



NSSE 2014

Engagement Indicators

University of Memphis

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

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with THEC Comparison Grp	Your first-year students compared with Carnegie Class RU/H	Your first-year students compared with NSSE 2013 & 2014
<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 THEC Comparison Grp	Your seniors compared with Carnegie Class RU/H	Your seniors compared with NSSE 2013 & 2014
<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

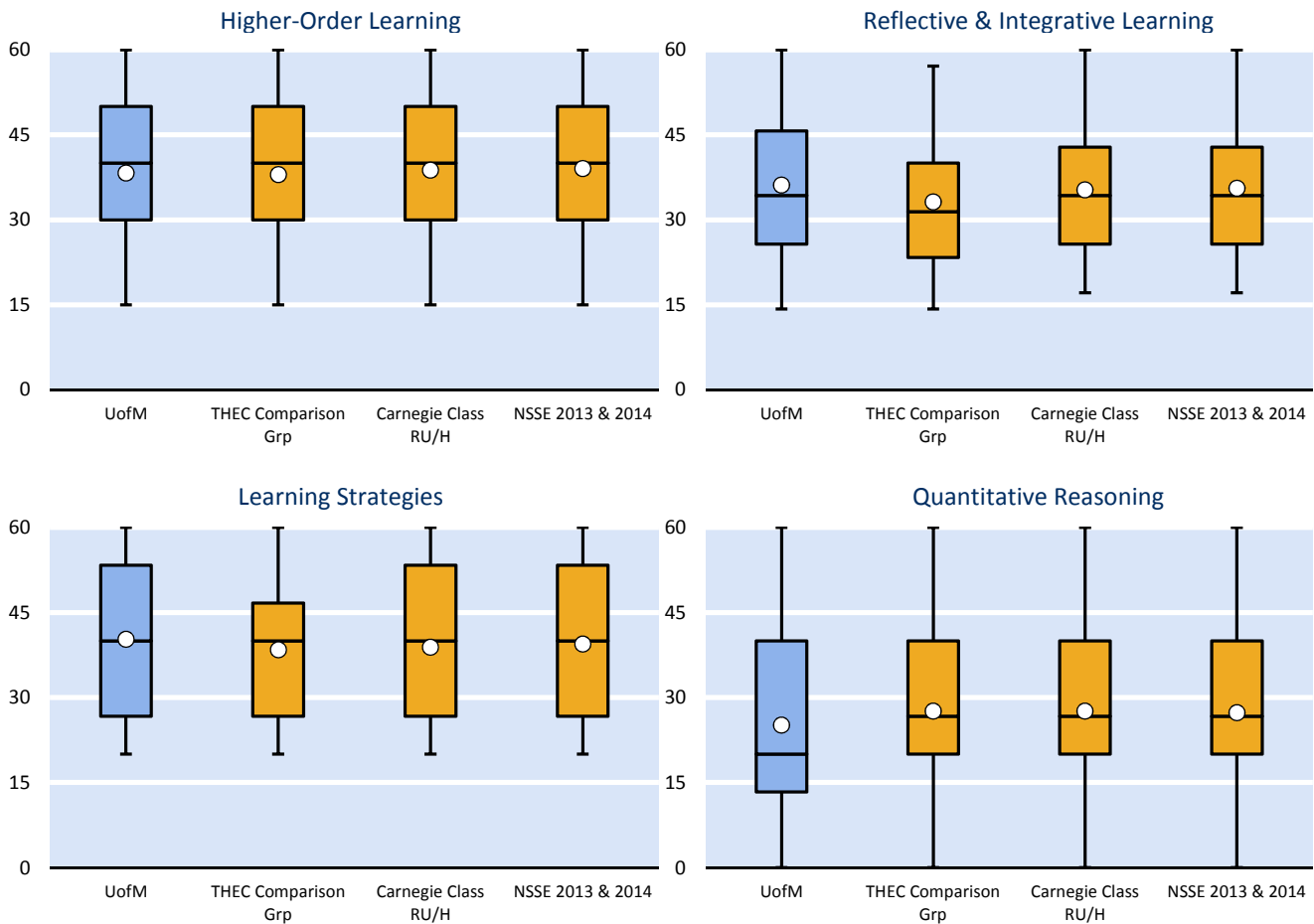
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UofM Mean	Your first-year students compared with					
		THEC Comparison Grp		Carnegie Class RU/H		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.2	38.0	.02	38.7	-.04	39.0	-.06
Reflective & Integrative Learning	36.1	33.1 ***	.23	35.3	.07	35.6	.04
Learning Strategies	40.3	38.4 *	.13	38.9 *	.10	39.5	.06
Quantitative Reasoning	25.1	27.6 **	-.15	27.6 **	-.15	27.4 **	-.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.





































































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

	UofM	THEC Comparison Grp	Carnegie Class RU/H	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	67 	73 	74 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69 	70 	72 	72 
4d. Evaluating a point of view, decision, or information source	67 	63 	68 	70 
4e. Forming a new idea or understanding from various pieces of information	68 	64 	67 	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	55 	49 	56 	56 
2b. Connected your learning to societal problems or issues	51 	45 	51 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50 	41 	49 	50 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65 	58 	62 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70 	64 	66 	66 
2f. Learned something that changed the way you understand an issue or concept	62 	60 	64 	65 
2g. Connected ideas from your courses to your prior experiences and knowledge	73 	74 	77 	77 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79 	78 	79 	80 
9b. Reviewed your notes after class	66 	65 	64 	65 
9c. Summarized what you learned in class or from course materials	65 	60 	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.)	47 	56 	53 	52 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	34 	37 	38 	38 
6c. Evaluated what others have concluded from numerical information	32 	38 	38 	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

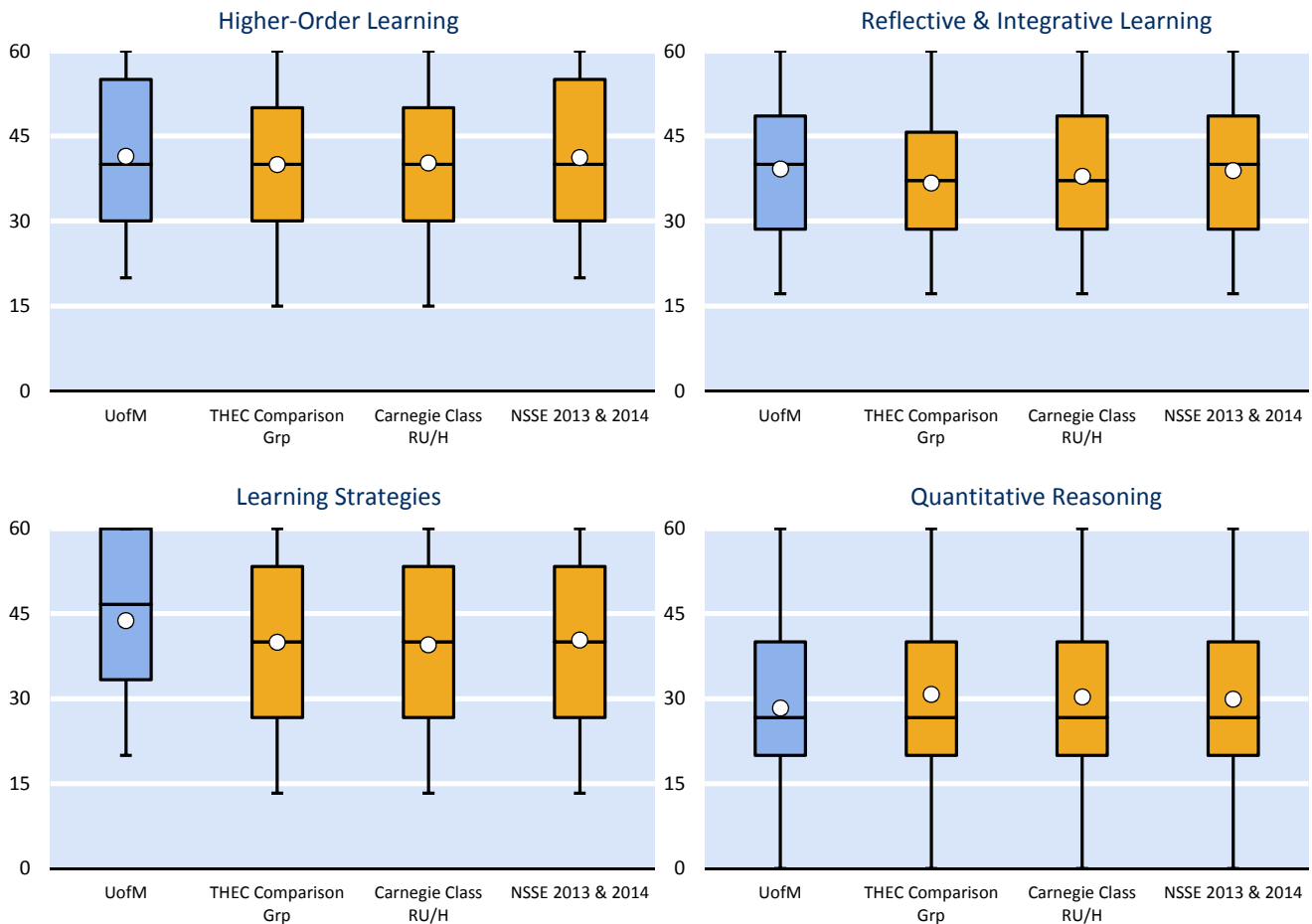
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UofM Mean	Your seniors compared with					
		THEC Comparison Grp		Carnegie Class RU/H		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.5	40.0 **	.10	40.2 *	.09	41.2	.02
Reflective & Integrative Learning	39.2	36.8 ***	.18	37.9 **	.10	38.9	.02
Learning Strategies	43.7	39.9 ***	.26	39.5 ***	.29	40.3 ***	.23
Quantitative Reasoning	28.3	30.8 ***	-.14	30.3 ***	-.11	29.9 **	-.09

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

	UofM	THEC Comparison Grp	Carnegie Class RU/H	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	79 	80 	79 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78 	75 	76 	78 
4d. Evaluating a point of view, decision, or information source	72 	66 	68 	72 
4e. Forming a new idea or understanding from various pieces of information	73 	68 	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	70 	72 	72 	72 
2b. Connected your learning to societal problems or issues	64 	57 	61 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57 	45 	51 	55 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68 	60 	63 	66 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71 	65 	68 	70 
2f. Learned something that changed the way you understand an issue or concept	70 	65 	68 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	85 	81 	83 	84 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	85 	81 	81 	83 
9b. Reviewed your notes after class	74 	65 	62 	63 
9c. Summarized what you learned in class or from course materials	72 	64 	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 	59 	56 	55 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41 	45 	45 	45 
6c. Evaluated what others have concluded from numerical information	40 	46 	46 	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

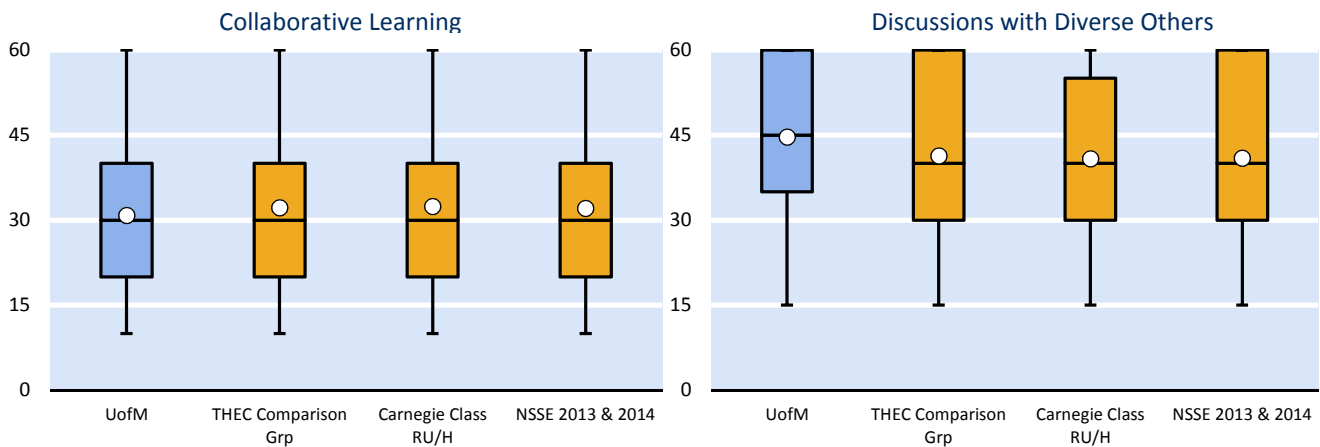
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UofM Mean	Your first-year students compared with					
		THEC Comparison Grp		Carnegie Class RU/H		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.8	32.1	-.09	32.4 *	-.11	32.1 *	-.09
Discussions with Diverse Others	44.6	41.3 ***	.21	40.8 ***	.24	40.9 ***	.24

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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Summary of Indicator Items

Collaborative Learning

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

	UofM	THEC Comparison Grp	Carnegie Class RU/H	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	44	50	51	50
1f. Explained course material to one or more students	57	57	58	57
1g. Prepared for exams by discussing or working through course material with other students	45	50	50	49
1h. Worked with other students on course projects or assignments	46	50	51	52

Discussions with Diverse Others

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

	UofM	THEC Comparison Grp	Carnegie Class RU/H	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	83	74	70	71
8b. People from an economic background other than your own	79	72	73	73
8c. People with religious beliefs other than your own	73	68	69	69
8d. People with political views other than your own	74	68	70	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

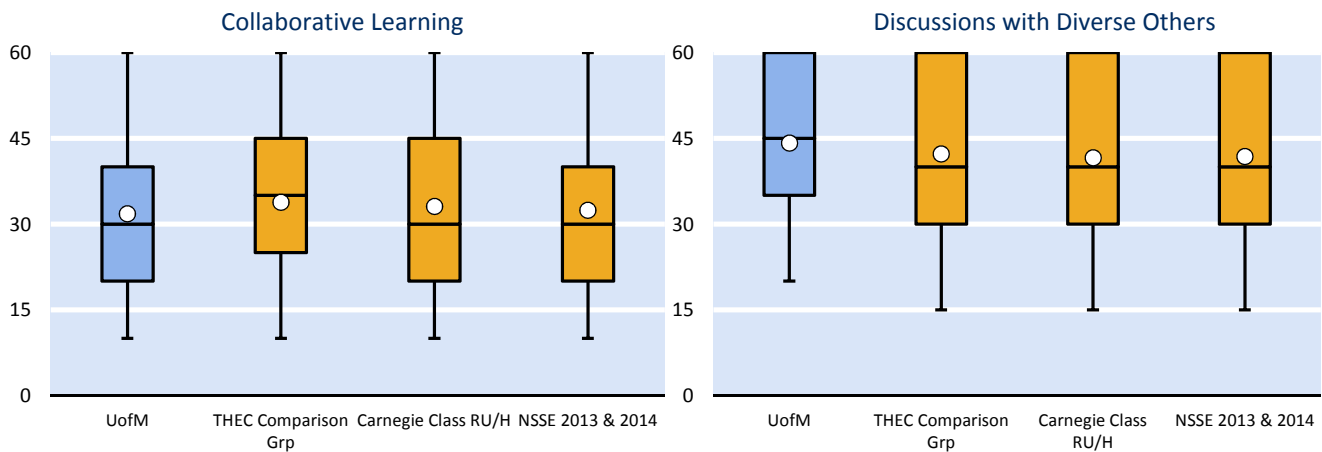
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UofM Mean	Your seniors compared with					
		THEC Comparison Grp		Carnegie Class RU/H		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.8	33.8 ***	-.14	33.1 **	-.09	32.4	-.04
Discussions with Diverse Others	44.2	42.3 **	.12	41.6 ***	.16	41.8 ***	.15

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"...

	UofM	THEC Comparison Grp	Carnegie Class RU/H	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	39	45	43	40
1f. Explained course material to one or more students	57	62	60	58
1g. Prepared for exams by discussing or working through course material with other students	45	50	48	46
1h. Worked with other students on course projects or assignments	61	65	64	64

Discussions with Diverse Others

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

	UofM	THEC Comparison Grp	Carnegie Class RU/H	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	82	75	72	73
8b. People from an economic background other than your own	80	75	74	75
8c. People with religious beliefs other than your own	73	70	69	70
8d. People with political views other than your own	74	71	71	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

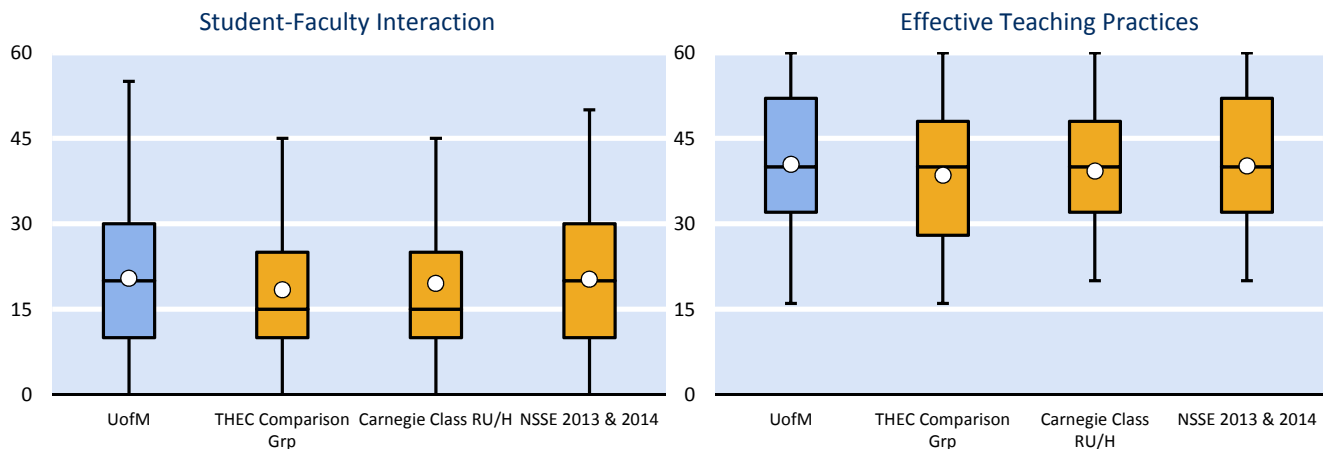
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	UofM Mean	Your first-year students compared with					
		THEC Comparison Grp		Carnegie Class RU/H		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.4	18.4 **	.14	19.5	.06	20.3	.01
Effective Teaching Practices	40.4	38.5 **	.14	39.3	.09	40.2	.02

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"...

	UofM	THEC Comparison Grp	Carnegie Class RU/H	NSSE 2013 & 2014
3a. Talked about career plans with a faculty member	33	27	30	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	16	17	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	21	23	25
3d. Discussed your academic performance with a faculty member	35	25	26	29

Effective Teaching Practices

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

	UofM	THEC Comparison Grp	Carnegie Class RU/H	NSSE 2013 & 2014
5a. Clearly explained course goals and requirements	82	82	81	81
5b. Taught course sessions in an organized way	79	79	79	79
5c. Used examples or illustrations to explain difficult points	77	78	77	77
5d. Provided feedback on a draft or work in progress	65	55	61	65
5e. Provided prompt and detailed feedback on tests or completed assignments	62	56	59	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

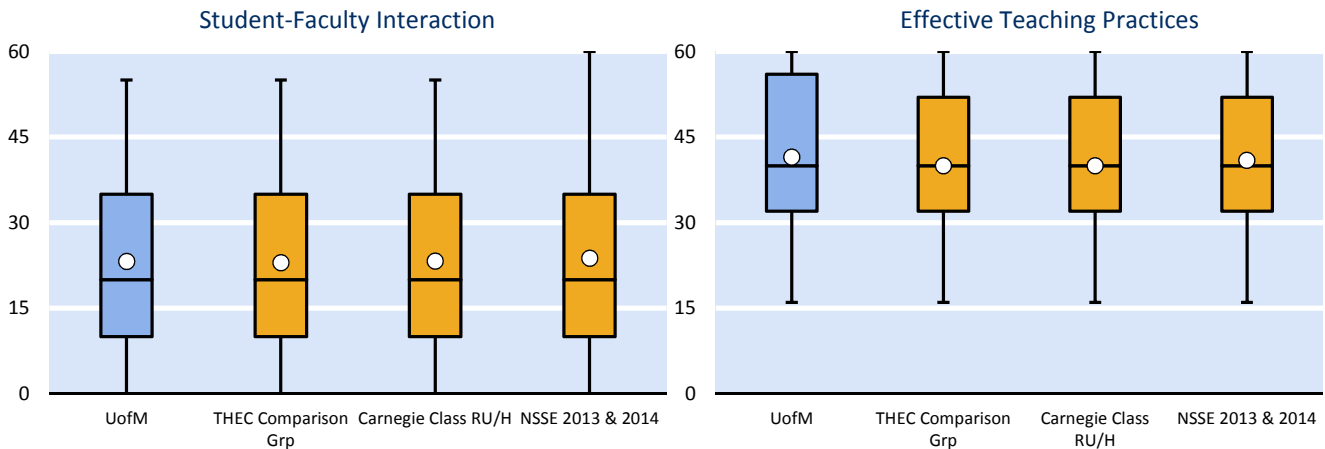
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	UofM Mean	Your seniors compared with					
		THEC Comparison Grp		Carnegie Class RU/H		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.1	22.9	.01	23.2	-.01	23.7	-.04
Effective Teaching Practices	41.4	39.9 **	.11	39.9 **	.11	40.9	.04

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"...

	UofM	THEC Comparison Grp	Carnegie Class RU/H	NSSE 2013 & 2014
3a. Talked about career plans with a faculty member	41	39	40	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	25	26	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	32	33	33
3d. Discussed your academic performance with a faculty member	35	31	31	33

Effective Teaching Practices

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

	UofM	THEC Comparison Grp	Carnegie Class RU/H	NSSE 2013 & 2014
5a. Clearly explained course goals and requirements	82	81	81	83
5b. Taught course sessions in an organized way	77	79	80	81
5c. Used examples or illustrations to explain difficult points	77	79	79	79
5d. Provided feedback on a draft or work in progress	65	58	58	62
5e. Provided prompt and detailed feedback on tests or completed assignments	68	63	65	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

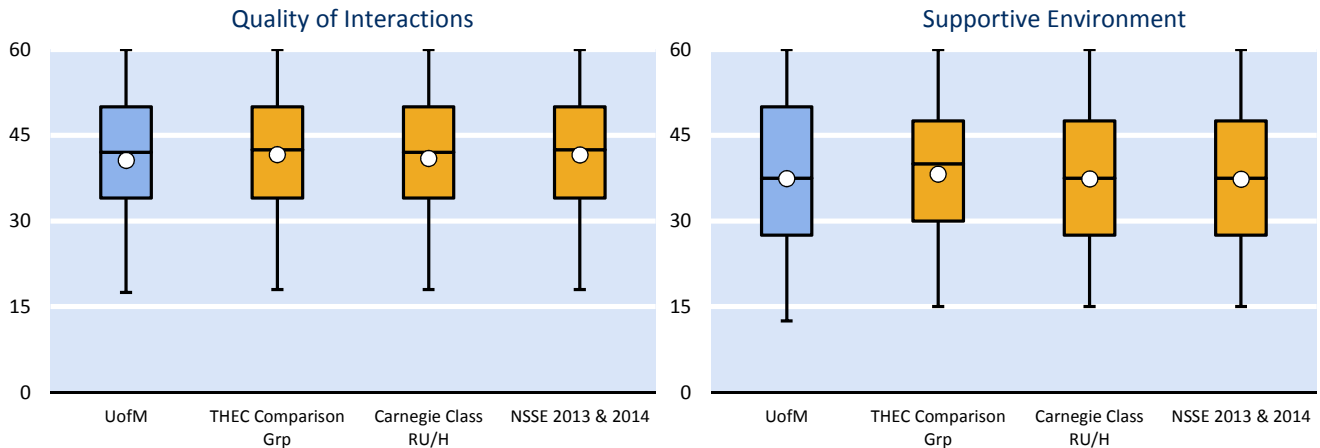
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UofM Mean	Your first-year students compared with					
		THEC Comparison Grp		Carnegie Class RU/H		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.6	41.6	-.08	41.0	-.03	41.5	-.07
Supportive Environment	37.4	38.2	-.06	37.4	.00	37.3	.01

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...

	UofM	THEC Comparison Grp	Carnegie Class RU/H	NSSE 2013 & 2014
13a. Students	57	59	59	59
13b. Academic advisors	51	48	46	48
13c. Faculty	48	49	48	50
13d. Student services staff (career services, student activities, housing, etc.)	43	47	42	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	38	40	38	41

Supportive Environment

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

	UofM	THEC Comparison Grp	Carnegie Class RU/H	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	74	82	78	78
14c. Using learning support services (tutoring services, writing center, etc.)	75	83	78	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	56	58	59
14e. Providing opportunities to be involved socially	72	76	73	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	74	76	74	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	43	44	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	69	69	68
14i. Attending events that address important social, economic, or political issues	48	51	52	53

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

Campus Environment: Seniors

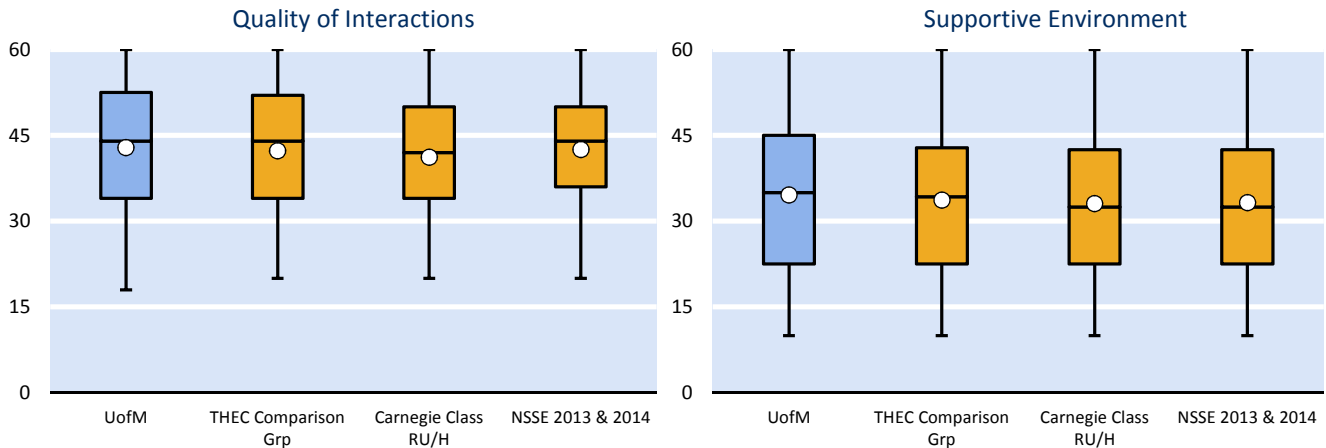
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UofM Mean	Your seniors compared with					
		THEC Comparison Grp		Carnegie Class RU/H		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.8	42.3	.04	41.2 ***	.14	42.5	.03
Supportive Environment	34.6	33.7	.06	33.1 **	.11	33.3 *	.09

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...

	UofM	THEC Comparison Grp	Carnegie Class RU/H	NSSE 2013 & 2014
13a. Students	61	65	63	64
13b. Academic advisors	59	50	47	52
13c. Faculty	57	58	57	60
13d. Student services staff (career services, student activities, housing, etc.)	44	43	39	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	42	37	42

Supportive Environment

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

	UofM	THEC Comparison Grp	Carnegie Class RU/H	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	73	73	70	72
14c. Using learning support services (tutoring services, writing center, etc.)	68	69	65	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	51	50	53
14e. Providing opportunities to be involved socially	65	68	67	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	66	67	64	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	31	31	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	62	62	59	57
14i. Attending events that address important social, economic, or political issues	46	42	45	46

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

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Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior students with those attending two groups of institutions identified by NSSE^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		UofM	Your first-year students compared with						
<i>Theme</i>	<i>Engagement Indicator</i>		<i>Mean</i>	NSSE Top 50%			NSSE Top 10%		
				<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.2	40.6 ***	-.17		42.7 ***	-.33		
	Reflective and Integrative Learning	36.1	37.3 *	-.10		39.3 ***	-.25		
	Learning Strategies	40.3	41.2	-.07	✓	43.4 ***	-.22		
	Quantitative Reasoning	25.1	28.8 ***	-.22		30.6 ***	-.34		
<i>Learning with Peers</i>	Collaborative Learning	30.8	34.7 ***	-.29		37.0 ***	-.46		
	Discussions with Diverse Others	44.6	43.2	.09	✓	45.6	-.07	✓	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.4	23.3 ***	-.19		26.9 ***	-.40		
	Effective Teaching Practices	40.4	42.4 **	-.15		44.6 ***	-.32		
<i>Campus Environment</i>	Quality of Interactions	40.6	44.0 ***	-.30		46.0 ***	-.46		
	Supportive Environment	37.4	39.4 **	-.15		41.4 ***	-.31		

Seniors		UofM	Your seniors compared with						
<i>Theme</i>	<i>Engagement Indicator</i>		<i>Mean</i>	NSSE Top 50%			NSSE Top 10%		
				<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
<i>Academic Challenge</i>	Higher-Order Learning	41.5	43.3 ***	-.13		45.3 ***	-.28		
	Reflective and Integrative Learning	39.2	41.1 ***	-.15		43.1 ***	-.31		
	Learning Strategies	43.7	42.5 *	.09	✓	44.9 *	-.08		
	Quantitative Reasoning	28.3	31.3 ***	-.17		33.0 ***	-.28		
<i>Learning with Peers</i>	Collaborative Learning	31.8	35.4 ***	-.26		37.7 ***	-.43		
	Discussions with Diverse Others	44.2	43.9	.01	✓	45.8 **	-.11		
<i>Experiences with Faculty</i>	Student-Faculty Interaction	23.1	29.5 ***	-.40		34.4 ***	-.69		
	Effective Teaching Practices	41.4	43.0 ***	-.12		45.1 ***	-.27		
<i>Campus Environment</i>	Quality of Interactions	42.8	45.3 ***	-.22		47.4 ***	-.39		
	Supportive Environment	34.6	36.1 **	-.11		39.0 ***	-.33		

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.

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												
UofM (N = 471)	38.2	14.7	.68	15	30	40	50	60				
THEC Comparison Grp	38.0	14.1	.31	15	30	40	50	60	2,561	.3	.726	.018
Carnegie Class RU/H	38.7	13.8	.09	15	30	40	50	60	486	-.5	.450	-.037
NSSE 2013 & 2014	39.0	13.8	.04	15	30	40	50	60	473	-.8	.232	-.059
Top 50%	40.6	13.6	.05	20	30	40	50	60	475	-2.4	.001	-.173
Top 10%	42.7	13.6	.12	20	35	40	55	60	499	-4.5	.000	-.327
Reflective & Integrative Learning												
UofM (N = 496)	36.1	13.5	.61	14	26	34	46	60				
THEC Comparison Grp	33.1	12.6	.27	14	23	31	40	57	702	3.0	.000	.233
Carnegie Class RU/H	35.3	12.5	.08	17	26	34	43	60	512	.9	.162	.068
NSSE 2013 & 2014	35.6	12.6	.03	17	26	34	43	60	498	.5	.387	.042
Top 50%	37.3	12.5	.05	17	29	37	46	60	501	-1.2	.047	-.096
Top 10%	39.3	12.6	.10	20	31	40	49	60	523	-3.1	.000	-.250
Learning Strategies												
UofM (N = 445)	40.3	14.6	.69	20	27	40	53	60				
THEC Comparison Grp	38.4	13.6	.31	20	27	40	47	60	639	1.9	.014	.135
Carnegie Class RU/H	38.9	14.1	.10	20	27	40	53	60	22,445	1.4	.038	.099
NSSE 2013 & 2014	39.5	14.2	.04	20	27	40	53	60	132,831	.8	.213	.059
Top 50%	41.2	14.0	.06	20	33	40	53	60	62,526	-.9	.163	-.066
Top 10%	43.4	14.0	.12	20	33	40	60	60	13,689	-3.1	.000	-.222
Quantitative Reasoning												
UofM (N = 487)	25.1	17.2	.78	0	13	20	40	60				
THEC Comparison Grp	27.6	16.2	.35	0	20	27	40	60	2,612	-2.5	.003	-.151
Carnegie Class RU/H	27.6	16.2	.10	0	20	27	40	60	504	-2.5	.002	-.154
NSSE 2013 & 2014	27.4	16.4	.04	0	20	27	40	60	145,661	-2.2	.003	-.136
Top 50%	28.8	16.3	.05	0	20	27	40	60	91,615	-3.7	.000	-.225
Top 10%	30.6	16.2	.11	0	20	27	40	60	21,264	-5.5	.000	-.339
Learning with Peers												
Collaborative Learning												
UofM (N = 498)	30.8	14.0	.63	10	20	30	40	60				
THEC Comparison Grp	32.1	14.7	.31	10	20	30	40	60	751	-1.4	.053	-.093
Carnegie Class RU/H	32.4	13.9	.09	10	20	30	40	60	26,220	-1.6	.012	-.113
NSSE 2013 & 2014	32.1	14.1	.04	10	20	30	40	60	153,258	-1.3	.046	-.090
Top 50%	34.7	13.7	.05	15	25	35	45	60	86,643	-3.9	.000	-.285
Top 10%	37.0	13.6	.10	15	25	35	45	60	20,126	-6.2	.000	-.458
Discussions with Diverse Others												
UofM (N = 447)	44.6	16.1	.76	15	35	45	60	60				
THEC Comparison Grp	41.3	16.2	.37	15	30	40	60	60	2,351	3.4	.000	.208
Carnegie Class RU/H	40.8	15.8	.11	15	30	40	55	60	22,699	3.8	.000	.242
NSSE 2013 & 2014	40.9	16.0	.04	15	30	40	60	60	134,477	3.8	.000	.235
Top 50%	43.2	15.4	.05	20	35	45	60	60	78,782	1.4	.051	.093
Top 10%	45.6	14.8	.12	20	40	50	60	60	467	-1.0	.196	-.068

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												
UofM (N = 490)	20.4	15.5	.70	0	10	20	30	55				
THEC Comparison Grp	18.4	14.0	.30	0	10	15	25	45	684	2.1	.007	.144
Carnegie Class RU/H	19.5	14.2	.09	0	10	15	25	45	506	.9	.193	.065
NSSE 2013 & 2014	20.3	14.6	.04	0	10	20	30	50	146,186	.2	.815	.011
Top 50%	23.3	15.0	.07	0	10	20	30	55	52,139	-2.9	.000	-.193
Top 10%	26.9	16.2	.18	5	15	25	40	60	553	-6.5	.000	-.402
Effective Teaching Practices												
UofM (N = 493)	40.4	13.9	.63	16	32	40	52	60				
THEC Comparison Grp	38.5	13.2	.28	16	28	40	48	60	2,647	1.9	.004	.142
Carnegie Class RU/H	39.3	13.0	.08	20	32	40	48	60	509	1.1	.074	.087
NSSE 2013 & 2014	40.2	13.3	.03	20	32	40	52	60	147,381	.3	.675	.019
Top 50%	42.4	13.2	.06	20	32	44	52	60	57,794	-2.0	.001	-.148
Top 10%	44.6	13.3	.12	20	36	44	56	60	11,891	-4.2	.000	-.317
Campus Environment												
Quality of Interactions												
UofM (N = 418)	40.6	12.8	.63	18	34	42	50	60				
THEC Comparison Grp	41.6	12.3	.29	18	34	43	50	60	2,224	-1.0	.138	-.081
Carnegie Class RU/H	41.0	12.3	.08	18	34	42	50	60	21,706	-.3	.579	-.027
NSSE 2013 & 2014	41.5	12.4	.03	18	34	43	50	60	128,712	-.9	.128	-.075
Top 50%	44.0	11.4	.05	22	38	46	52	60	423	-3.4	.000	-.295
Top 10%	46.0	11.6	.12	24	40	48	55	60	446	-5.4	.000	-.465
Supportive Environment												
UofM (N = 403)	37.4	14.5	.72	13	28	38	50	60				
THEC Comparison Grp	38.2	13.5	.33	15	30	40	48	60	577	-.8	.307	-.059
Carnegie Class RU/H	37.4	13.5	.09	15	28	38	48	60	416	.0	.982	.001
NSSE 2013 & 2014	37.3	13.8	.04	15	28	38	48	60	123,835	.1	.900	.006
Top 50%	39.4	13.2	.05	18	30	40	50	60	407	-2.0	.006	-.153
Top 10%	41.4	12.8	.11	20	33	40	53	60	421	-4.0	.000	-.308

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: 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												
UofM (N = 886)	41.5	14.5	.49	20	30	40	55	60				
THEC Comparison Grp	40.0	14.6	.21	15	30	40	50	60	5,739	1.5	.005	.102
Carnegie Class RU/H	40.2	14.2	.07	15	30	40	50	60	39,298	1.2	.012	.086
NSSE 2013 & 2014	41.2	14.1	.03	20	30	40	55	60	210,287	.2	.614	.017
Top 50%	43.3	13.7	.05	20	35	40	55	60	84,477	-1.8	.000	-.131
Top 10%	45.3	13.6	.09	20	40	45	60	60	21,432	-3.8	.000	-.279
Reflective & Integrative Learning												
UofM (N = 927)	39.2	13.5	.44	17	29	40	49	60				
THEC Comparison Grp	36.8	13.3	.19	17	29	37	46	60	5,963	2.4	.000	.182
Carnegie Class RU/H	37.9	13.1	.07	17	29	37	49	60	40,935	1.3	.004	.097
NSSE 2013 & 2014	38.9	13.0	.03	17	29	40	49	60	933	.3	.563	.020
Top 50%	41.1	12.6	.04	20	31	40	51	60	944	-1.9	.000	-.148
Top 10%	43.1	12.5	.09	20	34	43	54	60	1,009	-3.9	.000	-.309
Learning Strategies												
UofM (N = 839)	43.7	14.5	.50	20	33	47	60	60				
THEC Comparison Grp	39.9	14.9	.22	13	27	40	53	60	5,294	3.8	.000	.255
Carnegie Class RU/H	39.5	14.9	.08	13	27	40	53	60	36,857	4.3	.000	.287
NSSE 2013 & 2014	40.3	14.8	.03	13	27	40	53	60	198,950	3.4	.000	.231
Top 50%	42.5	14.5	.05	20	33	40	60	60	102,595	1.3	.011	.088
Top 10%	44.9	14.1	.09	20	33	47	60	60	26,187	-1.2	.019	-.083
Quantitative Reasoning												
UofM (N = 910)	28.3	17.5	.58	0	20	27	40	60				
THEC Comparison Grp	30.8	17.4	.25	0	20	27	40	60	5,821	-2.4	.000	-.140
Carnegie Class RU/H	30.3	17.3	.09	0	20	27	40	60	40,022	-1.9	.001	-.112
NSSE 2013 & 2014	29.9	17.4	.04	0	20	27	40	60	214,266	-1.6	.006	-.092
Top 50%	31.3	17.2	.05	0	20	33	40	60	130,749	-3.0	.000	-.174
Top 10%	33.0	16.9	.09	0	20	33	47	60	33,317	-4.7	.000	-.278
Learning with Peers												
Collaborative Learning												
UofM (N = 934)	31.8	15.1	.49	10	20	30	40	60				
THEC Comparison Grp	33.8	14.4	.20	10	25	35	45	60	6,115	-2.0	.000	-.140
Carnegie Class RU/H	33.1	14.4	.07	10	20	30	45	60	41,615	-1.3	.007	-.090
NSSE 2013 & 2014	32.4	14.6	.03	10	20	30	40	60	221,453	-.6	.195	-.042
Top 50%	35.4	13.8	.04	15	25	35	45	60	946	-3.6	.000	-.261
Top 10%	37.7	13.6	.09	15	30	40	50	60	1,000	-6.0	.000	-.434
Discussions with Diverse Others												
UofM (N = 852)	44.2	16.1	.55	20	35	45	60	60				
THEC Comparison Grp	42.3	16.4	.24	15	30	40	60	60	5,365	1.9	.002	.116
Carnegie Class RU/H	41.6	16.1	.08	15	30	40	60	60	37,248	2.6	.000	.160
NSSE 2013 & 2014	41.8	16.1	.04	15	30	40	60	60	200,851	2.3	.000	.146
Top 50%	43.9	15.8	.04	20	35	45	60	60	126,143	.2	.664	.015
Top 10%	45.8	15.4	.09	20	40	50	60	60	892	-1.7	.003	-.109

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												
UofM (N = 901)	23.1	16.3	.54	0	10	20	35	55				
THEC Comparison Grp	22.9	16.2	.23	0	10	20	35	55	5,833	.2	.721	.013
Carnegie Class RU/H	23.2	16.0	.08	0	10	20	35	55	40,097	-.1	.852	-.006
NSSE 2013 & 2014	23.7	16.3	.04	0	10	20	35	60	214,216	-.6	.274	-.037
Top 50%	29.5	16.1	.07	5	20	30	40	60	52,657	-6.4	.000	-.397
Top 10%	34.4	16.4	.20	10	20	35	45	60	7,919	-11.3	.000	-.687
Effective Teaching Practices												
UofM (N = 919)	41.4	14.6	.48	16	32	40	56	60				
THEC Comparison Grp	39.9	13.9	.20	16	32	40	52	60	1,247	1.5	.004	.108
Carnegie Class RU/H	39.9	13.6	.07	16	32	40	52	60	956	1.5	.002	.110
NSSE 2013 & 2014	40.9	13.7	.03	16	32	40	52	60	925	.5	.284	.038
Top 50%	43.0	13.6	.05	20	36	44	56	60	937	-1.6	.001	-.118
Top 10%	45.1	13.4	.12	20	36	48	60	60	1,030	-3.7	.000	-.273
Campus Environment												
Quality of Interactions												
UofM (N = 807)	42.8	12.5	.44	18	34	44	53	60				
THEC Comparison Grp	42.3	12.2	.19	20	34	44	52	60	5,119	.5	.256	.044
Carnegie Class RU/H	41.2	11.9	.06	20	34	42	50	60	840	1.6	.000	.138
NSSE 2013 & 2014	42.5	11.9	.03	20	36	44	50	60	812	.3	.477	.026
Top 50%	45.3	11.3	.04	24	38	48	54	60	822	-2.4	.000	-.215
Top 10%	47.4	11.6	.09	24	40	50	58	60	869	-4.5	.000	-.388
Supportive Environment												
UofM (N = 810)	34.6	15.0	.53	10	23	35	45	60				
THEC Comparison Grp	33.7	14.4	.22	10	23	34	43	60	1,115	.9	.125	.061
Carnegie Class RU/H	33.1	14.2	.08	10	23	33	43	60	843	1.5	.005	.105
NSSE 2013 & 2014	33.3	14.4	.03	10	23	33	43	60	815	1.3	.012	.093
Top 50%	36.1	13.8	.05	13	28	38	45	60	823	-1.5	.004	-.110
Top 10%	39.0	13.3	.12	17	30	40	50	60	887	-4.4	.000	-.326

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 +/- 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.