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# NSSE 2015

## Engagement Indicators

Central Connecticut State University

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### About Your Engagement Indicators Report

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

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

### Report Sections

- Overview (p. 3)** Displays how average EI scores for your first-year and senior 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.
  - Summary of 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 2014 and 2015 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

### Interpreting Comparisons

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

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

### How Engagement Indicators are Computed

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

For more information on EIs and their psychometric properties, refer to the NSSE website: [nsse.indiana.edu](http://nsse.indiana.edu)

Rocconi, L., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

## 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 CSUs	Your first-year students compared with Peer Institutions	Your first-year students compared with Inst Characteristics
<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 CSUs	Your seniors compared with Peer Institutions	Your seniors compared with Inst Characteristics
<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

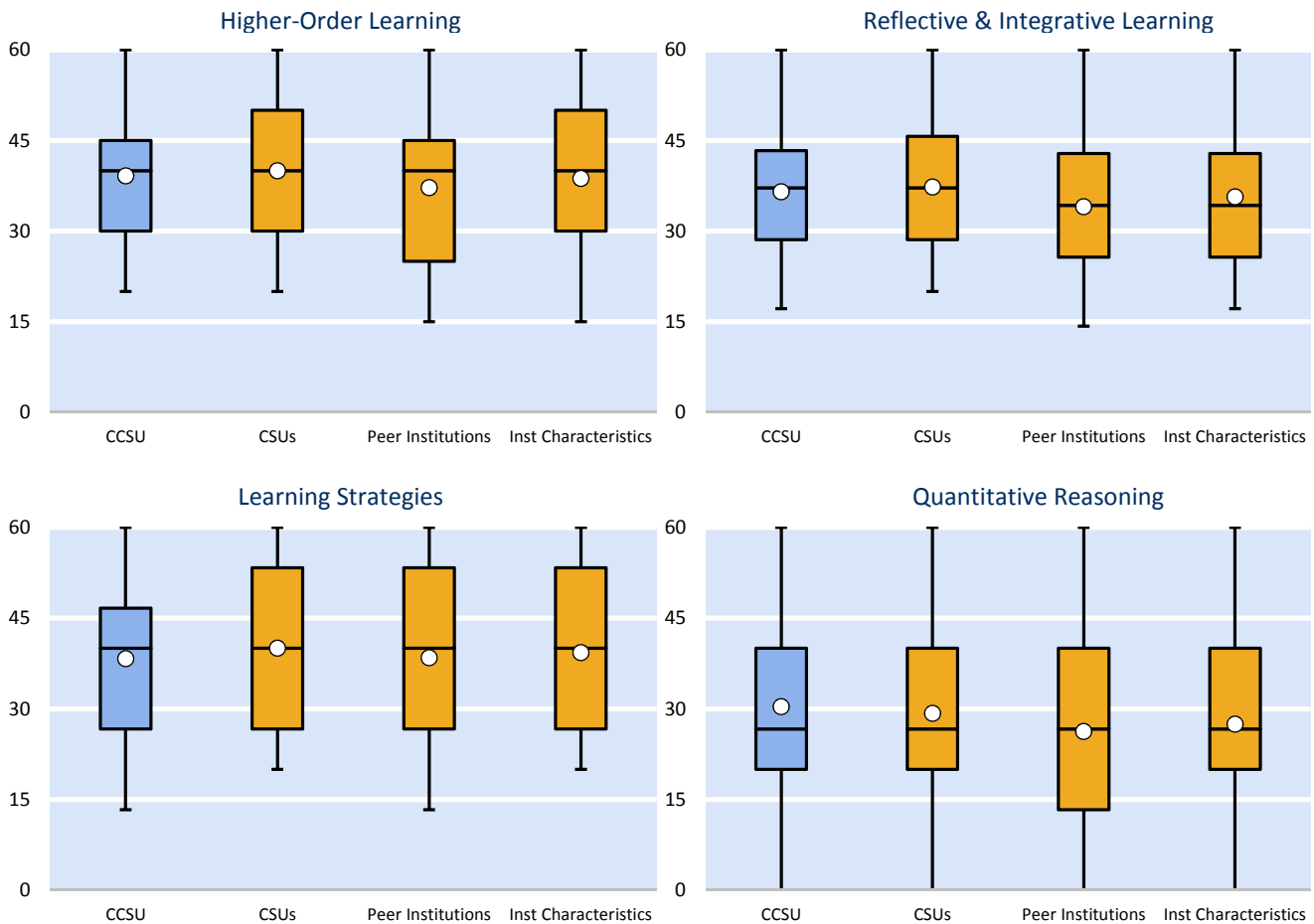
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	CCSU Mean	Your first-year students compared with					
		CSUs		Peer Institutions		Inst Characteristics	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.1	40.0	-.06	37.2 *	.13	38.7	.03
Reflective & Integrative Learning	36.5	37.3	-.07	34.0 **	.19	35.7	.06
Learning Strategies	38.3	40.1	-.12	38.5	-.01	39.3	-.07
Quantitative Reasoning	30.4	29.3	.07	26.3 ***	.24	27.5 **	.17

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





































































#### 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)

### Summary of Indicator Items

	CCSU	CSUs	Peer Institutions	Inst Characteristics
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	73 	70 	69 	71 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75 	72 	69 	71 
4d. Evaluating a point of view, decision, or information source	69 	75 	65 	70 
4e. Forming a new idea or understanding from various pieces of information	70 	72 	64 	68 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	61 	61 	53 	56 
2b. Connected your learning to societal problems or issues	63 	59 	48 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52 	57 	47 	51 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65 	66 	58 	62 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70 	73 	63 	68 
2f. Learned something that changed the way you understand an issue or concept	68 	68 	60 	65 
2g. Connected ideas from your courses to your prior experiences and knowledge	75 	78 	73 	76 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79 	83 	76 	79 
9b. Reviewed your notes after class	65 	67 	64 	66 
9c. Summarized what you learned in class or from course materials	60 	65 	62 	62 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	57 	55 	51 	51 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47 	42 	36 	38 
6c. Evaluated what others have concluded from numerical information	43 	41 	35 	38 

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.

### Academic Challenge: Seniors

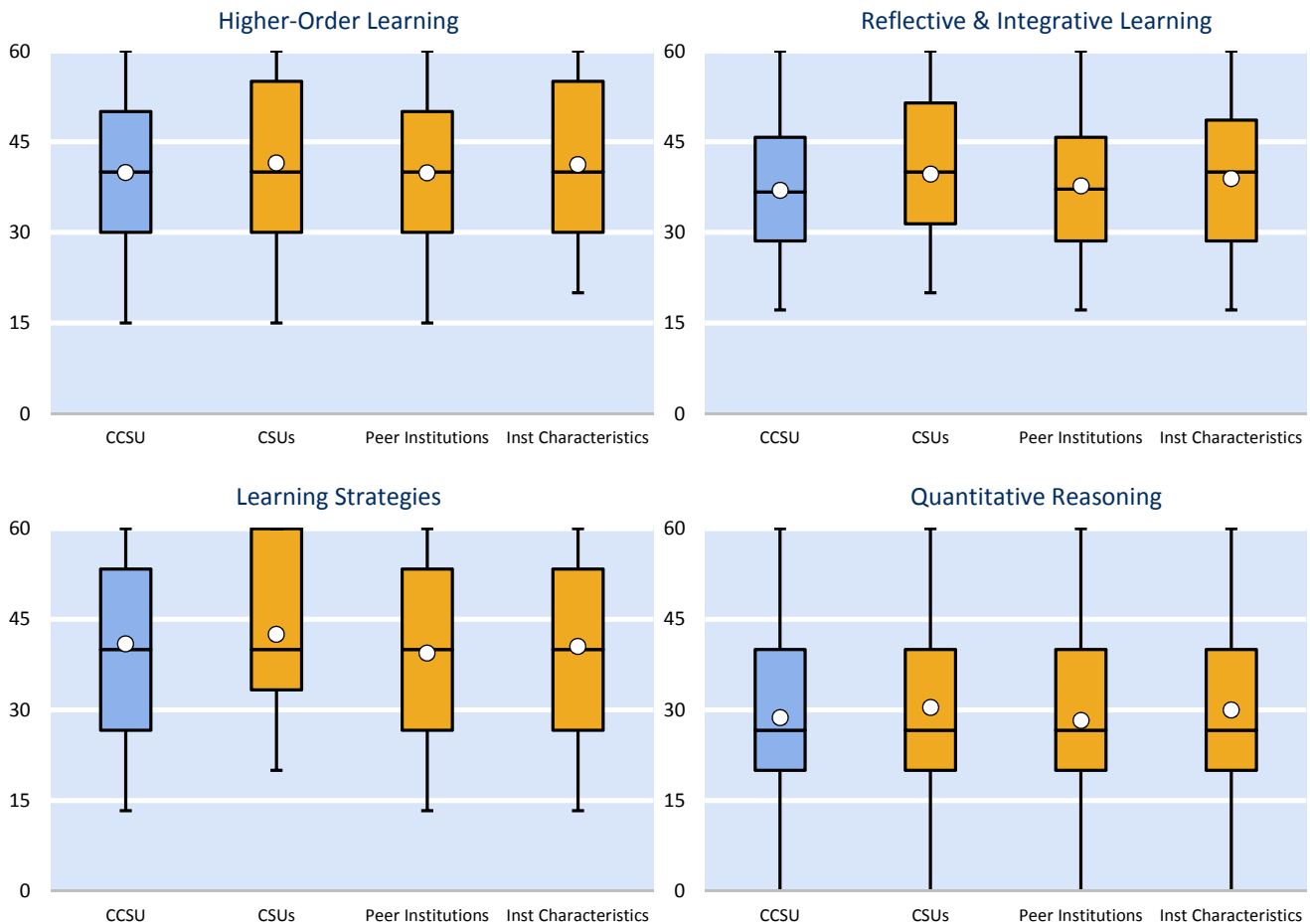
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	CCSU Mean	Your seniors compared with					
		CSUs		Peer Institutions		Inst Characteristics	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.9	41.5	-.11	39.9	.00	41.2	-.09
Reflective & Integrative Learning	37.0	39.6 **	-.20	37.7	-.06	38.9 **	-.15
Learning Strategies	40.9	42.5	-.11	39.4	.10	40.5	.03
Quantitative Reasoning	28.7	30.4	-.10	28.3	.03	30.0	-.07

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



















#### Score Distributions



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## Academic Challenge: Seniors (continued)

### Summary of Indicator Items

	CCSU	CSUs	Peer Institutions	Inst Characteristics
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	82 	79 	77 	79 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74 	76 	75 	77 
4d. Evaluating a point of view, decision, or information source	68 	76 	68 	72 
4e. Forming a new idea or understanding from various pieces of information	70 	75 	70 	73 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	70 	70 	70 	73 
2b. Connected your learning to societal problems or issues	61 	68 	61 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50 	58 	52 	55 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63 	69 	62 	65 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67 	72 	68 	71 
2f. Learned something that changed the way you understand an issue or concept	63 	72 	67 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	77 	84 	82 	83 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79 	87 	79 	83 
9b. Reviewed your notes after class	70 	70 	62 	65 
9c. Summarized what you learned in class or from course materials	66 	67 	64 	66 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	51 	56 	52 	55 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44 	46 	41 	45 
6c. Evaluated what others have concluded from numerical information	38 	45 	41 	45 

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.

### Learning with Peers: First-year students

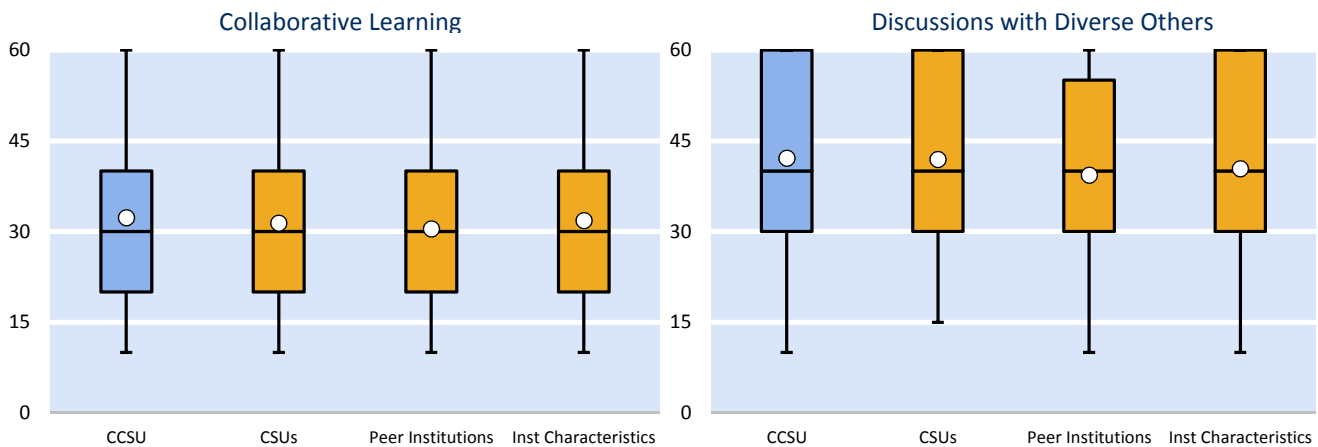
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	CCSU Mean	Your first-year students compared with					
		CSUs		Peer Institutions		Inst Characteristics	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.2	31.4	.06	30.4 *	.13	31.8	.03
Discussions with Diverse Others	42.1	41.9	.01	39.3 **	.17	40.4	.11

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.

#### Summary of Indicator Items

##### Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	CCSU	CSUs	Peer Institutions	Inst Characteristics
1e. Asked another student to help you understand course material	56	50	46	49
1f. Explained course material to one or more students	59	58	53	56
1g. Prepared for exams by discussing or working through course material with other students	48	46	44	47
1h. Worked with other students on course projects or assignments	51	51	46	52

##### Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	CCSU	CSUs	Peer Institutions	Inst Characteristics
8a. People from a race or ethnicity other than your own	78	77	70	72
8b. People from an economic background other than your own	77	74	71	72
8c. People with religious beliefs other than your own	71	71	66	68
8d. People with political views other than your own	72	69	65	67

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.



### Learning with Peers: Seniors

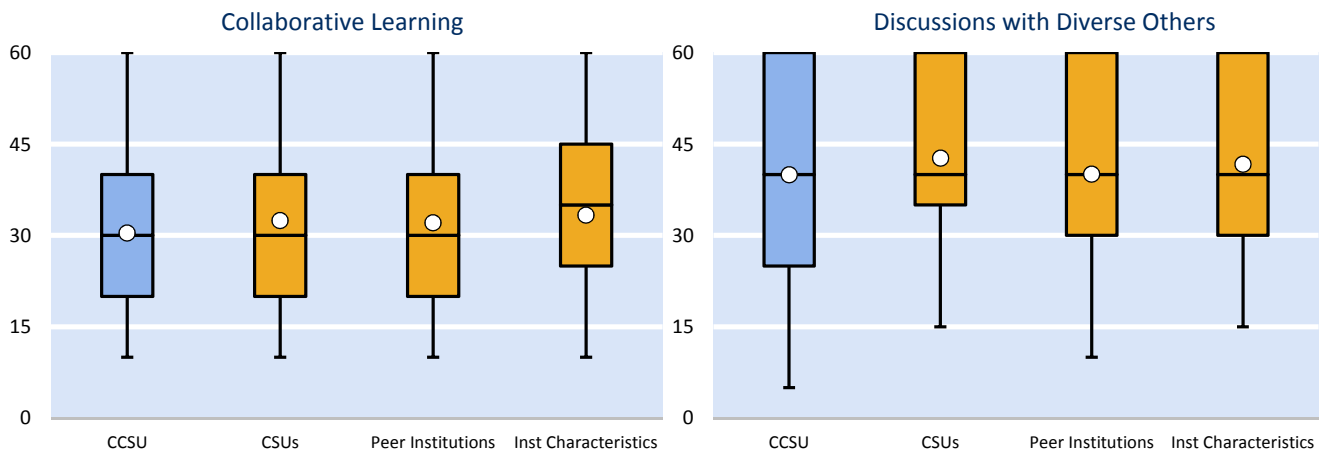
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#### Mean Comparisons

Engagement Indicator	CCSU Mean	Your seniors compared with					
		CSUs		Peer Institutions		Inst Characteristics	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.4	32.5 *	-.15	32.1 *	-.12	33.3 ***	-.21
Discussions with Diverse Others	40.0	42.7 *	-.16	40.1	-.01	41.7	-.11

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

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#### Summary of Indicator Items

##### Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	CCSU	CSUs	Peer Institutions	Inst Characteristics
1e. Asked another student to help you understand course material	36	39	39	42
1f. Explained course material to one or more students	54	58	60	60
1g. Prepared for exams by discussing or working through course material with other students	37	44	43	47
1h. Worked with other students on course projects or assignments	62	65	63	66

##### Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	CCSU	CSUs	Peer Institutions	Inst Characteristics
8a. People from a race or ethnicity other than your own	72	79	68	74
8b. People from an economic background other than your own	69	77	71	74
8c. People with religious beliefs other than your own	64	72	66	70
8d. People with political views other than your own	67	70	68	70

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.

### Experiences with Faculty: First-year students

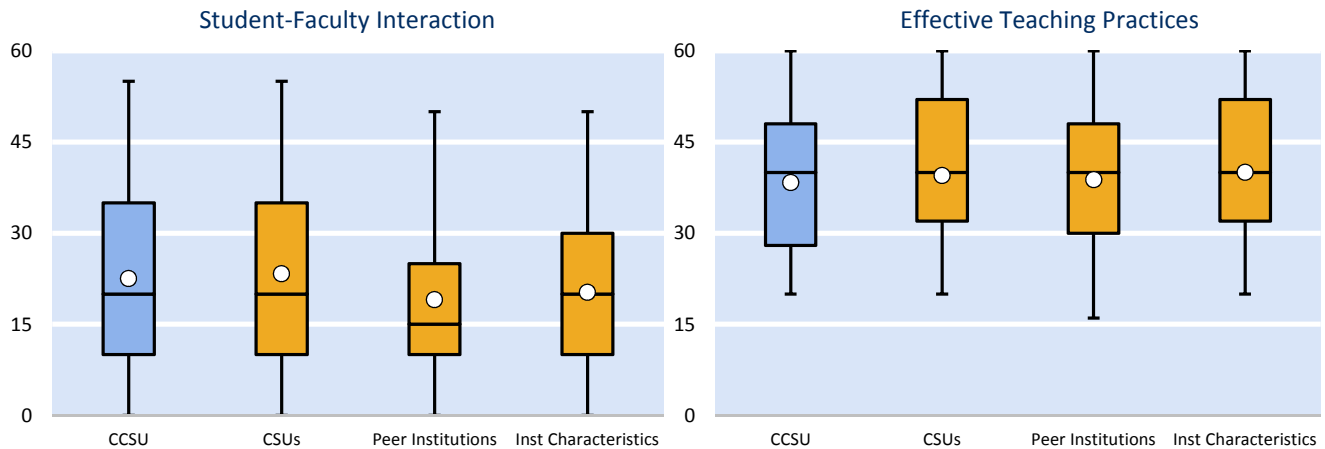
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	CCSU Mean	Your first-year students compared with					
		CSUs		Peer Institutions		Inst Characteristics	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.5	23.3	-.05	19.0 ***	.24	20.3 *	.15
Effective Teaching Practices	38.3	39.5	-.09	38.8	-.04	40.0 *	-.13

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

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#### Summary of Indicator Items

##### Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	CCSU	CSUs	Peer Institutions	Inst Characteristics
3a. Talked about career plans with a faculty member	35	37	30	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	24	25	16	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	34	33	21	25
3d. Discussed your academic performance with a faculty member	39	38	28	29

##### Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	CCSU	CSUs	Peer Institutions	Inst Characteristics
5a. Clearly explained course goals and requirements	77	81	78	80
5b. Taught course sessions in an organized way	70	74	74	78
5c. Used examples or illustrations to explain difficult points	71	75	73	76
5d. Provided feedback on a draft or work in progress	62	66	64	66
5e. Provided prompt and detailed feedback on tests or completed assignments	57	62	60	62

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.

### Experiences with Faculty: Seniors

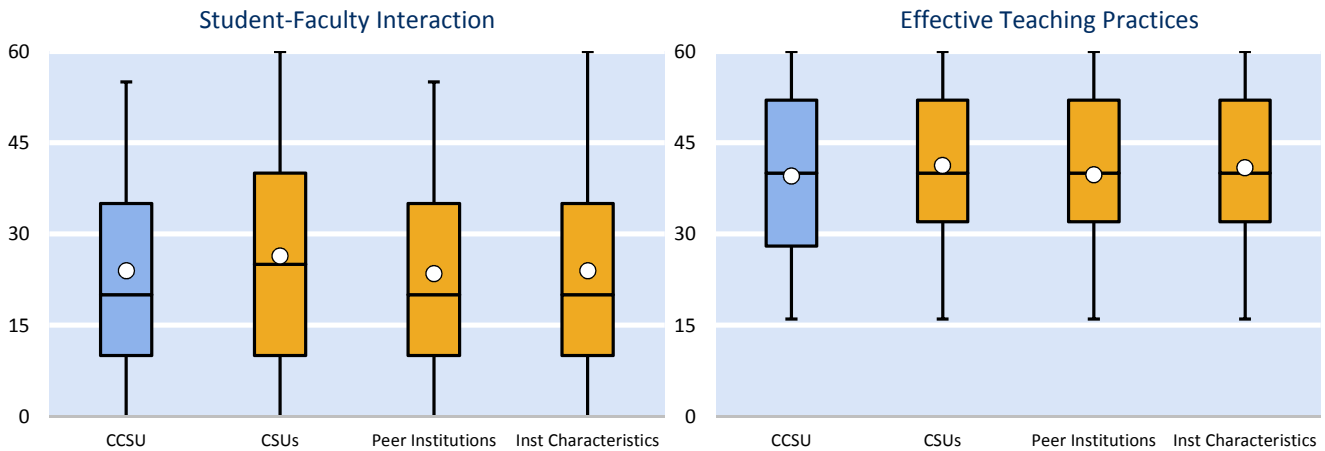
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Student-Faculty Interaction	24.0	26.4 *	-.14	23.5	.03	24.0	.00
Effective Teaching Practices	39.5	41.3	-.12	39.7	-.01	40.9	-.10

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#### Summary of Indicator Items

##### Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	CCSU	CSUs	Peer Institutions	Inst Characteristics
3a. Talked about career plans with a faculty member	42	46	40	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	31	25	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	39	35	34
3d. Discussed your academic performance with a faculty member	36	42	33	34

##### Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	CCSU	CSUs	Peer Institutions	Inst Characteristics
5a. Clearly explained course goals and requirements	80	80	80	82
5b. Taught course sessions in an organized way	77	79	77	79
5c. Used examples or illustrations to explain difficult points	76	78	77	79
5d. Provided feedback on a draft or work in progress	58	67	60	63
5e. Provided prompt and detailed feedback on tests or completed assignments	64	69	64	67

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.

### Campus Environment: First-year students

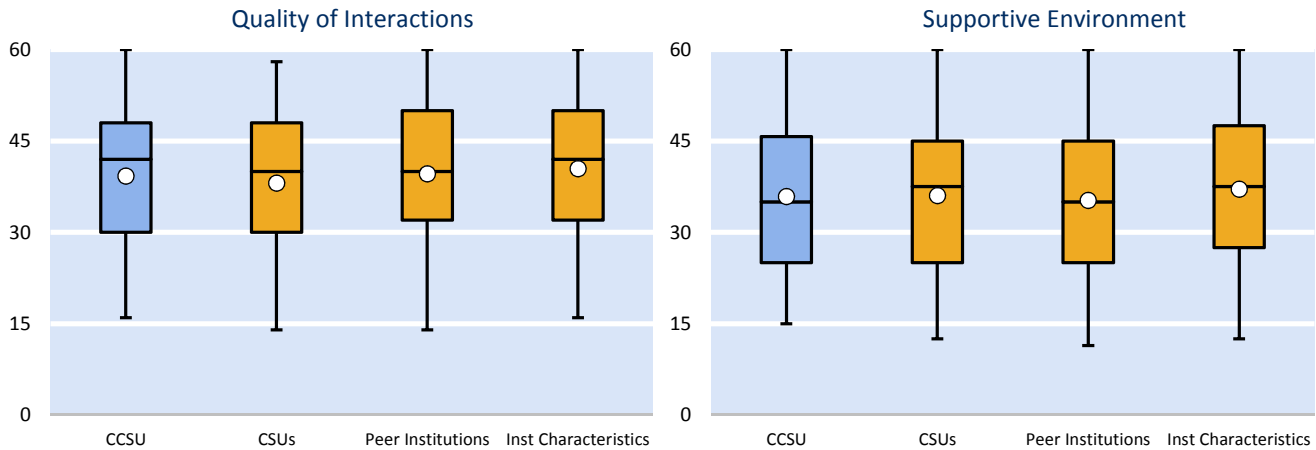
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	CCSU Mean	Your first-year students compared with					
		CSUs		Peer Institutions		Inst Characteristics	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.2	38.1	.09	39.6	-.03	40.4	-.09
Supportive Environment	35.9	36.0	-.01	35.3	.04	37.1	-.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.

#### Summary of Indicator Items

##### Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	CCSU	CSUs	Peer Institutions	Inst Characteristics
13a. Students	47	47	55	56
13b. Academic advisors	40	40	42	46
13c. Faculty	43	40	43	46
13d. Student services staff (career services, student activities, housing, etc.)	41	35	40	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	32	38	39

##### Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	CCSU	CSUs	Peer Institutions	Inst Characteristics
14b. Providing support to help students succeed academically	70	71	74	76
14c. Using learning support services (tutoring services, writing center, etc.)	75	72	74	77
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	58	57	60
14e. Providing opportunities to be involved socially	67	69	68	72
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	69	68	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	47	49	41	46
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	66	61	66
14i. Attending events that address important social, economic, or political issues	58	52	49	52

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.

### Campus Environment: Seniors

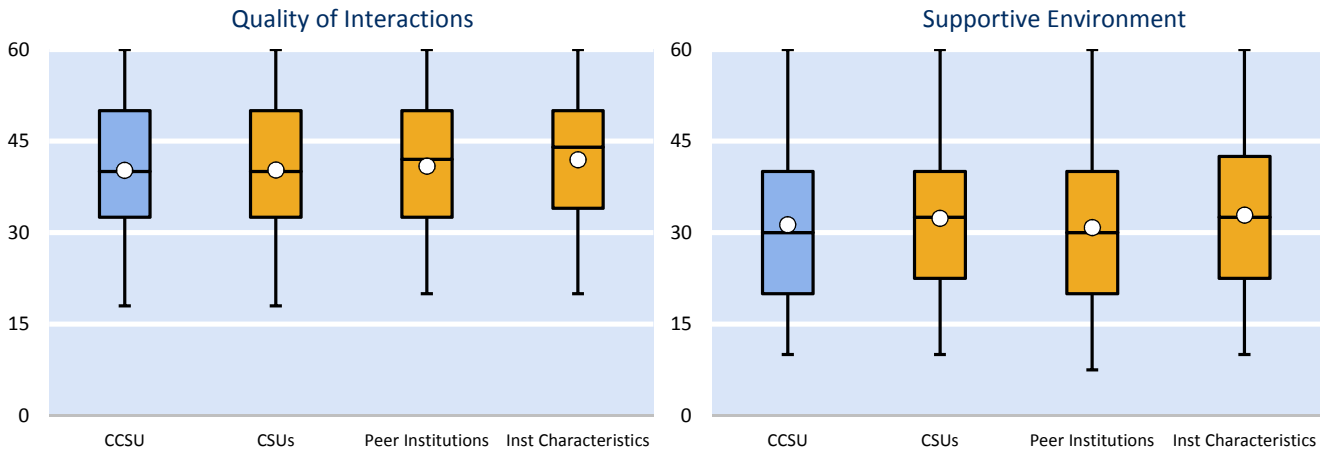
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	CCSU Mean	Your seniors compared with					
		CSUs		Peer Institutions		Inst Characteristics	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.2	40.2	.00	40.9	-.05	41.9 *	-.14
Supportive Environment	31.3	32.3	-.07	30.8	.03	32.8	-.11

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.

#### Summary of Indicator Items

##### Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	CCSU	CSUs	Peer Institutions	Inst Characteristics
13a. Students	52	53	57	62
13b. Academic advisors	45	49	46	50
13c. Faculty	50	56	56	58
13d. Student services staff (career services, student activities, housing, etc.)	35	36	39	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	36	35	40	40

##### Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	CCSU	CSUs	Peer Institutions	Inst Characteristics
14b. Providing support to help students succeed academically	67	69	66	70
14c. Using learning support services (tutoring services, writing center, etc.)	60	65	64	65
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	48	55	48	53
14e. Providing opportunities to be involved socially	59	64	60	65
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	57	56	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	29	34	26	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	52	53	49	55
14i. Attending events that address important social, economic, or political issues	47	48	43	46

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

While NSSE's policy is not to rank institutions (see [nsse.indiana.edu/html/position\\_policies.cfm](http://nsse.indiana.edu/html/position_policies.cfm)), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2014 and 2015 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2014 and 2015 NSSE institutions.

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

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

<b>First-Year Students</b>		CCSU Mean	Your first-year students compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.1	41.0 *	-.13		43.0 ***	-.28	
	Reflective and Integrative Learning	36.5	37.6	-.09	✓	39.6 ***	-.24	
	Learning Strategies	38.3	41.6 ***	-.23		44.4 ***	-.43	
	Quantitative Reasoning	30.4	29.4	.06	✓	31.5	-.07	✓
<i>Learning with Peers</i>	Collaborative Learning	32.2	35.1 ***	-.21		37.3 ***	-.36	
	Discussions with Diverse Others	42.1	43.4	-.08	✓	45.5 ***	-.23	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	22.5	24.1	-.10		27.2 ***	-.29	
	Effective Teaching Practices	38.3	42.3 ***	-.31		44.6 ***	-.48	
<i>Campus Environment</i>	Quality of Interactions	39.2	44.0 ***	-.41		45.8 ***	-.56	
	Supportive Environment	35.9	39.4 ***	-.27		41.3 ***	-.42	

<b>Seniors</b>		CCSU Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.9	43.5 ***	-.26		45.3 ***	-.39	
	Reflective and Integrative Learning	37.0	41.3 ***	-.34		43.1 ***	-.49	
	Learning Strategies	40.9	42.5	-.11		44.8 ***	-.28	
	Quantitative Reasoning	28.7	31.8 **	-.18		33.6 ***	-.29	
<i>Learning with Peers</i>	Collaborative Learning	30.4	35.7 ***	-.38		38.2 ***	-.57	
	Discussions with Diverse Others	40.0	43.9 ***	-.25		45.9 ***	-.39	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	24.0	29.8 ***	-.36		34.1 ***	-.61	
	Effective Teaching Practices	39.5	43.1 ***	-.26		45.1 ***	-.42	
<i>Campus Environment</i>	Quality of Interactions	40.2	45.0 ***	-.42		46.7 ***	-.55	
	Supportive Environment	31.3	36.1 ***	-.34		38.8 ***	-.54	

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 2014 and 2015 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
CCSU (N = 274)	39.1	13.3	.80	20	30	40	45	60				
CSUs	40.0	14.1	.52	20	30	40	50	60	1,003	-.8	.389	-.061
Peer Institutions	37.2	14.4	.23	15	25	40	45	60	320	1.9	.022	.134
Inst Characteristics	38.7	14.1	.06	15	30	40	50	60	51,696	.4	.625	.030
Top 50%	41.0	13.7	.04	20	30	40	50	60	115,761	-1.8	.027	-.134
Top 10%	43.0	13.8	.09	20	35	40	55	60	280	-3.9	.000	-.284
<b>Reflective &amp; Integrative Learning</b>												
CCSU (N = 283)	36.5	12.4	.73	17	29	37	43	60				
CSUs	37.3	12.3	.45	20	29	37	46	60	1,043	-.8	.342	-.066
Peer Institutions	34.0	13.0	.21	14	26	34	43	60	4,259	2.5	.002	.190
Inst Characteristics	35.7	12.8	.06	17	26	34	43	60	54,007	.8	.276	.065
Top 50%	37.6	12.7	.04	17	29	37	46	60	123,602	-1.1	.143	-.087
Top 10%	39.6	12.8	.08	20	31	40	49	60	25,028	-3.1	.000	-.241
<b>Learning Strategies</b>												
CCSU (N = 256)	38.3	14.2	.89	13	27	40	47	60				
CSUs	40.1	14.5	.55	20	27	40	53	60	942	-1.7	.101	-.120
Peer Institutions	38.5	14.5	.25	13	27	40	53	60	3,716	-.1	.889	-.009
Inst Characteristics	39.3	14.3	.07	20	27	40	53	60	47,795	-1.0	.278	-.068
Top 50%	41.6	14.1	.04	20	33	40	53	60	104,077	-3.2	.000	-.230
Top 10%	44.4	14.0	.09	20	33	47	60	60	23,762	-6.0	.000	-.432
<b>Quantitative Reasoning</b>												
CCSU (N = 279)	30.4	16.2	.97	0	20	27	40	60				
CSUs	29.3	17.2	.63	0	20	27	40	60	1,019	1.1	.346	.066
Peer Institutions	26.3	16.9	.27	0	13	27	40	60	4,158	4.1	.000	.244
Inst Characteristics	27.5	16.6	.07	0	20	27	40	60	52,507	2.9	.004	.174
Top 50%	29.4	16.6	.04	0	20	27	40	60	151,870	1.0	.316	.060
Top 10%	31.5	16.5	.10	0	20	33	40	60	30,349	-1.1	.256	-.068
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
CCSU (N = 285)	32.2	13.8	.82	10	20	30	40	60				
CSUs	31.4	14.2	.51	10	20	30	40	60	1,053	.9	.367	.063
Peer Institutions	30.4	14.1	.22	10	20	30	40	60	4,377	1.8	.037	.128
Inst Characteristics	31.8	13.9	.06	10	20	30	40	60	55,538	.5	.568	.034
Top 50%	35.1	13.8	.04	15	25	35	45	60	139,452	-2.9	.000	-.211
Top 10%	37.3	13.8	.08	15	25	35	50	60	30,919	-5.0	.000	-.364
<b>Discussions with Diverse Others</b>												
CCSU (N = 256)	42.1	16.4	1.03	10	30	40	60	60				
CSUs	41.9	16.2	.61	15	30	40	60	60	946	.2	.855	.013
Peer Institutions	39.3	16.2	.27	10	30	40	55	60	3,773	2.8	.007	.175
Inst Characteristics	40.4	16.4	.07	10	30	40	60	60	48,379	1.8	.086	.107
Top 50%	43.4	15.4	.04	20	35	45	60	60	128,301	-1.2	.199	-.080
Top 10%	45.5	14.8	.09	20	40	50	60	60	29,962	-3.4	.000	-.230



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
CCSU (N = 281)	22.5	16.2	.97	0	10	20	35	55				
CSUs	23.3	15.7	.57	0	10	20	35	55	1,029	-.8	.482	-.049
Peer Institutions	19.0	14.6	.23	0	10	15	25	50	313	3.5	.001	.236
Inst Characteristics	20.3	15.1	.07	0	10	20	30	50	282	2.3	.019	.151
Top 50%	24.1	15.2	.05	0	15	20	35	55	80,163	-1.5	.094	-.100
Top 10%	27.2	16.1	.14	5	15	25	40	60	13,910	-4.7	.000	-.292
<b>Effective Teaching Practices</b>												
CCSU (N = 279)	38.3	13.6	.81	20	28	40	48	60				
CSUs	39.5	13.4	.49	20	32	40	52	60	1,023	-1.2	.217	-.087
Peer Institutions	38.8	13.6	.22	16	30	40	48	60	4,190	-.5	.551	-.037
Inst Characteristics	40.0	13.5	.06	20	32	40	52	60	53,162	-1.7	.034	-.127
Top 50%	42.3	13.2	.04	20	32	40	52	60	92,211	-4.0	.000	-.305
Top 10%	44.6	13.3	.10	20	36	44	56	60	18,596	-6.3	.000	-.476
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
CCSU (N = 251)	39.2	13.0	.82	16	30	42	48	60				
CSUs	38.1	13.1	.50	14	30	40	48	58	927	1.1	.246	.086
Peer Institutions	39.6	12.9	.22	14	32	40	50	60	3,577	-.4	.657	-.029
Inst Characteristics	40.4	13.0	.06	16	32	42	50	60	46,154	-1.2	.143	-.093
Top 50%	44.0	11.7	.04	22	38	46	52	60	251	-4.8	.000	-.408
Top 10%	45.8	11.9	.09	23	40	48	55	60	256	-6.6	.000	-.558
<b>Supportive Environment</b>												
CCSU (N = 234)	35.9	13.5	.89	15	25	35	46	60				
CSUs	36.0	14.4	.58	13	25	38	45	60	859	-.2	.879	-.012
Peer Institutions	35.3	14.5	.26	11	25	35	45	60	3,350	.6	.546	.041
Inst Characteristics	37.1	14.2	.07	13	28	38	48	60	44,135	-1.2	.186	-.087
Top 50%	39.4	13.4	.04	18	30	40	50	60	102,579	-3.6	.000	-.267
Top 10%	41.3	13.0	.09	20	33	40	53	60	22,565	-5.5	.000	-.419

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

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

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

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

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

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

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

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
CCSU (N = 316)	39.9	14.4	.81	15	30	40	50	60				
CSUs	41.5	14.4	.49	15	30	40	55	60	1,196	-1.6	.099	-.108
Peer Institutions	39.9	14.4	.22	15	30	40	50	60	4,669	.1	.933	.005
Inst Characteristics	41.2	14.3	.06	20	30	40	55	60	64,849	-1.3	.115	-.089
Top 50%	43.5	13.8	.04	20	35	40	55	60	103,747	-3.5	.000	-.256
Top 10%	45.3	13.6	.08	20	40	45	60	60	28,100	-5.4	.000	-.393
<b>Reflective &amp; Integrative Learning</b>												
CCSU (N = 327)	37.0	13.4	.74	17	29	37	46	60				
CSUs	39.6	13.4	.44	20	31	40	51	60	1,252	-2.7	.002	-.201
Peer Institutions	37.7	13.3	.20	17	29	37	46	60	4,879	-.8	.313	-.058
Inst Characteristics	38.9	13.2	.05	17	29	40	49	60	67,519	-2.0	.007	-.148
Top 50%	41.3	12.7	.04	20	31	40	51	60	103,522	-4.3	.000	-.340
Top 10%	43.1	12.5	.08	20	34	43	54	60	25,892	-6.2	.000	-.491
<b>Learning Strategies</b>												
CCSU (N = 292)	40.9	15.0	.88	13	27	40	53	60				
CSUs	42.5	14.2	.50	20	33	40	60	60	1,097	-1.6	.101	-.112
Peer Institutions	39.4	15.2	.24	13	27	40	53	60	4,392	1.5	.104	.099
Inst Characteristics	40.5	14.8	.06	13	27	40	53	60	60,643	.4	.655	.026
Top 50%	42.5	14.6	.04	20	33	40	60	60	130,847	-1.6	.068	-.107
Top 10%	44.8	14.2	.08	20	33	47	60	60	34,549	-3.9	.000	-.276
<b>Quantitative Reasoning</b>												
CCSU (N = 321)	28.7	16.4	.92	0	20	27	40	60				
CSUs	30.4	17.7	.59	0	20	27	40	60	603	-1.7	.121	-.097
Peer Institutions	28.3	17.5	.26	0	20	27	40	60	374	.4	.644	.025
Inst Characteristics	30.0	17.4	.07	0	20	27	40	60	323	-1.3	.172	-.072
Top 50%	31.8	17.3	.04	0	20	33	40	60	174,663	-3.1	.002	-.176
Top 10%	33.6	16.9	.09	0	20	33	47	60	38,793	-4.9	.000	-.291
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
CCSU (N = 327)	30.4	13.5	.75	10	20	30	40	60				
CSUs	32.5	14.1	.46	10	20	30	40	60	1,268	-2.1	.022	-.147
Peer Institutions	32.1	14.3	.21	10	20	30	40	60	4,995	-1.7	.042	-.117
Inst Characteristics	33.3	14.3	.05	10	25	35	45	60	330	-2.9	.000	-.205
Top 50%	35.7	13.9	.04	15	25	35	45	60	146,244	-5.3	.000	-.380
Top 10%	38.2	13.7	.08	15	30	40	50	60	29,415	-7.8	.000	-.567
<b>Discussions with Diverse Others</b>												
CCSU (N = 288)	40.0	17.3	1.02	5	25	40	60	60				
CSUs	42.7	16.3	.57	15	35	40	60	60	1,104	-2.7	.016	-.165
Peer Institutions	40.1	16.6	.26	10	30	40	60	60	4,421	-.1	.910	-.007
Inst Characteristics	41.7	16.4	.07	15	30	40	60	60	61,260	-1.7	.074	-.106
Top 50%	43.9	15.9	.04	20	35	45	60	60	167,821	-4.0	.000	-.249
Top 10%	45.9	15.4	.08	20	40	50	60	60	40,450	-6.0	.000	-.386

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
CCSU (N = 311)	24.0	15.8	.89	0	10	20	35	55				
CSUs	26.4	17.6	.59	0	10	25	40	60	596	-2.4	.025	-.141
Peer Institutions	23.5	15.9	.24	0	10	20	35	55	4,739	.5	.600	.031
Inst Characteristics	24.0	16.4	.06	0	10	20	35	60	66,030	.0	.989	.001
Top 50%	29.8	16.2	.06	5	20	30	40	60	67,168	-5.8	.000	-.357
Top 10%	34.1	16.5	.17	5	20	35	45	60	332	-10.1	.000	-.614
<b>Effective Teaching Practices</b>												
CCSU (N = 321)	39.5	14.2	.79	16	28	40	52	60				
CSUs	41.3	14.3	.47	16	32	40	52	60	1,233	-1.7	.060	-.122
Peer Institutions	39.7	14.2	.21	16	32	40	52	60	4,815	-.2	.805	-.014
Inst Characteristics	40.9	14.0	.05	16	32	40	52	60	66,682	-1.3	.086	-.096
Top 50%	43.1	13.6	.04	20	36	44	56	60	95,947	-3.5	.000	-.260
Top 10%	45.1	13.4	.10	20	36	48	60	60	18,130	-5.6	.000	-.418
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
CCSU (N = 283)	40.2	12.1	.72	18	33	40	50	60				
CSUs	40.2	12.6	.45	18	33	40	50	60	1,076	.0	.979	-.002
Peer Institutions	40.9	12.1	.19	20	33	42	50	60	4,243	-.7	.381	-.054
Inst Characteristics	41.9	12.2	.05	20	34	44	50	60	58,655	-1.7	.019	-.139
Top 50%	45.0	11.4	.04	24	38	46	54	60	88,704	-4.8	.000	-.417
Top 10%	46.7	11.8	.08	24	40	50	56	60	22,618	-6.5	.000	-.551
<b>Supportive Environment</b>												
CCSU (N = 272)	31.3	14.5	.88	10	20	30	40	60				
CSUs	32.3	14.4	.52	10	23	33	40	60	1,035	-1.0	.311	-.071
Peer Institutions	30.8	14.4	.23	8	20	30	40	60	4,146	.5	.613	.032
Inst Characteristics	32.8	14.6	.06	10	23	33	43	60	57,389	-1.5	.080	-.106
Top 50%	36.1	13.9	.04	13	26	38	45	60	99,705	-4.8	.000	-.345
Top 10%	38.8	13.7	.10	15	30	40	50	60	18,808	-7.5	.000	-.545

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

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

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

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

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

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

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