



NSSE 2014

Engagement Indicators

North Carolina 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.
 - Summary of Indicator Items**
Responses to each item in a given EI are displayed 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 2013 and 2014 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. An effect size of .2 is generally considered small, .5 medium, and .8 large. 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 Web site: nsse.iub.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 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 Official Peers	Your first-year students compared with Carnegie	Your first-year students compared with Lrg Public Rsrch Grp
<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 Official Peers	Your seniors compared with Carnegie	Your seniors compared with Lrg Public Rsrch Grp
<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

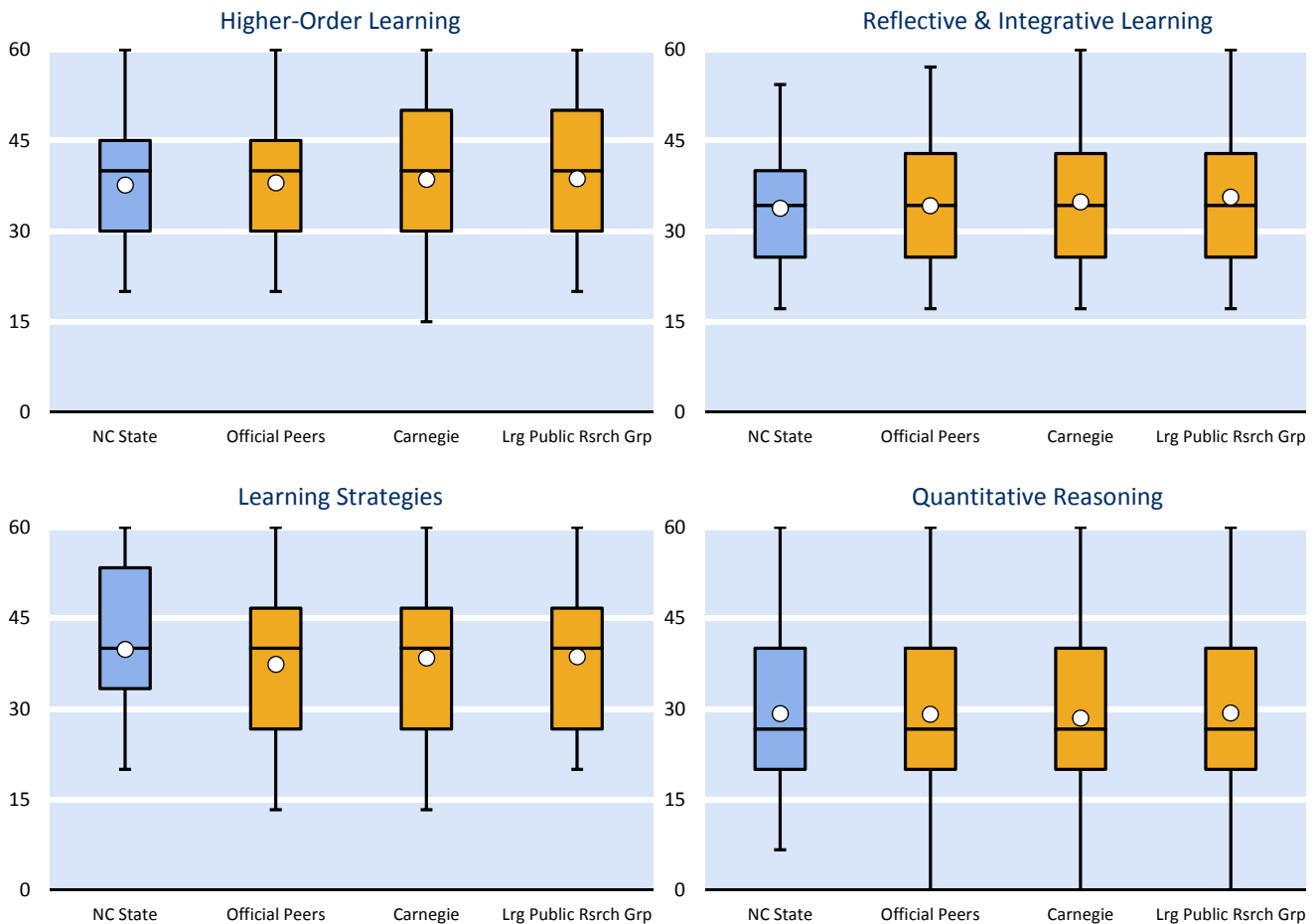
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	NC State Mean	Your first-year students compared with					
		Official Peers		Carnegie		Lrg Public Rsrch Grp	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.6	38.0	-.03	38.6	-.07	38.7	-.08
Reflective & Integrative Learning	33.8	34.2	-.03	34.8 *	-.08	35.6 ***	-.15
Learning Strategies	39.8	37.3 ***	.18	38.4 *	.10	38.7 *	.08
Quantitative Reasoning	29.2	29.1	.01	28.5	.04	29.3	-.01

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





































































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

	NC State	Official Peers	Carnegie	Lrg Public Rsrch Grp
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	79 	79 	76 	75 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71 	71 	72 	72 
4d. Evaluating a point of view, decision, or information source	62 	60 	65 	66 
4e. Forming a new idea or understanding from various pieces of information	63 	64 	66 	67 
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	53 	55 	55 	58 
2b. Connected your learning to societal problems or issues	47 	47 	50 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	42 	43 	47 	50 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	55 	57 	60 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	60 	61 	64 	65 
2f. Learned something that changed the way you understand an issue or concept	61 	63 	63 	65 
2g. Connected ideas from your courses to your prior experiences and knowledge	74 	78 	77 	77 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81 	77 	79 	79 
9b. Reviewed your notes after class	69 	60 	62 	64 
9c. Summarized what you learned in class or from course materials	64 	58 	60 	61 
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.)	56 	57 	55 	57 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40 	40 	39 	42 
6c. Evaluated what others have concluded from numerical information	42 	42 	40 	42 

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 Web site.

Academic Challenge: Seniors

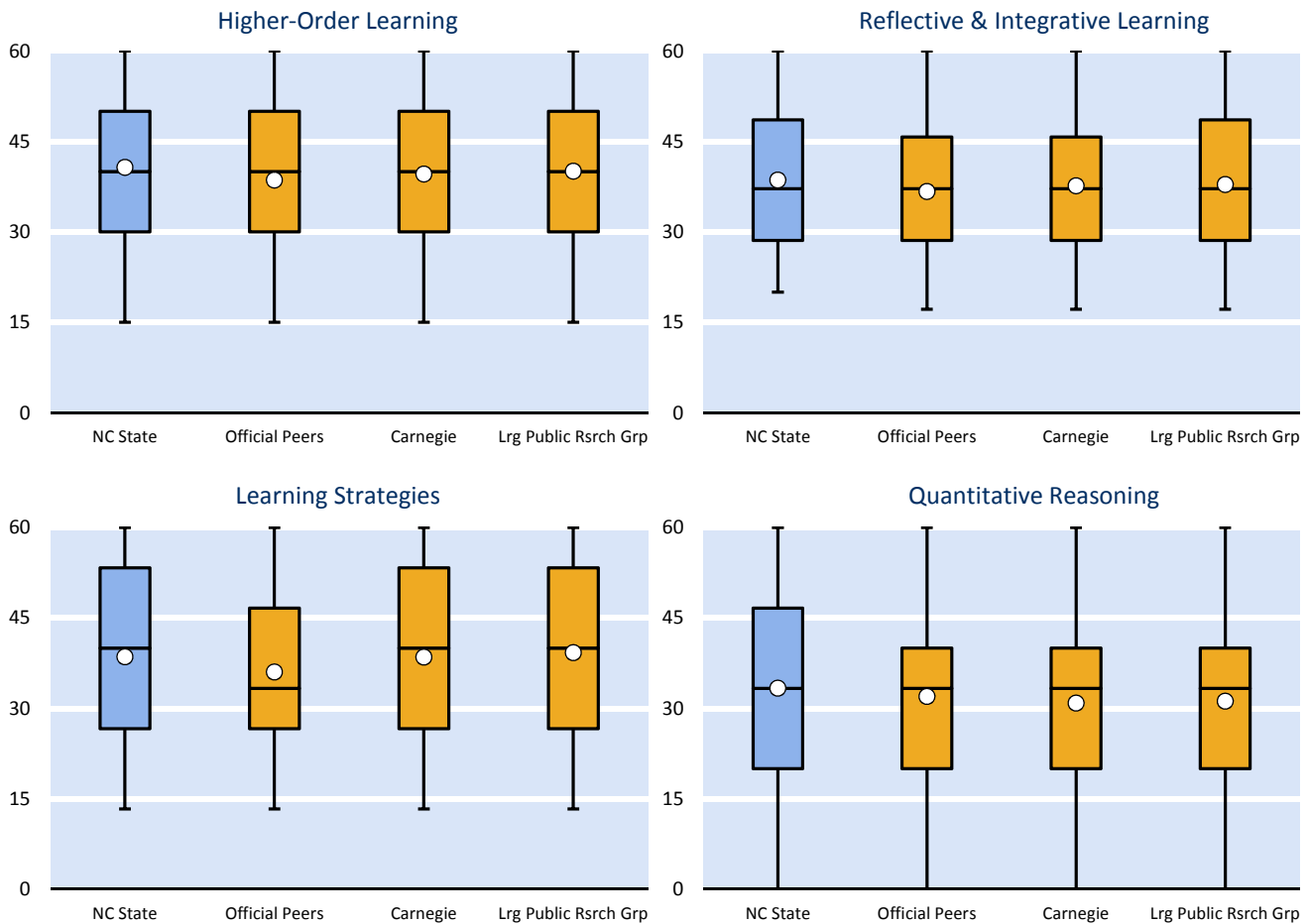
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Mean Comparisons

Engagement Indicator	NC State Mean	Your seniors compared with					
		Official Peers		Carnegie		Lrg Public Rsrch Grp	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.7	38.6 ***	.15	39.6 *	.08	40.1	.05
Reflective & Integrative Learning	38.6	36.7 ***	.15	37.6	.07	37.9	.05
Learning Strategies	38.6	36.0 ***	.17	38.5	.01	39.2	-.04
Quantitative Reasoning	33.4	32.0 *	.08	30.9 ***	.15	31.2 **	.13

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





































































Score Distributions



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Academic Challenge: Seniors (continued)

Summary of Indicator Items

	NC State	Official Peers	Carnegie	Lrg Public Rsrch Grp
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	81 	79 	79 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	80 	74 	75 	76 
4d. Evaluating a point of view, decision, or information source	66 	60 	65 	66 
4e. Forming a new idea or understanding from various pieces of information	70 	65 	68 	69 
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	76 	72 	72 	74 
2b. Connected your learning to societal problems or issues	64 	57 	60 	61 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50 	44 	49 	49 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64 	59 	62 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70 	63 	67 	67 
2f. Learned something that changed the way you understand an issue or concept	69 	68 	68 	69 
2g. Connected ideas from your courses to your prior experiences and knowledge	86 	83 	83 	83 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	82 	77 	80 	81 
9b. Reviewed your notes after class	57 	51 	58 	61 
9c. Summarized what you learned in class or from course materials	60 	55 	61 	62 
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.)	61 	62 	57 	59 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	52 	46 	45 	46 
6c. Evaluated what others have concluded from numerical information	52 	51 	48 	47 

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 Web site.

Learning with Peers: First-year students

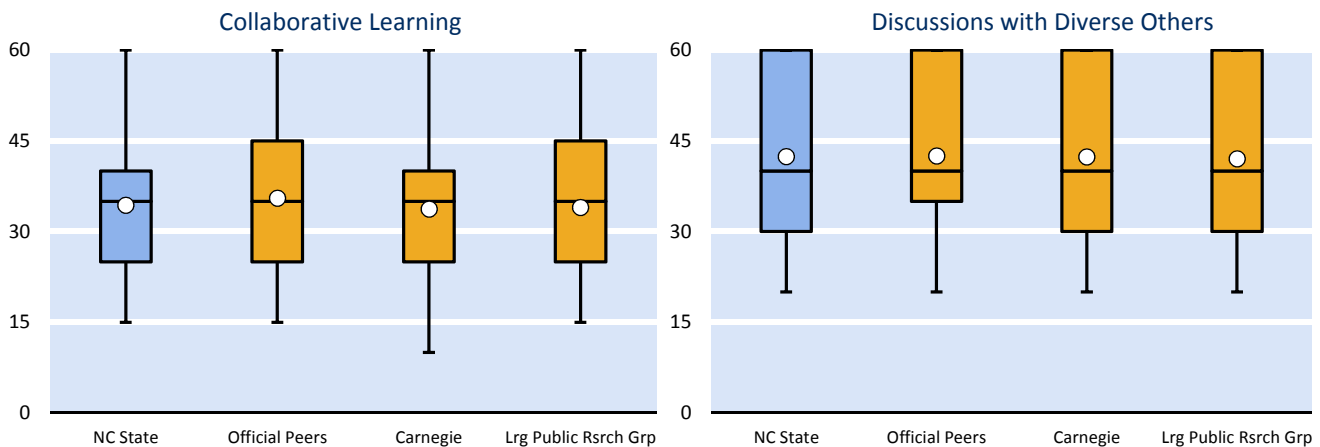
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	NC State Mean	Your first-year students compared with					
		Official Peers		Carnegie		Lrg Public Rsrch Grp	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.3	35.5 *	-.09	33.7	.05	34.0	.02
Discussions with Diverse Others	42.4	42.5	-.01	42.3	.00	42.0	.03

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

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"...

	NC State	Official Peers	Carnegie	Lrg Public Rsrch Grp
1e. Asked another student to help you understand course material	60	61	55	56
1f. Explained course material to one or more students	63	65	61	61
1g. Prepared for exams by discussing or working through course material with other students	55	56	53	54
1h. Worked with other students on course projects or assignments	53	58	52	54

Discussions with Diverse Others

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

	NC State	Official Peers	Carnegie	Lrg Public Rsrch Grp
8a. People from a race or ethnicity other than your own	74	75	74	72
8b. People from an economic background other than your own	76	74	75	73
8c. People with religious beliefs other than your own	71	75	74	73
8d. People with political views other than your own	75	73	72	73

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 Web site.

Learning with Peers: Seniors

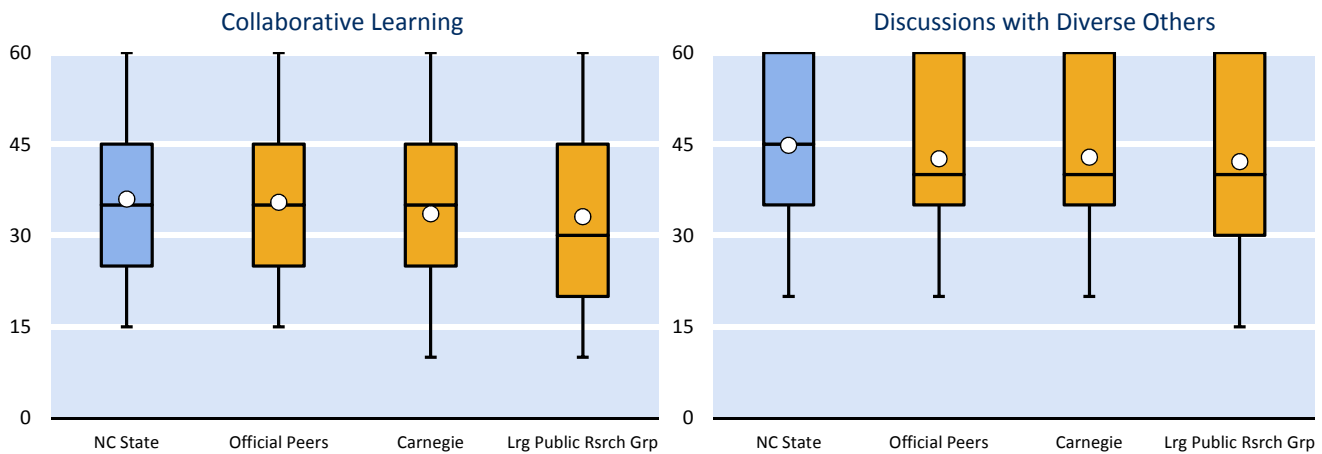
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	NC State Mean	Your seniors compared with					
		Official Peers		Carnegie		Lrg Public Rsrch Grp	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.0	35.5	.04	33.6 ***	.17	33.1 ***	.20
Discussions with Diverse Others	44.8	42.6 ***	.15	42.8 ***	.13	42.1 ***	.17

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

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Summary of Indicator Items

Collaborative Learning

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

	NC State	Official Peers	Carnegie	Lrg Public Rsrch Grp
1e. Asked another student to help you understand course material	51	50	45	44
1f. Explained course material to one or more students	67	65	61	61
1g. Prepared for exams by discussing or working through course material with other students	52	51	48	47
1h. Worked with other students on course projects or assignments	76	71	65	64

Discussions with Diverse Others

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

	NC State	Official Peers	Carnegie	Lrg Public Rsrch Grp
8a. People from a race or ethnicity other than your own	80	73	74	72
8b. People from an economic background other than your own	81	74	75	73
8c. People with religious beliefs other than your own	78	74	74	73
8d. People with political views other than your own	80	73	74	74

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 Web site.

Experiences with Faculty: First-year students

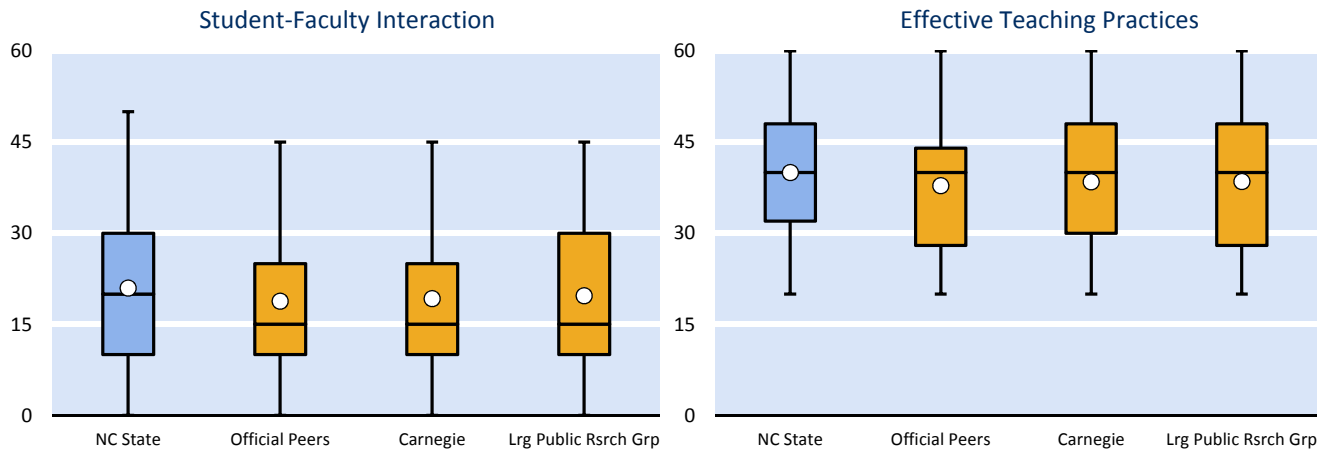
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	NC State Mean	Your first-year students compared with					
		Official Peers		Carnegie		Lrg Public Rsrch Grp	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.0	18.8 ***	.16	19.2 **	.12	19.7 *	.09
Effective Teaching Practices	40.0	37.8 ***	.18	38.5 **	.12	38.5 **	.12

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

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Summary of Indicator Items

Student-Faculty Interaction	NC State	Official Peers	Carnegie	Lrg Public Rsrch Grp
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%	%	%	%
3a. Talked about career plans with a faculty member	37	28	30	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	18	17	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	22	23	24
3d. Discussed your academic performance with a faculty member	28	21	24	26
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	82	81	80	80
5b. Taught course sessions in an organized way	83	79	80	79
5c. Used examples or illustrations to explain difficult points	79	78	77	77
5d. Provided feedback on a draft or work in progress	59	52	57	58
5e. Provided prompt and detailed feedback on tests or completed assignments	62	55	56	56

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 Web site.

Experiences with Faculty: Seniors

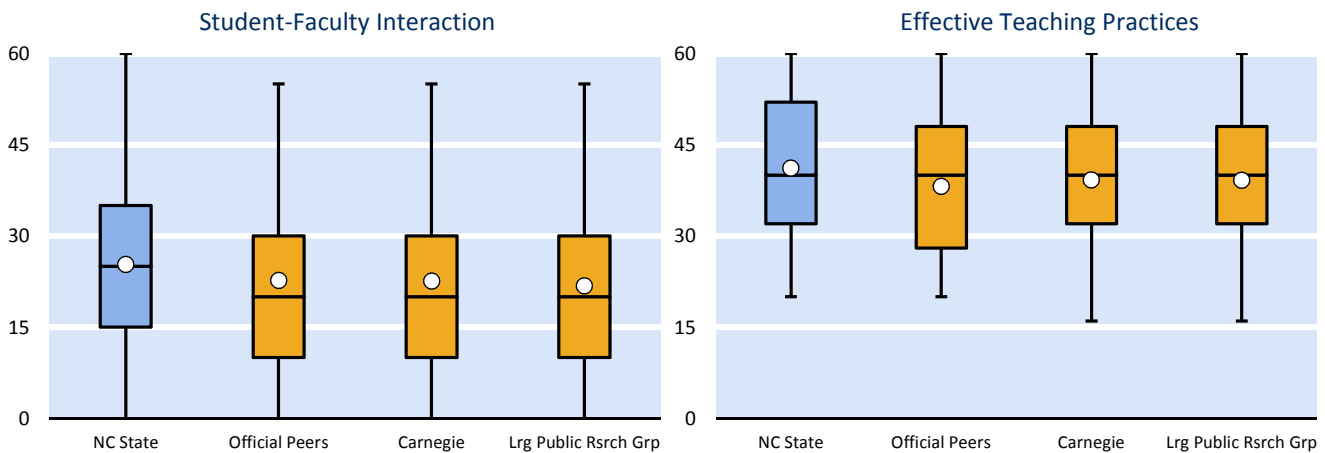
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Engagement Indicator	NC State Mean	Your seniors compared with					
		Official Peers		Carnegie		Lrg Public Rsrch Grp	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.3	22.7 ***	.17	22.6 ***	.17	21.8 ***	.22
Effective Teaching Practices	41.1	38.2 ***	.24	39.2 ***	.15	39.1 ***	.15

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

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

Student-Faculty Interaction

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

	NC State	Official Peers	Carnegie	Lrg Public Rsrch Grp
3a. Talked about career plans with a faculty member	46	38	39	36
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	28	26	24
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	37	30	31	30
3d. Discussed your academic performance with a faculty member	31	24	28	27

Effective Teaching Practices

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

	NC State	Official Peers	Carnegie	Lrg Public Rsrch Grp
5a. Clearly explained course goals and requirements	85	82	81	82
5b. Taught course sessions in an organized way	84	81	80	80
5c. Used examples or illustrations to explain difficult points	85	80	79	79
5d. Provided feedback on a draft or work in progress	57	49	54	55
5e. Provided prompt and detailed feedback on tests or completed assignments	70	57	61	61

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 Web site.

Campus Environment: First-year students

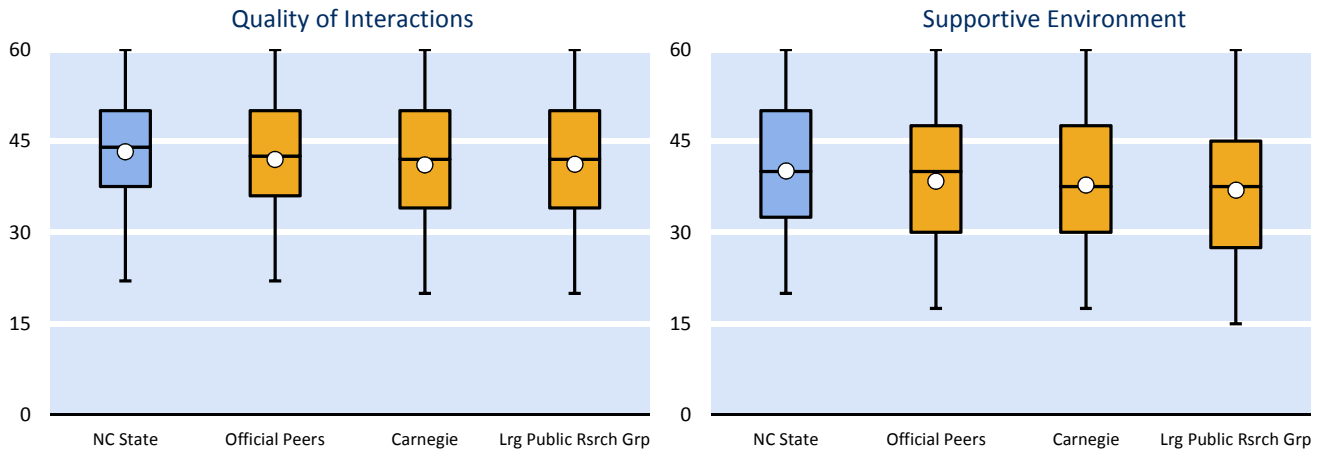
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	NC State Mean	Your first-year students compared with					
		Official Peers		Carnegie		Lrg Public Rsrch Grp	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.2	41.9 **	.12	41.1 ***	.18	41.2 ***	.18
Supportive Environment	40.1	38.4 **	.13	37.7 ***	.18	36.9 ***	.24

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

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...

	NC State	Official Peers	Carnegie	Lrg Public Rsrch Grp
13a. Students	67	63	60	60
13b. Academic advisors	52	46	46	47
13c. Faculty	49	44	45	46
13d. Student services staff (career services, student activities, housing, etc.)	50	45	42	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	39	36	37

Supportive Environment

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

	NC State	Official Peers	Carnegie	Lrg Public Rsrch Grp
14b. Providing support to help students succeed academically	84	80	78	76
14c. Using learning support services (tutoring services, writing center, etc.)	84	78	78	75
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	67	63	59	58
14e. Providing opportunities to be involved socially	82	78	76	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	84	78	76	73
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	44	44	43	42
14h. Attending campus activities and events (performing arts, athletic events, etc.)	76	73	73	70
14i. Attending events that address important social, economic, or political issues	57	53	54	53

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 Web site.

Campus Environment: Seniors

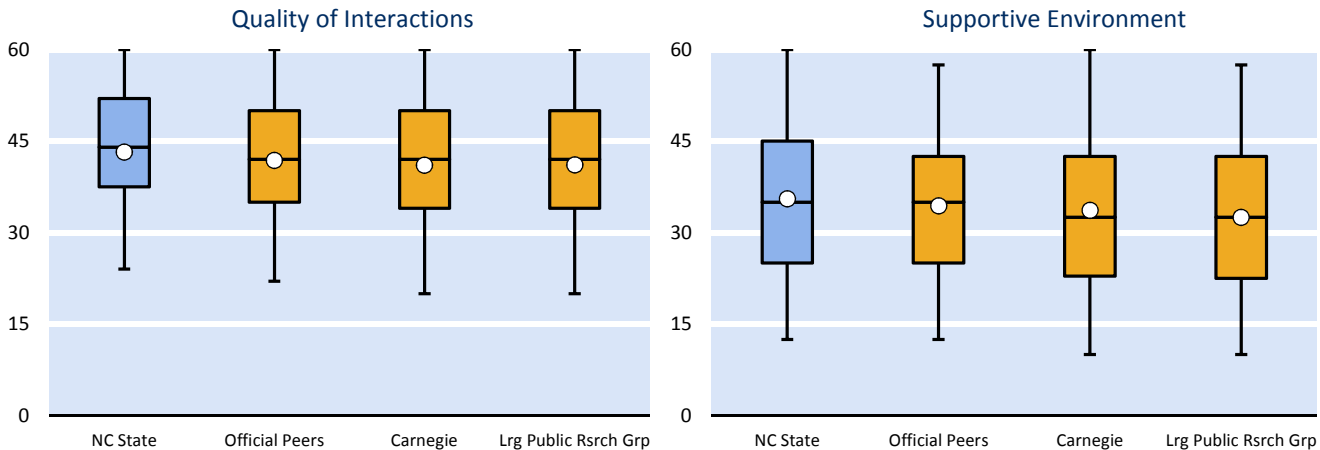
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	NC State Mean	Your seniors compared with					
		Official Peers		Carnegie		Lrg Public Rsrch Grp	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.2	41.8 **	.13	41.1 ***	.19	41.1 ***	.18
Supportive Environment	35.5	34.4 *	.09	33.6 ***	.14	32.5 ***	.22

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

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...

	NC State	Official Peers	Carnegie	Lrg Public Rsrch Grp
13a. Students	64	65	63	62
13b. Academic advisors	51	47	46	47
13c. Faculty	61	51	53	55
13d. Student services staff (career services, student activities, housing, etc.)	50	40	38	39
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	36	35	36

Supportive Environment

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

	NC State	Official Peers	Carnegie	Lrg Public Rsrch Grp
14b. Providing support to help students succeed academically	74	71	70	68
14c. Using learning support services (tutoring services, writing center, etc.)	64	66	64	61
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	49	50	49
14e. Providing opportunities to be involved socially	78	73	69	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	77	73	68	64
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	30	30	30	28
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	69	65	61
14i. Attending events that address important social, economic, or political issues	48	46	47	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 Web site.

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Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior 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 2013 and 2014 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2013 and 2014 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 absence of a significant difference between your score and that of the high-performing group does not 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		NC State 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	37.6	40.6 ***	-.22		42.7 ***	-.37	
	Reflective and Integrative Learning	33.8	37.3 ***	-.28		39.3 ***	-.44	
	Learning Strategies	39.8	41.2 *	-.10		43.4 ***	-.26	
	Quantitative Reasoning	29.2	28.8	.03	✓	30.6 *	-.09	
<i>Learning with Peers</i>	Collaborative Learning	34.3	34.7	-.03	✓	37.0 ***	-.20	
	Discussions with Diverse Others	42.4	43.2	-.06	✓	45.6 ***	-.22	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	21.0	23.3 ***	-.16		26.9 ***	-.37	
	Effective Teaching Practices	40.0	42.4 ***	-.18		44.6 ***	-.35	
<i>Campus Environment</i>	Quality of Interactions	43.2	44.0	-.07	✓	46.0 ***	-.24	
	Supportive Environment	40.1	39.4	.05	✓	41.4 *	-.10	

Seniors		NC State 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	40.7	43.3 ***	-.19		45.3 ***	-.33	
	Reflective and Integrative Learning	38.6	41.1 ***	-.20		43.1 ***	-.36	
	Learning Strategies	38.6	42.5 ***	-.27		44.9 ***	-.44	
	Quantitative Reasoning	33.4	31.3 **	.12	✓	33.0	.02	✓
<i>Learning with Peers</i>	Collaborative Learning	36.0	35.4	.04	✓	37.8 ***	-.13	
	Discussions with Diverse Others	44.8	43.9	.06	✓	45.9	-.07	✓
<i>Experiences with Faculty</i>	Student-Faculty Interaction	25.3	29.5 ***	-.26		34.4 ***	-.56	
	Effective Teaching Practices	41.1	43.0 ***	-.14		45.1 ***	-.30	
<i>Campus Environment</i>	Quality of Interactions	43.2	45.3 ***	-.18		47.4 ***	-.36	
	Supportive Environment	35.5	36.1	-.04	✓	39.0 ***	-.26	

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

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 2013 and 2014 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												
NC State (N = 656)	37.6	12.6	.49	20	30	40	45	60				
Official Peers	38.0	13.1	.17	20	30	40	45	60	6,231	-.3	.518	-.027
Carnegie	38.6	13.6	.08	15	30	40	50	60	691	-.9	.063	-.069
Lrg Public Rsrch Grp	38.7	13.3	.16	20	30	40	50	60	7,239	-1.0	.054	-.079
Top 50%	40.6	13.6	.05	20	30	40	50	60	667	-3.0	.000	-.217
Top 10%	42.7	13.6	.11	20	35	40	55	60	722	-5.1	.000	-.373
Reflective & Integrative Learning												
NC State (N = 674)	33.8	11.7	.45	17	26	34	40	54				
Official Peers	34.2	12.1	.16	17	26	34	43	57	6,475	-.4	.408	-.034
Carnegie	34.8	12.5	.07	17	26	34	43	60	709	-1.0	.022	-.084
Lrg Public Rsrch Grp	35.6	12.2	.15	17	26	34	43	60	7,522	-1.8	.000	-.151
Top 50%	37.3	12.5	.04	17	29	37	46	60	686	-3.5	.000	-.283
Top 10%	39.3	12.6	.09	20	31	40	49	60	733	-5.5	.000	-.439
Learning Strategies												
NC State (N = 591)	39.8	13.3	.55	20	33	40	53	60				
Official Peers	37.3	13.8	.19	13	27	40	47	60	745	2.5	.000	.180
Carnegie	38.4	14.1	.09	13	27	40	47	60	621	1.4	.012	.099
Lrg Public Rsrch Grp	38.7	13.9	.18	20	27	40	47	60	720	1.2	.042	.084
Top 50%	41.2	14.0	.05	20	33	40	53	60	601	-1.4	.010	-.101
Top 10%	43.4	14.0	.11	20	33	40	60	60	642	-3.6	.000	-.257
Quantitative Reasoning												
NC State (N = 658)	29.2	14.6	.57	7	20	27	40	60				
Official Peers	29.1	15.4	.20	0	20	27	40	60	836	.1	.875	.006
Carnegie	28.5	16.0	.10	0	20	27	40	60	694	.7	.217	.045
Lrg Public Rsrch Grp	29.3	15.9	.19	0	20	27	40	60	818	-.1	.821	-.009
Top 50%	28.8	16.3	.05	0	20	27	40	60	667	.4	.464	.026
Top 10%	30.6	16.2	.10	0	20	27	40	60	702	-1.4	.013	-.089
Learning with Peers												
Collaborative Learning												
NC State (N = 698)	34.3	13.3	.51	15	25	35	40	60				
Official Peers	35.5	13.6	.17	15	25	35	45	60	6,727	-1.2	.027	-.088
Carnegie	33.7	14.0	.08	10	25	35	40	60	733	.6	.216	.045
Lrg Public Rsrch Grp	34.0	13.9	.17	15	25	35	45	60	7,723	.3	.548	.024
Top 50%	34.7	13.7	.04	15	25	35	45	60	99,290	-.4	.453	-.028
Top 10%	37.0	13.6	.09	15	25	35	45	60	23,321	-2.7	.000	-.200
Discussions with Diverse Others												
NC State (N = 591)	42.4	14.7	.60	20	30	40	60	60				
Official Peers	42.5	14.9	.21	20	35	40	60	60	5,798	-.1	.846	-.008
Carnegie	42.3	15.4	.10	20	30	40	60	60	26,416	.1	.934	.003
Lrg Public Rsrch Grp	42.0	15.4	.20	20	30	40	60	60	6,802	.4	.560	.025
Top 50%	43.2	15.4	.05	20	35	45	60	60	90,803	-.9	.173	-.056
Top 10%	45.6	14.8	.11	20	40	50	60	60	19,568	-3.3	.000	-.219

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												
NC State (N = 664)	21.0	14.0	.54	0	10	20	30	50				
Official Peers	18.8	13.7	.18	0	10	15	25	45	6,324	2.2	.000	.158
Carnegie	19.2	14.1	.08	0	10	15	25	45	28,751	1.7	.002	.124
Lrg Public Rsrch Grp	19.7	14.1	.17	0	10	15	30	45	7,360	1.3	.025	.091
Top 50%	23.3	15.0	.06	0	10	20	30	55	680	-2.4	.000	-.159
Top 10%	26.9	16.2	.16	5	15	25	40	60	789	-6.0	.000	-.372
Effective Teaching Practices												
NC State (N = 658)	40.0	12.2	.48	20	32	40	48	60				
Official Peers	37.8	12.1	.16	20	28	40	44	60	6,361	2.2	.000	.178
Carnegie	38.5	12.6	.08	20	30	40	48	60	28,945	1.5	.002	.120
Lrg Public Rsrch Grp	38.5	12.6	.15	20	28	40	48	60	7,425	1.5	.004	.116
Top 50%	42.4	13.2	.05	20	32	44	52	60	673	-2.4	.000	-.181
Top 10%	44.6	13.3	.12	20	36	44	56	60	738	-4.7	.000	-.351
Campus Environment												
Quality of Interactions												
NC State (N = 562)	43.2	11.0	.46	22	38	44	50	60				
Official Peers	41.9	11.0	.16	22	36	43	50	60	5,494	1.3	.008	.117
Carnegie	41.1	11.7	.07	20	34	42	50	60	25,197	2.2	.000	.185
Lrg Public Rsrch Grp	41.2	11.7	.15	20	34	42	50	60	6,475	2.1	.000	.179
Top 50%	44.0	11.4	.05	22	38	46	52	60	55,800	-.8	.114	-.067
Top 10%	46.0	11.6	.11	24	40	48	55	60	12,123	-2.8	.000	-.242
Supportive Environment												
NC State (N = 534)	40.1	12.4	.54	20	33	40	50	60				
Official Peers	38.4	12.6	.18	18	30	40	48	60	5,357	1.7	.003	.134
Carnegie	37.7	13.1	.08	18	30	38	48	60	24,412	2.3	.000	.178
Lrg Public Rsrch Grp	36.9	13.2	.17	15	28	38	45	60	6,266	3.1	.000	.240
Top 50%	39.4	13.2	.05	18	30	40	50	60	73,058	.7	.243	.051
Top 10%	41.4	12.8	.10	20	33	40	53	60	15,945	-1.3	.017	-.105

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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean +/- 1.96 * SEM.

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												
NC State (N = 687)	40.7	13.5	.52	15	30	40	50	60				
Official Peers	38.6	13.6	.15	15	30	40	50	60	8,584	2.1	.000	.155
Carnegie	39.6	14.1	.07	15	30	40	50	60	39,299	1.1	.041	.079
Lrg Public Rsrch Grp	40.1	14.0	.14	15	30	40	50	60	11,152	.6	.252	.045
Top 50%	43.3	13.7	.05	20	35	40	55	60	91,450	-2.6	.000	-.186
Top 10%	45.3	13.6	.09	20	40	45	60	60	22,996	-4.5	.000	-.335
Reflective & Integrative Learning												
NC State (N = 726)	38.6	12.7	.47	20	29	37	49	60				
Official Peers	36.7	12.7	.14	17	29	37	46	60	8,908	1.9	.000	.147
Carnegie	37.6	13.0	.06	17	29	37	46	60	40,835	1.0	.050	.073
Lrg Public Rsrch Grp	37.9	12.9	.12	17	29	37	49	60	11,548	.7	.152	.055
Top 50%	41.1	12.6	.04	20	31	40	51	60	89,631	-2.5	.000	-.195
Top 10%	43.1	12.5	.09	20	34	43	54	60	20,217	-4.5	.000	-.357
Learning Strategies												
NC State (N = 632)	38.6	14.2	.57	13	27	40	53	60				
Official Peers	36.0	14.6	.17	13	27	33	47	60	8,036	2.5	.000	.174
Carnegie	38.5	14.8	.08	13	27	40	53	60	36,998	.1	.875	.006
Lrg Public Rsrch Grp	39.2	14.8	.15	13	27	40	53	60	10,442	-.7	.280	-.044
Top 50%	42.5	14.5	.04	20	33	40	60	60	112,029	-3.9	.000	-.268
Top 10%	44.9	14.1	.08	20	33	47	60	60	29,066	-6.3	.000	-.445
Quantitative Reasoning												
NC State (N = 699)	33.4	16.7	.63	0	20	33	47	60				
Official Peers	32.0	16.4	.18	0	20	33	40	60	8,717	1.4	.036	.083
Carnegie	30.9	17.1	.09	0	20	33	40	60	39,926	2.5	.000	.146
Lrg Public Rsrch Grp	31.2	17.1	.17	0	20	33	40	60	11,334	2.2	.001	.128
Top 50%	31.3	17.2	.05	0	20	33	40	60	140,978	2.1	.002	.120
Top 10%	33.0	16.9	.09	0	20	33	47	60	35,187	.3	.595	.020
Learning with Peers												
Collaborative Learning												
NC State (N = 737)	36.0	14.2	.52	15	25	35	45	60				
Official Peers	35.5	13.9	.15	15	25	35	45	60	9,187	.5	.339	.037
Carnegie	33.6	14.5	.07	10	25	35	45	60	41,710	2.4	.000	.166
Lrg Public Rsrch Grp	33.1	14.8	.14	10	20	30	45	60	11,774	2.9	.000	.195
Top 50%	35.4	13.8	.04	15	25	35	45	60	118,827	.6	.243	.043
Top 10%	37.8	13.6	.09	15	30	40	50	60	23,742	-1.8	.000	-.134
Discussions with Diverse Others												
NC State (N = 639)	44.8	14.4	.57	20	35	45	60	60				
Official Peers	42.6	15.1	.17	20	35	40	60	60	8,118	2.2	.000	.147
Carnegie	42.8	15.6	.08	20	35	40	60	60	664	2.0	.001	.126
Lrg Public Rsrch Grp	42.1	16.0	.16	15	30	40	60	60	743	2.7	.000	.168
Top 50%	43.9	15.8	.04	20	35	45	60	60	645	.9	.125	.056
Top 10%	45.9	15.4	.08	20	40	50	60	60	665	-1.1	.068	-.068

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												
NC State (N = 709)	25.3	16.5	.62	0	15	25	35	60				
Official Peers	22.7	15.2	.17	0	10	20	30	55	817	2.6	.000	.173
Carnegie	22.6	15.7	.08	0	10	20	30	55	731	2.7	.000	.172
Lrg Public Rsrch Grp	21.8	15.7	.15	0	10	20	30	55	796	3.5	.000	.224
Top 50%	29.5	16.1	.07	5	20	30	40	60	56,906	-4.2	.000	-.263
Top 10%	34.4	16.4	.19	10	20	35	45	60	8,330	-9.1	.000	-.555
Effective Teaching Practices												
NC State (N = 705)	41.1	12.8	.48	20	32	40	52	60				
Official Peers	38.2	12.5	.14	20	28	40	48	60	8,789	3.0	.000	.238
Carnegie	39.2	13.2	.07	16	32	40	48	60	40,340	2.0	.000	.148
Lrg Public Rsrch Grp	39.1	13.3	.13	16	32	40	48	60	11,417	2.0	.000	.152
Top 50%	43.0	13.6	.05	20	36	44	56	60	717	-1.9	.000	-.141
Top 10%	45.1	13.4	.11	20	36	48	60	60	783	-4.0	.000	-.298
Campus Environment												
Quality of Interactions												
NC State (N = 616)	43.2	11.1	.45	24	38	44	52	60				
Official Peers	41.8	10.7	.13	22	35	42	50	60	7,844	1.4	.002	.131
Carnegie	41.1	11.5	.06	20	34	42	50	60	35,874	2.2	.000	.187
Lrg Public Rsrch Grp	41.1	11.7	.12	20	34	42	50	60	9,996	2.1	.000	.180
Top 50%	45.3	11.3	.04	24	38	48	54	60	73,659	-2.1	.000	-.183
Top 10%	47.4	11.6	.08	24	40	50	58	60	20,146	-4.2	.000	-.358
Supportive Environment												
NC State (N = 591)	35.5	13.7	.56	13	25	35	45	60				
Official Peers	34.4	12.9	.15	13	25	35	43	58	7,629	1.2	.035	.090
Carnegie	33.6	13.8	.07	10	23	33	43	60	35,126	1.9	.001	.138
Lrg Public Rsrch Grp	32.5	14.0	.15	10	23	33	43	58	9,886	3.0	.000	.216
Top 50%	36.1	13.8	.05	13	28	38	45	60	86,434	-.5	.338	-.040
Top 10%	39.0	13.3	.11	17	30	40	50	60	15,104	-3.4	.000	-.257

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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean \pm 1.96 * SEM.

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.