NSSE 2015
Engagement Indicators
Southwest Minnesota State University

About Your *Engagement Indicators* Report

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

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

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 summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)
Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2014 and 2015 participating institutions.

Detailed Statistics (pp. 16-19)
Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are Computed

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

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

Rocconi, L., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

Engagement Indicators: Overview

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

Use the following key:

▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

–– No significant difference.

▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Minnesota	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2014 & 2015
Academic Challenge	Higher-Order Learning	––	▽	▽
	Reflective & Integrative Learning	––	––	––
	Learning Strategies	––	▽	▽
	Quantitative Reasoning	––	––	––
Learning with Peers	Collaborative Learning	––	––	▽
	Discussions with Diverse Others	––	▼	▼
Experiences with Faculty	Student-Faculty Interaction	––	––	––
	Effective Teaching Practices	––	––	––
Campus Environment	Quality of Interactions	––	––	––
	Supportive Environment	––	––	––

Seniors

Theme	Engagement Indicator	Your seniors compared with Minnesota	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2014 & 2015
Academic Challenge	Higher-Order Learning	––	––	––
	Reflective & Integrative Learning	––	––	––
	Learning Strategies	––	▼	▽
	Quantitative Reasoning	––	––	▽
Learning with Peers	Collaborative Learning	––	––	––
	Discussions with Diverse Others	▽	▼	▼
Experiences with Faculty	Student-Faculty Interaction	––	––	––
	Effective Teaching Practices	––	––	––
Campus Environment	Quality of Interactions	△	––	△
	Supportive Environment	––	––	––

NSSE 2015 Engagement Indicators

Academic Challenge
Southwest Minnesota State University

NSSE national survey of student engagement
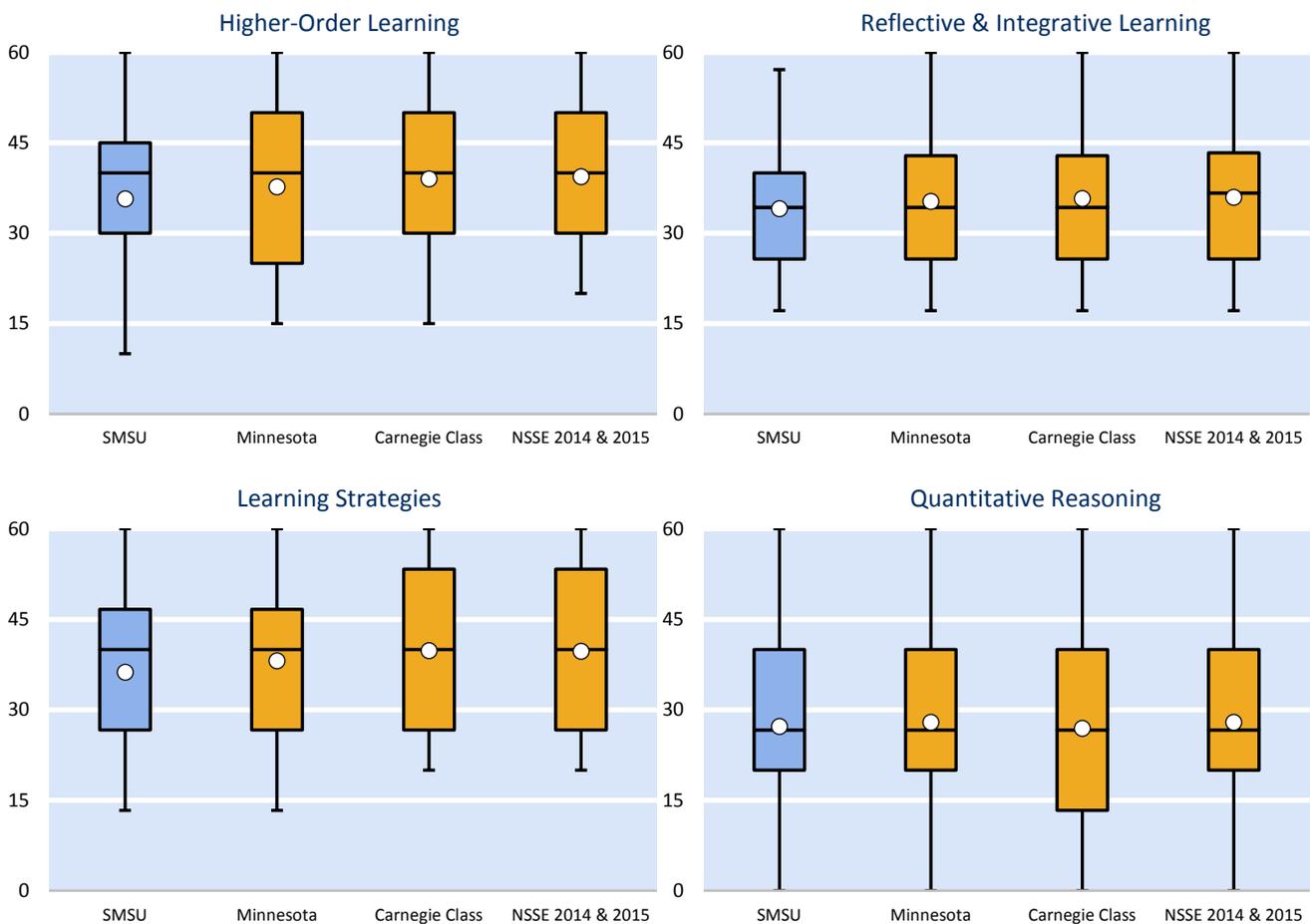
Academic Challenge: First-year students

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 2014 & 2015 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	35.7	37.7	-.14	39.0 *	-.24	39.3 **	-.26
Reflective & Integrative Learning	34.1	35.2	-.09	35.7	-.13	36.0	-.15
Learning Strategies	36.2	38.2	-.14	39.8 *	-.25	39.7 *	-.24
Quantitative Reasoning	27.3	27.9	-.04	27.0	.02	27.9	-.04

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

Score Distributions

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning

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

Academic Challenge: First-year students (continued)

Summary of Indicator Items

Higher-Order Learning

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

	SMSU %	Minnesota %	Carnegie Class %	NSSE 2014 & 2015 %
4b. Applying facts, theories, or methods to practical problems or new situations	71	68	72	73
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	62	70	72	73
4d. Evaluating a point of view, decision, or information source	64	68	70	71
4e. Forming a new idea or understanding from various pieces of information	64	67	70	69

Reflective & Integrative Learning

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

	SMSU	Minnesota	Carnegie Class	NSSE 2014 & 2015
2a. Combined ideas from different courses when completing assignments	62	57	55	56
2b. Connected your learning to societal problems or issues	51	52	53	54
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	41	48	51	52
2d. Examined the strengths and weaknesses of your own views on a topic or issue	54	61	63	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	58	66	67	68
2f. Learned something that changed the way you understand an issue or concept	62	65	66	66
2g. Connected ideas from your courses to your prior experiences and knowledge	74	73	77	77

Learning Strategies

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

	SMSU	Minnesota	Carnegie Class	NSSE 2014 & 2015
9a. Identified key information from reading assignments	73	79	80	81
9b. Reviewed your notes after class	59	63	67	66
9c. Summarized what you learned in class or from course materials	52	61	64	64

Quantitative Reasoning

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

	SMSU	Minnesota	Carnegie Class	NSSE 2014 & 2015
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	49	54	50	53
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	31	40	38	39
6c. Evaluated what others have concluded from numerical information	36	39	36	39

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

NSSE 2015 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 seniors compared with* | | | | | |
| | | Minnesota | | Carnegie Class | | NSSE 2014 & 2015 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.0	40.4	-.02	41.9	-.13	41.4	-.09
Reflective & Integrative Learning	37.2	38.5	-.11	39.4	-.18	39.0	-.14
Learning Strategies	36.1	38.8	-.18	40.8 **	-.32	40.3 **	-.29
Quantitative Reasoning	26.9	28.8	-.11	29.7	-.16	30.4 *	-.20

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

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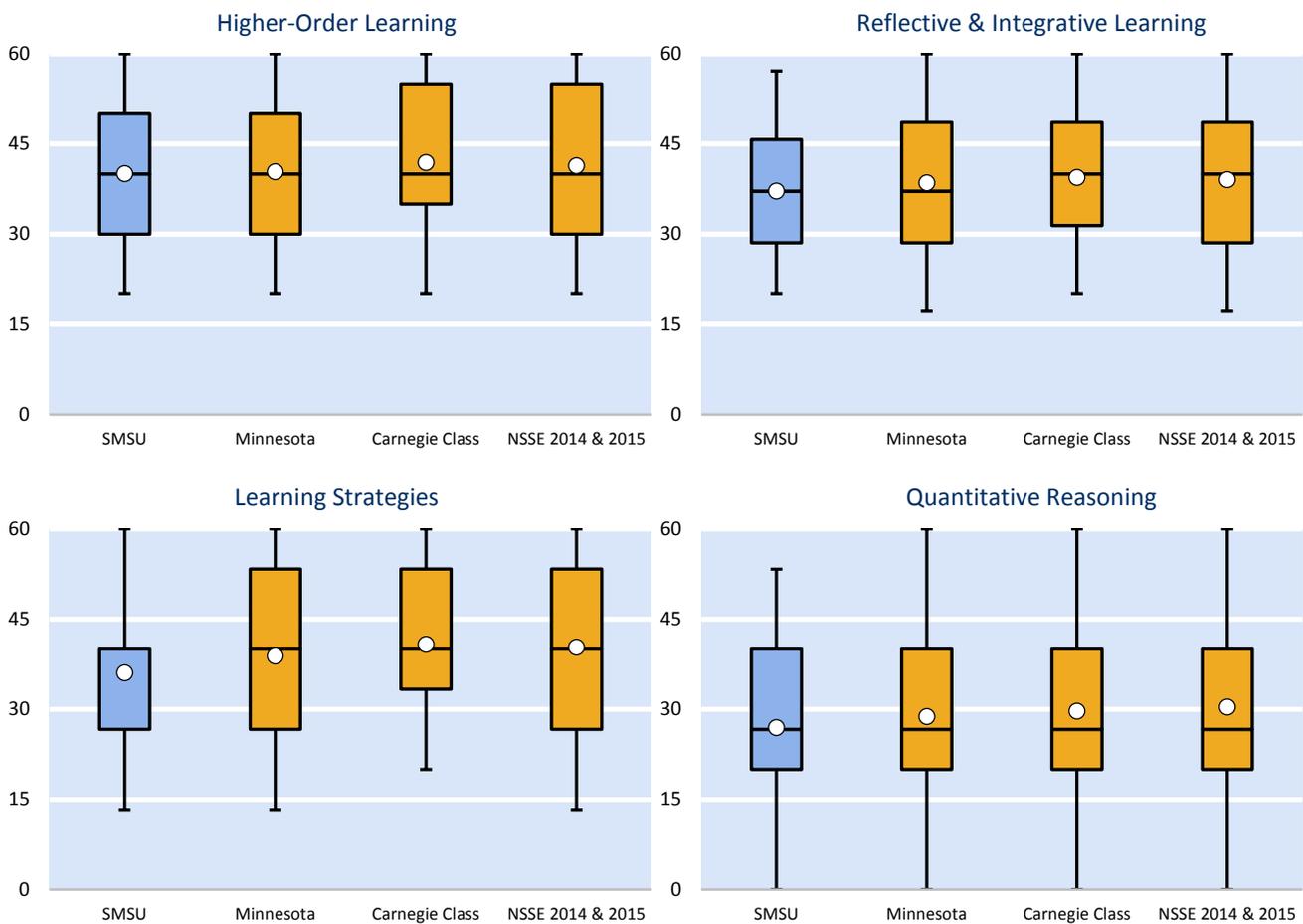
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: Seniors (continued)

Summary of Indicator Items

Higher-Order Learning

	SMSU	Minnesota	Carnegie Class	NSSE 2014 & 2015
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	79	79	81	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	76	79	78
4d. Evaluating a point of view, decision, or information source	68	71	74	72
4e. Forming a new idea or understanding from various pieces of information	71	71	75	73

Reflective & Integrative Learning

	SMSU	Minnesota	Carnegie Class	NSSE 2014 & 2015
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	72	72	72	72
2b. Connected your learning to societal problems or issues	51	64	66	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55	53	58	55
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	65	68	67
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	68	72	71
2f. Learned something that changed the way you understand an issue or concept	73	68	71	70
2g. Connected ideas from your courses to your prior experiences and knowledge	82	84	85	84

Learning Strategies

	SMSU	Minnesota	Carnegie Class	NSSE 2014 & 2015
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	78	81	84	83
9b. Reviewed your notes after class	42	59	65	64
9c. Summarized what you learned in class or from course materials	64	62	67	66

Quantitative Reasoning

	SMSU	Minnesota	Carnegie Class	NSSE 2014 & 2015
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.)	51	51	54	56
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	42	44	46
6c. Evaluated what others have concluded from numerical information	38	41	43	46

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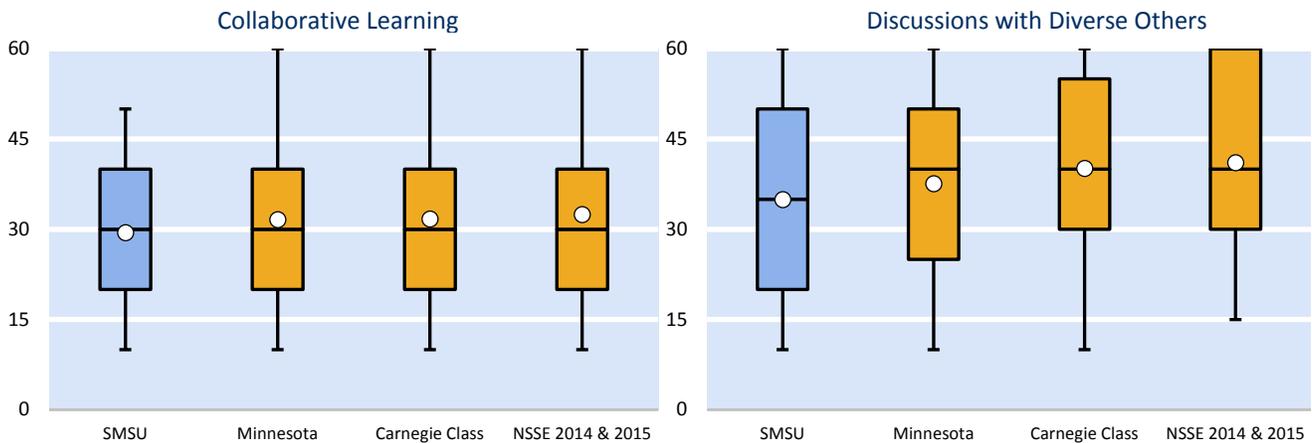
Learning with Peers: First-year students

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						
		Minnesota		Carnegie Class		NSSE 2014 & 2015	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.4	31.6	-.15	31.7	-.16	32.4 **	-.21
Discussions with Diverse Others	34.9	37.6	-.16	40.1 **	-.32	41.1 ***	-.38

Your first-year students compared with

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

Score Distributions

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

Summary of Indicator Items

Collaborative Learning	SMSU	Minnesota	Carnegie Class	NSSE 2014 & 2015
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	41	48	48	50
1f. Explained course material to one or more students	49	54	56	57
1g. Prepared for exams by discussing or working through course material with other students	35	46	47	50
1h. Worked with other students on course projects or assignments	60	52	52	53

Discussions with Diverse Others	SMSU	Minnesota	Carnegie Class	NSSE 2014 & 2015
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	57	64	69	73
8b. People from an economic background other than your own	59	67	72	74
8c. People with religious beliefs other than your own	57	65	67	69
8d. People with political views other than your own	51	63	67	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 website.
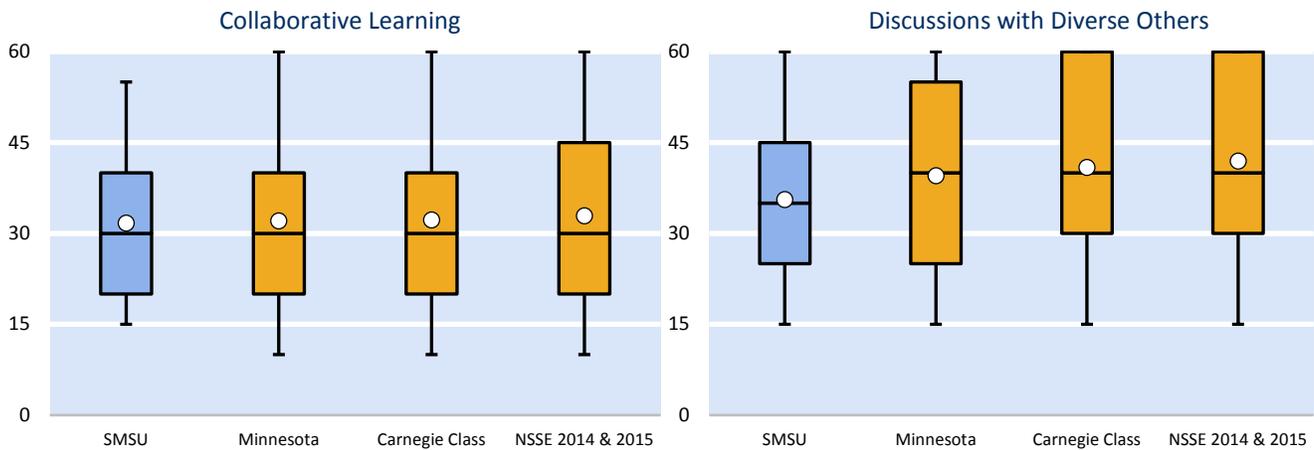
Learning with Peers: Seniors

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 2014 & 2015 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.7	32.1	-.03	32.2	-.04	32.9	-.08
Discussions with Diverse Others	35.6	39.5 *	-.25	40.9 **	-.33	42.0 ***	-.39

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

Score Distributions

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

Summary of Indicator Items

Collaborative Learning	SMSU	Minnesota	Carnegie Class	NSSE 2014 & 2015
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	48	40	40	41
1f. Explained course material to one or more students	53	59	58	59
1g. Prepared for exams by discussing or working through course material with other students	44	41	46	47
1h. Worked with other students on course projects or assignments	69	65	63	65

Discussions with Diverse Others	SMSU	Minnesota	Carnegie Class	NSSE 2014 & 2015
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	53	65	69	74
8b. People from an economic background other than your own	66	69	74	75
8c. People with religious beliefs other than your own	54	67	69	71
8d. People with political views other than your own	62	68	70	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 website.

NSSE
national survey of
student engagement

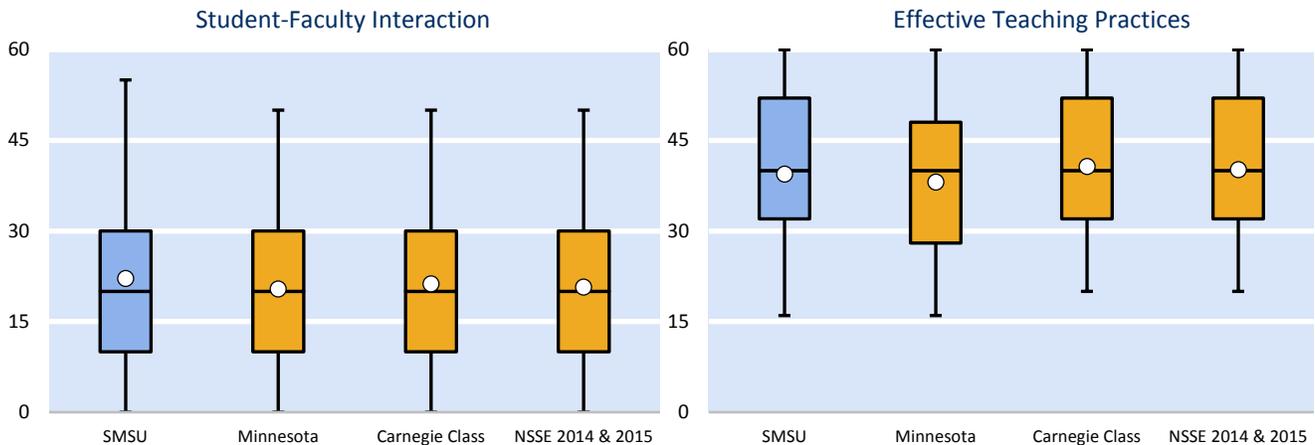## Experiences with Faculty: First-year students

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 2014 & 2015 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.1	20.4	.12	21.2	.06	20.7	.09
Effective Teaching Practices	39.4	38.1	.10	40.6	-.09	40.1	-.05

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

Score Distributions

Student-Faculty Interaction

Effective Teaching Practices

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

Student-Faculty Interaction	SMSU	Minnesota	Carnegie Class	NSSE 2014 & 2015
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
3a. Talked about career plans with a faculty member	39	34	35	33
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	21	20	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	24	27	26
3d. Discussed your academic performance with a faculty member	30	26	31	30

Effective Teaching Practices	SMSU	Minnesota	Carnegie Class	NSSE 2014 & 2015
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	77	78	81	80
5b. Taught course sessions in an organized way	77	74	79	79
5c. Used examples or illustrations to explain difficult points	78	74	77	77
5d. Provided feedback on a draft or work in progress	63	60	67	66
5e. Provided prompt and detailed feedback on tests or completed assignments	61	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 website.
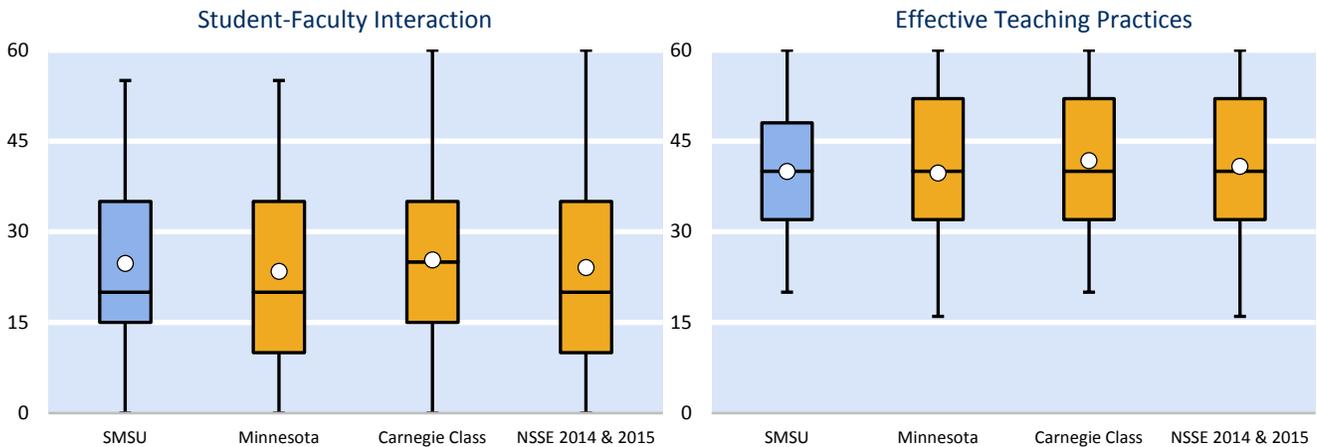
Experiences with Faculty: Seniors

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 2014 & 2015 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.7	23.4	.09	25.3	-.03	24.0	.04
Effective Teaching Practices	39.9	39.7	.02	41.7	-.13	40.8	-.06

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

Score Distributions

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Summary of Indicator Items

Student-Faculty Interaction	SMSU	Minnesota	Carnegie Class	NSSE 2014 & 2015
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
3a. Talked about career plans with a faculty member	41	41	46	43
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	27	28	27
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	32	36	34
3d. Discussed your academic performance with a faculty member	32	31	37	34

Effective Teaching Practices	SMSU	Minnesota	Carnegie Class	NSSE 2014 & 2015
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	83	80	83	82
5b. Taught course sessions in an organized way	82	79	82	80
5c. Used examples or illustrations to explain difficult points	82	78	80	79
5d. Provided feedback on a draft or work in progress	60	62	66	62
5e. Provided prompt and detailed feedback on tests or completed assignments	71	64	71	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 website.

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 2014 & 2015 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.1	41.6	-.04	41.9	-.06	41.5	-.03
Supportive Environment	35.1	36.9	-.14	36.9	-.13	37.3	-.16

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

Score Distributions

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

Summary of Indicator Items

Quality of Interactions	SMSU	Minnesota	Carnegie Class	NSSE 2014 & 2015
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...	%	%	%	%
13a. Students	47	56	58	58
13b. Academic advisors	48	48	50	49
13c. Faculty	48	50	52	50
13d. Student services staff (career services, student activities, housing, etc.)	50	45	45	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	45	44	41

Supportive Environment	SMSU	Minnesota	Carnegie Class	NSSE 2014 & 2015
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	71	75	77	77
14c. Using learning support services (tutoring services, writing center, etc.)	72	77	77	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	50	58	58	60
14e. Providing opportunities to be involved socially	65	72	72	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	71	70	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	39	44	45	45
14h. Attending campus activities and events (performing arts, athletic events, etc.)	75	72	67	67
14i. Attending events that address important social, economic, or political issues	45	53	53	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 website.

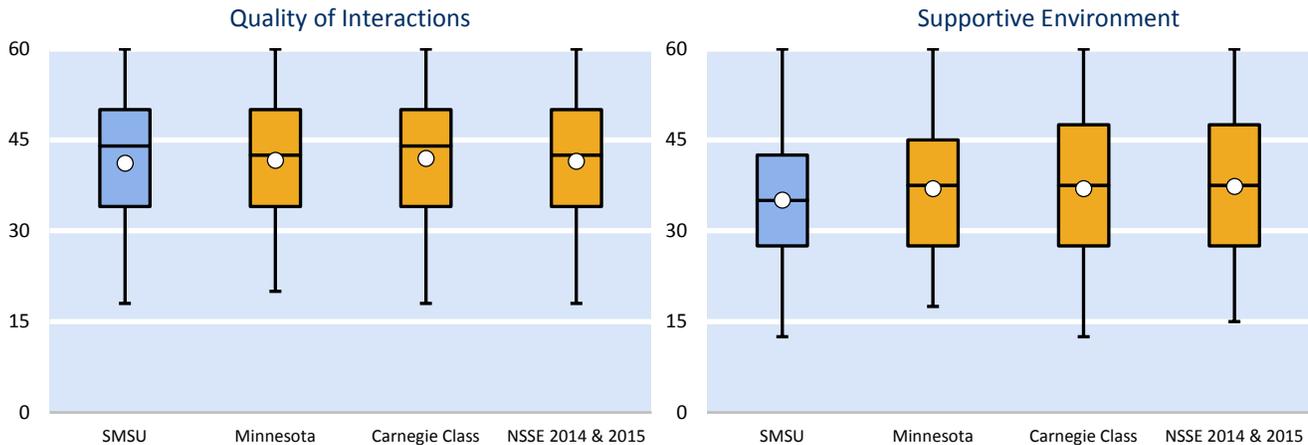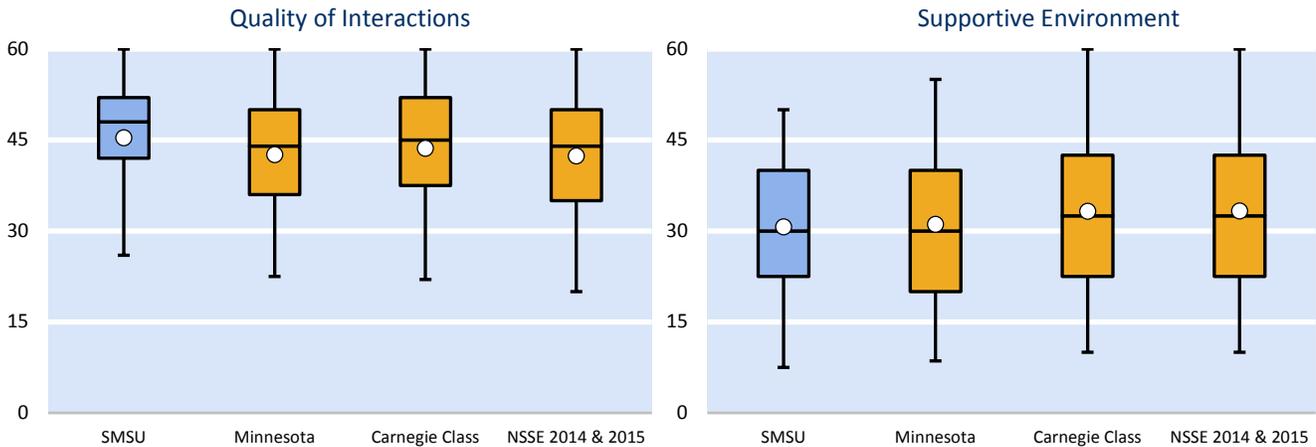## Campus Environment: Seniors

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 2014 & 2015	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.4	42.6 *	.25	43.6	.15	42.4 **	.25
Supportive Environment	30.7	31.1	-.03	33.3	-.18	33.3	-.18

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

Score Distributions

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

Summary of Indicator Items

Quality of Interactions	SMSU	Minnesota	Carnegie Class	NSSE 2014 & 2015
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...	%	%	%	%
13a. Students	72	64	65	63
13b. Academic advisors	71	52	57	52
13c. Faculty	63	56	63	59
13d. Student services staff (career services, student activities, housing, etc.)	53	42	45	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	55	44	46	41

Supportive Environment	SMSU	Minnesota	Carnegie Class	NSSE 2014 & 2015
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	70	68	74	72
14c. Using learning support services (tutoring services, writing center, etc.)	68	60	68	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	50	54	53
14e. Providing opportunities to be involved socially	64	63	66	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	58	61	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	33	29	33	33
14h. Attending campus activities and events (performing arts, athletic events, etc.)	53	52	55	58
14i. Attending events that address important social, economic, or political issues	38	42	47	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 website.

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NSSE 2015 Engagement Indicators
Comparisons with High-Performing Institutions
Southwest Minnesota State University

Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see **nsse.indiana.edu/html/position_policies.cfm**), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE[a] for their high average levels of student engagement:

 (a) institutions with average scores placing them in the top 50% of all 2014 and 2015 NSSE institutions, and
 (b) institutions with average scores placing them in the top 10% of all 2014 and 2015 NSSE institutions.

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

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

First-Year Students

| | | SMSU | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	35.7	41.0 ***	-.39		43.0 ***	-.54	
	Reflective and Integrative Learning	34.1	37.6 **	-.28		39.6 ***	-.43	
	Learning Strategies	36.2	41.6 ***	-.38		44.4 ***	-.58	
	Quantitative Reasoning	27.3	29.4	-.13		31.5 **	-.26	
Learning with Peers	Collaborative Learning	29.4	35.1 ***	-.42		37.3 ***	-.57	
	Discussions with Diverse Others	34.9	43.3 ***	-.55		45.5 ***	-.71	
Experiences with Faculty	Student-Faculty Interaction	22.1	24.0	-.13		27.2 **	-.32	
	Effective Teaching Practices	39.4	42.3 *	-.22		44.6 ***	-.39	
Campus Environment	Quality of Interactions	41.1	44.0 *	-.24		45.8 ***	-.40	
	Supportive Environment	35.1	39.4 **	-.33		41.3 ***	-.48	

Seniors

| | | SMSU | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.0	43.5 *	-.25		45.3 ***	-.39	
	Reflective and Integrative Learning	37.2	41.3 **	-.32		43.1 ***	-.48	
	Learning Strategies	36.1	42.5 ***	-.44		44.8 ***	-.62	
	Quantitative Reasoning	26.9	31.8 **	-.28		33.6 ***	-.40	
Learning with Peers	Collaborative Learning	31.7	35.7 **	-.29		38.2 ***	-.47	
	Discussions with Diverse Others	35.6	43.9 ***	-.52		45.9 ***	-.67	
Experiences with Faculty	Student-Faculty Interaction	24.7	29.8 **	-.31		34.1 ***	-.57	
	Effective Teaching Practices	39.9	43.1 *	-.23		45.1 ***	-.39	
Campus Environment	Quality of Interactions	45.4	45.0	.04	✓	46.7	-.11	
	Supportive Environment	30.7	36.1 ***	-.39		38.8 ***	-.59	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2014 and 2015 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

NSSE 2015 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 = 102)	35.7	13.4	1.33	10	30	40	45	60				
Minnesota	37.7	14.1	.36	15	25	40	50	60	1,673	-2.0	.164	-.142
Carnegie Class	39.0	14.0	.10	15	30	40	50	60	18,254	-3.3	.017	-.238
NSSE 2014 & 2015	39.3	13.9	.03	20	30	40	50	60	243,535	-3.7	.007	-.265
Top 50%	41.0	13.7	.04	20	30	40	50	60	119,816	-5.3	.000	-.386
Top 10%	43.0	13.8	.09	20	35	40	55	60	24,148	-7.4	.000	-.535
Reflective & Integrative Learning												
SMSU (N = 107)	34.1	11.7	1.13	17	26	34	40	57				
Minnesota	35.2	12.5	.31	17	26	34	43	60	1,740	-1.2	.342	-.095
Carnegie Class	35.7	12.8	.09	17	26	34	43	60	19,117	-1.7	.174	-.131
NSSE 2014 & 2015	36.0	12.7	.03	17	26	37	43	60	254,711	-1.9	.120	-.150
Top 50%	37.6	12.7	.04	17	29	37	46	60	128,232	-3.5	.004	-.279
Top 10%	39.6	12.8	.08	20	31	40	49	60	25,758	-5.5	.000	-.432
Learning Strategies												
SMSU (N = 98)	36.2	13.2	1.34	13	27	40	47	60				
Minnesota	38.2	13.8	.36	13	27	40	47	60	1,593	-1.9	.179	-.140
Carnegie Class	39.8	14.2	.11	20	27	40	53	60	17,143	-3.6	.013	-.252
NSSE 2014 & 2015	39.7	14.3	.03	20	27	40	53	60	226,159	-3.5	.015	-.244
Top 50%	41.6	14.1	.04	20	33	40	53	60	107,719	-5.4	.000	-.380
Top 10%	44.4	14.0	.09	20	33	47	60	60	24,465	-8.2	.000	-.583
Quantitative Reasoning												
SMSU (N = 106)	27.3	15.8	1.53	0	20	27	40	60				
Minnesota	27.9	16.2	.41	0	20	27	40	60	1,697	-.7	.684	-.041
Carnegie Class	27.0	16.6	.12	0	13	27	40	60	18,616	.3	.844	.019
NSSE 2014 & 2015	27.9	16.6	.03	0	20	27	40	60	247,869	-.7	.681	-.040
Top 50%	29.4	16.6	.04	0	20	27	40	60	157,533	-2.1	.191	-.127
Top 10%	31.5	16.5	.09	0	20	33	40	60	31,276	-4.2	.008	-.256
Learning with Peers												
Collaborative Learning												
SMSU (N = 111)	29.4	12.1	1.15	10	20	30	40	50				
Minnesota	31.6	14.3	.35	10	20	30	40	60	130	-2.2	.076	-.152
Carnegie Class	31.7	14.1	.10	10	20	30	40	60	111	-2.3	.054	-.160
NSSE 2014 & 2015	32.4	14.3	.03	10	20	30	40	60	110	-3.0	.010	-.214
Top 50%	35.1	13.8	.04	15	25	35	45	60	110	-5.7	.000	-.417
Top 10%	37.3	13.8	.08	15	25	35	50	60	111	-7.9	.000	-.570
Discussions with Diverse Others												
SMSU (N = 98)	34.9	16.2	1.64	10	20	35	50	60				
Minnesota	37.6	16.0	.41	10	25	40	50	60	1,604	-2.6	.115	-.164
Carnegie Class	40.1	16.3	.12	10	30	40	55	60	17,314	-5.2	.002	-.316
NSSE 2014 & 2015	41.1	16.1	.03	15	30	40	60	60	228,909	-6.1	.000	-.382
Top 50%	43.3	15.4	.04	20	35	45	60	60	133,094	-8.4	.000	-.547
Top 10%	45.5	14.8	.08	20	40	50	60	60	30,891	-10.6	.000	-.715

NSSE 2015 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 = 105)	22.1	14.9	1.45	0	10	20	30	55				
Minnesota	20.4	14.5	.36	0	10	20	30	50	1,703	1.8	.230	.121
Carnegie Class	21.2	15.0	.11	0	10	20	30	50	18,709	.9	.551	.058
NSSE 2014 & 2015	20.7	14.9	.03	0	10	20	30	50	249,028	1.4	.336	.094
Top 50%	24.0	15.2	.05	0	15	20	35	55	83,096	-1.9	.194	-.127
Top 10%	27.2	16.1	.14	5	15	25	40	60	14,233	-5.1	.001	-.317
Effective Teaching Practices												
SMSU (N = 104)	39.4	12.6	1.23	16	32	40	52	60				
Minnesota	38.1	13.3	.33	16	28	40	48	60	1,717	1.3	.322	.100
Carnegie Class	40.6	13.4	.10	20	32	40	52	60	18,822	-1.2	.349	-.092
NSSE 2014 & 2015	40.1	13.4	.03	20	32	40	52	60	250,647	-.7	.586	-.053
Top 50%	42.3	13.2	.04	20	32	40	52	60	95,401	-2.9	.024	-.221
Top 10%	44.6	13.3	.10	20	36	44	56	60	19,092	-5.2	.000	-.393
Campus Environment												
Quality of Interactions												
SMSU (N = 100)	41.1	12.6	1.26	18	34	44	50	60				
Minnesota	41.6	12.4	.32	20	34	43	50	60	1,566	-.5	.690	-.041
Carnegie Class	41.9	12.6	.10	18	34	44	50	60	16,567	-.8	.524	-.064
NSSE 2014 & 2015	41.5	12.6	.03	18	34	43	50	60	218,988	-.3	.786	-.027
Top 50%	44.0	11.7	.04	22	38	46	52	60	83,829	-2.9	.015	-.244
Top 10%	45.8	11.9	.09	23	40	48	55	60	17,801	-4.7	.000	-.397
Supportive Environment												
SMSU (N = 91)	35.1	13.9	1.46	13	28	35	43	60				
Minnesota	36.9	13.2	.35	18	28	38	45	60	1,480	-1.9	.192	-.141
Carnegie Class	36.9	14.0	.11	13	28	38	48	60	16,003	-1.9	.208	-.132
NSSE 2014 & 2015	37.3	13.9	.03	15	28	38	48	60	210,626	-2.2	.125	-.161
Top 50%	39.4	13.4	.04	18	30	40	50	60	106,182	-4.4	.002	-.326
Top 10%	41.3	13.0	.09	20	33	40	53	60	23,240	-6.2	.000	-.479

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

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

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

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

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

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

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

NSSE 2015 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 = 99)	40.0	13.2	1.33	20	30	40	50	60				
Minnesota	40.4	13.9	.29	20	30	40	50	60	2,441	-.3	.810	-.025
Carnegie Class	41.9	13.9	.10	20	35	40	55	60	19,369	-1.8	.187	-.133
NSSE 2014 & 2015	41.4	14.2	.03	20	30	40	55	60	263,808	-1.3	.356	-.093
Top 50%	43.5	13.8	.04	20	35	40	55	60	99,304	-3.4	.013	-.249
Top 10%	45.3	13.6	.08	20	40	45	60	60	26,748	-5.3	.000	-.386
Reflective & Integrative Learning												
SMSU (N = 103)	37.2	11.5	1.14	20	29	37	46	57				
Minnesota	38.5	13.1	.26	17	29	37	49	60	2,556	-1.4	.291	-.106
Carnegie Class	39.4	12.9	.09	20	31	40	49	60	20,124	-2.3	.076	-.176
NSSE 2014 & 2015	39.0	13.1	.03	17	29	40	49	60	274,559	-1.9	.145	-.144
Top 50%	41.3	12.7	.04	20	31	40	51	60	99,082	-4.1	.001	-.325
Top 10%	43.1	12.5	.08	20	34	43	54	60	24,623	-6.0	.000	-.476
Learning Strategies												
SMSU (N = 91)	36.1	13.2	1.38	13	27	40	40	60				
Minnesota	38.8	15.0	.32	13	27	40	53	60	100	-2.8	.054	-.184
Carnegie Class	40.8	14.7	.11	20	33	40	53	60	18,368	-4.7	.002	-.323
NSSE 2014 & 2015	40.3	14.8	.03	13	27	40	53	60	248,916	-4.3	.006	-.287
Top 50%	42.5	14.6	.04	20	33	40	60	60	125,593	-6.4	.000	-.440
Top 10%	44.8	14.2	.08	20	33	47	60	60	32,949	-8.8	.000	-.617
Quantitative Reasoning												
SMSU (N = 100)	26.9	15.9	1.59	0	20	27	40	53				
Minnesota	28.8	16.5	.34	0	20	27	40	60	2,485	-1.9	.266	-.113
Carnegie Class	29.7	17.4	.12	0	20	27	40	60	19,729	-2.8	.109	-.160
NSSE 2014 & 2015	30.4	17.4	.03	0	20	27	40	60	268,788	-3.5	.047	-.199
Top 50%	31.8	17.3	.04	0	20	33	40	60	167,320	-4.8	.005	-.279
Top 10%	33.6	16.9	.09	0	20	33	47	60	37,001	-6.7	.000	-.396
Learning with Peers												
Collaborative Learning												
SMSU (N = 105)	31.7	12.5	1.22	15	20	30	40	55				
Minnesota	32.1	14.0	.28	10	20	30	40	60	116	-.4	.746	-.029
Carnegie Class	32.2	14.7	.10	10	20	30	40	60	106	-.6	.653	-.038
NSSE 2014 & 2015	32.9	14.6	.03	10	20	30	45	60	104	-1.2	.320	-.084
Top 50%	35.7	13.9	.04	15	25	35	45	60	104	-4.0	.001	-.288
Top 10%	38.2	13.7	.08	15	30	40	50	60	105	-6.5	.000	-.474
Discussions with Diverse Others												
SMSU (N = 94)	35.6	15.5	1.60	15	25	35	45	60				
Minnesota	39.5	16.0	.34	15	25	40	55	60	2,315	-3.9	.019	-.246
Carnegie Class	40.9	16.1	.12	15	30	40	60	60	18,586	-5.3	.001	-.330
NSSE 2014 & 2015	42.0	16.1	.03	15	30	40	60	60	251,571	-6.4	.000	-.394
Top 50%	43.9	15.9	.04	20	35	45	60	60	160,783	-8.3	.000	-.522
Top 10%	45.9	15.4	.08	20	40	50	60	60	38,615	-10.3	.000	-.668

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 = 100)	24.7	15.8	1.58	0	15	20	35	55				
Minnesota	23.4	15.8	.32	0	10	20	35	55	2,497	1.3	.403	.085
Carnegie Class	25.3	16.5	.12	0	15	25	35	60	19,719	-.5	.741	-.033
NSSE 2014 & 2015	24.0	16.4	.03	0	10	20	35	60	268,782	.7	.667	.043
Top 50%	29.8	16.2	.06	5	20	30	40	60	64,226	-5.0	.002	-.308
Top 10%	34.1	16.5	.17	5	20	35	45	60	9,579	-9.4	.000	-.566
Effective Teaching Practices												
SMSU (N = 99)	39.9	12.1	1.21	20	32	40	48	60				
Minnesota	39.7	13.5	.28	16	32	40	52	60	2,509	.2	.858	.018
Carnegie Class	41.7	13.7	.10	20	32	40	52	60	100	-1.8	.136	-.133
NSSE 2014 & 2015	40.8	13.9	.03	16	32	40	52	60	98	-.9	.478	-.062
Top 50%	43.1	13.6	.05	20	36	44	56	60	99	-3.2	.011	-.231
Top 10%	45.1	13.4	.10	20	36	48	60	60	100	-5.2	.000	-.389
Campus Environment												
Quality of Interactions												
SMSU (N = 88)	45.4	10.7	1.14	26	42	48	52	60				
Minnesota	42.6	11.2	.24	23	36	44	50	60	2,180	2.8	.021	.252
Carnegie Class	43.6	11.8	.09	22	38	45	52	60	17,727	1.8	.163	.149
NSSE 2014 & 2015	42.4	12.0	.02	20	35	44	50	60	87	3.0	.009	.252
Top 50%	45.0	11.4	.04	24	38	46	54	60	84,809	.4	.731	.037
Top 10%	46.7	11.8	.08	24	40	50	56	60	21,510	-1.3	.298	-.111
Supportive Environment												
SMSU (N = 86)	30.7	12.9	1.39	8	23	30	40	50				
Minnesota	31.1	13.6	.30	9	20	30	40	55	2,198	-.4	.784	-.030
Carnegie Class	33.3	14.5	.11	10	23	33	43	60	17,546	-2.6	.099	-.179
NSSE 2014 & 2015	33.3	14.5	.03	10	23	33	43	60	236,854	-2.6	.093	-.182
Top 50%	36.1	13.9	.05	13	26	38	45	60	95,456	-5.4	.000	-.390
Top 10%	38.8	13.7	.10	15	30	40	50	60	17,864	-8.1	.000	-.591

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

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

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

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

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

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

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