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# NSSE 2015

## Engagement Indicators

University of West Georgia

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### About Your Engagement Indicators Report

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

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

### Report Sections

#### Overview (p. 3)

Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.

#### Theme Reports (pp. 4-13)

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

##### Mean Comparisons

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

##### Score Distributions

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

##### Summary of Indicator Items

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

#### Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2014 and 2015 participating institutions.

#### Detailed Statistics (pp. 16-19)

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

### Interpreting Comparisons

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

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

### How Engagement Indicators are Computed

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

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

## 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 Peers	Your first-year students compared with Aspirants	Your first-year students compared with NSSE 2014 & 2015
<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 Peers	Your seniors compared with Aspirants	Your seniors compared with NSSE 2014 & 2015
<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

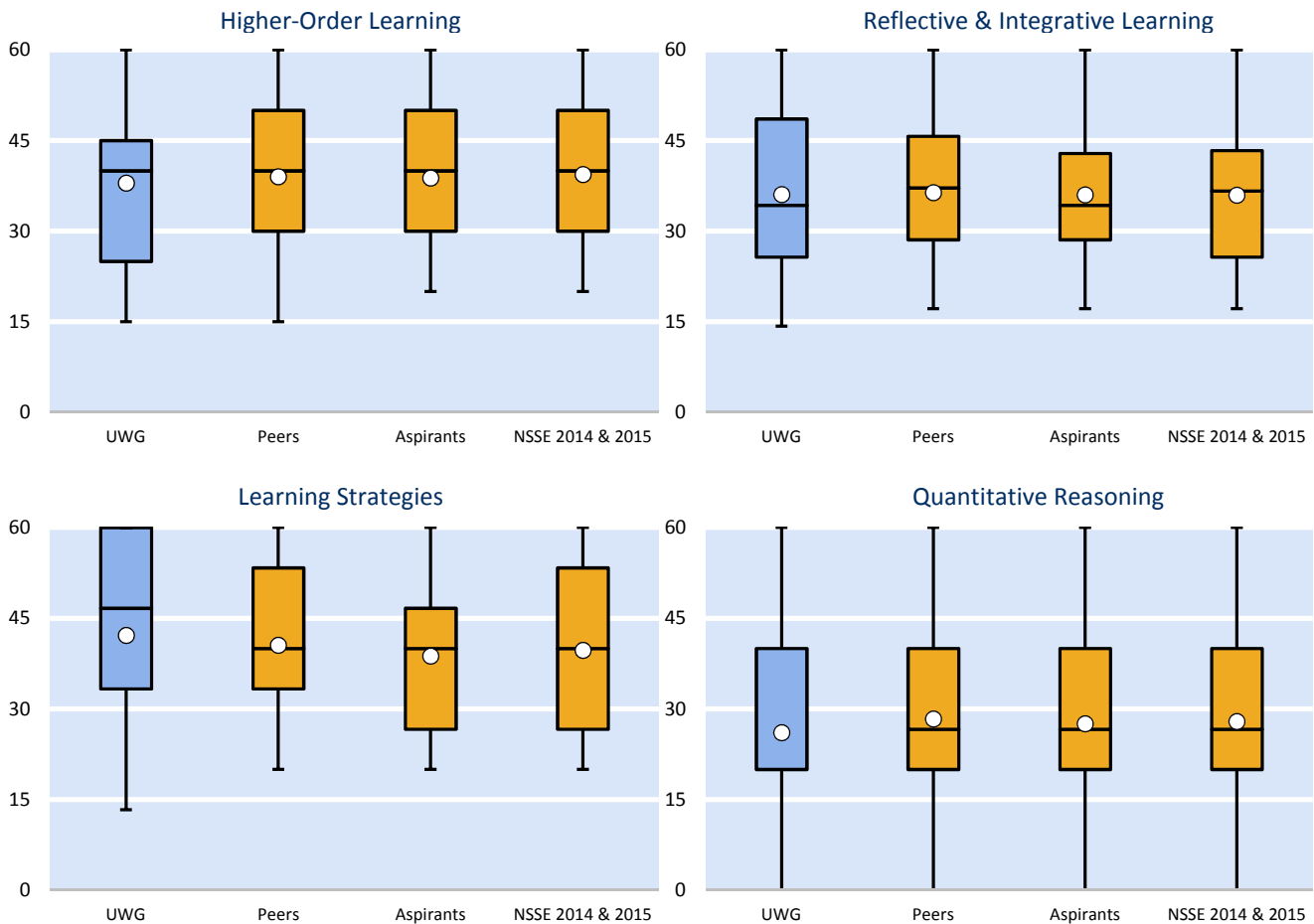
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UWG Mean	Your first-year students compared with					
		Peers		Aspirants		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.0	39.0	-.07	38.8	-.06	39.3	-.10
Reflective & Integrative Learning	36.0	36.4	-.03	36.0	.00	36.0	.01
Learning Strategies	42.2	40.6	.11	38.8 *	.24	39.7	.18
Quantitative Reasoning	26.1	28.4	-.13	27.6	-.09	27.9	-.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.

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

### Summary of Indicator Items

	UWG	Peers	Aspirants	NSSE 2014 & 2015
<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	68 	71 	75 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71 	71 	73 	73 
4d. Evaluating a point of view, decision, or information source	70 	70 	70 	71 
4e. Forming a new idea or understanding from various pieces of information	64 	68 	68 	69 
<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	52 	58 	57 	56 
2b. Connected your learning to societal problems or issues	51 	55 	57 	54 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50 	53 	53 	52 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62 	64 	61 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	66 	70 	66 	68 
2f. Learned something that changed the way you understand an issue or concept	61 	64 	65 	66 
2g. Connected ideas from your courses to your prior experiences and knowledge	73 	77 	77 	77 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81 	80 	79 	81 
9b. Reviewed your notes after class	71 	69 	64 	66 
9c. Summarized what you learned in class or from course materials	71 	66 	62 	64 
<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.)	46 	54 	50 	53 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	31 	40 	38 	39 
6c. Evaluated what others have concluded from numerical information	31 	40 	38 	39 

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

## Academic Challenge: Seniors

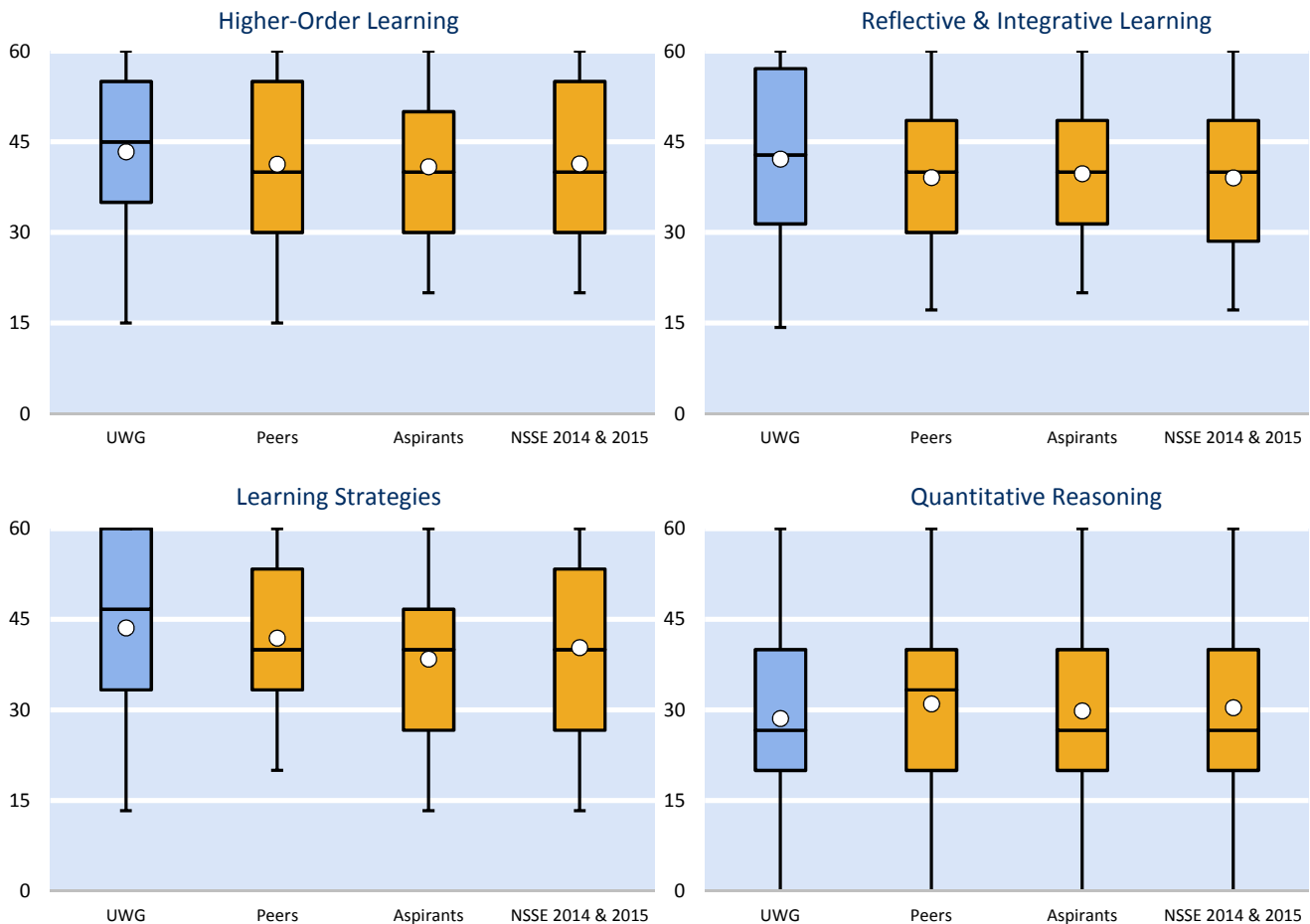
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### Mean Comparisons

Engagement Indicator	UWG Mean	Your seniors compared with					
		Peers		Aspirants		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	43.4	41.3	.14	40.9 *	.18	41.4	.14
Reflective & Integrative Learning	42.1	39.1 **	.23	39.7 *	.19	39.0 **	.24
Learning Strategies	43.6	41.9	.12	38.4 ***	.35	40.3 **	.22
Quantitative Reasoning	28.6	31.0	-.14	29.9	-.07	30.4	-.10

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












































### Score Distributions



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## Academic Challenge: Seniors (continued)

### Summary of Indicator Items

	UWG	Peers	Aspirants	NSSE 2014 & 2015
<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	81 	81 	80 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	80 	77 	78 	78 
4d. Evaluating a point of view, decision, or information source	75 	72 	72 	72 
4e. Forming a new idea or understanding from various pieces of information	76 	73 	73 	73 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	80 	75 	78 	72 
2b. Connected your learning to societal problems or issues	68 	64 	68 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	63 	56 	57 	55 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70 	65 	67 	67 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74 	71 	71 	71 
2f. Learned something that changed the way you understand an issue or concept	75 	68 	72 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	82 	84 	87 	84 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	86 	83 	81 	83 
9b. Reviewed your notes after class	71 	68 	58 	64 
9c. Summarized what you learned in class or from course materials	77 	70 	62 	66 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	51 	58 	52 	56 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39 	47 	45 	46 
6c. Evaluated what others have concluded from numerical information	40 	47 	45 	46 

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

## Learning with Peers: First-year students

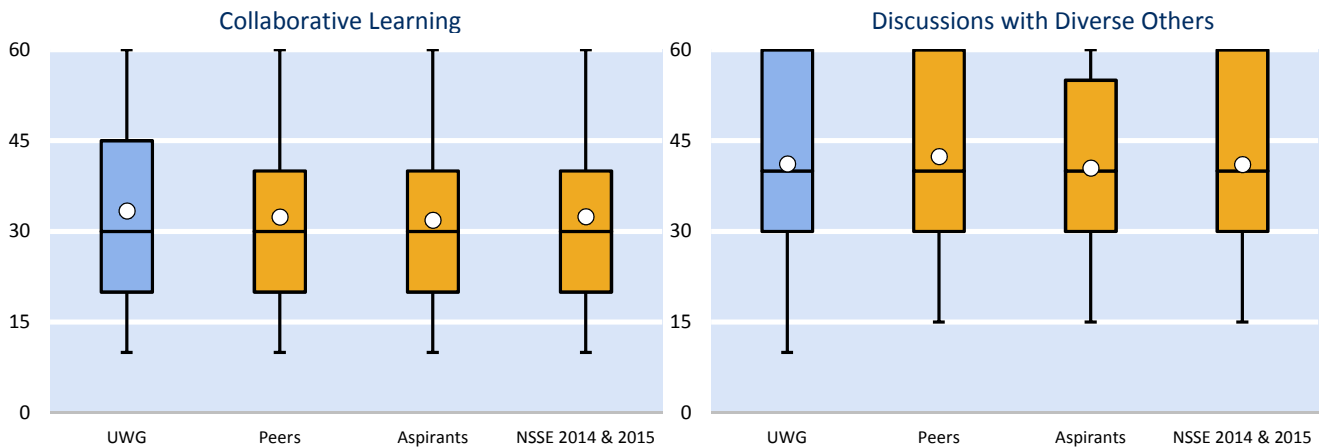
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean Comparisons

Engagement Indicator	UWG Mean	Your first-year students compared with					
		Peers		Aspirants		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.4	32.4	.07	31.8	.12	32.4	.07
Discussions with Diverse Others	41.1	42.3	-.08	40.4	.04	41.1	.00

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

### Score Distributions



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

### Summary of Indicator Items

#### Collaborative Learning

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

	UWG	Peers	Aspirants	NSSE 2014 & 2015
1e. Asked another student to help you understand course material	51	50	49	50
1f. Explained course material to one or more students	60	58	57	57
1g. Prepared for exams by discussing or working through course material with other students	49	50	47	50
1h. Worked with other students on course projects or assignments	51	52	54	53

#### Discussions with Diverse Others

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

	UWG	Peers	Aspirants	NSSE 2014 & 2015
8a. People from a race or ethnicity other than your own	82	76	66	73
8b. People from an economic background other than your own	74	77	73	74
8c. People with religious beliefs other than your own	63	71	71	69
8d. People with political views other than your own	68	72	70	68

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### Learning with Peers: Seniors

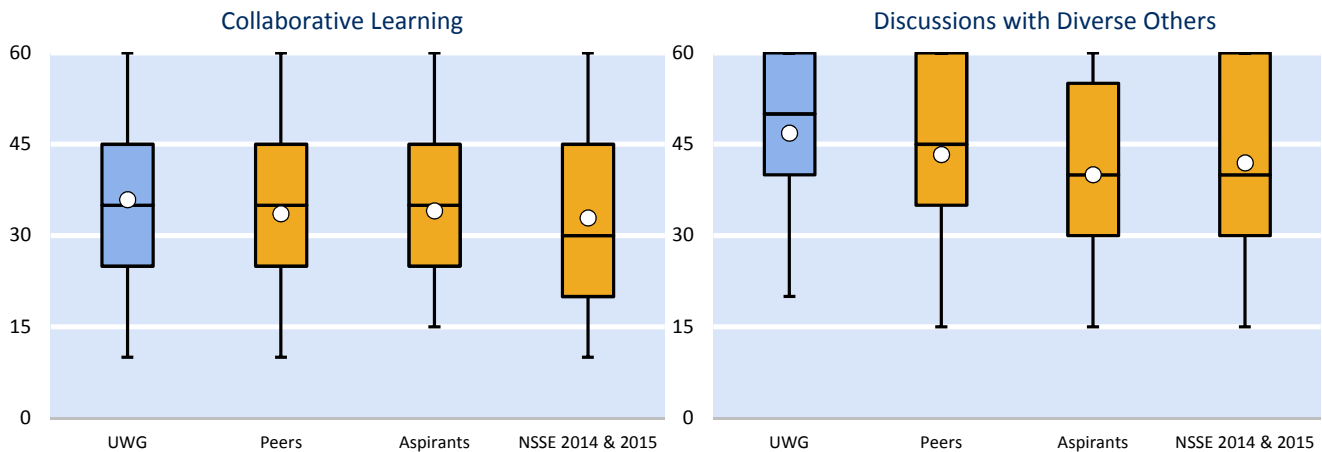
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	UWG Mean	Your seniors compared with					
		Peers		Aspirants		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.9	33.6 *	.16	34.1	.14	32.9 **	.21
Discussions with Diverse Others	46.9	43.3 **	.22	40.0 ***	.45	42.0 ***	.30

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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#### Summary of Indicator Items

##### Collaborative Learning

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

	UWG	Peers	Aspirants	NSSE 2014 & 2015
1e. Asked another student to help you understand course material	44	42	44	41
1f. Explained course material to one or more students	69	61	63	59
1g. Prepared for exams by discussing or working through course material with other students	57	50	49	47
1h. Worked with other students on course projects or assignments	66	67	70	65

##### Discussions with Diverse Others

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

	UWG	Peers	Aspirants	NSSE 2014 & 2015
8a. People from a race or ethnicity other than your own	88	76	64	74
8b. People from an economic background other than your own	83	78	71	75
8c. People with religious beliefs other than your own	78	72	69	70
8d. People with political views other than your own	77	75	73	71

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

## Experiences with Faculty: First-year students

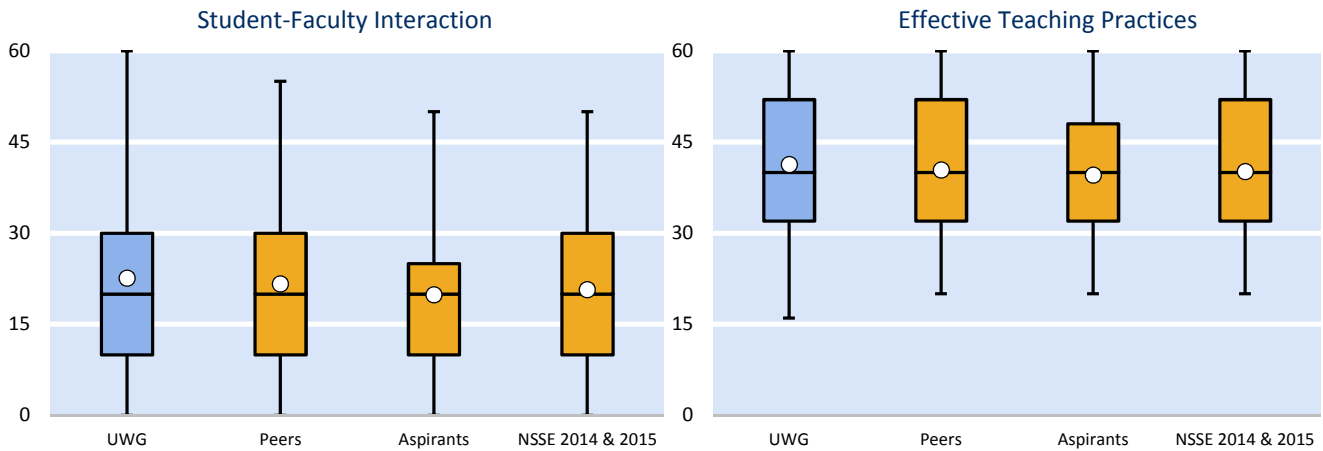
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

### Mean Comparisons

Engagement Indicator	UWG Mean	Your first-year students compared with					
		Peers		Aspirants		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.6	21.7	.06	19.9 *	.19	20.7	.13
Effective Teaching Practices	41.3	40.4	.07	39.6	.14	40.1	.09

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

### Score Distributions



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### Summary of Indicator Items

Student-Faculty Interaction	UWG	Peers	Aspirants	NSSE 2014 & 2015
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	36	35	30	33
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	21	17	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	28	24	26
3d. Discussed your academic performance with a faculty member	36	34	26	30
<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	76	81	81	80
5b. Taught course sessions in an organized way	72	79	81	79
5c. Used examples or illustrations to explain difficult points	71	76	78	77
5d. Provided feedback on a draft or work in progress	70	66	62	65
5e. Provided prompt and detailed feedback on tests or completed assignments	72	63	60	63

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

### Experiences with Faculty: Seniors

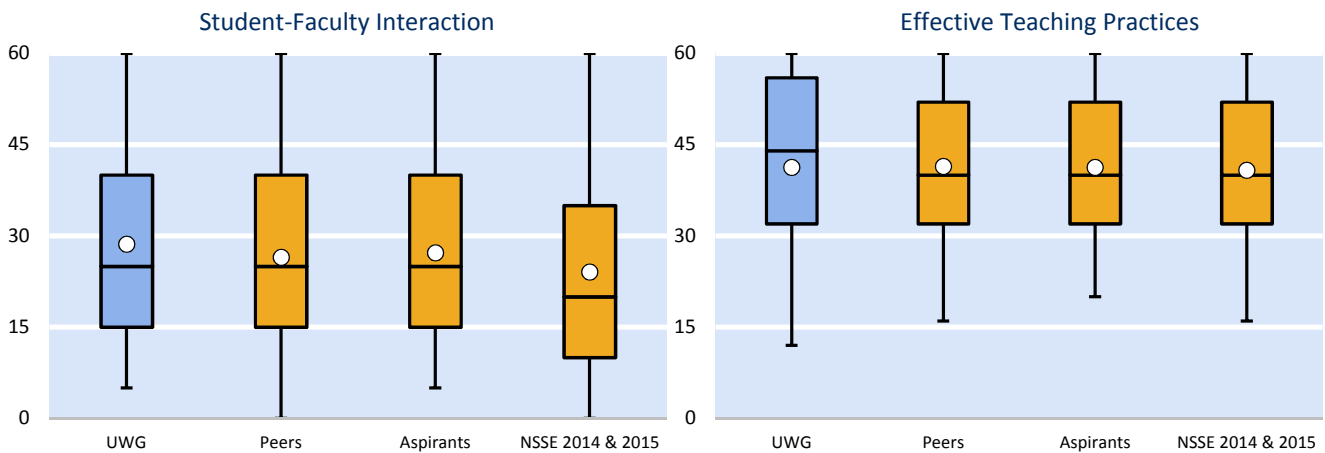
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#### Mean Comparisons

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Student-Faculty Interaction	28.6	26.5	.13	27.2	.09	24.0 **	.28
Effective Teaching Practices	41.2	41.4	-.01	41.3	.00	40.8	.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).

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#### Summary of Indicator Items

Student-Faculty Interaction	UWG	Peers	Aspirants	NSSE 2014 & 2015
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	54	48	51	43
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	34	31	34	27
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	45	40	40	34
3d. Discussed your academic performance with a faculty member	41	39	37	34
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	79	82	85	82
5b. Taught course sessions in an organized way	75	80	82	80
5c. Used examples or illustrations to explain difficult points	78	80	84	79
5d. Provided feedback on a draft or work in progress	68	64	63	62
5e. Provided prompt and detailed feedback on tests or completed assignments	71	69	70	67

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

### Campus Environment: First-year students

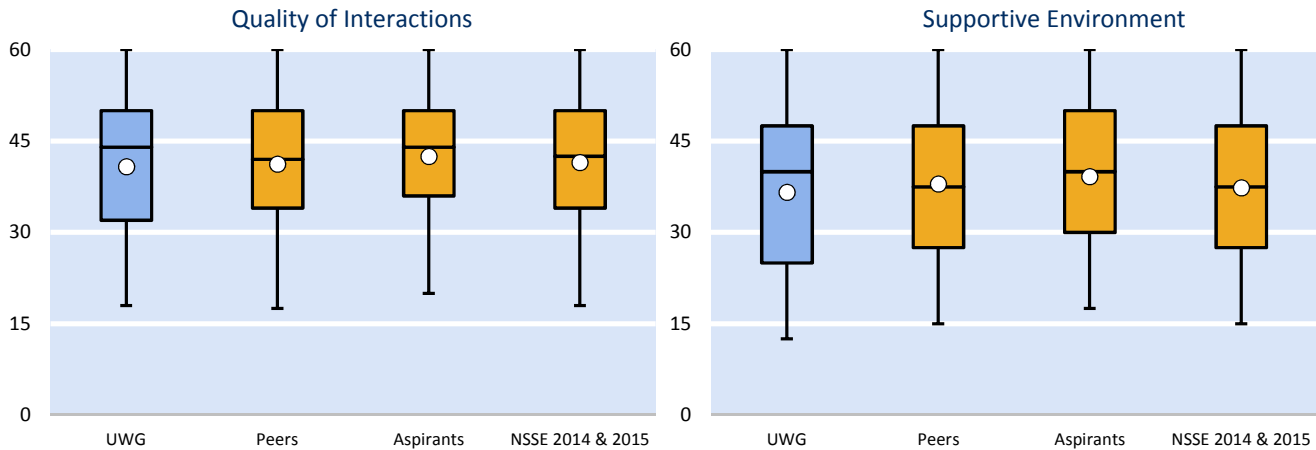
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UWG Mean	Your first-year students compared with					
		Peers		Aspirants		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.8	41.2	-.03	42.4	-.15	41.5	-.06
Supportive Environment	36.6	37.9	-.10	39.1	-.19	37.3	-.05

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

#### Score Distributions



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

#### Summary of Indicator Items

##### Quality of Interactions

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

	UWG	Peers	Aspirants	NSSE 2014 & 2015
13a. Students	50	55	62	58
13b. Academic advisors	56	50	49	49
13c. Faculty	53	49	52	50
13d. Student services staff (career services, student activities, housing, etc.)	41	44	47	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	42	42	41

##### Supportive Environment

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

	UWG	Peers	Aspirants	NSSE 2014 & 2015
14b. Providing support to help students succeed academically	79	78	80	77
14c. Using learning support services (tutoring services, writing center, etc.)	78	81	81	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	59	60	60
14e. Providing opportunities to be involved socially	68	73	80	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	75	75	79	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	42	46	49	45
14h. Attending campus activities and events (performing arts, athletic events, etc.)	62	69	74	67
14i. Attending events that address important social, economic, or political issues	50	53	58	53

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

### Campus Environment: Seniors

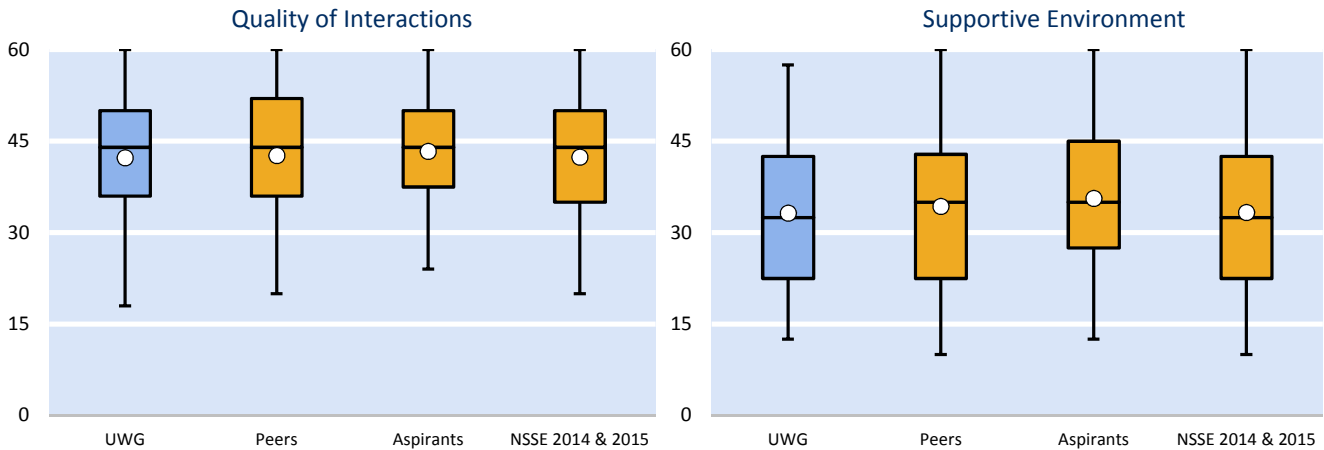
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UWG Mean	Your seniors compared with					
		Peers		Aspirants		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.3	42.6	-.03	43.3	-.10	42.4	-.01
Supportive Environment	33.2	34.3	-.07	35.6 *	-.18	33.3	-.01

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

#### Score Distributions



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

#### Summary of Indicator Items

##### Quality of Interactions

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

	UWG	Peers	Aspirants	NSSE 2014 & 2015
13a. Students	54	60	67	63
13b. Academic advisors	57	54	48	52
13c. Faculty	59	62	65	59
13d. Student services staff (career services, student activities, housing, etc.)	45	44	47	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	40	42	41	41

##### Supportive Environment

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

	UWG	Peers	Aspirants	NSSE 2014 & 2015
14b. Providing support to help students succeed academically	74	73	75	72
14c. Using learning support services (tutoring services, writing center, etc.)	67	69	69	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	53	49	53
14e. Providing opportunities to be involved socially	69	69	77	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	67	75	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	24	34	35	33
14h. Attending campus activities and events (performing arts, athletic events, etc.)	57	60	70	57
14i. Attending events that address important social, economic, or political issues	39	49	52	46

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

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

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

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

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

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

#### First-Year Students

Theme	Engagement Indicator	UWG Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	38.0	41.0 **	-.22		43.0 ***	-.37	
Academic Challenge	Reflective and Integrative Learning	36.0	37.6	-.12		39.6 **	-.28	
	Learning Strategies	42.2	41.6	.05	✓	44.4	-.16	
	Quantitative Reasoning	26.1	29.4 *	-.20		31.5 ***	-.33	
Learning with Peers	Collaborative Learning	33.4	35.2	-.13		37.3 **	-.28	
	Discussions with Diverse Others	41.1	43.4	-.15		45.5 **	-.30	
Experiences with Faculty	Student-Faculty Interaction	22.6	24.1	-.09	✓	27.2 ***	-.29	
	Effective Teaching Practices	41.3	42.3	-.08	✓	44.6 **	-.25	
Campus Environment	Quality of Interactions	40.8	44.0 ***	-.28		45.8 ***	-.43	
	Supportive Environment	36.6	39.4 *	-.21		41.3 ***	-.36	

#### Seniors

Theme	Engagement Indicator	UWG Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	43.4	43.5	-.01	✓	45.3	-.14	
Academic Challenge	Reflective and Integrative Learning	42.1	41.3	.07	✓	43.1	-.08	✓
	Learning Strategies	43.6	42.5	.08	✓	44.9	-.09	✓
	Quantitative Reasoning	28.6	31.8 *	-.18		33.6 ***	-.30	
Learning with Peers	Collaborative Learning	35.9	35.7	.02	✓	38.2	-.17	
	Discussions with Diverse Others	46.9	43.9 *	.18	✓	45.9	.06	✓
Experiences with Faculty	Student-Faculty Interaction	28.6	29.8	-.07	✓	34.1 ***	-.33	
	Effective Teaching Practices	41.2	43.1	-.13		45.1 **	-.29	
Campus Environment	Quality of Interactions	42.3	45.0 **	-.24		46.7 ***	-.38	
	Supportive Environment	33.2	36.1 *	-.21		38.8 ***	-.40	

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

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

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

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UWG (N = 164)	38.0	14.5	1.13	15	25	40	45	60				
Peers	39.0	14.9	.35	15	30	40	50	60	1,940	-1.0	.392	-.070
Aspirants	38.8	13.3	.34	20	30	40	50	60	1,661	-.8	.470	-.059
NSSE 2014 & 2015	39.3	13.9	.05	20	30	40	50	60	81,929	-1.4	.205	-.099
Top 50%	41.0	13.7	.07	20	30	40	50	60	40,437	-3.0	.005	-.218
Top 10%	43.0	13.8	.15	20	35	40	55	60	8,252	-5.1	.000	-.367
<b>Reflective &amp; Integrative Learning</b>												
UWG (N = 171)	36.0	14.3	1.09	14	26	34	49	60				
Peers	36.4	13.0	.30	17	29	37	46	60	197	-.3	.761	-.026
Aspirants	36.0	12.5	.32	17	29	34	43	60	199	.0	.967	.004
NSSE 2014 & 2015	36.0	12.7	.04	17	26	37	43	60	171	.1	.950	.005
Top 50%	37.6	12.7	.06	17	29	37	46	60	171	-1.6	.154	-.124
Top 10%	39.6	12.8	.14	20	31	40	49	60	175	-3.5	.002	-.276
<b>Learning Strategies</b>												
UWG (N = 149)	42.2	15.7	1.29	13	33	47	60	60				
Peers	40.6	14.4	.35	20	33	40	53	60	171	1.6	.222	.113
Aspirants	38.8	14.0	.37	20	27	40	47	60	173	3.5	.011	.244
NSSE 2014 & 2015	39.7	14.2	.05	20	27	40	53	60	148	2.5	.053	.176
Top 50%	41.6	14.1	.07	20	33	40	53	60	149	.6	.622	.045
Top 10%	44.4	13.9	.16	20	33	47	60	60	152	-2.2	.093	-.157
<b>Quantitative Reasoning</b>												
UWG (N = 164)	26.1	17.0	1.32	0	20	20	40	60				
Peers	28.4	17.4	.41	0	20	27	40	60	1,970	-2.2	.114	-.129
Aspirants	27.6	15.8	.41	0	20	27	40	60	1,682	-1.4	.275	-.090
NSSE 2014 & 2015	27.9	16.6	.06	0	20	27	40	60	83,388	-1.8	.162	-.109
Top 50%	29.4	16.6	.07	0	20	27	40	60	53,125	-3.3	.012	-.196
Top 10%	31.5	16.5	.16	0	20	33	40	60	10,650	-5.4	.000	-.326
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UWG (N = 177)	33.4	15.6	1.17	10	20	30	45	60				
Peers	32.4	14.6	.33	10	20	30	40	60	2,099	1.0	.388	.068
Aspirants	31.8	13.2	.33	10	20	30	40	60	205	1.5	.205	.115
NSSE 2014 & 2015	32.4	14.3	.05	10	20	30	40	60	177	.9	.422	.066
Top 50%	35.2	13.8	.06	15	25	35	45	60	177	-1.8	.133	-.128
Top 10%	37.3	13.8	.13	15	25	35	50	60	181	-3.9	.001	-.281
<b>Discussions with Diverse Others</b>												
UWG (N = 150)	41.1	16.9	1.38	10	30	40	60	60				
Peers	42.3	15.9	.39	15	30	40	60	60	1,808	-1.2	.372	-.076
Aspirants	40.4	15.2	.40	15	30	40	55	60	176	.7	.633	.045
NSSE 2014 & 2015	41.1	16.1	.06	15	30	40	60	60	77,009	.1	.965	.004
Top 50%	43.4	15.4	.07	20	35	45	60	60	44,742	-2.2	.075	-.145
Top 10%	45.5	14.8	.15	20	40	50	60	60	153	-4.4	.002	-.297



#### 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>												
UWG (N = 166)	22.6	16.3	1.27	0	10	20	30	60				
Peers	21.7	15.8	.37	0	10	20	30	55	1,991	1.0	.457	.060
Aspirants	19.9	13.9	.35	0	10	20	25	50	192	2.7	.038	.194
NSSE 2014 & 2015	20.7	14.9	.05	0	10	20	30	50	83,777	1.9	.101	.128
Top 50%	24.1	15.2	.09	0	15	20	35	55	27,954	-1.4	.227	-.094
Top 10%	27.2	16.1	.23	5	15	25	40	60	4,917	-4.6	.000	-.286
<b>Effective Teaching Practices</b>												
UWG (N = 165)	41.3	14.5	1.13	16	32	40	52	60				
Peers	40.4	13.4	.31	20	32	40	52	60	1,985	.9	.414	.066
Aspirants	39.6	12.7	.32	20	32	40	48	60	192	1.7	.139	.136
NSSE 2014 & 2015	40.1	13.4	.05	20	32	40	52	60	164	1.2	.297	.089
Top 50%	42.3	13.2	.07	20	32	40	52	60	165	-1.0	.364	-.078
Top 10%	44.6	13.3	.17	20	36	44	56	60	6,551	-3.3	.002	-.250
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UWG (N = 148)	40.8	12.7	1.04	18	32	44	50	60				
Peers	41.2	12.9	.32	18	34	42	50	60	1,738	-.4	.695	-.034
Aspirants	42.4	11.3	.31	20	36	44	50	60	174	-1.7	.122	-.147
NSSE 2014 & 2015	41.5	12.6	.05	18	34	43	50	60	73,671	-.7	.489	-.057
Top 50%	44.0	11.7	.07	22	38	46	52	60	28,315	-3.2	.001	-.276
Top 10%	45.8	11.9	.15	23	40	48	55	60	6,102	-5.1	.000	-.428
<b>Supportive Environment</b>												
UWG (N = 131)	36.6	15.0	1.31	13	25	40	48	60				
Peers	37.9	13.9	.36	15	28	38	48	60	1,635	-1.4	.286	-.097
Aspirants	39.1	13.3	.37	18	30	40	50	60	151	-2.5	.063	-.189
NSSE 2014 & 2015	37.3	13.9	.05	15	28	38	48	60	70,858	-.7	.554	-.052
Top 50%	39.4	13.4	.07	18	30	40	50	60	131	-2.8	.032	-.212
Top 10%	41.3	13.0	.15	20	33	40	53	60	134	-4.7	.000	-.361

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>												
UWG (N = 160)	43.4	15.2	1.20	15	35	45	55	60				
Peers	41.3	14.4	.30	15	30	40	55	60	2,527	2.0	.084	.141
Aspirants	40.9	13.6	.28	20	30	40	50	60	177	2.5	.046	.181
NSSE 2014 & 2015	41.4	14.2	.04	20	30	40	55	60	161,000	2.0	.073	.142
Top 50%	43.5	13.8	.06	20	35	40	55	60	60,544	-.1	.904	-.010
Top 10%	45.3	13.6	.11	20	40	45	60	60	16,423	-1.9	.073	-.143
<b>Reflective &amp; Integrative Learning</b>												
UWG (N = 172)	42.1	14.5	1.11	14	31	43	57	60				
Peers	39.1	13.4	.27	17	30	40	49	60	2,622	3.0	.004	.225
Aspirants	39.7	12.4	.25	20	31	40	49	60	189	2.4	.033	.193
NSSE 2014 & 2015	39.0	13.1	.03	17	29	40	49	60	172	3.1	.005	.237
Top 50%	41.3	12.7	.05	20	31	40	51	60	172	.9	.432	.069
Top 10%	43.1	12.5	.10	20	34	43	54	60	174	-1.0	.380	-.078
<b>Learning Strategies</b>												
UWG (N = 148)	43.6	15.5	1.27	13	33	47	60	60				
Peers	41.9	14.9	.32	20	33	40	53	60	2,358	1.7	.172	.116
Aspirants	38.4	14.8	.31	13	27	40	47	60	2,398	5.2	.000	.349
NSSE 2014 & 2015	40.3	14.8	.04	13	27	40	53	60	151,912	3.3	.007	.221
Top 50%	42.5	14.6	.05	20	33	40	60	60	76,592	1.1	.346	.078
Top 10%	44.9	14.2	.10	20	33	47	60	60	20,052	-1.3	.284	-.088
<b>Quantitative Reasoning</b>												
UWG (N = 163)	28.6	18.5	1.45	0	20	27	40	60				
Peers	31.0	17.6	.36	0	20	33	40	60	2,559	-2.4	.093	-.136
Aspirants	29.9	17.1	.35	0	20	27	40	60	2,601	-1.3	.369	-.073
NSSE 2014 & 2015	30.4	17.4	.04	0	20	27	40	60	164,039	-1.8	.191	-.102
Top 50%	31.8	17.3	.05	0	20	33	40	60	102,216	-3.2	.020	-.182
Top 10%	33.6	16.9	.11	0	20	33	47	60	164	-5.0	.001	-.297
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UWG (N = 178)	35.9	15.2	1.14	10	25	35	45	60				
Peers	33.6	14.8	.29	10	25	35	45	60	2,680	2.3	.044	.156
Aspirants	34.1	13.4	.27	15	25	35	45	60	197	1.8	.118	.135
NSSE 2014 & 2015	32.9	14.6	.04	10	20	30	45	60	170,812	3.0	.006	.208
Top 50%	35.7	13.9	.05	15	25	35	45	60	85,413	.2	.811	.018
Top 10%	38.2	13.7	.11	15	30	40	50	60	180	-2.3	.050	-.165
<b>Discussions with Diverse Others</b>												
UWG (N = 149)	46.9	15.3	1.26	20	40	50	60	60				
Peers	43.3	16.0	.34	15	35	45	60	60	2,391	3.5	.009	.221
Aspirants	40.0	15.3	.32	15	30	40	55	60	2,446	6.8	.000	.447
NSSE 2014 & 2015	42.0	16.1	.04	15	30	40	60	60	153,532	4.9	.000	.303
Top 50%	43.9	15.9	.05	20	35	45	60	60	98,067	2.9	.024	.185
Top 10%	45.9	15.4	.10	20	40	50	60	60	23,508	.9	.459	.061

#### 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>												
UWG (N = 168)	28.6	18.1	1.40	5	15	25	40	60				
Peers	26.5	16.9	.35	0	15	25	40	60	2,567	2.2	.113	.127
Aspirants	27.2	16.0	.32	5	15	25	40	60	185	1.4	.319	.089
NSSE 2014 & 2015	24.0	16.4	.04	0	10	20	35	60	167	4.6	.001	.280
Top 50%	29.8	16.2	.08	5	20	30	40	60	168	-1.1	.422	-.070
Top 10%	34.1	16.5	.22	5	20	35	45	60	5,952	-5.5	.000	-.330
<b>Effective Teaching Practices</b>												
UWG (N = 167)	41.2	15.8	1.23	12	32	44	56	60				
Peers	41.4	14.2	.29	16	32	40	52	60	185	-.2	.903	-.011
Aspirants	41.3	12.7	.26	20	32	40	52	60	181	.0	.983	-.002
NSSE 2014 & 2015	40.8	13.9	.03	16	32	40	52	60	166	.5	.706	.033
Top 50%	43.1	13.6	.06	20	36	44	56	60	167	-1.8	.138	-.134
Top 10%	45.1	13.4	.13	20	36	48	60	60	170	-3.9	.002	-.289
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UWG (N = 141)	42.3	12.1	1.02	18	36	44	50	60				
Peers	42.6	12.2	.26	20	36	44	52	60	2,289	-.3	.747	-.028
Aspirants	43.3	10.6	.23	24	38	44	50	60	2,362	-1.1	.252	-.099
NSSE 2014 & 2015	42.4	12.0	.03	20	35	44	50	60	146,977	-.1	.928	-.008
Top 50%	45.0	11.4	.05	24	38	46	54	60	51,898	-2.7	.005	-.237
Top 10%	46.7	11.8	.10	24	40	50	56	60	13,214	-4.4	.000	-.377
<b>Supportive Environment</b>												
UWG (N = 140)	33.2	13.8	1.17	13	23	33	43	58				
Peers	34.3	14.6	.32	10	23	35	43	60	2,244	-1.1	.399	-.074
Aspirants	35.6	13.3	.29	13	28	35	45	60	2,283	-2.4	.041	-.179
NSSE 2014 & 2015	33.3	14.5	.04	10	23	33	43	60	144,550	-.1	.944	-.006
Top 50%	36.1	13.9	.06	13	26	38	45	60	58,343	-2.9	.015	-.206
Top 10%	38.8	13.7	.13	15	30	40	50	60	10,989	-5.5	.000	-.404

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.