NSSE 2020
Engagement Indicators

Laurentian University/Université Laurentienne

PSIS: 35006001

NSSE 2020 Engagement Indicators

About This Report

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
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

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

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. Research & Practice in Assessment, 13(Summer/Fall), pp. 22-38.

NSSE 2020 Engagement Indicators

Overview

Laurentian University/Université Laurentienne

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.

- X 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.
- z Your students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator			
Academic Challenge	Higher-Order Learning	¬		
	Reflective & Integrative Learning	--	¬	
	Learning Strategies	-	--	
	Quantitative Reasoning	¬	--	¬
Learning with Peers	Collaborative Learning			
	Discussions with Diverse Others			
Experiences with Faculty	Student-Faculty Interaction			
	Effective Teaching Practices			
Campus Environment	Quality of Interactions			
	Supportive Environment			

Seniors

Theme	Engagement Indicator			
Academic Challenge	Higher-Order Learning			
	Reflective & Integrative Learning			
	Learning Strategies			
	Quantitative Reasoning			
Learning with Peers	Collaborative Learning			
	Discussions with Diverse Others			¬
Experiences with Faculty	Student-Faculty Interaction		¬	
	Effective Teaching Practices			
Campus Environment	Quality of Interactions			
	Supportive Environment			

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.

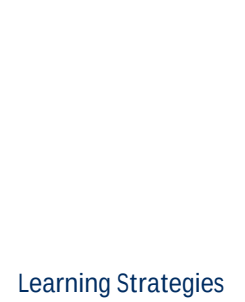
Mean Comparisons

	Laurentian U	Your first-year students compared with					
		[illegible] U			Ere thy0son gntario	Effectose of your comparison groups. Laure	
Engagement Indicator	Mean	Mean	Effect size		Mean	Effect size	Mean	Effect size
Higher-Order Learning	35.8	37.0 *	-.09		36.5	-.05	37.6 ***	-.13
Reflective & Integrative Learning	33.7	34.1	-.04		34.8 *	-.10	34.6 *	-.08
Learning Strategies	36.8	35.7 *	.08		35.8	.07	37.7	-.06
Quantitative Reasoning	24.7	26.2 **	-.10		25.3	-.04	27.4 ***	-.18

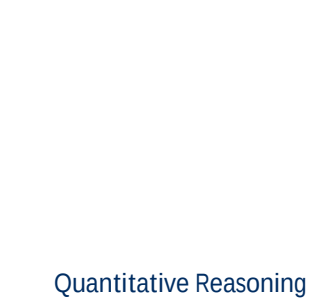
Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions

Higher-Order Learning



Reflective & Integrative Learning



Learning Strategies

Quantitative Reasoning

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

Mean Comparisons

Engagement Indicator			
Higher-Order Learning			**
Reflective & Integrative Learning			
Learning Strategies	**	*	

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.

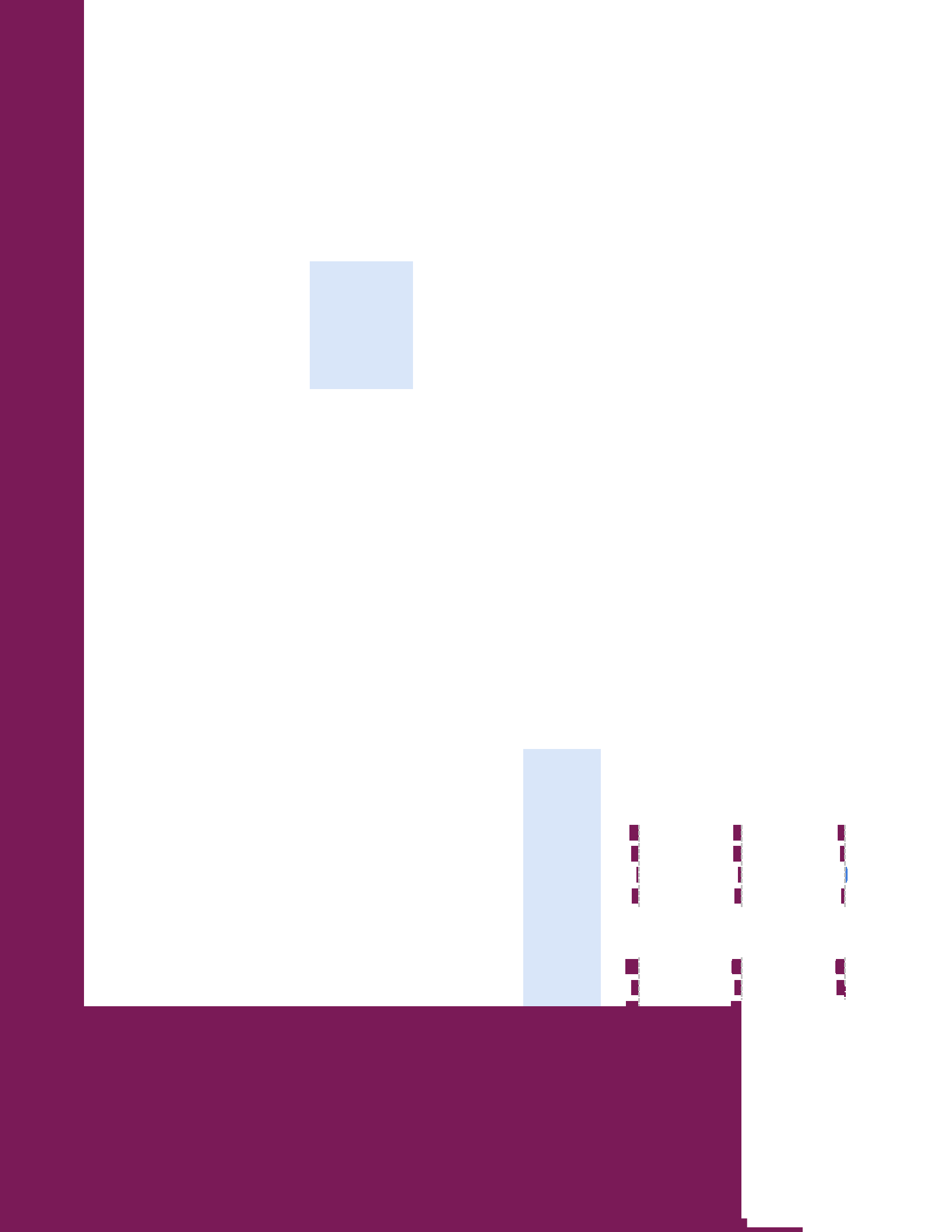
Mean Comparisons

	Laurentian U	Your first-year students compared with Ontario		National		NSSE 2020		
Engagement Indicator	Mean	4-1.448scTD 6 1.2ize						Effect size
Collaborative Learning	33.0	*		33.1	-.01			.05
Discussions with Diverse Others	36.0	***		38.6	***	39.0	***	-.19

Score Distributions

Performance on Indicator Items

	%			
Collaborative Learning				
1e. Asked another student to help you understand course material	49		-4	
1f. Explained course material to one or more students	57		-4	
1g. Prepared for exams by discussing or working through course material with other students	61		+6	
1h. Worked with other students on course projects or assignments	59	+3		
Discussions with Diverse Others				
8a. People of a race or ethnicity other than your own	62			
8b. People from an economic background other than your own	64			
8c. People with religious beliefs other than your own	62			
8d. People with political views other than your own	60			



NSSE 2020 Engagement Indicators

Experiences with Faculty

Laurentian University/Université Laurentienne

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.

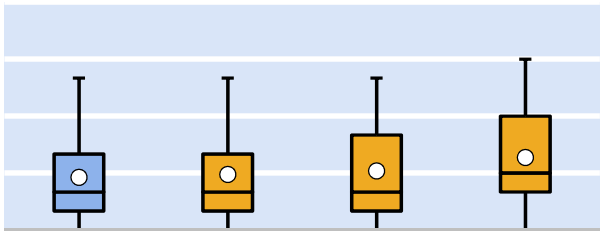
Mean Comparisons

	Laurentian U	Your first-year students compared with					
		Ontario		National		NSSE 2020	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	13.9	14.6	-.06	15.5 **	-.12	19.1 ***	-.35
Effective Teaching Practices	33.4	34.1	-.06	35.3 ***	-.15	37.4 ***	-.31

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

Student-Faculty Interaction



Effective Teaching Practices

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.

		Percentage point difference[a] between your FY students and		
Student-Faculty Interaction	Laurentian U	Ontario	National	NSSE 2020
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	20	-1	-3	-12
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	11	-3	-3	-7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	19	-2	-3	-5
3d. Discussed your academic performance with a faculty member	16	-2	-3	-10
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	68	-4	-7	-8
5b. Taught course sessions in an organized way	64	-5	-9	-9
5c. Used examples or illustrations to explain difficult points	65	-6	-8	-9
5d. Provided feedback on a draft or work in progress	45	+2	-1	-13
5e. Provided prompt and detailed feedback on tests or completed assignments	48	+4	+0	-8

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.

Experiences with Faculty: Seniors

Mean Comparisons

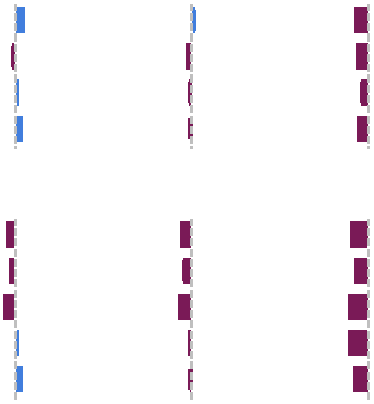
Engagement Indicator		
Student-Faculty Interaction	*	***
Effective Teaching Practices	*	***

Score Distributions

Performance on Indicator Items

Student-Faculty Interaction

	%
3a. Talked about career plans with a faculty member	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27



NSSE 2020 Engagement Indicators

Campus Environment

Laurentian University/Université Laurentienne

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

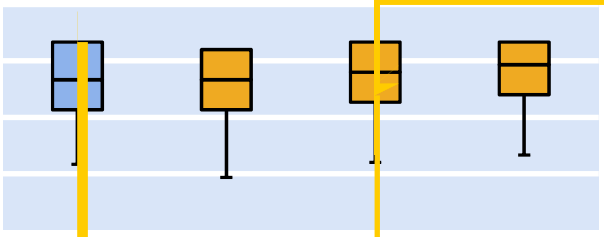
	Laurentian U	Your first-year students compared with					
		Ontario		National		NSSE 2020	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.6	39.5	.01	41.0 **	-.12	42.5 ***	-.24
Supportive Environment	27.9	30.5 ***	-.20	31.9 ***	-.30	34.3 ***	-.47

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

Quality of Interactions

Supportive Environment



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Performance on Indicator Items

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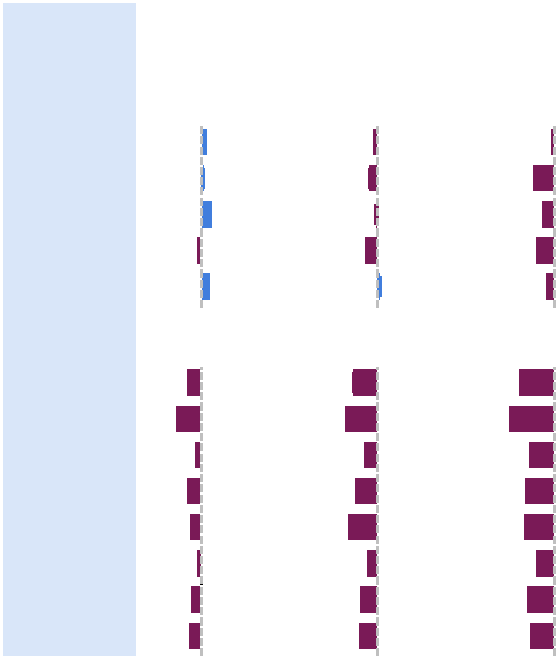
		Percentage point difference[a] between your FY students and		
Quality of Interactions	Laurentian U	Ontario	National	NSSE 2020
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	57	+6	+5	+3
13b. Academic advisors	36	-3	-10	-15
13c. Faculty	36	-3	-8	-13
13d. Student services staff (career services, student activities, housing, etc.)	40	+1	-4	-6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	+4	-1	-4
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	56	-9	-13	-16
14c. Using learning support services (tutoring services, writing center, etc.)	49	-14	-16	-23
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	47	-2	-3	-11
14e. Providing opportunities to be involved socially	54	-4	-8	-13
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	55	-2	-9	-11
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	27	-5	-7	-12
14h. Attending campus activities and events (performing arts, athletic events, etc.)	50	+2	-2	-9
14i. Attending events that address important social, economic, or political issues	35	-3	-5	-10

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

Mean Comparisons



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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]

First-Year Students

			6
Higher-Order Learning	***	***	
Reflective and Integrative Learning	***	***	
Learning Strategies	***	***	
Quantitative Reasoning	***	***	
Collaborative Learning	***	***	
Discussions with Diverse Others	***	***	
Student-Faculty Interaction	***	***	
Effective Teaching Practices	***	***	
Quality of Interactions	***	***	
Supportive Environment	***	***	

Seniors

			6
Higher-Order Learning	***	***	
Reflective and Integrative Learning	***	***	
Learning Strategies	***	***	
Quantitative Reasoning	***	***	
Collaborative Learning	***	***	
Discussions with Diverse Others	***	***	
Student-Faculty Interaction	***	***	
Effective Teaching Practices	***	***	
Quality of Interactions	***	***	
Supportive Environment	***	***	

Detailed Statistics: First-Year Students

	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												
Laurentian U (N = 692)	35.8	13.5	.51	15	25	35	45	60				
Ontario	37.0	12.9	.06	15	30	40	45	60	40,989	-1.2	.018	-.091
National	36.5	12.9	.13	15	30	35	45	60	11,381	-.7	.175	-.053
NSSE 2020	37.6	13.2	.02	15	30	40	45	60	299,853	-1.8	.000	-.133
Top 50%	39.3	13.1	.03	20	30	40	50	60	695	-3.5	.000	-.269

NSSE 2020 Engagement Indicators

Laurentian University/Université Laurentienne

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]

Detailed Statistics: Seniors

	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												
Laurentian U (N = 723)	38.1	14.0	.52	15	30	40	50	60				
Ontario	37.4	13.3	.08	15	30	40	45	60	29,964	.7	.177	.051
National	38.0	13.2	.17	15	30	40	45	60	876	.1	.895	.005
NSSE 2020	39.6	13.6	.02	20	30	40	50	60	318,301	-1.4	.004	-.106
Top 50%	41.7	13.4	.03	20	35	40	55	60	192,802	-3.6	.000	-.268
Top 10%	43.2	13.3	.06	20	35	40	55	60	47,428	-5.1	.000	-.380
Reflective & Integrative Learning												
Laurentian U (N = 754)	36.9	12.2	.45	17	29	37	46	57				
Ontario	36.2	12.2	.07	17	29	37	46	57	31,603	.7	.097	.061
National	37.2	12.2	.15	17	29	37	46	57	7,312	-.2	.639	-.018
NSSE 2020	37.6	12.5	.02	17	29	37	46	60	338,920	-.6	.164	-.051
Top 50%	39.8	12.2	.03	20	31	40	49	60	191,483	-2.9	.000	-.237
Top 10%	41.8	12.0	.07	20	34	40	51	60	31,514	-4.8	.000	-.401
Learning Strategies												
Laurentian U (N = 703)	35.7	14.7	.55	13	27	33	47	60				
Ontario	34.2	14.3	.08	13	27	33	40	60	28,889	1.5	.006	.106
National	34.4	14.1	.18	13	27	33	40	60	6,767	1.3	.022	.092
NSSE 2020	38.0	14.7	.03	13	27	40	47	60	303,844	-2.3	.000	-.155
Top 50%	40.7	14.5	.03	20	33	40	53	60	213,526	-5.0	.000	-.346
Top 10%	42.7	14.4	.06	20	33	40	60	60	69,201	-7.0	.000	-.485

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On a our	72.7	
National		
ENSS 2020	62.2	.
op 50%	14.4	
op 10%	34.4	