



NSSE 2016

Engagement Indicators

Iowa State University

About Your Engagement Indicators Report

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

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

Report Sections

- Overview (p. 3)** Displays how average EI scores for your 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.
 - 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 2015 and 2016 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with	Your first-year students compared with	Your first-year students compared with
		AAUDE	Carnegie Class	NSSE 2015 & 2016
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	Your seniors compared with	Your seniors compared with
		AAUDE	Carnegie Class	NSSE 2015 & 2016
Academic Challenge	Higher-Order Learning	▽	▽	▽
	Reflective & Integrative Learning	▽	▽	▽
	Learning Strategies	▽	▼	▼
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	△	△	△
	Discussions with Diverse Others	▽	▽	▽
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	▽	▽	▽
Campus Environment	Quality of Interactions	△	△	--
	Supportive Environment	--	--	--

Academic Challenge: First-year students

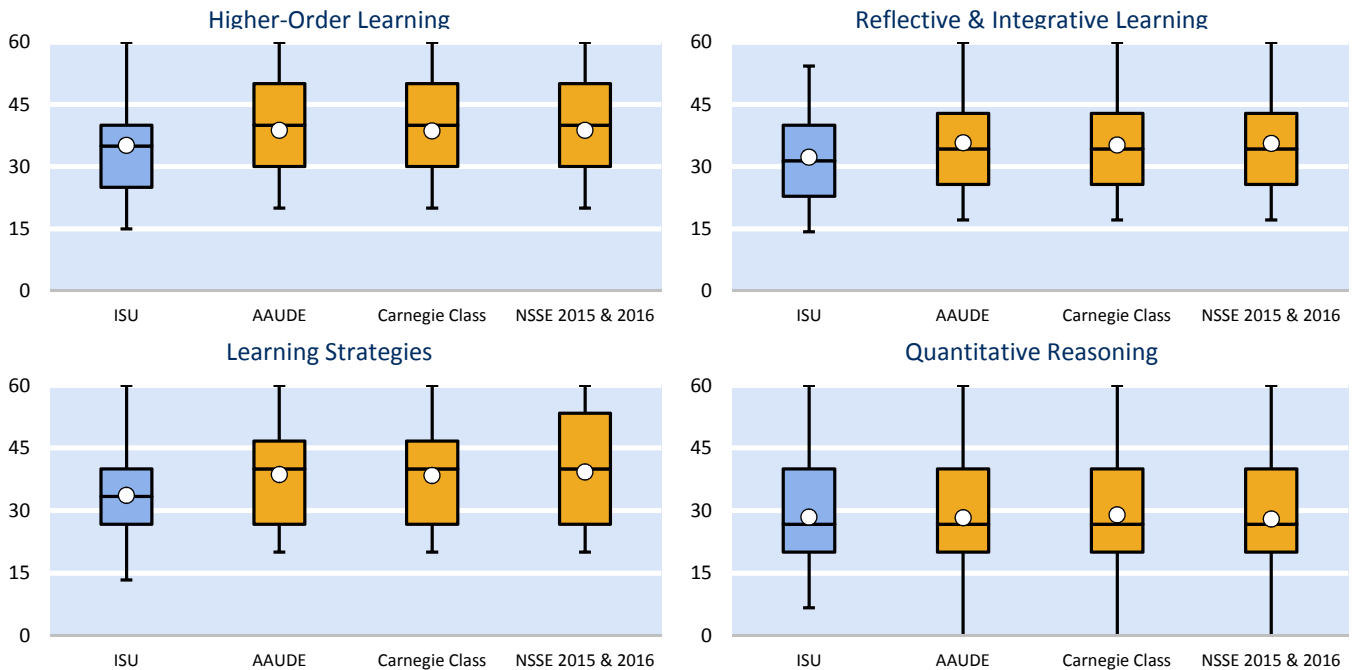
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	ISU Mean	Your first-year students compared with					
		AAUDE		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	35.2	38.8 ***	-.27	38.7 ***	-.26	38.8 ***	-.26
Reflective & Integrative Learning	32.3	35.8 ***	-.28	35.2 ***	-.24	35.6 ***	-.27
Learning Strategies	33.6	38.6 ***	-.36	38.4 ***	-.34	39.2 ***	-.39
Quantitative Reasoning	28.4	28.3	.01	29.0	-.03	28.0	.03

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance 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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	ISU	Percentage point difference ^a between your FY students and		
		AAUDE	Carnegie Class	NSSE 2015 & 2016
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	69	-4	-5	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	64	-9	-9	-8
4d. Evaluating a point of view, decision, or information source	55	-13	-12	-15
4e. Forming a new idea or understanding from various pieces of information	60	-8	-8	-9
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	51	-6	-4	-3
2b. Connected your learning to societal problems or issues	42	-13	-10	-11
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	35	-17	-15	-17
2d. Examined the strengths and weaknesses of your own views on a topic or issue	57	-5	-5	-7
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	61	-6	-6	-7
2f. Learned something that changed the way you understand an issue or concept	57	-9	-8	-9
2g. Connected ideas from your courses to your prior experiences and knowledge	71	-6	-5	-6
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	68	-12	-10	-11
9b. Reviewed your notes after class	51	-12	-13	-15
9c. Summarized what you learned in class or from course materials	51	-10	-10	-12
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.)	54	+1	-2	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	38	-2	-3	-2
6c. Evaluated what others have concluded from numerical information	39	-2	-2	+0

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

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

Academic Challenge: Seniors

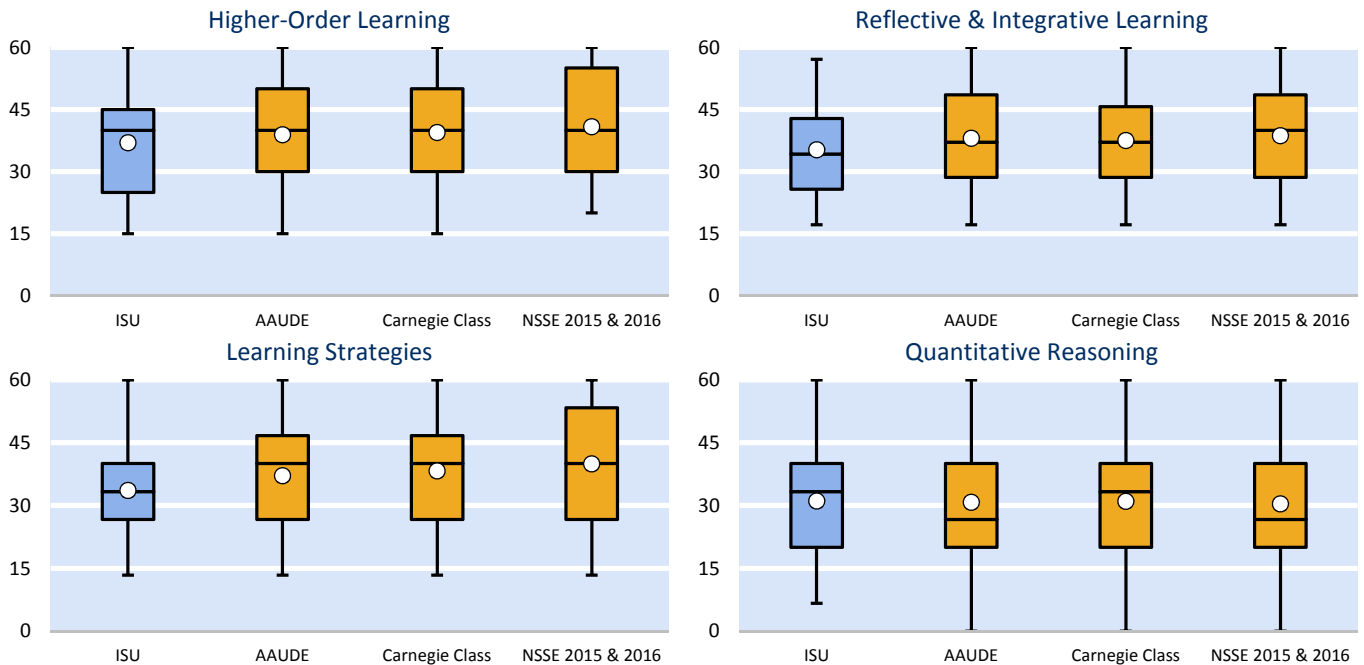
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Mean Comparisons

Engagement Indicator	ISU Mean	Your seniors compared with					
		AAUDE		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.0	38.9 ***	-.14	39.5 ***	-.18	40.9 ***	-.28
Reflective & Integrative Learning	35.3	38.1 ***	-.22	37.6 ***	-.17	38.7 ***	-.26
Learning Strategies	33.6	37.1 ***	-.24	38.2 ***	-.31	39.9 ***	-.43
Quantitative Reasoning	31.1	30.7	.02	31.0	.01	30.3	.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






















































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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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	ISU	Percentage point difference ^a between your seniors and		
		AAUDE	Carnegie Class	NSSE 2015 & 2016
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	75	+1 	-2 	-4 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	-3 	-5 	-8 
4d. Evaluating a point of view, decision, or information source	56	-9 	-10 	-15 
4e. Forming a new idea or understanding from various pieces of information	62	-4 	-6 	-10 
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	71	-1 	+1 	+0 
2b. Connected your learning to societal problems or issues	51	-10 	-9 	-12 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	41	-12 	-9 	-14 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	57	-6 	-6 	-10 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	63	-6 	-6 	-9 
2f. Learned something that changed the way you understand an issue or concept	64	-5 	-5 	-6 
2g. Connected ideas from your courses to your prior experiences and knowledge	80	-1 	-1 	-3 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	70	-9 	-9 	-12 
9b. Reviewed your notes after class	46	-8 	-13 	-18 
9c. Summarized what you learned in class or from course materials	50	-8 	-11 	-16 
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	+5 	+2 	+4 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	-1 	-2 	-1 
6c. Evaluated what others have concluded from numerical information	46	-1 	-2 	+1 

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Learning with Peers: First-year students

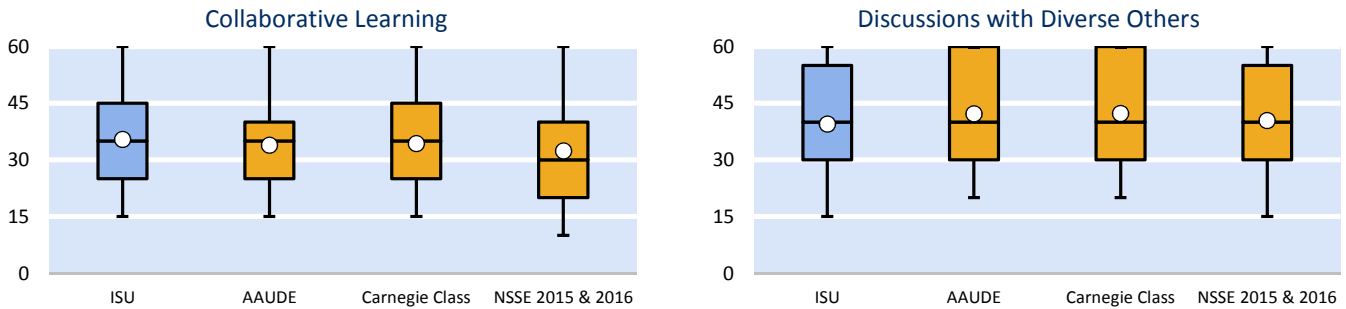
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	ISU Mean	Your first-year students compared with					
		AAUDE		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.4	33.9 **	.11	34.3 *	.08	32.3 ***	.21
Discussions with Diverse Others	39.4	42.1 ***	-.18	42.2 ***	-.18	40.4	-.06

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

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Performance on Indicator Items

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	ISU	Percentage point difference ^a between your FY students and		
	%	AAUDE	Carnegie Class	NSSE 2015 & 2016
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	62	+7	+6	+11
1f. Explained course material to one or more students	65	+4	+3	+8
1g. Prepared for exams by discussing or working through course material with other students	54	-0	-1	+4
1h. Worked with other students on course projects or assignments	62	+10	+7	+9
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	66	-9	-9	-5
8b. People from an economic background other than your own	68	-7	-7	-4
8c. People with religious beliefs other than your own	67	-6	-6	-1
8d. People with political views other than your own	71	+2	-0	+3

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Learning with Peers: Seniors

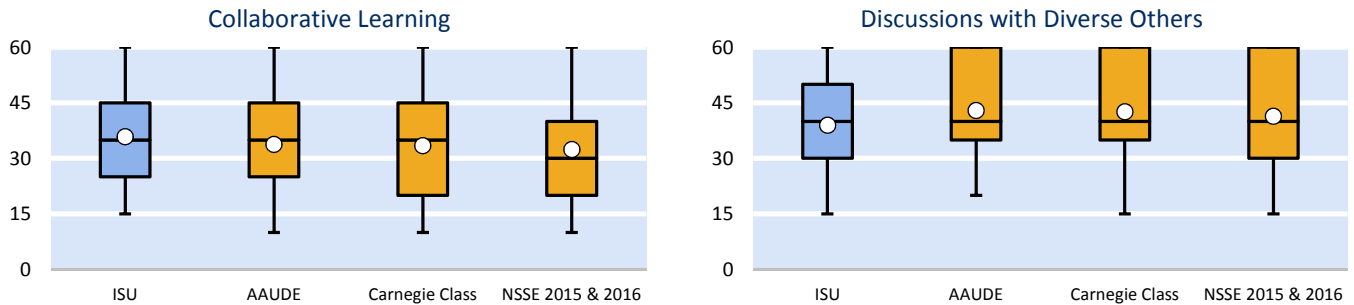
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

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Engagement Indicator	ISU Mean	Your seniors compared with					
		AAUDE		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.9	33.8 ***	.14	33.5 ***	.16	32.4 ***	.23
Discussions with Diverse Others	39.0	43.0 ***	-.27	42.6 ***	-.23	41.4 ***	-.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).

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Collaborative Learning	ISU	Percentage point difference ^a between your seniors and		
		AAUDE	Carnegie Class	NSSE 2015 & 2016
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	52	+7	+7	+11
1f. Explained course material to one or more students	66	+4	+5	+8
1g. Prepared for exams by discussing or working through course material with other students	50	+1	+1	+4
1h. Worked with other students on course projects or assignments	76	+10	+11	+11
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	61	-16	-14	-11
8b. People from an economic background other than your own	70	-7	-5	-4
8c. People with religious beliefs other than your own	64	-11	-9	-5
8d. People with political views other than your own	72	+1	-0	+2

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Experiences with Faculty: First-year students

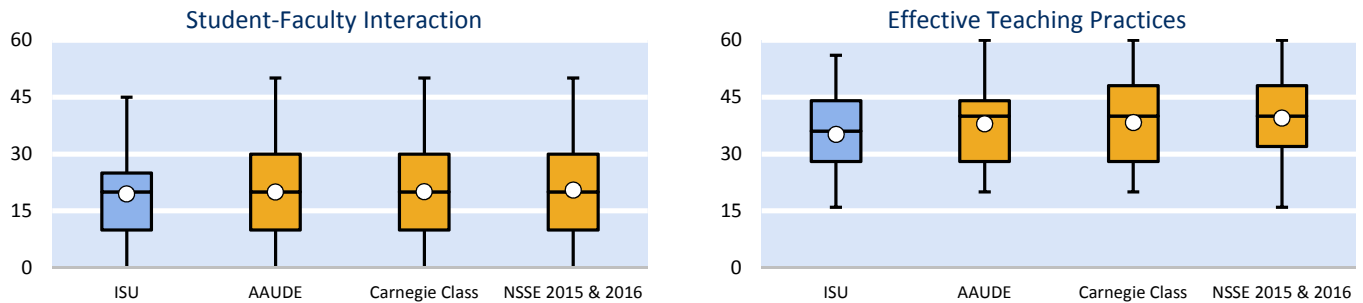
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	ISU Mean	Your first-year students compared with					
		AAUDE		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.4	20.0	-.04	20.1	-.04	20.5 *	-.07
Effective Teaching Practices	35.2	37.9 ***	-.22	38.3 ***	-.25	39.5 ***	-.32

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Student-Faculty Interaction	ISU %	Percentage point difference ^a between your FY students and		
		AAUDE	Carnegie Class	NSSE 2015 & 2016
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	32	+1	-0	-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	-1	-0	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	19	-7	-6	-7
3d. Discussed your academic performance with a faculty member	23	-3	-4	-7
<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	75	-4	-4	-4
5b. Taught course sessions in an organized way	71	-7	-7	-6
5c. Used examples or illustrations to explain difficult points	70	-7	-7	-6
5d. Provided feedback on a draft or work in progress	50	-6	-9	-15
5e. Provided prompt and detailed feedback on tests or completed assignments	48	-6	-7	-13

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Experiences with Faculty: Seniors

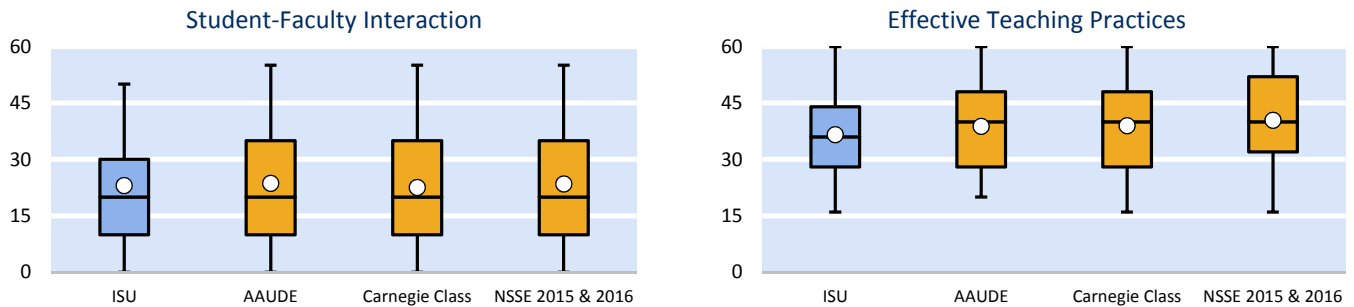
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.0	23.6	-.04	22.5	.03	23.5	-.03
Effective Teaching Practices	36.5	38.7 ***	-.17	38.9 ***	-.18	40.3 ***	-.27

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Student-Faculty Interaction	ISU	Percentage point difference ^a between your seniors and		
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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	37	-4	-1	-4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	29	+1	+3	+3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	-3	-1	-4
3d. Discussed your academic performance with a faculty member	25	-3	-3	-8
<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	75	-6	-5	-6
5b. Taught course sessions in an organized way	76	-3	-2	-3
5c. Used examples or illustrations to explain difficult points	77	-1	-1	-1
5d. Provided feedback on a draft or work in progress	48	-7	-7	-13
5e. Provided prompt and detailed feedback on tests or completed assignments	56	-2	-5	-10

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

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

Campus Environment: First-year students

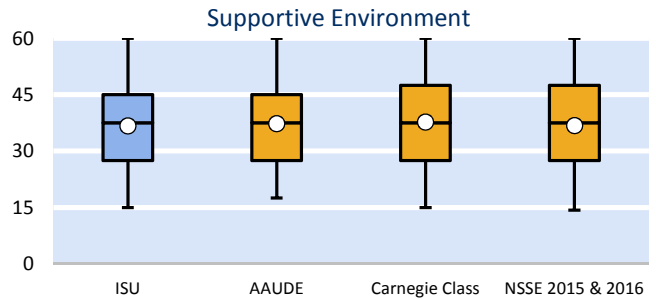
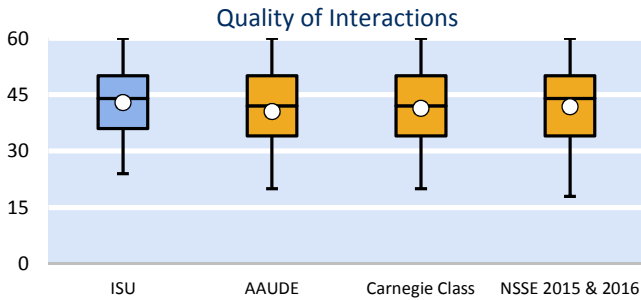
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	ISU Mean	Your first-year students compared with					
		AAUDE Mean	AAUDE Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2015 & 2016 Mean	NSSE 2015 & 2016 Effect size
Quality of Interactions	42.9	40.5 ***	.21	41.4 ***	.13	41.8 **	.09
Supportive Environment	36.7	37.3	-.05	37.7	-.07	36.8	-.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



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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Quality of Interactions	ISU	Percentage point difference ^a between your FY students and		
		AAUDE	Carnegie Class	NSSE 2015 & 2016
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	60	+4	+3	+4
13b. Academic advisors	56	+12	+8	+6
13c. Faculty	42	-1	-4	-8
13d. Student services staff (career services, student activities, housing, etc.)	46	+5	+4	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	+10	+7	+3
<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	77	+2	-0	+1
14c. Using learning support services (tutoring services, writing center, etc.)	75	+1	-2	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	-7	-7	-6
14e. Providing opportunities to be involved socially	75	-2	-0	+3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	+0	-1	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	42	-1	-2	-2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	-5	-4	+2
14i. Attending events that address important social, economic, or political issues	55	-1	+1	+3

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

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

Campus Environment: Seniors

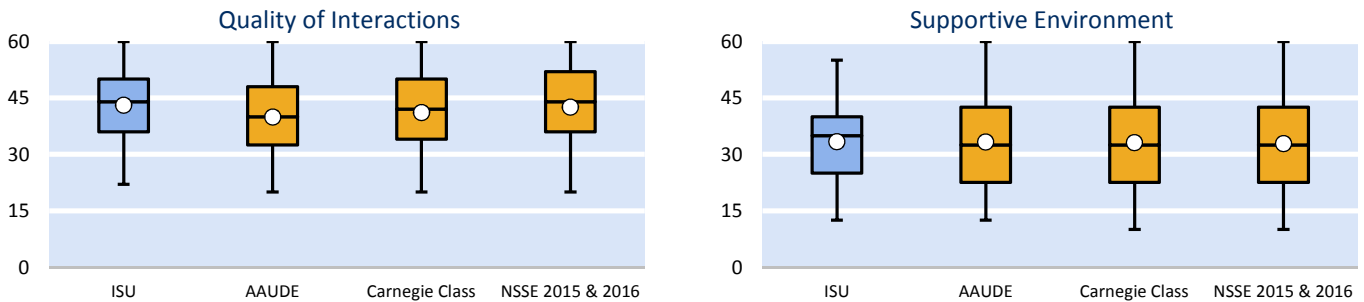
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	ISU Mean	Your seniors compared with					
		AAUDE		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.1	40.0 ***	.28	41.2 ***	.16	42.6	.04
Supportive Environment	33.4	33.3	.01	33.1	.02	32.9	.03

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

Score Distributions



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

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Quality of Interactions	ISU	Percentage point difference ^a between your seniors and		
		AAUDE	Carnegie Class	NSSE 2015 & 2016
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	61	+2	+1	+0
13b. Academic advisors	58	+16	+11	+5
13c. Faculty	53	+4	+1	-6
13d. Student services staff (career services, student activities, housing, etc.)	45	+8	+5	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	+13	+7	-0
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	71	+7	+3	-0
14c. Using learning support services (tutoring services, writing center, etc.)	64	+5	+0	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	44	-8	-8	-10
14e. Providing opportunities to be involved socially	74	+4	+6	+8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	+2	+3	+6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	29	-1	-1	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	-2	+2	+9
14i. Attending events that address important social, economic, or political issues	44	-2	-1	-1

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

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

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see nsse.indiana.edu/html/position_policies.cfm), 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 2015 and 2016 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2015 and 2016 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		ISU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	35.2	40.5 ***	-.39		42.7 ***	-.55	
	Reflective and Integrative Learning	32.3	37.4 ***	-.41		39.5 ***	-.57	
	Learning Strategies	33.6	41.2 ***	-.53		43.7 ***	-.71	
	Quantitative Reasoning	28.4	29.5 *	-.06		31.3 ***	-.18	
<i>Learning with Peers</i>	Collaborative Learning	35.4	35.2	.01	✓	37.5 ***	-.15	
	Discussions with Diverse Others	39.4	42.7 ***	-.21		44.3 ***	-.32	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	19.4	23.8 ***	-.29		26.9 ***	-.47	
	Effective Teaching Practices	35.2	41.6 ***	-.47		43.8 ***	-.64	
<i>Campus Environment</i>	Quality of Interactions	42.9	44.1 **	-.10		45.9 ***	-.25	
	Supportive Environment	36.7	39.2 ***	-.18		40.9 ***	-.31	

Seniors		ISU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.0	43.1 ***	-.45		44.7 ***	-.56	
	Reflective and Integrative Learning	35.3	41.0 ***	-.45		42.9 ***	-.61	
	Learning Strategies	33.6	42.2 ***	-.60		44.5 ***	-.77	
	Quantitative Reasoning	31.1	31.8	-.04	✓	33.2 ***	-.13	
<i>Learning with Peers</i>	Collaborative Learning	35.9	35.8	.00	✓	38.0 ***	-.16	
	Discussions with Diverse Others	39.0	43.3 ***	-.27		45.1 ***	-.39	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	23.0	29.6 ***	-.41		33.0 ***	-.62	
	Effective Teaching Practices	36.5	42.7 ***	-.45		44.5 ***	-.60	
<i>Campus Environment</i>	Quality of Interactions	43.1	45.3 ***	-.20		46.9 ***	-.32	
	Supportive Environment	33.4	35.7 ***	-.17		38.1 ***	-.34	

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 2015 and 2016 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 ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
ISU (N = 839)	35.2	13.6	.47	15	25	35	40	60				
AAUDE	38.8	13.4	.23	20	30	40	50	60	4,193	-3.6	.000	-.267
Carnegie Class	38.7	13.4	.09	20	30	40	50	60	23,251	-3.5	.000	-.259
NSSE 2015 & 2016	38.8	13.7	.04	20	30	40	50	60	118,765	-3.6	.000	-.263
Top 50%	40.5	13.6	.06	20	30	40	50	60	56,442	-5.3	.000	-.392
Top 10%	42.7	13.7	.13	20	35	40	55	60	12,675	-7.5	.000	-.548
Reflective & Integrative Learning												
ISU (N = 885)	32.3	12.0	.40	14	23	31	40	54				
AAUDE	35.8	12.4	.21	17	26	34	43	60	4,386	-3.5	.000	-.285
Carnegie Class	35.2	12.3	.08	17	26	34	43	60	24,260	-2.9	.000	-.239
NSSE 2015 & 2016	35.6	12.5	.04	17	26	34	43	60	898	-3.3	.000	-.267
Top 50%	37.4	12.5	.05	17	29	37	46	60	913	-5.1	.000	-.408
Top 10%	39.5	12.8	.12	20	31	40	49	60	1,050	-7.2	.000	-.569
Learning Strategies												
ISU (N = 725)	33.6	13.4	.50	13	27	33	40	60				
AAUDE	38.6	14.1	.25	20	27	40	47	60	1,123	-5.0	.000	-.358
Carnegie Class	38.4	14.0	.10	20	27	40	47	60	780	-4.7	.000	-.339
NSSE 2015 & 2016	39.2	14.1	.04	20	27	40	53	60	734	-5.6	.000	-.394
Top 50%	41.2	14.1	.06	20	33	40	53	60	748	-7.5	.000	-.533
Top 10%	43.7	14.3	.13	20	33	47	60	60	821	-10.1	.000	-.711
Quantitative Reasoning												
ISU (N = 842)	28.4	14.7	.51	7	20	27	40	60				
AAUDE	28.3	16.0	.27	0	20	27	40	60	1,380	.1	.802	.009
Carnegie Class	29.0	15.8	.10	0	20	27	40	60	915	-.6	.286	-.035
NSSE 2015 & 2016	28.0	16.2	.05	0	20	27	40	60	856	.5	.372	.028
Top 50%	29.5	16.1	.06	0	20	27	40	60	867	-1.0	.047	-.063
Top 10%	31.3	16.2	.13	0	20	33	40	60	950	-2.8	.000	-.176
Learning with Peers												
Collaborative Learning												
ISU (N = 948)	35.4	13.3	.43	15	25	35	45	60				
AAUDE	33.9	13.9	.23	15	25	35	40	60	1,530	1.5	.002	.110
Carnegie Class	34.3	14.1	.09	15	25	35	45	60	1,032	1.1	.011	.080
NSSE 2015 & 2016	32.3	14.5	.04	10	20	30	40	60	964	3.1	.000	.214
Top 50%	35.2	13.8	.05	15	25	35	45	60	63,964	.2	.727	.011
Top 10%	37.5	13.6	.12	15	30	40	45	60	13,474	-2.1	.000	-.153
Discussions with Diverse Others												
ISU (N = 732)	39.4	15.1	.56	15	30	40	55	60				
AAUDE	42.1	15.2	.27	20	30	40	60	60	3,928	-2.7	.000	-.178
Carnegie Class	42.2	15.2	.11	20	30	40	60	60	21,620	-2.8	.000	-.184
NSSE 2015 & 2016	40.4	16.0	.05	15	30	40	55	60	110,065	-1.0	.108	-.060
Top 50%	42.7	15.2	.06	20	35	40	60	60	57,746	-3.2	.000	-.213
Top 10%	44.3	15.1	.11	20	35	45	60	60	18,327	-4.9	.000	-.324

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
ISU (N = 858)	19.4	13.5	.46	0	10	20	25	45				
AAUDE	20.0	14.4	.25	0	10	20	30	50	4,290	-.6	.290	-.040
Carnegie Class	20.1	14.4	.09	0	10	20	30	50	23,721	-.6	.213	-.043
NSSE 2015 & 2016	20.5	14.7	.04	0	10	20	30	50	872	-1.1	.023	-.072
Top 50%	23.8	15.0	.08	0	15	20	35	55	904	-4.4	.000	-.292
Top 10%	26.9	16.0	.20	5	15	25	40	60	1,193	-7.5	.000	-.474
Effective Teaching Practices												
ISU (N = 854)	35.2	12.8	.44	16	28	36	44	56				
AAUDE	37.9	12.4	.21	20	28	40	44	60	4,311	-2.7	.000	-.219
Carnegie Class	38.3	12.6	.08	20	28	40	48	60	23,785	-3.1	.000	-.246
NSSE 2015 & 2016	39.5	13.4	.04	16	32	40	48	60	866	-4.3	.000	-.320
Top 50%	41.6	13.4	.06	20	32	40	52	60	886	-6.4	.000	-.475
Top 10%	43.8	13.5	.13	20	36	44	56	60	1,017	-8.6	.000	-.641
Campus Environment												
Quality of Interactions												
ISU (N = 679)	42.9	10.6	.41	24	36	44	50	60				
AAUDE	40.5	11.6	.21	20	34	42	50	60	1,068	2.4	.000	.209
Carnegie Class	41.4	11.7	.08	20	34	42	50	60	735	1.5	.000	.127
NSSE 2015 & 2016	41.8	12.5	.04	18	34	44	50	60	690	1.1	.007	.089
Top 50%	44.1	11.8	.06	22	38	46	52	60	706	-1.2	.003	-.103
Top 10%	45.9	12.1	.13	22	40	48	56	60	820	-3.0	.000	-.249
Supportive Environment												
ISU (N = 665)	36.7	13.1	.51	15	28	38	45	60				
AAUDE	37.3	12.9	.24	18	28	38	45	60	3,652	-.6	.275	-.047
Carnegie Class	37.7	13.2	.09	15	28	38	48	60	20,033	-1.0	.063	-.073
NSSE 2015 & 2016	36.8	13.9	.04	14	28	38	48	60	674	-.1	.836	-.008
Top 50%	39.2	13.3	.06	18	30	40	50	60	48,002	-2.4	.000	-.183
Top 10%	40.9	13.3	.12	20	33	40	53	60	12,453	-4.1	.000	-.311

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
ISU (N = 1086)	37.0	13.6	.41	15	25	40	45	60				
AAUDE	38.9	14.0	.23	15	30	40	50	60	4,918	-1.9	.000	-.139
Carnegie Class	39.5	14.1	.08	15	30	40	50	60	34,562	-2.5	.000	-.180
NSSE 2015 & 2016	40.9	14.1	.04	20	30	40	55	60	155,301	-3.9	.000	-.279
Top 50%	43.1	13.8	.06	20	35	40	55	60	56,816	-6.2	.000	-.449
Top 10%	44.7	13.7	.10	20	40	45	60	60	18,401	-7.7	.000	-.564
Reflective & Integrative Learning												
ISU (N = 1155)	35.3	12.0	.35	17	26	34	43	57				
AAUDE	38.1	12.8	.20	17	29	37	49	60	1,983	-2.8	.000	-.224
Carnegie Class	37.6	13.0	.07	17	29	37	46	60	1,246	-2.3	.000	-.175
NSSE 2015 & 2016	38.7	13.0	.03	17	29	40	49	60	1,173	-3.4	.000	-.264
Top 50%	41.0	12.7	.05	20	31	40	51	60	1,206	-5.7	.000	-.448
Top 10%	42.9	12.5	.10	20	34	43	54	60	1,362	-7.6	.000	-.607
Learning Strategies												
ISU (N = 983)	33.6	14.3	.45	13	27	33	40	60				
AAUDE	37.1	14.7	.24	13	27	40	47	60	1,587	-3.5	.000	-.237
Carnegie Class	38.2	14.8	.08	13	27	40	47	60	1,050	-4.6	.000	-.314
NSSE 2015 & 2016	39.9	14.8	.04	13	27	40	53	60	996	-6.3	.000	-.428
Top 50%	42.2	14.5	.06	20	33	40	60	60	1,012	-8.6	.000	-.596
Top 10%	44.5	14.2	.10	20	33	47	60	60	1,089	-10.9	.000	-.766
Quantitative Reasoning												
ISU (N = 1105)	31.1	15.6	.47	7	20	33	40	60				
AAUDE	30.7	17.2	.27	0	20	27	40	60	1,921	.3	.524	.021
Carnegie Class	31.0	16.9	.09	0	20	33	40	60	1,190	.1	.854	.005
NSSE 2015 & 2016	30.3	17.0	.04	0	20	27	40	60	1,123	.8	.112	.044
Top 50%	31.8	16.9	.06	0	20	33	40	60	1,137	-.7	.149	-.040
Top 10%	33.2	16.8	.11	0	20	33	47	60	1,223	-2.1	.000	-.127
Learning with Peers												
Collaborative Learning												
ISU (N = 1208)	35.9	13.9	.40	15	25	35	45	60				
AAUDE	33.8	14.2	.22	10	25	35	45	60	5,341	2.0	.000	.145
Carnegie Class	33.5	14.7	.08	10	20	35	45	60	1,299	2.4	.000	.163
NSSE 2015 & 2016	32.4	14.9	.04	10	20	30	40	60	1,228	3.4	.000	.231
Top 50%	35.8	13.9	.05	15	25	35	45	60	74,623	.1	.888	.004
Top 10%	38.0	13.7	.11	15	30	40	50	60	16,662	-2.2	.000	-.160
Discussions with Diverse Others												
ISU (N = 1000)	39.0	15.1	.48	15	30	40	50	60				
AAUDE	43.0	14.9	.24	20	35	40	60	60	4,697	-4.0	.000	-.265
Carnegie Class	42.6	15.6	.09	15	35	40	60	60	1,068	-3.6	.000	-.227
NSSE 2015 & 2016	41.4	16.1	.04	15	30	40	60	60	1,014	-2.4	.000	-.146
Top 50%	43.3	15.9	.06	15	35	45	60	60	1,026	-4.3	.000	-.271
Top 10%	45.1	15.8	.10	20	35	50	60	60	1,092	-6.1	.000	-.385

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
ISU (N = 1111)	23.0	14.8	.44	0	10	20	30	50				
AAUDE	23.6	15.5	.25	0	10	20	35	55	5,003	-.6	.234	-.041
Carnegie Class	22.5	15.7	.09	0	10	20	35	55	1,194	.5	.307	.029
NSSE 2015 & 2016	23.5	16.3	.04	0	10	20	35	55	1,129	-.5	.277	-.030
Top 50%	29.6	16.1	.09	5	20	30	40	60	1,199	-6.6	.000	-.408
Top 10%	33.0	16.3	.22	5	20	30	45	60	1,693	-10.0	.000	-.624
Effective Teaching Practices												
ISU (N = 1117)	36.5	12.8	.38	16	28	36	44	60				
AAUDE	38.7	12.9	.21	20	28	40	48	60	5,049	-2.2	.000	-.171
Carnegie Class	38.9	13.4	.07	16	28	40	48	60	1,198	-2.4	.000	-.176
NSSE 2015 & 2016	40.3	13.9	.04	16	32	40	52	60	1,135	-3.8	.000	-.272
Top 50%	42.7	13.7	.06	20	32	44	56	60	1,173	-6.2	.000	-.451
Top 10%	44.5	13.4	.12	20	36	44	56	60	1,364	-8.0	.000	-.596
Campus Environment												
Quality of Interactions												
ISU (N = 955)	43.1	10.6	.34	22	36	44	50	60				
AAUDE	40.0	11.4	.19	20	33	40	48	60	1,606	3.1	.000	.275
Carnegie Class	41.2	11.8	.07	20	34	42	50	60	1,032	1.9	.000	.162
NSSE 2015 & 2016	42.6	12.1	.03	20	36	44	52	60	971	.5	.158	.040
Top 50%	45.3	11.5	.05	24	40	48	54	60	1,000	-2.3	.000	-.198
Top 10%	46.9	11.9	.10	24	40	50	56	60	1,112	-3.8	.000	-.325
Supportive Environment												
ISU (N = 931)	33.4	12.7	.42	13	25	35	40	55				
AAUDE	33.3	13.4	.23	13	23	33	43	60	4,459	.1	.848	.007
Carnegie Class	33.1	13.9	.08	10	23	33	43	60	1,001	.2	.589	.017
NSSE 2015 & 2016	32.9	14.4	.04	10	23	33	43	60	946	.5	.279	.031
Top 50%	35.7	13.9	.06	13	25	35	45	60	971	-2.3	.000	-.169
Top 10%	38.1	13.9	.14	15	28	40	48	60	1,142	-4.7	.000	-.341

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.