



NSSE 2018

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

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2017 and 2018 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 and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed





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

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




















Engagement Indicators: Overview

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


















Use the following key:

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Mid East Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2017 & 2018
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 Mid East Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2017 & 2018
Academic Challenge	Higher-Order Learning	--		
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--		
	Quantitative Reasoning			
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction		--	
	Effective Teaching Practices			
Campus Environment	Quality of Interactions			
	Supportive Environment		--	

Academic Challenge: First-year students

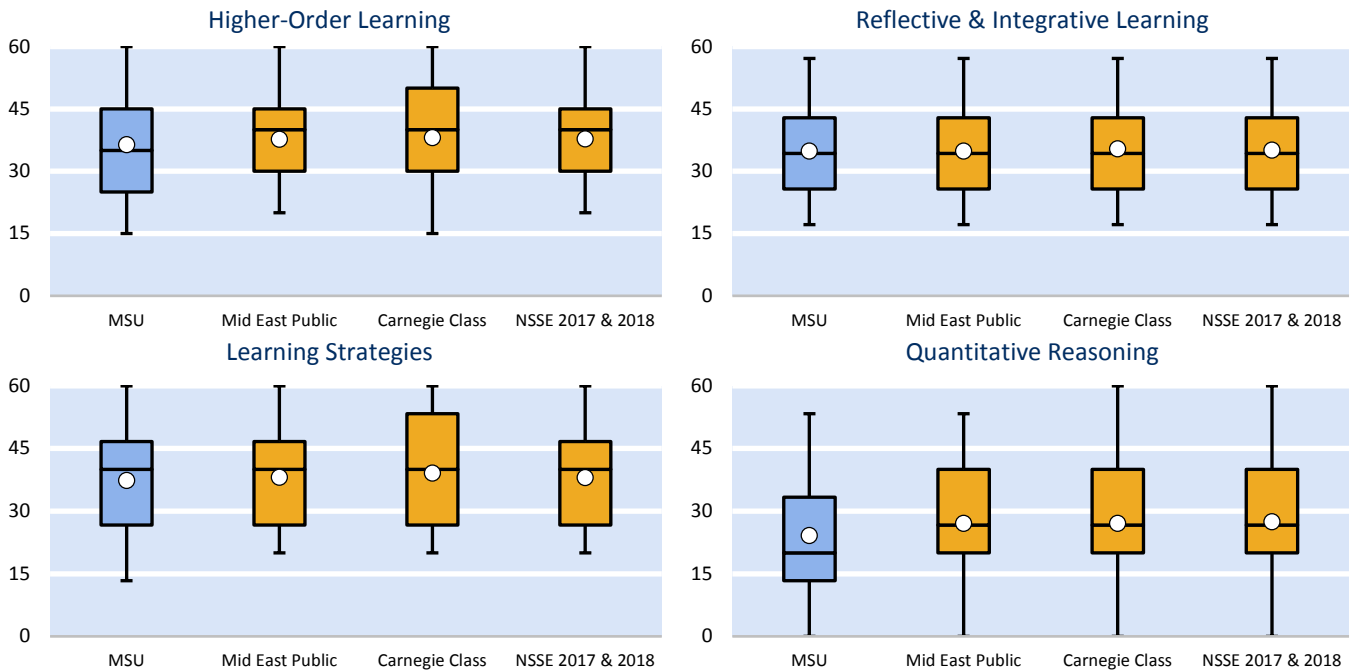
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	MSU Mean	Your first-year students compared with					
		Mid East Public Mean	Mid East Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2017 & 2018 Mean	NSSE 2017 & 2018 Effect size
Higher-Order Learning	36.4	37.7	-.10	38.1 **	-.12	37.8 *	-.11
Reflective & Integrative Learning	34.9	34.9	.00	35.4	-.04	35.1	-.01
Learning Strategies	37.3	38.1	-.06	39.1 **	-.13	38.0	-.05
Quantitative Reasoning	24.2	27.1 ***	-.19	27.1 ***	-.18	27.5 ***	-.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)

Performance on Indicator Items

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

	MSU	Percentage point difference ^a between your FY students and		
		Mid East Public	Carnegie Class	NSSE 2017 & 2018
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	60	-11	-9	-11
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	64	-5	-5	-5
4d. Evaluating a point of view, decision, or information source	67	-2	-4	-3
4e. Forming a new idea or understanding from various pieces of information	65	-2	-4	-3
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	49	-3	-1	-3
2b. Connected your learning to societal problems or issues	53	+2	+2	+2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55	+5	+4	+4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	-0	-2	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	+2	-1	+0
2f. Learned something that changed the way you understand an issue or concept	66	-1	-2	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	72	-4	-5	-5
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	72	-3	-5	-4
9b. Reviewed your notes after class	61	-4	-7	-4
9c. Summarized what you learned in class or from course materials	64	+0	-2	+1
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	44	-6	-7	-8
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	31	-7	-8	-8
6c. Evaluated what others have concluded from numerical information	32	-5	-5	-6

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

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

Academic Challenge: Seniors

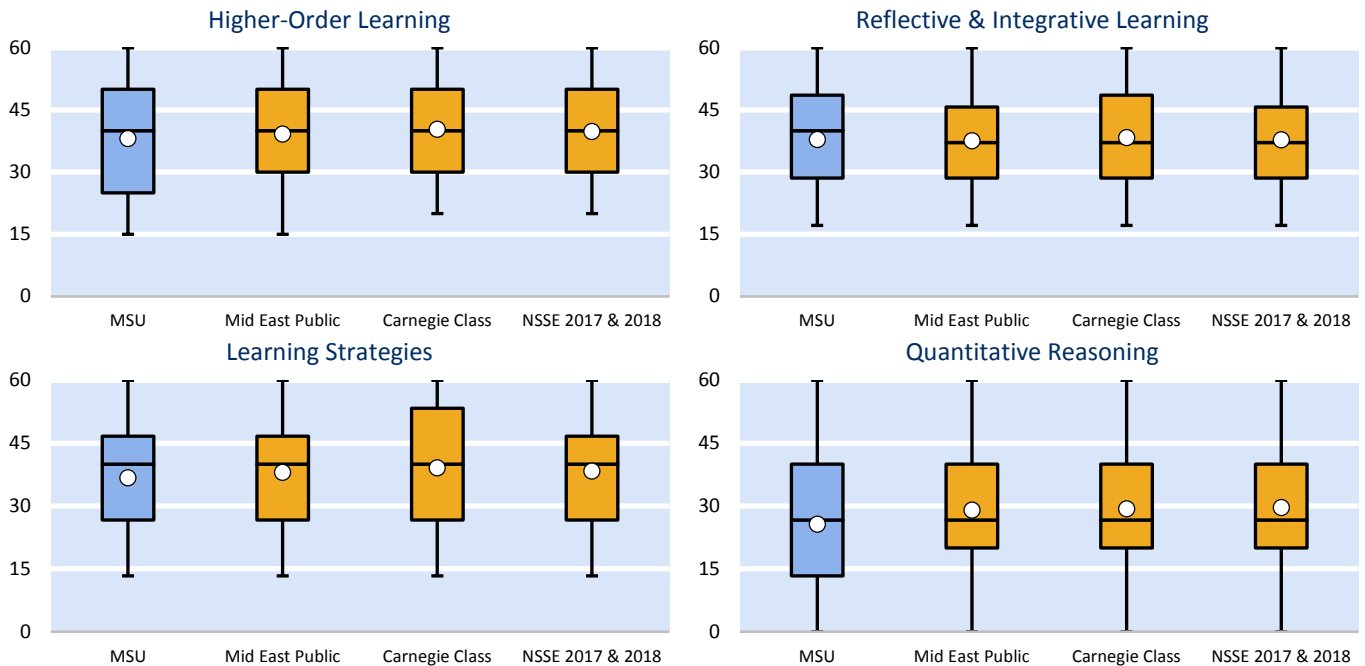
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	MSU Mean	Your seniors compared with					
		Mid East Public Mean	Mid East Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2017 & 2018 Mean	NSSE 2017 & 2018 Effect size
Higher-Order Learning	38.1	39.2	-.08	40.4 ***	-.17	39.8 *	-.13
Reflective & Integrative Learning	37.9	37.6	.02	38.3	-.04	37.8	.00
Learning Strategies	36.7	38.0	-.09	39.1 **	-.16	38.3 *	-.11
Quantitative Reasoning	25.6	29.0 ***	-.21	29.3 ***	-.23	29.6 ***	-.25

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

Score Distributions






















































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Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	MSU	Percentage point difference ^a between your seniors and		
		Mid East Public	Carnegie Class	NSSE 2017 & 2018
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	73	 -3	 -4	 -5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	 -1	 -4	 -3
4d. Evaluating a point of view, decision, or information source	68	 -1	 -5	 -2
4e. Forming a new idea or understanding from various pieces of information	68	 -2	 -5	 -3
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	68	 -0	 +1	 -0
2b. Connected your learning to societal problems or issues	61	 +1	 -1	 +0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	54	 +2	 -1	 +2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	 +3	 +0	 +2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72	 +1	 -1	 +0
2f. Learned something that changed the way you understand an issue or concept	70	 -1	 -1	 -1
2g. Connected ideas from your courses to your prior experiences and knowledge	80	 -2	 -3	 -3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	78	 -0	 -2	 -1
9b. Reviewed your notes after class	59	 -2	 -5	 -3
9c. Summarized what you learned in class or from course materials	57	 -6	 -8	 -6
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	45	 -9	 -10	 -11
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37	 -5	 -6	 -6
6c. Evaluated what others have concluded from numerical information	36	 -8	 -7	 -8

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

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

Learning with Peers: First-year students

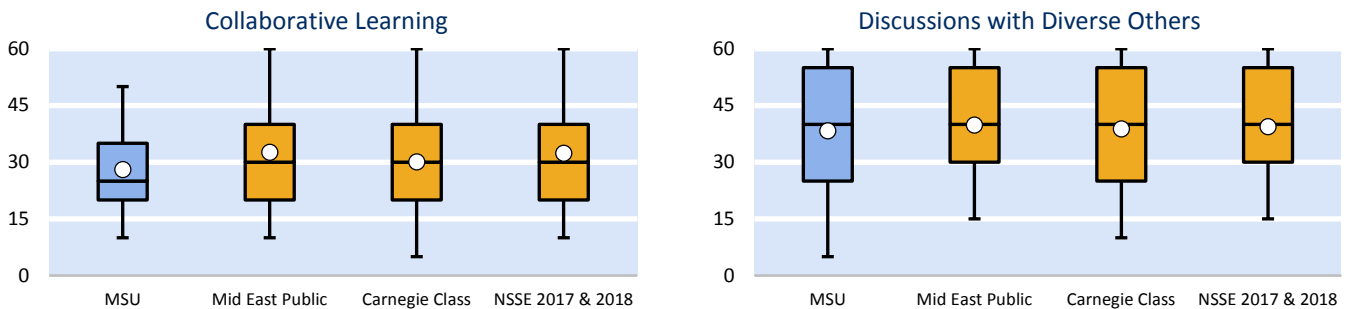
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	MSU Mean	Your first-year students compared with					
		Mid East Public		Carnegie Class		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	28.0	32.6 ***	-.34	30.0 ***	-.13	32.3 ***	-.30
Discussions with Diverse Others	38.3	39.8	-.10	38.8	-.03	39.4	-.07

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

Score Distributions



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Performance on Indicator Items

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

Collaborative Learning	MSU	Percentage point difference ^a between your FY students and		
		Mid East Public	Carnegie Class	NSSE 2017 & 2018
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	39	-13	-7	-13
1f. Explained course material to one or more students	47	-11	-5	-11
1g. Prepared for exams by discussing or working through course material with other students	34	-16	-11	-16
1h. Worked with other students on course projects or assignments	45	-9	-5	-9
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	73	+1	+3	+2
8b. People from an economic background other than your own	66	-5	-4	-5
8c. People with religious beliefs other than your own	66	-3	+1	-1
8d. People with political views other than your own	62	-3	-2	-3

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Learning with Peers: Seniors

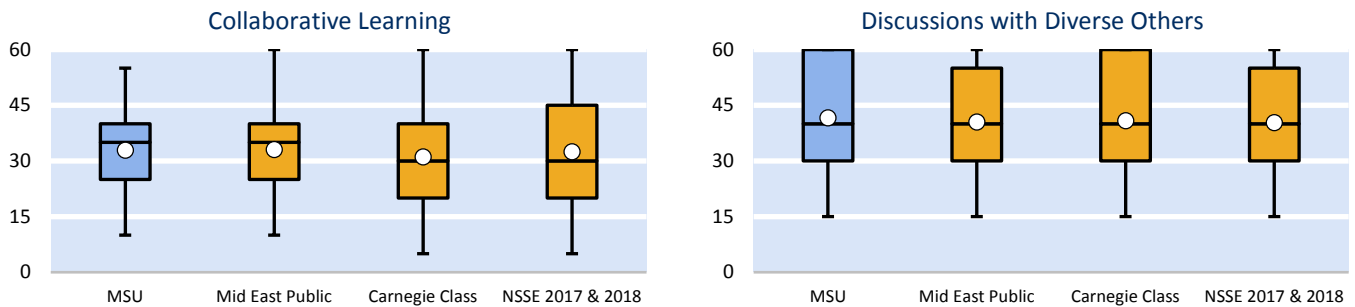
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Mean Comparisons

Engagement Indicator	MSU Mean	Your seniors compared with					
		Mid East Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2017 & 2018 Mean	Effect size
Collaborative Learning	32.9	33.1	-.02	31.1 **	.12	32.5	.03
Discussions with Diverse Others	41.6	40.5	.07	40.9	.05	40.3	.08

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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Collaborative Learning	MSU	Percentage point difference ^a between your seniors and			
		Mid East Public	Carnegie Class	NSSE 2017 & 2018	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
1e. Asked another student to help you understand course material	39	-5	+1	-5	
1f. Explained course material to one or more students	61	-0	+7	+2	
1g. Prepared for exams by discussing or working through course material with other students	47	-2	+4	-1	
1h. Worked with other students on course projects or assignments	69	+5	+4	+6	
<i>Discussions with Diverse Others</i>					
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>					
8a. People from a race or ethnicity other than your own	79	+6	+4	+7	
8b. People from an economic background other than your own	73	+1	-0	+1	
8c. People with religious beliefs other than your own	72	+2	+3	+4	
8d. People with political views other than your own	65	-0	-2	-1	

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Experiences with Faculty: First-year students

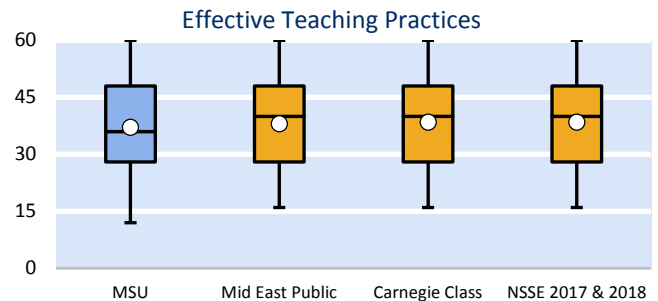
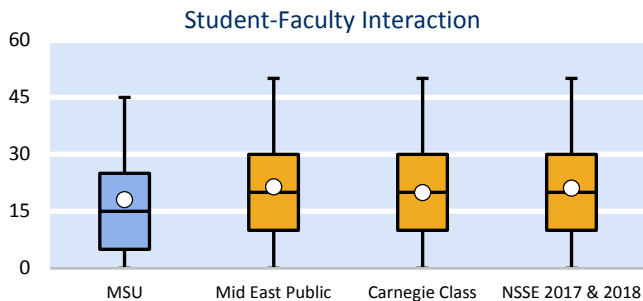
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	MSU Mean	Your first-year students compared with					
		Mid East Public Mean	Mid East Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2017 & 2018 Mean	NSSE 2017 & 2018 Effect size
Student-Faculty Interaction	18.0	21.4 ***	-.23	19.9 **	-.13	21.1 ***	-.21
Effective Teaching Practices	37.1	38.0	-.07	38.5 *	-.10	38.5 *	-.10

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Student-Faculty Interaction	MSU %	Percentage point difference ^a between your FY students and		
		Mid East Public	Carnegie Class	NSSE 2017 & 2018
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	33	-3	-2	-4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	15	-7	-4	-6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	22	-5	-1	-4
3d. Discussed your academic performance with a faculty member	23	-8	-6	-7
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	70	-6	-5	-7
5b. Taught course sessions in an organized way	66	-8	-7	-9
5c. Used examples or illustrations to explain difficult points	64	-9	-8	-10
5d. Provided feedback on a draft or work in progress	70	+7	+5	+6
5e. Provided prompt and detailed feedback on tests or completed assignments	55	-2	-5	-5

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

Experiences with Faculty: Seniors

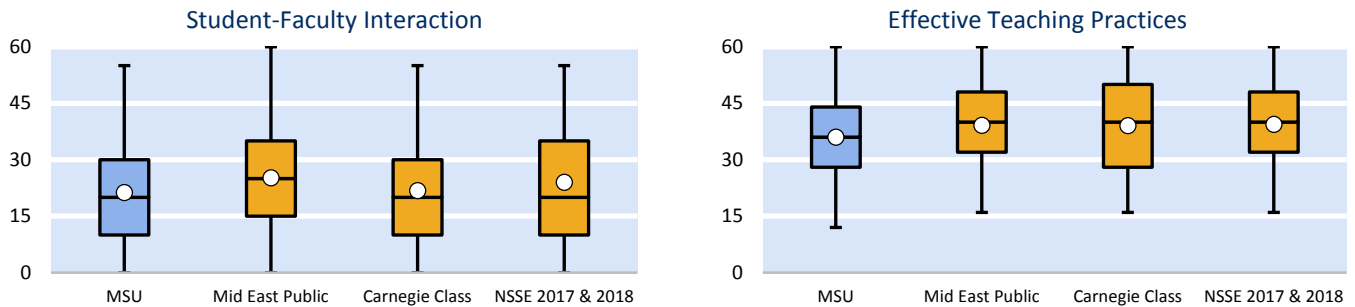
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	MSU Mean	Your seniors compared with					
		Mid East Public		Carnegie Class		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.2	25.2 ***	-.25	21.8	-.03	23.9 ***	-.17
Effective Teaching Practices	35.9	39.1 ***	-.23	39.0 ***	-.22	39.4 ***	-.25

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

Score Distributions



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

Performance on Indicator Items

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

Student-Faculty Interaction	MSU	Percentage point difference ^a between your seniors and		
		Mid East Public	Carnegie Class	NSSE 2017 & 2018
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	40	-5	+1	-3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	-9	-2	-6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	-8	-1	-6
3d. Discussed your academic performance with a faculty member	29	-7	-2	-4
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	71	-9	-8	-9
5b. Taught course sessions in an organized way	68	-9	-8	-10
5c. Used examples or illustrations to explain difficult points	69	-7	-5	-8
5d. Provided feedback on a draft or work in progress	56	-4	-4	-4
5e. Provided prompt and detailed feedback on tests or completed assignments	56	-7	-7	-8

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

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

Campus Environment: First-year students

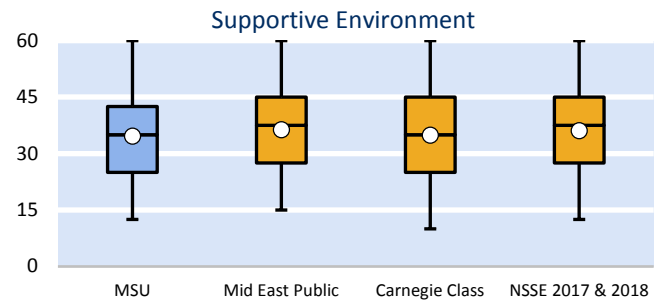
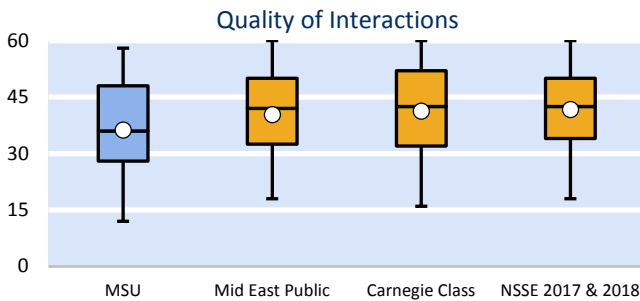
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	MSU Mean	Your first-year students compared with					
		Mid East Public		Carnegie Class		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	36.3	40.3 ***	-.33	41.3 ***	-.37	41.7 ***	-.43
Supportive Environment	34.6	36.3 *	-.13	34.9	-.02	36.1 *	-.11

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	MSU	Percentage point difference ^a between your FY students and		
		Mid East Public	Carnegie Class	NSSE 2017 & 2018
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	42	-5	-8	-8
13b. Academic advisors	35	-9	-16	-15
13c. Faculty	35	-9	-13	-14
13d. Student services staff (career services, student activities, housing, etc.)	29	-11	-15	-15
13e. Other administrative staff and offices (registrar, financial aid, etc.)	27	-11	-16	-16
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	64	-10	-11	-12
14c. Using learning support services (tutoring services, writing center, etc.)	69	-6	-7	-7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62	-0	+1	+1
14e. Providing opportunities to be involved socially	69	-3	+1	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	-0	+4	-1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	45	+3	+2	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	-4	+4	-3
14i. Attending events that address important social, economic, or political issues	43	-11	-2	-7

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

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

Campus Environment: Seniors

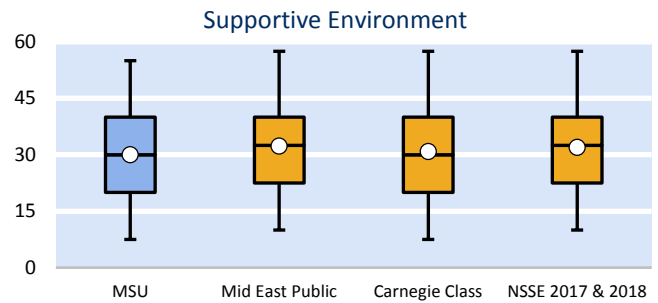
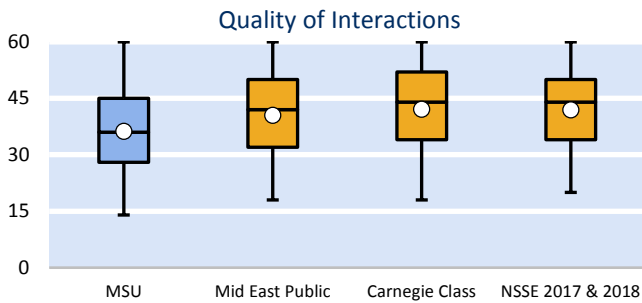
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	MSU Mean	Your seniors compared with					
		Mid East Public		Carnegie Class		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	36.3	40.5 ***	-.34	42.1 ***	-.45	42.0 ***	-.46
Supportive Environment	30.0	32.4 **	-.17	30.9	-.06	32.0 **	-.14

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

Score Distributions



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Performance on Indicator Items

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

Quality of Interactions	MSU	Percentage point difference ^a between your seniors and		
		Mid East Public	Carnegie Class	NSSE 2017 & 2018
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	47	-5	-9	-9
13b. Academic advisors	33	-12	-18	-17
13c. Faculty	39	-12	-16	-17
13d. Student services staff (career services, student activities, housing, etc.)	25	-12	-16	-16
13e. Other administrative staff and offices (registrar, financial aid, etc.)	26	-12	-17	-15
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	59	-9	-10	-11
14c. Using learning support services (tutoring services, writing center, etc.)	54	-9	-12	-12
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	-3	-4	-2
14e. Providing opportunities to be involved socially	59	-6	-0	-4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	60	-0	+5	+0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	28	-4	-3	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	49	-5	+4	-3
14i. Attending events that address important social, economic, or political issues	34	-13	-4	-8

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

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

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see nsse.indiana.edu/html/position_policies.cfm), 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 2017 and 2018 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2017 and 2018 NSSE institutions.

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

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

First-Year Students

Theme	Engagement Indicator	MSU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.4	38.9 ***	-.20		40.5 ***	-.31	
	Reflective and Integrative Learning	34.9	36.5 **	-.13		38.1 ***	-.26	
	Learning Strategies	37.3	39.5 **	-.16		41.6 ***	-.31	
	Quantitative Reasoning	24.2	28.7 ***	-.29		30.4 ***	-.41	
<i>Learning with Peers</i>	Collaborative Learning	28.0	35.1 ***	-.52		37.2 ***	-.68	
	Discussions with Diverse Others	38.3	41.4 ***	-.21		43.4 ***	-.35	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	18.0	24.3 ***	-.42		27.2 ***	-.59	
	Effective Teaching Practices	37.1	40.3 ***	-.24		42.0 ***	-.36	
<i>Campus Environment</i>	Quality of Interactions	36.3	43.9 ***	-.66		45.9 ***	-.79	
	Supportive Environment	34.6	37.9 ***	-.25		39.7 ***	-.38	

Seniors

Theme	Engagement Indicator	MSU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.1	41.3 ***	-.24		42.5 ***	-.32	
	Reflective and Integrative Learning	37.9	39.6 **	-.14		41.1 ***	-.27	
	Learning Strategies	36.7	40.2 ***	-.24		42.3 ***	-.39	
	Quantitative Reasoning	25.6	30.7 ***	-.32		32.7 ***	-.45	
<i>Learning with Peers</i>	Collaborative Learning	32.9	35.7 ***	-.20		38.1 ***	-.39	
	Discussions with Diverse Others	41.6	41.9	-.02	✓	43.8 **	-.14	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	21.2	29.2 ***	-.51		33.3 ***	-.75	
	Effective Teaching Practices	35.9	41.1 ***	-.38		43.1 ***	-.52	
<i>Campus Environment</i>	Quality of Interactions	36.3	44.4 ***	-.68		46.5 ***	-.83	
	Supportive Environment	30.0	34.3 ***	-.31		36.4 ***	-.46	

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 2017 and 2018 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	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 = 451)	36.4	14.3	.67	15	25	35	45	60				
Mid East Public	37.7	13.2	.13	20	30	40	45	60	483	-1.3	.053	-.100
Carnegie Class	38.1	13.8	.11	15	30	40	50	60	16,340	-1.7	.009	-.125
NSSE 2017 & 2018	37.8	13.2	.04	20	30	40	45	60	453	-1.4	.032	-.109
Top 50%	38.9	13.1	.05	20	30	40	50	60	454	-2.6	.000	-.196
Top 10%	40.5	13.3	.09	20	30	40	50	60	468	-4.1	.000	-.308
Reflective & Integrative Learning												
MSU (N = 507)	34.9	12.2	.54	17	26	34	43	57				
Mid East Public	34.9	11.9	.11	17	26	34	43	57	11,946	.0	.996	.000
Carnegie Class	35.4	12.4	.10	17	26	34	43	57	17,369	-.5	.338	-.043
NSSE 2017 & 2018	35.1	11.9	.03	17	26	34	43	57	148,308	-.2	.751	-.014
Top 50%	36.5	11.8	.04	17	29	37	43	57	78,696	-1.6	.003	-.132
Top 10%	38.1	12.0	.09	20	29	37	46	60	17,253	-3.2	.000	-.264
Learning Strategies												
MSU (N = 421)	37.3	14.5	.71	13	27	40	47	60				
Mid East Public	38.1	13.7	.14	20	27	40	47	60	453	-.8	.287	-.056
Carnegie Class	39.1	14.2	.12	20	27	40	53	60	14,787	-1.8	.009	-.128
NSSE 2017 & 2018	38.0	13.7	.04	20	27	40	47	60	422	-.7	.304	-.053
Top 50%	39.5	13.7	.05	20	27	40	53	60	424	-2.2	.002	-.160
Top 10%	41.6	14.1	.11	20	33	40	53	60	16,704	-4.3	.000	-.305
Quantitative Reasoning												
MSU (N = 423)	24.2	15.3	.74	0	13	20	33	53				
Mid East Public	27.1	15.2	.15	0	20	27	40	53	11,033	-2.9	.000	-.189
Carnegie Class	27.1	15.8	.13	0	20	27	40	60	15,869	-2.9	.000	-.185
NSSE 2017 & 2018	27.5	15.3	.04	0	20	27	40	60	137,215	-3.3	.000	-.215
Top 50%	28.7	15.2	.05	0	20	27	40	60	88,532	-4.5	.000	-.294
Top 10%	30.4	15.3	.10	7	20	27	40	60	21,959	-6.2	.000	-.405
Learning with Peers												
Collaborative Learning												
MSU (N = 546)	28.0	13.0	.56	10	20	25	35	50				
Mid East Public	32.6	13.7	.13	10	20	30	40	60	602	-4.6	.000	-.336
Carnegie Class	30.0	15.4	.12	5	20	30	40	60	593	-2.0	.000	-.132
NSSE 2017 & 2018	32.3	14.4	.04	10	20	30	40	60	549	-4.3	.000	-.297
Top 50%	35.1	13.6	.04	15	25	35	45	60	92,489	-7.1	.000	-.522
Top 10%	37.2	13.6	.09	15	25	40	45	60	577	-9.2	.000	-.680
Discussions with Diverse Others												
MSU (N = 427)	38.3	17.6	.85	5	25	40	55	60				
Mid East Public	39.8	15.2	.15	15	30	40	55	60	454	-1.6	.070	-.103
Carnegie Class	38.8	16.3	.14	10	25	40	55	60	448	-.6	.519	-.034
NSSE 2017 & 2018	39.4	15.5	.04	15	30	40	55	60	428	-1.1	.192	-.072
Top 50%	41.4	15.0	.05	15	30	40	55	60	429	-3.1	.000	-.208
Top 10%	43.4	14.8	.11	20	35	45	60	60	440	-5.1	.000	-.347

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 = 482)	18.0	14.5	.66	0	5	15	25	45				
Mid East Public	21.4	14.8	.14	0	10	20	30	50	11,568	-3.3	.000	-.226
Carnegie Class	19.9	14.8	.12	0	10	20	30	50	16,784	-1.9	.006	-.127
NSSE 2017 & 2018	21.1	14.6	.04	0	10	20	30	50	143,587	-3.1	.000	-.211
Top 50%	24.3	14.8	.06	5	15	20	35	55	52,664	-6.2	.000	-.419
Top 10%	27.2	15.8	.17	5	15	25	40	60	545	-9.2	.000	-.585
Effective Teaching Practices												
MSU (N = 449)	37.1	14.6	.69	12	28	36	48	60				
Mid East Public	38.0	13.2	.13	16	28	40	48	60	478	-.9	.204	-.067
Carnegie Class	38.5	14.1	.11	16	28	40	48	60	16,365	-1.4	.043	-.097
NSSE 2017 & 2018	38.5	13.1	.04	16	28	40	48	60	450	-1.4	.047	-.104
Top 50%	40.3	13.1	.05	20	32	40	52	60	453	-3.2	.000	-.242
Top 10%	42.0	13.7	.11	20	32	40	52	60	16,421	-4.9	.000	-.355
Campus Environment												
Quality of Interactions												
MSU (N = 391)	36.3	13.6	.69	12	28	36	48	58				
Mid East Public	40.3	12.2	.13	18	33	42	50	60	417	-4.1	.000	-.330
Carnegie Class	41.3	13.6	.12	16	32	43	52	60	13,676	-5.0	.000	-.371
NSSE 2017 & 2018	41.7	12.5	.04	18	34	43	50	60	392	-5.4	.000	-.435
Top 50%	43.9	11.6	.05	22	38	46	52	60	394	-7.6	.000	-.656
Top 10%	45.9	12.1	.12	22	40	48	56	60	412	-9.6	.000	-.789
Supportive Environment												
MSU (N = 393)	34.6	14.2	.71	13	25	35	43	60				
Mid East Public	36.3	13.5	.14	15	28	38	45	60	9,415	-1.7	.014	-.127
Carnegie Class	34.9	14.4	.12	10	25	35	45	60	13,940	-.3	.671	-.022
NSSE 2017 & 2018	36.1	13.5	.04	13	28	38	45	60	121,779	-1.5	.032	-.108
Top 50%	37.9	13.2	.05	15	30	40	48	60	396	-3.3	.000	-.252
Top 10%	39.7	13.1	.10	18	30	40	50	60	409	-5.1	.000	-.385

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 ^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 = 427)	38.1	14.6	.71	15	25	40	50	60				
Mid East Public	39.2	13.9	.12	15	30	40	50	60	13,611	-1.1	.112	-.078
Carnegie Class	40.4	13.9	.10	20	30	40	50	60	21,101	-2.3	.001	-.165
NSSE 2017 & 2018	39.8	13.7	.03	20	30	40	50	60	428	-1.7	.015	-.126
Top 50%	41.3	13.5	.05	20	35	40	55	60	82,890	-3.2	.000	-.237
Top 10%	42.5	13.7	.09	20	35	40	55	60	25,196	-4.3	.000	-.318
Reflective & Integrative Learning												
MSU (N = 479)	37.9	12.9	.59	17	29	40	49	60				
Mid East Public	37.6	12.5	.11	17	29	37	46	60	14,236	.2	.667	.020
Carnegie Class	38.3	12.5	.09	17	29	37	49	60	22,069	-.5	.413	-.038
NSSE 2017 & 2018	37.8	12.4	.03	17	29	37	46	60	183,416	.0	.976	.001
Top 50%	39.6	12.2	.04	20	31	40	49	60	483	-1.7	.004	-.140
Top 10%	41.1	12.2	.09	20	33	40	51	60	17,589	-3.3	.000	-.268
Learning Strategies												
MSU (N = 389)	36.7	14.4	.73	13	27	40	47	60				
Mid East Public	38.0	14.4	.13	13	27	40	47	60	12,317	-1.3	.088	-.088
Carnegie Class	39.1	14.6	.11	13	27	40	53	60	19,536	-2.4	.001	-.163
NSSE 2017 & 2018	38.3	14.5	.04	13	27	40	47	60	163,101	-1.6	.032	-.109
Top 50%	40.2	14.4	.05	20	33	40	53	60	87,623	-3.4	.000	-.240
Top 10%	42.3	14.2	.09	20	33	40	53	60	23,920	-5.6	.000	-.395
Quantitative Reasoning												
MSU (N = 394)	25.6	16.8	.85	0	13	27	40	60				
Mid East Public	29.0	16.1	.14	0	20	27	40	60	13,385	-3.4	.000	-.214
Carnegie Class	29.3	16.1	.11	0	20	27	40	60	20,669	-3.7	.000	-.228
NSSE 2017 & 2018	29.6	16.1	.04	0	20	27	40	60	172,788	-4.0	.000	-.249
Top 50%	30.7	16.0	.05	0	20	33	40	60	113,180	-5.1	.000	-.317
Top 10%	32.7	15.7	.10	7	20	33	40	60	25,002	-7.0	.000	-.448
Learning with Peers												
Collaborative Learning												
MSU (N = 518)	32.9	12.6	.55	10	25	35	40	55				
Mid East Public	33.1	14.1	.12	10	25	35	40	60	566	-.2	.659	-.018
Carnegie Class	31.1	14.8	.10	5	20	30	40	60	551	1.8	.002	.121
NSSE 2017 & 2018	32.5	15.0	.03	5	20	30	45	60	521	.4	.473	.026
Top 50%	35.7	13.9	.04	15	25	35	45	60	523	-2.8	.000	-.203
Top 10%	38.1	13.5	.10	15	30	40	50	60	553	-5.2	.000	-.387
Discussions with Diverse Others												
MSU (N = 400)	41.6	16.0	.80	15	30	40	60	60				
Mid East Public	40.5	15.5	.14	15	30	40	55	60	424	1.2	.155	.075
Carnegie Class	40.9	16.2	.12	15	30	40	60	60	19,628	.8	.357	.047
NSSE 2017 & 2018	40.3	15.8	.04	15	30	40	55	60	163,981	1.3	.090	.085
Top 50%	41.9	15.6	.05	15	30	40	60	60	114,375	-.3	.705	-.019
Top 10%	43.8	15.5	.09	20	35	45	60	60	27,923	-2.2	.006	-.140

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 = 445)	21.2	15.5	.74	0	10	20	30	55				
Mid East Public	25.2	15.9	.14	0	15	25	35	60	13,847	-3.9	.000	-.247
Carnegie Class	21.8	15.9	.11	0	10	20	30	55	21,501	-.5	.490	-.033
NSSE 2017 & 2018	23.9	15.9	.04	0	10	20	35	55	178,869	-2.7	.000	-.170
Top 50%	29.2	15.8	.07	5	20	30	40	60	46,002	-8.0	.000	-.506
Top 10%	33.3	16.1	.21	10	20	35	45	60	520	-12.0	.000	-.749
Effective Teaching Practices												
MSU (N = 422)	35.9	14.5	.71	12	28	36	44	60				
Mid East Public	39.1	13.8	.12	16	32	40	48	60	13,703	-3.2	.000	-.232
Carnegie Class	39.0	14.1	.10	16	28	40	50	60	21,174	-3.1	.000	-.218
NSSE 2017 & 2018	39.4	13.7	.03	16	32	40	48	60	176,607	-3.4	.000	-.250
Top 50%	41.1	13.6	.05	16	32	40	52	60	71,876	-5.2	.000	-.381
Top 10%	43.1	13.7	.11	20	36	44	56	60	15,047	-7.1	.000	-.521
Campus Environment												
Quality of Interactions												
MSU (N = 362)	36.3	13.6	.71	14	28	36	45	60				
Mid East Public	40.5	12.5	.12	18	32	42	50	60	381	-4.2	.000	-.335
Carnegie Class	42.1	12.9	.10	18	34	44	52	60	17,927	-5.8	.000	-.451
NSSE 2017 & 2018	42.0	12.3	.03	20	34	44	50	60	362	-5.7	.000	-.462
Top 50%	44.4	11.9	.05	22	38	46	54	60	365	-8.1	.000	-.679
Top 10%	46.5	12.3	.10	22	40	50	58	60	375	-10.2	.000	-.830
Supportive Environment												
MSU (N = 374)	30.0	14.7	.76	8	20	30	40	55				
Mid East Public	32.4	13.9	.13	10	23	33	40	58	395	-2.3	.003	-.166
Carnegie Class	30.9	14.4	.11	8	20	30	40	58	18,830	-.8	.266	-.058
NSSE 2017 & 2018	32.0	14.1	.04	10	23	33	40	58	157,180	-2.0	.007	-.140
Top 50%	34.3	13.7	.05	13	25	35	43	60	376	-4.2	.000	-.308
Top 10%	36.4	13.7	.11	13	28	38	45	60	390	-6.3	.000	-.459

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.