



NSSE 2013

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 themes as shown at right.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective and 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.

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 current-year 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.

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 Institutional Report Builder and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are computed

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

For more information on EIs and their psychometric properties, refer to the NSSE 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 (FY) Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your FY students compared with Plains Public	Your FY students compared with Carnegie Class	Your FY students compared with NSSE 2013
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective and 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 2013
<i>Academic Challenge</i>	Higher-Order Learning	△	--	--
	Reflective and 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

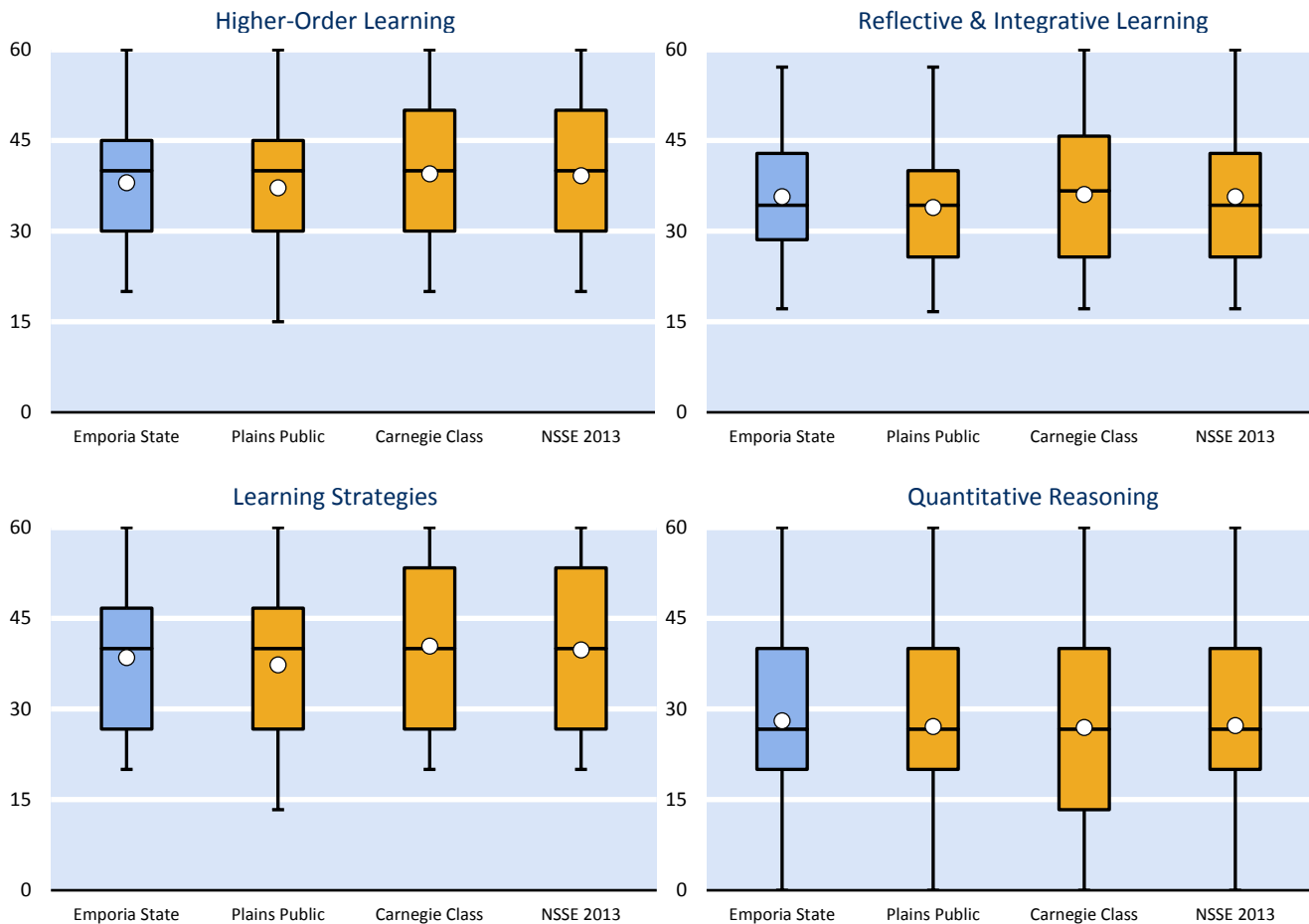
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.0	37.2	.06	39.4	-.11	39.1	-.08
Reflective & Integrative Learning	35.7	33.9 **	.15	36.1	-.03	35.7	.00
Learning Strategies	38.5	37.3	.09	40.4 *	-.13	39.8	-.09
Quantitative Reasoning	28.1	27.1	.06	26.9	.07	27.3	.05

Notes: Results weighted by gender 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 summary 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.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	Emporia State	Plains Public	Carnegie Class	NSSE 2013
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	76 	72 	73 	74 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72 	68 	73 	73 
4d. Evaluating a point of view, decision, or information source	69 	64 	72 	70 
4e. Forming a new idea or understanding from various pieces of information	66 	65 	70 	69 
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 	55 	56 	56 
2b. Connected your learning to societal problems or issues	51 	48 	54 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50 	44 	52 	51 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60 	58 	64 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69 	61 	68 	66 
2f. Learned something that changed the way you understand an issue or concept	64 	62 	67 	66 
2g. Connected ideas from your courses to your prior experiences and knowledge	81 	75 	78 	78 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80 	77 	82 	81 
9b. Reviewed your notes after class	65 	60 	68 	66 
9c. Summarized what you learned in class or from course materials	63 	58 	66 	64 
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 	52 	50 	51 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40 	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.

Academic Challenge: Seniors

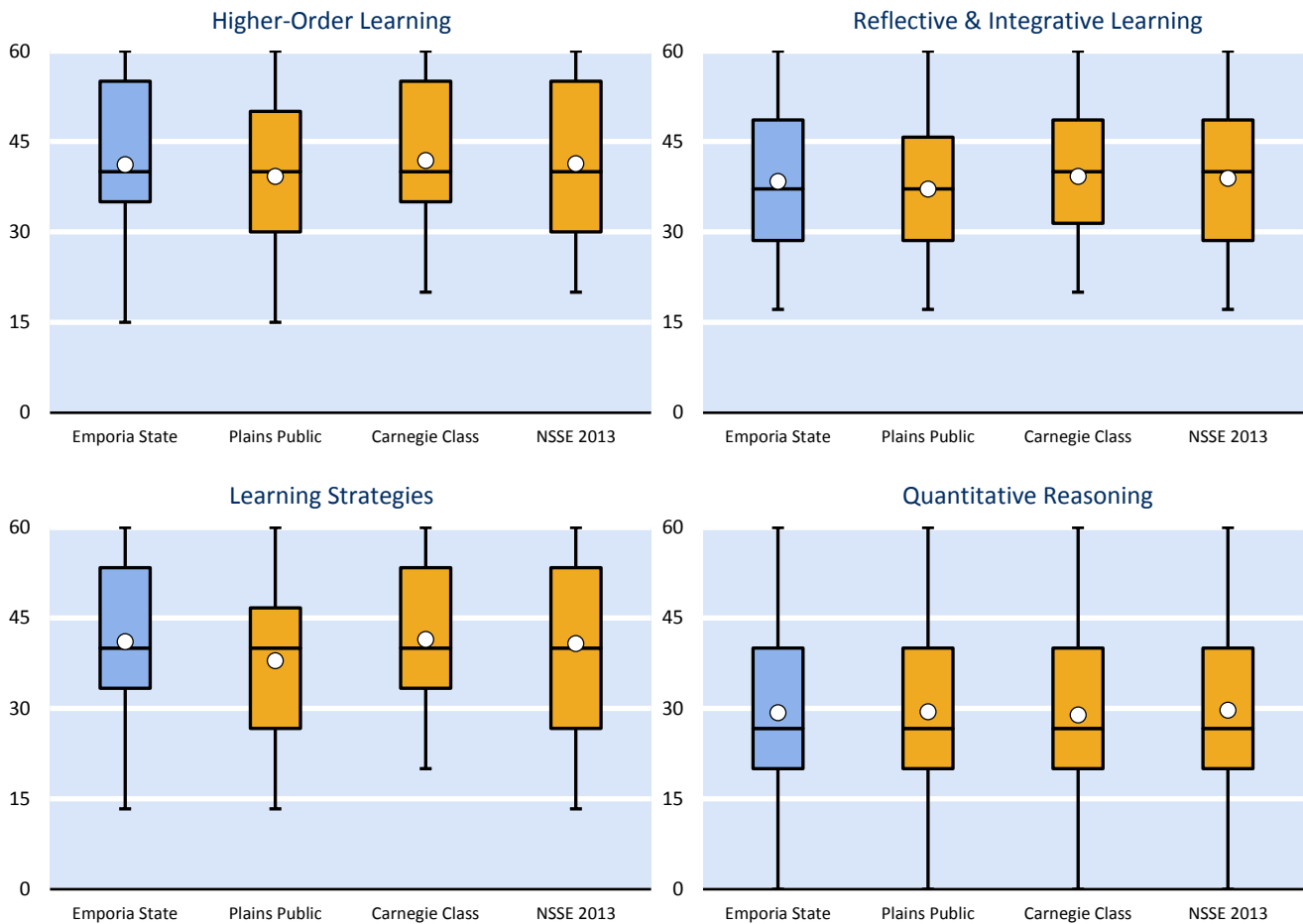
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Emporia State Mean	Your first-year students compared with					
		Plains Public		Carnegie Class		NSSE 2013	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.2	39.2 *	.14	41.8	-.05	41.3	-.01
Reflective & Integrative Learning	38.4	37.1	.10	39.2	-.07	38.9	-.04
Learning Strategies	41.0	37.9 ***	.21	41.4	-.02	40.7	.02
Quantitative Reasoning	29.2	29.4	-.01	28.9	.02	29.7	-.03

Notes: Results weighted by gender 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 summary 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.

Academic Challenge: Seniors (continued)

Summary of Indicator Items

	Emporia State	Plains Public	Carnegie Class	NSSE 2013
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	81 	79 	80 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77 	74 	78 	78 
4d. Evaluating a point of view, decision, or information source	72 	65 	75 	72 
4e. Forming a new idea or understanding from various pieces of information	73 	67 	74 	73 
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	69 	72 	71 	71 
2b. Connected your learning to societal problems or issues	62 	59 	66 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	54 	49 	58 	56 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64 	61 	68 	67 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	66 	65 	71 	70 
2f. Learned something that changed the way you understand an issue or concept	65 	66 	70 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	84 	82 	85 	84 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	83 	79 	85 	84 
9b. Reviewed your notes after class	68 	59 	67 	65 
9c. Summarized what you learned in class or from course materials	69 	59 	68 	66 
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.)	55 	54 	52 	54 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40 	43 	43 	44 
6c. Evaluated what others have concluded from numerical information	42 	42 	41 	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

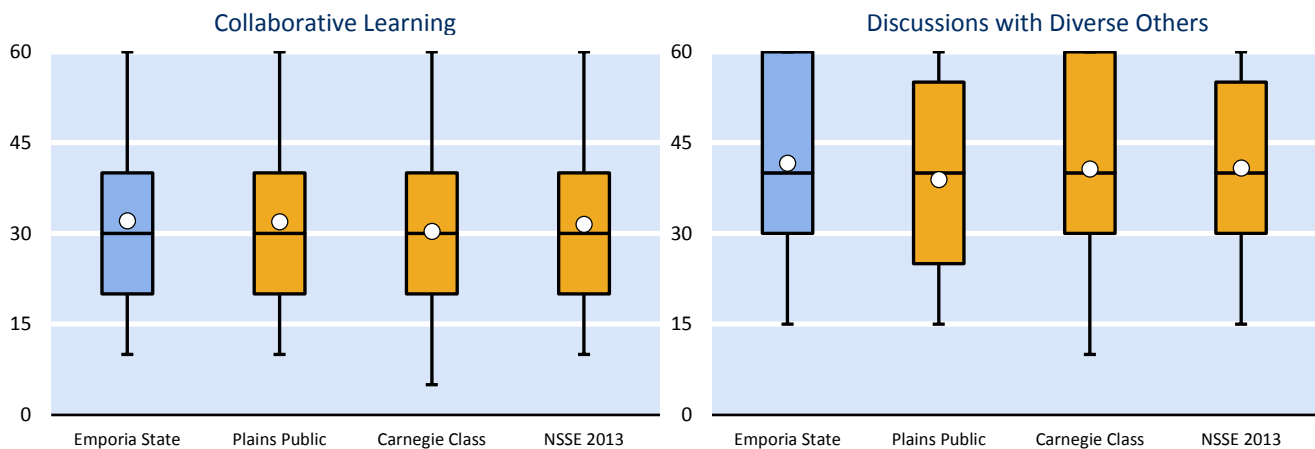
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Emporia State Mean	Your first-year students compared with					
		Plains Public		Carnegie Class		NSSE 2013	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.0	31.9	.01	30.3 *	.12	31.4	.04
Discussions with Diverse Others	41.6	38.8 **	.17	40.6	.06	40.7	.05

Notes: Results weighted by gender 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 summary 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.

Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	Emporia State	Plains Public	Carnegie Class	NSSE 2013
1e. Asked another student to help you understand course material	53	51	44	48
1f. Explained course material to one or more students	51	56	53	56
1g. Prepared for exams by discussing or working through course material with other students	45	48	45	48
1h. Worked with other students on course projects or assignments	52	51	49	50

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	Emporia State	Plains Public	Carnegie Class	NSSE 2013
8a. People from a race or ethnicity other than your own	71	61	71	71
8b. People from an economic background other than your own	72	68	73	73
8c. People with religious beliefs other than your own	73	67	67	68
8d. People with political views other than your own	72	70	69	70

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

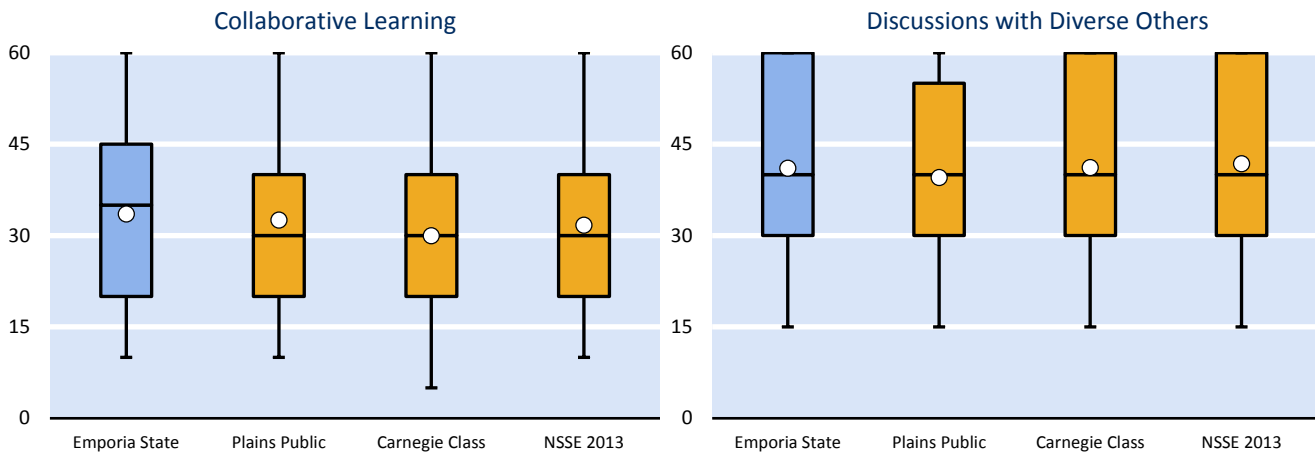
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Emporia State Mean	Your seniors compared with					
		Plains Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.5	32.6	.07	30.0 ***	.23	31.7 *	.13
Discussions with Diverse Others	41.0	39.6	.09	41.1	-.01	41.8	-.05

Notes: Results weighted by gender 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 summary page are based on effect size and p before rounding.

Score Distributions



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Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	Emporia State	Plains Public	Carnegie Class	NSSE 2013
1e. Asked another student to help you understand course material	50	43	35	38
1f. Explained course material to one or more students	65	59	53	57
1g. Prepared for exams by discussing or working through course material with other students	50	44	41	44
1h. Worked with other students on course projects or assignments	62	65	59	63

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	Emporia State	Plains Public	Carnegie Class	NSSE 2013
8a. People from a race or ethnicity other than your own	68	63	71	72
8b. People from an economic background other than your own	72	69	74	75
8c. People with religious beliefs other than your own	73	68	68	70
8d. People with political views other than your own	71	72	71	72

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

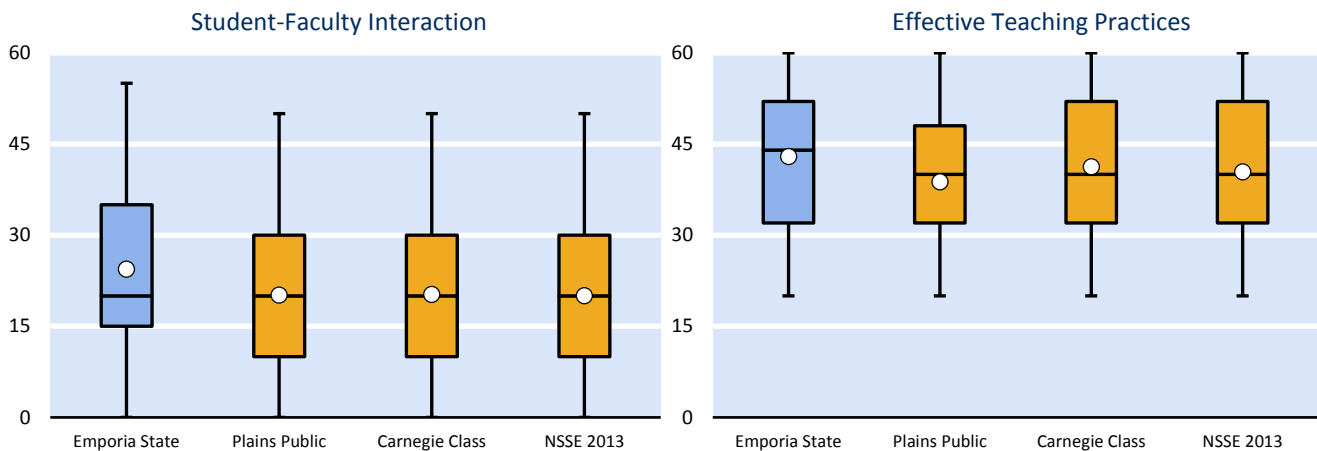
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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

Engagement Indicator	Emporia State Mean	Your first-year students compared with					
		Plains Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.4	20.1 ***	.30	20.2 ***	.28	20.0 ***	.30
Effective Teaching Practices	42.9	38.8 ***	.32	41.3 *	.12	40.4 **	.19

Notes: Results weighted by gender 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 summary page are based on effect size and p before rounding.

Score Distributions



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Summary of Indicator Items

Student-Faculty Interaction	Emporia State	Plains Public	Carnegie Class	NSSE 2013
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%	%	%	%
3a. Talked about career plans with a faculty member	41	33	33	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	19	18	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	34	23	24	24
3d. Discussed your academic performance with a faculty member	38	25	29	28
Effective Teaching Practices	Emporia State	Plains Public	Carnegie Class	NSSE 2013
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	85	80	82	82
5b. Taught course sessions in an organized way	84	79	80	80
5c. Used examples or illustrations to explain difficult points	83	76	78	78
5d. Provided feedback on a draft or work in progress	73	60	68	65
5e. Provided prompt and detailed feedback on tests or completed assignments	73	59	66	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

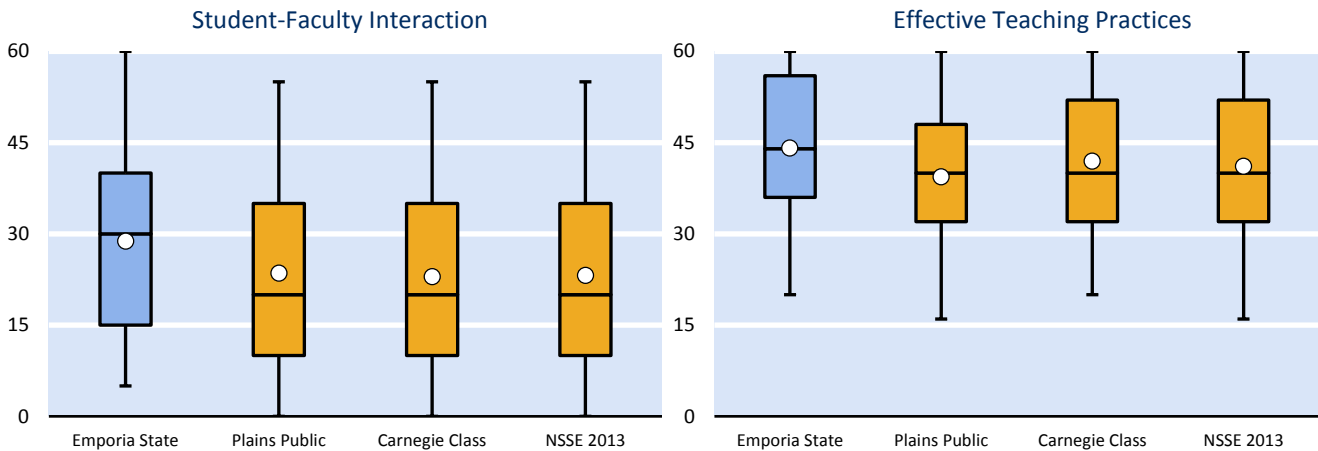
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Mean Comparisons

Engagement Indicator	Emporia State Mean	Your seniors compared with					
		Plains Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 Mean	Effect size
Student-Faculty Interaction	28.8	23.5 ***	.33	23.0 ***	.35	23.2 ***	.34
Effective Teaching Practices	44.1	39.4 ***	.36	41.9 **	.16	41.1 ***	.22

Notes: Results weighted by gender 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 summary 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.

Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	Emporia State	Plains Public	Carnegie Class	NSSE 2013
3a. Talked about career plans with a faculty member	51	42	42	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	38	27	24	25
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	46	32	32	32
3d. Discussed your academic performance with a faculty member	45	30	33	32

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	Emporia State	Plains Public	Carnegie Class	NSSE 2013
5a. Clearly explained course goals and requirements	86	80	84	83
5b. Taught course sessions in an organized way	82	80	82	82
5c. Used examples or illustrations to explain difficult points	86	79	80	79
5d. Provided feedback on a draft or work in progress	71	57	65	62
5e. Provided prompt and detailed feedback on tests or completed assignments	82	64	70	68

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

Campus Environment: First-year students

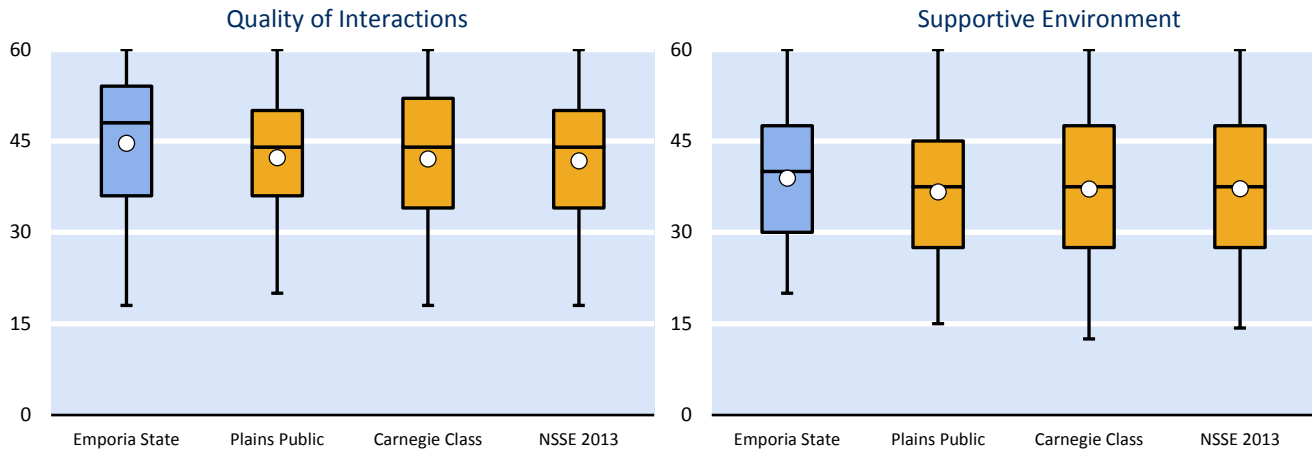
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Emporia State Mean	Your first-year students compared with					
		Plains Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.6	42.2 **	.20	42.1 ***	.20	41.7 ***	.23
Supportive Environment	38.9	36.6 **	.17	37.1 *	.13	37.2 *	.12

Notes: Results weighted by gender 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 summary 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.

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	Emporia State	Plains Public	Carnegie Class	NSSE 2013
13a. Students	63	61	60	60
13b. Academic advisors	67	50	50	49
13c. Faculty	61	48	53	51
13d. Student services staff (career services, student activities, housing, etc.)	56	46	45	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	52	43	44	42

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	Emporia State	Plains Public	Carnegie Class	NSSE 2013
14b. Providing support to help students succeed academically	78	75	78	78
14c. Using learning support services (tutoring services, writing center, etc.)	80	74	78	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	65	55	59	58
14e. Providing opportunities to be involved socially	77	73	71	72
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.)	54	44	46	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	75	70	65	68
14i. Attending events that address important social, economic, or political issues	63	51	53	53

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

Campus Environment: Seniors

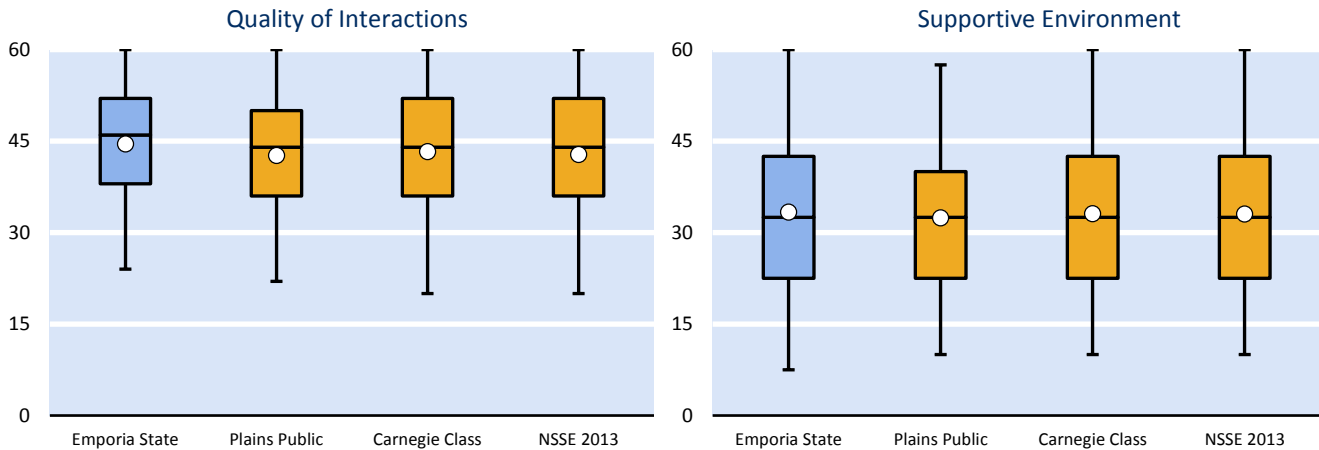
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Emporia State Mean	Your seniors compared with					
		Plains Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.5	42.6 **	.17	43.3 *	.11	42.8 **	.15
Supportive Environment	33.3	32.4	.07	33.1	.02	33.1	.02

Notes: Results weighted by gender 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 summary 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.

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	Emporia State	Plains Public	Carnegie Class	NSSE 2013
13a. Students	69	64	64	65
13b. Academic advisors	57	51	54	53
13c. Faculty	69	56	63	61
13d. Student services staff (career services, student activities, housing, etc.)	45	43	44	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	43	45	43

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	Emporia State	Plains Public	Carnegie Class	NSSE 2013
14b. Providing support to help students succeed academically	71	70	74	72
14c. Using learning support services (tutoring services, writing center, etc.)	59	63	68	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	47	53	52
14e. Providing opportunities to be involved socially	68	67	64	65
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	64	61	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	29	33	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	56	59	54	56
14i. Attending events that address important social, economic, or political issues	47	44	46	45

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 for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all current-year NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all current-year 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 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						
Theme	Engagement Indicator		Mean	NSSE 2013 Top 50%			NSSE 2013 Top 10%		
				Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.0	40.9 ***	-.21		42.7 ***	-.35		
	Reflective and Integrative Learning	35.7	37.6 **	-.15		39.4 ***	-.30		
	Learning Strategies	38.5	41.8 ***	-.23		44.3 ***	-.41		
	Quantitative Reasoning	28.1	28.8	-.05	✓	30.5 **	-.15		
<i>Learning with Peers</i>	Collaborative Learning	32.0	34.5 **	-.18		37.1 ***	-.37		
	Discussions with Diverse Others	41.6	43.2	-.11	✓	45.7 ***	-.28		
<i>Experiences with Faculty</i>	Student-Faculty Interaction	24.4	23.4	.07	✓	26.7 *	-.14		
	Effective Teaching Practices	42.9	42.8	.01	✓	44.7 *	-.13		
<i>Campus Environment</i>	Quality of Interactions	44.6	44.3	.02	✓	46.3 *	-.14		
	Supportive Environment	38.9	39.5	-.05	✓	41.4 **	-.20		
Seniors		Emporia State	Your seniors compared with						
Theme	Engagement Indicator		Mean	NSSE 2013 Top 50%			NSSE 2013 Top 10%		
				Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	41.2	43.5 **	-.17		45.3 ***	-.30		
	Reflective and Integrative Learning	38.4	41.1 ***	-.22		43.1 ***	-.37		
	Learning Strategies	41.0	43.2 *	-.15		45.4 ***	-.31		
	Quantitative Reasoning	29.2	31.1 *	-.11		32.5 ***	-.19		
<i>Learning with Peers</i>	Collaborative Learning	33.5	35.0	-.11	✓	37.5 ***	-.29		
	Discussions with Diverse Others	41.0	44.1 ***	-.19		45.8 ***	-.31		
<i>Experiences with Faculty</i>	Student-Faculty Interaction	28.8	29.7	-.06	✓	34.6 ***	-.36		
	Effective Teaching Practices	44.1	43.3	.06	✓	45.3	-.09	✓	
<i>Campus Environment</i>	Quality of Interactions	44.5	45.8	-.11	✓	47.6 ***	-.27		
	Supportive Environment	33.3	36.2 ***	-.21		39.1 ***	-.44		

Notes: Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator, 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.

Results weighted by gender 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.

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 = 296)	38.0	12.8	.74	20	30	40	45	60				
Plains Public	37.2	13.4	.12	15	30	40	45	60	12,868	.8	.293	.062
Carnegie Class	39.4	13.9	.06	20	30	40	50	60	52,874	-1.5	.071	-.105
NSSE 2013	39.1	13.8	.03	20	30	40	50	60	177,557	-1.2	.151	-.083
Top 50%	40.9	13.6	.05	20	30	40	50	60	80,515	-2.9	.000	-.211
Top 10%	42.7	13.7	.10	20	35	40	55	60	18,813	-4.8	.000	-.349
Reflective and Integrative Learning												
Emporia State (N = 309)	35.7	12.2	.70	17	29	34	43	57				
Plains Public	33.9	12.1	.11	17	26	34	40	57	13,350	1.8	.010	.149
Carnegie Class	36.1	12.6	.05	17	26	37	46	60	54,967	-.4	.610	-.029
NSSE 2013	35.7	12.6	.03	17	26	34	43	60	184,886	.0	.995	.000
Top 50%	37.6	12.5	.04	17	29	37	46	60	79,786	-1.9	.007	-.153
Top 10%	39.4	12.5	.09	20	31	40	49	60	20,064	-3.7	.000	-.298
Learning Strategies												
Emporia State (N = 280)	38.5	13.4	.80	20	27	40	47	60				
Plains Public	37.3	14.0	.13	13	27	40	47	60	12,133	1.2	.140	.089
Carnegie Class	40.4	14.2	.06	20	27	40	53	60	49,456	-1.9	.029	-.131
NSSE 2013	39.8	14.2	.03	20	27	40	53	60	165,334	-1.2	.146	-.087
Top 50%	41.8	14.1	.05	20	33	40	53	60	70,650	-3.3	.000	-.234
Top 10%	44.3	14.2	.11	20	33	47	60	60	291	-5.8	.000	-.408
Quantitative Reasoning												
Emporia State (N = 300)	28.1	15.9	.92	0	20	27	40	60				
Plains Public	27.1	15.7	.14	0	20	27	40	60	13,098	.9	.303	.060
Carnegie Class	26.9	16.7	.07	0	13	27	40	60	53,767	1.1	.244	.067
NSSE 2013	27.3	16.4	.04	0	20	27	40	60	180,477	.8	.407	.048
Top 50%	28.8	16.3	.05	0	20	27	40	60	101,516	-.8	.415	-.047
Top 10%	30.5	16.2	.11	0	20	27	40	60	21,886	-2.4	.010	-.150
Learning with Peers												
Collaborative Learning												
Emporia State (N = 306)	32.0	13.8	.79	10	20	30	40	60				
Plains Public	31.9	13.8	.12	10	20	30	40	60	13,585	.2	.832	.012
Carnegie Class	30.3	14.6	.06	5	20	30	40	60	55,933	1.8	.036	.120
NSSE 2013	31.4	14.2	.03	10	20	30	40	60	189,176	.6	.467	.042
Top 50%	34.5	13.7	.05	15	25	35	45	60	83,832	-2.4	.002	-.176
Top 10%	37.1	13.6	.10	15	25	35	45	60	17,190	-5.1	.000	-.371
Discussions with Diverse Others												
Emporia State (N = 286)	41.6	15.8	.93	15	30	40	60	60				
Plains Public	38.8	15.8	.14	15	25	40	55	60	12,210	2.7	.004	.172
Carnegie Class	40.6	16.3	.07	10	30	40	60	60	50,020	1.0	.324	.058
NSSE 2013	40.7	16.0	.04	15	30	40	55	60	167,287	.8	.395	.050
Top 50%	43.2	15.4	.05	20	35	45	60	60	81,614	-1.7	.069	-.108
Top 10%	45.7	15.0	.12	20	40	50	60	60	16,866	-4.1	.000	-.276

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 = 298)	24.4	14.8	.86	0	15	20	35	55				
Plains Public	20.1	14.1	.12	0	10	20	30	50	310	4.3	.000	.303
Carnegie Class	20.2	14.8	.06	0	10	20	30	50	53,959	4.2	.000	.282
NSSE 2013	20.0	14.5	.03	0	10	20	30	50	181,089	4.4	.000	.302
Top 50%	23.4	15.0	.06	0	10	20	35	55	57,233	1.0	.250	.067
Top 10%	26.7	16.4	.18	0	15	25	40	60	322	-2.3	.011	-.138
Effective Teaching Practices												
Emporia State (N = 303)	42.9	12.5	.72	20	32	44	52	60				
Plains Public	38.8	12.9	.11	20	32	40	48	60	13,208	4.1	.000	.322
Carnegie Class	41.3	13.5	.06	20	32	40	52	60	54,327	1.7	.032	.123
NSSE 2013	40.4	13.3	.03	20	32	40	52	60	182,357	2.5	.001	.188
Top 50%	42.8	13.3	.05	20	35	44	56	60	64,113	.1	.865	.010
Top 10%	44.7	13.8	.11	20	36	48	60	60	316	-1.7	.017	-.126
Campus Environment												
Quality of Interactions												
Emporia State (N = 281)	44.6	13.1	.78	18	36	48	54	60				
Plains Public	42.2	11.7	.11	20	36	44	50	60	291	2.4	.003	.204
Carnegie Class	42.1	12.6	.06	18	34	44	52	60	48,140	2.6	.001	.203
NSSE 2013	41.7	12.5	.03	18	34	44	50	60	160,053	2.9	.000	.234
Top 50%	44.3	11.6	.05	22	38	46	53	60	282	.3	.717	.024
Top 10%	46.3	12.0	.10	23	40	48	56	60	289	-1.6	.038	-.137
Supportive Environment												
Emporia State (N = 263)	38.9	12.8	.79	20	30	40	48	60				
Plains Public	36.6	13.3	.13	15	28	38	45	60	11,403	2.3	.006	.172
Carnegie Class	37.1	14.2	.07	13	28	38	48	60	265	1.8	.024	.126
NSSE 2013	37.2	14.0	.04	14	28	38	48	60	263	1.7	.029	.124
Top 50%	39.5	13.2	.05	18	30	40	50	60	71,902	-.6	.428	-.049
Top 10%	41.4	12.9	.11	20	33	43	53	60	14,427	-2.5	.002	-.195

a. Results weighted by gender 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.

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 = 313)	41.2	14.4	.82	15	35	40	55	60				
Plains Public	39.2	13.8	.10	15	30	40	50	60	19,263	2.0	.013	.142
Carnegie Class	41.8	13.9	.05	20	35	40	55	60	74,514	-.6	.413	-.046
NSSE 2013	41.3	14.0	.03	20	30	40	55	60	244,357	-.1	.859	-.010
Top 50%	43.5	13.7	.04	20	35	40	55	60	94,325	-2.3	.003	-.169
Top 10%	45.3	13.6	.08	20	40	45	60	60	27,792	-4.1	.000	-.301
Reflective and Integrative Learning												
Emporia State (N = 330)	38.4	13.4	.74	17	29	37	49	60				
Plains Public	37.1	12.7	.09	17	29	37	46	60	339	1.3	.094	.098
Carnegie Class	39.2	12.9	.05	20	31	40	49	60	77,250	-.8	.231	-.066
NSSE 2013	38.9	13.0	.03	17	29	40	49	60	253,734	-.5	.460	-.041
Top 50%	41.1	12.6	.04	20	31	40	51	60	93,371	-2.7	.000	-.215
Top 10%	43.1	12.6	.08	20	34	43	54	60	25,364	-4.7	.000	-.372
Learning Strategies												
Emporia State (N = 301)	41.0	14.2	.82	13	33	40	53	60				
Plains Public	37.9	14.8	.11	13	27	40	47	60	18,383	3.2	.000	.215
Carnegie Class	41.4	14.6	.05	20	33	40	53	60	71,322	-.4	.675	-.024
NSSE 2013	40.7	14.7	.03	13	27	40	53	60	232,347	.3	.689	.023
Top 50%	43.2	14.4	.04	20	33	40	60	60	109,962	-2.1	.011	-.147
Top 10%	45.4	14.0	.08	20	40	47	60	60	32,795	-4.3	.000	-.309
Quantitative Reasoning												
Emporia State (N = 320)	29.2	17.1	.96	0	20	27	40	60				
Plains Public	29.4	16.6	.12	0	20	27	40	60	19,576	-.2	.855	-.010
Carnegie Class	28.9	17.4	.06	0	20	27	40	60	75,954	.3	.727	.020
NSSE 2013	29.7	17.3	.03	0	20	27	40	60	248,777	-.5	.639	-.026
Top 50%	31.1	17.2	.05	0	20	33	40	60	138,625	-1.9	.049	-.110
Top 10%	32.5	17.0	.09	0	20	33	40	60	37,928	-3.3	.001	-.193
Learning with Peers												
Collaborative Learning												
Emporia State (N = 329)	33.5	15.2	.84	10	20	35	45	60				
Plains Public	32.6	14.3	.10	10	20	30	40	60	20,127	1.0	.215	.069
Carnegie Class	30.0	15.3	.05	5	20	30	40	60	77,905	3.6	.000	.235
NSSE 2013	31.7	14.6	.03	10	20	30	40	60	256,701	1.8	.023	.126
Top 50%	35.0	13.8	.04	15	25	35	45	60	330	-1.5	.081	-.106
Top 10%	37.5	13.5	.11	15	25	40	50	60	339	-4.0	.000	-.293
Discussions with Diverse Others												
Emporia State (N = 303)	41.0	16.2	.93	15	30	40	60	60				
Plains Public	39.6	15.9	.12	15	30	40	55	60	18,532	1.5	.108	.093
Carnegie Class	41.1	16.5	.06	15	30	40	60	60	71,833	-.1	.914	-.006
NSSE 2013	41.8	16.1	.03	15	30	40	60	60	234,275	-.7	.429	-.046
Top 50%	44.1	15.9	.04	20	35	45	60	60	126,530	-3.1	.001	-.192
Top 10%	45.8	15.6	.08	20	40	50	60	60	38,765	-4.8	.000	-.306

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 = 321)	28.8	17.0	.95	5	15	30	40	60				
Plains Public	23.5	15.7	.11	0	10	20	35	55	329	5.2	.000	.334
Carnegie Class	23.0	16.6	.06	0	10	20	35	55	75,788	5.8	.000	.351
NSSE 2013	23.2	16.3	.03	0	10	20	35	55	248,928	5.6	.000	.343
Top 50%	29.7	16.1	.07	5	20	30	40	60	323	-.9	.354	-.055
Top 10%	34.6	16.0	.20	10	20	35	45	60	6,608	-5.8	.000	-.361
Effective Teaching Practices												
Emporia State (N = 322)	44.1	12.9	.72	20	36	44	56	60				
Plains Public	39.4	13.3	.10	16	32	40	48	60	19,750	4.7	.000	.357
Carnegie Class	41.9	13.8	.05	20	32	40	52	60	324	2.2	.002	.159
NSSE 2013	41.1	13.8	.03	16	32	40	52	60	251,159	3.0	.000	.219
Top 50%	43.3	13.7	.05	20	36	44	56	60	323	.8	.240	.062
Top 10%	45.3	13.5	.11	20	36	48	60	60	16,217	-1.2	.117	-.088
Campus Environment												
Quality of Interactions												
Emporia State (N = 288)	44.5	10.6	.63	24	38	46	52	60				
Plains Public	42.6	11.2	.08	22	36	44	50	60	17,822	1.9	.004	.173
Carnegie Class	43.3	12.1	.05	20	36	44	52	60	290	1.3	.044	.105
NSSE 2013	42.8	11.9	.03	20	36	44	52	60	288	1.7	.006	.146
Top 50%	45.8	11.5	.04	24	40	48	55	60	74,152	-1.2	.070	-.107
Top 10%	47.6	11.6	.08	24	42	50	58	60	21,691	-3.1	.000	-.268
Supportive Environment												
Emporia State (N = 289)	33.3	14.8	.87	8	23	33	43	60				
Plains Public	32.4	13.6	.10	10	23	33	40	58	296	.9	.283	.069
Carnegie Class	33.1	14.7	.06	10	23	33	43	60	68,270	.3	.761	.018
NSSE 2013	33.1	14.4	.03	10	23	33	43	60	221,912	.3	.745	.019
Top 50%	36.2	13.7	.05	13	28	38	45	60	82,912	-2.8	.000	-.206
Top 10%	39.1	13.1	.12	18	30	40	50	60	298	-5.8	.000	-.441

a. Results weighted by gender 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.