



NSSE 2017

Engagement Indicators

Sul Ross State University

About Your Engagement Indicators Report

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

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

Report Sections

- Overview (p. 3)** Displays how average EI scores for your 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 2016 and 2017 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Southwest Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2016 & 2017
<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	--	--	--

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Southwest Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2016 & 2017
<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	--	--	--

Academic Challenge: First-year students

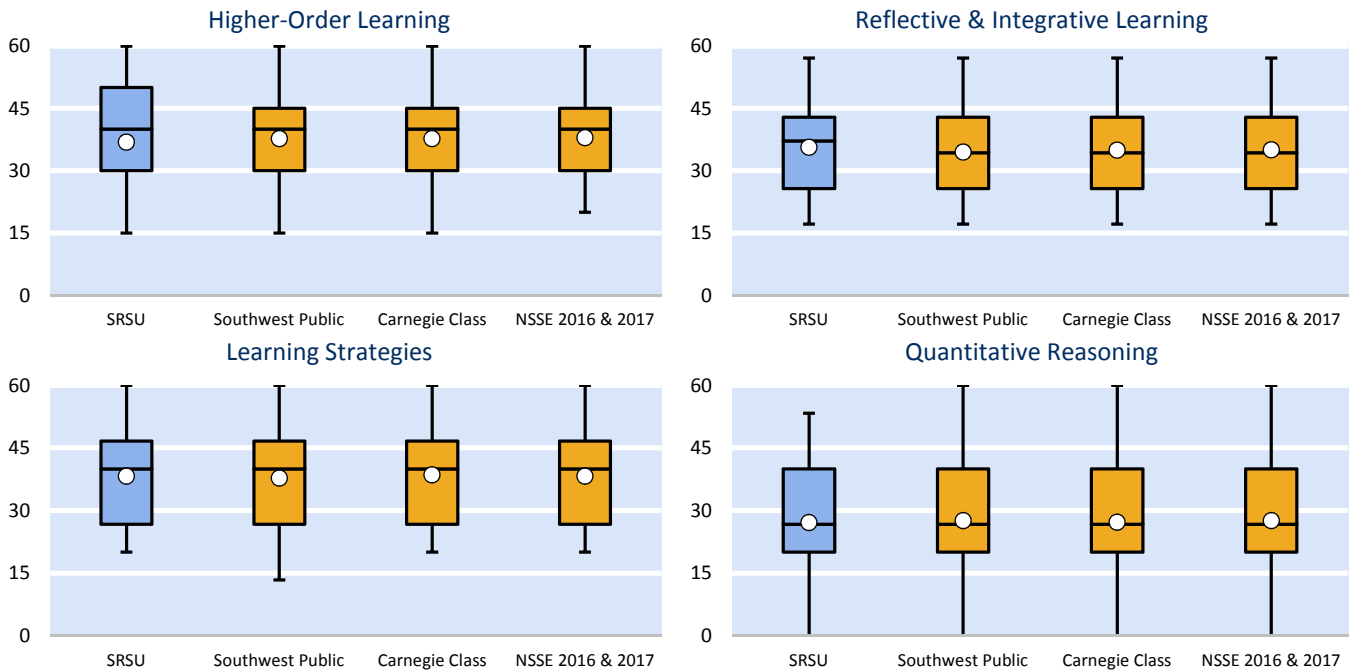
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	SRSU Mean	Your first-year students compared with					
		Southwest Public Mean	Southwest Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2016 & 2017 Mean	NSSE 2016 & 2017 Effect size
Higher-Order Learning	36.9	37.7	-.06	37.8	-.06	37.9	-.08
Reflective & Integrative Learning	35.6	34.5	.09	34.9	.06	35.0	.05
Learning Strategies	38.2	37.8	.03	38.5	-.02	38.3	.00
Quantitative Reasoning	27.1	27.6	-.03	27.2	-.01	27.6	-.03

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

Score Distributions



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^a 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.

	SRSU	Percentage point difference between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2016 & 2017
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	63	-8	-7	-8
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	-0	-1	-1
4d. Evaluating a point of view, decision, or information source	60	-8	-10	-9
4e. Forming a new idea or understanding from various pieces of information	68	-0	-1	-0
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	56	+6	+5	+4
2b. Connected your learning to societal problems or issues	52	+5	+1	+1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	+4	+2	+2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	+1	+1	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	-2	-1	-1
2f. Learned something that changed the way you understand an issue or concept	68	+2	+2	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	77	+1	+0	-0
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	72	-2	-6	-5
9b. Reviewed your notes after class	68	+2	+1	+2
9c. Summarized what you learned in class or from course materials	65	+4	+2	+2
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	52	-1	+1	-0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37	-1	-2	-2
6c. Evaluated what others have concluded from numerical information	35	-2	-2	-3

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

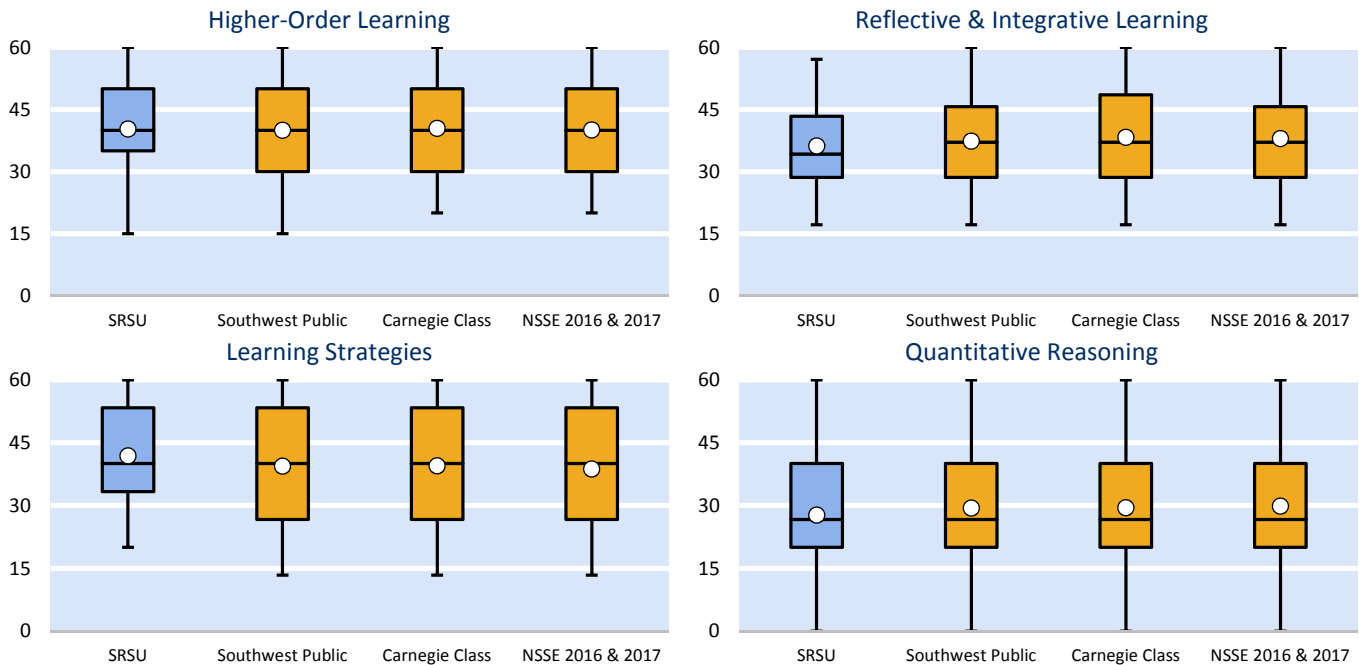
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Mean Comparisons

Engagement Indicator	SRSU Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.3	40.0	.02	40.5	-.01	40.0	.02
Reflective & Integrative Learning	36.2	37.4	-.09	38.3	-.16	38.0	-.14
Learning Strategies	41.8	39.4 *	.17	39.4 *	.17	38.7 **	.21
Quantitative Reasoning	27.7	29.4	-.10	29.5	-.11	29.9	-.13

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

Score Distributions






















































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Academic Challenge: Seniors (continued)

Performance^a 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.

	SRSU	Percentage point difference between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2016 & 2017
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	79	+2 	+0 	+1 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+1 	+0 	+1 
4d. Evaluating a point of view, decision, or information source	79	+9 	+6 	+9 
4e. Forming a new idea or understanding from various pieces of information	75	+3 	+2 	+3 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	62	-6 	-7 	-7 
2b. Connected your learning to societal problems or issues	58	-1 	-5 	-3 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	45	-4 	-10 	-8 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	+6 	+4 	+4 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	63	-8 	-9 	-9 
2f. Learned something that changed the way you understand an issue or concept	66	-4 	-6 	-5 
2g. Connected ideas from your courses to your prior experiences and knowledge	79	-3 	-5 	-4 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	86	+6 	+5 	+6 
9b. Reviewed your notes after class	77	+11 	+13 	+15 
9c. Summarized what you learned in class or from course materials	76	+11 	+10 	+13 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	-2 	-1 	-3 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	+0 	-1 	-1 
6c. Evaluated what others have concluded from numerical information	35	-8 	-8 	-10 

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

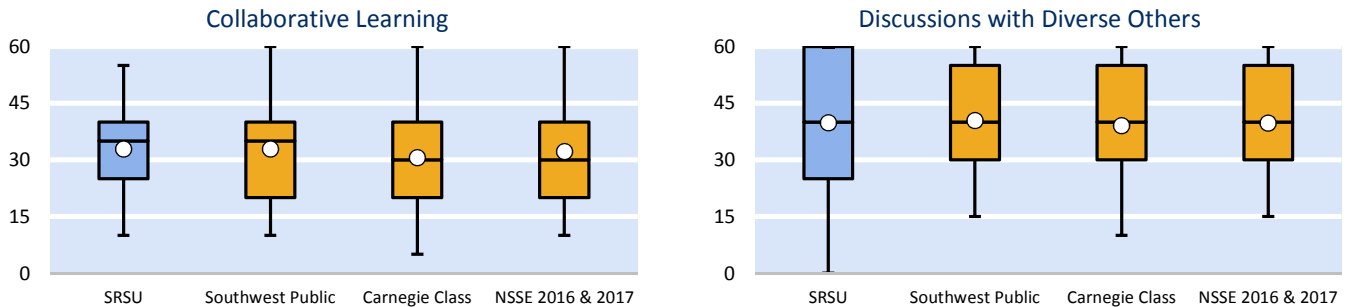
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	SRSU Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.9	32.8	.00	30.6	.15	32.2	.05
Discussions with Diverse Others	39.7	40.4	-.04	39.0	.05	39.7	.01

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

Score Distributions



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Performance^a 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	SRSU	Percentage point difference between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	49	-5	+0	-3
1f. Explained course material to one or more students	57	-2	+3	-1
1g. Prepared for exams by discussing or working through course material with other students	55	+5	+9	+5
1h. Worked with other students on course projects or assignments	56	+1	+5	+2
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	73	-0	+4	+2
8b. People from an economic background other than your own	69	-3	-1	-2
8c. People with religious beliefs other than your own	69	+0	+3	+2
8d. People with political views other than your own	70	+2	+4	+3

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Learning with Peers: Seniors

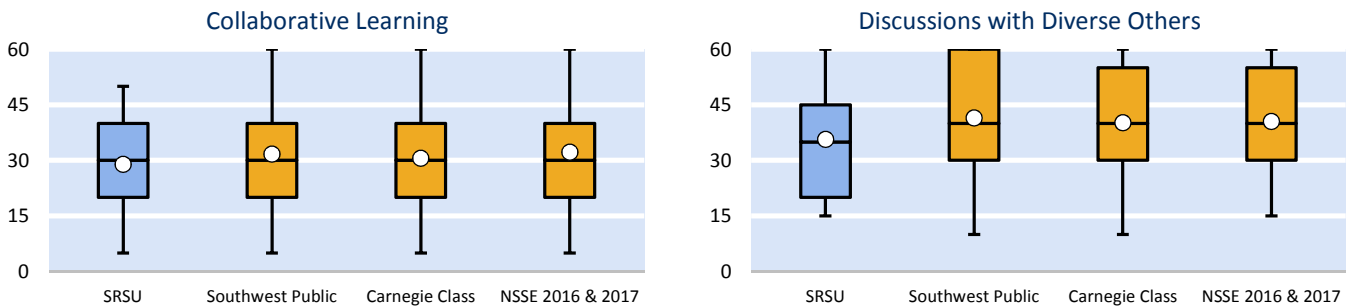
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Mean Comparisons

Engagement Indicator	SRSU Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	28.9	31.7 *	-.18	30.6	-.11	32.3 *	-.22
Discussions with Diverse Others	35.7	41.5 ***	-.35	40.2 **	-.27	40.5 **	-.30

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Collaborative Learning	SRSU	Percentage point difference between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	36	-6	-4	-7
1f. Explained course material to one or more students	47	-10	-8	-12
1g. Prepared for exams by discussing or working through course material with other students	45	-0	+1	-1
1h. Worked with other students on course projects or assignments	53	-8	-6	-10
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	64	-10	-7	-7
8b. People from an economic background other than your own	61	-13	-10	-12
8c. People with religious beliefs other than your own	54	-17	-14	-14
8d. People with political views other than your own	61	-9	-6	-7

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Experiences with Faculty: First-year students

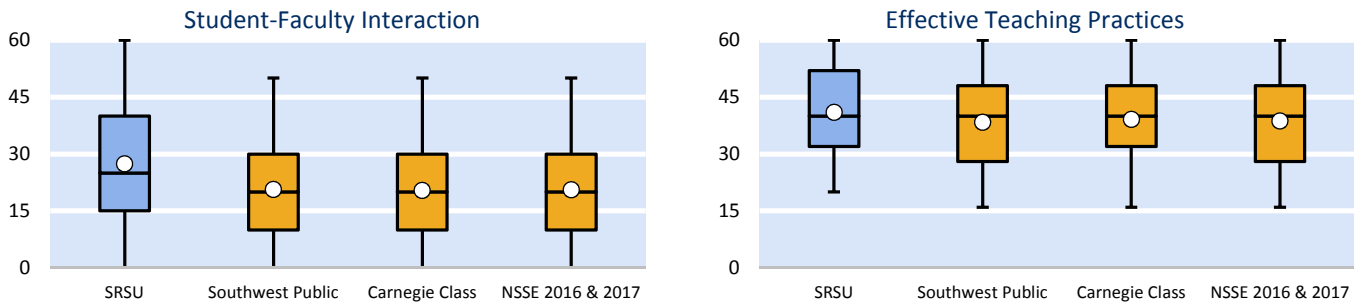
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	SRSU Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	27.4	20.7 ***	.45	20.4 ***	.48	20.6 ***	.47
Effective Teaching Practices	41.0	38.3 *	.20	39.1	.14	38.7	.17

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	SRSU %	Percentage point difference between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	55	+19	+20	+21
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	32	+10	+12	+12
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	40	+15	+15	+15
3d. Discussed your academic performance with a faculty member	42	+13	+12	+12
<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	82	+4	+3	+4
5b. Taught course sessions in an organized way	76	+0	-0	-0
5c. Used examples or illustrations to explain difficult points	71	-3	-4	-4
5d. Provided feedback on a draft or work in progress	68	+7	+2	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	71	+13	+9	+11

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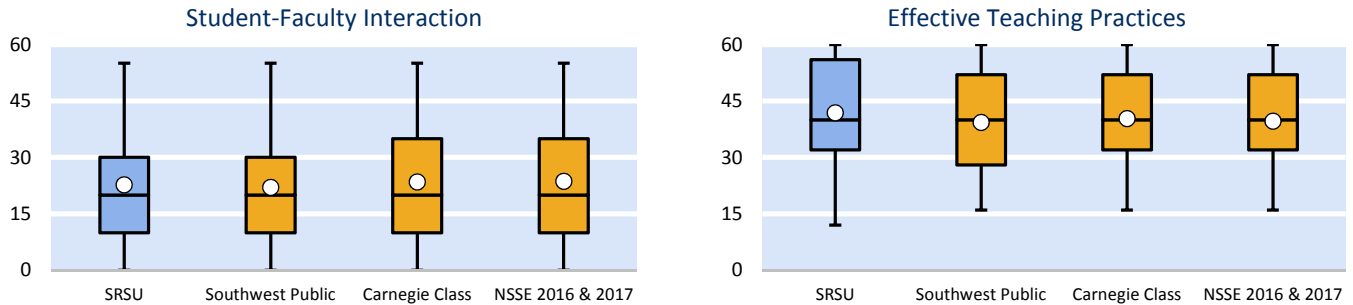
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	SRSU Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.7	22.0	.05	23.5	-.05	23.6	-.05
Effective Teaching Practices	41.8	39.2 *	.18	40.3	.11	39.6	.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).

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^a 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.

Student-Faculty Interaction	SRSU %	Percentage point difference between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	40	+1	-3	-3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	+3	+2	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	+1	-2	-3
3d. Discussed your academic performance with a faculty member	34	+3	-1	+1
<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	82	+2	+1	+1
5b. Taught course sessions in an organized way	86	+9	+7	+8
5c. Used examples or illustrations to explain difficult points	72	-4	-6	-6
5d. Provided feedback on a draft or work in progress	70	+11	+7	+9
5e. Provided prompt and detailed feedback on tests or completed assignments	75	+13	+8	+11

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

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

Campus Environment: First-year students

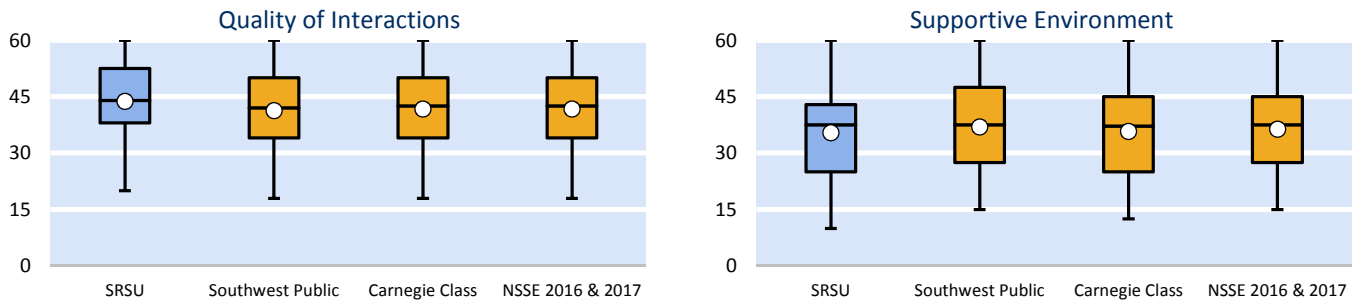
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	SRSU Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.8	41.3	.19	41.7	.16	41.7	.16
Supportive Environment	35.5	37.0	-.11	35.7	-.02	36.3	-.06

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

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^a 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	SRSU	Percentage point difference between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	54	+5	+3	+3
13b. Academic advisors	56	+7	+7	+6
13c. Faculty	56	+10	+6	+7
13d. Student services staff (career services, student activities, housing, etc.)	51	+7	+7	+7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	55	+13	+11	+12
<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	66	-9	-9	-10
14c. Using learning support services (tutoring services, writing center, etc.)	72	-5	-4	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	-3	-1	-1
14e. Providing opportunities to be involved socially	68	-4	-2	-3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	-6	-4	-6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	47	+0	+3	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	70	+3	+9	+5
14i. Attending events that address important social, economic, or political issues	50	-2	-0	-2

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

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

Campus Environment: Seniors

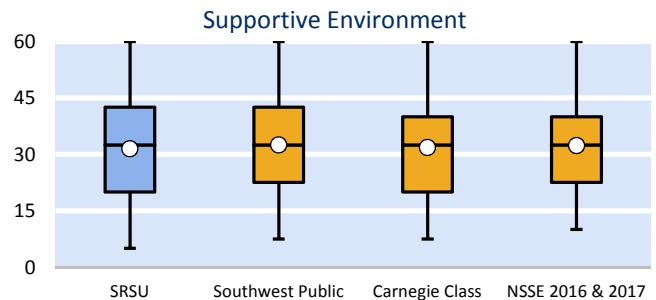
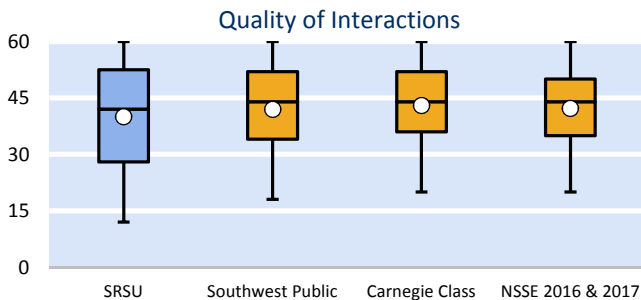
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	SRSU Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.0	42.0	-.15	43.0 *	-.24	42.3	-.18
Supportive Environment	31.5	32.5	-.07	31.8	-.02	32.3	-.06

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

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^a 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	SRSU	Percentage point difference between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	57	-0	-2	-1
13b. Academic advisors	49	-1	-5	-3
13c. Faculty	52	-4	-7	-5
13d. Student services staff (career services, student activities, housing, etc.)	41	-1	-3	-0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	-2	-3	+0
<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	67	-3	-5	-4
14c. Using learning support services (tutoring services, writing center, etc.)	69	+3	+3	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	-2	-1	+0
14e. Providing opportunities to be involved socially	61	-3	-1	-3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	54	-6	-5	-7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	+5	+6	+6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	51	-2	+4	-2
14i. Attending events that address important social, economic, or political issues	43	+1	+1	-0

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/html/position_policies.cfm), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2016 and 2017 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 NSSE institutions.

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

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

First-Year Students

Theme	Engagement Indicator	SRSU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	36.9	39.2	-.17		41.2 ***	-.32	
Academic	Reflective and Integrative Learning	35.6	36.6	-.08	✓	38.3 *	-.21	
Challenge	Learning Strategies	38.2	39.8	-.12		41.9 **	-.27	
	Quantitative Reasoning	27.1	28.8	-.11		30.4 *	-.22	
Learning	Collaborative Learning	32.9	35.2	-.17		37.1 ***	-.31	
with Peers	Discussions with Diverse Others	39.7	41.7	-.13		43.8 *	-.28	
Experiences	Student-Faculty Interaction	27.4	23.8 *	.25	✓	27.2	.01	✓
with Faculty	Effective Teaching Practices	41.0	40.7	.02	✓	42.6	-.12	
Campus	Quality of Interactions	43.8	43.8	.00	✓	46.1	-.19	
Environment	Supportive Environment	35.5	38.2 *	-.21		40.0 ***	-.35	

Seniors

Theme	Engagement Indicator	SRSU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	40.3	41.8	-.11		43.3 *	-.22	
Academic	Reflective and Integrative Learning	36.2	40.0 ***	-.30		42.0 ***	-.47	
Challenge	Learning Strategies	41.8	40.7	.08	✓	42.9	-.07	✓
	Quantitative Reasoning	27.7	31.1 *	-.21		33.0 ***	-.33	
Learning	Collaborative Learning	28.9	35.8 ***	-.50		37.9 ***	-.67	
with Peers	Discussions with Diverse Others	35.7	42.3 ***	-.42		44.3 ***	-.56	
Experiences	Student-Faculty Interaction	22.7	29.2 ***	-.42		33.0 ***	-.64	
with Faculty	Effective Teaching Practices	41.8	41.8	.00	✓	43.8	-.15	
Campus	Quality of Interactions	40.0	44.8 **	-.41		46.9 ***	-.56	
Environment	Supportive Environment	31.5	34.8 *	-.24		37.2 ***	-.41	

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 2016 and 2017 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 ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
SRSU (N = 109)	36.9	14.4	1.38	15	30	40	50	60				
Southwest Public	37.7	13.4	.11	15	30	40	45	60	14,685	-.8	.535	-.060
Carnegie Class	37.8	13.4	.06	15	30	40	45	60	52,690	-.8	.513	-.063
NSSE 2016 & 2017	37.9	13.3	.03	20	30	40	45	60	183,014	-1.0	.425	-.077
Top 50%	39.2	13.1	.04	20	30	40	50	60	104,335	-2.2	.075	-.171
Top 10%	41.2	13.3	.10	20	35	40	50	60	19,370	-4.2	.001	-.319
Reflective & Integrative Learning												
SRSU (N = 114)	35.6	13.1	1.23	17	26	37	43	57				
Southwest Public	34.5	12.0	.10	17	26	34	43	57	15,257	1.1	.320	.093
Carnegie Class	34.9	12.0	.05	17	26	34	43	57	54,873	.7	.541	.057
NSSE 2016 & 2017	35.0	12.0	.03	17	26	34	43	57	190,608	.6	.604	.049
Top 50%	36.6	12.0	.04	17	29	37	46	57	96,962	-.9	.398	-.079
Top 10%	38.3	12.3	.08	20	29	37	46	60	21,154	-2.6	.023	-.214
Learning Strategies												
SRSU (N = 106)	38.2	13.2	1.29	20	27	40	47	60				
Southwest Public	37.8	13.9	.12	13	27	40	47	60	12,973	.4	.745	.032
Carnegie Class	38.5	13.8	.06	20	27	40	47	60	47,048	-.3	.814	-.023
NSSE 2016 & 2017	38.3	13.7	.03	20	27	40	47	60	162,964	-.1	.960	-.005
Top 50%	39.8	13.7	.05	20	27	40	53	60	80,540	-1.6	.223	-.119
Top 10%	41.9	14.1	.10	20	33	40	53	60	20,517	-3.7	.006	-.266
Quantitative Reasoning												
SRSU (N = 110)	27.1	14.9	1.42	0	20	27	40	53				
Southwest Public	27.6	15.5	.13	0	20	27	40	60	14,596	-.5	.755	-.030
Carnegie Class	27.2	15.4	.07	0	20	27	40	60	52,447	-.1	.936	-.008
NSSE 2016 & 2017	27.6	15.4	.04	0	20	27	40	60	182,330	-.5	.733	-.033
Top 50%	28.8	15.2	.05	0	20	27	40	60	112,420	-1.7	.229	-.115
Top 10%	30.4	15.2	.09	7	20	27	40	60	27,470	-3.3	.022	-.218
Learning with Peers												
Collaborative Learning												
SRSU (N = 116)	32.9	13.2	1.23	10	25	35	40	55				
Southwest Public	32.8	14.2	.11	10	20	35	40	60	15,842	.0	.993	.001
Carnegie Class	30.6	14.9	.06	5	20	30	40	60	56,801	2.3	.096	.155
NSSE 2016 & 2017	32.2	14.5	.03	10	20	30	40	60	197,593	.7	.602	.048
Top 50%	35.2	13.6	.04	15	25	35	45	60	112,923	-2.3	.065	-.171
Top 10%	37.1	13.4	.08	15	25	40	45	60	27,743	-4.2	.001	-.314
Discussions with Diverse Others												
SRSU (N = 108)	39.7	17.5	1.69	0	25	40	60	60				
Southwest Public	40.4	16.0	.14	15	30	40	55	60	13,056	-.6	.683	-.040
Carnegie Class	39.0	15.9	.07	10	30	40	55	60	47,468	.8	.620	.048
NSSE 2016 & 2017	39.7	15.5	.04	15	30	40	55	60	164,450	.1	.958	.005
Top 50%	41.7	14.9	.05	20	30	40	55	60	107	-2.0	.241	-.134
Top 10%	43.8	14.5	.09	20	35	45	60	60	107	-4.1	.018	-.279

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
SRSU (N = 111)	27.4	17.2	1.63	0	15	25	40	60				
Southwest Public	20.7	14.9	.12	0	10	20	30	50	112	6.7	.000	.451
Carnegie Class	20.4	14.5	.06	0	10	20	30	50	111	7.0	.000	.484
NSSE 2016 & 2017	20.6	14.5	.03	0	10	20	30	50	110	6.8	.000	.472
Top 50%	23.8	14.7	.06	0	15	20	35	55	111	3.6	.028	.246
Top 10%	27.2	15.6	.15	5	15	25	40	60	10,545	.2	.897	.012
Effective Teaching Practices												
SRSU (N = 110)	41.0	13.4	1.27	20	32	40	52	60				
Southwest Public	38.3	13.3	.11	16	28	40	48	60	14,811	2.7	.036	.200
Carnegie Class	39.1	13.2	.06	16	32	40	48	60	53,245	1.9	.136	.142
NSSE 2016 & 2017	38.7	13.1	.03	16	28	40	48	60	184,967	2.3	.067	.175
Top 50%	40.7	13.0	.05	20	32	40	52	60	73,162	.3	.816	.022
Top 10%	42.6	13.6	.11	20	36	44	56	60	16,778	-1.6	.214	-.119
Campus Environment												
Quality of Interactions												
SRSU (N = 100)	43.8	11.9	1.19	20	38	44	53	60				
Southwest Public	41.3	12.8	.12	18	34	42	50	60	12,418	2.5	.054	.193
Carnegie Class	41.7	12.6	.06	18	34	43	50	60	44,341	2.1	.103	.163
NSSE 2016 & 2017	41.7	12.4	.03	18	34	43	50	60	154,343	2.0	.101	.164
Top 50%	43.8	11.5	.04	22	38	46	52	60	67,524	.0	.971	-.004
Top 10%	46.1	11.7	.11	24	40	48	56	60	11,633	-2.3	.053	-.194
Supportive Environment												
SRSU (N = 107)	35.5	14.3	1.39	10	25	38	43	60				
Southwest Public	37.0	13.8	.13	15	28	38	48	60	12,097	-1.5	.264	-.109
Carnegie Class	35.7	13.8	.07	13	25	37	45	60	43,816	-.3	.839	-.020
NSSE 2016 & 2017	36.3	13.6	.03	15	28	38	45	60	151,930	-.9	.506	-.064
Top 50%	38.2	13.1	.05	18	30	40	48	60	82,741	-2.8	.029	-.211
Top 10%	40.0	13.0	.09	18	31	40	50	60	19,743	-4.5	.000	-.348

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
SRSU (N = 115)	40.3	13.7	1.28	15	35	40	50	60				
Southwest Public	40.0	14.1	.08	15	30	40	50	60	28,972	.3	.813	.022
Carnegie Class	40.5	13.7	.05	20	30	40	50	60	91,077	-.2	.882	-.014
NSSE 2016 & 2017	40.0	13.7	.03	20	30	40	50	60	293,649	.2	.848	.018
Top 50%	41.8	13.5	.04	20	35	40	55	60	116,610	-1.5	.221	-.114
Top 10%	43.3	13.4	.07	20	35	40	55	60	34,553	-3.0	.019	-.220
Reflective & Integrative Learning												
SRSU (N = 120)	36.2	11.7	1.07	17	29	34	43	57				
Southwest Public	37.4	12.8	.07	17	29	37	46	60	29,904	-1.1	.339	-.087
Carnegie Class	38.3	12.6	.04	17	29	37	49	60	93,961	-2.0	.075	-.163
NSSE 2016 & 2017	38.0	12.6	.02	17	29	37	46	60	303,320	-1.8	.122	-.141
Top 50%	40.0	12.3	.04	20	31	40	49	60	120,168	-3.8	.001	-.305
Top 10%	42.0	12.2	.08	20	34	43	51	60	25,100	-5.7	.000	-.470
Learning Strategies												
SRSU (N = 114)	41.8	12.6	1.18	20	33	40	53	60				
Southwest Public	39.4	14.6	.09	13	27	40	53	60	114	2.4	.042	.167
Carnegie Class	39.4	14.5	.05	13	27	40	53	60	113	2.4	.045	.166
NSSE 2016 & 2017	38.7	14.5	.03	13	27	40	53	60	113	3.1	.010	.214
Top 50%	40.7	14.4	.04	20	33	40	53	60	113	1.1	.353	.077
Top 10%	42.9	14.3	.07	20	33	40	60	60	113	-1.0	.383	-.073
Quantitative Reasoning												
SRSU (N = 117)	27.7	15.9	1.47	0	20	27	40	60				
Southwest Public	29.4	16.4	.10	0	20	27	40	60	28,830	-1.7	.261	-.104
Carnegie Class	29.5	16.3	.05	0	20	27	40	60	90,788	-1.8	.229	-.111
NSSE 2016 & 2017	29.9	16.3	.03	0	20	27	40	60	292,998	-2.2	.147	-.134
Top 50%	31.1	16.2	.04	0	20	33	40	60	177,609	-3.5	.021	-.215
Top 10%	33.0	15.9	.08	7	20	33	40	60	39,308	-5.3	.000	-.334
Learning with Peers												
Collaborative Learning												
SRSU (N = 123)	28.9	13.9	1.25	5	20	30	40	50				
Southwest Public	31.7	15.4	.09	5	20	30	40	60	30,579	-2.8	.047	-.179
Carnegie Class	30.6	15.8	.05	5	20	30	40	60	123	-1.7	.187	-.106
NSSE 2016 & 2017	32.3	15.1	.03	5	20	30	40	60	310,029	-3.3	.014	-.220
Top 50%	35.8	13.8	.03	15	25	35	45	60	164,892	-6.9	.000	-.499
Top 10%	37.9	13.4	.07	15	30	40	50	60	33,612	-9.0	.000	-.667
Discussions with Diverse Others												
SRSU (N = 112)	35.7	16.1	1.52	15	20	35	45	60				
Southwest Public	41.5	16.6	.10	10	30	40	60	60	26,256	-5.8	.000	-.347
Carnegie Class	40.2	16.3	.06	10	30	40	55	60	83,678	-4.4	.004	-.272
NSSE 2016 & 2017	40.5	15.9	.03	15	30	40	55	60	268,909	-4.8	.001	-.301
Top 50%	42.3	15.6	.04	15	30	40	60	60	179,045	-6.6	.000	-.423
Top 10%	44.3	15.3	.08	20	35	45	60	60	38,758	-8.5	.000	-.558

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
SRSU (N = 116)	22.7	15.8	1.46	0	10	20	30	55				
Southwest Public	22.0	16.2	.09	0	10	20	30	55	29,291	.7	.625	.045
Carnegie Class	23.5	16.1	.05	0	10	20	35	55	92,081	-.8	.613	-.047
NSSE 2016 & 2017	23.6	16.0	.03	0	10	20	35	55	297,114	-.9	.556	-.055
Top 50%	29.2	15.7	.06	5	20	30	40	60	71,556	-6.5	.000	-.415
Top 10%	33.0	16.0	.15	10	20	30	45	60	11,114	-10.3	.000	-.643
Effective Teaching Practices												
SRSU (N = 119)	41.8	14.4	1.32	12	32	40	56	60				
Southwest Public	39.2	14.2	.08	16	28	40	52	60	29,253	2.6	.050	.180
Carnegie Class	40.3	13.8	.05	16	32	40	52	60	92,076	1.5	.234	.109
NSSE 2016 & 2017	39.6	13.7	.03	16	32	40	52	60	296,987	2.2	.080	.160
Top 50%	41.8	13.5	.04	20	32	40	52	60	101,713	.0	.981	.002
Top 10%	43.8	13.4	.09	20	36	44	56	60	20,344	-2.0	.104	-.150
Campus Environment												
Quality of Interactions												
SRSU (N = 108)	40.0	15.3	1.47	12	28	42	53	60				
Southwest Public	42.0	12.9	.08	18	34	44	52	60	108	-1.9	.193	-.150
Carnegie Class	43.0	12.3	.04	20	36	44	52	60	108	-2.9	.048	-.240
NSSE 2016 & 2017	42.3	12.1	.02	20	35	44	50	60	108	-2.2	.137	-.181
Top 50%	44.8	11.6	.04	23	38	46	54	60	108	-4.7	.002	-.408
Top 10%	46.9	12.1	.07	23	40	50	58	60	108	-6.8	.000	-.565
Supportive Environment												
SRSU (N = 110)	31.5	16.4	1.57	5	20	33	43	60				
Southwest Public	32.5	14.7	.09	8	23	33	43	60	109	-1.0	.522	-.069
Carnegie Class	31.8	14.4	.05	8	20	33	40	60	109	-.3	.832	-.023
NSSE 2016 & 2017	32.3	14.2	.03	10	23	33	40	60	109	-.8	.602	-.058
Top 50%	34.8	13.7	.04	13	25	35	45	60	109	-3.2	.041	-.237
Top 10%	37.2	13.6	.09	13	28	38	48	60	109	-5.7	.000	-.415

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

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

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

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

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

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

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