



NSSE 2016

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

Report Sections

Overview (p. 3)

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

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

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 2015 and 2016 participating institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

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

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

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Plains Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2015 & 2016
<i>Academic Challenge</i>	Higher-Order Learning	--	--	▽
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	▽	--
	Quantitative Reasoning	△	△	△
<i>Learning with Peers</i>	Collaborative Learning	--	△	--
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▲	▲	▲
	Effective Teaching Practices	--	▽	--
<i>Campus Environment</i>	Quality of Interactions	△	△	△
	Supportive Environment	△	△	△

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Plains Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2015 & 2016
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	△	--	--
	Learning Strategies	△	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	△	△	△
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▲	▲	▲
	Effective Teaching Practices	△	--	--
<i>Campus Environment</i>	Quality of Interactions	△	△	△
	Supportive Environment	△	△	△

Academic Challenge: First-year students

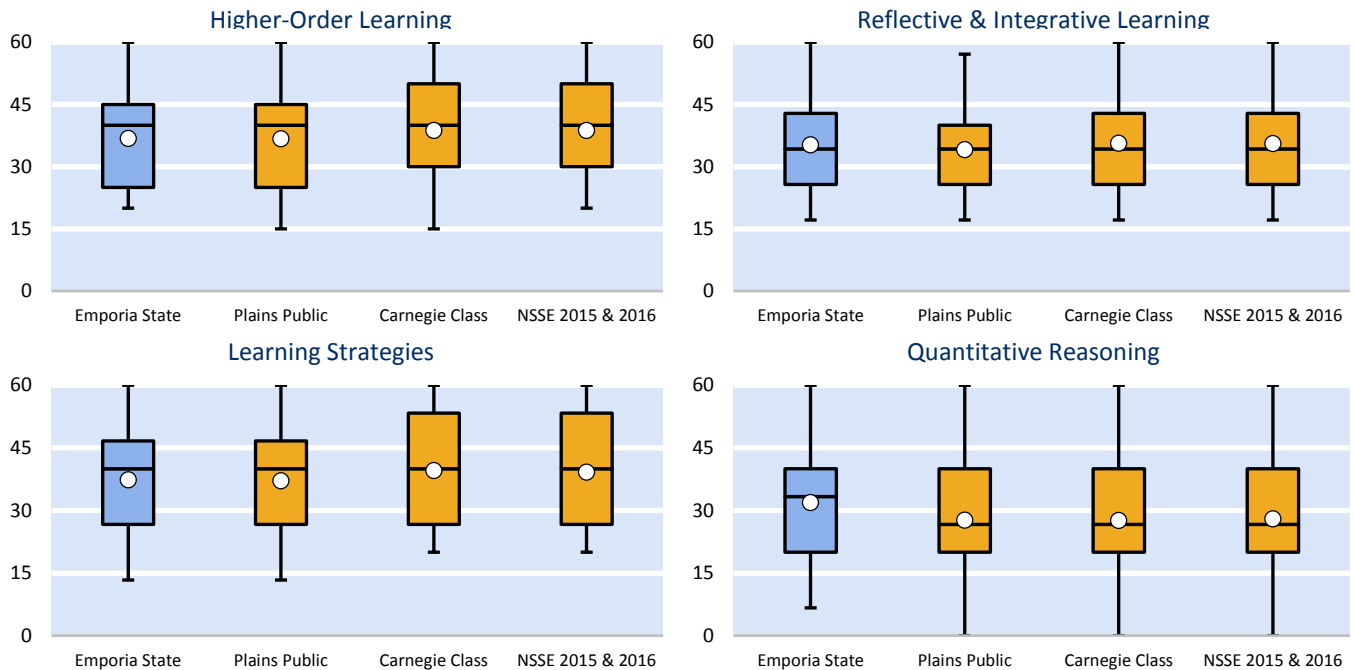
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Emporia State Mean	Your first-year students compared with					
		Plains Public		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.9	36.8	.01	38.7	-.14	38.8 *	-.14
Reflective & Integrative Learning	35.3	34.1	.10	35.7	-.03	35.6	-.03
Learning Strategies	37.4	37.1	.02	39.6 *	-.16	39.2	-.13
Quantitative Reasoning	31.9	27.7 ***	.27	27.6 ***	.26	28.0 ***	.24

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	Emporia State	Percentage point difference ^a between your FY students and		
		Plains Public	Carnegie Class	NSSE 2015 & 2016
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	69	-2	-3	-4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68	+1	-3	-4
4d. Evaluating a point of view, decision, or information source	67	+4	-4	-3
4e. Forming a new idea or understanding from various pieces of information	67	+3	-3	-2
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	60	+6	+6	+5
2b. Connected your learning to societal problems or issues	50	+2	-4	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	47	+1	-5	-5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	+5	+1	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	+2	-2	-1
2f. Learned something that changed the way you understand an issue or concept	61	-1	-5	-5
2g. Connected ideas from your courses to your prior experiences and knowledge	74	+0	-2	-2
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	77	+3	-2	-2
9b. Reviewed your notes after class	60	-1	-7	-6
9c. Summarized what you learned in class or from course materials	60	+1	-5	-4
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.)	62	+10	+10	+9
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	53	+15	+14	+13
6c. Evaluated what others have concluded from numerical information	48	+11	+10	+9

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

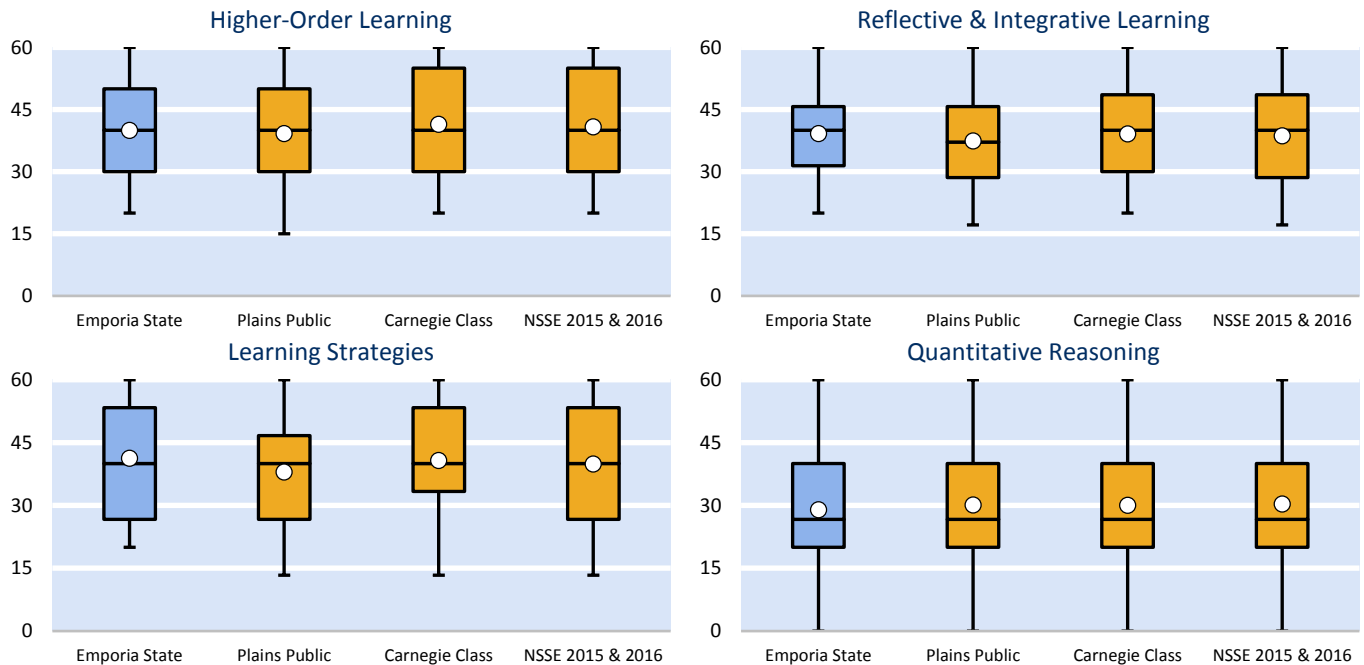
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Mean Comparisons

Engagement Indicator	Emporia State Mean	Your seniors compared with					
		Plains Public		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.0	39.2	.06	41.4	-.10	40.9	-.06
Reflective & Integrative Learning	39.2	37.4 *	.14	39.2	.00	38.7	.04
Learning Strategies	41.2	38.0 **	.22	40.7	.03	39.9	.09
Quantitative Reasoning	28.9	30.1	-.07	30.0	-.06	30.3	-.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).

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	Emporia State	Percentage point difference ^a between your seniors and		
		Plains Public	Carnegie Class	NSSE 2015 & 2016
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	78	+0 	-2 	-1 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	-1 	-5 	-4 
4d. Evaluating a point of view, decision, or information source	68	+2 	-6 	-4 
4e. Forming a new idea or understanding from various pieces of information	72	+3 	-2 	-1 
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	75	+4 	+4 	+4 
2b. Connected your learning to societal problems or issues	66	+7 	+1 	+3 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55	+6 	-2 	+0 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	+5 	-0 	+1 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	+3 	-2 	-1 
2f. Learned something that changed the way you understand an issue or concept	74	+8 	+3 	+4 
2g. Connected ideas from your courses to your prior experiences and knowledge	88	+6 	+4 	+4 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	82	+4 	-1 	-0 
9b. Reviewed your notes after class	67	+9 	+1 	+4 
9c. Summarized what you learned in class or from course materials	67	+6 	-1 	+2 
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.)	52	-4 	-3 	-4 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	-2 	-3 	-3 
6c. Evaluated what others have concluded from numerical information	39	-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.

Learning with Peers: First-year students

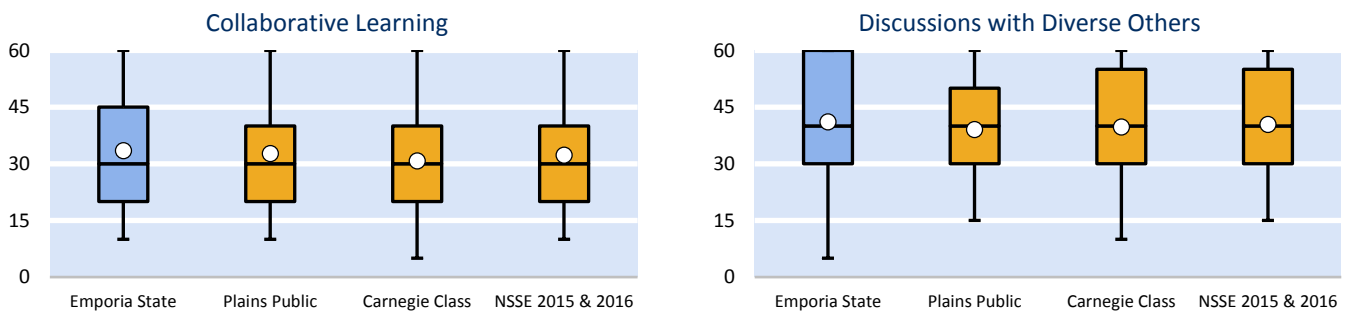
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Emporia State Mean	Your first-year students compared with					
		Plains Public		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.5	32.7	.06	30.8 **	.18	32.3	.08
Discussions with Diverse Others	41.1	39.0	.13	39.7	.08	40.4	.04

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Collaborative Learning	Emporia State	Percentage point difference ^a between your FY students and		
		Plains Public	Carnegie Class	NSSE 2015 & 2016
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	52	-2	+4	+1
1f. Explained course material to one or more students	58	+0	+4	+1
1g. Prepared for exams by discussing or working through course material with other students	52	+2	+5	+2
1h. Worked with other students on course projects or assignments	58	+5	+7	+4
Discussions with Diverse Others				
<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	69	+5	-1	-2
8b. People from an economic background other than your own	70	+1	-1	-2
8c. People with religious beliefs other than your own	72	+5	+6	+5
8d. People with political views other than your own	71	+2	+4	+3

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Learning with Peers: Seniors

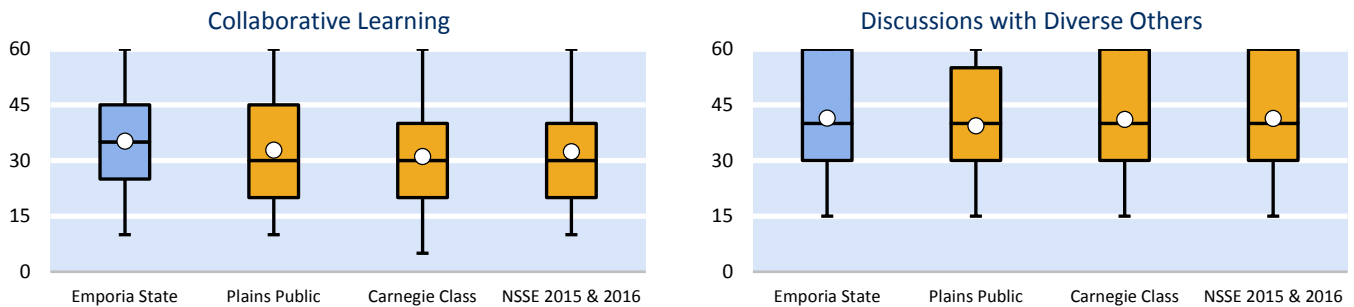
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Emporia State Mean	Your seniors compared with					
		Plains Public		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.2	32.8 *	.17	31.1 ***	.27	32.4 **	.19
Discussions with Diverse Others	41.4	39.4	.13	41.1	.02	41.3	.01

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

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Collaborative Learning	Emporia State	Percentage point difference ^a between your seniors and		
		Plains Public	Carnegie Class	NSSE 2015 & 2016
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	53	+9	+14	+12
1f. Explained course material to one or more students	66	+6	+10	+8
1g. Prepared for exams by discussing or working through course material with other students	52	+7	+8	+6
1h. Worked with other students on course projects or assignments	64	-1	+4	-0
<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	70	+6	-2	-3
8b. People from an economic background other than your own	74	+5	+1	+1
8c. People with religious beliefs other than your own	76	+9	+7	+7
8d. People with political views other than your own	75	+4	+5	+5

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Experiences with Faculty: First-year students

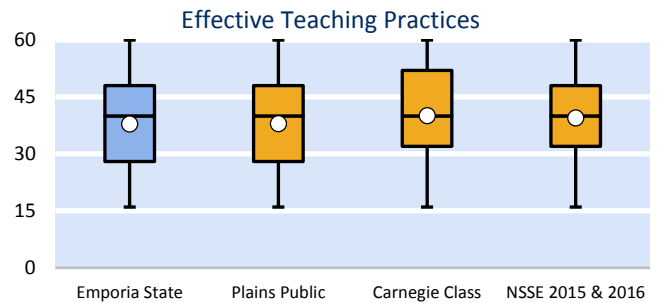
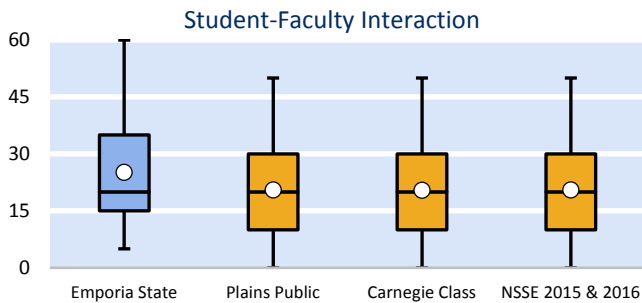
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Emporia State Mean	Your first-year students compared with					
		Plains Public Mean	Plains Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2015 & 2016 Mean	NSSE 2015 & 2016 Effect size
Student-Faculty Interaction	25.1	20.5 ***	.32	20.4 ***	.32	20.5 ***	.31
Effective Teaching Practices	37.8	38.0	-.01	40.1 *	-.16	39.4	-.12

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Student-Faculty Interaction	Emporia State %	Percentage point difference ^a between your FY students and		
		Plains Public	Carnegie Class	NSSE 2015 & 2016
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	40	+5	+7	+7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	+10	+11	+10
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	+11	+9	+9
3d. Discussed your academic performance with a faculty member	37	+10	+7	+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	75	-3	-5	-4
5b. Taught course sessions in an organized way	73	-4	-5	-4
5c. Used examples or illustrations to explain difficult points	72	-2	-3	-3
5d. Provided feedback on a draft or work in progress	63	+5	-4	-2
5e. Provided prompt and detailed feedback on tests or completed assignments	65	+9	+1	+4

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Experiences with Faculty: Seniors

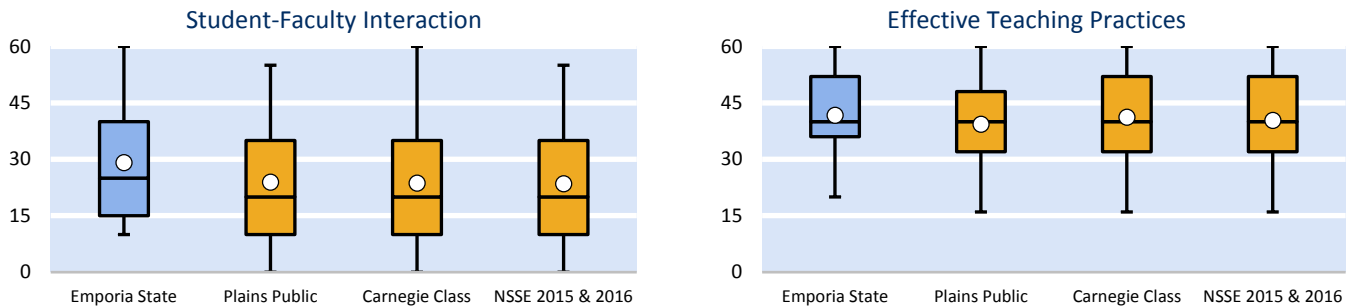
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Emporia State Mean	Your seniors compared with					
		Plains Public		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	29.1	23.9 ***	.33	23.6 ***	.33	23.5 ***	.34
Effective Teaching Practices	41.6	39.2 *	.18	41.1	.04	40.3	.10

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

Score Distributions



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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Student-Faculty Interaction	Emporia State %	Percentage point difference ^a between your seniors and		
		Plains Public	Carnegie Class	NSSE 2015 & 2016
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	59	+17	+16	+17
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	35	+6	+9	+8
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	43	+10	+10	+10
3d. Discussed your academic performance with a faculty member	41	+10	+7	+9
<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	84	+4	+2	+3
5b. Taught course sessions in an organized way	80	+2	+0	+1
5c. Used examples or illustrations to explain difficult points	82	+4	+3	+4
5d. Provided feedback on a draft or work in progress	69	+10	+4	+7
5e. Provided prompt and detailed feedback on tests or completed assignments	72	+9	+4	+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.

Campus Environment: First-year students

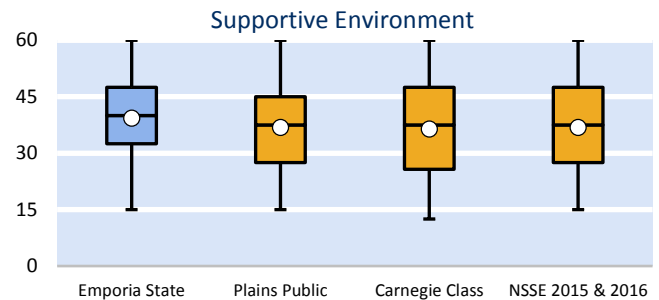
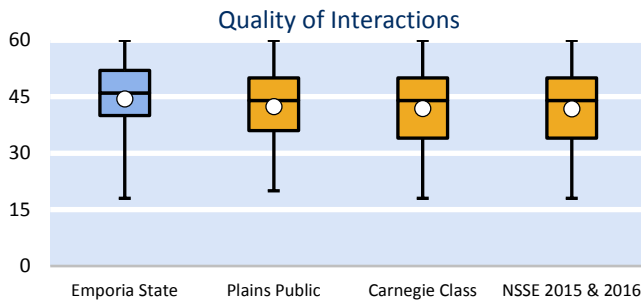
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Emporia State Mean	Your first-year students compared with					
		Plains Public		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.4	42.4 *	.18	41.8 **	.20	41.8 **	.21
Supportive Environment	39.3	36.8 *	.18	36.4 **	.20	36.8 *	.18

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Quality of Interactions	Emporia State %	Percentage point difference ^a between your FY students and		
		Plains Public	Carnegie Class	NSSE 2015 & 2016
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	55	-3	-0	-1
13b. Academic advisors	53	+1	+3	+3
13c. Faculty	57	+9	+6	+7
13d. Student services staff (career services, student activities, housing, etc.)	56	+9	+11	+12
13e. Other administrative staff and offices (registrar, financial aid, etc.)	56	+11	+12	+13
<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	82	+5	+5	+5
14c. Using learning support services (tutoring services, writing center, etc.)	81	+5	+4	+4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	70	+12	+9	+9
14e. Providing opportunities to be involved socially	79	+7	+9	+7
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	82	+9	+13	+12
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	53	+11	+8	+9
14h. Attending campus activities and events (performing arts, athletic events, etc.)	74	+4	+11	+8
14i. Attending events that address important social, economic, or political issues	58	+6	+7	+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.

Campus Environment: Seniors

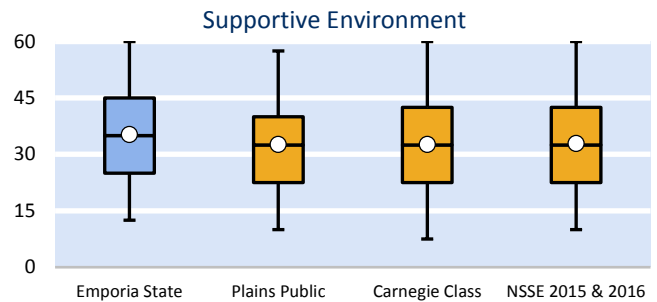
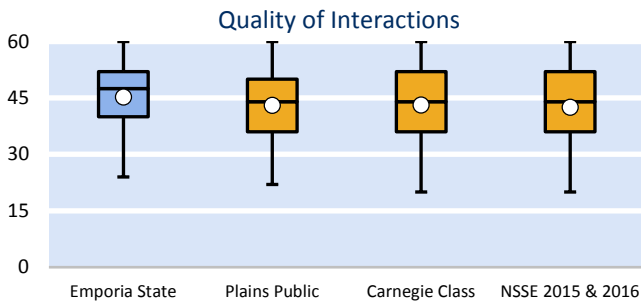
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Emporia State Mean	Your seniors compared with					
		Plains Public		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.3	43.0 *	.20	43.1 *	.18	42.6 **	.23
Supportive Environment	35.3	32.7 *	.19	32.7 *	.18	32.9 *	.17

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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Quality of Interactions	Emporia State	Percentage point difference ^a between your seniors and		
		Plains Public	Carnegie Class	NSSE 2015 & 2016
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	62	-1	-0	+0
13b. Academic advisors	68	+14	+14	+16
13c. Faculty	64	+8	+3	+5
13d. Student services staff (career services, student activities, housing, etc.)	51	+6	+6	+8
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	+0	-1	+2
<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	76	+6	+4	+5
14c. Using learning support services (tutoring services, writing center, etc.)	66	+1	-2	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	+11	+7	+7
14e. Providing opportunities to be involved socially	73	+6	+9	+8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	66	+2	+6	+5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	+5	+3	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	64	+5	+11	+7
14i. Attending events that address important social, economic, or political issues	44	+1	-0	-0

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 2015 and 2016 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2015 and 2016 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	Emporia State 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	36.9	40.5 ***	-.27		42.7 ***	-.42	
	Reflective and Integrative Learning	35.3	37.4 *	-.17		39.5 ***	-.33	
	Learning Strategies	37.4	41.2 ***	-.27		43.7 ***	-.45	
	Quantitative Reasoning	31.9	29.4 *	.15	✓	31.3	.04	✓
<i>Learning with Peers</i>	Collaborative Learning	33.5	35.2	-.13		37.3 ***	-.28	
	Discussions with Diverse Others	41.1	42.7	-.11		44.3 *	-.22	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	25.1	23.8	.09	✓	26.9	-.11	
	Effective Teaching Practices	37.8	41.6 ***	-.28		43.8 ***	-.44	
<i>Campus Environment</i>	Quality of Interactions	44.4	44.1	.03	✓	45.9	-.12	
	Supportive Environment	39.3	39.2	.01	✓	40.9	-.12	

Seniors

Theme	Engagement Indicator	Emporia State Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.0	43.1 **	-.23		44.7 ***	-.34	
	Reflective and Integrative Learning	39.2	41.0 *	-.14		42.9 ***	-.30	
	Learning Strategies	41.2	42.2	-.07	✓	44.5 **	-.23	
	Quantitative Reasoning	28.9	31.8 *	-.17		33.2 ***	-.25	
<i>Learning with Peers</i>	Collaborative Learning	35.2	35.8	-.04	✓	37.9 *	-.19	
	Discussions with Diverse Others	41.4	43.3	-.12		45.1 **	-.23	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	29.1	29.6	-.03	✓	33.0 **	-.24	
	Effective Teaching Practices	41.6	42.7	-.08	✓	44.5 **	-.21	
<i>Campus Environment</i>	Quality of Interactions	45.3	45.3	.00	✓	46.9	-.14	
	Supportive Environment	35.3	35.7	-.03	✓	38.1 *	-.20	

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 2015 and 2016 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 = 203)	36.9	13.2	.93	20	25	40	45	60				
Plains Public	36.8	13.4	.12	15	25	40	45	60	11,950	.1	.933	.006
Carnegie Class	38.7	13.8	.06	15	30	40	50	60	50,789	-1.9	.053	-.136
NSSE 2015 & 2016	38.8	13.7	.03	20	30	40	50	60	186,720	-1.9	.049	-.138
Top 50%	40.5	13.6	.05	20	30	40	50	60	87,622	-3.7	.000	-.269
Top 10%	42.7	13.7	.10	20	35	40	55	60	18,813	-5.8	.000	-.425
Reflective & Integrative Learning												
Emporia State (N = 211)	35.3	13.0	.90	17	26	34	43	60				
Plains Public	34.1	12.2	.11	17	26	34	40	57	12,394	1.2	.171	.095
Carnegie Class	35.7	12.6	.05	17	26	34	43	60	53,177	-.4	.659	-.030
NSSE 2015 & 2016	35.6	12.5	.03	17	26	34	43	60	195,292	-.3	.706	-.026
Top 50%	37.4	12.5	.04	17	29	37	46	60	92,112	-2.1	.015	-.168
Top 10%	39.5	12.8	.10	20	31	40	49	60	17,695	-4.2	.000	-.331
Learning Strategies												
Emporia State (N = 174)	37.4	14.0	1.06	13	27	40	47	60				
Plains Public	37.1	14.1	.14	13	27	40	47	60	10,998	.2	.838	.016
Carnegie Class	39.6	14.2	.07	20	27	40	53	60	46,578	-2.2	.040	-.156
NSSE 2015 & 2016	39.2	14.1	.03	20	27	40	53	60	170,866	-1.8	.091	-.128
Top 50%	41.2	14.1	.05	20	33	40	53	60	76,905	-3.8	.000	-.269
Top 10%	43.7	14.3	.10	20	33	47	60	60	19,885	-6.4	.000	-.448
Quantitative Reasoning												
Emporia State (N = 199)	31.9	15.4	1.09	7	20	33	40	60				
Plains Public	27.7	15.7	.14	0	20	27	40	60	12,070	4.2	.000	.269
Carnegie Class	27.6	16.3	.07	0	20	27	40	60	51,369	4.3	.000	.262
NSSE 2015 & 2016	28.0	16.2	.04	0	20	27	40	60	188,919	3.9	.001	.242
Top 50%	29.4	16.1	.05	0	20	27	40	60	108,753	2.5	.031	.153
Top 10%	31.3	16.2	.10	0	20	33	40	60	25,813	.6	.577	.040
Learning with Peers												
Collaborative Learning												
Emporia State (N = 219)	33.5	14.3	.97	10	20	30	45	60				
Plains Public	32.7	14.1	.13	10	20	30	40	60	12,861	.8	.395	.058
Carnegie Class	30.8	14.9	.06	5	20	30	40	60	54,845	2.7	.007	.183
NSSE 2015 & 2016	32.3	14.5	.03	10	20	30	40	60	202,151	1.2	.228	.081
Top 50%	35.2	13.8	.04	15	25	35	45	60	100,564	-1.7	.060	-.127
Top 10%	37.3	13.6	.09	15	25	40	45	60	21,404	-3.8	.000	-.282
Discussions with Diverse Others												
Emporia State (N = 175)	41.1	17.1	1.29	5	30	40	60	60				
Plains Public	39.0	15.6	.15	15	30	40	50	60	179	2.0	.121	.130
Carnegie Class	39.7	16.3	.08	10	30	40	55	60	47,195	1.4	.268	.084
NSSE 2015 & 2016	40.4	16.0	.04	15	30	40	55	60	173,042	.7	.578	.042
Top 50%	42.7	15.2	.05	20	35	40	60	60	175	-1.6	.211	-.106
Top 10%	44.3	15.1	.09	20	35	45	60	60	176	-3.3	.012	-.217

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 = 208)	25.1	15.4	1.07	5	15	20	35	60				
Plains Public	20.5	14.2	.13	0	10	20	30	50	213	4.6	.000	.322
Carnegie Class	20.4	14.8	.07	0	10	20	30	50	51,863	4.7	.000	.316
NSSE 2015 & 2016	20.5	14.7	.03	0	10	20	30	50	190,673	4.6	.000	.315
Top 50%	23.8	15.0	.06	0	15	20	35	55	61,665	1.3	.211	.087
Top 10%	26.9	16.0	.16	5	15	25	40	60	10,558	-1.8	.110	-.112
Effective Teaching Practices												
Emporia State (N = 208)	37.8	14.2	.98	16	28	40	48	60				
Plains Public	38.0	12.9	.12	16	28	40	48	60	12,198	-.1	.878	-.011
Carnegie Class	40.1	13.5	.06	16	32	40	52	60	51,981	-2.2	.018	-.165
NSSE 2015 & 2016	39.4	13.4	.03	16	32	40	48	60	191,101	-1.6	.085	-.120
Top 50%	41.6	13.4	.05	20	32	40	52	60	77,535	-3.7	.000	-.277
Top 10%	43.8	13.5	.11	20	36	44	56	60	16,345	-5.9	.000	-.442
Campus Environment												
Quality of Interactions												
Emporia State (N = 172)	44.4	12.4	.95	18	40	46	52	60				
Plains Public	42.4	11.6	.11	20	36	44	50	60	10,642	2.0	.023	.175
Carnegie Class	41.8	12.8	.06	18	34	44	50	60	44,760	2.6	.008	.203
NSSE 2015 & 2016	41.8	12.5	.03	18	34	44	50	60	164,351	2.6	.005	.212
Top 50%	44.1	11.8	.05	22	38	46	52	60	64,949	.3	.702	.029
Top 10%	45.9	12.1	.10	22	40	48	56	60	13,992	-1.5	.118	-.120
Supportive Environment												
Emporia State (N = 157)	39.3	13.7	1.09	15	33	40	48	60				
Plains Public	36.8	13.4	.13	15	28	38	45	60	10,263	2.5	.022	.184
Carnegie Class	36.4	14.2	.07	13	26	38	48	60	158	2.9	.009	.204
NSSE 2015 & 2016	36.8	13.9	.03	15	28	38	48	60	159,452	2.5	.025	.178
Top 50%	39.2	13.3	.05	18	30	40	50	60	74,422	.1	.899	.010
Top 10%	40.9	13.3	.10	20	33	40	53	60	18,691	-1.5	.146	-.116

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												
Emporia State (N = 182)	40.0	13.3	.99	20	30	40	50	60				
Plains Public	39.2	13.9	.12	15	30	40	50	60	14,541	.8	.455	.056
Carnegie Class	41.4	14.1	.06	20	30	40	55	60	59,848	-1.4	.175	-.101
NSSE 2015 & 2016	40.9	14.1	.03	20	30	40	55	60	215,600	-.9	.403	-.062
Top 50%	43.1	13.8	.05	20	35	40	55	60	77,551	-3.2	.002	-.229
Top 10%	44.7	13.7	.09	20	40	45	60	60	24,220	-4.7	.000	-.343
Reflective & Integrative Learning												
Emporia State (N = 191)	39.2	11.8	.85	20	31	40	46	60				
Plains Public	37.4	12.9	.11	17	29	37	46	60	196	1.8	.039	.139
Carnegie Class	39.2	13.0	.05	20	30	40	49	60	192	.0	.985	.001
NSSE 2015 & 2016	38.7	13.0	.03	17	29	40	49	60	191	.5	.576	.037
Top 50%	41.0	12.7	.04	20	31	40	51	60	191	-1.8	.037	-.142
Top 10%	42.9	12.5	.09	20	34	43	54	60	194	-3.7	.000	-.296
Learning Strategies												
Emporia State (N = 157)	41.2	14.2	1.13	20	27	40	53	60				
Plains Public	38.0	14.8	.13	13	27	40	47	60	13,600	3.2	.007	.218
Carnegie Class	40.7	14.7	.06	13	33	40	53	60	56,133	.5	.671	.034
NSSE 2015 & 2016	39.9	14.8	.03	13	27	40	53	60	201,785	1.3	.253	.091
Top 50%	42.2	14.5	.05	20	33	40	60	60	93,906	-1.0	.374	-.071
Top 10%	44.5	14.2	.09	20	33	47	60	60	25,459	-3.2	.004	-.229
Quantitative Reasoning												
Emporia State (N = 184)	28.9	16.7	1.23	0	20	27	40	60				
Plains Public	30.1	16.5	.14	0	20	27	40	60	14,761	-1.2	.346	-.070
Carnegie Class	30.0	17.1	.07	0	20	27	40	60	60,673	-1.1	.399	-.062
NSSE 2015 & 2016	30.3	17.0	.04	0	20	27	40	60	218,674	-1.4	.266	-.082
Top 50%	31.8	16.9	.05	0	20	33	40	60	122,001	-2.8	.024	-.167
Top 10%	33.2	16.8	.09	0	20	33	47	60	33,752	-4.3	.001	-.255
Learning with Peers												
Collaborative Learning												
Emporia State (N = 204)	35.2	15.0	1.05	10	25	35	45	60				
Plains Public	32.8	14.8	.12	10	20	30	45	60	15,491	2.5	.019	.166
Carnegie Class	31.1	15.3	.06	5	20	30	40	60	63,578	4.1	.000	.269
NSSE 2015 & 2016	32.4	14.9	.03	10	20	30	40	60	229,492	2.8	.007	.189
Top 50%	35.8	13.9	.04	15	25	35	45	60	103,597	-.6	.572	-.040
Top 10%	37.9	13.7	.09	15	30	40	50	60	206	-2.6	.013	-.193
Discussions with Diverse Others												
Emporia State (N = 158)	41.4	15.4	1.22	15	30	40	60	60				
Plains Public	39.4	16.0	.14	15	30	40	55	60	13,753	2.0	.116	.126
Carnegie Class	41.1	16.3	.07	15	30	40	60	60	56,638	.3	.811	.019
NSSE 2015 & 2016	41.3	16.1	.04	15	30	40	60	60	203,604	.1	.946	.005
Top 50%	43.3	15.9	.05	15	35	45	60	60	114,562	-1.9	.135	-.119
Top 10%	45.1	15.8	.09	20	35	50	60	60	33,437	-3.7	.004	-.232

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 = 182)	29.1	15.6	1.16	10	15	25	40	60				
Plains Public	23.9	15.9	.13	0	10	20	35	55	14,801	5.2	.000	.328
Carnegie Class	23.6	16.6	.07	0	10	20	35	60	60,885	5.4	.000	.328
NSSE 2015 & 2016	23.5	16.3	.03	0	10	20	35	55	219,165	5.6	.000	.344
Top 50%	29.6	16.1	.07	5	20	30	40	60	46,698	-.5	.686	-.030
Top 10%	33.0	16.3	.19	5	20	30	45	60	7,857	-3.9	.001	-.242
Effective Teaching Practices												
Emporia State (N = 184)	41.6	12.2	.90	20	36	40	52	60				
Plains Public	39.2	13.5	.11	16	32	40	48	60	14,890	2.4	.016	.178
Carnegie Class	41.1	14.0	.06	16	32	40	52	60	184	.5	.571	.036
NSSE 2015 & 2016	40.3	13.9	.03	16	32	40	52	60	183	1.3	.138	.096
Top 50%	42.7	13.7	.05	20	32	44	56	60	184	-1.1	.230	-.079
Top 10%	44.5	13.4	.11	20	36	44	56	60	188	-2.9	.002	-.214
Campus Environment												
Quality of Interactions												
Emporia State (N = 150)	45.3	10.5	.86	24	40	48	52	60				
Plains Public	43.0	11.2	.10	22	36	44	50	60	13,122	2.3	.014	.203
Carnegie Class	43.1	12.2	.05	20	36	44	52	60	150	2.2	.012	.178
NSSE 2015 & 2016	42.6	12.0	.03	20	36	44	52	60	149	2.7	.002	.225
Top 50%	45.3	11.5	.04	24	40	48	54	60	65,820	.0	.958	-.004
Top 10%	46.9	11.9	.08	24	40	50	56	60	151	-1.6	.064	-.135
Supportive Environment												
Emporia State (N = 142)	35.3	13.9	1.17	13	25	35	45	60				
Plains Public	32.7	13.7	.12	10	23	33	40	58	12,986	2.6	.022	.193
Carnegie Class	32.7	14.7	.06	8	23	33	43	60	53,512	2.7	.030	.182
NSSE 2015 & 2016	32.9	14.4	.03	10	23	33	43	60	192,220	2.4	.044	.169
Top 50%	35.7	13.9	.05	13	25	35	45	60	71,199	-.4	.755	-.026
Top 10%	38.1	13.9	.12	15	28	40	48	60	14,284	-2.7	.020	-.196

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.