



NSSE 2020

Engagement Indicators

Valparaiso University

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four 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 2019 and 2020 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

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

Theme	Engagement Indicator	Your first-year students	Your first-year students	Your first-year students
		compared with New Peers	compared with Old Peers	compared with NSSE 2020
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

Theme	Engagement Indicator	Your seniors	Your seniors	Your seniors
		compared with New Peers	compared with Old Peers	compared with NSSE 2020
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	--	--	△

Academic Challenge: First-year students

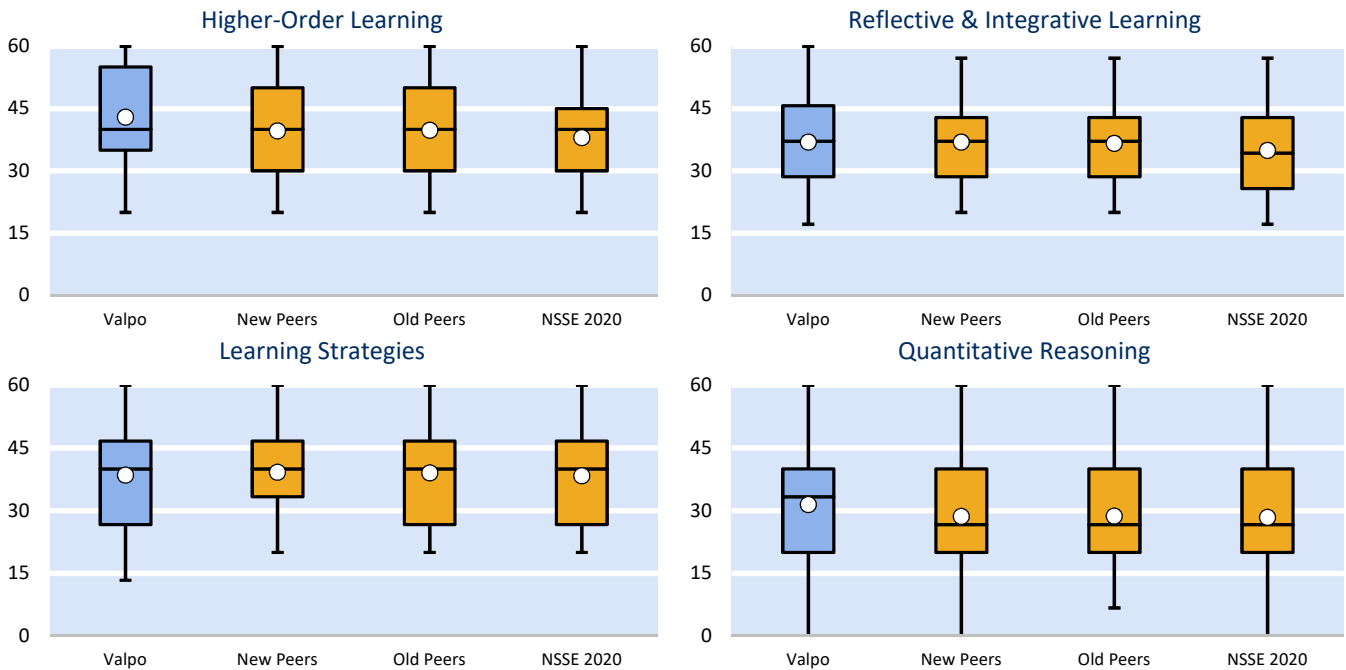
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Valpo Mean	Your first-year students compared with					
		New Peers		Old Peers		NSSE 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	43.0	39.6 **	.27	39.8 **	.25	38.0 ***	.37
Reflective & Integrative Learning	37.0	36.9	.00	36.6	.03	35.0 *	.17
Learning Strategies	38.5	39.2	-.06	39.0	-.04	38.4	.01
Quantitative Reasoning	31.4	28.6 *	.19	28.7	.18	28.4 *	.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).

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.

		Percentage point difference ^a between your FY students and		
	Valpo	New Peers	Old Peers	NSSE 2020
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	82	+7 	+7 	+12 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	81	+7 	+6 	+12 
4d. Evaluating a point of view, decision, or information source	81	+7 	+6 	+12 
4e. Forming a new idea or understanding from various pieces of information	79	+5 	+6 	+10 
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	54	-3 	-3 	+3 
2b. Connected your learning to societal problems or issues	62	+3 	+4 	+11 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	66	+7 	+8 	+15 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	-2 	-1 	+2 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	79	+5 	+7 	+9 
2f. Learned something that changed the way you understand an issue or concept	64	-6 	-4 	-2 
2g. Connected ideas from your courses to your prior experiences and knowledge	79	-2 	-1 	+3 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79	-2 	-2 	+5 
9b. Reviewed your notes after class	65	-1 	-1 	-1 
9c. Summarized what you learned in class or from course materials	63	-3 	-2 	-1 
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.)	61	+8 	+7 	+8 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	+4 	+4 	+5 
6c. Evaluated what others have concluded from numerical information	50	+8 	+7 	+9 

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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

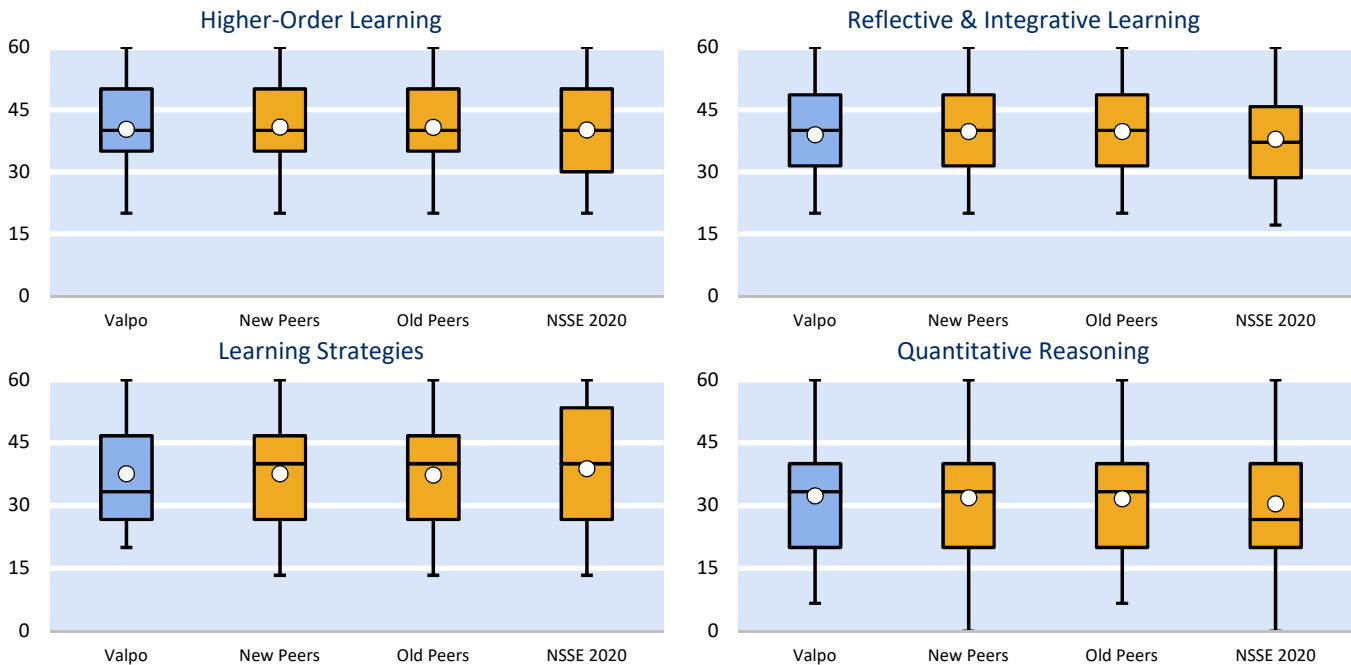
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Mean Comparisons

Engagement Indicator	Valpo Mean	Your seniors compared with					
		New Peers		Old Peers		NSSE 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.3	40.8	-.04	40.7	-.04	40.1	.01
Reflective & Integrative Learning	39.0	39.8	-.07	39.7	-.07	37.9	.08
Learning Strategies	37.6	37.6	.00	37.2	.02	38.8	-.08
Quantitative Reasoning	32.3	31.8	.03	31.6	.04	30.4	.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.

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.

	Valpo	Percentage point difference ^a between your seniors and		
		New Peers	Old Peers	NSSE 2020
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	80	-1	-0	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+0	+0	+2
4d. Evaluating a point of view, decision, or information source	70	-2	-3	-1
4e. Forming a new idea or understanding from various pieces of information	69	-5	-5	-3
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	73	-0	-1	+5
2b. Connected your learning to societal problems or issues	66	-1	-2	+6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	61	+0	-0	+8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	-6	-4	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	-5	-5	-2
2f. Learned something that changed the way you understand an issue or concept	74	-0	-0	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	85	-1	-1	+2
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	82	+2	+2	+5
9b. Reviewed your notes after class	60	+3	+5	-4
9c. Summarized what you learned in class or from course materials	60	-2	-1	-5
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.)	59	+2	+3	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+2	+1	+4
6c. Evaluated what others have concluded from numerical information	53	+1	+1	+7

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

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Learning with Peers: First-year students

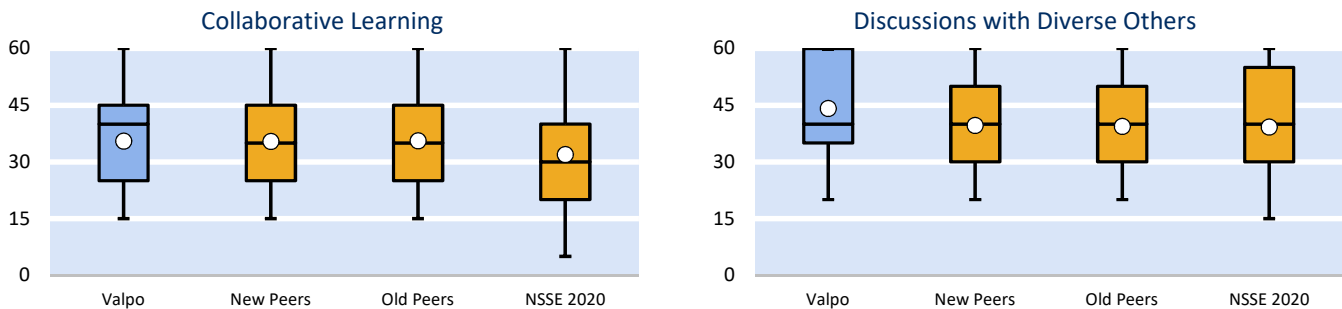
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Valpo Mean	Your first-year students compared with					
		New Peers		Old Peers		NSSE 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.5	35.4	.00	35.6	-.01	31.9 **	.24
Discussions with Diverse Others	44.2	39.7 ***	.32	39.3 ***	.35	39.2 ***	.31

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	Valpo	Percentage point difference ^a between your FY students and		
	%	New Peers	Old Peers	NSSE 2020
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	61	+3	+3	+10
1f. Explained course material to one or more students	67	+3	+2	+11
1g. Prepared for exams by discussing or working through course material with other students	59	+1	-0	+10
1h. Worked with other students on course projects or assignments	67	+2	+2	+12
Discussions with Diverse Others				
<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	76	+7	+8	+6
8b. People from an economic background other than your own	78	+7	+7	+7
8c. People with religious beliefs other than your own	80	+13	+13	+14
8d. People with political views other than your own	83	+16	+19	+20

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Learning with Peers: Seniors

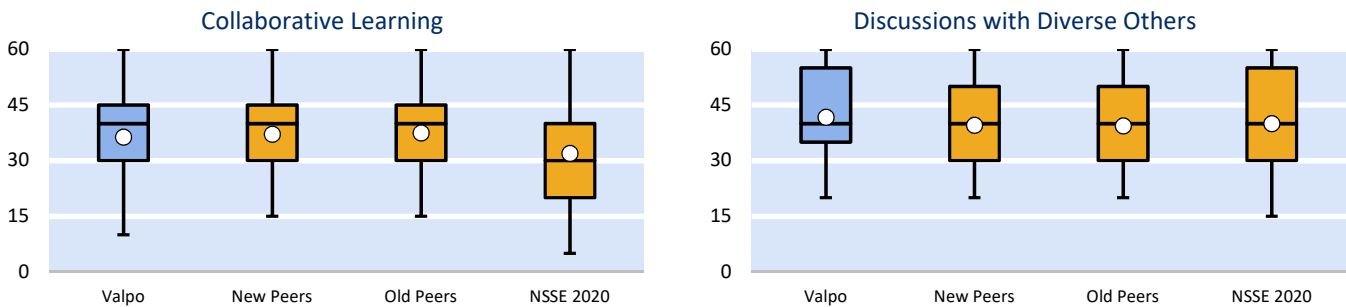
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Mean Comparisons

Engagement Indicator	Valpo Mean	Your seniors compared with					
		New Peers		Old Peers		NSSE 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.4	37.1	-.06	37.5	-.08	31.9 ***	.28
Discussions with Diverse Others	41.7	39.5 *	.16	39.4 *	.17	40.0	.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).

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	Valpo	Percentage point difference ^a between your seniors and		
		New Peers	Old Peers	NSSE 2020
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	55	+2	+1	+12
1f. Explained course material to one or more students	72	+3	+2	+15
1g. Prepared for exams by discussing or working through course material with other students	55	-4	-6	+8
1h. Worked with other students on course projects or assignments	75	-1	-3	+12
Discussions with Diverse Others				
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	70	+2	+2	-2
8b. People from an economic background other than your own	77	+7	+7	+4
8c. People with religious beliefs other than your own	78	+13	+11	+10
8d. People with political views other than your own	68	-0	+4	+4

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Experiences with Faculty: First-year students

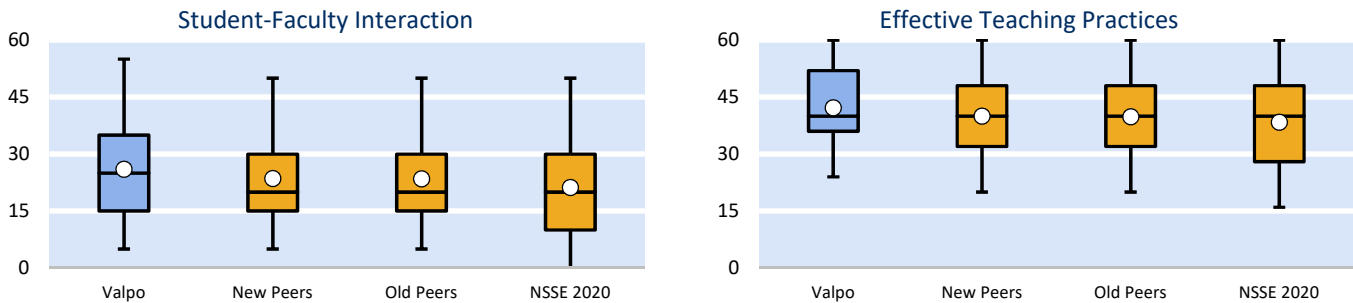
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Valpo Mean	Your first-year students compared with					
		New Peers Mean	New Peers Effect size	Old Peers Mean	Old Peers Effect size	NSSE 2020 Mean	NSSE 2020 Effect size
Student-Faculty Interaction	26.0	23.5	.18	23.5 *	.18	21.1 ***	.33
Effective Teaching Practices	42.2	40.0 *	.18	39.8 *	.20	38.4 ***	.28

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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	Valpo	Percentage point difference ^a between your FY students and		
		New Peers	Old Peers	NSSE 2020
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
3a. Talked about career plans with a faculty member	41	-0	+1	+4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	40	+17	+17	+19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	40	+9	+8	+14
3d. Discussed your academic performance with a faculty member	33	+1	-0	+3
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	81	-1	-0	+4
5b. Taught course sessions in an organized way	85	+6	+6	+11
5c. Used examples or illustrations to explain difficult points	78	-1	+0	+4
5d. Provided feedback on a draft or work in progress	83	+15	+16	+20
5e. Provided prompt and detailed feedback on tests or completed assignments	71	+6	+6	+11

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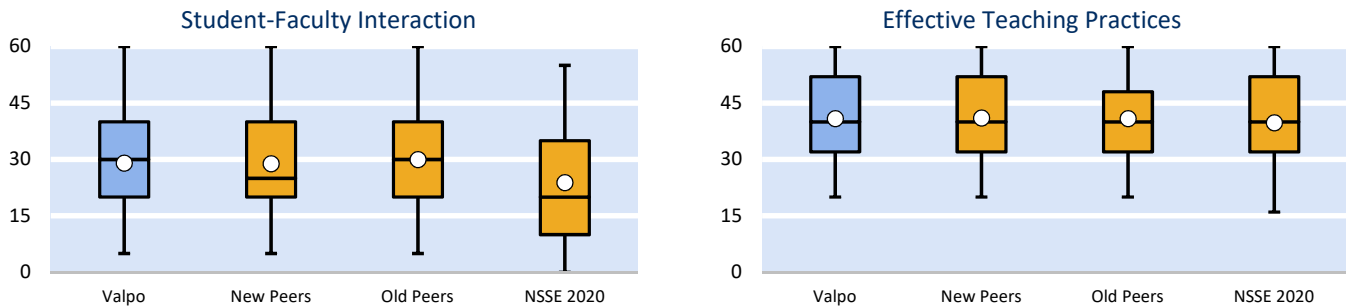
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Effective Teaching Practices	40.8	41.0	-.02	40.8	.00	39.7	.08

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Student-Faculty Interaction	Valpo	Percentage point difference ^a between your seniors and		
		New Peers	Old Peers	NSSE 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	50	-5	-8	+6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	36	-1	-3	+9
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	46	+2	-0	+13
3d. Discussed your academic performance with a faculty member	39	+1	-2	+5
<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	79	-4	-4	-1
5b. Taught course sessions in an organized way	83	+1	+2	+6
5c. Used examples or illustrations to explain difficult points	85	+2	+3	+8
5d. Provided feedback on a draft or work in progress	65	-1	-1	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	70	+1	+2	+6

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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

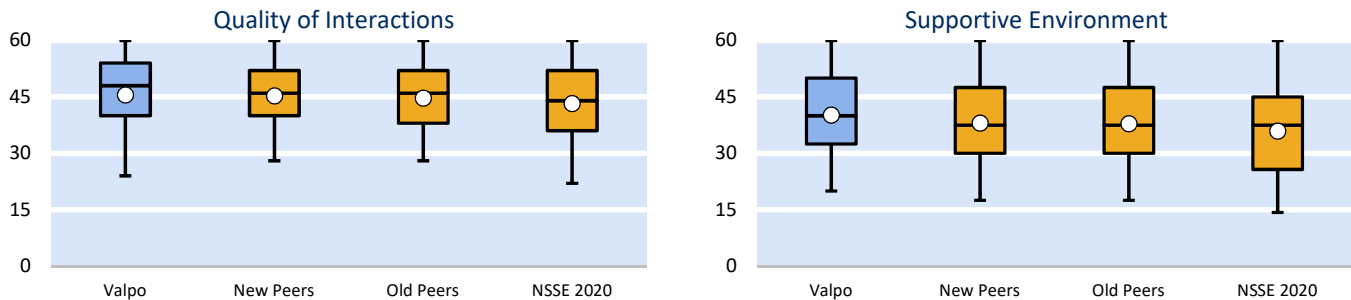
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Valpo Mean	Your first-year students compared with					
		New Peers		Old Peers		NSSE 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.6	45.3	.03	44.7	.09	43.3 *	.19
Supportive Environment	40.2	38.1 *	.17	37.9 *	.19	35.9 ***	.32

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	Valpo	Percentage point difference ^a between your FY students and		
		New Peers	Old Peers	NSSE 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	60	+1	+3	+7
13b. Academic advisors	62	+5	+7	+8
13c. Faculty	64	+2	+4	+11
13d. Student services staff (career services, student activities, housing, etc.)	54	+3	+5	+6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	52	+0	+3	+5
<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	81	-0	+1	+6
14c. Using learning support services (tutoring services, writing center, etc.)	87	+6	+7	+11
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	71	+9	+11	+10
14e. Providing opportunities to be involved socially	82	+5	+5	+12
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	81	+6	+5	+13
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	46	+3	+3	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	72	+2	+2	+10
14i. Attending events that address important social, economic, or political issues	64	+7	+8	+17

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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

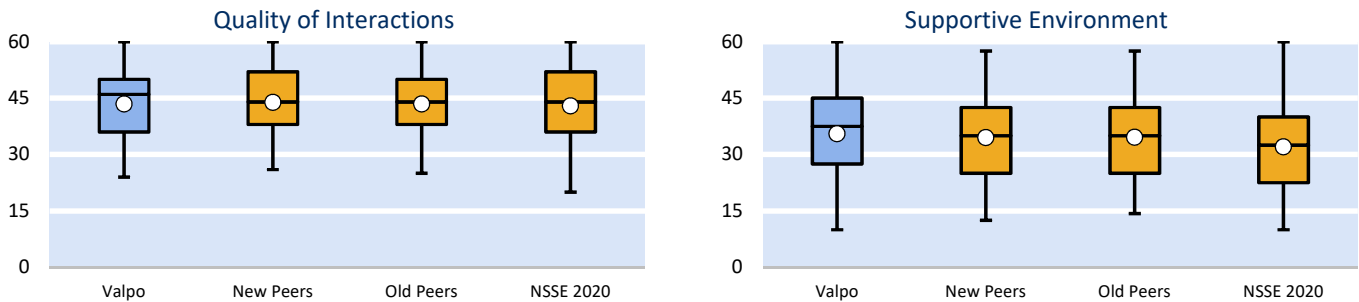
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Valpo Mean	Your seniors compared with					
		New Peers		Old Peers		NSSE 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.5	43.9	-.04	43.4	.01	43.0	.04
Supportive Environment	35.5	34.6	.07	34.7	.07	32.1 ***	.24

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	Valpo	Percentage point difference ^a between your seniors and		
		New Peers	Old Peers	NSSE 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	61	+2	+2	+2
13b. Academic advisors	56	-0	+1	+3
13c. Faculty	73	+8	+11	+16
13d. Student services staff (career services, student activities, housing, etc.)	39	-5	-2	-6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	40	-4	-2	-4
Supportive Environment				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	80	+4	+4	+11
14c. Using learning support services (tutoring services, writing center, etc.)	76	+5	+5	+10
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62	+9	+10	+8
14e. Providing opportunities to be involved socially	75	+4	+4	+12
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	-2	-2	+6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	+2	+2	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	64	+3	+1	+13
14i. Attending events that address important social, economic, or political issues	55	+4	+3	+15

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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 go.iu.edu/NSSE-PnP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2019 and 2020 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

Theme	Engagement Indicator	Valpo Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	43.0	39.3 ***	.28	✓	41.4	.12	✓
	Reflective and Integrative Learning	37.0	36.7	.02	✓	39.0 *	-.17	
	Learning Strategies	38.5	39.9	-.10		42.3 **	-.27	
	Quantitative Reasoning	31.4	29.4	.13	✓	31.4	.00	✓
<i>Learning with Peers</i>	Collaborative Learning	35.5	35.2	.02	✓	37.4	-.14	
	Discussions with Diverse Others	44.2	41.4 *	.18	✓	43.6	.04	✓
<i>Experiences with Faculty</i>	Student-Faculty Interaction	26.0	24.5	.10	✓	28.1	-.14	
	Effective Teaching Practices	42.2	40.5	.12	✓	42.3	-.01	✓
<i>Campus Environment</i>	Quality of Interactions	45.6	45.2	.03	✓	47.2	-.14	
	Supportive Environment	40.2	37.9 *	.18	✓	40.0	.01	✓

Seniors

Theme	Engagement Indicator	Valpo Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.3	41.7	-.11		43.2 **	-.22	
	Reflective and Integrative Learning	39.0	39.8	-.07	✓	41.8 ***	-.23	
	Learning Strategies	37.6	40.7 **	-.22		42.7 ***	-.35	
	Quantitative Reasoning	32.3	31.4	.06	✓	33.4	-.07	✓
<i>Learning with Peers</i>	Collaborative Learning	36.4	35.9	.03	✓	38.4 *	-.15	
	Discussions with Diverse Others	41.7	42.1	-.02	✓	43.8 *	-.14	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	29.0	29.7	-.04	✓	33.2 ***	-.26	
	Effective Teaching Practices	40.8	41.8	-.07	✓	43.7 **	-.22	
<i>Campus Environment</i>	Quality of Interactions	43.5	45.2 *	-.15		47.4 ***	-.32	
	Supportive Environment	35.5	34.6	.07	✓	36.8	-.09	✓

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 2019 and 2020 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 ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Valpo (N = 148)	43.0	12.7	1.05	20	35	40	55	60				
New Peers	39.6	12.2	.20	20	30	40	50	60	3,964	3.3	.001	.271
Old Peers	39.8	12.3	.21	20	30	40	50	60	3,439	3.1	.002	.255
NSSE 2020	38.0	13.3	.04	20	30	40	45	60	126,226	4.9	.000	.370
Top 50%	39.3	13.1	.04	20	30	40	50	60	125,199	3.6	.001	.278
Top 10%	41.4	12.8	.08	20	35	40	50	60	23,994	1.6	.137	.123
Reflective & Integrative Learning												
Valpo (N = 156)	37.0	11.7	.94	17	29	37	46	60				
New Peers	36.9	11.3	.18	20	29	37	43	57	4,243	.0	.973	.003
Old Peers	36.6	11.4	.19	20	29	37	43	57	3,712	.4	.700	.032
NSSE 2020	35.0	12.1	.03	17	26	34	43	57	137,885	2.0	.037	.167
Top 50%	36.7	11.8	.03	17	29	37	46	57	122,248	.3	.763	.024
Top 10%	39.0	11.7	.08	20	31	40	49	60	19,352	-2.0	.034	-.170
Learning Strategies												
Valpo (N = 135)	38.5	15.0	1.29	13	27	40	47	60				
New Peers	39.2	13.0	.22	20	33	40	47	60	142	-.7	.575	-.056
Old Peers	39.0	13.2	.23	20	27	40	47	60	143	-.5	.683	-.041
NSSE 2020	38.4	13.8	.04	20	27	40	47	60	118,417	.1	.913	.009
Top 50%	39.9	13.7	.04	20	33	40	53	60	106,113	-1.4	.232	-.103
Top 10%	42.3	14.1	.09	20	33	40	53	60	23,513	-3.8	.002	-.270
Quantitative Reasoning												
Valpo (N = 138)	31.4	16.6	1.41	0	20	33	40	60				
New Peers	28.6	15.0	.25	0	20	27	40	60	145	2.8	.050	.188
Old Peers	28.7	14.9	.26	7	20	27	40	60	147	2.8	.057	.184
NSSE 2020	28.4	15.4	.04	0	20	27	40	60	120,651	3.1	.020	.198
Top 50%	29.4	15.2	.04	7	20	27	40	60	138,008	2.0	.124	.131
Top 10%	31.4	15.3	.09	7	20	33	40	60	29,114	.0	.977	.002
Learning with Peers												
Collaborative Learning												
Valpo (N = 163)	35.5	13.7	1.08	15	25	40	45	60				
New Peers	35.4	13.2	.20	15	25	35	45	60	4,518	.0	.970	.003
Old Peers	35.6	13.2	.21	15	25	35	45	60	3,991	-.1	.892	-.011
NSSE 2020	31.9	14.7	.04	5	20	30	40	60	150,447	3.6	.002	.241
Top 50%	35.2	13.7	.03	15	25	35	45	60	159,142	.3	.785	.021
Top 10%	37.4	13.5	.07	15	30	40	45	60	33,485	-1.9	.070	-.142
Discussions with Diverse Others												
Valpo (N = 137)	44.2	14.4	1.23	20	35	40	60	60				
New Peers	39.7	13.9	.23	20	30	40	50	60	3,807	4.5	.000	.323
Old Peers	39.3	13.7	.24	20	30	40	50	60	3,293	4.8	.000	.351
NSSE 2020	39.2	15.8	.05	15	30	40	55	60	119,358	4.9	.000	.314
Top 50%	41.4	15.0	.04	20	30	40	55	60	141,336	2.7	.034	.181
Top 10%	43.6	14.5	.08	20	35	45	60	60	29,261	.6	.656	.038

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Valpo (N = 152)	26.0	15.2	1.23	5	15	25	35	55				
New Peers	23.5	13.6	.22	5	15	20	30	50	160	2.4	.053	.179
Old Peers	23.5	13.6	.23	5	15	20	30	50	162	2.5	.049	.181
NSSE 2020	21.1	14.7	.04	0	10	20	30	50	131,289	4.8	.000	.328
Top 50%	24.5	14.7	.05	5	15	20	35	55	80,837	1.5	.216	.100
Top 10%	28.1	15.5	.15	5	15	25	40	60	10,838	-2.2	.087	-.140
Effective Teaching Practices												
Valpo (N = 148)	42.2	12.2	1.01	24	36	40	52	60				
New Peers	40.0	11.9	.19	20	32	40	48	60	3,959	2.2	.030	.182
Old Peers	39.8	11.9	.21	20	32	40	48	60	3,431	2.4	.017	.200
NSSE 2020	38.4	13.3	.04	16	28	40	48	60	125,484	3.8	.001	.283
Top 50%	40.5	13.2	.04	20	32	40	52	60	91,630	1.6	.131	.124
Top 10%	42.3	14.2	.09	16	32	44	56	60	149	-.1	.911	-.008
Campus Environment												
Quality of Interactions												
Valpo (N = 133)	45.6	11.9	1.03	24	40	48	54	60				
New Peers	45.3	9.9	.17	28	40	46	52	60	139	.3	.777	.030
Old Peers	44.7	10.0	.18	28	38	46	52	60	140	.9	.414	.085
NSSE 2020	43.3	11.9	.04	22	36	44	52	60	110,220	2.3	.026	.193
Top 50%	45.2	11.2	.04	24	38	46	54	60	85,638	.4	.693	.034
Top 10%	47.2	11.6	.08	25	40	50	58	60	20,742	-1.7	.103	-.142
Supportive Environment												
Valpo (N = 134)	40.2	12.7	1.09	20	33	40	50	60				
New Peers	38.1	12.3	.21	18	30	38	48	60	3,688	2.1	.048	.174
Old Peers	37.9	12.3	.22	18	30	38	48	60	3,183	2.3	.032	.189
NSSE 2020	35.9	13.5	.04	14	26	38	45	60	133	4.3	.000	.318
Top 50%	37.9	13.1	.04	18	30	38	48	60	103,331	2.3	.040	.178
Top 10%	40.0	12.9	.10	18	33	40	50	60	18,226	.2	.866	.015

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 ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Valpo (N = 208)	40.3	12.8	.89	20	35	40	50	60				
New Peers	40.8	12.8	.22	20	35	40	50	60	3,527	-.5	.551	-.043
Old Peers	40.7	12.6	.24	20	35	40	50	60	3,060	-.5	.614	-.036
NSSE 2020	40.1	13.6	.03	20	30	40	50	60	157,865	.1	.875	.011
Top 50%	41.7	13.4	.04	20	35	40	55	60	117,606	-1.4	.124	-.107
Top 10%	43.2	13.3	.08	20	35	40	55	60	28,804	-2.9	.002	-.217
Reflective & Integrative Learning												
Valpo (N = 223)	39.0	12.1	.81	20	31	40	49	60				
New Peers	39.8	11.7	.20	20	31	40	49	60	3,696	-.8	.324	-.068
Old Peers	39.7	11.8	.22	20	31	40	49	60	3,210	-.8	.348	-.065
NSSE 2020	37.9	12.5	.03	17	29	37	46	60	168,490	1.0	.217	.083
Top 50%	39.8	12.2	.04	20	31	40	49	60	116,779	-.9	.294	-.070
Top 10%	41.8	12.0	.09	20	34	40	51	60	19,056	-2.8	.001	-.233
Learning Strategies												
Valpo (N = 202)	37.6	13.3	.94	20	27	33	47	60				
New Peers	37.6	14.1	.25	13	27	40	47	60	3,395	.0	.969	-.003
Old Peers	37.2	14.2	.27	13	27	40	47	60	2,953	.3	.759	.022
NSSE 2020	38.8	14.7	.04	13	27	40	53	60	150,477	-1.2	.240	-.083
Top 50%	40.7	14.5	.04	20	33	40	53	60	130,509	-3.1	.002	-.216
Top 10%	42.7	14.4	.07	20	33	40	60	60	42,141	-5.1	.000	-.354
Quantitative Reasoning												
Valpo (N = 202)	32.3	15.1	1.06	7	20	33	40	60				
New Peers	31.8	16.2	.29	0	20	33	40	60	3,420	.5	.678	.030
Old Peers	31.6	16.0	.30	7	20	33	40	60	2,967	.7	.543	.044
NSSE 2020	30.4	16.3	.04	0	20	27	40	60	152,556	1.9	.099	.116
Top 50%	31.4	16.1	.04	0	20	33	40	60	166,635	.9	.433	.055
Top 10%	33.4	15.9	.09	7	20	33	40	60	32,812	-1.1	.346	-.067
Learning with Peers												
Collaborative Learning												
Valpo (N = 231)	36.4	13.6	.90	10	30	40	45	60				
New Peers	37.1	13.4	.22	15	30	40	45	60	3,842	-.8	.409	-.056
Old Peers	37.5	13.0	.23	15	30	40	45	60	3,321	-1.1	.223	-.083
NSSE 2020	31.9	15.6	.04	5	20	30	40	60	230	4.5	.000	.285
Top 50%	35.9	14.0	.04	15	25	35	45	60	154,606	.4	.632	.032
Top 10%	38.4	13.6	.08	15	30	40	50	60	27,124	-2.0	.025	-.148
Discussions with Diverse Others												
Valpo (N = 200)	41.7	13.6	.96	20	35	40	55	60				
New Peers	39.5	13.9	.24	20	30	40	50	60	3,406	2.2	.032	.156
Old Peers	39.4	13.8	.26	20	30	40	50	60	2,960	2.3	.020	.170
NSSE 2020	40.0	16.1	.04	15	30	40	55	60	200	1.7	.085	.104
Top 50%	42.1	15.5	.04	15	30	40	60	60	200	-.4	.710	-.023
Top 10%	43.8	15.3	.07	20	35	45	60	60	201	-2.1	.033	-.136

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Valpo (N = 219)	29.0	15.6	1.05	5	20	30	40	60				
New Peers	28.8	15.1	.26	5	20	25	40	60	3,596	.2	.829	.015
Old Peers	29.9	14.9	.28	5	20	30	40	60	3,122	-.9	.379	-.062
NSSE 2020	23.8	16.0	.04	0	10	20	35	55	162,776	5.2	.000	.324
Top 50%	29.7	15.9	.06	5	20	30	40	60	61,867	-.6	.547	-.041
Top 10%	33.2	16.0	.15	10	20	35	45	60	10,855	-4.2	.000	-.264
Effective Teaching Practices												
Valpo (N = 210)	40.8	12.8	.88	20	32	40	52	60				
New Peers	41.0	12.4	.22	20	32	40	52	60	3,511	-.2	.822	-.016
Old Peers	40.8	12.2	.23	20	32	40	48	60	3,047	.0	.977	.002
NSSE 2020	39.7	13.9	.04	16	32	40	52	60	157,540	1.1	.243	.081
Top 50%	41.8	13.7	.04	20	32	40	52	60	100,354	-1.0	.307	-.071
Top 10%	43.7	13.4	.09	20	36	44	56	60	22,236	-2.9	.002	-.216
Campus Environment												
Quality of Interactions												
Valpo (N = 197)	43.5	11.6	.83	24	36	46	50	60				
New Peers	43.9	10.4	.19	26	38	44	52	60	3,300	-.4	.623	-.036
Old Peers	43.4	10.3	.20	25	38	44	50	60	2,882	.1	.935	.006
NSSE 2020	43.0	12.2	.03	20	36	44	52	60	138,507	.5	.546	.043
Top 50%	45.2	11.7	.04	24	38	48	54	60	105,909	-1.7	.039	-.147
Top 10%	47.4	12.0	.07	24	40	50	58	60	34,072	-3.9	.000	-.322
Supportive Environment												
Valpo (N = 199)	35.5	13.8	.98	10	28	38	45	60				
New Peers	34.6	12.9	.23	13	25	35	43	58	3,334	1.0	.314	.074
Old Peers	34.7	12.8	.25	14	25	35	43	58	2,907	.9	.360	.067
NSSE 2020	32.1	14.3	.04	10	23	33	40	60	146,409	3.5	.001	.242
Top 50%	34.6	14.0	.04	13	25	35	45	60	110,354	.9	.355	.066
Top 10%	36.8	14.1	.10	13	28	38	48	60	19,955	-1.3	.200	-.091

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.