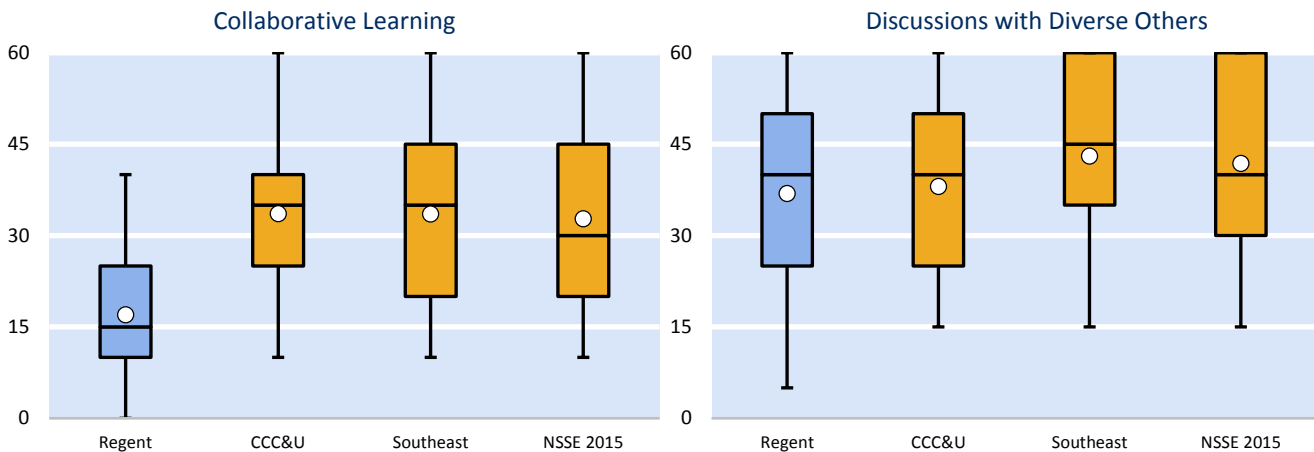
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	Regent	Your seniors compared with					
		CCC&U		Southeast		NSSE 2015	
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Quality of Interactions	46.1	45.6	.05	42.8 ***	.28	42.5 ***	.30
Supportive Environment	33.7	36.3 *	-.19	34.9	-.08	33.1	.04

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

Score Distributions

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

Summary of Indicator Items

Quality of Interactions	Regent	CCC&U	Southeast	NSSE 2015
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with…	%	%	%	%
13a. Students	67	71	64	63
13b. Academic advisors	58	63	54	53
13c. Faculty	67	71	60	59
13d. Student services staff (career services, student activities, housing, etc.)	55	50	44	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	63	49	41	42

Supportive Environment	Regent	CCC&U	Southeast	NSSE 2015
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	67	80	74	72
14c. Using learning support services (tutoring services, writing center, etc.)	71	71	69	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	57	55	54
14e. Providing opportunities to be involved socially	62	75	70	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	59	70	67	61
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32	38	35	33
14h. Attending campus activities and events (performing arts, athletic events, etc.)	57	68	64	56
14i. Attending events that address important social, economic, or political issues	56	53	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 website.
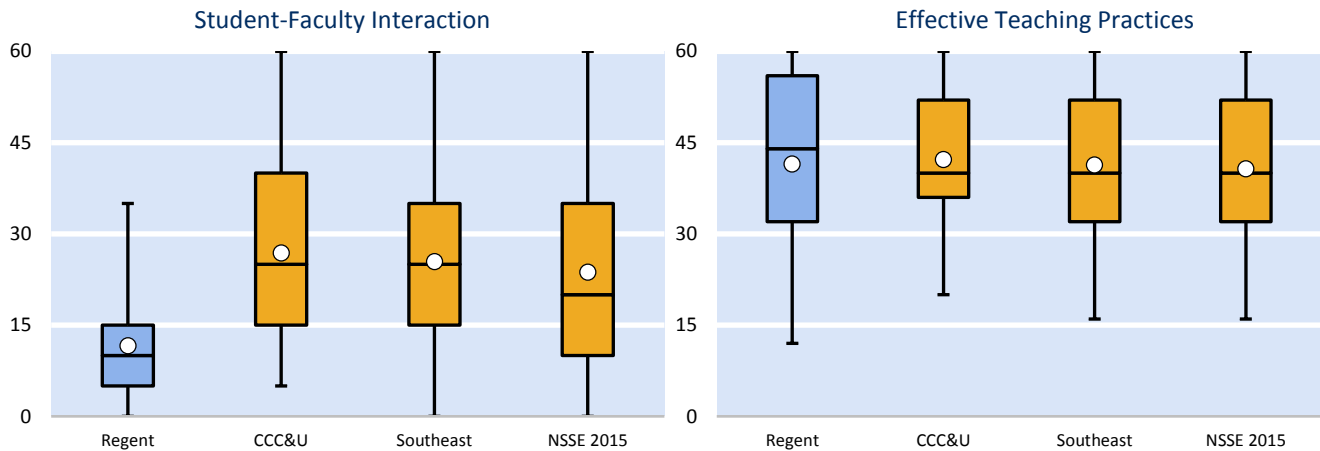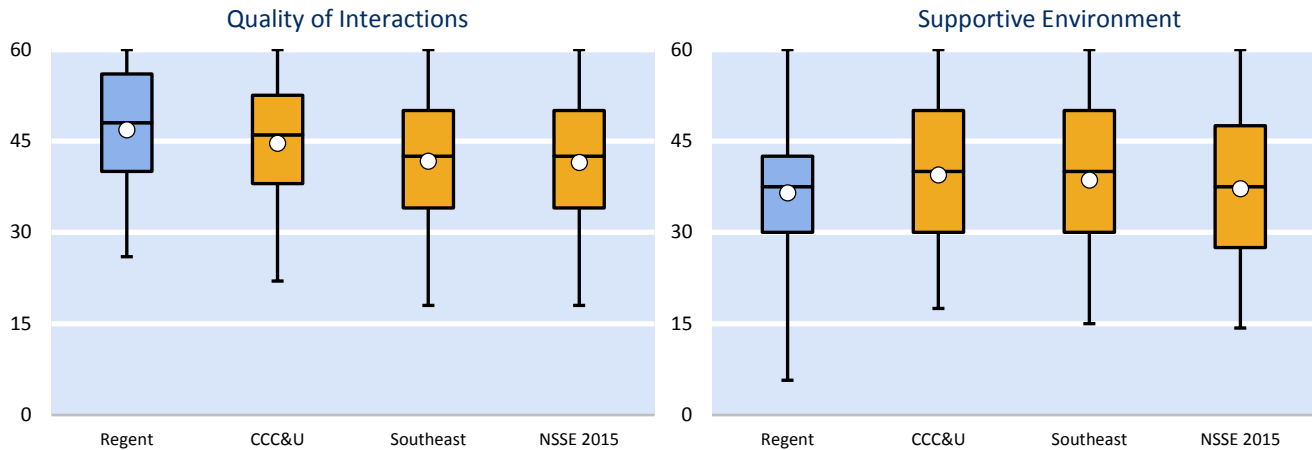
NSSE 2015 Engagement Indicators
Comparisons with High-Performing Institutions
Regent University

Comparisons with Top 50% and Top 10% Institutions

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

  (a) institutions with average scores placing them in the top 50% of all 2014 and 2015 NSSE institutions, and
  (b) institutions with average scores placing them in the top 10% of all 2014 and 2015 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable[b] to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

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

First-Year Students

| | | Regent | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.0	41.0	-.07	✓	43.0 *	-.22	
	Reflective and Integrative Learning	41.6	37.6 **	.31	✓	39.6	.16	✓
	Learning Strategies	41.2	41.6	-.03	✓	44.4	-.23	
	Quantitative Reasoning	21.6	29.4 ***	-.47		31.5 ***	-.60	
Learning with Peers	Collaborative Learning	22.2	35.1 ***	-.94		37.3 ***	-1.09	
	Discussions with Diverse Others	41.1	43.3	-.15		45.5 **	-.30	
Experiences with Faculty	Student-Faculty Interaction	15.7	24.0 ***	-.55		27.2 ***	-.72	
	Effective Teaching Practices	40.5	42.3	-.14		44.6 **	-.31	
Campus Environment	Quality of Interactions	46.8	44.0	.24	✓	45.8	.08	✓
	Supportive Environment	36.5	39.4	-.22		41.3 **	-.37	

Seniors

| | | Regent | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	44.1	43.5	.04	✓	45.3	-.09	✓
	Reflective and Integrative Learning	42.2	41.3	.07	✓	43.1	-.07	✓
	Learning Strategies	43.9	42.5	.10	✓	44.8	-.07	✓
	Quantitative Reasoning	23.3	31.8 ***	-.49		33.6 ***	-.61	
Learning with Peers	Collaborative Learning	17.0	35.7 ***	-1.35		38.2 ***	-1.55	
	Discussions with Diverse Others	36.9	43.9 ***	-.44		45.9 ***	-.58	
Experiences with Faculty	Student-Faculty Interaction	11.6	29.8 ***	-1.12		34.1 ***	-1.37	
	Effective Teaching Practices	41.5	43.1	-.12		45.1 ***	-.27	
Campus Environment	Quality of Interactions	46.1	45.0	.10	✓	46.7	-.05	✓
	Supportive Environment	33.7	36.1 *	-.17		38.8 ***	-.37	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2014 and 2015 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 = 78)	40.0	14.6	1.66	15	30	40	50	60				
CCC&U	39.0	13.4	.17	20	30	40	50	60	6,355	.9	.540	.070
Southeast	39.2	14.2	.05	15	30	40	50	60	89,672	.8	.641	.053
NSSE 2015	39.5	13.9	.03	20	30	40	50	60	200,357	.4	.784	.031
Top 50%	41.0	13.7	.03	20	30	40	50	60	164,637	-1.0	.521	-.073
Top 10%	43.0	13.8	.08	20	35	40	55	60	33,147	-3.1	.049	-.223
Reflective & Integrative Learning												
Regent (N = 79)	41.6	11.3	1.27	26	34	40	49	60				
CCC&U	36.7	11.9	.15	20	29	37	46	60	6,601	4.9	.000	.412
Southeast	35.7	12.9	.04	17	26	34	43	60	78	5.9	.000	.455
NSSE 2015	36.2	12.8	.03	17	27	37	46	60	78	5.4	.000	.422
Top 50%	37.6	12.7	.03	17	29	37	46	60	176,204	4.0	.005	.314
Top 10%	39.6	12.8	.07	20	31	40	49	60	79	2.0	.119	.157
Learning Strategies												
Regent (N = 70)	41.2	13.3	1.59	20	33	40	47	60				
CCC&U	38.9	13.9	.18	20	27	40	47	60	6,044	2.3	.168	.166
Southeast	40.4	14.3	.05	20	27	40	53	60	82,314	.7	.661	.052
NSSE 2015	39.9	14.3	.03	20	27	40	53	60	186,957	1.3	.449	.091
Top 50%	41.6	14.1	.04	20	33	40	53	60	148,005	-.4	.798	-.031
Top 10%	44.4	14.0	.08	20	33	47	60	60	33,580	-3.2	.054	-.231
Quantitative Reasoning												
Regent (N = 79)	21.6	15.1	1.70	0	13	20	33	47				
CCC&U	25.3	16.0	.20	0	13	20	40	60	6,474	-3.7	.039	-.234
Southeast	28.4	16.8	.06	0	20	27	40	60	91,043	-6.8	.000	-.407
NSSE 2015	28.3	16.8	.04	0	20	27	40	60	204,075	-6.7	.000	-.400
Top 50%	29.4	16.6	.04	0	20	27	40	60	216,581	-7.8	.000	-.471
Top 10%	31.5	16.5	.08	0	20	33	40	60	42,947	-9.9	.000	-.602
Learning with Peers												
Collaborative Learning												
Regent (N = 79)	22.2	15.9	1.78	0	10	20	30	55				
CCC&U	34.3	13.3	.16	15	25	35	45	60	6,681	-12.0	.000	-.901
Southeast	33.1	14.2	.05	10	20	30	40	60	96,731	-10.8	.000	-.760
NSSE 2015	32.5	14.5	.03	10	20	30	40	60	216,258	-10.3	.000	-.712
Top 50%	35.1	13.8	.03	15	25	35	45	60	198,473	-12.9	.000	-.935
Top 10%	37.3	13.8	.07	15	25	35	50	60	43,751	-15.0	.000	-1.087
Discussions with Diverse Others												
Regent (N = 69)	41.1	12.9	1.55	20	35	40	50	60				
CCC&U	38.7	14.2	.18	15	30	40	50	60	6,098	2.4	.155	.172
Southeast	42.0	15.9	.06	15	30	40	60	60	68	-.9	.551	-.058
NSSE 2015	41.0	16.2	.04	15	30	40	60	60	68	.1	.924	.009
Top 50%	43.3	15.4	.04	20	35	45	60	60	68	-2.2	.150	-.146
Top 10%	45.5	14.8	.07	20	40	50	60	60	69	-4.4	.006	-.299

NSSE 2015 Engagement Indicators

Detailed Statistics[a]
Regent University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
Regent (N = 75)	15.7	11.5	1.32	0	5	15	20	35				
CCC&U	21.0	13.8	.17	0	10	20	30	50	6,487	-5.3	.001	-.381
Southeast	21.4	15.2	.05	0	10	20	30	55	74	-5.7	.000	-.377
NSSE 2015	20.8	15.1	.03	0	10	20	30	50	74	-5.1	.000	-.336
Top 50%	24.0	15.2	.04	0	15	20	35	55	74	-8.3	.000	-.548
Top 10%	27.2	16.1	.12	5	15	25	40	60	75	-11.5	.000	-.716
Effective Teaching Practices												
Regent (N = 79)	40.5	12.3	1.38	20	32	40	48	60				
CCC&U	41.6	12.3	.15	20	32	40	52	60	6,528	-1.1	.443	-.087
Southeast	40.2	13.5	.04	20	32	40	52	60	92,029	.3	.822	.025
NSSE 2015	40.1	13.5	.03	20	32	40	52	60	206,238	.4	.784	.031
Top 50%	42.3	13.2	.04	20	32	40	52	60	131,136	-1.8	.217	-.139
Top 10%	44.6	13.3	.08	20	36	44	56	60	26,192	-4.1	.006	-.311
Campus Environment												
Quality of Interactions												
Regent (N = 63)	46.8	10.9	1.37	26	40	48	56	60				
CCC&U	44.6	11.7	.15	22	38	46	53	60	5,981	2.2	.135	.188
Southeast	41.7	12.5	.04	18	34	43	50	60	80,327	5.2	.001	.413
NSSE 2015	41.5	12.7	.03	18	34	43	50	60	180,456	5.3	.001	.419
Top 50%	44.0	11.7	.03	22	38	46	52	60	115,149	2.8	.053	.243
Top 10%	45.8	11.9	.08	23	40	48	55	60	24,344	1.0	.508	.083
Supportive Environment												
Regent (N = 68)	36.5	14.3	1.73	6	30	38	43	60				
CCC&U	39.4	12.9	.17	18	30	40	50	60	5,722	-3.0	.060	-.229
Southeast	38.6	13.8	.05	15	30	40	50	60	76,046	-2.1	.204	-.154
NSSE 2015	37.1	14.1	.03	14	28	38	48	60	174,208	-.7	.692	-.048
Top 50%	39.4	13.4	.04	18	30	40	50	60	145,969	-3.0	.067	-.222
Top 10%	41.3	13.0	.07	20	33	40	53	60	31,904	-4.9	.002	-.372

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

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

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

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

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

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

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

IPEDS: 231651

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 = 243)	44.1	13.6	.87	20	35	45	55	60				
CCC&U	42.1	13.2	.17	20	35	40	55	60	6,278	2.0	.023	.149
Southeast	41.5	14.3	.04	20	30	40	55	60	104,538	2.6	.005	.181
NSSE 2015	41.4	14.2	.03	20	30	40	55	60	258,355	2.7	.004	.187
Top 50%	43.5	13.8	.03	20	35	40	55	60	163,826	.6	.486	.045
Top 10%	45.3	13.6	.06	20	40	45	60	60	44,252	-1.2	.173	-.088
Reflective & Integrative Learning												
Regent (N = 255)	42.2	11.5	.72	23	34	43	51	60				
CCC&U	40.9	12.2	.15	20	31	40	51	60	6,509	1.3	.087	.109
Southeast	38.9	13.2	.04	17	29	40	49	60	256	3.3	.000	.248
NSSE 2015	39.1	13.1	.03	17	29	40	49	60	255	3.1	.000	.236
Top 50%	41.3	12.7	.03	20	31	40	51	60	255	.9	.199	.073
Top 10%	43.1	12.5	.06	20	34	43	54	60	258	-.9	.208	-.073
Learning Strategies												
Regent (N = 238)	43.9	14.7	.95	13	33	47	60	60				
CCC&U	39.1	14.7	.19	13	27	40	53	60	6,092	4.8	.000	.325
Southeast	41.3	14.8	.05	20	33	40	53	60	98,315	2.5	.008	.173
NSSE 2015	40.4	14.9	.03	13	27	40	53	60	244,404	3.5	.000	.233
Top 50%	42.5	14.6	.03	20	33	40	60	60	207,252	1.4	.140	.096
Top 10%	44.8	14.2	.06	20	33	47	60	60	54,500	-1.0	.287	-.069
Quantitative Reasoning												
Regent (N = 243)	23.3	16.8	1.08	0	7	20	33	53				
CCC&U	28.0	17.0	.22	0	20	27	40	60	6,387	-4.7	.000	-.278
Southeast	31.0	17.6	.05	0	20	33	40	60	106,426	-7.7	.000	-.437
NSSE 2015	30.6	17.4	.03	0	20	27	40	60	263,260	-7.3	.000	-.419
Top 50%	31.8	17.3	.03	0	20	33	40	60	276,387	-8.5	.000	-.489
Top 10%	33.6	16.9	.07	0	20	33	47	60	61,181	-10.3	.000	-.611
Learning with Peers												
Collaborative Learning												
Regent (N = 258)	17.0	11.9	.74	0	10	15	25	40				
CCC&U	33.6	13.8	.17	10	25	35	40	60	286	-16.6	.000	-1.211
Southeast	33.6	14.7	.04	10	20	35	45	60	259	-16.6	.000	-1.125
NSSE 2015	32.8	14.7	.03	10	20	30	45	60	258	-15.8	.000	-1.078
Top 50%	35.7	13.9	.03	15	25	35	45	60	258	-18.7	.000	-1.347
Top 10%	38.2	13.7	.06	15	30	40	50	60	261	-21.2	.000	-1.550
Discussions with Diverse Others												
Regent (N = 237)	36.9	15.8	1.03	5	25	40	50	60				
CCC&U	38.1	14.6	.19	15	25	40	50	60	6,152	-1.2	.230	-.079
Southeast	43.1	16.0	.05	15	35	45	60	60	99,446	-6.1	.000	-.384
NSSE 2015	41.9	16.2	.03	15	30	40	60	60	246,916	-4.9	.000	-.304
Top 50%	43.9	15.9	.03	20	35	45	60	60	265,597	-7.0	.000	-.440
Top 10%	45.9	15.4	.06	20	40	50	60	60	63,852	-9.0	.000	-.583

NSSE 2015 Engagement Indicators

Detailed Statistics[a]
Regent University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
Regent (N = 247)	11.6	11.2	.71	0	5	10	15	35				
CCC&U	26.8	15.5	.20	5	15	25	40	60	286	-15.2	.000	-.990
Southeast	25.4	16.7	.05	0	15	25	35	60	249	-13.8	.000	-.828
NSSE 2015	23.7	16.5	.03	0	10	20	35	60	247	-12.1	.000	-.733
Top 50%	29.8	16.2	.05	5	20	30	40	60	249	-18.2	.000	-1.119
Top 10%	34.1	16.5	.13	5	20	35	45	60	264	-22.5	.000	-1.366
Effective Teaching Practices												
Regent (N = 249)	41.5	14.8	.94	12	32	44	56	60				
CCC&U	42.2	12.7	.16	20	36	40	52	60	263	-.7	.456	-.055
Southeast	41.3	14.0	.04	16	32	40	52	60	107,543	.2	.850	.012
NSSE 2015	40.7	14.0	.03	16	32	40	52	60	249	.8	.379	.059
Top 50%	43.1	13.6	.04	20	36	44	56	60	249	-1.6	.091	-.117
Top 10%	45.1	13.4	.08	20	36	48	60	60	252	-3.7	.000	-.272
Campus Environment												
Quality of Interactions												
Regent (N = 223)	46.1	12.3	.82	22	38	50	56	60				
CCC&U	45.6	10.9	.14	24	40	48	54	60	236	.6	.506	.051
Southeast	42.8	11.9	.04	20	36	44	52	60	95,742	3.3	.000	.280
NSSE 2015	42.5	12.1	.03	20	36	44	52	60	235,418	3.7	.000	.302
Top 50%	45.0	11.4	.03	24	38	46	54	60	140,052	1.2	.129	.102
Top 10%	46.7	11.8	.06	24	40	50	56	60	35,601	-.6	.472	-.048
Supportive Environment												
Regent (N = 230)	33.7	15.0	.99	9	23	35	45	60				
CCC&U	36.3	13.5	.18	13	28	38	45	60	244	-2.6	.011	-.189
Southeast	34.9	14.5	.05	10	25	35	45	60	93,576	-1.2	.211	-.083
NSSE 2015	33.1	14.6	.03	10	23	33	43	60	232,812	.6	.516	.043
Top 50%	36.1	13.9	.04	13	26	38	45	60	229	-2.4	.017	-.171
Top 10%	38.8	13.7	.08	15	30	40	50	60	232	-5.1	.000	-.368

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

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

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

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

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

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

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