



NSSE 2015

Engagement Indicators

Case Western Reserve 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 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

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

Theme	Engagement Indicator	Your first-year students	Your first-year students	Your first-year students
		compared with AAU	compared with Priv Compet Res	compared with NSSE 2014 & 2015
Academic Challenge	Higher-Order Learning	--	▼	--
	Reflective & Integrative Learning	▼	▼	▼
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	△	△	▲
	Discussions with Diverse Others	--	--	△
Experiences with Faculty	Student-Faculty Interaction	▼	▼	▼
	Effective Teaching Practices	△	--	--
Campus Environment	Quality of Interactions	△	--	--
	Supportive Environment	--	--	--

Seniors

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

Academic Challenge: First-year students

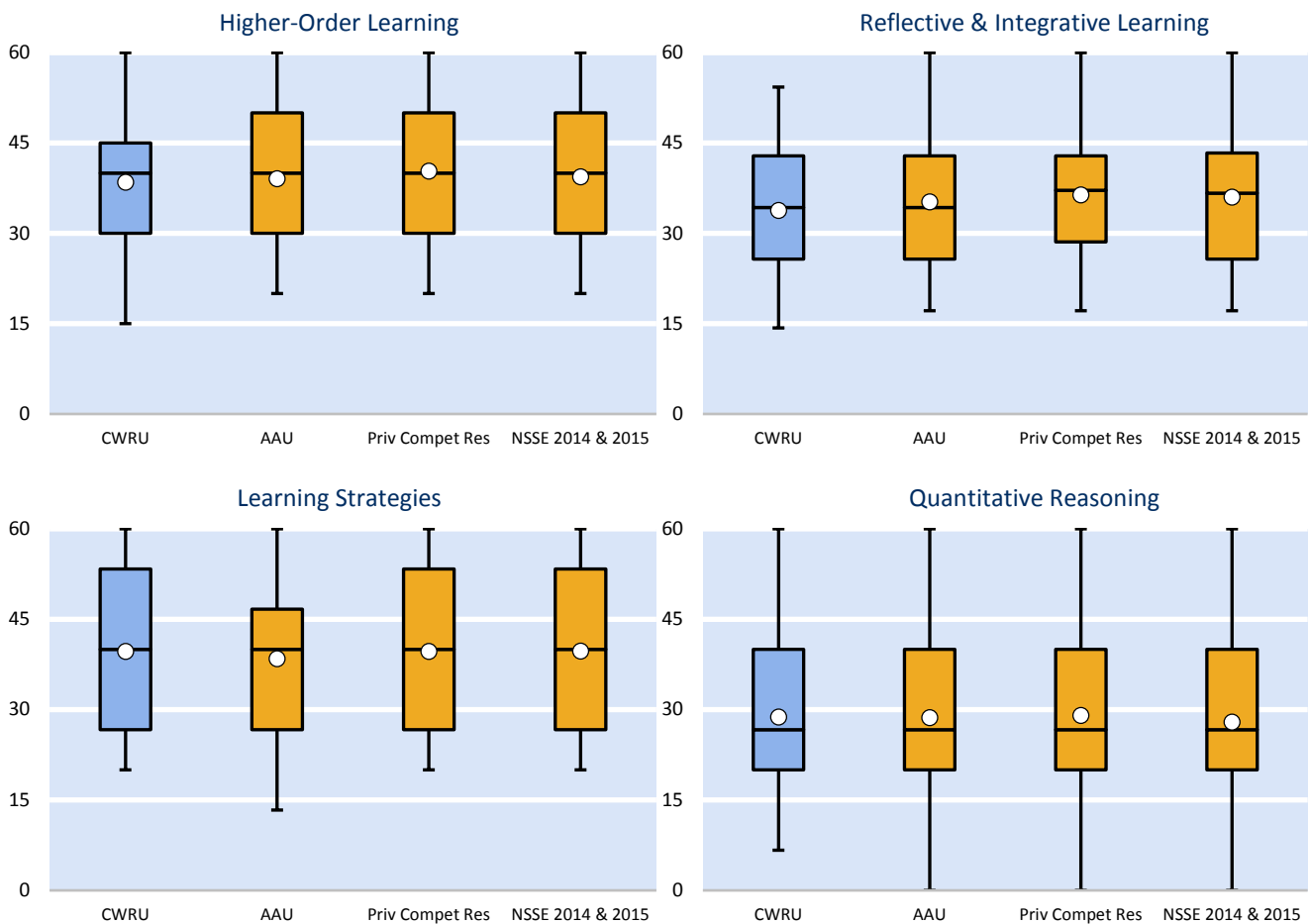
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	CWRU Mean	Your first-year students compared with					
		AAU Mean	Effect size	Priv Compet Res Mean	Effect size	NSSE 2014 & 2015 Mean	Effect size
Higher-Order Learning	38.5	39.0	-.04	40.3 *	-.14	39.3	-.06
Reflective & Integrative Learning	33.8	35.2 *	-.12	36.4 ***	-.21	36.0 **	-.17
Learning Strategies	39.7	38.5	.09	39.7	.00	39.7	.00
Quantitative Reasoning	28.8	28.7	.01	29.0	-.02	27.9	.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.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	CWRU	AAU	Priv Compet Res	NSSE 2014 & 2015
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	83 	77 	77 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76 	74 	77 	73 
4d. Evaluating a point of view, decision, or information source	61 	67 	71 	71 
4e. Forming a new idea or understanding from various pieces of information	63 	67 	71 	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	49 	56 	57 	56 
2b. Connected your learning to societal problems or issues	44 	52 	57 	54 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	42 	49 	52 	52 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62 	61 	63 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	62 	65 	68 	68 
2f. Learned something that changed the way you understand an issue or concept	61 	65 	68 	66 
2g. Connected ideas from your courses to your prior experiences and knowledge	80 	77 	79 	77 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	86 	80 	84 	81 
9b. Reviewed your notes after class	63 	61 	63 	66 
9c. Summarized what you learned in class or from course materials	60 	61 	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.)	64 	55 	56 	53 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	32 	40 	41 	39 
6c. Evaluated what others have concluded from numerical information	38 	41 	42 	39 

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

Academic Challenge: Seniors

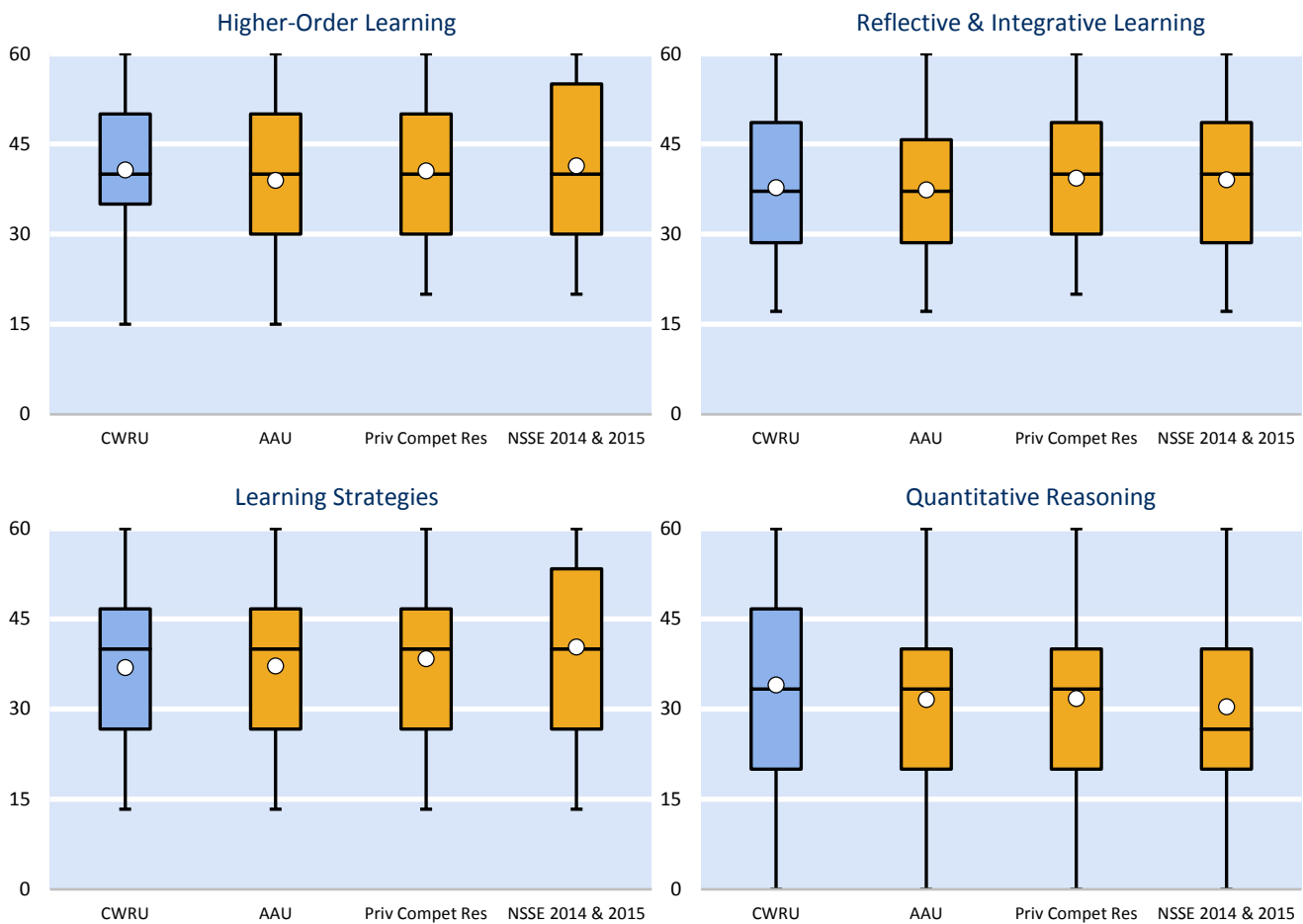
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	CWRU Mean	Your seniors compared with					
		AAU Mean	Effect size	Priv Compet Res Mean	Effect size	NSSE 2014 & 2015 Mean	Effect size
Higher-Order Learning	40.7	39.0	.12	40.5	.01	41.4	-.05
Reflective & Integrative Learning	37.7	37.4	.03	39.3	-.12	39.0	-.10
Learning Strategies	36.9	37.2	-.02	38.4	-.10	40.3 **	-.23
Quantitative Reasoning	34.0	31.6 *	.14	31.7	.13	30.4 **	.21

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

	CWRU	AAU	Priv Compet Res	NSSE 2014 & 2015
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	85 	77 	79 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	81 	74 	77 	78 
4d. Evaluating a point of view, decision, or information source	65 	63 	70 	72 
4e. Forming a new idea or understanding from various pieces of information	66 	66 	71 	73 
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	69 	72 	75 	72 
2b. Connected your learning to societal problems or issues	55 	59 	65 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48 	49 	55 	55 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65 	61 	66 	67 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68 	66 	72 	71 
2f. Learned something that changed the way you understand an issue or concept	67 	69 	73 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	85 	82 	84 	84 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81 	79 	83 	83 
9b. Reviewed your notes after class	51 	54 	55 	64 
9c. Summarized what you learned in class or from course materials	56 	58 	61 	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.)	67 	59 	59 	56 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	51 	46 	48 	46 
6c. Evaluated what others have concluded from numerical information	54 	50 	51 	46 

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

Learning with Peers: First-year students

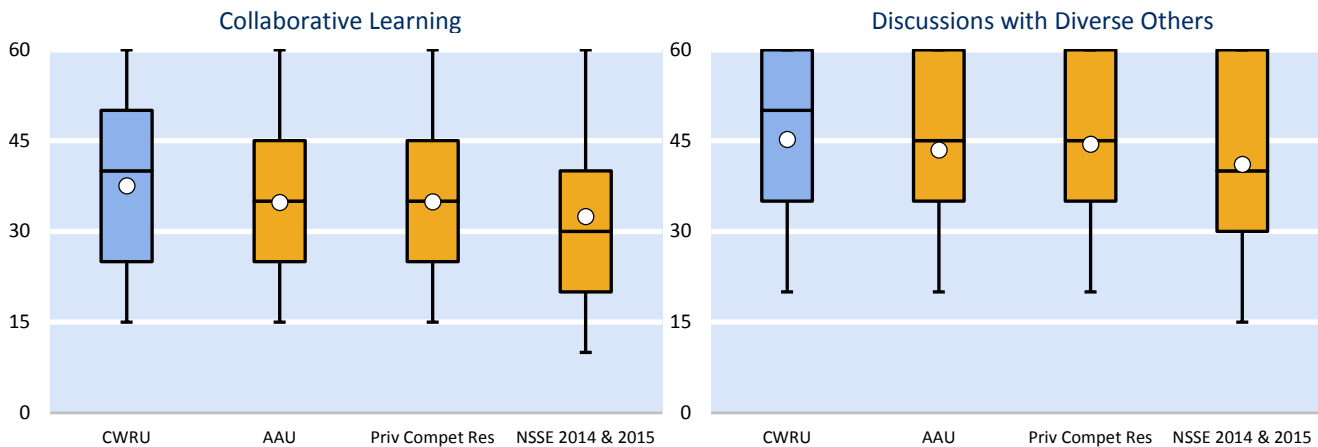
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	CWRU Mean	Your first-year students compared with					
		AAU Mean	Effect size	Priv Compet Res Mean	Effect size	NSSE 2014 & 2015 Mean	Effect size
Collaborative Learning	37.5	34.8 ***	.19	34.8 **	.19	32.4 ***	.35
Discussions with Diverse Others	45.2	43.4	.12	44.3	.06	41.1 ***	.26

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

Score Distributions



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

Summary of Indicator Items

Collaborative Learning

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

	CWRU	AAU	Priv Compet Res	NSSE 2014 & 2015
1e. Asked another student to help you understand course material	67	58	55	50
1f. Explained course material to one or more students	69	64	62	57
1g. Prepared for exams by discussing or working through course material with other students	62	56	57	50
1h. Worked with other students on course projects or assignments	58	55	58	53

Discussions with Diverse Others

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

	CWRU	AAU	Priv Compet Res	NSSE 2014 & 2015
8a. People from a race or ethnicity other than your own	83	79	79	73
8b. People from an economic background other than your own	77	77	79	74
8c. People with religious beliefs other than your own	81	76	79	69
8d. People with political views other than your own	71	72	73	68

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

Learning with Peers: Seniors

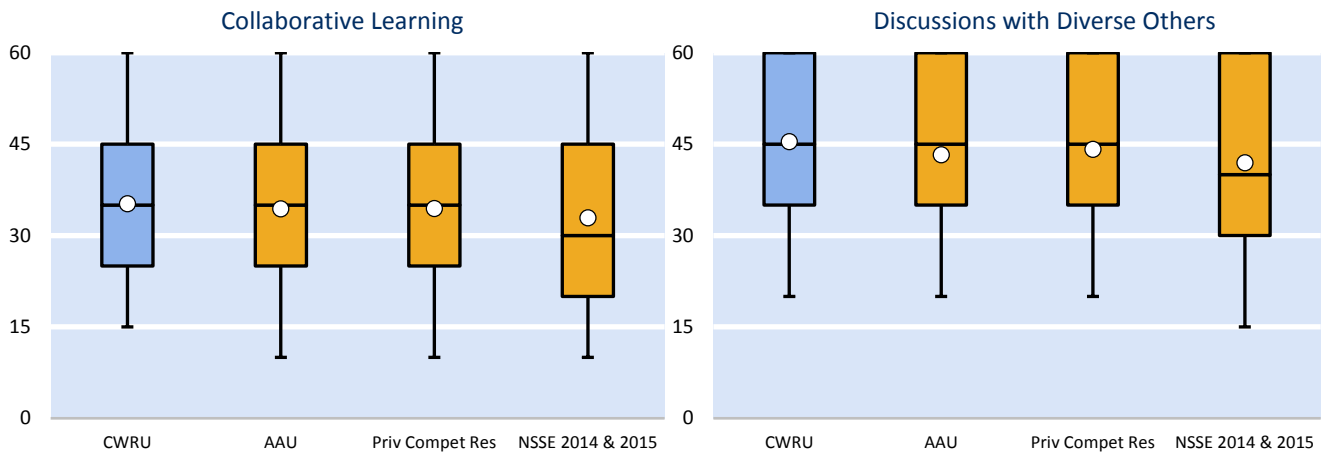
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	CWRU Mean	Your seniors compared with					
		AAU Mean	Effect size	Priv Compet Res Mean	Effect size	NSSE 2014 & 2015 Mean	Effect size
Collaborative Learning	35.2	34.4	.06	34.4	.06	32.9 *	.16
Discussions with Diverse Others	45.4	43.3 *	.14	44.2	.09	42.0 ***	.22

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"...

	CWRU	AAU	Priv Compet Res	NSSE 2014 & 2015
1e. Asked another student to help you understand course material	48	47	45	41
1f. Explained course material to one or more students	62	62	62	59
1g. Prepared for exams by discussing or working through course material with other students	51	50	53	47
1h. Worked with other students on course projects or assignments	72	66	68	65

Discussions with Diverse Others

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

	CWRU	AAU	Priv Compet Res	NSSE 2014 & 2015
8a. People from a race or ethnicity other than your own	88	78	79	74
8b. People from an economic background other than your own	77	76	78	75
8c. People with religious beliefs other than your own	77	76	78	70
8d. People with political views other than your own	74	71	73	71

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

Experiences with Faculty: First-year students

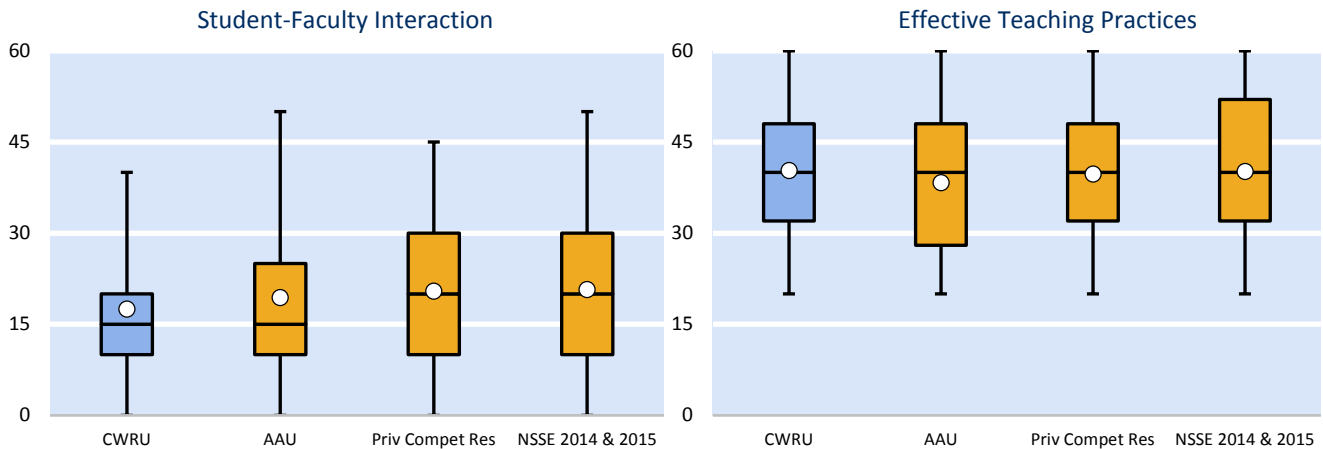
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	CWRU Mean	Your first-year students compared with					
		AAU Mean	AAU Effect size	Priv Compet Res Mean	Priv Compet Res Effect size	NSSE 2014 & 2015 Mean	NSSE 2014 & 2015 Effect size
Student-Faculty Interaction	17.5	19.4 **	-.13	20.4 ***	-.22	20.7 ***	-.22
Effective Teaching Practices	40.3	38.3 **	.16	39.7	.05	40.1	.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).

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	CWRU	AAU	Priv Compet Res	NSSE 2014 & 2015
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	18	29	30	33
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	14	19	18	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	17	25	26	26
3d. Discussed your academic performance with a faculty member	15	24	27	30
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	82	80	80	80
5b. Taught course sessions in an organized way	86	79	80	79
5c. Used examples or illustrations to explain difficult points	84	78	79	77
5d. Provided feedback on a draft or work in progress	59	57	64	66
5e. Provided prompt and detailed feedback on tests or completed assignments	62	55	62	63

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

Experiences with Faculty: Seniors

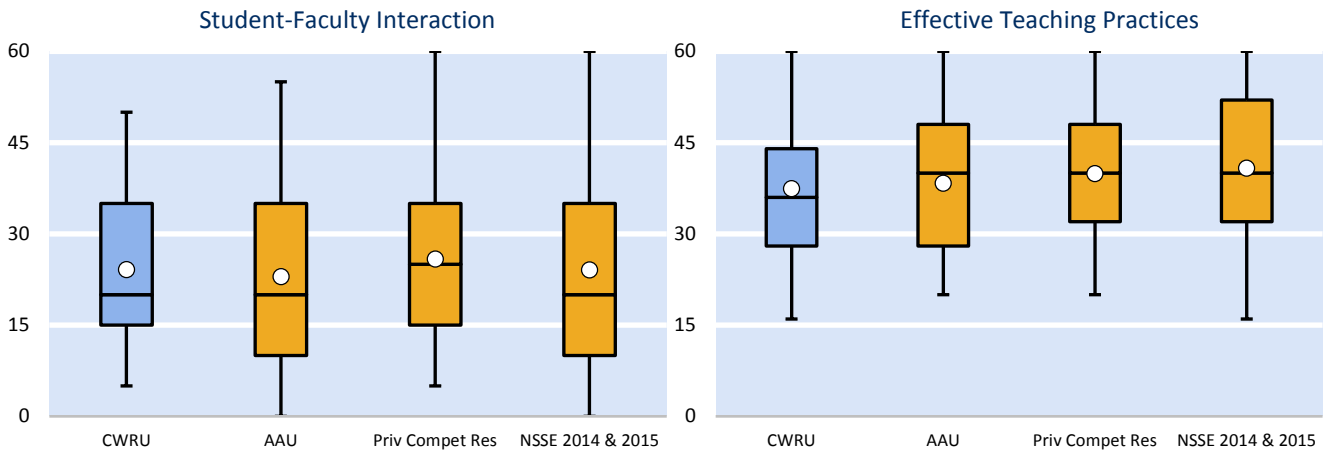
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	CWRU Mean	Your seniors compared with					
		AAU Mean	AAU Effect size	Priv Compet Res Mean	Priv Compet Res Effect size	NSSE 2014 & 2015 Mean	NSSE 2014 & 2015 Effect size
Student-Faculty Interaction	24.1	23.0	.07	25.8	-.11	24.0	.00
Effective Teaching Practices	37.4	38.3	-.07	39.9 **	-.19	40.8 ***	-.24

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	CWRU	AAU	Priv Compet Res	NSSE 2014 & 2015
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	40	39	46	43
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	28	32	27
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	31	38	34
3d. Discussed your academic performance with a faculty member	22	27	33	34
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	82	81	83	82
5b. Taught course sessions in an organized way	79	79	81	80
5c. Used examples or illustrations to explain difficult points	76	79	80	79
5d. Provided feedback on a draft or work in progress	47	51	57	62
5e. Provided prompt and detailed feedback on tests or completed assignments	62	57	64	67

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

Campus Environment: First-year students

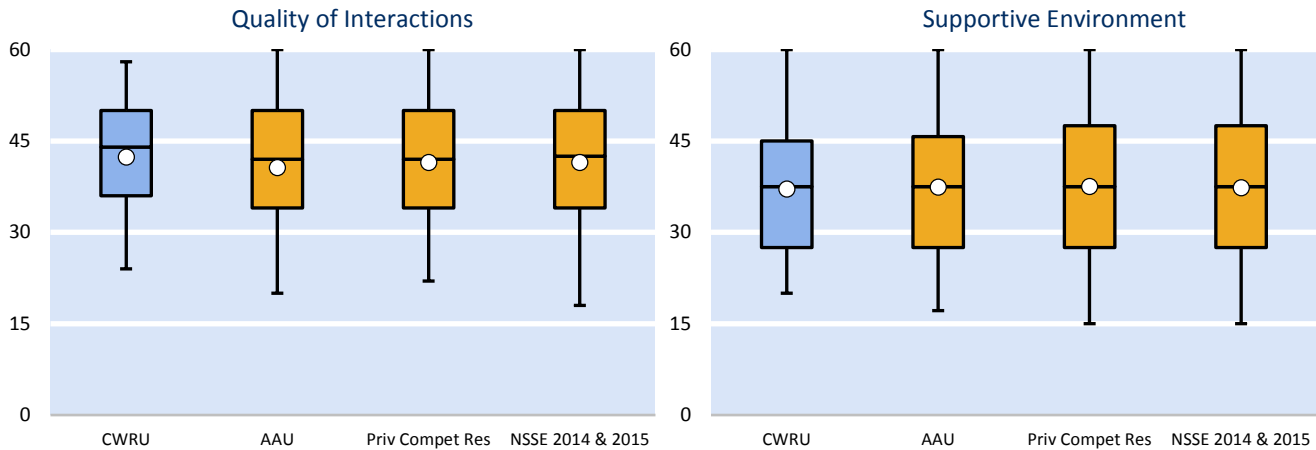
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CWRU Mean	Your first-year students compared with					
		AAU		Priv Compet Res		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.4	40.6 **	.15	41.5	.08	41.5	.07
Supportive Environment	37.1	37.4	-.03	37.5	-.03	37.3	-.02

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...

	CWRU	AAU	Priv Compet Res	NSSE 2014 & 2015
13a. Students	66	57	61	58
13b. Academic advisors	36	44	45	49
13c. Faculty	46	43	48	50
13d. Student services staff (career services, student activities, housing, etc.)	48	41	41	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	34	37	41

Supportive Environment

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

	CWRU	AAU	Priv Compet Res	NSSE 2014 & 2015
14b. Providing support to help students succeed academically	89	77	79	77
14c. Using learning support services (tutoring services, writing center, etc.)	80	76	76	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	62	60	60
14e. Providing opportunities to be involved socially	75	76	76	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	74	75	72	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32	43	41	45
14h. Attending campus activities and events (performing arts, athletic events, etc.)	55	72	70	67
14i. Attending events that address important social, economic, or political issues	54	53	57	53

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

Campus Environment: Seniors

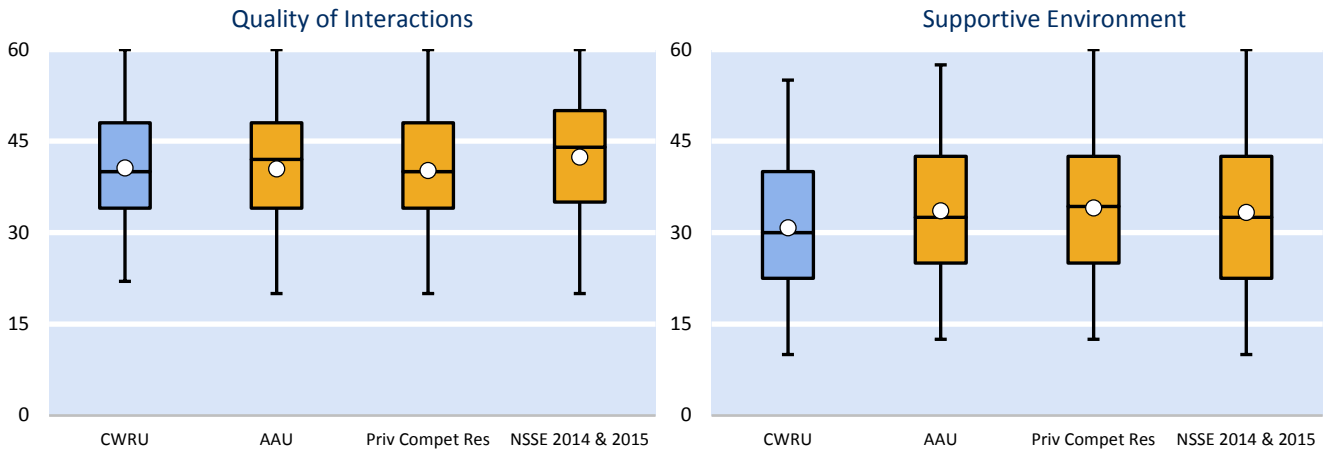
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CWRU Mean	Your seniors compared with					
		AAU		Priv Compet Res		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.6	40.4	.01	40.2	.04	42.4 *	-.15
Supportive Environment	30.8	33.5 **	-.21	34.0 **	-.24	33.3 **	-.17

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...

	CWRU	AAU	Priv Compet Res	NSSE 2014 & 2015
13a. Students	65	60	61	63
13b. Academic advisors	39	44	43	52
13c. Faculty	49	49	55	59
13d. Student services staff (career services, student activities, housing, etc.)	35	37	33	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	31	31	30	41

Supportive Environment

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

	CWRU	AAU	Priv Compet Res	NSSE 2014 & 2015
14b. Providing support to help students succeed academically	69	67	69	72
14c. Using learning support services (tutoring services, writing center, etc.)	66	62	64	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	50	51	53	53
14e. Providing opportunities to be involved socially	67	69	71	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	59	69	66	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	22	30	31	33
14h. Attending campus activities and events (performing arts, athletic events, etc.)	46	66	64	58
14i. Attending events that address important social, economic, or political issues	47	45	52	46

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

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		CWRU	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	38.5	41.0 ***	-.18		43.0 ***	-.33		
	Reflective and Integrative Learning	33.8	37.6 ***	-.30		39.6 ***	-.45		
	Learning Strategies	39.7	41.6 *	-.14		44.4 ***	-.34		
	Quantitative Reasoning	28.8	29.4	-.04	✓	31.5 **	-.16		
<i>Learning with Peers</i>	Collaborative Learning	37.5	35.1 **	.17	✓	37.3	.01	✓	
	Discussions with Diverse Others	45.2	43.3	.12	✓	45.5	-.03	✓	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	17.5	24.0 ***	-.43		27.2 ***	-.61		
	Effective Teaching Practices	40.3	42.3 **	-.15		44.6 ***	-.33		
<i>Campus Environment</i>	Quality of Interactions	42.4	44.0 *	-.14		45.8 ***	-.29		
	Supportive Environment	37.1	39.4 **	-.18		41.3 ***	-.32		

Seniors		CWRU	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	40.7	43.5 **	-.20		45.3 ***	-.34		
	Reflective and Integrative Learning	37.7	41.3 ***	-.28		43.1 ***	-.43		
	Learning Strategies	36.9	42.5 ***	-.38		44.8 ***	-.56		
	Quantitative Reasoning	34.0	31.8	.13	✓	33.6	.02	✓	
<i>Learning with Peers</i>	Collaborative Learning	35.2	35.7	-.03	✓	38.2 **	-.21		
	Discussions with Diverse Others	45.4	43.9	.10	✓	45.9	-.03	✓	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	24.1	29.8 ***	-.35		34.1 ***	-.61		
	Effective Teaching Practices	37.4	43.1 ***	-.41		45.1 ***	-.58		
<i>Campus Environment</i>	Quality of Interactions	40.6	45.0 ***	-.38		46.7 ***	-.52		
	Supportive Environment	30.8	36.1 ***	-.38		38.8 ***	-.58		

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												
CWRU (N = 281)	38.5	12.1	.73	15	30	40	45	60				
AAU	39.0	13.5	.11	20	30	40	50	60	293	-.6	.437	-.042
Priv Compet Res	40.3	13.2	.18	20	30	40	50	60	317	-1.8	.015	-.139
NSSE 2014 & 2015	39.3	13.9	.03	20	30	40	50	60	280	-.9	.227	-.063
Top 50%	41.0	13.7	.04	20	30	40	50	60	281	-2.5	.001	-.182
Top 10%	43.0	13.8	.09	20	35	40	55	60	288	-4.6	.000	-.332
Reflective & Integrative Learning												
CWRU (N = 293)	33.8	12.3	.72	14	26	34	43	54				
AAU	35.2	12.5	.10	17	26	34	43	60	14,877	-1.4	.050	-.116
Priv Compet Res	36.4	12.4	.17	17	29	37	43	60	5,632	-2.6	.000	-.211
NSSE 2014 & 2015	36.0	12.7	.03	17	26	37	43	60	248,038	-2.2	.003	-.173
Top 50%	37.6	12.7	.04	17	29	37	46	60	125,061	-3.8	.000	-.302
Top 10%	39.6	12.8	.08	20	31	40	49	60	25,271	-5.8	.000	-.454
Learning Strategies												
CWRU (N = 269)	39.7	13.6	.83	20	27	40	53	60				
AAU	38.5	14.1	.12	13	27	40	47	60	13,485	1.2	.165	.085
Priv Compet Res	39.7	13.8	.20	20	27	40	53	60	5,058	.0	.997	.000
NSSE 2014 & 2015	39.7	14.3	.03	20	27	40	53	60	220,234	.0	.957	-.003
Top 50%	41.6	14.1	.04	20	33	40	53	60	104,801	-1.9	.025	-.137
Top 10%	44.4	14.0	.09	20	33	47	60	60	23,997	-4.7	.000	-.338
Quantitative Reasoning												
CWRU (N = 284)	28.8	15.2	.90	7	20	27	40	60				
AAU	28.7	16.0	.13	0	20	27	40	60	14,534	.1	.909	.007
Priv Compet Res	29.0	16.2	.22	0	20	27	40	60	5,492	-.2	.802	-.015
NSSE 2014 & 2015	27.9	16.6	.03	0	20	27	40	60	241,376	.9	.388	.051
Top 50%	29.4	16.6	.04	0	20	27	40	60	284	-.6	.510	-.036
Top 10%	31.5	16.5	.09	0	20	33	40	60	289	-2.7	.003	-.165
Learning with Peers												
Collaborative Learning												
CWRU (N = 304)	37.5	14.3	.82	15	25	40	50	60				
AAU	34.8	14.1	.11	15	25	35	45	60	15,355	2.7	.001	.193
Priv Compet Res	34.8	13.7	.18	15	25	35	45	60	5,831	2.6	.001	.192
NSSE 2014 & 2015	32.4	14.3	.03	10	20	30	40	60	255,430	5.0	.000	.353
Top 50%	35.1	13.8	.04	15	25	35	45	60	140,481	2.3	.003	.169
Top 10%	37.3	13.8	.08	15	25	35	50	60	30,923	.2	.798	.015
Discussions with Diverse Others												
CWRU (N = 271)	45.2	14.6	.89	20	35	50	60	60				
AAU	43.4	15.0	.13	20	35	45	60	60	13,643	1.7	.058	.116
Priv Compet Res	44.3	14.5	.21	20	35	45	60	60	5,127	.8	.367	.056
NSSE 2014 & 2015	41.1	16.1	.03	15	30	40	60	60	222,912	4.1	.000	.255
Top 50%	43.3	15.4	.04	20	35	45	60	60	129,512	1.8	.052	.118
Top 10%	45.5	14.8	.09	20	40	50	60	60	29,987	-.4	.680	-.025

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												
CWRU (N = 283)	17.5	11.5	.68	0	10	15	20	40				
AAU	19.4	14.4	.12	0	10	15	25	50	299	-1.9	.007	-.132
Priv Compet Res	20.4	13.7	.19	0	10	20	30	45	327	-2.9	.000	-.216
NSSE 2014 & 2015	20.7	14.9	.03	0	10	20	30	50	283	-3.2	.000	-.217
Top 50%	24.0	15.2	.05	0	15	20	35	55	285	-6.5	.000	-.430
Top 10%	27.2	16.1	.14	5	15	25	40	60	305	-9.7	.000	-.607
Effective Teaching Practices												
CWRU (N = 286)	40.3	10.7	.63	20	32	40	48	60				
AAU	38.3	12.4	.10	20	28	40	48	60	300	2.0	.002	.163
Priv Compet Res	39.7	12.3	.17	20	32	40	48	60	327	.6	.376	.048
NSSE 2014 & 2015	40.1	13.4	.03	20	32	40	52	60	286	.2	.779	.013
Top 50%	42.3	13.2	.04	20	32	40	52	60	288	-2.0	.002	-.154
Top 10%	44.6	13.3	.10	20	36	44	56	60	299	-4.3	.000	-.327
Campus Environment												
Quality of Interactions												
CWRU (N = 253)	42.4	10.0	.63	24	36	44	50	58				
AAU	40.6	11.7	.10	20	34	42	50	60	266	1.8	.006	.152
Priv Compet Res	41.5	11.1	.16	22	34	42	50	60	286	.9	.169	.081
NSSE 2014 & 2015	41.5	12.6	.03	18	34	43	50	60	253	.9	.151	.072
Top 50%	44.0	11.7	.04	22	38	46	52	60	254	-1.6	.011	-.138
Top 10%	45.8	11.9	.09	23	40	48	55	60	262	-3.5	.000	-.293
Supportive Environment												
CWRU (N = 248)	37.1	11.9	.76	20	28	38	45	60				
AAU	37.4	13.0	.12	17	28	38	46	60	258	-.3	.651	-.027
Priv Compet Res	37.5	13.2	.20	15	28	38	48	60	281	-.5	.564	-.034
NSSE 2014 & 2015	37.3	13.9	.03	15	28	38	48	60	248	-.2	.768	-.016
Top 50%	39.4	13.4	.04	18	30	40	50	60	248	-2.3	.002	-.175
Top 10%	41.3	13.0	.09	20	33	40	53	60	253	-4.2	.000	-.325

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												
CWRU (N = 214)	40.7	14.0	.96	15	35	40	50	60				
AAU	39.0	13.8	.10	15	30	40	50	60	18,978	1.7	.071	.124
Priv Compet Res	40.5	13.6	.18	20	30	40	50	60	6,258	.2	.851	.013
NSSE 2014 & 2015	41.4	14.2	.03	20	30	40	55	60	310,844	-.7	.492	-.047
Top 50%	43.5	13.8	.04	20	35	40	55	60	117,107	-2.8	.003	-.202
Top 10%	45.3	13.6	.08	20	40	45	60	60	31,615	-4.6	.000	-.339
Reflective & Integrative Learning												
CWRU (N = 215)	37.7	12.8	.87	17	29	37	49	60				
AAU	37.4	12.9	.09	17	29	37	46	60	19,676	.4	.691	.027
Priv Compet Res	39.3	12.7	.16	20	30	40	49	60	6,496	-1.6	.072	-.125
NSSE 2014 & 2015	39.0	13.1	.02	17	29	40	49	60	323,511	-1.3	.140	-.101
Top 50%	41.3	12.7	.04	20	31	40	51	60	116,842	-3.6	.000	-.280
Top 10%	43.1	12.5	.07	20	34	43	54	60	29,107	-5.4	.000	-.431
Learning Strategies												
CWRU (N = 193)	36.9	15.2	1.09	13	27	40	47	60				
AAU	37.2	14.8	.11	13	27	40	47	60	18,017	-.3	.791	-.019
Priv Compet Res	38.4	14.8	.19	13	27	40	47	60	5,982	-1.5	.169	-.101
NSSE 2014 & 2015	40.3	14.8	.03	13	27	40	53	60	293,297	-3.4	.001	-.232
Top 50%	42.5	14.6	.04	20	33	40	60	60	148,072	-5.6	.000	-.384
Top 10%	44.8	14.2	.07	20	33	47	60	60	38,910	-8.0	.000	-.560
Quantitative Reasoning												
CWRU (N = 213)	34.0	17.3	1.18	0	20	33	47	60				
AAU	31.6	17.0	.12	0	20	33	40	60	19,312	2.4	.042	.140
Priv Compet Res	31.7	17.4	.22	0	20	33	40	60	6,387	2.2	.066	.128
NSSE 2014 & 2015	30.4	17.4	.03	0	20	27	40	60	316,712	3.6	.003	.206
Top 50%	31.8	17.3	.04	0	20	33	40	60	197,034	2.2	.061	.128
Top 10%	33.6	16.9	.08	0	20	33	47	60	43,480	.3	.767	.020
Learning with Peers												
Collaborative Learning												
CWRU (N = 225)	35.2	13.8	.92	15	25	35	45	60				
AAU	34.4	14.2	.10	10	25	35	45	60	20,228	.9	.367	.061
Priv Compet Res	34.4	14.0	.17	10	25	35	45	60	6,680	.8	.401	.057
NSSE 2014 & 2015	32.9	14.6	.03	10	20	30	45	60	329,788	2.3	.016	.160
Top 50%	35.7	13.9	.03	15	25	35	45	60	164,909	-.4	.632	-.032
Top 10%	38.2	13.7	.08	15	30	40	50	60	33,099	-2.9	.001	-.214
Discussions with Diverse Others												
CWRU (N = 202)	45.4	13.7	.96	20	35	45	60	60				
AAU	43.3	15.0	.11	20	35	45	60	60	18,255	2.2	.043	.144
Priv Compet Res	44.2	14.5	.19	20	35	45	60	60	6,034	1.3	.224	.087
NSSE 2014 & 2015	42.0	16.1	.03	15	30	40	60	60	201	3.5	.000	.216
Top 50%	43.9	15.9	.04	20	35	45	60	60	202	1.5	.116	.096
Top 10%	45.9	15.4	.07	20	40	50	60	60	203	-.5	.620	-.031

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												
CWRU (N = 215)	24.1	13.9	.95	5	15	20	35	50				
AAU	23.0	15.5	.11	0	10	20	35	55	220	1.1	.233	.074
Priv Compet Res	25.8	15.6	.20	5	15	25	35	60	233	-1.7	.073	-.113
NSSE 2014 & 2015	24.0	16.4	.03	0	10	20	35	60	214	.1	.955	.003
Top 50%	29.8	16.2	.06	5	20	30	40	60	216	-5.7	.000	-.349
Top 10%	34.1	16.5	.16	5	20	35	45	60	226	-10.0	.000	-.606
Effective Teaching Practices												
CWRU (N = 214)	37.4	12.3	.84	16	28	36	44	60				
AAU	38.3	12.8	.09	20	28	40	48	60	19,450	-.9	.312	-.069
Priv Compet Res	39.9	12.7	.16	20	32	40	48	60	6,442	-2.5	.005	-.195
NSSE 2014 & 2015	40.8	13.9	.02	16	32	40	52	60	213	-3.3	.000	-.241
Top 50%	43.1	13.6	.04	20	36	44	56	60	214	-5.6	.000	-.413
Top 10%	45.1	13.4	.09	20	36	48	60	60	218	-7.7	.000	-.575
Campus Environment												
Quality of Interactions												
CWRU (N = 198)	40.6	10.8	.77	22	34	40	48	60				
AAU	40.4	11.3	.09	20	34	42	48	60	17,552	.2	.841	.014
Priv Compet Res	40.2	11.2	.15	20	34	40	48	60	5,951	.4	.588	.039
NSSE 2014 & 2015	42.4	12.0	.02	20	35	44	50	60	197	-1.8	.023	-.146
Top 50%	45.0	11.4	.04	24	38	46	54	60	100,128	-4.4	.000	-.383
Top 10%	46.7	11.8	.07	24	40	50	56	60	201	-6.1	.000	-.519
Supportive Environment												
CWRU (N = 188)	30.8	13.2	.96	10	23	30	40	55				
AAU	33.5	13.4	.10	13	25	33	43	58	17,382	-2.8	.005	-.207
Priv Compet Res	34.0	13.4	.18	13	25	34	43	60	5,807	-3.2	.001	-.242
NSSE 2014 & 2015	33.3	14.5	.03	10	23	33	43	60	187	-2.5	.009	-.174
Top 50%	36.1	13.9	.04	13	26	38	45	60	112,563	-5.3	.000	-.382
Top 10%	38.8	13.7	.09	15	30	40	50	60	21,137	-8.0	.000	-.583

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.