
NSSE 2014

Engagement Indicators

Rogers State 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 first-year and senior 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: <ul style="list-style-type: none"> 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 <i>within</i> your institution and comparison groups. Summary of Indicator Items Responses to each item in a given EI are displayed 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 2013 and 2014 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. An effect size of .2 is generally considered small, .5 medium, and .8 large. 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—Institution Version 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 Web site: nsse.iub.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 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 compared with Southwest Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2013 & 2014
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 compared with Southwest Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2013 & 2014
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

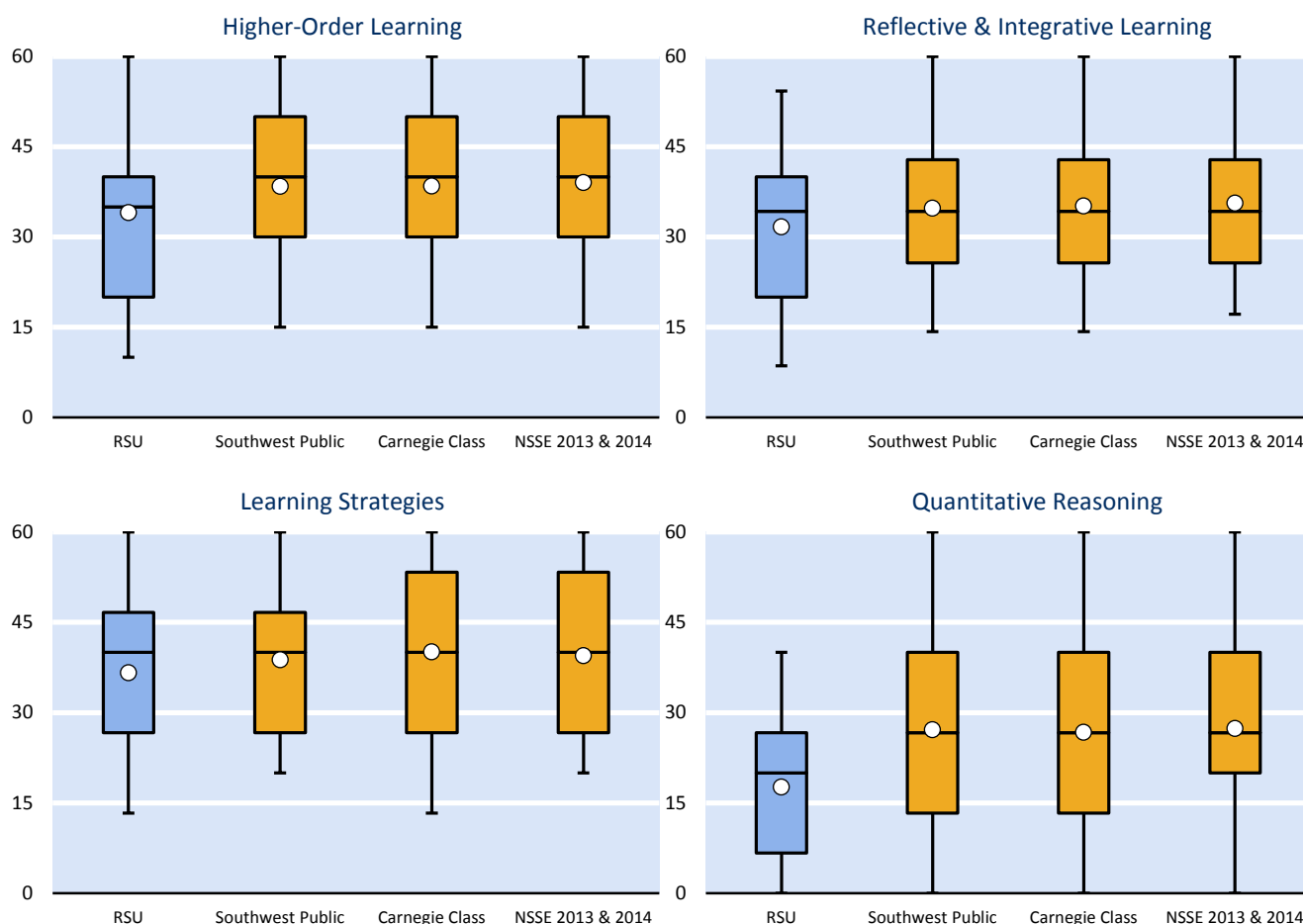
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	RSU Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	34.1	38.4 *	-.30	38.5 *	-.31	39.0 **	-.36
Reflective & Integrative Learning	31.6	34.8	-.24	35.2 *	-.27	35.6 *	-.31
Learning Strategies	36.7	38.8	-.15	40.1	-.24	39.5	-.20
Quantitative Reasoning	17.6	27.2 ***	-.57	26.8 ***	-.55	27.4 ***	-.59

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





































































Score Distributions



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

Academic Challenge: First-year students (continued)

Summary of Indicator Items

Higher-Order Learning	RSU	Southwest Public	Carnegie Class	NSSE 2013 & 2014
<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	58 	71 	70 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67 	70 	70 	72 
4d. Evaluating a point of view, decision, or information source	65 	68 	70 	70 
4e. Forming a new idea or understanding from various pieces of information	54 	68 	68 	69 
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	37 	53 	54 	56 
2b. Connected your learning to societal problems or issues	41 	49 	52 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48 	48 	47 	50 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	55 	61 	64 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	59 	66 	67 	66 
2f. Learned something that changed the way you understand an issue or concept	61 	63 	65 	65 
2g. Connected ideas from your courses to your prior experiences and knowledge	66 	74 	78 	77 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	74 	78 	79 	80 
9b. Reviewed your notes after class	60 	65 	70 	65 
9c. Summarized what you learned in class or from course materials	57 	60 	65 	63 
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.)	31 	52 	50 	52 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	16 	38 	39 	38 
6c. Evaluated what others have concluded from numerical information	11 	36 	35 	37 

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

Academic Challenge: Seniors

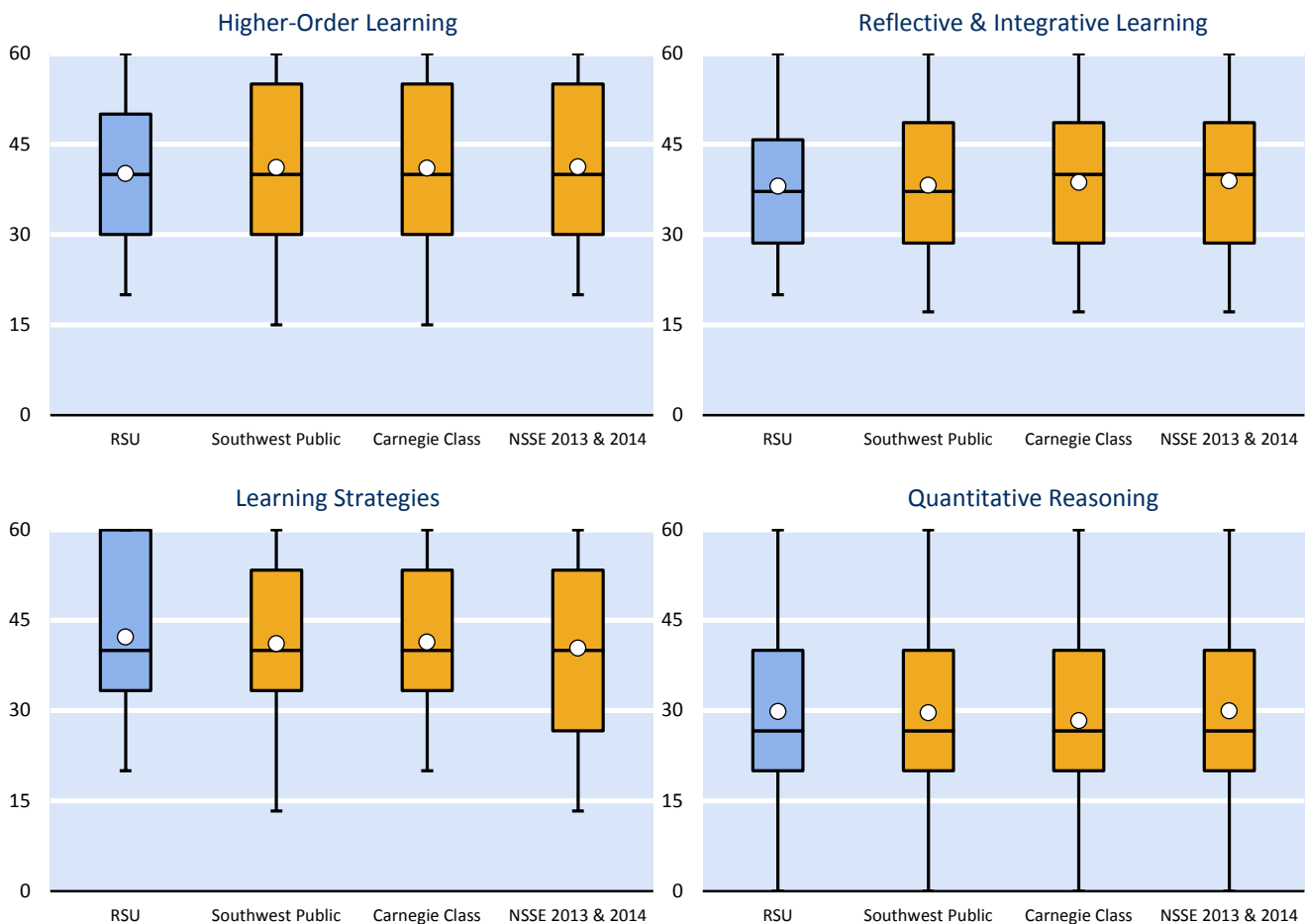
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	RSU Mean	Your seniors compared with					
		Southwest Public Mean	Southwest Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2013 & 2014 Mean	NSSE 2013 & 2014 Effect size
Higher-Order Learning	40.1	41.2	-.07	41.0	-.06	41.2	-.08
Reflective & Integrative Learning	38.0	38.2	-.01	38.6	-.05	38.9	-.07
Learning Strategies	42.2	41.1	.07	41.4	.06	40.3	.12
Quantitative Reasoning	29.8	29.6	.01	28.3	.09	29.9	.00

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

Score Distributions



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

Academic Challenge: Seniors (continued)

Summary of Indicator Items

	RSU	Southwest Public	Carnegie Class	NSSE 2013 & 2014
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	79	79	78	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	77	77	78
4d. Evaluating a point of view, decision, or information source	74	71	73	72
4e. Forming a new idea or understanding from various pieces of information	71	72	73	72
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	69	71	72	72
2b. Connected your learning to societal problems or issues	61	62	64	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55	52	54	55
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	65	68	66
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	69	69	70
2f. Learned something that changed the way you understand an issue or concept	66	68	69	70
2g. Connected ideas from your courses to your prior experiences and knowledge	78	83	83	84
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81	83	83	83
9b. Reviewed your notes after class	74	67	70	63
9c. Summarized what you learned in class or from course materials	67	67	69	66
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.)	66	55	52	55
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	45	42	44
6c. Evaluated what others have concluded from numerical information	38	43	40	44

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Learning with Peers: First-year students

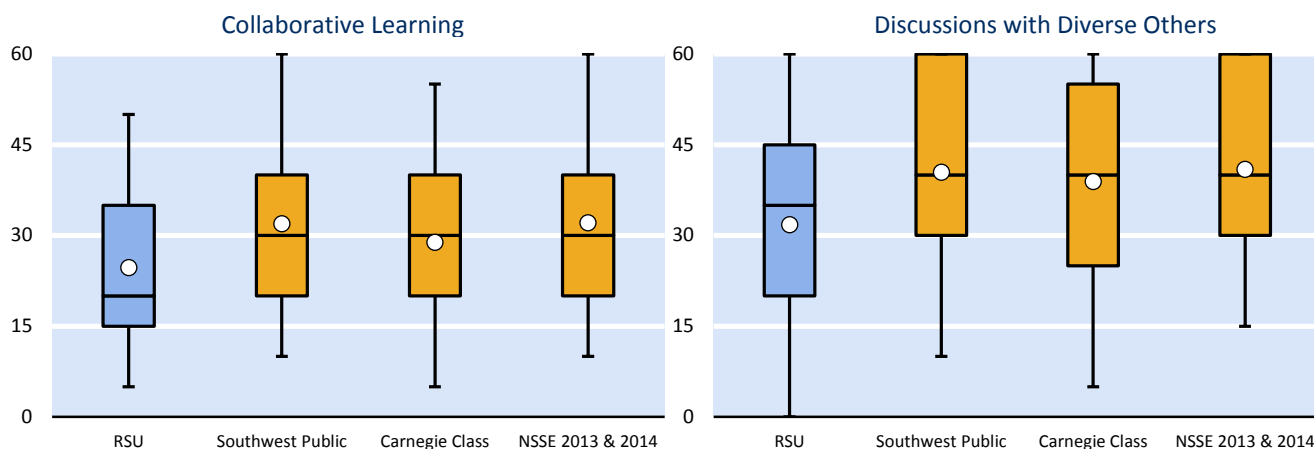
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	RSU Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	24.7	31.9 ***	-.51	28.8 *	-.29	32.1 ***	-.52
Discussions with Diverse Others	31.7	40.4 ***	-.52	38.9 **	-.41	40.9 ***	-.57

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

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Summary of Indicator Items

Collaborative Learning

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

	RSU	Southwest Public	Carnegie Class	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	35	49	42	50
1f. Explained course material to one or more students	44	57	52	57
1g. Prepared for exams by discussing or working through course material with other students	26	48	40	49
1h. Worked with other students on course projects or assignments	36	50	45	52

Discussions with Diverse Others

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

	RSU	Southwest Public	Carnegie Class	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	37	72	66	72
8b. People from an economic background other than your own	47	71	68	73
8c. People with religious beliefs other than your own	53	67	65	69
8d. People with political views other than your own	51	68	67	69

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.

Learning with Peers: Seniors

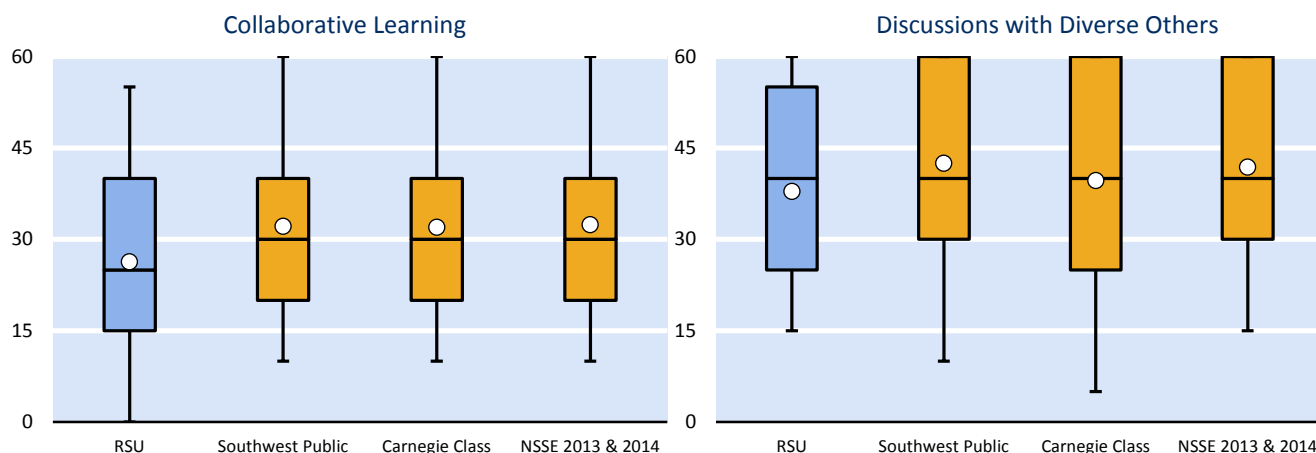
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	RSU Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	26.3	32.1 ***	-.39	32.0 ***	-.38	32.4 ***	-.42
Discussions with Diverse Others	37.9	42.5 **	-.27	39.7	-.10	41.8 **	-.25

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

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Summary of Indicator Items

Collaborative Learning

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

	RSU	Southwest Public	Carnegie Class	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	31	40	38	40
1f. Explained course material to one or more students	47	58	57	58
1g. Prepared for exams by discussing or working through course material with other students	34	46	44	46
1h. Worked with other students on course projects or assignments	43	62	61	64

Discussions with Diverse Others

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

	RSU	Southwest Public	Carnegie Class	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	60	76	63	73
8b. People from an economic background other than your own	62	76	69	75
8c. People with religious beliefs other than your own	58	71	67	70
8d. People with political views other than your own	69	72	68	71

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: First-year students

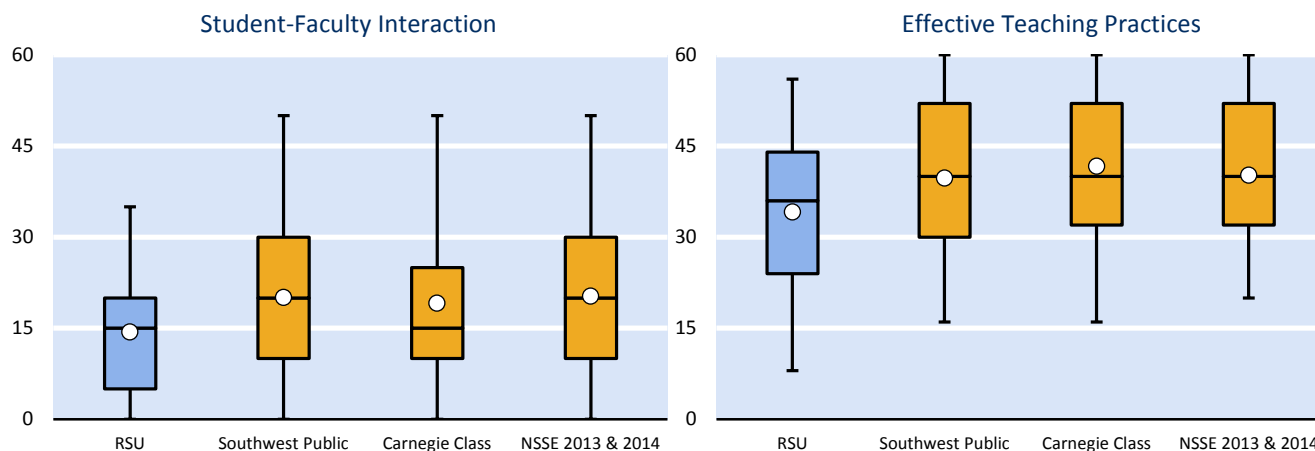
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	RSU Mean	Your first-year students compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Student-Faculty Interaction	14.3	20.0 ***	-.38	19.1 **	-.32	20.3 ***	-.41
Effective Teaching Practices	34.1	39.7 **	-.40	41.7 ***	-.54	40.2 ***	-.46

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

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Summary of Indicator Items

Student-Faculty Interaction

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

	RSU	Southwest Public	Carnegie Class	NSSE 2013 & 2014
3a. Talked about career plans with a faculty member	13	33	31	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	13	20	18	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	18	25	23	25
3d. Discussed your academic performance with a faculty member	22	28	28	29

Effective Teaching Practices

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

	RSU	Southwest Public	Carnegie Class	NSSE 2013 & 2014
5a. Clearly explained course goals and requirements	70	80	81	81
5b. Taught course sessions in an organized way	70	78	80	79
5c. Used examples or illustrations to explain difficult points	55	75	78	77
5d. Provided feedback on a draft or work in progress	46	62	69	65
5e. Provided prompt and detailed feedback on tests or completed assignments	54	59	67	63

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

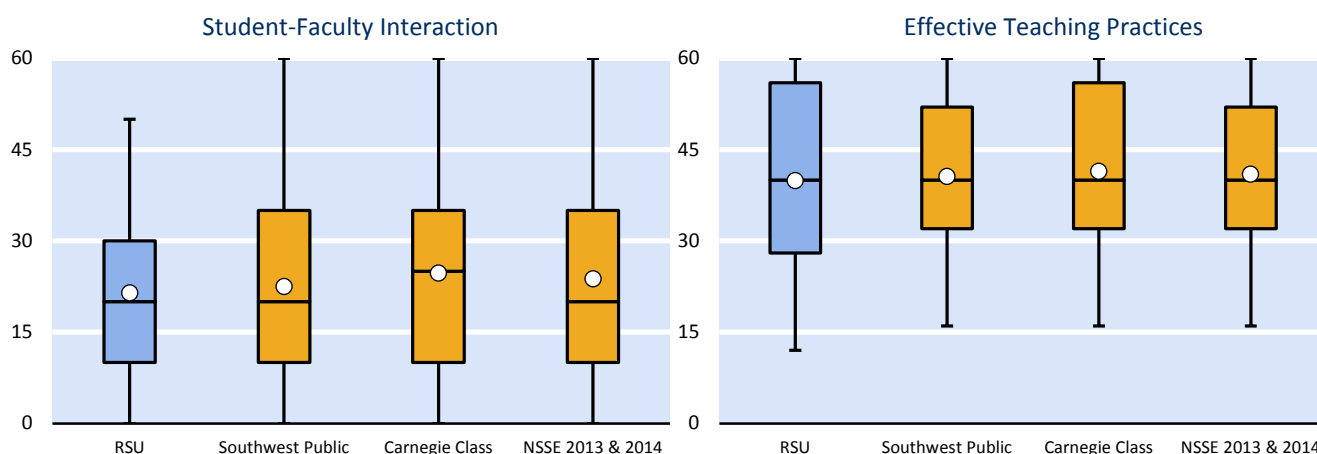
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	RSU Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.4	22.5	-.06	24.7 *	-.20	23.7	-.14
Effective Teaching Practices	39.9	40.6	-.05	41.4	-.10	40.9	-.07

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

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Summary of Indicator Items

Student-Faculty Interaction

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

	RSU	Southwest Public	Carnegie Class	NSSE 2013 & 2014
3a. Talked about career plans with a faculty member	36	40	44	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	25	27	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	31	36	33
3d. Discussed your academic performance with a faculty member	31	32	37	33

Effective Teaching Practices

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

	RSU	Southwest Public	Carnegie Class	NSSE 2013 & 2014
5a. Clearly explained course goals and requirements	74	81	80	83
5b. Taught course sessions in an organized way	77	79	80	81
5c. Used examples or illustrations to explain difficult points	77	78	78	79
5d. Provided feedback on a draft or work in progress	61	61	64	62
5e. Provided prompt and detailed feedback on tests or completed assignments	66	65	68	67

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

Campus Environment: First-year students

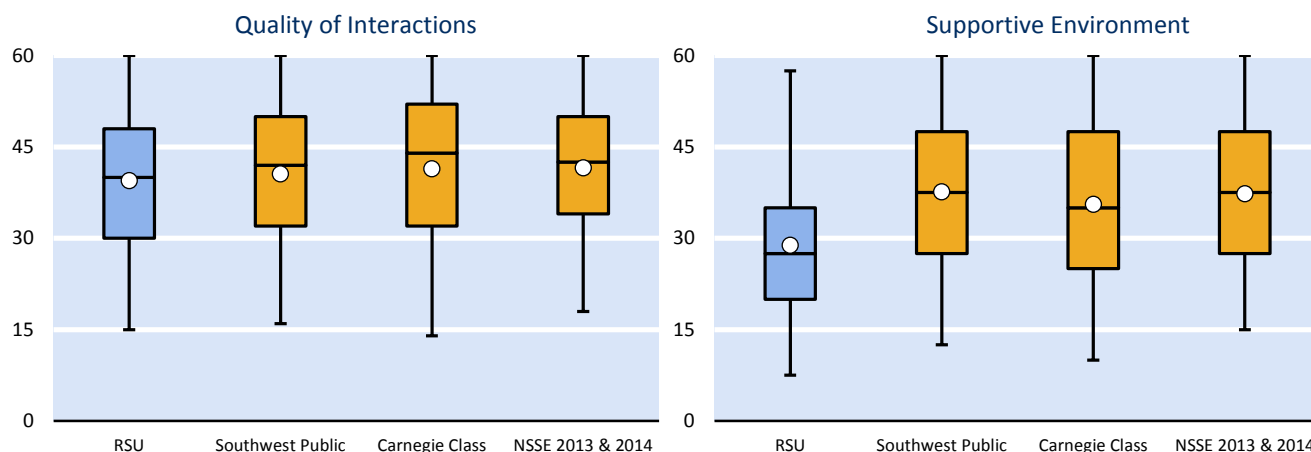
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	RSU Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.5	40.5	-.08	41.4	-.14	41.5	-.17
Supportive Environment	28.8	37.6 ***	-.61	35.6 **	-.45	37.3 ***	-.61

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

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Summary of Indicator Items

Quality of Interactions

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

	RSU	Southwest Public	Carnegie Class	NSSE 2013 & 2014
13a. Students	41	56	56	59
13b. Academic advisors	45	46	49	48
13c. Faculty	50	47	54	50
13d. Student services staff (career services, student activities, housing, etc.)	39	43	45	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	39	47	41

Supportive Environment

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

	RSU	Southwest Public	Carnegie Class	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	64	78	76	78
14c. Using learning support services (tutoring services, writing center, etc.)	82	79	75	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	31	60	55	59
14e. Providing opportunities to be involved socially	55	72	68	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	48	72	64	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	19	46	42	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	40	68	61	68
14i. Attending events that address important social, economic, or political issues	19	52	49	53

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

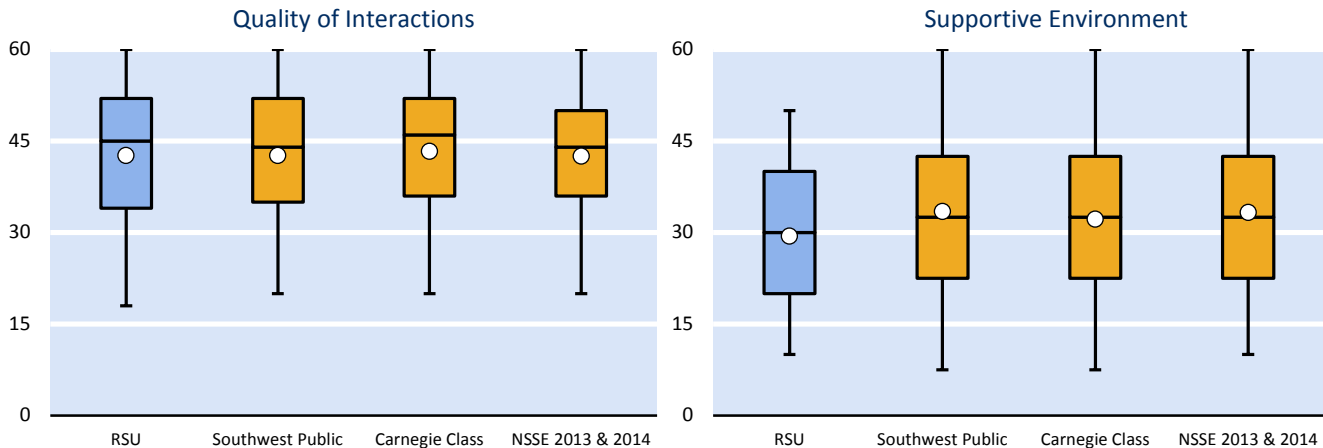
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	RSU Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.6	42.6	.00	43.3	-.06	42.5	.01
Supportive Environment	29.4	33.4 ***	-.27	32.2 *	-.19	33.3 **	-.27

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

Score Distributions



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

Summary of Indicator Items

Quality of Interactions

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

	RSU	Southwest Public	Carnegie Class	NSSE 2013 & 2014
13a. Students	59	64	65	64
13b. Academic advisors	53	52	55	52
13c. Faculty	60	60	64	60
13d. Student services staff (career services, student activities, housing, etc.)	44	44	45	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	44	46	42

Supportive Environment

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

	RSU	Southwest Public	Carnegie Class	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	68	71	70	72
14c. Using learning support services (tutoring services, writing center, etc.)	73	67	64	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	38	54	51	53
14e. Providing opportunities to be involved socially	57	66	62	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	52	62	56	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	27	34	30	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	48	58	55	57
14i. Attending events that address important social, economic, or political issues	33	46	43	46

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

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NSSE 2014 Engagement Indicators

Comparisons with High-Performing Institutions

Rogers State 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^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2013 and 2014 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2013 and 2014 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 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	RSU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	34.1	40.6 ***	-.48		42.7 ***	-.63	
	Reflective and Integrative Learning	31.6	37.3 ***	-.45		39.3 ***	-.61	
	Learning Strategies	36.7	41.2 *	-.33		43.4 ***	-.48	
	Quantitative Reasoning	17.6	28.8 ***	-.69		30.6 ***	-.80	
Learning with Peers	Collaborative Learning	24.7	34.7 ***	-.73		37.0 ***	-.91	
	Discussions with Diverse Others	31.7	43.2 ***	-.75		45.6 ***	-.94	
Experiences with Faculty	Student-Faculty Interaction	14.3	23.3 ***	-.60		26.9 ***	-.78	
	Effective Teaching Practices	34.1	42.4 ***	-.63		44.6 ***	-.79	
Campus Environment	Quality of Interactions	39.5	44.0 **	-.40		46.0 ***	-.57	
	Supportive Environment	28.8	39.4 ***	-.80		41.4 ***	-.98	

Seniors

Theme	Engagement Indicator	RSU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.1	43.3 **	-.23		45.3 ***	-.38	
	Reflective and Integrative Learning	38.0	41.1 **	-.24		43.1 ***	-.40	
	Learning Strategies	42.2	42.5	-.02	✓	44.9 *	-.19	
	Quantitative Reasoning	29.8	31.3	-.09	✓	33.0 *	-.19	
Learning with Peers	Collaborative Learning	26.3	35.4 ***	-.66		37.7 ***	-.84	
	Discussions with Diverse Others	37.9	43.9 ***	-.38		45.8 ***	-.52	
Experiences with Faculty	Student-Faculty Interaction	21.4	29.5 ***	-.50		34.4 ***	-.79	
	Effective Teaching Practices	39.9	43.0 *	-.23		45.1 ***	-.39	
Campus Environment	Quality of Interactions	42.6	45.3 *	-.24		47.4 ***	-.41	
	Supportive Environment	29.4	36.1 ***	-.49		39.0 ***	-.72	

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

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 2013 and 2014 institutions, 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.

b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size > -.10.

NSSE 2014 Engagement Indicators

Detailed Statistics^a

Rogers State University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
RSU (N = 56)	34.1	14.4	1.93	10	20	35	40	60				
Southwest Public	38.4	14.4	.15	15	30	40	50	60	9,452	-4.3	.025	-.300
Carnegie Class	38.5	14.4	.40	15	30	40	50	60	1,363	-4.4	.025	-.306
NSSE 2013 & 2014	39.0	13.8	.04	15	30	40	50	60	133,311	-5.0	.007	-.361
Top 50%	40.6	13.6	.05	20	30	40	50	60	65,872	-6.5	.000	-.480
Top 10%	42.7	13.6	.12	20	35	40	55	60	12,226	-8.6	.000	-.635
Reflective & Integrative Learning												
RSU (N = 57)	31.6	13.3	1.77	9	20	34	40	54				
Southwest Public	34.8	12.9	.13	14	26	34	43	60	9,868	-3.1	.069	-.242
Carnegie Class	35.2	12.8	.34	14	26	34	43	60	1,438	-3.5	.043	-.275
NSSE 2013 & 2014	35.6	12.6	.03	17	26	34	43	60	139,135	-3.9	.018	-.313
Top 50%	37.3	12.5	.05	17	29	37	46	60	66,337	-5.7	.001	-.452
Top 10%	39.3	12.6	.11	20	31	40	49	60	14,244	-7.6	.000	-.606
Learning Strategies												
RSU (N = 56)	36.7	14.8	1.98	13	27	40	47	60				
Southwest Public	38.8	14.2	.15	20	27	40	47	60	8,665	-2.1	.266	-.150
Carnegie Class	40.1	14.5	.41	13	27	40	53	60	1,282	-3.4	.084	-.237
NSSE 2013 & 2014	39.5	14.2	.04	20	27	40	53	60	123,540	-2.8	.139	-.199
Top 50%	41.2	14.0	.06	20	33	40	53	60	58,208	-4.6	.015	-.326
Top 10%	43.4	14.0	.13	20	33	40	60	60	12,372	-6.8	.000	-.482
Quantitative Reasoning												
RSU (N = 55)	17.6	12.5	1.69	0	7	20	27	40				
Southwest Public	27.2	16.7	.17	0	13	27	40	60	55	-9.5	.000	-.571
Carnegie Class	26.8	16.8	.46	0	13	27	40	60	62	-9.1	.000	-.549
NSSE 2013 & 2014	27.4	16.4	.04	0	20	27	40	60	54	-9.7	.000	-.592
Top 50%	28.8	16.3	.06	0	20	27	40	60	54	-11.2	.000	-.685
Top 10%	30.6	16.2	.12	0	20	27	40	60	54	-13.0	.000	-.802
Learning with Peers												
Collaborative Learning												
RSU (N = 54)	24.7	14.3	1.95	5	15	20	35	50				
Southwest Public	31.9	14.1	.14	10	20	30	40	60	10,164	-7.2	.000	-.512
Carnegie Class	28.8	14.3	.38	5	20	30	40	55	1,479	-4.2	.035	-.293
NSSE 2013 & 2014	32.1	14.1	.04	10	20	30	40	60	142,538	-7.4	.000	-.525
Top 50%	34.7	13.7	.05	15	25	35	45	60	80,174	-10.0	.000	-.734
Top 10%	37.0	13.6	.10	15	25	35	45	60	18,309	-12.4	.000	-.909
Discussions with Diverse Others												
RSU (N = 56)	31.7	16.4	2.20	0	20	35	45	60				
Southwest Public	40.4	16.7	.18	10	30	40	60	60	8,778	-8.6	.000	-.517
Carnegie Class	38.9	17.3	.49	5	25	40	55	60	1,298	-7.1	.003	-.412
NSSE 2013 & 2014	40.9	16.0	.05	15	30	40	60	60	125,071	-9.1	.000	-.573
Top 50%	43.2	15.4	.06	20	35	45	60	60	73,327	-11.5	.000	-.747
Top 10%	45.6	14.8	.12	20	40	50	60	60	15,368	-13.9	.000	-.935

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
RSU (N = 57)	14.3	11.0	1.46	0	5	15	20	35				
Southwest Public	20.0	15.1	.15	0	10	20	30	50	57	-5.7	.000	-.376
Carnegie Class	19.1	15.0	.41	0	10	15	25	50	65	-4.7	.003	-.319
NSSE 2013 & 2014	20.3	14.6	.04	0	10	20	30	50	56	-5.9	.000	-.407
Top 50%	23.3	15.0	.07	0	10	20	30	55	56	-9.0	.000	-.600
Top 10%	26.9	16.2	.18	5	15	25	40	60	58	-12.6	.000	-.779
Effective Teaching Practices												
RSU (N = 57)	34.1	14.1	1.88	8	24	36	44	56				
Southwest Public	39.7	13.9	.14	16	30	40	52	60	9,742	-5.6	.003	-.401
Carnegie Class	41.7	14.0	.38	16	32	40	52	60	1,406	-7.6	.000	-.541
NSSE 2013 & 2014	40.2	13.3	.04	20	32	40	52	60	137,072	-6.1	.001	-.457
Top 50%	42.4	13.2	.06	20	32	44	52	60	53,350	-8.3	.000	-.627
Top 10%	44.6	13.3	.13	20	36	44	56	60	10,658	-10.5	.000	-.790
Campus Environment												
Quality of Interactions												
RSU (N = 52)	39.5	13.0	1.80	15	30	40	48	60				
Southwest Public	40.5	13.2	.14	16	32	42	50	60	8,414	-1.1	.553	-.082
Carnegie Class	41.4	13.7	.40	14	32	44	52	60	1,215	-2.0	.311	-.143
NSSE 2013 & 2014	41.5	12.4	.04	18	34	43	50	60	119,710	-2.1	.223	-.168
Top 50%	44.0	11.4	.05	22	38	46	52	60	45,079	-4.5	.004	-.397
Top 10%	46.0	11.6	.12	24	40	48	55	60	9,381	-6.6	.000	-.566
Supportive Environment												
RSU (N = 54)	28.8	13.7	1.87	8	20	28	35	58				
Southwest Public	37.6	14.3	.16	13	28	38	48	60	7,958	-8.8	.000	-.612
Carnegie Class	35.6	15.1	.45	10	25	35	48	60	1,174	-6.7	.001	-.447
NSSE 2013 & 2014	37.3	13.8	.04	15	28	38	48	60	115,173	-8.5	.000	-.612
Top 50%	39.4	13.2	.05	18	30	40	50	60	59,006	-10.6	.000	-.797
Top 10%	41.4	12.8	.11	20	33	40	53	60	12,920	-12.5	.000	-.975

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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean $\pm 1.96 * SEM$.

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.

NSSE 2014 Engagement Indicators

Detailed Statistics^a

Rogers State University

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
RSU (N = 144)	40.1	13.1	1.09	20	30	40	50	60				
Southwest Public	41.2	14.5	.10	15	30	40	55	60	146	-1.0	.345	-.071
Carnegie Class	41.0	14.6	.40	15	30	40	55	60	185	-.9	.439	-.062
NSSE 2013 & 2014	41.2	14.1	.03	20	30	40	55	60	263,049	-1.1	.345	-.079
Top 50%	43.3	13.7	.04	20	35	40	55	60	104,709	-3.1	.006	-.229
Top 10%	45.3	13.6	.08	20	40	45	60	60	25,846	-5.1	.000	-.378
Reflective & Integrative Learning												
RSU (N = 151)	38.0	12.3	1.00	20	29	37	46	60				
Southwest Public	38.2	13.2	.09	17	29	37	49	60	23,098	-.1	.893	-.011
Carnegie Class	38.6	13.2	.36	17	29	40	49	60	1,535	-.6	.584	-.047
NSSE 2013 & 2014	38.9	13.0	.02	17	29	40	49	60	273,612	-.9	.391	-.070
Top 50%	41.1	12.6	.04	20	31	40	51	60	102,575	-3.0	.003	-.240
Top 10%	43.1	12.5	.08	20	34	43	54	60	22,606	-5.0	.000	-.403
Learning Strategies												
RSU (N = 138)	42.2	14.5	1.23	20	33	40	60	60				
Southwest Public	41.1	14.8	.10	13	33	40	53	60	20,931	1.1	.391	.073
Carnegie Class	41.4	14.7	.41	20	33	40	53	60	1,402	.8	.533	.056
NSSE 2013 & 2014	40.3	14.8	.03	13	27	40	53	60	248,868	1.8	.142	.125
Top 50%	42.5	14.5	.04	20	33	40	60	60	128,337	-.3	.810	-.020
Top 10%	44.9	14.1	.08	20	33	47	60	60	32,897	-2.7	.025	-.191
Quantitative Reasoning												
RSU (N = 146)	29.8	16.3	1.35	0	20	27	40	60				
Southwest Public	29.6	17.6	.12	0	20	27	40	60	147	.2	.873	.012
Carnegie Class	28.3	16.9	.46	0	20	27	40	60	1,500	1.5	.296	.091
NSSE 2013 & 2014	29.9	17.4	.03	0	20	27	40	60	268,026	-.1	.960	-.004
Top 50%	31.3	17.2	.04	0	20	33	40	60	162,415	-1.5	.300	-.086
Top 10%	33.0	16.9	.08	0	20	33	47	60	40,683	-3.2	.023	-.189
Learning with Peers												
Collaborative Learning												
RSU (N = 152)	26.3	15.4	1.25	0	15	25	40	55				
Southwest Public	32.1	14.8	.10	10	20	30	40	60	23,403	-5.8	.000	-.391
Carnegie Class	32.0	14.7	.39	10	20	30	40	60	1,554	-5.6	.000	-.382
NSSE 2013 & 2014	32.4	14.6	.03	10	20	30	40	60	277,016	-6.1	.000	-.417
Top 50%	35.4	13.8	.04	15	25	35	45	60	152	-9.1	.000	-.657
Top 10%	37.7	13.6	.08	15	30	40	50	60	153	-11.4	.000	-.836
Discussions with Diverse Others												
RSU (N = 140)	37.9	16.3	1.38	15	25	40	55	60				
Southwest Public	42.5	16.9	.12	10	30	40	60	60	21,141	-4.6	.001	-.273
Carnegie Class	39.7	17.6	.49	5	25	40	60	60	1,415	-1.8	.256	-.101
NSSE 2013 & 2014	41.8	16.1	.03	15	30	40	60	60	251,244	-4.0	.004	-.246
Top 50%	43.9	15.8	.04	20	35	45	60	60	157,933	-6.0	.000	-.384
Top 10%	45.8	15.4	.08	20	40	50	60	60	40,875	-8.0	.000	-.517

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
RSU (N = 148)	21.4	15.7	1.29	0	10	20	30	50				
Southwest Public	22.5	16.5	.11	0	10	20	35	60	22,654	-1.1	.431	-.065
Carnegie Class	24.7	16.7	.45	0	10	25	35	60	1,502	-3.3	.024	-.196
NSSE 2013 & 2014	23.7	16.3	.03	0	10	20	35	60	267,963	-2.3	.084	-.142
Top 50%	29.5	16.1	.06	5	20	30	40	60	64,891	-8.1	.000	-.504
Top 10%	34.4	16.4	.17	10	20	35	45	60	8,928	-13.0	.000	-.793
Effective Teaching Practices												
RSU (N = 150)	39.9	15.7	1.28	12	28	40	56	60				
Southwest Public	40.6	14.4	.10	16	32	40	52	60	22,834	-.7	.559	-.048
Carnegie Class	41.4	14.7	.40	16	32	40	56	60	1,514	-1.5	.229	-.104
NSSE 2013 & 2014	40.9	13.7	.03	16	32	40	52	60	149	-1.0	.423	-.075
Top 50%	43.0	13.6	.04	20	36	44	56	60	149	-3.2	.015	-.232
Top 10%	45.1	13.4	.10	20	36	48	60	60	151	-5.2	.000	-.389
Campus Environment												
Quality of Interactions												
RSU (N = 137)	42.6	12.9	1.10	18	34	45	52	60				
Southwest Public	42.6	12.4	.09	20	35	44	52	60	20,204	.0	1.000	.000
Carnegie Class	43.3	12.5	.36	20	36	46	52	60	1,362	-.7	.526	-.057
NSSE 2013 & 2014	42.5	11.9	.02	20	36	44	50	60	240,766	.1	.942	.006
Top 50%	45.3	11.3	.04	24	38	48	54	60	136	-2.7	.016	-.236
Top 10%	47.4	11.6	.08	24	40	50	58	60	137	-4.8	.000	-.410
Supportive Environment												
RSU (N = 135)	29.4	13.0	1.12	10	20	30	40	50				
Southwest Public	33.4	15.0	.11	8	23	33	43	60	137	-4.0	.000	-.269
Carnegie Class	32.2	15.1	.43	8	23	33	43	60	177	-2.8	.021	-.188
NSSE 2013 & 2014	33.3	14.4	.03	10	23	33	43	60	237,139	-3.9	.002	-.270
Top 50%	36.1	13.8	.04	13	28	38	45	60	99,713	-6.7	.000	-.486
Top 10%	39.0	13.3	.10	17	30	40	50	60	16,855	-9.6	.000	-.719

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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean $\pm 1.96 * SEM$.

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.