NSSE 2019
Engagement Indicators
Shippensburg University of Pennsylvania

NSSE 2019 Engagement Indicators
About This Report

About Your *Engagement Indicators* Report

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

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

Report Sections

Overview (p. 3)
Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)
Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items
Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)
Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2018 and 2019 participating institutions.

Detailed Statistics (pp. 16-19)
Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are Computed

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

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

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

NSSE 2019 Engagement Indicators

Overview
Shippensburg University of Pennsylvania

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 PASSHE	Your first-year students compared with Carnegie Class	Your first-year students compared with Carnegie Limited
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 PASSHE	Your seniors compared with Carnegie Class	Your seniors compared with Carnegie Limited
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning		--	--
	Learning Strategies		▼	▼
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--		--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

NSSE
national survey of
student engagement

NSSE 2019 Engagement Indicators
Academic Challenge
Shippensburg University of Pennsylvania
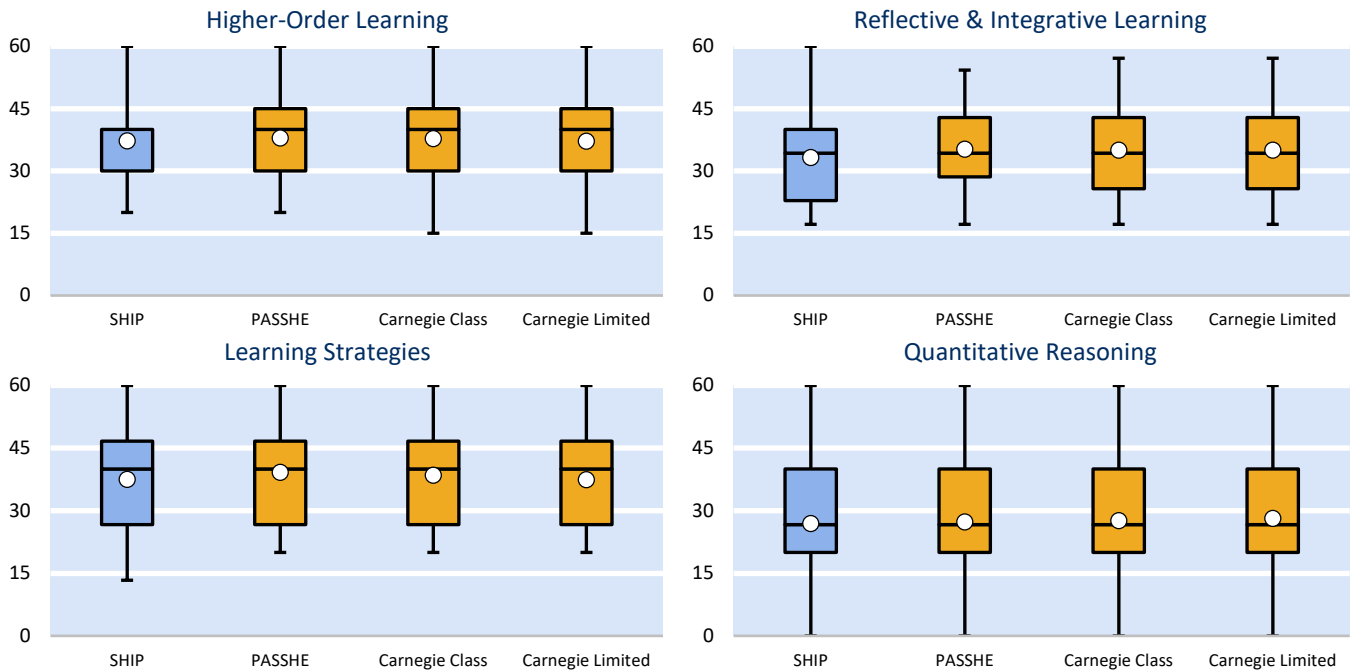
Academic Challenge: First-year students

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

| | SHIP | Your first-year students compared with | | | | | |
| | | PASSHE | | Carnegie Class | | Carnegie Limited | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.2	37.9	-.05	37.8	-.04	37.2	.01
Reflective & Integrative Learning	33.2	35.3 *	-.18	35.0	-.15	35.0	-.15
Learning Strategies	37.5	39.2	-.12	38.5	-.07	37.4	.01
Quantitative Reasoning	26.9	27.3	-.03	27.6	-.05	28.1	-.08

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

Score Distributions

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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

Percentage point difference [a] between your FY students and

Higher-Order Learning	SHIP	PASSHE	Carnegie Class	Carnegie Limited
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	71	-1	+3	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67	-2	-1	+1
4d. Evaluating a point of view, decision, or information source	72	+2	+1	+4
4e. Forming a new idea or understanding from various pieces of information	70	+1	+1	+2

Reflective & Integrative Learning	SHIP	PASSHE	Carnegie Class	Carnegie Limited
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	52	-3	+1	-0
2b. Connected your learning to societal problems or issues	48	-4	-3	-1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	+1	-1	+1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	-4	-5	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	-4	-3	-3
2f. Learned something that changed the way you understand an issue or concept	57	-11	-10	-10
2g. Connected ideas from your courses to your prior experiences and knowledge	71	-8	-6	-6

Learning Strategies	SHIP	PASSHE	Carnegie Class	Carnegie Limited
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	80	+4	+5	+10
9b. Reviewed your notes after class	61	-7	-6	-5
9c. Summarized what you learned in class or from course materials	64	-2	-1	+1

Quantitative Reasoning	SHIP	PASSHE	Carnegie Class	Carnegie Limited
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	50	-1	-1	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37	-3	-3	-4
6c. Evaluated what others have concluded from numerical information	41	+2	+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.

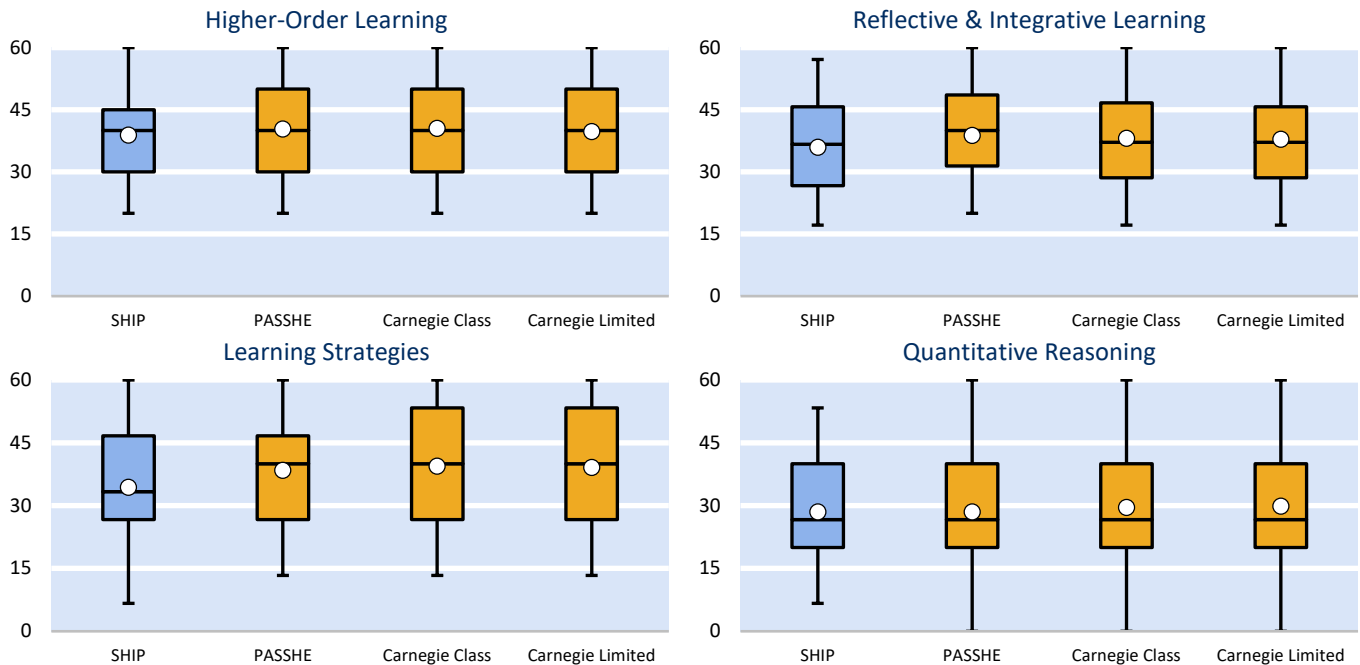**NSSE** national survey of student engagement

Academic Challenge: Seniors

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

Mean Comparisons

	SHIP							
				Your seniors compared with				
		PASSHE		Carnegie Class		Carnegie Limited		
			Effect		*Effect*		*Effect*	
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*	
Higher-Order Learning	38.9	40.4	-.11	40.5	-.12	39.7	-.06	
Reflective & Integrative Learning	36.0	38.8 *	-.23	38.1	-.17	37.9	-.15	
Learning Strategies	34.4	38.4 **	-.28	39.4 ***	-.35	39.1 **	-.32	
Quantitative Reasoning	28.5	28.5	.00	29.6	-.07	29.8	-.08	

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: Seniors (continued)

Performance on Indicator Items

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

	SHIP	Percentage point difference [a] between your seniors and		
		PASSHE	Carnegie Class	Carnegie Limited
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	78	+0	+0	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+2	+2	+3
4d. Evaluating a point of view, decision, or information source	72	+0	-1	+2
4e. Forming a new idea or understanding from various pieces of information	67	-6	-7	-5
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	68	-4	+1	-3
2b. Connected your learning to societal problems or issues	60	-3	-2	-2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	-2	-2	+0
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	-9	-8	-7
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65	-11	-9	-8
2f. Learned something that changed the way you understand an issue or concept	64	-8	-7	-5
2g. Connected ideas from your courses to your prior experiences and knowledge	77	-8	-7	-6
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	72	-6	-8	-5
9b. Reviewed your notes after class	47	-13	-18	-19
9c. Summarized what you learned in class or from course materials	50	-14	-16	-16
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	46	-5	-8	-9
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35	-7	-10	-11
6c. Evaluated what others have concluded from numerical information	48	+6	+5	+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.

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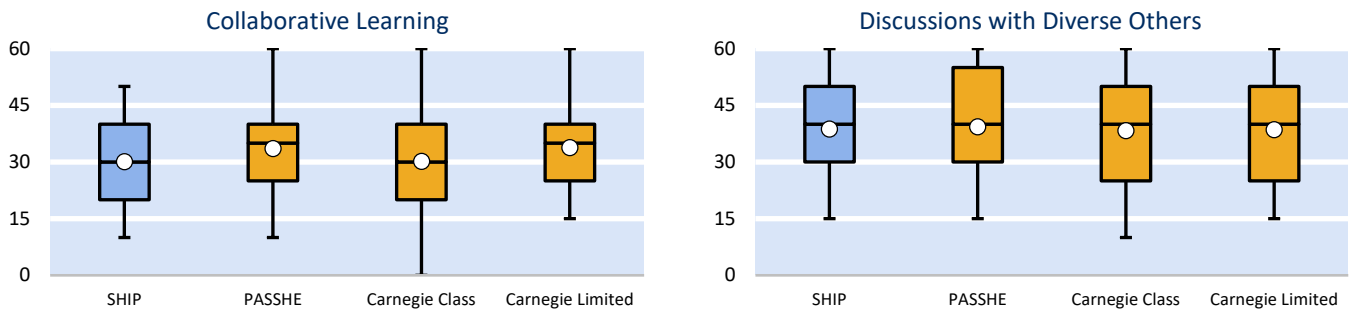
Learning with Peers: First-year students

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

	SHIP						
		Your first-year students compared with					
		PASSHE		Carnegie Class		Carnegie Limited	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.0	33.5 **	-.26	30.1	-.01	33.8 ***	-.28
Discussions with Diverse Others	38.7	39.3	-.04	38.3	.03	38.5	.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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Collaborative Learning	SHIP	Percentage point difference [a] between your FY students and		
		PASSHE	Carnegie Class	Carnegie Limited
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	41	-14	-7	-16
1f. Explained course material to one or more students	52	-8	-1	-8
1g. Prepared for exams by discussing or working through course material with other students	43	-9	-2	-8
1h. Worked with other students on course projects or assignments	53	-5	+3	-6
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	65	-4	-3	+1
8b. People from an economic background other than your own	71	-0	+2	+2
8c. People with religious beliefs other than your own	68	+3	+3	+2
8d. People with political views other than your own	70	+1	+6	+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.

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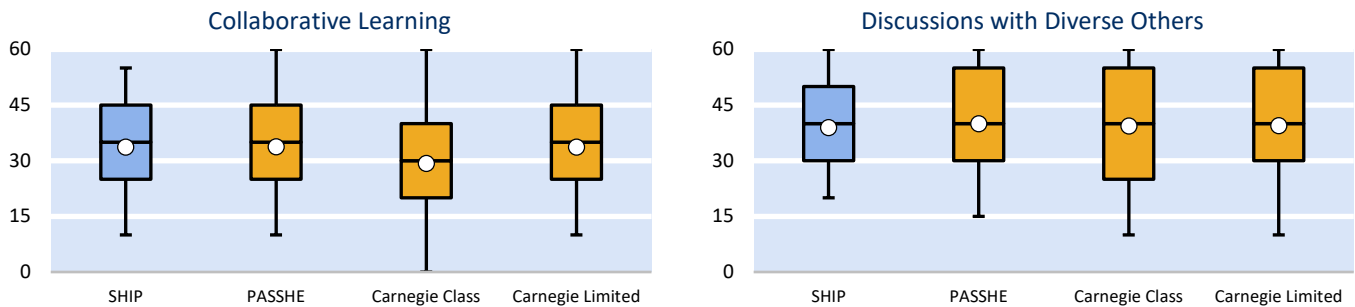
Learning with Peers: Seniors

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Mean Comparisons

	SHIP						
		\
Your seniors compared with					
		PASSHE		**Carnegie Class**		**Carnegie Limited**	
			Effect		*Effect*		*Effect*
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
Collaborative Learning	33.7	33.7	.00	29.3 ***	.27	33.7	.00
Discussions with Diverse Others	39.0	40.0	-.07	39.4	-.03	39.5	-.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

Collaborative Learning / Discussions with Diverse Others box-and-whisker charts for SHIP, PASSHE, Carnegie Class, Carnegie Limited.

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.

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	SHIP	Percentage point difference [a] between your seniors and		
Collaborative Learning		**PASSHE**	**Carnegie Class**	**Carnegie Limited**
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	49	+3	+11	+3
1f. Explained course material to one or more students	65	+3	+13	+4
1g. Prepared for exams by discussing or working through course material with other students	46	-4	+4	-5
1h. Worked with other students on course projects or assignments	70	+3	+14	+3
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	65	-4	-5	-2
8b. People from an economic background other than your own	73	+1	+2	+2
8c. People with religious beliefs other than your own	66	-1	-0	-1
8d. People with political views other than your own	70	+2	+6	+3

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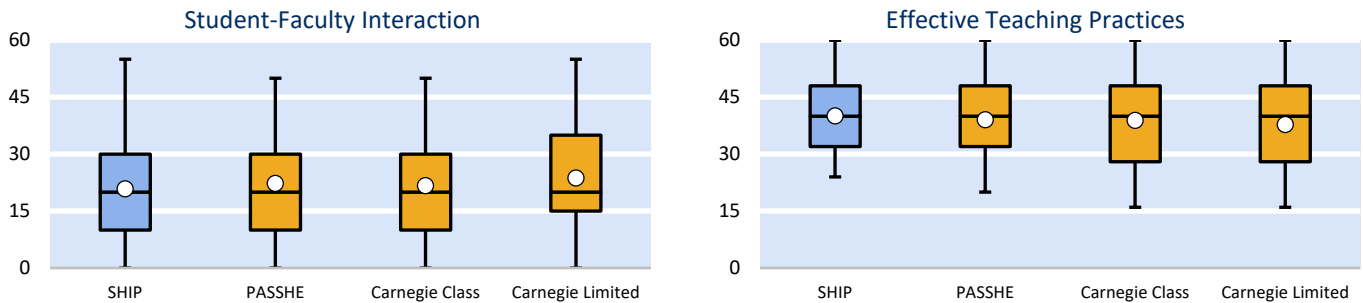
Experiences with Faculty: First-year students

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

| | SHIP | *Your first-year students compared with* | | | | | |
| | | PASSHE | | Carnegie Class | | Carnegie Limited | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	20.9	22.3	-.10	21.7	-.05	23.7 *	-.19
Effective Teaching Practices	40.1	39.1	.08	38.9	.09	37.8 *	.17

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| | SHIP | Percentage point difference [a] between your FY students and | | |
		PASSHE	Carnegie Class	Carnegie Limited
Student-Faculty Interaction	%			
Percentage of students who responded that they "Very often" or "Often"…				
3a. Talked about career plans with a faculty member	32	-9	-7	-11
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	-3	-3	-8
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	-4	-3	-6
3d. Discussed your academic performance with a faculty member	32	-1	-1	-3
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	84	+5	+8	+10
5b. Taught course sessions in an organized way	80	+4	+6	+8
5c. Used examples or illustrations to explain difficult points	79	+3	+6	+6
5d. Provided feedback on a draft or work in progress	71	+6	+5	+9
5e. Provided prompt and detailed feedback on tests or completed assignments	64	+4	+2	+5

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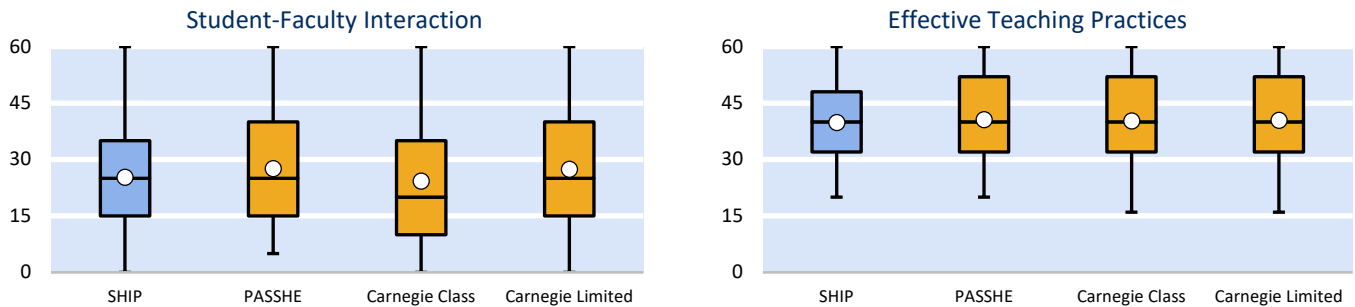
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Mean Comparisons

| | SHIP | Your seniors compared with | | | | | |
| | | PASSHE | | Carnegie Class | | Carnegie Limited | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.2	27.5	-.14	24.2	.06	27.4	-.13
Effective Teaching Practices	39.8	40.6	-.06	40.2	-.03	40.4	-.05

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| | SHIP | Percentage point difference [a] between your seniors and | | |
Student-Faculty Interaction		PASSHE	Carnegie Class	Carnegie Limited
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	46	-7	+0	-6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	33	-1	+6	-2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	36	-3	+4	-3
3d. Discussed your academic performance with a faculty member	35	-6	-2	-6
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	83	+2	+2	+2
5b. Taught course sessions in an organized way	77	-1	-0	-1
5c. Used examples or illustrations to explain difficult points	84	+5	+7	+5
5d. Provided feedback on a draft or work in progress	58	-6	-5	-7
5e. Provided prompt and detailed feedback on tests or completed assignments	62	-4	-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.

NSSE 2019 Engagement Indicators

Campus Environment
Shippensburg University of Pennsylvania

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

	SHIP	Your first-year students compared with					
		PASSHE		Carnegie Class		Carnegie Limited	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.3	42.7	-.03	42.8	-.04	42.7	-.04
Supportive Environment	39.1	37.1	.16	35.8 **	.24	37.2	.15

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

Score Distributions

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

Performance on Indicator Items

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

Quality of Interactions	SHIP	Percentage point difference [a] between your FY students and		
		PASSHE	Carnegie Class	Carnegie Limited
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	43	-6	-7	-7
13b. Academic advisors	51	-1	-2	-2
13c. Faculty	50	-1	-3	-1
13d. Student services staff (career services, student activities, housing, etc.)	40	-6	-7	-7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	48	+2	-0	+3
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	82	+5	+6	+7
14c. Using learning support services (tutoring services, writing center, etc.)	85	+7	+7	+7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	67	+4	+5	+6
14e. Providing opportunities to be involved socially	84	+8	+15	+10
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	84	+12	+16	+13
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	42	-1	-2	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	78	+10	+18	+8
14i. Attending events that address important social, economic, or political issues	65	+14	+17	+13

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

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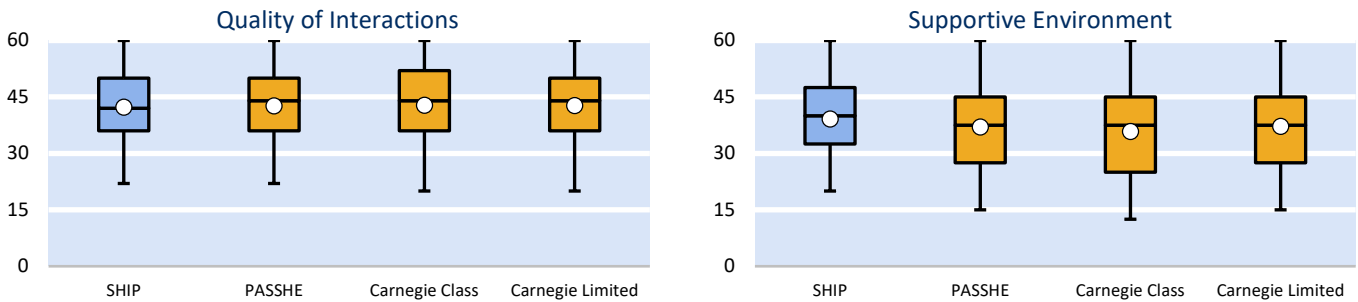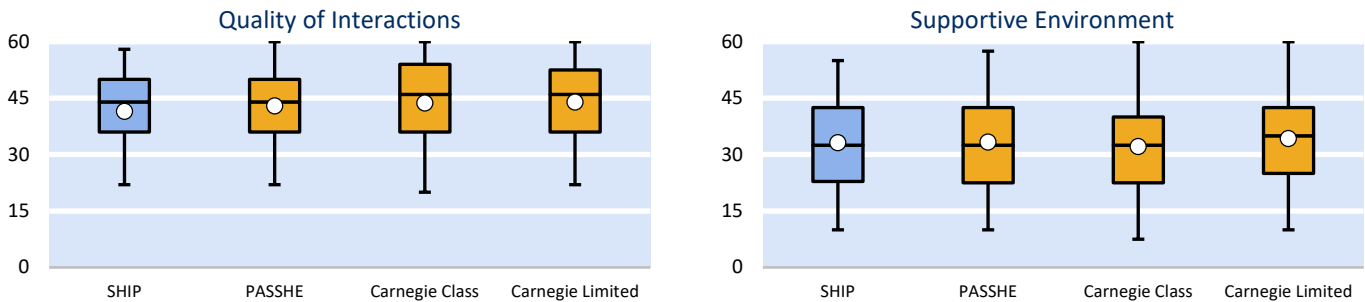
Campus Environment: Seniors

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

	SHIP	PASSHE		Carnegie Class		Carnegie Limited	
			Your seniors compared with				
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.6	43.0	-.12	43.8	-.18	44.0	-.20
Supportive Environment	33.2	33.3	-.01	32.2	.07	34.3	-.08

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

Score Distributions

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

Performance on Indicator Items

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

Quality of Interactions	SHIP	PASSHE	Carnegie Class	Carnegie Limited
		Percentage point difference [a] between your seniors and		
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	41	-13	-16	-17
13b. Academic advisors	52	-1	-4	-5
13c. Faculty	51	-6	-9	-10
13d. Student services staff (career services, student activities, housing, etc.)	42	-1	-5	-3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	32	-13	-17	-16
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	71	+1	-1	-3
14c. Using learning support services (tutoring services, writing center, etc.)	74	+8	+6	+6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	49	-4	-7	-9
14e. Providing opportunities to be involved socially	69	+0	+8	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	-3	+5	-2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	27	-6	-8	-10
14h. Attending campus activities and events (performing arts, athletic events, etc.)	50	-5	+3	-8
14i. Attending events that address important social, economic, or political issues	51	+7	+11	+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.

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see **nsse.indiana.edu/links/PNP**), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE[a] for their high average levels of student engagement:
 (a) institutions with average scores placing them in the top 50% of all 2018 and 2019 NSSE institutions, and
 (b) institutions with average scores placing them in the top 10% of all 2018 and 2019 NSSE institutions.

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

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

First-Year Students

| | | SHIP | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.2	39.3	-.16		41.0 **	-.29	
	Reflective and Integrative Learning	33.2	36.8 ***	-.30		38.8 ***	-.47	
	Learning Strategies	37.5	39.9	-.17		42.5 ***	-.35	
	Quantitative Reasoning	26.9	29.3	-.15		30.8 **	-.25	
Learning with Peers	Collaborative Learning	30.0	35.4 ***	-.39		37.7 ***	-.56	
	Discussions with Diverse Others	38.7	41.3	-.17		43.2 ***	-.31	
Experiences with Faculty	Student-Faculty Interaction	20.9	24.9 **	-.27		28.0 ***	-.46	
	Effective Teaching Practices	40.1	40.6	-.04	✓	42.7 *	-.19	
Campus Environment	Quality of Interactions	42.3	44.9 *	-.23		47.1 ***	-.41	
	Supportive Environment	39.1	38.1	.08	✓	40.1	-.07	✓

Seniors

| | | SHIP | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.9	41.8 *	-.21		43.0 **	-.31	
	Reflective and Integrative Learning	36.0	39.9 ***	-.32		41.6 ***	-.46	
	Learning Strategies	34.4	40.8 ***	-.45		42.6 ***	-.57	
	Quantitative Reasoning	28.5	31.3	-.17		32.7 **	-.27	
Learning with Peers	Collaborative Learning	33.7	36.1 *	-.17		38.6 ***	-.36	
	Discussions with Diverse Others	39.0	42.0 *	-.20		43.5 **	-.30	
Experiences with Faculty	Student-Faculty Interaction	25.2	29.9 **	-.29		33.9 ***	-.55	
	Effective Teaching Practices	39.8	41.8	-.14		43.5 **	-.28	
Campus Environment	Quality of Interactions	41.6	45.2 **	-.31		47.4 ***	-.49	
	Supportive Environment	33.2	34.8	-.11		37.0 **	-.27	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2018 and 2019 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD [b]	SE [c]	5th	25th	50th	75th	95th	Deg. of freedom [e]	Mean diff.	Sig. [f]	Effect size [g]
Academic Challenge												
Higher-Order Learning												
SHIP (N = 123)	37.2	12.0	1.08	20	30	40	40	60				
PASSHE	37.9	12.8	.32	20	30	40	45	60	1,691	-.7	.563	-.054
Carnegie Class	37.8	13.3	.08	15	30	40	45	60	25,123	-.6	.640	-.042
Carnegie Limited	37.2	13.1	.30	15	30	40	45	60	2,007	.1	.947	.006
Top 50%	39.3	13.0	.06	20	30	40	50	60	53,625	-2.1	.073	-.162
Top 10%	41.0	13.0	.11	20	35	40	50	60	13,924	-3.8	.001	-.291
Reflective & Integrative Learning												
SHIP (N = 138)	33.2	12.3	1.05	17	23	34	40	60				
PASSHE	35.3	11.4	.28	17	29	34	43	54	1,807	-2.0	.044	-.178
Carnegie Class	35.0	12.0	.07	17	26	34	43	57	26,970	-1.8	.080	-.149
Carnegie Limited	35.0	11.9	.26	17	26	34	43	57	2,157	-1.8	.084	-.152
Top 50%	36.8	11.8	.05	17	29	37	46	57	54,016	-3.5	.000	-.301
Top 10%	38.8	11.8	.11	20	31	40	46	60	11,294	-5.5	.000	-.469
Learning Strategies												
SHIP (N = 112)	37.5	14.0	1.32	13	27	40	47	60				
PASSHE	39.2	13.4	.35	20	27	40	47	60	1,619	-1.7	.209	-.123
Carnegie Class	38.5	13.9	.09	20	27	40	47	60	23,867	-1.0	.469	-.068
Carnegie Limited	37.4	13.5	.32	20	27	40	47	60	1,910	.1	.934	.008
Top 50%	39.9	13.7	.06	20	33	40	53	60	46,360	-2.3	.070	-.171
Top 10%	42.5	14.0	.14	20	33	40	53	60	10,845	-4.9	.000	-.351
Quantitative Reasoning												
SHIP (N = 114)	26.9	16.0	1.50	0	20	27	40	60				
PASSHE	27.3	15.4	.39	0	20	27	40	60	1,643	-.4	.782	-.027
Carnegie Class	27.6	15.5	.10	0	20	27	40	60	24,264	-.7	.631	-.045
Carnegie Limited	28.1	15.1	.35	0	20	27	40	60	1,938	-1.2	.411	-.079
Top 50%	29.3	15.2	.06	7	20	27	40	60	56,202	-2.3	.101	-.154
Top 10%	30.8	15.2	.12	7	20	33	40	60	15,130	-3.8	.007	-.253
Learning with Peers												
Collaborative Learning												
SHIP (N = 147)	30.0	12.1	.99	10	20	30	40	50				
PASSHE	33.5	13.7	.33	10	25	35	40	60	179	-3.5	.001	-.255
Carnegie Class	30.1	15.4	.09	0	20	30	40	60	148	-.1	.928	-.006
Carnegie Limited	33.8	13.7	.29	15	25	35	40	60	172	-3.8	.000	-.278
Top 50%	35.4	13.7	.06	15	25	35	45	60	147	-5.4	.000	-.393
Top 10%	37.7	13.6	.12	15	30	40	50	60	150	-7.6	.000	-.561
Discussions with Diverse Others												
SHIP (N = 113)	38.7	13.8	1.30	15	30	40	50	60				
PASSHE	39.3	15.5	.40	15	30	40	55	60	1,627	-.6	.695	-.038
Carnegie Class	38.3	16.3	.11	10	25	40	50	60	113	.4	.746	.026
Carnegie Limited	38.5	15.2	.36	15	25	40	50	60	1,927	.2	.894	.013
Top 50%	41.3	14.9	.06	20	30	40	55	60	55,633	-2.6	.066	-.173
Top 10%	43.2	14.4	.13	20	35	40	60	60	12,566	-4.5	.001	-.312

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
SHIP (N = 129)	20.9	14.5	1.28	0	10	20	30	55				
PASSHE	22.3	14.5	.36	0	10	20	30	50	1,739	-1.4	.287	-.097
Carnegie Class	21.7	14.9	.09	0	10	20	30	50	25,902	-.8	.534	-.055
Carnegie Limited	23.7	14.9	.34	0	15	20	35	55	2,062	-2.8	.036	-.190
Top 50%	24.9	14.8	.08	5	15	20	35	55	36,518	-4.1	.002	-.274
Top 10%	28.0	15.5	.21	5	15	25	40	60	135	-7.1	.000	-.458
Effective Teaching Practices												
SHIP (N = 119)	40.1	11.2	1.02	24	32	40	48	60				
PASSHE	39.1	12.6	.32	20	32	40	48	60	142	1.0	.352	.080
Carnegie Class	38.9	13.6	.09	16	28	40	48	60	120	1.2	.254	.087
Carnegie Limited	37.8	13.3	.31	16	28	40	48	60	141	2.2	.037	.170
Top 50%	40.6	13.2	.07	20	32	40	52	60	119	-.6	.581	-.043
Top 10%	42.7	14.0	.14	20	32	44	56	60	123	-2.6	.012	-.189
Campus Environment												
Quality of Interactions												
SHIP (N = 107)	42.3	11.2	1.09	22	36	42	50	60				
PASSHE	42.7	11.3	.30	22	36	44	50	60	1,535	-.4	.732	-.034
Carnegie Class	42.8	12.5	.08	20	36	44	52	60	22,075	-.5	.659	-.043
Carnegie Limited	42.7	11.9	.29	20	36	44	50	60	1,835	-.4	.707	-.038
Top 50%	44.9	11.4	.06	24	38	46	54	60	37,430	-2.6	.019	-.227
Top 10%	47.1	11.8	.12	24	40	50	58	60	9,455	-4.8	.000	-.409
Supportive Environment												
SHIP (N = 108)	39.1	11.4	1.10	20	33	40	48	60				
PASSHE	37.1	13.2	.35	15	28	38	45	60	129	2.1	.074	.159
Carnegie Class	35.8	13.9	.09	13	25	38	45	60	108	3.3	.003	.240
Carnegie Limited	37.2	13.3	.32	15	28	38	45	60	126	1.9	.093	.147
Top 50%	38.1	13.2	.06	18	30	40	48	60	108	1.0	.359	.077
Top 10%	40.1	13.2	.14	18	30	40	50	60	110	-.9	.395	-.072

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
SHIP (N = 113)	38.9	13.4	1.26	20	30	40	45	60				
PASSHE	40.4	13.2	.29	20	30	40	50	60	2,134	-1.5	.251	-.111
Carnegie Class	40.5	13.7	.07	20	30	40	50	60	37,444	-1.6	.218	-.116
Carnegie Limited	39.7	13.7	.27	20	30	40	50	60	2,731	-.8	.524	-.061
Top 50%	41.8	13.5	.06	20	35	40	55	60	59,411	-2.9	.023	-.214
Top 10%	43.0	13.5	.11	20	35	40	55	60	16,275	-4.1	.001	-.306
Reflective & Integrative Learning												
SHIP (N = 128)	36.0	13.2	1.16	17	27	37	46	57				
PASSHE	38.8	12.2	.26	20	31	40	49	60	2,243	-2.8	.011	-.231
Carnegie Class	38.1	12.5	.06	17	29	37	47	60	39,393	-2.1	.054	-.171
Carnegie Limited	37.9	12.3	.23	17	29	37	46	60	2,885	-1.9	.090	-.153
Top 50%	39.9	12.2	.05	20	31	40	49	60	56,761	-3.9	.000	-.323
Top 10%	41.6	12.2	.12	20	34	40	51	60	11,187	-5.6	.000	-.460
Learning Strategies												
SHIP (N = 106)	34.4	15.6	1.51	7	27	33	47	60				
PASSHE	38.4	14.3	.32	13	27	40	47	60	2,061	-4.0	.005	-.278
Carnegie Class	39.4	14.5	.08	13	27	40	53	60	36,070	-5.0	.000	-.347
Carnegie Limited	39.1	14.6	.29	13	27	40	53	60	2,627	-4.7	.001	-.323
Top 50%	40.8	14.4	.06	20	33	40	53	60	62,109	-6.4	.000	-.447
Top 10%	42.6	14.3	.10	20	33	40	60	60	19,875	-8.2	.000	-.574
Quantitative Reasoning												
SHIP (N = 109)	28.5	14.4	1.38	7	20	27	40	53				
PASSHE	28.5	16.1	.36	0	20	27	40	60	2,073	.0	.985	.002
Carnegie Class	29.6	16.2	.08	0	20	27	40	60	109	-1.1	.444	-.065
Carnegie Limited	29.8	16.2	.32	0	20	27	40	60	120	-1.3	.356	-.081
Top 50%	31.3	16.0	.06	7	20	33	40	60	76,381	-2.8	.070	-.174
Top 10%	32.7	15.8	.11	7	20	33	40	60	21,257	-4.2	.005	-.268
Learning with Peers												
Collaborative Learning												
SHIP (N = 134)	33.7	14.0	1.21	10	25	35	45	55				
PASSHE	33.7	14.4	.31	10	25	35	45	60	2,329	.0	.997	.000
Carnegie Class	29.3	16.4	.08	0	20	30	40	60	134	4.4	.000	.270
Carnegie Limited	33.7	14.8	.28	10	25	35	45	60	2,994	.0	.986	.002
Top 50%	36.1	14.0	.05	15	25	35	45	60	66,416	-2.4	.048	-.171
Top 10%	38.6	13.5	.13	15	30	40	50	60	10,665	-4.9	.000	-.361
Discussions with Diverse Others												
SHIP (N = 109)	39.0	14.9	1.43	20	30	40	50	60				
PASSHE	40.0	15.5	.35	15	30	40	55	60	2,064	-1.0	.495	-.067
Carnegie Class	39.4	16.7	.09	10	25	40	55	60	36,134	-.4	.782	-.027
Carnegie Limited	39.5	16.2	.32	10	30	40	55	60	2,647	-.5	.735	-.033
Top 50%	42.0	15.6	.06	15	30	40	60	60	75,754	-3.1	.039	-.197
Top 10%	43.5	15.4	.11	20	35	45	60	60	20,245	-4.6	.002	-.298

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
SHIP (N = 117)	25.2	15.8	1.46	0	15	25	35	60				
PASSHE	27.5	16.5	.36	5	15	25	40	60	2,169	-2.3	.142	-.140
Carnegie Class	24.2	16.3	.08	0	10	20	35	60	38,272	1.0	.518	.060
Carnegie Limited	27.4	16.5	.32	0	15	25	40	60	2,793	-2.2	.159	-.133
Top 50%	29.9	15.9	.09	5	20	30	40	60	30,842	-4.7	.002	-.293
Top 10%	33.9	15.8	.23	10	20	35	45	60	4,773	-8.7	.000	-.552
Effective Teaching Practices												
SHIP (N = 111)	39.8	12.5	1.19	20	32	40	48	60				
PASSHE	40.6	13.3	.30	20	32	40	52	60	2,131	-.8	.543	-.059
Carnegie Class	40.2	14.0	.07	16	32	40	52	60	37,484	-.4	.770	-.028
Carnegie Limited	40.4	13.7	.27	16	32	40	52	60	2,736	-.6	.638	-.046
Top 50%	41.8	13.6	.06	20	32	40	52	60	49,628	-2.0	.127	-.145
Top 10%	43.5	13.5	.12	20	36	44	56	60	13,624	-3.7	.004	-.276
Campus Environment												
Quality of Interactions												
SHIP (N = 97)	41.6	11.3	1.15	22	36	44	50	58				
PASSHE	43.0	11.4	.26	22	36	44	50	60	1,963	-1.4	.236	-.123
Carnegie Class	43.8	12.4	.07	20	36	46	54	60	33,026	-2.2	.077	-.179
Carnegie Limited	44.0	11.9	.24	22	36	46	53	60	2,473	-2.4	.051	-.202
Top 50%	45.2	11.8	.05	23	38	48	54	60	55,161	-3.6	.003	-.306
Top 10%	47.4	12.0	.09	24	40	50	58	60	18,072	-5.8	.000	-.486
Supportive Environment												
SHIP (N = 100)	33.2	13.4	1.35	10	23	33	43	55				
PASSHE	33.3	13.8	.31	10	23	33	43	58	2,019	-.1	.933	-.009
Carnegie Class	32.2	14.4	.08	8	23	33	40	60	35,288	1.1	.465	.073
Carnegie Limited	34.3	14.2	.29	10	25	35	43	60	2,579	-1.1	.456	-.076
Top 50%	34.8	13.9	.06	13	25	35	45	60	53,429	-1.6	.266	-.112
Top 10%	37.0	14.0	.14	13	28	38	48	60	10,218	-3.8	.008	-.268

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

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

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

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

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

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

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