NSSE 2015
Engagement Indicators

Montclair 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
Academic Challenge	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
Learning with Peers	Collaborative Learning
	Discussions with Diverse Others
Experiences with Faculty	Student-Faculty Interaction
	Effective Teaching Practices
Campus Environment	Quality of Interactions
	Supportive Environment

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**

Rocconi, L., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

Engagement Indicators: Overview

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

Use the following key:

▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with MSU Bechmark U	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2014 & 2015
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	▽	▽	▽
	Quantitative Reasoning	▽	▽	▽
Learning with Peers	Collaborative Learning	▽	▽	▽
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	▽	▽
	Effective Teaching Practices	--	▽	--
Campus Environment	Quality of Interactions	▼	▼	▼
	Supportive Environment	--	▽	▽

Seniors

Theme	Engagement Indicator	Your seniors compared with MSU Bechmark U	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2014 & 2015
Academic Challenge	Higher-Order Learning	--	▽	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	▽	▽	▽
Learning with Peers	Collaborative Learning	▽	▽	▽
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	▽	▽	▽
	Effective Teaching Practices	--	▽	--
Campus Environment	Quality of Interactions	▽	▼	▼
	Supportive Environment	--	--	--

NSSE 2015 Engagement Indicators

Academic Challenge

Montclair State University

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

| | MSU | Your first-year students compared with | | | | | |
| | | MSU Bechmark U | | Carnegie Class | | NSSE 2014 & 2015 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.7	38.5	-.06	39.3	-.11	39.4	-.12
Reflective & Integrative Learning	35.6	35.8	-.02	36.0	-.03	36.0	-.03
Learning Strategies	36.3	38.6 *	-.16	39.8 ***	-.25	39.7 ***	-.24
Quantitative Reasoning	24.3	27.7 **	-.21	27.7 **	-.21	27.9 ***	-.22

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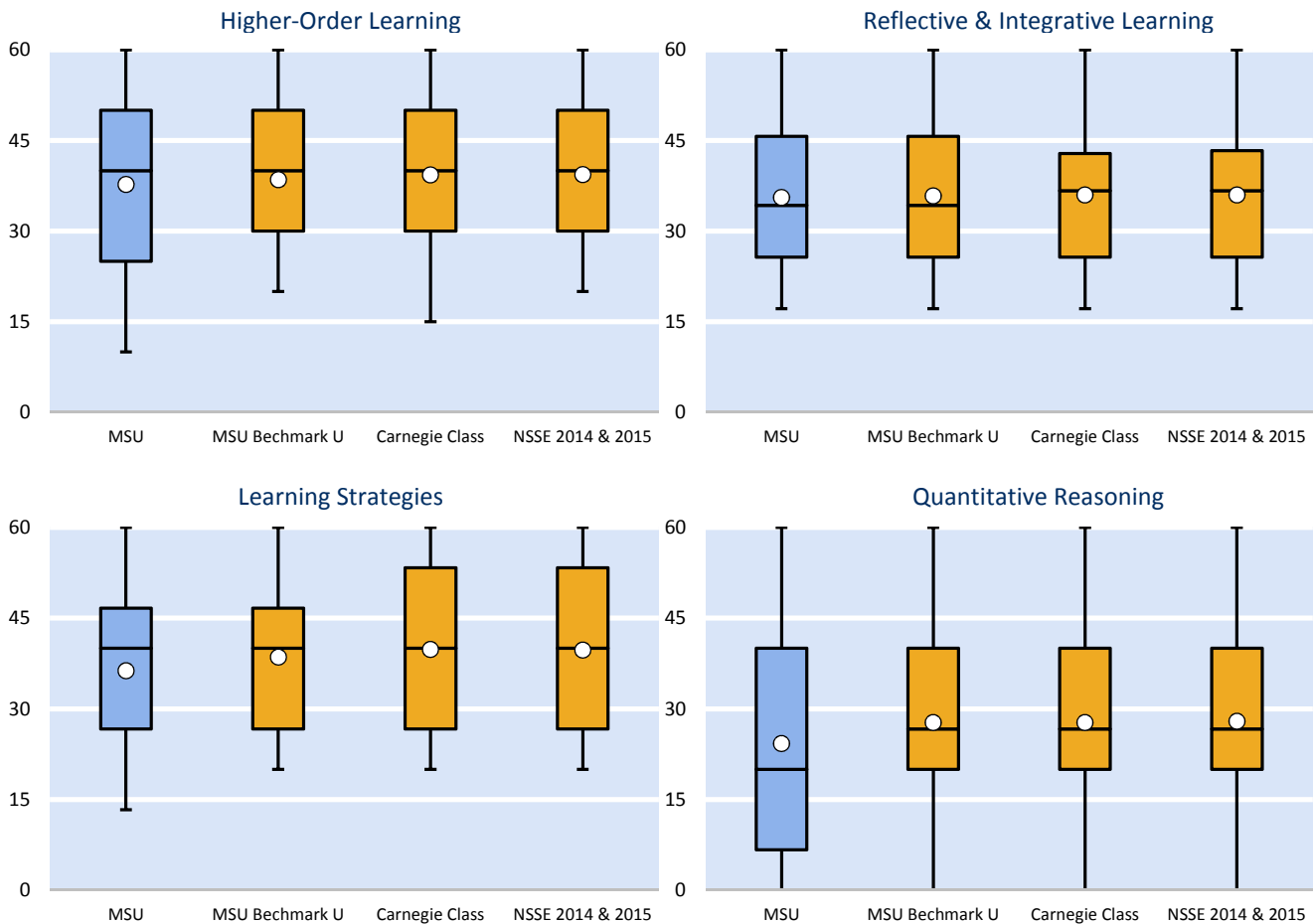
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

Higher-Order Learning	MSU	MSU Bechmark U	Carnegie Class	NSSE 2014 & 2015
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	64	70	72	73
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67	70	73	73
4d. Evaluating a point of view, decision, or information source	67	71	71	71
4e. Forming a new idea or understanding from various pieces of information	66	68	70	69

Reflective & Integrative Learning	MSU	MSU Bechmark U	Carnegie Class	NSSE 2014 & 2015
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	55	57	56	56
2b. Connected your learning to societal problems or issues	55	55	54	54
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55	53	52	52
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60	62	63	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	67	68	68
2f. Learned something that changed the way you understand an issue or concept	62	64	66	66
2g. Connected ideas from your courses to your prior experiences and knowledge	71	76	77	77

Learning Strategies	MSU	MSU Bechmark U	Carnegie Class	NSSE 2014 & 2015
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	73	80	80	81
9b. Reviewed your notes after class	57	63	67	66
9c. Summarized what you learned in class or from course materials	56	61	64	64

Quantitative Reasoning	MSU	MSU Bechmark U	Carnegie Class	NSSE 2014 & 2015
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	47	52	52	53
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35	38	39	39
6c. Evaluated what others have concluded from numerical information	32	38	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.

NSSE 2015 Engagement Indicators
Academic Challenge
Montclair State University

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

| | MSU | *Your seniors compared with* | | | | | |
| | | MSU Bechmark U | | Carnegie Class | | NSSE 2014 & 2015 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.2	41.3	-.07	41.7 *	-.10	41.4	-.08
Reflective & Integrative Learning	38.9	39.2	-.03	39.3	-.03	39.0	-.01
Learning Strategies	40.6	39.9	.04	40.8	-.02	40.3	.02
Quantitative Reasoning	27.0	29.9 **	-.16	30.1 ***	-.18	30.4 ***	-.19

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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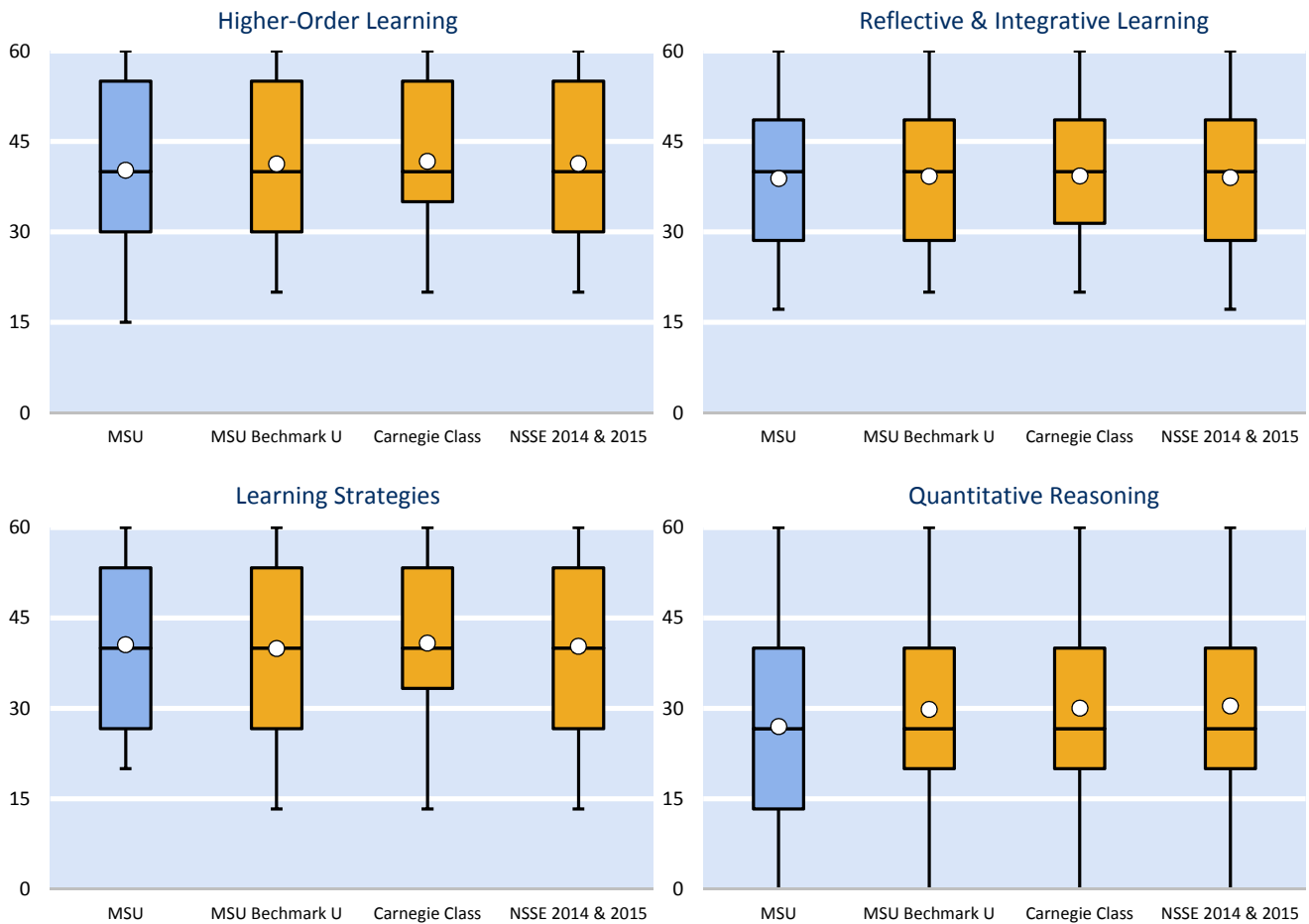
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Academic Challenge: Seniors (continued)

Summary of Indicator Items

Higher-Order Learning

	MSU	MSU Bechmark U	Carnegie Class	NSSE 2014 & 2015
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	72	79	80	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	78	78	78
4d. Evaluating a point of view, decision, or information source	71	72	74	72
4e. Forming a new idea or understanding from various pieces of information	70	72	74	73

Reflective & Integrative Learning

	MSU	MSU Bechmark U	Carnegie Class	NSSE 2014 & 2015
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	71	73	72	72
2b. Connected your learning to societal problems or issues	64	64	66	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	58	56	57	55
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	66	67	67
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	72	72	71
2f. Learned something that changed the way you understand an issue or concept	68	70	71	70
2g. Connected ideas from your courses to your prior experiences and knowledge	82	83	84	84

Learning Strategies

	MSU	MSU Bechmark U	Carnegie Class	NSSE 2014 & 2015
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	85	82	83	83
9b. Reviewed your notes after class	63	63	65	64
9c. Summarized what you learned in class or from course materials	65	65	67	66

Quantitative Reasoning

	MSU	MSU Bechmark U	Carnegie Class	NSSE 2014 & 2015
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	51	54	55	56
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37	45	45	46
6c. Evaluated what others have concluded from numerical information	38	45	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

| | MSU | Your first-year students compared with | | | | | |
| | | MSU Bechmark U | | Carnegie Class | | NSSE 2014 & 2015 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.1	32.2 ***	-.23	31.8 ***	-.19	32.4 ***	-.23
Discussions with Diverse Others	41.0	41.8	-.05	40.5	.03	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	MSU	MSU Bechmark U	Carnegie Class	NSSE 2014 & 2015
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	41	50	49	50
1f. Explained course material to one or more students	52	57	56	57
1g. Prepared for exams by discussing or working through course material with other students	39	47	48	50
1h. Worked with other students on course projects or assignments	47	52	53	53

Discussions with Diverse Others	MSU	MSU Bechmark U	Carnegie Class	NSSE 2014 & 2015
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	75	77	72	73
8b. People from an economic background other than your own	72	75	73	74
8c. People with religious beliefs other than your own	69	72	68	69
8d. People with political views other than your own	63	69	67	68

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: 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

| | MSU | Your seniors compared with | | | | | |
| | | MSU Bechmark U | | Carnegie Class | | NSSE 2014 & 2015 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.3	33.2 **	-.14	32.6 *	-.09	32.9 **	-.11
Discussions with Diverse Others	43.4	42.6	.05	41.8	.10	42.0	.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

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	MSU	MSU Bechmark U	Carnegie Class	NSSE 2014 & 2015
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	35	42	41	41
1f. Explained course material to one or more students	59	60	58	59
1g. Prepared for exams by discussing or working through course material with other students	39	46	46	47
1h. Worked with other students on course projects or assignments	61	66	65	65

Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	82	77	74	74
8b. People from an economic background other than your own	78	76	74	75
8c. People with religious beliefs other than your own	75	72	70	70
8d. People with political views other than your own	70	71	70	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.

NSSE 2015 Engagement Indicators

Experiences with Faculty

Montclair State University

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	MSU Mean	MSU Bechmark U Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2014 & 2015 Mean	Effect size
		Your first-year students compared with					
Student-Faculty Interaction	18.5	19.1	-.04	20.7 **	-.15	20.7 **	-.15
Effective Teaching Practices	38.7	38.5	.01	40.5 *	-.14	40.1	-.11

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

Score Distributions

Student-Faculty Interaction

Effective Teaching Practices

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

Summary of Indicator Items

Student-Faculty Interaction

	MSU %	MSU Bechmark U %	Carnegie Class %	NSSE 2014 & 2015 %
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	31	30	33	33
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	14	17	19	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	22	26	26
3d. Discussed your academic performance with a faculty member	28	26	30	30

Effective Teaching Practices

	MSU %	MSU Bechmark U %	Carnegie Class %	NSSE 2014 & 2015 %
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	75	77	81	80
5b. Taught course sessions in an organized way	71	74	79	79
5c. Used examples or illustrations to explain difficult points	69	74	77	77
5d. Provided feedback on a draft or work in progress	69	65	67	65
5e. Provided prompt and detailed feedback on tests or completed assignments	60	57	64	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

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

| | | Your seniors compared with | | | | | |
| | MSU | MSU Bechmark U | | Carnegie Class | | NSSE 2014 & 2015 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.8	23.9 **	-.13	24.0 **	-.13	24.0 **	-.14
Effective Teaching Practices	39.5	40.3	-.06	41.2 *	-.12	40.8	-.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

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

Summary of Indicator Items

Student-Faculty Interaction	MSU	MSU Bechmark U	Carnegie Class	NSSE 2014 & 2015
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
3a. Talked about career plans with a faculty member	39	42	43	43
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	26	26	27
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	33	34	34
3d. Discussed your academic performance with a faculty member	31	34	34	34

Effective Teaching Practices	MSU	MSU Bechmark U	Carnegie Class	NSSE 2014 & 2015
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	78	81	83	82
5b. Taught course sessions in an organized way	75	78	80	80
5c. Used examples or illustrations to explain difficult points	72	79	79	79
5d. Provided feedback on a draft or work in progress	60	62	64	62
5e. Provided prompt and detailed feedback on tests or completed assignments	64	65	68	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.

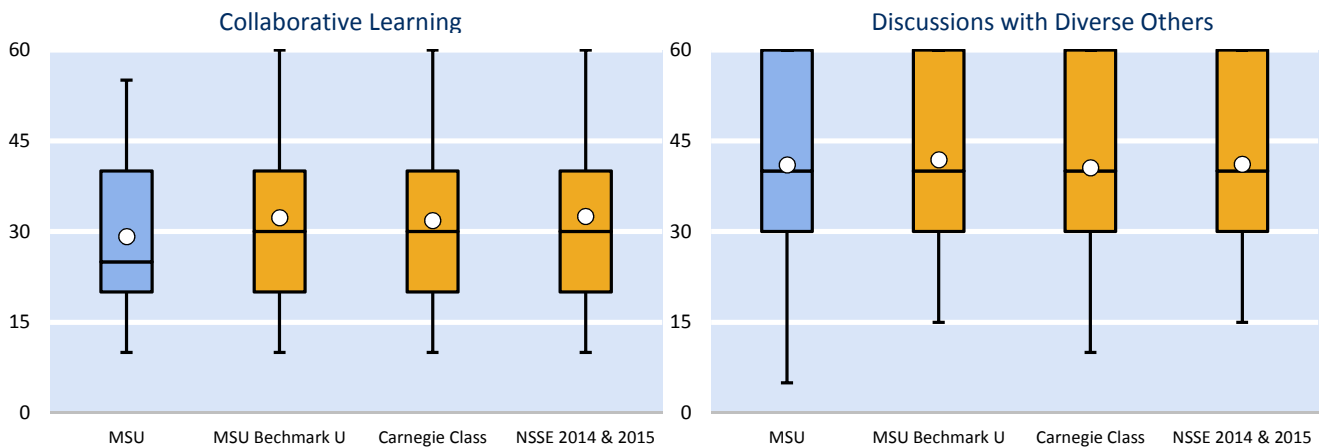## Campus Environment: First-year students

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

| | MSU | Your first-year students compared with | | | | | |
| | | MSU Bechmark U | | Carnegie Class | | NSSE 2014 & 2015 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	36.1	39.9 ***	-.31	41.2 ***	-.40	41.5 ***	-.43
Supportive Environment	34.6	36.2	-.12	37.2 **	-.19	37.3 **	-.20

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

Score Distributions

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

Summary of Indicator Items

Quality of Interactions

	MSU	MSU Bechmark U	Carnegie Class	NSSE 2014 & 2015
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...	%	%	%	%
13a. Students	51	54	57	58
13b. Academic advisors	34	44	48	49
13c. Faculty	34	42	49	50
13d. Student services staff (career services, student activities, housing, etc.)	31	40	44	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	21	36	41	41

Supportive Environment

	MSU	MSU Bechmark U	Carnegie Class	NSSE 2014 & 2015
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	70	74	77	78
14c. Using learning support services (tutoring services, writing center, etc.)	69	76	78	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	58	60	60
14e. Providing opportunities to be involved socially	68	72	72	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	70	71	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	43	46	45
14h. Attending campus activities and events (performing arts, athletic events, etc.)	59	66	66	67
14i. Attending events that address important social, economic, or political issues	46	51	53	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.
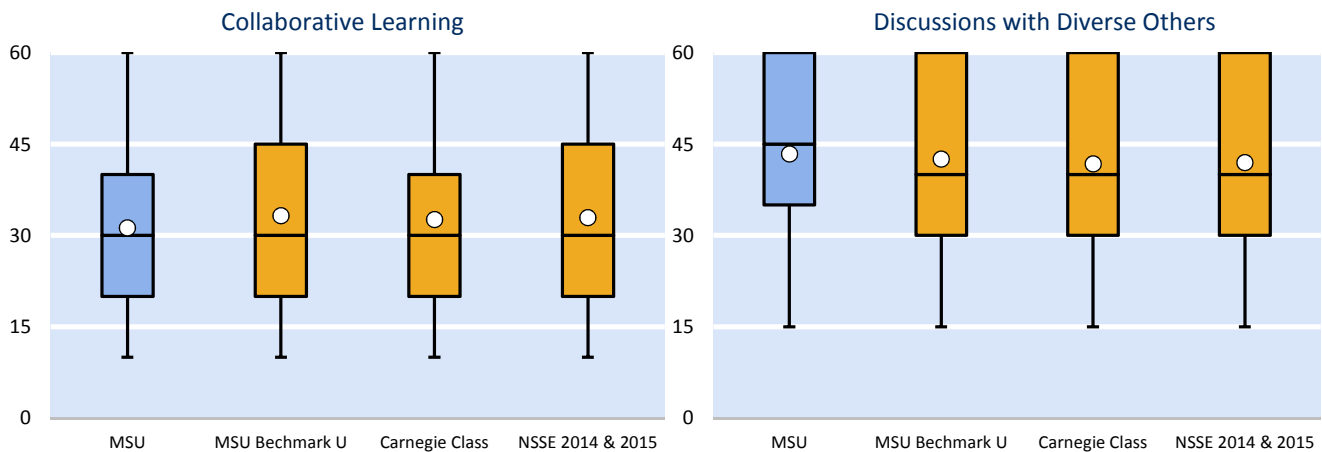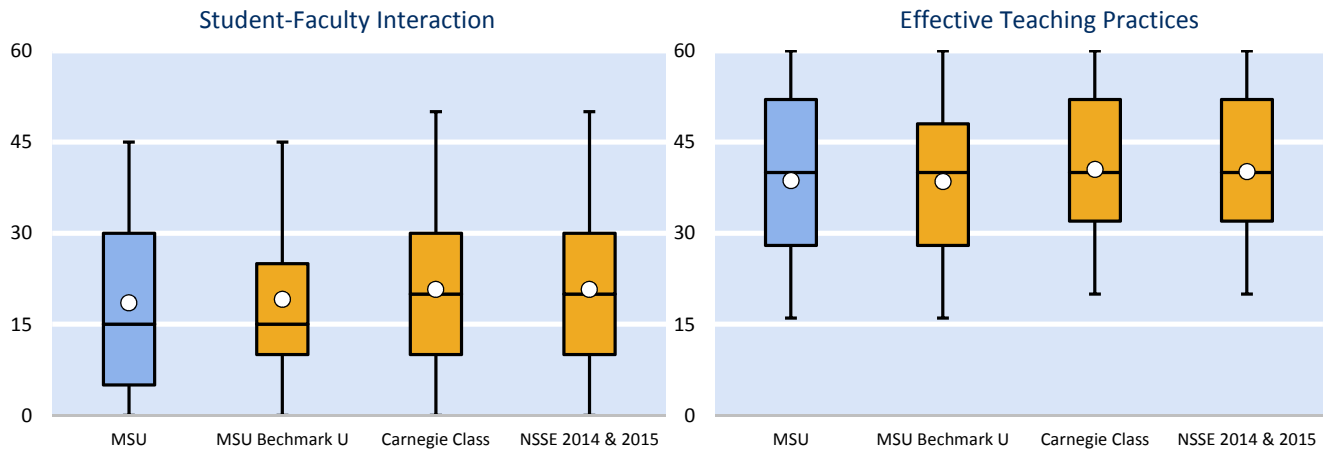
Campus Environment: Seniors

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

	MSU	Your seniors compared with					
		MSU Bechmark U		Carnegie Class		NSSE 2014 & 2015	
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Quality of Interactions	37.8	41.1 ***	-.28	42.6 ***	-.40	42.4 ***	-.38
Supportive Environment	32.4	33.6	-.09	33.0	-.05	33.3	-.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.

Summary of Indicator Items

Quality of Interactions	MSU	MSU Bechmark U	Carnegie Class	NSSE 2014 & 2015
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...	%	%	%	%
13a. Students	56	60	63	63
13b. Academic advisors	41	47	53	52
13c. Faculty	50	56	60	59
13d. Student services staff (career services, student activities, housing, etc.)	29	40	43	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	30	36	42	41

Supportive Environment	MSU	MSU Bechmark U	Carnegie Class	NSSE 2014 & 2015
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	60	70	72	72
14c. Using learning support services (tutoring services, writing center, etc.)	61	67	67	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	55	54	53
14e. Providing opportunities to be involved socially	66	68	65	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	70	65	61	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	29	31	33	33
14h. Attending campus activities and events (performing arts, athletic events, etc.)	55	61	54	58
14i. Attending events that address important social, economic, or political issues	46	46	46	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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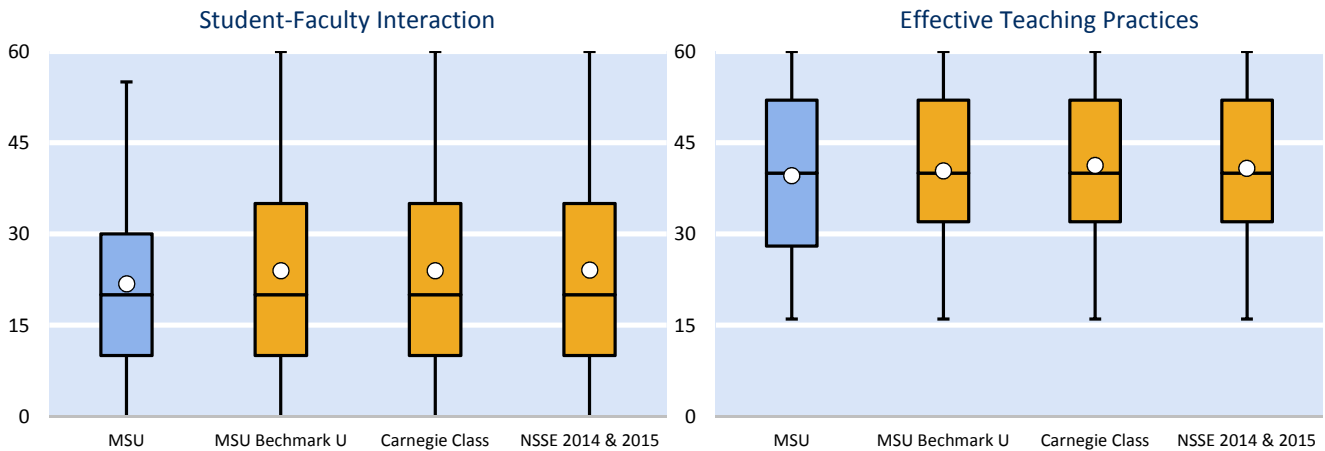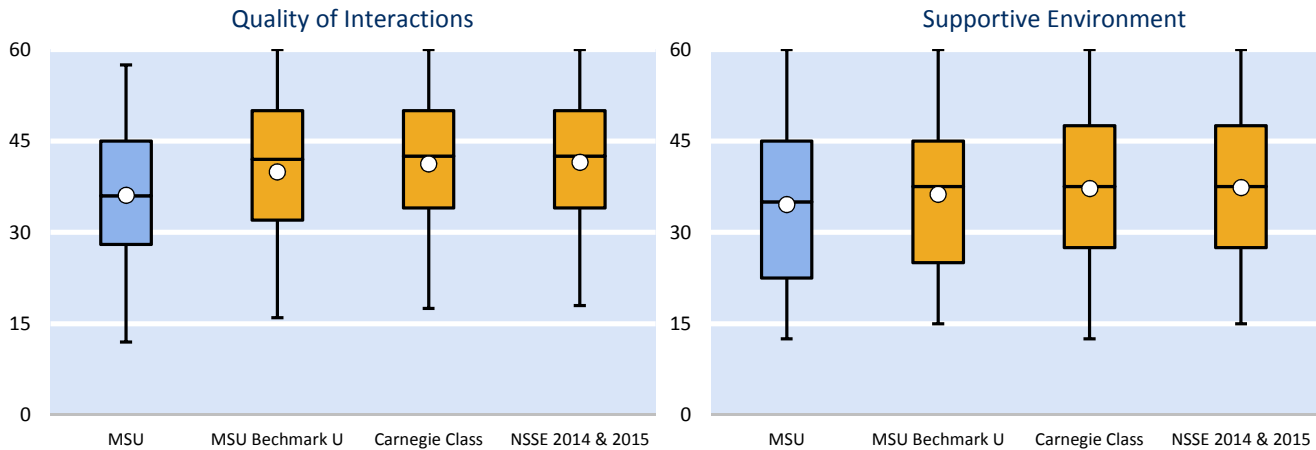
Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see **nsse.indiana.edu/html/position_policies.cfm**), 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 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[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

| | | MSU | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.7	41.0 ***	-.24		43.0 ***	-.38	
	Reflective and Integrative Learning	35.6	37.6 **	-.16		39.6 ***	-.31	
	Learning Strategies	36.3	41.6 ***	-.37		44.4 ***	-.58	
	Quantitative Reasoning	24.3	29.4 ***	-.31		31.5 ***	-.44	
Learning with Peers	Collaborative Learning	29.1	35.1 ***	-.44		37.3 ***	-.59	
	Discussions with Diverse Others	41.0	43.4 *	-.15		45.5 ***	-.30	
Experiences with Faculty	Student-Faculty Interaction	18.5	24.0 ***	-.36		27.2 ***	-.54	
	Effective Teaching Practices	38.7	42.3 ***	-.28		44.6 ***	-.45	
Campus Environment	Quality of Interactions	36.1	44.0 ***	-.68		45.8 ***	-.82	
	Supportive Environment	34.6	39.4 ***	-.36		41.3 ***	-.52	

Seniors

| | | MSU | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.2	43.5 ***	-.23		45.3 ***	-.37	
	Reflective and Integrative Learning	38.9	41.3 ***	-.19		43.1 ***	-.34	
	Learning Strategies	40.6	42.5 *	-.13		44.8 ***	-.30	
	Quantitative Reasoning	27.0	31.8 ***	-.27		33.6 ***	-.39	
Learning with Peers	Collaborative Learning	31.3	35.7 ***	-.32		38.2 ***	-.51	
	Discussions with Diverse Others	43.4	43.9	-.04	✓	45.9 **	-.17	
Experiences with Faculty	Student-Faculty Interaction	21.8	29.8 ***	-.49		34.1 ***	-.75	
	Effective Teaching Practices	39.5	43.1 ***	-.26		45.1 ***	-.42	
Campus Environment	Quality of Interactions	37.8	45.0 ***	-.63		46.7 ***	-.76	
	Supportive Environment	32.4	36.1 ***	-.27		38.8 ***	-.47	

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.

NSSE
national survey of
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Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
MSU (N = 303)	37.7	15.6	.90	10	25	40	50	60				
MSU Bechmark U	38.5	13.7	.29	20	30	40	50	60	368	-.8	.392	-.058
Carnegie Class	39.3	14.0	.08	15	30	40	50	60	306	-1.6	.084	-.111
NSSE 2014 & 2015	39.4	13.9	.04	20	30	40	50	60	303	-1.6	.070	-.117
Top 50%	41.0	13.7	.06	20	30	40	50	60	305	-3.2	.000	-.236
Top 10%	43.0	13.8	.13	20	35	40	55	60	316	-5.3	.000	-.384
Reflective & Integrative Learning												
MSU (N = 327)	35.6	13.2	.73	17	26	34	46	60				
MSU Bechmark U	35.8	12.5	.26	17	26	34	46	60	2,671	-.3	.704	-.022
Carnegie Class	36.0	12.7	.07	17	26	37	43	60	36,612	-.4	.547	-.034
NSSE 2014 & 2015	36.0	12.7	.04	17	26	37	43	60	111,554	-.4	.564	-.032
Top 50%	37.6	12.7	.05	17	29	37	46	60	56,440	-2.0	.004	-.161
Top 10%	39.6	12.8	.12	20	31	40	49	60	11,560	-4.0	.000	-.314
Learning Strategies												
MSU (N = 271)	36.3	14.7	.89	13	27	40	47	60				
MSU Bechmark U	38.6	14.1	.31	20	27	40	47	60	2,353	-2.2	.014	-.159
Carnegie Class	39.8	14.3	.08	20	27	40	53	60	32,436	-3.5	.000	-.245
NSSE 2014 & 2015	39.7	14.3	.05	20	27	40	53	60	99,049	-3.4	.000	-.239
Top 50%	41.6	14.1	.06	20	33	40	53	60	47,404	-5.3	.000	-.374
Top 10%	44.4	14.0	.14	20	33	47	60	60	10,941	-8.1	.000	-.577
Quantitative Reasoning												
MSU (N = 315)	24.3	18.6	1.05	0	7	20	40	60				
MSU Bechmark U	27.7	16.1	.34	0	20	27	40	60	382	-3.5	.002	-.212
Carnegie Class	27.7	16.7	.09	0	20	27	40	60	319	-3.4	.001	-.206
NSSE 2014 & 2015	27.9	16.6	.05	0	20	27	40	60	316	-3.7	.001	-.221
Top 50%	29.4	16.6	.06	0	20	27	40	60	317	-5.1	.000	-.308
Top 10%	31.5	16.5	.14	0	20	33	40	60	326	-7.2	.000	-.437
Learning with Peers												
Collaborative Learning												
MSU (N = 365)	29.1	13.7	.71	10	20	25	40	55				
MSU Bechmark U	32.2	13.7	.28	10	20	30	40	60	2,794	-3.1	.000	-.228
Carnegie Class	31.8	14.3	.07	10	20	30	40	60	37,618	-2.7	.000	-.187
NSSE 2014 & 2015	32.4	14.3	.04	10	20	30	40	60	114,879	-3.3	.000	-.233
Top 50%	35.1	13.8	.05	15	25	35	45	60	63,546	-6.0	.000	-.437
Top 10%	37.3	13.8	.12	15	25	35	50	60	14,272	-8.1	.000	-.590
Discussions with Diverse Others												
MSU (N = 280)	41.0	17.4	1.04	5	30	40	60	60				
MSU Bechmark U	41.8	15.6	.34	15	30	40	60	60	341	-.8	.444	-.053
Carnegie Class	40.5	16.3	.09	10	30	40	60	60	32,825	.5	.600	.031
NSSE 2014 & 2015	41.1	16.1	.05	15	30	40	60	60	100,254	-.1	.947	-.004
Top 50%	43.4	15.4	.06	20	35	45	60	60	282	-2.4	.024	-.153
Top 10%	45.5	14.8	.13	20	40	50	60	60	288	-4.5	.000	-.304

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
MSU (N = 320)	18.5	15.1	.85	0	5	15	30	45				
MSU Bechmark U	19.1	14.2	.30	0	10	15	25	45	401	-.6	.500	-.042
Carnegie Class	20.7	15.0	.08	0	10	20	30	50	35,783	-2.2	.009	-.148
NSSE 2014 & 2015	20.7	14.9	.05	0	10	20	30	50	109,065	-2.2	.008	-.149
Top 50%	24.0	15.2	.08	0	15	20	35	55	36,712	-5.5	.000	-.363
Top 10%	27.2	16.1	.20	5	15	25	40	60	357	-8.7	.000	-.542
Effective Teaching Practices												
MSU (N = 315)	38.7	14.4	.81	16	28	40	52	60				
MSU Bechmark U	38.5	13.3	.28	16	28	40	48	60	391	.2	.839	.013
Carnegie Class	40.5	13.5	.07	20	32	40	52	60	319	-1.8	.025	-.136
NSSE 2014 & 2015	40.1	13.4	.04	20	32	40	52	60	316	-1.5	.070	-.110
Top 50%	42.3	13.2	.06	20	32	40	52	60	318	-3.7	.000	-.279
Top 10%	44.6	13.3	.15	20	36	44	56	60	335	-6.0	.000	-.449
Campus Environment												
Quality of Interactions												
MSU (N = 259)	36.1	12.9	.80	12	28	36	45	58				
MSU Bechmark U	39.9	12.3	.28	16	32	42	50	60	2,239	-3.9	.000	-.312
Carnegie Class	41.2	12.8	.07	18	34	43	50	60	31,414	-5.2	.000	-.404
NSSE 2014 & 2015	41.5	12.6	.04	18	34	43	50	60	95,909	-5.4	.000	-.432
Top 50%	44.0	11.7	.06	22	38	46	52	60	261	-7.9	.000	-.678
Top 10%	45.8	11.9	.13	23	40	48	55	60	272	-9.8	.000	-.823
Supportive Environment												
MSU (N = 235)	34.6	14.8	.96	13	23	35	45	60				
MSU Bechmark U	36.2	13.6	.31	15	25	38	45	60	2,172	-1.7	.078	-.122
Carnegie Class	37.2	14.2	.08	13	28	38	48	60	30,053	-2.6	.004	-.186
NSSE 2014 & 2015	37.3	13.9	.05	15	28	38	48	60	92,246	-2.8	.002	-.198
Top 50%	39.4	13.4	.06	18	30	40	50	60	236	-4.9	.000	-.364
Top 10%	41.3	13.0	.13	20	33	40	53	60	243	-6.8	.000	-.517

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.

NSSE 2015 Engagement Indicators

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
MSU (N = 416)	40.2	15.1	.74	15	30	40	55	60				
MSU Bechmark U	41.3	14.1	.23	20	30	40	55	60	4,157	-1.1	.151	-.074
Carnegie Class	41.7	14.2	.06	20	35	40	55	60	60,972	-1.5	.034	-.104
NSSE 2014 & 2015	41.4	14.1	.03	20	30	40	55	60	177,952	-1.1	.109	-.079
Top 50%	43.5	13.8	.05	20	35	40	55	60	67,334	-3.2	.000	-.234
Top 10%	45.3	13.6	.10	20	40	45	60	60	431	-5.1	.000	-.371
Reflective & Integrative Learning												
MSU (N = 439)	38.9	13.1	.63	17	29	40	49	60				
MSU Bechmark U	39.2	13.1	.21	20	29	40	49	60	4,319	-.4	.575	-.028
Carnegie Class	39.3	13.1	.05	20	31	40	49	60	63,514	-.4	.501	-.032
NSSE 2014 & 2015	39.0	13.1	.03	17	29	40	49	60	185,204	-.2	.796	-.012
Top 50%	41.3	12.7	.05	20	31	40	51	60	67,205	-2.4	.000	-.189
Top 10%	43.1	12.5	.10	20	34	43	54	60	16,978	-4.2	.000	-.338
Learning Strategies												
MSU (N = 375)	40.6	14.8	.76	20	27	40	53	60				
MSU Bechmark U	39.9	14.8	.25	13	27	40	53	60	3,868	.7	.420	.044
Carnegie Class	40.8	14.8	.06	13	33	40	53	60	57,412	-.3	.719	-.019
NSSE 2014 & 2015	40.3	14.8	.04	13	27	40	53	60	167,907	.2	.753	.016
Top 50%	42.5	14.6	.05	20	33	40	60	60	84,657	-1.9	.011	-.132
Top 10%	44.8	14.2	.10	20	33	47	60	60	22,538	-4.3	.000	-.301
Quantitative Reasoning												
MSU (N = 414)	27.0	17.9	.88	0	13	27	40	60				
MSU Bechmark U	29.9	17.6	.28	0	20	27	40	60	4,225	-2.8	.002	-.162
Carnegie Class	30.1	17.4	.07	0	20	27	40	60	62,080	-3.1	.000	-.176
NSSE 2014 & 2015	30.4	17.4	.04	0	20	27	40	60	181,311	-3.4	.000	-.194
Top 50%	31.8	17.3	.05	0	20	33	40	60	113,212	-4.7	.000	-.275
Top 10%	33.6	16.9	.11	0	20	33	47	60	25,305	-6.6	.000	-.391
Learning with Peers												
Collaborative Learning												
MSU (N = 464)	31.3	13.7	.63	10	20	30	40	60				
MSU Bechmark U	33.2	14.2	.23	10	20	30	45	60	4,422	-2.0	.004	-.141
Carnegie Class	32.6	14.6	.06	10	20	30	40	60	471	-1.3	.036	-.092
NSSE 2014 & 2015	32.9	14.6	.03	10	20	30	45	60	466	-1.7	.009	-.114
Top 50%	35.7	13.9	.05	15	25	35	45	60	94,871	-4.4	.000	-.319
Top 10%	38.2	13.7	.10	15	30	40	50	60	19,283	-6.9	.000	-.506
Discussions with Diverse Others												
MSU (N = 371)	43.4	15.9	.82	15	35	45	60	60				
MSU Bechmark U	42.6	16.2	.27	15	30	40	60	60	3,898	.8	.365	.049
Carnegie Class	41.8	16.3	.07	15	30	40	60	60	57,985	1.6	.060	.098
NSSE 2014 & 2015	42.0	16.1	.04	15	30	40	60	60	169,698	1.4	.095	.087
Top 50%	43.9	15.9	.05	20	35	45	60	60	108,393	-.6	.500	-.035
Top 10%	45.9	15.4	.10	20	40	50	60	60	26,354	-2.6	.002	-.166

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
MSU (N = 424)	21.8	16.1	.78	0	10	20	30	55				
MSU Bechmark U	23.9	16.2	.26	0	10	20	35	60	4,235	-2.2	.009	-.133
Carnegie Class	24.0	16.5	.07	0	10	20	35	60	62,148	-2.2	.007	-.132
NSSE 2014 & 2015	24.0	16.4	.04	0	10	20	35	60	181,307	-2.3	.004	-.138
Top 50%	29.8	16.2	.08	5	20	30	40	60	43,680	-8.0	.000	-.491
Top 10%	34.1	16.5	.21	5	20	35	45	60	6,818	-12.3	.000	-.746
Effective Teaching Practices												
MSU (N = 420)	39.5	14.5	.71	16	28	40	52	60				
MSU Bechmark U	40.3	13.7	.22	16	32	40	52	60	504	-.8	.283	-.058
Carnegie Class	41.2	14.0	.06	16	32	40	52	60	62,785	-1.7	.013	-.122
NSSE 2014 & 2015	40.8	13.9	.03	16	32	40	52	60	421	-1.2	.081	-.090
Top 50%	43.1	13.6	.05	20	36	44	56	60	424	-3.5	.000	-.259
Top 10%	45.1	13.4	.12	20	36	48	60	60	446	-5.6	.000	-.416
Campus Environment												
Quality of Interactions												
MSU (N = 359)	37.8	13.0	.69	14	30	40	48	60				
MSU Bechmark U	41.1	12.0	.20	18	34	42	50	60	424	-3.3	.000	-.277
Carnegie Class	42.6	12.2	.05	20	36	44	52	60	55,461	-4.8	.000	-.395
NSSE 2014 & 2015	42.4	12.0	.03	20	35	44	50	60	359	-4.6	.000	-.383
Top 50%	45.0	11.4	.05	24	38	46	54	60	361	-7.2	.000	-.632
Top 10%	46.7	11.8	.10	24	40	50	56	60	372	-8.9	.000	-.758
Supportive Environment												
MSU (N = 346)	32.4	14.5	.78	10	20	33	40	60				
MSU Bechmark U	33.6	14.2	.25	10	23	35	43	60	3,666	-1.3	.117	-.089
Carnegie Class	33.0	14.7	.06	9	23	33	43	60	54,519	-.7	.403	-.045
NSSE 2014 & 2015	33.3	14.5	.04	10	23	33	43	60	159,770	-.9	.227	-.065
Top 50%	36.1	13.9	.05	13	26	38	45	60	64,678	-3.7	.000	-.268
Top 10%	38.8	13.7	.13	15	30	40	50	60	12,338	-6.4	.000	-.466

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.