NSSE 2019
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 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 2018 and 2019 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, 2018). 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 and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

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

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

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment,* *13* (Summer/Fall), pp. 22-38.

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 2019
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 2019
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	--	--	--

NSSE 2019 Engagement Indicators

Academic Challenge

Regent University

## 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	CCC&U		Southeast		NSSE 2019	
				Your first-year students compared with			
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	41.1	38.4 **	.21	38.0 ***	.23	38.1 ***	.23
Reflective & Integrative Learning	36.3	36.5	-.02	35.1	.10	35.3	.08
Learning Strategies	42.6	37.8 ***	.35	38.5 ***	.30	38.3 ***	.31
Quantitative Reasoning	22.7	26.4 **	-.24	28.2 ***	-.36	28.1 ***	-.36

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

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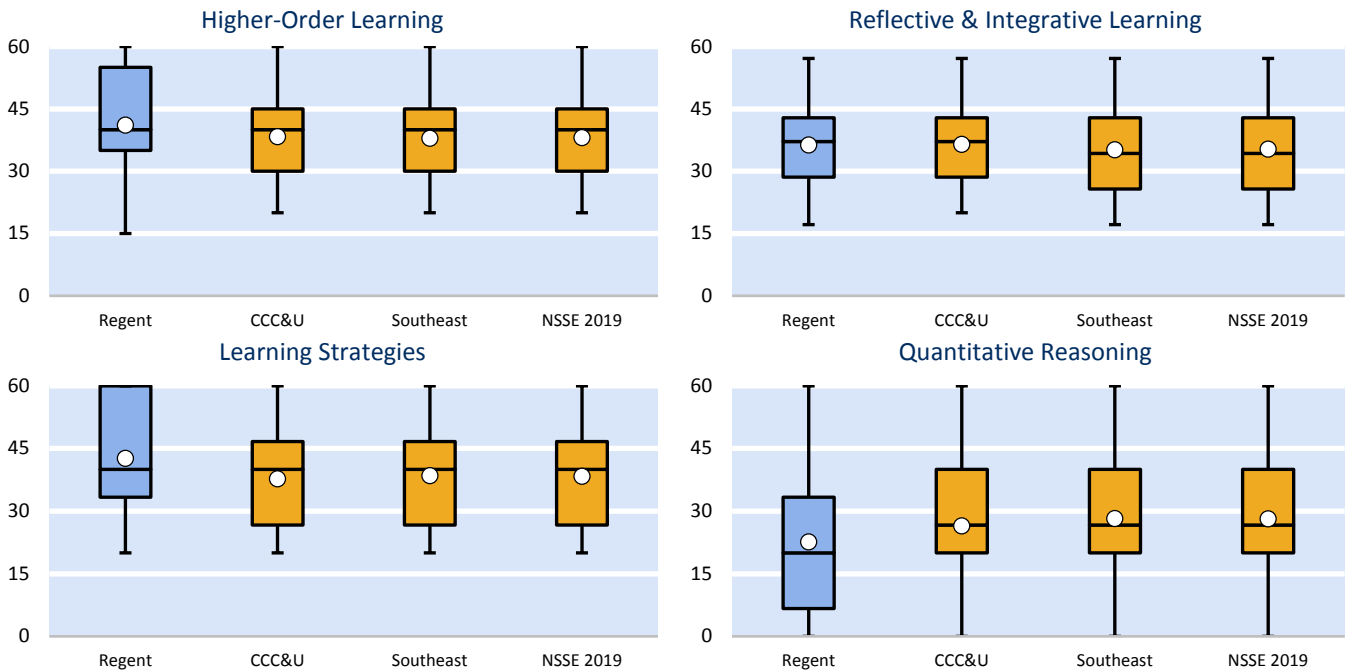
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Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

	Regent	Percentage point difference [a] between your FY students and		
Higher-Order Learning		CCC&U	Southeast	NSSE 2019
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	76	+6	+6	+5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	+5	+5	+4
4d. Evaluating a point of view, decision, or information source	80	+8	+10	+10
4e. Forming a new idea or understanding from various pieces of information	77	+6	+8	+8
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	32	-21	-19	-20
2b. Connected your learning to societal problems or issues	51	-2	+1	-0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	62	+5	+10	+10
2d. Examined the strengths and weaknesses of your own views on a topic or issue	76	+7	+12	+12
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	-0	+3	+3
2f. Learned something that changed the way you understand an issue or concept	75	+6	+9	+8
2g. Connected ideas from your courses to your prior experiences and knowledge	80	+1	+4	+2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	84	+8	+11	+10
9b. Reviewed your notes after class	73	+10	+6	+7
9c. Summarized what you learned in class or from course materials	76	+15	+11	+12
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	39	-10	-15	-14
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	32	-4	-9	-9
6c. Evaluated what others have concluded from numerical information	29	-7	-11	-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.

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 | | | Southeast | | NSSE 2019 | |
| | | CCC&U | | | | | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.4	41.4	.08	40.5 **	.14	40.1 ***	.17
Reflective & Integrative Learning	41.0	40.3	.06	38.3 ***	.21	38.1 ***	.23
Learning Strategies	43.2	38.1 ***	.36	39.6 ***	.25	38.6 ***	.31
Quantitative Reasoning	25.1	28.8 ***	-.23	30.1 ***	-.31	30.1 ***	-.31

Your seniors compared with

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

Score Distributions
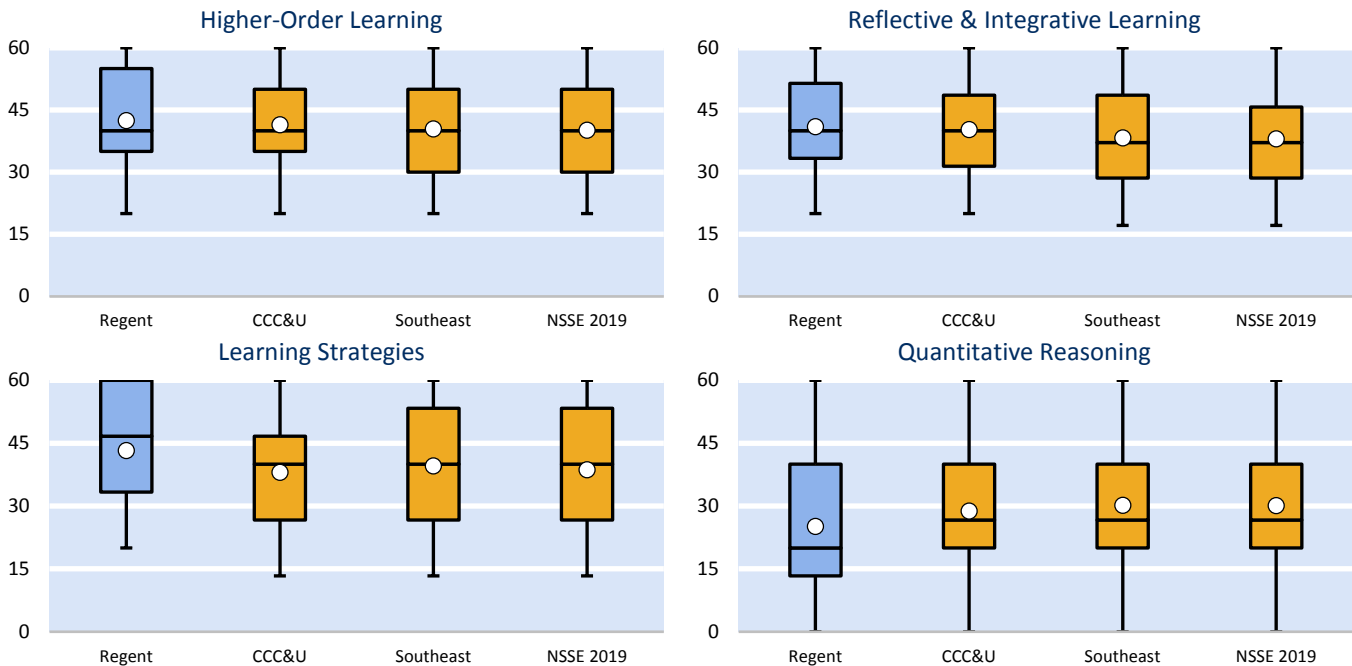
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Academic Challenge: Seniors (continued)

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. Dark red 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		
Higher-Order Learning		CCC&U	Southeast	NSSE 2019
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	77	-3	-1	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+1	+3	+3
4d. Evaluating a point of view, decision, or information source	83	+7	+11	+12
4e. Forming a new idea or understanding from various pieces of information	77	+1	+4	+4
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	61	-9	-7	-7
2b. Connected your learning to societal problems or issues	68	+0	+7	+7
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	70	+6	+16	+17
2d. Examined the strengths and weaknesses of your own views on a topic or issue	79	+7	+12	+13
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	80	+2	+6	+7
2f. Learned something that changed the way you understand an issue or concept	77	+1	+5	+5
2g. Connected ideas from your courses to your prior experiences and knowledge	89	+2	+5	+5
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	87	+6	+9	+9
9b. Reviewed your notes after class	70	+14	+4	+8
9c. Summarized what you learned in class or from course materials	75	+12	+9	+11
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	44	-8	-12	-11
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35	-7	-11	-11
6c. Evaluated what others have concluded from numerical information	32	-9	-13	-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.

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 2019	
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Collaborative Learning	12.3	33.5 ***	-1.48	33.6 ***	-1.48	32.5 ***	-1.35
Discussions with Diverse Others	33.9	38.4 ***	-.32	39.8 ***	-.37	39.4 ***	-.35

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		Percentage point difference [a] between your FY students and		
Collaborative Learning	Regent	CCC&U	Southeast	NSSE 2019
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	15	-40	-41	-39
1f. Explained course material to one or more students	20	-39	-41	-39
1g. Prepared for exams by discussing or working through course material with other students	16	-38	-36	-34
1h. Worked with other students on course projects or assignments	16	-42	-40	-38
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	65	-9	-6	-5
8b. People from an economic background other than your own	60	-15	-12	-11
8c. People with religious beliefs other than your own	42	-4	-23	-24
8d. People with political views other than your own	50	-15	-16	-15

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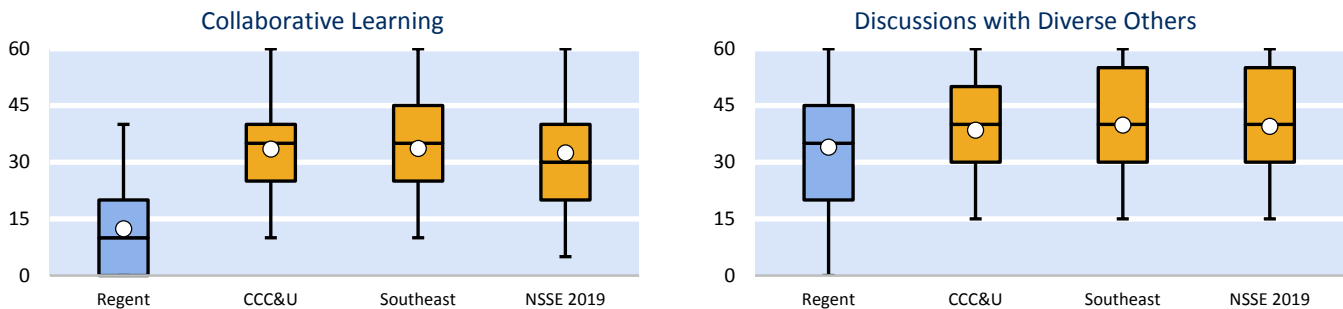
Learning with Peers: Seniors

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Mean Comparisons

	Regent						
		Your seniors compared with					
		CCC&U		Southeast		NSSE 2019	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	15.2	32.7 ***	-1.16	32.2 ***	-1.06	31.5 ***	-1.02
Discussions with Diverse Others	37.9	38.7	-.05	40.8 ***	-.18	40.0 **	-.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).

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	Regent	Percentage point difference [a] between your seniors and		
Collaborative Learning		CCC&U	Southeast	NSSE 2019
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	9	-35	-35	-33
1f. Explained course material to one or more students	22	-37	-36	-35
1g. Prepared for exams by discussing or working through course material with other students	12	-37	-36	-34
1h. Worked with other students on course projects or assignments	23	-40	-39	-38
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	76	+2	+2	+5
8b. People from an economic background other than your own	72	-2	-2	-0
8c. People with religious beliefs other than your own	44	-2	-22	-22
8d. People with political views other than your own	63	-6	-5	-3

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NSSE 2019 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 2019 | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	12.6	22.5 ***	-.70	22.9 ***	-.69	22.0 ***	-.64
Effective Teaching Practices	40.4	39.9	.04	38.4	.15	38.5	.14

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| Student-Faculty Interaction | Regent | Percentage point difference [a] between your FY students and | | |
		CCC&U	Southeast	NSSE 2019
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	17	-24	-25	-23
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	5	-18	-19	-17
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	13	-15	-16	-14
3d. Discussed your academic performance with a faculty member	14	-15	-20	-18
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	77	-4	+1	-0
5b. Taught course sessions in an organized way	77	-3	+4	+3
5c. Used examples or illustrations to explain difficult points	64	-15	-10	-10
5d. Provided feedback on a draft or work in progress	69	+4	+5	+6
5e. Provided prompt and detailed feedback on tests or completed assignments	68	+5	+9	+9

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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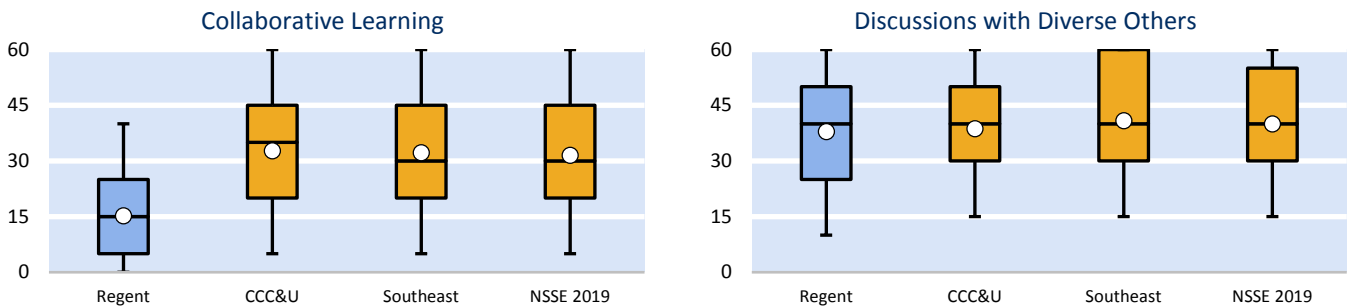
NSSE 2019 Engagement Indicators

Experiences with Faculty
Regent University
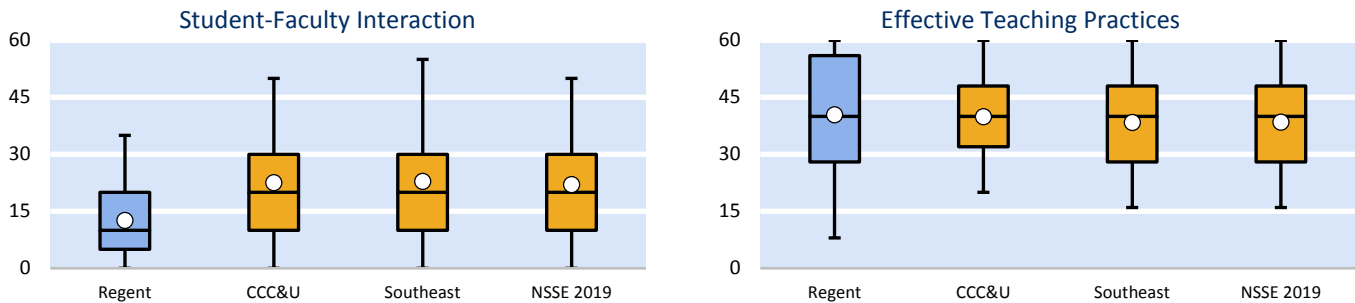
Experiences with Faculty: Seniors

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 | Your seniors compared with | | | | | |
| | | CCC&U | | Southeast | | NSSE 2019 | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	13.7	26.7 ***	-.85	24.6 ***	-.65	24.1 ***	-.65
Effective Teaching Practices	41.1	41.3	-.01	40.2	.06	39.7 *	.10

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

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| Student-Faculty Interaction | Regent | Percentage point difference [a] between your seniors and | | |
		CCC&U	Southeast	NSSE 2019
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	20	-33	-25	-24
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	8	-24	-22	-20
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	13	-25	-20	-19
3d. Discussed your academic performance with a faculty member	18	-17	-18	-17

Effective Teaching Practices	Regent	CCC&U	Southeast	NSSE 2019
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	81	-2	-0	+0
5b. Taught course sessions in an organized way	84	+3	+7	+7
5c. Used examples or illustrations to explain difficult points	73	-8	-4	-4
5d. Provided feedback on a draft or work in progress	63	-1	+1	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	69	+0	+4	+5

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

	Regent						
			Your first-year students compared with				
		CCC&U		Southeast		NSSE 2019	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	47.1	45.5	.13	43.1 ***	.33	43.2 ***	.33
Supportive Environment	32.8	38.0 ***	-.39	37.2 ***	-.32	36.2 **	-.25

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. Dark red 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 | | |
Quality of Interactions		CCC&U	Southeast	NSSE 2019
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	63	+2	+12	+12
13b. Academic advisors	62	+4	+8	+8
13c. Faculty	66	+2	+14	+13
13d. Student services staff (career services, student activities, housing, etc.)	61	+7	+13	+14
13e. Other administrative staff and offices (registrar, financial aid, etc.)	67	+13	+20	+20
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	75	-5	-1	-1
14c. Using learning support services (tutoring services, writing center, etc.)	76	-2	-2	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	-9	-5	-5
14e. Providing opportunities to be involved socially	59	-18	-15	-13
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	-11	-8	-6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	50	+6	+6	+8
14h. Attending campus activities and events (performing arts, athletic events, etc.)	40	-31	-29	-24
14i. Attending events that address important social, economic, or political issues	32	-17	-18	-15

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.
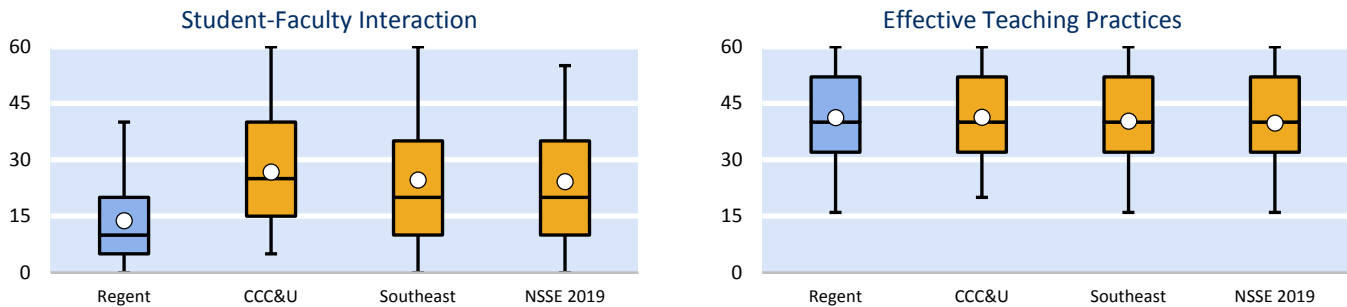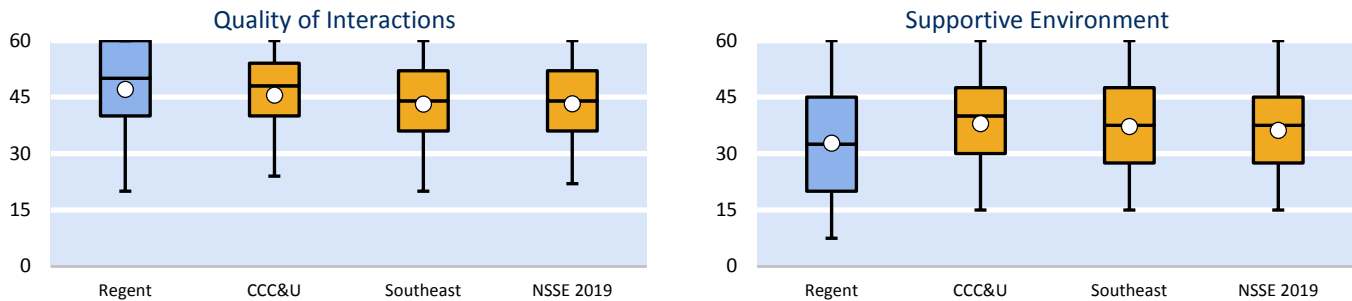
Campus Environment: Seniors

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

| | Regent | | *Your seniors compared with* | | | |
| | | CCC&U | | Southeast | | NSSE 2019 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	46.7	45.6	.10	43.6 ***	.26	43.3 ***	.28
Supportive Environment	33.8	35.2	-.11	33.8	.00	32.4	.10

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

Score Distributions

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

Performance on Indicator Items

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

| | Regent | *Percentage point difference[a] between your seniors and* | | |
Quality of Interactions		CCC&U	Southeast	NSSE 2019
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	67	+3	+9	+10
13b. Academic advisors	58	-6	+3	+3
13c. Faculty	73	+3	+13	+14
13d. Student services staff (career services, student activities, housing, etc.)	59	+11	+12	+13
13e. Other administrative staff and offices (registrar, financial aid, etc.)	66	+16	+19	+20
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	79	+1	+6	+7
14c. Using learning support services (tutoring services, writing center, etc.)	74	+4	+4	+6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	-1	+3	+5
14e. Providing opportunities to be involved socially	63	-10	-4	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	-5	+0	+4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	+5	+5	+7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	47	-15	-11	-5
14i. Attending events that address important social, economic, or political issues	39	-5	-5	-1

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

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

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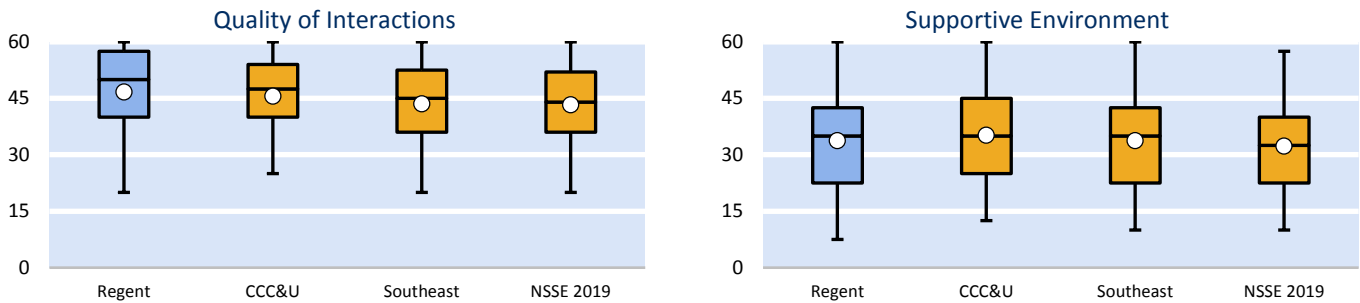
Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see **nsse.indiana.edu/links/PNP**), 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 2018 and 2019 NSSE institutions, and

(b) institutions with average scores placing them in the top 10% of all 2018 and 2019 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	41.1	39.3	.13	✓	41.0	.01	✓
	Reflective and Integrative Learning	36.3	36.8	-.04	✓	38.8 **	-.21	
	Learning Strategies	42.6	39.9 *	.20	✓	42.5	.01	✓
	Quantitative Reasoning	22.7	29.3 ***	-.43		30.8 ***	-.53	
Learning with Peers	Collaborative Learning	12.3	35.4 ***	-1.68		37.7 ***	-1.86	
	Discussions with Diverse Others	33.9	41.3 ***	-.50		43.2 ***	-.64	
Experiences with Faculty	Student-Faculty Interaction	12.6	24.9 ***	-.83		28.0 ***	-1.00	
	Effective Teaching Practices	40.4	40.6	-.02	✓	42.7 *	-.17	
Campus Environment	Quality of Interactions	47.1	44.9 *	.20	✓	47.1	.00	✓
	Supportive Environment	32.8	38.1 ***	-.40		40.1 ***	-.55	

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	42.4	41.8	.05	✓	43.0	-.05	✓
	Reflective and Integrative Learning	41.0	39.9	.09	✓	41.6	-.05	✓
	Learning Strategies	43.2	40.8 ***	.17	✓	42.6	.04	✓
	Quantitative Reasoning	25.1	31.3 ***	-.39		32.7 ***	-.48	
Learning with Peers	Collaborative Learning	15.2	36.1 ***	-1.49		38.6 ***	-1.73	
	Discussions with Diverse Others	37.9	42.0 ***	-.26		43.5 ***	-.36	
Experiences with Faculty	Student-Faculty Interaction	13.7	29.9 ***	-1.02		33.9 ***	-1.29	
	Effective Teaching Practices	41.1	41.8	-.05	✓	43.5 ***	-.18	
Campus Environment	Quality of Interactions	46.7	45.1 *	.13	✓	47.4	-.06	✓
	Supportive Environment	33.8	34.8	-.07	✓	37.0 ***	-.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 2018 and 2019 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

NSSE 2019 Engagement Indicators

Detailed Statistics[a]
Regent University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
Regent (N = 206)	41.1	14.6	1.02	15	35	40	55	60				
CCC&U	38.4	12.8	.24	20	30	40	45	60	3,057	2.7	.004	.209
Southeast	38.0	13.4	.07	20	30	40	45	60	32,460	3.1	.001	.232
NSSE 2019	38.1	13.1	.04	20	30	40	45	60	95,585	3.0	.001	.230
Top 50%	39.3	13.0	.04	20	30	40	50	60	86,993	1.7	.055	.134
Top 10%	41.0	13.0	.09	20	35	40	50	60	22,441	.1	.938	.005
Reflective & Integrative Learning												
Regent (N = 216)	36.3	12.1	.82	17	29	37	43	57				
CCC&U	36.5	11.4	.21	20	29	37	43	57	3,229	-.2	.812	-.017
Southeast	35.1	12.0	.06	17	26	34	43	57	35,096	1.2	.159	.096
NSSE 2019	35.3	11.9	.04	17	26	34	43	57	102,342	.9	.241	.080
Top 50%	36.8	11.8	.04	17	29	37	46	57	87,603	-.5	.541	-.042
Top 10%	38.8	11.8	.09	20	31	40	46	60	18,356	-2.5	.002	-.209
Learning Strategies												
Regent (N = 200)	42.6	15.1	1.07	20	33	40	60	60				
CCC&U	37.8	13.6	.26	20	27	40	47	60	224	4.8	.000	.354
Southeast	38.5	13.8	.08	20	27	40	47	60	202	4.1	.000	.297
NSSE 2019	38.3	13.7	.05	20	27	40	47	60	200	4.3	.000	.313
Top 50%	39.9	13.7	.05	20	33	40	53	60	200	2.8	.011	.201
Top 10%	42.5	14.0	.11	20	33	40	53	60	17,452	.2	.868	.012
Quantitative Reasoning												
Regent (N = 203)	22.7	17.5	1.23	0	7	20	33	60				
CCC&U	26.4	15.3	.29	0	20	27	40	60	225	-3.8	.003	-.244
Southeast	28.2	15.5	.09	0	20	27	40	60	204	-5.6	.000	-.360
NSSE 2019	28.1	15.3	.05	0	20	27	40	60	203	-5.5	.000	-.358
Top 50%	29.3	15.2	.05	7	20	27	40	60	203	-6.6	.000	-.434
Top 10%	30.8	15.2	.10	7	20	33	40	60	205	-8.1	.000	-.533
Learning with Peers												
Collaborative Learning												
Regent (N = 222)	12.3	14.4	.96	0	0	10	20	40				
CCC&U	33.5	14.2	.25	10	25	35	40	60	3,377	-21.1	.000	-1.484
Southeast	33.6	14.3	.07	10	25	35	45	60	37,665	-21.3	.000	-1.483
NSSE 2019	32.5	14.9	.05	5	20	30	40	60	108,491	-20.1	.000	-1.348
Top 50%	35.4	13.7	.04	15	25	35	45	60	95,263	-23.1	.000	-1.683
Top 10%	37.7	13.6	.10	15	30	40	50	60	20,665	-25.3	.000	-1.856
Discussions with Diverse Others												
Regent (N = 199)	33.9	17.5	1.24	0	20	35	45	60				
CCC&U	38.4	14.0	.27	15	30	40	50	60	216	-4.5	.001	-.316
Southeast	39.8	15.7	.09	15	30	40	55	60	200	-5.9	.000	-.374
NSSE 2019	39.4	15.6	.05	15	30	40	55	60	198	-5.5	.000	-.354
Top 50%	41.3	14.9	.05	20	30	40	55	60	198	-7.4	.000	-.495
Top 10%	43.2	14.4	.10	20	35	40	60	60	200	-9.3	.000	-.644

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[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 = 211)	12.6	12.3	.85	0	5	10	20	35				
CCC&U	22.5	14.4	.27	0	10	20	30	50	254	-9.9	.000	-.695
Southeast	22.9	15.0	.08	0	10	20	30	55	214	-10.3	.000	-.690
NSSE 2019	22.0	14.6	.05	0	10	20	30	50	212	-9.4	.000	-.644
Top 50%	24.9	14.8	.06	5	15	20	35	55	213	-12.3	.000	-.833
Top 10%	28.0	15.5	.16	5	15	25	40	60	226	-15.4	.000	-.997
Effective Teaching Practices												
Regent (N = 206)	40.4	16.8	1.17	8	28	40	56	60				
CCC&U	39.9	12.6	.24	20	32	40	48	60	222	.5	.700	.036
Southeast	38.4	13.4	.07	16	28	40	48	60	207	2.0	.088	.149
NSSE 2019	38.5	13.2	.04	16	28	40	48	60	206	1.9	.111	.142
Top 50%	40.6	13.2	.05	20	32	40	52	60	206	-.3	.824	-.020
Top 10%	42.7	14.0	.11	20	32	44	56	60	209	-2.3	.048	-.166
Campus Environment												
Quality of Interactions												
Regent (N = 168)	47.1	13.3	1.03	20	40	50	60	60				
CCC&U	45.5	11.5	.22	24	40	48	54	60	183	1.6	.139	.134
Southeast	43.1	12.1	.07	20	36	44	52	60	169	4.0	.000	.328
NSSE 2019	43.2	11.8	.04	22	36	44	52	60	167	3.9	.000	.326
Top 50%	44.9	11.4	.05	24	38	46	54	60	168	2.2	.030	.196
Top 10%	47.1	11.7	.10	24	40	50	58	60	170	.0	.982	.002
Supportive Environment												
Regent (N = 192)	32.8	16.0	1.15	8	20	33	45	60				
CCC&U	38.0	13.1	.25	15	30	40	48	60	210	-5.2	.000	-.388
Southeast	37.2	13.5	.08	15	28	38	48	60	193	-4.3	.000	-.322
NSSE 2019	36.2	13.4	.05	15	28	38	45	60	192	-3.4	.004	-.251
Top 50%	38.1	13.2	.05	18	30	40	48	60	192	-5.3	.000	-.402
Top 10%	40.1	13.2	.11	18	30	40	50	60	195	-7.2	.000	-.549

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 SE) 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]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
Regent (N = 451)	42.4	13.4	.63	20	35	40	55	60				
CCC&U	41.4	12.6	.19	20	35	40	50	60	535	1.0	.142	.076
Southeast	40.5	13.7	.05	20	30	40	50	60	72,726	1.9	.003	.142
NSSE 2019	40.1	13.5	.03	20	30	40	50	60	213,882	2.3	.000	.168
Top 50%	41.8	13.5	.04	20	35	40	55	60	147,628	.6	.316	.047
Top 10%	43.0	13.5	.07	20	35	40	55	60	40,691	-.6	.330	-.046
Reflective & Integrative Learning												
Regent (N = 472)	41.0	11.9	.55	20	33	40	51	60				
CCC&U	40.3	11.6	.17	20	31	40	49	60	5,066	.7	.201	.062
Southeast	38.3	12.6	.05	17	29	37	49	60	76,660	2.7	.000	.215
NSSE 2019	38.1	12.4	.03	17	29	37	46	60	224,589	2.9	.000	.234
Top 50%	39.9	12.2	.03	20	31	40	49	60	140,992	1.1	.052	.090
Top 10%	41.6	12.2	.07	20	34	40	51	60	27,536	-.6	.281	-.050
Learning Strategies												
Regent (N = 440)	43.2	14.1	.67	20	33	47	60	60				
CCC&U	38.1	14.4	.22	13	27	40	47	60	4,699	5.2	.000	.359
Southeast	39.6	14.5	.05	13	27	40	53	60	69,913	3.7	.000	.252
NSSE 2019	38.6	14.5	.03	13	27	40	53	60	206,113	4.6	.000	.314
Top 50%	40.8	14.4	.04	20	33	40	53	60	154,360	2.4	.000	.169
Top 10%	42.6	14.3	.06	20	33	40	60	60	49,219	.6	.365	.043
Quantitative Reasoning												
Regent (N = 449)	25.1	16.6	.78	0	13	20	40	60				
CCC&U	28.8	16.3	.25	0	20	27	40	60	4,764	-3.7	.000	-.225
Southeast	30.1	16.3	.06	0	20	27	40	60	70,720	-5.0	.000	-.310
NSSE 2019	30.1	16.1	.04	0	20	27	40	60	208,376	-5.0	.000	-.310
Top 50%	31.3	16.0	.04	7	20	33	40	60	190,332	-6.2	.000	-.388
Top 10%	32.7	15.8	.07	7	20	33	40	60	53,099	-7.7	.000	-.484
Learning with Peers												
Collaborative Learning												
Regent (N = 484)	15.2	13.1	.59	0	5	15	25	40				
CCC&U	32.7	15.3	.22	5	20	35	45	60	627	-17.5	.000	-1.161
Southeast	32.2	16.1	.06	5	20	30	45	60	492	-17.0	.000	-1.056
NSSE 2019	31.5	16.0	.03	5	20	30	45	60	486	-16.3	.000	-1.020
Top 50%	36.1	14.0	.03	15	25	35	45	60	486	-20.9	.000	-1.491
Top 10%	38.6	13.5	.08	15	30	40	50	60	26,703	-23.4	.000	-1.731
Discussions with Diverse Others												
Regent (N = 437)	37.9	15.1	.72	10	25	40	50	60				
CCC&U	38.7	14.2	.22	15	30	40	50	60	4,717	-.8	.284	-.054
Southeast	40.8	16.1	.06	15	30	40	60	60	442	-2.9	.000	-.178
NSSE 2019	40.0	16.1	.04	15	30	40	55	60	206,644	-2.1	.007	-.128
Top 50%	42.0	15.6	.04	15	30	40	60	60	188,759	-4.1	.000	-.262
Top 10%	43.5	15.4	.07	20	35	45	60	60	50,569	-5.6	.000	-.363

NSSE 2019 Engagement Indicators

Detailed Statistics[a]
Regent University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[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 = 462)	13.7	13.3	.62	0	5	10	20	40				
CCC&U	26.7	15.5	.23	5	15	25	40	60	599	-13.0	.000	-.847
Southeast	24.6	16.6	.06	0	10	20	35	60	470	-10.9	.000	-.653
NSSE 2019	24.1	16.1	.03	0	10	20	35	55	464	-10.4	.000	-.647
Top 50%	29.9	15.9	.06	5	20	30	40	60	469	-16.1	.000	-1.016
Top 10%	33.9	15.8	.15	10	20	35	45	60	514	-20.2	.000	-1.287
Effective Teaching Practices												
Regent (N = 459)	41.1	13.8	.64	16	32	40	52	60				
CCC&U	41.3	13.1	.20	20	32	40	52	60	4,856	-.2	.799	-.013
Southeast	40.2	14.0	.05	16	32	40	52	60	72,792	.9	.175	.064
NSSE 2019	39.7	13.7	.03	16	32	40	52	60	213,963	1.4	.031	.101
Top 50%	41.8	13.6	.04	20	32	40	52	60	123,279	-.7	.304	-.048
Top 10%	43.5	13.5	.07	20	36	44	56	60	34,103	-2.4	.000	-.179
Campus Environment												
Quality of Interactions												
Regent (N = 386)	46.7	12.3	.62	20	40	50	58	60				
CCC&U	45.6	11.1	.17	25	40	48	54	60	446	1.1	.095	.097
Southeast	43.6	12.3	.05	20	36	45	53	60	65,063	3.1	.000	.255
NSSE 2019	43.3	12.0	.03	20	36	44	52	60	191,195	3.4	.000	.279
Top 50%	45.1	11.8	.03	23	38	48	54	60	137,085	1.5	.010	.131
Top 10%	47.4	12.0	.06	24	40	50	58	60	44,750	-.7	.263	-.057
Supportive Environment												
Regent (N = 438)	33.8	15.1	.72	8	23	35	43	60				
CCC&U	35.2	13.3	.20	13	25	35	45	60	510	-1.4	.056	-.107
Southeast	33.8	14.4	.06	10	23	35	43	60	68,474	.0	.945	-.003
NSSE 2019	32.4	14.1	.03	10	23	33	40	58	439	1.4	.055	.098
Top 50%	34.8	13.9	.04	13	25	35	45	60	440	-1.0	.159	-.073
Top 10%	37.0	14.0	.09	13	28	38	48	60	450	-3.2	.000	-.229

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 SE) 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.