



NSSE 2015

Engagement Indicators

The University of Arizona

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.
 - Summary of 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 2014 and 2015 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

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

Rocconi, L., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

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 Selected AAUDE Peers	Your first-year students compared with Selected UA Peers	Your first-year students compared with Carnegie > 20k
<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 Selected AAUDE Peers	Your seniors compared with Selected UA Peers	Your seniors compared with Carnegie > 20k
<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

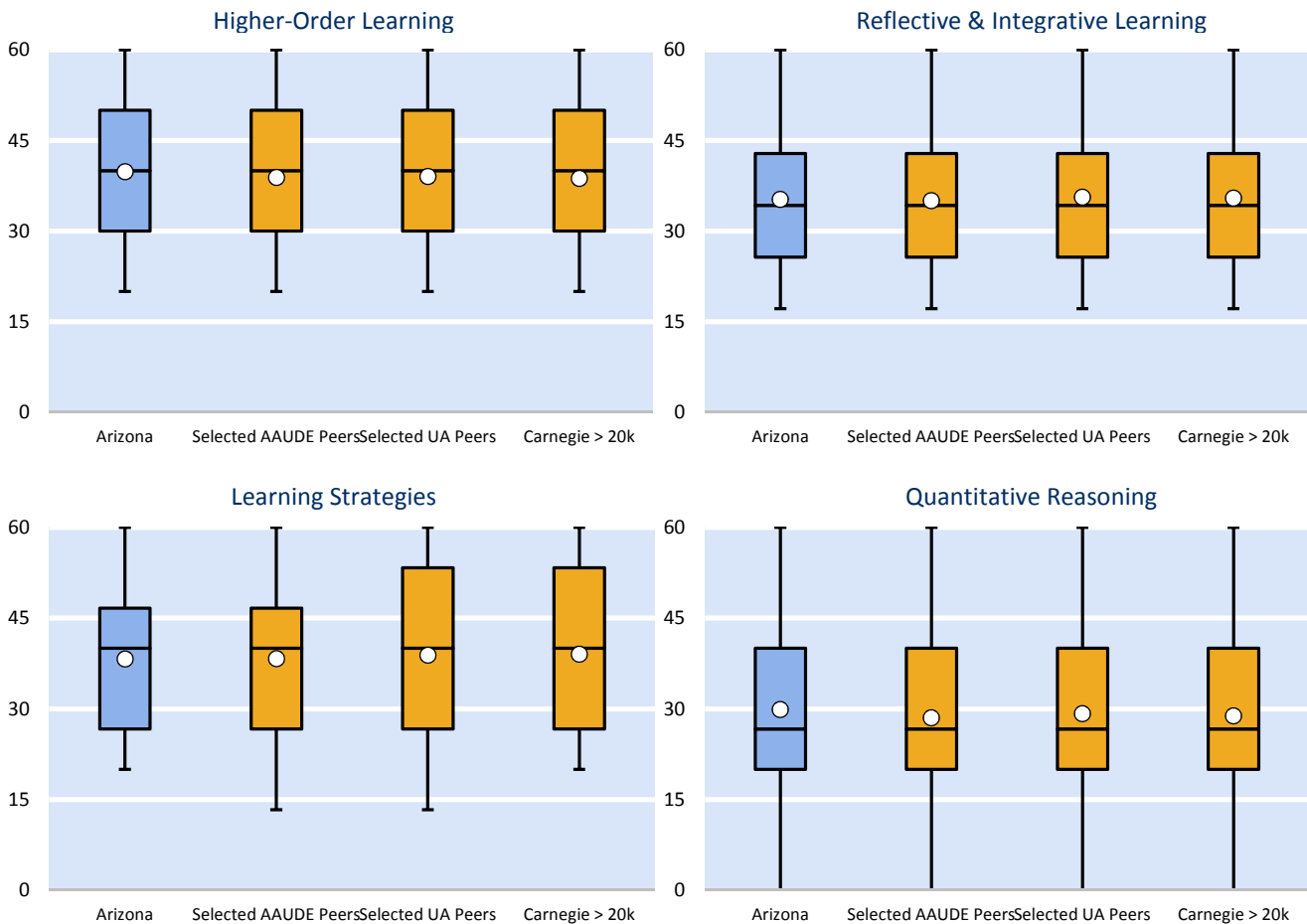
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Arizona Mean	Your first-year students compared with					
		Selected AAUDE Peers		Selected UA Peers		Carnegie > 20k	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.8	38.9 *	.07	39.0	.06	38.7 **	.08
Reflective & Integrative Learning	35.3	35.0	.02	35.6	-.03	35.5	-.02
Learning Strategies	38.2	38.3	.00	38.9	-.04	39.1	-.06
Quantitative Reasoning	29.9	28.5 **	.09	29.2	.04	28.9 *	.07

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





































































Score Distributions



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

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	Arizona	Selected AAUDE Peers	Selected UA Peers	Carnegie > 20k
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	73 	77 	79 	75 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74 	74 	74 	73 
4d. Evaluating a point of view, decision, or information source	72 	65 	65 	66 
4e. Forming a new idea or understanding from various pieces of information	72 	66 	66 	66 
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	53 	57 	60 	57 
2b. Connected your learning to societal problems or issues	52 	51 	52 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52 	48 	48 	49 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62 	60 	61 	61 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67 	64 	65 	66 
2f. Learned something that changed the way you understand an issue or concept	65 	65 	66 	65 
2g. Connected ideas from your courses to your prior experiences and knowledge	76 	76 	79 	77 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79 	79 	80 	80 
9b. Reviewed your notes after class	65 	60 	63 	64 
9c. Summarized what you learned in class or from course materials	58 	61 	62 	63 
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.)	58 	54 	56 	55 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44 	39 	41 	40 
6c. Evaluated what others have concluded from numerical information	42 	41 	42 	41 

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.

Academic Challenge: Seniors

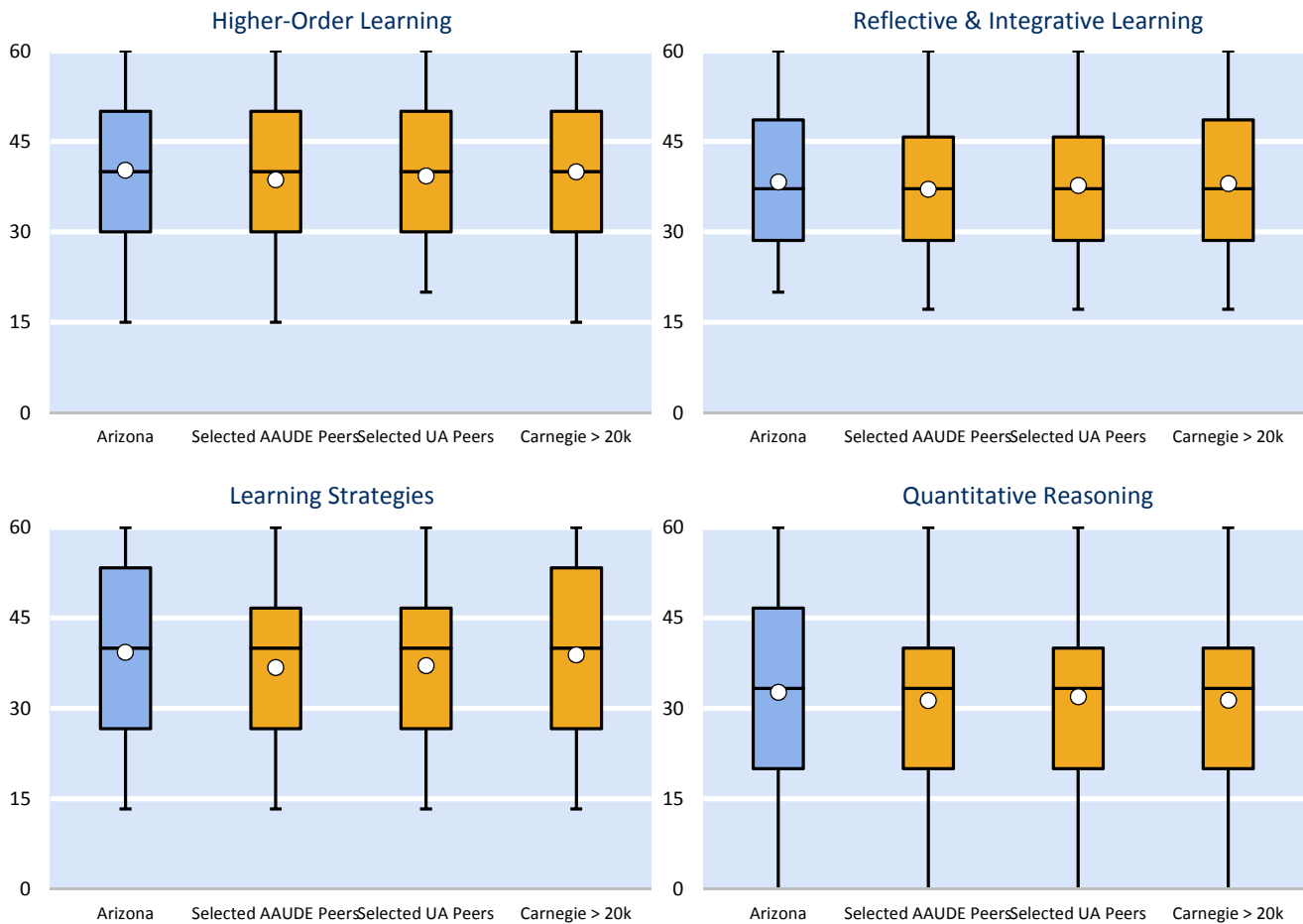
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Mean Comparisons

Engagement Indicator	Arizona Mean	Your seniors compared with					
		Selected AAUDE Peers		Selected UA Peers		Carnegie > 20k	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.2	38.7 ***	.11	39.3 *	.07	40.0	.02
Reflective & Integrative Learning	38.3	37.1 ***	.09	37.7	.05	38.0	.02
Learning Strategies	39.3	36.8 ***	.17	37.1 ***	.15	38.9	.03
Quantitative Reasoning	32.7	31.3 **	.08	31.9	.05	31.4 **	.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)

Summary of Indicator Items

	Arizona	Selected AAUDE Peers	Selected UA Peers	Carnegie > 20k
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	79 	77 	78 	78 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77 	73 	74 	76 
4d. Evaluating a point of view, decision, or information source	67 	62 	64 	66 
4e. Forming a new idea or understanding from various pieces of information	70 	65 	67 	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	75 	71 	73 	73 
2b. Connected your learning to societal problems or issues	63 	58 	60 	61 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52 	48 	50 	51 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63 	60 	62 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68 	65 	67 	68 
2f. Learned something that changed the way you understand an issue or concept	70 	69 	70 	69 
2g. Connected ideas from your courses to your prior experiences and knowledge	84 	81 	83 	82 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	83 	78 	79 	80 
9b. Reviewed your notes after class	59 	53 	53 	59 
9c. Summarized what you learned in class or from course materials	61 	57 	59 	62 
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.)	60 	58 	60 	58 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	51 	45 	47 	47 
6c. Evaluated what others have concluded from numerical information	51 	49 	51 	49 

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.

Learning with Peers: First-year students

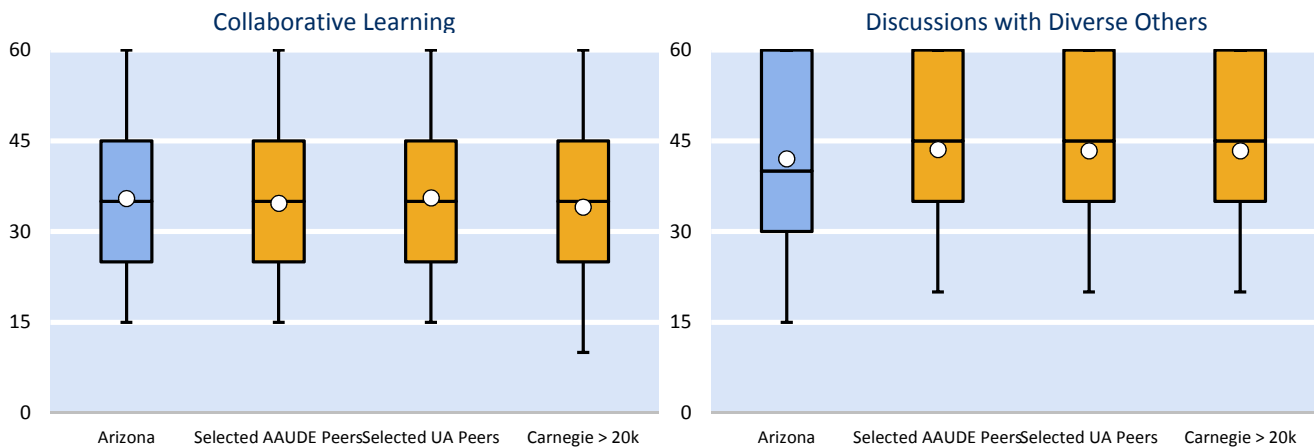
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Arizona Mean	Your first-year students compared with					
		Selected AAUDE Peers		Selected UA Peers		Carnegie > 20k	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.4	34.6	.06	35.5	-.01	34.0 ***	.10
Discussions with Diverse Others	42.0	43.5 **	-.10	43.3 *	-.09	43.3 **	-.09

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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Summary of Indicator Items

Collaborative Learning

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

	Arizona	Selected AAUDE Peers	Selected UA Peers	Carnegie > 20k
1e. Asked another student to help you understand course material	58	58	60	55
1f. Explained course material to one or more students	64	64	66	62
1g. Prepared for exams by discussing or working through course material with other students	57	55	57	54
1h. Worked with other students on course projects or assignments	61	54	58	53

Discussions with Diverse Others

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

	Arizona	Selected AAUDE Peers	Selected UA Peers	Carnegie > 20k
8a. People from a race or ethnicity other than your own	77	79	77	78
8b. People from an economic background other than your own	75	78	77	77
8c. People with religious beliefs other than your own	73	76	76	75
8d. People with political views other than your own	70	71	73	73

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.

Learning with Peers: Seniors

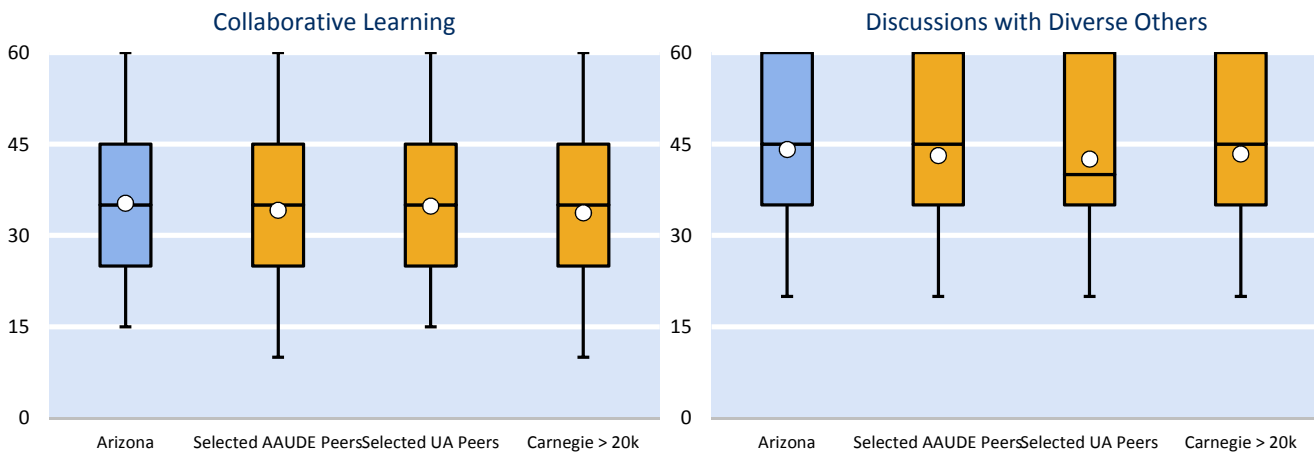
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.3	34.1 **	.08	34.8	.03	33.7 ***	.11
Discussions with Diverse Others	44.1	43.1 *	.06	42.6 ***	.10	43.4	.04

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).

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Summary of Indicator Items

Collaborative Learning

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

	Arizona	Selected AAUDE Peers	Selected UA Peers	Carnegie > 20k
1e. Asked another student to help you understand course material	47	46	48	45
1f. Explained course material to one or more students	66	62	63	61
1g. Prepared for exams by discussing or working through course material with other students	54	49	51	49
1h. Worked with other students on course projects or assignments	68	66	68	65

Discussions with Diverse Others

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

	Arizona	Selected AAUDE Peers	Selected UA Peers	Carnegie > 20k
8a. People from a race or ethnicity other than your own	79	78	75	77
8b. People from an economic background other than your own	80	76	75	77
8c. People with religious beliefs other than your own	77	76	75	75
8d. People with political views other than your own	76	70	72	74

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.

Experiences with Faculty: First-year students

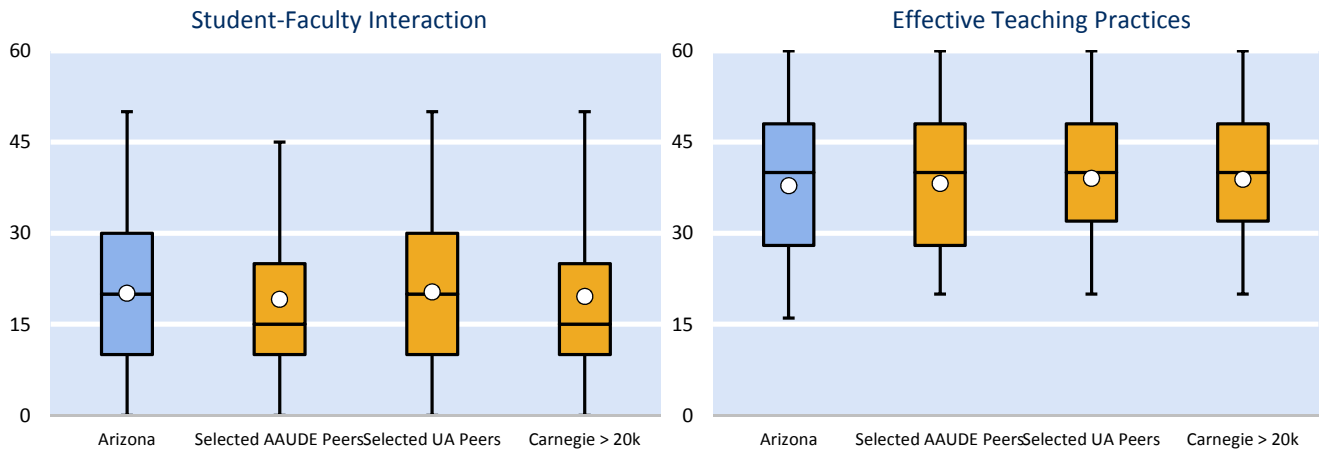
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Arizona Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
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Effective Teaching Practices	37.8	38.2	-.03	39.0 **	-.10	38.9 **	-.08

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Summary of Indicator Items

Student-Faculty Interaction

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

	Arizona	Selected AAUDE Peers	Selected UA Peers	Carnegie > 20k
3a. Talked about career plans with a faculty member	32	28	32	31
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	18	20	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	24	25	23
3d. Discussed your academic performance with a faculty member	28	23	25	25

Effective Teaching Practices

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

	Arizona	Selected AAUDE Peers	Selected UA Peers	Carnegie > 20k
5a. Clearly explained course goals and requirements	76	80	82	81
5b. Taught course sessions in an organized way	76	79	82	80
5c. Used examples or illustrations to explain difficult points	75	78	80	77
5d. Provided feedback on a draft or work in progress	63	55	56	58
5e. Provided prompt and detailed feedback on tests or completed assignments	54	55	57	56

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Experiences with Faculty: Seniors

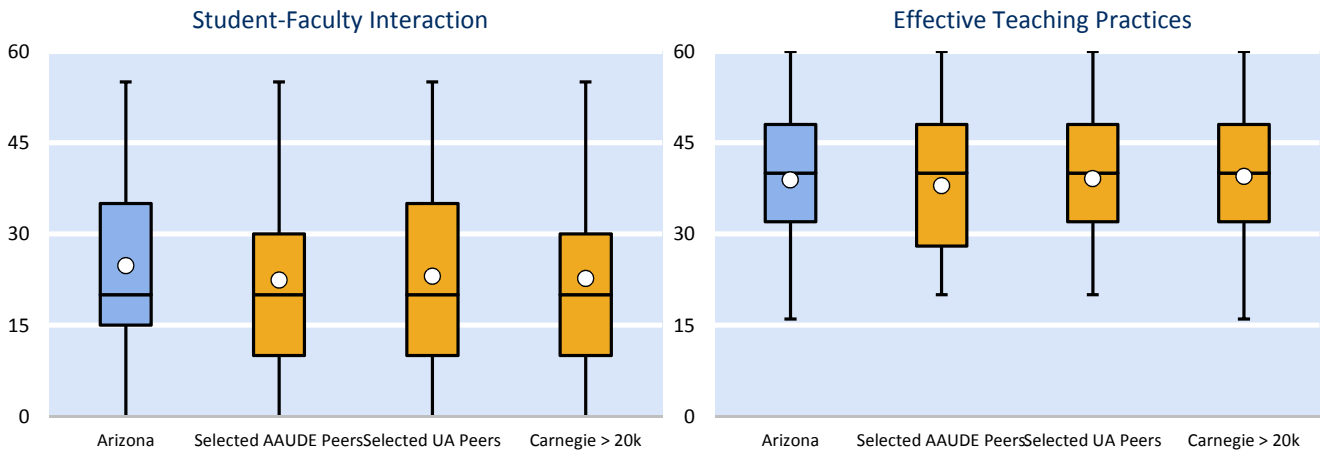
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		Selected AAUDE Peers		Selected UA Peers		Carnegie > 20k	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.8	22.4 ***	.15	23.0 ***	.11	22.7 ***	.13
Effective Teaching Practices	38.9	38.0 **	.07	39.1	-.01	39.5	-.04

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



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

Summary of Indicator Items

Student-Faculty Interaction

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

	Arizona	Selected AAUDE Peers	Selected UA Peers	Carnegie > 20k
3a. Talked about career plans with a faculty member	43	37	40	39
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	27	28	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	30	30	31
3d. Discussed your academic performance with a faculty member	31	25	26	28

Effective Teaching Practices

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

	Arizona	Selected AAUDE Peers	Selected UA Peers	Carnegie > 20k
5a. Clearly explained course goals and requirements	82	81	82	82
5b. Taught course sessions in an organized way	79	79	81	80
5c. Used examples or illustrations to explain difficult points	79	78	80	79
5d. Provided feedback on a draft or work in progress	55	50	54	55
5e. Provided prompt and detailed feedback on tests or completed assignments	59	56	59	61

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.

Campus Environment: First-year students

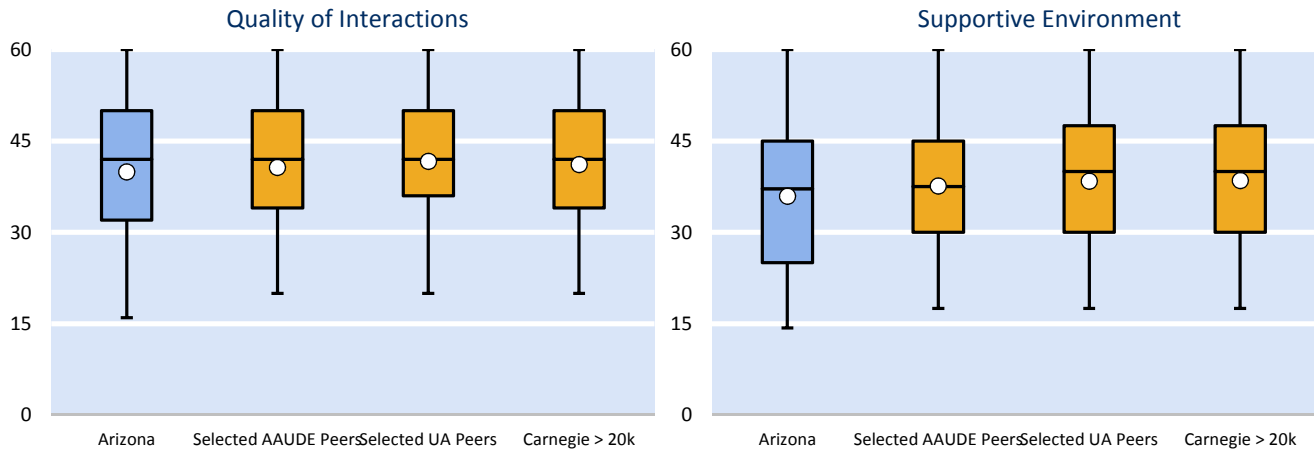
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Arizona Mean	Your first-year students compared with					
		Selected AAUDE Peers		Selected UA Peers		Carnegie > 20k	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.9	40.7	-.06	41.6 ***	-.15	41.1 **	-.10
Supportive Environment	35.9	37.6 ***	-.13	38.4 ***	-.19	38.5 ***	-.19

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.

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...

	Arizona	Selected AAUDE Peers	Selected UA Peers	Carnegie > 20k
13a. Students	53	58	60	59
13b. Academic advisors	48	44	47	47
13c. Faculty	41	43	46	45
13d. Student services staff (career services, student activities, housing, etc.)	41	41	43	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	35	34	37	36

Supportive Environment

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

	Arizona	Selected AAUDE Peers	Selected UA Peers	Carnegie > 20k
14b. Providing support to help students succeed academically	76	77	79	79
14c. Using learning support services (tutoring services, writing center, etc.)	78	76	77	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	64	64	62
14e. Providing opportunities to be involved socially	71	77	77	78
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	76	77	77
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	42	45	45
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	73	74	75
14i. Attending events that address important social, economic, or political issues	46	54	56	55

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.

Campus Environment: Seniors

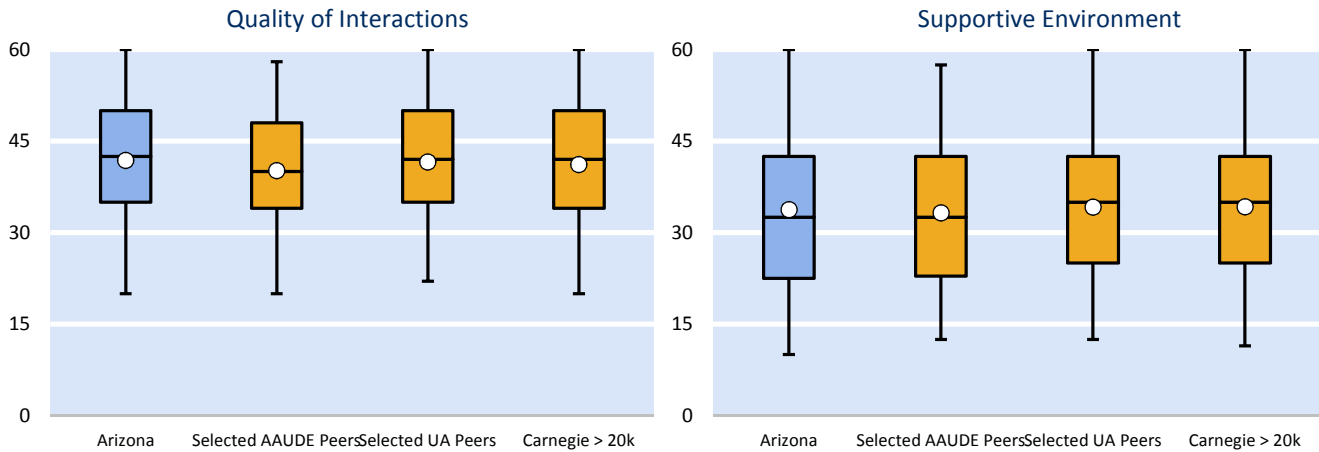
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Arizona Mean	Your seniors compared with					
		Selected AAUDE Peers		Selected UA Peers		Carnegie > 20k	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.8	40.1 ***	.15	41.6	.02	41.2 *	.06
Supportive Environment	33.8	33.2	.04	34.2	-.03	34.2	-.03

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.

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...

	Arizona	Selected AAUDE Peers	Selected UA Peers	Carnegie > 20k
13a. Students	59	60	63	63
13b. Academic advisors	57	42	46	45
13c. Faculty	52	49	51	53
13d. Student services staff (career services, student activities, housing, etc.)	38	36	40	40
13e. Other administrative staff and offices (registrar, financial aid, etc.)	34	31	35	35

Supportive Environment

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

	Arizona	Selected AAUDE Peers	Selected UA Peers	Carnegie > 20k
14b. Providing support to help students succeed academically	73	65	70	69
14c. Using learning support services (tutoring services, writing center, etc.)	67	60	65	64
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	47	51	52	53
14e. Providing opportunities to be involved socially	67	69	72	71
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	69	69	69	69
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	33	29	31	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	66	66	67
14i. Attending events that address important social, economic, or political issues	41	45	47	47

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.

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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 2014 and 2015 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2014 and 2015 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	Arizona 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	39.8	41.0 **	-.09		43.0 ***	-.23	
	Reflective and Integrative Learning	35.3	37.6 ***	-.18		39.6 ***	-.34	
	Learning Strategies	38.2	41.6 ***	-.24		44.4 ***	-.44	
	Quantitative Reasoning	29.9	29.4	.03	✓	31.5 ***	-.10	
<i>Learning with Peers</i>	Collaborative Learning	35.4	35.1	.02	✓	37.3 ***	-.13	
	Discussions with Diverse Others	42.0	43.4 **	-.09		45.5 ***	-.24	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.1	24.0 ***	-.26		27.2 ***	-.45	
	Effective Teaching Practices	37.8	42.3 ***	-.34		44.6 ***	-.51	
<i>Campus Environment</i>	Quality of Interactions	39.9	44.0 ***	-.35		45.8 ***	-.50	
	Supportive Environment	35.9	39.4 ***	-.26		41.3 ***	-.41	

Seniors

Theme	Engagement Indicator	Arizona Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.2	43.5 ***	-.23		45.3 ***	-.37	
	Reflective and Integrative Learning	38.3	41.3 ***	-.23		43.1 ***	-.38	
	Learning Strategies	39.3	42.5 ***	-.22		44.8 ***	-.39	
	Quantitative Reasoning	32.7	31.7 *	.05	✓	33.7 *	-.06	
<i>Learning with Peers</i>	Collaborative Learning	35.3	35.7	-.03	✓	38.2 ***	-.21	
	Discussions with Diverse Others	44.1	43.9	.01	✓	45.9 ***	-.12	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	24.8	29.8 ***	-.31		34.1 ***	-.57	
	Effective Teaching Practices	38.9	43.1 ***	-.31		45.1 ***	-.47	
<i>Campus Environment</i>	Quality of Interactions	41.8	45.0 ***	-.28		46.7 ***	-.42	
	Supportive Environment	33.8	36.1 ***	-.17		38.8 ***	-.36	

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 2014 and 2015 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												
Arizona (N = 1246)	39.8	13.6	.38	20	30	40	50	60				
Selected AAUDE Peers	38.9	13.4	.16	20	30	40	50	60	7,962	.9	.023	.070
Selected UA Peers	39.0	13.4	.19	20	30	40	50	60	6,342	.8	.073	.057
Carnegie > 20k	38.7	13.7	.10	20	30	40	50	60	19,562	1.1	.006	.081
Top 50%	41.0	13.7	.05	20	30	40	55	60	77,850	-1.2	.003	-.086
Top 10%	43.0	13.8	.11	20	35	40	55	60	1,458	-3.2	.000	-.235
Reflective & Integrative Learning												
Arizona (N = 1311)	35.3	12.5	.35	17	26	34	43	60				
Selected AAUDE Peers	35.0	12.5	.15	17	26	34	43	60	8,311	.2	.537	.019
Selected UA Peers	35.6	12.5	.17	17	26	34	43	60	6,603	-.3	.411	-.025
Carnegie > 20k	35.5	12.7	.09	17	26	34	43	60	20,383	-.2	.592	-.015
Top 50%	37.6	12.7	.04	17	29	37	46	60	84,631	-2.3	.000	-.184
Top 10%	39.6	12.8	.10	20	31	40	49	60	17,991	-4.3	.000	-.337
Learning Strategies												
Arizona (N = 1175)	38.2	14.2	.41	20	27	40	47	60				
Selected AAUDE Peers	38.3	14.2	.18	13	27	40	47	60	7,494	-.1	.875	-.005
Selected UA Peers	38.9	14.2	.21	13	27	40	53	60	5,949	-.6	.176	-.044
Carnegie > 20k	39.1	14.1	.11	20	27	40	53	60	18,105	-.8	.059	-.057
Top 50%	41.6	14.1	.05	20	33	40	53	60	71,161	-3.3	.000	-.237
Top 10%	44.4	14.0	.11	20	33	47	60	60	17,020	-6.1	.000	-.438
Quantitative Reasoning												
Arizona (N = 1293)	29.9	16.4	.46	0	20	27	40	60				
Selected AAUDE Peers	28.5	15.9	.19	0	20	27	40	60	1,782	1.4	.006	.086
Selected UA Peers	29.2	16.0	.22	0	20	27	40	60	1,955	.7	.189	.041
Carnegie > 20k	28.9	16.2	.12	0	20	27	40	60	19,858	1.1	.024	.065
Top 50%	29.4	16.6	.05	0	20	27	40	60	102,375	.5	.253	.032
Top 10%	31.5	16.5	.12	0	20	33	40	60	21,562	-1.6	.001	-.097
Learning with Peers												
Collaborative Learning												
Arizona (N = 1343)	35.4	13.9	.38	15	25	35	45	60				
Selected AAUDE Peers	34.6	14.1	.17	15	25	35	45	60	8,579	.8	.058	.056
Selected UA Peers	35.5	14.0	.19	15	25	35	45	60	6,814	-.1	.837	-.006
Carnegie > 20k	34.0	14.3	.10	10	25	35	45	60	21,042	1.4	.000	.102
Top 50%	35.1	13.8	.05	15	25	35	45	60	93,812	.3	.442	.021
Top 10%	37.3	13.8	.10	15	25	35	50	60	21,993	-1.8	.000	-.133
Discussions with Diverse Others												
Arizona (N = 1187)	42.0	15.7	.46	15	30	40	60	60				
Selected AAUDE Peers	43.5	15.0	.19	20	35	45	60	60	7,589	-1.5	.001	-.102
Selected UA Peers	43.3	14.8	.21	20	35	45	60	60	1,736	-1.3	.010	-.086
Carnegie > 20k	43.3	15.1	.12	20	35	45	60	60	18,307	-1.3	.005	-.085
Top 50%	43.4	15.4	.05	20	35	45	60	60	86,487	-1.4	.002	-.089
Top 10%	45.5	14.8	.10	20	40	50	60	60	1,315	-3.5	.000	-.237

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												
Arizona (N = 1283)	20.1	14.8	.41	0	10	20	30	50				
Selected AAUDE Peers	19.1	14.3	.17	0	10	15	25	45	8,120	1.0	.022	.070
Selected UA Peers	20.3	14.6	.20	0	10	20	30	50	6,461	-.2	.594	-.017
Carnegie > 20k	19.6	14.5	.11	0	10	15	25	50	19,918	.5	.224	.035
Top 50%	24.0	15.2	.07	0	15	20	35	55	1,347	-4.0	.000	-.260
Top 10%	27.2	16.1	.17	5	15	25	40	60	1,732	-7.1	.000	-.447
Effective Teaching Practices												
Arizona (N = 1302)	37.8	13.1	.36	16	28	40	48	60				
Selected AAUDE Peers	38.2	12.3	.15	20	28	40	48	60	1,764	-.4	.347	-.030
Selected UA Peers	39.0	12.2	.17	20	32	40	48	60	1,908	-1.2	.003	-.098
Carnegie > 20k	38.9	12.8	.09	20	32	40	48	60	20,042	-1.1	.003	-.084
Top 50%	42.3	13.2	.05	20	32	40	52	60	63,273	-4.5	.000	-.343
Top 10%	44.6	13.3	.12	20	36	44	56	60	1,597	-6.8	.000	-.515
Campus Environment												
Quality of Interactions												
Arizona (N = 1129)	39.9	12.7	.38	16	32	42	50	60				
Selected AAUDE Peers	40.7	11.5	.15	20	34	42	50	60	1,493	-.7	.069	-.063
Selected UA Peers	41.6	11.2	.17	20	36	42	50	60	1,588	-1.7	.000	-.150
Carnegie > 20k	41.1	11.8	.09	20	34	42	50	60	1,267	-1.2	.002	-.104
Top 50%	44.0	11.7	.05	22	38	46	52	60	1,168	-4.1	.000	-.347
Top 10%	45.8	11.9	.11	23	40	48	55	60	1,329	-5.9	.000	-.496
Supportive Environment												
Arizona (N = 1108)	35.9	13.6	.41	14	25	37	45	60				
Selected AAUDE Peers	37.6	12.8	.17	18	30	38	45	60	1,491	-1.7	.000	-.128
Selected UA Peers	38.4	13.0	.19	18	30	40	48	60	1,635	-2.5	.000	-.189
Carnegie > 20k	38.5	13.1	.10	18	30	40	48	60	16,967	-2.5	.000	-.194
Top 50%	39.4	13.4	.05	18	30	40	50	60	70,098	-3.5	.000	-.261
Top 10%	41.3	13.0	.11	20	33	40	53	60	16,161	-5.4	.000	-.411

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												
Arizona (N = 1548)	40.2	13.7	.35	15	30	40	50	60				
Selected AAUDE Peers	38.7	13.8	.14	15	30	40	50	60	11,426	1.6	.000	.114
Selected UA Peers	39.3	13.7	.16	20	30	40	50	60	8,982	1.0	.012	.070
Carnegie > 20k	40.0	14.2	.09	15	30	40	50	60	29,230	.3	.436	.020
Top 50%	43.5	13.8	.05	20	35	40	55	60	1,607	-3.2	.000	-.235
Top 10%	45.3	13.6	.09	20	40	45	60	60	1,766	-5.1	.000	-.372
Reflective & Integrative Learning												
Arizona (N = 1609)	38.3	12.8	.32	20	29	37	49	60				
Selected AAUDE Peers	37.1	13.0	.13	17	29	37	46	60	11,870	1.2	.000	.095
Selected UA Peers	37.7	12.8	.15	17	29	37	46	60	9,312	.6	.100	.045
Carnegie > 20k	38.0	13.2	.08	17	29	37	49	60	30,419	.3	.429	.020
Top 50%	41.3	12.7	.04	20	31	40	51	60	83,946	-3.0	.000	-.235
Top 10%	43.1	12.5	.09	20	34	43	54	60	22,006	-4.8	.000	-.384
Learning Strategies												
Arizona (N = 1481)	39.3	14.6	.38	13	27	40	53	60				
Selected AAUDE Peers	36.8	14.8	.15	13	27	40	47	60	10,855	2.5	.000	.170
Selected UA Peers	37.1	14.7	.18	13	27	40	47	60	8,488	2.2	.000	.149
Carnegie > 20k	38.9	14.9	.09	13	27	40	53	60	27,524	.4	.285	.029
Top 50%	42.5	14.6	.05	20	33	40	60	60	105,882	-3.2	.000	-.219
Top 10%	44.8	14.2	.09	20	33	47	60	60	28,814	-5.6	.000	-.391
Quantitative Reasoning												
Arizona (N = 1584)	32.7	17.1	.43	0	20	33	47	60				
Selected AAUDE Peers	31.3	16.9	.17	0	20	33	40	60	11,632	1.4	.003	.081
Selected UA Peers	31.9	16.7	.19	0	20	33	40	60	9,131	.8	.098	.046
Carnegie > 20k	31.4	17.3	.10	0	20	33	40	60	29,733	1.3	.003	.077
Top 50%	31.7	17.3	.05	0	20	33	40	60	139,105	.9	.030	.055
Top 10%	33.7	16.9	.10	0	20	33	47	60	30,696	-1.0	.023	-.059
Learning with Peers												
Collaborative Learning												
Arizona (N = 1639)	35.3	13.9	.34	15	25	35	45	60				
Selected AAUDE Peers	34.1	14.2	.14	10	25	35	45	60	12,215	1.2	.002	.082
Selected UA Peers	34.8	14.2	.16	15	25	35	45	60	9,553	.5	.200	.035
Carnegie > 20k	33.7	14.7	.09	10	25	35	45	60	1,844	1.6	.000	.109
Top 50%	35.7	13.9	.04	15	25	35	45	60	116,425	-.4	.267	-.028
Top 10%	38.2	13.7	.09	15	30	40	50	60	24,847	-2.9	.000	-.209
Discussions with Diverse Others												
Arizona (N = 1493)	44.1	15.2	.39	20	35	45	60	60				
Selected AAUDE Peers	43.1	15.0	.15	20	35	45	60	60	10,993	1.0	.023	.063
Selected UA Peers	42.6	14.9	.18	20	35	40	60	60	8,586	1.5	.000	.103
Carnegie > 20k	43.4	15.7	.10	20	35	45	60	60	27,888	.7	.092	.045
Top 50%	43.9	15.9	.04	20	35	45	60	60	1,530	.2	.659	.011
Top 10%	45.9	15.4	.09	20	40	50	60	60	33,538	-1.8	.000	-.119

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												
Arizona (N = 1599)	24.8	15.7	.39	0	15	20	35	55				
Selected AAUDE Peers	22.4	15.4	.15	0	10	20	30	55	11,637	2.4	.000	.154
Selected UA Peers	23.0	15.3	.18	0	10	20	35	55	9,143	1.7	.000	.113
Carnegie > 20k	22.7	15.8	.09	0	10	20	30	55	29,793	2.1	.000	.132
Top 50%	29.8	16.2	.07	5	20	30	40	60	1,703	-5.0	.000	-.307
Top 10%	34.1	16.5	.19	5	20	35	45	60	2,378	-9.3	.000	-.569
Effective Teaching Practices												
Arizona (N = 1594)	38.9	13.2	.33	16	32	40	48	60				
Selected AAUDE Peers	38.0	12.7	.13	20	28	40	48	60	11,717	.9	.006	.074
Selected UA Peers	39.1	12.8	.15	20	32	40	48	60	9,191	-.2	.600	-.014
Carnegie > 20k	39.5	13.4	.08	16	32	40	48	60	30,022	-.6	.101	-.042
Top 50%	43.1	13.6	.05	20	36	44	56	60	1,665	-4.2	.000	-.306
Top 10%	45.1	13.4	.11	20	36	48	60	60	1,982	-6.2	.000	-.466
Campus Environment												
Quality of Interactions												
Arizona (N = 1441)	41.8	11.4	.30	20	35	43	50	60				
Selected AAUDE Peers	40.1	11.3	.12	20	34	40	48	58	10,539	1.7	.000	.149
Selected UA Peers	41.6	11.1	.13	22	35	42	50	60	8,270	.2	.444	.022
Carnegie > 20k	41.2	11.7	.07	20	34	42	50	60	26,567	.7	.034	.057
Top 50%	45.0	11.4	.04	24	38	46	54	60	71,991	-3.1	.000	-.276
Top 10%	46.7	11.8	.09	24	40	50	56	60	19,261	-4.9	.000	-.416
Supportive Environment												
Arizona (N = 1436)	33.8	13.9	.37	10	23	33	43	60				
Selected AAUDE Peers	33.2	13.3	.14	13	23	33	43	58	1,879	.6	.161	.041
Selected UA Peers	34.2	13.3	.16	13	25	35	43	60	2,036	-.4	.305	-.031
Carnegie > 20k	34.2	13.9	.09	11	25	35	43	60	26,231	-.4	.237	-.032
Top 50%	36.1	13.9	.05	13	26	38	45	60	80,772	-2.3	.000	-.166
Top 10%	38.8	13.7	.11	15	30	40	50	60	16,225	-5.0	.000	-.363

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.