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# **NSSE 2017**

## **Engagement Indicators**

North Carolina State University

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### About Your Engagement Indicators Report

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

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

### Report Sections

#### Overview (p. 3)

Displays how average EI scores for your 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 2016 and 2017 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](http://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
		Official Peers	Carnegie	Lrg Public VH Rsrch
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
		Official Peers	Carnegie	Lrg Public VH Rsrch
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

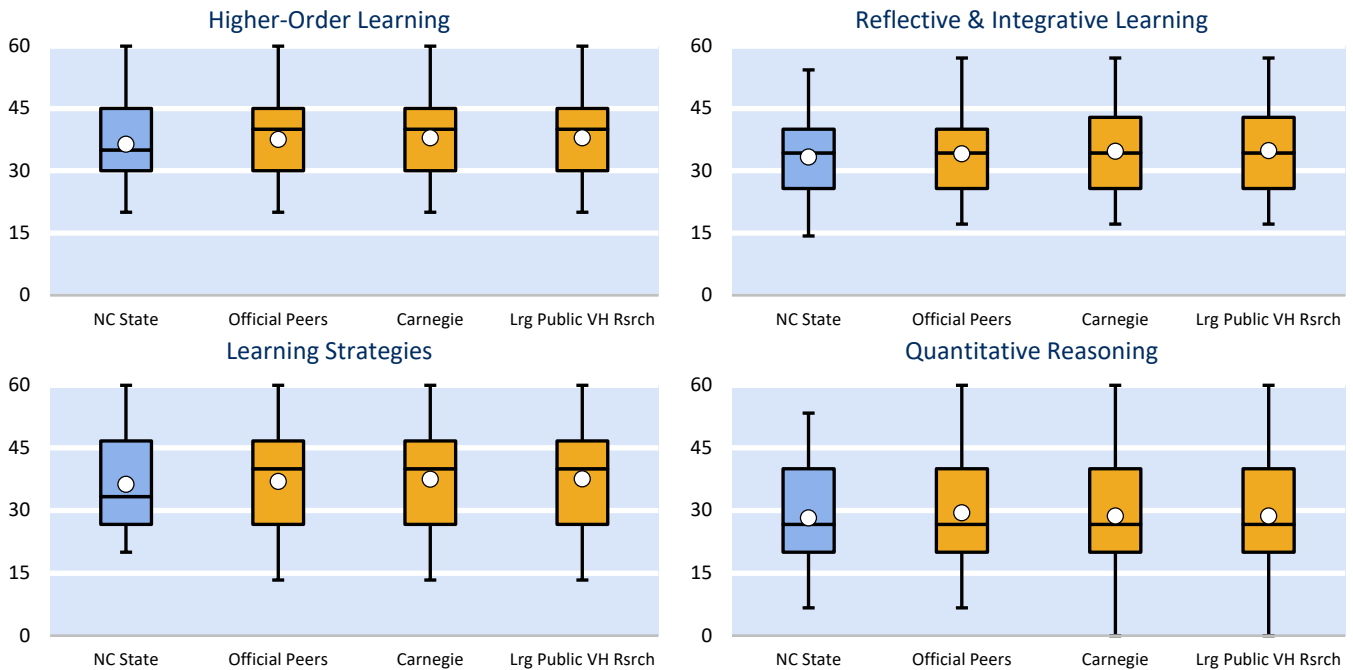
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	NC State Mean	Your first-year students compared with					
		Official Peers		Carnegie		Lrg Public VH Rsrch	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.4	37.6 *	-.09	38.0 **	-.12	38.0 **	-.12
Reflective & Integrative Learning	33.3	34.1	-.07	34.8 **	-.12	34.9 **	-.13
Learning Strategies	36.3	37.0	-.05	37.5 *	-.09	37.6 *	-.09
Quantitative Reasoning	28.2	29.5 *	-.08	28.7	-.03	28.7	-.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






















































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## Academic Challenge: First-year students (continued)

### Performance<sup>a</sup> on Indicator Items

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

	NC State	Percentage point difference between your FY students and		
		Official Peers	Carnegie	Lrg Public VH Rsrch
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	78	+1 	+3 	+3 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	-3 	-3 	-3 
4d. Evaluating a point of view, decision, or information source	61	-1 	-5 	-5 
4e. Forming a new idea or understanding from various pieces of information	58	-6 	-8 	-8 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	47	-6 	-5 	-6 
2b. Connected your learning to societal problems or issues	45	-3 	-5 	-6 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	42	-2 	-6 	-7 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	+3 	+0 	-0 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	+2 	-1 	-1 
2f. Learned something that changed the way you understand an issue or concept	64	-1 	-1 	-1 
2g. Connected ideas from your courses to your prior experiences and knowledge	80	+3 	+3 	+3 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	71	-4 	-5 	-5 
9b. Reviewed your notes after class	63	+2 	+0 	+0 
9c. Summarized what you learned in class or from course materials	62	+2 	+1 	+1 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	56	-2 	+0 	+0 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	34	-7 	-6 	-6 
6c. Evaluated what others have concluded from numerical information	40	-3 	-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.

### Academic Challenge: Seniors

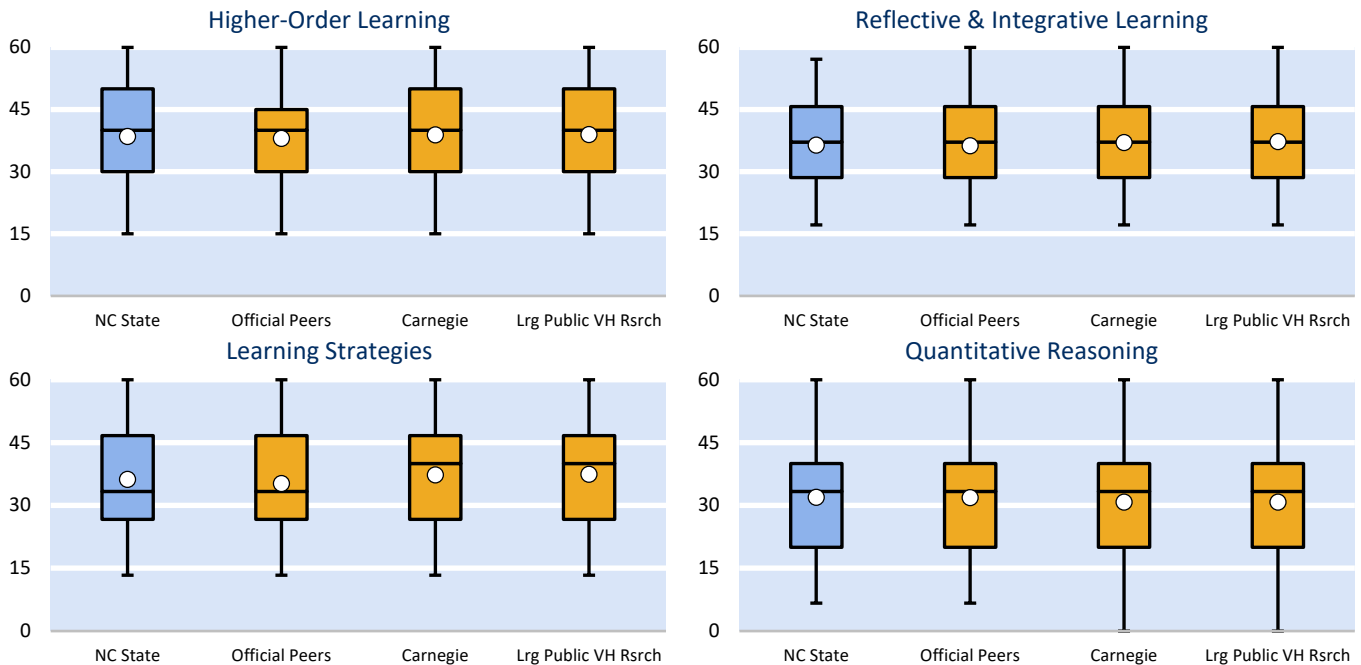
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#### Mean Comparisons

Engagement Indicator	NC State Mean	Your seniors compared with					
		Official Peers		Carnegie		Lrg Public VH Rsrch	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.5	38.0	.04	38.9	-.02	39.0	-.03
Reflective & Integrative Learning	36.4	36.2	.01	37.1	-.05	37.3	-.07
Learning Strategies	36.2	35.2	.07	37.3	-.07	37.4	-.08
Quantitative Reasoning	31.9	31.8	.01	30.8	.07	30.8	.07

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

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## Academic Challenge: Seniors (continued)

### Performance<sup>a</sup> on Indicator Items

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Higher-Order Learning	NC State	Percentage point difference between your seniors and		
		Official Peers	Carnegie	Lrg Public VH Rsrch
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	82	+3	+4	+4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	+2	+1	+0
4d. Evaluating a point of view, decision, or information source	60	+1	-4	-5
4e. Forming a new idea or understanding from various pieces of information	65	+0	-3	-3
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	68	-2	-1	-2
2b. Connected your learning to societal problems or issues	55	+1	-3	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	45	+2	-3	-3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	+1	-1	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	+3	-0	-0
2f. Learned something that changed the way you understand an issue or concept	67	-2	-3	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	81	-0	-1	-1
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	76	+3	-1	-1
9b. Reviewed your notes after class	58	+7	+0	-0
9c. Summarized what you learned in class or from course materials	56	+2	-4	-4
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	63	+2	+5	+5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	-1	-1	-1
6c. Evaluated what others have concluded from numerical information	47	-3	-0	-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.

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### Learning with Peers: First-year students

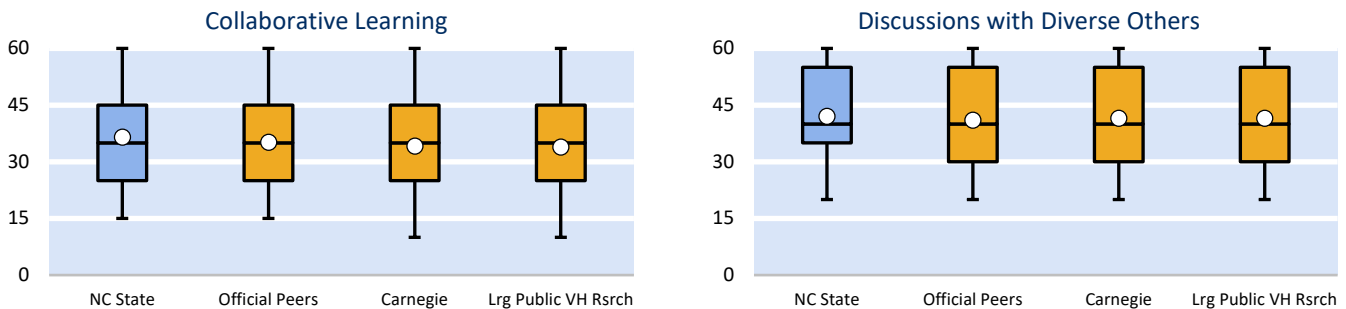
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	NC State Mean	Your first-year students compared with					
		Official Peers		Carnegie		Lrg Public VH Rsrch	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.5	35.2 *	.10	34.1 ***	.17	33.9 ***	.18
Discussions with Diverse Others	42.0	41.0	.07	41.5	.04	41.5	.04

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

#### Score Distributions



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

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Collaborative Learning	NC State	Percentage point difference between your FY students and		
		Official Peers	Carnegie	Lrg Public VH Rsrch
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	69	+8	+12	+12
1f. Explained course material to one or more students	68	+3	+6	+7
1g. Prepared for exams by discussing or working through course material with other students	56	+1	+2	+3
1h. Worked with other students on course projects or assignments	63	+4	+7	+8
<b>Discussions with Diverse Others</b>				
<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	75	+3	+1	+1
8b. People from an economic background other than your own	77	+4	+3	+3
8c. People with religious beliefs other than your own	73	+1	+0	+0
8d. People with political views other than your own	75	+4	+5	+4

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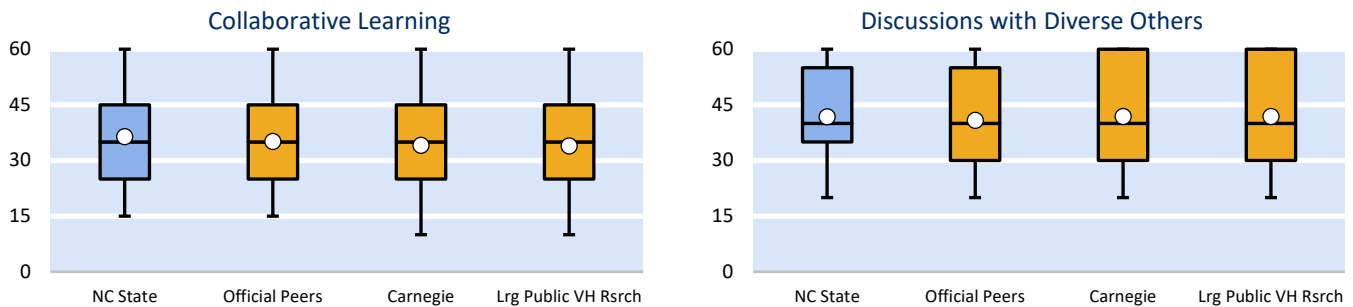
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<b>Discussions with Diverse Others</b>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	75	+4	+0	+0
8b. People from an economic background other than your own	76	+4	+1	+1
8c. People with religious beliefs other than your own	73	+2	+0	+0
8d. People with political views other than your own	72	+3	+3	+2

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## Experiences with Faculty: First-year students

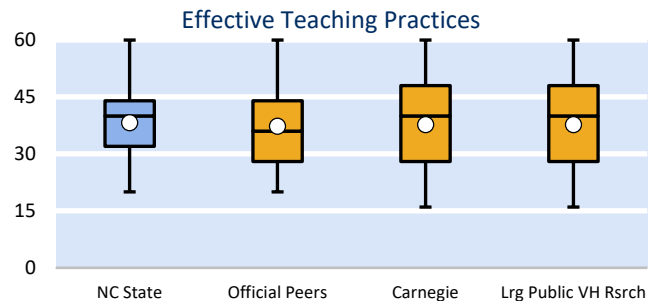
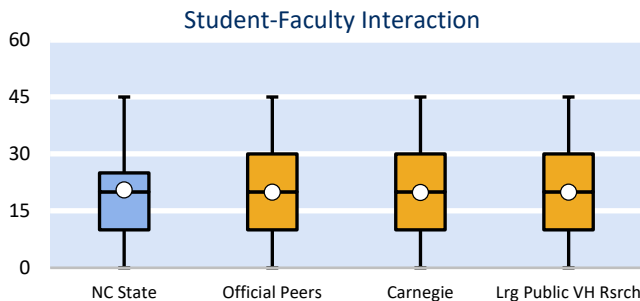
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	NC State Mean	Your first-year students compared with					
		Official Peers Effect size		Carnegie Effect size		Lrg Public VH Rsrch Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.5	19.9	.04	19.8	.05	19.9	.05
Effective Teaching Practices	38.2	37.3	.08	37.7	.04	37.7	.04

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Student-Faculty Interaction	NC State %	Percentage point difference between your FY students and			
		Official Peers	Carnegie	Lrg Public VH Rsrch	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
3a. Talked about career plans with a faculty member	37	+5	+4	+4	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	-2	-1	-1	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	21	-3	-3	-3	
3d. Discussed your academic performance with a faculty member	21	-2	-4	-4	
<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	78	+0	-0	-0	
5b. Taught course sessions in an organized way	81	+3	+4	+4	
5c. Used examples or illustrations to explain difficult points	82	+4	+6	+6	
5d. Provided feedback on a draft or work in progress	61	+7	+3	+3	
5e. Provided prompt and detailed feedback on tests or completed assignments	54	-0	-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.

### Experiences with Faculty: Seniors

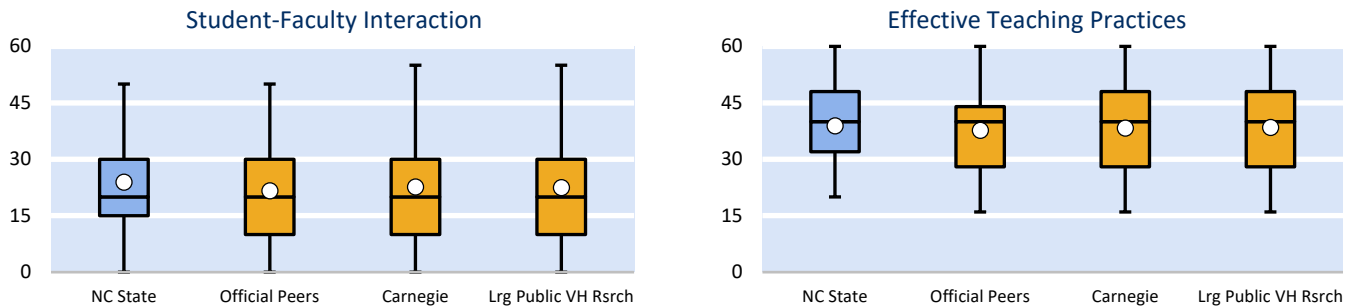
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 seniors compared with					
		Official Peers		Carnegie		Lrg Public VH Rsrch	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.9	21.6 ***	.15	22.6 *	.08	22.5 *	.09
Effective Teaching Practices	38.8	37.7 *	.09	38.3	.04	38.4	.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<sup>a</sup> on Indicator Items

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

Student-Faculty Interaction	NC State	Percentage point difference between your seniors and		
		Official Peers	Carnegie	Lrg Public VH Rsrch
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	42	+7	+3	+3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	+4	+4	+4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	+2	+0	+1
3d. Discussed your academic performance with a faculty member	25	+2	-2	-2
<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	+2	+2	+2
5b. Taught course sessions in an organized way	81	+2	+3	+3
5c. Used examples or illustrations to explain difficult points	79	-1	+2	+1
5d. Provided feedback on a draft or work in progress	56	+7	+2	+1
5e. Provided prompt and detailed feedback on tests or completed assignments	61	+5	+2	+2

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

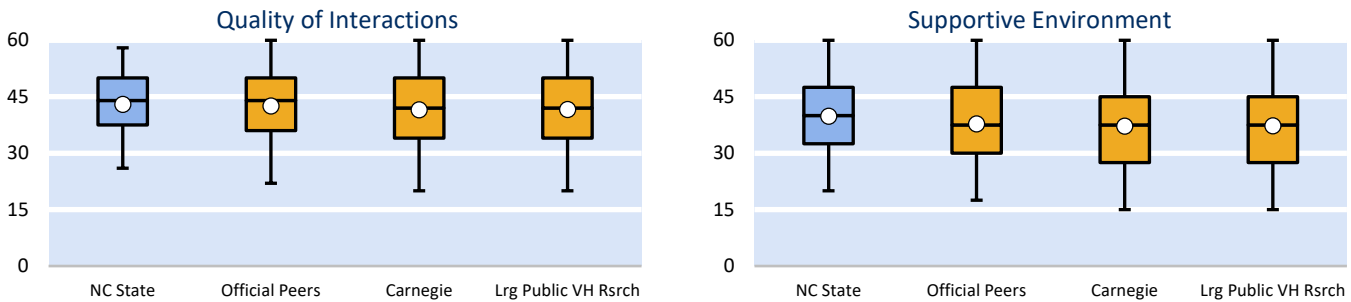
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	NC State Mean	Your first-year students compared with					
		Official Peers		Carnegie		Lrg Public VH Rsrch	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.0	42.6	.03	41.6 **	.12	41.6 **	.12
Supportive Environment	39.9	37.8 ***	.16	37.2 ***	.20	37.3 ***	.20

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<sup>a</sup> on Indicator Items

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

Quality of Interactions	NC State	Percentage point difference between your FY students and		
		Official Peers	Carnegie	Lrg Public VH Rsrch
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	55	-1	+2	+2
13b. Academic advisors	49	-2	+1	+0
13c. Faculty	44	-3	-1	-2
13d. Student services staff (career services, student activities, housing, etc.)	47	+2	+4	+4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	+1	+4	+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	83	+4	+6	+6
14c. Using learning support services (tutoring services, writing center, etc.)	81	+4	+5	+5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	75	+11	+12	+12
14e. Providing opportunities to be involved socially	82	+5	+7	+7
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	87	+10	+13	+12
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	42	-2	-1	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	76	+6	+6	+6
14i. Attending events that address important social, economic, or political issues	63	+9	+9	+9

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

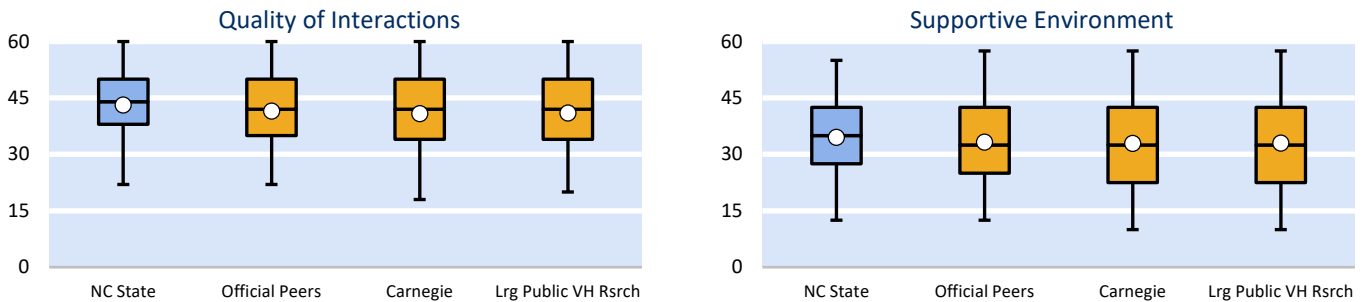
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	NC State Mean	Your seniors compared with					
		Official Peers		Carnegie		Lrg Public VH Rsrch	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.1	41.5 **	.14	40.8 ***	.19	41.0 ***	.18
Supportive Environment	34.5	33.3 *	.09	33.0 **	.11	33.1 **	.11

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

#### Score Distributions



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

#### Performance<sup>a</sup> on Indicator Items

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

Quality of Interactions	NC State	Percentage point difference between your seniors and		
		Official Peers	Carnegie	Lrg Public VH Rsrch
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	58	-1	+1	+1
13b. Academic advisors	51	+2	+6	+5
13c. Faculty	57	+7	+6	+6
13d. Student services staff (career services, student activities, housing, etc.)	47	+7	+9	+8
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	+3	+4	+4
<b>Supportive Environment</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	74	+5	+5	+5
14c. Using learning support services (tutoring services, writing center, etc.)	63	-1	-0	-0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	+10	+6	+5
14e. Providing opportunities to be involved socially	73	+3	+6	+5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	77	+8	+12	+12
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	27	-2	-3	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	67	+2	+5	+5
14i. Attending events that address important social, economic, or political issues	49	+7	+5	+5

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

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

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

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

- (a) institutions with average scores placing them in the top 50% of all 2016 and 2017 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 NSSE institutions.

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

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

#### First-Year Students

Theme	Engagement Indicator	NC State Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.4	39.2 ***	-.21		41.2 ***	-.36	
	Reflective and Integrative Learning	33.3	36.6 ***	-.27		38.3 ***	-.40	
	Learning Strategies	36.3	39.8 ***	-.26		41.9 ***	-.40	
	Quantitative Reasoning	28.2	28.8	-.04	✓	30.4 ***	-.14	
<i>Learning with Peers</i>	Collaborative Learning	36.5	35.2 *	.10	✓	37.1	-.05	✓
	Discussions with Diverse Others	42.0	41.7	.02	✓	43.8 **	-.12	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.5	23.8 ***	-.22		27.2 ***	-.43	
	Effective Teaching Practices	38.2	40.7 ***	-.19		42.6 ***	-.32	
<i>Campus Environment</i>	Quality of Interactions	43.0	43.8	-.08	✓	46.1 ***	-.27	
	Supportive Environment	39.9	38.2 **	.12	✓	40.0	-.01	✓

#### Seniors

Theme	Engagement Indicator	NC State Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.5	41.8 ***	-.25		43.3 ***	-.35	
	Reflective and Integrative Learning	36.4	40.0 ***	-.29		42.0 ***	-.46	
	Learning Strategies	36.2	40.7 ***	-.32		42.9 ***	-.47	
	Quantitative Reasoning	31.9	31.1	.05	✓	33.0	-.07	✓
<i>Learning with Peers</i>	Collaborative Learning	36.5	35.8	.05	✓	38.0 **	-.11	
	Discussions with Diverse Others	41.8	42.3	-.03	✓	44.3 ***	-.16	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	23.9	29.2 ***	-.34		33.0 ***	-.58	
	Effective Teaching Practices	38.8	41.8 ***	-.22		43.8 ***	-.37	
<i>Campus Environment</i>	Quality of Interactions	43.1	44.8 ***	-.14		46.9 ***	-.31	
	Supportive Environment	34.5	34.8	-.02	✓	37.2 ***	-.19	

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 2016 and 2017 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

#### Detailed Statistics: First-year students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
NC State (N = 543)	36.4	12.2	.53	20	30	35	45	60				
Official Peers	37.6	13.0	.15	20	30	40	45	60	7,635	-1.2	.040	-.091
Carnegie	38.0	13.0	.07	20	30	40	45	60	32,060	-1.6	.005	-.120
Lrg Public VH Rsrch	38.0	13.0	.08	20	30	40	45	60	25,514	-1.6	.006	-.120
Top 50%	39.2	13.1	.04	20	30	40	50	60	91,254	-2.8	.000	-.211
Top 10%	41.2	13.3	.10	20	35	40	50	60	584	-4.8	.000	-.359
<b>Reflective &amp; Integrative Learning</b>												
NC State (N = 570)	33.3	11.5	.48	14	26	34	40	54				
Official Peers	34.1	11.9	.14	17	26	34	40	57	7,968	-.8	.129	-.066
Carnegie	34.8	12.0	.07	17	26	34	43	57	33,376	-1.4	.005	-.119
Lrg Public VH Rsrch	34.9	12.0	.07	17	26	34	43	57	26,569	-1.5	.002	-.128
Top 50%	36.6	12.0	.04	17	29	37	46	57	84,959	-3.3	.000	-.272
Top 10%	38.3	12.3	.09	20	29	37	46	60	610	-4.9	.000	-.403
<b>Learning Strategies</b>												
NC State (N = 457)	36.3	12.5	.58	20	27	33	47	60				
Official Peers	37.0	13.7	.17	13	27	40	47	60	539	-.7	.267	-.050
Carnegie	37.5	13.7	.08	13	27	40	47	60	473	-1.2	.038	-.090
Lrg Public VH Rsrch	37.6	13.7	.09	13	27	40	47	60	478	-1.2	.036	-.091
Top 50%	39.8	13.7	.05	20	27	40	53	60	70,553	-3.5	.000	-.257
Top 10%	41.9	14.1	.11	20	33	40	53	60	486	-5.6	.000	-.402
<b>Quantitative Reasoning</b>												
NC State (N = 531)	28.2	13.5	.58	7	20	27	40	53				
Official Peers	29.5	14.7	.17	7	20	27	40	60	628	-1.2	.043	-.085
Carnegie	28.7	15.1	.09	0	20	27	40	60	553	-.4	.471	-.028
Lrg Public VH Rsrch	28.7	15.1	.10	0	20	27	40	60	559	-.5	.413	-.032
Top 50%	28.8	15.3	.05	0	20	27	40	60	538	-.6	.295	-.040
Top 10%	30.4	15.2	.10	7	20	27	40	60	561	-2.2	.000	-.144
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
NC State (N = 596)	36.5	13.1	.54	15	25	35	45	60				
Official Peers	35.2	13.5	.15	15	25	35	45	60	8,359	1.3	.024	.096
Carnegie	34.1	13.9	.08	10	25	35	45	60	619	2.4	.000	.171
Lrg Public VH Rsrch	33.9	13.9	.08	10	25	35	45	60	625	2.6	.000	.184
Top 50%	35.2	13.6	.04	15	25	35	45	60	98,179	1.3	.020	.096
Top 10%	37.1	13.4	.09	15	25	40	45	60	24,045	-.6	.262	-.046
<b>Discussions with Diverse Others</b>												
NC State (N = 459)	42.0	13.4	.63	20	35	40	55	60				
Official Peers	41.0	14.8	.19	20	30	40	55	60	541	1.1	.100	.073
Carnegie	41.5	14.8	.09	20	30	40	55	60	476	.6	.363	.039
Lrg Public VH Rsrch	41.5	14.8	.10	20	30	40	55	60	481	.6	.383	.037
Top 50%	41.7	14.9	.05	20	30	40	55	60	463	.3	.608	.022
Top 10%	43.8	14.5	.10	20	35	45	60	60	481	-1.7	.006	-.121



#### Detailed Statistics: First-year students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
NC State (N = 550)	20.5	13.1	.56	0	10	20	25	45				
Official Peers	19.9	13.8	.16	0	10	20	30	45	645	.6	.304	.044
Carnegie	19.8	14.1	.08	0	10	20	30	45	571	.7	.210	.050
Lrg Public VH Rsrch	19.9	14.1	.09	0	10	20	30	45	576	.6	.262	.045
Top 50%	23.8	14.7	.06	0	15	20	35	55	562	-3.3	.000	-.223
Top 10%	27.2	15.6	.16	5	15	25	40	60	645	-6.7	.000	-.434
<b>Effective Teaching Practices</b>												
NC State (N = 540)	38.2	11.5	.49	20	32	40	44	60				
Official Peers	37.3	12.2	.14	20	28	36	44	60	7,752	.9	.089	.076
Carnegie	37.7	12.5	.07	16	28	40	48	60	561	.5	.288	.042
Lrg Public VH Rsrch	37.7	12.5	.08	16	28	40	48	60	567	.5	.329	.039
Top 50%	40.7	13.0	.05	20	32	40	52	60	551	-2.5	.000	-.191
Top 10%	42.6	13.6	.11	20	36	44	56	60	597	-4.4	.000	-.325
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
NC State (N = 427)	43.0	9.6	.47	26	38	44	50	58				
Official Peers	42.6	10.9	.14	22	36	44	50	60	509	.4	.446	.034
Carnegie	41.6	11.7	.07	20	34	42	50	60	446	1.4	.003	.119
Lrg Public VH Rsrch	41.6	11.7	.08	20	34	42	50	60	452	1.4	.004	.117
Top 50%	43.8	11.5	.05	22	38	46	52	60	435	-.9	.064	-.076
Top 10%	46.1	11.7	.12	24	40	48	56	60	481	-3.1	.000	-.266
<b>Supportive Environment</b>												
NC State (N = 415)	39.9	11.5	.56	20	33	40	48	60				
Official Peers	37.8	12.8	.17	18	30	38	48	60	490	2.1	.000	.163
Carnegie	37.2	13.0	.08	15	28	38	45	60	431	2.6	.000	.203
Lrg Public VH Rsrch	37.3	13.1	.09	15	28	38	45	60	436	2.6	.000	.199
Top 50%	38.2	13.1	.05	18	30	40	48	60	420	1.6	.004	.125
Top 10%	40.0	13.0	.10	18	31	40	50	60	441	-.1	.829	-.010

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

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

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

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

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

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

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

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
NC State (N = 625)	38.5	13.0	.52	15	30	40	50	60				
Official Peers	38.0	13.4	.14	15	30	40	45	60	10,377	.5	.346	.039
Carnegie	38.9	13.7	.06	15	30	40	50	60	45,665	-.3	.541	-.025
Lrg Public VH Rsrch	39.0	13.7	.07	15	30	40	50	60	36,070	-.5	.387	-.035
Top 50%	41.8	13.5	.05	20	35	40	55	60	81,181	-3.3	.000	-.245
Top 10%	43.3	13.4	.09	20	35	40	55	60	660	-4.7	.000	-.352
<b>Reflective &amp; Integrative Learning</b>												
NC State (N = 641)	36.4	12.6	.50	17	29	37	46	57				
Official Peers	36.2	12.5	.12	17	29	37	46	60	10,765	.2	.759	.013
Carnegie	37.1	12.6	.06	17	29	37	46	60	47,236	-.7	.175	-.054
Lrg Public VH Rsrch	37.3	12.6	.07	17	29	37	46	60	37,295	-.9	.069	-.073
Top 50%	40.0	12.3	.04	20	31	40	49	60	83,654	-3.6	.000	-.293
Top 10%	42.0	12.2	.09	20	34	43	51	60	17,914	-5.6	.000	-.458
<b>Learning Strategies</b>												
NC State (N = 541)	36.2	14.2	.61	13	27	33	47	60				
Official Peers	35.2	14.5	.16	13	27	33	47	60	9,318	1.0	.127	.068
Carnegie	37.3	14.6	.07	13	27	40	47	60	41,152	-1.1	.084	-.075
Lrg Public VH Rsrch	37.4	14.6	.08	13	27	40	47	60	32,544	-1.2	.056	-.083
Top 50%	40.7	14.4	.05	20	33	40	53	60	97,872	-4.5	.000	-.316
Top 10%	42.9	14.3	.08	20	33	40	60	60	28,877	-6.7	.000	-.469
<b>Quantitative Reasoning</b>												
NC State (N = 624)	31.9	15.3	.61	7	20	33	40	60				
Official Peers	31.8	15.8	.16	7	20	33	40	60	10,395	.1	.894	.006
Carnegie	30.8	16.2	.08	0	20	33	40	60	642	1.2	.060	.072
Lrg Public VH Rsrch	30.8	16.3	.09	0	20	33	40	60	648	1.2	.061	.072
Top 50%	31.1	16.2	.05	0	20	33	40	60	630	.8	.205	.048
Top 10%	33.0	15.9	.10	7	20	33	40	60	27,100	-1.1	.088	-.069
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
NC State (N = 657)	36.5	13.6	.53	15	25	35	45	60				
Official Peers	35.2	14.1	.14	15	25	35	45	60	11,205	1.3	.023	.091
Carnegie	34.1	14.5	.07	10	25	35	45	60	677	2.4	.000	.164
Lrg Public VH Rsrch	34.0	14.6	.07	10	25	35	45	60	682	2.5	.000	.172
Top 50%	35.8	13.8	.04	15	25	35	45	60	113,936	.7	.218	.048
Top 10%	38.0	13.4	.09	15	30	40	50	60	23,157	-1.5	.006	-.110
<b>Discussions with Diverse Others</b>												
NC State (N = 543)	41.8	14.2	.61	20	35	40	55	60				
Official Peers	40.8	14.7	.16	20	30	40	55	60	9,393	1.0	.128	.067
Carnegie	41.9	15.2	.08	20	30	40	60	60	558	-.1	.906	-.005
Lrg Public VH Rsrch	41.9	15.3	.08	20	30	40	60	60	563	-.1	.844	-.008
Top 50%	42.3	15.6	.04	15	30	40	60	60	547	-.5	.398	-.033
Top 10%	44.3	15.3	.09	20	35	45	60	60	567	-2.5	.000	-.162

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
NC State (N = 634)	23.9	14.4	.57	0	15	20	30	50				
Official Peers	21.6	14.8	.15	0	10	20	30	50	10,509	2.3	.000	.153
Carnegie	22.6	15.4	.07	0	10	20	30	55	653	1.2	.030	.081
Lrg Public VH Rsrch	22.5	15.4	.08	0	10	20	30	55	659	1.4	.016	.090
Top 50%	29.2	15.7	.07	5	20	30	40	60	653	-5.4	.000	-.342
Top 10%	33.0	16.0	.18	10	20	30	45	60	770	-9.2	.000	-.576
<b>Effective Teaching Practices</b>												
NC State (N = 626)	38.8	12.6	.50	20	32	40	48	60				
Official Peers	37.7	12.5	.13	16	28	40	44	60	10,507	1.2	.023	.094
Carnegie	38.3	13.2	.06	16	28	40	48	60	644	.5	.283	.041
Lrg Public VH Rsrch	38.4	13.2	.07	16	28	40	48	60	649	.4	.421	.031
Top 50%	41.8	13.5	.05	20	32	40	52	60	638	-3.0	.000	-.218
Top 10%	43.8	13.4	.11	20	36	44	56	60	690	-5.0	.000	-.373
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
NC State (N = 511)	43.1	10.7	.47	22	38	44	50	60				
Official Peers	41.5	11.1	.12	22	35	42	50	60	8,904	1.6	.002	.144
Carnegie	40.8	11.9	.06	18	34	42	50	60	527	2.3	.000	.192
Lrg Public VH Rsrch	41.0	11.9	.07	20	34	42	50	60	531	2.1	.000	.181
Top 50%	44.8	11.6	.05	23	38	46	54	60	519	-1.7	.000	-.144
Top 10%	46.9	12.1	.09	23	40	50	58	60	546	-3.7	.000	-.311
<b>Supportive Environment</b>												
NC State (N = 511)	34.5	12.6	.56	13	28	35	43	55				
Official Peers	33.3	13.1	.14	13	25	33	43	58	8,915	1.2	.039	.094
Carnegie	33.0	13.7	.07	10	23	33	43	58	526	1.6	.005	.115
Lrg Public VH Rsrch	33.1	13.8	.08	10	23	33	43	58	531	1.5	.009	.107
Top 50%	34.8	13.7	.05	13	25	35	45	60	518	-.2	.686	-.017
Top 10%	37.2	13.6	.11	13	28	38	48	60	553	-2.6	.000	-.194

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.