



NSSE 2018

Engagement Indicators

Champlain College

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 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 group.
 - 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 2017 and 2018 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 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




Rocconi, L., & Gonyea, R. M. (2015, May). *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, 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		Your first-year students compared with CC Comp Group	Your first-year students compared with Small 4 YR Res	Your first-year students compared with All NSSE
Theme	Engagement Indicator			
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies			
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Seniors		Your seniors compared with CC Comp Group	Your seniors compared with Small 4 YR Res	Your seniors compared with All NSSE
Theme	Engagement Indicator			
Academic Challenge	Higher-Order Learning			
	Reflective & Integrative Learning	--	--	--
	Learning Strategies			
	Quantitative Reasoning			
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others			
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--		--
	Supportive Environment			



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Academic Challenge: First-year students

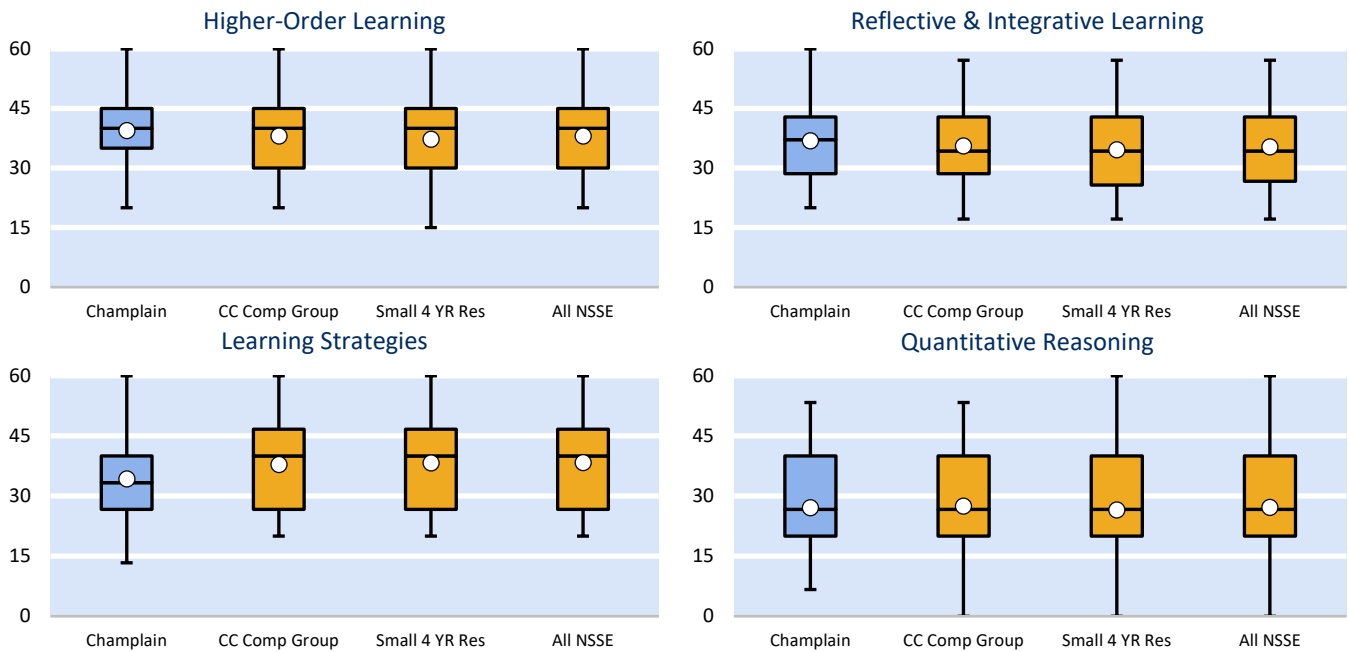
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Champlain Mean	Your first-year students compared with					
		CC Comp Group		Small 4 YR Res		All NSSE	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.4	38.1	.11	37.2 **	.17	38.1	.10
Reflective & Integrative Learning	36.8	35.5	.11	34.6 **	.19	35.4	.12
Learning Strategies	34.2	37.9 ***	-.28	38.2 ***	-.29	38.3 ***	-.30
Quantitative Reasoning	27.0	27.5	-.03	26.5	.04	27.1	-.01

Notes: Results reflect Report Sample exclusions and are unweighted. Refer to your *Administration Summary* report for more details; 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. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	Champlain	Percentage point difference ^a between your FY students and		
		CC Comp Group	Small 4 YR Res	All NSSE
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	70	-5	+2	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+6	+10	+7
4d. Evaluating a point of view, decision, or information source	78	+10	+8	+8
4e. Forming a new idea or understanding from various pieces of information	77	+8	+9	+8
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	55	+1	+5	+3
2b. Connected your learning to societal problems or issues	57	+3	+7	+5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	59	+7	+8	+7
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	+4	+5	+3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	79	+9	+11	+9
2f. Learned something that changed the way you understand an issue or concept	57	-11	-8	-10
2g. Connected ideas from your courses to your prior experiences and knowledge	81	+1	+6	+3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	78	-1	+3	+1
9b. Reviewed your notes after class	43	-20	-24	-22
9c. Summarized what you learned in class or from course materials	54	-8	-9	-9
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.)	50	-1	+1	-0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	+0	+2	+1
6c. Evaluated what others have concluded from numerical information	35	-5	+0	-2

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

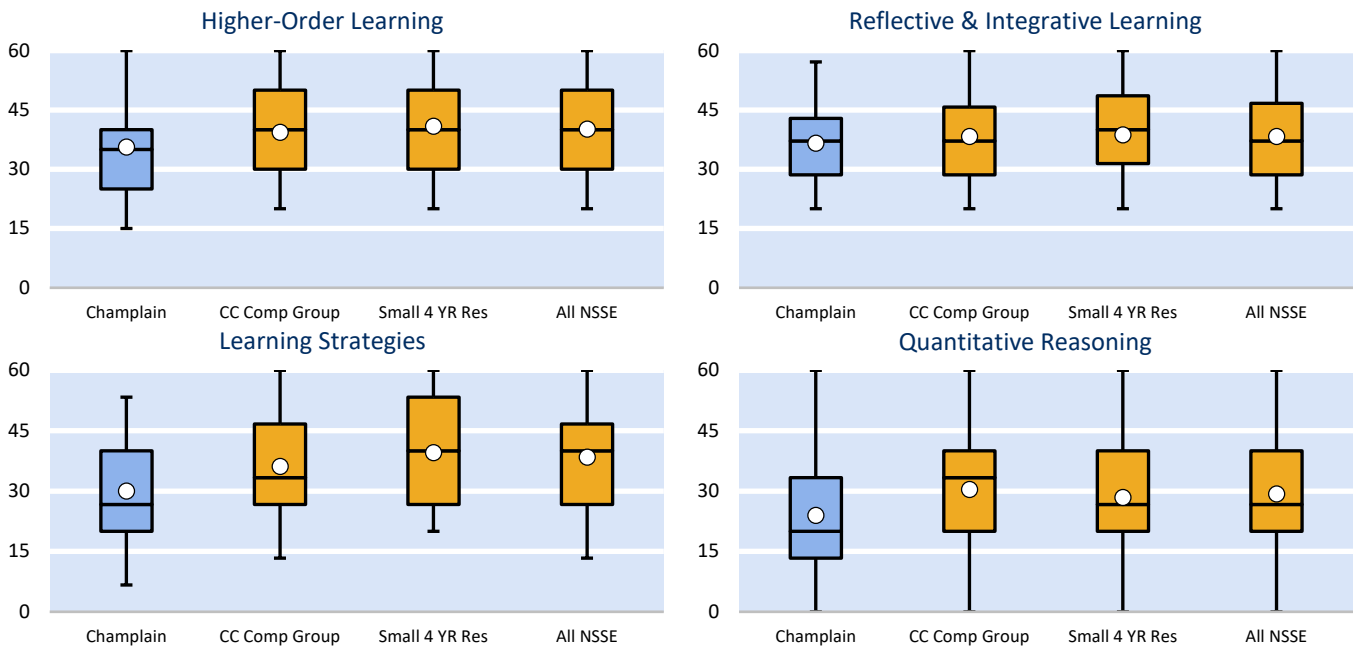
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Champlain Mean	Your seniors compared with					
		CC Comp Group		Small 4 YR Res		All NSSE	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	35.6	39.3 **	-.29	40.8 ***	-.38	40.1 ***	-.33
Reflective & Integrative Learning	36.6	38.2	-.14	38.7	-.17	38.3	-.14
Learning Strategies	29.9	36.1 ***	-.44	39.5 ***	-.67	38.4 ***	-.59
Quantitative Reasoning	23.9	30.4 ***	-.40	28.4 **	-.28	29.3 ***	-.33

Notes: Results reflect Report Sample exclusions and are unweighted. Refer to your *Administration Summary* report for more details; 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: 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. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	Champlain	Percentage point difference ^a between your seniors and		
		CC Comp Group	Small 4 YR Res	All NSSE
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		-8	-9
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	63		-12	-13
4d. Evaluating a point of view, decision, or information source	61		-7	-13
4e. Forming a new idea or understanding from various pieces of information	69		-2	-5
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	65		-8	-3
2b. Connected your learning to societal problems or issues	56		-8	-8
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	54		+2	-4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67		+2	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69		-4	-5
2f. Learned something that changed the way you understand an issue or concept	65		-8	-7
2g. Connected ideas from your courses to your prior experiences and knowledge	80		-4	-3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	63		-15	-17
9b. Reviewed your notes after class	41		-13	-25
9c. Summarized what you learned in class or from course materials	45		-12	-22
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.)	41		-15	-10
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	28		-16	-14
6c. Evaluated what others have concluded from numerical information	31		-17	-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.

Learning with Peers: First-year students

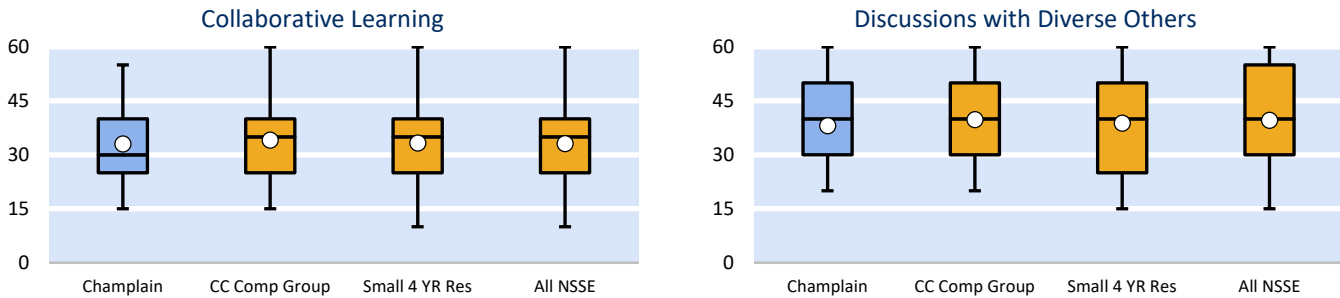
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Champlain Mean	Your first-year students compared with					
		CC Comp Group Effect size		Small 4 YR Res Effect size		All NSSE Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.0	34.1	-.08	33.3	-.02	33.1	-.01
Discussions with Diverse Others	38.1	39.8	-.12	38.8	-.04	39.6	-.10

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Performance on Indicator Items

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	Champlain	Percentage point difference ^a between your FY students and		
		CC Comp Group	Small 4 YR Res	All NSSE
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1e. Asked another student to help you understand course material	54	-3	-1	-2
1f. Explained course material to one or more students	63	+1	+4	+4
1g. Prepared for exams by discussing or working through course material with other students	43	-12	-10	-9
1h. Worked with other students on course projects or assignments	64	+5	+7	+8
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	66	-4	-3	-5
8b. People from an economic background other than your own	76	+2	+5	+4
8c. People with religious beliefs other than your own	63	-7	-0	-3
8d. People with political views other than your own	54	-8	-10	-11

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Learning with Peers: Seniors

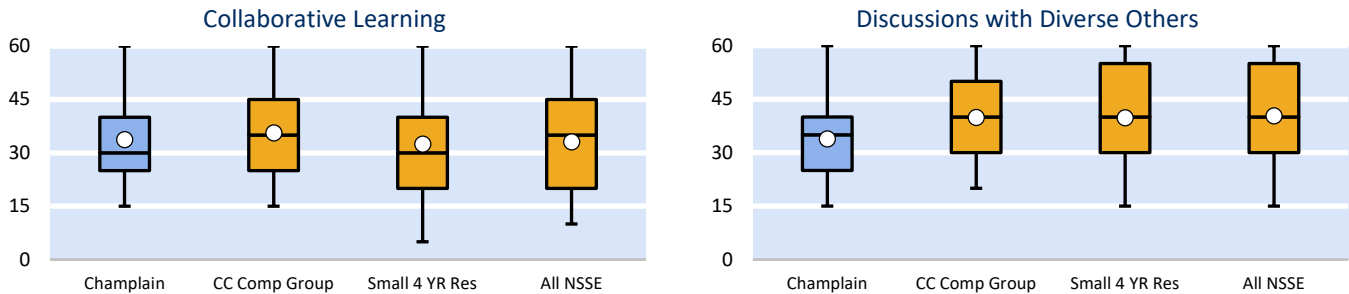
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Mean Comparisons

Engagement Indicator	Champlain Mean	Your seniors compared with					
		CC Comp Group Mean	Effect size	Small 4 YR Res Mean	Effect size	All NSSE Mean	Effect size
Collaborative Learning	33.7	35.6	-.14	32.4	.09	33.1	.04
Discussions with Diverse Others	33.8	39.9 ***	-.43	39.8 ***	-.38	40.3 ***	-.42

Notes: Results reflect Report Sample exclusions and are unweighted. Refer to your *Administration Summary* report for more details; 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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Performance on Indicator Items

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Collaborative Learning	Champlain	Percentage point difference ^a between your seniors and		
		CC Comp Group	Small 4 YR Res	All NSSE
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	45	-6	+3	-0
1f. Explained course material to one or more students	63	-4	+4	+3
1g. Prepared for exams by discussing or working through course material with other students	36	-19	-14	-13
1h. Worked with other students on course projects or assignments	78	+6	+17	+13
<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	56	-14	-14	-16
8b. People from an economic background other than your own	69	-6	-4	-5
8c. People with religious beliefs other than your own	49	-21	-16	-18
8d. People with political views other than your own	43	-17	-25	-23

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Experiences with Faculty: First-year students

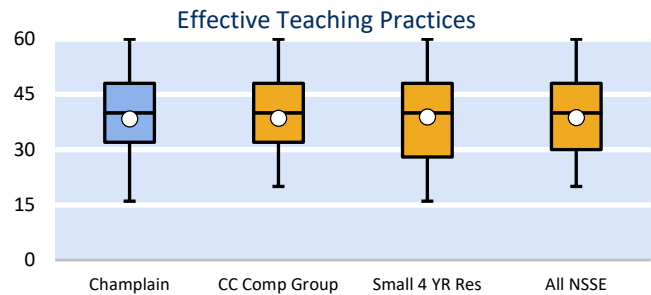
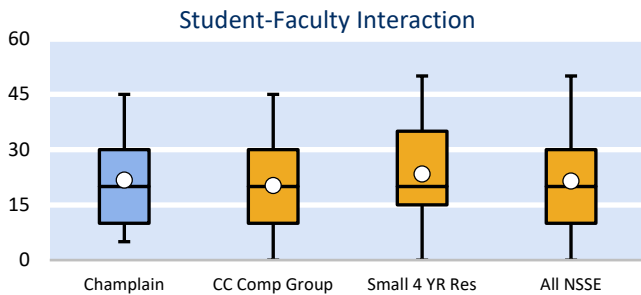
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Champlain Mean	Your first-year students compared with					
		CC Comp Group Effect size		Small 4 YR Res Effect size		All NSSE Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.7	20.3	.10	23.4	-.11	21.5	.02
Effective Teaching Practices	38.3	38.5	-.01	38.9	-.04	38.6	-.02

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Student-Faculty Interaction	Champlain	Percentage point difference ^a between your FY students and		
		CC Comp Group	Small 4 YR Res	All NSSE
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	29	-3	-13	-9
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	15	-3	-9	-6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	+7	+3	+6
3d. Discussed your academic performance with a faculty member	30	+2	-6	-1
<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	78	-1	+2	+1
5b. Taught course sessions in an organized way	79	+1	+5	+3
5c. Used examples or illustrations to explain difficult points	74	-3	+1	-1
5d. Provided feedback on a draft or work in progress	68	+6	+0	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	62	+3	-1	+2

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Experiences with Faculty: Seniors

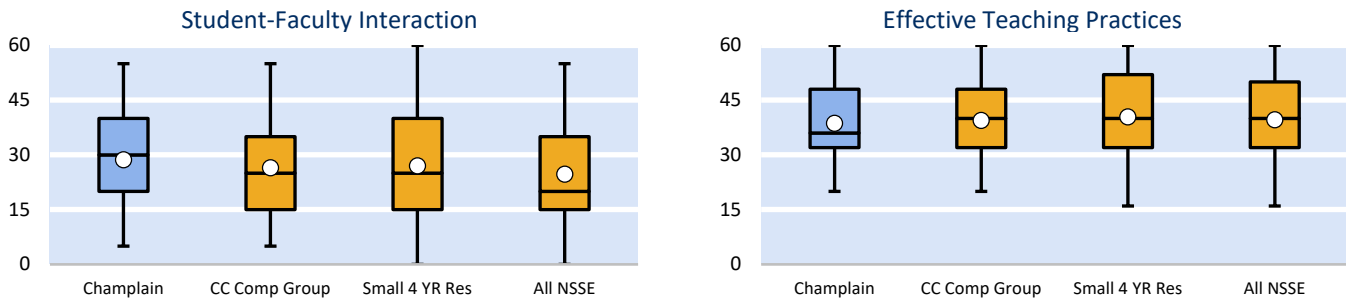
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	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	28.6	26.4	.14	27.0	.10	24.7 **	.25
Effective Teaching Practices	38.6	39.4	-.07	40.4	-.13	39.6	-.08

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Student-Faculty Interaction	Champlain	Percentage point difference ^a between your seniors and		
		CC Comp Group	Small 4 YR Res	All NSSE
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	55	+7	+3	+9
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	44	+12	+11	+15
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	37	-2	-1	+3
3d. Discussed your academic performance with a faculty member	35	+0	-6	+1
<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	82	-0	+1	+1
5b. Taught course sessions in an organized way	73	-7	-5	-5
5c. Used examples or illustrations to explain difficult points	74	-5	-3	-3
5d. Provided feedback on a draft or work in progress	62	+2	-4	+1
5e. Provided prompt and detailed feedback on tests or completed assignments	63	+1	-4	-1

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.