



NSSE 2020

Engagement Indicators

Shippensburg University of Pennsylvania

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 2019 and 2020 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

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

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

Seniors

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

Academic Challenge: First-year students

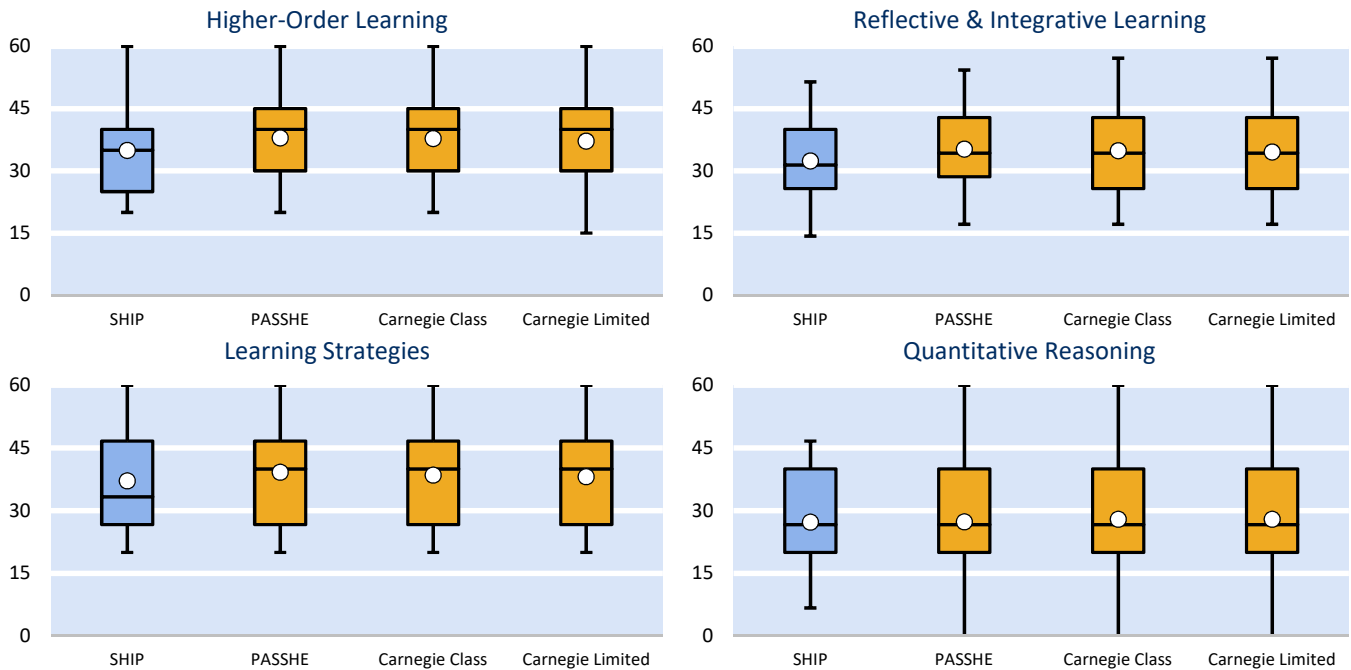
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	SHIP Mean	Your first-year students compared with					
		PASSHE Mean	PASSHE Effect size	Carnegie Class Mean	Carnegie Class Effect size	Carnegie Limited Mean	Carnegie Limited Effect size
Higher-Order Learning	35.0	37.9 **	-.23	37.8 **	-.21	37.2 *	-.17
Reflective & Integrative Learning	32.4	35.3 ***	-.25	34.9 **	-.20	34.6 *	-.18
Learning Strategies	37.1	39.2	-.15	38.5	-.10	38.1	-.07
Quantitative Reasoning	27.2	27.3	-.01	27.9	-.05	27.9	-.04

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			
	SHIP	PASSHE	Carnegie Class	Carnegie Limited	
Higher-Order Learning					
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>					
	%				
4b. Applying facts, theories, or methods to practical problems or new situations	65	 -7	 -3	 -3	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	64	 -5	 -5	 -3	
4d. Evaluating a point of view, decision, or information source	61	 -9	 -9	 -7	
4e. Forming a new idea or understanding from various pieces of information	56	 -13	 -13	 -12	
Reflective & Integrative Learning					
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
2a. Combined ideas from different courses when completing assignments	43	 -11	 -7	 -8	
2b. Connected your learning to societal problems or issues	45	 -7	 -6	 -4	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	46	 -3	 -4	 -2	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	52	 -10	 -10	 -9	
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	 -3	 -2	 -1	
2f. Learned something that changed the way you understand an issue or concept	56	 -12	 -11	 -10	
2g. Connected ideas from your courses to your prior experiences and knowledge	72	 -7	 -4	 -3	
Learning Strategies					
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
9a. Identified key information from reading assignments	76	 +0	 +1	 +3	
9b. Reviewed your notes after class	61	 -8	 -7	 -6	
9c. Summarized what you learned in class or from course materials	60	 -5	 -4	 -4	
Quantitative Reasoning					
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	46	 -5	 -5	 -5	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	 +3	 +1	 +1	
6c. Evaluated what others have concluded from numerical information	39	 +1	 +0	 +0	

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

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

Academic Challenge: Seniors

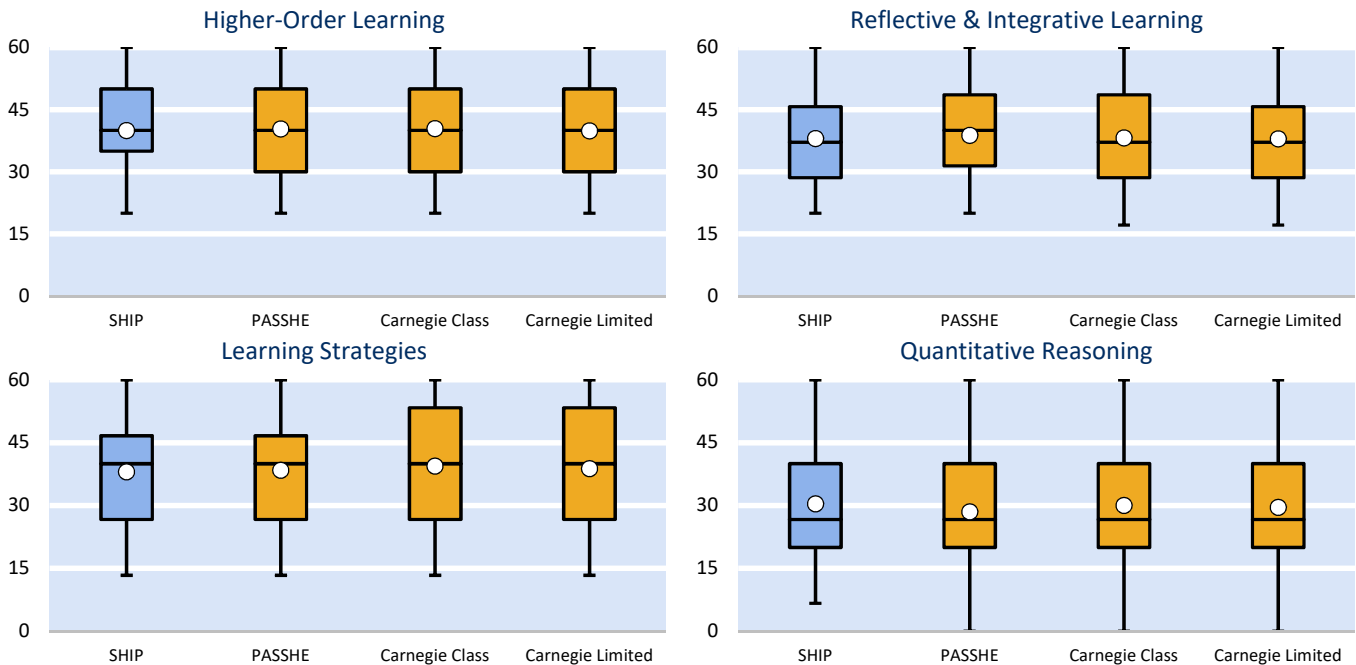
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Mean Comparisons

Engagement Indicator	SHIP Mean	Your seniors compared with					
		PASSHE		Carnegie Class		Carnegie Limited	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.0	40.4	-.03	40.5	-.04	39.9	.00
Reflective & Integrative Learning	38.1	38.8	-.06	38.2	-.01	38.0	.01
Learning Strategies	38.0	38.4	-.02	39.4	-.09	38.8	-.05
Quantitative Reasoning	30.4	28.5	.12	30.0	.02	29.6	.05

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				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	79	+1	+2	+2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+3	+3	+5
4d. Evaluating a point of view, decision, or information source	72	+0	-1	+1
4e. Forming a new idea or understanding from various pieces of information	72	-1	-2	+0
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	73	+1	+6	+3
2b. Connected your learning to societal problems or issues	64	+1	+2	+4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	-1	-1	+0
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	-2	-1	+0
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	-5	-3	-3
2f. Learned something that changed the way you understand an issue or concept	61	-11	-11	-11
2g. Connected ideas from your courses to your prior experiences and knowledge	85	-0	+1	+1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	77	-1	-3	-1
9b. Reviewed your notes after class	63	+2	-2	-1
9c. Summarized what you learned in class or from course materials	63	-1	-3	-2
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	60	+8	+5	+6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	-3	-7	-5
6c. Evaluated what others have concluded from numerical information	45	+2	+0	+1

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Learning with Peers: First-year students

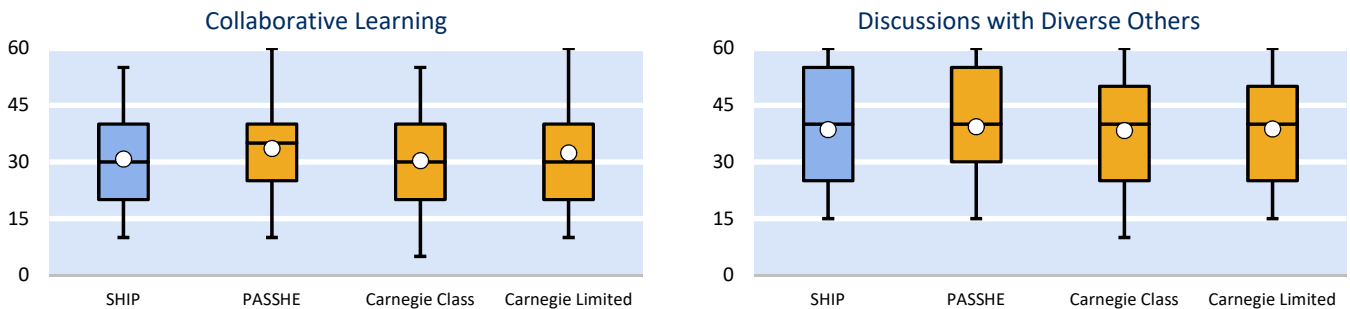
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	SHIP Mean	Your first-year students compared with					
		PASSHE Mean	Effect size	Carnegie Class Mean	Effect size	Carnegie Limited Mean	Effect size
Collaborative Learning	30.7	33.5 **	-.20	30.3	.03	32.3	-.11
Discussions with Diverse Others	38.5	39.3	-.05	38.3	.01	38.7	-.01

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	SHIP	Percentage point difference ^a between your FY students and		
		PASSHE	Carnegie Class	Carnegie Limited
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1e. Asked another student to help you understand course material	50	-4	+2	-2
1f. Explained course material to one or more students	52	-9	-1	-5
1g. Prepared for exams by discussing or working through course material with other students	41	-11	-4	-8
1h. Worked with other students on course projects or assignments	50	-8	-2	-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	67	-1	-1	-0
8b. People from an economic background other than your own	70	-1	+1	+1
8c. People with religious beliefs other than your own	57	-8	-7	-8
8d. People with political views other than your own	71	+2	+8	+6

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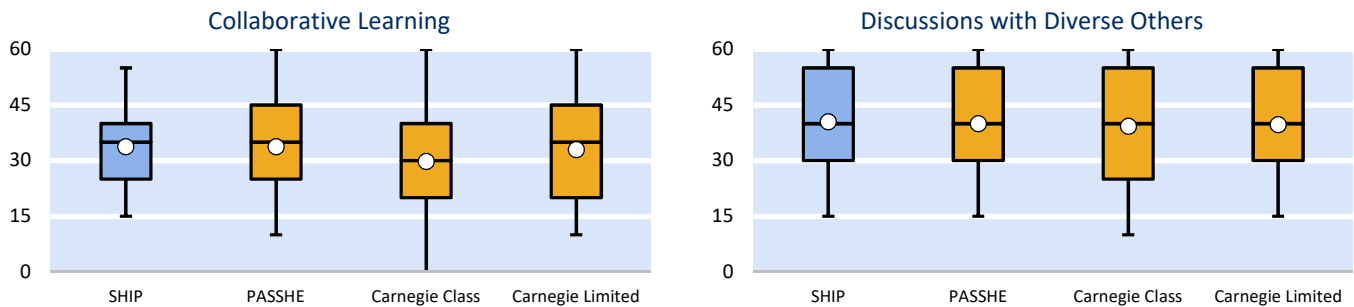
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Mean Comparisons

Engagement Indicator	SHIP Mean	Your seniors compared with					
		PASSHE Mean	Effect size	Carnegie Class Mean	Effect size	Carnegie Limited Mean	Effect size
Collaborative Learning	33.8	33.7	.00	29.8 ***	.24	33.0	.05
Discussions with Diverse Others	40.5	40.0	.03	39.3	.07	39.7	.05

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Engagement Indicator	SHIP %	Percentage point difference ^a between your seniors and		
		PASSHE	Carnegie Class	Carnegie Limited
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	42	-4	+3	-2
1f. Explained course material to one or more students	71	+8	+18	+11
1g. Prepared for exams by discussing or working through course material with other students	48	-2	+5	-0
1h. Worked with other students on course projects or assignments	66	-0	+9	+1
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	72	+2	+1	+1
8b. People from an economic background other than your own	71	-0	+1	-1
8c. People with religious beliefs other than your own	68	+0	+2	+1
8d. People with political views other than your own	78	+10	+15	+13

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Experiences with Faculty: First-year students

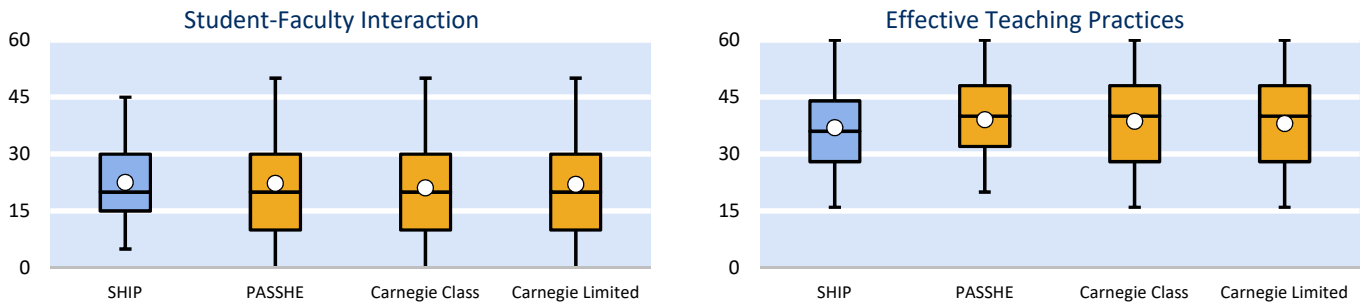
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	SHIP Mean	Your first-year students compared with					
		PASSHE Effect size		Carnegie Class Effect size		Carnegie Limited Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.5	22.3	.02	21.1	.10	22.0	.03
Effective Teaching Practices	36.9	39.1 *	-.17	38.7	-.13	38.0	-.08

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Student-Faculty Interaction	SHIP %	Percentage point difference ^a between your FY students and		
		PASSHE	Carnegie Class	Carnegie Limited
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	40	-1	+2	-0
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	-1	+0	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	+2	+4	+2
3d. Discussed your academic performance with a faculty member	34	+2	+3	+3
<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	72	-7	-5	-4
5b. Taught course sessions in an organized way	67	-9	-6	-5
5c. Used examples or illustrations to explain difficult points	66	-10	-7	-6
5d. Provided feedback on a draft or work in progress	61	-4	-4	-2
5e. Provided prompt and detailed feedback on tests or completed assignments	62	+2	+0	+3

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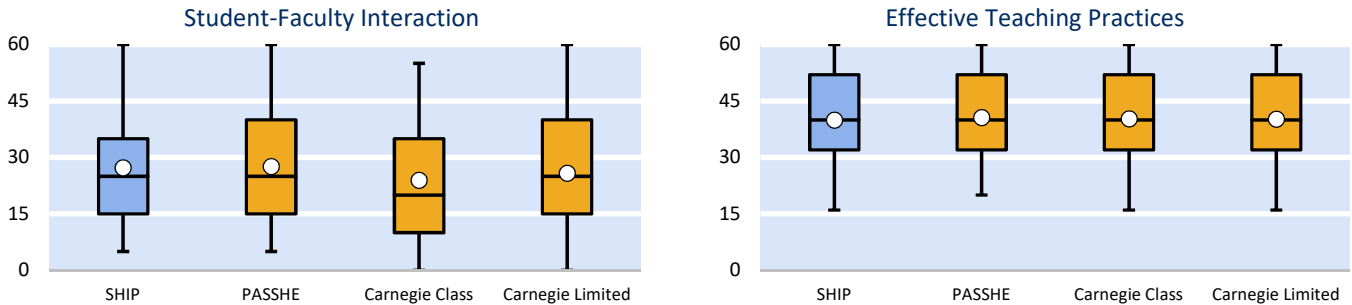
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	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	27.2	27.5	-.02	23.8 *	.21	25.8	.09
Effective Teaching Practices	39.8	40.6	-.06	40.2	-.03	40.2	-.02

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3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	-4	+4	-1
3d. Discussed your academic performance with a faculty member	39	-3	+2	+0
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	82	+0	+1	+1
5b. Taught course sessions in an organized way	77	-1	+0	+1
5c. Used examples or illustrations to explain difficult points	83	+3	+6	+5
5d. Provided feedback on a draft or work in progress	56	-8	-7	-8
5e. Provided prompt and detailed feedback on tests or completed assignments	66	-0	-1	-0

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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

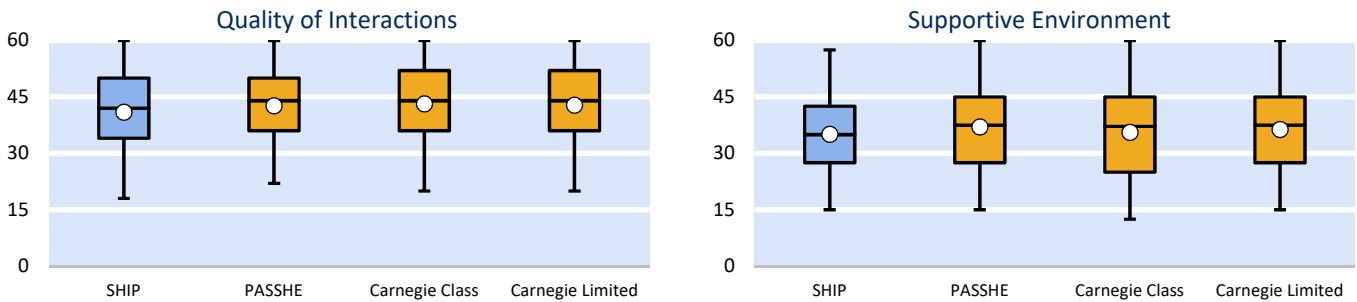
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	SHIP Mean	Your first-year students compared with					
		PASSHE Mean	PASSHE Effect size	Carnegie Class Mean	Carnegie Class Effect size	Carnegie Limited Mean	Carnegie Limited Effect size
Quality of Interactions	41.0	42.7	-.15	43.1 *	-.18	42.8	-.15
Supportive Environment	35.1	37.1	-.15	35.6	-.04	36.4	-.09

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
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	43	-6	-9	-8
13b. Academic advisors	44	-8	-9	-8
13c. Faculty	48	-3	-5	-3
13d. Student services staff (career services, student activities, housing, etc.)	44	-3	-5	-3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	-6	-9	-7
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	79	+2	+4	+5
14c. Using learning support services (tutoring services, writing center, etc.)	84	+7	+8	+8
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	-2	-0	-1
14e. Providing opportunities to be involved socially	67	-9	-2	-5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	-4	+1	-1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	-5	-6	-6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	-8	+1	-5
14i. Attending events that address important social, economic, or political issues	47	-4	+0	-4

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

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

Campus Environment: Seniors

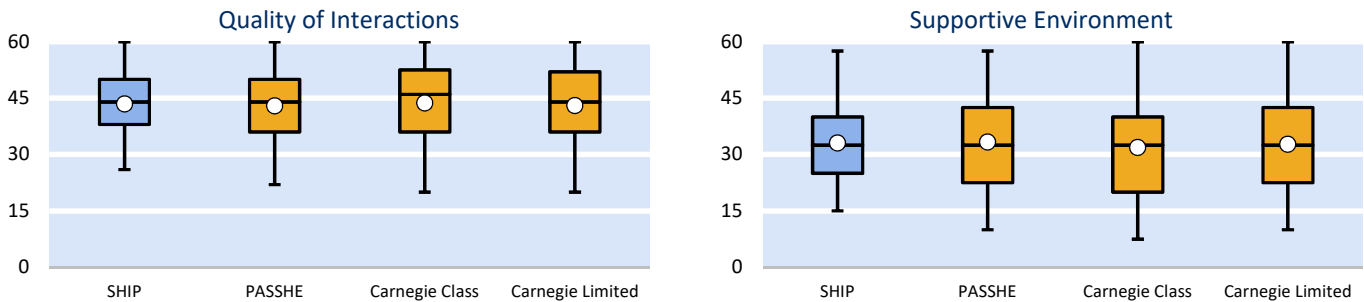
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	SHIP Mean	Your seniors compared with					
		PASSHE Mean	PASSHE Effect size	Carnegie Class Mean	Carnegie Class Effect size	Carnegie Limited Mean	Carnegie Limited Effect size
Quality of Interactions	43.5	43.0	.05	43.8	-.02	43.1	.04
Supportive Environment	33.1	33.3	-.02	31.9	.08	32.7	.02

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	SHIP	Percentage point difference ^a between your seniors and		
		PASSHE	Carnegie Class	Carnegie Limited
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	52	-2	-6	-5
13b. Academic advisors	66	+13	+11	+14
13c. Faculty	65	+8	+5	+7
13d. Student services staff (career services, student activities, housing, etc.)	44	+1	-4	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	35	-9	-13	-11
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	72	+1	+1	+2
14c. Using learning support services (tutoring services, writing center, etc.)	72	+6	+5	+7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	-1	-4	-3
14e. Providing opportunities to be involved socially	71	+2	+10	+5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	-1	+6	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	28	-4	-6	-5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	54	-2	+8	+0
14i. Attending events that address important social, economic, or political issues	41	-3	+2	-2

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

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

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see go.iu.edu/NSSE-PnP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2019 and 2020 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 NSSE institutions.

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

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

First-Year Students

Theme	Engagement Indicator	SHIP 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	35.0	39.3 ***	-.33		41.4 ***	-.50	
	Reflective and Integrative Learning	32.4	36.7 ***	-.36		39.0 ***	-.56	
	Learning Strategies	37.1	39.9 *	-.20		42.3 ***	-.37	
	Quantitative Reasoning	27.2	29.4	-.14		31.4 ***	-.27	
<i>Learning with Peers</i>	Collaborative Learning	30.7	35.2 ***	-.32		37.4 ***	-.49	
	Discussions with Diverse Others	38.5	41.5 *	-.20		43.6 ***	-.35	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	22.5	24.5	-.13		28.1 ***	-.36	
	Effective Teaching Practices	36.9	40.5 ***	-.28		42.3 ***	-.38	
<i>Campus Environment</i>	Quality of Interactions	41.0	45.2 ***	-.37		47.2 ***	-.53	
	Supportive Environment	35.1	37.9 *	-.21		40.0 ***	-.38	

Seniors

Theme	Engagement Indicator	SHIP Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.0	41.7	-.13		43.2 **	-.24	
	Reflective and Integrative Learning	38.1	39.8	-.14		41.8 ***	-.31	
	Learning Strategies	38.0	40.7	-.18		42.7 ***	-.32	
	Quantitative Reasoning	30.4	31.4	-.06	✓	33.4 *	-.19	
<i>Learning with Peers</i>	Collaborative Learning	33.8	35.9	-.16		38.4 ***	-.34	
	Discussions with Diverse Others	40.5	42.1	-.10	✓	43.8 *	-.21	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	27.2	29.7	-.15		33.2 ***	-.38	
	Effective Teaching Practices	39.8	41.8	-.14		43.7 **	-.29	
<i>Campus Environment</i>	Quality of Interactions	43.5	45.2	-.15		47.4 ***	-.32	
	Supportive Environment	33.1	34.6	-.11		36.8 **	-.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 2019 and 2020 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 = 174)	35.0	12.3	.93	20	25	35	40	60				
PASSHE	37.9	12.8	.24	20	30	40	45	60	3,007	-3.0	.003	-.233
Carnegie Class	37.8	13.3	.06	20	30	40	45	60	48,113	-2.8	.005	-.213
Carnegie Limited	37.2	13.1	.11	15	30	40	45	60	14,471	-2.2	.025	-.172
Top 50%	39.3	13.1	.04	20	30	40	50	60	108,402	-4.4	.000	-.335
Top 10%	41.4	12.8	.09	20	35	40	50	60	20,915	-6.4	.000	-.502
Reflective & Integrative Learning												
SHIP (N = 209)	32.4	11.2	.77	14	26	31	40	51				
PASSHE	35.3	11.4	.21	17	29	34	43	54	3,223	-2.9	.000	-.251
Carnegie Class	34.9	12.0	.05	17	26	34	43	57	52,106	-2.5	.003	-.205
Carnegie Limited	34.6	12.0	.10	17	26	34	43	57	15,699	-2.1	.011	-.178
Top 50%	36.7	11.8	.04	17	29	37	46	57	105,887	-4.3	.000	-.362
Top 10%	39.0	11.7	.09	20	31	40	49	60	16,803	-6.5	.000	-.558
Learning Strategies												
SHIP (N = 155)	37.1	13.1	1.06	20	27	33	47	60				
PASSHE	39.2	13.4	.26	20	27	40	47	60	2,876	-2.1	.064	-.153
Carnegie Class	38.5	13.8	.07	20	27	40	47	60	45,258	-1.4	.208	-.101
Carnegie Limited	38.1	13.7	.12	20	27	40	47	60	13,622	-1.0	.387	-.070
Top 50%	39.9	13.7	.05	20	33	40	53	60	91,884	-2.8	.012	-.202
Top 10%	42.3	14.1	.10	20	33	40	53	60	20,364	-5.2	.000	-.367
Quantitative Reasoning												
SHIP (N = 160)	27.2	14.1	1.11	7	20	27	40	47				
PASSHE	27.3	15.4	.29	0	20	27	40	60	2,922	-.1	.932	-.007
Carnegie Class	27.9	15.4	.07	0	20	27	40	60	46,139	-.7	.556	-.047
Carnegie Limited	27.9	15.2	.13	0	20	27	40	60	13,873	-.7	.571	-.045
Top 50%	29.4	15.2	.04	7	20	27	40	60	119,462	-2.2	.067	-.145
Top 10%	31.4	15.3	.10	7	20	33	40	60	25,327	-4.2	.001	-.271
Learning with Peers												
Collaborative Learning												
SHIP (N = 242)	30.7	13.1	.84	10	20	30	40	55				
PASSHE	33.5	13.7	.24	10	25	35	40	60	3,450	-2.8	.003	-.202
Carnegie Class	30.3	15.1	.06	5	20	30	40	55	244	.4	.616	.028
Carnegie Limited	32.3	13.9	.11	10	20	30	40	60	17,034	-1.6	.077	-.114
Top 50%	35.2	13.7	.04	15	25	35	45	60	137,814	-4.4	.000	-.322
Top 10%	37.4	13.5	.08	15	30	40	45	60	29,048	-6.6	.000	-.491
Discussions with Diverse Others												
SHIP (N = 157)	38.5	15.3	1.22	15	25	40	55	60				
PASSHE	39.3	15.5	.30	15	30	40	55	60	2,892	-.8	.510	-.054
Carnegie Class	38.3	16.2	.08	10	25	40	50	60	45,630	.2	.885	.012
Carnegie Limited	38.7	15.7	.13	15	25	40	50	60	13,751	-.2	.875	-.013
Top 50%	41.5	15.0	.04	20	30	40	55	60	122,336	-3.0	.013	-.198
Top 10%	43.6	14.5	.09	20	35	45	60	60	25,452	-5.1	.000	-.353

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 = 191)	22.5	13.2	.96	5	15	20	30	45				
PASSHE	22.3	14.5	.27	0	10	20	30	50	3,099	.2	.836	.015
Carnegie Class	21.1	14.7	.07	0	10	20	30	50	49,805	1.4	.185	.096
Carnegie Limited	22.0	14.7	.12	0	10	20	30	50	14,973	.5	.639	.034
Top 50%	24.5	14.7	.06	5	15	20	35	55	69,880	-2.0	.064	-.134
Top 10%	28.1	15.5	.16	5	15	25	40	60	201	-5.6	.000	-.364
Effective Teaching Practices												
SHIP (N = 171)	36.9	13.6	1.04	16	28	36	44	60				
PASSHE	39.1	12.6	.24	20	32	40	48	60	3,007	-2.2	.031	-.170
Carnegie Class	38.7	13.5	.06	16	28	40	48	60	47,896	-1.8	.087	-.131
Carnegie Limited	38.0	13.2	.11	16	28	40	48	60	14,411	-1.1	.272	-.084
Top 50%	40.5	13.2	.05	20	32	40	52	60	79,381	-3.6	.000	-.275
Top 10%	42.3	14.1	.10	16	32	44	56	60	21,990	-5.4	.000	-.380
Campus Environment												
Quality of Interactions												
SHIP (N = 147)	41.0	11.7	.97	18	34	42	50	60				
PASSHE	42.7	11.3	.22	22	36	44	50	60	2,726	-1.7	.082	-.147
Carnegie Class	43.1	12.3	.06	20	36	44	52	60	41,641	-2.2	.033	-.176
Carnegie Limited	42.8	11.9	.11	20	36	44	52	60	12,857	-1.8	.069	-.151
Top 50%	45.2	11.2	.04	24	38	46	54	60	74,177	-4.2	.000	-.375
Top 10%	47.2	11.6	.09	25	40	50	58	60	17,962	-6.2	.000	-.535
Supportive Environment												
SHIP (N = 143)	35.1	12.9	1.07	15	28	35	43	58				
PASSHE	37.1	13.2	.26	15	28	38	45	60	2,772	-2.0	.082	-.149
Carnegie Class	35.6	13.9	.07	13	25	37	45	60	43,658	-.5	.657	-.037
Carnegie Limited	36.4	13.6	.12	15	28	38	45	60	13,149	-1.3	.267	-.093
Top 50%	37.9	13.1	.04	18	30	38	48	60	89,468	-2.8	.011	-.212
Top 10%	40.0	12.9	.10	18	33	40	50	60	15,899	-4.9	.000	-.382

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 = 116)	40.0	13.6	1.26	20	35	40	50	60				
PASSHE	40.4	13.2	.25	20	30	40	50	60	2,882	-.4	.762	-.029
Carnegie Class	40.5	13.6	.06	20	30	40	50	60	57,421	-.5	.705	-.035
Carnegie Limited	39.9	13.6	.11	20	30	40	50	60	16,051	.0	.971	.003
Top 50%	41.7	13.4	.04	20	35	40	55	60	96,101	-1.7	.164	-.129
Top 10%	43.2	13.3	.09	20	35	40	55	60	23,455	-3.2	.010	-.240
Reflective & Integrative Learning												
SHIP (N = 129)	38.1	12.2	1.07	20	29	37	46	60				
PASSHE	38.8	12.2	.23	20	31	40	49	60	3,023	-.7	.517	-.058
Carnegie Class	38.2	12.6	.05	17	29	37	49	60	60,869	-.1	.938	-.007
Carnegie Limited	38.0	12.5	.10	17	29	37	46	60	17,036	.1	.945	.006
Top 50%	39.8	12.2	.04	20	31	40	49	60	95,438	-1.7	.106	-.142
Top 10%	41.8	12.0	.10	20	34	40	51	60	15,499	-3.7	.001	-.306
Learning Strategies												
SHIP (N = 113)	38.0	14.4	1.35	13	27	40	47	60				
PASSHE	38.4	14.3	.28	13	27	40	47	60	2,787	-.3	.804	-.024
Carnegie Class	39.4	14.5	.06	13	27	40	53	60	55,085	-1.3	.324	-.093
Carnegie Limited	38.8	14.5	.12	13	27	40	53	60	15,392	-.8	.572	-.053
Top 50%	40.7	14.5	.04	20	33	40	53	60	106,463	-2.6	.052	-.183
Top 10%	42.7	14.4	.08	20	33	40	60	60	34,341	-4.6	.001	-.321
Quantitative Reasoning												
SHIP (N = 113)	30.4	15.3	1.44	7	20	27	40	60				
PASSHE	28.5	16.1	.31	0	20	27	40	60	2,800	1.9	.217	.119
Carnegie Class	30.0	16.3	.07	0	20	27	40	60	55,748	.4	.795	.024
Carnegie Limited	29.6	16.4	.13	0	20	27	40	60	15,574	.8	.601	.049
Top 50%	31.4	16.1	.04	0	20	33	40	60	135,999	-1.0	.496	-.064
Top 10%	33.4	15.9	.10	7	20	33	40	60	26,727	-3.0	.047	-.187
Learning with Peers												
Collaborative Learning												
SHIP (N = 144)	33.8	12.6	1.05	15	25	35	40	55				
PASSHE	33.7	14.4	.26	10	25	35	45	60	162	.0	.987	.001
Carnegie Class	29.8	16.2	.06	0	20	30	40	60	145	3.9	.000	.243
Carnegie Limited	33.0	14.6	.11	10	20	35	45	60	147	.8	.459	.054
Top 50%	35.9	14.0	.04	15	25	35	45	60	126,327	-2.2	.061	-.156
Top 10%	38.4	13.6	.09	15	30	40	50	60	22,094	-4.6	.000	-.341
Discussions with Diverse Others												
SHIP (N = 114)	40.5	15.6	1.46	15	30	40	55	60				
PASSHE	40.0	15.5	.30	15	30	40	55	60	2,789	.5	.724	.034
Carnegie Class	39.3	16.6	.07	10	25	40	55	60	55,283	1.2	.435	.073
Carnegie Limited	39.7	15.9	.13	15	30	40	55	60	15,471	.8	.602	.049
Top 50%	42.1	15.5	.04	15	30	40	60	60	135,192	-1.5	.291	-.099
Top 10%	43.8	15.3	.08	20	35	45	60	60	34,050	-3.2	.023	-.213

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 = 125)	27.2	15.0	1.35	5	15	25	35	60				
PASSHE	27.5	16.5	.31	5	15	25	40	60	137	-.3	.843	-.017
Carnegie Class	23.8	16.2	.07	0	10	20	35	55	58,945	3.4	.019	.210
Carnegie Limited	25.8	16.4	.13	0	15	25	40	60	16,503	1.5	.319	.090
Top 50%	29.7	15.9	.07	5	20	30	40	60	50,492	-2.4	.088	-.153
Top 10%	33.2	16.0	.17	10	20	35	45	60	8,805	-6.0	.000	-.376
Effective Teaching Practices												
SHIP (N = 116)	39.8	13.5	1.25	16	32	40	52	60				
PASSHE	40.6	13.3	.25	20	32	40	52	60	2,880	-.7	.557	-.056
Carnegie Class	40.2	14.1	.06	16	32	40	52	60	57,432	-.4	.759	-.029
Carnegie Limited	40.2	13.9	.11	16	32	40	52	60	16,048	-.3	.802	-.023
Top 50%	41.8	13.7	.05	20	32	40	52	60	82,020	-1.9	.127	-.142
Top 10%	43.7	13.4	.10	20	36	44	56	60	18,093	-3.9	.002	-.289
Campus Environment												
Quality of Interactions												
SHIP (N = 105)	43.5	9.7	.94	26	38	44	50	60				
PASSHE	43.0	11.4	.22	22	36	44	50	60	117	.6	.561	.050
Carnegie Class	43.8	12.3	.06	20	36	46	53	60	105	-.2	.792	-.020
Carnegie Limited	43.1	12.1	.10	20	36	44	52	60	107	.5	.634	.038
Top 50%	45.2	11.7	.04	24	38	48	54	60	105	-1.7	.073	-.146
Top 10%	47.4	12.0	.07	24	40	50	58	60	106	-3.9	.000	-.322
Supportive Environment												
SHIP (N = 107)	33.1	12.2	1.18	15	25	33	40	58				
PASSHE	33.3	13.8	.27	10	23	33	43	58	117	-.3	.827	-.019
Carnegie Class	31.9	14.5	.06	8	20	33	40	60	106	1.1	.343	.078
Carnegie Limited	32.7	14.2	.12	10	23	33	43	60	108	.3	.777	.024
Top 50%	34.6	14.0	.05	13	25	35	45	60	106	-1.5	.192	-.111
Top 10%	36.8	14.1	.11	13	28	38	48	60	108	-3.7	.002	-.266

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.