



NSSE 2016

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

Report Sections

Overview (p. 3)

Displays how average EI scores for your 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.

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2015 and 2016 participating institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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	Your first-year students	Your first-year students
		compared with CCC&U	compared with Southeast	compared with NSSE 2016
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	Your seniors	Your seniors
		compared with CCC&U	compared with Southeast	compared with NSSE 2016
Academic Challenge	Higher-Order Learning	--	△	△
	Reflective & Integrative Learning	--	△	△
	Learning Strategies	△	△	△
	Quantitative Reasoning	▽	▽	▽
Learning with Peers	Collaborative Learning	▽	▽	▽
	Discussions with Diverse Others	--	▽	▽
Experiences with Faculty	Student-Faculty Interaction	▽	▽	▽
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	△	▲
	Supportive Environment	--	--	--

Academic Challenge: First-year students

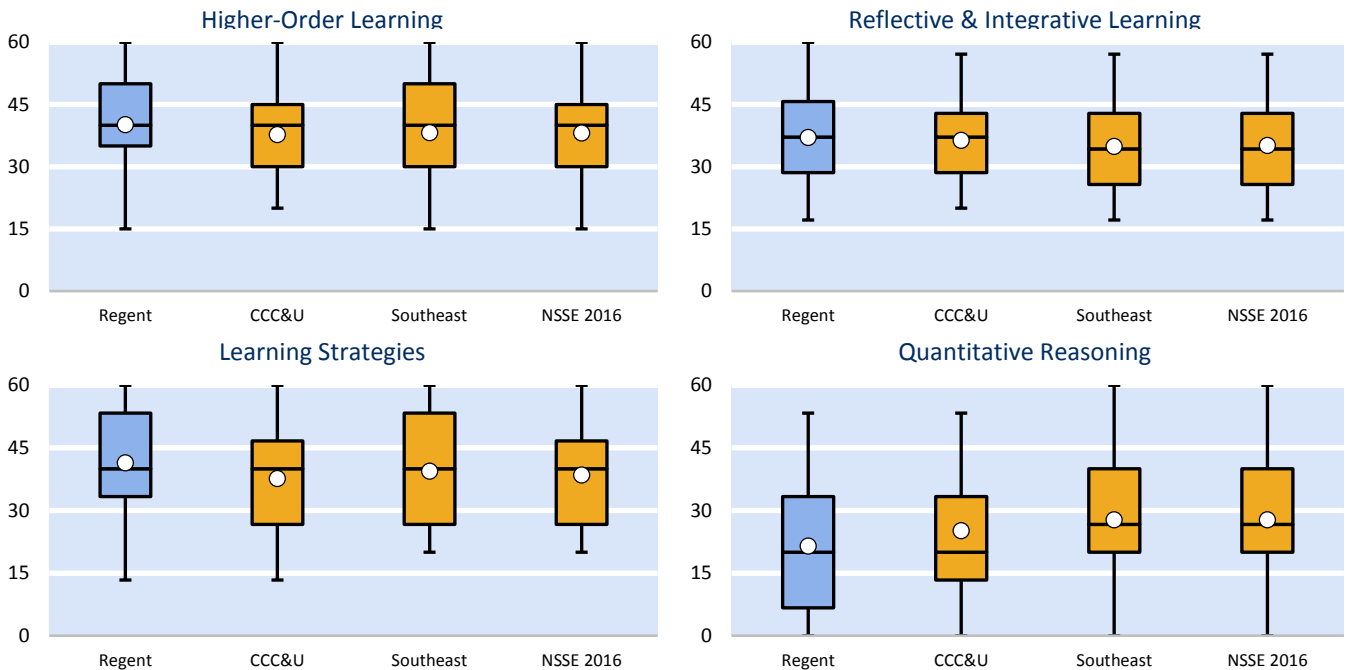
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Regent Mean	Your first-year students compared with					
		CCC&U		Southeast		NSSE 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.2	37.8 *	.18	38.2 *	.14	38.1 *	.15
Reflective & Integrative Learning	37.1	36.3	.06	34.9 *	.17	35.1 *	.16
Learning Strategies	41.4	37.7 ***	.27	39.4	.14	38.5 **	.20
Quantitative Reasoning	21.5	25.2 **	-.24	27.8 ***	-.40	27.8 ***	-.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)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	Regent	Percentage point difference ^a between your FY students and		
		CCC&U	Southeast	NSSE 2016
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	72	+2 	+1 	+1 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	+8 	+7 	+6 
4d. Evaluating a point of view, decision, or information source	79	+10 	+9 	+10 
4e. Forming a new idea or understanding from various pieces of information	69	+1 	+2 	+2 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	48	-6 	-2 	-4 
2b. Connected your learning to societal problems or issues	58	+4 	+6 	+6 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	59	+3 	+8 	+8 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	+3 	+7 	+7 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	+4 	+6 	+6 
2f. Learned something that changed the way you understand an issue or concept	68	-1 	+4 	+3 
2g. Connected ideas from your courses to your prior experiences and knowledge	77	-2 	+3 	+1 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	83	+4 	+6 	+6 
9b. Reviewed your notes after class	70	+8 	+1 	+4 
9c. Summarized what you learned in class or from course materials	70	+10 	+6 	+8 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	37	-9 	-17 	-16 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	33	+1 	-6 	-7 
6c. Evaluated what others have concluded from numerical information	26	-8 	-12 	-13 

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

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

Academic Challenge: Seniors

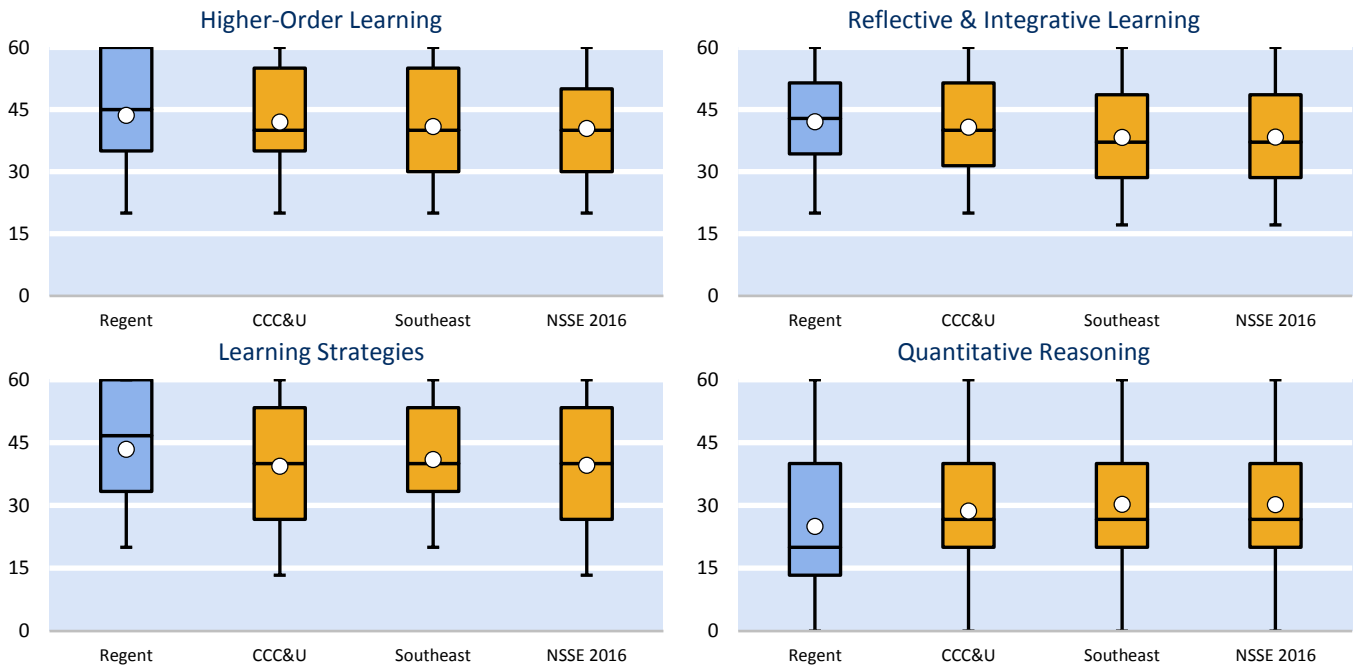
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Regent Mean	Your seniors compared with					
		CCC&U		Southeast		NSSE 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	43.6	42.0	.12	40.9 **	.19	40.5 ***	.22
Reflective & Integrative Learning	42.0	40.7	.11	38.3 ***	.29	38.3 ***	.29
Learning Strategies	43.4	39.3 ***	.28	41.0 **	.17	39.5 ***	.26
Quantitative Reasoning	25.0	28.6 **	-.22	30.2 ***	-.31	30.2 ***	-.31

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: Seniors (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	Regent	Percentage point difference ^a between your seniors and		
		CCC&U	Southeast	NSSE 2016
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	78	-3	-1	-0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	82	+3	+5	+6
4d. Evaluating a point of view, decision, or information source	83	+5	+11	+12
4e. Forming a new idea or understanding from various pieces of information	78	+2	+5	+6
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	67	-3	-2	-3
2b. Connected your learning to societal problems or issues	75	+4	+12	+12
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	74	+6	+21	+20
2d. Examined the strengths and weaknesses of your own views on a topic or issue	79	+5	+13	+13
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	77	-0	+6	+6
2f. Learned something that changed the way you understand an issue or concept	72	-2	+3	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	87	+1	+5	+5
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	90	+6	+8	+10
9b. Reviewed your notes after class	66	+8	-1	+3
9c. Summarized what you learned in class or from course materials	70	+4	+2	+5
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	43	-7	-13	-13
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35	-7	-10	-10
6c. Evaluated what others have concluded from numerical information	35	-6	-10	-10

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Learning with Peers: First-year students

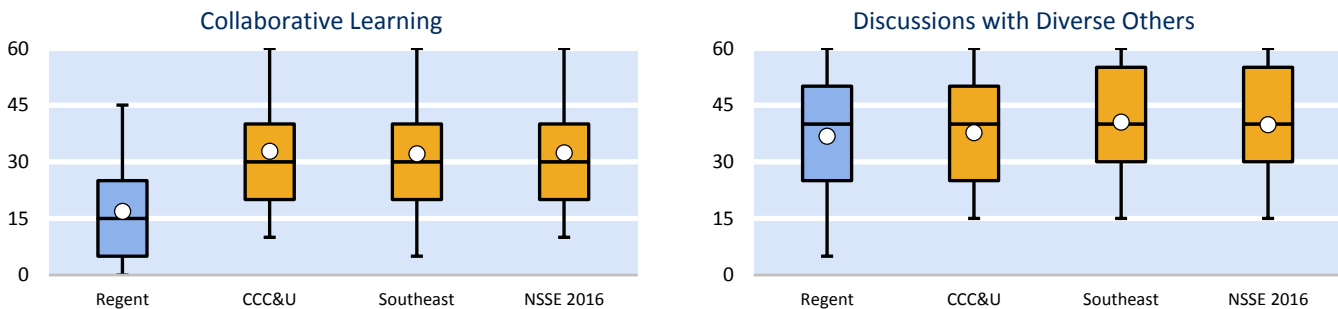
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Regent Mean	Your first-year students compared with					
		CCC&U		Southeast		NSSE 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	16.9	32.7 ***	-1.13	32.1 ***	-1.02	32.3 ***	-1.07
Discussions with Diverse Others	36.7	37.6	-.06	40.5 **	-.24	39.8 **	-.19

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	Regent	Percentage point difference ^a between your FY students and		
		CCC&U	Southeast	NSSE 2016
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1e. Asked another student to help you understand course material	17	-34	-34	-35
1f. Explained course material to one or more students	24	-33	-34	-34
1g. Prepared for exams by discussing or working through course material with other students	23	-30	-28	-27
1h. Worked with other students on course projects or assignments	24	-32	-29	-30
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	73	+1	+2	+3
8b. People from an economic background other than your own	68	-5	-4	-3
8c. People with religious beliefs other than your own	44	-1	-22	-22
8d. People with political views other than your own	52	-9	-17	-15

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Learning with Peers: Seniors

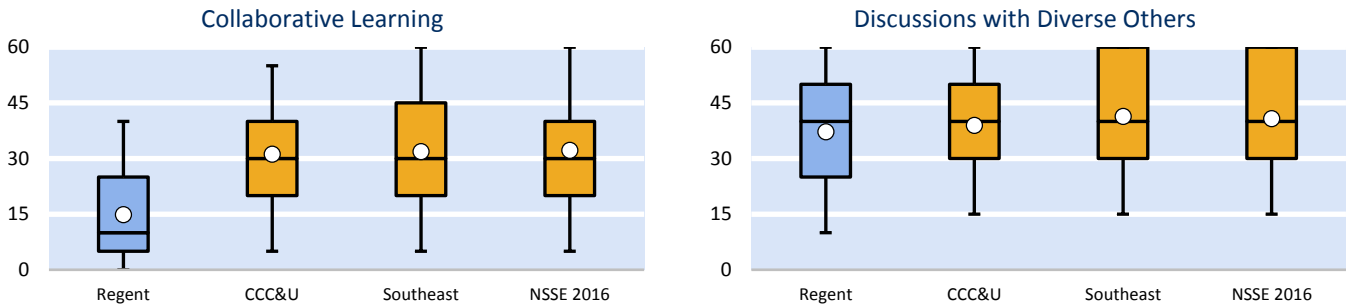
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Regent Mean	Your seniors compared with					
		CCC&U		Southeast		NSSE 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	14.9	31.2 ***	-1.12	31.9 ***	-1.07	32.3 ***	-1.15
Discussions with Diverse Others	37.2	39.0	-.12	41.3 ***	-.25	40.8 ***	-.22

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

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Collaborative Learning	Regent	Percentage point difference ^a between your seniors and		
		CCC&U	Southeast	NSSE 2016
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1e. Asked another student to help you understand course material	10	-30	-32	-33
1f. Explained course material to one or more students	20	-37	-38	-38
1g. Prepared for exams by discussing or working through course material with other students	13	-31	-34	-33
1h. Worked with other students on course projects or assignments	24	-36	-37	-39
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	72	-1	-1	+1
8b. People from an economic background other than your own	71	-3	-4	-2
8c. People with religious beliefs other than your own	46	-2	-21	-22
8d. People with political views other than your own	58	-8	-13	-11

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Experiences with Faculty: First-year students

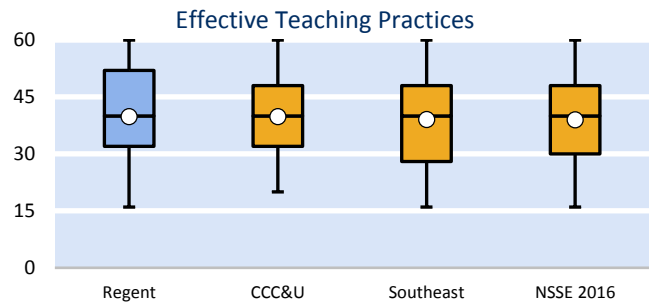
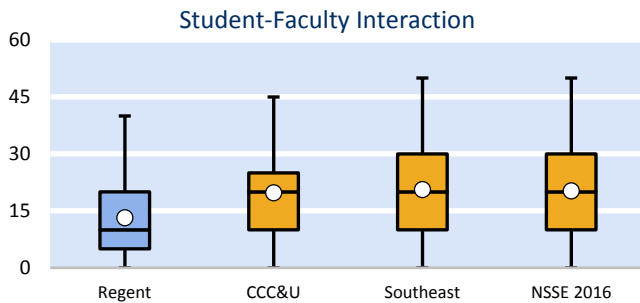
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	Regent Mean	Your first-year students compared with					
		CCC&U Mean	CCC&U Effect size	Southeast Mean	Southeast Effect size	NSSE 2016 Mean	NSSE 2016 Effect size
Student-Faculty Interaction	13.1	19.8 ***	-.48	20.6 ***	-.50	20.3 ***	-.49
Effective Teaching Practices	39.8	39.8	.00	39.1	.05	38.9	.06

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Student-Faculty Interaction	Regent	Percentage point difference ^a between your FY students and		
		CCC&U	Southeast	NSSE 2016
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	18	-13	-15	-15
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	9	-9	-11	-11
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	13	-10	-12	-11
3d. Discussed your academic performance with a faculty member	14	-11	-16	-14
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	77	-3	-0	-1
5b. Taught course sessions in an organized way	81	+0	+5	+4
5c. Used examples or illustrations to explain difficult points	69	-8	-5	-6
5d. Provided feedback on a draft or work in progress	66	+2	+2	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	61	-3	-1	+0

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Experiences with Faculty: Seniors

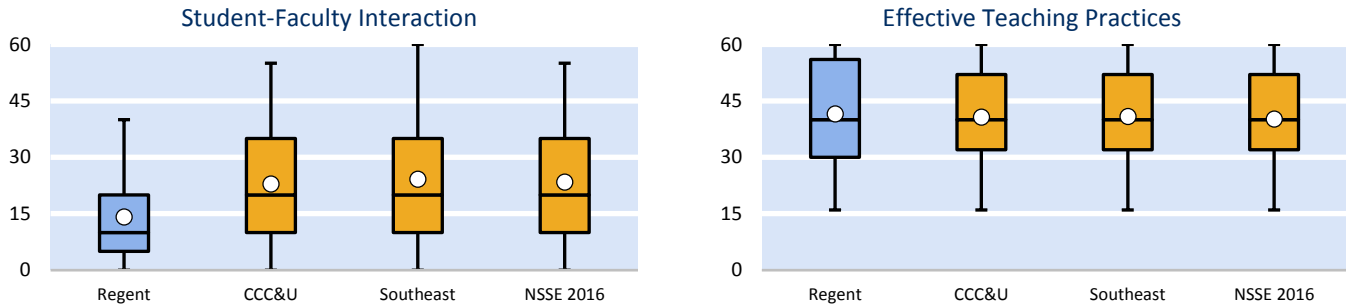
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Engagement Indicator	Regent Mean	Your seniors compared with					
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	Mean	Effect size	Mean	Effect size	Mean	Effect size	
Student-Faculty Interaction	14.1	22.9 ***	-.56	24.2 ***	-.61	23.4 ***	-.57
Effective Teaching Practices	41.5	40.6	.06	40.8	.05	40.1	.10

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

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Student-Faculty Interaction	Regent	Percentage point difference ^a between your seniors and		
		CCC&U	Southeast	NSSE 2016
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	19	-25	-25	-23
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	10	-14	-18	-17
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	15	-18	-20	-18
3d. Discussed your academic performance with a faculty member	18	-10	-17	-14
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	83	+1	+1	+2
5b. Taught course sessions in an organized way	86	+3	+7	+7
5c. Used examples or illustrations to explain difficult points	73	-5	-6	-5
5d. Provided feedback on a draft or work in progress	59	-3	-4	-2
5e. Provided prompt and detailed feedback on tests or completed assignments	71	+4	+4	+6

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

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

Campus Environment: First-year students

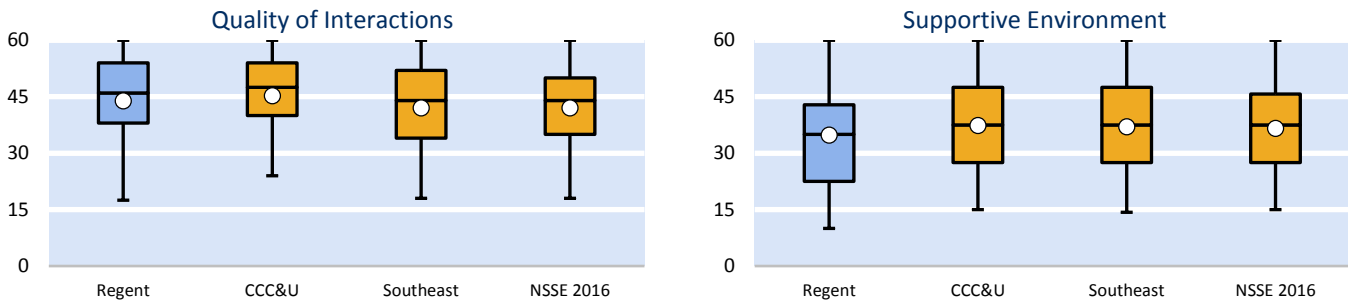
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Regent Mean	Your first-year students compared with					
		CCC&U Mean	Effect size	Southeast Mean	Effect size	NSSE 2016 Mean	Effect size
Quality of Interactions	43.9	45.3	-.12	42.0	.15	42.0	.15
Supportive Environment	34.8	37.4 *	-.19	37.0 *	-.16	36.6	-.13

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

Score Distributions



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

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Quality of Interactions	Regent %	Percentage point difference ^a between your FY students and		
		CCC&U	Southeast	NSSE 2016
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	64	-1	+10	+9
13b. Academic advisors	47	-10	-4	-4
13c. Faculty	58	-2	+7	+8
13d. Student services staff (career services, student activities, housing, etc.)	47	-7	+1	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	52	-1	+8	+9
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	78	-2	+2	+2
14c. Using learning support services (tutoring services, writing center, etc.)	75	-3	-3	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	-5	-1	-1
14e. Providing opportunities to be involved socially	65	-8	-6	-6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	+0	+2	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	-5	-4	-5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	51	-17	-18	-16
14i. Attending events that address important social, economic, or political issues	49	-1	-3	-2

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

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

Campus Environment: Seniors

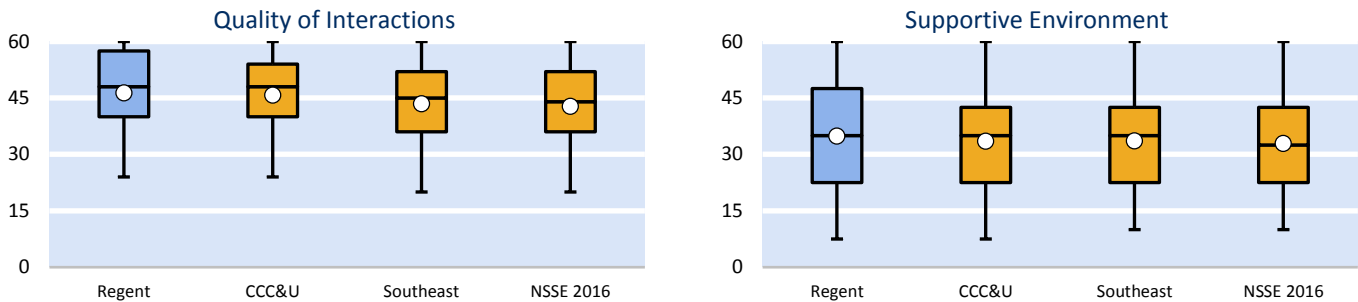
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Regent Mean	Your seniors compared with					
		CCC&U Mean	Effect size	Southeast Mean	Effect size	NSSE 2016 Mean	Effect size
Quality of Interactions	46.4	45.7	.06	43.5 ***	.24	42.8 ***	.30
Supportive Environment	34.9	33.6	.09	33.7	.09	32.9	.14

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

Score Distributions



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

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Quality of Interactions	Regent %	Percentage point difference ^a between your seniors and		
		CCC&U	Southeast	NSSE 2016
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	65	-5	+3	+4
13b. Academic advisors	58	-3	+2	+5
13c. Faculty	69	-1	+8	+10
13d. Student services staff (career services, student activities, housing, etc.)	60	+11	+15	+17
13e. Other administrative staff and offices (registrar, financial aid, etc.)	64	+13	+19	+22
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	74	-2	+1	+3
14c. Using learning support services (tutoring services, writing center, etc.)	71	+1	+2	+4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	-1	+4	+4
14e. Providing opportunities to be involved socially	63	-5	-4	-3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	-0	+2	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	+2	+5	+6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	52	-0	-7	-4
14i. Attending events that address important social, economic, or political issues	56	+15	+10	+11

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

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

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 2015 and 2016 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2015 and 2016 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

Theme	Engagement Indicator	Regent Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.2	40.5	-.03	✓	42.7 *	-.18	
	Reflective and Integrative Learning	37.1	37.4	-.03	✓	39.5 **	-.19	
	Learning Strategies	41.4	41.2	.02	✓	43.7 *	-.16	
	Quantitative Reasoning	21.5	29.4 ***	-.49		31.3 ***	-.61	
<i>Learning with Peers</i>	Collaborative Learning	16.9	35.2 ***	-1.33		37.3 ***	-1.50	
	Discussions with Diverse Others	36.7	42.7 ***	-.39		44.3 ***	-.50	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	13.1	23.8 ***	-.71		26.9 ***	-.86	
	Effective Teaching Practices	39.8	41.6	-.13		43.8 ***	-.30	
<i>Campus Environment</i>	Quality of Interactions	43.9	44.1	-.02	✓	45.9 *	-.16	
	Supportive Environment	34.8	39.2 ***	-.33		40.9 ***	-.46	

Seniors

Theme	Engagement Indicator	Regent Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	43.6	43.1	.03	✓	44.7	-.08	✓
	Reflective and Integrative Learning	42.0	41.0	.08	✓	42.9	-.07	✓
	Learning Strategies	43.4	42.2	.08	✓	44.5	-.08	✓
	Quantitative Reasoning	25.0	31.8 ***	-.40		33.2 ***	-.49	
<i>Learning with Peers</i>	Collaborative Learning	14.9	35.8 ***	-1.50		37.9 ***	-1.68	
	Discussions with Diverse Others	37.2	43.3 ***	-.38		45.1 ***	-.50	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	14.1	29.6 ***	-.96		33.0 ***	-1.17	
	Effective Teaching Practices	41.5	42.7	-.09	✓	44.5 ***	-.23	
<i>Campus Environment</i>	Quality of Interactions	46.4	45.3	.09	✓	46.9	-.04	✓
	Supportive Environment	34.9	35.7	-.06	✓	38.1 **	-.23	

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 2015 and 2016 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 = 188)	40.2	14.4	1.05	15	35	40	50	60				
CCC&U	37.8	13.2	.25	20	30	40	45	60	3,026	2.4	.018	.179
Southeast	38.2	13.7	.07	15	30	40	50	60	41,295	2.0	.049	.144
NSSE 2016	38.1	13.5	.04	15	30	40	45	60	147,758	2.1	.037	.152
Top 50%	40.5	13.6	.04	20	30	40	50	60	118,116	-.3	.727	-.026
Top 10%	42.7	13.7	.09	20	35	40	55	60	25,333	-2.5	.013	-.183
Reflective & Integrative Learning												
Regent (N = 195)	37.1	12.4	.89	17	29	37	46	60				
CCC&U	36.3	11.7	.21	20	29	37	43	57	3,176	.7	.409	.061
Southeast	34.9	12.5	.06	17	26	34	43	57	43,380	2.1	.018	.170
NSSE 2016	35.1	12.4	.03	17	26	34	43	57	154,577	1.9	.028	.157
Top 50%	37.4	12.5	.04	17	29	37	46	60	124,172	-.3	.712	-.026
Top 10%	39.5	12.8	.08	20	31	40	49	60	23,819	-2.5	.007	-.193
Learning Strategies												
Regent (N = 177)	41.4	14.5	1.09	13	33	40	53	60				
CCC&U	37.7	13.8	.27	13	27	40	47	60	2,800	3.7	.001	.268
Southeast	39.4	14.0	.07	20	27	40	53	60	36,871	2.0	.057	.144
NSSE 2016	38.5	14.0	.04	20	27	40	47	60	133,386	2.9	.007	.205
Top 50%	41.2	14.1	.04	20	33	40	53	60	103,676	.2	.820	.017
Top 10%	43.7	14.3	.09	20	33	47	60	60	26,811	-2.3	.029	-.164
Quantitative Reasoning												
Regent (N = 190)	21.5	16.8	1.22	0	7	20	33	53				
CCC&U	25.2	15.5	.29	0	13	20	33	53	3,085	-3.7	.002	-.236
Southeast	27.8	15.9	.08	0	20	27	40	60	41,437	-6.3	.000	-.397
NSSE 2016	27.8	15.7	.04	0	20	27	40	60	148,749	-6.3	.000	-.402
Top 50%	29.4	16.1	.04	0	20	27	40	60	147,131	-8.0	.000	-.494
Top 10%	31.3	16.2	.09	0	20	33	40	60	35,067	-9.8	.000	-.605
Learning with Peers												
Collaborative Learning												
Regent (N = 199)	16.9	15.0	1.06	0	5	15	25	45				
CCC&U	32.7	14.0	.25	10	20	30	40	60	3,258	-15.9	.000	-1.126
Southeast	32.1	14.9	.07	5	20	30	40	60	45,137	-15.2	.000	-1.022
NSSE 2016	32.3	14.5	.04	10	20	30	40	60	160,219	-15.4	.000	-1.068
Top 50%	35.2	13.8	.04	15	25	35	45	60	198	-18.4	.000	-1.333
Top 10%	37.3	13.6	.08	15	25	40	45	60	200	-20.4	.000	-1.503
Discussions with Diverse Others												
Regent (N = 181)	36.7	16.6	1.23	5	25	40	50	60				
CCC&U	37.6	14.5	.28	15	25	40	50	60	199	-.9	.468	-.063
Southeast	40.5	15.9	.08	15	30	40	55	60	37,372	-3.8	.002	-.237
NSSE 2016	39.8	15.8	.04	15	30	40	55	60	135,117	-3.1	.009	-.195
Top 50%	42.7	15.2	.04	20	35	40	60	60	121,293	-5.9	.000	-.390
Top 10%	44.3	15.1	.08	20	35	45	60	60	37,559	-7.6	.000	-.503

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 = 195)	13.1	13.1	.94	0	5	10	20	40				
CCC&U	19.8	13.7	.25	0	10	20	25	45	3,101	-6.6	.000	-.484
Southeast	20.6	14.8	.07	0	10	20	30	50	196	-7.5	.000	-.504
NSSE 2016	20.3	14.6	.04	0	10	20	30	50	195	-7.1	.000	-.490
Top 50%	23.8	15.0	.05	0	15	20	35	55	195	-10.7	.000	-.711
Top 10%	26.9	16.0	.14	5	15	25	40	60	202	-13.8	.000	-.861
Effective Teaching Practices												
Regent (N = 193)	39.8	14.6	1.05	16	32	40	52	60				
CCC&U	39.8	12.9	.24	20	32	40	48	60	212	.0	.970	-.003
Southeast	39.1	13.6	.07	16	28	40	48	60	42,048	.7	.459	.053
NSSE 2016	38.9	13.2	.03	16	30	40	48	60	150,656	.9	.369	.065
Top 50%	41.6	13.4	.04	20	32	40	52	60	104,674	-1.8	.069	-.131
Top 10%	43.8	13.5	.09	20	36	44	56	60	21,997	-4.0	.000	-.296
Campus Environment												
Quality of Interactions												
Regent (N = 158)	43.9	13.6	1.09	18	38	46	54	60				
CCC&U	45.3	11.4	.23	24	40	48	54	60	170	-1.4	.220	-.119
Southeast	42.0	12.6	.07	18	34	44	52	60	35,378	1.9	.066	.147
NSSE 2016	42.0	12.3	.03	18	35	44	50	60	127,632	1.8	.059	.151
Top 50%	44.1	11.8	.04	22	38	46	52	60	157	-.2	.859	-.016
Top 10%	45.9	12.1	.09	22	40	48	56	60	18,831	-2.0	.040	-.164
Supportive Environment												
Regent (N = 165)	34.8	14.5	1.13	10	23	35	43	60				
CCC&U	37.4	13.6	.27	15	28	38	48	60	2,675	-2.5	.021	-.186
Southeast	37.0	14.0	.08	14	28	38	48	60	34,007	-2.2	.043	-.158
NSSE 2016	36.6	13.8	.04	15	28	38	46	60	124,474	-1.8	.087	-.133
Top 50%	39.2	13.3	.04	18	30	40	50	60	100,721	-4.4	.000	-.327
Top 10%	40.9	13.3	.08	20	33	40	53	60	25,207	-6.0	.000	-.455

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.

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 = 263)	43.6	14.3	.88	20	35	45	60	60				
CCC&U	42.0	13.3	.23	20	35	40	55	60	299	1.6	.073	.123
Southeast	40.9	14.1	.07	20	30	40	55	60	46,179	2.7	.002	.190
NSSE 2016	40.5	14.0	.03	20	30	40	50	60	181,019	3.1	.000	.224
Top 50%	43.1	13.8	.04	20	35	40	55	60	110,901	.5	.592	.033
Top 10%	44.7	13.7	.07	20	40	45	60	60	34,721	-1.1	.201	-.079
Reflective & Integrative Learning												
Regent (N = 265)	42.0	11.7	.72	20	34	43	51	60				
CCC&U	40.7	12.0	.21	20	31	40	51	60	3,669	1.3	.084	.110
Southeast	38.3	12.9	.06	17	29	37	49	60	48,037	3.8	.000	.291
NSSE 2016	38.3	12.9	.03	17	29	37	49	60	188,007	3.7	.000	.285
Top 50%	41.0	12.7	.04	20	31	40	51	60	115,980	1.1	.174	.084
Top 10%	42.9	12.5	.07	20	34	43	54	60	29,058	-.9	.268	-.068
Learning Strategies												
Regent (N = 256)	43.4	15.1	.94	20	33	47	60	60				
CCC&U	39.3	14.5	.26	13	27	40	53	60	295	4.1	.000	.280
Southeast	41.0	14.6	.07	20	33	40	53	60	42,781	2.4	.008	.166
NSSE 2016	39.5	14.7	.04	13	27	40	53	60	167,965	3.9	.000	.263
Top 50%	42.2	14.5	.04	20	33	40	60	60	134,604	1.1	.205	.079
Top 10%	44.5	14.2	.07	20	33	47	60	60	36,267	-1.1	.224	-.076
Quantitative Reasoning												
Regent (N = 261)	25.0	18.2	1.12	0	13	20	40	60				
CCC&U	28.6	16.4	.28	0	20	27	40	60	294	-3.6	.002	-.220
Southeast	30.2	16.9	.08	0	20	27	40	60	46,691	-5.2	.000	-.311
NSSE 2016	30.2	16.7	.04	0	20	27	40	60	183,042	-5.2	.000	-.310
Top 50%	31.8	16.9	.04	0	20	33	40	60	174,873	-6.8	.000	-.402
Top 10%	33.2	16.8	.08	0	20	33	47	60	48,378	-8.2	.000	-.491
Learning with Peers												
Collaborative Learning												
Regent (N = 265)	14.9	13.1	.81	0	5	10	25	40				
CCC&U	31.2	14.7	.25	5	20	30	40	55	318	-16.3	.000	-1.116
Southeast	31.9	15.8	.07	5	20	30	45	60	268	-17.0	.000	-1.075
NSSE 2016	32.3	15.1	.03	5	20	30	40	60	265	-17.4	.000	-1.148
Top 50%	35.8	13.9	.04	15	25	35	45	60	148,761	-20.9	.000	-1.502
Top 10%	37.9	13.7	.08	15	30	40	50	60	33,424	-23.0	.000	-1.680
Discussions with Diverse Others												
Regent (N = 253)	37.2	16.0	1.01	10	25	40	50	60				
CCC&U	39.0	14.8	.26	15	30	40	50	60	287	-1.7	.094	-.117
Southeast	41.3	16.1	.08	15	30	40	60	60	43,123	-4.1	.000	-.255
NSSE 2016	40.8	16.1	.04	15	30	40	60	60	169,378	-3.6	.000	-.221
Top 50%	43.3	15.9	.04	15	35	45	60	60	164,466	-6.1	.000	-.382
Top 10%	45.1	15.8	.07	20	35	50	60	60	47,956	-7.9	.000	-.497

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 = 263)	14.1	14.1	.87	0	5	10	20	40				
CCC&U	22.9	15.8	.27	0	10	20	35	55	317	-8.8	.000	-.559
Southeast	24.2	16.7	.08	0	10	20	35	60	266	-10.1	.000	-.606
NSSE 2016	23.4	16.2	.04	0	10	20	35	55	263	-9.3	.000	-.570
Top 50%	29.6	16.1	.06	5	20	30	40	60	265	-15.5	.000	-.958
Top 10%	33.0	16.3	.16	5	20	30	45	60	279	-18.9	.000	-1.166
Effective Teaching Practices												
Regent (N = 265)	41.5	14.4	.89	16	30	40	56	60				
CCC&U	40.6	13.5	.23	16	32	40	52	60	302	.9	.350	.063
Southeast	40.8	14.0	.06	16	32	40	52	60	47,146	.6	.461	.045
NSSE 2016	40.1	13.8	.03	16	32	40	52	60	184,847	1.4	.107	.099
Top 50%	42.7	13.7	.04	20	32	44	56	60	100,292	-1.3	.136	-.092
Top 10%	44.5	13.4	.09	20	36	44	56	60	269	-3.0	.001	-.227
Campus Environment												
Quality of Interactions												
Regent (N = 232)	46.4	12.1	.79	24	40	48	58	60				
CCC&U	45.7	11.1	.20	24	40	48	54	60	262	.6	.430	.058
Southeast	43.5	12.0	.06	20	36	45	52	60	40,663	2.9	.000	.241
NSSE 2016	42.8	12.0	.03	20	36	44	52	60	159,893	3.6	.000	.302
Top 50%	45.3	11.5	.04	24	40	48	54	60	94,346	1.1	.159	.093
Top 10%	46.9	11.9	.07	24	40	50	56	60	29,899	-.5	.526	-.042
Supportive Environment												
Regent (N = 246)	34.9	15.9	1.01	8	23	35	48	60				
CCC&U	33.6	14.5	.26	8	23	35	43	60	279	1.4	.196	.093
Southeast	33.7	14.6	.07	10	23	35	43	60	248	1.3	.218	.086
NSSE 2016	32.9	14.4	.04	10	23	33	43	60	246	2.0	.052	.138
Top 50%	35.7	13.9	.04	13	25	35	45	60	246	-.8	.428	-.058
Top 10%	38.1	13.9	.10	15	28	40	48	60	250	-3.2	.002	-.228

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.