NSSE national survey of student engagement

NSSE 2013

Engagement Indicators

Southwest Minnesota State University

SOUTHWEST MINNESOTA STATE UNIVERSITY

IPEDS: 175078

NSSE 2013 Engagement Indicators

About This Report

About Your *Engagement Indicators* Report

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

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

Report sections

Overview (p. 3)
Displays how average EI scores for your 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 current-year 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.

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 Institutional Report Builder and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are computed

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

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

NSSE 2013 Engagement Indicators

Overview

Southwest Minnesota State University

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 (FY) Students

Theme	*Engagement Indicator*	**Your FY students** compared with Minnesota	**Your FY students** compared with Carnegie Class	**Your FY students** compared with NSSE 2013
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective and 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 Minnesota	**Your seniors** compared with Carnegie Class	**Your seniors** compared with NSSE 2013
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective and 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	--	▽	▽

NSSE 2013 Engagement Indicators

Academic Challenge

Southwest Minnesota State University

Academic Challenge: First-year students

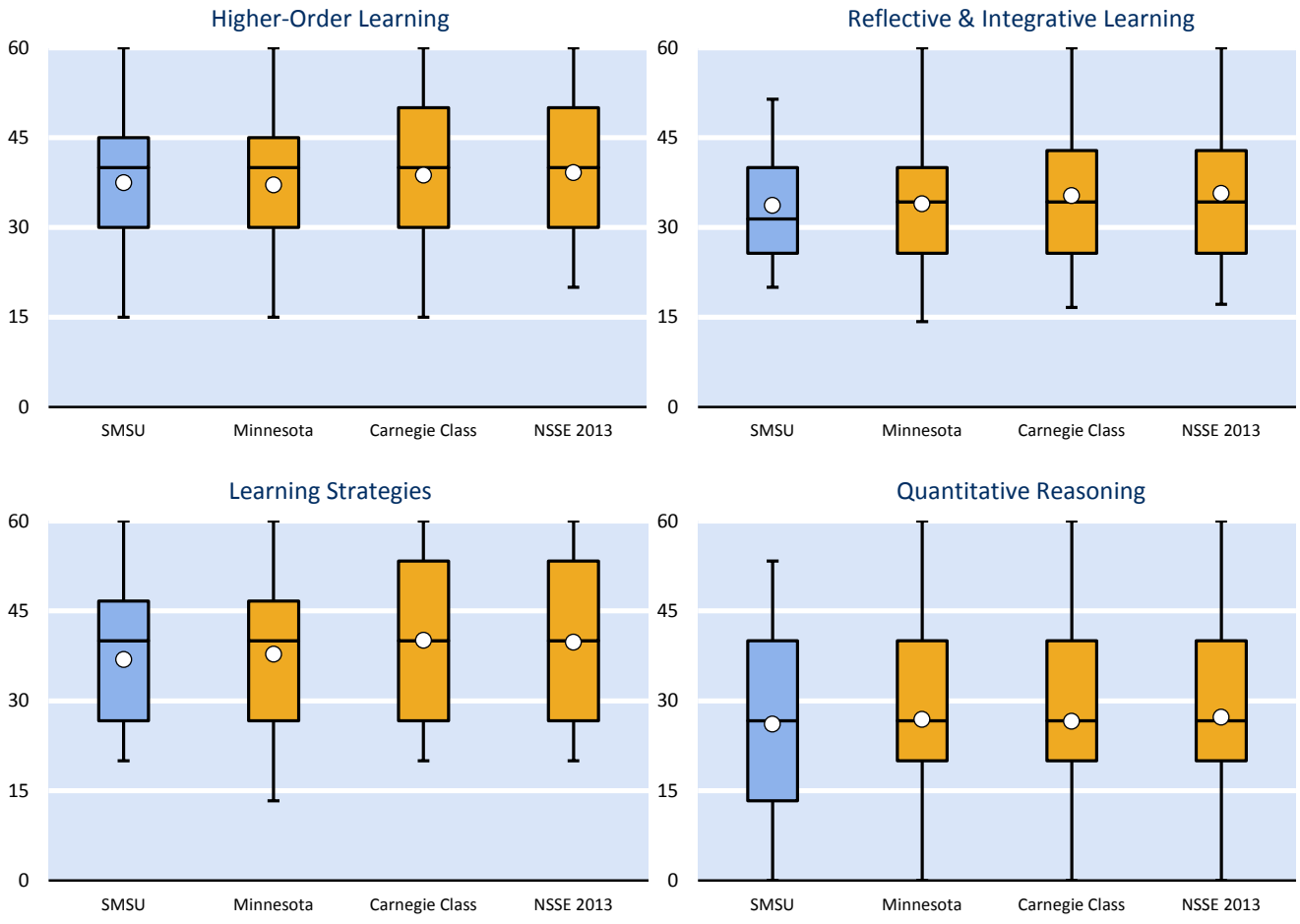
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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

	SMSU	Your first-year students compared with					
		Minnesota		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	37.4	37.1	.03	38.7	-.09	39.1	-.12
Reflective & Integrative Learning	33.7	33.9	-.02	35.3	-.13	35.7 *	-.16
Learning Strategies	36.9	37.8	-.06	40.1 **	-.23	39.8 **	-.20
Quantitative Reasoning	26.1	26.9	-.05	26.6	-.03	27.3	-.07

Notes: Results weighted by gender 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 summary 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.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	SMSU	Minnesota	Carnegie Class	NSSE 2013
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	69	67	72	74
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	67	71	73
4d. Evaluating a point of view, decision, or information source	70	68	70	70
4e. Forming a new idea or understanding from various pieces of information	70	68	68	69
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	54	56	54	56
2b. Connected your learning to societal problems or issues	53	48	52	53
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	42	45	51	51
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	56	62	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	63	62	66	66
2f. Learned something that changed the way you understand an issue or concept	66	62	65	66
2g. Connected ideas from your courses to your prior experiences and knowledge	73	74	77	78
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	79	78	81	81
9b. Reviewed your notes after class	67	62	69	66
9c. Summarized what you learned in class or from course materials	53	61	65	64
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.)	50	50	49	51
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	38	36	38
6c. Evaluated what others have concluded from numerical information	32	36	35	37

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

NSSE 2013 Engagement Indicators

Academic Challenge

Southwest Minnesota State University

Academic Challenge: Seniors

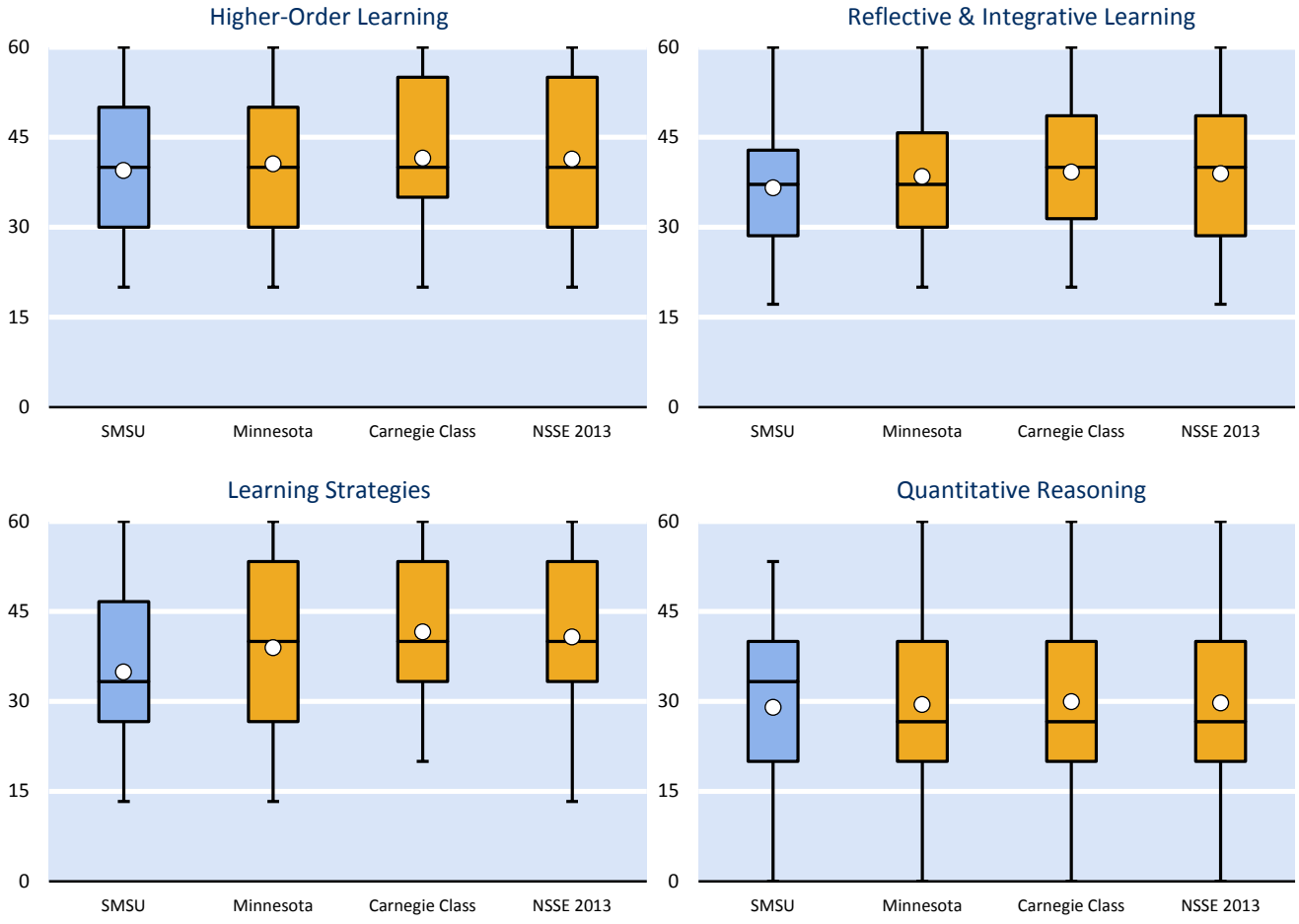
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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

	SMSU	Your first-year students compared with					
		Minnesota		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	39.5	40.6	-.08	41.5	-.15	41.3	-.13
Reflective & Integrative Learning	36.5	38.5	-.16	39.2 *	-.20	38.9 *	-.18
Learning Strategies	34.9	38.9 **	-.28	41.6 ***	-.46	40.7 ***	-.40
Quantitative Reasoning	29.0	29.5	-.03	29.9	-.06	29.7	-.04

Notes: Results weighted by gender 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 summary 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.

Academic Challenge: Seniors (continued)

Summary of Indicator Items

Higher-Order Learning	SMSU	Minnesota	Carnegie Class	NSSE 2013
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	78	81	81	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	76	78	78
4d. Evaluating a point of view, decision, or information source	64	71	74	72
4e. Forming a new idea or understanding from various pieces of information	69	70	73	73
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	74	73	71	71
2b. Connected your learning to societal problems or issues	61	64	66	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	47	56	59	56
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	65	68	67
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	70	71	70
2f. Learned something that changed the way you understand an issue or concept	64	68	70	70
2g. Connected ideas from your courses to your prior experiences and knowledge	82	85	85	84
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	79	82	85	84
9b. Reviewed your notes after class	52	60	68	65
9c. Summarized what you learned in class or from course materials	54	63	68	66
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.)	55	53	54	54
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	44	45	44
6c. Evaluated what others have concluded from numerical information	42	42	43	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.

NSSE 2013 Engagement Indicators

Learning with Peers

Southwest Minnesota State University

Learning with Peers: First-year students

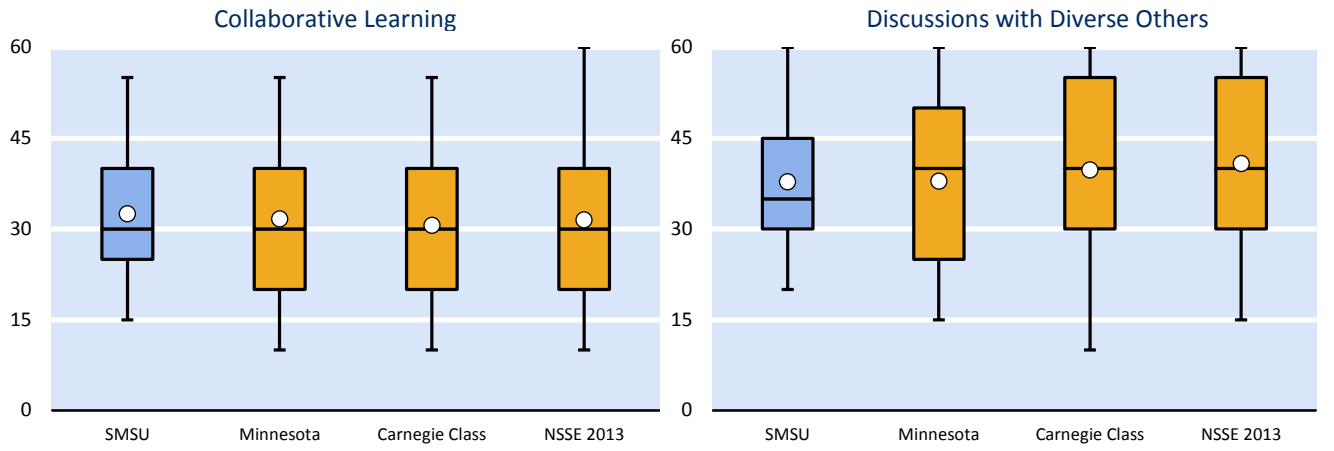
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

	SMSU	Your first-year students compared with					
		Minnesota		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	32.5	31.6	.07	30.6	.13	31.4	.07
Discussions with Diverse Others	37.8	37.9	-.01	39.7	-.12	40.8 *	-.19

Notes: Results weighted by gender 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 summary page are based on effect size and p before rounding.

Score Distributions



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Summary of Indicator Items

Collaborative Learning	SMSU	Minnesota	Carnegie Class	NSSE 2013
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
1e. Asked another student to help you understand course material	48	51	46	48
1f. Explained course material to one or more students	61	55	53	56
1g. Prepared for exams by discussing or working through course material with other students	50	47	46	48
1h. Worked with other students on course projects or assignments	60	51	48	50
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People from a race or ethnicity other than your own	59	60	67	71
8b. People from an economic background other than your own	67	66	71	73
8c. People with religious beliefs other than your own	69	65	68	68
8d. People with political views other than your own	70	66	69	70

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

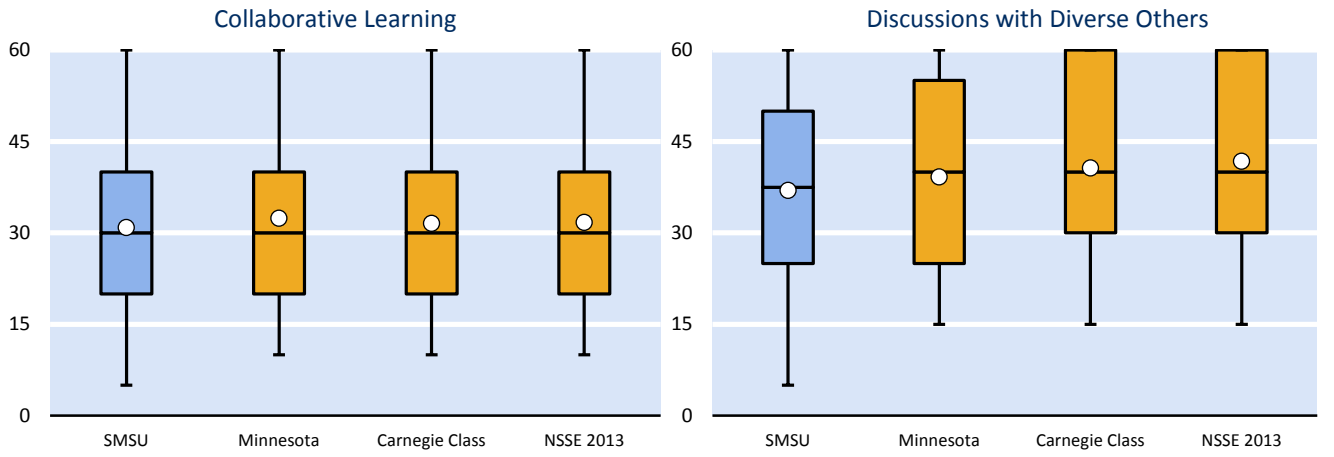
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

	SMSU	Your seniors compared with					
		Minnesota		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	30.9	32.4	-.11	31.6	-.05	31.7	-.06
Discussions with Diverse Others	37.0	39.2	-.14	40.7 *	-.23	41.8 **	-.30

Notes: Results weighted by gender 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 summary page are based on effect size and p before rounding.

Score Distributions



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Summary of Indicator Items

Collaborative Learning	SMSU	Minnesota	Carnegie Class	NSSE 2013
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
1e. Asked another student to help you understand course material	38	42	38	38
1f. Explained course material to one or more students	59	58	56	57
1g. Prepared for exams by discussing or working through course material with other students	43	42	45	44
1h. Worked with other students on course projects or assignments	56	66	61	63
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People from a race or ethnicity other than your own	61	62	68	72
8b. People from an economic background other than your own	60	68	72	75
8c. People with religious beliefs other than your own	61	67	69	70
8d. People with political views other than your own	62	70	72	72

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.

NSSE 2013 Engagement Indicators

Experiences with Faculty

Southwest Minnesota State University

Experiences with Faculty: First-year students

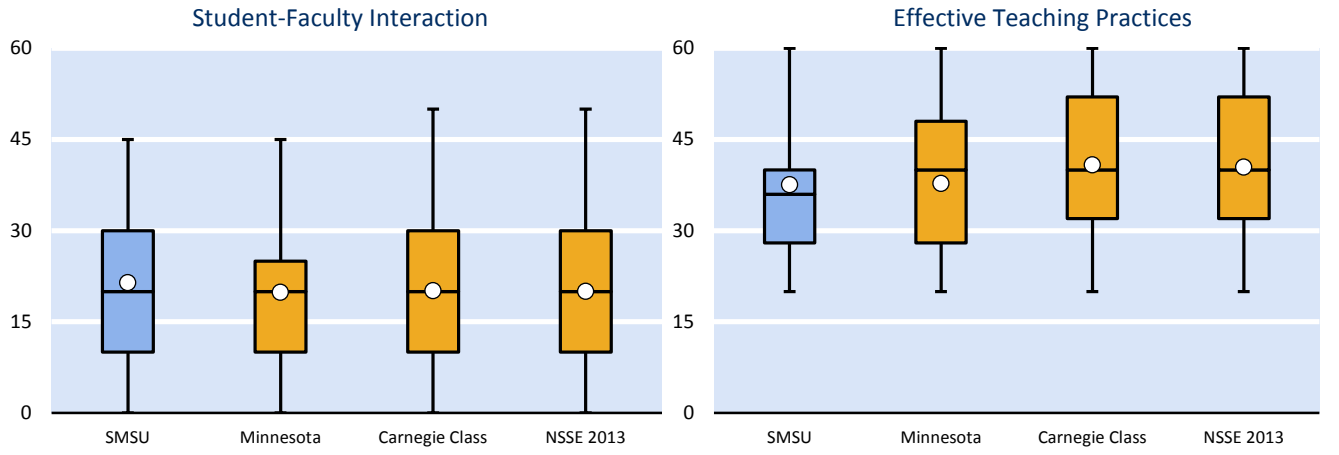
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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

	SMSU	Your first-year students compared with					
		Minnesota		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	21.4	19.8	.12	20.1	.09	20.0	.10
Effective Teaching Practices	37.5	37.8	-.02	40.8 ***	-.25	40.4 **	-.22

Notes: Results weighted by gender 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 summary page are based on effect size and p before rounding.

Score Distributions



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Summary of Indicator Items

Student-Faculty Interaction	SMSU	Minnesota	Carnegie Class	NSSE 2013
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
3a. Talked about career plans with a faculty member	37	30	33	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	20	18	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	22	24	24
3d. Discussed your academic performance with a faculty member	28	26	29	28
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	81	78	81	82
5b. Taught course sessions in an organized way	72	76	80	80
5c. Used examples or illustrations to explain difficult points	73	73	79	78
5d. Provided feedback on a draft or work in progress	63	61	67	65
5e. Provided prompt and detailed feedback on tests or completed assignments	53	57	66	63

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

Experiences with Faculty: Seniors

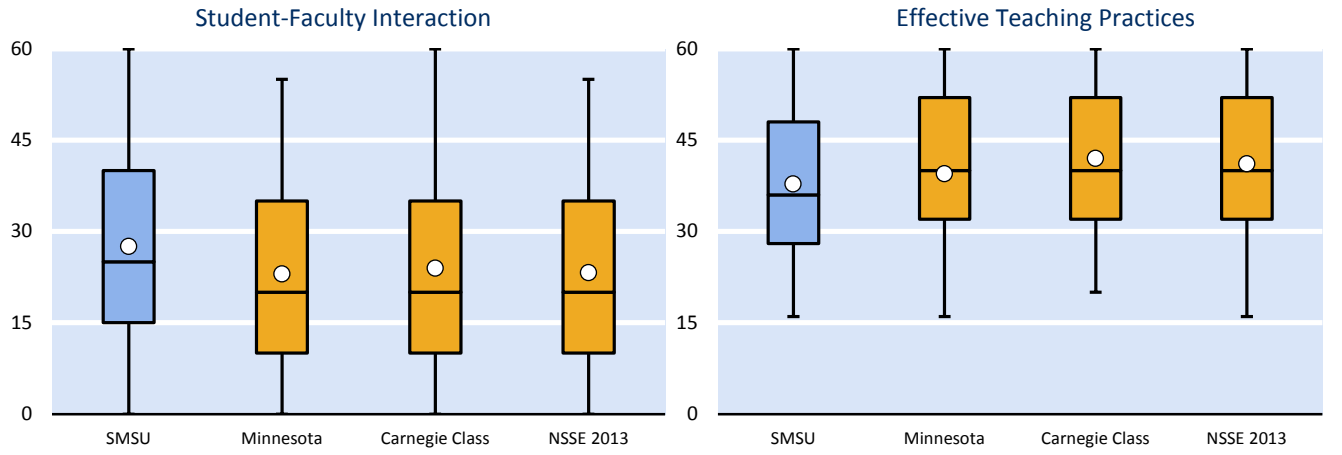
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

	SMSU	Your seniors compared with					
		Minnesota		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	27.5	23.0 **	.29	23.9 *	.22	23.2 **	.27
Effective Teaching Practices	37.8	39.4	-.12	42.0 **	-.30	41.1 **	-.24

Notes: Results weighted by gender 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 summary page are based on effect size and p before rounding.

Score Distributions



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Summary of Indicator Items

Student-Faculty Interaction	SMSU	Minnesota	Carnegie Class	NSSE 2013
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
3a. Talked about career plans with a faculty member	50	40	44	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	43	25	26	25
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	45	32	34	32
3d. Discussed your academic performance with a faculty member	36	30	34	32
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	73	80	84	83
5b. Taught course sessions in an organized way	75	78	83	82
5c. Used examples or illustrations to explain difficult points	72	77	81	79
5d. Provided feedback on a draft or work in progress	54	61	66	62
5e. Provided prompt and detailed feedback on tests or completed assignments	60	65	71	68

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.

NSSE 2013 Engagement Indicators

Campus Environment

Southwest Minnesota State University

Campus Environment: First-year students

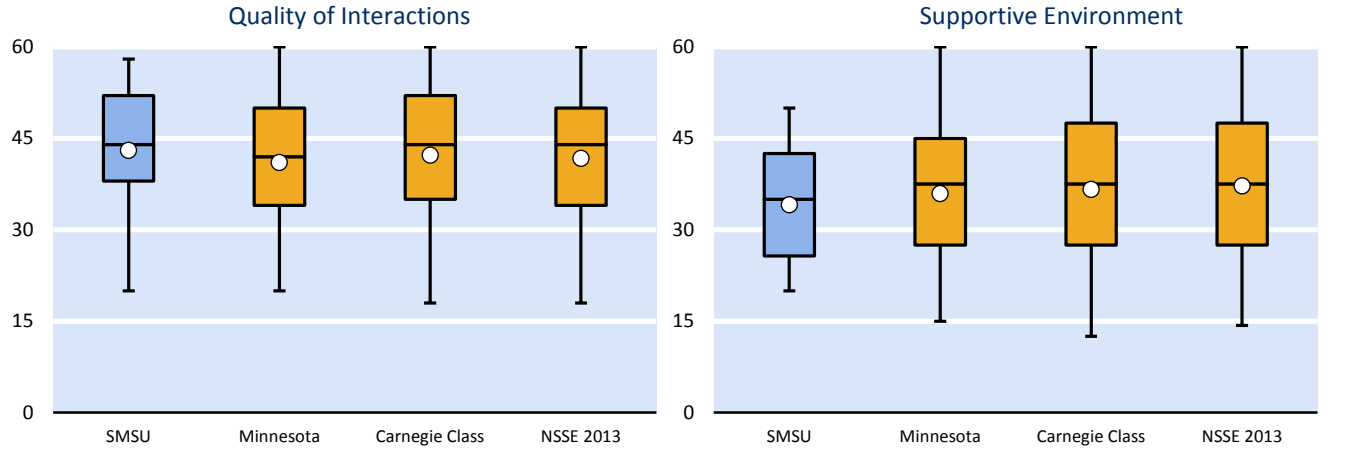
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	SMSU	Your first-year students compared with					
		Minnesota		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	43.0	41.0	.17	42.2	.06	41.7	.11
Supportive Environment	34.1	35.9	-.14	36.6 *	-.17	37.2 **	-.22

Notes: Results weighted by gender 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 summary page are based on effect size and p before rounding.

Score Distributions



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Summary of Indicator Items

Quality of Interactions	SMSU	Minnesota	Carnegie Class	NSSE 2013
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with…	%	%	%	%
13a. Students	63	59	59	60
13b. Academic advisors	48	46	51	49
13c. Faculty	53	45	54	51
13d. Student services staff (career services, student activities, housing, etc.)	46	44	45	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	41	45	42
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	70	75	78	78
14c. Using learning support services (tutoring services, writing center, etc.)	81	72	77	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	43	57	58	58
14e. Providing opportunities to be involved socially	72	70	70	72
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	59	71	69	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	44	44	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	73	68	66	68
14i. Attending events that address important social, economic, or political issues	49	51	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.

NSSE 2013 Engagement Indicators

Campus Environment

Southwest Minnesota State University

Campus Environment: Seniors

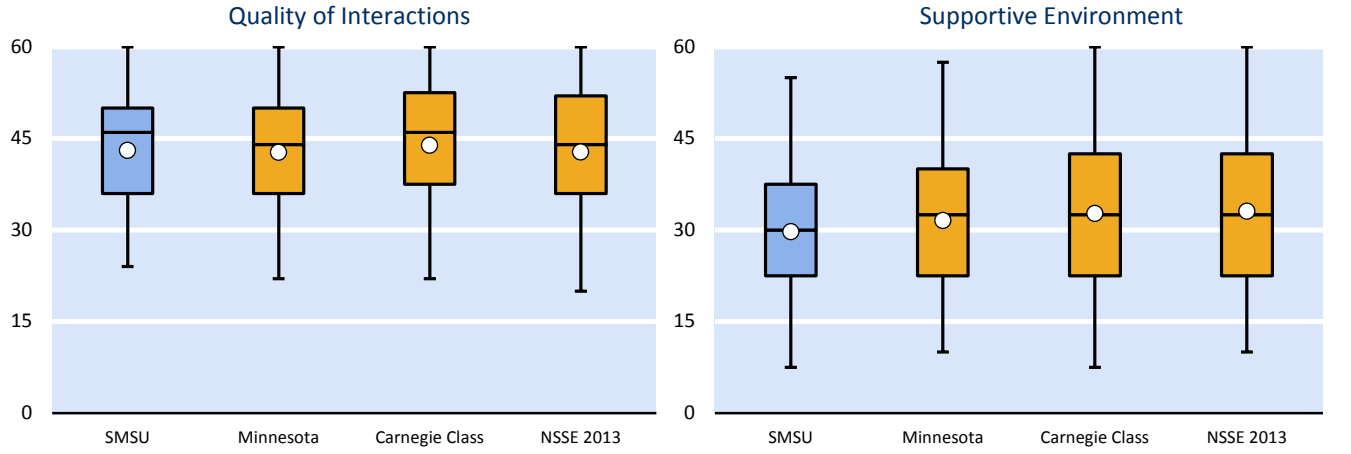
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	SMSU	Your seniors compared with					
		Minnesota		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	43.1	42.7	.03	43.9	-.07	42.8	.02
Supportive Environment	29.7	31.5	-.13	32.7 *	-.21	33.1 *	-.23

Notes: Results weighted by gender 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 summary 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.

Summary of Indicator Items

Quality of Interactions	SMSU	Minnesota	Carnegie Class	NSSE 2013
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with…	%	%	%	%
13a. Students	65	65	66	65
13b. Academic advisors	59	53	58	53
13c. Faculty	57	57	65	61
13d. Student services staff (career services, student activities, housing, etc.)	39	42	45	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	51	43	46	43
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	73	68	73	72
14c. Using learning support services (tutoring services, writing center, etc.)	57	60	66	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	43	51	52	52
14e. Providing opportunities to be involved socially	57	65	64	65
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	47	60	60	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	30	28	33	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	56	52	54	56
14i. Attending events that address important social, economic, or political issues	33	42	46	45

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 for their high average levels of student engagement:

(a) institutions with average scores placing them in the top 50% of all current-year NSSE institutions, and

(b) institutions with average scores placing them in the top 10% of all current-year 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 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

			Your first-year students compared with					
		SMSU	NSSE 2013 Top 50%			NSSE 2013 Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	37.4	40.9 **	-.25		42.7 ***	-.39	
	Reflective and Integrative Learning	33.7	37.6 ***	-.31		39.4 ***	-.46	
	Learning Strategies	36.9	41.8 ***	-.35		44.3 ***	-.52	
	Quantitative Reasoning	26.1	28.8	-.17	✓	30.5 **	-.27	
Learning with Peers	Collaborative Learning	32.5	34.5	-.14	✓	37.1 ***	-.34	
	Discussions with Diverse Others	37.8	43.2 ***	-.35		45.7 ***	-.53	
Experiences with Faculty	Student-Faculty Interaction	21.4	23.4	-.13	✓	26.7 ***	-.32	
	Effective Teaching Practices	37.5	42.8 ***	-.40		44.7 ***	-.52	
Campus Environment	Quality of Interactions	43.0	44.3	-.11	✓	46.3 **	-.27	
	Supportive Environment	34.1	39.5 ***	-.41		41.4 ***	-.57	

Seniors

			Your seniors compared with					
		SMSU	NSSE 2013 Top 50%			NSSE 2013 Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	39.5	43.5 **	-.30		45.3 ***	-.43	
	Reflective and Integrative Learning	36.5	41.1 ***	-.36		43.1 ***	-.52	
	Learning Strategies	34.9	43.2 ***	-.58		45.4 ***	-.75	
	Quantitative Reasoning	29.0	31.1	-.13	✓	32.5 *	-.21	
Learning with Peers	Collaborative Learning	30.9	35.0 **	-.30		37.5 ***	-.49	
	Discussions with Diverse Others	37.0	44.1 ***	-.45		45.8 ***	-.57	
Experiences with Faculty	Student-Faculty Interaction	27.5	29.7	-.13	✓	34.6 ***	-.44	
	Effective Teaching Practices	37.8	43.3 ***	-.40		45.3 ***	-.56	
Campus Environment	Quality of Interactions	43.1	45.8 *	-.24		47.6 ***	-.40	
	Supportive Environment	29.7	36.2 ***	-.47		39.1 ***	-.72	

Notes: Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator, 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.

Results weighted by gender 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.

NSSE 2013 Engagement Indicators

Detailed Statistics[a]

Southwest Minnesota State University

Detailed Statistics: First-year students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Academic Challenge												
Higher-Order Learning												
SMSU (N = 138)	37.4	12.0	1.02	15	30	40	45	60				
Minnesota	37.1	13.4	.29	15	30	40	45	60	2,252	.3	.770	.026
Carnegie Class	38.7	14.1	.12	15	30	40	50	60	141	-1.3	.211	-.092
NSSE 2013	39.1	13.8	.03	20	30	40	50	60	138	-1.7	.100	-.122
Top 50%	40.9	13.6	.05	20	30	40	50	60	138	-3.4	.001	-.250
Top 10%	42.7	13.7	.10	20	35	40	55	60	140	-5.3	.000	-.388
Reflective and Integrative Learning												
SMSU (N = 142)	33.7	10.1	.85	20	26	31	40	51				
Minnesota	33.9	12.5	.27	14	26	34	40	60	170	-.2	.796	-.019
Carnegie Class	35.3	12.7	.11	17	26	34	43	60	145	-1.6	.058	-.129
NSSE 2013	35.7	12.6	.03	17	26	34	43	60	141	-2.0	.020	-.160
Top 50%	37.6	12.5	.04	17	29	37	46	60	141	-3.9	.000	-.314
Top 10%	39.4	12.5	.09	20	31	40	49	60	144	-5.7	.000	-.459
Learning Strategies												
SMSU (N = 133)	36.9	12.2	1.06	20	27	40	47	60				
Minnesota	37.8	13.9	.31	13	27	40	47	60	2,148	-.8	.492	-.061
Carnegie Class	40.1	14.0	.13	20	27	40	53	60	12,370	-3.2	.009	-.229
NSSE 2013	39.8	14.2	.03	20	27	40	53	60	133	-2.9	.008	-.201
Top 50%	41.8	14.1	.05	20	33	40	53	60	133	-4.9	.000	-.349
Top 10%	44.3	14.2	.11	20	33	47	60	60	135	-7.4	.000	-.522
Quantitative Reasoning												
SMSU (N = 138)	26.1	15.0	1.27	0	13	27	40	53				
Minnesota	26.9	15.6	.33	0	20	27	40	60	2,311	-.8	.574	-.049
Carnegie Class	26.6	16.2	.14	0	20	27	40	60	13,390	-.5	.738	-.029
NSSE 2013	27.3	16.4	.04	0	20	27	40	60	189,360	-1.1	.411	-.070
Top 50%	28.8	16.3	.05	0	20	27	40	60	106,651	-2.7	.052	-.165
Top 10%	30.5	16.2	.11	0	20	27	40	60	22,786	-4.4	.002	-.270
Learning with Peers												
Collaborative Learning												
SMSU (N = 143)	32.5	11.8	.99	15	25	30	40	55				
Minnesota	31.6	13.5	.28	10	20	30	40	55	2,403	.9	.443	.066
Carnegie Class	30.6	14.2	.12	10	20	30	40	55	146	1.9	.059	.134
NSSE 2013	31.4	14.2	.03	10	20	30	40	60	142	1.0	.298	.073
Top 50%	34.5	13.7	.05	15	25	35	45	60	87,637	-2.0	.085	-.144
Top 10%	37.1	13.6	.10	15	25	35	45	60	17,858	-4.6	.000	-.339
Discussions with Diverse Others												
SMSU (N = 131)	37.8	13.3	1.16	20	30	35	45	60				
Minnesota	37.9	15.6	.35	15	25	40	50	60	154	-.1	.941	-.006
Carnegie Class	39.7	16.4	.15	10	30	40	55	60	134	-1.9	.099	-.119
NSSE 2013	40.8	16.0	.04	15	30	40	55	60	131	-3.0	.012	-.186
Top 50%	43.2	15.4	.05	20	35	45	60	60	131	-5.4	.000	-.352
Top 10%	45.7	15.0	.11	20	40	50	60	60	133	-7.9	.000	-.528

NSSE 2013 Engagement Indicators

Detailed Statistics[a]

Southwest Minnesota State University

Detailed Statistics: First-year students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Experiences with Faculty												
Student-Faculty Interaction												
SMSU (N = 140)	21.4	13.2	1.12	0	10	20	30	45				
Minnesota	19.8	14.0	.30	0	10	20	25	45	2,302	1.6	.182	.116
Carnegie Class	20.1	14.6	.13	0	10	20	30	50	13,467	1.4	.275	.093
NSSE 2013	20.0	14.5	.03	0	10	20	30	50	190,002	1.4	.247	.098
Top 50%	23.4	15.0	.06	0	10	20	35	55	60,190	-2.0	.124	-.130
Top 10%	26.7	16.4	.17	0	15	25	40	60	145	-5.2	.000	-.319
Effective Teaching Practices												
SMSU (N = 140)	37.5	11.3	.96	20	28	36	40	60				
Minnesota	37.8	12.9	.28	20	28	40	48	60	163	-.2	.812	-.018
Carnegie Class	40.8	13.4	.12	20	32	40	52	60	143	-3.3	.001	-.248
NSSE 2013	40.4	13.3	.03	20	32	40	52	60	139	-2.9	.003	-.218
Top 50%	42.8	13.3	.05	20	35	44	56	60	140	-5.3	.000	-.397
Top 10%	44.7	13.8	.10	20	36	48	60	60	142	-7.1	.000	-.517
Campus Environment												
Quality of Interactions												
SMSU (N = 130)	43.0	10.8	.95	20	38	44	52	58				
Minnesota	41.0	12.0	.27	20	34	42	50	60	2,110	2.0	.062	.169
Carnegie Class	42.2	12.6	.12	18	35	44	52	60	133	.8	.414	.062
NSSE 2013	41.7	12.5	.03	18	34	44	50	60	129	1.3	.167	.106
Top 50%	44.3	11.6	.05	22	38	46	53	60	57,365	-1.3	.197	-.113
Top 10%	46.3	12.0	.10	23	40	48	56	60	15,862	-3.2	.002	-.270
Supportive Environment												
SMSU (N = 120)	34.1	10.5	.96	20	26	35	43	50				
Minnesota	35.9	13.1	.30	15	28	38	45	60	142	-1.8	.076	-.139
Carnegie Class	36.6	14.3	.13	13	28	38	48	60	123	-2.5	.012	-.174
NSSE 2013	37.2	14.0	.03	14	28	38	48	60	119	-3.1	.002	-.220
Top 50%	39.5	13.2	.05	18	30	40	50	60	119	-5.4	.000	-.413
Top 10%	41.4	12.9	.11	20	33	43	53	60	121	-7.3	.000	-.568

a. Results weighted by gender 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 +/- 1.96 * SEM.
d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.
e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.
f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.
g. Effect size is the mean difference divided by the pooled standard deviation.

NSSE 2013 Engagement Indicators

Detailed Statistics[a]

Southwest Minnesota State University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Academic Challenge												
Higher-Order Learning												
SMSU (N = 117)	39.5	13.0	1.21	20	30	40	50	60				
Minnesota	40.6	13.6	.26	20	30	40	50	60	2,920	-1.1	.392	-.081
Carnegie Class	41.5	14.0	.12	20	35	40	55	60	13,287	-2.1	.113	-.148
NSSE 2013	41.3	14.0	.03	20	30	40	55	60	190,479	-1.9	.151	-.133
Top 50%	43.5	13.7	.05	20	35	40	55	60	73,400	-4.0	.001	-.296
Top 10%	45.3	13.6	.09	20	40	45	60	60	21,536	-5.8	.000	-.428
Reflective and Integrative Learning												
SMSU (N = 118)	36.5	11.7	1.07	17	29	37	43	60				
Minnesota	38.5	12.4	.23	20	30	37	46	60	3,010	-1.9	.099	-.155
Carnegie Class	39.2	12.9	.11	20	31	40	49	60	119	-2.6	.016	-.204
NSSE 2013	38.9	13.0	.03	17	29	40	49	60	117	-2.4	.030	-.183
Top 50%	41.1	12.6	.05	20	31	40	51	60	117	-4.6	.000	-.361
Top 10%	43.1	12.6	.09	20	34	43	54	60	118	-6.5	.000	-.519
Learning Strategies												
SMSU (N = 112)	34.9	14.1	1.33	13	27	33	47	60				
Minnesota	38.9	14.7	.28	13	27	40	53	60	2,816	-4.1	.004	-.278
Carnegie Class	41.6	14.5	.13	20	33	40	53	60	12,721	-6.7	.000	-.462
NSSE 2013	40.7	14.7	.03	13	33	40	53	60	181,118	-5.9	.000	-.397
Top 50%	43.2	14.4	.05	20	33	40	60	60	85,829	-8.3	.000	-.577
Top 10%	45.4	14.0	.09	20	40	47	60	60	25,442	-10.5	.000	-.751
Quantitative Reasoning												
SMSU (N = 116)	29.0	15.9	1.48	0	20	33	40	53				
Minnesota	29.5	16.5	.31	0	20	27	40	60	2,973	-.5	.742	-.031
Carnegie Class	29.9	17.1	.15	0	20	27	40	60	13,515	-1.0	.543	-.057
NSSE 2013	29.7	17.3	.04	0	20	27	40	60	193,925	-.7	.646	-.043
Top 50%	31.1	17.2	.05	0	20	33	40	60	107,926	-2.2	.173	-.127
Top 10%	32.5	17.0	.10	0	20	33	40	60	29,431	-3.6	.024	-.210
Learning with Peers												
Collaborative Learning												
SMSU (N = 116)	30.9	14.5	1.34	5	20	30	40	60				
Minnesota	32.4	14.1	.26	10	20	30	40	60	3,015	-1.5	.249	-.109
Carnegie Class	31.6	14.5	.12	10	20	30	40	60	13,860	-.7	.612	-.047
NSSE 2013	31.7	14.6	.03	10	20	30	40	60	200,102	-.8	.545	-.056
Top 50%	35.0	13.8	.05	15	25	35	45	60	81,961	-4.1	.001	-.297
Top 10%	37.5	13.5	.12	15	25	40	50	60	12,333	-6.6	.000	-.490
Discussions with Diverse Others												
SMSU (N = 113)	37.0	16.5	1.55	5	25	38	50	60				
Minnesota	39.2	15.8	.30	15	25	40	55	60	2,853	-2.2	.145	-.140
Carnegie Class	40.7	16.1	.14	15	30	40	60	60	12,828	-3.7	.015	-.229
NSSE 2013	41.8	16.1	.04	15	30	40	60	60	182,620	-4.8	.002	-.299
Top 50%	44.1	15.9	.05	20	35	45	60	60	98,509	-7.1	.000	-.450
Top 10%	45.8	15.6	.09	20	40	50	60	60	30,094	-8.9	.000	-.566

NSSE 2013 Engagement Indicators

Detailed Statistics[a]

Southwest Minnesota State University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Experiences with Faculty												
Student-Faculty Interaction												
SMSU (N = 114)	27.5	17.0	1.59	0	15	25	40	60				
Minnesota	23.0	15.7	.29	0	10	20	35	55	2,960	4.5	.003	.286
Carnegie Class	23.9	16.5	.14	0	10	20	35	60	13,518	3.6	.021	.218
NSSE 2013	23.2	16.3	.04	0	10	20	35	55	194,043	4.3	.005	.265
Top 50%	29.7	16.1	.08	5	20	30	40	60	40,603	-2.2	.153	-.134
Top 10%	34.6	16.0	.23	10	20	35	45	60	5,015	-7.1	.000	-.440
Effective Teaching Practices												
SMSU (N = 118)	37.8	13.5	1.25	16	28	36	48	60				
Minnesota	39.4	13.6	.25	16	32	40	52	60	2,990	-1.6	.198	-.121
Carnegie Class	42.0	13.8	.12	20	32	40	52	60	13,672	-4.2	.001	-.303
NSSE 2013	41.1	13.8	.03	16	32	40	52	60	195,782	-3.3	.009	-.240
Top 50%	43.3	13.7	.05	20	36	44	56	60	70,403	-5.5	.000	-.399
Top 10%	45.3	13.5	.12	20	36	48	60	60	12,508	-7.5	.000	-.557
Campus Environment												
Quality of Interactions												
SMSU (N = 108)	43.1	11.7	1.12	24	36	46	50	60				
Minnesota	42.7	11.3	.22	22	36	44	50	60	2,731	.4	.742	.032
Carnegie Class	43.9	11.9	.11	22	38	46	53	60	12,206	-.8	.475	-.069
NSSE 2013	42.8	11.9	.03	20	36	44	52	60	174,641	.3	.817	.022
Top 50%	45.8	11.5	.05	24	40	48	55	60	57,911	-2.7	.014	-.236
Top 10%	47.6	11.6	.09	24	42	50	58	60	16,792	-4.6	.000	-.396
Supportive Environment												
SMSU (N = 109)	29.7	13.0	1.25	8	23	30	38	55				
Minnesota	31.5	13.5	.26	10	23	33	40	58	2,734	-1.8	.168	-.135
Carnegie Class	32.7	14.5	.13	8	23	33	43	60	12,178	-3.0	.032	-.206
NSSE 2013	33.1	14.4	.03	10	23	33	43	60	172,983	-3.3	.015	-.232
Top 50%	36.2	13.7	.05	13	28	38	45	60	64,514	-6.5	.000	-.471
Top 10%	39.1	13.1	.13	18	30	40	50	60	10,207	-9.4	.000	-.719

a. Results weighted by gender 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 +/- 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.