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 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 (FY) Students

Theme	Engagement Indicator	Your FY students compared with Public Over 20K Enrl	Your FY students compared with Carnegie Class	Your FY students compared with NSSE 2013
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective and 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 Public Over 20K Enrl	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2013
Academic Challenge	Higher-Order Learning	--	--	
	Reflective and 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	--	--	--