



NSSE 2014

Engagement Indicators

Ohio University

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

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

Report sections

- Overview (p. 3)** Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.
- Theme Reports (pp. 4-13)** Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

 - 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.
 - Summary of Indicator Items**
Responses to each item in a given EI are displayed for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2013 and 2014 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large. Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are computed

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

For more information on EIs and their psychometric properties, refer to the NSSE Web site: nsse.iub.edu

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Peer Institutions	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2013 & 2014
<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	--	--	△

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Peer Institutions	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2013 & 2014
<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	--	--	--

Academic Challenge: First-year students

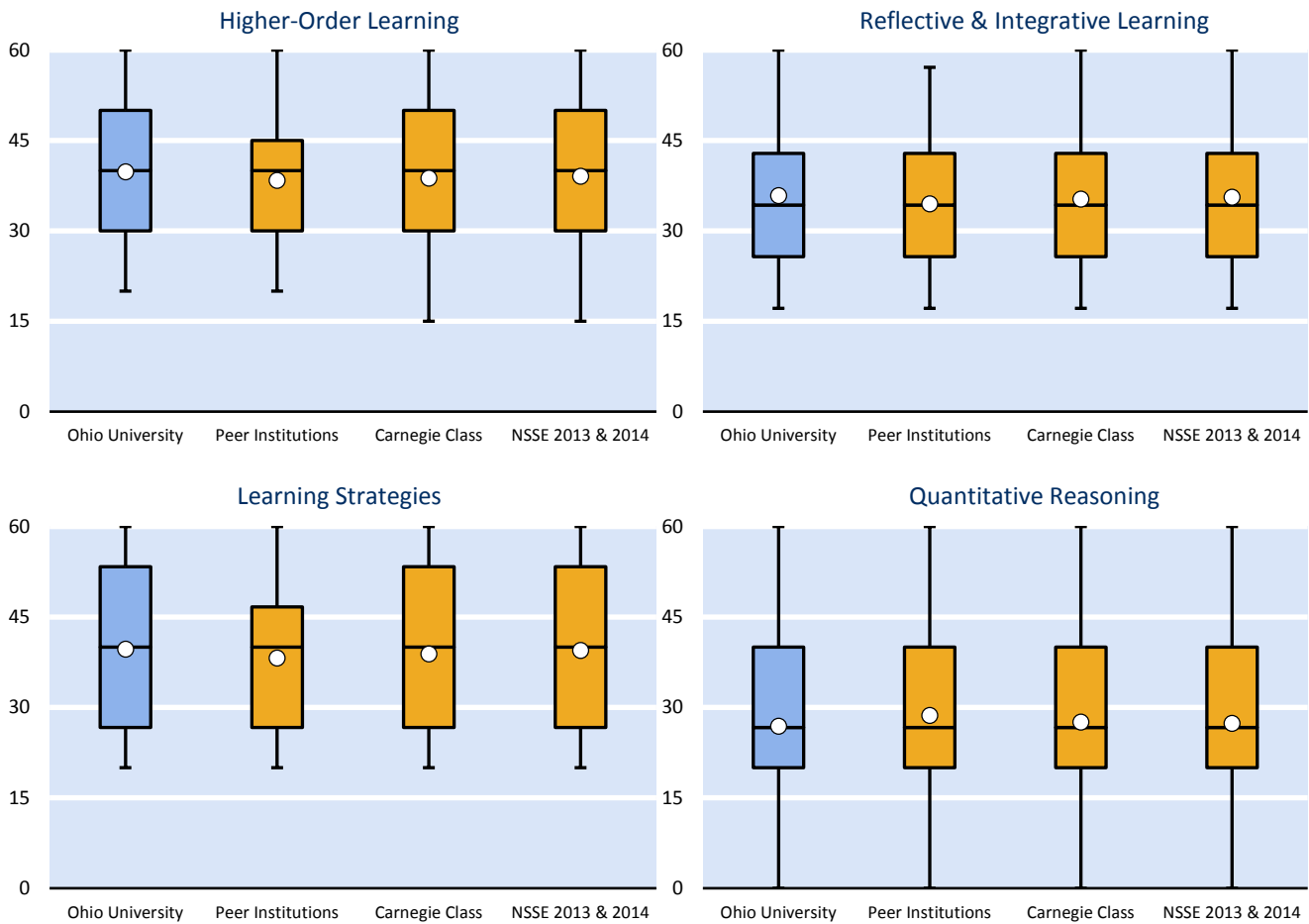
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Ohio University Mean	Your first-year students compared with					
		Peer Institutions		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.8	38.4 *	.10	38.7	.08	39.0	.05
Reflective & Integrative Learning	35.8	34.5 *	.11	35.3	.05	35.6	.02
Learning Strategies	39.7	38.2 *	.10	38.9	.05	39.5	.01
Quantitative Reasoning	26.9	28.7 *	-.11	27.6	-.04	27.4	-.03

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





































































Score Distributions



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

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	Ohio University	Peer Institutions	Carnegie Class	NSSE 2013 & 2014
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	75 	75 	74 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74 	72 	72 	72 
4d. Evaluating a point of view, decision, or information source	71 	65 	68 	70 
4e. Forming a new idea or understanding from various pieces of information	69 	66 	67 	69 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	57 	56 	56 	56 
2b. Connected your learning to societal problems or issues	51 	48 	51 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48 	45 	49 	50 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58 	60 	62 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67 	63 	66 	66 
2f. Learned something that changed the way you understand an issue or concept	65 	63 	64 	65 
2g. Connected ideas from your courses to your prior experiences and knowledge	78 	77 	77 	77 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	78 	78 	79 	80 
9b. Reviewed your notes after class	64 	63 	64 	65 
9c. Summarized what you learned in class or from course materials	68 	61 	62 	63 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	51 	55 	53 	52 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	36 	40 	38 	38 
6c. Evaluated what others have concluded from numerical information	37 	40 	38 	37 

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

Academic Challenge: Seniors

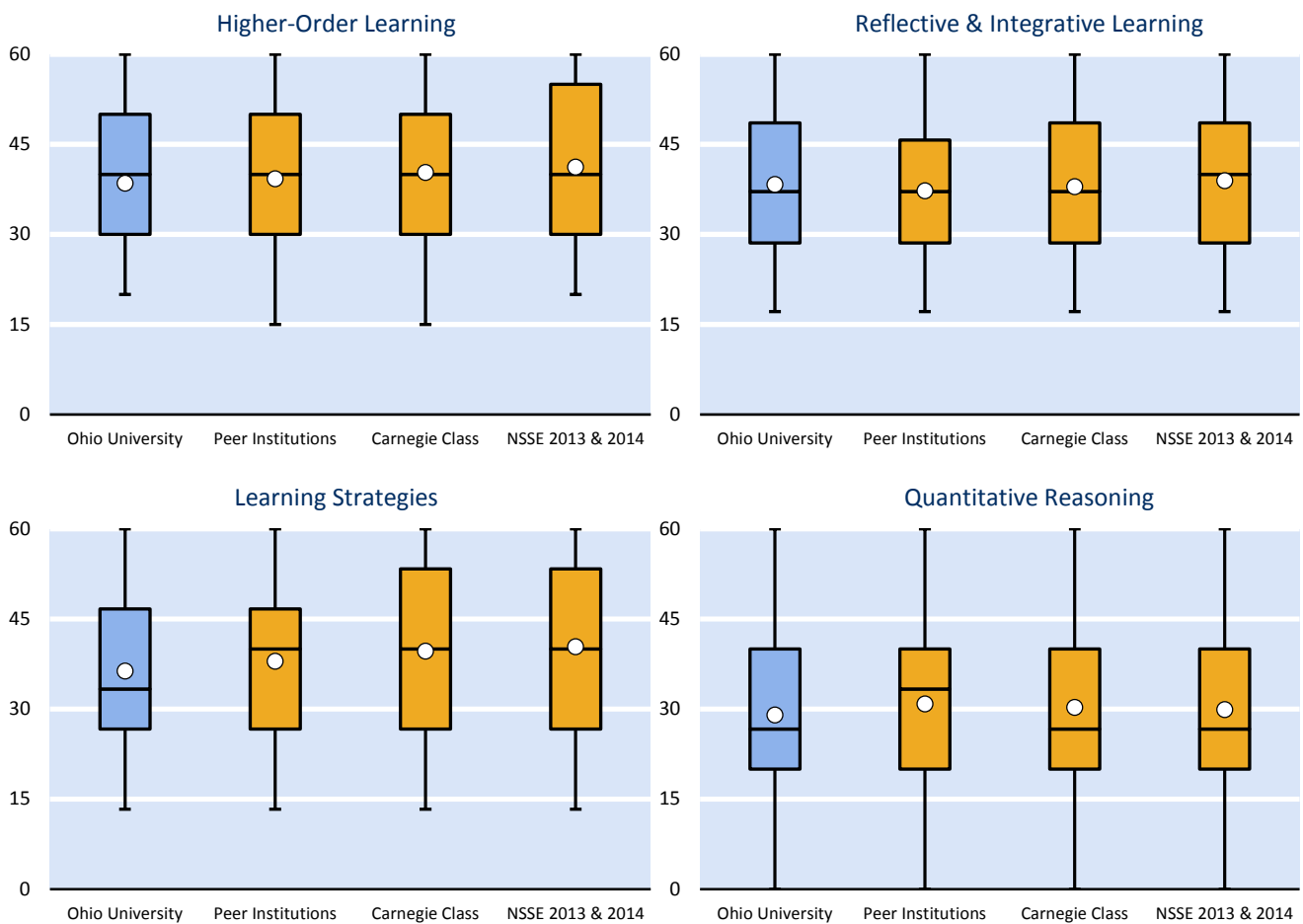
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Ohio University Mean	Your seniors compared with					
		Peer Institutions Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Higher-Order Learning	38.5	39.3	-.05	40.3 **	-.12	41.2 ***	-.19
Reflective & Integrative Learning	38.3	37.3	.08	37.9	.03	38.9	-.05
Learning Strategies	36.3	37.9 *	-.11	39.6 ***	-.22	40.3 ***	-.27
Quantitative Reasoning	29.0	30.9 *	-.11	30.2	-.07	29.9	-.05

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





































































Score Distributions



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

Academic Challenge: Seniors (continued)

Summary of Indicator Items

	Ohio University	Peer Institutions	Carnegie Class	NSSE 2013 & 2014
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	76 	79 	79 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73 	74 	76 	78 
4d. Evaluating a point of view, decision, or information source	65 	64 	68 	72 
4e. Forming a new idea or understanding from various pieces of information	66 	67 	70 	72 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	76 	73 	72 	72 
2b. Connected your learning to societal problems or issues	64 	60 	61 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	54 	47 	51 	55 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65 	61 	64 	66 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68 	65 	68 	70 
2f. Learned something that changed the way you understand an issue or concept	71 	68 	68 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	82 	82 	83 	84 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	75 	79 	82 	83 
9b. Reviewed your notes after class	53 	59 	63 	63 
9c. Summarized what you learned in class or from course materials	58 	59 	63 	66 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	52 	57 	56 	55 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42 	46 	45 	45 
6c. Evaluated what others have concluded from numerical information	43 	47 	46 	44 

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

Learning with Peers: First-year students

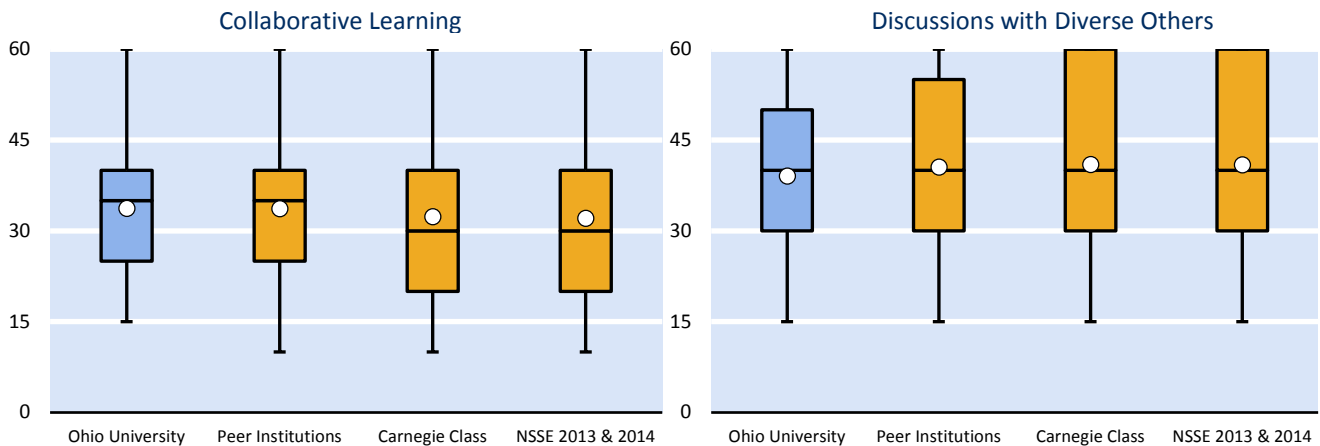
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Ohio University Mean	Your first-year students compared with					
		Peer Institutions Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Collaborative Learning	33.7	33.6	.00	32.3 *	.10	32.0 **	.12
Discussions with Diverse Others	39.0	40.5	-.09	40.9 **	-.12	40.9 **	-.12

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

Score Distributions



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Summary of Indicator Items

Collaborative Learning

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

	Ohio University	Peer Institutions	Carnegie Class	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	54	55	51	49
1f. Explained course material to one or more students	61	60	58	57
1g. Prepared for exams by discussing or working through course material with other students	55	53	50	49
1h. Worked with other students on course projects or assignments	51	54	51	52

Discussions with Diverse Others

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

	Ohio University	Peer Institutions	Carnegie Class	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	65	67	71	72
8b. People from an economic background other than your own	72	72	73	73
8c. People with religious beliefs other than your own	65	71	69	69
8d. People with political views other than your own	68	73	70	69

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

Learning with Peers: Seniors

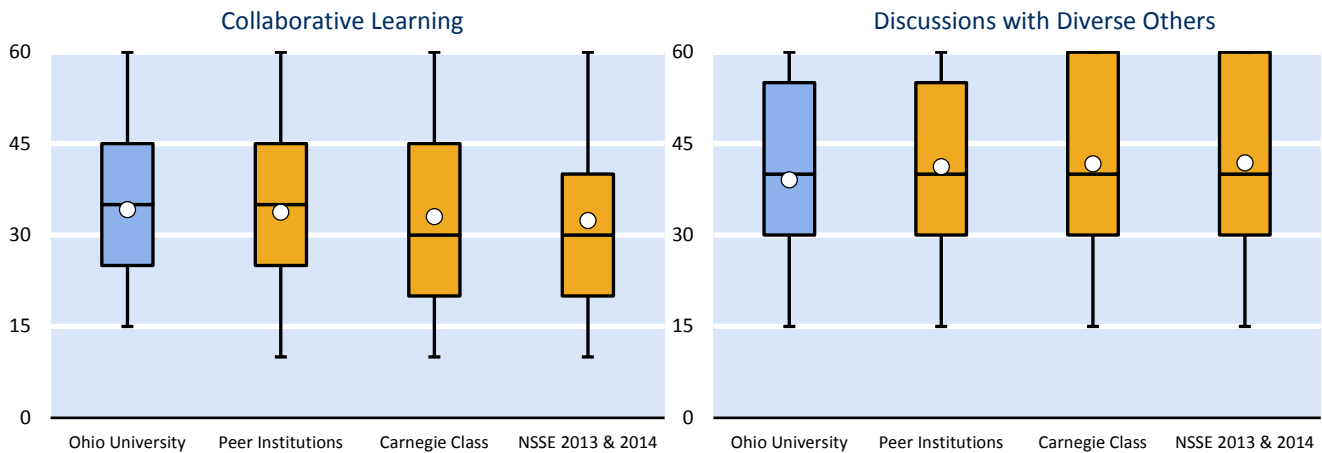
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Ohio University Mean	Your seniors compared with					
		Peer Institutions Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Collaborative Learning	34.2	33.7	.03	33.0	.08	32.4 **	.12
Discussions with Diverse Others	39.1	41.2 **	-.14	41.7 ***	-.16	41.8 ***	-.17

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

Score Distributions



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Summary of Indicator Items

Collaborative Learning

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

	Ohio University	Peer Institutions	Carnegie Class	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	46	46	42	40
1f. Explained course material to one or more students	66	62	60	58
1g. Prepared for exams by discussing or working through course material with other students	52	48	47	46
1h. Worked with other students on course projects or assignments	62	67	64	64

Discussions with Diverse Others

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

	Ohio University	Peer Institutions	Carnegie Class	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	61	66	72	73
8b. People from an economic background other than your own	71	73	75	75
8c. People with religious beliefs other than your own	68	72	70	70
8d. People with political views other than your own	66	76	72	71

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

Experiences with Faculty: First-year students

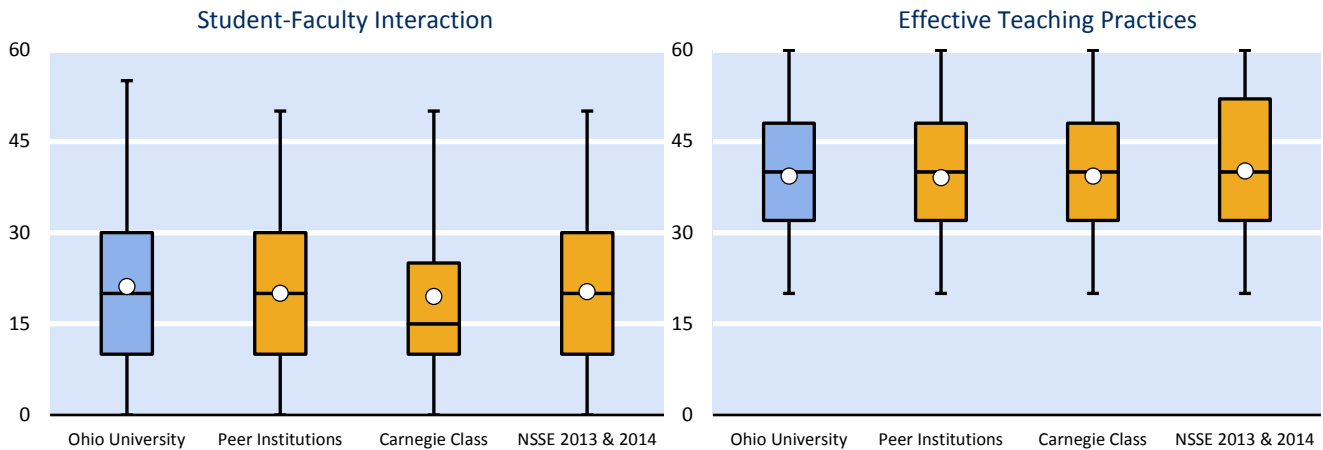
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	Ohio University Mean	Your first-year students compared with					
		Peer Institutions Mean	Peer Institutions Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2013 & 2014 Mean	NSSE 2013 & 2014 Effect size
Student-Faculty Interaction	21.1	20.0	.08	19.5 **	.12	20.3	.06
Effective Teaching Practices	39.3	39.0	.02	39.3	.00	40.2	-.06

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

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Summary of Indicator Items

Student-Faculty Interaction

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

	Ohio University	Peer Institutions	Carnegie Class	NSSE 2013 & 2014
3a. Talked about career plans with a faculty member	34	32	30	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	18	17	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	24	23	25
3d. Discussed your academic performance with a faculty member	26	25	26	29

Effective Teaching Practices

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

	Ohio University	Peer Institutions	Carnegie Class	NSSE 2013 & 2014
5a. Clearly explained course goals and requirements	82	80	81	81
5b. Taught course sessions in an organized way	80	80	79	79
5c. Used examples or illustrations to explain difficult points	78	78	77	77
5d. Provided feedback on a draft or work in progress	60	58	61	65
5e. Provided prompt and detailed feedback on tests or completed assignments	58	59	59	63

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

Experiences with Faculty: Seniors

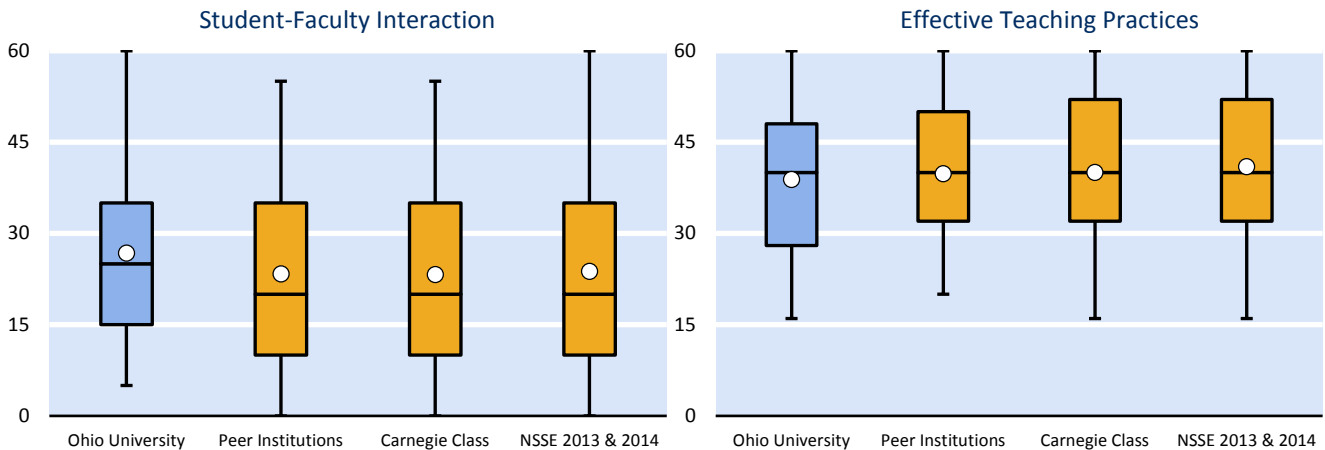
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Engagement Indicator	Ohio University Mean	Your seniors compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	26.8	23.3 ***	.22	23.2 ***	.22	23.7 ***	.19
Effective Teaching Practices	38.8	39.8	-.07	40.0	-.08	40.9 ***	-.15

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

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Summary of Indicator Items

Student-Faculty Interaction

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

	Ohio University	Peer Institutions	Carnegie Class	NSSE 2013 & 2014
3a. Talked about career plans with a faculty member	48	41	40	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	37	27	26	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	38	31	32	33
3d. Discussed your academic performance with a faculty member	35	30	31	33

Effective Teaching Practices

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

	Ohio University	Peer Institutions	Carnegie Class	NSSE 2013 & 2014
5a. Clearly explained course goals and requirements	77	81	81	83
5b. Taught course sessions in an organized way	74	81	80	81
5c. Used examples or illustrations to explain difficult points	75	80	79	79
5d. Provided feedback on a draft or work in progress	58	56	58	62
5e. Provided prompt and detailed feedback on tests or completed assignments	68	65	65	67

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

Campus Environment: First-year students

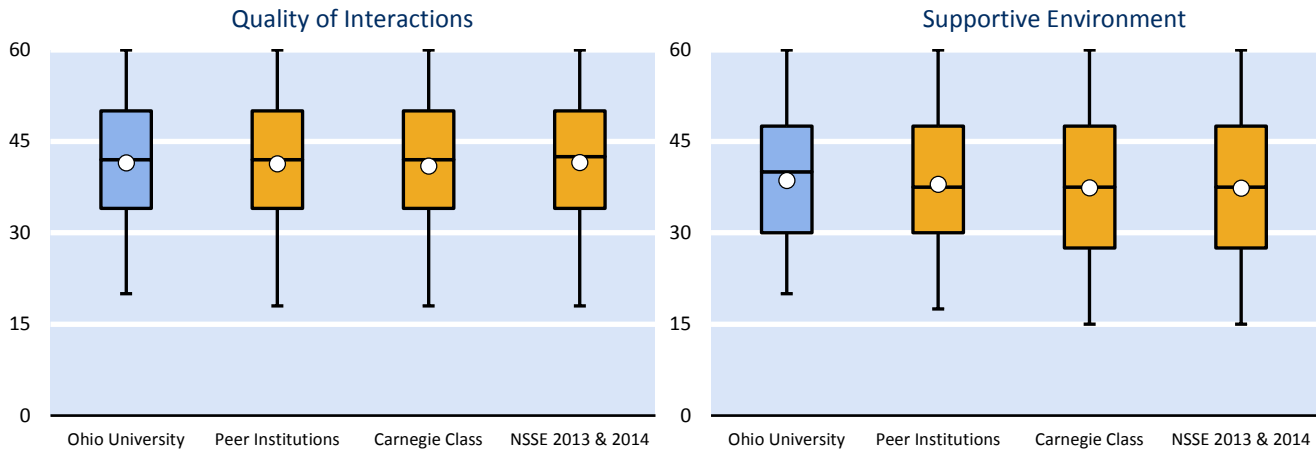
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Ohio University Mean	Your first-year students compared with					
		Peer Institutions		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.5	41.3	.01	40.9	.05	41.5	.00
Supportive Environment	38.6	38.0	.05	37.3	.09	37.3 *	.09

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

Score Distributions



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

Summary of Indicator Items

Quality of Interactions

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

	Ohio University	Peer Institutions	Carnegie Class	NSSE 2013 & 2014
13a. Students	63	61	59	59
13b. Academic advisors	44	48	46	48
13c. Faculty	50	46	48	50
13d. Student services staff (career services, student activities, housing, etc.)	39	43	42	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	40	38	41

Supportive Environment

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

	Ohio University	Peer Institutions	Carnegie Class	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	79	79	78	78
14c. Using learning support services (tutoring services, writing center, etc.)	77	79	78	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	57	58	59
14e. Providing opportunities to be involved socially	78	75	73	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	77	77	74	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	46	46	44	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	74	73	69	68
14i. Attending events that address important social, economic, or political issues	58	54	52	53

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

Campus Environment: Seniors

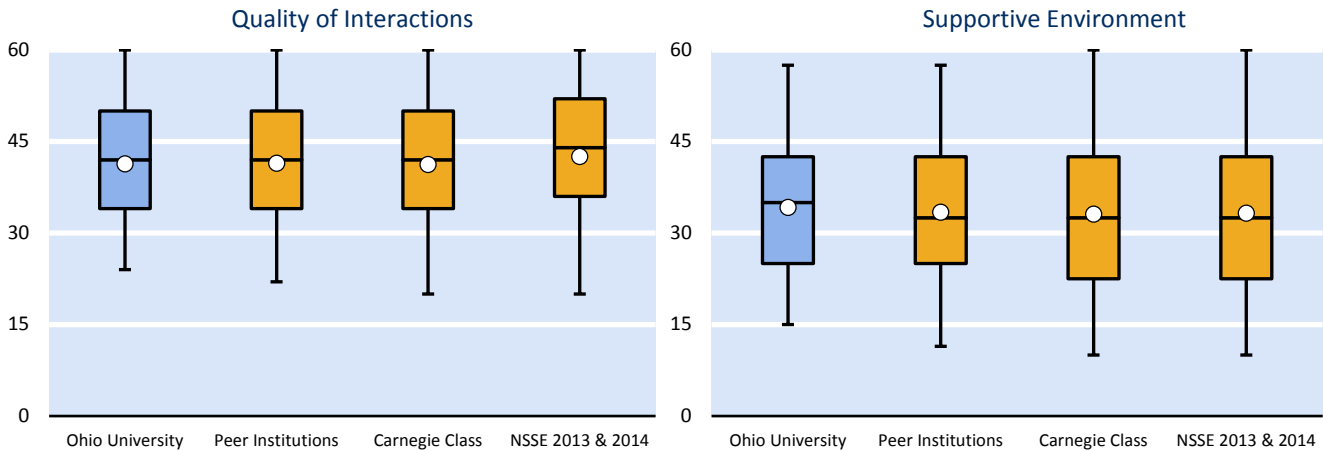
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Ohio University Mean	Your seniors compared with					
		Peer Institutions		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.3	41.4	-.01	41.2	.01	42.5 *	-.10
Supportive Environment	34.2	33.4	.06	33.1	.08	33.3	.07

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

Score Distributions



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

Summary of Indicator Items

Quality of Interactions

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

	Ohio University	Peer Institutions	Carnegie Class	NSSE 2013 & 2014
13a. Students	68	63	63	64
13b. Academic advisors	44	48	47	52
13c. Faculty	55	54	57	60
13d. Student services staff (career services, student activities, housing, etc.)	39	37	39	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	34	36	37	42

Supportive Environment

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

	Ohio University	Peer Institutions	Carnegie Class	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	69	71	70	72
14c. Using learning support services (tutoring services, writing center, etc.)	63	63	65	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	48	47	50	53
14e. Providing opportunities to be involved socially	76	69	67	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	68	64	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	33	29	31	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	66	65	59	57
14i. Attending events that address important social, economic, or political issues	46	47	45	46

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

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2013 and 2014 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2013 and 2014 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the absence of a significant difference between your score and that of the high-performing group does not mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students		Ohio University Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.8	40.6	-.06	✓	42.7 ***	-.22	
	Reflective and Integrative Learning	35.8	37.3 **	-.12		39.3 ***	-.27	
	Learning Strategies	39.7	41.2 *	-.11		43.4 ***	-.27	
	Quantitative Reasoning	26.9	28.8 **	-.12		30.6 ***	-.23	
<i>Learning with Peers</i>	Collaborative Learning	33.7	34.7	-.07	✓	37.0 ***	-.25	
	Discussions with Diverse Others	39.0	43.2 ***	-.27		45.6 ***	-.44	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	21.1	23.4 ***	-.15		26.9 ***	-.36	
	Effective Teaching Practices	39.3	42.4 ***	-.23		44.6 ***	-.40	
<i>Campus Environment</i>	Quality of Interactions	41.5	44.0 ***	-.22		46.0 ***	-.39	
	Supportive Environment	38.6	39.4	-.06	✓	41.4 ***	-.22	

Seniors		Ohio University Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.5	43.3 ***	-.34		45.3 ***	-.50	
	Reflective and Integrative Learning	38.3	41.1 ***	-.22		43.1 ***	-.38	
	Learning Strategies	36.3	42.5 ***	-.43		44.9 ***	-.60	
	Quantitative Reasoning	29.0	31.3 **	-.14		33.0 ***	-.24	
<i>Learning with Peers</i>	Collaborative Learning	34.2	35.4 *	-.09		37.7 ***	-.26	
	Discussions with Diverse Others	39.1	43.9 ***	-.31		45.8 ***	-.44	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	26.8	29.6 ***	-.18		34.4 ***	-.47	
	Effective Teaching Practices	38.8	43.0 ***	-.31		45.1 ***	-.47	
<i>Campus Environment</i>	Quality of Interactions	41.3	45.3 ***	-.35		47.4 ***	-.52	
	Supportive Environment	34.2	36.1 **	-.14		39.0 ***	-.36	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2013 and 2014 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Ohio University (N = 499)	39.8	13.5	.61	20	30	40	50	60				
Peer Institutions	38.4	13.4	.24	20	30	40	45	60	3,682	1.4	.030	.105
Carnegie Class	38.7	13.8	.09	15	30	40	50	60	21,857	1.0	.093	.076
NSSE 2013 & 2014	39.0	13.8	.04	15	30	40	50	60	128,258	.7	.243	.052
Top 50%	40.6	13.6	.05	20	30	40	50	60	63,321	-.8	.177	-.061
Top 10%	42.7	13.6	.13	20	35	40	55	60	12,208	-2.9	.000	-.215
Reflective & Integrative Learning												
Ohio University (N = 529)	35.8	12.6	.55	17	26	34	43	60				
Peer Institutions	34.5	12.1	.21	17	26	34	43	57	3,849	1.4	.016	.113
Carnegie Class	35.3	12.6	.08	17	26	34	43	60	22,816	.6	.288	.047
NSSE 2013 & 2014	35.6	12.6	.03	17	26	34	43	60	133,861	.3	.638	.020
Top 50%	37.3	12.5	.05	17	29	37	46	60	63,768	-1.5	.007	-.118
Top 10%	39.3	12.6	.11	20	31	40	49	60	14,179	-3.4	.000	-.272
Learning Strategies												
Ohio University (N = 441)	39.7	13.8	.66	20	27	40	53	60				
Peer Institutions	38.2	14.0	.26	20	27	40	47	60	3,371	1.4	.044	.103
Carnegie Class	38.9	14.2	.10	20	27	40	53	60	20,084	.7	.272	.053
NSSE 2013 & 2014	39.5	14.2	.04	20	27	40	53	60	118,857	.2	.776	.014
Top 50%	41.2	14.0	.06	20	33	40	53	60	55,948	-1.6	.019	-.113
Top 10%	43.4	14.0	.13	20	33	40	60	60	475	-3.8	.000	-.269
Quantitative Reasoning												
Ohio University (N = 508)	26.9	16.2	.72	0	20	27	40	60				
Peer Institutions	28.7	15.8	.28	0	20	27	40	60	3,733	-1.8	.017	-.114
Carnegie Class	27.6	16.2	.11	0	20	27	40	60	22,195	-.7	.328	-.044
NSSE 2013 & 2014	27.4	16.4	.05	0	20	27	40	60	130,338	-.5	.504	-.030
Top 50%	28.8	16.3	.06	0	20	27	40	60	82,049	-1.9	.008	-.118
Top 10%	30.6	16.2	.12	0	20	27	40	60	19,099	-3.8	.000	-.232
Learning with Peers												
Collaborative Learning												
Ohio University (N = 557)	33.7	13.6	.58	15	25	35	40	60				
Peer Institutions	33.6	13.9	.24	10	25	35	40	60	3,980	.0	.963	.002
Carnegie Class	32.3	13.9	.09	10	20	30	40	60	23,462	1.4	.022	.098
NSSE 2013 & 2014	32.0	14.1	.04	10	20	30	40	60	137,136	1.6	.006	.116
Top 50%	34.7	13.7	.05	15	25	35	45	60	77,083	-1.0	.079	-.075
Top 10%	37.0	13.6	.10	15	25	35	45	60	18,120	-3.4	.000	-.246
Discussions with Diverse Others												
Ohio University (N = 450)	39.0	14.7	.69	15	30	40	50	60				
Peer Institutions	40.5	15.5	.29	15	30	40	55	60	3,394	-1.5	.062	-.094
Carnegie Class	40.9	15.9	.11	15	30	40	60	60	473	-1.9	.008	-.119
NSSE 2013 & 2014	40.9	16.0	.05	15	30	40	60	60	453	-1.9	.008	-.116
Top 50%	43.2	15.4	.06	20	35	45	60	60	455	-4.2	.000	-.272
Top 10%	45.6	14.8	.12	20	40	50	60	60	15,182	-6.6	.000	-.443

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Ohio University (N = 517)	21.1	14.8	.65	0	10	20	30	55				
Peer Institutions	20.0	14.2	.25	0	10	20	30	50	3,757	1.1	.097	.079
Carnegie Class	19.5	14.2	.10	0	10	15	25	50	22,262	1.6	.010	.115
NSSE 2013 & 2014	20.3	14.6	.04	0	10	20	30	50	130,808	.9	.180	.059
Top 50%	23.4	15.0	.07	0	10	20	30	55	46,216	-2.2	.001	-.148
Top 10%	26.9	16.2	.19	5	15	25	40	60	605	-5.8	.000	-.360
Effective Teaching Practices												
Ohio University (N = 512)	39.3	12.9	.57	20	32	40	48	60				
Peer Institutions	39.0	12.7	.22	20	32	40	48	60	3,783	.3	.632	.023
Carnegie Class	39.3	13.0	.09	20	32	40	48	60	22,451	.0	.984	.001
NSSE 2013 & 2014	40.2	13.3	.04	20	32	40	52	60	131,877	-.8	.148	-.064
Top 50%	42.4	13.2	.06	20	32	44	52	60	51,785	-3.0	.000	-.231
Top 10%	44.6	13.3	.13	20	36	44	56	60	567	-5.3	.000	-.400
Campus Environment												
Quality of Interactions												
Ohio University (N = 436)	41.5	11.6	.55	20	34	42	50	60				
Peer Institutions	41.3	12.1	.23	18	34	42	50	60	3,292	.2	.771	.015
Carnegie Class	40.9	12.3	.09	18	34	42	50	60	19,423	.6	.352	.045
NSSE 2013 & 2014	41.5	12.4	.04	18	34	43	50	60	439	-.1	.926	-.004
Top 50%	44.0	11.4	.05	22	38	46	52	60	43,756	-2.5	.000	-.219
Top 10%	46.0	11.6	.12	24	40	48	55	60	9,411	-4.6	.000	-.392
Supportive Environment												
Ohio University (N = 412)	38.6	12.6	.62	20	30	40	48	60				
Peer Institutions	38.0	13.0	.25	18	30	38	48	60	3,123	.6	.376	.047
Carnegie Class	37.3	13.6	.10	15	28	38	48	60	432	1.2	.052	.091
NSSE 2013 & 2014	37.3	13.8	.04	15	28	38	48	60	414	1.3	.041	.092
Top 50%	39.4	13.2	.06	18	30	40	50	60	56,718	-.8	.205	-.063
Top 10%	41.4	12.8	.12	20	33	40	53	60	12,790	-2.8	.000	-.217

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

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

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI is the range of values that is 95% likely to contain the true population mean, equal to the sample mean \pm 1.96 * SEM.

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Ohio University (N = 489)	38.5	13.6	.61	20	30	40	50	60				
Peer Institutions	39.3	13.9	.21	15	30	40	50	60	5,015	-.7	.259	-.054
Carnegie Class	40.3	14.2	.08	15	30	40	50	60	32,563	-1.8	.006	-.124
NSSE 2013 & 2014	41.2	14.1	.03	20	30	40	55	60	174,249	-2.7	.000	-.192
Top 50%	43.3	13.7	.05	20	35	40	55	60	69,754	-4.7	.000	-.345
Top 10%	45.3	13.6	.10	20	40	45	60	60	17,513	-6.7	.000	-.495
Reflective & Integrative Learning												
Ohio University (N = 509)	38.3	13.1	.58	17	29	37	49	60				
Peer Institutions	37.3	12.8	.19	17	29	37	46	60	5,205	1.0	.085	.080
Carnegie Class	37.9	13.1	.07	17	29	37	49	60	33,920	.4	.535	.028
NSSE 2013 & 2014	38.9	13.0	.03	17	29	40	49	60	181,246	-.6	.280	-.048
Top 50%	41.1	12.6	.05	20	31	40	51	60	68,357	-2.8	.000	-.218
Top 10%	43.1	12.5	.10	20	34	43	54	60	15,383	-4.8	.000	-.379
Learning Strategies												
Ohio University (N = 425)	36.3	15.3	.74	13	27	33	47	60				
Peer Institutions	37.9	14.8	.23	13	27	40	47	60	4,660	-1.6	.033	-.109
Carnegie Class	39.6	14.9	.09	13	27	40	53	60	30,540	-3.3	.000	-.223
NSSE 2013 & 2014	40.3	14.8	.04	13	27	40	53	60	164,855	-4.0	.000	-.273
Top 50%	42.5	14.5	.05	20	33	40	60	60	85,437	-6.2	.000	-.425
Top 10%	44.9	14.1	.10	20	33	47	60	60	438	-8.6	.000	-.605
Quantitative Reasoning												
Ohio University (N = 493)	29.0	17.0	.77	0	20	27	40	60				
Peer Institutions	30.9	16.8	.25	0	20	33	40	60	5,088	-1.9	.018	-.112
Carnegie Class	30.2	17.3	.10	0	20	27	40	60	33,163	-1.3	.108	-.073
NSSE 2013 & 2014	29.9	17.4	.04	0	20	27	40	60	177,545	-.9	.229	-.054
Top 50%	31.3	17.2	.05	0	20	33	40	60	108,080	-2.3	.003	-.136
Top 10%	33.0	16.9	.10	0	20	33	47	60	27,346	-4.1	.000	-.240
Learning with Peers												
Collaborative Learning												
Ohio University (N = 525)	34.2	13.7	.60	15	25	35	45	60				
Peer Institutions	33.7	14.1	.20	10	25	35	45	60	5,306	.4	.517	.030
Carnegie Class	33.0	14.4	.08	10	20	30	45	60	34,483	1.1	.075	.078
NSSE 2013 & 2014	32.4	14.6	.03	10	20	30	40	60	528	1.8	.003	.121
Top 50%	35.4	13.8	.05	15	25	35	45	60	90,682	-1.2	.041	-.089
Top 10%	37.7	13.6	.10	15	30	40	50	60	18,644	-3.6	.000	-.262
Discussions with Diverse Others												
Ohio University (N = 434)	39.1	15.5	.74	15	30	40	55	60				
Peer Institutions	41.2	15.4	.24	15	30	40	55	60	4,700	-2.1	.006	-.138
Carnegie Class	41.7	16.1	.09	15	30	40	60	60	30,864	-2.6	.001	-.163
NSSE 2013 & 2014	41.8	16.1	.04	15	30	40	60	60	166,429	-2.8	.000	-.172
Top 50%	43.9	15.8	.05	20	35	45	60	60	104,959	-4.9	.000	-.308
Top 10%	45.8	15.4	.09	20	40	50	60	60	27,417	-6.8	.000	-.440

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Ohio University (N = 498)	26.8	15.4	.69	5	15	25	35	60				
Peer Institutions	23.3	15.7	.23	0	10	20	35	55	5,099	3.4	.000	.220
Carnegie Class	23.2	16.0	.09	0	10	20	35	55	33,225	3.6	.000	.223
NSSE 2013 & 2014	23.7	16.3	.04	0	10	20	35	60	177,504	3.0	.000	.185
Top 50%	29.6	16.1	.08	5	20	30	40	60	42,886	-2.8	.000	-.175
Top 10%	34.4	16.4	.21	10	20	35	45	60	597	-7.6	.000	-.469
Effective Teaching Practices												
Ohio University (N = 500)	38.8	13.7	.61	16	28	40	48	60				
Peer Institutions	39.8	13.2	.19	20	32	40	50	60	5,138	-.9	.142	-.069
Carnegie Class	40.0	13.7	.08	16	32	40	52	60	33,465	-1.1	.064	-.083
NSSE 2013 & 2014	40.9	13.7	.03	16	32	40	52	60	179,367	-2.1	.001	-.151
Top 50%	43.0	13.6	.05	20	36	44	56	60	64,756	-4.2	.000	-.309
Top 10%	45.1	13.4	.13	20	36	48	60	60	11,381	-6.3	.000	-.467
Campus Environment												
Quality of Interactions												
Ohio University (N = 424)	41.3	11.0	.53	24	34	42	50	60				
Peer Institutions	41.4	11.3	.18	22	34	42	50	60	4,556	-.1	.876	-.008
Carnegie Class	41.2	11.9	.07	20	34	42	50	60	438	.1	.850	.009
NSSE 2013 & 2014	42.5	11.9	.03	20	36	44	52	60	426	-1.2	.026	-.100
Top 50%	45.3	11.3	.05	24	38	48	54	60	56,167	-3.9	.000	-.348
Top 10%	47.4	11.6	.10	24	40	50	58	60	15,328	-6.0	.000	-.520
Supportive Environment												
Ohio University (N = 385)	34.2	13.0	.66	15	25	35	43	58				
Peer Institutions	33.4	13.5	.21	11	25	33	43	58	4,384	.8	.252	.061
Carnegie Class	33.1	14.2	.08	10	23	33	43	60	397	1.1	.102	.077
NSSE 2013 & 2014	33.3	14.4	.04	10	23	33	43	60	386	.9	.155	.066
Top 50%	36.1	13.8	.05	13	28	38	45	60	65,962	-1.9	.007	-.137
Top 10%	39.0	13.3	.13	17	30	40	50	60	11,460	-4.8	.000	-.357

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

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

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI is the range of values that is 95% likely to contain the true population mean, equal to the sample mean \pm 1.96 * SEM.

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

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

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

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