NSSE 2014
Engagement Indicators

Emporia 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 displayed 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 2013 and 2014 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. An effect size of .2 is generally considered small, .5 medium, and .8 large. 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 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 Web site: **nsse.iub.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 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 Plains Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2013 & 2014
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 Plains Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2013 & 2014
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

| | Emporia State | Your first-year students compared with | | | | | |
| | | Plains Public | | Carnegie Class | | NSSE 2013 & 2014 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.6	37.0	.04	39.1	-.11	39.0	-.11
Reflective & Integrative Learning	35.2	33.7	.12	35.6	-.03	35.6	-.03
Learning Strategies	40.0	37.3 *	.19	39.7	.02	39.5	.04
Quantitative Reasoning	28.5	27.0	.09	27.0	.09	27.4	.07

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

Score Distributions

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

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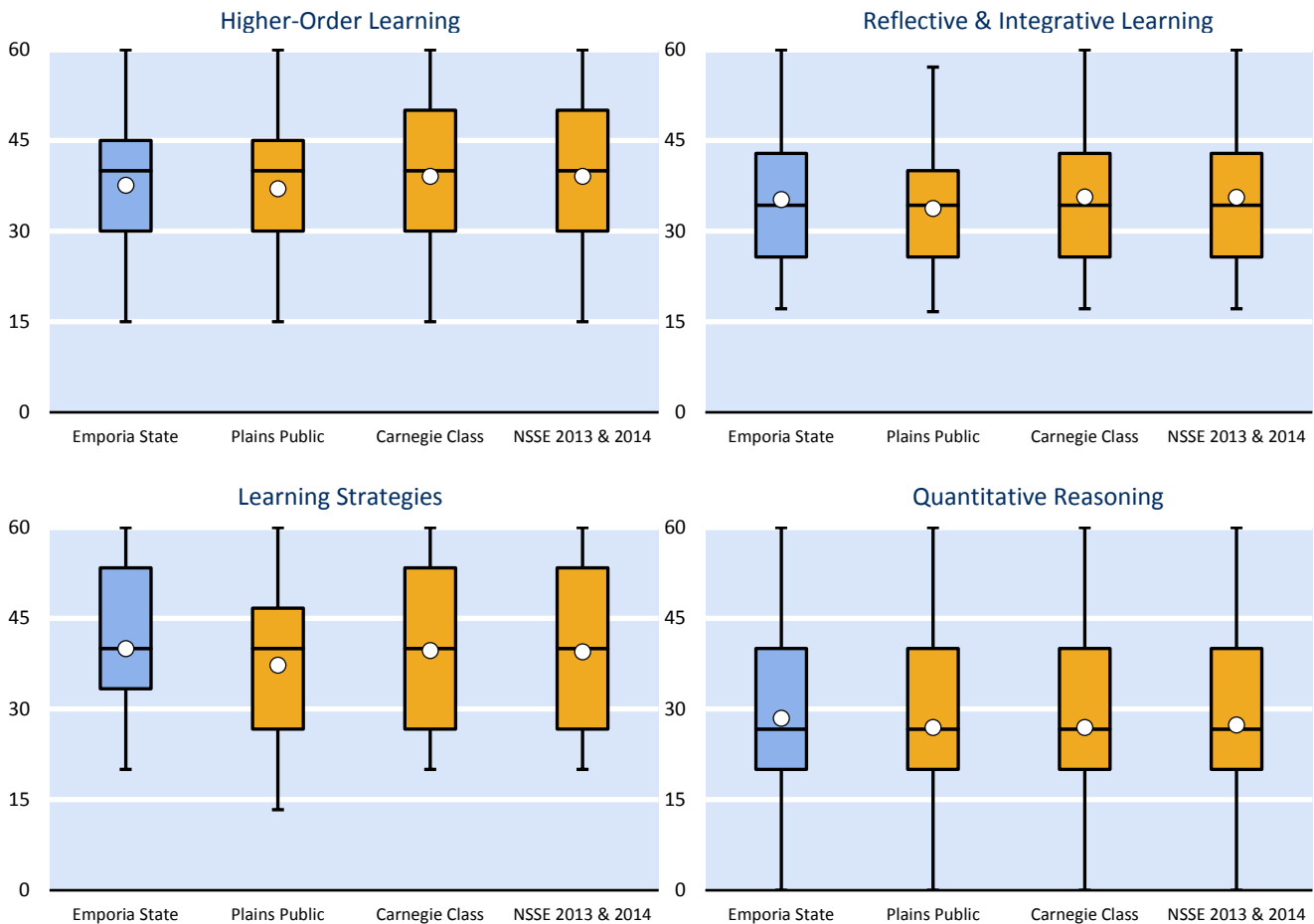
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

Higher-Order Learning	Emporia State	Plains Public	Carnegie Class	NSSE 2013 & 2014
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	68	71	72	73
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	68	72	72
4d. Evaluating a point of view, decision, or information source	69	64	71	70
4e. Forming a new idea or understanding from various pieces of information	70	64	69	69

Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	59	54	55	56
2b. Connected your learning to societal problems or issues	49	47	53	53
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	44	51	50
2d. Examined the strengths and weaknesses of your own views on a topic or issue	56	58	63	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	61	67	66
2f. Learned something that changed the way you understand an issue or concept	66	61	65	65
2g. Connected ideas from your courses to your prior experiences and knowledge	73	75	77	77

Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	77	76	81	80
9b. Reviewed your notes after class	69	60	66	65
9c. Summarized what you learned in class or from course materials	62	58	64	63

Quantitative Reasoning				
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.)	52	51	50	52
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	37	38	38
6c. Evaluated what others have concluded from numerical information	38	36	36	37

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 Web site.

NSSE 2014 Engagement Indicators

Academic Challenge
Emporia 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

	Emporia State	Your seniors compared with					
		Plains Public		Carnegie Class		NSSE 2013 & 2014	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.6	39.4 **	.24	41.6	.07	41.2	.10
Reflective & Integrative Learning	39.7	37.2 *	.20	39.1	.04	38.9	.06
Learning Strategies	39.7	37.9	.13	40.9	-.08	40.3	-.04
Quantitative Reasoning	33.0	29.5 *	.21	29.3 *	.21	29.9 *	.18

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

Score Distributions

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning
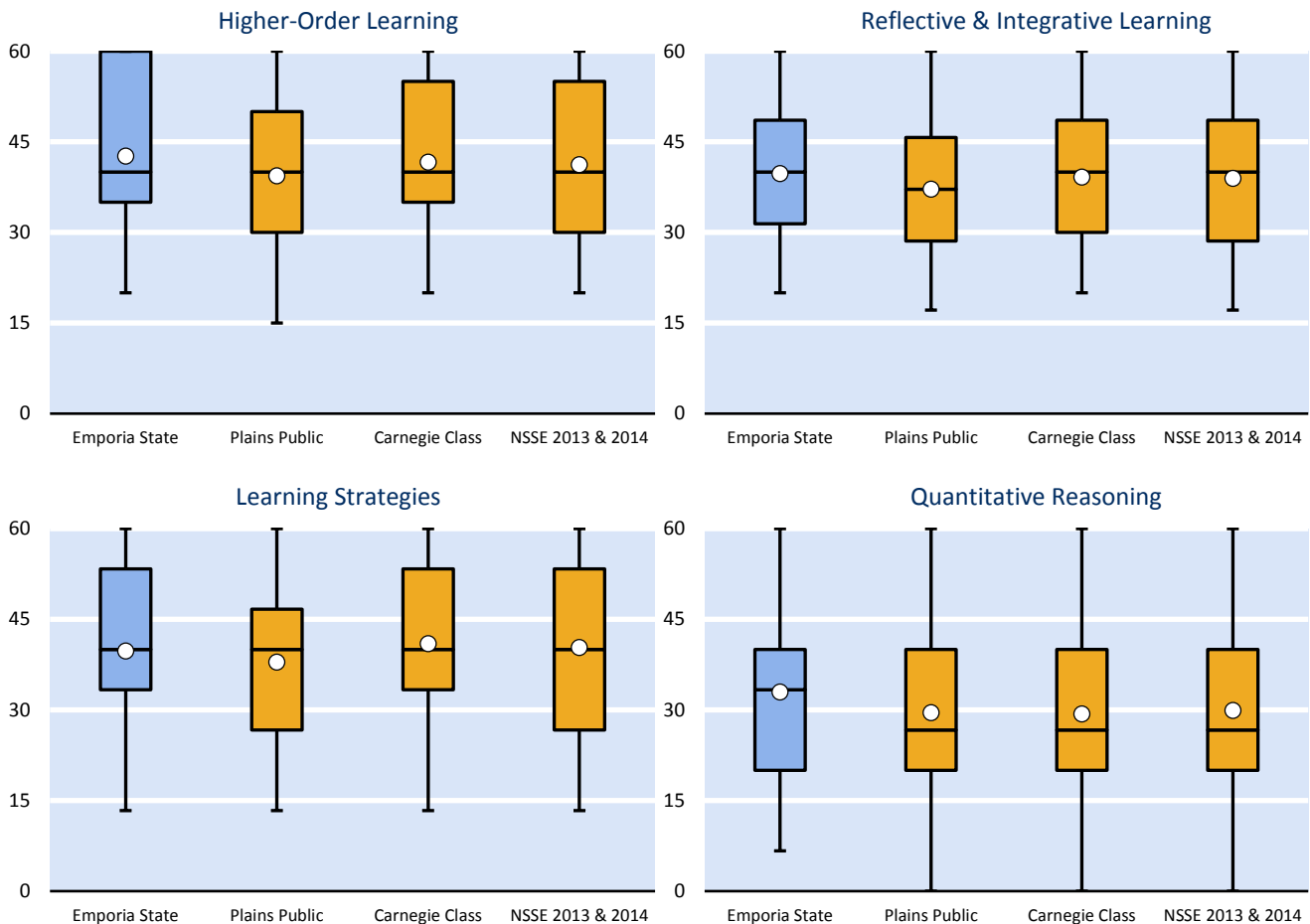
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Academic Challenge: Seniors (continued)

Summary of Indicator Items

Higher-Order Learning	Emporia State	Plains Public	Carnegie Class	NSSE 2013 & 2014
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	83	79	80	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	74	78	78
4d. Evaluating a point of view, decision, or information source	76	66	74	72
4e. Forming a new idea or understanding from various pieces of information	80	67	74	72

Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	74	72	71	72
2b. Connected your learning to societal problems or issues	65	59	65	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	68	49	57	55
2d. Examined the strengths and weaknesses of your own views on a topic or issue	73	61	67	66
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	66	71	70
2f. Learned something that changed the way you understand an issue or concept	76	66	70	70
2g. Connected ideas from your courses to your prior experiences and knowledge	84	83	84	84

Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	83	79	84	83
9b. Reviewed your notes after class	70	58	66	63
9c. Summarized what you learned in class or from course materials	69	60	67	66

Quantitative Reasoning				
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.)	55	55	53	55
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	54	43	44	44
6c. Evaluated what others have concluded from numerical information	52	42	43	44

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 Web site.

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

	Emporia State	Plains Public		Carnegie Class		NSSE 2013 & 2014	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.6	31.9	.12	31.1 *	.18	32.1	.11
Discussions with Diverse Others	38.7	38.5	.02	40.3	-.10	40.9	-.14

Your first-year students compared with

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

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	Emporia State	Plains Public	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
1e. Asked another student to help you understand course material	54	51	47	49
1f. Explained course material to one or more students	60	56	55	57
1g. Prepared for exams by discussing or working through course material with other students	49	48	46	49
1h. Worked with other students on course projects or assignments	62	51	51	52

Discussions with Diverse Others	Emporia State	Plains Public	Carnegie Class	NSSE 2013 & 2014
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	67	60	71	72
8b. People from an economic background other than your own	68	67	72	73
8c. People with religious beliefs other than your own	72	66	67	69
8d. People with political views other than your own	64	68	67	69

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 Web site.

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

	Emporia State	Plains Public		Carnegie Class		NSSE 2013 & 2014	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	35.4	32.3 **	.21	31.3 ***	.27	32.4 **	.20
Discussions with Diverse Others	41.3	39.2	.13	41.5	-.01	41.8	-.03

Your seniors compared with

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

Score Distributions

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Summary of Indicator Items

Collaborative Learning	Emporia State	Plains Public	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
1e. Asked another student to help you understand course material	50	43	38	40
1f. Explained course material to one or more students	65	58	56	58
1g. Prepared for exams by discussing or working through course material with other students	51	44	44	46
1h. Worked with other students on course projects or assignments	68	64	62	64

Discussions with Diverse Others	Emporia State	Plains Public	Carnegie Class	NSSE 2013 & 2014
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	70	62	73	73
8b. People from an economic background other than your own	69	69	74	75
8c. People with religious beliefs other than your own	71	67	69	70
8d. People with political views other than your own	72	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 Web site.

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

| | Emporia State | Plains Public | | Carnegie Class | | NSSE 2013 & 2014 | |
| | | | *Your first-year students compared with* | | | | |
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Student-Faculty Interaction	25.3	20.1 ***	.37	20.0 ***	.36	20.3 ***	.34
Effective Teaching Practices	40.4	38.8	.13	40.6	-.02	40.2	.02

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

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	Emporia State	Plains Public	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
3a. Talked about career plans with a faculty member	45	32	32	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	19	18	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	23	25	25
3d. Discussed your academic performance with a faculty member	41	26	29	29

Effective Teaching Practices	Emporia State	Plains Public	Carnegie Class	NSSE 2013 & 2014
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	83	80	81	81
5b. Taught course sessions in an organized way	78	79	79	79
5c. Used examples or illustrations to explain difficult points	79	76	77	77
5d. Provided feedback on a draft or work in progress	69	60	67	65
5e. Provided prompt and detailed feedback on tests or completed assignments	70	59	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 Web site.

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

| | Emporia State | Your seniors compared with | | | | | |
| | | Plains Public | | Carnegie Class | | NSSE 2013 & 2014 | |
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Student-Faculty Interaction	30.6	23.6 ***	.45	23.2 ***	.45	23.7 ***	.42
Effective Teaching Practices	41.8	39.5 *	.18	41.5	.02	40.9	.06

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

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	Emporia State	Plains Public	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
3a. Talked about career plans with a faculty member	59	42	41	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	37	27	25	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	39	33	32	33
3d. Discussed your academic performance with a faculty member	53	31	33	33

Effective Teaching Practices	Emporia State	Plains Public	Carnegie Class	NSSE 2013 & 2014
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	83	81	83	83
5b. Taught course sessions in an organized way	80	80	81	81
5c. Used examples or illustrations to explain difficult points	80	78	79	79
5d. Provided feedback on a draft or work in progress	71	58	64	62
5e. Provided prompt and detailed feedback on tests or completed assignments	74	65	69	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 Web site.
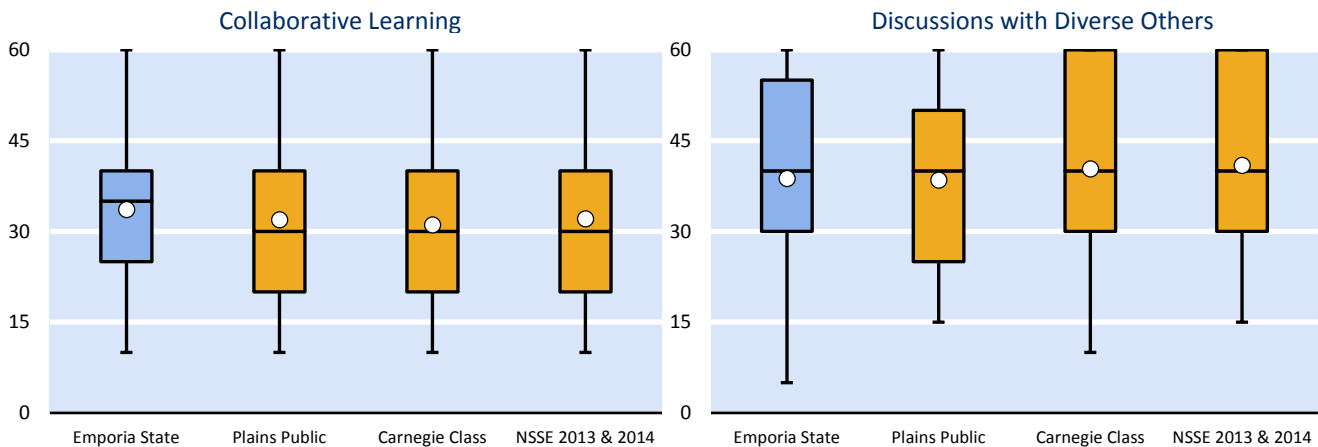
Campus Environment: First-year students

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

| | Emporia State | Your first-year students compared with | | | | | |
| | | Plains Public | | Carnegie Class | | NSSE 2013 & 2014 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.2	42.1 *	.18	41.4 **	.23	41.5 **	.22
Supportive Environment	37.7	36.5	.09	36.9	.05	37.3	.03

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

Score Distributions

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Summary of Indicator Items

Quality of Interactions

	Emporia State	Plains Public	Carnegie Class	NSSE 2013 & 2014
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with…	%	%	%	%
13a. Students	64	60	59	59
13b. Academic advisors	62	50	48	48
13c. Faculty	55	48	50	50
13d. Student services staff (career services, student activities, housing, etc.)	49	45	43	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	50	43	42	41

Supportive Environment

	Emporia State	Plains Public	Carnegie Class	NSSE 2013 & 2014
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	78	76	77	78
14c. Using learning support services (tutoring services, writing center, etc.)	73	75	78	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	55	59	59
14e. Providing opportunities to be involved socially	77	73	71	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	75	73	71	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	50	43	45	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	77	69	65	68
14i. Attending events that address important social, economic, or political issues	55	51	52	53

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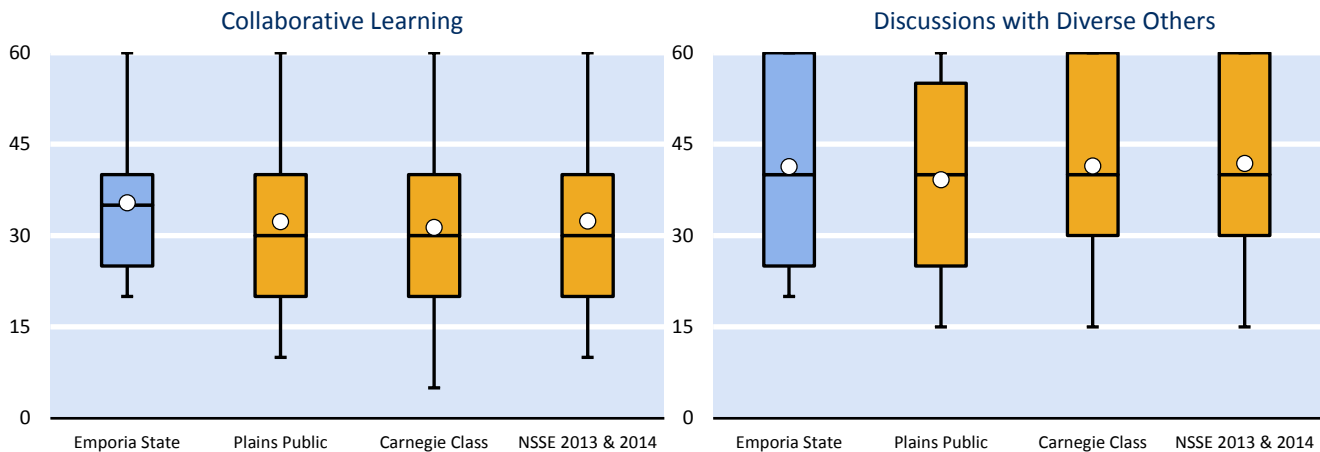
Campus Environment: Seniors

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

	Emporia State	Your seniors compared with					
		Plains Public		Carnegie Class		NSSE 2013 & 2014	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.2	42.8 *	.21	42.9 **	.20	42.5 **	.23
Supportive Environment	36.5	32.4 **	.30	32.9 **	.24	33.3 *	.22

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

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

	Emporia State	Plains Public	Carnegie Class	NSSE 2013 & 2014
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...	%	%	%	%
13a. Students	72	64	64	64
13b. Academic advisors	61	52	53	52
13c. Faculty	65	57	61	60
13d. Student services staff (career services, student activities, housing, etc.)	50	43	43	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	53	43	43	42

Supportive Environment

	Emporia State	Plains Public	Carnegie Class	NSSE 2013 & 2014
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	74	70	73	72
14c. Using learning support services (tutoring services, writing center, etc.)	63	63	67	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62	47	54	53
14e. Providing opportunities to be involved socially	73	67	65	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	64	61	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	42	29	33	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	70	59	53	57
14i. Attending events that address important social, economic, or political issues	54	44	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 Web site.
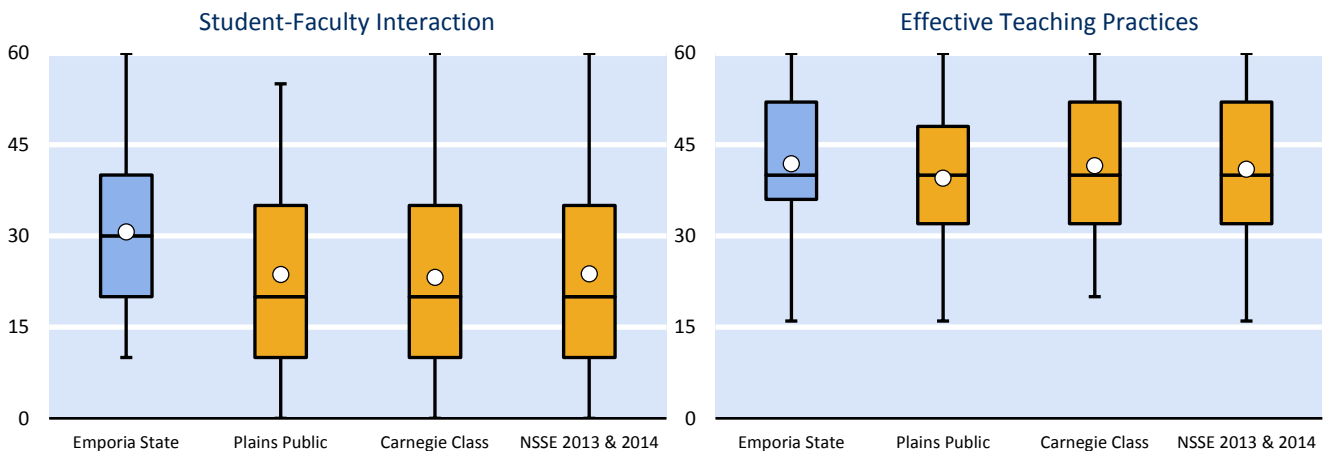
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Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior 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 2013 and 2014 NSSE institutions, and

(b) institutions with average scores placing them in the top 10% of all 2013 and 2014 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 absence of a significant difference between your score and that of the high-performing group does not 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

| | | Emporia State | 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	37.6	40.6 **	-.22		42.7 ***	-.38	
	Reflective and Integrative Learning	35.2	37.3 *	-.17		39.3 ***	-.32	
	Learning Strategies	40.0	41.2	-.09	✓	43.4 **	-.25	
	Quantitative Reasoning	28.5	28.8	-.02	✓	30.6	-.13	
Learning with Peers	Collaborative Learning	33.6	34.7	-.08	✓	37.0 ***	-.25	
	Discussions with Diverse Others	38.7	43.2 ***	-.29		45.6 ***	-.46	
Experiences with Faculty	Student-Faculty Interaction	25.3	23.3	.13	✓	27.0	-.11	
	Effective Teaching Practices	40.4	42.4 *	-.15		44.6 ***	-.32	
Campus Environment	Quality of Interactions	44.2	44.0	.02	✓	46.0 *	-.16	
	Supportive Environment	37.7	39.4	-.13		41.4 ***	-.29	

Seniors

| | | Emporia State | 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	42.6	43.3	-.05	✓	45.3 *	-.19	
	Reflective and Integrative Learning	39.7	41.1	-.11		43.1 **	-.27	
	Learning Strategies	39.7	42.5 *	-.19		44.9 ***	-.36	
	Quantitative Reasoning	33.0	31.3	.10	✓	33.0	.00	✓
Learning with Peers	Collaborative Learning	35.4	35.4	.00	✓	37.7 *	-.17	
	Discussions with Diverse Others	41.3	43.9	-.17		45.8 **	-.29	
Experiences with Faculty	Student-Faculty Interaction	30.6	29.5	.07	✓	34.4 **	-.23	
	Effective Teaching Practices	41.8	43.0	-.09	✓	45.1 **	-.25	
Campus Environment	Quality of Interactions	45.2	45.3	-.01	✓	47.4 *	-.19	
	Supportive Environment	36.5	36.1	.03	✓	39.0 *	-.19	

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

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 2013 and 2014 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[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												
Emporia State (N = 187)	37.6	14.2	1.04	15	30	40	45	60				
Plains Public	37.0	13.4	.13	15	30	40	45	60	10,867	.6	.576	.041
Carnegie Class	39.1	14.0	.06	15	30	40	50	60	61,483	-1.5	.142	-.107
NSSE 2013 & 2014	39.0	13.8	.03	15	30	40	50	60	201,939	-1.5	.143	-.107
Top 50%	40.6	13.6	.04	20	30	40	50	60	99,886	-3.0	.002	-.222
Top 10%	42.7	13.6	.10	20	35	40	55	60	18,623	-5.1	.000	-.377
Reflective & Integrative Learning												
Emporia State (N = 196)	35.2	12.8	.92	17	26	34	43	60				
Plains Public	33.7	12.2	.12	17	26	34	40	57	11,276	1.5	.097	.120
Carnegie Class	35.6	12.7	.05	17	26	34	43	60	64,249	-.4	.635	-.034
NSSE 2013 & 2014	35.6	12.6	.03	17	26	34	43	60	210,761	-.4	.661	-.031
Top 50%	37.3	12.5	.04	17	29	37	46	60	100,598	-2.1	.018	-.169
Top 10%	39.3	12.6	.09	20	31	40	49	60	21,688	-4.1	.000	-.324
Learning Strategies												
Emporia State (N = 165)	40.0	14.1	1.09	20	33	40	53	60				
Plains Public	37.3	14.0	.14	13	27	40	47	60	10,222	2.7	.014	.193
Carnegie Class	39.7	14.2	.06	20	27	40	53	60	57,046	.3	.806	.019
NSSE 2013 & 2014	39.5	14.2	.03	20	27	40	53	60	187,138	.5	.647	.036
Top 50%	41.2	14.0	.05	20	33	40	53	60	88,090	-1.3	.251	-.090
Top 10%	43.4	14.0	.10	20	33	40	60	60	18,823	-3.5	.002	-.246
Quantitative Reasoning												
Emporia State (N = 188)	28.5	16.7	1.22	0	20	27	40	60				
Plains Public	27.0	15.7	.15	0	20	27	40	60	11,057	1.5	.198	.095
Carnegie Class	27.0	16.6	.07	0	20	27	40	60	62,508	1.5	.219	.090
NSSE 2013 & 2014	27.4	16.4	.04	0	20	27	40	60	205,214	1.1	.356	.067
Top 50%	28.8	16.3	.05	0	20	27	40	60	128,386	-.3	.784	-.020
Top 10%	30.6	16.2	.09	0	20	27	40	60	29,460	-2.2	.067	-.134
Learning with Peers												
Collaborative Learning												
Emporia State (N = 198)	33.6	13.8	.98	10	25	35	40	60				
Plains Public	31.9	13.8	.13	10	20	30	40	60	11,480	1.7	.094	.120
Carnegie Class	31.1	14.3	.06	10	20	30	40	60	65,554	2.5	.014	.175
NSSE 2013 & 2014	32.1	14.1	.03	10	20	30	40	60	215,917	1.5	.133	.107
Top 50%	34.7	13.7	.04	15	25	35	45	60	121,366	-1.1	.245	-.083
Top 10%	37.0	13.6	.08	15	25	35	45	60	27,852	-3.5	.000	-.255
Discussions with Diverse Others												
Emporia State (N = 165)	38.7	16.7	1.30	5	30	40	55	60				
Plains Public	38.5	15.8	.16	15	25	40	50	60	10,279	.3	.839	.016
Carnegie Class	40.3	16.3	.07	10	30	40	60	60	57,742	-1.6	.212	-.097
NSSE 2013 & 2014	40.9	16.0	.04	15	30	40	60	60	189,458	-2.2	.081	-.136
Top 50%	43.2	15.4	.05	20	35	45	60	60	111,157	-4.5	.000	-.293
Top 10%	45.6	14.8	.10	20	40	50	60	60	23,362	-6.9	.000	-.464

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												
Emporia State (N = 190)	25.3	16.0	1.16	0	15	25	35	60				
Plains Public	20.1	14.0	.13	0	10	20	30	45	194	5.2	.000	.368
Carnegie Class	20.0	14.8	.06	0	10	20	30	50	62,801	5.2	.000	.355
NSSE 2013 & 2014	20.3	14.6	.03	0	10	20	30	50	205,954	5.0	.000	.341
Top 50%	23.3	15.0	.06	0	10	20	30	55	72,766	1.9	.076	.129
Top 10%	27.0	16.2	.15	5	15	25	40	60	11,869	-1.7	.149	-.106
Effective Teaching Practices												
Emporia State (N = 192)	40.4	12.9	.93	20	32	40	48	60				
Plains Public	38.8	12.8	.12	20	32	40	48	60	11,154	1.6	.083	.126
Carnegie Class	40.6	13.4	.05	20	32	40	52	60	63,295	-.3	.779	-.020
NSSE 2013 & 2014	40.2	13.3	.03	20	32	40	52	60	207,637	.2	.818	.017
Top 50%	42.4	13.2	.05	20	32	44	52	60	80,921	-2.0	.038	-.150
Top 10%	44.6	13.3	.11	20	36	44	56	60	16,251	-4.3	.000	-.320
Campus Environment												
Quality of Interactions												
Emporia State (N = 162)	44.2	12.6	.99	20	40	48	53	60				
Plains Public	42.1	11.8	.12	20	35	44	50	60	9,967	2.2	.021	.183
Carnegie Class	41.4	12.7	.05	18	34	43	50	60	55,178	2.9	.004	.225
NSSE 2013 & 2014	41.5	12.4	.03	18	34	43	50	60	181,336	2.7	.006	.217
Top 50%	44.0	11.4	.04	22	38	46	52	60	68,206	.2	.793	.021
Top 10%	46.0	11.6	.10	24	40	48	55	60	14,294	-1.8	.049	-.156
Supportive Environment												
Emporia State (N = 145)	37.7	12.9	1.07	15	28	38	48	60				
Plains Public	36.5	13.3	.14	15	28	38	45	60	9,614	1.2	.283	.090
Carnegie Class	36.9	14.1	.06	13	28	38	48	60	53,086	.7	.544	.050
NSSE 2013 & 2014	37.3	13.8	.03	15	28	38	48	60	174,464	.4	.752	.026
Top 50%	39.4	13.2	.04	18	30	40	50	60	89,301	-1.7	.114	-.131
Top 10%	41.4	12.8	.09	20	33	40	53	60	19,635	-3.7	.001	-.288

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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean +/- 1.96 * SEM.

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 2014 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												
Emporia State (N = 128)	42.6	14.5	1.29	20	35	40	60	60				
Plains Public	39.4	13.8	.11	15	30	40	50	60	14,735	3.3	.008	.236
Carnegie Class	41.6	14.1	.05	20	35	40	55	60	85,853	1.0	.423	.071
NSSE 2013 & 2014	41.2	14.1	.03	20	30	40	55	60	262,840	1.4	.258	.100
Top 50%	43.3	13.7	.04	20	35	40	55	60	104,481	-.6	.601	-.046
Top 10%	45.3	13.6	.08	20	40	45	60	60	25,808	-2.6	.030	-.193
Reflective & Integrative Learning												
Emporia State (N = 136)	39.7	12.2	1.05	20	31	40	49	60				
Plains Public	37.2	12.6	.10	17	29	37	46	60	15,257	2.6	.018	.203
Carnegie Class	39.1	13.0	.04	20	30	40	49	60	89,305	.6	.600	.045
NSSE 2013 & 2014	38.9	13.0	.02	17	29	40	49	60	273,395	.8	.476	.061
Top 50%	41.1	12.6	.04	20	31	40	51	60	102,343	-1.3	.216	-.106
Top 10%	43.1	12.5	.08	20	34	43	54	60	22,574	-3.3	.002	-.267
Learning Strategies												
Emporia State (N = 119)	39.7	13.6	1.25	13	33	40	53	60				
Plains Public	37.9	14.7	.12	13	27	40	47	60	120	1.8	.144	.126
Carnegie Class	40.9	14.8	.05	13	33	40	53	60	118	-1.2	.341	-.081
NSSE 2013 & 2014	40.3	14.8	.03	13	27	40	53	60	118	-.6	.641	-.040
Top 50%	42.5	14.5	.04	20	33	40	60	60	118	-2.7	.031	-.188
Top 10%	44.9	14.1	.08	20	33	47	60	60	119	-5.1	.000	-.362
Quantitative Reasoning												
Emporia State (N = 131)	33.0	15.8	1.38	7	20	33	40	60				
Plains Public	29.5	16.6	.14	0	20	27	40	60	14,979	3.4	.018	.207
Carnegie Class	29.3	17.4	.06	0	20	27	40	60	87,519	3.6	.017	.208
NSSE 2013 & 2014	29.9	17.4	.03	0	20	27	40	60	267,813	3.0	.045	.175
Top 50%	31.3	17.2	.04	0	20	33	40	60	162,286	1.6	.277	.095
Top 10%	33.0	16.9	.08	0	20	33	47	60	40,505	-.1	.955	-.005
Learning with Peers												
Collaborative Learning												
Emporia State (N = 135)	35.4	12.6	1.08	20	25	35	40	60				
Plains Public	32.3	14.4	.12	10	20	30	40	60	137	3.1	.006	.212
Carnegie Class	31.3	15.0	.05	5	20	30	40	60	135	4.0	.000	.269
NSSE 2013 & 2014	32.4	14.6	.03	10	20	30	40	60	134	3.0	.007	.204
Top 50%	35.4	13.8	.04	15	25	35	45	60	134	.0	.989	-.001
Top 10%	37.7	13.6	.08	15	30	40	50	60	136	-2.4	.030	-.174
Discussions with Diverse Others												
Emporia State (N = 121)	41.3	15.8	1.44	20	25	40	60	60				
Plains Public	39.2	16.0	.13	15	25	40	55	60	14,195	2.1	.143	.134
Carnegie Class	41.5	16.4	.06	15	30	40	60	60	82,011	-.1	.928	-.008
NSSE 2013 & 2014	41.8	16.1	.03	15	30	40	60	60	251,045	-.5	.719	-.033
Top 50%	43.9	15.8	.04	20	35	45	60	60	157,789	-2.6	.068	-.166
Top 10%	45.8	15.4	.08	20	40	50	60	60	40,824	-4.5	.001	-.294

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												
Emporia State (N = 133)	30.6	15.4	1.33	10	20	30	40	60				
Plains Public	23.6	15.7	.13	0	10	20	35	55	15,000	7.0	.000	.446
Carnegie Class	23.2	16.5	.06	0	10	20	35	60	87,417	7.5	.000	.454
NSSE 2013 & 2014	23.7	16.3	.03	0	10	20	35	60	267,750	6.9	.000	.423
Top 50%	29.5	16.1	.06	5	20	30	40	60	64,691	1.1	.433	.068
Top 10%	34.4	16.4	.17	10	20	35	45	60	137	-3.8	.006	-.230
Effective Teaching Practices												
Emporia State (N = 133)	41.8	14.0	1.22	16	36	40	52	60				
Plains Public	39.5	13.2	.11	16	32	40	48	60	15,131	2.3	.042	.177
Carnegie Class	41.5	13.8	.05	20	32	40	52	60	88,473	.3	.791	.023
NSSE 2013 & 2014	40.9	13.7	.03	16	32	40	52	60	270,561	.9	.456	.065
Top 50%	43.0	13.6	.04	20	36	44	56	60	96,926	-1.2	.294	-.091
Top 10%	45.1	13.4	.10	20	36	48	60	60	16,547	-3.3	.005	-.247
Campus Environment												
Quality of Interactions												
Emporia State (N = 119)	45.2	9.7	.89	30	40	46	54	60				
Plains Public	42.8	11.1	.10	22	36	44	50	60	13,663	2.4	.020	.214
Carnegie Class	42.9	12.1	.04	20	36	44	52	60	119	2.4	.009	.196
NSSE 2013 & 2014	42.5	11.9	.02	20	36	44	50	60	119	2.7	.003	.226
Top 50%	45.3	11.3	.04	24	38	48	54	60	84,084	-.1	.955	-.005
Top 10%	47.4	11.6	.08	24	40	50	58	60	120	-2.1	.018	-.185
Supportive Environment												
Emporia State (N = 112)	36.5	14.8	1.40	10	25	38	48	60				
Plains Public	32.4	13.6	.12	10	23	33	40	58	13,498	4.0	.002	.297
Carnegie Class	32.9	14.6	.05	10	23	33	43	60	77,396	3.6	.010	.245
NSSE 2013 & 2014	33.3	14.4	.03	10	23	33	43	60	236,951	3.2	.019	.222
Top 50%	36.1	13.8	.04	13	28	38	45	60	99,499	.4	.775	.027
Top 10%	39.0	13.3	.10	17	30	40	50	60	16,818	-2.5	.047	-.188

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

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

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

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.