



NSSE 2015

Engagement Indicators

Indiana University-Purdue University Indianapolis

About Your Engagement Indicators Report

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

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

Report Sections

Overview (p. 3)

Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Summary of Indicator Items

Responses to each item in a given EI are 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

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Official Peers	Your first-year students compared with Pub Research Univ	Your first-year students compared with All NSSE
<i>Academic Challenge</i>	Higher-Order Learning	--	△	△
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	△	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	△
	Discussions with Diverse Others	▽	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	△	△	--
<i>Campus Environment</i>	Quality of Interactions	△	--	--
	Supportive Environment	--	--	△

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Official Peers	Your seniors compared with Pub Research Univ	Your seniors compared with All NSSE
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	▽	--
<i>Learning with Peers</i>	Collaborative Learning	--	▽	▽
	Discussions with Diverse Others	▽	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	▽	▽
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	△	△	--
	Supportive Environment	▽	▽	▽

Academic Challenge: First-year students

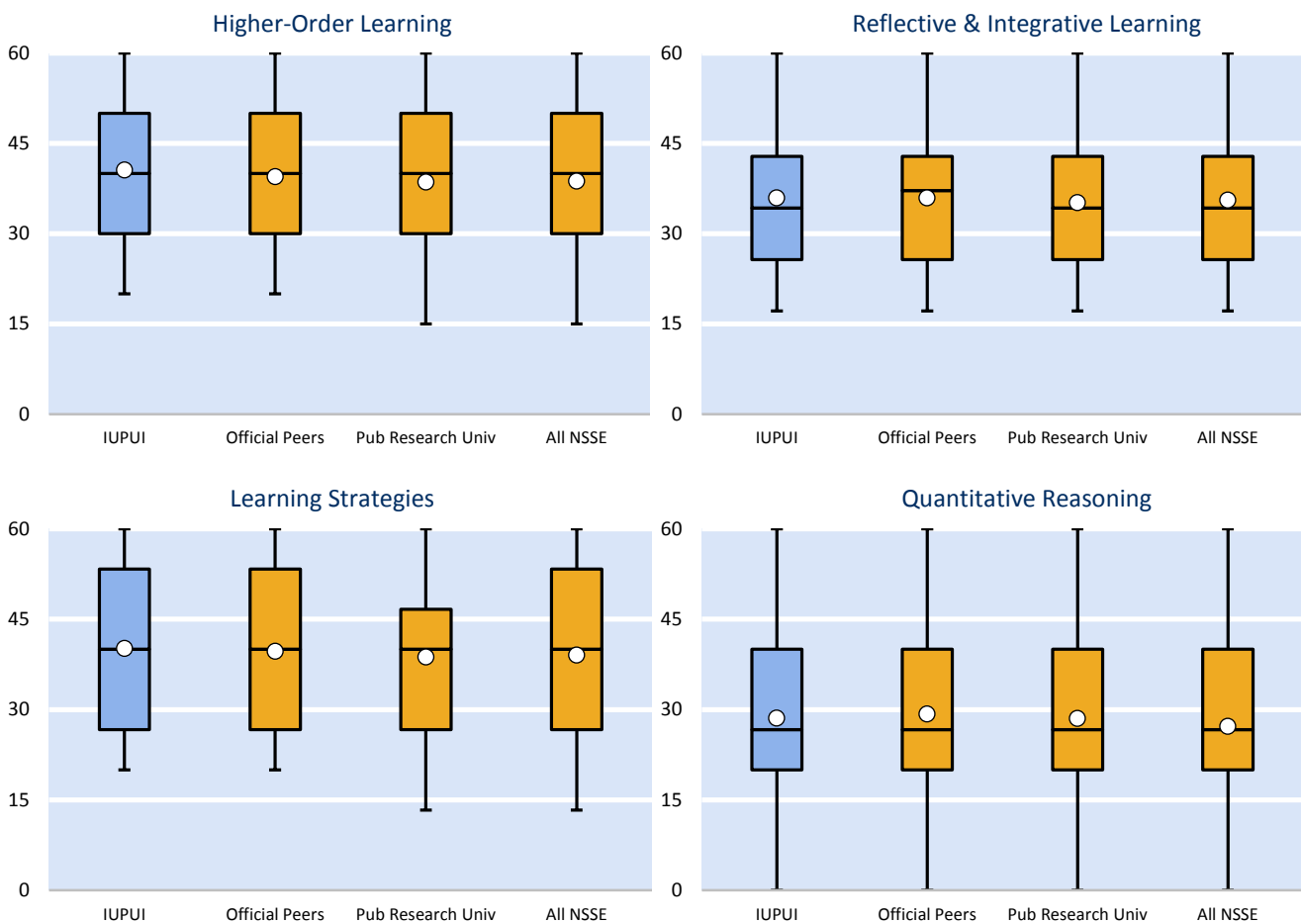
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	IUPUI Mean	Your first-year students compared with					
		Official Peers		Pub Research Univ		All NSSE	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.5	39.4	.08	38.6 **	.14	38.7 **	.13
Reflective & Integrative Learning	35.9	35.9	.00	35.1	.06	35.5	.03
Learning Strategies	40.2	39.7	.04	38.7 *	.10	39.0	.08
Quantitative Reasoning	28.6	29.3	-.04	28.5	.00	27.2	.08

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





































































Score Distributions



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

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	IUPUI	Official Peers	Pub Research Univ	All NSSE
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	77 	74 	74 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75 	73 	72 	72 
4d. Evaluating a point of view, decision, or information source	72 	71 	67 	68 
4e. Forming a new idea or understanding from various pieces of information	71 	69 	66 	68 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	61 	57 	55 	56 
2b. Connected your learning to societal problems or issues	53 	54 	51 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48 	53 	48 	49 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63 	64 	61 	61 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68 	69 	66 	66 
2f. Learned something that changed the way you understand an issue or concept	66 	65 	64 	66 
2g. Connected ideas from your courses to your prior experiences and knowledge	78 	76 	76 	77 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	77 	79 	78 	80 
9b. Reviewed your notes after class	70 	66 	64 	63 
9c. Summarized what you learned in class or from course materials	65 	66 	62 	63 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55 	56 	55 	51 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	38 	43 	40 	38 
6c. Evaluated what others have concluded from numerical information	39 	42 	40 	37 

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

Academic Challenge: Seniors

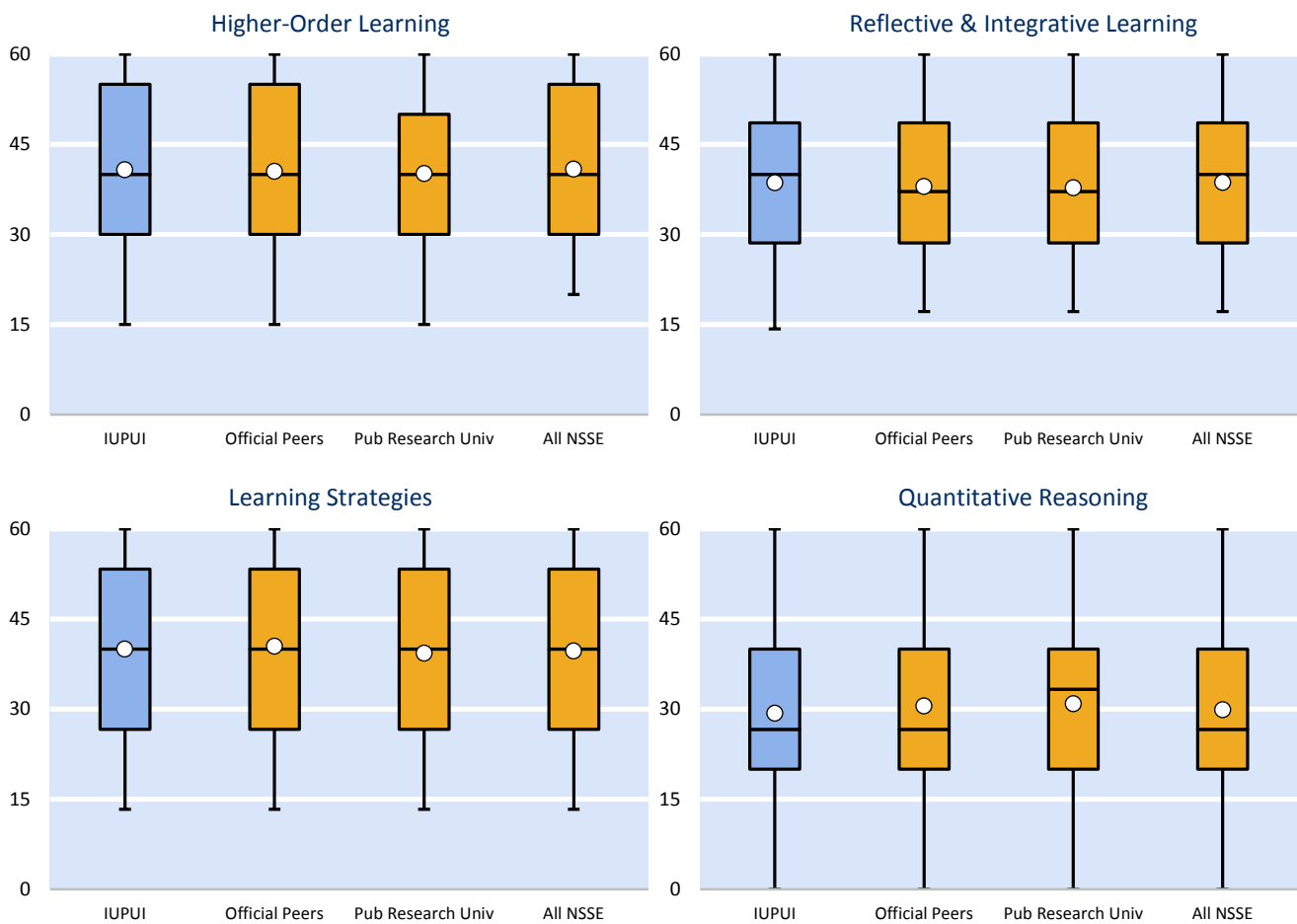
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Mean Comparisons

Engagement Indicator	IUPUI Mean	Your seniors compared with					
		Official Peers		Pub Research Univ		All NSSE	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.8	40.5	.02	40.1	.04	40.9	-.01
Reflective & Integrative Learning	38.6	38.0	.05	37.8	.06	38.7	-.01
Learning Strategies	40.0	40.4	-.03	39.3	.04	39.7	.02
Quantitative Reasoning	29.3	30.5	-.07	30.9 **	-.09	29.9	-.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).





































































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

	IUPUI	Official Peers	Pub Research Univ	All NSSE
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	78 	79 	79 	79 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76 	76 	76 	77 
4d. Evaluating a point of view, decision, or information source	69 	68 	67 	71 
4e. Forming a new idea or understanding from various pieces of information	72 	70 	69 	72 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	73 	72 	72 	72 
2b. Connected your learning to societal problems or issues	62 	60 	60 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53 	51 	50 	54 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69 	64 	63 	65 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72 	69 	68 	70 
2f. Learned something that changed the way you understand an issue or concept	70 	68 	68 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	84 	82 	82 	83 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	83 	81 	80 	82 
9b. Reviewed your notes after class	65 	65 	61 	61 
9c. Summarized what you learned in class or from course materials	67 	66 	63 	64 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55 	57 	58 	55 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46 	45 	46 	44 
6c. Evaluated what others have concluded from numerical information	46 	46 	47 	45 

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

Learning with Peers: First-year students

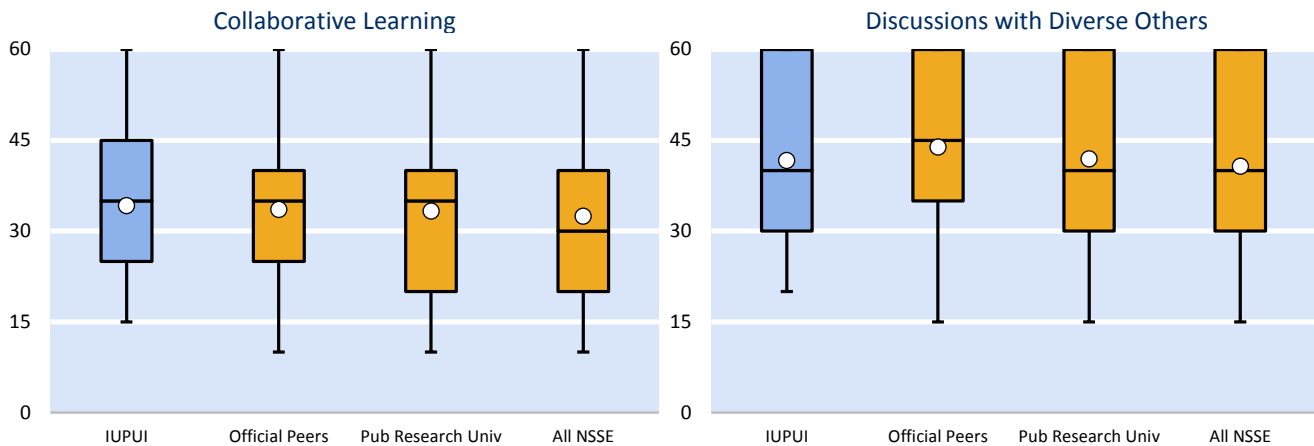
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	IUPUI Mean	Your first-year students compared with					
		Official Peers Mean	Effect size	Pub Research Univ Mean	Effect size	All NSSE Mean	Effect size
Collaborative Learning	34.2	33.5	.04	33.3	.06	32.4 **	.12
Discussions with Diverse Others	41.6	43.9 **	-.14	41.9	-.02	40.6	.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

Collaborative Learning

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

	IUPUI	Official Peers	Pub Research Univ	All NSSE
1e. Asked another student to help you understand course material	55	52	53	50
1f. Explained course material to one or more students	61	59	60	57
1g. Prepared for exams by discussing or working through course material with other students	52	53	52	50
1h. Worked with other students on course projects or assignments	58	56	53	53

Discussions with Diverse Others

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

	IUPUI	Official Peers	Pub Research Univ	All NSSE
8a. People from a race or ethnicity other than your own	74	80	74	72
8b. People from an economic background other than your own	74	78	75	73
8c. People with religious beliefs other than your own	71	76	72	68
8d. People with political views other than your own	69	73	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.

Learning with Peers: Seniors

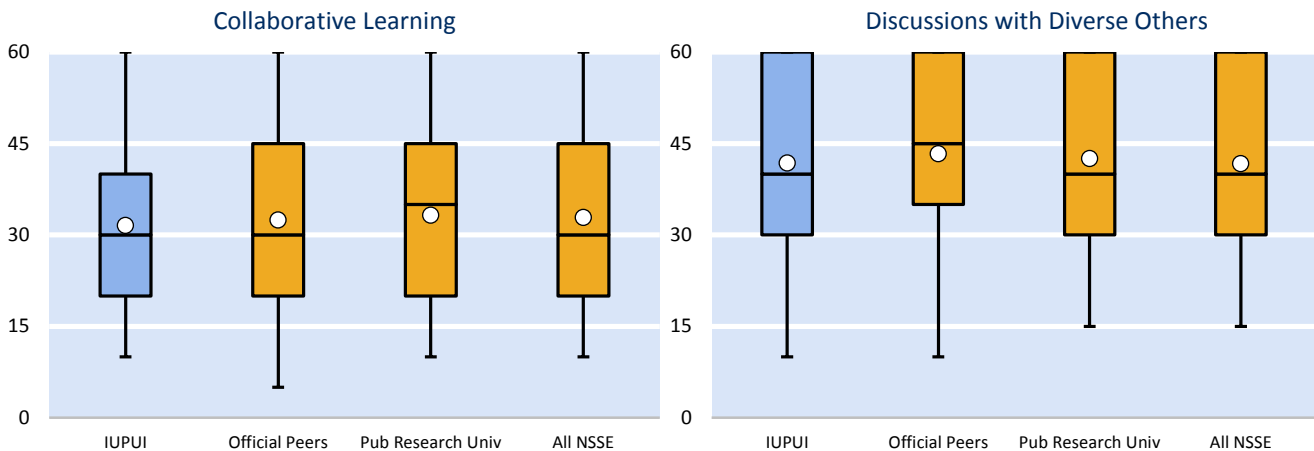
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Collaborative Learning	31.6	32.4	-.06	33.2 ***	-.11	32.9 **	-.09
Discussions with Diverse Others	41.8	43.3 *	-.09	42.5	-.05	41.7	.01

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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Summary of Indicator Items

Collaborative Learning

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

	IUPUI	Official Peers	Pub Research Univ	All NSSE
1e. Asked another student to help you understand course material	40	42	43	41
1f. Explained course material to one or more students	57	59	60	59
1g. Prepared for exams by discussing or working through course material with other students	41	46	48	47
1h. Worked with other students on course projects or assignments	63	61	64	65

Discussions with Diverse Others

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

	IUPUI	Official Peers	Pub Research Univ	All NSSE
8a. People from a race or ethnicity other than your own	75	78	75	73
8b. People from an economic background other than your own	77	76	76	74
8c. People with religious beliefs other than your own	72	74	73	70
8d. People with political views other than your own	71	72	72	70

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

Experiences with Faculty: First-year students

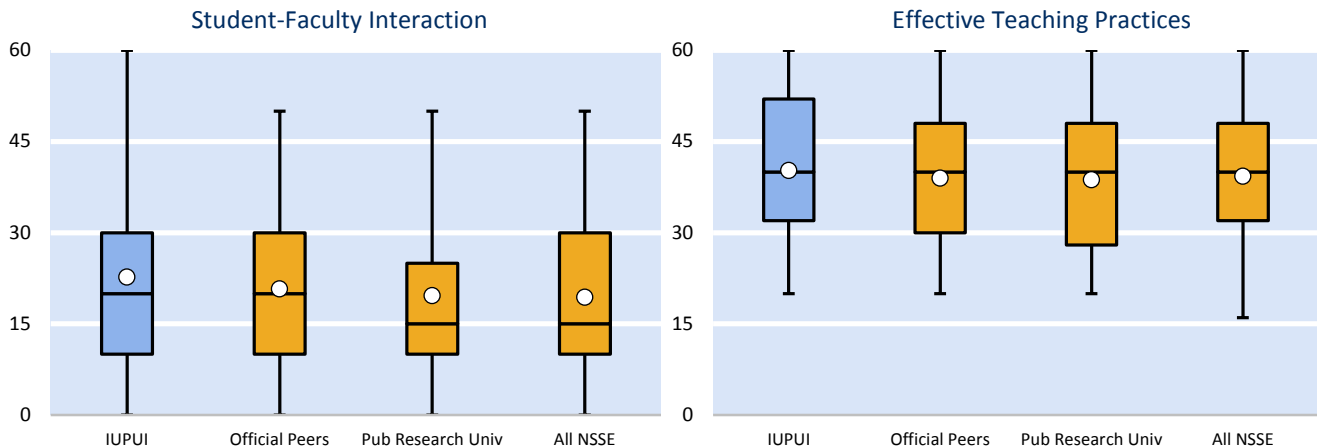
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	IUPUI Mean	Your first-year students compared with					
		Official Peers		Pub Research Univ		All NSSE	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.7	20.7 **	.13	19.6 ***	.21	19.3 ***	.22
Effective Teaching Practices	40.2	39.0 *	.10	38.7 **	.12	39.3	.07

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

Student-Faculty Interaction

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

	IUPUI	Official Peers	Pub Research Univ	All NSSE
3a. Talked about career plans with a faculty member	42	36	31	30
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	24	20	18	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	24	24	25
3d. Discussed your academic performance with a faculty member	32	29	26	27

Effective Teaching Practices

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

	IUPUI	Official Peers	Pub Research Univ	All NSSE
5a. Clearly explained course goals and requirements	83	79	79	80
5b. Taught course sessions in an organized way	79	77	78	78
5c. Used examples or illustrations to explain difficult points	78	76	76	76
5d. Provided feedback on a draft or work in progress	66	64	60	61
5e. Provided prompt and detailed feedback on tests or completed assignments	63	57	57	60

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

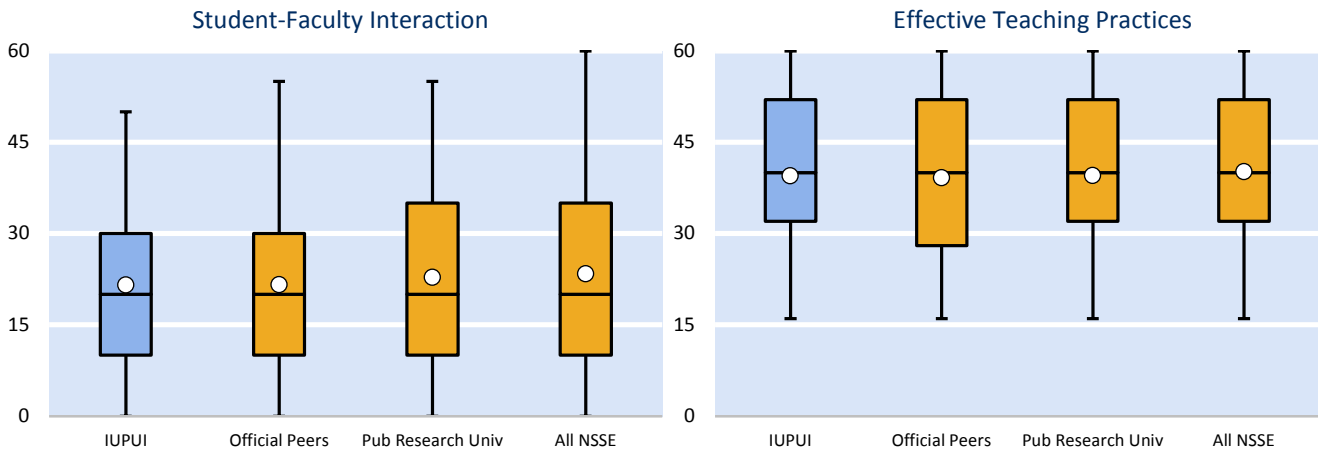
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Engagement Indicator	IUPUI Mean	Your seniors compared with					
		Official Peers		Pub Research Univ		All NSSE	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.5	21.6	.00	22.8 *	-.08	23.4 ***	-.11
Effective Teaching Practices	39.5	39.1	.02	39.5	.00	40.2	-.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



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

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

	IUPUI	Official Peers	Pub Research Univ	All NSSE
3a. Talked about career plans with a faculty member	38	36	39	41
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	23	26	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	29	31	33
3d. Discussed your academic performance with a faculty member	28	28	30	32

Effective Teaching Practices

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

	IUPUI	Official Peers	Pub Research Univ	All NSSE
5a. Clearly explained course goals and requirements	79	80	81	81
5b. Taught course sessions in an organized way	79	77	79	80
5c. Used examples or illustrations to explain difficult points	79	76	78	79
5d. Provided feedback on a draft or work in progress	60	57	56	60
5e. Provided prompt and detailed feedback on tests or completed assignments	63	62	62	65

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

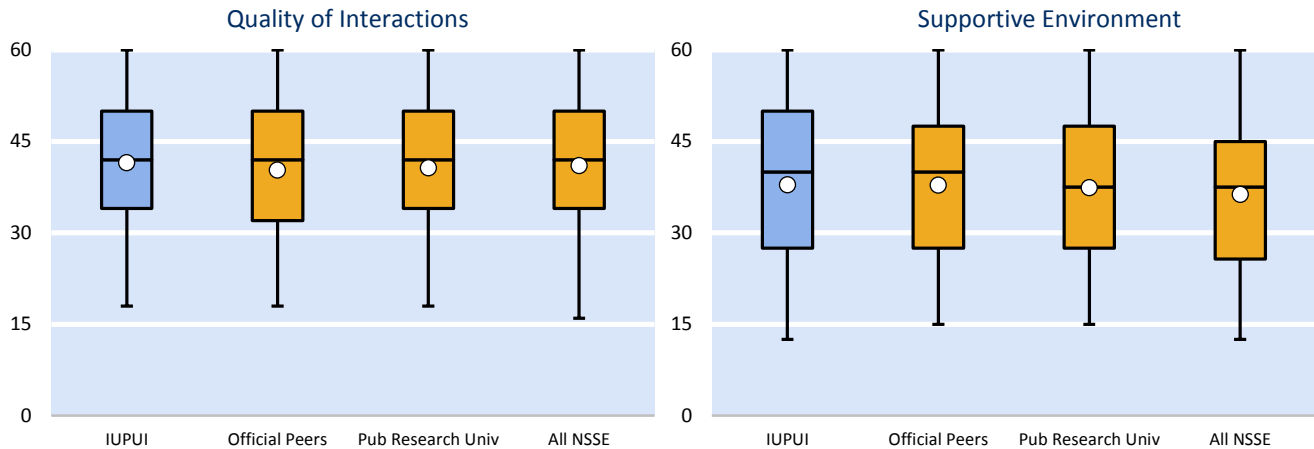
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	IUPUI Mean	Your first-year students compared with					
		Official Peers		Pub Research Univ		All NSSE	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.5	40.3 *	.10	40.7	.07	41.0	.04
Supportive Environment	37.8	37.8	.00	37.4	.03	36.3 *	.11

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

Score Distributions



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

Summary of Indicator Items

Quality of Interactions

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

	IUPUI	Official Peers	Pub Research Univ	All NSSE
13a. Students	61	57	57	58
13b. Academic advisors	50	49	47	47
13c. Faculty	49	43	45	48
13d. Student services staff (career services, student activities, housing, etc.)	42	39	42	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	40	34	37	41

Supportive Environment

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

	IUPUI	Official Peers	Pub Research Univ	All NSSE
14b. Providing support to help students succeed academically	78	77	77	76
14c. Using learning support services (tutoring services, writing center, etc.)	82	77	77	75
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	65	65	60	57
14e. Providing opportunities to be involved socially	69	73	74	71
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	74	74	70
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	47	47	44	43
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	68	71	65
14i. Attending events that address important social, economic, or political issues	53	55	52	51

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

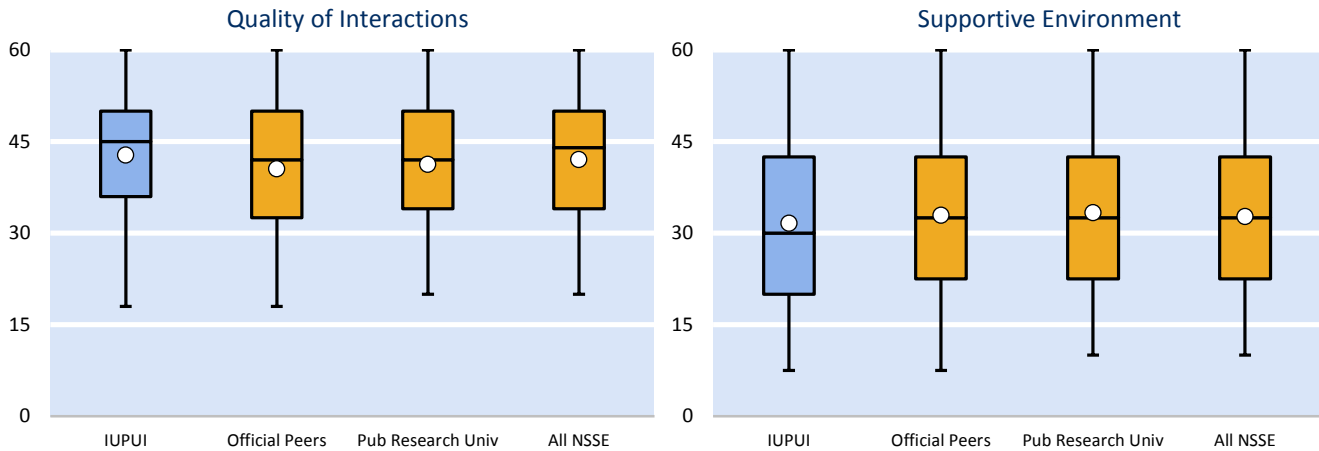
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	IUPUI Mean	Your seniors compared with					
		Official Peers		Pub Research Univ		All NSSE	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.8	40.5 ***	.18	41.2 ***	.13	42.0	.06
Supportive Environment	31.6	32.9 *	-.09	33.3 **	-.12	32.7 *	-.08

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

Score Distributions



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

Summary of Indicator Items

Quality of Interactions

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

	IUPUI	Official Peers	Pub Research Univ	All NSSE
13a. Students	63	60	62	63
13b. Academic advisors	53	46	47	50
13c. Faculty	60	52	54	58
13d. Student services staff (career services, student activities, housing, etc.)	45	38	40	41
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	35	37	40

Supportive Environment

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

	IUPUI	Official Peers	Pub Research Univ	All NSSE
14b. Providing support to help students succeed academically	73	68	69	70
14c. Using learning support services (tutoring services, writing center, etc.)	67	63	65	65
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	56	52	52
14e. Providing opportunities to be involved socially	62	66	67	65
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	49	64	65	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	28	30	31	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	43	58	62	56
14i. Attending events that address important social, economic, or political issues	42	46	45	45

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

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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), 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		IUPUI Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.5	41.0	-.03	✓	43.0 ***	-.18	
	Reflective and Integrative Learning	35.9	37.6 **	-.13		39.6 ***	-.29	
	Learning Strategies	40.2	41.6 *	-.10		44.4 ***	-.30	
	Quantitative Reasoning	28.6	29.4	-.05	✓	31.5 ***	-.18	
<i>Learning with Peers</i>	Collaborative Learning	34.2	35.1	-.07	✓	37.3 ***	-.23	
	Discussions with Diverse Others	41.6	43.4 *	-.11		45.5 ***	-.26	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	22.7	24.1 *	-.09		27.2 ***	-.28	
	Effective Teaching Practices	40.2	42.3 ***	-.16		44.6 ***	-.33	
<i>Campus Environment</i>	Quality of Interactions	41.5	44.0 ***	-.21		45.8 ***	-.36	
	Supportive Environment	37.8	39.4 *	-.12		41.3 ***	-.27	

Seniors		IUPUI Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.8	43.5 ***	-.20		45.3 ***	-.33	
	Reflective and Integrative Learning	38.6	41.3 ***	-.21		43.1 ***	-.36	
	Learning Strategies	40.0	42.5 ***	-.17		44.8 ***	-.34	
	Quantitative Reasoning	29.3	31.8 ***	-.14		33.6 ***	-.26	
<i>Learning with Peers</i>	Collaborative Learning	31.6	35.7 ***	-.30		38.2 ***	-.48	
	Discussions with Diverse Others	41.8	43.9 ***	-.13		45.9 ***	-.27	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	21.5	29.8 ***	-.51		34.1 ***	-.76	
	Effective Teaching Practices	39.5	43.1 ***	-.26		45.1 ***	-.42	
<i>Campus Environment</i>	Quality of Interactions	42.8	45.0 ***	-.19		46.7 ***	-.33	
	Supportive Environment	31.6	36.1 ***	-.32		38.8 ***	-.52	

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.

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												
IUPUI (N = 513)	40.5	13.9	.61	20	30	40	50	60				
Official Peers	39.4	13.7	.21	20	30	40	50	60	4,961	1.1	.088	.080
Pub Research Univ	38.6	13.8	.06	15	30	40	50	60	50,712	2.0	.001	.142
All NSSE	38.7	13.9	.03	15	30	40	50	60	211,124	1.8	.004	.129
Top 50%	41.0	13.7	.05	20	30	40	50	60	85,926	-.4	.484	-.031
Top 10%	43.0	13.8	.10	20	35	40	55	60	17,771	-2.5	.000	-.181
Reflective & Integrative Learning												
IUPUI (N = 536)	35.9	13.1	.56	17	26	34	43	60				
Official Peers	35.9	12.6	.19	17	26	37	43	60	5,175	.0	.946	-.003
Pub Research Univ	35.1	12.7	.06	17	26	34	43	60	52,985	.8	.160	.061
All NSSE	35.5	12.7	.03	17	26	34	43	60	220,671	.4	.511	.028
Top 50%	37.6	12.7	.04	17	29	37	46	60	92,499	-1.7	.002	-.133
Top 10%	39.6	12.8	.09	20	31	40	49	60	18,946	-3.7	.000	-.287
Learning Strategies												
IUPUI (N = 489)	40.2	14.6	.66	20	27	40	53	60				
Official Peers	39.7	14.1	.22	20	27	40	53	60	4,611	.5	.459	.035
Pub Research Univ	38.7	14.2	.07	13	27	40	47	60	46,859	1.5	.025	.102
All NSSE	39.0	14.3	.03	13	27	40	53	60	196,644	1.1	.079	.080
Top 50%	41.6	14.1	.05	20	33	40	53	60	77,246	-1.4	.027	-.101
Top 10%	44.4	14.0	.11	20	33	47	60	60	17,978	-4.2	.000	-.300
Quantitative Reasoning												
IUPUI (N = 518)	28.6	17.5	.77	0	20	27	40	60				
Official Peers	29.3	16.2	.24	0	20	27	40	60	623	-.7	.391	-.042
Pub Research Univ	28.5	16.3	.07	0	20	27	40	60	526	.1	.943	.003
All NSSE	27.2	16.6	.04	0	20	27	40	60	519	1.4	.068	.085
Top 50%	29.4	16.6	.05	0	20	27	40	60	112,995	-.8	.281	-.047
Top 10%	31.5	16.5	.11	0	20	33	40	60	22,891	-2.9	.000	-.176
Learning with Peers												
Collaborative Learning												
IUPUI (N = 549)	34.2	13.8	.59	15	25	35	45	60				
Official Peers	33.5	14.2	.21	10	25	35	40	60	5,329	.6	.319	.045
Pub Research Univ	33.3	14.2	.06	10	20	35	40	60	54,853	.9	.144	.063
All NSSE	32.4	14.3	.03	10	20	30	40	60	226,609	1.8	.004	.124
Top 50%	35.1	13.8	.04	15	25	35	45	60	103,544	-1.0	.094	-.072
Top 10%	37.3	13.8	.09	15	25	35	50	60	23,341	-3.1	.000	-.225
Discussions with Diverse Others												
IUPUI (N = 496)	41.6	16.2	.73	20	30	40	60	60				
Official Peers	43.9	15.7	.24	15	35	45	60	60	4,687	-2.3	.003	-.143
Pub Research Univ	41.9	15.7	.07	15	30	40	60	60	47,443	-.3	.684	-.018
All NSSE	40.6	16.2	.04	15	30	40	60	60	198,887	1.0	.184	.060
Top 50%	43.4	15.4	.05	20	35	45	60	60	95,459	-1.7	.012	-.114
Top 10%	45.5	14.8	.10	20	40	50	60	60	514	-3.9	.000	-.264

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												
IUPUI (N = 525)	22.7	16.0	.70	0	10	20	30	60				
Official Peers	20.7	14.7	.22	0	10	20	30	50	630	1.9	.008	.130
Pub Research Univ	19.6	14.6	.06	0	10	15	25	50	532	3.0	.000	.208
All NSSE	19.3	14.9	.03	0	10	15	30	50	526	3.3	.000	.224
Top 50%	24.1	15.2	.06	0	15	20	35	55	532	-1.4	.050	-.091
Top 10%	27.2	16.1	.16	5	15	25	40	60	10,664	-4.5	.000	-.282
Effective Teaching Practices												
IUPUI (N = 524)	40.2	13.2	.57	20	32	40	52	60				
Official Peers	39.0	13.0	.19	20	30	40	48	60	5,077	1.3	.032	.099
Pub Research Univ	38.7	13.1	.06	20	28	40	48	60	52,104	1.5	.007	.118
All NSSE	39.3	13.3	.03	16	32	40	48	60	217,367	1.0	.101	.072
Top 50%	42.3	13.2	.05	20	32	40	52	60	68,924	-2.1	.000	-.159
Top 10%	44.6	13.3	.11	20	36	44	56	60	14,152	-4.4	.000	-.331
Campus Environment												
Quality of Interactions												
IUPUI (N = 476)	41.5	12.3	.56	18	34	42	50	60				
Official Peers	40.3	12.3	.20	18	32	42	50	60	4,455	1.2	.042	.099
Pub Research Univ	40.7	12.3	.06	18	34	42	50	60	45,135	.8	.138	.068
All NSSE	41.0	12.8	.03	16	34	42	50	60	185,088	.5	.424	.037
Top 50%	44.0	11.7	.05	22	38	46	52	60	481	-2.5	.000	-.212
Top 10%	45.8	11.9	.11	23	40	48	55	60	13,180	-4.3	.000	-.365
Supportive Environment												
IUPUI (N = 463)	37.8	14.8	.69	13	28	40	50	60				
Official Peers	37.8	13.8	.22	15	28	40	48	60	564	.0	.958	.003
Pub Research Univ	37.4	13.6	.07	15	28	38	48	60	471	.4	.521	.033
All NSSE	36.3	14.0	.03	13	26	38	45	60	464	1.6	.023	.112
Top 50%	39.4	13.4	.05	18	30	40	50	60	467	-1.6	.020	-.120
Top 10%	41.3	13.0	.10	20	33	40	53	60	483	-3.5	.000	-.265

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 ^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												
IUPUI (N = 823)	40.8	14.8	.52	15	30	40	55	60				
Official Peers	40.5	14.6	.16	15	30	40	55	60	8,720	.3	.616	.018
Pub Research Univ	40.1	14.3	.05	15	30	40	50	60	77,094	.6	.207	.044
All NSSE	40.9	14.2	.03	20	30	40	55	60	272,314	-.1	.854	-.006
Top 50%	43.5	13.8	.05	20	35	40	55	60	91,159	-2.7	.000	-.196
Top 10%	45.3	13.6	.09	20	40	45	60	60	25,090	-4.5	.000	-.332
Reflective & Integrative Learning												
IUPUI (N = 860)	38.6	13.7	.47	14	29	40	49	60				
Official Peers	38.0	13.5	.15	17	29	37	49	60	9,070	.7	.178	.048
Pub Research Univ	37.8	13.3	.05	17	29	37	49	60	80,268	.8	.063	.064
All NSSE	38.7	13.1	.02	17	29	40	49	60	283,276	-.1	.874	-.005
Top 50%	41.3	12.7	.04	20	31	40	51	60	873	-2.7	.000	-.210
Top 10%	43.1	12.5	.08	20	34	43	54	60	915	-4.5	.000	-.358
Learning Strategies												
IUPUI (N = 781)	40.0	15.0	.54	13	27	40	53	60				
Official Peers	40.4	14.9	.17	13	27	40	53	60	8,235	-.5	.389	-.032
Pub Research Univ	39.3	15.0	.06	13	27	40	53	60	72,332	.7	.220	.044
All NSSE	39.7	14.9	.03	13	27	40	53	60	257,483	.3	.604	.019
Top 50%	42.5	14.6	.04	20	33	40	60	60	115,063	-2.5	.000	-.172
Top 10%	44.8	14.2	.08	20	33	47	60	60	30,702	-4.9	.000	-.343
Quantitative Reasoning												
IUPUI (N = 840)	29.3	17.1	.59	0	20	27	40	60				
Official Peers	30.5	17.6	.20	0	20	27	40	60	8,881	-1.2	.055	-.070
Pub Research Univ	30.9	17.4	.06	0	20	33	40	60	78,544	-1.6	.009	-.091
All NSSE	29.9	17.4	.03	0	20	27	40	60	277,432	-.6	.333	-.033
Top 50%	31.8	17.3	.04	0	20	33	40	60	153,111	-2.5	.000	-.142
Top 10%	33.6	16.9	.09	0	20	33	47	60	34,442	-4.3	.000	-.256
Learning with Peers												
Collaborative Learning												
IUPUI (N = 885)	31.6	14.3	.48	10	20	30	40	60				
Official Peers	32.4	15.3	.17	5	20	30	45	60	1,109	-.9	.084	-.058
Pub Research Univ	33.2	14.8	.05	10	20	35	45	60	905	-1.7	.001	-.113
All NSSE	32.9	14.5	.03	10	20	30	45	60	288,456	-1.3	.007	-.091
Top 50%	35.7	13.9	.04	15	25	35	45	60	128,329	-4.1	.000	-.297
Top 10%	38.2	13.7	.09	15	30	40	50	60	26,290	-6.6	.000	-.483
Discussions with Diverse Others												
IUPUI (N = 787)	41.8	16.5	.59	10	30	40	60	60				
Official Peers	43.3	16.7	.19	10	35	45	60	60	8,332	-1.5	.017	-.089
Pub Research Univ	42.5	16.1	.06	15	30	40	60	60	73,183	-.7	.205	-.045
All NSSE	41.7	16.1	.03	15	30	40	60	60	260,074	.1	.868	.006
Top 50%	43.9	15.9	.04	20	35	45	60	60	146,323	-2.1	.000	-.133
Top 10%	45.9	15.4	.08	20	40	50	60	60	35,864	-4.1	.000	-.266

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												
IUPUI (N = 839)	21.5	15.3	.53	0	10	20	30	50				
Official Peers	21.6	15.9	.18	0	10	20	30	55	8,888	.0	.978	-.001
Pub Research Univ	22.8	16.1	.06	0	10	20	35	55	78,549	-1.2	.027	-.077
All NSSE	23.4	16.3	.03	0	10	20	35	60	844	-1.8	.001	-.111
Top 50%	29.8	16.2	.07	5	20	30	40	60	865	-8.2	.000	-.507
Top 10%	34.1	16.5	.18	5	20	35	45	60	1,038	-12.6	.000	-.764
Effective Teaching Practices												
IUPUI (N = 847)	39.5	14.0	.48	16	32	40	52	60				
Official Peers	39.1	14.1	.16	16	28	40	52	60	8,969	.3	.499	.024
Pub Research Univ	39.5	13.8	.05	16	32	40	52	60	79,280	.0	.980	-.001
All NSSE	40.2	13.9	.03	16	32	40	52	60	280,202	-.7	.147	-.050
Top 50%	43.1	13.6	.05	20	36	44	56	60	84,367	-3.6	.000	-.263
Top 10%	45.1	13.4	.11	20	36	48	60	60	16,401	-5.7	.000	-.421
Campus Environment												
Quality of Interactions												
IUPUI (N = 735)	42.8	12.4	.46	18	36	45	50	60				
Official Peers	40.5	12.4	.15	18	33	42	50	60	7,790	2.3	.000	.183
Pub Research Univ	41.2	12.0	.05	20	34	42	50	60	69,527	1.5	.001	.129
All NSSE	42.0	12.1	.02	20	34	44	50	60	246,667	.7	.096	.061
Top 50%	45.0	11.4	.04	24	38	46	54	60	746	-2.2	.000	-.193
Top 10%	46.7	11.8	.08	24	40	50	56	60	20,242	-3.9	.000	-.334
Supportive Environment												
IUPUI (N = 730)	31.6	14.9	.55	8	20	30	43	60				
Official Peers	32.9	14.7	.17	8	23	33	43	60	7,816	-1.3	.022	-.089
Pub Research Univ	33.3	14.2	.05	10	23	33	43	60	744	-1.8	.002	-.123
All NSSE	32.7	14.4	.03	10	23	33	43	60	245,449	-1.1	.041	-.076
Top 50%	36.1	13.9	.05	13	26	38	45	60	740	-4.5	.000	-.324
Top 10%	38.8	13.7	.11	15	30	40	50	60	786	-7.2	.000	-.522

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.