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# **NSSE 2017**

## **Engagement Indicators**

Albany State 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 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](http://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 USG System Schools	Your first-year students compared with Carnegie Class	Your first-year students compared with USG Peer Group
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 USG System Schools	Your seniors compared with Carnegie Class	Your seniors compared with USG Peer Group
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

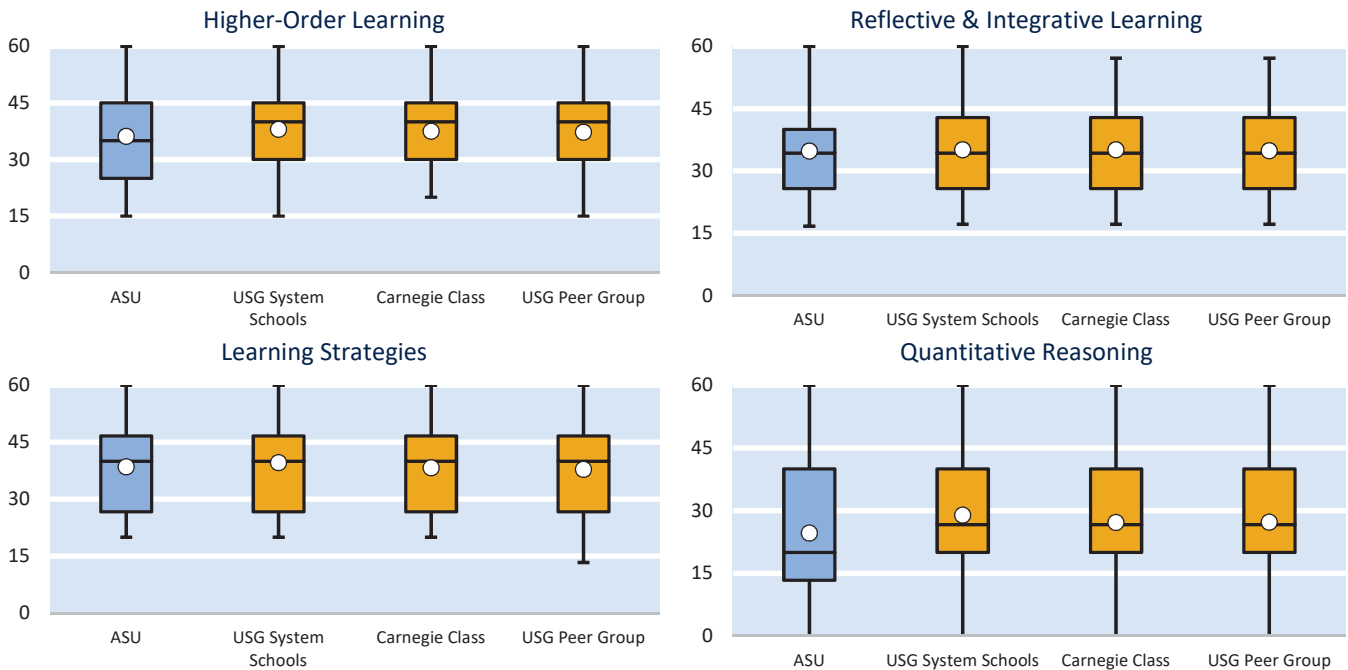
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	ASU Mean	Your first-year students compared with					
		USG System Schools		Carnegie Class		USG Peer Group	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.1	38.0	-.14	37.5	-.11	37.3	-.09
Reflective & Integrative Learning	34.8	35.1	-.03	35.1	-.03	34.9	-.01
Learning Strategies	38.5	39.7	-.08	38.3	.02	37.9	.05
Quantitative Reasoning	24.6	28.9 **	-.27	27.2	-.17	27.2	-.16

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

#### 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<sup>a</sup> 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.

	ASU	Percentage point difference between your FY students and		
		USG System Schools	Carnegie Class	USG Peer Group
<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	57	-10	-12	-11
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	65	-5	-4	-0
4d. Evaluating a point of view, decision, or information source	67	-5	-2	-3
4e. Forming a new idea or understanding from various pieces of information	71	+2	+3	+3
<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	43	-4	-9	-9
2b. Connected your learning to societal problems or issues	45	-6	-7	-5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	-2	-2	-1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	-4	-2	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	-2	-2	-2
2f. Learned something that changed the way you understand an issue or concept	72	+6	+6	+4
2g. Connected ideas from your courses to your prior experiences and knowledge	71	-3	-5	-4
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	72	-5	-5	-3
9b. Reviewed your notes after class	72	+1	+6	+6
9c. Summarized what you learned in class or from course materials	73	+6	+10	+12
<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.)	49	-6	-2	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	32	-10	-6	-8
6c. Evaluated what others have concluded from numerical information	32	-8	-5	-5

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

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

### Academic Challenge: Seniors

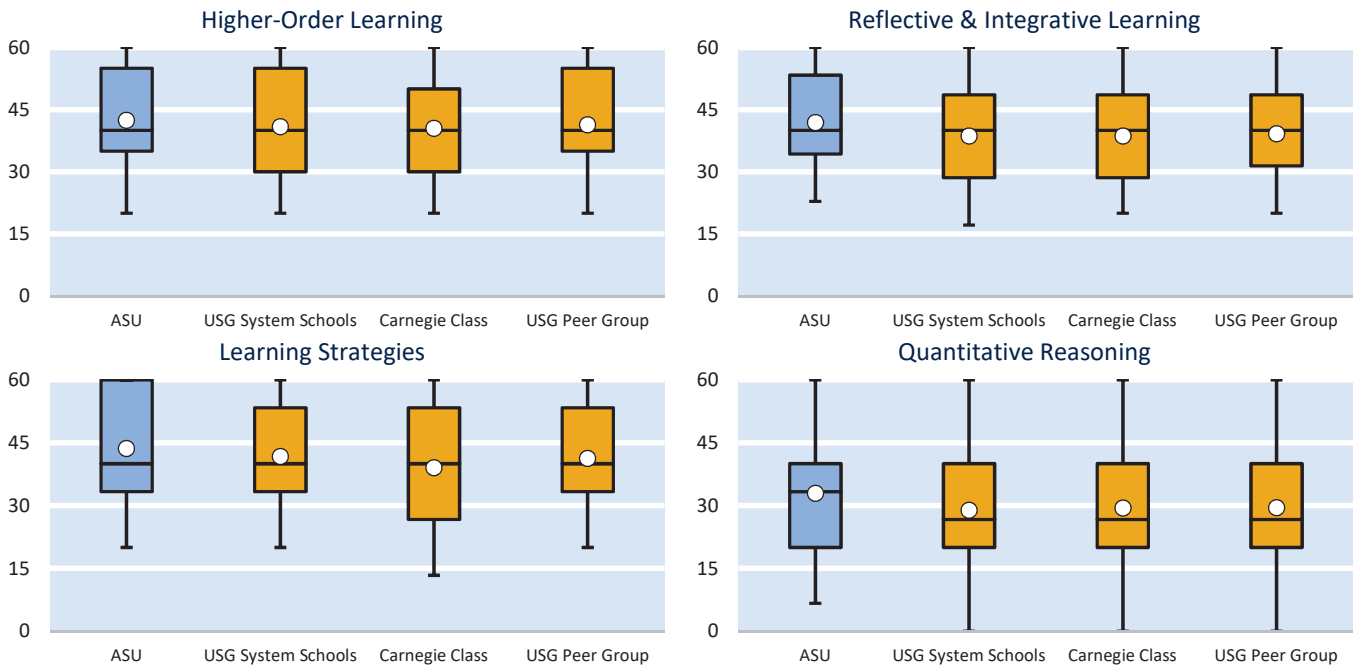
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#### Mean Comparisons

Engagement Indicator	ASU Mean	Your seniors compared with					
		USG System Schools		Carnegie Class		USG Peer Group	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.4	40.9	.11	40.5	.14	41.4	.07
Reflective & Integrative Learning	41.9	38.6 *	.25	38.6 **	.26	39.2 *	.21
Learning Strategies	43.6	41.7	.14	39.0 **	.32	41.2	.17
Quantitative Reasoning	32.9	28.9 *	.25	29.4 *	.22	29.5 *	.21

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<sup>a</sup> 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.

	ASU	Percentage point difference between your seniors and		
		USG System Schools	Carnegie Class	USG Peer Group
<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	81	+3 	+3 	+1 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	82	+4 	+6 	+4 
4d. Evaluating a point of view, decision, or information source	85	+11 	+13 	+10 
4e. Forming a new idea or understanding from various pieces of information	81	+9 	+9 	+7 
<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	73	+7 	+3 	+5 
2b. Connected your learning to societal problems or issues	75	+14 	+11 	+11 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	63	+9 	+7 	+7 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	75	+8 	+8 	+6 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	80	+5 	+8 	+5 
2f. Learned something that changed the way you understand an issue or concept	79	+7 	+8 	+5 
2g. Connected ideas from your courses to your prior experiences and knowledge	95	+12 	+11 	+10 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	83	+1 	+3 	+1 
9b. Reviewed your notes after class	76	+4 	+13 	+5 
9c. Summarized what you learned in class or from course materials	76	+5 	+11 	+6 
<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.)	61	+8 	+7 	+7 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	54	+10 	+10 	+10 
6c. Evaluated what others have concluded from numerical information	45	+5 	+2 	+4 

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

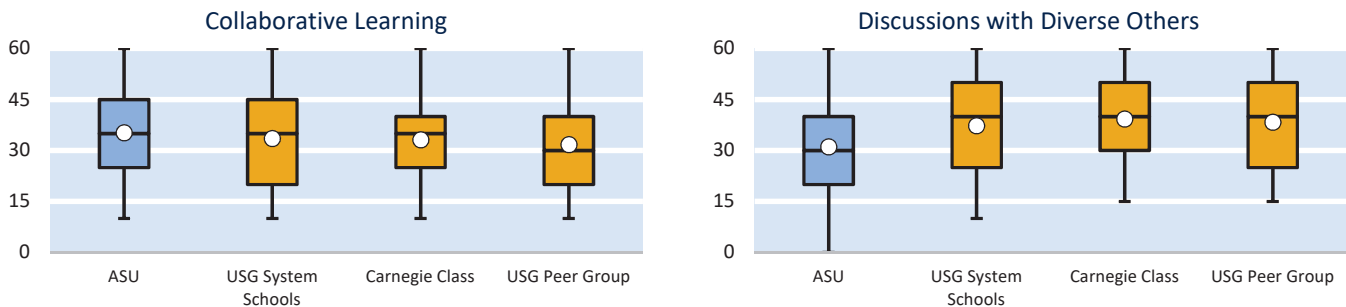
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	ASU Mean	Your first-year students compared with					
		USG System Schools		Carnegie Class		USG Peer Group	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.2	33.5	.12	33.1	.15	31.7 **	.24
Discussions with Diverse Others	31.0	37.3 ***	-.39	39.2 ***	-.54	38.3 ***	-.46

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<sup>a</sup> 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	ASU	Percentage point difference between your FY students and		
		USG System Schools	Carnegie Class	USG Peer Group
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	51	-3	-4	-0
1f. Explained course material to one or more students	63	+2	+4	+7
1g. Prepared for exams by discussing or working through course material with other students	60	+8	+8	+12
1h. Worked with other students on course projects or assignments	58	+0	+1	+5
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	44	-18	-25	-23
8b. People from an economic background other than your own	55	-10	-16	-13
8c. People with religious beliefs other than your own	49	-11	-14	-15
8d. People with political views other than your own	44	-20	-24	-21

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### Learning with Peers: Seniors

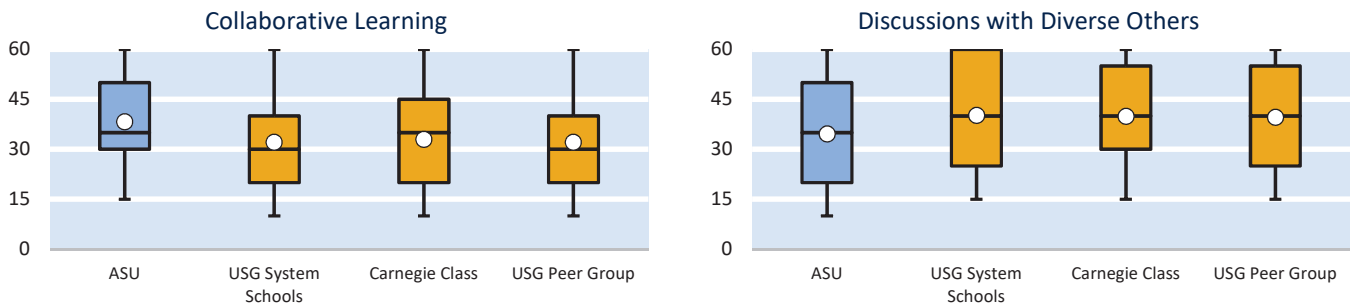
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	ASU Mean	Your seniors compared with					
		USG System Schools		Carnegie Class		USG Peer Group	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	38.3	32.2 ***	.41	33.0 ***	.37	32.2 ***	.42
Discussions with Diverse Others	34.7	40.2 **	-.33	39.9 **	-.33	39.6 **	-.31

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Collaborative Learning	ASU	Percentage point difference between your seniors and		
		USG System Schools	Carnegie Class	USG Peer Group
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1e. Asked another student to help you understand course material	55	+13	+11	+13
1f. Explained course material to one or more students	72	+13	+11	+14
1g. Prepared for exams by discussing or working through course material with other students	68	+20	+19	+21
1h. Worked with other students on course projects or assignments	70	+9	+6	+9
<b>Discussions with Diverse Others</b>				
<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	52	-18	-17	-16
8b. People from an economic background other than your own	66	-5	-6	-5
8c. People with religious beliefs other than your own	52	-11	-13	-13
8d. People with political views other than your own	51	-15	-17	-15

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### Experiences with Faculty: First-year students

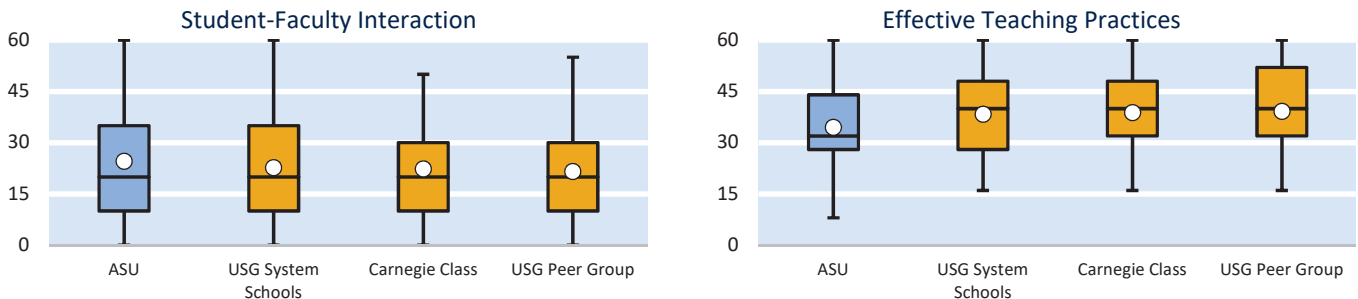
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	ASU Mean	Your first-year students compared with					
		USG System Schools Effect size		Carnegie Class Effect size		USG Peer Group Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.5	22.6	.12	22.3	.15	21.5 *	.20
Effective Teaching Practices	34.4	38.3 **	-.28	38.8 ***	-.34	39.2 ***	-.35

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Student-Faculty Interaction	ASU %	Percentage point difference between your FY students and		
		USG System Schools	Carnegie Class	USG Peer Group
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	45	+5	+7	+6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	+6	+8	+8
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	-0	+2	+2
3d. Discussed your academic performance with a faculty member	40	+3	+7	+7
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	59	-14	-19	-19
5b. Taught course sessions in an organized way	63	-8	-13	-12
5c. Used examples or illustrations to explain difficult points	63	-7	-11	-9
5d. Provided feedback on a draft or work in progress	59	-5	-7	-7
5e. Provided prompt and detailed feedback on tests or completed assignments	54	-6	-8	-7

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### Experiences with Faculty: Seniors

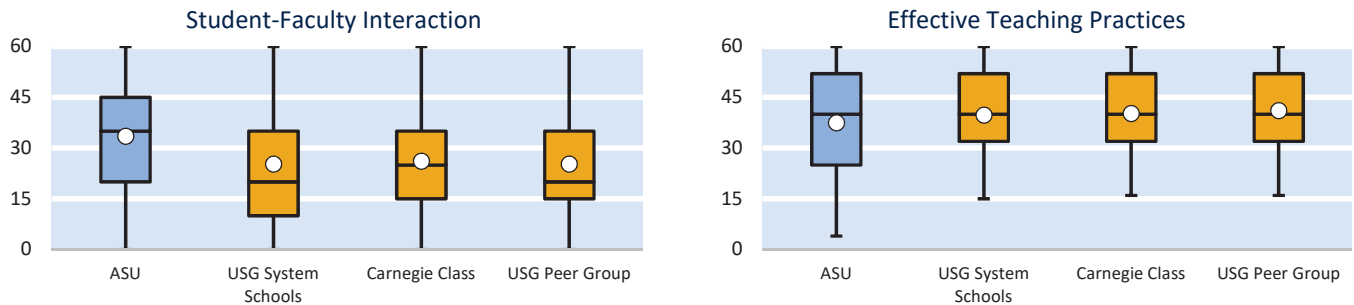
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#### Mean Comparisons

Engagement Indicator	ASU Mean	Your seniors compared with					
		USG System Schools		Carnegie Class		USG Peer Group	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	33.4	25.2 ***	.49	26.1 ***	.46	25.2 ***	.51
Effective Teaching Practices	37.4	39.7	-.15	40.1	-.20	41.0 *	-.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).

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Student-Faculty Interaction	ASU %	Percentage point difference between your seniors and		
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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	69	+23	+19	+22
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	48	+18	+17	+20
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	53	+19	+17	+19
3d. Discussed your academic performance with a faculty member	59	+20	+20	+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	71	-9	-9	-11
5b. Taught course sessions in an organized way	71	-4	-7	-7
5c. Used examples or illustrations to explain difficult points	66	-10	-12	-11
5d. Provided feedback on a draft or work in progress	58	-3	-5	-8
5e. Provided prompt and detailed feedback on tests or completed assignments	62	-0	-4	-6

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

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

### Campus Environment: First-year students

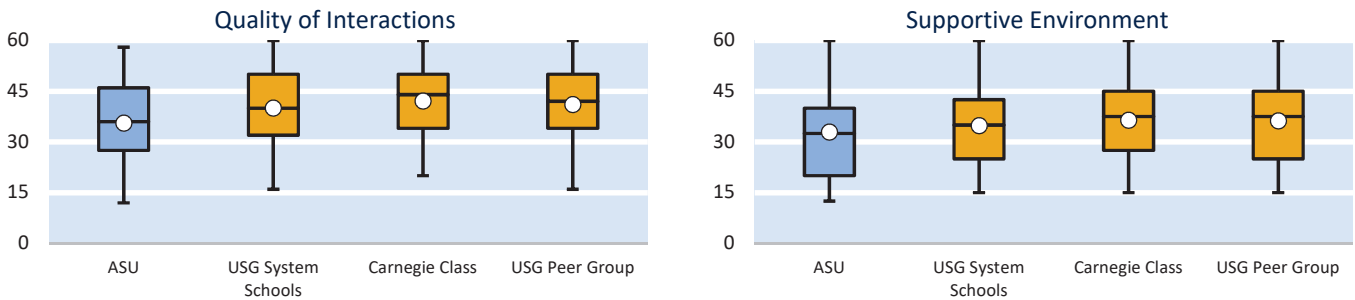
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	ASU Mean	Your first-year students compared with					
		USG System Schools		Carnegie Class		USG Peer Group	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	35.6	40.0 **	-.34	42.2 ***	-.54	41.1 ***	-.42
Supportive Environment	32.9	34.8	-.13	36.4 *	-.26	36.2 *	-.24

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<sup>a</sup> 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	ASU	Percentage point difference between your FY students and		
		USG System Schools	Carnegie Class	USG Peer Group
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	48	+4	-3	+1
13b. Academic advisors	37	-11	-14	-13
13c. Faculty	32	-13	-19	-17
13d. Student services staff (career services, student activities, housing, etc.)	37	-3	-8	-5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	27	-12	-18	-17
<b>Supportive Environment</b>				
<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	-9	-6
14c. Using learning support services (tutoring services, writing center, etc.)	68	-7	-8	-5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	44	-13	-18	-17
14e. Providing opportunities to be involved socially	60	-8	-12	-10
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	55	-11	-14	-14
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	-6	-7	-10
14h. Attending campus activities and events (performing arts, athletic events, etc.)	63	+1	-3	-3
14i. Attending events that address important social, economic, or political issues	52	-0	-2	-1

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

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

### Campus Environment: Seniors

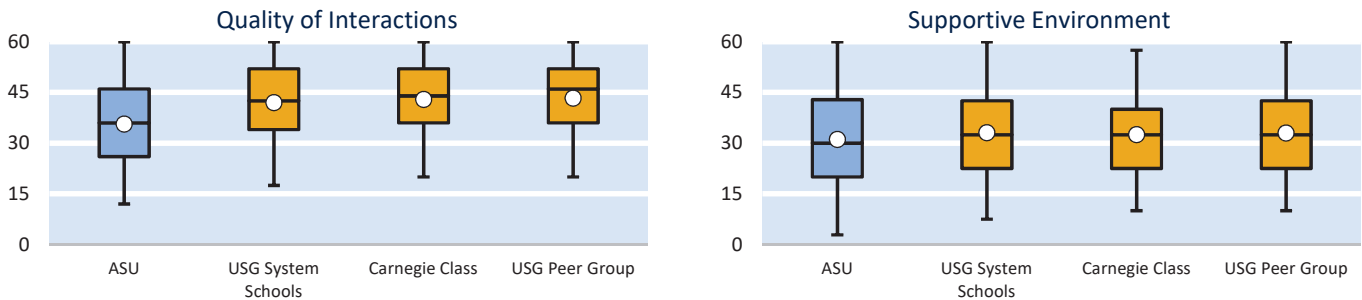
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	ASU Mean	Your seniors compared with					
		USG System Schools		Carnegie Class		USG Peer Group	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	35.6	42.0 ***	-.49	42.9 ***	-.61	43.3 ***	-.62
Supportive Environment	31.1	33.1	-.13	32.5	-.10	33.0	-.13

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

#### 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<sup>a</sup> 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	ASU	Percentage point difference between your seniors and		
		USG System Schools	Carnegie Class	USG Peer Group
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	59	+3	+1	-2
13b. Academic advisors	44	-8	-11	-11
13c. Faculty	41	-16	-18	-19
13d. Student services staff (career services, student activities, housing, etc.)	33	-10	-10	-12
13e. Other administrative staff and offices (registrar, financial aid, etc.)	17	-26	-25	-29
<b>Supportive Environment</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	62	-8	-10	-9
14c. Using learning support services (tutoring services, writing center, etc.)	60	-6	-6	-5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	45	-11	-9	-10
14e. Providing opportunities to be involved socially	56	-11	-8	-10
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	54	-6	-6	-6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	+1	+2	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	45	-9	-8	-10
14i. Attending events that address important social, economic, or political issues	45	-0	+0	-1

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

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

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### Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see [nsse.indiana.edu/html/position\\_policies.cfm](http://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<sup>a</sup> 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<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	ASU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.1	39.2 *	-.23		41.2 ***	-.38	
	Reflective and Integrative Learning	34.8	36.6	-.15		38.3 **	-.28	
	Learning Strategies	38.5	39.8	-.09	✓	41.9 *	-.24	
	Quantitative Reasoning	24.6	28.8 *	-.28		30.4 ***	-.38	
<i>Learning with Peers</i>	Collaborative Learning	35.2	35.2	.00	✓	37.1	-.14	
	Discussions with Diverse Others	31.0	41.7 ***	-.72		43.8 ***	-.88	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	24.5	23.8	.05	✓	27.2	-.17	
	Effective Teaching Practices	34.4	40.7 ***	-.48		42.6 ***	-.60	
<i>Campus Environment</i>	Quality of Interactions	35.6	43.8 ***	-.72		46.1 ***	-.89	
	Supportive Environment	32.9	38.2 ***	-.40		40.0 ***	-.54	

#### Seniors

Theme	Engagement Indicator	ASU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	42.4	41.8	.04	✓	43.3	-.06	✓
	Reflective and Integrative Learning	41.9	40.0	.15	✓	42.0	-.01	✓
	Learning Strategies	43.6	40.7	.20	✓	42.9	.05	✓
	Quantitative Reasoning	32.9	31.1	.11	✓	33.0	.00	✓
<i>Learning with Peers</i>	Collaborative Learning	38.3	35.8	.18	✓	37.9	.03	✓
	Discussions with Diverse Others	34.7	42.3 ***	-.49		44.3 ***	-.63	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	33.4	29.2 **	.27	✓	33.0	.03	✓
	Effective Teaching Practices	37.4	41.8 *	-.32		43.8 ***	-.48	
<i>Campus Environment</i>	Quality of Interactions	35.6	44.8 ***	-.79		46.9 ***	-.93	
	Supportive Environment	31.1	34.8	-.26		37.2 **	-.44	

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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <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>												
ASU (N = 113)	36.1	13.5	1.27	15	25	35	45	60				
USG System Schools	38.0	13.8	.38	15	30	40	45	60	1,450	-1.9	.155	-.140
Carnegie Class	37.5	13.1	.11	20	30	40	45	60	14,718	-1.4	.252	-.108
USG Peer Group	37.3	13.6	.28	15	30	40	45	60	2,473	-1.2	.370	-.086
Top 50%	39.2	13.1	.04	20	30	40	50	60	119,533	-3.0	.014	-.232
Top 10%	41.2	13.3	.09	20	35	40	50	60	22,182	-5.1	.000	-.379
<b>Reflective &amp; Integrative Learning</b>												
ASU (N = 120)	34.8	12.3	1.12	17	26	34	40	60				
USG System Schools	35.1	12.5	.33	17	26	34	43	60	1,518	-.3	.769	-.028
Carnegie Class	35.1	11.9	.10	17	26	34	43	57	15,314	-.3	.755	-.029
USG Peer Group	34.9	12.2	.25	17	26	34	43	57	2,573	-.1	.926	-.009
Top 50%	36.6	12.0	.04	17	29	37	46	57	111,217	-1.8	.100	-.150
Top 10%	38.3	12.3	.08	20	29	37	46	60	24,228	-3.5	.002	-.283
<b>Learning Strategies</b>												
ASU (N = 100)	38.5	13.3	1.32	20	27	40	47	60				
USG System Schools	39.7	13.4	.39	20	27	40	47	60	1,281	-1.1	.415	-.085
Carnegie Class	38.3	13.5	.12	20	27	40	47	60	13,187	.3	.853	.019
USG Peer Group	37.9	13.9	.30	13	27	40	47	60	2,240	.6	.654	.046
Top 50%	39.8	13.7	.05	20	27	40	53	60	92,281	-1.3	.345	-.094
Top 10%	41.9	14.1	.09	20	33	40	53	60	23,487	-3.4	.016	-.242
<b>Quantitative Reasoning</b>												
ASU (N = 111)	24.6	17.4	1.65	0	13	20	40	60				
USG System Schools	28.9	15.8	.43	0	20	27	40	60	1,438	-4.3	.007	-.268
Carnegie Class	27.2	15.2	.13	0	20	27	40	60	111	-2.5	.131	-.165
USG Peer Group	27.2	15.6	.32	0	20	27	40	60	118	-2.6	.127	-.164
Top 50%	28.8	15.2	.04	0	20	27	40	60	110	-4.2	.012	-.276
Top 10%	30.4	15.2	.09	7	20	27	40	60	111	-5.8	.001	-.379
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
ASU (N = 124)	35.2	14.3	1.28	10	25	35	45	60				
USG System Schools	33.5	14.5	.38	10	20	35	45	60	1,603	1.7	.218	.115
Carnegie Class	33.1	13.7	.11	10	25	35	40	60	15,839	2.1	.088	.154
USG Peer Group	31.7	14.4	.29	10	20	30	40	60	2,644	3.5	.008	.243
Top 50%	35.2	13.6	.04	15	25	35	45	60	129,251	.0	.986	.002
Top 10%	37.1	13.4	.08	15	25	40	45	60	31,778	-1.9	.121	-.140
<b>Discussions with Diverse Others</b>												
ASU (N = 100)	31.0	17.7	1.77	0	20	30	40	60				
USG System Schools	37.3	16.0	.46	10	25	40	50	60	1,295	-6.3	.000	-.389
Carnegie Class	39.2	15.1	.13	15	30	40	50	60	100	-8.2	.000	-.541
USG Peer Group	38.3	15.8	.34	15	25	40	50	60	107	-7.2	.000	-.457
Top 50%	41.7	14.9	.04	20	30	40	55	60	99	-10.7	.000	-.719
Top 10%	43.8	14.5	.09	20	35	45	60	60	100	-12.8	.000	-.880



#### Detailed Statistics: First-year students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <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>												
ASU (N = 114)	24.5	17.1	1.60	0	10	20	35	60				
USG System Schools	22.6	16.2	.44	0	10	20	35	60	1,467	1.9	.231	.117
Carnegie Class	22.3	14.6	.12	0	10	20	30	50	114	2.2	.170	.152
USG Peer Group	21.5	15.5	.32	0	10	20	30	55	2,499	3.0	.041	.196
Top 50%	23.8	14.7	.05	0	15	20	35	55	113	.7	.646	.050
Top 10%	27.2	15.6	.14	5	15	25	40	60	12,196	-2.7	.066	-.173
<b>Effective Teaching Practices</b>												
ASU (N = 112)	34.4	14.8	1.40	8	28	32	44	60				
USG System Schools	38.3	14.0	.38	16	28	40	48	60	1,465	-3.9	.005	-.277
Carnegie Class	38.8	13.0	.11	16	32	40	48	60	14,858	-4.4	.000	-.335
USG Peer Group	39.2	13.6	.28	16	32	40	52	60	2,505	-4.8	.000	-.348
Top 50%	40.7	13.0	.04	20	32	40	52	60	83,939	-6.3	.000	-.481
Top 10%	42.6	13.6	.10	20	36	44	56	60	19,210	-8.2	.000	-.602
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
ASU (N = 92)	35.6	13.7	1.43	12	28	36	46	58				
USG System Schools	40.0	13.0	.39	16	32	40	50	60	1,186	-4.5	.002	-.341
Carnegie Class	42.2	12.1	.11	20	34	44	50	60	12,576	-6.6	.000	-.542
USG Peer Group	41.1	13.1	.29	16	34	42	50	60	2,110	-5.5	.000	-.423
Top 50%	43.8	11.5	.04	22	38	46	52	60	92	-8.2	.000	-.715
Top 10%	46.1	11.7	.10	24	40	48	56	60	92	-10.5	.000	-.892
<b>Supportive Environment</b>												
ASU (N = 87)	32.9	14.7	1.57	13	20	33	40	60				
USG System Schools	34.8	13.6	.41	15	25	35	43	60	1,178	-1.8	.227	-.135
Carnegie Class	36.4	13.3	.12	15	28	38	45	60	12,299	-3.5	.015	-.262
USG Peer Group	36.2	13.9	.31	15	25	38	45	60	2,056	-3.3	.031	-.236
Top 50%	38.2	13.1	.04	18	30	40	48	60	94,768	-5.3	.000	-.404
Top 10%	40.0	13.0	.09	18	31	40	50	60	22,586	-7.1	.000	-.543

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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <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>												
ASU (N = 95)	42.4	13.0	1.33	20	35	40	55	60				
USG System Schools	40.9	14.4	.38	20	30	40	55	60	1,499	1.5	.312	.107
Carnegie Class	40.5	13.6	.11	20	30	40	50	60	16,421	2.0	.163	.143
USG Peer Group	41.4	13.9	.25	20	35	40	55	60	3,216	1.0	.477	.074
Top 50%	41.8	13.5	.04	20	35	40	55	60	102,890	.6	.668	.044
Top 10%	43.3	13.4	.08	20	35	40	55	60	30,512	-.8	.550	-.061
<b>Reflective &amp; Integrative Learning</b>												
ASU (N = 102)	41.9	12.8	1.27	23	34	40	53	60				
USG System Schools	38.6	12.9	.34	17	29	40	49	60	1,568	3.3	.014	.252
Carnegie Class	38.6	12.5	.10	20	29	40	49	60	16,908	3.3	.009	.261
USG Peer Group	39.2	12.6	.22	20	31	40	49	60	3,314	2.7	.033	.215
Top 50%	40.0	12.3	.04	20	31	40	49	60	106,028	1.9	.123	.153
Top 10%	42.0	12.2	.08	20	34	43	51	60	22,063	-.1	.933	-.008
<b>Learning Strategies</b>												
ASU (N = 86)	43.6	13.6	1.46	20	33	40	60	60				
USG System Schools	41.7	14.2	.40	20	33	40	53	60	1,318	1.9	.225	.135
Carnegie Class	39.0	14.4	.12	13	27	40	53	60	15,097	4.6	.003	.319
USG Peer Group	41.2	14.0	.26	20	33	40	53	60	2,933	2.4	.119	.171
Top 50%	40.7	14.4	.04	20	33	40	53	60	124,316	2.9	.061	.202
Top 10%	42.9	14.3	.08	20	33	40	60	60	36,192	.8	.622	.053
<b>Quantitative Reasoning</b>												
ASU (N = 93)	32.9	16.5	1.71	7	20	33	40	60				
USG System Schools	28.9	16.5	.44	0	20	27	40	60	1,497	4.1	.022	.247
Carnegie Class	29.4	16.4	.13	0	20	27	40	60	16,372	3.6	.037	.217
USG Peer Group	29.5	16.5	.30	0	20	27	40	60	3,213	3.5	.046	.211
Top 50%	31.1	16.2	.04	0	20	33	40	60	156,763	1.8	.286	.111
Top 10%	33.0	15.9	.09	7	20	33	40	60	34,614	-.1	.971	-.004
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
ASU (N = 103)	38.3	14.1	1.39	15	30	35	50	60				
USG System Schools	32.2	15.1	.39	10	20	30	40	60	1,583	6.1	.000	.406
Carnegie Class	33.0	14.5	.11	10	20	35	45	60	17,173	5.3	.000	.366
USG Peer Group	32.2	14.8	.26	10	20	30	40	60	3,345	6.1	.000	.416
Top 50%	35.8	13.8	.04	15	25	35	45	60	145,525	2.5	.068	.180
Top 10%	37.9	13.4	.08	15	30	40	50	60	29,578	.4	.769	.029
<b>Discussions with Diverse Others</b>												
ASU (N = 88)	34.7	16.8	1.80	10	20	35	50	60				
USG System Schools	40.2	16.7	.47	15	25	40	60	60	1,331	-5.5	.003	-.332
Carnegie Class	39.9	15.5	.13	15	30	40	55	60	15,192	-5.2	.002	-.335
USG Peer Group	39.6	16.3	.30	15	25	40	55	60	2,938	-5.0	.005	-.306
Top 50%	42.3	15.6	.04	15	30	40	60	60	158,123	-7.6	.000	-.490
Top 10%	44.3	15.3	.08	20	35	45	60	60	34,220	-9.6	.000	-.627

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <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>												
ASU (N = 99)	33.4	17.6	1.76	0	20	35	45	60				
USG System Schools	25.2	16.6	.44	0	10	20	35	60	1,530	8.2	.000	.492
Carnegie Class	26.1	15.9	.12	0	15	25	35	60	16,579	7.3	.000	.459
USG Peer Group	25.2	16.0	.29	0	15	20	35	60	3,257	8.2	.000	.511
Top 50%	29.2	15.7	.06	5	20	30	40	60	63,096	4.2	.008	.266
Top 10%	33.0	16.0	.16	10	20	30	45	60	9,713	.4	.804	.025
<b>Effective Teaching Practices</b>												
ASU (N = 94)	37.4	17.2	1.77	4	25	40	52	60				
USG System Schools	39.7	14.8	.39	15	32	40	52	60	103	-2.3	.216	-.151
Carnegie Class	40.1	13.7	.11	16	32	40	52	60	94	-2.7	.130	-.198
USG Peer Group	41.0	14.1	.25	16	32	40	52	60	97	-3.6	.046	-.255
Top 50%	41.8	13.5	.05	20	32	40	52	60	93	-4.4	.016	-.323
Top 10%	43.8	13.4	.10	20	36	44	56	60	94	-6.4	.001	-.477
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
ASU (N = 83)	35.6	15.1	1.66	12	26	36	46	60				
USG System Schools	42.0	12.9	.38	18	34	43	52	60	1,262	-6.3	.000	-.485
Carnegie Class	42.9	11.9	.10	20	36	44	52	60	83	-7.3	.000	-.613
USG Peer Group	43.3	12.3	.24	20	36	46	52	60	85	-7.7	.000	-.619
Top 50%	44.8	11.6	.04	23	38	46	54	60	82	-9.2	.000	-.789
Top 10%	46.9	12.1	.08	23	40	50	58	60	82	-11.3	.000	-.931
<b>Supportive Environment</b>												
ASU (N = 84)	31.1	16.9	1.85	3	20	30	43	60				
USG System Schools	33.1	15.1	.44	8	23	33	43	60	1,258	-2.0	.258	-.128
Carnegie Class	32.5	14.0	.12	10	23	33	40	58	83	-1.4	.456	-.099
USG Peer Group	33.0	14.6	.28	10	23	33	43	60	86	-1.8	.328	-.126
Top 50%	34.8	13.7	.04	13	25	35	45	60	83	-3.6	.055	-.264
Top 10%	37.2	13.6	.10	13	28	38	48	60	83	-6.0	.002	-.442

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.