



NSSE 2020

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 students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2019 and 2020 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, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are Computed





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

For more information on EIs and their psychometric properties, refer to the NSSE website: nsse.indiana.edu




Engagement Indicators: Overview

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


Use the following key:

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

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with AAU Peers	Your first-year students compared with Large City, Private	Your first-year students compared with NSSE 2019 & 2020
<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 AAU Peers	Your seniors compared with Large City, Private	Your seniors compared with NSSE 2019 & 2020
<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

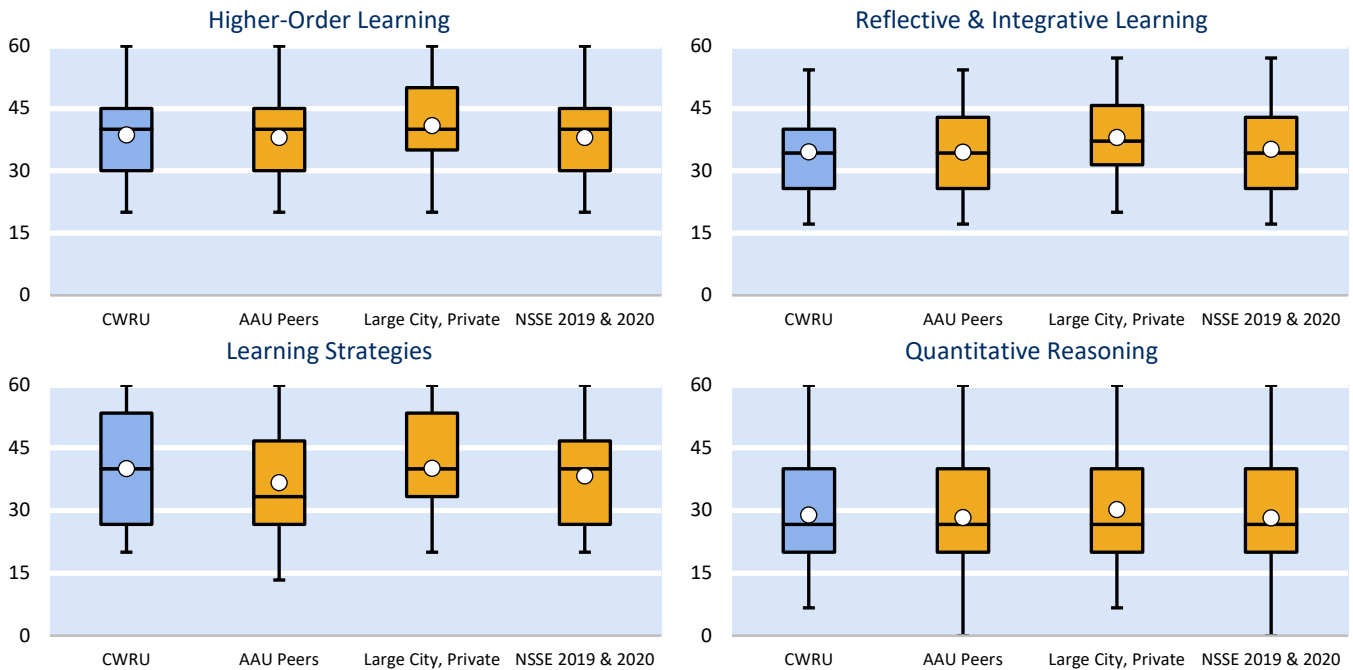
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	CWRU Mean	Your first-year students compared with					
		AAU Peers		Large City, Private		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.6	38.0	.05	40.8 ***	-.18	38.1	.04
Reflective & Integrative Learning	34.6	34.5	.01	38.0 ***	-.30	35.2	-.05
Learning Strategies	40.0	36.6 ***	.25	40.1	-.01	38.3 ***	.13
Quantitative Reasoning	28.9	28.3	.04	30.3 *	-.09	28.2	.04

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

Score Distributions






















































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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

	CWRU	Percentage point difference ^a between your FY students and		
		AAU Peers	Large City, Private	NSSE 2019 & 2020
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	81	+5 	+4 	+11 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	+3 	-3 	+5 
4d. Evaluating a point of view, decision, or information source	63	-0 	-12 	-6 
4e. Forming a new idea or understanding from various pieces of information	68	+1 	-8 	-2 
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	51	+0 	-8 	-1 
2b. Connected your learning to societal problems or issues	46	-3 	-16 	-5 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	+3 	-12 	-1 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	+0 	-9 	-3 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	+1 	-7 	-3 
2f. Learned something that changed the way you understand an issue or concept	69	+1 	-4 	+2 
2g. Connected ideas from your courses to your prior experiences and knowledge	81	+2 	-3 	+4 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	77	+4 	-6 	+2 
9b. Reviewed your notes after class	71	+12 	+2 	+5 
9c. Summarized what you learned in class or from course materials	67	+7 	-0 	+3 
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.)	58	+6 	+1 	+6 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	38	-1 	-7 	-2 
6c. Evaluated what others have concluded from numerical information	43	+0 	-4 	+3 

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

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

Academic Challenge: Seniors

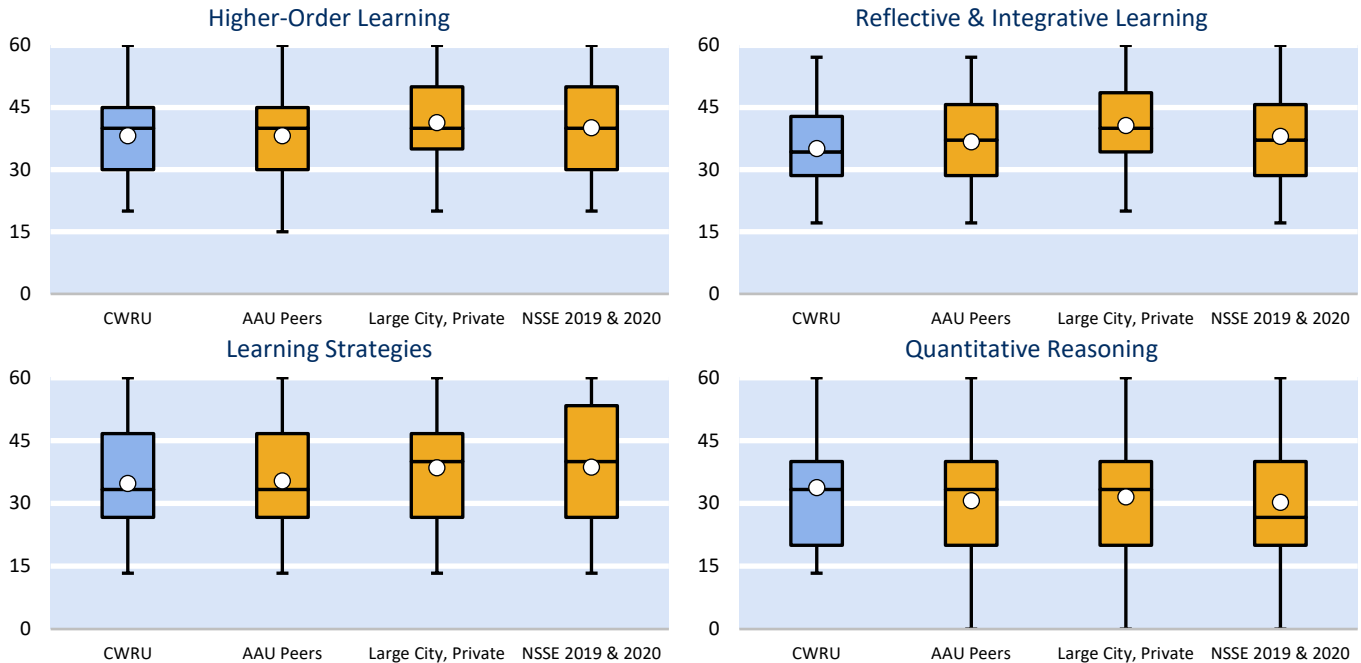
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Mean Comparisons

Engagement Indicator	CWRU Mean	Your seniors compared with					
		AAU Peers Mean	AAU Peers Effect size	Large City, Private Mean	Large City, Private Effect size	NSSE 2019 & 2020 Mean	NSSE 2019 & 2020 Effect size
Higher-Order Learning	38.2	38.2	.00	41.4 ***	-.26	40.1 *	-.14
Reflective & Integrative Learning	35.1	36.7 *	-.13	40.7 ***	-.48	38.1 ***	-.24
Learning Strategies	34.7	35.3	-.04	38.5 ***	-.27	38.6 ***	-.27
Quantitative Reasoning	33.8	30.6 ***	.20	31.5 *	.14	30.2 ***	.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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Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	CWRU	Percentage point difference ^a between your seniors and		
		AAU Peers	Large City, Private	NSSE 2019 & 2020
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	81	+5 	+1 	+4 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	+2 	-5 	-1 
4d. Evaluating a point of view, decision, or information source	59	-4 	-16 	-12 
4e. Forming a new idea or understanding from various pieces of information	68	+1 	-8 	-4 
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	65	-2 	-9 	-3 
2b. Connected your learning to societal problems or issues	45	-11 	-26 	-16 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	43	-5 	-20 	-10 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	-0 	-8 	-4 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	-4 	-11 	-7 
2f. Learned something that changed the way you understand an issue or concept	69	-3 	-9 	-3 
2g. Connected ideas from your courses to your prior experiences and knowledge	80	-1 	-7 	-4 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	72	-2 	-10 	-6 
9b. Reviewed your notes after class	53	+1 	-7 	-10 
9c. Summarized what you learned in class or from course materials	49	-7 	-14 	-15 
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.)	65	+7 	+8 	+9 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+6 	+2 	+5 
6c. Evaluated what others have concluded from numerical information	57	+9 	+6 	+11 

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Learning with Peers: First-year students

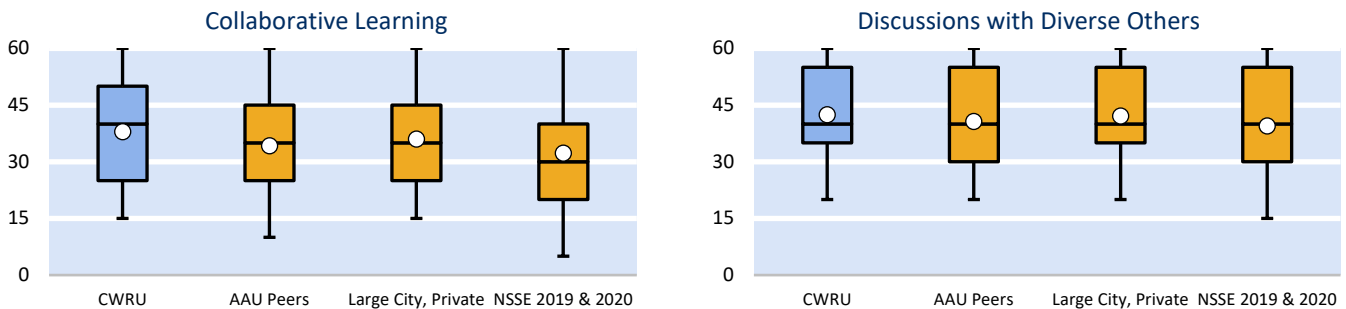
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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 Peers		Large City, Private		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	37.9	34.2 ***	.26	36.0 ***	.14	32.2 ***	.39
Discussions with Diverse Others	42.4	40.7 **	.12	42.1	.02	39.5 ***	.19

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

Score Distributions



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Performance on Indicator Items

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

Collaborative Learning	CWRU	Percentage point difference ^a between your FY students and		
		AAU Peers	Large City, Private	NSSE 2019 & 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1e. Asked another student to help you understand course material	67	+8	+7	+15
1f. Explained course material to one or more students	70	+8	+4	+13
1g. Prepared for exams by discussing or working through course material with other students	65	+11	+5	+15
1h. Worked with other students on course projects or assignments	67	+13	+4	+13
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	82	+8	+3	+11
8b. People from an economic background other than your own	79	+6	+1	+7
8c. People with religious beliefs other than your own	77	+5	+4	+11
8d. People with political views other than your own	58	-3	-6	-7

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Learning with Peers: Seniors

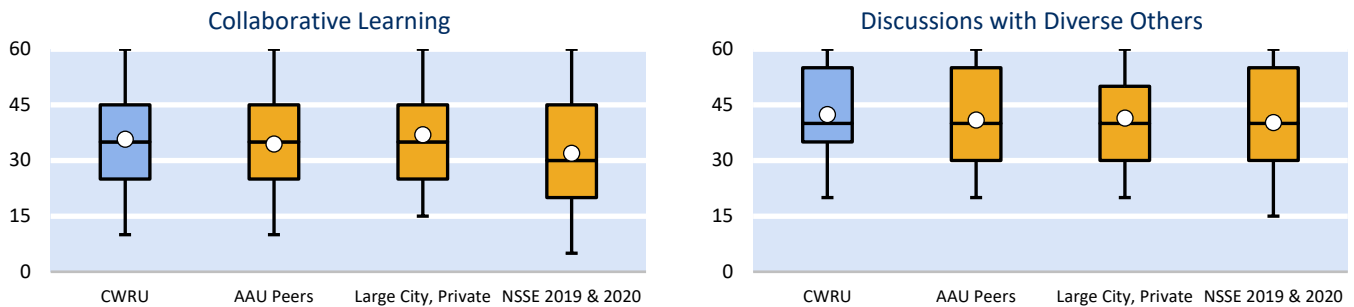
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Mean Comparisons

Engagement Indicator	CWRU Mean	Your seniors compared with					
		AAU Peers Mean	Effect size	Large City, Private Mean	Effect size	NSSE 2019 & 2020 Mean	Effect size
Collaborative Learning	35.7	34.4	.09	37.0	-.09	32.0 ***	.24
Discussions with Diverse Others	42.4	40.9	.10	41.5	.07	40.2 **	.14

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Collaborative Learning	CWRU	Percentage point difference ^a between your seniors and		
		AAU Peers	Large City, Private	NSSE 2019 & 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	55	+4	+0	+12
1f. Explained course material to one or more students	62	+0	-7	+5
1g. Prepared for exams by discussing or working through course material with other students	51	+1	-7	+5
1h. Worked with other students on course projects or assignments	72	+4	-1	+9
 <i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	83	+9	+6	+11
8b. People from an economic background other than your own	76	+3	-0	+3
8c. People with religious beliefs other than your own	79	+6	+7	+11
8d. People with political views other than your own	52	-9	-11	-13

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Experiences with Faculty: First-year students

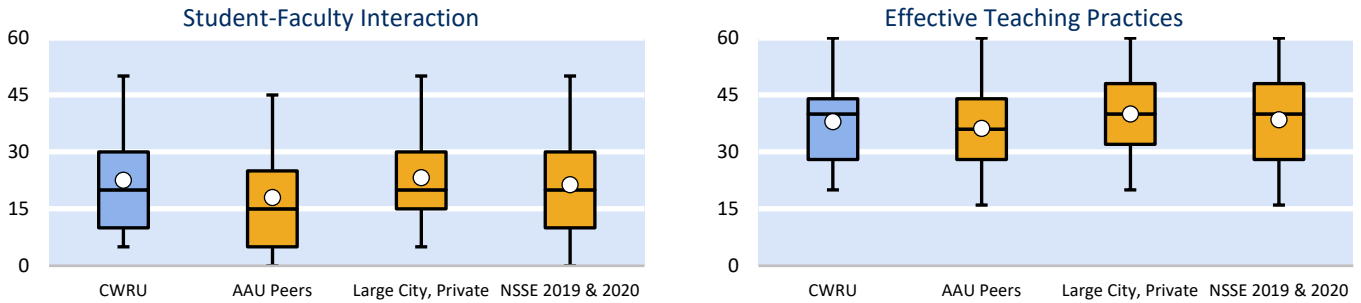
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	CWRU Mean	Your first-year students compared with					
		AAU Peers		Large City, Private		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.5	18.0 ***	.32	23.2	-.05	21.4 *	.08
Effective Teaching Practices	38.0	36.2 ***	.14	40.0 ***	-.17	38.4	-.04

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

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Student-Faculty Interaction	CWRU	Percentage point difference ^a between your FY students and		
		AAU Peers	Large City, Private	NSSE 2019 & 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	37	+9	-1	-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	+6	-0	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	+5	-5	+2
3d. Discussed your academic performance with a faculty member	29	+8	-3	-1
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	78	+2	-4	+1
5b. Taught course sessions in an organized way	75	+1	-6	+1
5c. Used examples or illustrations to explain difficult points	79	+4	+1	+5
5d. Provided feedback on a draft or work in progress	59	+10	-7	-4
5e. Provided prompt and detailed feedback on tests or completed assignments	60	+9	-4	+0

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

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

Experiences with Faculty: Seniors

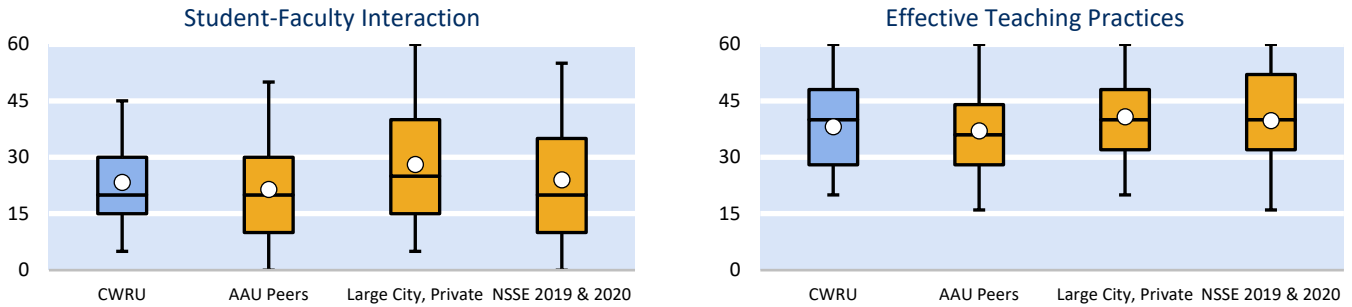
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 Peers Mean	AAU Peers Effect size	Large City, Private Mean	Large City, Private Effect size	NSSE 2019 & 2020 Mean	NSSE 2019 & 2020 Effect size
Student-Faculty Interaction	23.3	21.4 *	.12	28.0 ***	-.31	23.9	-.04
Effective Teaching Practices	38.1	37.0	.09	40.8 ***	-.22	39.7 *	-.12

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

Score Distributions



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

Performance on Indicator Items

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

Student-Faculty Interaction	CWRU %	Percentage point difference ^a between your seniors and		
		AAU Peers	Large City, Private	NSSE 2019 & 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	41	+6	-10	-3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	32	+6	-3	+5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	+2	-12	-2
3d. Discussed your academic performance with a faculty member	23	+0	-14	-10
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	76	-1	-7	-4
5b. Taught course sessions in an organized way	77	+1	-4	-0
5c. Used examples or illustrations to explain difficult points	80	+3	-2	+3
5d. Provided feedback on a draft or work in progress	48	-1	-18	-13
5e. Provided prompt and detailed feedback on tests or completed assignments	65	+13	-2	+1

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

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

Campus Environment: First-year students

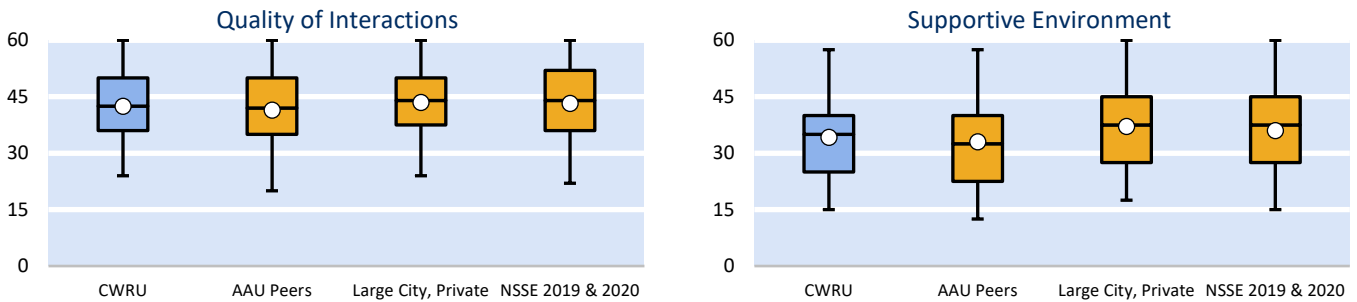
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CWRU Mean	Your first-year students compared with					
		AAU Peers		Large City, Private		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.4	41.5 *	.08	43.5 *	-.10	43.2	-.07
Supportive Environment	34.3	33.1 *	.09	37.1 ***	-.23	36.0 ***	-.13

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	CWRU	Percentage point difference ^a between your FY students and		
		AAU Peers	Large City, Private	NSSE 2019 & 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	58	+7	-0	+5
13b. Academic advisors	45	-2	-3	-9
13c. Faculty	49	+4	-9	-3
13d. Student services staff (career services, student activities, housing, etc.)	46	+3	-3	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	-1	-7	-8
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	78	+9	+1	+3
14c. Using learning support services (tutoring services, writing center, etc.)	73	+4	-2	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	+8	-2	+2
14e. Providing opportunities to be involved socially	66	+0	-5	-5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	+3	-9	-4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	+5	-7	-5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	57	-2	-11	-7
14i. Attending events that address important social, economic, or political issues	48	+5	-6	+0

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

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

Campus Environment: Seniors

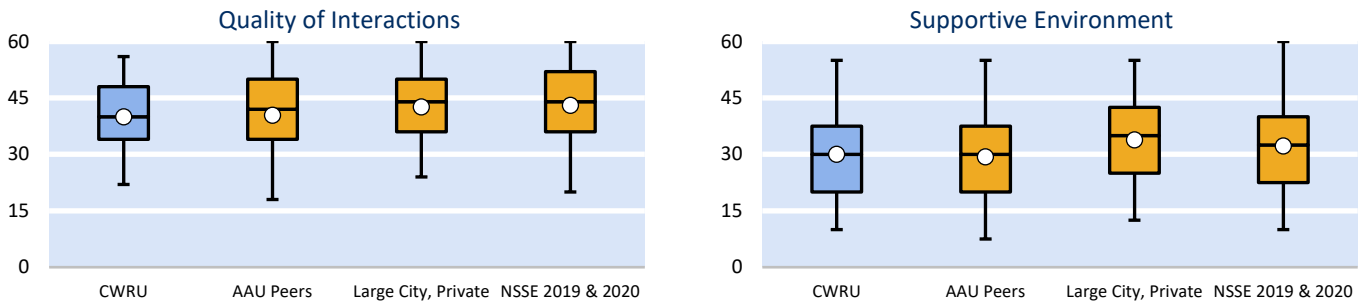
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CWRU Mean	Your seniors compared with					
		AAU Peers		Large City, Private		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.0	40.5	-.04	42.6 ***	-.24	43.0 ***	-.25
Supportive Environment	30.0	29.3	.05	33.9 ***	-.29	32.2 **	-.16

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	CWRU	Percentage point difference ^a between your seniors and		
		AAU Peers	Large City, Private	NSSE 2019 & 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	60	+5	+1	+2
13b. Academic advisors	33	-12	-13	-20
13c. Faculty	43	-4	-18	-15
13d. Student services staff (career services, student activities, housing, etc.)	34	-4	-10	-11
13e. Other administrative staff and offices (registrar, financial aid, etc.)	33	-3	-9	-12
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	64	+4	-8	-6
14c. Using learning support services (tutoring services, writing center, etc.)	62	+5	-4	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	+6	-3	-2
14e. Providing opportunities to be involved socially	58	-3	-12	-6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	59	+7	-8	-1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	20	-2	-12	-12
14h. Attending campus activities and events (performing arts, athletic events, etc.)	37	-15	-25	-15
14i. Attending events that address important social, economic, or political issues	37	+2	-14	-3

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

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

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see go.iu.edu/NSSE-PnP), 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 2019 and 2020 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 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 Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.6	39.3	-.05	✓	41.4 ***	-.22	
	Reflective and Integrative Learning	34.6	36.7 ***	-.18		39.0 ***	-.37	
	Learning Strategies	40.0	39.9	.01	✓	42.3 ***	-.16	
	Quantitative Reasoning	28.9	29.4	-.04	✓	31.4 ***	-.16	
Learning with Peers	Collaborative Learning	37.9	35.2 ***	.20	✓	37.4	.04	✓
	Discussions with Diverse Others	42.4	41.4	.06	✓	43.6 *	-.08	
Experiences with Faculty	Student-Faculty Interaction	22.5	24.5 ***	-.13		28.1 ***	-.36	
	Effective Teaching Practices	38.0	40.5 ***	-.19		42.3 ***	-.31	
Campus Environment	Quality of Interactions	42.4	45.2 ***	-.24		47.2 ***	-.41	
	Supportive Environment	34.3	37.9 ***	-.28		40.0 ***	-.45	

Seniors		CWRU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.2	41.7 ***	-.26		43.2 ***	-.38	
	Reflective and Integrative Learning	35.1	39.8 ***	-.39		41.8 ***	-.55	
	Learning Strategies	34.7	40.7 ***	-.41		42.7 ***	-.55	
	Quantitative Reasoning	33.8	31.4 *	.15	✓	33.4	.03	✓
Learning with Peers	Collaborative Learning	35.7	35.9	-.01	✓	38.4 ***	-.20	
	Discussions with Diverse Others	42.4	42.1	.02	✓	43.8	-.09	✓
Experiences with Faculty	Student-Faculty Interaction	23.3	29.7 ***	-.40		33.2 ***	-.63	
	Effective Teaching Practices	38.1	41.8 ***	-.27		43.7 ***	-.42	
Campus Environment	Quality of Interactions	40.0	45.2 ***	-.45		47.4 ***	-.61	
	Supportive Environment	30.0	34.6 ***	-.33		36.8 ***	-.48	

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 2019 and 2020 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
CWRU (N = 654)	38.6	12.3	.48	20	30	40	45	60				
AAU Peers	38.0	12.6	.07	20	30	40	45	60	33,559	.6	.205	.050
Large City, Private	40.8	12.4	.18	20	35	40	50	60	5,577	-2.2	.000	-.178
NSSE 2019 & 2020	38.1	13.2	.02	20	30	40	45	60	655	.6	.229	.044
Top 50%	39.3	13.1	.03	20	30	40	50	60	657	-.7	.149	-.053
Top 10%	41.4	12.8	.06	20	35	40	50	60	673	-2.8	.000	-.215
Reflective & Integrative Learning												
CWRU (N = 678)	34.6	11.5	.44	17	26	34	40	54				
AAU Peers	34.5	11.8	.06	17	26	34	43	54	35,920	.1	.773	.011
Large City, Private	38.0	11.4	.16	20	31	37	46	57	5,900	-3.4	.000	-.300
NSSE 2019 & 2020	35.2	12.0	.02	17	26	34	43	57	481,020	-.6	.214	-.048
Top 50%	36.7	11.8	.02	17	29	37	46	57	246,285	-2.1	.000	-.178
Top 10%	39.0	11.7	.06	20	31	40	49	60	39,246	-4.4	.000	-.373
Learning Strategies												
CWRU (N = 636)	40.0	13.1	.52	20	27	40	53	60				
AAU Peers	36.6	13.7	.08	13	27	33	47	60	663	3.4	.000	.246
Large City, Private	40.1	13.1	.19	20	33	40	53	60	5,349	-.1	.815	-.010
NSSE 2019 & 2020	38.3	13.8	.02	20	27	40	47	60	637	1.7	.001	.126
Top 50%	39.9	13.7	.03	20	33	40	53	60	213,190	.1	.849	.008
Top 10%	42.3	14.1	.07	20	33	40	53	60	655	-2.3	.000	-.163
Quantitative Reasoning												
CWRU (N = 641)	28.9	15.0	.59	7	20	27	40	60				
AAU Peers	28.3	15.0	.08	0	20	27	40	60	32,464	.6	.330	.039
Large City, Private	30.3	15.0	.22	7	20	27	40	60	5,374	-1.4	.031	-.091
NSSE 2019 & 2020	28.2	15.3	.02	0	20	27	40	60	427,268	.7	.256	.045
Top 50%	29.4	15.2	.03	7	20	27	40	60	277,270	-.5	.372	-.035
Top 10%	31.4	15.3	.06	7	20	33	40	60	59,134	-2.5	.000	-.163
Learning with Peers												
Collaborative Learning												
CWRU (N = 699)	37.9	13.9	.52	15	25	40	50	60				
AAU Peers	34.2	14.3	.07	10	25	35	45	60	38,416	3.7	.000	.263
Large City, Private	36.0	13.5	.18	15	25	35	45	60	6,281	1.9	.000	.141
NSSE 2019 & 2020	32.2	14.7	.02	5	20	30	40	60	700	5.7	.000	.386
Top 50%	35.2	13.7	.02	15	25	35	45	60	319,729	2.8	.000	.201
Top 10%	37.4	13.5	.05	15	30	40	45	60	66,949	.5	.301	.039
Discussions with Diverse Others												
CWRU (N = 643)	42.4	13.4	.53	20	35	40	55	60				
AAU Peers	40.7	14.6	.08	20	30	40	55	60	674	1.7	.001	.118
Large City, Private	42.1	13.8	.20	20	35	40	55	60	5,382	.3	.611	.021
NSSE 2019 & 2020	39.5	15.6	.02	15	30	40	55	60	645	2.9	.000	.186
Top 50%	41.4	15.0	.03	20	30	40	55	60	646	.9	.076	.063
Top 10%	43.6	14.5	.06	20	35	45	60	60	659	-1.2	.023	-.084

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^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 = 657)	22.5	14.2	.55	5	10	20	30	50				
AAU Peers	18.0	14.1	.08	0	5	15	25	45	34,412	4.5	.000	.321
Large City, Private	23.2	14.1	.20	5	15	20	30	50	5,709	-.7	.248	-.048
NSSE 2019 & 2020	21.4	14.6	.02	0	10	20	30	50	460,303	1.1	.049	.077
Top 50%	24.5	14.7	.04	5	15	20	35	55	163,066	-2.0	.001	-.135
Top 10%	28.1	15.5	.11	5	15	25	40	60	704	-5.6	.000	-.364
Effective Teaching Practices												
CWRU (N = 655)	38.0	12.0	.47	20	28	40	44	60				
AAU Peers	36.2	12.4	.07	16	28	36	44	60	33,426	1.8	.000	.144
Large City, Private	40.0	12.1	.17	20	32	40	48	60	5,554	-2.0	.000	-.166
NSSE 2019 & 2020	38.4	13.2	.02	16	28	40	48	60	657	-.5	.302	-.037
Top 50%	40.5	13.2	.03	20	32	40	52	60	660	-2.6	.000	-.195
Top 10%	42.3	14.1	.06	16	32	44	56	60	678	-4.3	.000	-.306
Campus Environment												
Quality of Interactions												
CWRU (N = 610)	42.4	10.4	.42	24	36	43	50	60				
AAU Peers	41.5	11.7	.07	20	35	42	50	60	643	.9	.027	.082
Large City, Private	43.5	10.9	.16	24	38	44	50	60	5,145	-1.0	.025	-.096
NSSE 2019 & 2020	43.2	11.8	.02	22	36	44	52	60	612	-.8	.058	-.068
Top 50%	45.2	11.2	.03	24	38	46	54	60	614	-2.7	.000	-.245
Top 10%	47.2	11.6	.06	25	40	50	58	60	632	-4.8	.000	-.411
Supportive Environment												
CWRU (N = 622)	34.3	11.7	.47	15	25	35	40	58				
AAU Peers	33.1	13.2	.08	13	23	33	40	58	653	1.2	.013	.090
Large City, Private	37.1	12.7	.19	18	28	38	45	60	828	-2.8	.000	-.226
NSSE 2019 & 2020	36.0	13.5	.02	15	28	38	45	60	623	-1.7	.000	-.128
Top 50%	37.9	13.1	.03	18	30	38	48	60	625	-3.6	.000	-.276
Top 10%	40.0	12.9	.07	18	33	40	50	60	647	-5.7	.000	-.447

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 SE) 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	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
CWRU (N = 305)	38.2	12.1	.69	20	30	40	45	60				
AAU Peers	38.2	13.2	.08	15	30	40	45	60	312	.0	.997	.000
Large City, Private	41.4	12.4	.24	20	35	40	50	60	3,059	-3.2	.000	-.257
NSSE 2019 & 2020	40.1	13.5	.02	20	30	40	50	60	353,114	-1.9	.013	-.142
Top 50%	41.7	13.4	.03	20	35	40	55	60	305	-3.5	.000	-.264
Top 10%	43.2	13.3	.07	20	35	40	55	60	310	-5.0	.000	-.376
Reflective & Integrative Learning												
CWRU (N = 319)	35.1	11.2	.63	17	29	34	43	57				
AAU Peers	36.7	12.2	.07	17	29	37	46	57	326	-1.6	.013	-.129
Large City, Private	40.7	11.7	.22	20	34	40	49	60	3,232	-5.6	.000	-.479
NSSE 2019 & 2020	38.1	12.5	.02	17	29	37	46	60	318	-3.0	.000	-.237
Top 50%	39.8	12.2	.03	20	31	40	49	60	319	-4.7	.000	-.386
Top 10%	41.8	12.0	.08	20	34	40	51	60	327	-6.7	.000	-.553
Learning Strategies												
CWRU (N = 302)	34.7	14.0	.80	13	27	33	47	60				
AAU Peers	35.3	14.3	.09	13	27	33	47	60	25,330	-.6	.456	-.043
Large City, Private	38.5	14.2	.27	13	27	40	47	60	2,971	-3.8	.000	-.266
NSSE 2019 & 2020	38.6	14.6	.03	13	27	40	53	60	338,125	-3.9	.000	-.268
Top 50%	40.7	14.5	.03	20	33	40	53	60	172,770	-6.0	.000	-.413
Top 10%	42.7	14.4	.06	20	33	40	60	60	55,812	-8.0	.000	-.551
Quantitative Reasoning												
CWRU (N = 305)	33.8	15.3	.88	13	20	33	40	60				
AAU Peers	30.6	15.8	.10	0	20	33	40	60	25,724	3.2	.000	.201
Large City, Private	31.5	16.2	.31	0	20	33	40	60	3,005	2.2	.022	.139
NSSE 2019 & 2020	30.2	16.2	.03	0	20	27	40	60	342,384	3.5	.000	.217
Top 50%	31.4	16.1	.03	0	20	33	40	60	220,549	2.3	.011	.145
Top 10%	33.4	15.9	.08	7	20	33	40	60	43,162	.4	.664	.025
Learning with Peers												
Collaborative Learning												
CWRU (N = 332)	35.7	14.4	.79	10	25	35	45	60				
AAU Peers	34.4	14.5	.08	10	25	35	45	60	29,496	1.3	.104	.090
Large City, Private	37.0	13.8	.25	15	25	35	45	60	3,347	-1.2	.121	-.090
NSSE 2019 & 2020	32.0	15.6	.02	5	20	30	45	60	331	3.7	.000	.239
Top 50%	35.9	14.0	.03	15	25	35	45	60	204,629	-.2	.787	-.015
Top 10%	38.4	13.6	.07	15	30	40	50	60	35,928	-2.7	.000	-.196
Discussions with Diverse Others												
CWRU (N = 305)	42.4	13.1	.75	20	35	40	55	60				
AAU Peers	40.9	14.5	.09	20	30	40	55	60	25,445	1.4	.084	.100
Large City, Private	41.5	13.4	.26	20	30	40	50	60	2,971	.9	.265	.067
NSSE 2019 & 2020	40.2	15.9	.03	15	30	40	55	60	304	2.2	.004	.137
Top 50%	42.1	15.5	.03	15	30	40	60	60	305	.3	.657	.022
Top 10%	43.8	15.3	.07	20	35	45	60	60	308	-1.4	.068	-.091

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^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 = 313)	23.3	13.7	.78	5	15	20	30	45				
AAU Peers	21.4	15.2	.09	0	10	20	30	50	321	1.9	.018	.123
Large City, Private	28.0	15.3	.29	5	15	25	40	60	403	-4.7	.000	-.314
NSSE 2019 & 2020	23.9	16.1	.03	0	10	20	35	55	313	-.7	.402	-.041
Top 50%	29.7	15.9	.06	5	20	30	40	60	316	-6.4	.000	-.402
Top 10%	33.2	16.0	.13	10	20	35	45	60	332	-10.0	.000	-.625
Effective Teaching Practices												
CWRU (N = 309)	38.1	12.6	.72	20	28	40	48	60				
AAU Peers	37.0	12.7	.08	16	28	36	44	60	26,478	1.2	.109	.092
Large City, Private	40.8	12.1	.23	20	32	40	48	60	3,083	-2.6	.000	-.218
NSSE 2019 & 2020	39.7	13.8	.02	16	32	40	52	60	352,708	-1.6	.040	-.117
Top 50%	41.8	13.7	.04	20	32	40	52	60	133,132	-3.7	.000	-.268
Top 10%	43.7	13.4	.08	20	36	44	56	60	29,463	-5.6	.000	-.418
Campus Environment												
Quality of Interactions												
CWRU (N = 298)	40.0	10.2	.59	22	34	40	48	56				
AAU Peers	40.5	11.9	.08	18	34	42	50	60	307	-.5	.435	-.039
Large City, Private	42.6	10.8	.21	24	36	44	50	60	2,881	-2.6	.000	-.243
NSSE 2019 & 2020	43.0	12.1	.02	20	36	44	52	60	297	-3.0	.000	-.252
Top 50%	45.2	11.7	.03	24	38	48	54	60	298	-5.2	.000	-.448
Top 10%	47.4	12.0	.06	24	40	50	58	60	302	-7.4	.000	-.614
Supportive Environment												
CWRU (N = 301)	30.0	12.8	.74	10	20	30	38	55				
AAU Peers	29.3	13.5	.09	8	20	30	38	55	24,940	.7	.382	.051
Large City, Private	33.9	13.2	.26	13	25	35	43	55	2,916	-3.9	.000	-.294
NSSE 2019 & 2020	32.2	14.2	.02	10	23	33	40	60	300	-2.2	.003	-.156
Top 50%	34.6	14.0	.04	13	25	35	45	60	301	-4.6	.000	-.329
Top 10%	36.8	14.1	.09	13	28	38	48	60	308	-6.8	.000	-.483

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 SE) 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.