NSSE 2021
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 2020 and 2021 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. Your NSSE Tableau dashboards and Report Builder (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 Carnegie Class	Your first-year students compared with NSSE 2020 & 2021
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 Carnegie Class	Your seniors compared with NSSE 2020 & 2021
Academic Challenge	Higher-Order Learning	--	--	△
	Reflective & Integrative Learning	--	--	△
	Learning Strategies	▲	△	▲
	Quantitative Reasoning	▼	▼	▼
Learning with Peers	Collaborative Learning	▼	▼	▼
	Discussions with Diverse Others	▽	▽	▽
Experiences with Faculty	Student-Faculty Interaction	▼	▼	▼
	Effective Teaching Practices	--	--	△
Campus Environment	Quality of Interactions	--	△	△
	Supportive Environment	--	--	--

Academic Challenge: First-year students

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

Mean Comparisons

	Regent						
		Your first-year students compared with					
		CCC&U		**Carnegie Class**		**NSSE 2020 & 2021**	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	40.5	38.2 *	.18	38.4 *	.15	37.8 ***	.20
Reflective & Integrative Learning	36.7	36.3	.03	35.4	.10	34.9 *	.15
Learning Strategies	43.1	38.1 ***	.37	39.4 ***	.26	38.2 ***	.36
Quantitative Reasoning	22.7	26.9 ***	-.27	28.2 ***	-.34	28.4 ***	-.37

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
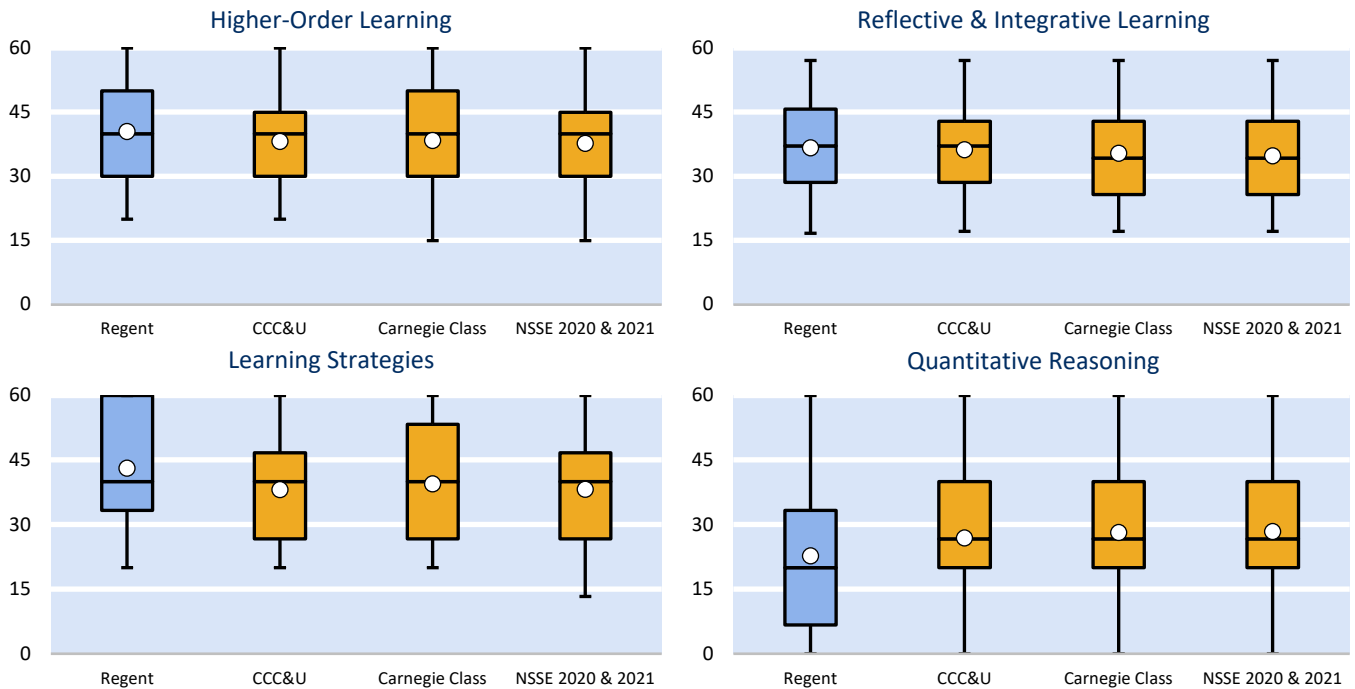
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Academic Challenge: First-year students (continued)

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**	**Carnegie Class**	**NSSE 2020 & 2021**
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	72	+2	+3	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	+3	+3	+4
4d. Evaluating a point of view, decision, or information source	77	+5	+5	+8
4e. Forming a new idea or understanding from various pieces of information	73	+1	+2	+3
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	36	-16	-12	-13
2b. Connected your learning to societal problems or issues	60	+5	+8	+9
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	61	+4	+8	+10
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	-2	+2	+4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	75	+1	+3	+5
2f. Learned something that changed the way you understand an issue or concept	70	+2	+4	+4
2g. Connected ideas from your courses to your prior experiences and knowledge	81	+1	+4	+4
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	85	+8	+9	+11
9b. Reviewed your notes after class	73	+10	+4	+7
9c. Summarized what you learned in class or from course materials	76	+13	+9	+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.)	37	-11	-14	-15
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	32	-6	-10	-10
6c. Evaluated what others have concluded from numerical information	25	-12	-14	-15

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.

NSSE
national survey of
student engagement

Academic Challenge: Seniors

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

Mean Comparisons

| | Regent | Your seniors compared with | | | | | |
| | | CCC&U | | Carnegie Class | | NSSE 2020 & 2021 | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	41.5	41.2	.02	41.0	.04	39.9 *	.11
Reflective & Integrative Learning	39.2	40.1	-.07	38.5	.06	37.8 *	.11
Learning Strategies	43.1	38.3 ***	.34	40.1 ***	.20	38.6 ***	.30
Quantitative Reasoning	24.5	29.5 ***	-.30	30.1 ***	-.33	30.4 ***	-.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).

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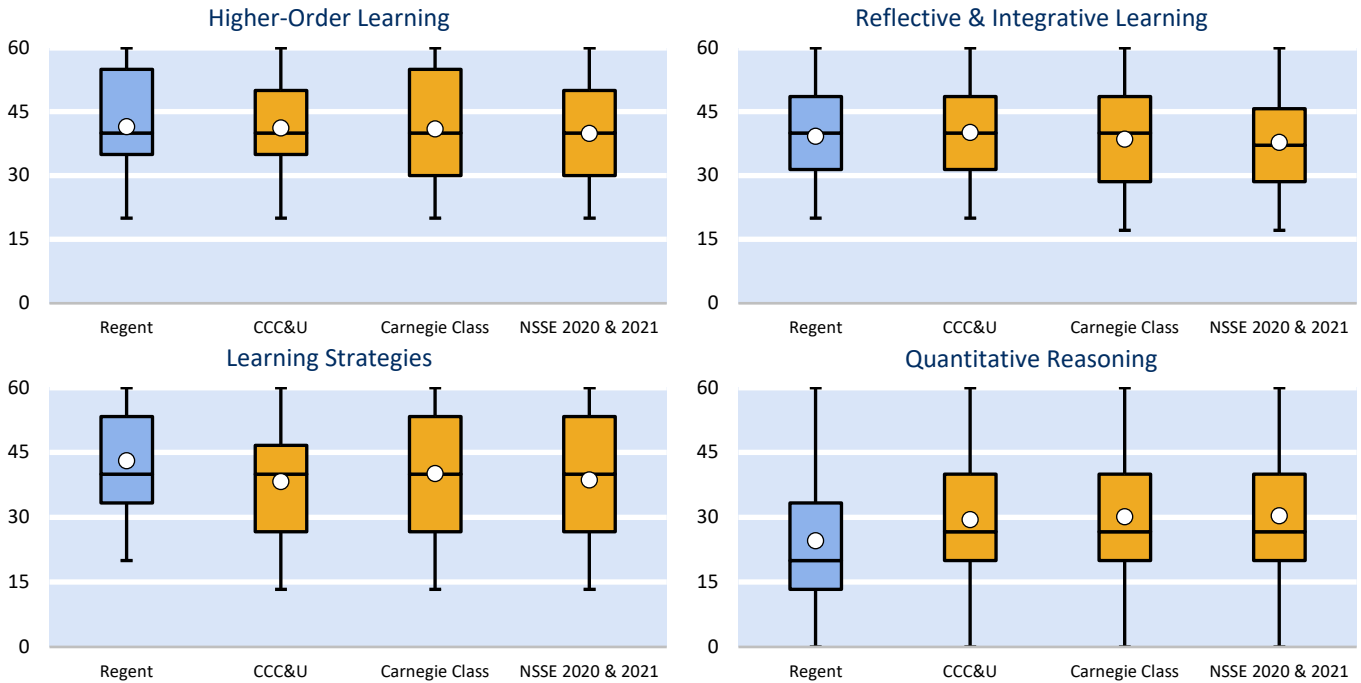
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Academic Challenge: Seniors (continued)

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	Carnegie Class	NSSE 2020 & 2021
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	-2	-1	+0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+0	+2	+3
4d. Evaluating a point of view, decision, or information source	82	+8	+7	+11
4e. Forming a new idea or understanding from various pieces of information	78	+3	+4	+6
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	52	-18	-13	-15
2b. Connected your learning to societal problems or issues	66	-1	+3	+6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	64	+1	+7	+11
2d. Examined the strengths and weaknesses of your own views on a topic or issue	76	+3	+8	+10
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76	-3	+1	+3
2f. Learned something that changed the way you understand an issue or concept	71	-3	-1	-0
2g. Connected ideas from your courses to your prior experiences and knowledge	85	-1	+1	+2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	90	+9	+11	+13
9b. Reviewed your notes after class	71	+12	+4	+8
9c. Summarized what you learned in class or from course materials	74	+9	+4	+9
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.)	40	-12	-15	-16
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	31	-13	-16	-15
6c. Evaluated what others have concluded from numerical information	29	-17	-16	-17

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.

NSSE 2021 Engagement Indicators

Learning with Peers

Regent University

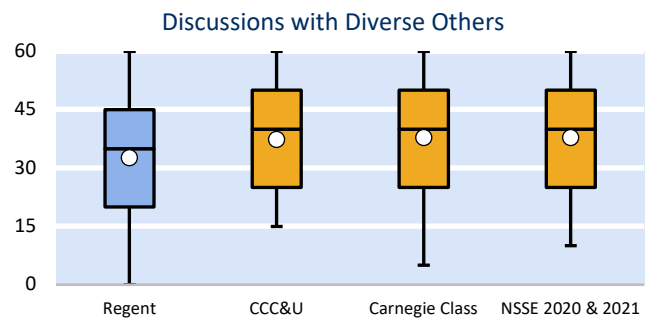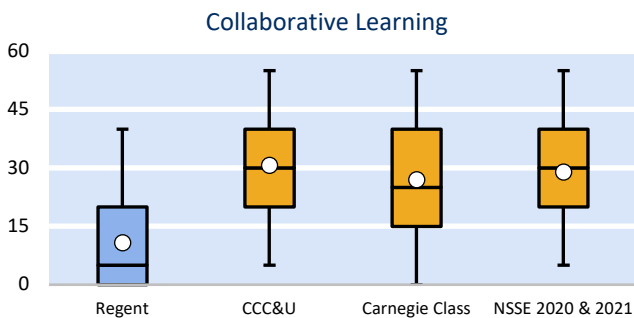## Learning with Peers: First-year students

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

Mean Comparisons

	Regent	*Your first-year students compared with*					
		CCC&U		Carnegie Class		NSSE 2020 & 2021	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	10.8	30.7 ***	-1.37	27.0 ***	-1.01	29.0 ***	-1.19
Discussions with Diverse Others	32.7	37.4 ***	-.32	37.9 ***	-.31	37.9 ***	-.32

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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Performance on Indicator Items

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		Percentage point difference [a] between your FY students and		
Collaborative Learning	Regent	CCC&U	Carnegie Class	NSSE 2020 & 2021
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	9	-38	-31	-36
1c. Explained course material to one or more students	14	-38	-30	-35
1d. Prepared for exams by discussing or working through course material with other students	13	-34	-25	-29
1e. Worked with other students on course projects or assignments	15	-37	-29	-33
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	62	-9	-6	-5
8b. People from an economic background other than your own	61	-10	-7	-7
8c. People with religious beliefs other than your own	37	-7	-24	-25
8d. People with political views other than your own	51	-14	-11	-10

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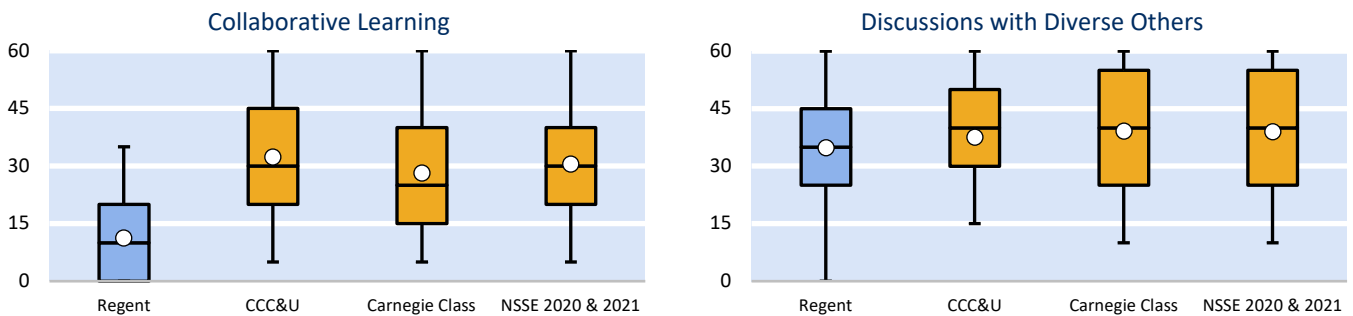
Learning with Peers: Seniors

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Mean Comparisons

	Regent		Your seniors compared with				
		CCC&U		Carnegie Class		NSSE 2020 & 2021	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	11.3	32.4 ***	-1.38	28.2 ***	-1.06	30.6 ***	-1.21
Discussions with Diverse Others	34.8	37.6 **	-.19	39.2 ***	-.26	39.0 ***	-.26

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	Regent	Percentage point difference [a] between your seniors and		
Collaborative Learning		CCC&U	Carnegie Class	NSSE 2020 & 2021
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	6	-38	-29	-35
1c. Explained course material to one or more students	12	-45	-34	-41
1d. Prepared for exams by discussing or working through course material with other students	9	-38	-30	-35
1e. Worked with other students on course projects or assignments	16	-47	-39	-44
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	68	-2	-2	-2
8b. People from an economic background other than your own	66	-5	-4	-5
8c. People with religious beliefs other than your own	41	-3	-24	-25
8d. People with political views other than your own	56	-11	-9	-6

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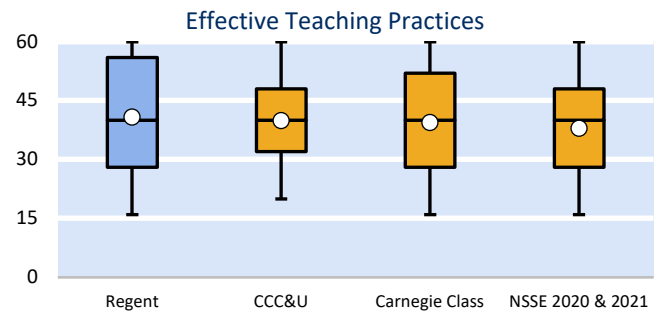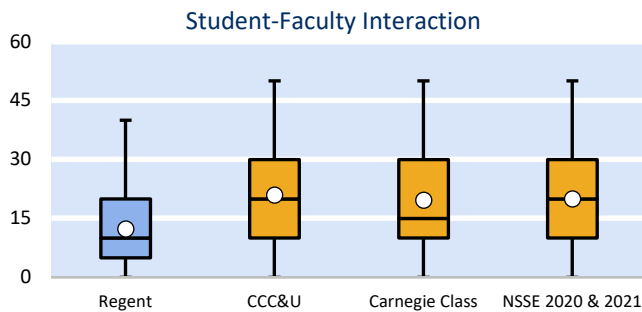
Experiences with Faculty: First-year students

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

| | Regent | | Your first-year students compared with | | | | |
| | | CCC&U | | Carnegie Class | | NSSE 2020 & 2021 | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	12.3	21.0 ***	-.61	19.6 ***	-.50	20.0 ***	-.53
Effective Teaching Practices	40.8	40.0	.06	39.5	.09	38.0 **	.21

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| | | Percentage point difference [a] between your FY students and | | |
Student-Faculty Interaction	Regent	CCC&U	Carnegie Class	NSSE 2020 & 2021
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	14	-23	-21	-21
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	8	-12	-10	-10
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	12	-13	-11	-12
3d. Discussed your academic performance with a faculty member	18	-8	-10	-10
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	80	-0	+3	+4
5b. Taught course sessions in an organized way	76	-4	+2	+3
5c. Used examples or illustrations to explain difficult points	66	-12	-7	-6
5d. Provided feedback on a draft or work in progress	66	-1	-1	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	72	+8	+8	+13

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NSSE 2021 Engagement Indicators

Experiences with Faculty
Regent University
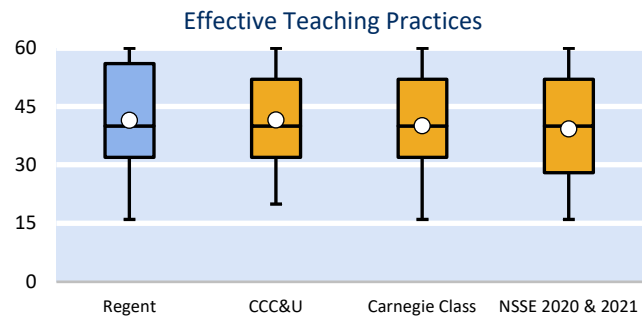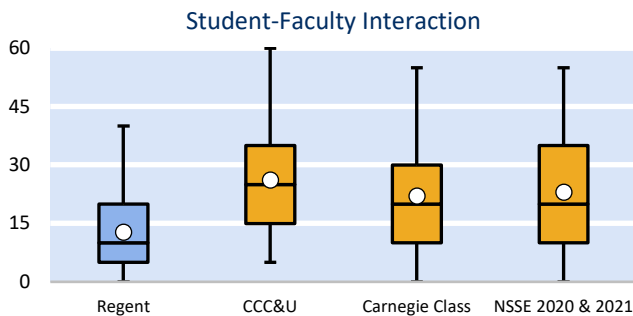
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Mean Comparisons

| | Regent | Your seniors compared with | | | | | |
| | | CCC&U | | Carnegie Class | | NSSE 2020 & 2021 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	12.7	26.1 ***	-.87	22.0 ***	-.58	23.0 ***	-.64
Effective Teaching Practices	41.5	41.6	-.01	40.1	.10	39.2 **	.16

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 | \multicolumn{3}{c}{Percentage point difference [a] between your seniors and} | | |
Student-Faculty Interaction		CCC&U	Carnegie Class	NSSE 2020 & 2021
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	19	-30	-22	-22
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	7	-25	-17	-20
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	10	-27	-17	-20
3d. Discussed your academic performance with a faculty member	17	-18	-15	-15
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	85	+3	+6	+7
5b. Taught course sessions in an organized way	83	+3	+7	+8
5c. Used examples or illustrations to explain difficult points	66	-15	-9	-10
5d. Provided feedback on a draft or work in progress	67	-1	+3	+6
5e. Provided prompt and detailed feedback on tests or completed assignments	76	+5	+9	+13

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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	CCC&U Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2020 & 2021 Mean	Effect size
		Your first-year students compared with					
Quality of Interactions	45.4	45.2	.02	43.8	.13	42.7 **	.22
Supportive Environment	34.0	35.5	-.11	34.5	-.04	34.2	-.02

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.

Quality of Interactions	Regent	CCC&U	Carnegie Class	NSSE 2020 & 2021
		Percentage point difference [a] between your FY students and		
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	52	-7	-1	+2
13b. Academic advisors	56	-2	-1	+2
13c. Faculty	66	+3	+10	+14
13d. Student services staff (career services, student activities, housing, etc.)	57	+2	+7	+10
13e. Other administrative staff and offices (registrar, financial aid, etc.)	60	+5	+8	+14
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	77	+0	+3	+4
14c. Using learning support services (tutoring services, writing center, etc.)	73	-0	-1	-0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	-6	-5	-3
14e. Providing opportunities to be involved socially	58	-11	-7	-7
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	-8	-3	-4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	-1	-2	+0
14h. Attending campus activities and events (performing arts, athletic events, etc.)	46	-15	-8	-10
14i. Attending events that address important social, economic, or political issues	42	-5	-2	-2

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.

NSSE 2021 Engagement Indicators

Campus Environment
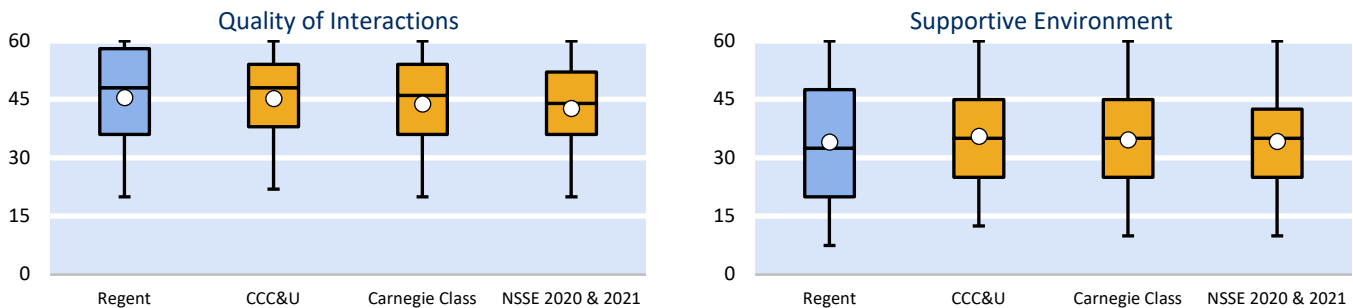### Regent University

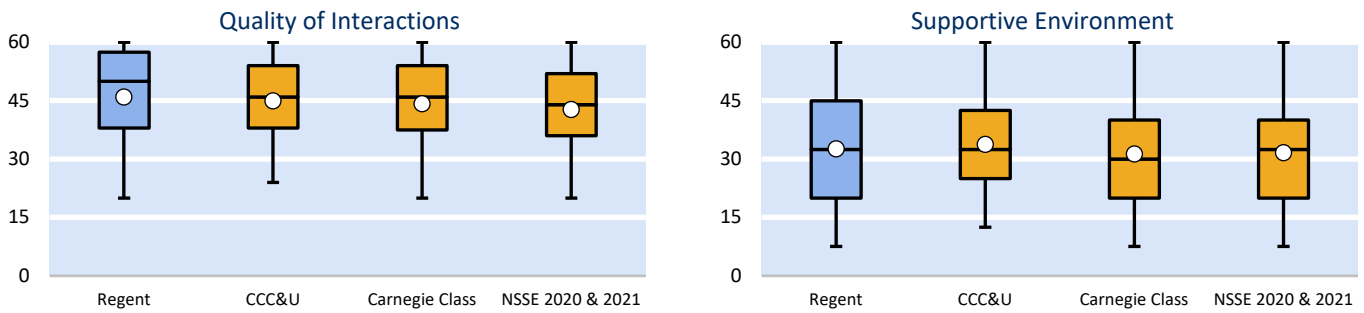## Campus Environment: Seniors

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 | | Carnegie Class | | NSSE 2020 & 2021 | |
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Quality of Interactions	46.0	45.0	.09	44.3 *	.14	42.8 ***	.26
Supportive Environment	32.6	33.9	-.09	31.4	.08	31.7	.07

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.

| Quality of Interactions | Regent | *Percentage point difference [a] between your seniors and* | | |
		CCC&U	Carnegie Class	NSSE 2020 & 2021
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	63	+1	+2	+6
13b. Academic advisors	63	+4	+6	+10
13c. Faculty	68	-0	+7	+12
13d. Student services staff (career services, student activities, housing, etc.)	54	+6	+5	+9
13e. Other administrative staff and offices (registrar, financial aid, etc.)	62	+13	+13	+18
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	78	+4	+9	+10
14c. Using learning support services (tutoring services, writing center, etc.)	78	+11	+12	+14
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	49	-8	-7	-5
14e. Providing opportunities to be involved socially	55	-14	-5	-7
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	59	-6	+2	+0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	39	+5	+5	+8
14h. Attending campus activities and events (performing arts, athletic events, etc.)	44	-15	-1	-7
14i. Attending events that address important social, economic, or political issues	42	-2	+4	+2

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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 **go.iu.edu/NSSE-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 2020 and 2021 NSSE institutions, and

    (b) institutions with average scores placing them in the top 10% of all 2020 and 2021 NSSE institutions.

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

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

First-Year Students

| | | Regent | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.5	39.2	.10	✓	41.9	-.11	
	Reflective and Integrative Learning	36.7	36.5	.01	✓	39.1 ***	-.21	
	Learning Strategies	43.1	39.7 ***	.24	✓	43.0	.01	✓
	Quantitative Reasoning	22.7	29.7 ***	-.46		32.5 ***	-.63	
Learning with Peers	Collaborative Learning	10.8	33.9 ***	-1.66		37.0 ***	-1.92	
	Discussions with Diverse Others	32.7	40.6 ***	-.52		43.8 ***	-.77	
Experiences with Faculty	Student-Faculty Interaction	12.3	23.2 ***	-.74		27.8 ***	-1.02	
	Effective Teaching Practices	40.8	40.4	.03	✓	43.2 *	-.18	
Campus Environment	Quality of Interactions	45.4	45.1	.03	✓	47.7 *	-.18	
	Supportive Environment	34.0	36.8 **	-.21		39.9 ***	-.46	

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	41.5	41.6	-.01	✓	43.9 ***	-.19	
	Reflective and Integrative Learning	39.2	39.7	-.04	✓	42.5 ***	-.28	
	Learning Strategies	43.1	40.5 **	.17	✓	43.5	-.03	✓
	Quantitative Reasoning	24.5	31.6 ***	-.43		34.8 ***	-.65	
Learning with Peers	Collaborative Learning	11.3	35.0 ***	-1.68		38.8 ***	-2.06	
	Discussions with Diverse Others	34.8	41.2 ***	-.41		44.2 ***	-.62	
Experiences with Faculty	Student-Faculty Interaction	12.7	28.5 ***	-.99		33.6 ***	-1.33	
	Effective Teaching Practices	41.5	41.5	.00	✓	44.6 ***	-.23	
Campus Environment	Quality of Interactions	46.0	45.2	.07	✓	48.2 **	-.18	
	Supportive Environment	32.6	34.1	-.11		37.2 ***	-.32	

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 were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2020 and 2021 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 2021 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 = 266)	40.5	14.0	.86	20	30	40	50	60				
CCC&U	38.2	12.9	.21	20	30	40	45	60	299	2.3	.010	.176
Carnegie Class	38.4	13.8	.11	15	30	40	50	60	17,152	2.1	.014	.152
NSSE 2020 & 2021	37.8	13.5	.03	15	30	40	45	60	183,146	2.7	.001	.203
Top 50%	39.2	13.2	.04	20	30	40	50	60	100,873	1.3	.115	.097
Top 10%	41.9	12.9	.12	20	35	40	55	60	275	-1.4	.116	-.106
Reflective & Integrative Learning												
Regent (N = 276)	36.7	12.6	.76	17	29	37	46	57				
CCC&U	36.3	11.5	.18	17	29	37	43	57	307	.4	.618	.034
Carnegie Class	35.4	12.4	.09	17	26	34	43	57	18,773	1.3	.091	.102
NSSE 2020 & 2021	34.9	12.2	.03	17	26	34	43	57	200,017	1.8	.014	.148
Top 50%	36.5	12.0	.04	17	29	37	46	57	97,923	.2	.808	.015
Top 10%	39.1	11.8	.11	20	31	40	49	60	11,429	-2.5	.001	-.209
Learning Strategies												
Regent (N = 248)	43.1	14.3	.91	20	33	40	60	60				
CCC&U	38.1	13.6	.23	20	27	40	47	60	3,711	5.0	.000	.367
Carnegie Class	39.4	14.3	.11	20	27	40	53	60	16,068	3.7	.000	.259
NSSE 2020 & 2021	38.2	14.0	.03	13	27	40	47	60	170,982	5.0	.000	.355
Top 50%	39.7	14.0	.05	20	27	40	53	60	89,468	3.4	.000	.243
Top 10%	43.0	14.3	.11	20	33	40	60	60	15,899	.2	.857	.012
Quantitative Reasoning												
Regent (N = 252)	22.7	16.9	1.06	0	7	20	33	60				
CCC&U	26.9	15.3	.26	0	20	27	40	60	282	-4.2	.000	-.271
Carnegie Class	28.2	15.9	.13	0	20	27	40	60	16,307	-5.4	.000	-.341
NSSE 2020 & 2021	28.4	15.4	.04	0	20	27	40	60	173,799	-5.7	.000	-.369
Top 50%	29.7	15.3	.05	7	20	27	40	60	110,269	-7.0	.000	-.457
Top 10%	32.5	15.5	.13	7	20	33	40	60	14,642	-9.8	.000	-.627
Learning with Peers												
Collaborative Learning												
Regent (N = 282)	10.8	13.8	.82	0	0	5	20	40				
CCC&U	30.7	14.6	.22	5	20	30	40	55	325	-19.9	.000	-1.368
Carnegie Class	27.0	16.0	.11	0	15	25	40	55	292	-16.2	.000	-1.009
NSSE 2020 & 2021	29.0	15.2	.03	5	20	30	40	55	282	-18.1	.000	-1.193
Top 50%	33.9	13.9	.04	10	25	35	45	60	143,261	-23.0	.000	-1.660
Top 10%	37.0	13.6	.08	15	25	40	45	60	28,509	-26.2	.000	-1.920
Discussions with Diverse Others												
Regent (N = 249)	32.7	17.4	1.10	0	20	35	45	60				
CCC&U	37.4	14.3	.24	15	25	40	50	60	272	-4.7	.000	-.324
Carnegie Class	37.9	16.8	.13	5	25	40	50	60	16,166	-5.2	.000	-.313
NSSE 2020 & 2021	37.9	16.1	.04	10	25	40	50	60	172,220	-5.2	.000	-.322
Top 50%	40.6	15.2	.05	15	30	40	55	60	249	-8.0	.000	-.524
Top 10%	43.8	14.4	.11	20	35	45	60	60	253	-11.1	.000	-.773

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 = 266)	12.3	11.2	.69	0	5	10	20	40				
CCC&U	21.0	14.3	.23	0	10	20	30	50	329	-8.6	.000	-.609
Carnegie Class	19.6	14.6	.11	0	10	15	30	50	279	-7.3	.000	-.501
NSSE 2020 & 2021	20.0	14.5	.03	0	10	20	30	50	266	-7.7	.000	-.529
Top 50%	23.2	14.7	.06	0	10	20	30	50	268	-10.8	.000	-.736
Top 10%	27.8	15.2	.17	5	15	25	40	60	300	-15.4	.000	-1.023
Effective Teaching Practices												
Regent (N = 267)	40.8	15.4	.94	16	28	40	56	60				
CCC&U	40.0	12.8	.21	20	32	40	48	60	293	.8	.391	.064
Carnegie Class	39.5	14.2	.11	16	28	40	52	60	273	1.3	.166	.093
NSSE 2020 & 2021	38.0	13.6	.03	16	28	40	48	60	266	2.8	.003	.206
Top 50%	40.4	13.5	.05	20	32	40	52	60	267	.4	.657	.031
Top 10%	43.2	13.4	.14	20	36	44	56	60	277	-2.4	.013	-.177
Campus Environment												
Quality of Interactions												
Regent (N = 214)	45.4	13.7	.94	20	36	48	58	60				
CCC&U	45.2	11.6	.20	22	38	48	54	60	234	.2	.804	.020
Carnegie Class	43.8	12.8	.11	20	36	46	54	60	219	1.6	.089	.126
NSSE 2020 & 2021	42.7	12.4	.03	20	36	44	52	60	214	2.7	.004	.221
Top 50%	45.1	11.5	.05	24	38	46	54	60	214	.3	.733	.028
Top 10%	47.7	12.3	.11	24	40	50	58	60	219	-2.3	.017	-.185
Supportive Environment												
Regent (N = 238)	34.0	16.4	1.06	8	20	33	48	60				
CCC&U	35.5	13.6	.23	13	25	35	45	60	261	-1.5	.159	-.111
Carnegie Class	34.5	14.5	.12	10	25	35	45	60	243	-.6	.594	-.039
NSSE 2020 & 2021	34.2	14.0	.03	10	25	35	43	60	238	-.2	.838	-.016
Top 50%	36.8	13.5	.05	15	28	38	45	60	238	-2.9	.007	-.213
Top 10%	39.9	12.8	.13	18	33	40	50	60	244	-5.9	.000	-.460

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.

NSSE 2021 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]
Academic Challenge												
Higher-Order Learning												
Regent (N = 355)	41.5	13.1	.70	20	35	40	55	60				
CCC&U	41.2	13.1	.19	20	35	40	50	60	4,960	.3	.678	.023
Carnegie Class	41.0	13.8	.08	20	30	40	55	60	27,764	.5	.499	.036
NSSE 2020 & 2021	39.9	13.8	.03	20	30	40	50	60	280,263	1.5	.038	.110
Top 50%	41.6	13.6	.04	20	35	40	55	60	118,036	-.1	.857	-.010
Top 10%	43.9	13.0	.11	20	35	40	55	60	13,287	-2.4	.000	-.188
Reflective & Integrative Learning												
Regent (N = 374)	39.2	12.1	.63	20	31	40	49	60				
CCC&U	40.1	11.9	.17	20	31	40	49	60	5,252	-.9	.177	-.072
Carnegie Class	38.5	12.7	.07	17	29	40	49	60	29,517	.7	.276	.057
NSSE 2020 & 2021	37.8	12.8	.02	17	29	37	46	60	299,497	1.4	.031	.112
Top 50%	39.7	12.4	.04	20	31	40	49	60	114,541	-.5	.423	-.041
Top 10%	42.5	11.7	.12	23	34	43	51	60	9,813	-3.2	.000	-.277
Learning Strategies												
Regent (N = 339)	43.1	13.5	.74	20	33	40	53	60				
CCC&U	38.3	14.2	.21	13	27	40	47	60	4,726	4.8	.000	.338
Carnegie Class	40.1	14.7	.09	13	27	40	53	60	26,352	2.9	.000	.201
NSSE 2020 & 2021	38.6	14.7	.03	13	27	40	53	60	265,479	4.4	.000	.300
Top 50%	40.5	14.6	.04	20	33	40	53	60	134,781	2.5	.002	.172
Top 10%	43.5	14.2	.11	20	33	40	60	60	17,545	-.4	.586	-.030
Quantitative Reasoning												
Regent (N = 340)	24.5	16.1	.87	0	13	20	33	60				
CCC&U	29.5	16.6	.25	0	20	27	40	60	396	-5.0	.000	-.300
Carnegie Class	30.1	16.6	.10	0	20	27	40	60	348	-5.6	.000	-.335
NSSE 2020 & 2021	30.4	16.4	.03	0	20	27	40	60	268,953	-5.8	.000	-.356
Top 50%	31.6	16.3	.04	0	20	33	40	60	164,958	-7.1	.000	-.434
Top 10%	34.8	15.8	.12	7	20	33	47	60	16,565	-10.3	.000	-.652
Learning with Peers												
Collaborative Learning												
Regent (N = 374)	11.3	11.6	.60	0	0	10	20	35				
CCC&U	32.4	15.5	.22	5	20	30	45	60	477	-21.1	.000	-1.385
Carnegie Class	28.2	16.0	.09	5	15	25	40	60	391	-16.9	.000	-1.060
NSSE 2020 & 2021	30.6	15.9	.03	5	20	30	40	60	375	-19.3	.000	-1.215
Top 50%	35.0	14.2	.03	10	25	35	45	60	375	-23.7	.000	-1.676
Top 10%	38.8	13.4	.10	15	30	40	50	60	393	-27.5	.000	-2.058
Discussions with Diverse Others												
Regent (N = 336)	34.8	16.4	.89	0	25	35	45	60				
CCC&U	37.6	14.0	.21	15	30	40	50	60	374	-2.7	.003	-.193
Carnegie Class	39.2	16.7	.10	10	25	40	55	60	26,572	-4.3	.000	-.260
NSSE 2020 & 2021	39.0	16.3	.03	10	25	40	55	60	266,661	-4.2	.000	-.256
Top 50%	41.2	15.6	.04	15	30	40	60	60	172,460	-6.4	.000	-.410
Top 10%	44.2	15.0	.09	20	35	45	60	60	25,866	-9.3	.000	-.622

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 = 366)	12.7	12.1	.63	0	5	10	20	40				
CCC&U	26.1	15.6	.23	5	15	25	35	60	465	-13.4	.000	-.869
Carnegie Class	22.0	16.1	.10	0	10	20	30	55	382	-9.3	.000	-.578
NSSE 2020 & 2021	23.0	16.0	.03	0	10	20	35	55	367	-10.3	.000	-.641
Top 50%	28.5	16.0	.06	5	15	25	40	60	373	-15.8	.000	-.989
Top 10%	33.6	15.9	.18	10	20	35	45	60	427	-20.9	.000	-1.326
Effective Teaching Practices												
Regent (N = 353)	41.5	14.4	.77	16	32	40	56	60				
CCC&U	41.6	13.2	.19	20	32	40	52	60	398	-.1	.932	-.005
Carnegie Class	40.1	14.5	.09	16	32	40	52	60	27,712	1.4	.066	.098
NSSE 2020 & 2021	39.2	14.2	.03	16	28	40	52	60	279,545	2.2	.003	.158
Top 50%	41.5	13.9	.04	16	32	40	52	60	100,005	.0	.961	-.003
Top 10%	44.6	13.3	.12	20	36	44	56	60	369	-3.1	.000	-.232
Campus Environment												
Quality of Interactions												
Regent (N = 295)	46.0	13.1	.76	20	38	50	58	60				
CCC&U	45.0	11.2	.17	24	38	46	54	60	325	1.0	.182	.092
Carnegie Class	44.3	12.7	.08	20	38	46	54	60	23,686	1.8	.017	.140
NSSE 2020 & 2021	42.8	12.5	.03	20	36	44	52	60	242,942	3.2	.000	.260
Top 50%	45.2	11.9	.04	22	38	48	54	60	296	.9	.261	.072
Top 10%	48.2	11.9	.08	25	42	50	60	60	301	-2.2	.005	-.183
Supportive Environment												
Regent (N = 323)	32.6	15.6	.87	8	20	33	45	60				
CCC&U	33.9	13.8	.21	13	25	33	43	60	361	-1.2	.172	-.088
Carnegie Class	31.4	14.9	.09	8	20	30	40	60	25,570	1.3	.132	.084
NSSE 2020 & 2021	31.7	14.4	.03	8	20	33	40	60	323	1.0	.262	.068
Top 50%	34.1	14.2	.04	10	23	35	43	60	324	-1.5	.088	-.105
Top 10%	37.2	14.3	.12	13	28	38	48	60	336	-4.5	.000	-.317

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.