



# NSSE 2013 Engagement Indicators

Comparisons with High-Performing Institutions

Saint Andrews University

## Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior students with those attending two groups of institutions identified by NSSE for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all current-year NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all current-year 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 to that of the high-performing group. However, the absence of a significant difference between your score and that of the high-performing group does not 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	SAU Mean	Your first-year students compared with					
			NSSE 2013 Top 50%			NSSE 2013 Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.0	40.9	-.21	✓	42.7	-.35	✓
	Reflective and Integrative Learning	34.4	37.6	-.26	✓	39.4	-.40	✓
	Learning Strategies	42.4	41.8	.04	✓	44.3	-.14	✓
	Quantitative Reasoning	18.6	28.8 **	-.63		30.5 ***	-.73	
Learning with Peers	Collaborative Learning	34.5	34.5	.00	✓	37.1	-.19	✓
	Discussions with Diverse Others	44.1	43.2	.06	✓	45.7	-.11	✓
Experiences with Faculty	Student-Faculty Interaction	21.1	23.4	-.16	✓	26.7	-.34	✓
	Effective Teaching Practices	37.5	42.8	-.40	✓	44.7 *	-.52	
Campus Environment	Quality of Interactions	39.4	44.3	-.42	✓	46.3 *	-.57	
	Supportive Environment	30.5	39.5 *	-.68		41.4 **	-.84	

### Seniors

Theme	Engagement Indicator	SAU Mean	Your seniors compared with					
			NSSE 2013 Top 50%			NSSE 2013 Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	43.3	43.5	-.01	✓	45.3	-.14	✓
	Reflective and Integrative Learning	41.7	41.1	.05	✓	43.1	-.11	✓
	Learning Strategies	40.6	43.2	-.18	✓	45.4	-.34	✓
	Quantitative Reasoning	30.3	31.1	-.05	✓	32.5	-.13	✓
Learning with Peers	Collaborative Learning	38.5	35.0	.25	✓	37.5	.07	✓
	Discussions with Diverse Others	47.2	44.1	.20	✓	45.8	.09	✓
Experiences with Faculty	Student-Faculty Interaction	38.7	29.7 **	.56	✓	34.5	.26	✓
	Effective Teaching Practices	46.0	43.3	.20	✓	45.3	.05	✓
Campus Environment	Quality of Interactions	49.1	45.8	.29	✓	47.6	.12	✓
	Supportive Environment	42.8	36.2 *	.48	✓	39.1	.28	✓

Notes: Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

Results weighted by gender and enrollment status (and institution size for comparison groups); \*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Effect size: Mean difference divided by the pooled standard deviation.

### Academic Challenge: Seniors

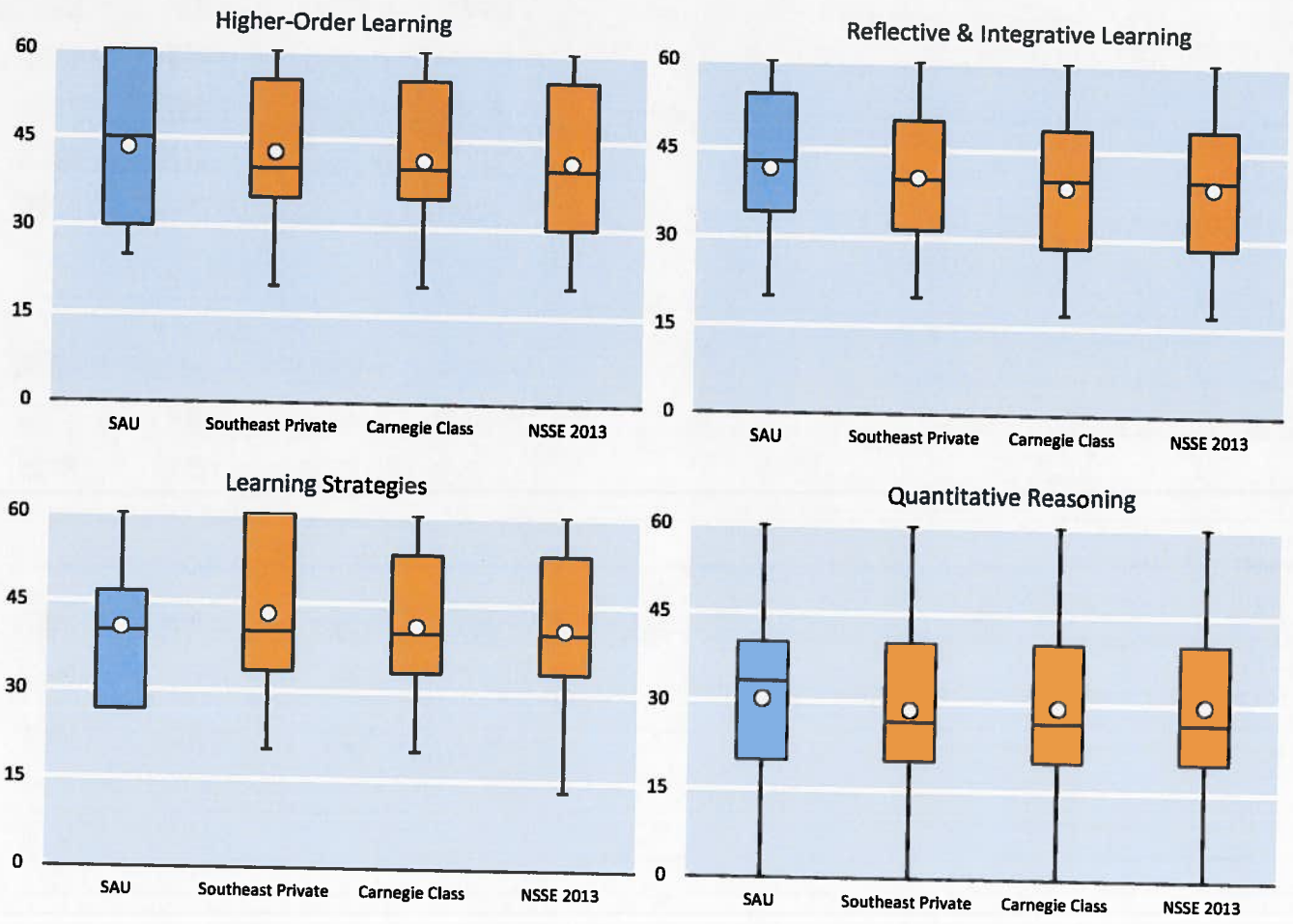
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	SAU Mean	Your first-year students compared with					
		Southeast Private		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	43.3	42.8	.04	41.4	.14	41.3	.14
Reflective & Integrative Learning	41.7	40.3	.11	38.8	.23	38.9	.21
Learning Strategies	40.6	43.0	-.17	41.2	-.04	40.7	-.01
Quantitative Reasoning	30.3	28.6	.10	29.3	.06	29.7	.04

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

#### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

### Learning with Peers: Seniors

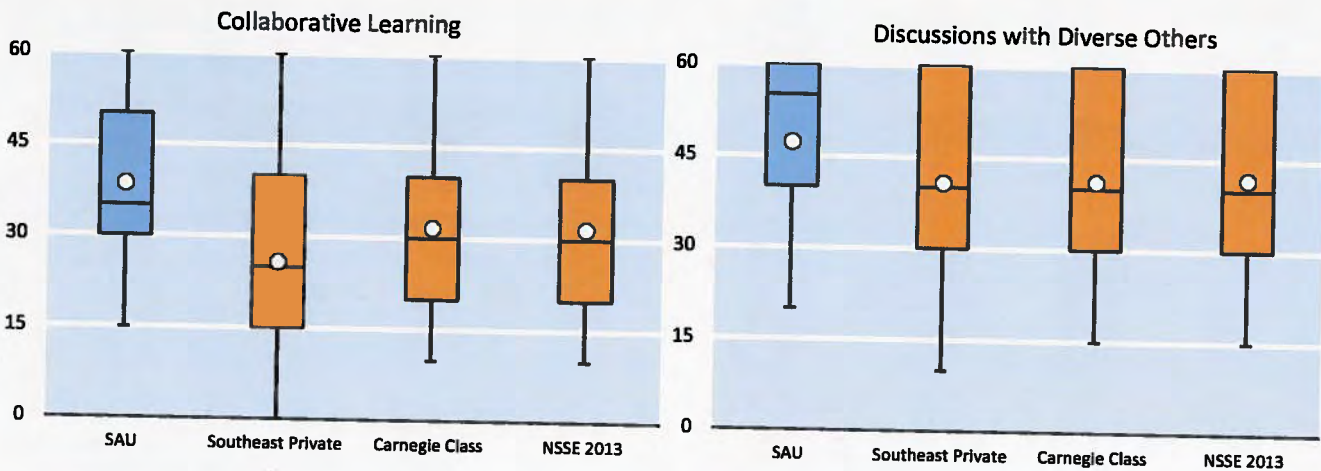
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	SAU Mean	Your seniors compared with					
		Southeast Private		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	38.5	25.8 ***	.74	31.7 *	.48	31.7 *	.47
Discussions with Diverse Others	47.2	40.7 *	.39	41.1	.38	41.8	.34

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

#### Score Distributions



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#### Summary of Indicator Items

##### Collaborative Learning

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

- 1e. Asked another student to help you understand course material
- 1f. Explained course material to one or more students
- 1g. Prepared for exams by discussing or working through course material with other students
- 1h. Worked with other students on course projects or assignments

	SAU	Southeast Private	Carnegie Class	NSSE 2013
%	%	%	%	%
42	29	37	38	
84	45	57	57	
58	36	44	44	
78	47	60	63	

##### Discussions with Diverse Others

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

- 8a. People from a race or ethnicity other than your own
- 8b. People from an economic background other than your own
- 8c. People with religious beliefs other than your own
- 8d. People with political views other than your own

	SAU	Southeast Private	Carnegie Class	NSSE 2013
70	73	71	72	
79	74	74	75	
86	62	67	70	
86	69	71	72	

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

### Experiences with Faculty: Seniors

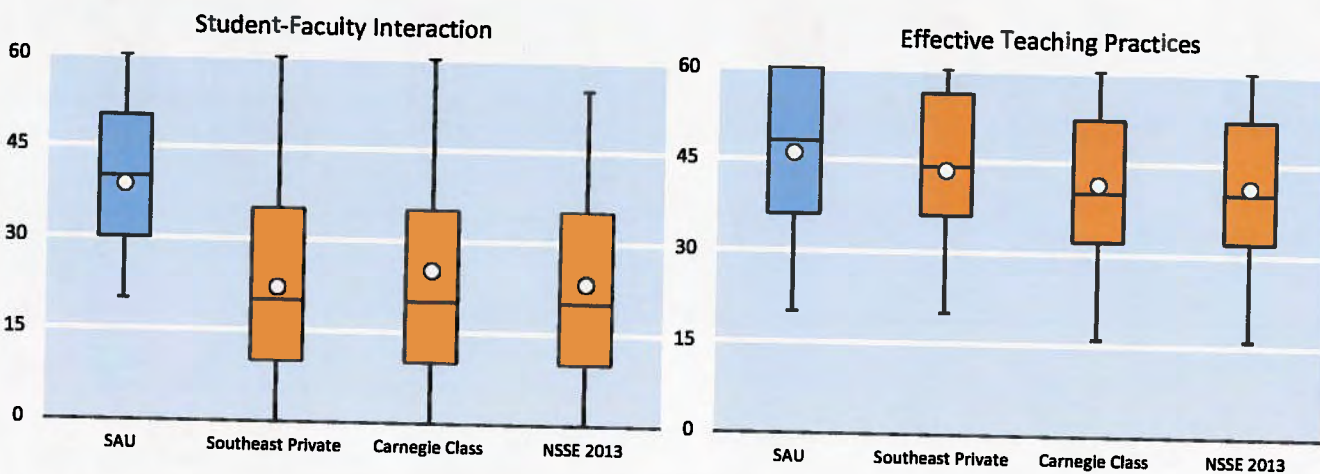
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

#### Mean Comparisons

Engagement Indicator	SAU Mean	Your seniors compared with					
		Southeast Private		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	38.7	22.1 ***	.96	25.1 ***	.81	23.2 ***	.95
Effective Teaching Practices	46.0	43.3	.19	41.4	.33	41.1	.36

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

#### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

#### Summary of Indicator Items

##### Student-Faculty Interaction

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

	SAU	Southeast Private	Carnegie Class	NSSE 2013
3a. Talked about career plans with a faculty member	78	40	46	42
3b. Worked with a faculty member on activities other than coursework (committees, student groups)	52	24	28	25
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	62	31	36	32
3d. Discussed your academic performance with a faculty member	82	32	37	32

##### Effective Teaching Practices

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

	SAU	Southeast Private	Carnegie Class	NSSE 2013
5a. Clearly explained course goals and requirements	86	86	82	83
5b. Taught course sessions in an organized way	93	85	81	82
5c. Used examples or illustrations to explain difficult points	90	78	80	79
5d. Provided feedback on a draft or work in progress	79	69	64	62
5e. Provided prompt and detailed feedback on tests or completed assignments	80	75	70	68

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

### Campus Environment: Seniors

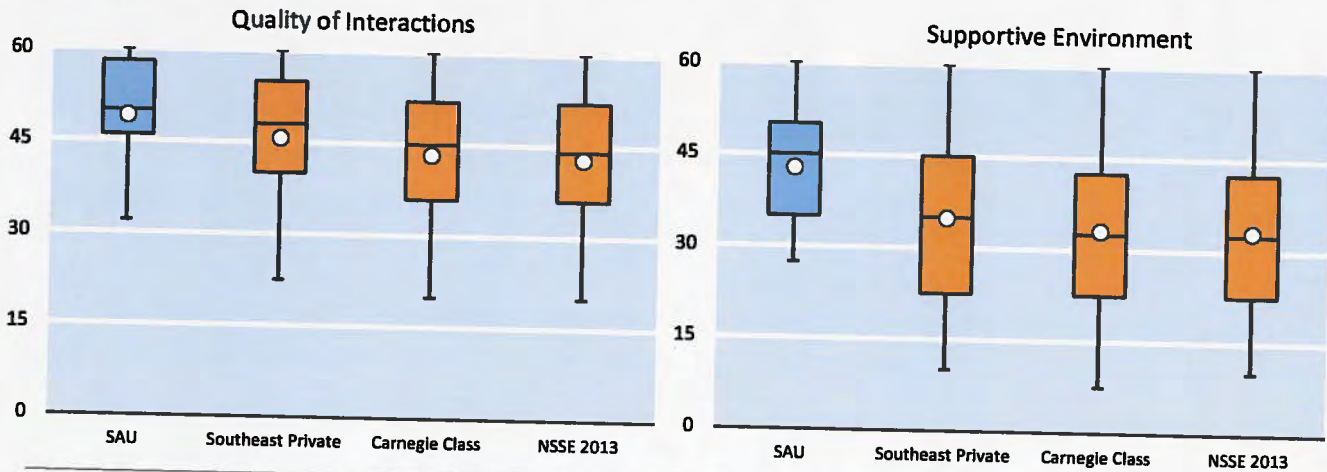
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	SAU Mean	Your seniors compared with					
		Southeast Private		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	49.1	45.7	.29	43.2 *	.49	42.8 **	.53
Supportive Environment	42.8	34.8 **	.53	33.1 **	.66	33.1 ***	.67

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

#### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

#### Summary of Indicator Items

##### Quality of Interactions

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

	SAU	Southeast Private	Carnegie Class	NSSE 2013
13a. Students	83	67	65	65
13b. Academic advisors	70	63	58	53
13c. Faculty	95	70	63	61
13d. Student services staff (career services, student activities, housing, etc.)	65	51	42	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	56	54	44	43

##### Supportive Environment

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

	SAU	Southeast Private	Carnegie Class	NSSE 2013
14b. Providing support to help students succeed academically	87	78	73	72
14c. Using learning support services (tutoring services, writing center, etc.)	92	74	69	67
14d. Encouraging contact among students from different backgrounds (soc., racial/eth., relig., etc.)	65	58	52	52
14e. Providing opportunities to be involved socially	88	66	65	65
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	61	59	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	56	38	32	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	81	58	56	56
14i. Attending events that address important social, economic, or political issues	43	50	46	45

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