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# NSSE 2019

## Engagement Indicators

Huston-Tillotson University

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### About Your Engagement Indicators Report

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

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

### Report Sections

#### Overview (p. 3)

Displays how average EI scores for your 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](https://nsse.indiana.edu)

## Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

- ▲ **Your students' average** was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.
- No significant difference.
- ▼ **Your students' average** was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.
- ▽ **Your students' average** was significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.

### First-Year Students

Theme	Engagement Indicator	Your first-year students compared with SustainEC	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2018 & 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 SustainEC	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2018 & 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	--	--	--

### Academic Challenge: First-year students

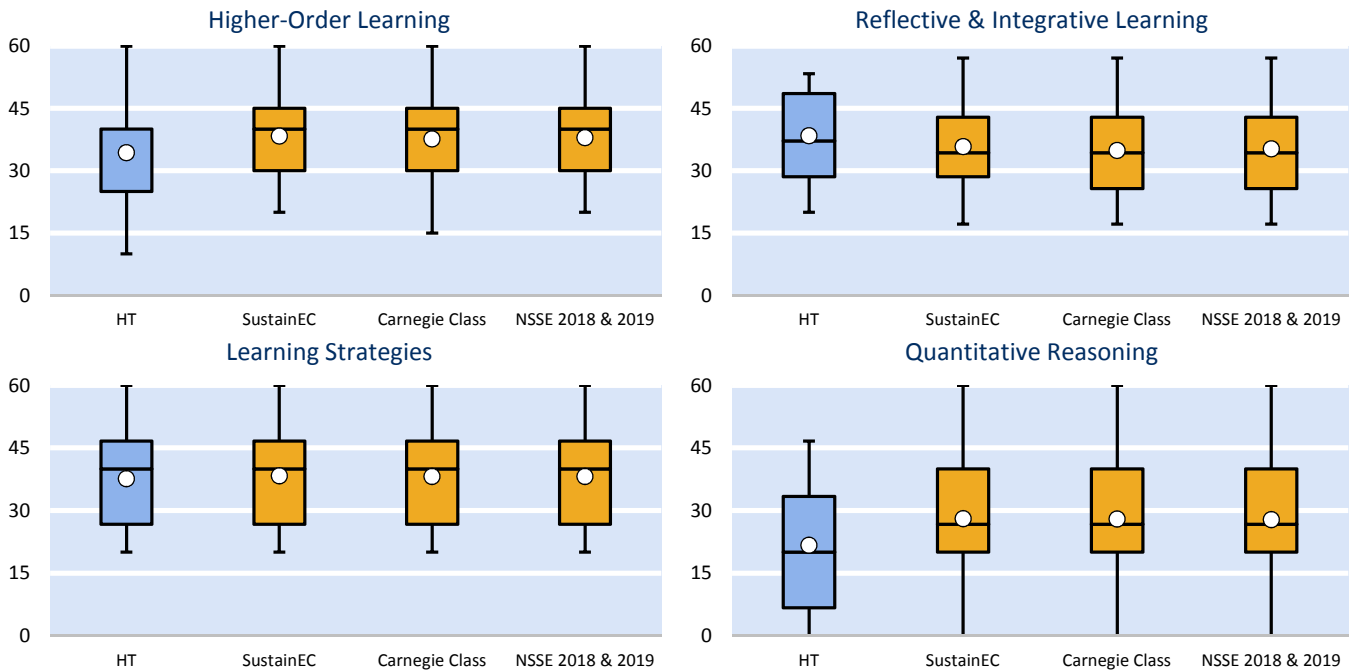
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	HT Mean	Your first-year students compared with					
		SustainEC Mean	SustainEC Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2018 & 2019 Mean	NSSE 2018 & 2019 Effect size
Higher-Order Learning	34.4	38.4	-.30	37.6	-.24	38.0	-.28
Reflective & Integrative Learning	38.4	35.8	.22	34.9	.29	35.2	.26
Learning Strategies	37.6	38.3	-.05	38.2	-.04	38.1	-.04
Quantitative Reasoning	21.7	28.1	-.41	27.9	-.41	27.8	-.40

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

#### Score Distributions



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

## Academic Challenge: First-year students (continued)

### Performance on Indicator Items

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

	HT	Percentage point difference <sup>a</sup> between your FY students and		
		SustainEC	Carnegie Class	NSSE 2018 & 2019
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	58	-11	-10	-12
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	61	-9	-6	-8
4d. Evaluating a point of view, decision, or information source	77	+5	+7	+8
4e. Forming a new idea or understanding from various pieces of information	67	-4	-1	-2
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	55	+2	+4	+3
2b. Connected your learning to societal problems or issues	62	+7	+13	+11
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	76	+23	+25	+25
2d. Examined the strengths and weaknesses of your own views on a topic or issue	81	+16	+17	+17
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	83	+11	+13	+12
2f. Learned something that changed the way you understand an issue or concept	77	+9	+12	+10
2g. Connected ideas from your courses to your prior experiences and knowledge	72	-5	-4	-6
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	82	+6	+7	+7
9b. Reviewed your notes after class	59	-8	-8	-7
9c. Summarized what you learned in class or from course materials	67	+2	+4	+4
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	45	-6	-6	-7
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	19	-21	-21	-20
6c. Evaluated what others have concluded from numerical information	25	-16	-13	-14

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

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

### Academic Challenge: Seniors

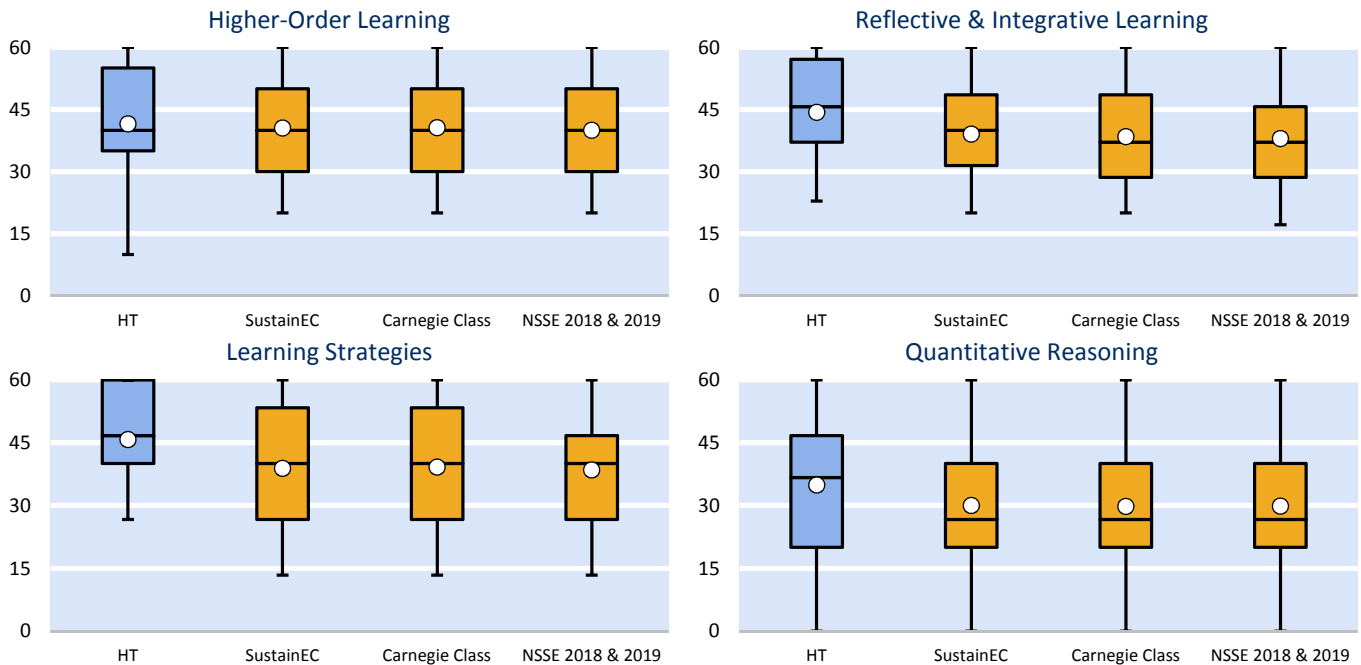
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	HT Mean	Your seniors compared with					
		SustainEC Mean	SustainEC Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2018 & 2019 Mean	NSSE 2018 & 2019 Effect size
Higher-Order Learning	41.5	40.6	.07	40.6	.07	40.0	.11
Reflective & Integrative Learning	44.4	39.1 *	.43	38.5 *	.47	38.0 **	.51
Learning Strategies	45.7	38.8 *	.48	39.2 *	.45	38.5 *	.50
Quantitative Reasoning	34.8	30.0	.29	29.8	.32	29.8	.31

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

#### Score Distributions






















































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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.

	HT	Percentage point difference <sup>a</sup> between your seniors and		
		SustainEC	Carnegie Class	NSSE 2018 & 2019
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	83	+6 	+5 	+5 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	-2 	-1 	-1 
4d. Evaluating a point of view, decision, or information source	74	+1 	+0 	+3 
4e. Forming a new idea or understanding from various pieces of information	74	+1 	+0 	+2 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	77	+4 	+7 	+9 
2b. Connected your learning to societal problems or issues	81	+15 	+18 	+20 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	76	+21 	+20 	+23 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	77	+10 	+10 	+11 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	85	+10 	+11 	+12 
2f. Learned something that changed the way you understand an issue or concept	81	+7 	+10 	+10 
2g. Connected ideas from your courses to your prior experiences and knowledge	92	+7 	+9 	+9 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81	+3 	+2 	+3 
9b. Reviewed your notes after class	81	+18 	+17 	+19 
9c. Summarized what you learned in class or from course materials	81	+17 	+15 	+17 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	59	+4 	+5 	+4 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	68	+24 	+24 	+23 
6c. Evaluated what others have concluded from numerical information	64	+18 	+20 	+19 

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

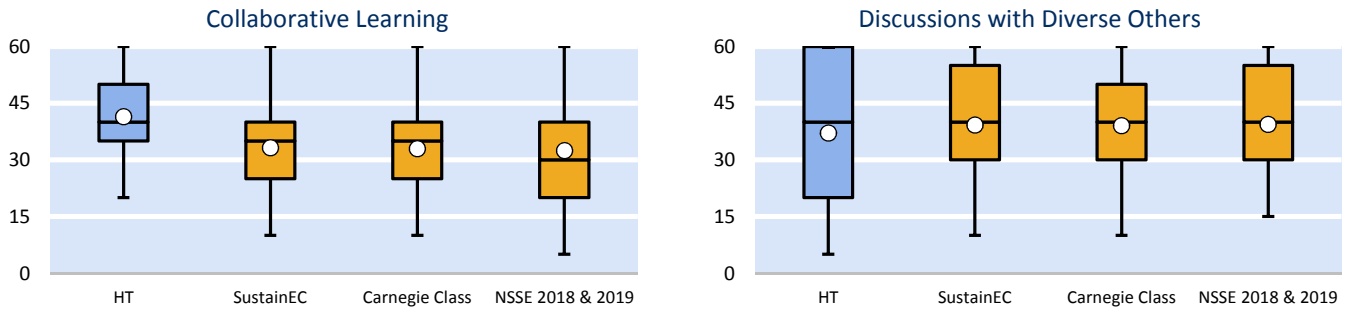
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean Comparisons

Engagement Indicator	HT Mean	Your first-year students compared with					
		SustainEC		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	41.4	33.1 **	.60	32.9 ***	.61	32.4 ***	.61
Discussions with Diverse Others	37.1	39.2	-.13	39.0	-.13	39.4	-.15

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

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.

Collaborative Learning	HT	Percentage point difference <sup>a</sup> between your FY students and		
		SustainEC	Carnegie Class	NSSE 2018 & 2019
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1e. Asked another student to help you understand course material	65	+11	+12	+12
1f. Explained course material to one or more students	78	+19	+19	+20
1g. Prepared for exams by discussing or working through course material with other students	86	+34	+35	+35
1h. Worked with other students on course projects or assignments	78	+19	+21	+24
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	68	-2	-2	-3
8b. People from an economic background other than your own	68	-3	-4	-4
8c. People with religious beliefs other than your own	58	-9	-6	-8
8d. People with political views other than your own	49	-15	-16	-16

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### Learning with Peers: Seniors

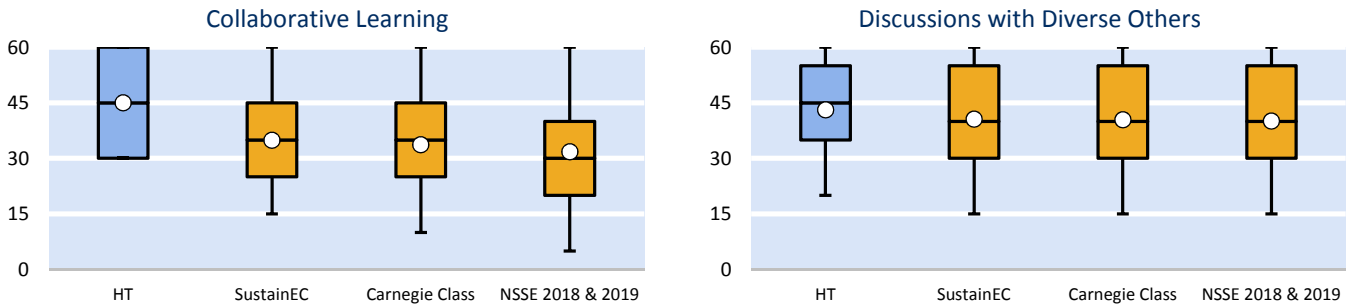
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	HT Mean	Your seniors compared with					
		SustainEC		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	45.0	34.9 ***	.73	33.7 ***	.78	31.8 ***	.84
Discussions with Diverse Others	43.1	40.6	.16	40.5	.17	40.1	.19

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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#### Performance on Indicator Items

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Collaborative Learning	HT	Percentage point difference <sup>a</sup> between your seniors and		
		SustainEC	Carnegie Class	NSSE 2018 & 2019
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	59	+12	+15	+16
1f. Explained course material to one or more students	74	+10	+11	+17
1g. Prepared for exams by discussing or working through course material with other students	81	+28	+30	+34
1h. Worked with other students on course projects or assignments	92	+23	+27	+30
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	86	+14	+14	+14
8b. People from an economic background other than your own	81	+7	+7	+8
8c. People with religious beliefs other than your own	57	-13	-8	-10
8d. People with political views other than your own	62	-4	-6	-4

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## Experiences with Faculty: First-year students

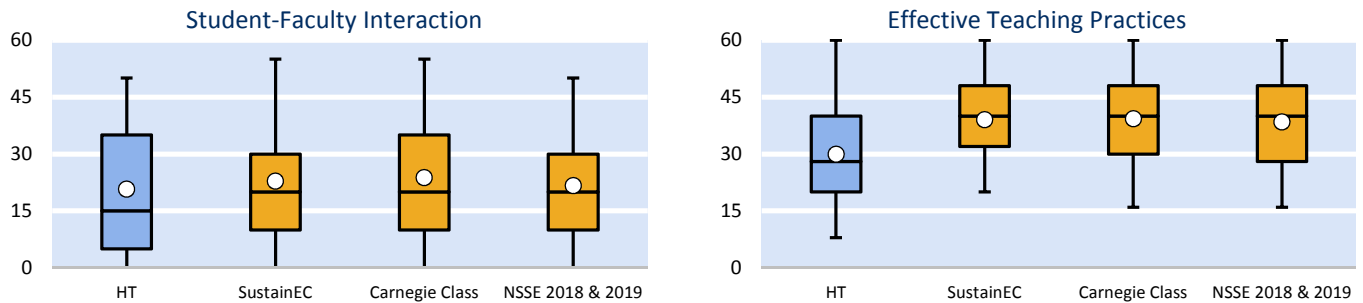
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

### Mean Comparisons

Engagement Indicator	HT Mean	Your first-year students compared with					
		SustainEC		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.7	22.8	-.14	23.8	-.20	21.7	-.06
Effective Teaching Practices	29.9	39.0 ***	-.69	39.2 ***	-.69	38.5 **	-.65

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Student-Faculty Interaction	HT	Percentage point difference <sup>a</sup> between your FY students and		
		SustainEC	Carnegie Class	NSSE 2018 & 2019
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	28	-13	-16	-10
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	-3	-4	-0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	+3	+1	+5
3d. Discussed your academic performance with a faculty member	44	+10	+7	+13
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	54	-23	-22	-23
5b. Taught course sessions in an organized way	45	-29	-27	-29
5c. Used examples or illustrations to explain difficult points	55	-20	-19	-19
5d. Provided feedback on a draft or work in progress	51	-15	-18	-13
5e. Provided prompt and detailed feedback on tests or completed assignments	42	-20	-22	-18

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## Experiences with Faculty: Seniors

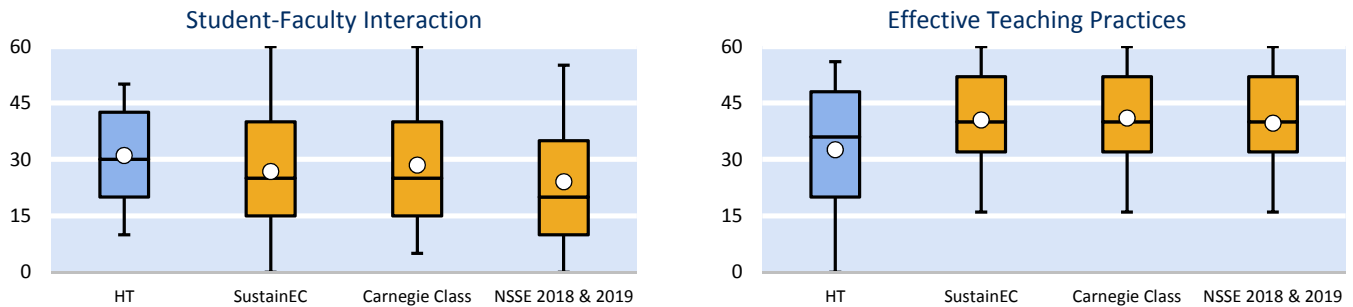
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	31.0	26.8	.25	28.5	.16	24.1 *	.43
Effective Teaching Practices	32.5	40.4 *	-.59	40.9 *	-.61	39.6	-.51

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	HT	Percentage point difference <sup>a</sup> between your seniors and		
		SustainEC	Carnegie Class	NSSE 2018 & 2019
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	65	+16	+11	+21
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	48	+14	+13	+20
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	-6	-7	+1
3d. Discussed your academic performance with a faculty member	54	+16	+10	+20
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	61	-20	-19	-19
5b. Taught course sessions in an organized way	57	-21	-21	-21
5c. Used examples or illustrations to explain difficult points	52	-27	-26	-25
5d. Provided feedback on a draft or work in progress	43	-23	-24	-17
5e. Provided prompt and detailed feedback on tests or completed assignments	45	-22	-23	-18

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

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

### Campus Environment: First-year students

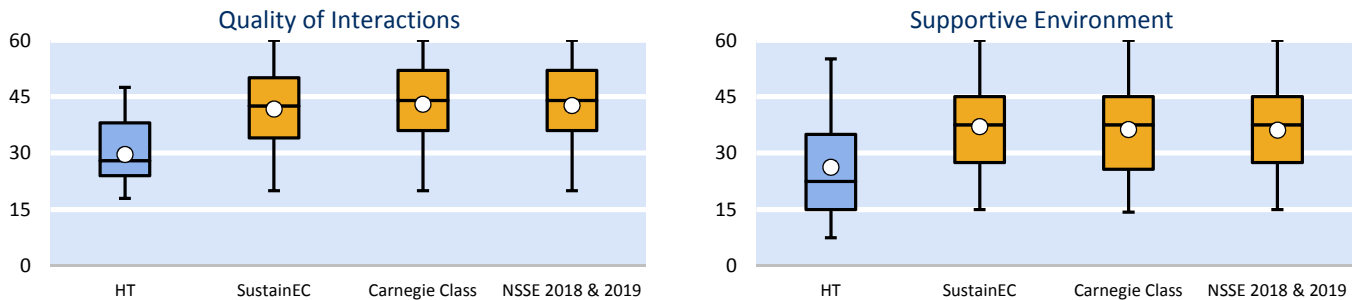
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	HT Mean	Your first-year students compared with					
		SustainEC		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	29.6	41.7 ***	-.98	43.0 ***	-1.08	42.7 ***	-1.07
Supportive Environment	26.3	37.0 ***	-.79	36.3 **	-.73	36.1 **	-.73

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	HT	Percentage point difference <sup>a</sup> between your FY students and		
		SustainEC	Carnegie Class	NSSE 2018 & 2019
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	49	+2	-1	-2
13b. Academic advisors	20	-32	-35	-33
13c. Faculty	16	-36	-38	-35
13d. Student services staff (career services, student activities, housing, etc.)	12	-32	-35	-34
13e. Other administrative staff and offices (registrar, financial aid, etc.)	8	-35	-40	-38
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	39	-36	-36	-37
14c. Using learning support services (tutoring services, writing center, etc.)	47	-30	-29	-30
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	39	-26	-22	-22
14e. Providing opportunities to be involved socially	41	-32	-30	-30
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	33	-39	-34	-36
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	12	-31	-32	-30
14h. Attending campus activities and events (performing arts, athletic events, etc.)	41	-26	-27	-23
14i. Attending events that address important social, economic, or political issues	41	-16	-8	-8

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

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

### Campus Environment: Seniors

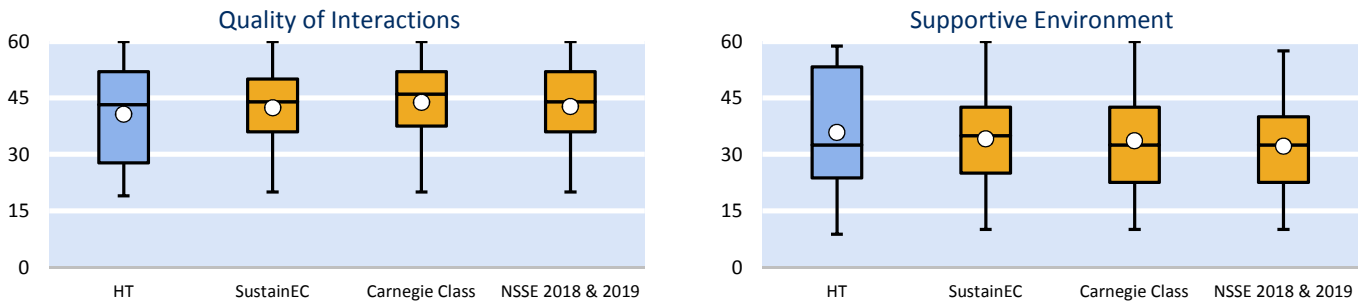
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	HT Mean	Your seniors compared with					
		SustainEC		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.7	42.4	-.14	43.8	-.26	42.8	-.17
Supportive Environment	35.9	34.2	.12	33.6	.16	32.2	.26

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	HT	Percentage point difference <sup>a</sup> between your seniors and		
		SustainEC	Carnegie Class	NSSE 2018 & 2019
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	62	+5	+3	+5
13b. Academic advisors	67	+17	+5	+14
13c. Faculty	52	-6	-9	-4
13d. Student services staff (career services, student activities, housing, etc.)	47	+5	+1	+3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	25	-16	-21	-19
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	47	-24	-27	-24
14c. Using learning support services (tutoring services, writing center, etc.)	55	-13	-14	-12
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	+4	+5	+9
14e. Providing opportunities to be involved socially	70	+1	+3	+6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	50	-15	-11	-10
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	+6	+6	+8
14h. Attending campus activities and events (performing arts, athletic events, etc.)	75	+17	+18	+23
14i. Attending events that address important social, economic, or political issues	75	+25	+32	+34

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](https://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<sup>a</sup> 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<sup>b</sup> to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

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

#### First-Year Students

Theme	Engagement Indicator	HT Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	34.4	39.3	-.38		41.0 *	-.51	
Academic	Reflective and Integrative Learning	38.4	36.8	.14	✓	38.8	-.03	✓
Challenge	Learning Strategies	37.6	39.9	-.16		42.5	-.34	
	Quantitative Reasoning	21.7	29.3 *	-.50		30.8 **	-.60	
Learning	Collaborative Learning	41.4	35.4 *	.44	✓	37.7	.27	✓
with Peers	Discussions with Diverse Others	37.1	41.3	-.28		43.2	-.43	
Experiences	Student-Faculty Interaction	20.7	24.9	-.28		28.0 *	-.47	
with Faculty	Effective Teaching Practices	29.9	40.6 ***	-.81		42.7 ***	-.91	
Campus	Quality of Interactions	29.6	44.9 ***	-1.33		47.1 ***	-1.48	
Environment	Supportive Environment	26.3	38.1 ***	-.90		40.1 ***	-1.05	

#### Seniors

Theme	Engagement Indicator	HT Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	41.5	41.8	-.02	✓	43.0	-.11	
Academic	Reflective and Integrative Learning	44.4	39.9	.37	✓	41.6	.23	✓
Challenge	Learning Strategies	45.7	40.8	.34	✓	42.6	.22	✓
	Quantitative Reasoning	34.8	31.3	.22	✓	32.7	.13	✓
Learning	Collaborative Learning	45.0	36.1 **	.63	✓	38.6 *	.47	✓
with Peers	Discussions with Diverse Others	43.1	42.0	.07	✓	43.5	-.03	✓
Experiences	Student-Faculty Interaction	31.0	29.9	.07	✓	33.9	-.18	
with Faculty	Effective Teaching Practices	32.5	41.8 *	-.68		43.5 **	-.81	
Campus	Quality of Interactions	40.7	45.2	-.38		47.4 *	-.56	
Environment	Supportive Environment	35.9	34.8	.08	✓	37.0	-.08	✓

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.

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
HT (N = 23)	34.4	12.7	2.67	10	25	40	40	60				
SustainEC	38.4	13.3	.38	20	30	40	45	60	1,234	-4.0	.156	-.302
Carnegie Class	37.6	13.4	.26	15	30	40	45	60	2,800	-3.3	.248	-.245
NSSE 2018 & 2019	38.0	13.2	.05	20	30	40	45	60	70,720	-3.6	.190	-.276
Top 50%	39.3	13.0	.07	20	30	40	50	60	37,859	-5.0	.069	-.384
Top 10%	41.0	13.0	.13	20	35	40	50	60	9,782	-6.7	.015	-.513
<b>Reflective &amp; Integrative Learning</b>												
HT (N = 26)	38.4	10.6	2.07	20	29	37	49	53				
SustainEC	35.8	12.1	.34	17	29	34	43	57	1,313	2.6	.269	.217
Carnegie Class	34.9	12.0	.22	17	26	34	43	57	3,038	3.5	.133	.294
NSSE 2018 & 2019	35.2	12.0	.04	17	26	34	43	57	75,834	3.2	.174	.265
Top 50%	36.8	11.8	.06	17	29	37	46	57	38,102	1.6	.480	.138
Top 10%	38.8	11.8	.13	20	31	40	46	60	7,889	-.3	.879	-.030
<b>Learning Strategies</b>												
HT (N = 19)	37.6	13.8	3.13	20	27	40	47	60				
SustainEC	38.3	13.7	.40	20	27	40	47	60	1,170	-.6	.839	-.047
Carnegie Class	38.2	13.6	.26	20	27	40	47	60	2,672	-.5	.866	-.039
NSSE 2018 & 2019	38.1	13.8	.05	20	27	40	47	60	67,236	-.5	.875	-.036
Top 50%	39.9	13.7	.08	20	33	40	53	60	32,725	-2.2	.474	-.163
Top 10%	42.5	14.0	.16	20	33	40	53	60	7,609	-4.8	.131	-.343
<b>Quantitative Reasoning</b>												
HT (N = 23)	21.7	15.4	3.24	0	7	20	33	47				
SustainEC	28.1	15.6	.46	0	20	27	40	60	1,185	-6.4	.055	-.409
Carnegie Class	27.9	15.4	.30	0	20	27	40	60	2,707	-6.3	.055	-.405
NSSE 2018 & 2019	27.8	15.3	.06	0	20	27	40	60	68,279	-6.1	.057	-.401
Top 50%	29.3	15.2	.08	7	20	27	40	60	39,688	-7.6	.018	-.497
Top 10%	30.8	15.2	.15	7	20	33	40	60	10,641	-9.1	.005	-.597
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
HT (N = 30)	41.4	11.0	1.99	20	35	40	50	60				
SustainEC	33.1	13.8	.37	10	25	35	40	60	1,394	8.3	.001	.599
Carnegie Class	32.9	13.9	.25	10	25	35	40	60	3,206	8.5	.001	.607
NSSE 2018 & 2019	32.4	14.7	.05	5	20	30	40	60	29	9.0	.000	.610
Top 50%	35.4	13.7	.07	15	25	35	45	60	41,337	6.0	.017	.436
Top 10%	37.7	13.6	.14	15	30	40	50	60	8,890	3.7	.134	.273
<b>Discussions with Diverse Others</b>												
HT (N = 23)	37.1	19.2	3.97	5	20	40	60	60				
SustainEC	39.2	15.9	.47	10	30	40	55	60	1,184	-2.1	.526	-.133
Carnegie Class	39.0	15.6	.30	10	30	40	50	60	2,682	-2.0	.544	-.126
NSSE 2018 & 2019	39.4	15.6	.06	15	30	40	55	60	67,736	-2.3	.475	-.148
Top 50%	41.3	14.9	.08	20	30	40	55	60	22	-4.3	.295	-.285
Top 10%	43.2	14.4	.15	20	35	40	60	60	22	-6.2	.134	-.427



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
HT (N = 24)	20.7	15.4	3.15	0	5	15	35	50				
SustainEC	22.8	14.9	.42	0	10	20	30	55	1,262	-2.1	.497	-.140
Carnegie Class	23.8	15.1	.28	0	10	20	35	55	2,915	-3.1	.318	-.205
NSSE 2018 & 2019	21.7	14.7	.05	0	10	20	30	50	72,927	-.9	.751	-.065
Top 50%	24.9	14.8	.09	5	15	20	35	55	25,758	-4.2	.164	-.284
Top 10%	28.0	15.5	.24	5	15	25	40	60	4,047	-7.2	.022	-.468
<b>Effective Teaching Practices</b>												
HT (N = 23)	29.9	15.4	3.19	8	20	28	40	60				
SustainEC	39.0	13.2	.38	20	32	40	48	60	1,232	-9.1	.001	-.692
Carnegie Class	39.2	13.6	.26	16	30	40	48	60	2,802	-9.4	.001	-.690
NSSE 2018 & 2019	38.5	13.2	.05	16	28	40	48	60	70,650	-8.6	.002	-.651
Top 50%	40.6	13.2	.08	20	32	40	52	60	28,720	-10.7	.000	-.811
Top 10%	42.7	14.0	.16	20	32	44	56	60	7,543	-12.8	.000	-.913
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
HT (N = 19)	29.6	10.5	2.43	18	24	28	38	48				
SustainEC	41.7	12.4	.37	20	34	43	50	60	1,108	-12.1	.000	-.978
Carnegie Class	43.0	12.3	.25	20	36	44	52	60	2,516	-13.3	.000	-1.084
NSSE 2018 & 2019	42.7	12.1	.05	20	36	44	52	60	63,163	-13.0	.000	-1.075
Top 50%	44.9	11.4	.07	24	38	46	54	60	26,413	-15.2	.000	-1.330
Top 10%	47.1	11.8	.14	24	40	50	58	60	6,629	-17.4	.000	-1.484
<b>Supportive Environment</b>												
HT (N = 18)	26.3	14.6	3.46	8	15	23	35	55				
SustainEC	37.0	13.6	.40	15	28	38	45	60	1,144	-10.8	.001	-.793
Carnegie Class	36.3	13.7	.27	14	26	38	45	60	2,581	-10.0	.002	-.730
NSSE 2018 & 2019	36.1	13.5	.05	15	28	38	45	60	65,253	-9.8	.002	-.730
Top 50%	38.1	13.2	.07	18	30	40	48	60	31,505	-11.9	.000	-.900
Top 10%	40.1	13.2	.16	18	30	40	50	60	6,528	-13.8	.000	-1.049

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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
HT (N = 23)	41.5	16.5	3.45	10	35	40	55	60				
SustainEC	40.6	13.3	.28	20	30	40	50	60	2,309	1.0	.731	.072
Carnegie Class	40.6	13.6	.20	20	30	40	50	60	4,585	.9	.748	.067
NSSE 2018 & 2019	40.0	13.6	.03	20	30	40	50	60	172,722	1.5	.596	.110
Top 50%	41.8	13.5	.05	20	35	40	55	60	72,164	-.3	.927	-.019
Top 10%	43.0	13.5	.10	20	35	40	55	60	19,692	-1.5	.592	-.112
<b>Reflective &amp; Integrative Learning</b>												
HT (N = 26)	44.4	13.0	2.54	23	37	46	57	60				
SustainEC	39.1	12.3	.25	20	31	40	49	60	2,438	5.3	.030	.427
Carnegie Class	38.5	12.4	.18	20	29	37	49	60	4,829	5.9	.016	.475
NSSE 2018 & 2019	38.0	12.4	.03	17	29	37	46	60	181,805	6.4	.009	.511
Top 50%	39.9	12.2	.05	20	31	40	49	60	68,920	4.5	.061	.367
Top 10%	41.6	12.2	.11	20	34	40	51	60	13,459	2.8	.245	.228
<b>Learning Strategies</b>												
HT (N = 21)	45.7	13.2	2.88	27	40	47	60	60				
SustainEC	38.8	14.5	.31	13	27	40	53	60	2,223	6.9	.030	.475
Carnegie Class	39.2	14.4	.22	13	27	40	53	60	4,453	6.5	.038	.454
NSSE 2018 & 2019	38.5	14.5	.04	13	27	40	47	60	166,001	7.3	.022	.498
Top 50%	40.8	14.4	.05	20	33	40	53	60	75,455	4.9	.117	.342
Top 10%	42.6	14.3	.09	20	33	40	60	60	24,059	3.1	.318	.218
<b>Quantitative Reasoning</b>												
HT (N = 22)	34.8	18.0	3.85	0	20	37	47	60				
SustainEC	30.0	16.6	.35	0	20	27	40	60	2,255	4.8	.173	.292
Carnegie Class	29.8	16.0	.24	0	20	27	40	60	4,493	5.1	.138	.317
NSSE 2018 & 2019	29.8	16.1	.04	0	20	27	40	60	168,057	5.0	.146	.310
Top 50%	31.3	16.0	.05	7	20	33	40	60	92,820	3.6	.296	.223
Top 10%	32.7	15.8	.10	7	20	33	40	60	25,758	2.1	.534	.133
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
HT (N = 26)	45.0	12.6	2.48	30	30	45	60	60				
SustainEC	34.9	13.9	.28	15	25	35	45	60	2,511	10.1	.000	.731
Carnegie Class	33.7	14.6	.21	10	25	35	45	60	4,969	11.3	.000	.777
NSSE 2018 & 2019	31.8	15.7	.04	5	20	30	40	60	188,437	13.2	.000	.840
Top 50%	36.1	14.0	.05	15	25	35	45	60	80,662	8.9	.001	.633
Top 10%	38.6	13.5	.12	15	30	40	50	60	12,816	6.4	.016	.472
<b>Discussions with Diverse Others</b>												
HT (N = 21)	43.1	13.5	2.94	20	35	45	55	60				
SustainEC	40.6	15.8	.34	15	30	40	55	60	2,232	2.5	.474	.157
Carnegie Class	40.5	15.5	.23	15	30	40	55	60	4,463	2.6	.441	.168
NSSE 2018 & 2019	40.1	16.0	.04	15	30	40	55	60	166,631	3.0	.391	.187
Top 50%	42.0	15.6	.05	15	30	40	60	60	92,056	1.1	.757	.068
Top 10%	43.5	15.4	.10	20	35	45	60	60	24,526	-.4	.897	-.028

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
HT (N = 24)	31.0	14.8	3.02	10	20	30	43	50				
SustainEC	26.8	16.8	.35	0	15	25	40	60	2,357	4.3	.216	.254
Carnegie Class	28.5	16.3	.24	5	15	25	40	60	4,692	2.6	.439	.158
NSSE 2018 & 2019	24.1	16.1	.04	0	10	20	35	55	176,497	7.0	.034	.433
Top 50%	29.9	15.9	.08	5	20	30	40	60	37,391	1.2	.716	.074
Top 10%	33.9	15.8	.21	10	20	35	45	60	5,691	-2.9	.374	-.182
<b>Effective Teaching Practices</b>												
HT (N = 23)	32.5	17.4	3.62	0	20	36	48	56				
SustainEC	40.4	13.4	.28	16	32	40	52	60	22	-7.9	.040	-.586
Carnegie Class	40.9	13.8	.20	16	32	40	52	60	22	-8.4	.030	-.607
NSSE 2018 & 2019	39.6	13.8	.03	16	32	40	52	60	22	-7.0	.065	-.512
Top 50%	41.8	13.6	.06	20	32	40	52	60	22	-9.2	.018	-.679
Top 10%	43.5	13.5	.11	20	36	44	56	60	22	-11.0	.006	-.813
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
HT (N = 20)	40.7	13.9	3.10	19	28	43	52	60				
SustainEC	42.4	11.9	.26	20	36	44	50	60	2,107	-1.7	.533	-.140
Carnegie Class	43.8	12.0	.18	20	38	46	52	60	4,274	-3.1	.246	-.260
NSSE 2018 & 2019	42.8	12.2	.03	20	36	44	52	60	154,418	-2.1	.450	-.169
Top 50%	45.2	11.8	.05	23	38	48	54	60	67,030	-4.5	.091	-.378
Top 10%	47.4	12.0	.08	24	40	50	58	60	21,894	-6.7	.013	-.557
<b>Supportive Environment</b>												
HT (N = 20)	35.9	17.0	3.80	9	24	33	53	59				
SustainEC	34.2	14.0	.30	10	25	35	43	60	2,179	1.7	.588	.122
Carnegie Class	33.6	14.2	.22	10	23	33	43	60	4,369	2.3	.475	.160
NSSE 2018 & 2019	32.2	14.1	.04	10	23	33	40	58	162,650	3.7	.244	.261
Top 50%	34.8	13.9	.05	13	25	35	45	60	65,022	1.1	.723	.079
Top 10%	37.0	14.0	.13	13	28	38	48	60	12,334	-1.1	.727	-.078

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.