

NSSE 2023 Administration Summary

Rogers State University

This report provides an overview of your NSSE administration, including details about your population and sample, response rates, representativeness of your respondents, and survey customization choices. This information can be useful for assessing data quality, maintaining a record of survey choices, and planning future NSSE administrations.

Population and Respondents

The table below reports your institution's population sizes, how many students were sampled (whether census-administered or randomly selected), and how many completed the survey.

Survey sampling and completions	First-year	Senior
Submitted population Counts from the original population file.	627	280
Adjusted population Adjusted for ineligible students and undeliverables.	510	168
Survey sample Number of census or randomly sampled students invited to complete the survey. Targeted, experimental, and locally administered samples are not included.	509	167
Total respondents	85	27
Full completions Number who submitted demographic items and (if applicable) Topical Module sets.	59	19
Partial completions Number who completed part of the survey but stopped before submitting demographic items and (if applicable) Topical Modules.	26	8
Sampling error Also known as "margin of error," an estimate of the amount a score based on a sample could differ from the true score on a given item. For example, if the sampling error is +/- 5.0% and 40% of your students replied "very often" to a particular item, then the true population value is most likely between 35% and 45%.	+/- 9.7%	+/- 17.3%

Population file options

Did you include an oversample? Asked NSSE to survey other students in addition to the standard first-year and senior samples.	No
Did you update the eligibility of students in the population file? Updated for spring semester eligibility status.	Yes
Did you customize the report sample? Flagged a subset of students for inclusion in Institutional Reports.	No

Note for U.S. institutions: Consistent with the institutional participation agreement, NSSE used a very small sample of students for experimental purposes this year while testing two questions related to religious identity. Since the experimental sample (coded as *sample=6*) received all other NSSE questions we included the group in other reports to improve the precision of survey estimates. Consequently, counts and percentages here may differ slightly from other reports.

Response Rates

The table below summarizes response rates for your institution and your selected comparison groups. For more information see [NSSE's Response Rate FAQ \(https://go.iu.edu/4qlk\)](https://go.iu.edu/4qlk). Comparison group response rates were computed at the institution level (i.e., they do not reflect student-level aggregate results).

	RSU	Okla Regional Univs	Non-OK Regionals	Other Public Similar
First-year	17%	26%	24%	19%
Senior	16%	27%	25%	22%

Representativeness

The table below details variables submitted in your population file. NSSE reports use weights based on institution-reported sex and enrollment status (full- or part-time) so that results better reflect the population with respect to these categories. Institutions may also submit race/ethnicity (based on IPEDS categories) and age (birthyear) which, while not used for weights, may also help gauge the representation of these groups in your data.

Respondent and population percentages are listed side by side as a convenience to see how well the identities of your respondents reflect your first-year and senior populations. For detailed information about the identities and experiences of the respondents in your reports, refer to your *Respondent Profile*.

	First-year respondents (%)	First-year population (%)	Senior respondents (%)	Senior population (%)
Sex				
Female	71	59	81	73
Male	28	41	19	27
Another sex	0	0	0	0
Full-time	94	91	67	77
Race/ethnicity				
American Indian or Alaska Native				
Asian				
Black or African American				
Hispanic or Latino				
Native Hawaiian or Other Pacific Islander				
White				
Other				
Foreign or Nonresident alien				
Two or more races/ethnicities				
Unknown				

Notes:

Sex categories may not sum to 100% due to students whose sex was reported as “unknown” in the population file. For weighting, NSSE asks institutions to report students’ sex in the population file, with four options: female, male, another, and unknown (or missing). The NSSE questionnaire asks students to provide their gender identities (Woman, Man, Agender or gender neutral, Demigender, etc.) in a select-all-that-apply item. Sex and gender are distinct terms with different meanings, and NSSE does not treat them as interchangeable.

Results for institutions without full (at least 90%) race/ethnicity information in the population file are not reported.

Survey Customization

The information below documents customization options for your NSSE survey and data collection from companion surveys.

Administration features

Survey sample type	Census
Recruitment method	Email
Portal/LMS used	No
Incentive offered	No
Survey version	US Standard

Additional question and companion surveys

End-of-survey comment prompt	What one change would most improve the educational experience at this institution, and what one thing should not be changed?
Topical Module(s)	None
Customized consortium questions	None
BCSSE 2022 participation	No
FSSE 2023 participation	No

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.

This Snapshot is a concise collection of key findings from your institution's NSSE 2023 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

Comparison Group

The comparison group featured in this report is

Okla Regional Univs

See your *Selected Comparison Groups* report for details.

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 Okla Regional Univs	
		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

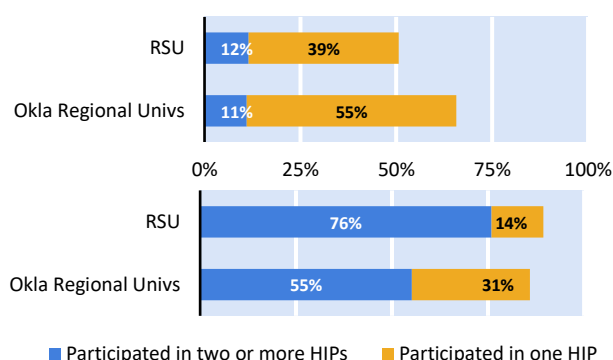
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

First-year

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

Senior

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

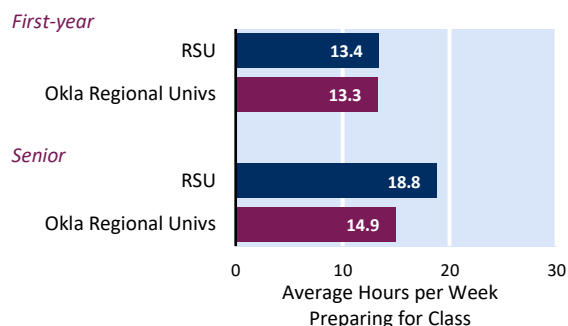


Academic Challenge: Additional Results

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.

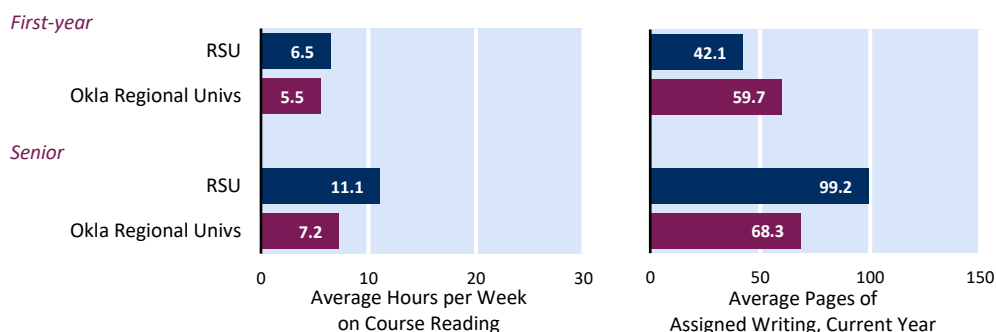
Time Spent Preparing for Class

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



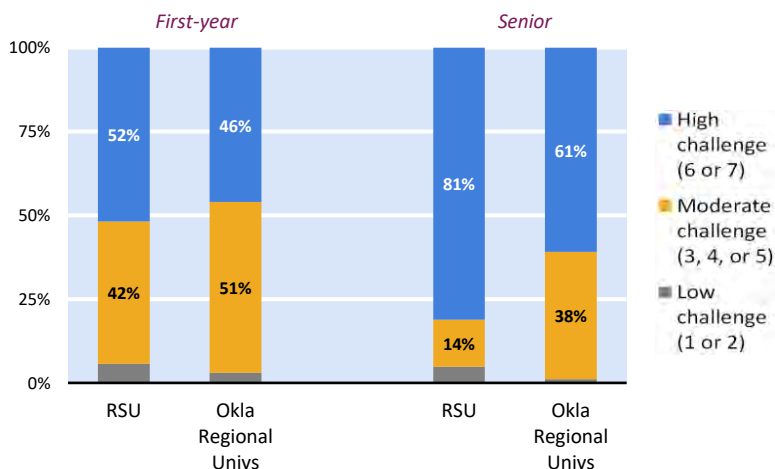
Reading and Writing

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.



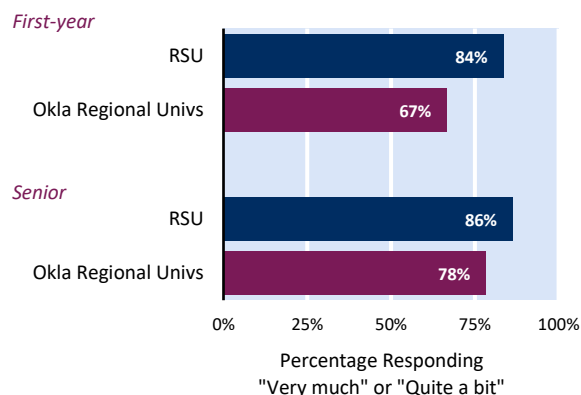
Challenging Students to Do Their Best Work

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."



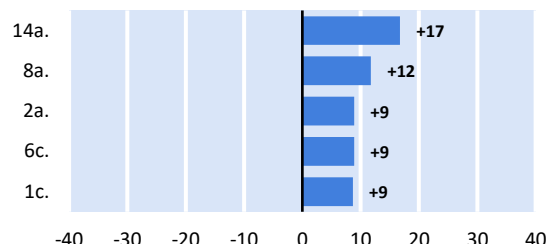
Item Comparisons

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, or equally available to all students. For additional results, see your *Frequencies and Statistical Comparisons* report.

First-year

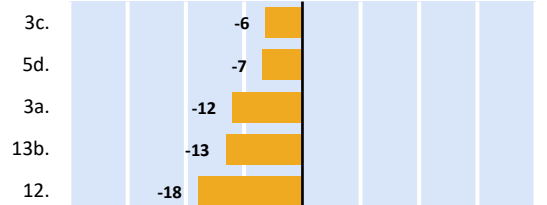
Highest Performing Relative to Okla Regional Univs

- Institution emphasis on studying and academic work^c
- Discussions with... People of races or ethnicities other than your own^b (DD)
- Combined ideas from different courses when completing assignments^b (RI)
- Evaluated what others have concluded from numerical information^b (QR)
- Explained course material to one or more students^b (CL)



Lowest Performing Relative to Okla Regional Univs

- Discussed course topics, ideas, or concepts with a faculty member outside of class^b (SF)
- Instructors provided feedback on a draft or work in progress^c (ET)
- Talked about career plans with a faculty member^b (SF)
- Quality of interactions with academic advisors^d (QI)
- About how many courses have included a community-based project (service-learning)?^e (HIP)

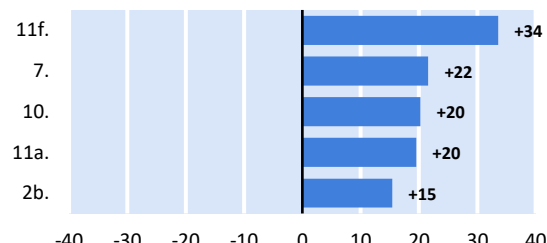


Percentage Point Difference with Okla Regional Univs

Senior

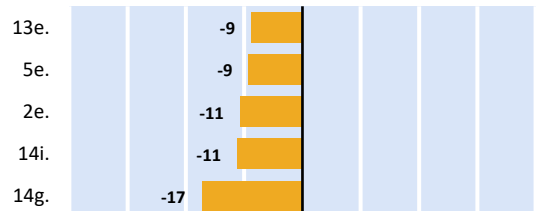
Highest Performing Relative to Okla Regional Univs

- Completed a culminating senior experience (...) (HIP)
- Assigned more than 50 pages of writing^g
- Extent to which courses challenged you to do your best work^d
- Participated in an internship, co-op, field exp., student teach., clinical placemt. (HIP)
- Connected your learning to societal problems or issues^b (RI)



Lowest Performing Relative to Okla Regional Univs

- Quality of interactions with other administrative staff and offices (...) (QI)
- Instructors provided prompt and detailed feedback on tests or completed assignments^c (ET)
- Tried to better understand someone else's views by imagining...his or her perspective^b (RI)
- Institution emphasis on attending events that address important social/econ./polit. issues^c (SE)
- Institution emphasis on helping you manage your non-academic responsibilities (...) (SE)



Percentage Point Difference with Okla Regional Univs

a. The items on this page come from the Engagement Indicators (EIs), High-Impact Practices (HIPs), Sense of Belonging (SB), the academic challenge questions on page 2, and four additional questions about effective teaching (new in 2021). 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.

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.

h. Combination of students responding "strongly agree" or "agree."

How Students Assess Their Experience

Students' perceptions of certain aspects of 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.

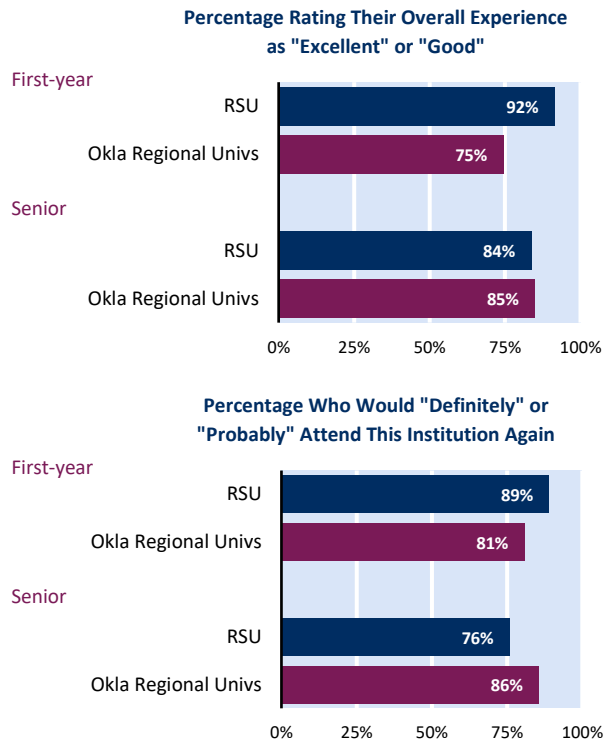
Perceived Gains Among Seniors

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"
Thinking critically and analytically	95%
Writing clearly and effectively	84%
Speaking clearly and effectively	81%
Developing or clarifying a personal code of values and ethics	76%
Working effectively with others	68%
Solving complex real-world problems	66%
Being an informed and active citizen	66%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	64%
Analyzing numerical and statistical information	63%
Acquiring job- or work-related knowledge and skills	63%

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	85	17%	71%	94%
Senior	27	16%	81%	67%

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

Additional Questions

Your institution did not choose to administer additional questions. In future administrations, you may customize NSSE by participating in a topical module or a consortium. See our website for more information. nsse.indiana.edu

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 nearly 1,700 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

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NSSE 2023

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. The specific items within each EI are listed below, starting on page 5.

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

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions

Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of all current- and prior-year institutions.

Detailed Statistics (pp. 16-19)

Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. Your NSSE Tableau dashboards and Report Builder (released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

For more information on EIs and their psychometric properties, refer to the NSSE website: nsse.indiana.edu

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

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.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Okla Regional Univs	Your first-year students compared with Non-OK Regionals	Your first-year students compared with Other Public Similar
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 Okla Regional Univs	Your seniors compared with Non-OK Regionals	Your seniors compared with Other Public Similar
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

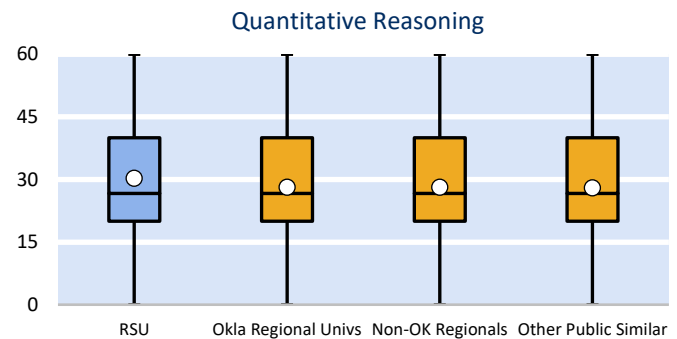
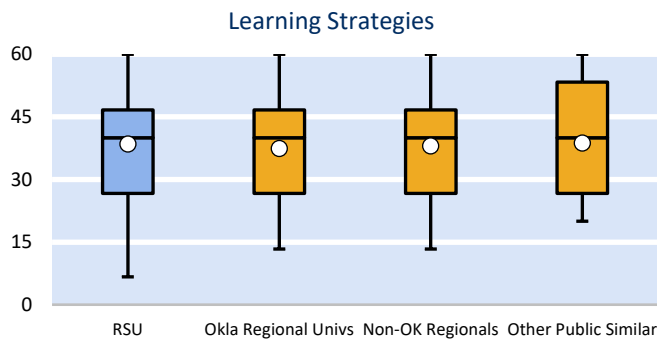
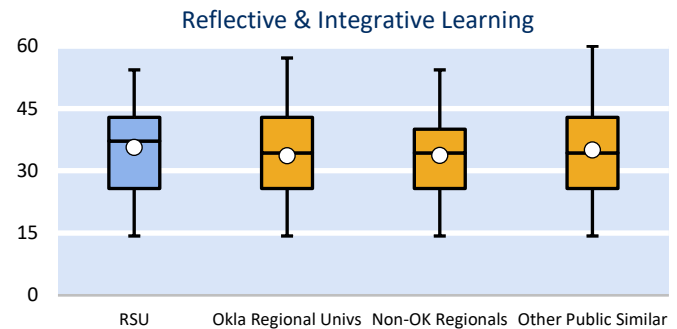
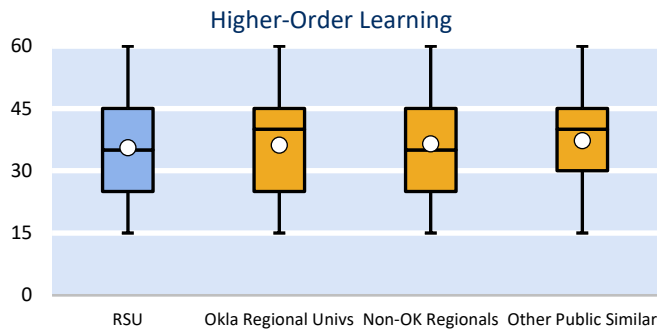
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		Okla Regional Univs Mean	Effect size	Non-OK Regionals Mean	Effect size	Other Public Similar Mean	Effect size
Higher-Order Learning	35.5	36.2	-.05	36.5	-.07	37.3	-.12
Reflective & Integrative Learning	35.6	33.6	.16	33.7	.15	35.0	.05
Learning Strategies	38.5	37.4	.07	38.0	.03	38.7	-.02
Quantitative Reasoning	30.3	28.2	.13	28.2	.13	28.0	.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.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your FY students and		
	RSU	Okla Regional Univs	Non-OK Regionals	Other Public Similar
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	61	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></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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Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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

Academic Challenge: Seniors

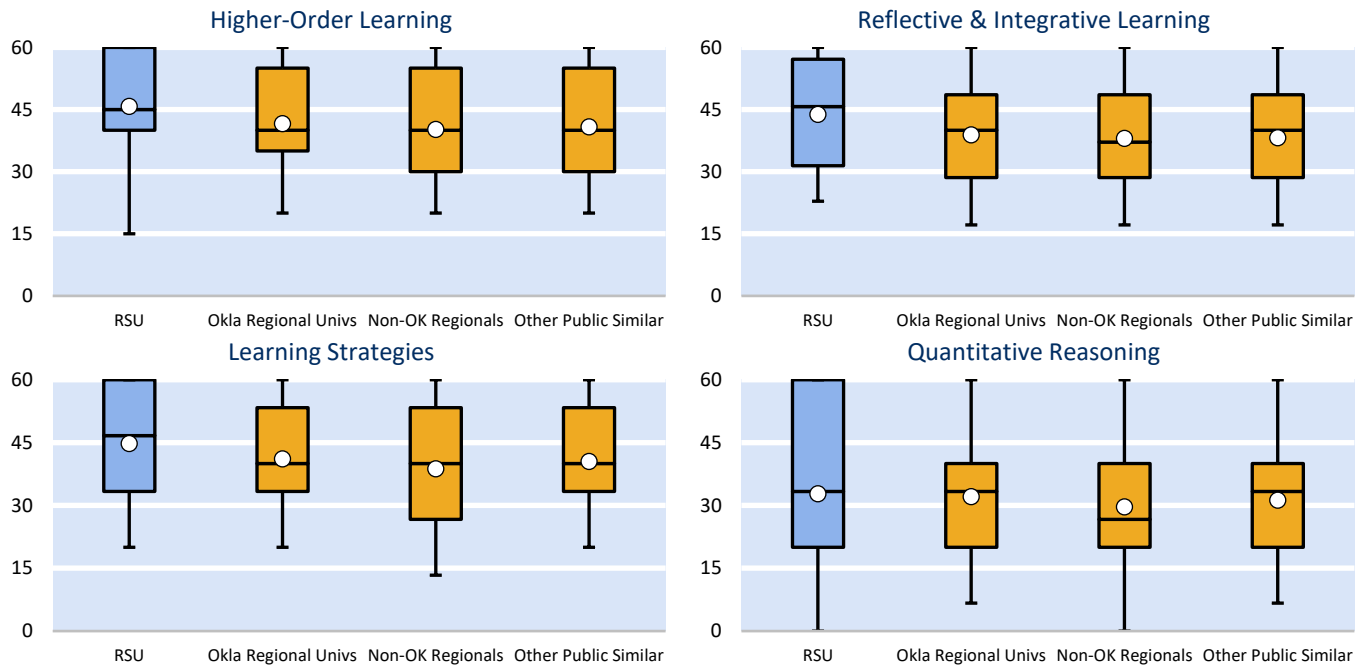
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		Okla Regional Univs Mean	Effect size	Non-OK Regionals Mean	Effect size	Other Public Similar Mean	Effect size
Higher-Order Learning	45.7	41.6	.31	40.2	.40	40.9	.35
Reflective & Integrative Learning	43.8	38.9	.39	38.0 *	.45	38.2 *	.43
Learning Strategies	44.7	41.1	.26	38.7	.41	40.5	.29
Quantitative Reasoning	32.8	32.0	.05	29.6	.19	31.3	.09

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

Score Distributions



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

Academic Challenge: Seniors (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your seniors and		
	RSU	Okla Regional Univs	Non-OK Regionals	Other Public Similar
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	82	+2	+5	+5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	-8	-3	-4
4d. Evaluating a point of view, decision, or information source	89	+12	+19	+15
4e. Forming a new idea or understanding from various pieces of information	89	+12	+17	+15
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	80	+12	+11	+13
2b. Connected your learning to societal problems or issues	79	+15	+19	+20
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	67	+9	+12	+15
2d. Examined the strengths and weaknesses of your own views on a topic or issue	76	+6	+10	+10
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	66	-11	-7	-9
2f. Learned something that changed the way you understand an issue or concept	69	-3	+1	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	86	+2	+4	+4
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	83	+4	+9	+5
9b. Reviewed your notes after class	69	-2	+3	+0
9c. Summarized what you learned in class or from course materials	78	+4	+12	+7
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.)	61	+1	+7	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	59	+7	+12	+10
6c. Evaluated what others have concluded from numerical information	46	-2	+3	-2

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

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

Learning with Peers: First-year students

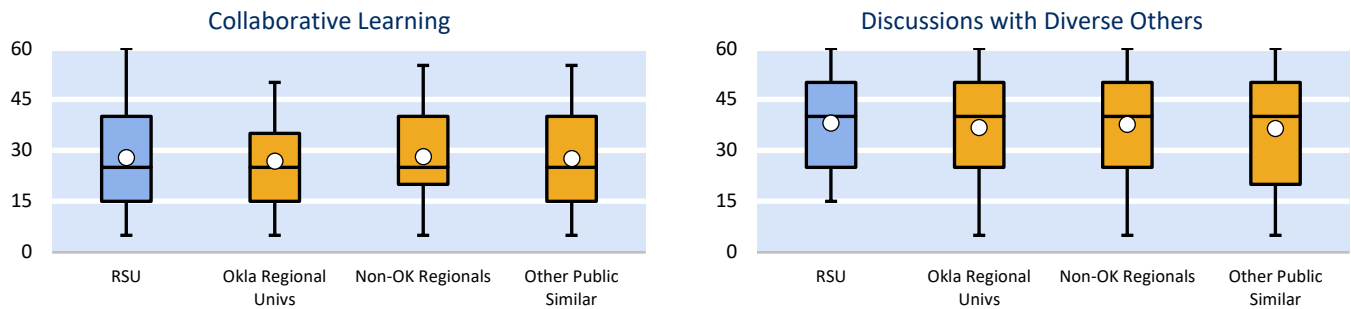
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		Okla Regional Univs Mean	Effect size	Non-OK Regionals Mean	Effect size	Other Public Similar Mean	Effect size
Collaborative Learning	27.8	26.8	.07	28.2	-.02	27.6	.02
Discussions with Diverse Others	38.1	36.7	.08	37.7	.02	36.5	.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



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

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your FY students and		
	RSU	Okla Regional Univs	Non-OK Regionals	Other Public Similar
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	41	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div>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Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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

Learning with Peers: Seniors

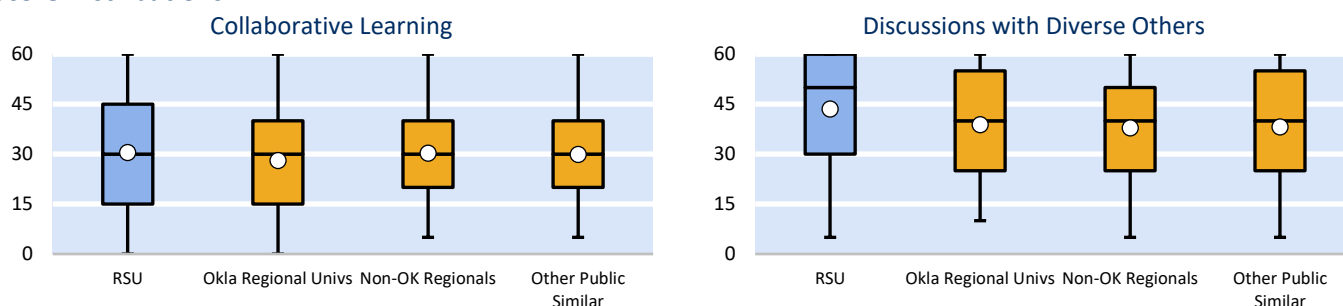
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		Okla Regional Univs Mean	Effect size	Non-OK Regionals Mean	Effect size	Other Public Similar Mean	Effect size
Collaborative Learning	30.5	28.1	.14	30.3	.01	29.9	.04
Discussions with Diverse Others	43.6	38.9	.28	37.9	.34	38.2	.31

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

Score Distributions



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

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your seniors and		
	RSU	Okla Regional Univs	Non-OK Regionals	Other Public Similar
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	37	<div><div></div><div></div></div> -0	<div><div></div><div></div></div> -5	<div><div></div><div></div></div> -3
1c. Explained course material to one or more students	42	<div><div></div><div></div></div> -6	<div><div></div><div></div></div> -11	<div><div></div><div></div></div> -11
1d. Prepared for exams by discussing or working through course material with other students	41	+4 <div><div></div><div></div></div>	+2 <div><div></div><div></div></div>	+3 <div><div></div><div></div></div>
1e. Worked with other students on course projects or assignments	52	+1 <div><div></div><div></div></div>	-4 <div><div></div><div></div></div>	-3 <div><div></div><div></div></div>
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	74	+5 <div><div></div><div></div></div>	+11 <div><div></div><div></div></div>	+6 <div><div></div><div></div></div>
8b. People from economic backgrounds other than your own	80	+9 <div><div></div><div></div></div>	+10 <div><div></div><div></div></div>	+11 <div><div></div><div></div></div>
8c. People with religious beliefs other than your own	74	+10 <div><div></div><div></div></div>	+10 <div><div></div><div></div></div>	+11 <div><div></div><div></div></div>
8d. People with political views other than your own	74	+7 <div><div></div><div></div></div>	+7 <div><div></div><div></div></div>	+11 <div><div></div><div></div></div>

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

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

Experiences with Faculty: First-year students

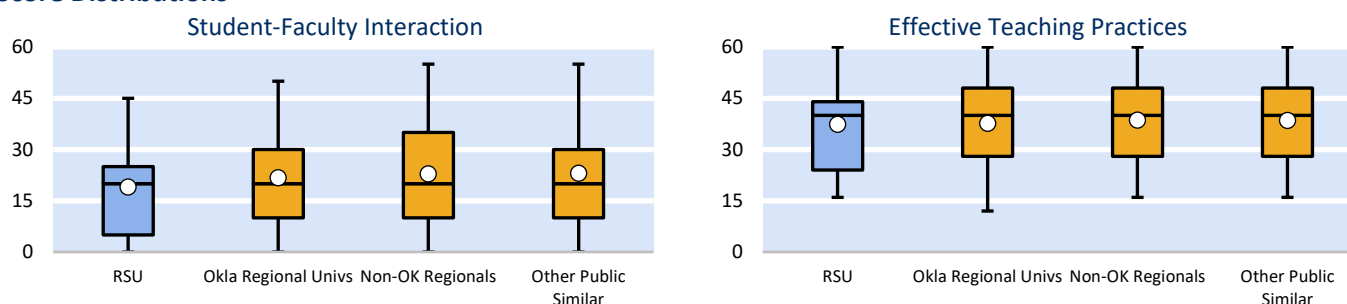
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		Okla Regional Univs		Non-OK Regionals		Other Public Similar	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.0	21.7	-.18	22.8 *	-.25	23.0 *	-.26
Effective Teaching Practices	37.4	37.6	-.02	38.6	-.09	38.5	-.08

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

Score Distributions



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

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Student-Faculty Interaction	RSU	Percentage point difference ^a between your FY students and		
		Okla Regional Univs	Non-OK Regionals	Other Public Similar
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	27	-12	-16	-13
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	-5	-5	-6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	21	-6	-8	-7
3d. Discussed your academic performance with a faculty member	31	+1	-3	-6
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	72	+2	-1	-2
5b. Taught course sessions in an organized way	66	-1	-4	-6
5c. Used examples or illustrations to explain difficult points	61	-6	-12	-9
5d. Provided feedback on a draft or work in progress	59	-7	-8	-6
5e. Provided prompt and detailed feedback on tests or completed assignments	60	-3	-3	+0

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

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

Experiences with Faculty: Seniors

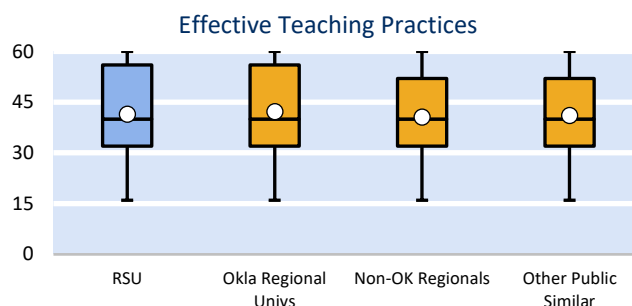
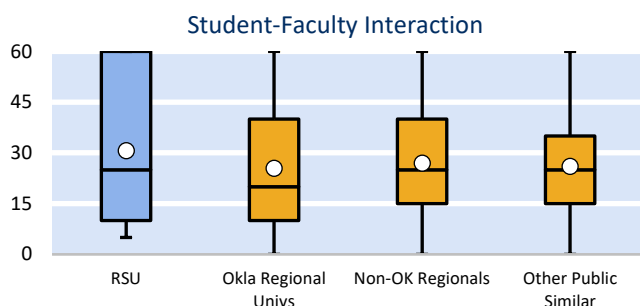
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		Okla Regional Univs		Non-OK Regionals		Other Public Similar	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	30.6	25.4	.30	26.9	.22	26.0	.28
Effective Teaching Practices	41.4	42.1	-.06	40.6	.06	41.0	.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 on Indicator Items

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		Percentage point difference ^a between your seniors and		
	RSU	Okla Regional Univs	Non-OK Regionals	Other Public Similar
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	57	+8	+7	+7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	39	+8	+6	+9
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	39	+4	+0	+4
3d. Discussed your academic performance with a faculty member	43	+5	+2	+2
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	83	-0	+3	+1
5b. Taught course sessions in an organized way	73	-8	-4	-3
5c. Used examples or illustrations to explain difficult points	86	+9	+9	+10
5d. Provided feedback on a draft or work in progress	75	+5	+7	+8
5e. Provided prompt and detailed feedback on tests or completed assignments	64	-9	-4	-3

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

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

Campus Environment: First-year students

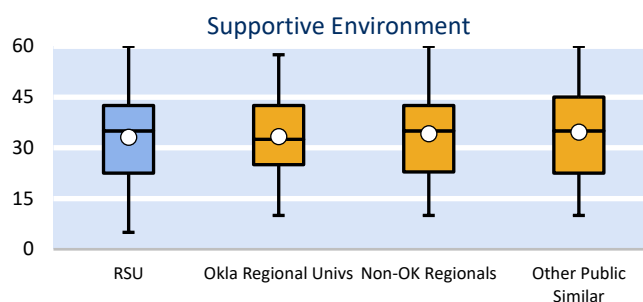
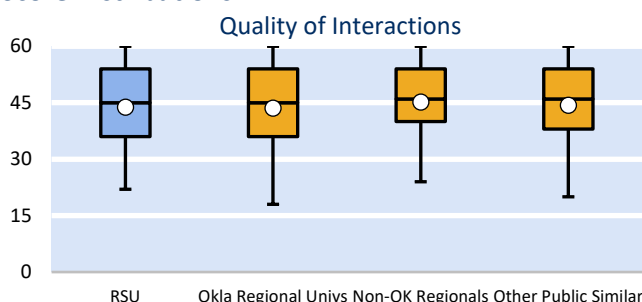
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	RSU Mean	Your first-year students compared with					
		Okla Regional Univs Mean	Effect size	Non-OK Regionals Mean	Effect size	Other Public Similar Mean	Effect size
Quality of Interactions	43.8	43.6	.02	45.2	-.11	44.3	-.04
Supportive Environment	33.1	33.3	-.01	34.1	-.07	34.7	-.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



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

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your FY students and		
	RSU	Okla Regional Univs	Non-OK Regionals	Other Public Similar
Quality of Interactions				
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	55	+9	+4	+4
13b. Academic advisors	44	-13	-20	-16
13c. Faculty	60	+4	+2	+8
13d. Student services staff (career services, student activities, housing, etc.)	48	-3	-6	-3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	53	-2	-5	-3
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	68	+6	-2	-2
14c. Using learning support services (tutoring services, writing center, etc.)	66	-1	-6	-6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	+2	-1	-2
14e. Providing opportunities to be involved socially	64	-3	-6	-0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	59	-4	-7	-5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	33	-5	-7	-9
14h. Attending campus activities and events (performing arts, athletic events, etc.)	63	-2	+1	+1
14i. Attending events that address important social, economic, or political issues	47	+3	+4	+1

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

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

Campus Environment: Seniors

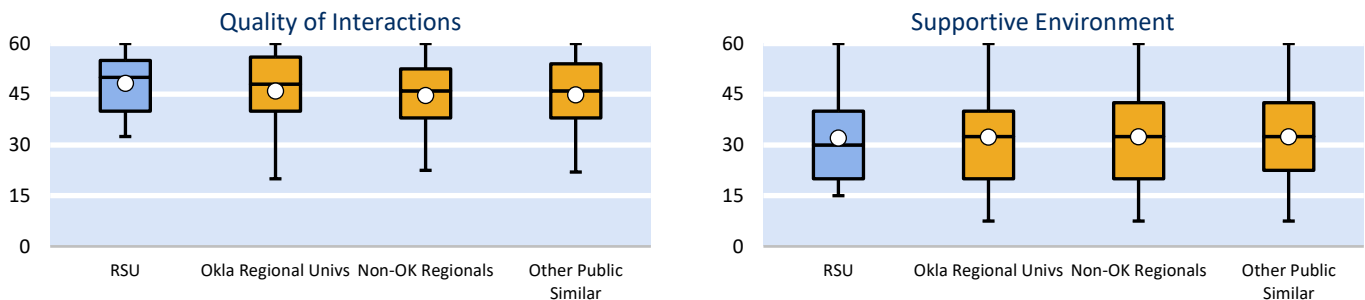
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	RSU Mean	Your seniors compared with					
		Okla Regional Univs Mean	Effect size	Non-OK Regionals Mean	Effect size	Other Public Similar Mean	Effect size
Quality of Interactions	48.2	46.0	.18	44.6	.31	44.8	.28
Supportive Environment	32.1	32.4	-.02	32.5	-.02	32.4	-.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 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 ^a between your seniors and		
		Okla Regional Univs	Non-OK Regionals	Other Public Similar
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	73	+6	+16	+15
13b. Academic advisors	59	-6	-5	-0
13c. Faculty	64	-0	+6	+3
13d. Student services staff (career services, student activities, housing, etc.)	52	-1	+6	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	49	-9	-3	-3
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	69	+0	+0	+1
14c. Using learning support services (tutoring services, writing center, etc.)	76	+12	+12	+13
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	+9	+9	+8
14e. Providing opportunities to be involved socially	73	+11	+8	+11
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	66	+10	+4	+5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	21	-17	-12	-14
14h. Attending campus activities and events (performing arts, athletic events, etc.)	48	-5	-7	-2
14i. Attending events that address important social, economic, or political issues	28	-11	-10	-14

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

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

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see go.iu.edu/NSSE-PnP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2022 and 2023 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2022 and 2023 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	35.5	39.5 *	-.30		42.2 ***	-.52	
	Reflective and Integrative Learning	35.6	37.2	-.13		39.8 **	-.36	
	Learning Strategies	38.5	39.8	-.09	✓	42.8 *	-.31	
	Quantitative Reasoning	30.3	30.7	-.02	✓	33.4	-.20	
Learning with Peers	Collaborative Learning	27.8	33.2 **	-.39		36.5 ***	-.64	
	Discussions with Diverse Others	38.1	40.5	-.17		43.6 **	-.40	
Experiences with Faculty	Student-Faculty Interaction	19.0	25.4 ***	-.42		29.3 ***	-.67	
	Effective Teaching Practices	37.4	40.1	-.20		43.3 ***	-.44	
Campus Environment	Quality of Interactions	43.8	45.3	-.12		48.1 **	-.35	
	Supportive Environment	33.1	36.8	-.28		39.6 **	-.51	

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	45.7	42.1	.27	✓	44.7	.08	✓
	Reflective and Integrative Learning	43.8	40.6	.26	✓	43.1	.06	✓
	Learning Strategies	44.7	40.9	.26	✓	43.6	.08	✓
	Quantitative Reasoning	32.8	32.7	.01	✓	36.3	-.21	
Learning with Peers	Collaborative Learning	30.5	34.7	-.30		38.1	-.56	
	Discussions with Diverse Others	43.6	41.1	.16	✓	43.9	-.02	✓
Experiences with Faculty	Student-Faculty Interaction	30.6	29.6	.07	✓	34.3	-.23	
	Effective Teaching Practices	41.4	42.1	-.06	✓	44.7	-.25	
Campus Environment	Quality of Interactions	48.2	45.4	.23	✓	47.9	.03	✓
	Supportive Environment	32.1	34.5	-.17		37.7	-.40	

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 were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all current- and prior-year 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 positive or non-significant with an effect size > -.10.

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
RSU (N = 71)	35.5	14.8	1.75	15	25	35	45	60				
Okla Regional Univs	36.2	14.0	.58	15	25	40	45	60	655	-.7	.704	-.048
Non-OK Regionals	36.5	13.6	.50	15	25	35	45	60	795	-.9	.582	-.068
Other Public Similar	37.3	13.9	.49	15	30	40	45	60	884	-1.7	.321	-.123
Top 50%	39.5	13.2	.05	20	30	40	50	60	80,887	-4.0	.011	-.303
Top 10%	42.2	12.8	.13	20	35	40	55	60	9,872	-6.7	.000	-.523
Reflective & Integrative Learning												
RSU (N = 77)	35.6	12.4	1.41	14	26	37	43	54				
Okla Regional Univs	33.6	12.5	.49	14	26	34	43	57	715	2.0	.186	.159
Non-OK Regionals	33.7	12.4	.44	14	26	34	40	54	849	1.9	.195	.155
Other Public Similar	35.0	12.9	.43	14	26	34	43	60	964	.6	.694	.047
Top 50%	37.2	12.0	.04	20	29	37	46	60	75,987	-1.6	.237	-.135
Top 10%	39.8	11.8	.12	20	31	40	49	60	9,947	-4.2	.002	-.358
Learning Strategies												
RSU (N = 65)	38.5	15.2	1.88	7	27	40	47	60				
Okla Regional Univs	37.4	14.2	.61	13	27	40	47	60	615	1.0	.586	.071
Non-OK Regionals	38.0	14.3	.55	13	27	40	47	60	736	.5	.806	.032
Other Public Similar	38.7	14.4	.52	20	27	40	53	60	832	-.3	.888	-.018
Top 50%	39.8	13.9	.05	20	27	40	53	60	64,942	-1.3	.449	-.094
Top 10%	42.8	14.0	.12	20	33	40	60	60	13,604	-4.3	.013	-.309
Quantitative Reasoning												
RSU (N = 65)	30.3	16.6	2.06	0	20	27	40	60				
Okla Regional Univs	28.2	16.0	.68	0	20	27	40	60	615	2.1	.314	.132
Non-OK Regionals	28.2	15.7	.60	0	20	27	40	60	750	2.1	.302	.134
Other Public Similar	28.0	16.1	.58	0	20	27	40	60	842	2.3	.277	.140
Top 50%	30.7	15.3	.05	7	20	27	40	60	79,029	-.4	.846	-.024
Top 10%	33.4	15.4	.14	7	20	33	40	60	12,746	-3.1	.105	-.202
Learning with Peers												
Collaborative Learning												
RSU (N = 80)	27.8	16.2	1.81	5	15	25	40	60				
Okla Regional Univs	26.8	14.3	.54	5	15	25	35	50	94	1.0	.593	.070
Non-OK Regionals	28.2	14.9	.51	5	20	25	40	55	923	-.3	.848	-.022
Other Public Similar	27.6	14.9	.48	5	15	25	40	55	1,054	.3	.881	.017
Top 50%	33.2	13.9	.05	10	25	35	40	60	79	-5.4	.004	-.388
Top 10%	36.5	13.7	.10	15	25	35	45	60	80	-8.7	.000	-.636
Discussions with Diverse Others												
RSU (N = 64)	38.1	15.5	1.93	15	25	40	50	60				
Okla Regional Univs	36.7	16.7	.71	5	25	40	50	60	613	1.4	.528	.083
Non-OK Regionals	37.7	16.6	.63	5	25	40	50	60	745	.4	.862	.023
Other Public Similar	36.5	16.7	.60	5	20	40	50	60	832	1.6	.457	.097
Top 50%	40.5	14.8	.06	20	30	40	55	60	71,699	-2.5	.181	-.167
Top 10%	43.6	13.9	.15	20	35	40	60	60	8,463	-5.6	.001	-.402

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
RSU (N = 73)	19.0	14.6	1.70	0	5	20	25	45				
Okla Regional Univs	21.7	15.3	.62	0	10	20	30	50	686	-2.7	.147	-.180
Non-OK Regionals	22.8	15.4	.56	0	10	20	35	55	821	-3.8	.041	-.250
Other Public Similar	23.0	15.7	.54	0	10	20	30	55	921	-4.0	.034	-.258
Top 50%	25.4	15.3	.07	5	15	25	35	60	43,458	-6.4	.000	-.418
Top 10%	29.3	15.3	.20	5	20	25	40	60	6,230	-10.3	.000	-.672
Effective Teaching Practices												
RSU (N = 70)	37.4	14.3	1.72	16	24	40	44	60				
Okla Regional Univs	37.6	14.5	.60	12	28	40	48	60	660	-.2	.898	-.016
Non-OK Regionals	38.6	14.1	.52	16	28	40	48	60	788	-1.2	.497	-.085
Other Public Similar	38.5	14.1	.49	16	28	40	48	60	884	-1.1	.521	-.080
Top 50%	40.1	13.5	.06	16	32	40	52	60	56,028	-2.8	.088	-.204
Top 10%	43.3	13.3	.16	20	36	44	56	60	7,351	-5.9	.000	-.442
Campus Environment												
Quality of Interactions												
RSU (N = 57)	43.8	12.5	1.66	22	36	45	54	60				
Okla Regional Univs	43.6	13.4	.58	18	36	45	54	60	580	.2	.897	.018
Non-OK Regionals	45.2	11.7	.46	24	40	46	54	60	687	-1.3	.413	-.114
Other Public Similar	44.3	12.1	.45	20	38	46	54	60	768	-.5	.764	-.041
Top 50%	45.3	11.5	.05	24	38	46	54	60	44,665	-1.4	.357	-.123
Top 10%	48.1	12.1	.13	24	42	50	60	60	8,381	-4.3	.008	-.355
Supportive Environment												
RSU (N = 61)	33.1	15.3	1.95	5	23	35	43	60				
Okla Regional Univs	33.3	13.4	.58	10	25	33	43	58	597	-.2	.917	-.014
Non-OK Regionals	34.1	14.0	.55	10	23	35	43	60	713	-1.0	.581	-.074
Other Public Similar	34.7	14.8	.54	10	23	35	45	60	801	-1.6	.428	-.105
Top 50%	36.8	13.1	.06	15	28	38	45	60	60	-3.7	.065	-.281
Top 10%	39.6	12.8	.17	20	30	40	50	60	61	-6.6	.001	-.512

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

NSSE 2023 Engagement Indicators

Detailed Statistics^a

Rogers State University

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
RSU (N = 24)	45.7	14.2	2.94	15	40	45	60	60				
Okla Regional Univs	41.6	13.4	.49	20	35	40	55	60	761	4.1	.143	.307
Non-OK Regionals	40.2	14.0	.48	20	30	40	55	60	878	5.6	.058	.397
Other Public Similar	40.9	14.1	.41	20	30	40	55	60	1,183	4.9	.095	.348
Top 50%	42.1	13.7	.05	20	35	40	55	60	82,046	3.7	.190	.270
Top 10%	44.7	12.8	.14	20	40	45	60	60	7,846	1.0	.696	.081
Reflective & Integrative Learning												
RSU (N = 26)	43.8	13.0	2.57	23	31	46	57	60				
Okla Regional Univs	38.9	12.7	.46	17	29	40	49	60	802	4.9	.053	.389
Non-OK Regionals	38.0	13.0	.43	17	29	37	49	60	933	5.8	.026	.447
Other Public Similar	38.2	13.1	.37	17	29	40	49	60	1,252	5.7	.030	.433
Top 50%	40.6	12.5	.05	20	31	40	51	60	74,337	3.2	.189	.259
Top 10%	43.1	11.8	.14	23	34	43	54	60	7,536	.7	.749	.063
Learning Strategies												
RSU (N = 21)	44.7	14.4	3.10	20	33	47	60	60				
Okla Regional Univs	41.1	14.0	.52	20	33	40	53	60	734	3.6	.239	.258
Non-OK Regionals	38.7	14.9	.52	13	27	40	53	60	838	6.0	.064	.405
Other Public Similar	40.5	14.7	.45	20	33	40	53	60	1,091	4.2	.186	.288
Top 50%	40.9	14.5	.05	20	33	40	53	60	87,887	3.8	.227	.261
Top 10%	43.6	14.1	.13	20	33	40	60	60	12,772	1.1	.707	.081
Quantitative Reasoning												
RSU (N = 21)	32.8	20.7	4.47	0	20	33	60	60				
Okla Regional Univs	32.0	15.5	.58	7	20	33	40	60	21	.7	.870	.048
Non-OK Regionals	29.6	16.9	.59	0	20	27	40	60	847	3.2	.395	.186
Other Public Similar	31.3	16.4	.50	7	20	33	40	60	21	1.5	.738	.092
Top 50%	32.7	16.5	.05	7	20	33	40	60	20	.1	.981	.007
Top 10%	36.3	16.2	.18	7	20	40	47	60	21	-3.5	.446	-.215
Learning with Peers												
Collaborative Learning												
RSU (N = 26)	30.5	19.2	3.79	0	15	30	45	60				
Okla Regional Univs	28.1	16.4	.58	0	15	30	40	60	817	2.4	.477	.143
Non-OK Regionals	30.3	16.2	.52	5	20	30	40	60	978	.2	.961	.010
Other Public Similar	29.9	15.7	.44	5	20	30	40	60	1,314	.6	.849	.038
Top 50%	34.7	14.2	.05	10	25	35	45	60	25	-4.2	.276	-.297
Top 10%	38.1	13.6	.13	15	30	40	50	60	25	-7.6	.055	-.558
Discussions with Diverse Others												
RSU (N = 21)	43.6	19.8	4.28	5	30	50	60	60				
Okla Regional Univs	38.9	16.5	.62	10	25	40	55	60	738	4.7	.197	.283
Non-OK Regionals	37.9	16.6	.58	5	25	40	50	60	839	5.7	.122	.339
Other Public Similar	38.2	17.1	.52	5	25	40	55	60	1,104	5.4	.150	.314
Top 50%	41.1	15.6	.05	15	30	40	55	60	20	2.5	.565	.161
Top 10%	43.9	14.8	.15	20	35	45	60	60	21	-.4	.933	-.025

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
RSU (N = 26)	30.6	22.7	4.48	5	10	25	60	60				
Okla Regional Univs	25.4	17.4	.63	0	10	20	40	60	26	5.2	.262	.296
Non-OK Regionals	26.9	16.9	.57	0	15	25	40	60	25	3.7	.417	.217
Other Public Similar	26.0	16.7	.48	0	15	25	35	60	25	4.7	.310	.277
Top 50%	29.6	16.2	.08	5	20	30	40	60	25	1.1	.816	.065
Top 10%	34.3	15.8	.24	10	20	35	45	60	25	-3.6	.426	-.229
Effective Teaching Practices												
RSU (N = 23)	41.4	15.9	3.28	16	32	40	56	60				
Okla Regional Univs	42.1	13.9	.51	16	32	40	56	60	765	-.8	.792	-.055
Non-OK Regionals	40.6	14.4	.49	16	32	40	52	60	878	.8	.790	.056
Other Public Similar	41.0	14.2	.42	16	32	40	52	60	1,171	.4	.905	.025
Top 50%	42.1	13.8	.06	20	32	40	56	60	60,907	-.8	.787	-.056
Top 10%	44.7	13.4	.14	20	36	44	56	60	9,545	-3.3	.230	-.249
Campus Environment												
Quality of Interactions												
RSU (N = 21)	48.2	9.6	2.06	33	40	50	55	60				
Okla Regional Univs	46.0	12.5	.48	20	40	48	56	60	684	2.2	.415	.179
Non-OK Regionals	44.6	11.6	.42	23	38	46	53	60	780	3.6	.155	.311
Other Public Similar	44.8	12.0	.39	22	38	46	54	60	994	3.4	.193	.284
Top 50%	45.4	12.1	.05	22	38	48	55	60	65,462	2.8	.277	.235
Top 10%	47.9	12.5	.10	22	40	50	60	60	16,218	.3	.905	.026
Supportive Environment												
RSU (N = 21)	32.1	14.0	3.03	15	20	30	40	60				
Okla Regional Univs	32.4	14.7	.56	8	20	33	40	60	712	-.3	.932	-.019
Non-OK Regionals	32.5	14.7	.52	8	20	33	43	60	815	-.4	.910	-.025
Other Public Similar	32.4	14.8	.46	8	23	33	43	60	1,063	-.3	.927	-.020
Top 50%	34.5	14.3	.06	10	25	35	45	60	59,973	-2.4	.431	-.170
Top 10%	37.7	13.9	.18	15	28	38	48	60	5,779	-5.6	.065	-.399

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

NSSE 2023

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 has the potential to be very influential and rewarding (Kilgo et al., 2015; 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, portfolio, recital, comprehensive exam, 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 Social Identities and Experiences (p. 6-End)

Displays your students' participation in each HIP by selected student social identities and experiences.

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 is equally important to understand how student engagement (including HIP participation) varies *within* your institution. The table beginning on page 6 provides an initial look at how HIP participation varies by selected student social identities and experiences. Your NSSE Tableau dashboard and Report Builder (released in the fall) offer further perspectives on internal variation to help you investigate your students' HIP participation in depth.

Kilgo, C. A., Sheets, J. K. E., & Pascarella, E. T. (2015). The link between high-impact practices and student learning: Some longitudinal evidence. *Higher Education*, 69, 509-525.

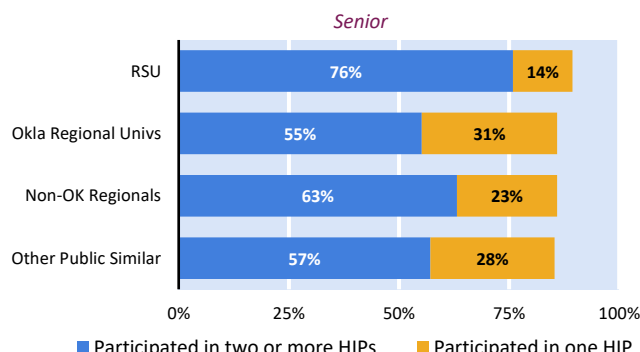
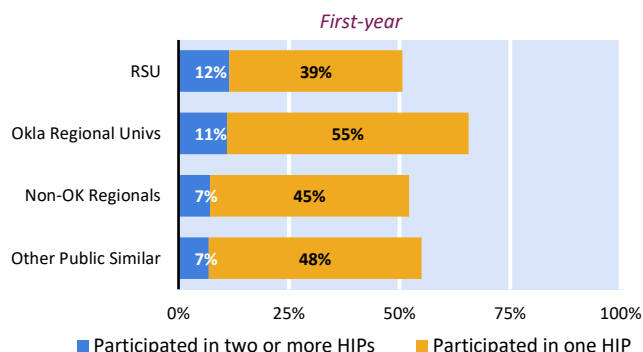
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

National Survey of Student Engagement (2007). *Experiences that matter: Enhancing student learning and success—Annual Report 2007*. Indiana University Center for Postsecondary Research.

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

Overall HIP Participation

The figures below display the level of participation of students in High-Impact Practices. Both figures include participation in service-learning, learning communities, and research with faculty. The senior figure also includes participation in internships or field experiences, study abroad, and culminating senior experiences. 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 in at least one or in two or more HIPs. 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	Okla Regional Univs		Non-OK Regionals		Other Public Similar	
<i>First-year</i>	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
Service-Learning	45	-18	**	-3	-.06	-6	-.12
Learning Community	15	+7		+7	.21	+8	* .26
Research with Faculty	4	-4		-0	-.02	-1	-.05
Participated in at least one	51	-15	*	-2	-.03	-4	-.09
Participated in two or more	12	+1		+4	.15	+5	.16
<i>Senior</i>	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
Service-Learning	68	-4		+5	.11	+6	.12
Learning Community	16	-5		-9	-.22	-5	-.14
Research with Faculty	29	+9		+5	.11	+9	.22
Internship or Field Exp.	64	+20		+14	.28	+16	.32
Study Abroad	0	-3		-6	-.50	-3	-.35
Culminating Senior Exp.	71	+34	**	+18	.37	+24	* .50
Participated in at least one	89	+3		+4	.11	+4	.12
Participated in two or more	76	+21		+13	.28	+19	.40

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, 2018).

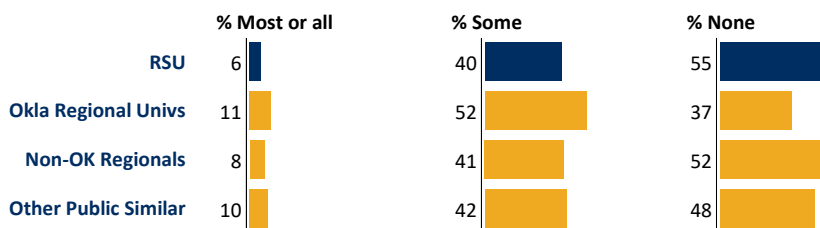
p* < .05, *p* < .01, ****p* < .001 (z-test comparing participation rates).

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

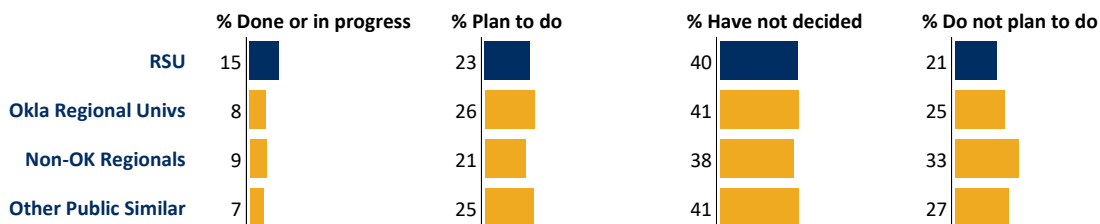
Service-Learning

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



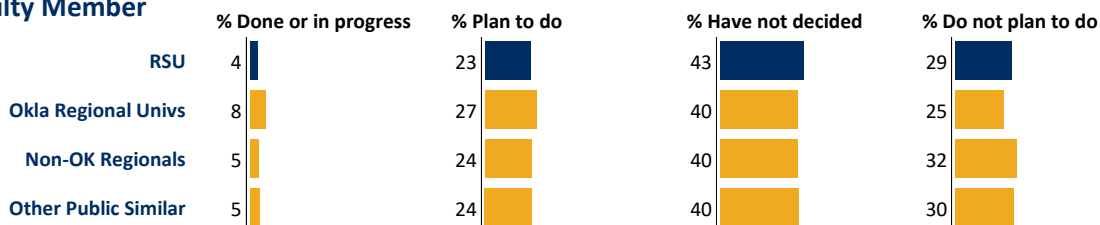
Learning Community

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.



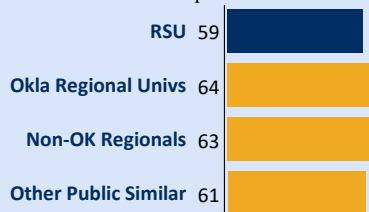
Plans to Participate^a

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"

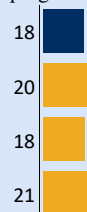
Internship or Field Experience

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



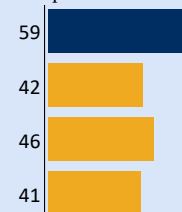
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

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



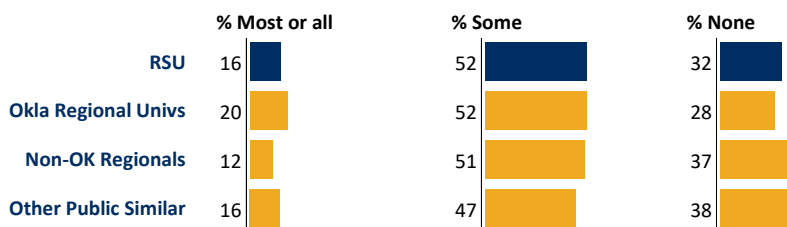
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

Note: Results weighted by institution-reported sex (including "Another" and "Unknown" when provided) and enrollment status (and institutional size for comparison groups).

Seniors

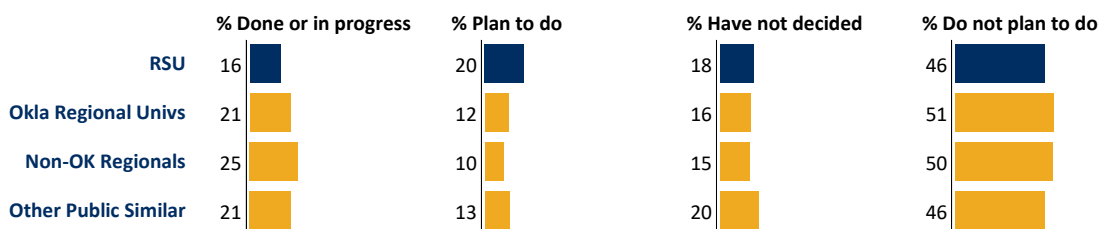
Service-Learning

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



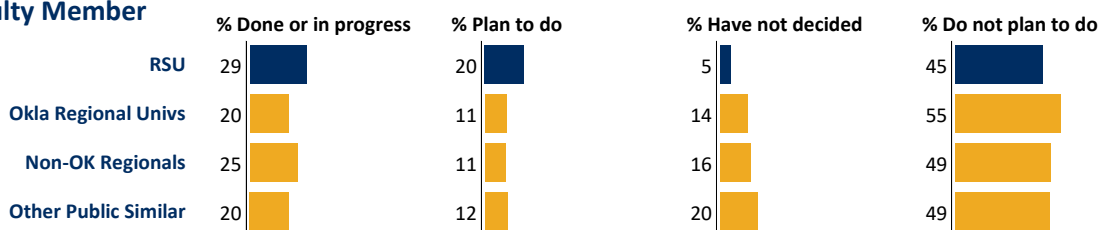
Learning Community

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



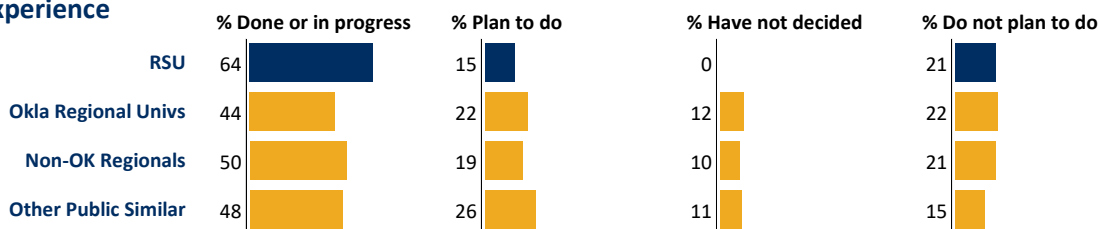
Research with a Faculty Member

Work with a faculty member on a research project.



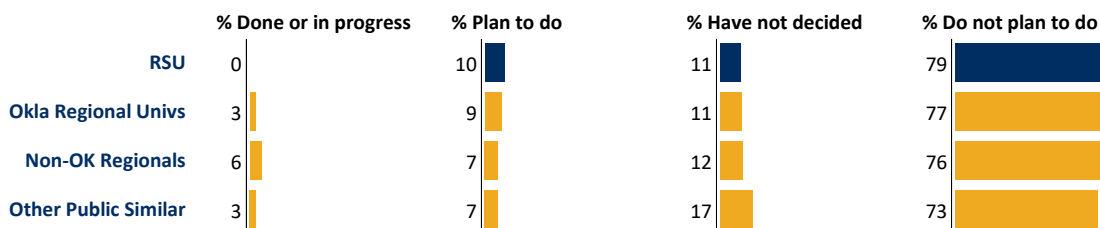
Internship or Field Experience

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



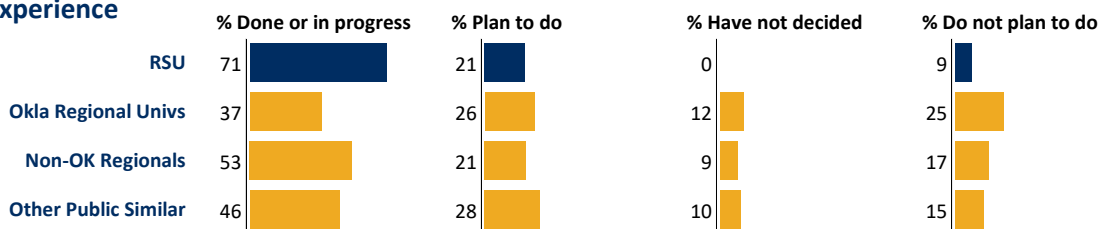
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

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



Note: Results weighted by institution-reported sex (including "Another" and "Unknown" when provided) and enrollment status (and institutional size for comparison groups).

NSSE 2023 High-Impact Practices

Disaggregated Results

Rogers State University

Participation in High-Impact Practices by Student Social Identities and Experiences

Examining participation rates for different groups offers insight into how engagement varies within your student population. The table below displays participation in each HIP by selected social identities and experiences. Details include the number of HIP participants (N), the number within the group who responded to the item (total), and the group participation percentage (%).

	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	
Major category ^a	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Arts & humanities	4/8	50	1/8	13	0/8	0	1/6	17	0/6	0	2/6	33	3/6	50	0/6	0	4/6	67
Bio. sci., agric., and natural res.	2/4	50	0/4	0	0/4	0	0/0		0/0		0/0		0/0		0/0		0/0	
Physical sci., math, computer sci.	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Social sciences	4/7	57	2/7	29	1/7	14	2/2	100	1/2	50	2/2	100	2/2	100	0/2	0	2/2	100
Business	3/7	43	1/7	14	0/7	0	3/4	75	0/4	0	0/4	0	1/4	25	0/4	0	2/4	50
Communications, media, public rel.	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Education	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Engineering	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Health professions	10/20	50	5/20	25	1/20	5	6/6	100	1/6	17	1/6	17	4/6	67	0/6	0	5/6	83
Social service professions	2/4	50	0/4	0	0/4	0	1/1	100	0/1	0	1/1	100	1/1	100	0/1	0	1/1	100
Undecided/undeclared	1/1	100	0/1	0	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0	
Transfer status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Started here	17/36	47	5/36	14	1/36	3	6/11	55	0/11	0	4/11	36	6/11	55	0/11	0	8/11	73
Started elsewhere	11/23	48	5/23	22	1/23	4	8/10	80	3/10	30	2/10	20	7/10	70	0/10	0	7/10	70
Enrollment status ^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	2/4	50	2/4	50	1/4	25	4/7	57	0/7	0	1/7	14	3/7	43	0/7	0	5/7	71
Full-time	27/59	46	8/60	13	2/60	3	10/14	71	3/14	21	5/14	36	10/14	71	0/14	0	10/14	71
First-generation ^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	13/25	52	3/25	12	1/25	4	5/9	56	2/9	22	3/9	33	5/9	56	0/9	0	8/9	89
First-generation	14/33	42	7/33	21	1/33	3	8/11	73	1/11	9	3/11	27	7/11	64	0/11	0	6/11	55
I prefer not to respond	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100
Race/ethnicity ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	0/1	0	0/1	0	0/1	0	2/2	100	1/2	50	0/2	0	2/2	100	0/2	0	1/2	50
Black or African American	0/2	0	0/2	0	0/2	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
Hispanic, Latina/o, Latine, or Latinx	3/3	100	3/3	100	1/3	33	0/0		0/0		0/0		0/0		0/0		0/0	
Indigenous, American Indian, etc.	5/19	26	1/19	5	0/19	0	1/2	50	0/2	0	1/2	50	1/2	50	0/2	0	1/2	50
Middle Eastern or North African	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Native Hawaiian or Pacific Islander	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
White	24/46	52	8/46	17	2/46	4	10/16	63	2/16	13	6/16	38	10/16	63	0/16	0	13/16	81
Another race or ethnicity	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
I prefer not to respond	1/2	50	0/2	0	0/2	0	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100

NSSE 2023 High-Impact Practices

Disaggregated Results

Rogers State University

Participation in High-Impact Practices by Student Social Identities and Experiences

Examining participation rates for different groups offers insight into how engagement varies within your student population. The table below displays participation in each HIP by selected social identities and experiences. Details include the number of HIP participants (N), the number within the group who responded to the item (total), and the group participation percentage (%).

	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	
	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
International status																		
Not an international student	27/58	47	9/58	16	2/58	3	12/19	63	3/19	16	6/19	32	12/19	63	0/19	0	14/19	74
International student	1/1	100	1/1	100	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0	
Gender identity^d																		
Woman	20/40	50	7/40	18	1/40	3	11/15	73	3/15	20	4/15	27	8/15	53	0/15	0	10/15	67
Man	7/16	44	3/16	19	1/16	6	1/3	33	0/3	0	1/3	33	2/3	67	0/3	0	2/3	67
Agender or gender neutral	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Demigender	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Genderqueer, non-binary, etc.	1/2	50	0/2	0	0/2	0	0/0		0/0		0/0		0/0		0/0		0/0	
Genderfluid	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100	1/1	100	0/1	0	1/1	100
Two-spirit	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Cis/Cisgender	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Trans/Transgender	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Questioning or unsure	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Another gender identity	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
I prefer not to respond	0/1	0	0/1	0	0/1	0	1/2	50	0/2	0	0/2	0	2/2	100	0/2	0	2/2	100
Sexual orientation^d																		
Straight or heterosexual	25/49	51	9/49	18	2/49	4	12/18	67	3/18	17	5/18	28	10/18	56	0/18	0	12/18	67
Bisexual	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Lesbian	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Gay	1/1	100	0/1	0	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0	
Queer	1/1	100	0/1	0	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0	
Pansexual or polysexual	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Ace, gray, or asexual	0/0		0/0		0/0		1/2	50	0/2	0	0/2	0	2/2	100	0/2	0	2/2	100
Demisexual	0/0		0/0		0/0		1/1	100	0/1	0	1/1	100	1/1	100	0/1	0	1/1	100
Questioning or unsure	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Another sexual orientation	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
I prefer not to respond	1/4	25	1/4	25	0/4	0	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100
Age^b																		
FY 21+, Seniors 25+	7/17	41	4/17	24	2/17	12	9/14	64	2/14	14	3/14	21	7/14	50	0/14	0	9/14	64
FY < 21, Seniors < 25	22/46	48	6/47	13	1/47	2	5/7	71	1/7	14	3/7	43	6/7	86	0/7	0	6/7	86

NSSE 2023 High-Impact Practices

Disaggregated Results

Rogers State University

Participation in High-Impact Practices by Student Social Identities and Experiences

Examining participation rates for different groups offers insight into how engagement varies within your student population. The table below displays participation in each HIP by selected social identities and experiences. Details include the number of HIP participants (N), the number within the group who responded to the item (total), and the group participation percentage (%).

	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	
	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Disability status^d																		
Sensory disability	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Physical disability	0/1	0	1/1	100			0/0		0/0		0/0		0/0		0/0		0/0	
Mental health or develop. disability	3/5	60	1/5	20			1/1	100	0/1	0	1/1	100	1/1	100	0/1	0	1/1	100
Another disability or condition	1/1	100	0/1	0			1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100
Multiple types of disab. or cond.	1/6	17	1/6	17			2/2	100	0/2	0	1/2	50	1/2	50	0/2	0	1/2	50
No disability or condition	21/44	48	7/44	16			8/14	57	3/14	21	4/14	29	9/14	64	0/14	0	11/14	79
I prefer not to respond	2/2	100	0/2	0			0/1	0	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
Residence																		
Not on campus	7/24	29	4/24	17			11/17	65	3/17	18	5/17	29	11/17	65	0/17	0	13/17	76
On campus	20/34	59	6/34	18			1/2	50	0/2	0	1/2	50	1/2	50	0/2	0	1/2	50
Athlete status																		
Not an athlete	20/47	43	8/47	17			12/19	63	3/19	16	6/19	32	12/19	63	0/19	0	14/19	74
Student-athlete	8/12	67	2/12	17			0/0		0/0		0/0		0/0		0/0		0/0	
Greek membership																		
Not a member	26/55	47	9/55	16			10/15	67	3/15	20	2/15	13	9/15	60	0/15	0	10/15	67
Member	2/4	50	1/4	25			1/2	50	0/2	0	2/2	100	2/2	100	0/2	0	2/2	100
Military status																		
No military service	28/57	49	10/57	18			12/19	63	3/19	16	6/19	32	12/19	63	0/19	0	14/19	74
Current or former military service	0/0		0/0				0/0		0/0		0/0		0/0		0/0		0/0	
Satisfaction^e																		
Fair or poor	1/5	20	1/5	20			0/3	0	0/3	0	0/3	0	1/3	33	0/3	0	1/3	33
Good or excellent	27/55	49	9/55	16			13/17	76	3/17	18	5/17	29	11/17	65	0/17	0	13/17	76
Overall	29/63	45	10/64	15			14/21	68	3/21	16	6/21	29	13/21	64	0/21	0	15/21	71

Notes: Results are of those responding "done or in progress" except for service-learning which is the percentage responding that at least "some" courses included a community-based project. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status. Percentages are within-group and can be read, for example, "X% of business major respondents participated in a learning community."

a. NSSE's default categories, based on first major if more than one was reported. Customizable major categories are available in your NSSE Tableau dashboards and Report Builder (released in the fall). Excludes majors categorized as "all other."

b. Institution-reported variable.

c. No parent, guardian, or person who raised you holds a bachelor's degree.

d. Select-all-that-apply item; students may be represented in more than one category.

e. Based on responses to "How would you evaluate your entire educational experience at this institution?"