

## Results of the Spring, 2014 Administration of the National Survey of Student Engagement at New Mexico Highlands University

Prepared by the Office of Institutional Effectiveness and Research

The National Survey of Student Engagement (NSSE) is administered to freshmen and senior students in the spring semester to assess their experiences with their undergraduate institution. It is administered by the Indiana University Center for Postsecondary Research. As a part of Highlands' participation in the Voluntary System of Accountability, we must administer a survey of student engagement at least once every three years. The NSSE was first administered at Highlands' in the spring of 2009 and again in the spring of 2011. This report summarizes the results from the third administration of the NESSE in the spring of 2014.

More information about the NSSE can be found here: <http://nsse.iub.edu/>. More information about the Voluntary System of Accountability can be found here: <http://www.voluntarysystem.org/>.

We can compare Highlands' performance to three different comparison groups: 1) all public masters-granting institutions who report "less selective" admissions policies; 2) all public masters-granting institutions in New Mexico and the bordering states; or 3) all public masters-granting institutions.

419 first-year students (both freshmen and transfer students) and 687 seniors were invited to take the survey online. The overall response rate was 23.2% (15.3% of the first-year students and 28.1% of the seniors). While this response rate is disappointing, it is not significantly different from the response rates of our selected peer group, or from our response rates in 2009 or 2011 (see table below).

	<i>First-year</i>				<i>Senior</i>			
	Highlands	Masters Less Selective	Regional Masters	All Public Masters	Highlands	Masters Less Selective	Regional Masters	All Public Masters
Response rate	15%	20%	15%	20%	28%	27%	23%	24%
Sampling error <sup>b</sup>	+/- 11.3%	+/- 0.9%	+/- 1.6%	+/- 0.4%	+/- 6%	+/- 0.7%	+/- 1.2%	+/- 0.3%

a. Comparison group response rate and sampling error were computed at the student level (i.e., they are not institution averages).

b. Also called "margin of error," sampling error is an estimate of the amount the true score on a given item could differ from the estimate based on a sample. For example,

if the sampling error is +/- 5.0% and 40% of your students reply "Very often" to a particular item, then the true population value is most likely between 35% and 45%.

The NSSE groups its items into four general themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. It also has a number of items related to High-Impact Practices. Examples of the items that made up each of these categories are included at the end of this report.

The tables below, (provided by the Indiana University Center for Postsecondary Research), compare Highlands' performance in each of the four themes to the performance of the three comparison groups. As can be seen, in not a single category did Highlands' first-year students score significantly below any of the comparison groups and in the category of Student-Faculty Interactions they scored significantly higher.

The situation is different with Highlands' senior students. There are still some areas in which Highlands scored significantly higher than our peers, but there are some areas in which we scored significantly lower, specifically in the area of a Supportive Campus Environment.

<b>First-Year Students</b>		<b>Your first-year students</b>	<b>Your first-year students</b>	<b>Your first-year students</b>
<i>Theme</i>	<i>Engagement Indicator</i>	compared with Masters Less Selective	compared with Regional Masters	compared with All Public Masters
	Higher-Order Learning	--	--	--
<i>Academic Challenge</i>	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 Interactions	▲	▲	△
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--
<b>Seniors</b>		<b>Your seniors</b>	<b>Your seniors</b>	<b>Your seniors</b>
<i>Theme</i>	<i>Engagement Indicator</i>	compared with Masters Less Selective	compared with Regional Masters	compared with All Public Masters
	Higher-Order Learning	--	--	--
<i>Academic Challenge</i>	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	▼	▼	▼

Tables with the scores for each item included in the tables above can be found at the end of this report.

Here is what the NSSE says about their measure of high-impact educational practices:

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-Impact Practices (HIPs) share several traits: They demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. As a result, participation in these practices can be life-changing (Kuh, 2008). NSSE founding director George Kuh recommends that institutions should aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major (NSSE, 2007).

NSSE asks students about their participation in the six HIPs shown in the box at right. This report provides information on the first three for first-year students and all six for seniors. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, seniors' responses include participation from prior years.

The six high-impact practices included in NSSE are learning communities, community-based service learning projects, working with a faculty member on a research project, participating in some sort of internship or field experience, studying abroad, and completing some sort of cumulative senior experience or project.

Highlands' first-year students did not differ from any comparison group in their participation in these practices. Highlands' senior students reported significantly less participation in study abroad programs and in a cumulative senior experience. Charts showing the level of participation and comparisons are included at the end of this report.

## Academic Challenge: First-year students

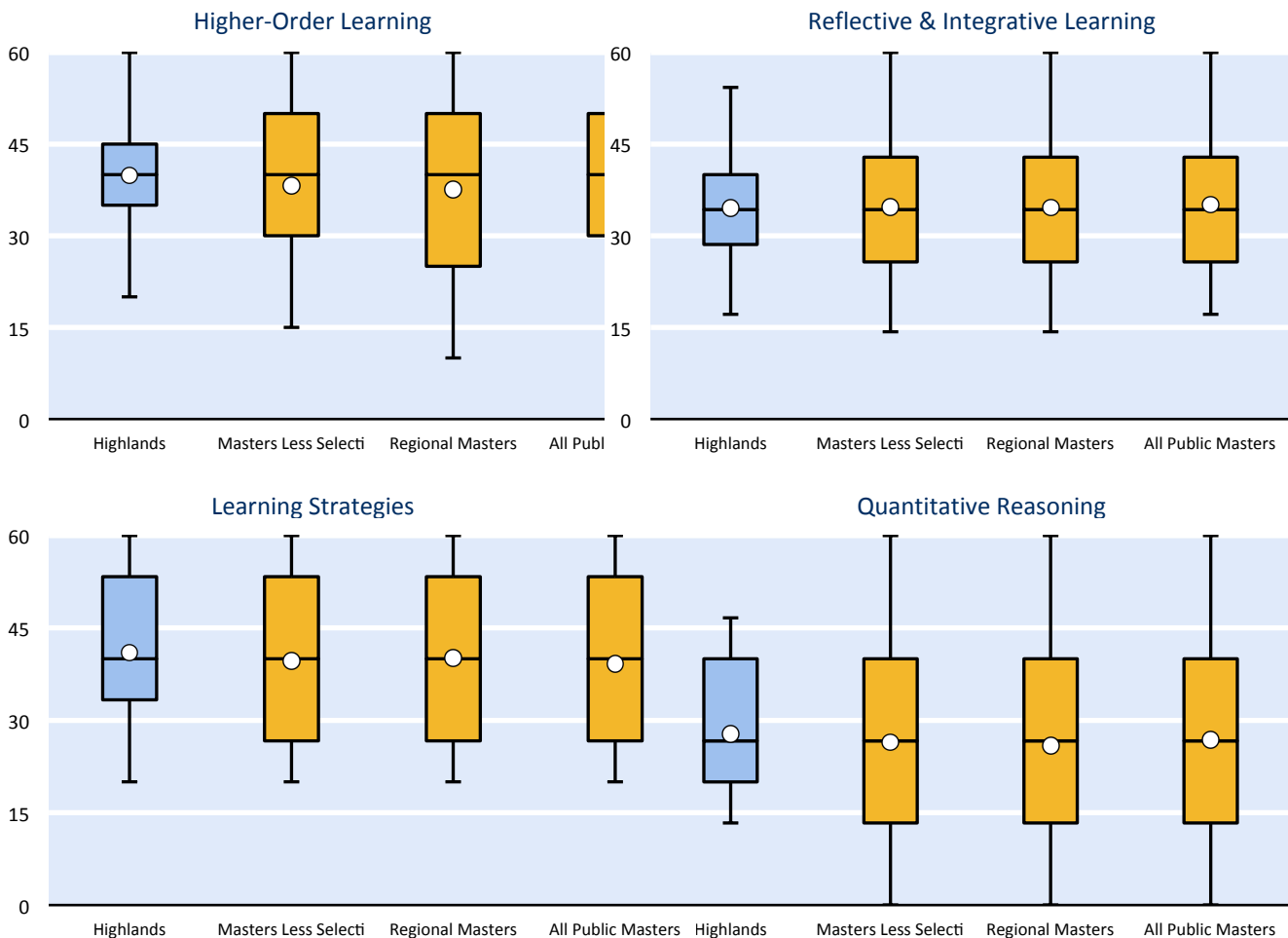
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Mean	Your first-year students compared with					
		Masters Less Selecti		Regional Masters		All Public Masters	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.9	38.1	.12	37.6	.16	38.4	.11
Reflective & Integrative Learning	34.5	34.8	-.02	34.6	-.01	35.1	-.04
Learning Strategies	41.0	39.6	.09	40.1	.06	39.2	.12
Quantitative Reasoning	27.8	26.4	.08	25.9	.12	26.8	.06

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

### Score Distributions



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

	Highlands	Masters Less Selecti	Regional Masters	All Public Masters
<b>Higher-Order Learning</b>				
<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	69	69	71
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	69	68	70
4d. Evaluating a point of view, decision, or information source	79	69	68	69
4e. Forming a new idea or understanding from various pieces of information	86	67	67	68
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	59	54	54	55
2b. Connected your learning to societal problems or issues	49	49	48	51
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	44	47	47	49
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	61	61	61
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64	64	65	66
2f. Learned something that changed the way you understand an issue or concept	68	64	65	64
2g. Connected ideas from your courses to your prior experiences and knowledge	77	74	73	75
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81	79	77	79
9b. Reviewed your notes after class	78	68	71	66
9c. Summarized what you learned in class or from course materials	64	64	64	62
<b>Quantitative Reasoning</b>				
<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.)	64	49	49	50
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	36	36	36	37
6c. Evaluated what others have concluded from numerical information	36	34	33	36

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

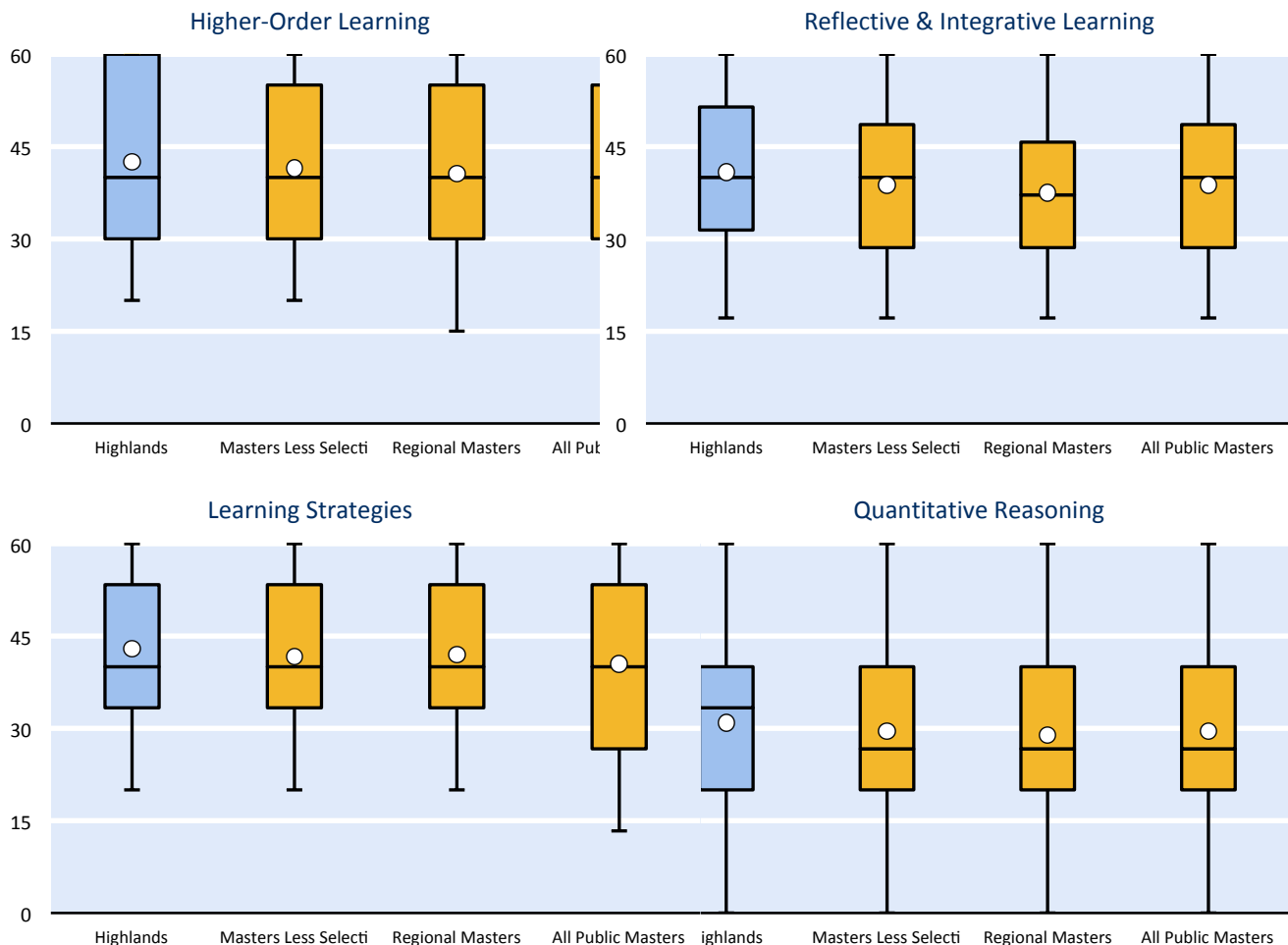
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Mean	Your seniors compared with					
		Masters Less Selecti		Regional Masters		All Public Masters	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.5	41.5	.07	40.6	.13	41.2	.10
Reflective & Integrative Learning	40.8	38.7 *	.16	37.5 ***	.25	38.7 *	.16
Learning Strategies	42.9	41.7	.08	42.0	.06	40.5 *	.16
Quantitative Reasoning	30.9	29.6	.08	28.9	.11	29.5	.08

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

#### Score Distributions



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The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.



# NSSE 2014 Engagement Indicators

## Academic Challenge

### New Mexico Highlands University

## Academic Challenge: Seniors (continued)

### Summary of Indicator Items

	Highlands	Masters Less Selecti	Regional Masters	All Public Masters
<b>Higher-Order Learning</b>				
<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	80	79	79
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	78	75	77
4d. Evaluating a point of view, decision, or information source	75	73	70	72
4e. Forming a new idea or understanding from various pieces of information	79	73	71	72
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	68	72	69	72
2b. Connected your learning to societal problems or issues	73	64	59	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	67	55	52	55
2d. Examined the strengths and weaknesses of your own views on a topic or issue	73	66	64	65
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	70	67	70
2f. Learned something that changed the way you understand an issue or concept	75	70	68	70
2g. Connected ideas from your courses to your prior experiences and knowledge	86	84	82	84
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	91	84	82	83
9b. Reviewed your notes after class	73	69	71	65
9c. Summarized what you learned in class or from course materials	74	69	70	66
<b>Quantitative Reasoning</b>				
<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.)	57	54	53	54
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	52	44	42	44
6c. Evaluated what others have concluded from numerical information	47	42	41	43

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

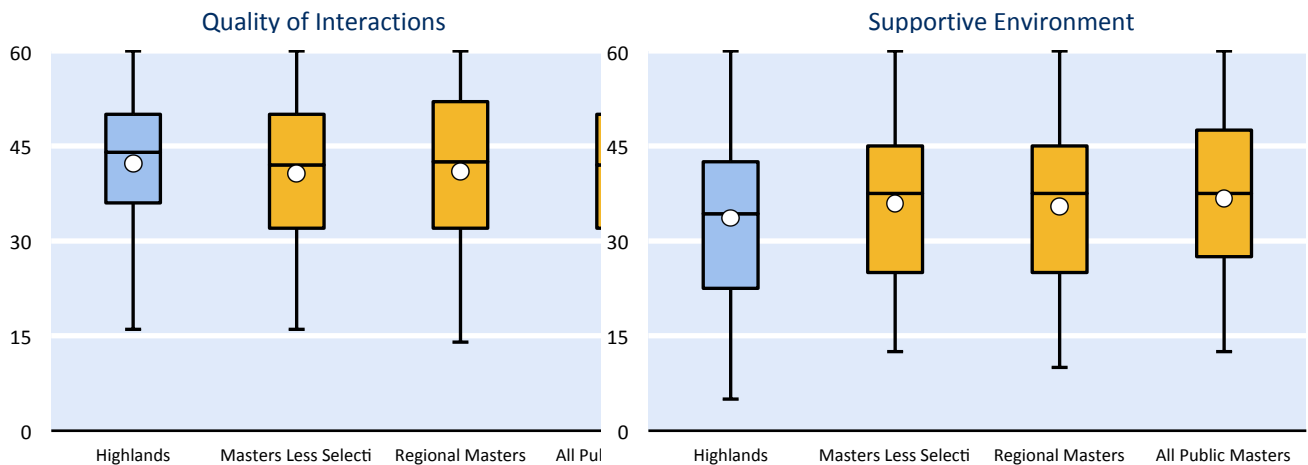
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

### Mean Comparisons

Engagement Indicator	Highlands Mean	Your first-year students compared with					
		Masters Less Selecti		Regional Masters		All Public Masters	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.2	40.6	.12	41.0	.09	40.6	.12
Supportive Environment	33.6	35.9	-.16	35.4	-.12	36.7	-.22

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

### Score Distributions



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### 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...

	Highlands	Masters Less Selecti	Regional Masters	All Public Masters
13a. Students	57	55	55	57
13b. Academic advisors	48	47	47	46
13c. Faculty	48	49	52	47
13d. Student services staff (career services, student activities, housing, etc.)	37	42	44	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	41	44	40

#### Supportive Environment

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

	Highlands	Masters Less Selecti	Regional Masters	All Public Masters
14b. Providing support to help students succeed academically	65	75	74	76
14c. Using learning support services (tutoring services, writing center, etc.)	74	76	76	77
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	49	57	56	58
14e. Providing opportunities to be involved socially	63	69	67	71
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	55	71	67	71
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	43	42	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	64	63	63	66



14i. Attending events that address important social, economic, or political issues



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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## Campus Environment: Seniors

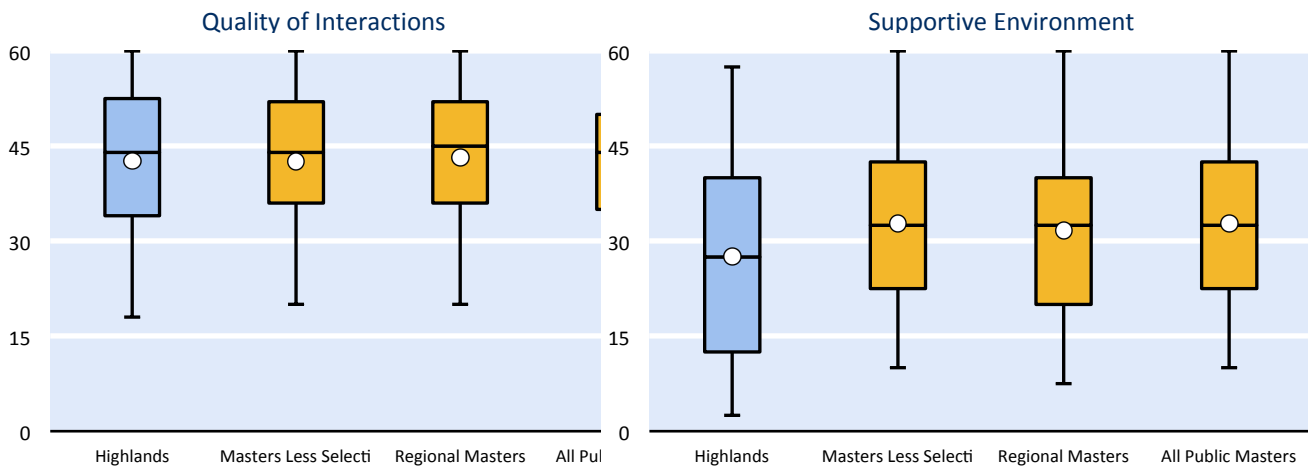
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

### Mean Comparisons

Engagement Indicator	Highlands Mean	Your seniors compared with					
		Masters Less Selecti		Regional Masters		All Public Masters	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.6	42.5	.01	43.2	-.04	42.3	.03
Supportive Environment	27.5	32.8 ***	-.35	31.6 **	-.27	32.8 ***	-.36

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

### Score Distributions



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### Summary of Indicator Items

#### Quality of Interactions

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

	Highlands	Masters Less Selecti	Regional Masters	All Public Masters
13a. Students	64	64	65	63
13b. Academic advisors	48	53	54	51
13c. Faculty	65	61	63	60
13d. Student services staff (career services, student activities, housing, etc.)	40	43	44	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	41	47	41

#### Supportive Environment

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

	Highlands	Masters Less Selecti	Regional Masters	All Public Masters
14b. Providing support to help students succeed academically	63	71	71	71
14c. Using learning support services (tutoring services, writing center, etc.)	52	65	63	66
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	53	50	52
14e. Providing opportunities to be involved socially	48	65	61	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	39	62	56	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	33	32	31
14h. Attending campus activities and events (performing arts, athletic events, etc.)	35	54	53	55

14i. Attending events that address important social, economic, or political issues



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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## Experiences with Faculty: First-year students

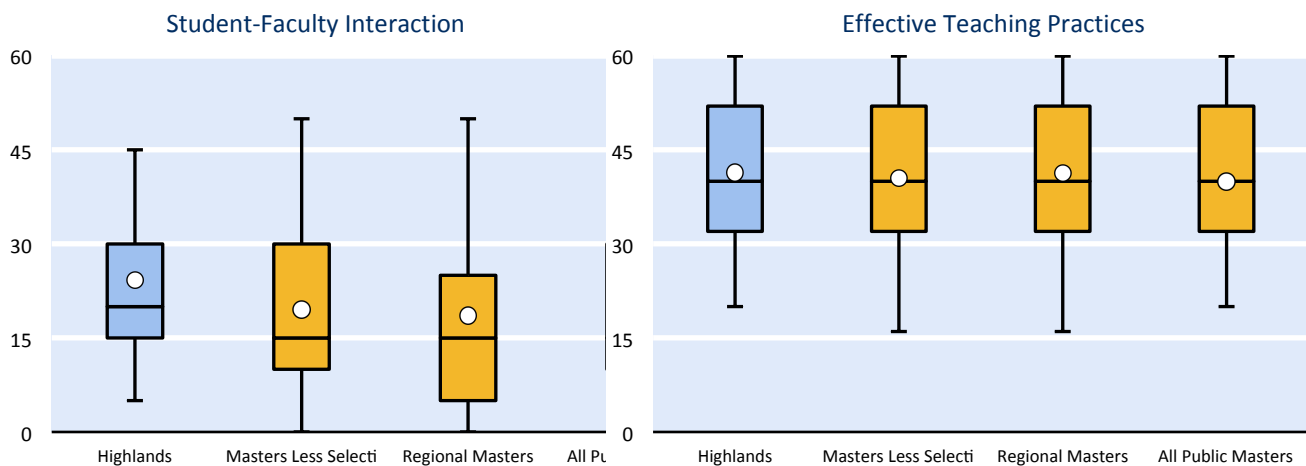
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Highlands Mean	Your first-year students compared with					
		Masters Less Selecti		Regional Masters		All Public Masters	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.3	19.5 *	.32	18.5 **	.37	19.9 *	.29
Effective Teaching Practices	41.4	40.5	.07	41.3	.01	39.9	.11

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

### Score Distributions



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### Summary of Indicator Items

#### Student-Faculty Interaction

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

	Highlands %	Masters Less Selecti %	Regional Masters %	All Public Masters %
3a. Talked about career plans with a faculty member	43	32	29	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, et	21	18	18	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	24	23	25
3d. Discussed your academic performance with a faculty member	49	28	27	28

#### Effective Teaching Practices

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

	Highlands %	Masters Less Selecti %	Regional Masters %	All Public Masters %
5a. Clearly explained course goals and requirements	79	80	81	80
5b. Taught course sessions in an organized way	82	78	80	78
5c. Used examples or illustrations to explain difficult points	75	76	78	76
5d. Provided feedback on a draft or work in progress	75	66	67	66

5e. Provided prompt and detailed feedback on tests or completed assignments



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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## Experiences with Faculty: Seniors

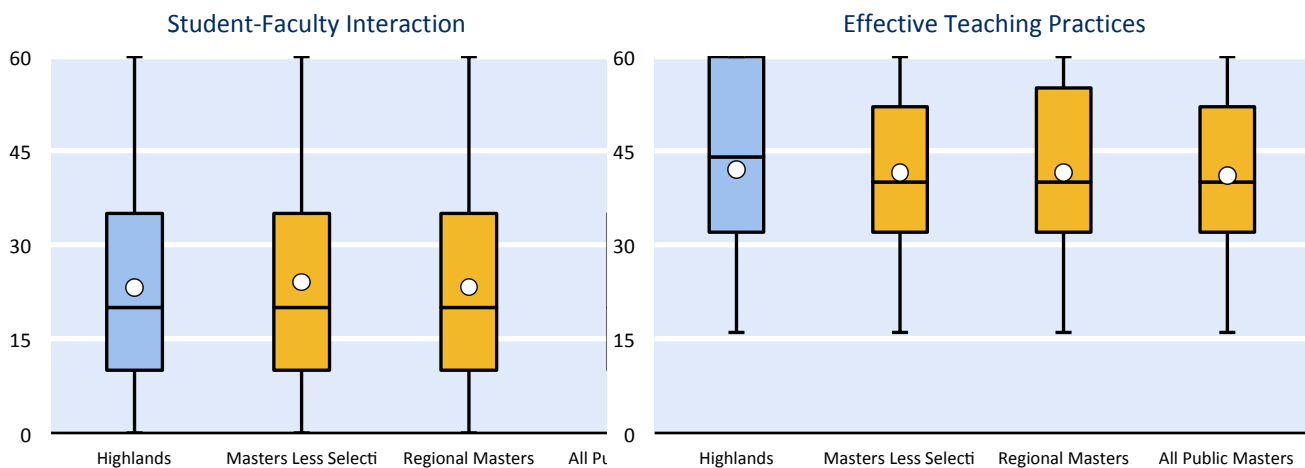
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

### Mean Comparisons

Engagement Indicator	Highlands Mean	Your seniors compared with					
		Masters Less Selecti		Regional Masters		All Public Masters	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.1	24.1	-.06	23.3	-.01	24.2	-.07
Effective Teaching Practices	42.0	41.5	.04	41.5	.04	41.1	.07

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

### Score Distributions



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### Summary of Indicator Items

#### Student-Faculty Interaction

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

	Highlands	Masters Less Selecti	Regional Masters	All Public Masters
3a. Talked about career plans with a faculty member	45	43	41	43
3b. Worked w/faculty on activities other than coursework (committees, student groups, et	21	26	25	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	34	33	34
3d. Discussed your academic performance with a faculty member	36	35	34	35

#### Effective Teaching Practices

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

	Highlands	Masters Less Selecti	Regional Masters	All Public Masters
5a. Clearly explained course goals and requirements	81	83	82	83
5b. Taught course sessions in an organized way	78	81	81	80
5c. Used examples or illustrations to explain difficult points	76	80	80	80
5d. Provided feedback on a draft or work in progress	69	64	64	63

5e. Provided prompt and detailed feedback on tests or completed assignments



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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### Learning with Peers: First-year students

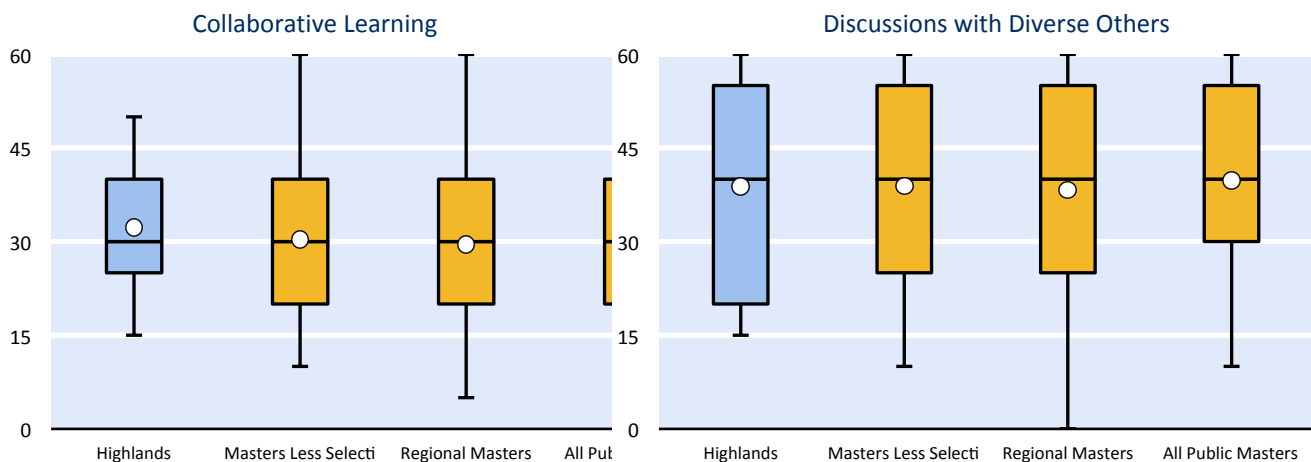
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	Mean	Your first-year students compared with					
		Masters Less Selecti		Regional Masters		All Public Masters	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.2	30.3	.13	29.5	.19	31.4	.06
Discussions with Diverse Others	38.8	38.9	-.01	38.3	.03	39.8	-.06

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

#### Score Distributions



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

#### Summary of Indicator Items

##### Collaborative Learning

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

	Highlands	Masters Less Selecti	Regional Masters	All Public Masters
1e. Asked another student to help you understand course material	41	45	43	48
1f. Explained course material to one or more students	63	53	50	55
1g. Prepared for exams by discussing or working through course material with other studen	59	43	44	46
1h. Worked with other students on course projects or assignments	49	48	45	51

##### Discussions with Diverse Others

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

	Highlands	Masters Less Selecti	Regional Masters	All Public Masters
8a. People from a race or ethnicity other than your own	64	68	64	69
8b. People from an economic background other than your own	66	68	67	71
8c. People with religious beliefs other than your own	59	65	66	67
8d. People with political views other than your own	59	66	66	67



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

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## Learning with Peers: Seniors

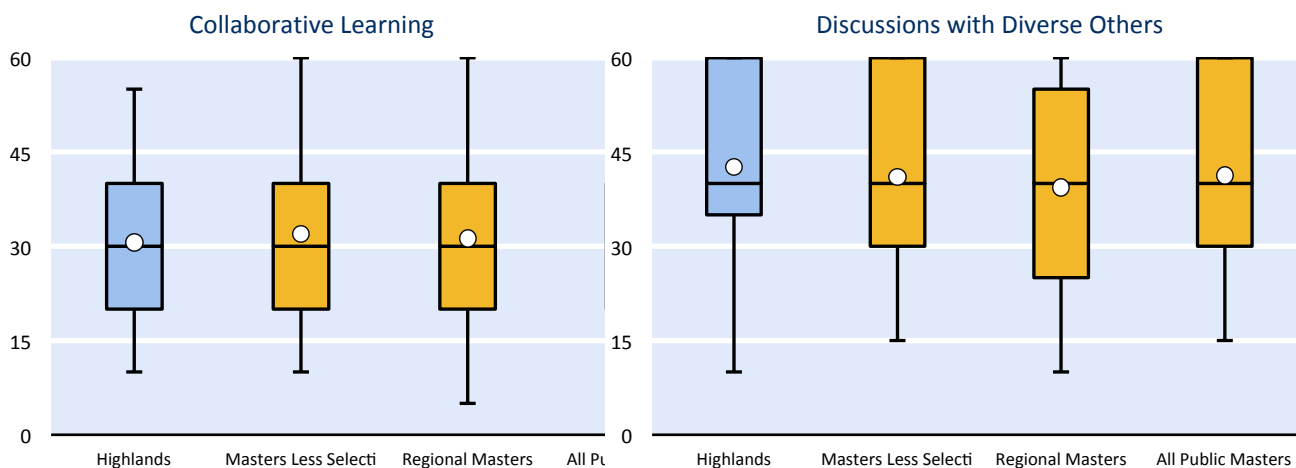
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean Comparisons

Engagement Indicator	Highlands Mean	Your seniors compared with					
		Masters Less Selecti		Regional Masters		All Public Masters	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.5	31.9	-.10	31.2	-.05	32.9 *	-.16
Discussions with Diverse Other:	42.6	41.1	.10	39.4 *	.20	41.3	.08

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

### Score Distributions



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

### Summary of Indicator Items

#### Collaborative Learning

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

	Highlands	Masters Less Selecti	Regional Masters	All Public Masters
1e. Asked another student to help you understand course material	30	39	38	41
1f. Explained course material to one or more students	54	58	56	60
1g. Prepared for exams by discussing or working through course material with other students	46	45	43	46
1h. Worked with other students on course projects or assignments	57	62	60	65

#### Discussions with Diverse Others

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

	Highlands	Masters Less Selecti	Regional Masters	All Public Masters
8a. People from a race or ethnicity other than your own	82	70	64	71
8b. People from an economic background other than your own	77	72	69	73
8c. People with religious beliefs other than your own	75	69	67	70
8d. People with political views other than your own	76	70	68	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.

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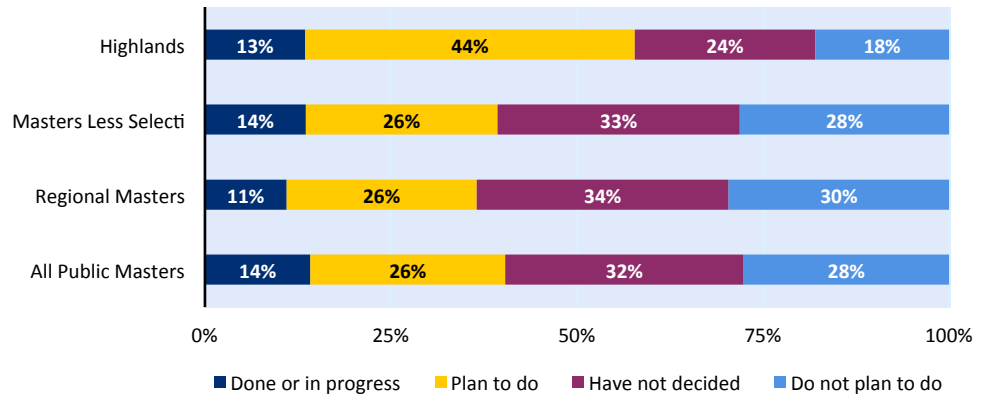
### First-year Students

The figures below display further details about each High-Impact Practice for your first-year students and those of your comparison groups.

#### Learning Community

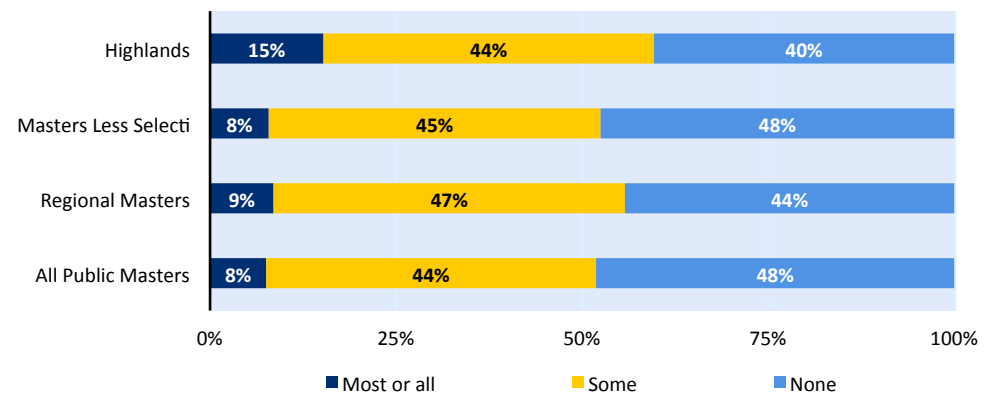
*Which of the following have you done or do you plan to do before you graduate?*

Participate in a learning community or some other formal program where groups of students take two or more classes together.



#### Service-Learning

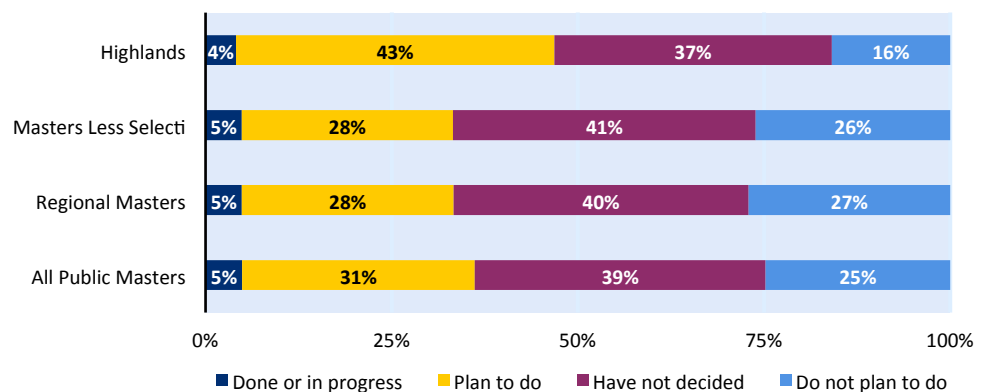
About how many of your courses at this institution have included a community-based project (service-learning)?



#### Research with a Faculty Member

*Which of the following have you done or do you plan to do before you graduate?*

Work with a faculty member on a research project.



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

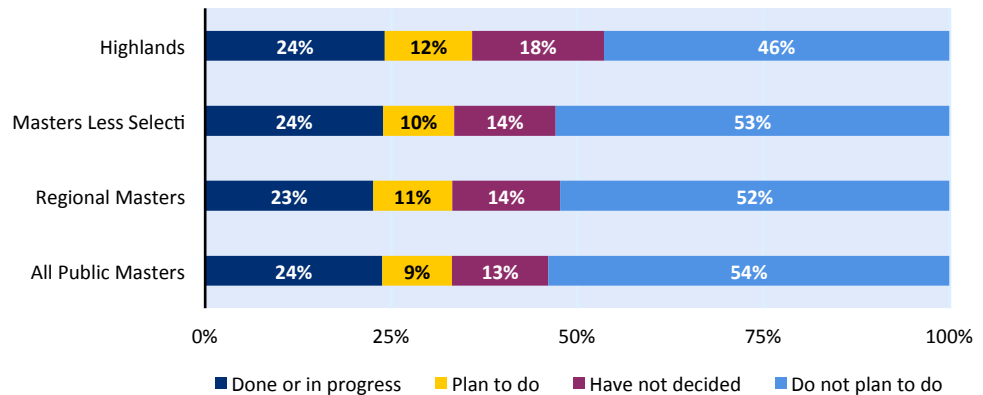
## Seniors

The figures below display further details about each High-Impact Practice for your seniors and those of your comparison groups.

### Learning Community

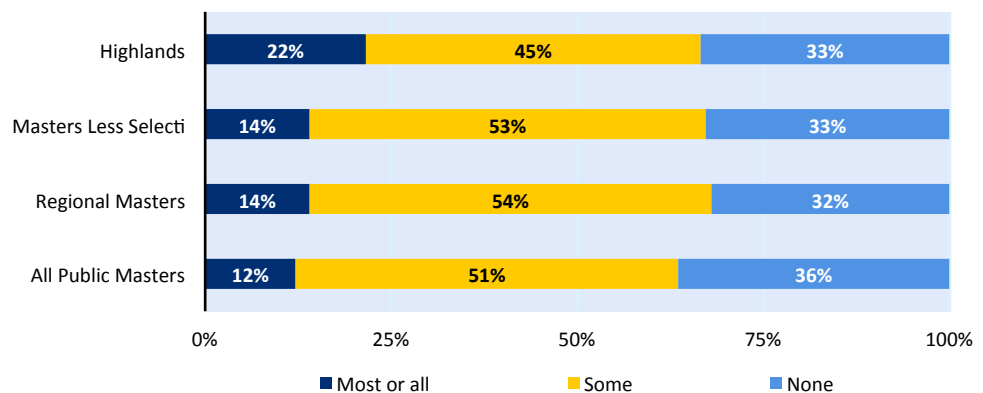
*Which of the following have you done or do you plan to do before you graduate?*

Participate in a learning community or some other formal program where groups of students take two or more classes together.



### Service-Learning

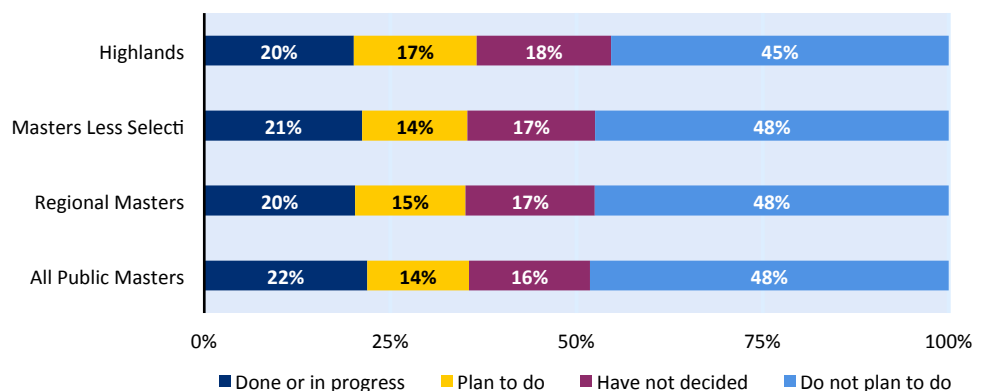
About how many of your courses at this institution have included a community-based project (service-learning)?



### Research with a Faculty Member

*Which of the following have you done or do you plan to do before you graduate?*

Work with a faculty member on a research project.



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

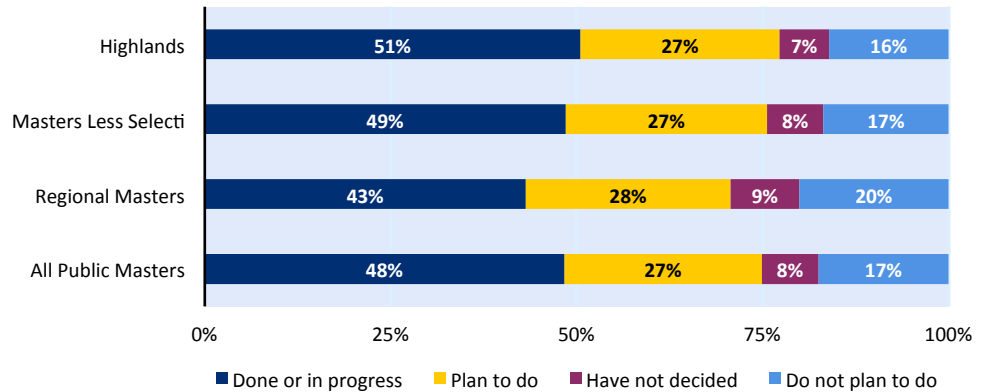
### Seniors (continued)

The figures below display further details about each High-Impact Practice for your seniors and those of your comparison groups.

#### Internship or Field Experience

*Which of the following have you done or do you plan to do before you graduate?*

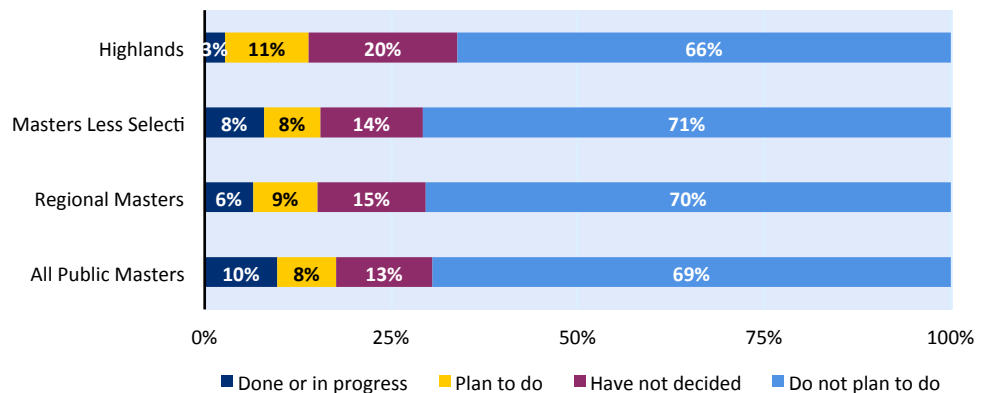
Participate in an internship, co-op, field experience, student teaching, or clinical placement.



#### Study Abroad

*Which of the following have you done or do you plan to do before you graduate?*

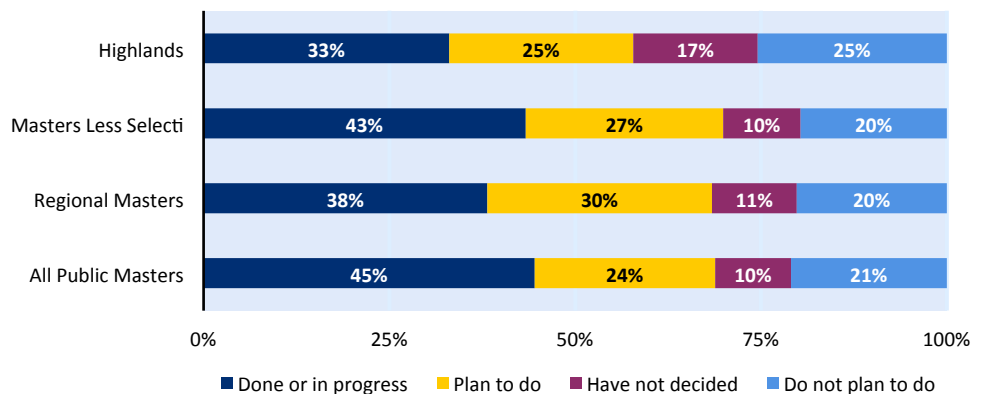
Participate in a study abroad program.



#### Culminating Senior Experience

*Which of the following have you done or do you plan to do before you graduate?*

Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).



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