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# **NSSE 2018**

## **Engagement Indicators**

Fayetteville State University

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### About Your Engagement Indicators Report

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

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

### Report Sections

#### Overview (p. 3)

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

#### Theme Reports (pp. 4-13)

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

##### Mean Comparisons

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

##### Score Distributions

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

##### Performance on Indicator Items

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

#### Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2017 and 2018 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 and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

### How Engagement Indicators are Computed





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

For more information on EIs and their psychometric properties, refer to the NSSE website: [nsse.indiana.edu](http://nsse.indiana.edu)


















#### Engagement Indicators: Overview

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





















Use the following key:

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

#### First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Southeast Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2017 & 2018
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 Southeast Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2017 & 2018
Academic Challenge	Higher-Order Learning			
	Reflective & Integrative Learning			
	Learning Strategies			
	Quantitative Reasoning	--		
Learning with Peers	Collaborative Learning			
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--		--
	Effective Teaching Practices			
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--		

### Academic Challenge: First-year students

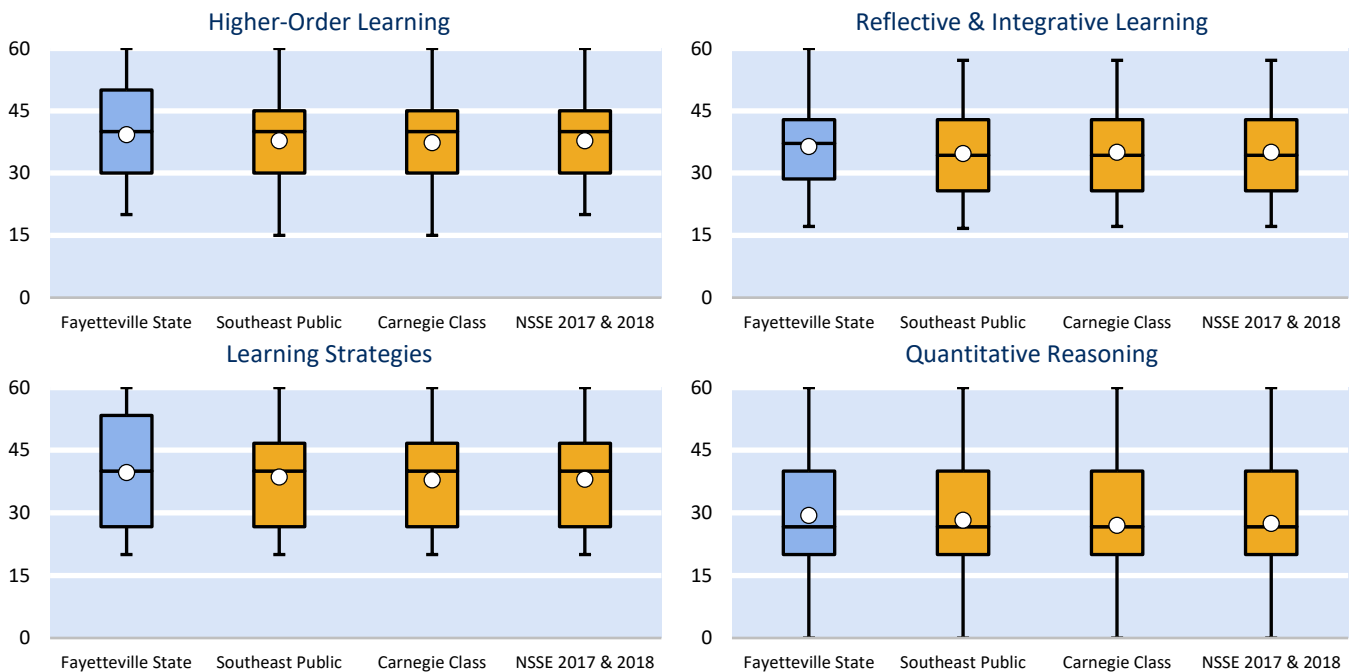
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	Fayetteville State Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.3	37.8 *	.11	37.3 **	.15	37.8 *	.11
Reflective & Integrative Learning	36.4	34.7 *	.14	35.0 *	.12	35.1 *	.11
Learning Strategies	39.6	38.6	.07	37.9 *	.13	38.0 *	.11
Quantitative Reasoning	29.4	28.2	.07	27.0 **	.16	27.5 *	.12

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

#### Score Distributions



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

## Academic Challenge: First-year students (continued)

### Performance on Indicator Items

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

	Fayetteville State	Percentage point difference <sup>a</sup> between your FY students and		
		Southeast Public	Carnegie Class	NSSE 2017 & 2018
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	69	-2	+0	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	+2	+3	+2
4d. Evaluating a point of view, decision, or information source	77	+8	+8	+8
4e. Forming a new idea or understanding from various pieces of information	77	+10	+10	+8
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	56	+7	+5	+5
2b. Connected your learning to societal problems or issues	56	+6	+4	+4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57	+7	+6	+6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	+4	+4	+4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	77	+8	+7	+7
2f. Learned something that changed the way you understand an issue or concept	72	+7	+6	+6
2g. Connected ideas from your courses to your prior experiences and knowledge	80	+5	+4	+3
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	76	+1	+1	+0
9b. Reviewed your notes after class	71	+3	+5	+6
9c. Summarized what you learned in class or from course materials	70	+5	+7	+7
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	-1	+3	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	+6	+8	+7
6c. Evaluated what others have concluded from numerical information	47	+7	+10	+8

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

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

### Academic Challenge: Seniors

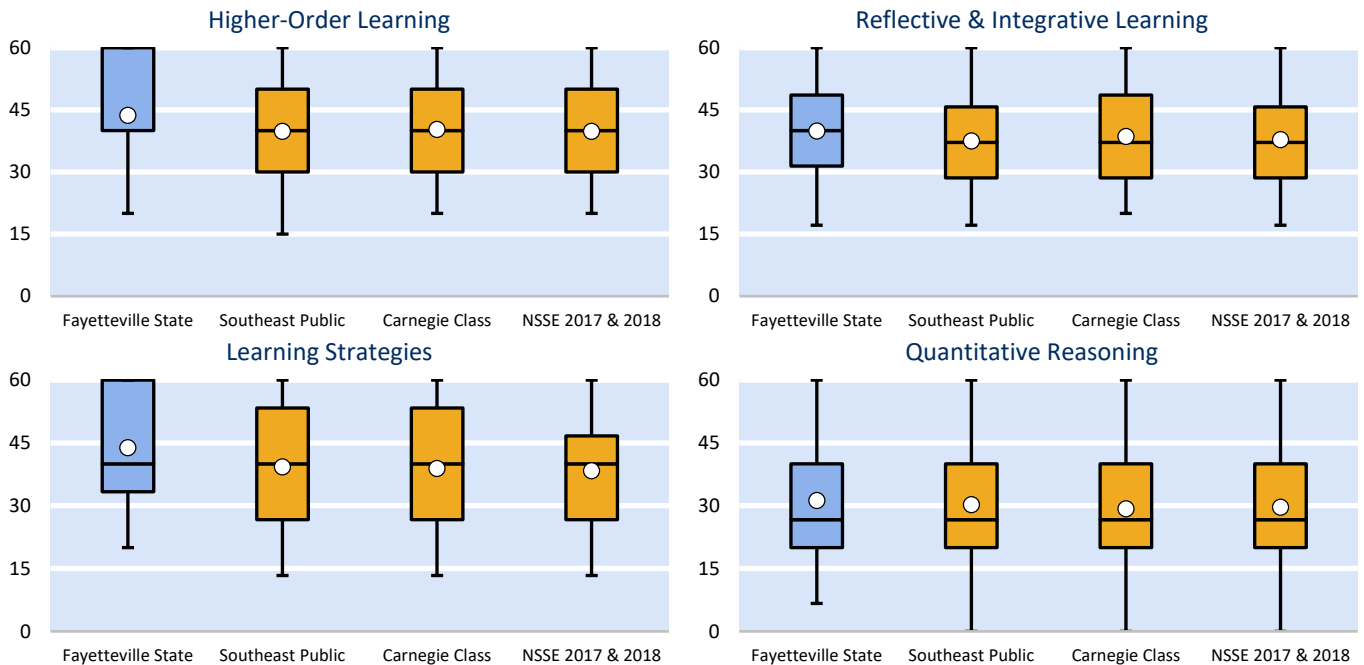
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	Fayetteville State Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	43.7	39.8 ***	.27	40.3 ***	.25	39.8 ***	.28
Reflective & Integrative Learning	39.9	37.5 ***	.19	38.6 *	.11	37.8 ***	.17
Learning Strategies	43.8	39.2 ***	.32	38.9 ***	.35	38.3 ***	.38
Quantitative Reasoning	31.2	30.2	.06	29.3 *	.12	29.6 *	.10

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

#### Score Distributions






















































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

## Academic Challenge: Seniors (continued)

### Performance on Indicator Items

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

	Fayetteville State	Percentage point difference <sup>a</sup> between your seniors and		
		Southeast Public	Carnegie Class	NSSE 2017 & 2018
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	81	+3 	+3 	+4 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	83	+8 	+8 	+8 
4d. Evaluating a point of view, decision, or information source	83	+15 	+11 	+13 
4e. Forming a new idea or understanding from various pieces of information	81	+11 	+8 	+10 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	65	-4 	-5 	-4 
2b. Connected your learning to societal problems or issues	67	+8 	+4 	+6 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	66	+16 	+10 	+13 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71	+6 	+4 	+5 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	80	+8 	+7 	+8 
2f. Learned something that changed the way you understand an issue or concept	76	+6 	+4 	+5 
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+1 	-1 	+0 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	88	+9 	+8 	+9 
9b. Reviewed your notes after class	78	+14 	+15 	+17 
9c. Summarized what you learned in class or from course materials	76	+10 	+10 	+12 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	58	+0 	+4 	+2 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49	+4 	+5 	+5 
6c. Evaluated what others have concluded from numerical information	44	-1 	+2 	+0 

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

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

### Learning with Peers: First-year students

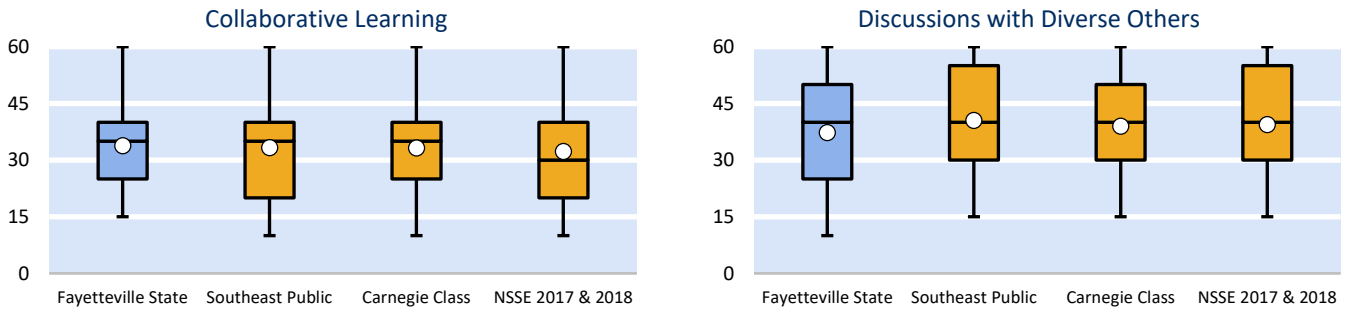
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	Fayetteville State Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.8	33.3	.04	33.2	.04	32.3	.10
Discussions with Diverse Others	37.3	40.5 ***	-.21	39.0	-.11	39.4 *	-.14

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

#### Score Distributions



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#### Performance on Indicator Items

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

Collaborative Learning	Fayetteville State	Percentage point difference <sup>a</sup> between your FY students and		
		Southeast Public	Carnegie Class	NSSE 2017 & 2018
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	55	+1	+0	+3
1f. Explained course material to one or more students	62	+2	+3	+4
1g. Prepared for exams by discussing or working through course material with other students	53	+1	+1	+3
1h. Worked with other students on course projects or assignments	62	+7	+5	+8
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	66	-6	-2	-4
8b. People from an economic background other than your own	67	-6	-4	-4
8c. People with religious beliefs other than your own	63	-5	-1	-3
8d. People with political views other than your own	59	-9	-7	-6

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### Learning with Peers: Seniors

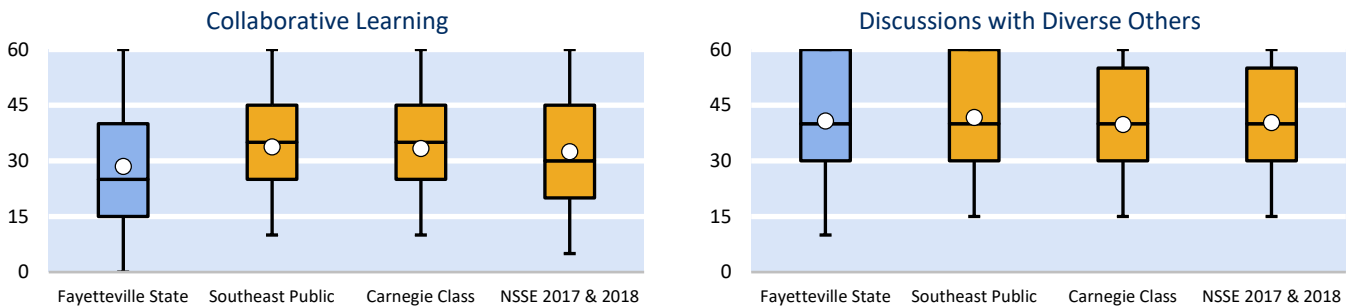
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	Fayetteville State Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	28.5	33.8 ***	-.36	33.3 ***	-.33	32.5 ***	-.26
Discussions with Diverse Others	40.7	41.7	-.06	39.8	.06	40.3	.03

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

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#### Performance on Indicator Items

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Item	Fayetteville State	Percentage point difference <sup>a</sup> between your seniors and		
		Southeast Public	Carnegie Class	NSSE 2017 & 2018
<b>Collaborative Learning</b>				
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	35	-11	-9	-8
1f. Explained course material to one or more students	48	-13	-13	-11
1g. Prepared for exams by discussing or working through course material with other students	41	-10	-9	-6
1h. Worked with other students on course projects or assignments	53	-13	-12	-11
<b>Discussions with Diverse Others</b>				
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	74	-1	+5	+2
8b. People from an economic background other than your own	74	-1	+1	+1
8c. People with religious beliefs other than your own	65	-6	-1	-3
8d. People with political views other than your own	65	-5	-2	-1

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### Experiences with Faculty: First-year students

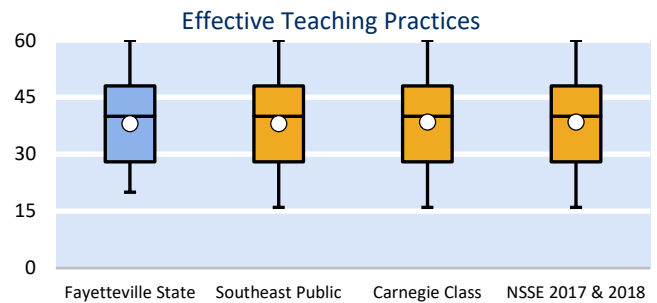
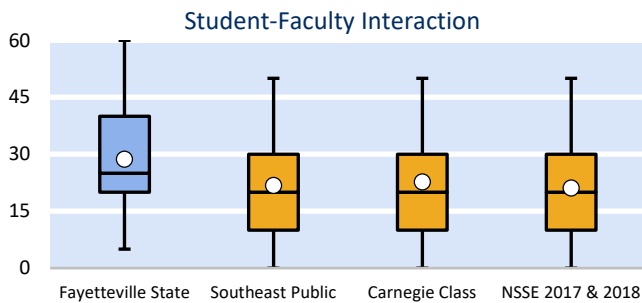
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

#### Mean Comparisons

Engagement Indicator	Fayetteville State Mean	Your first-year students compared with					
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	28.7	21.8 ***	.46	22.7 ***	.41	21.1 ***	.52
Effective Teaching Practices	38.0	38.0	.00	38.5	-.03	38.5	-.03

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Student-Faculty Interaction	Fayetteville State	Percentage point difference <sup>a</sup> between your FY students and		
		Southeast Public	Carnegie Class	NSSE 2017 & 2018
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	58	+19	+18	+22
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	35	+13	+11	+14
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	43	+17	+15	+17
3d. Discussed your academic performance with a faculty member	53	+21	+19	+23
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	74	-2	-3	-3
5b. Taught course sessions in an organized way	60	-14	-15	-15
5c. Used examples or illustrations to explain difficult points	71	-3	-3	-3
5d. Provided feedback on a draft or work in progress	70	+8	+5	+6
5e. Provided prompt and detailed feedback on tests or completed assignments	66	+8	+5	+6

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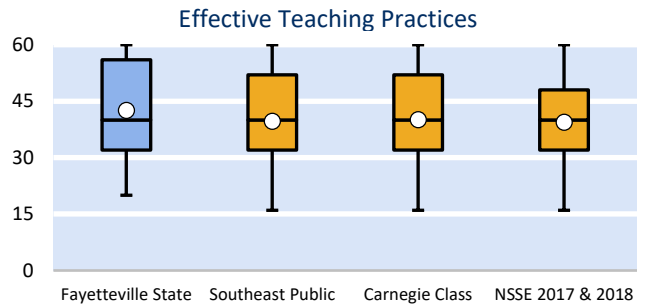
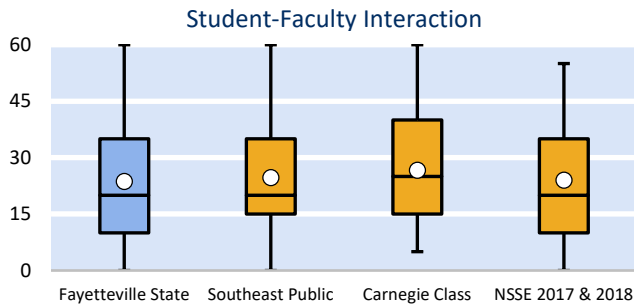
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#### Mean Comparisons

Engagement Indicator	Fayetteville State Mean	Your seniors compared with					
		Southeast Public Effect		Carnegie Class Effect		NSSE 2017 & 2018 Effect	
	Mean	Mean	size	Mean	size	Mean	size
Student-Faculty Interaction	23.6	24.7	-.06	26.6 ***	-.19	23.9	-.02
Effective Teaching Practices	42.5	39.6 ***	.21	40.0 ***	.18	39.4 ***	.23

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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	44	-1	-6	+1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	-2	-4	-0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	-3	-6	-1
3d. Discussed your academic performance with a faculty member	41	+6	+1	+7
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	81	+1	+1	+1
5b. Taught course sessions in an organized way	81	+4	+4	+4
5c. Used examples or illustrations to explain difficult points	77	-1	-1	-0
5d. Provided feedback on a draft or work in progress	71	+10	+7	+10
5e. Provided prompt and detailed feedback on tests or completed assignments	73	+9	+6	+9

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

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

### Campus Environment: First-year students

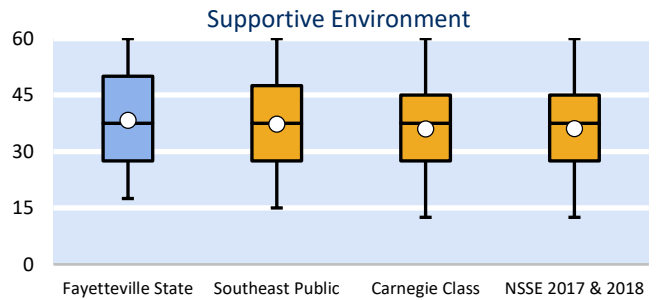
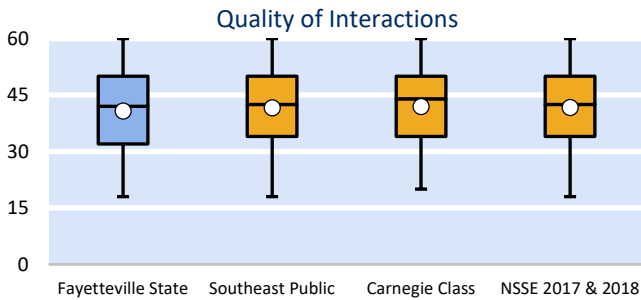
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Fayetteville State Mean	Your first-year students compared with					
		Southeast Public Effect size		Carnegie Class Effect size		NSSE 2017 & 2018 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.7	41.6	-.07	42.0	-.10	41.7	-.07
Supportive Environment	38.3	37.3	.07	36.0 **	.17	36.1 **	.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.

#### Performance on Indicator Items

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

Quality of Interactions	Fayetteville State %	Percentage point difference <sup>a</sup> between your FY students and		
		Southeast Public	Carnegie Class	NSSE 2017 & 2018
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	46	-4	-5	-4
13b. Academic advisors	54	+3	+4	+4
13c. Faculty	41	-6	-8	-7
13d. Student services staff (career services, student activities, housing, etc.)	45	+0	+1	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	-3	-5	-4
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	75	-1	-1	-1
14c. Using learning support services (tutoring services, writing center, etc.)	77	-1	+1	+0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	69	+6	+8	+7
14e. Providing opportunities to be involved socially	71	-2	+0	+0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	69	-4	+0	-0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	52	+8	+10	+10
14h. Attending campus activities and events (performing arts, athletic events, etc.)	70	+1	+6	+7
14i. Attending events that address important social, economic, or political issues	61	+8	+9	+10

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

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

### Campus Environment: Seniors

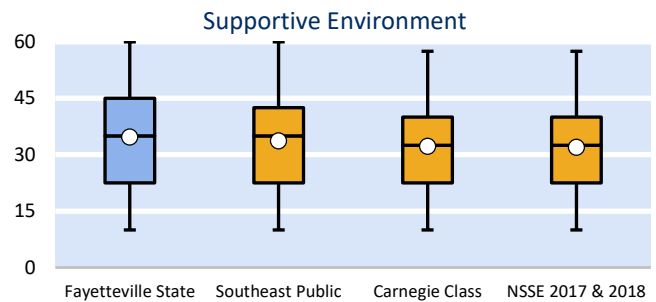
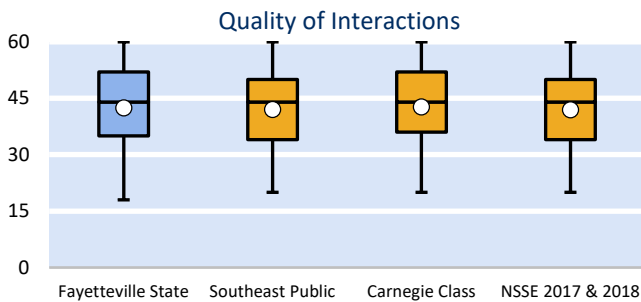
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Fayetteville State Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.4	42.0	.03	42.7	-.03	42.0	.04
Supportive Environment	34.7	33.7	.07	32.2 ***	.18	32.0 ***	.19

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

#### Score Distributions



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

#### Performance on Indicator Items

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

Quality of Interactions	Fayetteville State	Percentage point difference <sup>a</sup> between your seniors and		
		Southeast Public	Carnegie Class	NSSE 2017 & 2018
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	61	+4	+4	+5
13b. Academic advisors	54	+4	-1	+3
13c. Faculty	56	+1	-1	+1
13d. Student services staff (career services, student activities, housing, etc.)	41	-1	-1	+0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	+2	-1	+0
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	75	+4	+4	+5
14c. Using learning support services (tutoring services, writing center, etc.)	72	+5	+6	+6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	+7	+9	+9
14e. Providing opportunities to be involved socially	69	+1	+5	+5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	-4	+3	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	+8	+9	+10
14h. Attending campus activities and events (performing arts, athletic events, etc.)	52	-7	+1	+1
14i. Attending events that address important social, economic, or political issues	51	+7	+8	+9

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

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

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### 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](https://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<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2017 and 2018 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2017 and 2018 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<sup>b</sup> to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

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

#### First-Year Students

Theme	Engagement Indicator	Fayetteville State Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	39.3	38.9	.03	✓	40.5	-.09	✓
Academic	Reflective and Integrative Learning	36.4	36.5	.00	✓	38.1 *	-.14	
Challenge	Learning Strategies	39.6	39.5	.01	✓	41.6 *	-.14	
	Quantitative Reasoning	29.4	28.7	.05	✓	30.4	-.07	✓
Learning	Collaborative Learning	33.8	35.1	-.10	✓	37.2 ***	-.25	
with Peers	Discussions with Diverse Others	37.3	41.4 ***	-.28		43.4 ***	-.42	
Experiences	Student-Faculty Interaction	28.7	24.3 ***	.30	✓	27.2	.09	✓
with Faculty	Effective Teaching Practices	38.0	40.3 **	-.17		42.0 ***	-.29	
Campus	Quality of Interactions	40.7	43.9 ***	-.27		45.9 ***	-.42	
Environment	Supportive Environment	38.3	37.9	.03	✓	39.7	-.10	

#### Seniors

Theme	Engagement Indicator	Fayetteville State Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	43.7	41.3 ***	.17	✓	42.4	.09	✓
Academic	Reflective and Integrative Learning	39.9	39.6	.03	✓	41.1 *	-.10	
Challenge	Learning Strategies	43.8	40.2 ***	.26	✓	42.3 *	.11	✓
	Quantitative Reasoning	31.2	30.7	.03	✓	32.7	-.09	✓
Learning	Collaborative Learning	28.5	35.7 ***	-.52		38.1 ***	-.71	
with Peers	Discussions with Diverse Others	40.7	41.9	-.08	✓	43.8 ***	-.20	
Experiences	Student-Faculty Interaction	23.6	29.2 ***	-.35		33.3 ***	-.60	
with Faculty	Effective Teaching Practices	42.5	41.1 *	.10	✓	43.1	-.05	✓
Campus	Quality of Interactions	42.4	44.4 **	-.17		46.5 ***	-.33	
Environment	Supportive Environment	34.7	34.3	.03	✓	36.4 *	-.12	

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 2017 and 2018 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Fayetteville State (N = 322)	39.3	13.2	.73	20	30	40	50	60				
Southeast Public	37.8	13.5	.05	15	30	40	45	60	87,570	1.5	.043	.113
Carnegie Class	37.3	13.2	.07	15	30	40	45	60	33,471	2.0	.007	.152
NSSE 2017 & 2018	37.8	13.2	.02	20	30	40	45	60	410,981	1.5	.045	.112
Top 50%	38.9	13.1	.03	20	30	40	50	60	243,680	.4	.624	.027
Top 10%	40.5	13.3	.06	20	30	40	50	60	58,228	-1.2	.105	-.090
<b>Reflective &amp; Integrative Learning</b>												
Fayetteville State (N = 330)	36.4	11.9	.66	17	29	37	43	60				
Southeast Public	34.7	12.3	.04	17	26	34	43	57	93,193	1.7	.010	.141
Carnegie Class	35.0	11.9	.06	17	26	34	43	57	35,430	1.4	.036	.116
NSSE 2017 & 2018	35.1	11.9	.02	17	26	34	43	57	433,794	1.4	.040	.113
Top 50%	36.5	11.8	.02	17	29	37	43	57	228,703	.0	.942	-.004
Top 10%	38.1	12.0	.05	20	29	37	46	60	49,316	-1.7	.013	-.138
<b>Learning Strategies</b>												
Fayetteville State (N = 320)	39.6	13.8	.77	20	27	40	53	60				
Southeast Public	38.6	13.8	.05	20	27	40	47	60	78,597	1.0	.185	.074
Carnegie Class	37.9	13.6	.08	20	27	40	47	60	30,882	1.7	.025	.126
NSSE 2017 & 2018	38.0	13.7	.02	20	27	40	47	60	374,841	1.6	.041	.115
Top 50%	39.5	13.7	.03	20	27	40	53	60	197,430	.1	.894	.007
Top 10%	41.6	14.1	.06	20	33	40	53	60	47,951	-2.0	.011	-.142
<b>Quantitative Reasoning</b>												
Fayetteville State (N = 314)	29.4	15.6	.88	0	20	27	40	60				
Southeast Public	28.2	15.5	.05	0	20	27	40	60	85,295	1.1	.193	.074
Carnegie Class	27.0	15.2	.08	0	20	27	40	60	32,609	2.4	.006	.157
NSSE 2017 & 2018	27.5	15.3	.02	0	20	27	40	60	401,348	1.9	.028	.124
Top 50%	28.7	15.2	.03	0	20	27	40	60	257,717	.7	.403	.047
Top 10%	30.4	15.3	.06	7	20	27	40	60	63,310	-1.0	.246	-.066
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Fayetteville State (N = 325)	33.8	13.5	.75	15	25	35	40	60				
Southeast Public	33.3	14.2	.05	10	20	35	40	60	99,152	.5	.500	.038
Carnegie Class	33.2	13.8	.07	10	25	35	40	60	37,162	.6	.474	.040
NSSE 2017 & 2018	32.3	14.4	.02	10	20	30	40	60	455,757	1.5	.063	.103
Top 50%	35.1	13.6	.03	15	25	35	45	60	268,933	-1.3	.075	-.099
Top 10%	37.2	13.6	.06	15	25	40	45	60	60,383	-3.5	.000	-.254
<b>Discussions with Diverse Others</b>												
Fayetteville State (N = 316)	37.3	15.9	.89	10	25	40	50	60				
Southeast Public	40.5	15.7	.06	15	30	40	55	60	79,395	-3.2	.000	-.206
Carnegie Class	39.0	15.4	.09	15	30	40	50	60	31,134	-1.7	.052	-.110
NSSE 2017 & 2018	39.4	15.5	.03	15	30	40	55	60	378,049	-2.1	.016	-.136
Top 50%	41.4	15.0	.03	15	30	40	55	60	246,532	-4.1	.000	-.275
Top 10%	43.4	14.8	.06	20	35	45	60	60	54,987	-6.2	.000	-.416



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Fayetteville State (N = 319)	28.7	15.3	.86	5	20	25	40	60				
Southeast Public	21.8	15.0	.05	0	10	20	30	50	89,826	6.9	.000	.459
Carnegie Class	22.7	14.6	.08	0	10	20	30	50	34,208	6.0	.000	.408
NSSE 2017 & 2018	21.1	14.6	.02	0	10	20	30	50	319	7.6	.000	.519
Top 50%	24.3	14.8	.04	5	15	20	35	55	152,634	4.4	.000	.297
Top 10%	27.2	15.8	.10	5	15	25	40	60	25,539	1.4	.104	.092
<b>Effective Teaching Practices</b>												
Fayetteville State (N = 323)	38.0	13.6	.76	20	28	40	48	60				
Southeast Public	38.0	13.4	.05	16	28	40	48	60	87,708	.0	.999	.000
Carnegie Class	38.5	13.1	.07	16	28	40	48	60	33,513	-.4	.580	-.031
NSSE 2017 & 2018	38.5	13.1	.02	16	28	40	48	60	411,912	-.4	.560	-.032
Top 50%	40.3	13.1	.03	20	32	40	52	60	180,498	-2.2	.002	-.171
Top 10%	42.0	13.7	.06	20	32	40	52	60	47,044	-3.9	.000	-.287
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Fayetteville State (N = 310)	40.7	13.3	.76	18	32	42	50	60				
Southeast Public	41.6	12.5	.05	18	34	43	50	60	311	-.9	.259	-.068
Carnegie Class	42.0	12.3	.07	20	34	44	50	60	315	-1.3	.099	-.102
NSSE 2017 & 2018	41.7	12.5	.02	18	34	43	50	60	309	-.9	.222	-.074
Top 50%	43.9	11.6	.03	22	38	46	52	60	310	-3.1	.000	-.271
Top 10%	45.9	12.1	.07	22	40	48	56	60	314	-5.1	.000	-.423
<b>Supportive Environment</b>												
Fayetteville State (N = 313)	38.3	13.9	.78	18	28	38	50	60				
Southeast Public	37.3	13.5	.05	15	28	38	48	60	74,302	1.0	.189	.074
Carnegie Class	36.0	13.6	.08	13	28	38	45	60	29,383	2.3	.003	.168
NSSE 2017 & 2018	36.1	13.6	.02	13	28	38	45	60	356,200	2.2	.004	.165
Top 50%	37.9	13.2	.03	15	30	40	48	60	192,050	.4	.625	.028
Top 10%	39.7	13.1	.06	18	30	40	50	60	46,425	-1.4	.067	-.104

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.

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Fayetteville State (N = 465)	43.7	14.0	.65	20	40	40	60	60				
Southeast Public	39.8	13.9	.05	15	30	40	50	60	94,281	3.8	.000	.274
Carnegie Class	40.3	13.5	.08	20	30	40	50	60	477	3.4	.000	.249
NSSE 2017 & 2018	39.8	13.7	.02	20	30	40	50	60	431,148	3.8	.000	.281
Top 50%	41.3	13.5	.03	20	35	40	55	60	201,956	2.3	.000	.173
Top 10%	42.4	13.7	.06	20	35	40	55	60	60,662	1.2	.056	.089
<b>Reflective &amp; Integrative Learning</b>												
Fayetteville State (N = 486)	39.9	13.4	.61	17	31	40	49	60				
Southeast Public	37.5	12.7	.04	17	29	37	46	60	98,651	2.4	.000	.188
Carnegie Class	38.6	12.4	.07	20	29	37	49	60	32,539	1.3	.019	.107
NSSE 2017 & 2018	37.8	12.4	.02	17	29	37	46	60	449,195	2.1	.000	.166
Top 50%	39.6	12.2	.03	20	31	40	49	60	487	.3	.573	.028
Top 10%	41.1	12.2	.06	20	33	40	51	60	42,392	-1.2	.027	-.101
<b>Learning Strategies</b>												
Fayetteville State (N = 448)	43.8	14.2	.67	20	33	40	60	60				
Southeast Public	39.2	14.6	.05	13	27	40	53	60	86,263	4.6	.000	.316
Carnegie Class	38.9	14.4	.08	13	27	40	53	60	29,443	5.0	.000	.345
NSSE 2017 & 2018	38.3	14.5	.02	13	27	40	47	60	399,443	5.5	.000	.383
Top 50%	40.2	14.4	.03	20	27	40	53	60	213,641	3.7	.000	.256
Top 10%	42.3	14.2	.06	20	33	40	53	60	57,630	1.5	.025	.106
<b>Quantitative Reasoning</b>												
Fayetteville State (N = 443)	31.2	15.8	.75	7	20	27	40	60				
Southeast Public	30.2	16.3	.05	0	20	27	40	60	92,517	1.0	.188	.063
Carnegie Class	29.3	16.2	.09	0	20	27	40	60	30,740	2.0	.011	.122
NSSE 2017 & 2018	29.6	16.1	.02	0	20	27	40	60	423,165	1.6	.035	.100
Top 50%	30.7	16.0	.03	0	20	33	40	60	276,220	.6	.468	.034
Top 10%	32.7	15.7	.06	7	20	33	40	60	60,711	-1.4	.056	-.091
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Fayetteville State (N = 498)	28.5	16.7	.75	0	15	25	40	60				
Southeast Public	33.8	14.8	.05	10	25	35	45	60	501	-5.3	.000	-.356
Carnegie Class	33.3	14.6	.08	10	25	35	45	60	509	-4.8	.000	-.329
NSSE 2017 & 2018	32.5	15.0	.02	5	20	30	45	60	498	-4.0	.000	-.264
Top 50%	35.7	13.9	.03	15	25	35	45	60	499	-7.2	.000	-.517
Top 10%	38.1	13.5	.06	15	30	40	50	60	505	-9.6	.000	-.707
<b>Discussions with Diverse Others</b>												
Fayetteville State (N = 452)	40.7	16.9	.80	10	30	40	60	60				
Southeast Public	41.7	15.9	.05	15	30	40	60	60	455	-.9	.237	-.059
Carnegie Class	39.8	15.6	.09	15	30	40	55	60	463	.9	.244	.060
NSSE 2017 & 2018	40.3	15.8	.03	15	30	40	55	60	452	.4	.578	.028
Top 50%	41.9	15.6	.03	15	30	40	60	60	452	-1.2	.135	-.077
Top 10%	43.8	15.5	.06	20	35	45	60	60	456	-3.1	.000	-.198

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Fayetteville State (N = 465)	23.6	17.0	.79	0	10	20	35	60				
Southeast Public	24.7	16.1	.05	0	15	20	35	60	468	-1.0	.187	-.065
Carnegie Class	26.6	15.9	.09	5	15	25	40	60	476	-3.0	.000	-.186
NSSE 2017 & 2018	23.9	15.9	.02	0	10	20	35	55	465	-.3	.708	-.019
Top 50%	29.2	15.8	.05	5	20	30	40	60	467	-5.6	.000	-.353
Top 10%	33.3	16.1	.14	10	20	35	45	60	14,635	-9.6	.000	-.597
<b>Effective Teaching Practices</b>												
Fayetteville State (N = 468)	42.5	14.4	.67	20	32	40	56	60				
Southeast Public	39.6	13.8	.05	16	32	40	52	60	471	2.8	.000	.205
Carnegie Class	40.0	13.7	.08	16	32	40	52	60	480	2.5	.000	.179
NSSE 2017 & 2018	39.4	13.7	.02	16	32	40	48	60	468	3.1	.000	.227
Top 50%	41.1	13.6	.03	16	32	40	52	60	469	1.3	.048	.097
Top 10%	43.1	13.7	.07	20	36	44	56	60	478	-.6	.354	-.046
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Fayetteville State (N = 407)	42.4	13.6	.67	18	35	44	52	60				
Southeast Public	42.0	12.4	.04	20	34	44	50	60	410	.4	.559	.032
Carnegie Class	42.7	12.1	.07	20	36	44	52	60	416	-.3	.652	-.025
NSSE 2017 & 2018	42.0	12.3	.02	20	34	44	50	60	407	.5	.499	.037
Top 50%	44.4	11.9	.03	22	38	46	54	60	408	-2.0	.003	-.166
Top 10%	46.5	12.3	.06	22	40	50	58	60	413	-4.1	.000	-.333
<b>Supportive Environment</b>												
Fayetteville State (N = 438)	34.7	14.8	.71	10	23	35	45	60				
Southeast Public	33.7	14.2	.05	10	23	35	43	60	82,791	1.0	.124	.074
Carnegie Class	32.2	14.0	.08	10	23	33	40	58	449	2.5	.001	.176
NSSE 2017 & 2018	32.0	14.1	.02	10	23	33	40	58	438	2.7	.000	.192
Top 50%	34.3	13.7	.03	13	25	35	43	60	439	.4	.538	.032
Top 10%	36.4	13.7	.07	13	28	38	45	60	446	-1.6	.021	-.119

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.