



NSSE 2020

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 students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions

Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2019 and 2020 participating institutions.

Detailed Statistics (pp. 16-19)

Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are Computed

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

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

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Official Peers	Your first-year students compared with Carnegie	Your first-year students compared with Lrg Public VH Rsrch
<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 VH Rsrch
<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

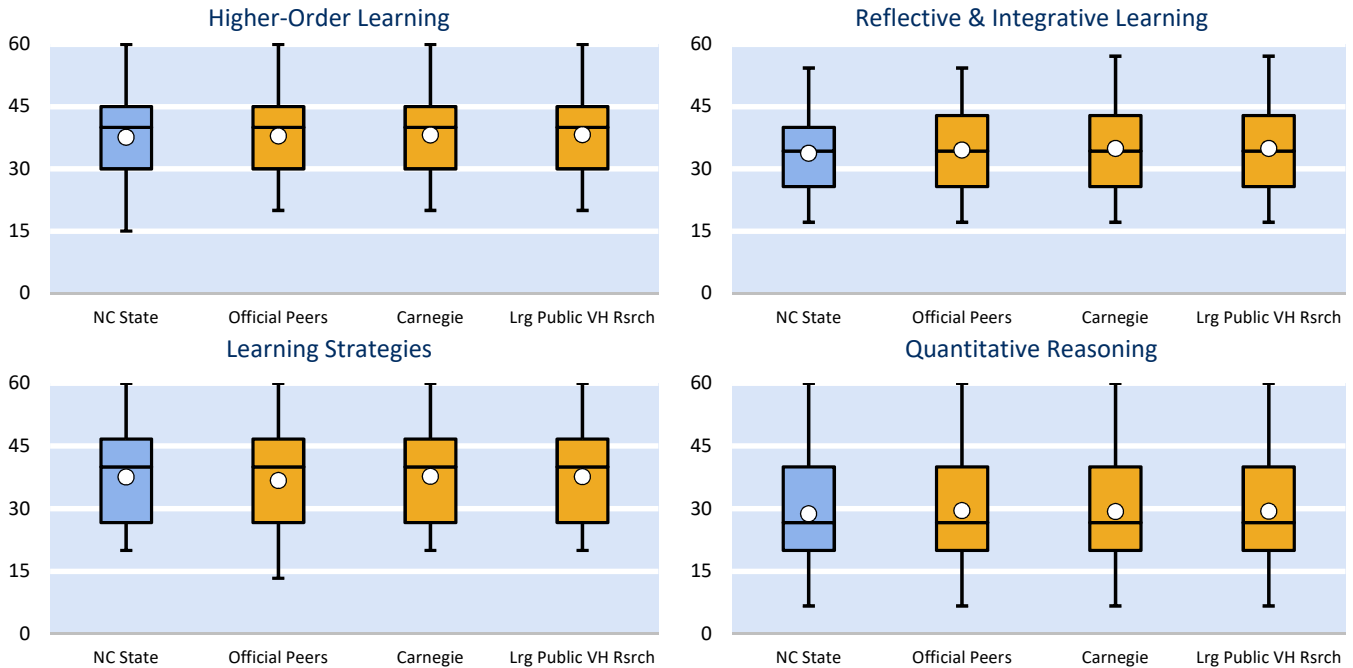
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 VH Rsrch	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.6	38.0	-.02	38.2	-.04	38.2	-.04
Reflective & Integrative Learning	33.8	34.6	-.07	34.9 *	-.10	35.0 *	-.10
Learning Strategies	37.6	36.8	.06	37.7	-.01	37.7	.00
Quantitative Reasoning	28.8	29.6	-.05	29.3	-.04	29.4	-.04

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

Score Distributions






















































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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

	NC State	Percentage point difference ^a between your FY students and		
		Official Peers	Carnegie	Lrg Public VH Rsrch
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	78	+2 	+5 	+5 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	-1 	-0 	-0 
4d. Evaluating a point of view, decision, or information source	61	-1 	-6 	-6 
4e. Forming a new idea or understanding from various pieces of information	65	-3 	-3 	-4 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	51	-1 	-1 	-1 
2b. Connected your learning to societal problems or issues	44	-4 	-5 	-6 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	44	-3 	-6 	-6 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	-2 	-4 	-4 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	+1 	-2 	-2 
2f. Learned something that changed the way you understand an issue or concept	62	-5 	-5 	-5 
2g. Connected ideas from your courses to your prior experiences and knowledge	79	-1 	+1 	+1 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	74	+2 	+1 	+1 
9b. Reviewed your notes after class	62	+1 	-2 	-2 
9c. Summarized what you learned in class or from course materials	62	+3 	-0 	-0 
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.)	57	+0 	+1 	+1 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37	-4 	-5 	-5 
6c. Evaluated what others have concluded from numerical information	41	-3 	-2 	-2 

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

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

Academic Challenge: Seniors

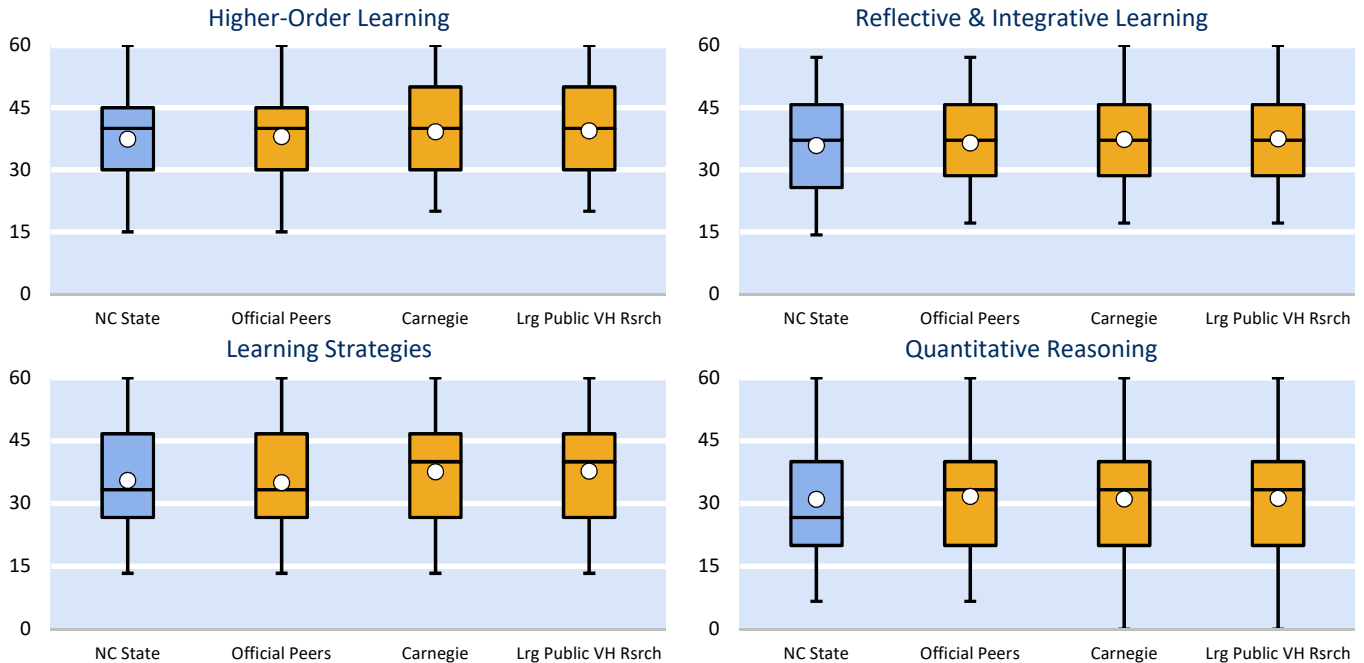
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	NC State Mean	Your seniors compared with					
		Official Peers Mean	Official Peers Effect size	Carnegie Mean	Carnegie Effect size	Lrg Public VH Rsrch Mean	Lrg Public VH Rsrch Effect size
Higher-Order Learning	37.4	38.0	-.05	39.2 **	-.14	39.4 **	-.15
Reflective & Integrative Learning	35.9	36.5	-.06	37.3 *	-.12	37.5 **	-.13
Learning Strategies	35.5	35.0	.04	37.5 **	-.14	37.7 **	-.15
Quantitative Reasoning	31.0	31.7	-.04	31.1	.00	31.2	-.01

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

Score Distributions






















































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Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	NC State	Percentage point difference ^a between your seniors and		
		Official Peers	Carnegie	Lrg Public VH Rsrch
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	79	+1 	+2 	+2 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	-1 	-3 	-3 
4d. Evaluating a point of view, decision, or information source	56	-4 	-11 	-11 
4e. Forming a new idea or understanding from various pieces of information	62	-4 	-7 	-8 
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	69	+2 	+1 	+1 
2b. Connected your learning to societal problems or issues	51	-4 	-6 	-7 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	45	-0 	-4 	-4 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	-1 	-4 	-4 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64	-6 	-8 	-8 
2f. Learned something that changed the way you understand an issue or concept	68	-3 	-3 	-3 
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-0 	-0 	-0 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	67	-4 	-8 	-8 
9b. Reviewed your notes after class	56	+3 	-5 	-5 
9c. Summarized what you learned in class or from course materials	56	+2 	-5 	-6 
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	+1 	+3 	+3 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	-4 	-4 	-5 
6c. Evaluated what others have concluded from numerical information	47	-4 	-1 	-2 

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Learning with Peers: First-year students

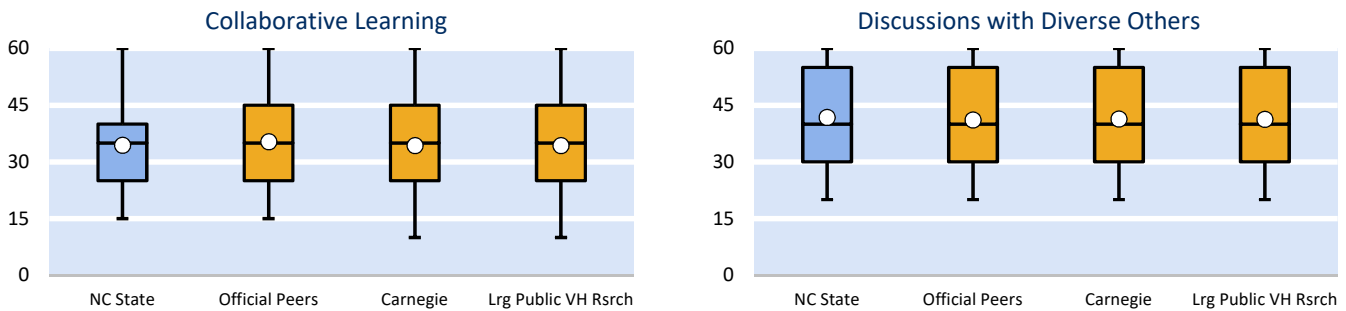
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.4	35.3	-.07	34.3	.01	34.3	.01
Discussions with Diverse Others	41.8	41.1	.05	41.4	.03	41.3	.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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Performance on Indicator Items

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

	NC State	Percentage point difference ^a between your FY students and		
		Official Peers	Carnegie	Lrg Public VH Rsrch
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	59	-2	+2	+2
1f. Explained course material to one or more students	62	-2	-0	-0
1g. Prepared for exams by discussing or working through course material with other students	54	-2	-1	-1
1h. Worked with other students on course projects or assignments	57	-2	-0	-0
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	78	+4	+3	+3
8b. People from an economic background other than your own	76	+1	+1	+1
8c. People with religious beliefs other than your own	72	-1	+0	+0
8d. People with political views other than your own	69	+2	+2	+1

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

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Learning with Peers: Seniors

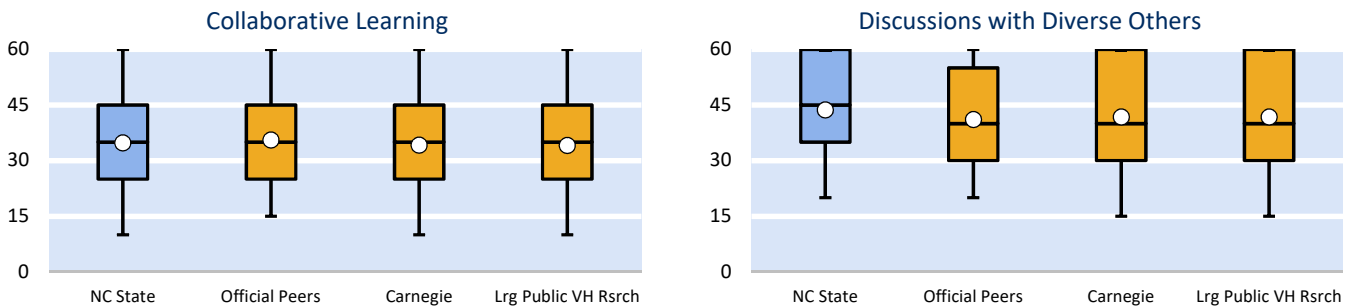
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Mean Comparisons

Engagement Indicator	NC State Mean	Your seniors compared with					
		Official Peers Mean	Effect size	Carnegie Mean	Effect size	Lrg Public VH Rsrch Mean	Effect size
Collaborative Learning	34.8	35.6	-.05	34.2	.04	34.1	.05
Discussions with Diverse Others	43.7	41.1 ***	.18	41.8 **	.13	41.8 **	.13

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	NC State	Percentage point difference ^a between your seniors and		
		Official Peers	Carnegie	Lrg Public VH Rsrch
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	48	-6	-1	-0
1f. Explained course material to one or more students	64	-1	+2	+2
1g. Prepared for exams by discussing or working through course material with other students	52	+1	+1	+1
1h. Worked with other students on course projects or assignments	72	+1	+5	+5
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	79	+6	+3	+3
8b. People from an economic background other than your own	78	+4	+2	+2
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Experiences with Faculty: First-year students

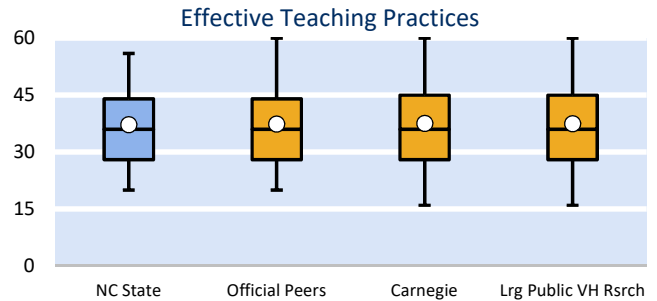
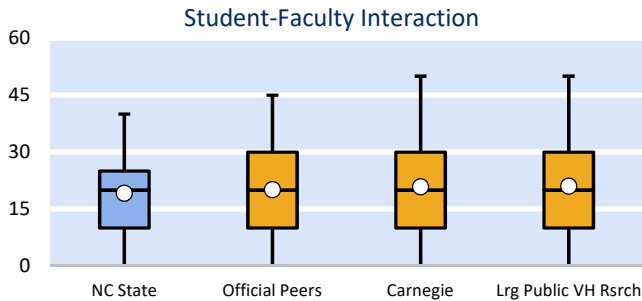
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 Mean	Official Peers Effect size	Carnegie Mean	Carnegie Effect size	Lrg Public VH Rsrch Mean	Lrg Public VH Rsrch Effect size
Student-Faculty Interaction	19.2	20.0	-.06	20.8 **	-.11	21.0 **	-.13
Effective Teaching Practices	37.2	37.4	-.01	37.5	-.02	37.5	-.02

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Student-Faculty Interaction	NC State %	Percentage point difference ^a 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	36	+2	-1	-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	16	-4	-5	-5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	19	-4	-6	-5
3d. Discussed your academic performance with a faculty member	20	-3	-7	-8
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	78	-0	+1	+1
5b. Taught course sessions in an organized way	77	+1	+3	+3
5c. Used examples or illustrations to explain difficult points	80	+2	+5	+5
5d. Provided feedback on a draft or work in progress	50	-3	-8	-8
5e. Provided prompt and detailed feedback on tests or completed assignments	56	+2	+1	+2

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Experiences with Faculty: Seniors

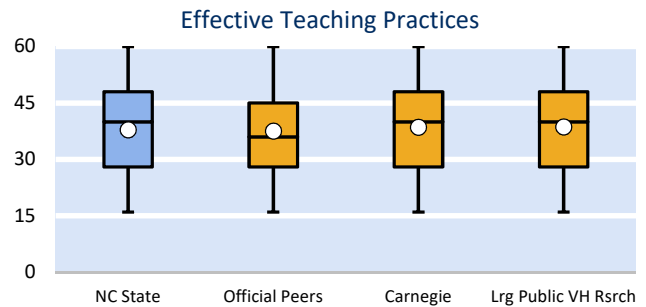
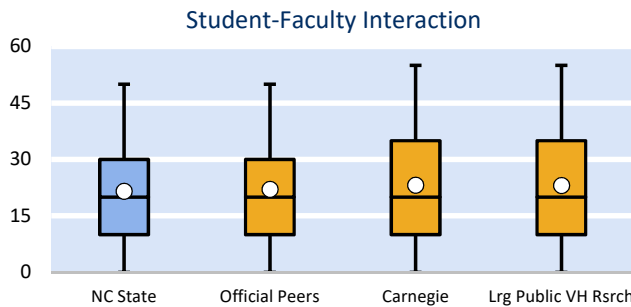
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	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.5	22.0	-.04	23.1 *	-.10	23.0 *	-.10
Effective Teaching Practices	37.8	37.5	.02	38.5	-.05	38.6	-.06

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

Score Distributions



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

Performance on Indicator Items

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

Student-Faculty Interaction	NC State	Percentage point difference ^a 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	36	-0	-4	-4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	-2	-2	-2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	-2	-4	-3
3d. Discussed your academic performance with a faculty member	22	-1	-7	-7
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	80	+1	+1	+1
5b. Taught course sessions in an organized way	80	+2	+4	+4
5c. Used examples or illustrations to explain difficult points	82	+2	+4	+4
5d. Provided feedback on a draft or work in progress	51	+2	-5	-6
5e. Provided prompt and detailed feedback on tests or completed assignments	55	+1	-4	-4

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

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

Campus Environment: First-year students

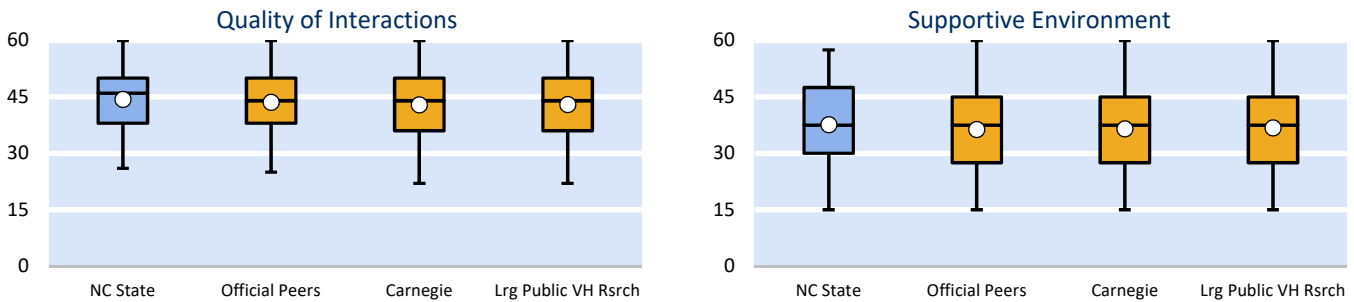
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	NC State Mean	Your first-year students compared with					
		Official Peers		Carnegie		Lrg Public VH Rsrch	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.3	43.6	.07	42.9 **	.13	43.0 **	.12
Supportive Environment	37.6	36.3 *	.10	36.5	.09	36.8	.06

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	NC State	Percentage point difference ^a 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	61	+5	+7	+8
13b. Academic advisors	53	-3	-1	-1
13c. Faculty	53	+2	+4	+4
13d. Student services staff (career services, student activities, housing, etc.)	53	+6	+7	+6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	-0	+2	+2
<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	78	+2	+2	+2
14c. Using learning support services (tutoring services, writing center, etc.)	79	+4	+3	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	65	+4	+2	+2
14e. Providing opportunities to be involved socially	79	+4	+6	+5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	80	+8	+8	+7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	-2	-5	-6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	76	+7	+8	+7
14i. Attending events that address important social, economic, or political issues	51	+7	+4	+4

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

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

Campus Environment: Seniors

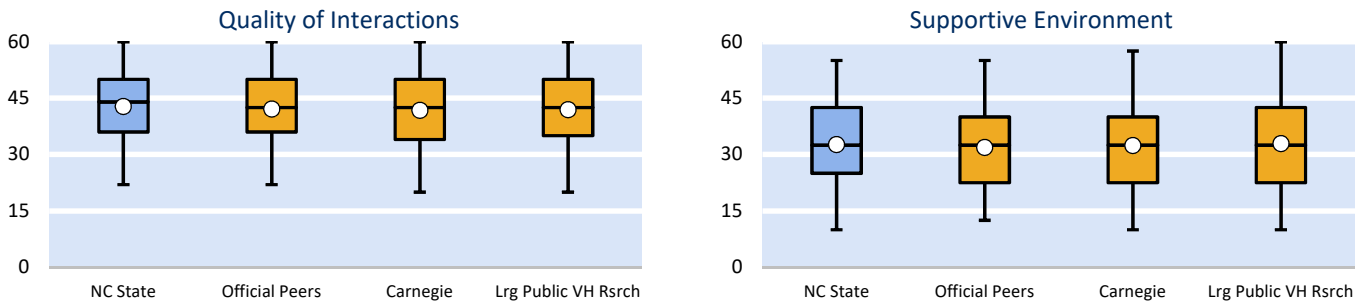
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	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	42.8	42.1	.06	41.8	.08	42.0	.07
Supportive Environment	32.7	31.9	.06	32.5	.02	32.9	-.02

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	NC State	Percentage point difference ^a 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	62	+3	+5	+5
13b. Academic advisors	47	-4	-1	-2
13c. Faculty	50	+1	-2	-2
13d. Student services staff (career services, student activities, housing, etc.)	46	+5	+5	+4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	+7	+7	+6
<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	68	+0	-0	-1
14c. Using learning support services (tutoring services, writing center, etc.)	58	-6	-6	-6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	+7	+2	+2
14e. Providing opportunities to be involved socially	70	+3	+4	+3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	69	+8	+8	+6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	25	-1	-5	-7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	62	+2	+4	+2
14i. Attending events that address important social, economic, or political issues	38	+1	-2	-3

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

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

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

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

First-Year Students

Theme	Engagement Indicator	NC State Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	37.6	39.3 **	-.13		41.4 ***	-.29	
Academic	Reflective and Integrative Learning	33.8	36.7 ***	-.25		39.0 ***	-.44	
Challenge	Learning Strategies	37.6	39.9 ***	-.17		42.3 ***	-.33	
	Quantitative Reasoning	28.8	29.4	-.04	✓	31.4 ***	-.17	
Learning	Collaborative Learning	34.4	35.2	-.06	✓	37.4 ***	-.22	
with Peers	Discussions with Diverse Others	41.8	41.4	.02	✓	43.7 **	-.13	
Experiences	Student-Faculty Interaction	19.2	24.5 ***	-.36		28.1 ***	-.59	
with Faculty	Effective Teaching Practices	37.2	40.5 ***	-.25		42.3 ***	-.36	
Campus	Quality of Interactions	44.3	45.2	-.08	✓	47.2 ***	-.25	
Environment	Supportive Environment	37.6	37.9	-.02	✓	40.0 ***	-.19	

Seniors

Theme	Engagement Indicator	NC State Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	37.4	41.7 ***	-.32		43.2 ***	-.43	
Academic	Reflective and Integrative Learning	35.9	39.8 ***	-.32		41.8 ***	-.49	
Challenge	Learning Strategies	35.5	40.7 ***	-.36		42.7 ***	-.49	
	Quantitative Reasoning	31.0	31.4	-.03	✓	33.4 **	-.15	
Learning	Collaborative Learning	34.8	35.9	-.08	✓	38.4 ***	-.26	
with Peers	Discussions with Diverse Others	43.7	42.0 *	.11	✓	43.8	.00	✓
Experiences	Student-Faculty Interaction	21.5	29.7 ***	-.52		33.2 ***	-.74	
with Faculty	Effective Teaching Practices	37.8	41.8 ***	-.29		43.7 ***	-.44	
Campus	Quality of Interactions	42.8	45.2 ***	-.21		47.4 ***	-.38	
Environment	Supportive Environment	32.7	34.6 **	-.14		36.8 ***	-.29	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2019 and 2020 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
NC State (N = 513)	37.6	12.4	.55	15	30	40	45	60				
Official Peers	38.0	12.6	.18	20	30	40	45	60	5,625	-.3	.591	-.025
Carnegie	38.2	13.0	.08	20	30	40	45	60	28,578	-.6	.331	-.043
Lrg Public VH Rsrch	38.2	13.0	.09	20	30	40	45	60	23,076	-.6	.322	-.044
Top 50%	39.3	13.1	.05	20	30	40	50	60	67,039	-1.7	.004	-.128
Top 10%	41.4	12.8	.11	20	35	40	50	60	13,261	-3.7	.000	-.292
Reflective & Integrative Learning												
NC State (N = 567)	33.8	11.1	.47	17	26	34	40	54				
Official Peers	34.6	11.7	.16	17	26	34	43	54	6,139	-.8	.135	-.066
Carnegie	34.9	11.9	.07	17	26	34	43	57	591	-1.2	.015	-.097
Lrg Public VH Rsrch	35.0	11.9	.08	17	26	34	43	57	597	-1.2	.012	-.100
Top 50%	36.7	11.8	.05	17	29	37	46	57	578	-2.9	.000	-.246
Top 10%	39.0	11.7	.12	20	31	40	49	60	639	-5.2	.000	-.443
Learning Strategies												
NC State (N = 463)	37.6	13.3	.62	20	27	40	47	60				
Official Peers	36.8	13.6	.19	13	27	40	47	60	5,306	.9	.195	.063
Carnegie	37.7	13.7	.08	20	27	40	47	60	27,048	-.1	.895	-.006
Lrg Public VH Rsrch	37.7	13.7	.09	20	27	40	47	60	21,837	.0	.954	-.003
Top 50%	39.9	13.7	.06	20	33	40	53	60	56,848	-2.3	.000	-.167
Top 10%	42.3	14.1	.13	20	33	40	53	60	501	-4.7	.000	-.333
Quantitative Reasoning												
NC State (N = 483)	28.8	14.0	.64	7	20	27	40	60				
Official Peers	29.6	14.7	.21	7	20	27	40	60	5,387	-.8	.249	-.055
Carnegie	29.3	15.1	.09	7	20	27	40	60	502	-.5	.407	-.035
Lrg Public VH Rsrch	29.4	15.1	.10	7	20	27	40	60	507	-.6	.339	-.041
Top 50%	29.4	15.2	.06	7	20	27	40	60	490	-.7	.290	-.045
Top 10%	31.4	15.3	.12	7	20	33	40	60	519	-2.6	.000	-.172
Learning with Peers												
Collaborative Learning												
NC State (N = 643)	34.4	12.9	.51	15	25	35	40	60				
Official Peers	35.3	14.1	.18	15	25	35	45	60	812	-1.0	.079	-.068
Carnegie	34.3	14.1	.08	10	25	35	45	60	673	.1	.863	.006
Lrg Public VH Rsrch	34.3	14.1	.09	10	25	35	45	60	680	.1	.834	.008
Top 50%	35.2	13.7	.05	15	25	35	45	60	84,563	-.8	.151	-.057
Top 10%	37.4	13.5	.10	15	30	40	45	60	18,349	-3.0	.000	-.222
Discussions with Diverse Others												
NC State (N = 470)	41.8	14.0	.65	20	30	40	55	60				
Official Peers	41.1	14.3	.20	20	30	40	55	60	5,345	.7	.334	.047
Carnegie	41.4	14.8	.09	20	30	40	55	60	27,267	.4	.548	.028
Lrg Public VH Rsrch	41.3	14.9	.10	20	30	40	55	60	22,035	.5	.483	.033
Top 50%	41.4	15.0	.05	20	30	40	55	60	75,101	.3	.644	.021
Top 10%	43.7	14.5	.12	20	35	45	60	60	15,547	-1.9	.005	-.131

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
NC State (N = 535)	19.2	12.7	.55	0	10	20	25	40				
Official Peers	20.0	14.0	.19	0	10	20	30	45	672	-.9	.135	-.063
Carnegie	20.8	14.5	.08	0	10	20	30	50	560	-1.6	.003	-.114
Lrg Public VH Rsrch	21.0	14.5	.09	0	10	20	30	50	566	-1.8	.001	-.125
Top 50%	24.5	14.7	.07	5	15	20	35	55	552	-5.3	.000	-.361
Top 10%	28.1	15.5	.21	5	15	25	40	60	691	-8.9	.000	-.586
Effective Teaching Practices												
NC State (N = 503)	37.2	11.6	.52	20	28	36	44	56				
Official Peers	37.4	12.3	.17	20	28	36	44	60	5,579	-.2	.785	-.013
Carnegie	37.5	12.6	.08	16	28	36	45	60	524	-.3	.608	-.021
Lrg Public VH Rsrch	37.5	12.7	.08	16	28	36	45	60	529	-.3	.631	-.020
Top 50%	40.5	13.2	.06	20	32	40	52	60	516	-3.3	.000	-.251
Top 10%	42.3	14.1	.12	16	32	44	56	60	560	-5.1	.000	-.359
Campus Environment												
Quality of Interactions												
NC State (N = 430)	44.3	9.9	.48	26	38	46	50	60				
Official Peers	43.6	10.7	.16	25	38	44	50	60	5,002	.8	.150	.073
Carnegie	42.9	11.3	.07	22	36	44	50	60	448	1.4	.003	.126
Lrg Public VH Rsrch	43.0	11.3	.08	22	36	44	50	60	453	1.3	.006	.118
Top 50%	45.2	11.2	.05	24	38	46	54	60	439	-.9	.076	-.076
Top 10%	47.2	11.6	.11	25	40	50	58	60	477	-2.9	.000	-.249
Supportive Environment												
NC State (N = 446)	37.6	12.3	.58	15	30	38	48	58				
Official Peers	36.3	12.6	.18	15	28	38	45	60	5,157	1.3	.039	.102
Carnegie	36.5	13.0	.08	15	28	38	45	60	26,266	1.1	.070	.087
Lrg Public VH Rsrch	36.8	13.0	.09	15	28	38	45	60	21,213	.8	.178	.064
Top 50%	37.9	13.1	.06	18	30	38	48	60	54,906	-.3	.654	-.021
Top 10%	40.0	12.9	.13	18	33	40	50	60	10,130	-2.4	.000	-.188

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
NC State (N = 444)	37.4	13.0	.62	15	30	40	45	60				
Official Peers	38.0	13.1	.16	15	30	40	45	60	7,037	-.6	.353	-.046
Carnegie	39.2	13.5	.07	20	30	40	50	60	37,173	-1.8	.005	-.135
Lrg Public VH Rsrch	39.4	13.5	.08	20	30	40	50	60	30,126	-2.0	.002	-.147
Top 50%	41.7	13.4	.06	20	35	40	55	60	59,232	-4.3	.000	-.320
Top 10%	43.2	13.3	.11	20	35	40	55	60	14,738	-5.8	.000	-.433
Reflective & Integrative Learning												
NC State (N = 469)	35.9	12.7	.59	14	26	37	46	57				
Official Peers	36.5	12.0	.14	17	29	37	46	57	525	-.7	.265	-.056
Carnegie	37.3	12.4	.06	17	29	37	46	60	39,535	-1.5	.012	-.117
Lrg Public VH Rsrch	37.5	12.4	.07	17	29	37	46	60	32,055	-1.6	.006	-.129
Top 50%	39.8	12.2	.05	20	31	40	49	60	58,844	-3.9	.000	-.325
Top 10%	41.8	12.0	.12	20	34	40	51	60	9,882	-5.9	.000	-.489
Learning Strategies												
NC State (N = 418)	35.5	14.7	.72	13	27	33	47	60				
Official Peers	35.0	14.2	.18	13	27	33	47	60	6,650	.5	.448	.038
Carnegie	37.5	14.6	.08	13	27	40	47	60	35,462	-2.0	.005	-.137
Lrg Public VH Rsrch	37.7	14.6	.09	13	27	40	47	60	28,739	-2.2	.002	-.150
Top 50%	40.7	14.5	.06	20	33	40	53	60	65,556	-5.1	.000	-.356
Top 10%	42.7	14.4	.10	20	33	40	60	60	21,382	-7.1	.000	-.495
Quantitative Reasoning												
NC State (N = 425)	31.0	15.1	.73	7	20	27	40	60				
Official Peers	31.7	15.6	.20	7	20	33	40	60	6,767	-.7	.392	-.043
Carnegie	31.1	16.0	.08	0	20	33	40	60	436	-.1	.914	-.005
Lrg Public VH Rsrch	31.2	16.0	.09	0	20	33	40	60	438	-.2	.767	-.014
Top 50%	31.4	16.1	.06	0	20	33	40	60	429	-.4	.571	-.026
Top 10%	33.4	15.9	.12	7	20	33	40	60	16,725	-2.4	.002	-.149
Learning with Peers												
Collaborative Learning												
NC State (N = 501)	34.8	13.9	.62	10	25	35	45	60				
Official Peers	35.6	14.3	.17	15	25	35	45	60	7,981	-.8	.243	-.054
Carnegie	34.2	14.8	.07	10	25	35	45	60	514	.6	.374	.038
Lrg Public VH Rsrch	34.1	14.9	.08	10	25	35	45	60	517	.7	.263	.047
Top 50%	35.9	14.0	.05	15	25	35	45	60	77,285	-1.2	.066	-.083
Top 10%	38.4	13.6	.12	15	30	40	50	60	13,943	-3.6	.000	-.265
Discussions with Diverse Others												
NC State (N = 423)	43.7	14.3	.70	20	35	45	60	60				
Official Peers	41.1	14.3	.18	20	30	40	55	60	6,685	2.6	.000	.183
Carnegie	41.8	15.3	.08	15	30	40	60	60	35,625	1.9	.010	.126
Lrg Public VH Rsrch	41.8	15.4	.09	15	30	40	60	60	28,866	1.9	.010	.126
Top 50%	42.0	15.5	.05	15	30	40	60	60	82,803	1.7	.026	.108
Top 10%	43.8	15.3	.11	20	35	45	60	60	20,785	.0	.954	-.003

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
NC State (N = 460)	21.5	15.0	.70	0	10	20	30	50				
Official Peers	22.0	15.1	.18	0	10	20	30	50	7,225	-.5	.454	-.036
Carnegie	23.1	15.6	.08	0	10	20	35	55	38,207	-1.6	.028	-.103
Lrg Public VH Rsrch	23.0	15.7	.09	0	10	20	35	55	30,960	-1.5	.040	-.096
Top 50%	29.7	15.9	.09	5	20	30	40	60	474	-8.2	.000	-.515
Top 10%	33.2	16.0	.22	10	20	35	45	60	552	-11.8	.000	-.739
Effective Teaching Practices												
NC State (N = 436)	37.8	12.5	.60	16	28	40	48	60				
Official Peers	37.5	12.5	.15	16	28	36	45	60	6,995	.3	.656	.022
Carnegie	38.5	13.4	.07	16	28	40	48	60	447	-.7	.251	-.052
Lrg Public VH Rsrch	38.6	13.5	.08	16	28	40	48	60	450	-.8	.181	-.060
Top 50%	41.8	13.7	.06	20	32	40	52	60	444	-4.0	.000	-.292
Top 10%	43.7	13.4	.13	20	36	44	56	60	476	-5.9	.000	-.442
Campus Environment												
Quality of Interactions												
NC State (N = 386)	42.8	11.2	.57	22	36	44	50	60				
Official Peers	42.1	11.2	.15	22	36	43	50	60	6,251	.7	.252	.060
Carnegie	41.8	12.0	.07	20	34	43	50	60	33,107	1.0	.114	.081
Lrg Public VH Rsrch	42.0	12.0	.07	20	35	43	50	60	26,728	.8	.198	.066
Top 50%	45.2	11.7	.05	24	38	48	54	60	53,328	-2.5	.000	-.210
Top 10%	47.4	12.0	.09	24	40	50	58	60	406	-4.6	.000	-.384
Supportive Environment												
NC State (N = 412)	32.7	13.5	.67	10	25	33	43	55				
Official Peers	31.9	13.0	.17	13	23	33	40	55	6,523	.8	.254	.058
Carnegie	32.5	13.8	.07	10	23	33	40	58	34,707	.2	.758	.015
Lrg Public VH Rsrch	32.9	13.8	.08	10	23	33	43	60	28,111	-.3	.701	-.019
Top 50%	34.6	14.0	.06	13	25	35	45	60	55,163	-2.0	.005	-.140
Top 10%	36.8	14.1	.14	13	28	38	48	60	10,287	-4.1	.000	-.294

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

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

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

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

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

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

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