
NSSE 2014

Engagement Indicators

Virginia Commonwealth University

About Your Engagement Indicators Report

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

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

Report sections

Overview (p. 3)

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

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Summary of Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2013 and 2014 participating institutions.

Detailed Statistics (pp. 16-19)

Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting comparisons

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

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

How Engagement Indicators are computed

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

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

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Peer	Your first-year students compared with SCHEV Peer	Your first-year students compared with NSSE 2013 & 2014
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 Peer	Your seniors compared with SCHEV Peer	Your seniors compared with NSSE 2013 & 2014
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

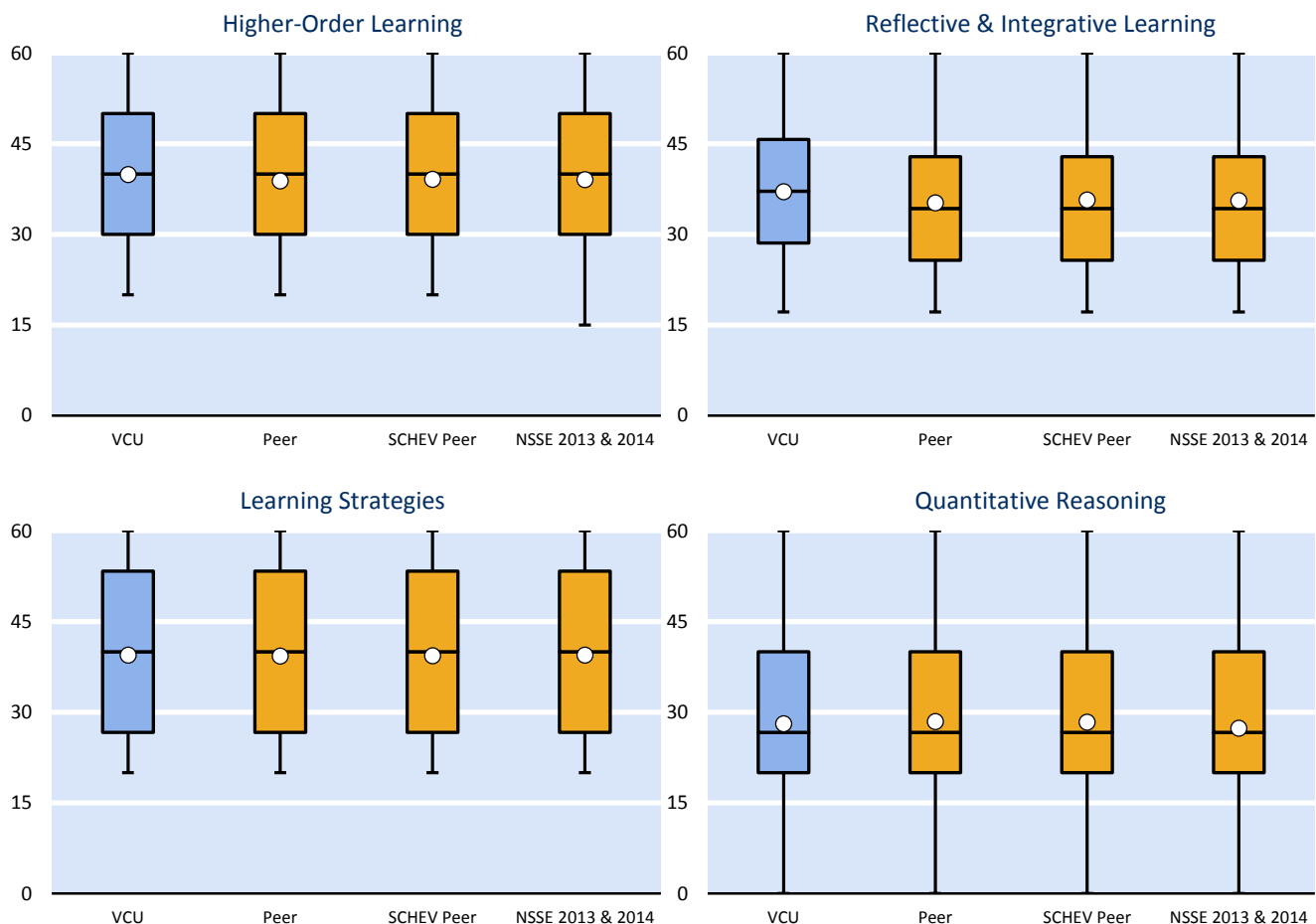
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	VCU Mean	Your first-year students compared with					
		Peer Mean	Effect size	SCHEV Peer Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Higher-Order Learning	39.9	38.8 *	.08	39.1	.06	39.0	.06
Reflective & Integrative Learning	37.0	35.2 ***	.15	35.7 **	.11	35.6 **	.11
Learning Strategies	39.4	39.3	.01	39.3	.01	39.5	.00
Quantitative Reasoning	28.1	28.5	-.02	28.3	-.01	27.4	.05

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	VCU	Peer	SCHEV Peer	NSSE 2013 & 2014
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	72	77	75	73
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	74	73	72
4d. Evaluating a point of view, decision, or information source	74	66	68	70
4e. Forming a new idea or understanding from various pieces of information	71	66	68	69
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	57	55	57	56
2b. Connected your learning to societal problems or issues	58	51	53	53
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	60	48	50	50
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	60	62	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	65	66	66
2f. Learned something that changed the way you understand an issue or concept	65	64	66	65
2g. Connected ideas from your courses to your prior experiences and knowledge	79	78	78	77
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	83	80	80	80
9b. Reviewed your notes after class	65	65	65	65
9c. Summarized what you learned in class or from course materials	59	62	63	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.)	53	55	55	52
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	39	40	38
6c. Evaluated what others have concluded from numerical information	44	40	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 Web site.

Academic Challenge: Seniors

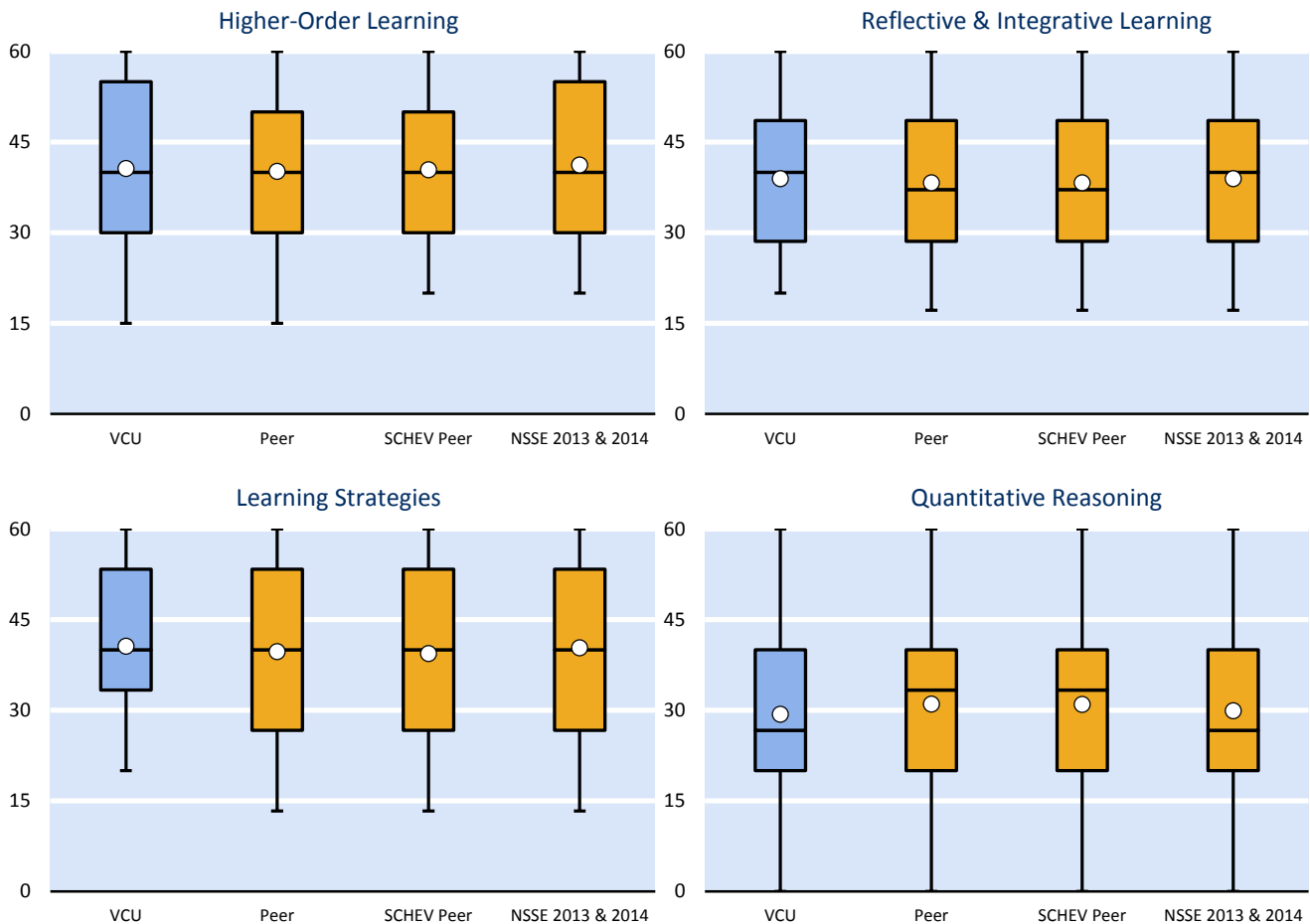
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	VCU Mean	Your seniors compared with					
		Peer Mean	Peer Effect size	SCHEV Peer Mean	SCHEV Peer Effect size	NSSE 2013 & 2014 Mean	NSSE 2013 & 2014 Effect size
Higher-Order Learning	40.7	40.2	.03	40.4	.02	41.2	-.04
Reflective & Integrative Learning	39.0	38.3 *	.05	38.3 *	.06	38.9	.00
Learning Strategies	40.5	39.7 *	.06	39.4 **	.08	40.3	.02
Quantitative Reasoning	29.3	31.0 ***	-.10	31.0 ***	-.09	29.9	-.03

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

Score Distributions



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Academic Challenge: Seniors (continued)

Summary of Indicator Items

	VCU	Peer	SCHEV Peer	NSSE 2013 & 2014
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	78	80	79	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	76	77	78
4d. Evaluating a point of view, decision, or information source	69	66	68	72
4e. Forming a new idea or understanding from various pieces of information	72	69	70	72
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	74	73	73	72
2b. Connected your learning to societal problems or issues	63	62	62	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55	51	52	55
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	64	64	66
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72	68	68	70
2f. Learned something that changed the way you understand an issue or concept	69	70	70	70
2g. Connected ideas from your courses to your prior experiences and knowledge	83	84	83	84
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	84	82	82	83
9b. Reviewed your notes after class	65	61	62	63
9c. Summarized what you learned in class or from course materials	67	63	63	66
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	57	58	55
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	46	46	45
6c. Evaluated what others have concluded from numerical information	45	48	47	44

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

Learning with Peers: First-year students

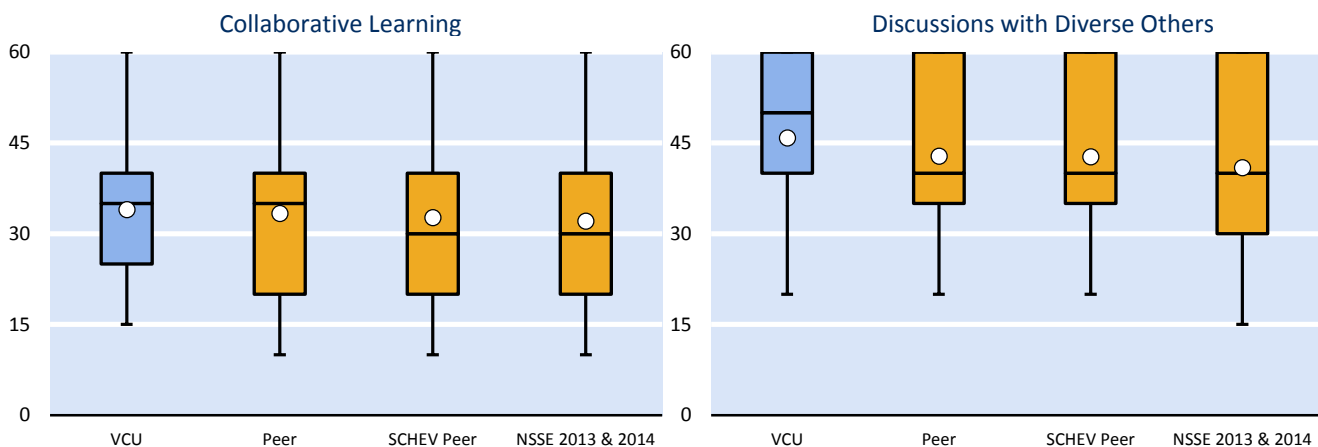
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	VCU Mean	Your first-year students compared with					
		Peer Mean	Effect size	SCHEV Peer Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Collaborative Learning	33.9	33.3	.05	32.6 **	.09	32.0 ***	.13
Discussions with Diverse Others	45.8	42.8 ***	.20	42.7 ***	.20	40.9 ***	.31

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

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Summary of Indicator Items

Collaborative Learning

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

	VCU	Peer	SCHEV Peer	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	49	54	52	49
1f. Explained course material to one or more students	62	60	59	57
1g. Prepared for exams by discussing or working through course material with other students	51	52	50	49
1h. Worked with other students on course projects or assignments	62	51	51	52

Discussions with Diverse Others

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

	VCU	Peer	SCHEV Peer	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	86	75	75	71
8b. People from an economic background other than your own	83	76	75	73
8c. People with religious beliefs other than your own	80	74	75	69
8d. People with political views other than your own	75	74	74	69

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

Learning with Peers: Seniors

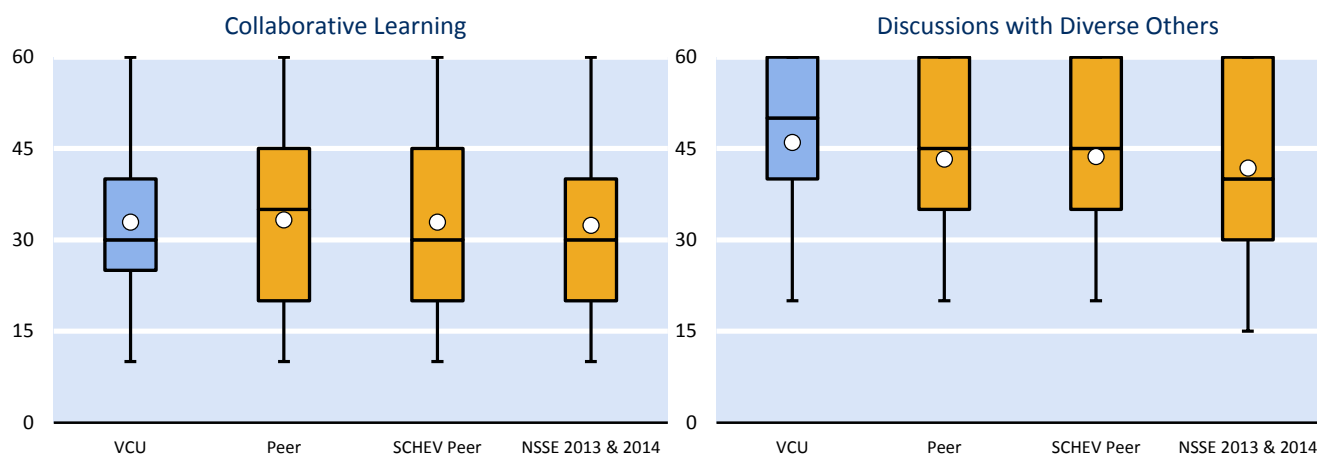
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Mean Comparisons

Engagement Indicator	VCU Mean	Your seniors compared with					
		Peer Mean	Effect size	SCHEV Peer Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Collaborative Learning	32.9	33.3	-.02	32.9	.00	32.4	.04
Discussions with Diverse Others	46.0	43.3 ***	.18	43.7 ***	.15	41.8 ***	.26

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

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Summary of Indicator Items

Collaborative Learning

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

	VCU	Peer	SCHEV Peer	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	42	44	43	40
1f. Explained course material to one or more students	61	60	60	58
1g. Prepared for exams by discussing or working through course material with other students	49	48	47	46
1h. Worked with other students on course projects or assignments	62	64	63	64

Discussions with Diverse Others

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

	VCU	Peer	SCHEV Peer	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	85	76	76	73
8b. People from an economic background other than your own	81	76	77	75
8c. People with religious beliefs other than your own	80	75	76	70
8d. People with political views other than your own	75	75	76	71

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

Experiences with Faculty: First-year students

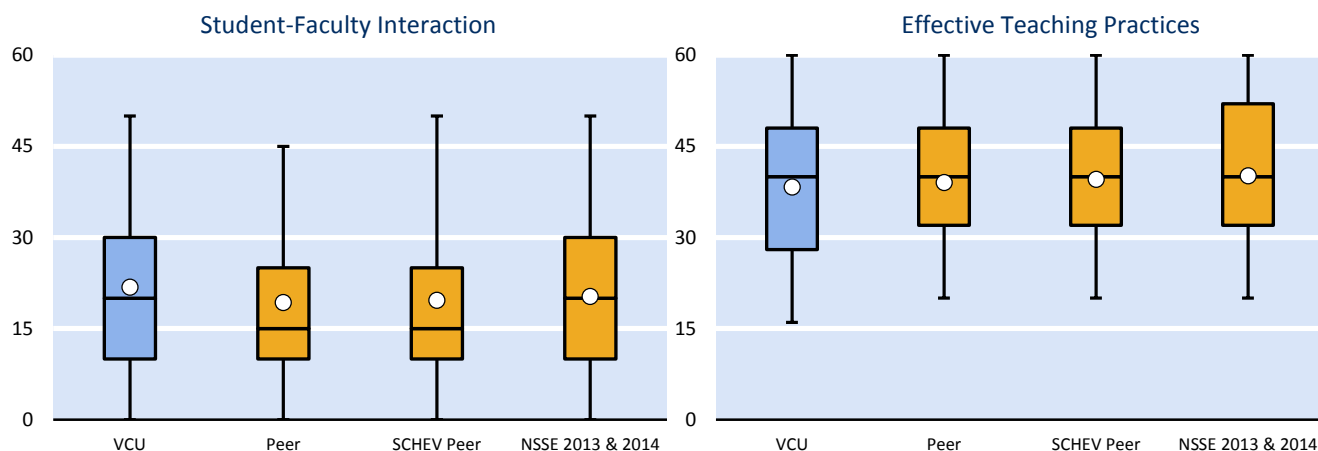
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	VCU Mean	Your first-year students compared with					
		Peer Mean	Effect size	SCHEV Peer Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Student-Faculty Interaction	21.8	19.3 ***	.18	19.7 ***	.15	20.3 **	.10
Effective Teaching Practices	38.3	39.0	-.06	39.6 **	-.10	40.2 ***	-.14

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

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Summary of Indicator Items

Student-Faculty Interaction

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

	VCU	Peer	SCHEV Peer	NSSE 2013 & 2014
3a. Talked about career plans with a faculty member	39	31	31	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	17	17	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	22	24	25
3d. Discussed your academic performance with a faculty member	30	23	25	29

Effective Teaching Practices

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

	VCU	Peer	SCHEV Peer	NSSE 2013 & 2014
5a. Clearly explained course goals and requirements	81	81	81	81
5b. Taught course sessions in an organized way	79	81	81	79
5c. Used examples or illustrations to explain difficult points	75	78	79	77
5d. Provided feedback on a draft or work in progress	62	58	61	65
5e. Provided prompt and detailed feedback on tests or completed assignments	53	56	58	63

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

Experiences with Faculty: Seniors

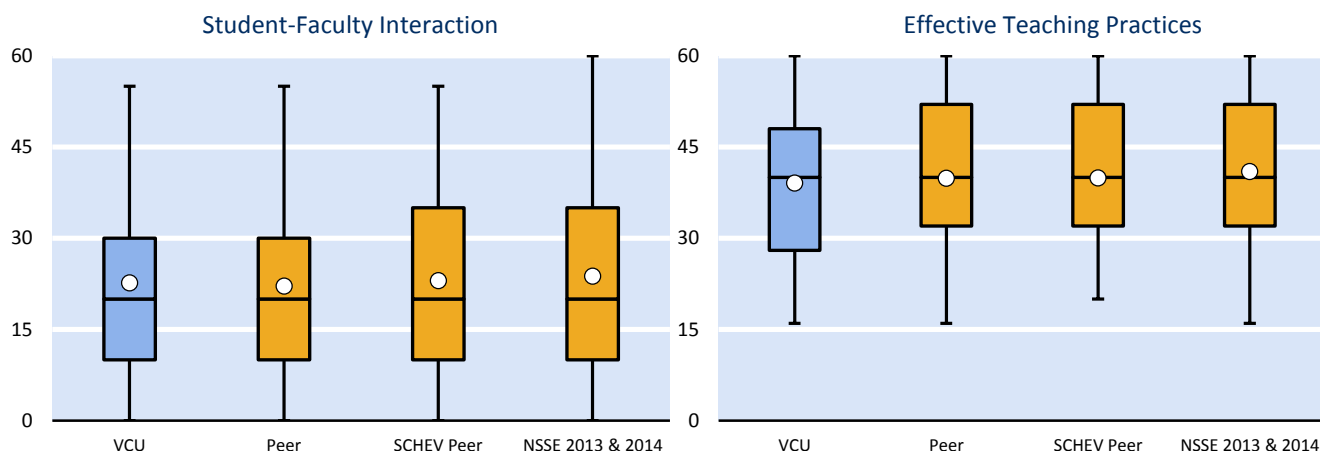
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	VCU Mean	Your seniors compared with					
		Peer Mean	Effect size	SCHEV Peer Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Student-Faculty Interaction	22.7	22.1	.04	23.0	-.02	23.7 **	-.07
Effective Teaching Practices	39.0	39.8 *	-.06	39.9 *	-.06	40.9 ***	-.14

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

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Summary of Indicator Items

Student-Faculty Interaction

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

	VCU	Peer	SCHEV Peer	NSSE 2013 & 2014
3a. Talked about career plans with a faculty member	37	38	40	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	24	25	26	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	30	32	33
3d. Discussed your academic performance with a faculty member	30	27	30	33

Effective Teaching Practices

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

	VCU	Peer	SCHEV Peer	NSSE 2013 & 2014
5a. Clearly explained course goals and requirements	81	83	82	83
5b. Taught course sessions in an organized way	77	81	80	81
5c. Used examples or illustrations to explain difficult points	76	81	80	79
5d. Provided feedback on a draft or work in progress	55	55	57	62
5e. Provided prompt and detailed feedback on tests or completed assignments	58	62	63	67

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

Campus Environment: First-year students

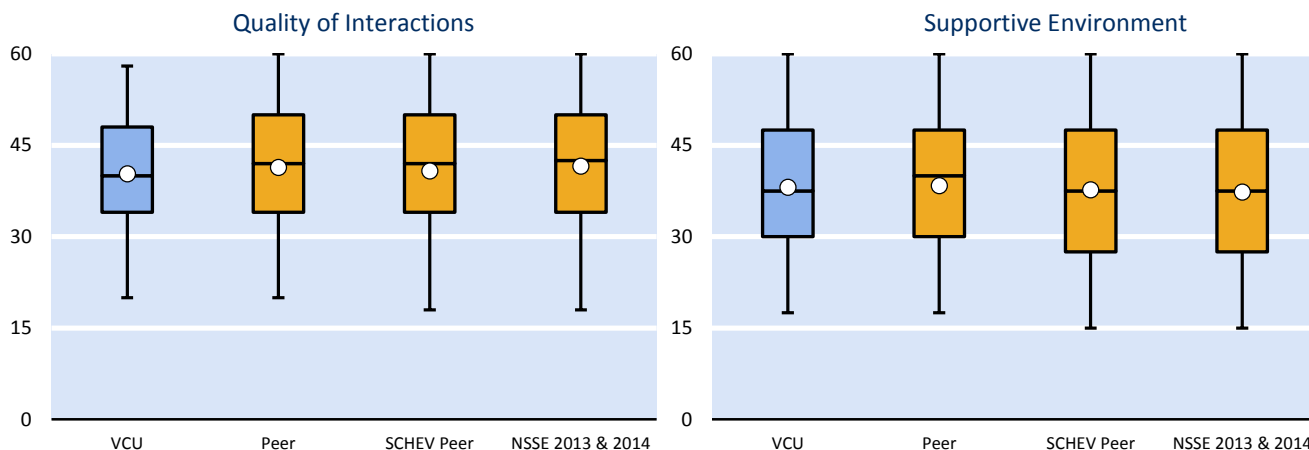
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	VCU Mean	Your first-year students compared with					
		Peer		SCHEV Peer		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.3	41.3 *	-.09	40.8	-.04	41.5 **	-.10
Supportive Environment	38.1	38.4	-.02	37.7	.03	37.3	.06

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

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Summary of Indicator Items

Quality of Interactions

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

	VCU	Peer	SCHEV Peer	NSSE 2013 & 2014
13a. Students	61	61	59	59
13b. Academic advisors	48	49	47	48
13c. Faculty	43	46	47	50
13d. Student services staff (career services, student activities, housing, etc.)	34	43	41	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	29	36	36	41

Supportive Environment

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

14b. Providing support to help students succeed academically	79	78	76	78
14c. Using learning support services (tutoring services, writing center, etc.)	81	79	77	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	69	60	59	59
14e. Providing opportunities to be involved socially	74	77	75	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	78	77	75	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	45	42	44	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	69	75	72	68
14i. Attending events that address important social, economic, or political issues	47	55	54	53

Campus Environment: Seniors

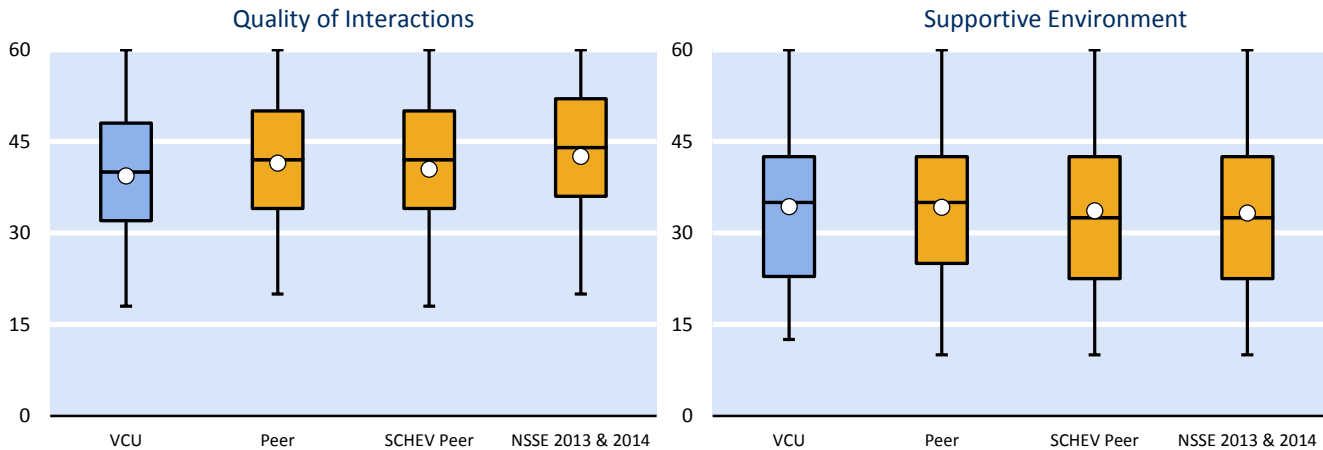
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Mean Comparisons

Engagement Indicator	VCU Mean	Your seniors compared with					
		Peer		SCHEV Peer		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.3	41.4 ***	-.18	40.5 ***	-.09	42.5 ***	-.27
Supportive Environment	34.3	34.2	.01	33.6	.05	33.3 **	.07

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

Score Distributions



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

Summary of Indicator Items

Quality of Interactions

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

	VCU	Peer	SCHEV Peer	NSSE 2013 & 2014
13a. Students	58	64	62	64
13b. Academic advisors	39	46	44	52
13c. Faculty	52	54	55	60
13d. Student services staff (career services, student activities, housing, etc.)	36	39	38	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	28	36	33	42

Supportive Environment

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

	VCU	Peer	SCHEV Peer	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	69	72	70	72
14c. Using learning support services (tutoring services, writing center, etc.)	67	65	64	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	51	53	53
14e. Providing opportunities to be involved socially	68	70	68	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	69	68	66	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	29	31	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	64	66	63	57
14i. Attending events that address important social, economic, or political issues	46	48	48	46

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NSSE 2014 Engagement Indicators

Comparisons with High-Performing Institutions Virginia Commonwealth University

Comparisons with Top 50% and Top 10% Institutions

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

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

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

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

First-Year Students

Theme	Engagement Indicator	VCU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.9	40.6	-.05	✓	42.7 ***	-.21	
	Reflective and Integrative Learning	37.0	37.3	-.02	✓	39.3 ***	-.18	
	Learning Strategies	39.4	41.2 ***	-.13		43.4 ***	-.28	
	Quantitative Reasoning	28.1	28.8	-.04	✓	30.6 ***	-.16	
Learning with Peers	Collaborative Learning	33.9	34.7	-.05	✓	37.0 ***	-.23	
	Discussions with Diverse Others	45.8	43.2 ***	.17	✓	45.6	.01	✓
Experiences with Faculty	Student-Faculty Interaction	21.8	23.3 **	-.10		26.9 ***	-.32	
	Effective Teaching Practices	38.3	42.4 ***	-.31		44.6 ***	-.48	
Campus Environment	Quality of Interactions	40.3	44.0 ***	-.32		46.0 ***	-.49	
	Supportive Environment	38.1	39.4 **	-.10		41.4 ***	-.25	

Seniors

Theme	Engagement Indicator	VCU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.7	43.3 ***	-.19		45.3 ***	-.34	
	Reflective and Integrative Learning	39.0	41.1 ***	-.16		43.1 ***	-.33	
	Learning Strategies	40.5	42.5 ***	-.13		44.9 ***	-.31	
	Quantitative Reasoning	29.3	31.3 ***	-.12		33.0 ***	-.22	
Learning with Peers	Collaborative Learning	32.9	35.4 ***	-.18		37.7 ***	-.35	
	Discussions with Diverse Others	46.0	43.9 ***	.13	✓	45.8	.01	✓
Experiences with Faculty	Student-Faculty Interaction	22.7	29.5 ***	-.43		34.4 ***	-.72	
	Effective Teaching Practices	39.0	43.0 ***	-.30		45.1 ***	-.45	
Campus Environment	Quality of Interactions	39.3	45.3 ***	-.52		47.4 ***	-.69	
	Supportive Environment	34.3	36.1 ***	-.13		39.0 ***	-.35	

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

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

NSSE 2014 Engagement Indicators

Detailed Statistics^a

Virginia Commonwealth University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
VCU (N = 794)	39.9	13.4	.47	20	30	40	50	60				
Peer	38.8	13.4	.11	20	30	40	50	60	14,873	1.0	.033	.078
SCHEV Peer	39.1	13.6	.12	20	30	40	50	60	13,439	.8	.117	.057
NSSE 2013 & 2014	39.0	13.8	.03	15	30	40	50	60	252,941	.8	.087	.061
Top 50%	40.6	13.6	.04	20	30	40	50	60	124,879	-.7	.145	-.052
Top 10%	42.7	13.6	.09	20	35	40	55	60	850	-2.8	.000	-.207
Reflective & Integrative Learning												
VCU (N = 826)	37.0	12.5	.43	17	29	37	46	60				
Peer	35.2	12.5	.10	17	26	34	43	60	15,471	1.8	.000	.147
SCHEV Peer	35.7	12.4	.11	17	26	34	43	60	13,961	1.4	.002	.109
NSSE 2013 & 2014	35.6	12.6	.02	17	26	34	43	60	263,992	1.4	.001	.114
Top 50%	37.3	12.5	.04	17	29	37	46	60	125,760	-.3	.509	-.023
Top 10%	39.3	12.6	.08	20	31	40	49	60	27,747	-2.2	.000	-.178
Learning Strategies												
VCU (N = 754)	39.4	13.9	.51	20	27	40	53	60				
Peer	39.3	14.1	.12	20	27	40	53	60	13,558	.2	.770	.011
SCHEV Peer	39.3	14.2	.13	20	27	40	53	60	12,385	.1	.845	.007
NSSE 2013 & 2014	39.5	14.2	.03	20	27	40	53	60	234,402	.0	.972	-.001
Top 50%	41.2	14.0	.04	20	33	40	53	60	111,092	-1.8	.001	-.127
Top 10%	43.4	14.0	.09	20	33	40	60	60	24,126	-4.0	.000	-.283
Quantitative Reasoning												
VCU (N = 800)	28.1	15.6	.55	0	20	27	40	60				
Peer	28.5	15.9	.13	0	20	27	40	60	15,011	-.4	.527	-.023
SCHEV Peer	28.3	16.2	.14	0	20	27	40	60	13,637	-.2	.681	-.015
NSSE 2013 & 2014	27.4	16.4	.03	0	20	27	40	60	257,044	.7	.198	.046
Top 50%	28.8	16.3	.04	0	20	27	40	60	160,812	-.7	.233	-.042
Top 10%	30.6	16.2	.08	0	20	27	40	60	837	-2.5	.000	-.156
Learning with Peers												
Collaborative Learning												
VCU (N = 838)	33.9	13.4	.46	15	25	35	40	60				
Peer	33.3	14.0	.11	10	20	35	40	60	15,980	.6	.202	.045
SCHEV Peer	32.6	14.1	.12	10	20	30	40	60	955	1.3	.005	.095
NSSE 2013 & 2014	32.0	14.1	.03	10	20	30	40	60	270,449	1.9	.000	.135
Top 50%	34.7	13.7	.04	15	25	35	45	60	152,019	-.7	.114	-.055
Top 10%	37.0	13.6	.07	15	25	35	45	60	35,477	-3.1	.000	-.227
Discussions with Diverse Others												
VCU (N = 764)	45.8	14.4	.52	20	40	50	60	60				
Peer	42.8	15.0	.13	20	35	40	60	60	13,687	3.0	.000	.200
SCHEV Peer	42.7	15.4	.14	20	35	40	60	60	882	3.1	.000	.203
NSSE 2013 & 2014	40.9	16.0	.03	15	30	40	60	60	769	4.9	.000	.308
Top 50%	43.2	15.4	.04	20	35	45	60	60	773	2.6	.000	.169
Top 10%	45.6	14.8	.09	20	40	50	60	60	29,056	.2	.718	.013

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												
VCU (N = 805)	21.8	14.0	.49	0	10	20	30	50				
Peer	19.3	14.1	.12	0	10	15	25	45	15,131	2.5	.000	.179
SCHEV Peer	19.7	14.3	.13	0	10	15	25	50	13,672	2.1	.000	.148
NSSE 2013 & 2014	20.3	14.6	.03	0	10	20	30	50	257,970	1.5	.003	.104
Top 50%	23.3	15.0	.05	0	10	20	30	55	820	-1.5	.002	-.103
Top 10%	26.9	16.2	.13	5	15	25	40	60	925	-5.1	.000	-.320
Effective Teaching Practices												
VCU (N = 812)	38.3	12.7	.45	16	28	40	48	60				
Peer	39.0	12.6	.11	20	32	40	48	60	15,160	-.7	.110	-.058
SCHEV Peer	39.6	12.9	.11	20	32	40	48	60	13,804	-1.3	.007	-.098
NSSE 2013 & 2014	40.2	13.3	.03	20	32	40	52	60	260,078	-1.8	.000	-.139
Top 50%	42.4	13.2	.04	20	32	44	52	60	825	-4.0	.000	-.307
Top 10%	44.6	13.3	.09	20	36	44	56	60	884	-6.3	.000	-.475
Campus Environment												
Quality of Interactions												
VCU (N = 737)	40.3	11.2	.41	20	34	40	48	58				
Peer	41.3	11.7	.11	20	34	42	50	60	12,988	-1.0	.019	-.089
SCHEV Peer	40.8	12.1	.11	18	34	42	50	60	853	-.4	.298	-.037
NSSE 2013 & 2014	41.5	12.4	.03	18	34	43	50	60	742	-1.2	.003	-.099
Top 50%	44.0	11.4	.04	22	38	46	52	60	86,170	-3.7	.000	-.322
Top 10%	46.0	11.6	.09	24	40	48	55	60	18,439	-5.7	.000	-.494
Supportive Environment												
VCU (N = 715)	38.1	12.7	.47	18	30	38	48	60				
Peer	38.4	13.2	.12	18	30	40	48	60	12,559	-.3	.586	-.021
SCHEV Peer	37.7	13.4	.13	15	28	38	48	60	825	.4	.374	.033
NSSE 2013 & 2014	37.3	13.8	.03	15	28	38	48	60	720	.8	.093	.058
Top 50%	39.4	13.2	.04	18	30	40	50	60	111,856	-1.3	.008	-.099
Top 10%	41.4	12.8	.08	20	33	40	53	60	25,129	-3.3	.000	-.254

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

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

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

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

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

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

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

Detailed Statistics: First-Year Students

Mean statistics			Percentile ^d scores					Comparison results			
<i>Mean</i>	<i>SD^b</i>	<i>SEM^c</i>	<i>5th</i>	<i>25th</i>	<i>50th</i>	<i>75th</i>	<i>95th</i>	<i>Deg. of freedom^e</i>	<i>Mean diff.</i>	<i>Sig.^f</i>	<i>Effect size^g</i>
IPEDS: 234030											

NSSE 2014 Engagement Indicators

Detailed Statistics^a

Virginia Commonwealth University

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
VCU (N = 1439)	40.7	14.5	.38	15	30	40	55	60				
Peer	40.2	14.1	.10	15	30	40	50	60	1,625	.5	.219	.034
SCHEV Peer	40.4	14.0	.11	20	30	40	50	60	1,670	.2	.537	.017
NSSE 2013 & 2014	41.2	14.1	.02	20	30	40	55	60	352,604	-.6	.125	-.041
Top 50%	43.3	13.7	.04	20	35	40	55	60	141,603	-2.6	.000	-.190
Top 10%	45.3	13.6	.07	20	40	45	60	60	35,891	-4.6	.000	-.338
Reflective & Integrative Learning												
VCU (N = 1496)	39.0	13.1	.34	20	29	40	49	60				
Peer	38.3	13.0	.09	17	29	37	49	60	23,918	.7	.040	.055
SCHEV Peer	38.3	13.0	.10	17	29	37	49	60	19,438	.7	.040	.055
NSSE 2013 & 2014	38.9	13.0	.02	17	29	40	49	60	366,764	.1	.877	.004
Top 50%	41.1	12.6	.03	20	31	40	51	60	138,791	-2.1	.000	-.164
Top 10%	43.1	12.5	.07	20	34	43	54	60	31,597	-4.1	.000	-.326
Learning Strategies												
VCU (N = 1375)	40.5	14.1	.38	20	33	40	53	60				
Peer	39.7	14.6	.10	13	27	40	53	60	1,584	.9	.023	.061
SCHEV Peer	39.4	14.8	.12	13	27	40	53	60	1,643	1.2	.003	.080
NSSE 2013 & 2014	40.3	14.8	.03	13	27	40	53	60	1,386	.2	.559	.015
Top 50%	42.5	14.5	.04	20	33	40	60	60	1,397	-1.9	.000	-.133
Top 10%	44.9	14.1	.07	20	33	47	60	60	1,462	-4.3	.000	-.305
Quantitative Reasoning												
VCU (N = 1465)	29.3	17.6	.46	0	20	27	40	60				
Peer	31.0	17.3	.12	0	20	33	40	60	23,340	-1.7	.000	-.098
SCHEV Peer	31.0	17.3	.13	0	20	33	40	60	19,001	-1.6	.000	-.095
NSSE 2013 & 2014	29.9	17.4	.03	0	20	27	40	60	359,276	-.6	.188	-.034
Top 50%	31.3	17.2	.04	0	20	33	40	60	219,175	-2.0	.000	-.116
Top 10%	33.0	16.9	.07	0	20	33	47	60	1,539	-3.7	.000	-.219
Learning with Peers												
Collaborative Learning												
VCU (N = 1508)	32.9	13.9	.36	10	25	30	40	60				
Peer	33.3	14.6	.10	10	20	35	45	60	1,733	-.3	.383	-.022
SCHEV Peer	32.9	14.7	.11	10	20	30	45	60	1,797	.0	.978	.001
NSSE 2013 & 2014	32.4	14.6	.02	10	20	30	40	60	1,521	.5	.130	.037
Top 50%	35.4	13.8	.03	15	25	35	45	60	185,011	-2.4	.000	-.177
Top 10%	37.7	13.6	.07	15	30	40	50	60	38,173	-4.8	.000	-.351
Discussions with Diverse Others												
VCU (N = 1382)	46.0	15.2	.41	20	40	50	60	60				
Peer	43.3	15.5	.11	20	35	45	60	60	21,750	2.7	.000	.176
SCHEV Peer	43.7	15.7	.12	20	35	45	60	60	17,701	2.3	.000	.150
NSSE 2013 & 2014	41.8	16.1	.03	15	30	40	60	60	1,394	4.2	.000	.260
Top 50%	43.9	15.8	.03	20	35	45	60	60	211,514	2.1	.000	.132
Top 10%	45.8	15.4	.07	20	40	50	60	60	54,605	.2	.679	.011

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												
VCU (N = 1467)	22.7	15.7	.41	0	10	20	30	55				
Peer	22.1	15.7	.11	0	10	20	30	55	23,404	.6	.173	.037
SCHEV Peer	23.0	16.1	.12	0	10	20	35	55	19,003	-.4	.413	-.022
NSSE 2013 & 2014	23.7	16.3	.03	0	10	20	35	60	1,480	-1.1	.008	-.067
Top 50%	29.5	16.1	.05	5	20	30	40	60	1,519	-6.9	.000	-.428
Top 10%	34.4	16.4	.15	10	20	35	45	60	1,885	-11.7	.000	-.721
Effective Teaching Practices												
VCU (N = 1481)	39.0	13.6	.35	16	28	40	48	60				
Peer	39.8	13.4	.09	16	32	40	52	60	23,605	-.8	.024	-.060
SCHEV Peer	39.9	13.4	.10	20	32	40	52	60	19,180	-.8	.022	-.062
NSSE 2013 & 2014	40.9	13.7	.02	16	32	40	52	60	362,962	-1.9	.000	-.138
Top 50%	43.0	13.6	.04	20	36	44	56	60	131,510	-4.0	.000	-.295
Top 10%	45.1	13.4	.09	20	36	48	60	60	23,502	-6.1	.000	-.454
Campus Environment												
Quality of Interactions												
VCU (N = 1315)	39.3	11.9	.33	18	32	40	48	60				
Peer	41.4	11.5	.08	20	34	42	50	60	20,698	-2.1	.000	-.181
SCHEV Peer	40.5	11.9	.10	18	34	42	50	60	16,884	-1.1	.001	-.095
NSSE 2013 & 2014	42.5	11.9	.02	20	36	44	52	60	322,735	-3.2	.000	-.268
Top 50%	45.3	11.3	.03	24	38	48	54	60	1,342	-5.9	.000	-.523
Top 10%	47.4	11.6	.07	24	40	50	58	60	31,475	-8.0	.000	-.690
Supportive Environment												
VCU (N = 1318)	34.3	13.7	.38	13	23	35	43	60				
Peer	34.2	14.1	.10	10	25	35	43	60	20,292	.1	.801	.007
SCHEV Peer	33.6	14.2	.11	10	23	33	43	60	16,546	.7	.105	.047
NSSE 2013 & 2014	33.3	14.4	.03	10	23	33	43	60	1,330	1.0	.006	.072
Top 50%	36.1	13.8	.04	13	28	38	45	60	133,479	-1.8	.000	-.131
Top 10%	39.0	13.3	.09	17	30	40	50	60	1,468	-4.7	.000	-.350

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

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

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

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

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

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

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