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# NSSE 2019

## Engagement Indicators

New Mexico Highlands University

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### 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 groups.

##### Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

#### Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2018 and 2019 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, 2018). 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](https://nsse.indiana.edu)

## Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

- ▲ **Your students' average** was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.
- No significant difference.
- ▼ **Your students' average** was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.
- ▽ **Your students' average** was significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.

### First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Southwest Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2018 & 2019
<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 Southwest Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2018 & 2019
<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

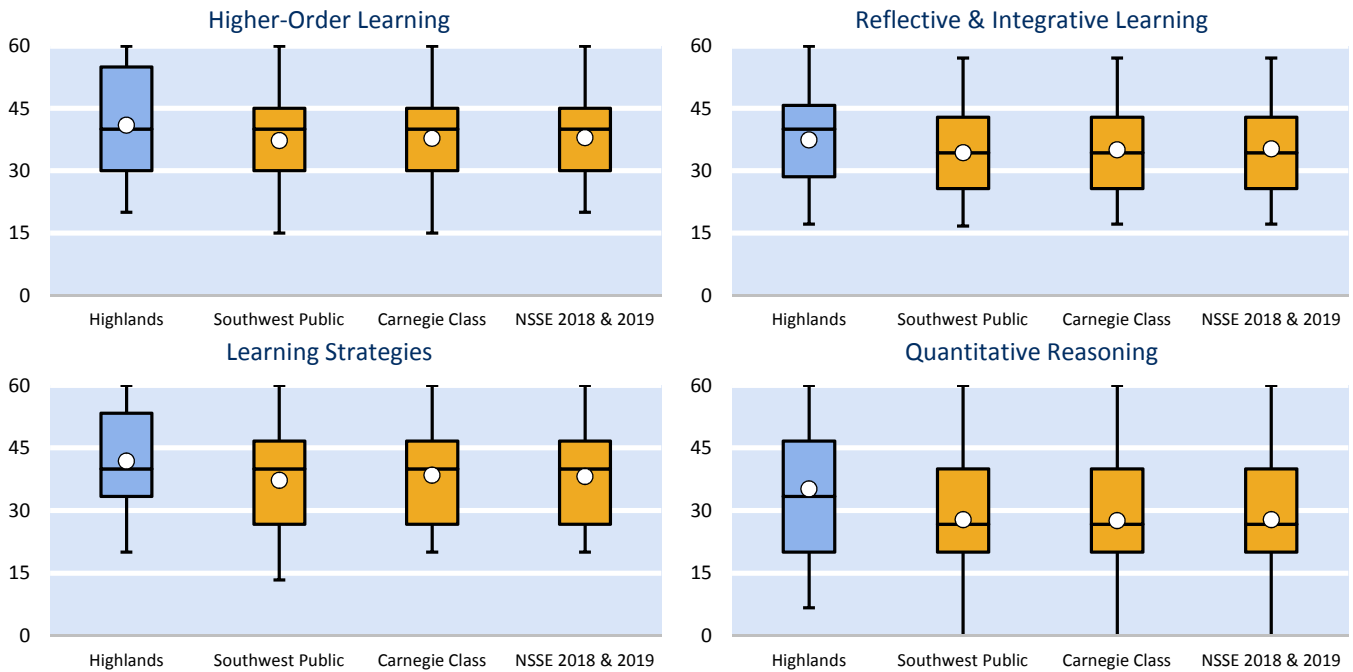
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Highlands Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.0	37.3 *	.27	37.8	.24	38.0	.23
Reflective & Integrative Learning	37.4	34.3	.26	35.0	.20	35.2	.18
Learning Strategies	41.8	37.2 *	.33	38.5	.24	38.1 *	.27
Quantitative Reasoning	35.1	27.8 ***	.48	27.6 ***	.49	27.8 ***	.48

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

#### Score Distributions



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

## Academic Challenge: First-year students (continued)

### Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	Highlands	Percentage point difference <sup>a</sup> between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2018 & 2019
<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	68	+0	-1	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	+4	+3	+2
4d. Evaluating a point of view, decision, or information source	81	+14	+11	+12
4e. Forming a new idea or understanding from various pieces of information	80	+12	+11	+11
<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	65	+16	+14	+13
2b. Connected your learning to societal problems or issues	55	+8	+4	+4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	+4	+2	+2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71	+9	+8	+8
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	-3	-3	-3
2f. Learned something that changed the way you understand an issue or concept	73	+8	+6	+6
2g. Connected ideas from your courses to your prior experiences and knowledge	85	+11	+8	+8
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80	+9	+5	+5
9b. Reviewed your notes after class	74	+10	+7	+9
9c. Summarized what you learned in class or from course materials	67	+6	+3	+4
<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.)	68	+15	+16	+16
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	61	+21	+21	+21
6c. Evaluated what others have concluded from numerical information	51	+13	+13	+12

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

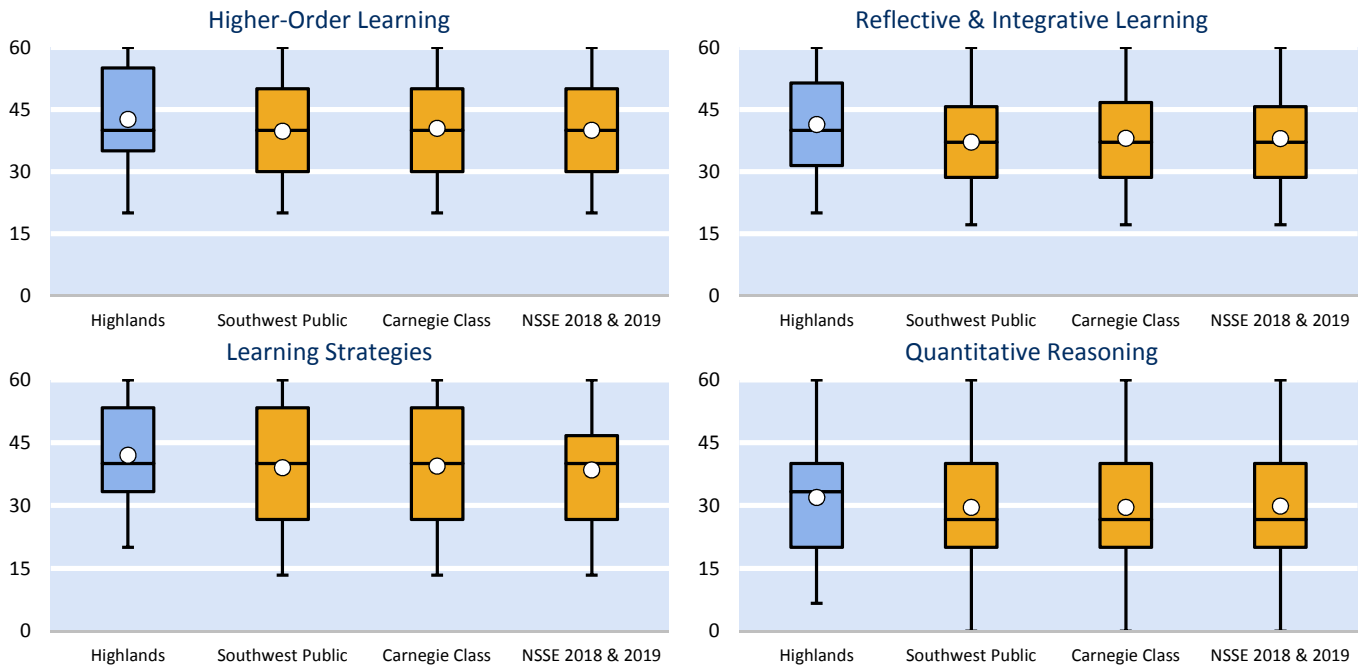
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Highlands Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.7	39.8 *	.21	40.5	.16	40.0 *	.19
Reflective & Integrative Learning	41.4	37.1 ***	.34	38.1 ***	.27	38.0 ***	.27
Learning Strategies	42.0	39.0 *	.20	39.4 *	.18	38.5 **	.24
Quantitative Reasoning	31.9	29.5	.15	29.6	.14	29.8	.13

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

#### Score Distributions






















































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## Academic Challenge: Seniors (continued)

### Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	Highlands	Percentage point difference <sup>a</sup> between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2018 & 2019
<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	82	+5 	+4 	+4 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+2 	+1 	+1 
4d. Evaluating a point of view, decision, or information source	79	+9 	+6 	+8 
4e. Forming a new idea or understanding from various pieces of information	77	+6 	+4 	+6 
<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	70	+4 	+3 	+2 
2b. Connected your learning to societal problems or issues	75	+17 	+13 	+14 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	64	+16 	+11 	+12 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	+4 	+2 	+3 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	83	+10 	+10 	+10 
2f. Learned something that changed the way you understand an issue or concept	71	+1 	-0 	-0 
2g. Connected ideas from your courses to your prior experiences and knowledge	90	+9 	+6 	+7 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	90	+12 	+10 	+11 
9b. Reviewed your notes after class	72	+6 	+7 	+10 
9c. Summarized what you learned in class or from course materials	69	+4 	+2 	+5 
<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.)	50	-6 	-5 	-6 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	54	+10 	+9 	+10 
6c. Evaluated what others have concluded from numerical information	51	+7 	+7 	+6 

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

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

### Learning with Peers: First-year students

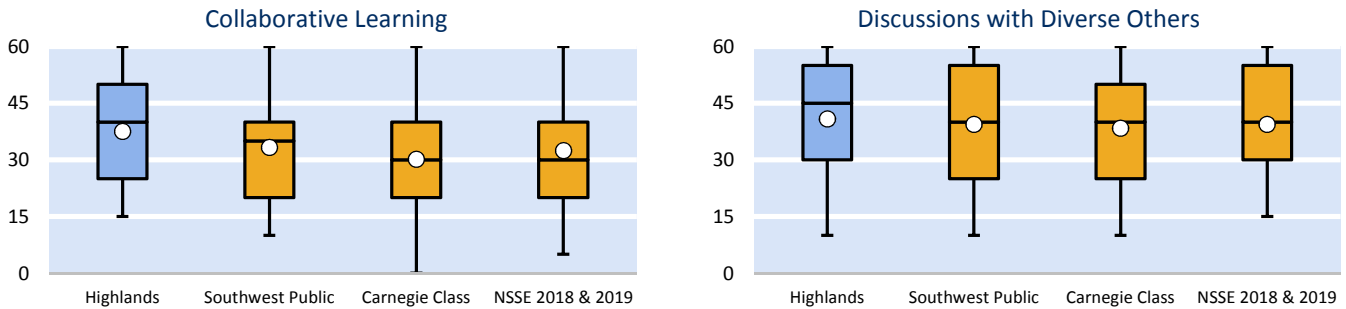
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	Highlands Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	37.5	33.2 *	.30	30.1 ***	.48	32.4 **	.35
Discussions with Diverse Others	40.8	39.4	.09	38.3	.15	39.4	.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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#### 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.

Collaborative Learning	Highlands %	Percentage point difference <sup>a</sup> between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2018 & 2019
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	72	+17	+24	+19
1f. Explained course material to one or more students	66	+6	+13	+8
1g. Prepared for exams by discussing or working through course material with other students	65	+13	+20	+15
1h. Worked with other students on course projects or assignments	65	+9	+14	+10
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	79	+9	+11	+9
8b. People from an economic background other than your own	70	+0	+1	-1
8c. People with religious beliefs other than your own	69	+3	+4	+2
8d. People with political views other than your own	65	-0	+1	+0

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

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### Learning with Peers: Seniors

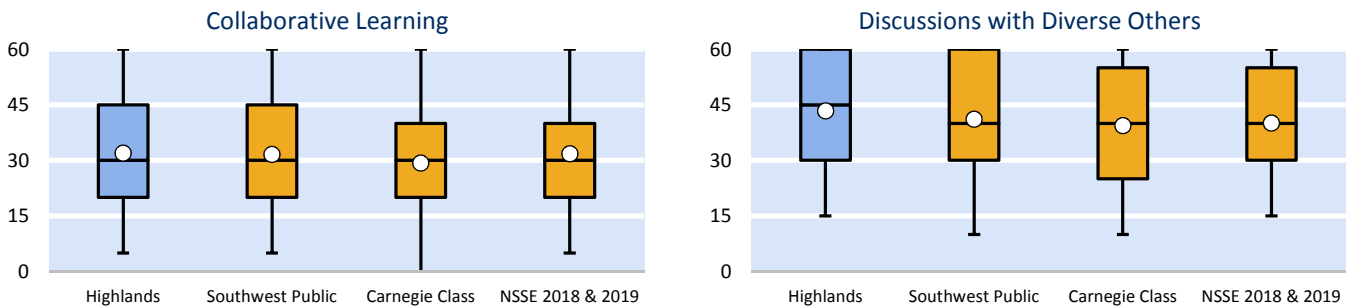
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#### Mean Comparisons

Engagement Indicator	Highlands Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.9	31.7	.02	29.3 *	.16	31.8	.01
Discussions with Diverse Others	43.3	41.1	.13	39.4 **	.24	40.1 *	.20

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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#### Performance on Indicator Items

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Collaborative Learning	Highlands %	Percentage point difference <sup>a</sup> between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2018 & 2019
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	36	-7	-2	-7
1f. Explained course material to one or more students	60	+4	+8	+3
1g. Prepared for exams by discussing or working through course material with other students	49	+2	+7	+2
1h. Worked with other students on course projects or assignments	52	-8	-3	-10
<b>Discussions with Diverse Others</b>				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	80	+5	+10	+8
8b. People from an economic background other than your own	74	+0	+3	+1
8c. People with religious beliefs other than your own	73	+3	+7	+6
8d. People with political views other than your own	71	+3	+6	+5

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### Experiences with Faculty: First-year students

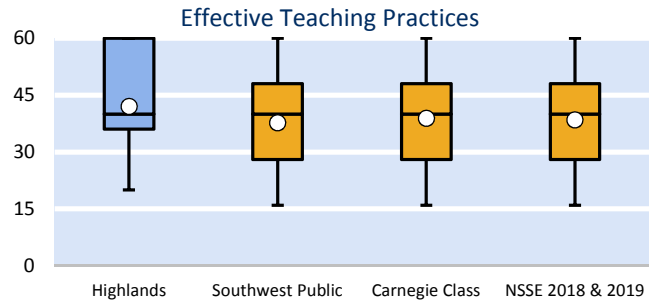
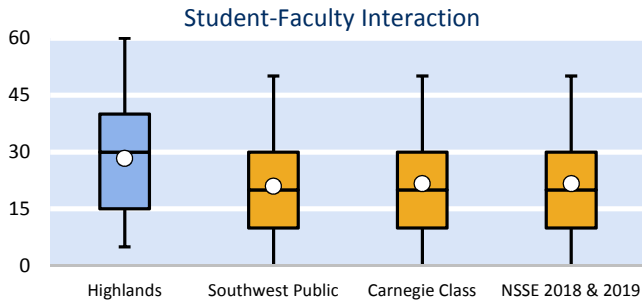
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

#### Mean Comparisons

Engagement Indicator	Highlands Mean	Your first-year students compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2018 & 2019 Mean	Effect size
Student-Faculty Interaction	28.3	20.9 ***	.50	21.7 ***	.44	21.7 ***	.45
Effective Teaching Practices	42.0	37.7 *	.32	38.9	.23	38.5 *	.27

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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Student-Faculty Interaction	Highlands %	Percentage point difference <sup>a</sup> between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2018 & 2019
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	49	+13	+10	+10
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	32	+10	+11	+11
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	36	+11	+9	+9
3d. Discussed your academic performance with a faculty member	54	+25	+21	+23
<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	86	+11	+9	+9
5b. Taught course sessions in an organized way	74	+1	-0	-1
5c. Used examples or illustrations to explain difficult points	75	+3	+2	+1
5d. Provided feedback on a draft or work in progress	67	+6	+1	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	73	+17	+11	+13

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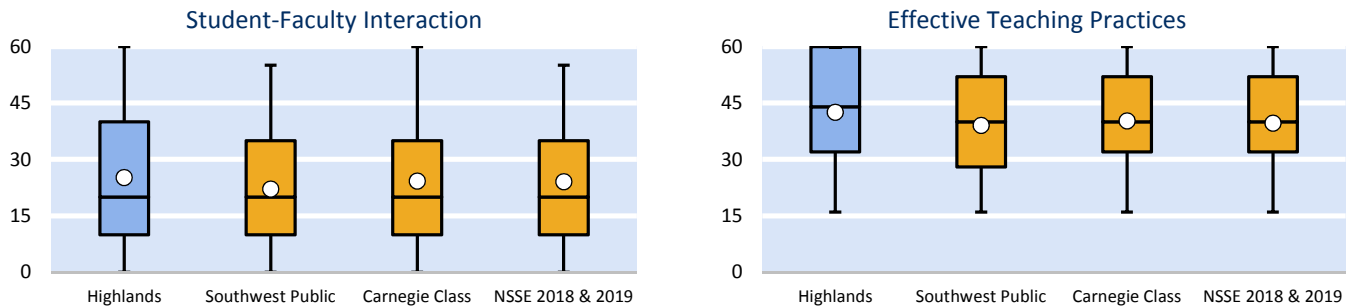
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Student-Faculty Interaction	Highlands %	Percentage point difference <sup>a</sup> between your seniors and		
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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	50	+11	+5	+6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	+6	+4	+3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	+0	-3	-3
3d. Discussed your academic performance with a faculty member	38	+7	+0	+4
<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	83	+4	+3	+3
5b. Taught course sessions in an organized way	82	+6	+5	+5
5c. Used examples or illustrations to explain difficult points	79	+4	+2	+2
5d. Provided feedback on a draft or work in progress	60	+1	-3	-1
5e. Provided prompt and detailed feedback on tests or completed assignments	65	+3	-2	+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.

### Campus Environment: First-year students

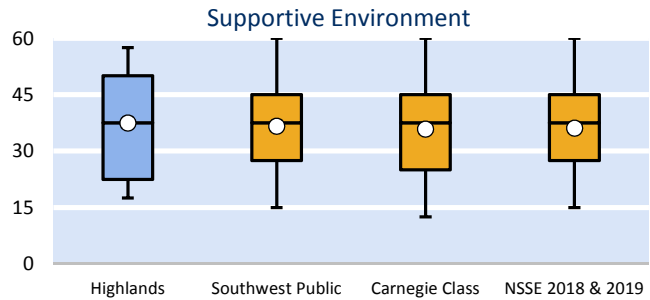
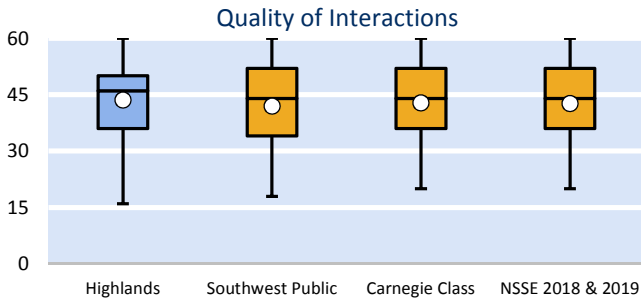
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Highlands Mean	Your first-year students compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2018 & 2019 Mean	Effect size
Quality of Interactions	43.6	42.0	.12	42.8	.06	42.6	.08
Supportive Environment	37.5	36.6	.06	35.8	.12	36.1	.10

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

#### Score Distributions



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

#### Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	Highlands %	Percentage point difference <sup>a</sup> between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2018 & 2019
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	46	-3	-4	-5
13b. Academic advisors	62	+11	+9	+9
13c. Faculty	57	+8	+4	+6
13d. Student services staff (career services, student activities, housing, etc.)	43	-3	-5	-3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	55	+12	+8	+10
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	77	+2	+1	+1
14c. Using learning support services (tutoring services, writing center, etc.)	90	+13	+13	+13
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	+1	+2	+2
14e. Providing opportunities to be involved socially	79	+7	+9	+8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	+2	+4	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	47	+4	+4	+6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	74	+8	+14	+10
14i. Attending events that address important social, economic, or political issues	49	+0	+1	+0

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

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

### Campus Environment: Seniors

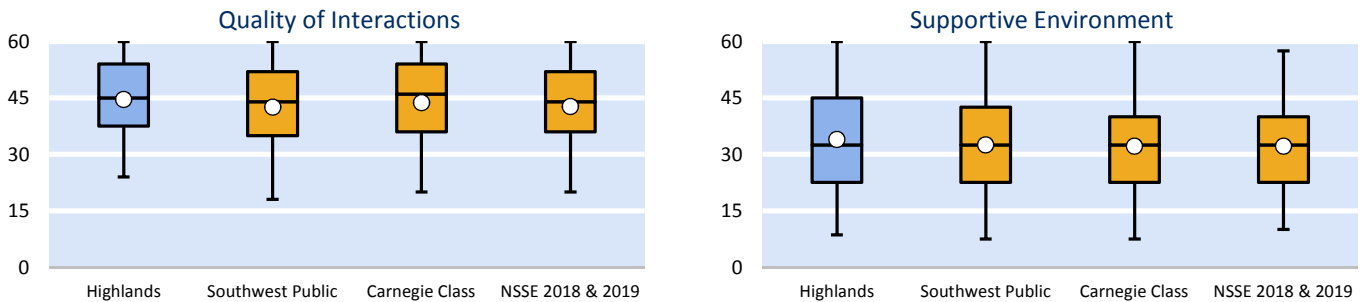
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Highlands Mean	Your seniors compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2018 & 2019 Mean	Effect size
Quality of Interactions	44.6	42.6	.16	43.8	.07	42.8	.15
Supportive Environment	34.0	32.5	.10	32.2	.12	32.2	.12

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

#### Score Distributions



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

#### Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	Highlands %	Percentage point difference <sup>a</sup> between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2018 & 2019
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	65	+8	+8	+9
13b. Academic advisors	61	+9	+4	+7
13c. Faculty	67	+11	+7	+10
13d. Student services staff (career services, student activities, housing, etc.)	53	+8	+5	+9
13e. Other administrative staff and offices (registrar, financial aid, etc.)	53	+8	+4	+9
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	72	+2	-0	+1
14c. Using learning support services (tutoring services, writing center, etc.)	69	+3	+1	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	69	+12	+13	+14
14e. Providing opportunities to be involved socially	67	+3	+5	+3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	57	-3	-2	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	+2	+1	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	46	-7	-1	-5
14i. Attending events that address important social, economic, or political issues	43	+1	+2	+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.

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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/links/PNP](https://nsse.indiana.edu/links/PNP)), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2018 and 2019 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2018 and 2019 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<sup>b</sup> 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	Highlands Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	41.0	39.3	.12	✓	41.0	.00	✓
Academic	Reflective and Integrative Learning	37.4	36.8	.05	✓	38.8	-.11	
Challenge	Learning Strategies	41.8	39.9	.14	✓	42.5	-.04	✓
	Quantitative Reasoning	35.1	29.3 **	.39	✓	30.8 *	.29	✓
Learning	Collaborative Learning	37.5	35.4	.15	✓	37.7	-.01	✓
with Peers	Discussions with Diverse Others	40.8	41.3	-.04	✓	43.2	-.17	
Experiences	Student-Faculty Interaction	28.3	24.9	.23	✓	28.0	.02	✓
with Faculty	Effective Teaching Practices	42.0	40.6	.11	✓	42.7	-.05	✓
Campus	Quality of Interactions	43.6	44.9	-.11		47.1 *	-.30	
Environment	Supportive Environment	37.5	38.1	-.05	✓	40.1	-.20	

#### Seniors

Theme	Engagement Indicator	Highlands Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	42.7	41.8	.07	✓	43.0	-.03	✓
Academic	Reflective and Integrative Learning	41.4	39.9	.13	✓	41.6	-.01	✓
Challenge	Learning Strategies	42.0	40.8	.08	✓	42.6	-.04	✓
	Quantitative Reasoning	31.9	31.3	.04	✓	32.7	-.06	✓
Learning	Collaborative Learning	31.9	36.1 ***	-.30		38.6 ***	-.49	
with Peers	Discussions with Diverse Others	43.3	42.0	.08	✓	43.5	-.01	✓
Experiences	Student-Faculty Interaction	25.2	29.9 **	-.30		33.9 ***	-.55	
with Faculty	Effective Teaching Practices	42.5	41.8	.05	✓	43.5	-.08	✓
Campus	Quality of Interactions	44.6	45.2	-.05	✓	47.4 **	-.23	
Environment	Supportive Environment	34.0	34.8	-.06	✓	37.0 **	-.22	

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 2018 and 2019 institutions, separately by class. 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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Highlands (N = 54)	41.0	13.2	1.79	20	30	40	55	60				
Southwest Public	37.3	13.5	.09	15	30	40	45	60	22,385	3.7	.047	.271
Carnegie Class	37.8	13.3	.06	15	30	40	45	60	51,695	3.2	.082	.237
NSSE 2018 & 2019	38.0	13.2	.03	20	30	40	45	60	205,762	3.0	.098	.225
Top 50%	39.3	13.0	.04	20	30	40	50	60	110,087	1.6	.364	.124
Top 10%	41.0	13.0	.08	20	35	40	50	60	28,453	-.1	.974	-.004
<b>Reflective &amp; Integrative Learning</b>												
Highlands (N = 55)	37.4	13.1	1.76	17	29	40	46	60				
Southwest Public	34.3	12.1	.08	17	26	34	43	57	24,098	3.1	.057	.256
Carnegie Class	35.0	12.0	.05	17	26	34	43	57	55,495	2.4	.137	.200
NSSE 2018 & 2019	35.2	12.0	.03	17	26	34	43	57	220,643	2.2	.173	.183
Top 50%	36.8	11.8	.04	17	29	37	46	57	110,860	.6	.683	.055
Top 10%	38.8	11.8	.08	20	31	40	46	60	23,011	-1.3	.403	-.113
<b>Learning Strategies</b>												
Highlands (N = 55)	41.8	13.8	1.85	20	33	40	53	60				
Southwest Public	37.2	13.9	.10	13	27	40	47	60	21,164	4.6	.014	.331
Carnegie Class	38.5	13.9	.06	20	27	40	47	60	49,111	3.4	.071	.242
NSSE 2018 & 2019	38.1	13.8	.03	20	27	40	47	60	195,625	3.7	.046	.269
Top 50%	39.9	13.7	.04	20	33	40	53	60	95,161	2.0	.287	.143
Top 10%	42.5	14.0	.09	20	33	40	53	60	22,085	-.6	.740	-.045
<b>Quantitative Reasoning</b>												
Highlands (N = 55)	35.1	15.0	2.02	7	20	33	47	60				
Southwest Public	27.8	15.4	.11	0	20	27	40	60	21,511	7.4	.000	.477
Carnegie Class	27.6	15.5	.07	0	20	27	40	60	49,927	7.5	.000	.486
NSSE 2018 & 2019	27.8	15.3	.03	0	20	27	40	60	198,659	7.3	.000	.477
Top 50%	29.3	15.2	.04	7	20	27	40	60	115,408	5.9	.004	.386
Top 10%	30.8	15.2	.09	7	20	33	40	60	30,898	4.4	.032	.288
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Highlands (N = 60)	37.5	13.1	1.69	15	25	40	50	60				
Southwest Public	33.2	14.3	.09	10	20	35	40	60	25,844	4.3	.021	.298
Carnegie Class	30.1	15.4	.06	0	20	30	40	60	58,813	7.4	.000	.480
NSSE 2018 & 2019	32.4	14.7	.03	5	20	30	40	60	234,339	5.1	.007	.346
Top 50%	35.4	13.7	.04	15	25	35	45	60	120,272	2.1	.238	.152
Top 10%	37.7	13.6	.08	15	30	40	50	60	25,871	-.2	.923	-.012
<b>Discussions with Diverse Others</b>												
Highlands (N = 55)	40.8	15.7	2.10	10	30	45	55	60				
Southwest Public	39.4	16.2	.11	10	25	40	55	60	21,324	1.4	.523	.086
Carnegie Class	38.3	16.2	.07	10	25	40	50	60	49,480	2.5	.260	.152
NSSE 2018 & 2019	39.4	15.6	.04	15	30	40	55	60	197,079	1.4	.506	.089
Top 50%	41.3	14.9	.04	20	30	40	55	60	114,239	-.5	.786	-.037
Top 10%	43.2	14.4	.09	20	35	40	60	60	25,681	-2.5	.205	-.171



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Highlands (N = 55)	28.3	16.1	2.16	5	15	30	40	60				
Southwest Public	20.9	14.9	.10	0	10	20	30	50	23,147	7.4	.000	.495
Carnegie Class	21.7	14.9	.06	0	10	20	30	50	53,299	6.6	.001	.445
NSSE 2018 & 2019	21.7	14.7	.03	0	10	20	30	50	212,183	6.6	.001	.454
Top 50%	24.9	14.8	.05	5	15	20	35	55	74,875	3.4	.089	.229
Top 10%	28.0	15.5	.14	5	15	25	40	60	11,709	.4	.864	.023
<b>Effective Teaching Practices</b>												
Highlands (N = 55)	42.0	13.9	1.87	20	36	40	60	60				
Southwest Public	37.7	13.5	.09	16	28	40	48	60	22,343	4.4	.016	.323
Carnegie Class	38.9	13.6	.06	16	28	40	48	60	51,668	3.1	.086	.231
NSSE 2018 & 2019	38.5	13.2	.03	16	28	40	48	60	205,560	3.5	.046	.268
Top 50%	40.6	13.2	.05	20	32	40	52	60	83,498	1.4	.433	.105
Top 10%	42.7	14.0	.09	20	32	44	56	60	21,937	-.7	.717	-.049
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Highlands (N = 55)	43.6	11.8	1.58	16	36	46	50	60				
Southwest Public	42.0	12.7	.09	18	34	44	52	60	19,748	1.6	.356	.124
Carnegie Class	42.8	12.5	.06	20	36	44	52	60	45,424	.8	.644	.062
NSSE 2018 & 2019	42.6	12.1	.03	20	36	44	52	60	183,775	.9	.570	.076
Top 50%	44.9	11.4	.04	24	38	46	54	60	76,797	-1.3	.403	-.112
Top 10%	47.1	11.8	.08	24	40	50	58	60	19,293	-3.5	.027	-.298
<b>Supportive Environment</b>												
Highlands (N = 54)	37.5	12.9	1.75	18	23	38	50	58				
Southwest Public	36.6	13.6	.10	15	28	38	45	60	20,380	.9	.637	.064
Carnegie Class	35.8	13.9	.06	13	25	38	45	60	47,594	1.6	.387	.118
NSSE 2018 & 2019	36.1	13.5	.03	15	28	38	45	60	189,855	1.4	.457	.101
Top 50%	38.1	13.2	.04	18	30	40	48	60	91,616	-.7	.713	-.050
Top 10%	40.1	13.2	.10	18	30	40	50	60	18,999	-2.6	.148	-.198

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 SE) 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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Highlands (N = 150)	42.7	13.5	1.10	20	35	40	55	60				
Southwest Public	39.8	14.0	.07	20	30	40	50	60	43,562	2.9	.012	.205
Carnegie Class	40.5	13.7	.05	20	30	40	50	60	82,789	2.2	.051	.160
NSSE 2018 & 2019	40.0	13.6	.02	20	30	40	50	60	313,801	2.6	.017	.194
Top 50%	41.8	13.5	.04	20	35	40	55	60	131,109	.9	.421	.066
Top 10%	43.0	13.5	.07	20	35	40	55	60	35,887	-.4	.736	-.028
<b>Reflective &amp; Integrative Learning</b>												
Highlands (N = 154)	41.4	12.4	1.00	20	31	40	51	60				
Southwest Public	37.1	12.7	.06	17	29	37	46	60	45,963	4.3	.000	.338
Carnegie Class	38.1	12.5	.04	17	29	37	47	60	87,099	3.3	.001	.266
NSSE 2018 & 2019	38.0	12.4	.02	17	29	37	46	60	330,303	3.4	.001	.275
Top 50%	39.9	12.2	.03	20	31	40	49	60	125,215	1.5	.120	.125
Top 10%	41.6	12.2	.08	20	34	40	51	60	24,454	-.2	.865	-.014
<b>Learning Strategies</b>												
Highlands (N = 149)	42.0	13.2	1.08	20	33	40	53	60				
Southwest Public	39.0	14.6	.07	13	27	40	53	60	41,622	3.0	.013	.204
Carnegie Class	39.4	14.5	.05	13	27	40	53	60	79,752	2.6	.030	.178
NSSE 2018 & 2019	38.5	14.6	.03	13	27	40	47	60	301,592	3.5	.003	.240
Top 50%	40.8	14.4	.04	20	33	40	53	60	137,087	1.2	.323	.081
Top 10%	42.6	14.3	.07	20	33	40	60	60	43,860	-.6	.588	-.045
<b>Quantitative Reasoning</b>												
Highlands (N = 150)	31.9	17.2	1.41	7	20	33	40	60				
Southwest Public	29.5	16.1	.08	0	20	27	40	60	42,232	2.4	.072	.147
Carnegie Class	29.6	16.2	.06	0	20	27	40	60	80,660	2.3	.080	.143
NSSE 2018 & 2019	29.8	16.1	.03	0	20	27	40	60	305,326	2.0	.124	.126
Top 50%	31.3	16.0	.04	7	20	33	40	60	168,636	.6	.652	.037
Top 10%	32.7	15.8	.07	7	20	33	40	60	150	-.9	.535	-.055
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Highlands (N = 156)	31.9	15.2	1.22	5	20	30	45	60				
Southwest Public	31.7	15.8	.07	5	20	30	45	60	47,949	.3	.832	.017
Carnegie Class	29.3	16.4	.05	0	20	30	40	60	90,083	2.6	.047	.160
NSSE 2018 & 2019	31.8	15.7	.03	5	20	30	40	60	342,354	.1	.937	.006
Top 50%	36.1	14.0	.04	15	25	35	45	60	146,704	-4.2	.000	-.298
Top 10%	38.6	13.5	.09	15	30	40	50	60	156	-6.7	.000	-.494
<b>Discussions with Diverse Others</b>												
Highlands (N = 149)	43.3	16.1	1.32	15	30	45	60	60				
Southwest Public	41.1	16.7	.08	10	30	40	60	60	41,819	2.2	.103	.134
Carnegie Class	39.4	16.7	.06	10	25	40	55	60	79,893	3.9	.004	.236
NSSE 2018 & 2019	40.1	16.0	.03	15	30	40	55	60	302,735	3.2	.013	.203
Top 50%	42.0	15.6	.04	15	30	40	60	60	167,249	1.3	.310	.083
Top 10%	43.5	15.4	.07	20	35	45	60	60	44,671	-.2	.880	-.012

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Highlands (N = 151)	25.2	18.2	1.48	0	10	20	40	60				
Southwest Public	22.1	16.3	.08	0	10	20	35	55	151	3.1	.039	.189
Carnegie Class	24.2	16.2	.06	0	10	20	35	60	150	.9	.531	.057
NSSE 2018 & 2019	24.1	16.1	.03	0	10	20	35	55	150	1.1	.465	.067
Top 50%	29.9	15.9	.06	5	20	30	40	60	150	-4.7	.002	-.296
Top 10%	33.9	15.8	.16	10	20	35	45	60	153	-8.7	.000	-.553
<b>Effective Teaching Practices</b>												
Highlands (N = 152)	42.5	15.4	1.25	16	32	44	60	60				
Southwest Public	39.0	14.1	.07	16	28	40	52	60	152	3.5	.006	.247
Carnegie Class	40.2	14.0	.05	16	32	40	52	60	151	2.3	.068	.165
NSSE 2018 & 2019	39.6	13.8	.02	16	32	40	52	60	151	2.9	.021	.212
Top 50%	41.8	13.6	.04	20	32	40	52	60	151	.7	.567	.053
Top 10%	43.5	13.5	.08	20	36	44	56	60	152	-1.0	.407	-.077
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Highlands (N = 143)	44.6	12.0	1.00	24	38	45	54	60				
Southwest Public	42.6	12.7	.07	18	35	44	52	60	38,312	2.0	.061	.157
Carnegie Class	43.8	12.4	.05	20	36	46	54	60	73,022	.8	.419	.068
NSSE 2018 & 2019	42.8	12.2	.02	20	36	44	52	60	280,547	1.8	.072	.150
Top 50%	45.2	11.8	.03	23	38	48	54	60	121,745	-.6	.574	-.047
Top 10%	47.4	12.0	.06	24	40	50	58	60	39,886	-2.8	.006	-.231
<b>Supportive Environment</b>												
Highlands (N = 149)	34.0	15.0	1.23	9	23	33	45	60				
Southwest Public	32.5	14.6	.07	8	23	33	43	60	40,809	1.4	.237	.097
Carnegie Class	32.2	14.4	.05	8	23	33	40	60	78,023	1.8	.129	.124
NSSE 2018 & 2019	32.2	14.1	.03	10	23	33	40	58	295,503	1.8	.129	.124
Top 50%	34.8	13.9	.04	13	25	35	45	60	148	-.8	.508	-.059
Top 10%	37.0	14.0	.09	13	28	38	48	60	22,524	-3.0	.009	-.215

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 SE) 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.