
NSSE 2017

Administration Summary

Rogers State University

A Summary of Student Engagement Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys undergraduate students in their first and final years to assess their levels of engagement and related information about their experience at your institution.

Comparison Group

The comparison group featured in this report is

NSSE Core Survey GP

See your *Selected Comparison Groups* report for details.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2017 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

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.

Theme	Engagement Indicator	Your students compared with NSSE Core Survey GP	
		First-year	Senior
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	▼	--

High-Impact Practices

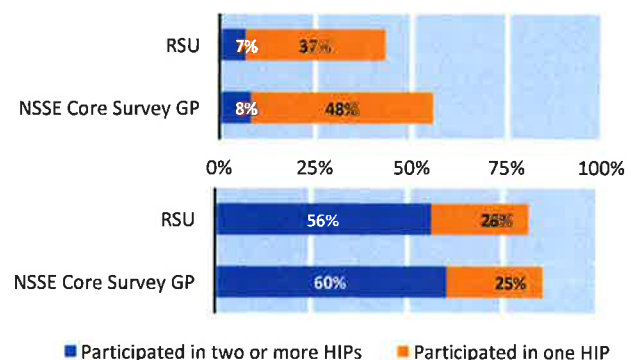
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

First-year

Learning Community, Service-Learning, and Research w/Faculty

Senior

Learning Community, Service-Learning, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience

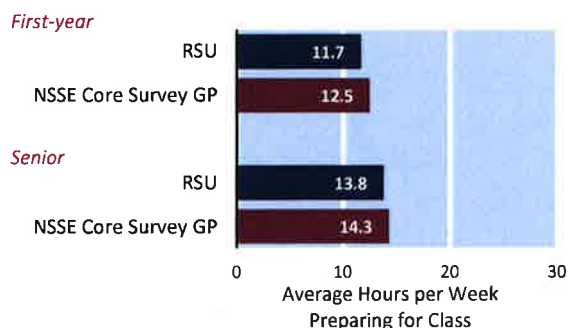


Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. The results presented here provide an overview of these individual items. For more information about the Academic Challenge theme, see your *Engagement Indicators* report. To further explore individual item results, see your *Frequencies and Statistical Comparisons*, the *Major Field Report*, the *Online Institutional Report*, or the Report Builder—Institution Version.

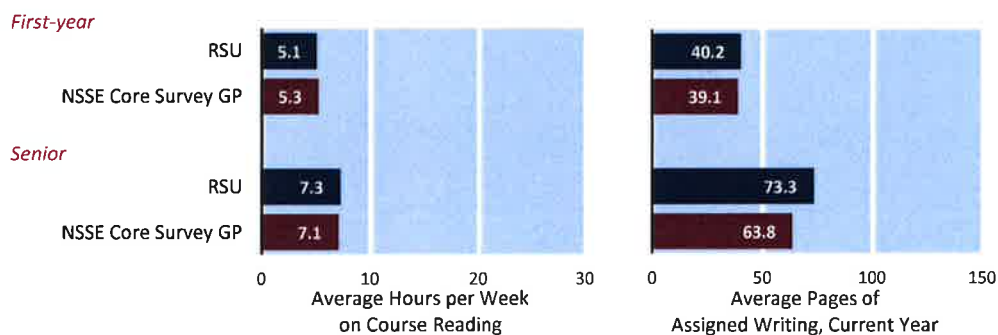
Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your students compared to students in your comparison group.



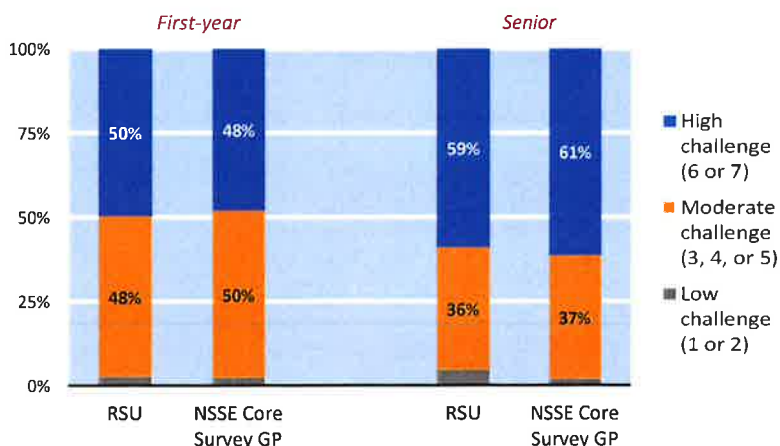
Reading and Writing

These figures summarize the number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.



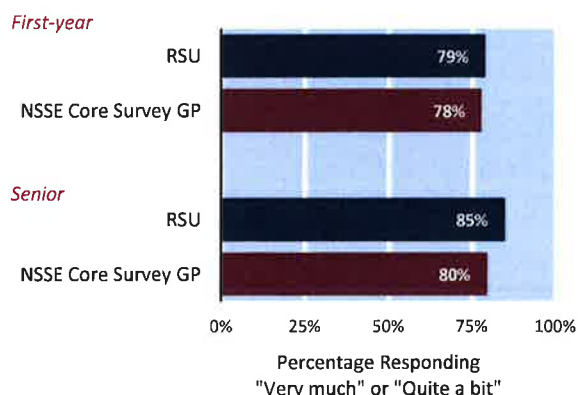
Challenging Students to Do Their Best Work

To what extent did students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."



Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."



Item Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on the Engagement Indicators. This section displays the five questions^a on which your students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. While these questions represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals. For additional results, see your *Frequencies and Statistical Comparisons* report.

First-year

Highest Performing Relative to NSSE Core Survey GP

Evaluating a point of view, decision, or information source^c (HO)

Summarized what you learned in class or from course materials^b (LS)

Applying facts, theories, or methods to practical problems or new situations^c (HO)

Quality of interactions with students^d (QI)

Quality of interactions with other administrative staff and offices (...) ^d (QI)

Lowest Performing Relative to NSSE Core Survey GP

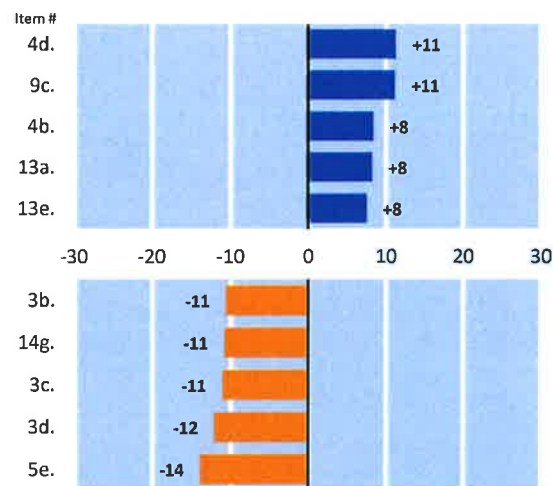
Worked with a faculty member on activities other than coursework (...) ^b (SF)

Institution emphasis on helping you manage your non-academic responsibilities (...) ^c (SE)

Discussed course topics, ideas, or concepts with a faculty member outside of class^b (SF)

Discussed your academic performance with a faculty member^b (SF)

Instructors provided prompt and detailed feedback on tests or completed assignments^c (ET)



Percentage Point Difference with NSSE Core Survey GP

Senior

Highest Performing Relative to NSSE Core Survey GP

Completed a culminating senior experience (...) (HIP)

Institution emphasis on using learning support services (...) ^c (SE)

Assigned more than 50 pages of writing^g

Institution emphasis on studying and academic work^c

Evaluating a point of view, decision, or information source^c (HO)

Lowest Performing Relative to NSSE Core Survey GP

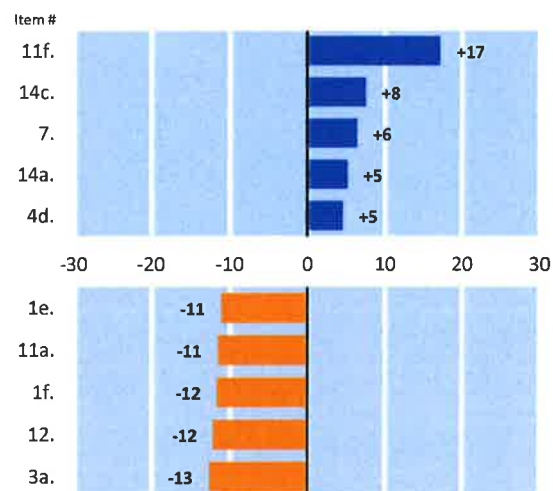
Asked another student to help you understand course material^b (CL)

Participated in an internship, co-op, field exp., student teach., clinical placemt. (HIP)

Explained course material to one or more students^b (CL)

About how many courses have included a community-based project (service-learning)?^e (HIP)

Talked about career plans with a faculty member^b (SF)



Percentage Point Difference with NSSE Core Survey GP

a. The displays on this page draw from the items that make up the ten Engagement Indicators (EIs), six High-Impact Practices (HIPs), and the additional academic challenge items reported on page 2. Key to abbreviations for EI items: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning, CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment. HIP items are also indicated. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

b. Combination of students responding "Very often" or "Often."

c. Combination of students responding "Very much" or "Quite a bit."

d. Rated at least 6 on a 7-point scale.

e. Percentage reporting at least "Some."

f. Estimate based on the reported amount of course preparation time spent on assigned reading.

g. Estimate based on number of assigned writing tasks of various lengths.

How Students Assess Their Experience

Students' perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, see your *Frequencies and Statistical Comparisons* report.

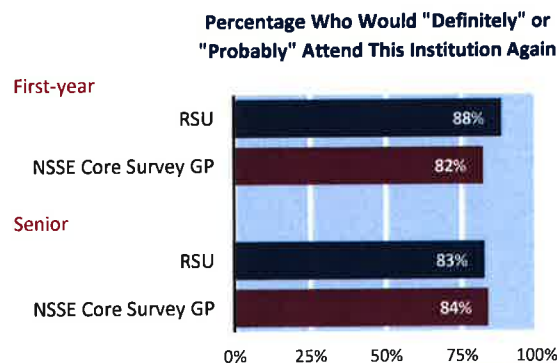
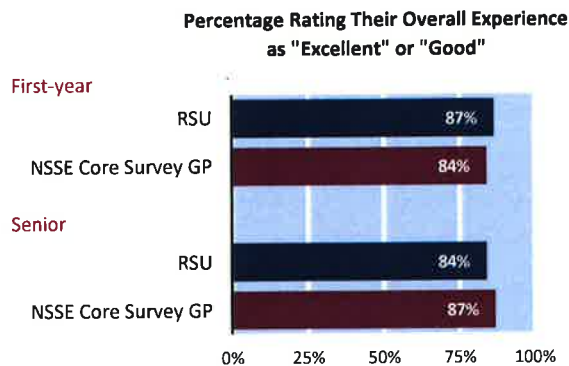
Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Writing clearly and effectively	82%
Thinking critically and analytically	80%
Speaking clearly and effectively	73%
Working effectively with others	68%
Acquiring job- or work-related knowledge and skills	67%
Analyzing numerical and statistical information	66%
Developing or clarifying a personal code of values and ethics	65%
Solving complex real-world problems	63%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	60%
Being an informed and active citizen	58%

Satisfaction with RSU

Students rated their overall experience at the institution, and whether or not they would choose it again.



Administration Details

Response Summary

	Count	Resp. rate	Female	Full-time
First-year	127	22%	71%	83%
Senior	212	29%	61%	64%

See your *Administration Summary* and *Respondent Profile* reports for more information.

Additional Questions

Your institution administered the following additional question set(s):

Academic Advising

First-Year Experiences and Senior Transitions

See your *Topical Module* report(s) for results.

What is NSSE?

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

NSSE has been in operation since 2000 and has been used at more than 1,600 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our website: nsse.indiana.edu

Comparison Group 1: NSSE Core Survey GP

This section summarizes how this group was identified, including selection criteria and whether the default group was used. This is followed by the resulting list of institutions in this group.

Date submitted	5/2/17
How was this comparison group constructed?	Your institution customized this comparison group by selecting from the list of all 2016 and 2017 NSSE participants.
Group description (as provided by your institution)	No description provided

NSSE Core Survey GP (N=10)

Dixie State University (Saint George, UT)*
East Central University (Ada, OK)
Mayville State University (Mayville, ND)
Missouri Southern State University (Joplin, MO)*
Missouri Western State University (Saint Joseph, MO)*
Morrisville State College (Morrisville, NY)
Northeastern State University (Tahlequah, OK)
Northwest Missouri State University (Maryville, MO)
Shepherd University (Shepherdstown, WV)*
University of Science and Arts of Oklahoma (Chickasha, OK)*

NSSE 2017
High-Impact Practices
Rogers State University

About Your *High-Impact Practices* Report

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-Impact Practices (HIPs) share several traits: They demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. As a result, participation in these practices can be life-changing (Kuh, 2008). NSSE founding director George Kuh recommends that institutions should aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major (NSSE, 2007).

NSSE asks students about their participation in the six HIPs shown in the box at right. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, senior students' responses include participation from prior years.

High-Impact Practices in NSSE

Service-Learning

Courses that included a community-based project

Learning Community

Formal program where groups of students take two or more classes together

Research with Faculty

Work with a faculty member on a research project

Internship or Field Experience

Internship, co-op, field experience, student teaching, or clinical placement

Study Abroad

Culminating Senior Experience

Capstone course, senior project or thesis, comprehensive exam, portfolio, etc.

Report Sections

Participation Comparisons (p. 3)

Displays HIP participation for your students compared with that of students at your comparison group institutions. Two views present insights into your students' HIP participation:

Overall HIP Participation

Displays the percentage of students who participated in one HIP and in two or more HIPs, relative to those at your comparison group institutions.

Statistical Comparisons

Comparisons of participation in each HIP and overall for your students relative to those at comparison group institutions, with tests of significance and effect sizes.

Response Detail (pp. 4-5)

Provides complete response frequencies for the relevant HIP questions for your students and those at your comparison group institutions. First-year results include a summary of their expectations for future HIP participation.

Participation by Student Characteristics (p. 6)

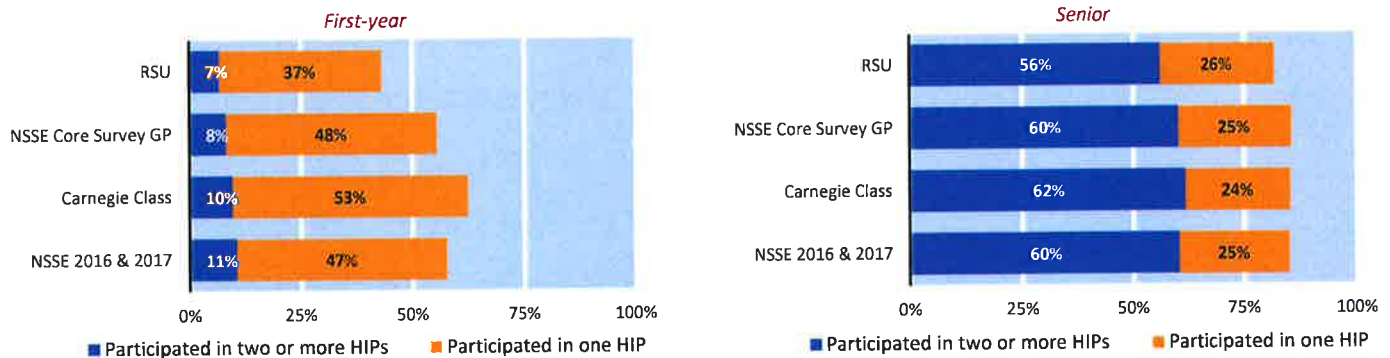
Displays your students' participation in each HIP by selected student characteristics.

Interpreting Comparisons

HIP participation varies more among students within an institution than it does between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on overall participation rates amounts to examining the tip of the iceberg. It's equally important to understand how student engagement (including HIP participation) varies *within* your institution. The table on page 6 provides an initial look at how HIP participation varies by selected student characteristics. The Report Builder—Institution Version and your *Major Field Report* (both to be released in the fall) offer further perspectives on internal variation and can help you investigate your students' HIP participation in depth.

Overall HIP Participation

The figures below display the percentage of students who participated in High-Impact Practices. Both figures include participation in service-learning, a learning community, and research with faculty. The senior figure also includes participation in an internship or field experience, study abroad, and culminating senior experience. The first segment in each bar shows the percentage who participated in at least two HIPs, and the full bar (both colors) represents the percentage who participated in at least one.



Statistical Comparisons

The table below displays the percentage of your students who participated in a given High-Impact Practice, including the percentage who participated overall (at least one, two or more). It also graphs the difference, in percentage points, between your students and those of your comparison groups. Blue bars indicate how much higher your institution's percentage is compared to the comparison group. Dark red bars indicate how much lower your institution's percentage is compared to the comparison group. (Comparison group percentages appear on the following pages.)

Your students' participation compared with:									
	RSU	NSSE Core Survey GP		Carnegie Class		NSSE 2016 & 2017			
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b		
First-year									
12. Service-Learning	43	-10 *	-.20	-17 ***	-.35	-9 *	-.19		
11c. Learning Community	7	-2	-.09	-3	-.10	-7 *	-.23		
11e. Research with Faculty	1	-3	-.23	-5 *	-.31	-4 *	-.28		
Participated in at least one	43	-12 **	-.25	-19 ***	-.39	-15 **	-.29		
Participated in two or more	7	-1	-.06	-3	-.11	-4	-.14		
Senior									
12. Service-Learning	56	-12 ***	-.25	-11 **	-.23	-5	-.10		
11c. Learning Community	15	-8 *	-.19	-9 **	-.24	-8 *	-.20		
11e. Research with Faculty	22	+1	.02	-1	-.02	-1	-.03		
11a. Internship or Field Exp.	36	-11 **	-.23	-13 ***	-.26	-13 ***	-.26		
11d. Study Abroad	10	+3	.12	+0	.00	-3	-.10		
11f. Culminating Senior Exp.	61	+17 ***	.35	+13 ***	.27	+16 ***	.32		
Participated in at least one	82	-4	-.10	-4	-.10	-3	-.09		
Participated in two or more	56	-4	-.08	-6	-.12	-4	-.09		

a. Percentage point differences (institution – comp. group) rounded to whole numbers. Values less than one may not display a bar and may be shown as +0 or -0.

b. Cohen's *h* (standardized difference between two proportions). Effect sizes indicate the practical importance of observed differences. For service-learning, internships, study abroad, and culminating senior experiences, an ES of about .2 may be considered small, .5 medium, and .8 large. For learning community and research with faculty, an ES of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015).

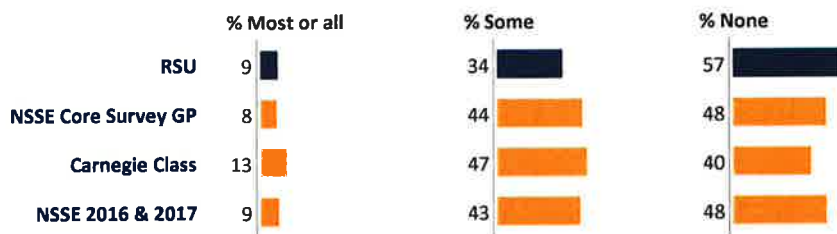
p* < .05, *p* < .01, ****p* < .001 (z-test comparing participation rates).

Note: Participation includes the percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project. All results weighted by institution-reported sex and enrollment status (and by institution size for comparison groups).

First-Year Students

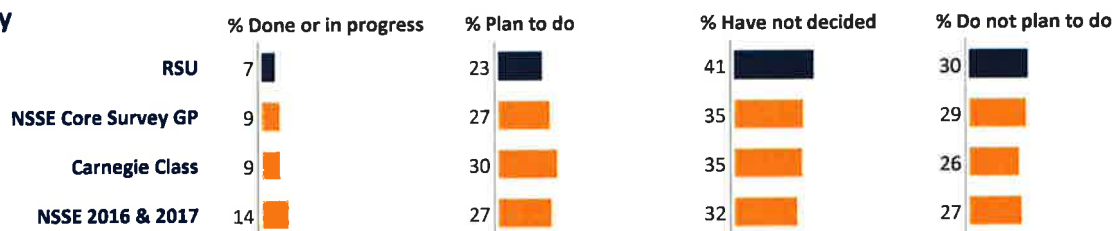
Service-Learning

About how many of your courses at this institution have included a community-based project (service-learning)?



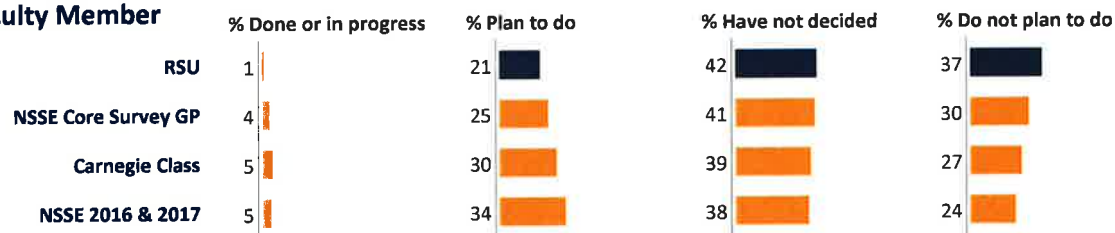
Learning Community

Participate in a learning community or some other formal program where groups of students take two or more classes together.



Research with a Faculty Member

Work with a faculty member on a research project.



Plans to Participate^a

Knowing whether first-year students *plan* to participate in upper-division HIPs can reveal insights about HIP demand, awareness of opportunities, and the clarity of institutional information. These results might also point to topics for additional exploration, such as what contributes to students' expectations, their assumptions about who can participate, or why other students are undecided or have no plans to participate in the activity.

Percentage responding "Plan to do"

Internship or Field Experience

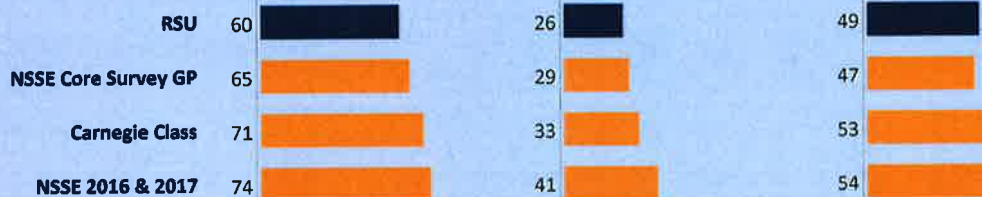
Participate in an internship, co-op, field experience, student teaching, or clinical placement.

Study Abroad

Participate in a study abroad program.

Culminating Senior Experience

Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).



a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

NSSE 2017 High-Impact Practices

Participation by Student Characteristics

Rogers State University

Participation in High-Impact Practices by Student Characteristics

The table below displays the percentage of your students who participated in each HIP by selected student characteristics. Examining participation rates for different groups offers insight into how engagement varies within your student population.

	First-year			Senior					
	Service-Learning	Learning Community	Research with Faculty	Service-Learning	Learning Community	Research with Faculty	Internship or Field Experience	Study Abroad	Culminating Senior Experience
Sex^a	%	%	%	%	%	%	%	%	%
Female	48	11	1	55	17	24	40	11	66
Male	41	3	0	58	16	23	36	12	61
Race/ethnicity or international^a									
American Indian or Alaska Native	40	3	3	63	14	18	35	17	61
Asian	—	—	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	—	—	46	0	15	46	8	54
Native Hawaiian/Other Pac. Islander	—	—	—	—	—	—	—	—	—
White	46	9	0	51	18	26	39	9	67
Other	—	—	—	—	—	—	—	—	—
Foreign or nonresident alien	—	—	—	—	—	—	—	—	—
Two or more races/ethnicities	—	—	—	—	—	—	—	—	—
Age									
Traditional (FY < 21, Seniors < 25)	49	9	1	63	26	24	49	18	81
Nontraditional (FY 21+, Seniors 25+)	14	0	0	51	7	22	28	5	49
First-generation^b									
Not first-generation	39	10	0	58	17	28	50	17	73
First-generation	48	6	2	55	17	21	33	8	61
Enrollment status^a									
Not full-time	21	0	0	48	8	15	21	3	44
Full-time	51	10	1	61	21	28	48	16	74
Residence									
Not on campus	29	3	2	51	11	21	35	6	61
On campus	69	14	0	83	40	31	54	34	83
Major category^c									
Arts & humanities	—	—	—	59	29	29	41	35	76
Biological sciences, agriculture, natural res.	43	4	0	39	22	61	61	17	78
Physical sciences, math, computer science	—	—	—	—	—	—	—	—	—
Social sciences	—	—	—	81	24	52	71	10	76
Business	48	12	0	48	12	10	22	7	58
Communications, media, public relations	—	—	—	—	—	—	—	—	—
Education	—	—	—	—	—	—	—	—	—
Engineering	—	—	—	—	—	—	—	—	—
Health professions	—	—	—	77	15	15	46	8	46
Social service professions	—	—	—	82	27	18	55	18	55
Undecided/undeclared	—	—	—	—	—	—	—	—	—
Overall	43	7	1	56	15	22	36	10	61

Notes: Percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project. Percentages are not reported (—) for row categories containing fewer than 10 students. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

a. Institution-reported variable.

b. Neither parent holds a bachelor's degree.

c. These are NSSE's default related-major categories, based on first major if more than one was reported. Institution-customized major categories will be included on the *Major Field Report*, to be released in the fall. Excludes majors categorized as "all other."

NSSE 2017
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 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. 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 2016 and 2017 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, 2015). 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 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 compared with NSSE Core Survey GP	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2016 & 2017
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 NSSE Core Survey GP	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2016 & 2017
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

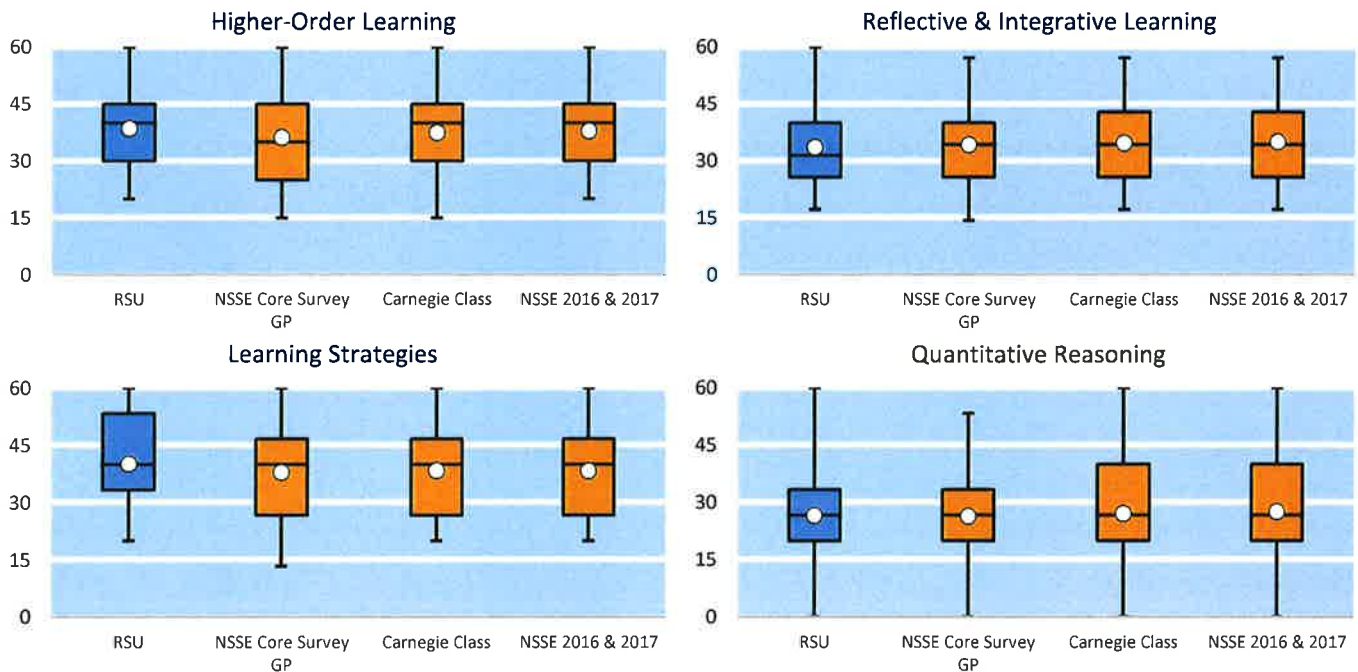
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		NSSE Core Survey GP	Effect size	Carnegie Class	Effect size	NSSE 2016 & 2017	Effect size
Higher-Order Learning	38.6	36.2	.18	37.5	.08	37.9	.05
Reflective & Integrative Learning	33.6	34.3	-.06	34.7	-.09	35.0	-.12
Learning Strategies	40.1	37.9	.16	38.3	.13	38.3	.14
Quantitative Reasoning	26.6	26.4	.01	27.0	-.03	27.6	-.06

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^a 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 between your FY students and			
	RSU	NSSE Core Survey GP	Carnegie Class	NSSE 2016 & 2017	
Higher-Order Learning					
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...		%			
4b. Applying facts, theories, or methods to practical problems or new situations	74	+8	+6	+2	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	+6	+2	-0	
4d. Evaluating a point of view, decision, or information source	77	+11	+8	+9	
4e. Forming a new idea or understanding from various pieces of information	70	+5	+2	+2	
Reflective & Integrative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
2a. Combined ideas from different courses when completing assignments	48	-3	-2	-4	
2b. Connected your learning to societal problems or issues	38	-9	-12	-13	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48	+0	-2	-3	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	-5	-4	-4	
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	+6	+6	+4	
2f. Learned something that changed the way you understand an issue or concept	62	-3	-5	-4	
2g. Connected ideas from your courses to your prior experiences and knowledge	77	+3	+2	+1	
Learning Strategies					
Percentage of students who responded that they "Very often" or "Often"...					
9a. Identified key information from reading assignments	77	+6	+1	+1	
9b. Reviewed your notes after class	73	+5	+7	+8	
9c. Summarized what you learned in class or from course materials	74	+11	+10	+11	
Quantitative Reasoning					
Percentage of students who responded that they "Very often" or "Often"...					
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	49	-0	-1	-3	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	31	-5	-7	-7	
6c. Evaluated what others have concluded from numerical information	30	-4	-7	-8	

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

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

Academic Challenge: Seniors

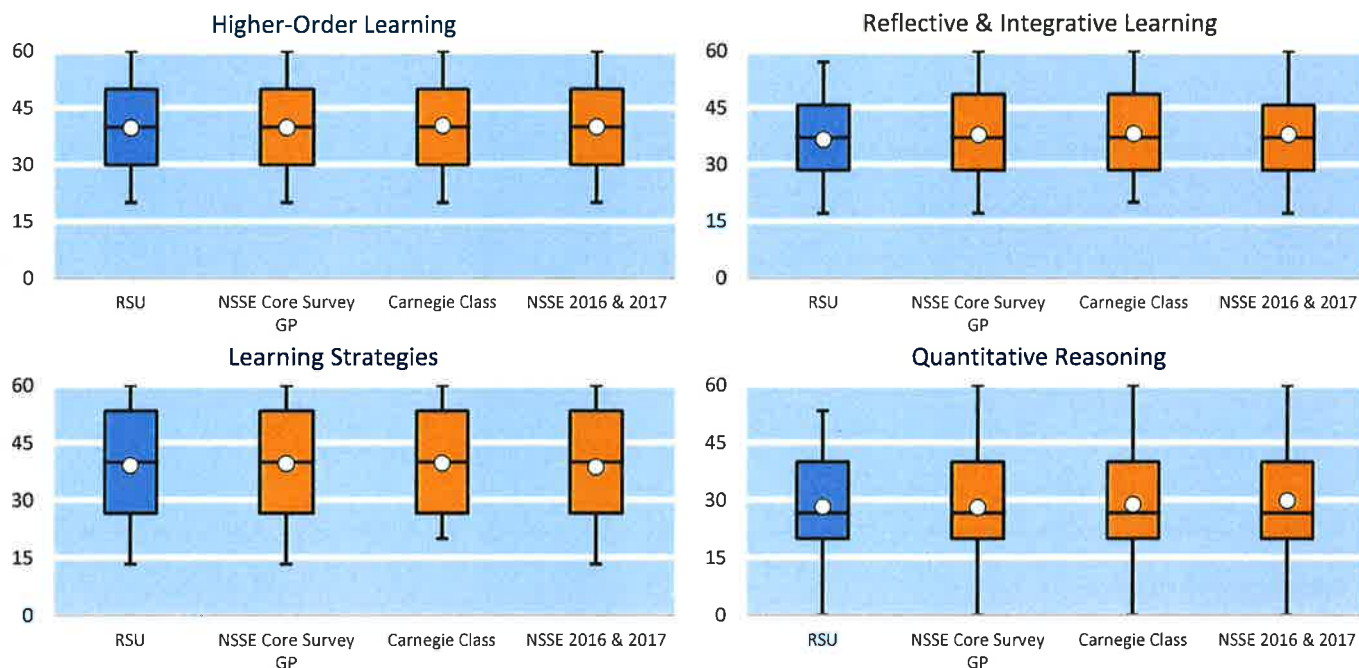
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	RSU Mean	Your seniors compared with					
		NSSE Core Survey GP		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.8	39.9	-.01	40.4	-.05	40.0	-.02
Reflective & Integrative Learning	36.7	38.0	-.10	38.2	-.12	38.0	-.10
Learning Strategies	39.1	39.6	-.03	39.7	-.04	38.7	.02
Quantitative Reasoning	28.3	28.1	.01	28.9	-.04	29.9	-.10

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

Score Distributions



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Academic Challenge: Seniors (continued)

Performance^a 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 between your seniors and		
	RSU	NSSE Core Survey GP	Carnegie Class	NSSE 2016 & 2017
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized ...				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	75	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></di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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.

Learning with Peers: First-year students

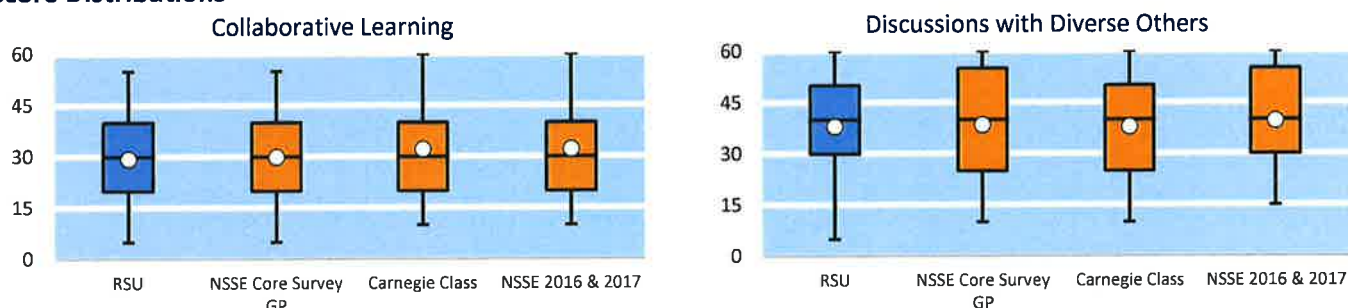
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		NSSE Core Survey GP		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.4	29.9	-.04	32.1 *	-.20	32.2 *	-.19
Discussions with Diverse Others	38.0	38.5	-.03	37.9	.01	39.7	-.11

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

Score Distributions



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Performance^a 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 between your FY students and				
		NSSE Core Survey GP	Carnegie Class	NSSE 2016 & 2017		
Collaborative Learning		RSU				
Percentage of students who responded that they "Very often" or "Often" ...		%				
1e. Asked another student to help you understand course material	41		-5		-9	-11
1f. Explained course material to one or more students	57		+4		+0	-0
1g. Prepared for exams by discussing or working through course material with other students	46		+1		-4	-4
1h. Worked with other students on course projects or assignments	51		+5		-4	-3
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	63		+0		-5	-8
8b. People from an economic background other than your own	69		+2		-1	-2
8c. People with religious beliefs other than your own	66		-1		+10	-0
8d. People with political views other than your own	76		+7		+11	+9

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

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

Learning with Peers: Seniors

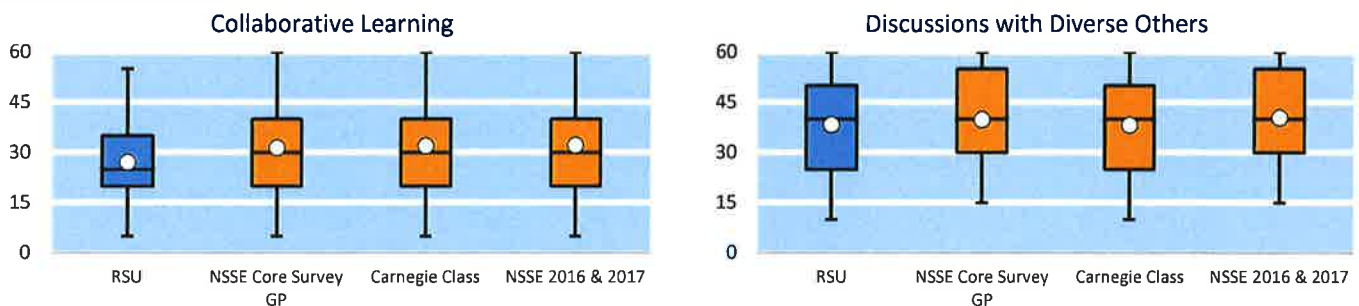
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		NSSE Core Survey GP		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	27.2	31.5 ***	-.30	32.0 ***	-.33	32.3 ***	-.34
Discussions with Diverse Others	38.3	39.9	-.10	38.3	.00	40.5	-.14

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^a 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 between your seniors and		
	RSU	NSSE Core Survey GP	Carnegie Class	NSSE 2016 & 2017
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often" ...	%			
1e. Asked another student to help you understand course material	30	<div><div></div></div> -11	<div><div></div></div> -11	<div><div></div></div> -13
1f. Explained course material to one or more students	47	<div><div></div></div> -12	<div><div></div></div> -12	<div><div></div></div> -12
1g. Prepared for exams by discussing or working through course material with other students	36	<div><div></div></div> -10	<div><div></div></div> -11	<div><div></div></div> -11
1h. Worked with other students on course projects or assignments	49	<div><div></div></div> -10	<div><div></div></div> -12	<div><div></div></div> -14
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	66	<div><div></div></div> +0	<div><div></div></div> -1	<div><div></div></div> -5
8b. People from an economic background other than your own	67	<div><div></div></div> -4	<div><div></div></div> -4	<div><div></div></div> -6
8c. People with religious beliefs other than your own	65	<div><div></div></div> -3	<div><div></div></div> +8	<div><div></div></div> -3
8d. People with political views other than your own	69	<div><div></div></div> -2	<div><div></div></div> +3	<div><div></div></div> +1

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

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

Experiences with Faculty: First-year students

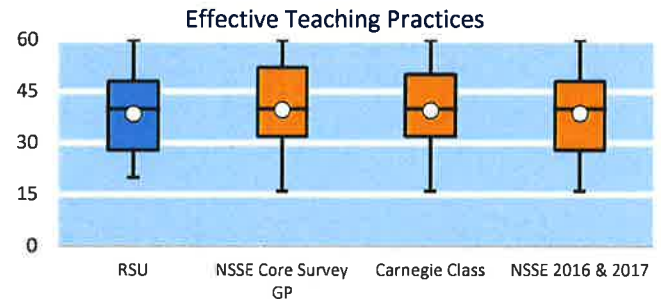
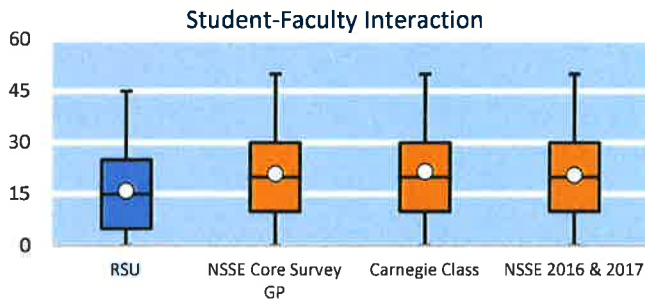
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		NSSE Core Survey GP		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	16.0	21.0 ***	-.34	21.7 ***	-.37	20.6 ***	-.32
Effective Teaching Practices	38.5	39.7	-.09	39.5	-.08	38.7	-.02

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^a 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 between your FY students and		
	RSU	NSSE Core Survey GP	Carnegie Class	NSSE 2016 & 2017
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	29	<div><div></div></div> -6	<div><div></div></div> -9	<div><div></div></div> -6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	11	<div><div></div></div> -11	<div><div></div></div> -11	<div><div></div></div> -9
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	14	<div><div></div></div> -11	<div><div></div></div> -13	<div><div></div></div> -11
3d. Discussed your academic performance with a faculty member	18	<div><div></div></div> -12	<div><div></div></div> -14	<div><div></div></div> -11
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	77	<div><div></div></div> -1	<div><div></div></div> -0	<div><div></div></div> -1
5b. Taught course sessions in an organized way	76	<div><div></div></div> -1	<div><div></div></div> -0	<div><div></div></div> +0
5c. Used examples or illustrations to explain difficult points	72	<div><div></div></div> -3	<div><div></div></div> -2	<div><div></div></div> -2
5d. Provided feedback on a draft or work in progress	58	<div><div></div></div> -7	<div><div></div></div> -9	<div><div></div></div> -5
5e. Provided prompt and detailed feedback on tests or completed assignments	48	<div><div></div></div> -14	<div><div></div></div> -16	<div><div></div></div> -12

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

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Experiences with Faculty: Seniors

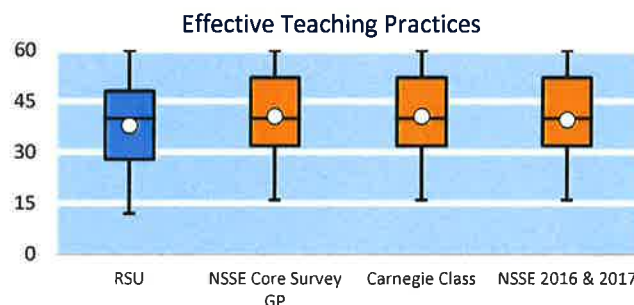
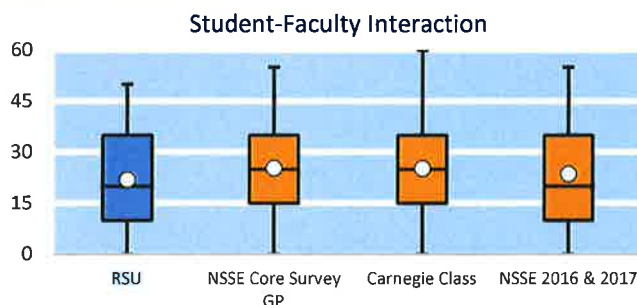
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		NSSE Core Survey GP		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.9	25.3 **	-.21	25.2 **	-.20	23.6	-.10
Effective Teaching Practices	37.9	40.6 *	-.20	40.6 **	-.19	39.6	-.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



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Performance^a 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 between your seniors and		
	RSU	NSSE Core Survey GP	Carnegie Class	NSSE 2016 & 2017
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
3a. Talked about career plans with a faculty member	35	<div><div></div></div> -13	<div><div></div></div> -12	<div><div></div></div> -7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	<div><div></div></div> -7	<div><div></div></div> -6	<div><div></div></div> -4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	<div><div></div></div> -5	<div><div></div></div> -6	<div><div></div></div> -2
3d. Discussed your academic performance with a faculty member	36	<div><div></div></div> -3	<div><div></div></div> -1	<div><div></div><div></div></div> +3
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	76	<div><div></div></div> -6	<div><div></div></div> -5	<div><div></div></div> -5
5b. Taught course sessions in an organized way	71	<div><div></div></div> -8	<div><div></div></div> -8	<div><div></div></div> -7
5c. Used examples or illustrations to explain difficult points	72	<div><div></div></div> -6	<div><div></div></div> -6	<div><div></div></div> -6
5d. Provided feedback on a draft or work in progress	60	<div><div></div></div> -5	<div><div></div></div> -6	<div><div></div></div> -0
5e. Provided prompt and detailed feedback on tests or completed assignments	61	<div><div></div></div> -7	<div><div></div></div> -7	<div><div></div></div> -4

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

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

Campus Environment: First-year students

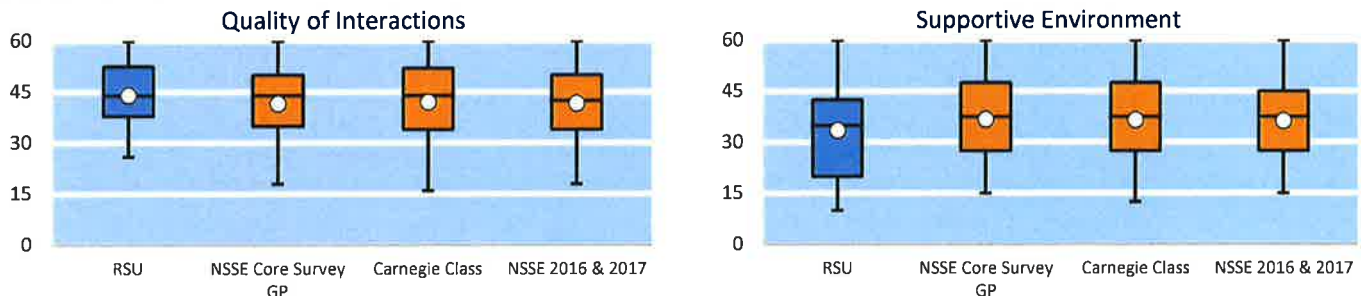
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	RSU Mean	Your first-year students compared with					
		NSSE Core Survey GP		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.1	41.7	.19	42.2	.15	41.7	.19
Supportive Environment	33.6	36.8 *	-.23	36.6 *	-.21	36.3 *	-.20

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

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Performance^a 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 between your FY students and		
	RSU	NSSE Core Survey GP	Carnegie Class	NSSE 2016 & 2017
Quality of Interactions				
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	55	+8	+2	+3
13b. Academic advisors	55	+3	+4	+6
13c. Faculty	56	+6	+4	+7
13d. Student services staff (career services, student activities, housing, etc.)	47	+2	+2	+3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	55	+8	+9	+12
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	76	+0	-1	-0
14c. Using learning support services (tutoring services, writing center, etc.)	74	-3	-2	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	-2	-5	-4
14e. Providing opportunities to be involved socially	63	-9	-7	-8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	-9	-5	-8
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	-11	-15	-12
14h. Attending campus activities and events (performing arts, athletic events, etc.)	63	-7	-2	-2
14i. Attending events that address important social, economic, or political issues	46	-6	-5	-6

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

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Campus Environment: Seniors

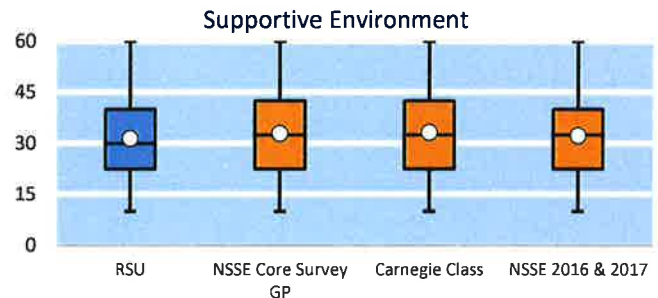
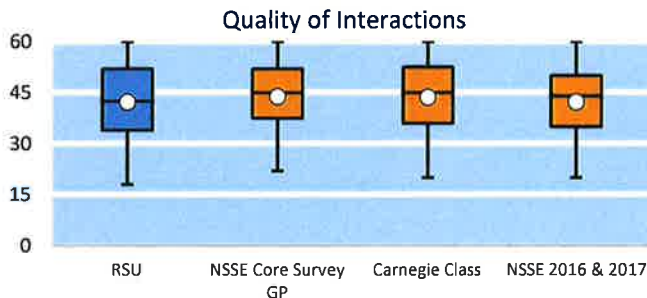
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	RSU Mean	Your seniors compared with					
		NSSE Core Survey GP	Effect size	Carnegie Class	Effect size	NSSE 2016 & 2017	Effect size
Quality of Interactions	42.3	43.9	-.14	43.7	-.12	42.3	.00
Supportive Environment	31.5	33.0	-.11	33.3	-.13	32.3	-.06

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

Score Distributions



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Performance^a 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	RSU	Percentage point difference between your seniors and		
		NSSE Core Survey GP	Carnegie Class	NSSE 2016 & 2017
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with ...	%			
13a. Students	53	-5	-6	-5
13b. Academic advisors	54	-7	-5	+3
13c. Faculty	59	-3	-4	+2
13d. Student services staff (career services, student activities, housing, etc.)	40	-3	-4	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	-7	-6	-0
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized ...				
14b. Providing support to help students succeed academically	67	-6	-8	-4
14c. Using learning support services (tutoring services, writing center, etc.)	75	+8	+5	+9
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	47	-6	-8	-7
14e. Providing opportunities to be involved socially	62	-5	-4	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	51	-9	-9	-10
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	+0	-4	-0
14h. Attending campus activities and events (performing arts, athletic events, etc.)	56	-3	+1	+3
14i. Attending events that address important social, economic, or political issues	42	-2	-1	-1

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

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

NSSE 2017 Engagement Indicators

Comparisons with High-Performing Institutions

Rogers State University

Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see nsse.indiana.edu/html/position_policies.cfm), 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 2016 and 2017 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 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	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	38.6	39.2	-.04	✓	41.2 *	-.19	
	Reflective and Integrative Learning	33.6	36.6 **	-.25		38.3 ***	-.38	
	Learning Strategies	40.1	39.8	.02	✓	41.9	-.13	
	Quantitative Reasoning	26.6	28.8	-.15		30.4 **	-.25	
Learning with Peers	Collaborative Learning	29.4	35.2 ***	-.43		37.1 ***	-.57	
	Discussions with Diverse Others	38.0	41.7 **	-.25		43.8 ***	-.40	
Experiences with Faculty	Student-Faculty Interaction	16.0	23.8 ***	-.53		27.2 ***	-.72	
	Effective Teaching Practices	38.5	40.7	-.17		42.6 ***	-.30	
Campus Environment	Quality of Interactions	44.1	43.8	.02	✓	46.1	-.17	
	Supportive Environment	33.6	38.2 **	-.35		40.0 ***	-.49	

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	39.8	41.8 *	-.15		43.3 ***	-.26	
	Reflective and Integrative Learning	36.7	40.0 ***	-.27		42.0 ***	-.43	
	Learning Strategies	39.1	40.7	-.12		42.9 ***	-.27	
	Quantitative Reasoning	28.3	31.1 *	-.18		33.0 ***	-.30	
Learning with Peers	Collaborative Learning	27.2	35.8 ***	-.63		37.9 ***	-.80	
	Discussions with Diverse Others	38.3	42.3 ***	-.25		44.3 ***	-.39	
Experiences with Faculty	Student-Faculty Interaction	21.9	29.2 ***	-.46		33.0 ***	-.69	
	Effective Teaching Practices	37.9	41.8 ***	-.29		43.8 ***	-.44	
Campus Environment	Quality of Interactions	42.3	44.8 *	-.22		46.9 ***	-.38	
	Supportive Environment	31.5	34.8 **	-.24		37.2 ***	-.42	

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 2016 and 2017 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.

NSSE 2017 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 = 119)	38.6	12.0	1.10	20	30	40	45	60				
NSSE Core Survey GP	36.2	13.3	.32	15	25	35	45	60	1,823	2.4	.058	.180
Carnegie Class	37.5	13.6	.12	15	30	40	45	60	120	1.1	.318	.082
NSSE 2016 & 2017	37.9	13.3	.03	20	30	40	45	60	213,623	.7	.582	.051
Top 50%	39.2	13.1	.04	20	30	40	50	60	121,659	-.6	.645	-.042
Top 10%	41.2	13.3	.09	20	35	40	50	60	22,601	-2.6	.037	-.192
Reflective & Integrative Learning												
RSU (N = 120)	33.6	10.9	.99	17	26	31	40	60				
NSSE Core Survey GP	34.3	12.1	.29	14	26	34	40	57	1,863	-.7	.544	-.057
Carnegie Class	34.7	12.1	.11	17	26	34	43	57	122	-1.1	.258	-.094
NSSE 2016 & 2017	35.0	12.0	.03	17	26	34	43	57	119	-1.5	.141	-.122
Top 50%	36.6	12.0	.04	17	29	37	46	57	113,299	-3.0	.006	-.251
Top 10%	38.3	12.3	.08	20	29	37	46	60	121	-4.7	.000	-.382
Learning Strategies												
RSU (N = 113)	40.1	13.5	1.26	20	33	40	53	60				
NSSE Core Survey GP	37.9	14.0	.35	13	27	40	47	60	1,679	2.2	.102	.159
Carnegie Class	38.3	13.8	.13	20	27	40	47	60	11,200	1.8	.166	.131
NSSE 2016 & 2017	38.3	13.7	.03	20	27	40	47	60	190,221	1.9	.148	.136
Top 50%	39.8	13.7	.04	20	27	40	53	60	94,010	.3	.810	.023
Top 10%	41.9	14.1	.09	20	33	40	53	60	23,939	-1.8	.175	-.128
Quantitative Reasoning												
RSU (N = 119)	26.6	15.5	1.42	0	20	27	33	60				
NSSE Core Survey GP	26.4	15.1	.37	0	20	27	33	53	1,814	.2	.885	.014
Carnegie Class	27.0	15.5	.14	0	20	27	40	60	12,585	-.4	.759	-.028
NSSE 2016 & 2017	27.6	15.4	.03	0	20	27	40	60	212,825	-1.0	.480	-.065
Top 50%	28.8	15.2	.04	0	20	27	40	60	131,342	-2.2	.109	-.147
Top 10%	30.4	15.2	.09	7	20	27	40	60	32,055	-3.8	.006	-.251
Learning with Peers												
Collaborative Learning												
RSU (N = 122)	29.4	15.0	1.36	5	20	30	40	55				
NSSE Core Survey GP	29.9	14.4	.34	5	20	30	40	55	1,901	-.5	.687	-.038
Carnegie Class	32.1	14.0	.12	10	20	30	40	60	13,523	-2.7	.032	-.195
NSSE 2016 & 2017	32.2	14.5	.03	10	20	30	40	60	230,641	-2.8	.035	-.191
Top 50%	35.2	13.6	.04	15	25	35	45	60	131,796	-5.8	.000	-.427
Top 10%	37.1	13.4	.07	15	25	40	45	60	32,370	-7.7	.000	-.572
Discussions with Diverse Others												
RSU (N = 113)	38.0	15.9	1.49	5	30	40	50	60				
NSSE Core Survey GP	38.5	16.2	.41	10	25	40	55	60	1,691	-.5	.774	-.028
Carnegie Class	37.9	15.8	.15	10	25	40	50	60	11,320	.1	.950	.006
NSSE 2016 & 2017	39.7	15.5	.04	15	30	40	55	60	191,955	-1.6	.262	-.106
Top 50%	41.7	14.9	.04	20	30	40	55	60	120,246	-3.7	.008	-.248
Top 10%	43.8	14.5	.09	20	35	45	60	60	28,370	-5.8	.000	-.397

NSSE 2017 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
Experiences with Faculty												
Student-Faculty Interaction												
RSU (N = 121)	16.0	14.0	1.27	0	5	15	25	45				
NSSE Core Survey GP	21.0	14.8	.36	0	10	20	30	50	1,831	-5.0	.000	-.337
Carnegie Class	21.7	15.1	.13	0	10	20	30	50	12,825	-5.6	.000	-.374
NSSE 2016 & 2017	20.6	14.5	.03	0	10	20	30	50	216,994	-4.6	.001	-.317
Top 50%	23.8	14.7	.05	0	15	20	35	55	76,212	-7.8	.000	-.528
Top 10%	27.2	15.6	.14	5	15	25	40	60	123	-11.2	.000	-.721
Effective Teaching Practices												
RSU (N = 119)	38.5	13.8	1.26	20	28	40	48	60				
NSSE Core Survey GP	39.7	13.5	.32	16	32	40	52	60	1,841	-1.2	.347	-.089
Carnegie Class	39.5	13.6	.12	16	32	40	50	60	12,752	-1.0	.405	-.077
NSSE 2016 & 2017	38.7	13.1	.03	16	28	40	48	60	215,903	-.2	.852	-.017
Top 50%	40.7	13.0	.04	20	32	40	52	60	85,518	-2.2	.062	-.171
Top 10%	42.6	13.6	.10	20	36	44	56	60	19,575	-4.1	.001	-.304
Campus Environment												
Quality of Interactions												
RSU (N = 103)	44.1	12.3	1.21	26	38	44	53	60				
NSSE Core Survey GP	41.7	12.8	.33	18	35	44	50	60	1,582	2.4	.064	.188
Carnegie Class	42.2	13.1	.13	16	34	44	52	60	10,552	1.9	.138	.147
NSSE 2016 & 2017	41.7	12.4	.03	18	34	43	50	60	180,157	2.3	.056	.188
Top 50%	43.8	11.5	.04	22	38	46	52	60	78,817	.2	.827	.022
Top 10%	46.1	11.7	.10	24	40	48	56	60	13,565	-2.0	.087	-.169
Supportive Environment												
RSU (N = 111)	33.6	14.7	1.40	10	20	35	43	60				
NSSE Core Survey GP	36.8	13.8	.36	15	28	38	48	60	1,574	-3.2	.019	-.232
Carnegie Class	36.6	14.1	.14	13	28	38	48	60	10,389	-3.0	.027	-.211
NSSE 2016 & 2017	36.3	13.6	.03	15	28	38	45	60	177,341	-2.7	.035	-.200
Top 50%	38.2	13.1	.04	18	30	40	48	60	110	-4.6	.001	-.351
Top 10%	40.0	13.0	.09	18	31	40	50	60	110	-6.4	.000	-.490

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 SEM) 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.

NSSE 2017 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 = 206)	39.8	13.4	.93	20	30	40	50	60				
NSSE Core Survey GP	39.9	13.7	.28	20	30	40	50	60	2,688	-.1	.923	-.007
Carnegie Class	40.4	13.5	.11	20	30	40	50	60	15,235	-.6	.511	-.046
NSSE 2016 & 2017	40.0	13.7	.02	20	30	40	50	60	348,661	-.2	.808	-.017
Top 50%	41.8	13.5	.04	20	35	40	55	60	138,526	-2.0	.032	-.150
Top 10%	43.3	13.4	.07	20	35	40	55	60	41,097	-3.4	.000	-.256
Reflective & Integrative Learning												
RSU (N = 206)	36.7	11.6	.81	17	29	37	46	57				
NSSE Core Survey GP	38.0	12.5	.25	17	29	37	49	60	2,758	-1.2	.165	-.100
Carnegie Class	38.2	12.4	.10	20	29	37	49	60	15,703	-1.5	.084	-.121
NSSE 2016 & 2017	38.0	12.6	.02	17	29	37	46	60	360,144	-1.3	.133	-.105
Top 50%	40.0	12.3	.03	20	31	40	49	60	142,745	-3.3	.000	-.268
Top 10%	42.0	12.2	.07	20	34	43	51	60	29,867	-5.3	.000	-.433
Learning Strategies												
RSU (N = 193)	39.1	14.3	1.03	13	27	40	53	60				
NSSE Core Survey GP	39.6	14.4	.30	13	27	40	53	60	2,520	-.5	.641	-.035
Carnegie Class	39.7	14.3	.12	20	27	40	53	60	14,018	-.6	.544	-.044
NSSE 2016 & 2017	38.7	14.5	.03	13	27	40	53	60	317,309	.3	.742	.024
Top 50%	40.7	14.4	.04	20	33	40	53	60	167,124	-1.7	.109	-.116
Top 10%	42.9	14.3	.06	20	33	40	60	60	48,848	-3.8	.000	-.267
Quantitative Reasoning												
RSU (N = 204)	28.3	15.0	1.05	0	20	27	40	53				
NSSE Core Survey GP	28.1	15.9	.32	0	20	27	40	60	2,706	.2	.894	.010
Carnegie Class	28.9	16.1	.13	0	20	27	40	60	15,246	-.6	.613	-.036
NSSE 2016 & 2017	29.9	16.3	.03	0	20	27	40	60	347,888	-1.6	.169	-.096
Top 50%	31.1	16.2	.04	0	20	33	40	60	210,948	-2.8	.012	-.176
Top 10%	33.0	15.9	.07	7	20	33	40	60	46,737	-4.7	.000	-.295
Learning with Peers												
Collaborative Learning												
RSU (N = 208)	27.2	13.9	.97	5	20	25	35	55				
NSSE Core Survey GP	31.5	14.6	.29	5	20	30	40	60	2,781	-4.3	.000	-.296
Carnegie Class	32.0	14.7	.12	5	20	30	40	60	15,951	-4.8	.000	-.329
NSSE 2016 & 2017	32.3	15.1	.02	5	20	30	40	60	207	-5.1	.000	-.338
Top 50%	35.8	13.8	.03	15	25	35	45	60	195,844	-8.6	.000	-.628
Top 10%	37.9	13.4	.07	15	30	40	50	60	39,971	-10.7	.000	-.799
Discussions with Diverse Others												
RSU (N = 190)	38.3	15.8	1.15	10	25	40	50	60				
NSSE Core Survey GP	39.9	15.8	.33	15	30	40	55	60	2,522	-1.6	.190	-.099
Carnegie Class	38.3	16.1	.14	10	25	40	50	60	14,056	.0	.979	.002
NSSE 2016 & 2017	40.5	15.9	.03	15	30	40	55	60	319,286	-2.2	.061	-.136
Top 50%	42.3	15.6	.03	15	30	40	60	60	212,645	-4.0	.000	-.254
Top 10%	44.3	15.3	.07	20	35	45	60	60	46,076	-5.9	.000	-.387

NSSE 2017 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
Experiences with Faculty												
Student-Faculty Interaction												
RSU (N = 206)	21.9	15.7	1.09	0	10	20	35	50				
NSSE Core Survey GP	25.3	16.1	.32	0	15	25	35	55	2,743	-3.4	.004	-.212
Carnegie Class	25.2	16.4	.13	0	15	25	35	60	15,413	-3.2	.005	-.198
NSSE 2016 & 2017	23.6	16.0	.03	0	10	20	35	55	352,776	-1.6	.140	-.103
Top 50%	29.2	15.7	.05	5	20	30	40	60	85,030	-7.3	.000	-.464
Top 10%	33.0	16.0	.14	10	20	30	45	60	13,265	-11.1	.000	-.691
Effective Teaching Practices												
RSU (N = 205)	37.9	14.9	1.04	12	28	40	48	60				
NSSE Core Survey GP	40.6	13.7	.27	16	32	40	52	60	232	-2.7	.013	-.196
Carnegie Class	40.6	13.9	.11	16	32	40	52	60	15,444	-2.7	.006	-.192
NSSE 2016 & 2017	39.6	13.7	.02	16	32	40	52	60	204	-1.7	.105	-.124
Top 50%	41.8	13.5	.04	20	32	40	52	60	204	-3.9	.000	-.285
Top 10%	43.8	13.4	.09	20	36	44	56	60	206	-5.9	.000	-.440
Campus Environment												
Quality of Interactions												
RSU (N = 183)	42.3	13.3	.98	18	34	43	52	60				
NSSE Core Survey GP	43.9	11.8	.25	22	38	45	52	60	206	-1.7	.106	-.139
Carnegie Class	43.7	12.0	.11	20	36	45	53	60	13,183	-1.4	.108	-.120
NSSE 2016 & 2017	42.3	12.1	.02	20	35	44	50	60	298,993	.0	.994	.001
Top 50%	44.8	11.6	.03	23	38	46	54	60	182	-2.5	.011	-.218
Top 10%	46.9	12.1	.07	23	40	50	58	60	184	-4.6	.000	-.382
Supportive Environment												
RSU (N = 186)	31.5	13.9	1.02	10	23	30	40	60				
NSSE Core Survey GP	33.0	14.1	.30	10	23	33	43	60	2,428	-1.5	.158	-.108
Carnegie Class	33.3	14.3	.12	10	23	33	43	60	13,326	-1.8	.080	-.129
NSSE 2016 & 2017	32.3	14.2	.03	10	23	33	40	60	301,874	-.9	.409	-.061
Top 50%	34.8	13.7	.04	13	25	35	45	60	137,402	-3.3	.001	-.240
Top 10%	37.2	13.6	.09	13	28	38	48	60	24,993	-5.7	.000	-.418

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 \pm 1.96 x SEM) 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.