



NSSE 2015

Engagement Indicators

Oklahoma State 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
<i>Learning with Peers</i>	Quantitative Reasoning
	Collaborative Learning
<i>Experiences with Faculty</i>	Discussions with Diverse Others
	Student-Faculty Interaction
<i>Campus Environment</i>	Effective Teaching Practices
	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 group.
 - 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*

How Engagement Indicators are Computed

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

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

Rocconi, L., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Peer Institutions	Your first-year students compared with Aspirational Institu	Your first-year students compared with Less Competitive
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	▼	▼	--
	Quantitative Reasoning	--	--	△
Learning with Peers	Collaborative Learning	--	--	△
	Discussions with Diverse Others	--	--	△
Experiences with Faculty	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	--	▼	▼
Campus Environment	Quality of Interactions	▲	△	▲
	Supportive Environment	▲	△	▲

Seniors

Theme	Engagement Indicator	Your seniors compared with Peer Institutions	Your seniors compared with Aspirational Institu	Your seniors compared with Less Competitive
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

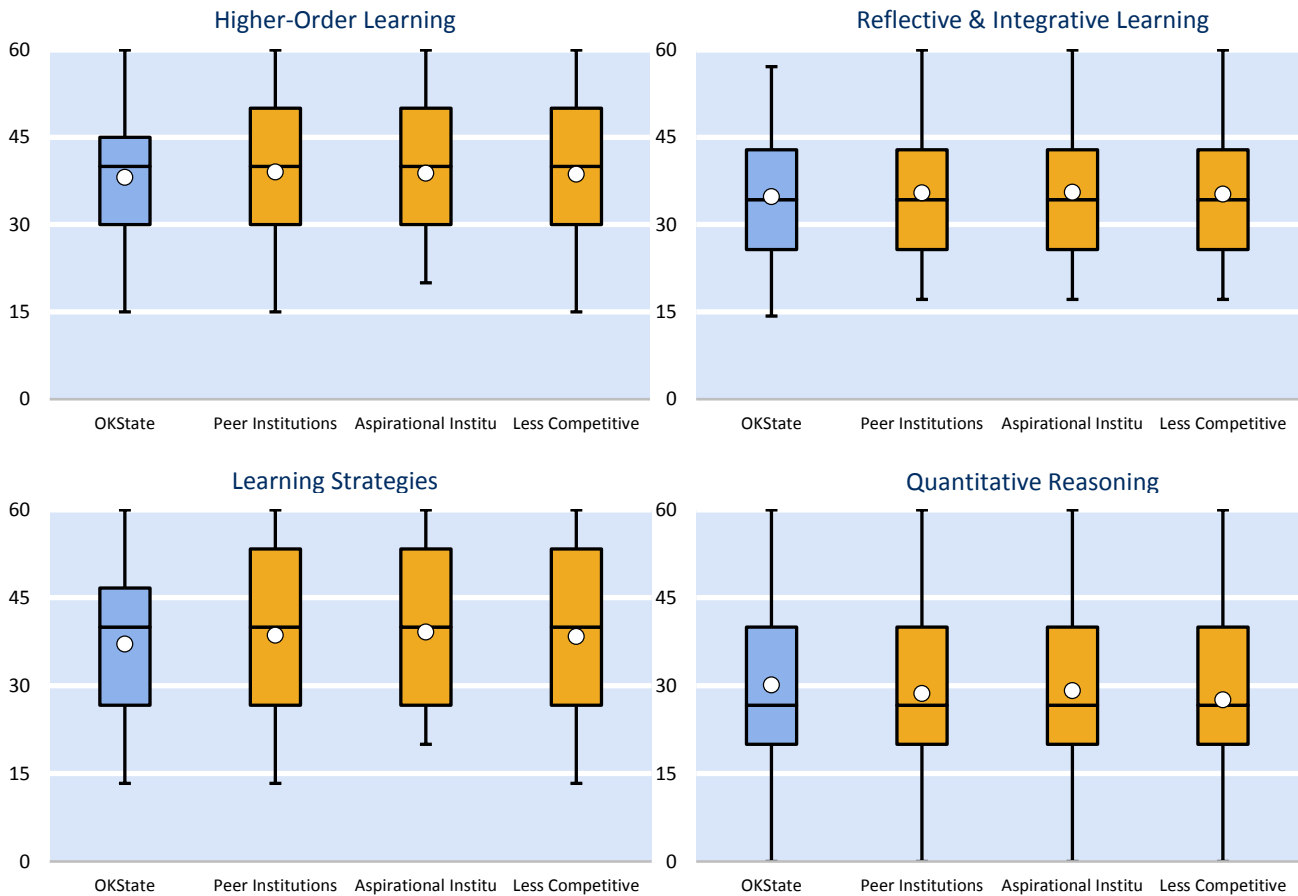
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	OKState Mean	Your first-year students compared with					
		Peer Institutions		Aspirational Institu		Less Competitive	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.2	39.1	-.06	38.9	-.05	38.7	-.04
Reflective & Integrative Learning	34.8	35.4	-.05	35.6	-.06	35.3	-.03
Learning Strategies	37.2	38.7 *	-.11	39.2 **	-.14	38.4	-.09
Quantitative Reasoning	30.1	28.7	.09	29.2	.06	27.6 **	.15

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

	OKState	Peer Institutions	Aspirational Institu	Less Competitive
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	74 	72 	77 	71 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69 	71 	73 	71 
4d. Evaluating a point of view, decision, or information source	65 	70 	65 	71 
4e. Forming a new idea or understanding from various pieces of information	66 	68 	66 	70 
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	53 	56 	58 	55 
2b. Connected your learning to societal problems or issues	50 	52 	53 	51 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48 	50 	48 	49 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63 	61 	60 	62 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65 	66 	65 	67 
2f. Learned something that changed the way you understand an issue or concept	61 	63 	66 	64 
2g. Connected ideas from your courses to your prior experiences and knowledge	77 	76 	78 	75 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	74 	78 	80 	78 
9b. Reviewed your notes after class	62 	64 	64 	64 
9c. Summarized what you learned in class or from course materials	57 	61 	63 	60 
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.)	61 	55 	56 	52 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43 	41 	41 	39 
6c. Evaluated what others have concluded from numerical information	40 	41 	42 	37 

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

Academic Challenge: Seniors

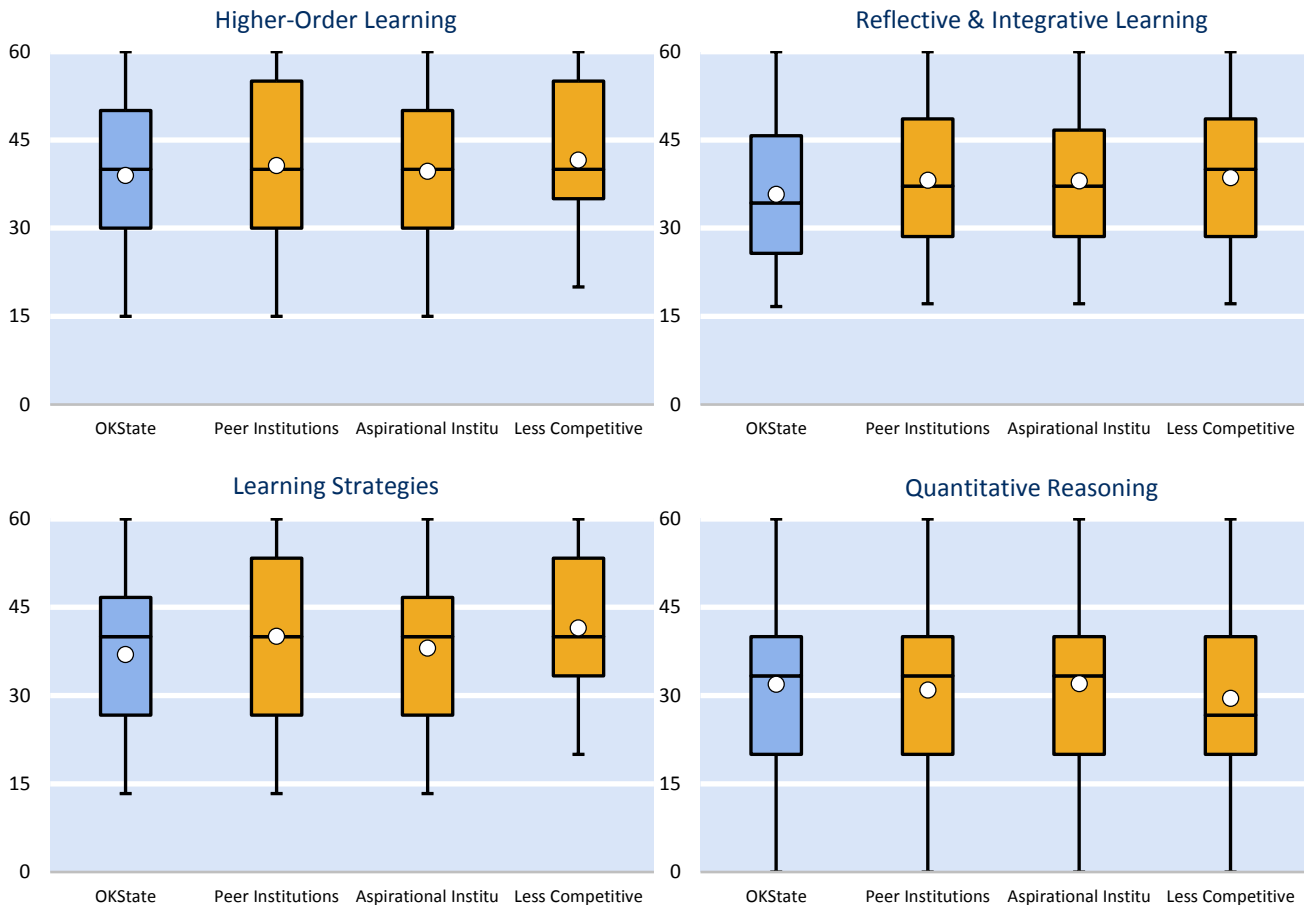
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	OKState Mean	Your seniors compared with					
		Peer Institutions		Aspirational Institu		Less Competitive	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.0	40.6 **	-.12	39.7	-.05	41.6 ***	-.18
Reflective & Integrative Learning	35.7	38.1 ***	-.17	38.0 ***	-.17	38.6 ***	-.21
Learning Strategies	36.9	40.0 ***	-.20	38.1 *	-.08	41.4 ***	-.30
Quantitative Reasoning	31.9	30.9	.06	32.0	-.01	29.5 ***	.14

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)

Summary of Indicator Items

	OKState	Peer Institutions	Aspirational Institu	Less Competitive
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	76 	78 	79 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73 	76 	75 	78 
4d. Evaluating a point of view, decision, or information source	64 	69 	65 	73 
4e. Forming a new idea or understanding from various pieces of information	66 	70 	68 	74 
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 	74 	69 
2b. Connected your learning to societal problems or issues	54 	61 	61 	62 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	43 	51 	50 	54 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	57 	63 	63 	67 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	62 	69 	68 	71 
2f. Learned something that changed the way you understand an issue or concept	61 	69 	70 	71 
2g. Connected ideas from your courses to your prior experiences and knowledge	77 	81 	83 	84 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	73 	81 	80 	84 
9b. Reviewed your notes after class	57 	63 	56 	68 
9c. Summarized what you learned in class or from course materials	58 	65 	61 	68 
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.)	62 	57 	60 	53 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	48 	46 	48 	45 
6c. Evaluated what others have concluded from numerical information	48 	47 	51 	43 

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

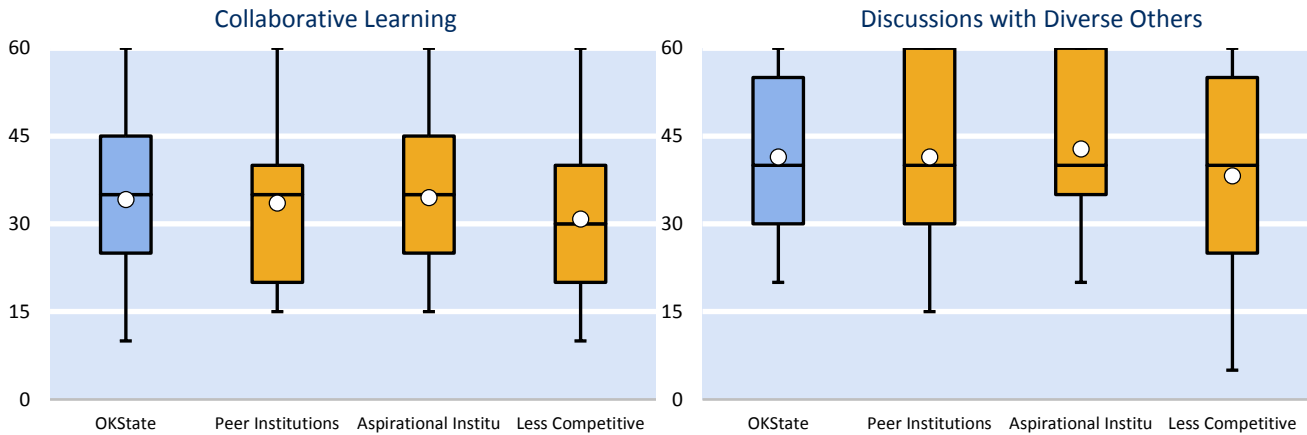
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	OKState Mean	Your first-year students compared with					
		Peer Institutions Mean	Peer Institutions Effect size	Aspirational Institu Mean	Aspirational Institu Effect size	Less Competitive Mean	Less Competitive Effect size
Collaborative Learning	34.1	33.6	.04	34.5	-.02	30.8 ***	.24
Discussions with Diverse Others	41.4	41.4	.00	42.8	-.09	38.2 ***	.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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Summary of Indicator Items

	OKState	Peer Institutions	Aspirational Institu	Less Competitive
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	56	53	57	46
1f. Explained course material to one or more students	60	60	63	55
1g. Prepared for exams by discussing or working through course material with other students	55	53	56	44
1h. Worked with other students on course projects or assignments	57	53	53	52
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	71	74	76	66
8b. People from an economic background other than your own	75	73	77	67
8c. People with religious beliefs other than your own	73	71	73	65
8d. People with political views other than your own	75	69	73	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.

Learning with Peers: Seniors

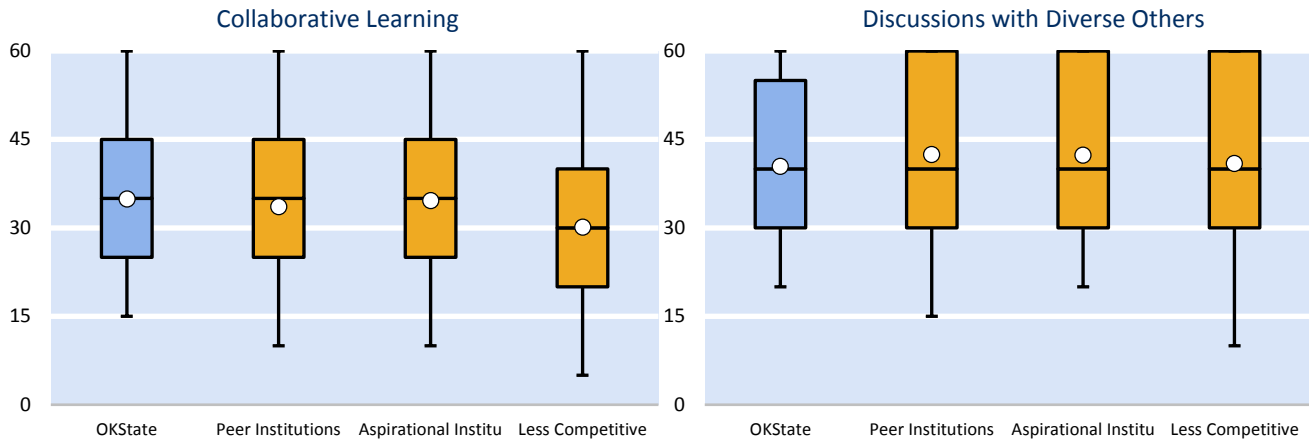
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	OKState Mean	Your seniors compared with					
		Peer Institutions Mean	Peer Institutions Effect size	Aspirational Institu Mean	Aspirational Institu Effect size	Less Competitive Mean	Less Competitive Effect size
Collaborative Learning	34.9	33.6 *	.09	34.7	.02	30.1 ***	.31
Discussions with Diverse Others	40.4	42.5 ***	-.13	42.3 ***	-.12	40.9	-.03

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

Score Distributions



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Summary of Indicator Items

	OKState	Peer Institutions	Aspirational Institu	Less Competitive
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	48	43	47	37
1f. Explained course material to one or more students	64	61	63	53
1g. Prepared for exams by discussing or working through course material with other students	52	50	51	41
1h. Worked with other students on course projects or assignments	70	65	67	57
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	66	76	74	72
8b. People from an economic background other than your own	72	76	76	72
8c. People with religious beliefs other than your own	67	72	71	69
8d. People with political views other than your own	74	71	73	69

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

Experiences with Faculty: First-year students

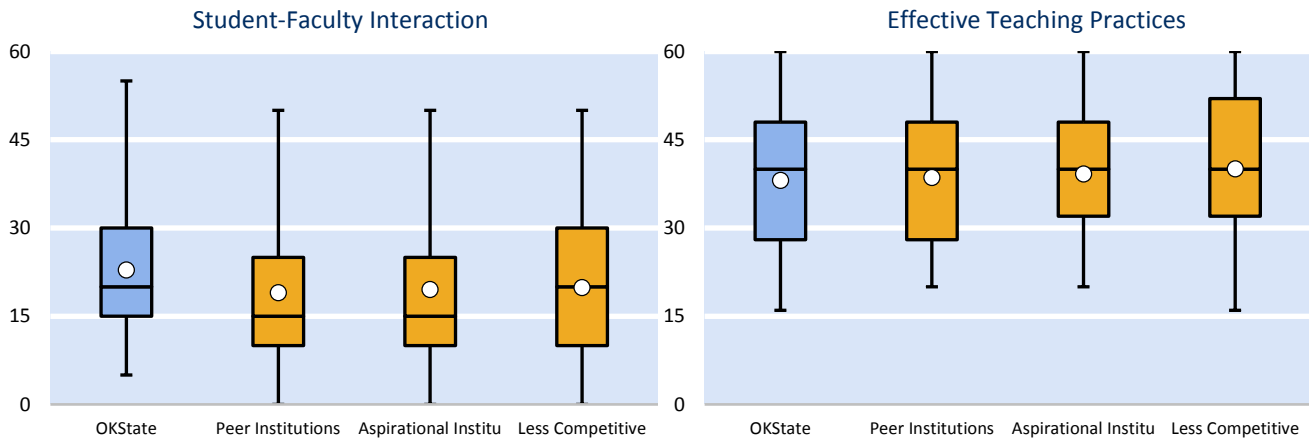
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	OKState Mean	Your first-year students compared with					
		Peer Institutions		Aspirational Institu		Less Competitive	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.9	19.0 ***	.26	19.6 ***	.23	19.9 ***	.20
Effective Teaching Practices	38.1	38.6	-.04	39.2 *	-.09	40.1 **	-.14

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Score Distributions



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Summary of Indicator Items

	OKState	Peer Institutions	Aspirational Institutional	Less Competitive
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	37	28	31	34
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	18	19	20
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	23	24	24
3d. Discussed your academic performance with a faculty member	33	25	24	28
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	79	79	82	80
5b. Taught course sessions in an organized way	79	77	82	78
5c. Used examples or illustrations to explain difficult points	74	75	79	76
5d. Provided feedback on a draft or work in progress	58	61	57	64
5e. Provided prompt and detailed feedback on tests or completed assignments	55	56	56	62

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Experiences with Faculty: Seniors

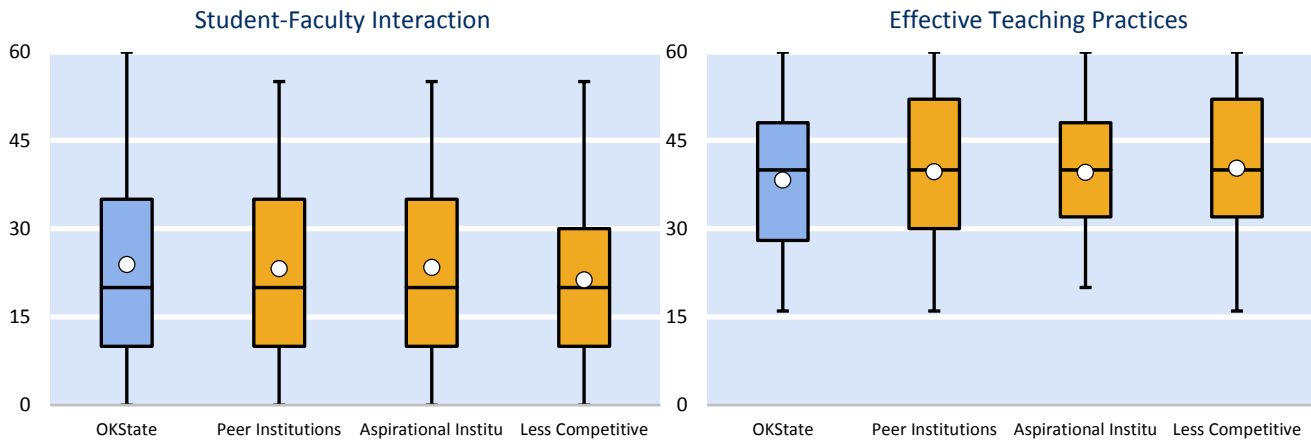
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Student-Faculty Interaction	23.9	23.2	.05	23.4	.03	21.3 ***	.16
Effective Teaching Practices	38.2	39.7 **	-.10	39.6 **	-.10	40.3 ***	-.14

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	OKState	Peer Institutions	Aspirational Institutional	Less Competitive
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	44	40	41	37
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	27	29	23
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	32	32	29
3d. Discussed your academic performance with a faculty member	31	32	28	30
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	78	81	83	81
5b. Taught course sessions in an organized way	77	78	82	78
5c. Used examples or illustrations to explain difficult points	77	77	81	76
5d. Provided feedback on a draft or work in progress	55	59	55	60
5e. Provided prompt and detailed feedback on tests or completed assignments	59	63	61	66

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

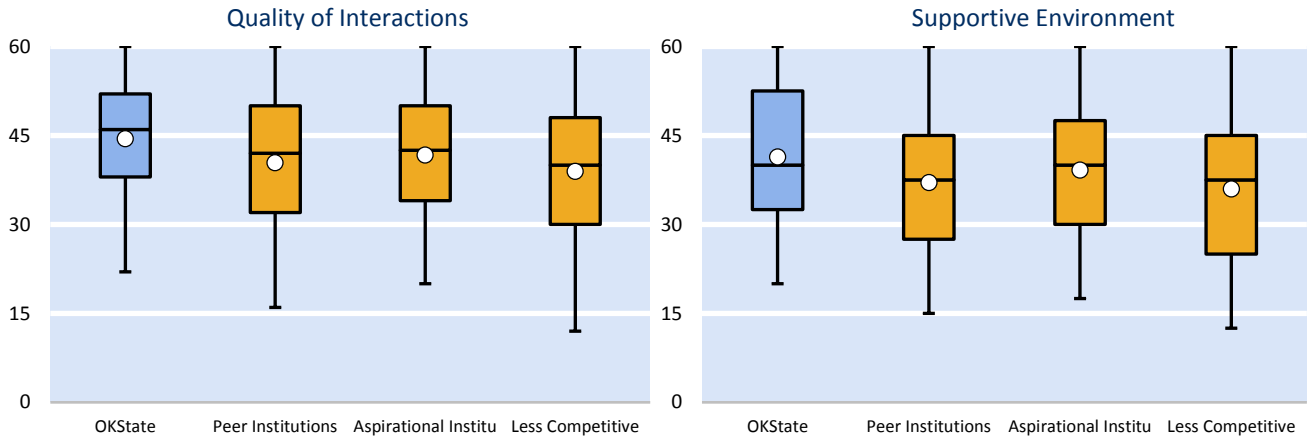
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	OKState Mean	Your first-year students compared with					
		Peer Institutions		Aspirational Institu		Less Competitive	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.5	40.4 ***	.33	41.7 ***	.24	38.9 ***	.42
Supportive Environment	41.4	37.0 ***	.32	39.1 ***	.17	36.0 ***	.38

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...

	OKState	Peer Institutions	Aspirational Institu	Less Competitive
13a. Students	65	58	62	51
13b. Academic advisors	63	45	47	43
13c. Faculty	50	44	47	43
13d. Student services staff (career services, student activities, housing, etc.)	52	41	45	37
13e. Other administrative staff and offices (registrar, financial aid, etc.)	49	38	38	35

Supportive Environment

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

	OKState	Peer Institutions	Aspirational Institu	Less Competitive
14b. Providing support to help students succeed academically	83	75	81	74
14c. Using learning support services (tutoring services, writing center, etc.)	85	73	79	75
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	61	62	58
14e. Providing opportunities to be involved socially	82	74	79	69
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	81	72	79	68
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	49	45	47	46
14h. Attending campus activities and events (performing arts, athletic events, etc.)	80	71	77	63
14i. Attending events that address important social, economic, or political issues	61	52	56	51

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

Campus Environment: Seniors

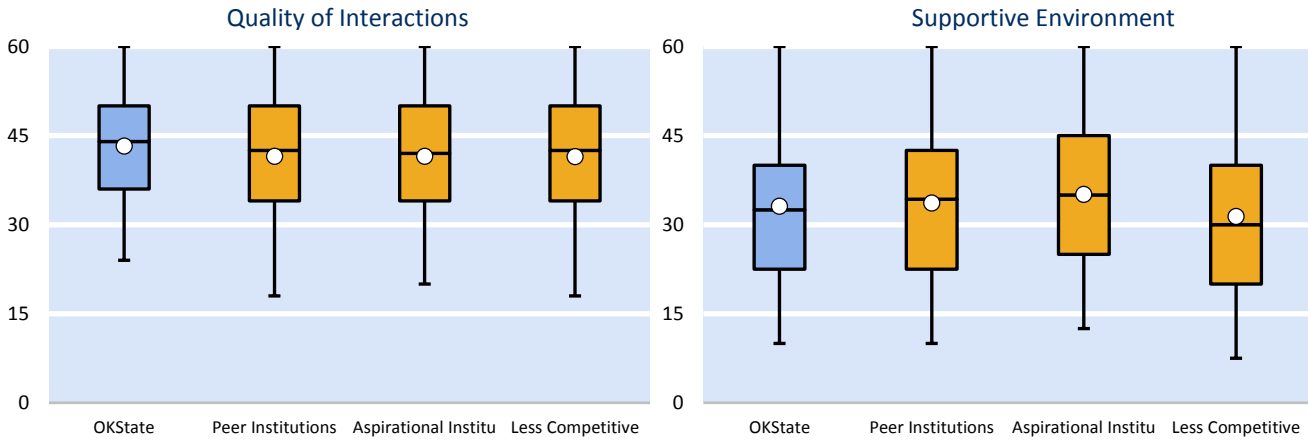
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	OKState Mean	Your seniors compared with					
		Peer Institutions		Aspirational Institu		Less Competitive	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.3	41.5 ***	.14	41.5 ***	.15	41.5 ***	.14
Supportive Environment	33.1	33.7	-.04	35.1 ***	-.15	31.4 **	.11

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

Score Distributions



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

Summary of Indicator Items

Quality of Interactions

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

	OKState	Peer Institutions	Aspirational Institu	Less Competitive
13a. Students	65	62	64	62
13b. Academic advisors	55	47	45	51
13c. Faculty	57	55	54	56
13d. Student services staff (career services, student activities, housing, etc.)	45	41	41	40
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	40	35	40

Supportive Environment

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

	OKState	Peer Institutions	Aspirational Institu	Less Competitive
14b. Providing support to help students succeed academically	70	68	72	68
14c. Using learning support services (tutoring services, writing center, etc.)	65	64	66	62
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	46	55	51	53
14e. Providing opportunities to be involved socially	67	67	73	60
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	63	72	58
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	30	34	34	31
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	62	70	49
14i. Attending events that address important social, economic, or political issues	41	47	48	42

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

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see nsse.indiana.edu/html/position_policies.cfm), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2014 and 2015 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2014 and 2015 NSSE institutions.

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

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

First-Year Students

Theme	Engagement Indicator	OKState Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.2	41.0 ***	-.20	✓	43.0 ***	-.35	
	Reflective and Integrative Learning	34.8	37.6 ***	-.22		39.6 ***	-.37	
	Learning Strategies	37.2	41.6 ***	-.31		44.4 ***	-.52	
	Quantitative Reasoning	30.1	29.4	.05	✓	31.6 *	-.09	
Learning with Peers	Collaborative Learning	34.1	35.2	-.07	✓	37.3 ***	-.23	
	Discussions with Diverse Others	41.4	43.4 **	-.13		45.5 ***	-.28	
Experiences with Faculty	Student-Faculty Interaction	22.9	24.1	-.08	✓	27.2 ***	-.27	
	Effective Teaching Practices	38.1	42.3 ***	-.32		44.6 ***	-.49	
Campus Environment	Quality of Interactions	44.5	44.0	.04	✓	45.9 **	-.12	
	Supportive Environment	41.4	39.4 **	.15	✓	41.3	.00	✓

Seniors

Theme	Engagement Indicator	OKState Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.0	43.5 ***	-.33	✓	45.3 ***	-.47	
	Reflective and Integrative Learning	35.7	41.3 ***	-.43		43.1 ***	-.59	
	Learning Strategies	36.9	42.5 ***	-.38		44.8 ***	-.55	
	Quantitative Reasoning	31.9	31.8	.01	✓	33.6 **	-.10	
Learning with Peers	Collaborative Learning	34.9	35.7	-.06	✓	38.2 ***	-.24	
	Discussions with Diverse Others	40.4	43.9 ***	-.22		45.9 ***	-.36	
Experiences with Faculty	Student-Faculty Interaction	23.9	29.8 ***	-.36		34.1 ***	-.62	
	Effective Teaching Practices	38.2	43.1 ***	-.35		45.1 ***	-.51	
Campus Environment	Quality of Interactions	43.3	45.0 ***	-.15		46.7 ***	-.29	
	Supportive Environment	33.1	36.1 ***	-.22		38.8 ***	-.41	

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												
OKState (N = 540)	38.2	13.6	.58	15	30	40	45	60				
Peer Institutions	39.1	14.1	.24	15	30	40	50	60	3,841	-.9	.169	-.064
Aspirational Institu	38.9	13.6	.14	20	30	40	50	60	9,922	-.7	.240	-.052
Less Competitive	38.7	13.9	.28	15	30	40	50	60	3,006	-.5	.426	-.038
Top 50%	41.0	13.7	.06	20	30	40	50	60	61,421	-2.8	.000	-.204
Top 10%	43.0	13.8	.12	20	35	40	55	60	12,767	-4.9	.000	-.354
Reflective & Integrative Learning												
OKState (N = 561)	34.8	12.7	.54	14	26	34	43	57				
Peer Institutions	35.4	12.6	.21	17	26	34	43	60	4,052	-.6	.286	-.049
Aspirational Institu	35.6	12.6	.13	17	26	34	43	60	10,307	-.7	.183	-.058
Less Competitive	35.3	12.8	.25	17	26	34	43	60	3,132	-.4	.467	-.034
Top 50%	37.6	12.7	.05	17	29	37	46	60	65,719	-2.8	.000	-.218
Top 10%	39.6	12.8	.11	20	31	40	49	60	13,604	-4.7	.000	-.371
Learning Strategies												
OKState (N = 506)	37.2	14.2	.63	13	27	40	47	60				
Peer Institutions	38.7	14.3	.26	13	27	40	53	60	3,511	-1.5	.029	-.105
Aspirational Institu	39.2	14.0	.15	20	27	40	53	60	9,209	-2.0	.002	-.144
Less Competitive	38.4	14.5	.30	13	27	40	53	60	2,778	-1.3	.076	-.087
Top 50%	41.6	14.1	.06	20	33	40	53	60	55,237	-4.4	.000	-.314
Top 10%	44.4	14.0	.13	20	33	47	60	60	12,897	-7.2	.000	-.517
Quantitative Reasoning												
OKState (N = 551)	30.1	16.4	.70	0	20	27	40	60				
Peer Institutions	28.7	16.5	.28	0	20	27	40	60	3,931	1.4	.059	.087
Aspirational Institu	29.2	16.2	.17	0	20	27	40	60	10,059	1.0	.178	.059
Less Competitive	27.6	16.7	.33	0	20	27	40	60	3,065	2.5	.001	.152
Top 50%	29.4	16.6	.06	0	20	27	40	60	80,061	.8	.281	.046
Top 10%	31.6	16.5	.13	0	20	33	40	60	15,851	-1.4	.048	-.086
Learning with Peers												
Collaborative Learning												
OKState (N = 590)	34.1	14.4	.59	10	25	35	45	60				
Peer Institutions	33.6	14.0	.23	15	20	35	40	60	4,246	.6	.348	.042
Aspirational Institu	34.5	14.2	.14	15	25	35	45	60	10,637	-.3	.576	-.024
Less Competitive	30.8	14.0	.27	10	20	30	40	60	3,211	3.3	.000	.235
Top 50%	35.2	13.8	.05	15	25	35	45	60	73,364	-1.0	.078	-.073
Top 10%	37.3	13.8	.11	15	25	35	50	60	16,739	-3.1	.000	-.226
Discussions with Diverse Others												
OKState (N = 513)	41.4	15.2	.67	20	30	40	55	60				
Peer Institutions	41.4	15.9	.29	15	30	40	60	60	714	.0	.973	.002
Aspirational Institu	42.8	15.1	.16	20	35	40	60	60	9,309	-1.3	.050	-.089
Less Competitive	38.2	17.4	.36	5	25	40	55	60	840	3.2	.000	.190
Top 50%	43.4	15.4	.06	20	35	45	60	60	67,636	-1.9	.004	-.126
Top 10%	45.5	14.8	.12	20	40	50	60	60	16,173	-4.1	.000	-.276

Experiences with Faculty

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
Student-Faculty Interaction												
OKState (N = 546)	22.9	14.6	.62	5	15	20	30	55				
Peer Institutions	19.0	14.8	.25	0	10	15	25	50	3,956	3.9	.000	.262
Aspirational Institu	19.6	14.5	.15	0	10	15	25	50	10,089	3.3	.000	.231
Less Competitive	19.9	15.1	.30	0	10	20	30	50	3,081	3.0	.000	.201
Top 50%	24.1	15.2	.07	0	15	20	35	55	42,259	-1.2	.075	-.077
Top 10%	27.2	16.1	.19	5	15	25	40	60	651	-4.3	.000	-.271
Effective Teaching Practices												
OKState (N = 557)	38.1	13.2	.56	16	28	40	48	60				
Peer Institutions	38.6	13.2	.23	20	28	40	48	60	3,968	-.5	.406	-.038
Aspirational Institu	39.2	12.6	.13	20	32	40	48	60	10,153	-1.1	.041	-.089
Less Competitive	40.1	14.0	.28	16	32	40	52	60	3,105	-2.0	.002	-.143
Top 50%	42.3	13.2	.06	20	32	40	52	60	49,020	-4.3	.000	-.323
Top 10%	44.6	13.3	.14	20	36	44	56	60	10,212	-6.6	.000	-.494
Campus Environment												
Quality of Interactions												
OKState (N = 501)	44.5	11.2	.50	22	38	46	52	60				
Peer Institutions	40.4	12.7	.24	16	32	42	50	60	738	4.1	.000	.327
Aspirational Institu	41.7	11.7	.13	20	34	43	50	60	8,890	2.7	.000	.236
Less Competitive	38.9	13.6	.29	12	30	40	48	60	871	5.5	.000	.419
Top 50%	44.0	11.7	.06	22	38	46	52	60	42,581	.5	.353	.042
Top 10%	45.9	11.9	.13	23	40	48	55	60	9,001	-1.5	.008	-.123
Supportive Environment												
OKState (N = 469)	41.4	13.0	.60	20	33	40	53	60				
Peer Institutions	37.0	13.5	.26	15	28	38	45	60	3,225	4.3	.000	.322
Aspirational Institu	39.1	12.9	.14	18	30	40	48	60	8,624	2.2	.000	.172
Less Competitive	36.0	14.5	.32	13	25	38	45	60	756	5.4	.000	.376
Top 50%	39.4	13.4	.06	18	30	40	50	60	53,953	1.9	.002	.145
Top 10%	41.3	13.0	.12	20	33	40	53	60	11,772	.0	.935	.004

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												
OKState (N = 862)	39.0	14.3	.49	15	30	40	50	60				
Peer Institutions	40.6	14.4	.18	15	30	40	55	60	6,940	-1.7	.001	-.117
Aspirational Institu	39.7	13.9	.11	15	30	40	50	60	16,196	-.7	.140	-.052
Less Competitive	41.6	14.4	.18	20	35	40	55	60	7,147	-2.6	.000	-.182
Top 50%	43.5	13.8	.05	20	35	40	55	60	76,114	-4.5	.000	-.328
Top 10%	45.3	13.6	.10	20	40	45	60	60	21,077	-6.3	.000	-.466
Reflective & Integrative Learning												
OKState (N = 896)	35.7	13.4	.45	17	26	34	46	60				
Peer Institutions	38.1	13.5	.17	17	29	37	49	60	7,225	-2.3	.000	-.174
Aspirational Institu	38.0	12.9	.10	17	29	37	47	60	16,830	-2.3	.000	-.175
Less Competitive	38.6	13.1	.16	17	29	40	49	60	7,447	-2.8	.000	-.214
Top 50%	41.3	12.7	.05	20	31	40	51	60	75,977	-5.5	.000	-.435
Top 10%	43.1	12.5	.09	20	34	43	54	60	972	-7.4	.000	-.586
Learning Strategies												
OKState (N = 809)	36.9	15.6	.55	13	27	40	47	60				
Peer Institutions	40.0	15.1	.20	13	27	40	53	60	1,039	-3.1	.000	-.204
Aspirational Institu	38.1	14.8	.12	13	27	40	47	60	890	-1.1	.047	-.075
Less Competitive	41.4	14.9	.19	20	33	40	53	60	6,681	-4.5	.000	-.300
Top 50%	42.5	14.6	.05	20	33	40	60	60	820	-5.5	.000	-.379
Top 10%	44.8	14.2	.09	20	33	47	60	60	852	-7.9	.000	-.554
Quantitative Reasoning												
OKState (N = 875)	31.9	16.9	.57	0	20	33	40	60				
Peer Institutions	30.9	17.6	.22	0	20	33	40	60	1,160	1.0	.107	.056
Aspirational Institu	32.0	17.0	.14	0	20	33	40	60	16,474	-.1	.823	-.008
Less Competitive	29.5	17.5	.22	0	20	27	40	60	7,325	2.4	.000	.137
Top 50%	31.8	17.3	.05	0	20	33	40	60	126,845	.1	.808	.008
Top 10%	33.6	16.9	.10	0	20	33	47	60	28,866	-1.7	.003	-.102
Learning with Peers												
Collaborative Learning												
OKState (N = 933)	34.9	14.3	.47	15	25	35	45	60				
Peer Institutions	33.6	14.4	.18	10	25	35	45	60	7,398	1.3	.011	.089
Aspirational Institu	34.7	14.5	.11	10	25	35	45	60	17,221	.2	.618	.017
Less Competitive	30.1	15.5	.19	5	20	30	40	60	1,258	4.8	.000	.311
Top 50%	35.7	13.9	.04	15	25	35	45	60	106,164	-.8	.079	-.058
Top 10%	38.2	13.7	.09	15	30	40	50	60	22,095	-3.3	.000	-.239
Discussions with Diverse Others												
OKState (N = 824)	40.4	15.4	.54	20	30	40	55	60				
Peer Institutions	42.5	16.5	.22	15	30	40	60	60	1,114	-2.0	.000	-.125
Aspirational Institu	42.3	15.4	.13	20	30	40	60	60	15,499	-1.9	.001	-.123
Less Competitive	40.9	17.3	.23	10	30	40	60	60	1,132	-.5	.407	-.028
Top 50%	43.9	15.9	.05	20	35	45	60	60	835	-3.5	.000	-.219
Top 10%	45.9	15.4	.09	20	40	50	60	60	30,044	-5.5	.000	-.356

Experiences with Faculty

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
Student-Faculty Interaction												
OKState (N = 876)	23.9	16.2	.55	0	10	20	35	60				
Peer Institutions	23.2	16.3	.21	0	10	20	35	55	7,070	.7	.206	.046
Aspirational Institu	23.4	15.8	.13	0	10	20	35	55	16,478	.5	.354	.032
Less Competitive	21.3	16.5	.21	0	10	20	30	55	7,289	2.6	.000	.158
Top 50%	29.8	16.2	.07	5	20	30	40	60	49,518	-5.8	.000	-.360
Top 10%	34.1	16.5	.20	5	20	35	45	60	1,110	-10.2	.000	-.617
Effective Teaching Practices												
OKState (N = 884)	38.2	14.2	.48	16	28	40	48	60				
Peer Institutions	39.7	14.2	.18	16	30	40	52	60	7,122	-1.4	.005	-.100
Aspirational Institu	39.6	13.0	.10	20	32	40	48	60	968	-1.3	.006	-.103
Less Competitive	40.3	14.5	.18	16	32	40	52	60	7,376	-2.0	.000	-.140
Top 50%	43.1	13.6	.05	20	36	44	56	60	70,458	-4.8	.000	-.354
Top 10%	45.1	13.4	.12	20	36	48	60	60	13,841	-6.9	.000	-.512
Campus Environment												
Quality of Interactions												
OKState (N = 796)	43.3	10.9	.39	24	36	44	50	60				
Peer Institutions	41.5	12.4	.17	18	34	43	50	60	1,116	1.7	.000	.143
Aspirational Institu	41.5	11.4	.10	20	34	42	50	60	14,929	1.7	.000	.153
Less Competitive	41.5	12.7	.17	18	34	43	50	60	1,126	1.8	.000	.144
Top 50%	45.0	11.4	.05	24	38	46	54	60	64,332	-1.7	.000	-.153
Top 10%	46.7	11.8	.09	24	40	50	56	60	887	-3.4	.000	-.294
Supportive Environment												
OKState (N = 771)	33.1	13.9	.50	10	23	33	40	60				
Peer Institutions	33.7	14.7	.20	10	23	34	43	60	1,037	-.6	.294	-.039
Aspirational Institu	35.1	13.6	.12	13	25	35	45	60	14,647	-2.0	.000	-.147
Less Competitive	31.4	15.2	.20	8	20	30	40	60	1,039	1.7	.002	.114
Top 50%	36.1	13.9	.05	13	26	38	45	60	73,114	-3.0	.000	-.215
Top 10%	38.8	13.7	.12	15	30	40	50	60	14,256	-5.7	.000	-.413

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.