



NSSE 2018

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 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 2017 and 2018 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 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

Theme	Engagement Indicator	Your first-year students compared with Southwest Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2017 & 2018
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 Southwest Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2017 & 2018
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

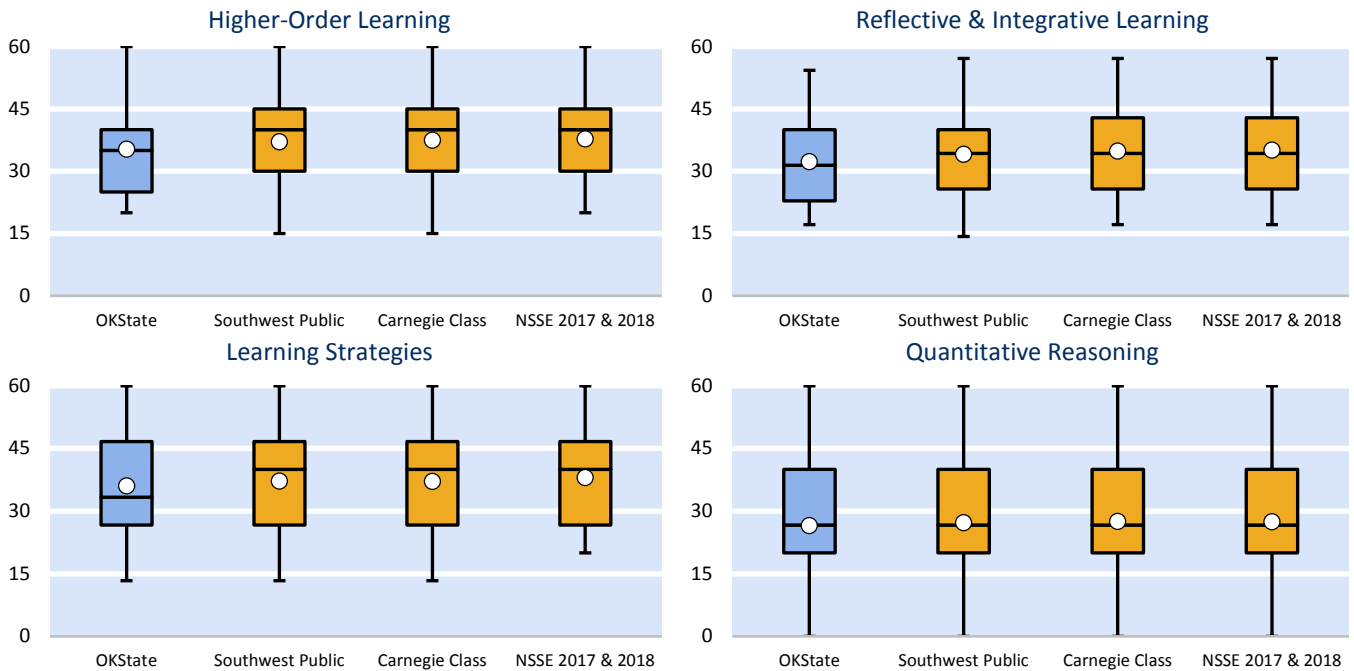
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		Southwest Public		Carnegie Class		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	35.3	37.1 *	-.13	37.5 **	-.17	37.8 ***	-.19
Reflective & Integrative Learning	32.3	34.1 **	-.15	34.8 ***	-.21	35.1 ***	-.23
Learning Strategies	36.0	37.2	-.08	37.1	-.08	38.1 **	-.15
Quantitative Reasoning	26.6	27.2	-.04	27.6	-.07	27.5	-.06

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.

	OKState	Percentage point difference ^a between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2017 & 2018
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	65	-3	-6	-6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	61	-5	-7	-8
4d. Evaluating a point of view, decision, or information source	62	-5	-5	-7
4e. Forming a new idea or understanding from various pieces of information	59	-8	-8	-9
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	47	-2	-5	-4
2b. Connected your learning to societal problems or issues	43	-3	-7	-8
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	44	-3	-6	-7
2d. Examined the strengths and weaknesses of your own views on a topic or issue	57	-5	-6	-6
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64	-6	-6	-6
2f. Learned something that changed the way you understand an issue or concept	59	-6	-6	-7
2g. Connected ideas from your courses to your prior experiences and knowledge	68	-6	-8	-9
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	69	-3	-4	-7
9b. Reviewed your notes after class	64	-1	+1	-1
9c. Summarized what you learned in class or from course materials	56	-5	-4	-7
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.)	51	-1	-1	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	33	-5	-5	-5
6c. Evaluated what others have concluded from numerical information	36	-1	-3	-2

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.

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

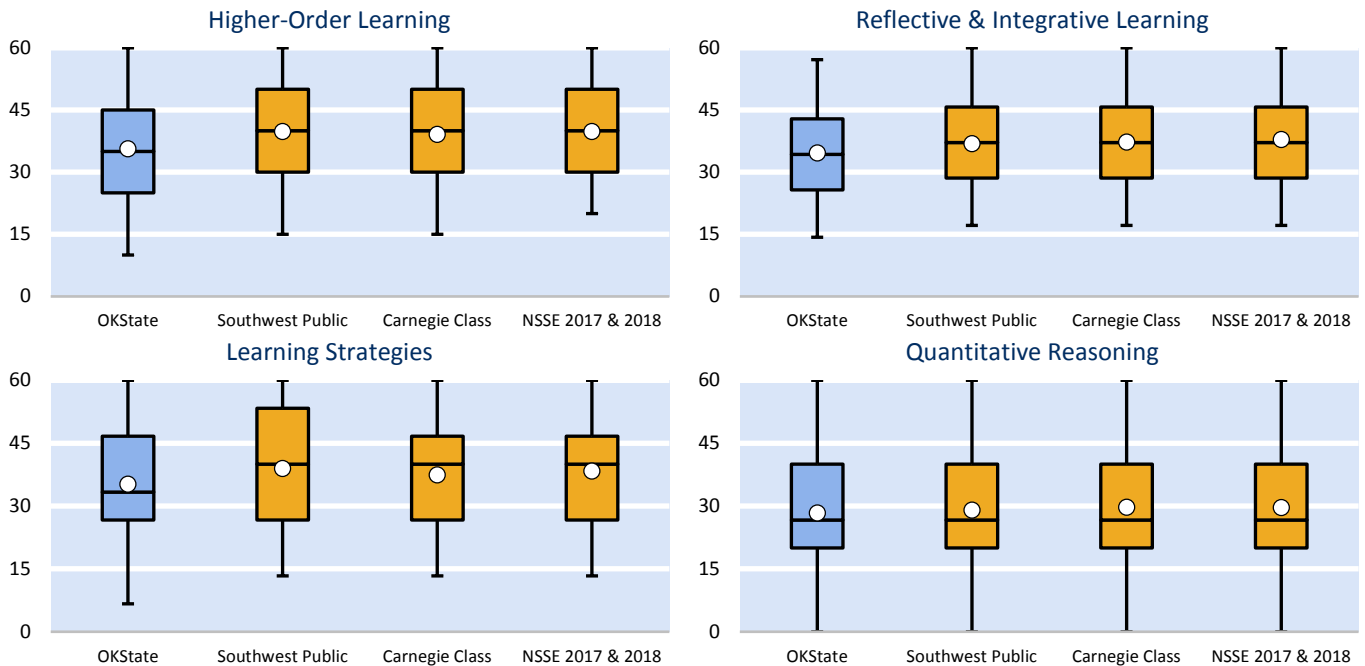
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Mean Comparisons

Engagement Indicator	OKState Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	35.7	39.8 ***	-.29	39.1 ***	-.25	39.8 ***	-.30
Reflective & Integrative Learning	34.6	36.8 ***	-.17	37.2 ***	-.21	37.9 ***	-.26
Learning Strategies	35.2	38.9 ***	-.25	37.4 ***	-.16	38.3 ***	-.22
Quantitative Reasoning	28.4	29.0	-.04	29.7 *	-.08	29.6 *	-.08

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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Academic Challenge: Seniors (continued)

Performance on Indicator Items

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	OKState	Percentage point difference ^a between your seniors and		
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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	73	-4	-5	-5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	65	-9	-8	-10
4d. Evaluating a point of view, decision, or information source	59	-10	-7	-11
4e. Forming a new idea or understanding from various pieces of information	58	-13	-11	-13
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	67	+1	-2	-2
2b. Connected your learning to societal problems or issues	48	-9	-10	-12
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	37	-10	-11	-15
2d. Examined the strengths and weaknesses of your own views on a topic or issue	57	-7	-7	-9
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	-3	-2	-4
2f. Learned something that changed the way you understand an issue or concept	65	-4	-4	-5
2g. Connected ideas from your courses to your prior experiences and knowledge	79	-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	69	-9	-8	-10
9b. Reviewed your notes after class	58	-7	-1	-3
9c. Summarized what you learned in class or from course materials	54	-10	-7	-9
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	+3	+2	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37	-6	-7	-7
6c. Evaluated what others have concluded from numerical information	39	-3	-5	-5

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Learning with Peers: First-year students

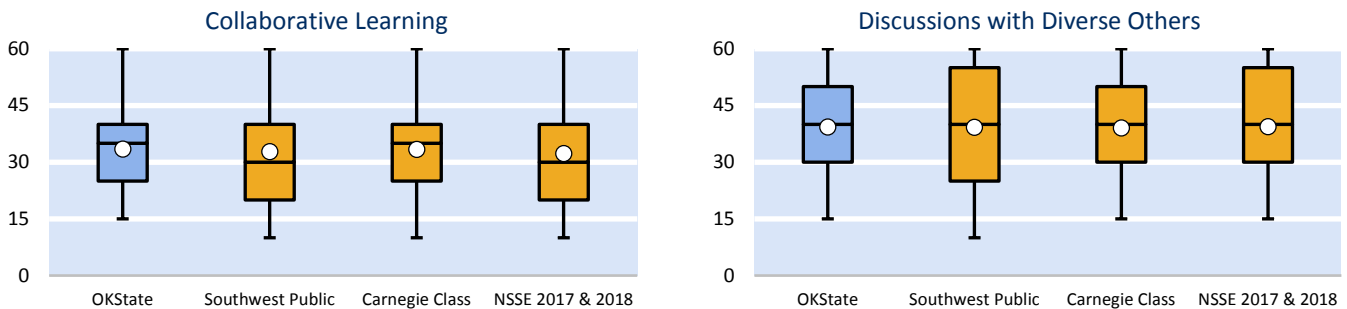
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	OKState Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.5	32.8	.05	33.4	.01	32.3	.08
Discussions with Diverse Others	39.3	39.2	.01	39.1	.01	39.4	-.01

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	OKState	Percentage point difference ^a between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2017 & 2018
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	59	+4	+2	+6
1f. Explained course material to one or more students	64	+6	+4	+6
1g. Prepared for exams by discussing or working through course material with other students	55	+5	+3	+5
1h. Worked with other students on course projects or assignments	54	-1	-2	-0
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	63	-7	-5	-7
8b. People from an economic background other than your own	73	+3	+2	+2
8c. People with religious beliefs other than your own	68	+2	+3	+2
8d. People with political views other than your own	70	+6	+5	+5

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Learning with Peers: Seniors

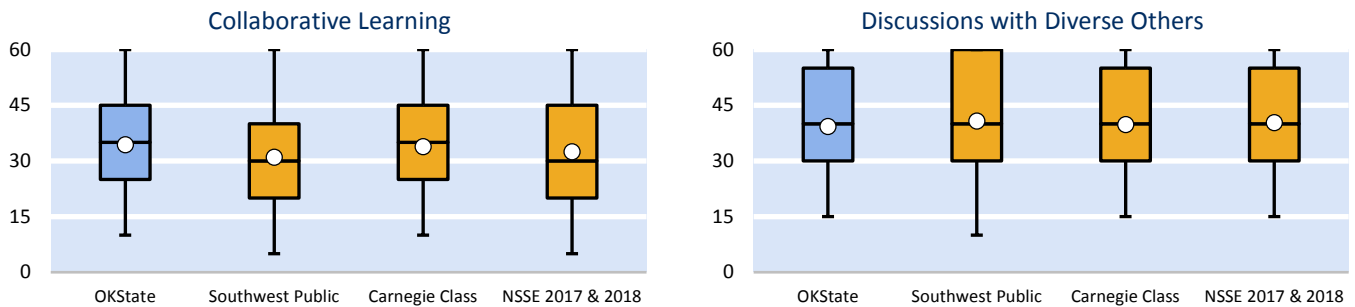
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Collaborative Learning	34.4	31.1 ***	.21	33.9	.04	32.5 ***	.13
Discussions with Diverse Others	39.3	40.8 *	-.08	39.8	-.03	40.3	-.06

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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	OKState	Percentage point difference ^a between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2017 & 2018
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	46	+5	-1	+3
1f. Explained course material to one or more students	61	+6	-1	+2
1g. Prepared for exams by discussing or working through course material with other students	52	+7	+2	+4
1h. Worked with other students on course projects or assignments	70	+11	+4	+6
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	-7	-3	-6
8b. People from an economic background other than your own	71	-2	-2	-2
8c. People with religious beliefs other than your own	63	-6	-3	-5
8d. People with political views other than your own	70	+2	+4	+4

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Experiences with Faculty: First-year students

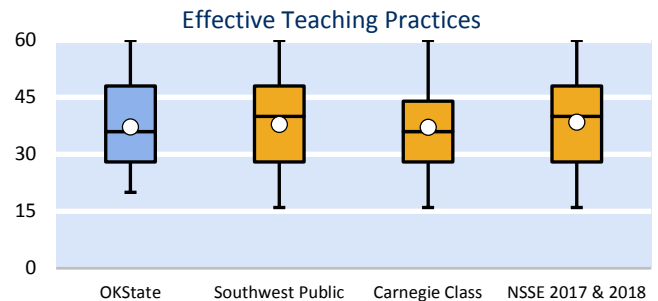
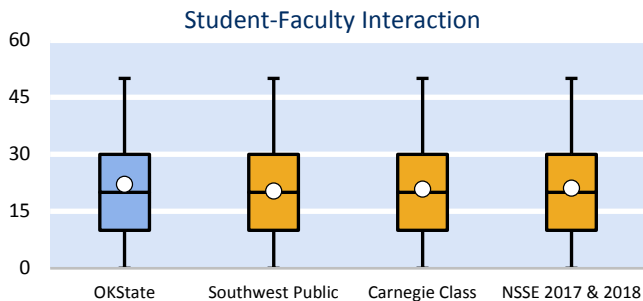
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	OKState Mean	Your first-year students compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2017 & 2018 Mean	Effect size
Student-Faculty Interaction	22.1	20.3 *	.12	20.8	.09	21.1	.07
Effective Teaching Practices	37.2	37.8	-.05	37.1	.01	38.5 *	-.10

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Student-Faculty Interaction	OKState	Percentage point difference ^a between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2017 & 2018
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	38	+3	+2	+2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	+2	+3	+3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	+1	+0	-1
3d. Discussed your academic performance with a faculty member	30	+2	+1	-0
<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	74	-2	-1	-3
5b. Taught course sessions in an organized way	72	-1	-1	-3
5c. Used examples or illustrations to explain difficult points	74	+1	+1	-0
5d. Provided feedback on a draft or work in progress	60	-0	+1	-4
5e. Provided prompt and detailed feedback on tests or completed assignments	52	-5	-3	-8

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Experiences with Faculty: Seniors

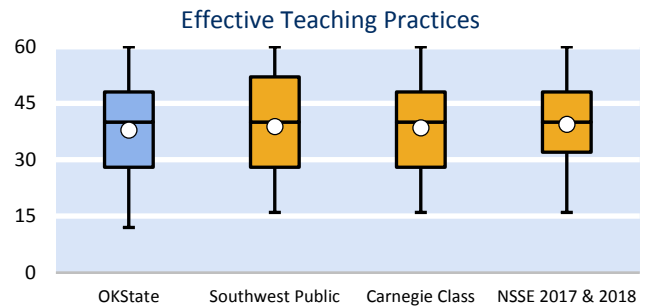
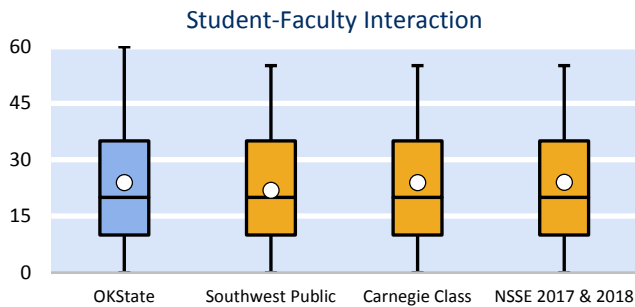
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Student-Faculty Interaction	23.9	21.8 ***	.13	23.9	.00	23.9	.00
Effective Teaching Practices	37.8	38.8	-.06	38.4	-.04	39.4 **	-.11

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3a. Talked about career plans with a faculty member	42	+3	-1	-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	29	+4	+1	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	+4	+1	+0
3d. Discussed your academic performance with a faculty member	30	-1	-3	-4
<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	77	-2	-1	-3
5b. Taught course sessions in an organized way	78	+2	+2	+0
5c. Used examples or illustrations to explain difficult points	77	+2	+1	+0
5d. Provided feedback on a draft or work in progress	54	-3	-2	-6
5e. Provided prompt and detailed feedback on tests or completed assignments	57	-4	-3	-7

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.

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

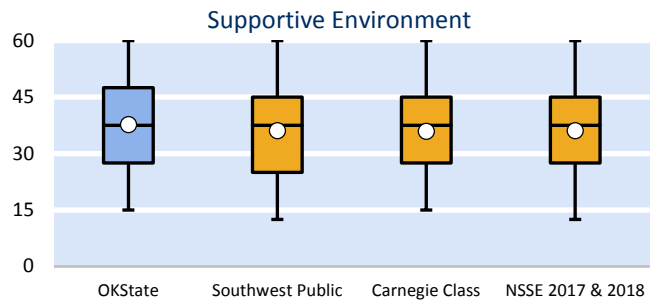
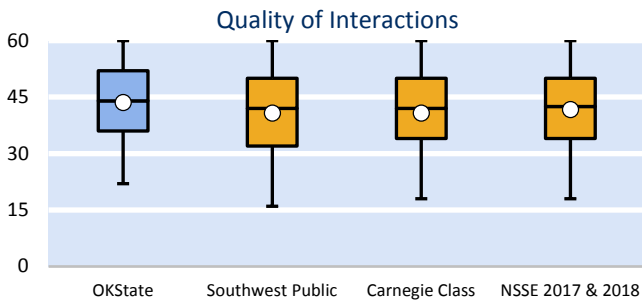
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	OKState Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.6	40.8 ***	.21	40.8 ***	.23	41.7 **	.15
Supportive Environment	37.7	36.1 *	.11	35.9 *	.13	36.1 *	.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.

Quality of Interactions	OKState	Percentage point difference ^a between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2017 & 2018
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	54	+7	+6	+4
13b. Academic advisors	61	+14	+14	+11
13c. Faculty	47	+2	+3	-1
13d. Student services staff (career services, student activities, housing, etc.)	47	+4	+5	+4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	-0	+2	-1
<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	77	+3	+2	+1
14c. Using learning support services (tutoring services, writing center, etc.)	82	+5	+5	+6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	-2	-0	-3
14e. Providing opportunities to be involved socially	78	+7	+7	+7
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	75	+6	+5	+6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	44	+1	+3	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	73	+9	+9	+10
14i. Attending events that address important social, economic, or political issues	50	+2	+0	-1

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.

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

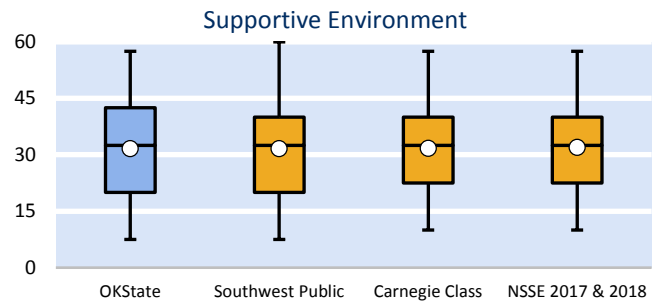
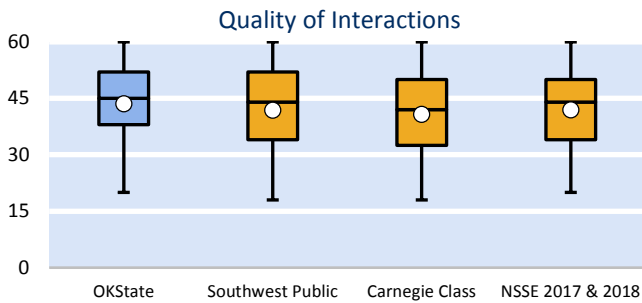
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	OKState Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.6	41.8 ***	.13	40.8 ***	.23	42.0 ***	.13
Supportive Environment	31.7	31.6	.00	31.7	.00	32.0	-.02

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

Score Distributions



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

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	OKState	Percentage point difference ^a between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2017 & 2018
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	59	+4	+5	+4
13b. Academic advisors	59	+9	+13	+9
13c. Faculty	56	+2	+4	+1
13d. Student services staff (career services, student activities, housing, etc.)	45	+3	+7	+4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	+2	+8	+4
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	72	+4	+4	+2
14c. Using learning support services (tutoring services, writing center, etc.)	66	+1	+2	+0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	48	-8	-4	-7
14e. Providing opportunities to be involved socially	64	+2	-0	+1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	+7	+4	+5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	28	-4	-1	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	58	+7	+5	+6
14i. Attending events that address important social, economic, or political issues	35	-4	-6	-7

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.

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 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 2017 and 2018 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2017 and 2018 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	✓
<i>Academic Challenge</i>	Higher-Order Learning	35.3	38.9 ***	-.28		40.5 ***	-.39	
	Reflective and Integrative Learning	32.3	36.5 ***	-.35		38.1 ***	-.48	
	Learning Strategies	36.0	39.5 ***	-.25		41.6 ***	-.40	
	Quantitative Reasoning	26.6	28.7 **	-.14		30.4 ***	-.25	
<i>Learning with Peers</i>	Collaborative Learning	33.5	35.1 **	-.12		37.2 ***	-.28	
	Discussions with Diverse Others	39.3	41.4 **	-.14		43.4 ***	-.28	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	22.1	24.3 **	-.15		27.2 ***	-.33	
	Effective Teaching Practices	37.2	40.3 ***	-.24		42.0 ***	-.35	
<i>Campus Environment</i>	Quality of Interactions	43.6	43.9	-.03	✓	45.9 ***	-.19	
	Supportive Environment	37.7	37.9	-.02	✓	39.7 **	-.15	

Seniors

Theme	Engagement Indicator	OKState Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	35.7	41.3 ***	-.42		42.5 ***	-.50	
	Reflective and Integrative Learning	34.6	39.6 ***	-.40		41.1 ***	-.53	
	Learning Strategies	35.2	40.2 ***	-.35		42.3 ***	-.50	
	Quantitative Reasoning	28.4	30.7 ***	-.15		32.7 ***	-.27	
<i>Learning with Peers</i>	Collaborative Learning	34.4	35.7 **	-.09		38.1 ***	-.27	
	Discussions with Diverse Others	39.3	41.9 ***	-.17		43.8 ***	-.29	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	23.9	29.2 ***	-.34		33.3 ***	-.58	
	Effective Teaching Practices	37.8	41.1 ***	-.24		43.1 ***	-.38	
<i>Campus Environment</i>	Quality of Interactions	43.6	44.4	-.07	✓	46.5 ***	-.24	
	Supportive Environment	31.7	34.3 ***	-.19		36.4 ***	-.34	

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 2017 and 2018 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	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 = 391)	35.3	12.8	.65	20	25	35	40	60				
Southwest Public	37.1	13.6	.14	15	30	40	45	60	10,041	-1.8	.013	-.129
Carnegie Class	37.5	13.1	.10	15	30	40	45	60	17,133	-2.2	.001	-.166
NSSE 2017 & 2018	37.8	13.2	.04	20	30	40	45	60	119,178	-2.5	.000	-.191
Top 50%	38.9	13.1	.05	20	30	40	50	60	71,054	-3.6	.000	-.277
Top 10%	40.5	13.3	.10	20	30	40	50	60	17,181	-5.2	.000	-.389
Reflective & Integrative Learning												
OKState (N = 426)	32.3	10.9	.53	17	23	31	40	54				
Southwest Public	34.1	12.2	.12	14	26	34	40	57	470	-1.8	.001	-.147
Carnegie Class	34.8	11.9	.09	17	26	34	43	57	449	-2.5	.000	-.210
NSSE 2017 & 2018	35.1	11.9	.03	17	26	34	43	57	428	-2.7	.000	-.229
Top 50%	36.5	11.8	.05	17	29	37	43	57	431	-4.1	.000	-.348
Top 10%	38.1	12.0	.10	20	29	37	46	60	456	-5.7	.000	-.477
Learning Strategies												
OKState (N = 356)	36.0	14.4	.76	13	27	33	47	60				
Southwest Public	37.2	14.0	.15	13	27	40	47	60	9,190	-1.2	.116	-.085
Carnegie Class	37.1	13.7	.11	13	27	40	47	60	15,647	-1.1	.127	-.082
NSSE 2017 & 2018	38.1	13.7	.04	20	27	40	47	60	108,698	-2.0	.005	-.148
Top 50%	39.5	13.7	.06	20	27	40	53	60	359	-3.5	.000	-.255
Top 10%	41.6	14.1	.12	20	33	40	53	60	14,167	-5.6	.000	-.397
Quantitative Reasoning												
OKState (N = 368)	26.6	14.9	.78	0	20	27	40	60				
Southwest Public	27.2	15.6	.16	0	20	27	40	60	9,691	-.7	.418	-.043
Carnegie Class	27.6	15.1	.12	0	20	27	40	60	16,662	-1.0	.205	-.067
NSSE 2017 & 2018	27.5	15.3	.04	0	20	27	40	60	116,385	-.9	.255	-.059
Top 50%	28.7	15.2	.06	0	20	27	40	60	75,101	-2.1	.008	-.138
Top 10%	30.4	15.3	.11	7	20	27	40	60	18,634	-3.8	.000	-.250
Learning with Peers												
Collaborative Learning												
OKState (N = 468)	33.5	13.7	.63	15	25	35	40	60				
Southwest Public	32.8	14.4	.14	10	20	30	40	60	11,438	.7	.335	.046
Carnegie Class	33.4	14.0	.10	10	25	35	40	60	19,301	.1	.914	.005
NSSE 2017 & 2018	32.3	14.4	.04	10	20	30	40	60	132,163	1.2	.079	.081
Top 50%	35.1	13.6	.05	15	25	35	45	60	77,986	-1.7	.008	-.123
Top 10%	37.2	13.6	.10	15	25	40	45	60	17,883	-3.8	.000	-.278
Discussions with Diverse Others												
OKState (N = 366)	39.3	15.4	.80	15	30	40	50	60				
Southwest Public	39.2	16.5	.17	10	25	40	55	60	401	.1	.902	.006
Carnegie Class	39.1	15.4	.12	15	30	40	50	60	15,810	.2	.800	.013
NSSE 2017 & 2018	39.4	15.5	.05	15	30	40	55	60	109,628	-.1	.906	-.006
Top 50%	41.4	15.0	.06	15	30	40	55	60	71,398	-2.1	.007	-.141
Top 10%	43.4	14.8	.12	20	35	45	60	60	16,219	-4.1	.000	-.280

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
OKState (N = 408)	22.1	14.3	.71	0	10	20	30	50				
Southwest Public	20.3	14.8	.15	0	10	20	30	50	10,337	1.8	.019	.119
Carnegie Class	20.8	14.4	.11	0	10	20	30	50	17,555	1.3	.082	.087
NSSE 2017 & 2018	21.1	14.6	.04	0	10	20	30	50	121,789	1.0	.165	.069
Top 50%	24.3	14.8	.07	5	15	20	35	55	44,260	-2.2	.003	-.147
Top 10%	27.2	15.8	.18	5	15	25	40	60	463	-5.1	.000	-.327
Effective Teaching Practices												
OKState (N = 390)	37.2	12.9	.65	20	28	36	48	60				
Southwest Public	37.8	13.6	.14	16	28	40	48	60	10,018	-.7	.339	-.049
Carnegie Class	37.1	12.9	.10	16	28	36	44	60	17,145	.1	.898	.007
NSSE 2017 & 2018	38.5	13.1	.04	16	28	40	48	60	119,448	-1.3	.049	-.100
Top 50%	40.3	13.1	.06	20	32	40	52	60	52,637	-3.1	.000	-.238
Top 10%	42.0	13.7	.12	20	32	40	52	60	13,937	-4.8	.000	-.352
Campus Environment												
Quality of Interactions												
OKState (N = 340)	43.6	11.2	.61	22	36	44	52	60				
Southwest Public	40.8	13.2	.15	16	32	42	50	60	379	2.8	.000	.213
Carnegie Class	40.8	12.2	.10	18	34	42	50	60	359	2.8	.000	.228
NSSE 2017 & 2018	41.7	12.5	.04	18	34	43	50	60	342	1.9	.002	.154
Top 50%	43.9	11.6	.06	22	38	46	52	60	42,440	-.3	.630	-.026
Top 10%	45.9	12.1	.13	22	40	48	56	60	9,535	-2.3	.001	-.190
Supportive Environment												
OKState (N = 329)	37.7	13.5	.75	15	28	38	48	60				
Southwest Public	36.1	14.0	.15	13	25	38	45	60	8,787	1.6	.041	.115
Carnegie Class	35.9	13.3	.11	15	28	38	45	60	14,922	1.8	.017	.132
NSSE 2017 & 2018	36.1	13.6	.04	13	28	38	45	60	103,292	1.6	.032	.118
Top 50%	37.9	13.2	.06	15	30	40	48	60	55,691	-.3	.712	-.020
Top 10%	39.7	13.1	.11	18	30	40	50	60	13,700	-2.0	.006	-.152

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 = 813)	35.7	14.0	.49	10	25	35	45	60				
Southwest Public	39.8	14.1	.10	15	30	40	50	60	19,806	-4.1	.000	-.291
Carnegie Class	39.1	13.7	.08	15	30	40	50	60	27,552	-3.4	.000	-.250
NSSE 2017 & 2018	39.8	13.7	.03	20	30	40	50	60	819	-4.2	.000	-.305
Top 50%	41.3	13.5	.05	20	35	40	55	60	91,313	-5.6	.000	-.416
Top 10%	42.5	13.7	.08	20	35	40	55	60	27,996	-6.8	.000	-.495
Reflective & Integrative Learning												
OKState (N = 868)	34.6	12.7	.43	14	26	34	43	57				
Southwest Public	36.8	12.7	.09	17	29	37	46	60	20,824	-2.2	.000	-.173
Carnegie Class	37.2	12.5	.07	17	29	37	46	60	28,875	-2.6	.000	-.208
NSSE 2017 & 2018	37.9	12.4	.03	17	29	37	46	60	201,294	-3.2	.000	-.258
Top 50%	39.6	12.2	.04	20	31	40	49	60	89,162	-4.9	.000	-.403
Top 10%	41.1	12.2	.09	20	33	40	51	60	19,646	-6.5	.000	-.530
Learning Strategies												
OKState (N = 760)	35.2	15.1	.55	7	27	33	47	60				
Southwest Public	38.9	14.7	.11	13	27	40	53	60	18,544	-3.7	.000	-.254
Carnegie Class	37.4	14.5	.09	13	27	40	47	60	25,554	-2.3	.000	-.155
NSSE 2017 & 2018	38.3	14.5	.03	13	27	40	47	60	178,999	-3.2	.000	-.218
Top 50%	40.2	14.4	.05	20	33	40	53	60	770	-5.0	.000	-.350
Top 10%	42.3	14.2	.09	20	33	40	53	60	26,584	-7.2	.000	-.505
Quantitative Reasoning												
OKState (N = 777)	28.4	15.4	.55	0	20	27	40	60				
Southwest Public	29.0	16.2	.12	0	20	27	40	60	850	-.7	.242	-.041
Carnegie Class	29.7	16.1	.10	0	20	27	40	60	827	-1.3	.018	-.083
NSSE 2017 & 2018	29.6	16.1	.04	0	20	27	40	60	783	-1.3	.022	-.078
Top 50%	30.7	16.0	.05	0	20	33	40	60	786	-2.3	.000	-.146
Top 10%	32.7	15.7	.10	7	20	33	40	60	27,783	-4.3	.000	-.274
Learning with Peers												
Collaborative Learning												
OKState (N = 910)	34.4	14.8	.49	10	25	35	45	60				
Southwest Public	31.1	15.9	.11	5	20	30	40	60	1,004	3.3	.000	.211
Carnegie Class	33.9	14.6	.09	10	25	35	45	60	29,895	.5	.297	.035
NSSE 2017 & 2018	32.5	15.0	.03	5	20	30	45	60	207,097	1.9	.000	.128
Top 50%	35.7	13.8	.04	15	25	35	45	60	922	-1.3	.009	-.093
Top 10%	38.1	13.5	.10	15	30	40	50	60	982	-3.7	.000	-.272
Discussions with Diverse Others												
OKState (N = 767)	39.3	15.7	.57	15	30	40	55	60				
Southwest Public	40.8	17.0	.13	10	30	40	60	60	845	-1.4	.015	-.084
Carnegie Class	39.8	15.8	.10	15	30	40	55	60	25,701	-.5	.393	-.031
NSSE 2017 & 2018	40.3	15.8	.04	15	30	40	55	60	179,964	-1.0	.092	-.061
Top 50%	41.9	15.6	.04	15	30	40	60	60	126,291	-2.6	.000	-.166
Top 10%	43.8	15.5	.09	20	35	45	60	60	30,973	-4.5	.000	-.288

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
OKState (N = 835)	23.9	16.3	.56	0	10	20	35	60				
Southwest Public	21.8	16.2	.12	0	10	20	35	55	20,222	2.1	.000	.130
Carnegie Class	23.9	15.7	.10	0	10	20	35	55	28,076	.0	.999	.000
NSSE 2017 & 2018	23.9	15.9	.04	0	10	20	35	55	196,303	.0	.982	-.001
Top 50%	29.2	15.8	.07	5	20	30	40	60	50,833	-5.3	.000	-.335
Top 10%	33.3	16.1	.20	10	20	35	45	60	7,184	-9.4	.000	-.580
Effective Teaching Practices												
OKState (N = 801)	37.8	14.2	.50	12	28	40	48	60				
Southwest Public	38.8	14.3	.10	16	28	40	52	60	19,805	-.9	.074	-.064
Carnegie Class	38.4	13.6	.08	16	28	40	48	60	845	-.6	.272	-.041
NSSE 2017 & 2018	39.4	13.7	.03	16	32	40	48	60	193,821	-1.5	.002	-.112
Top 50%	41.1	13.6	.05	16	32	40	52	60	79,220	-3.3	.000	-.243
Top 10%	43.1	13.7	.11	20	36	44	56	60	16,851	-5.3	.000	-.383
Campus Environment												
Quality of Interactions												
OKState (N = 730)	43.6	11.8	.44	20	38	45	52	60				
Southwest Public	41.8	13.0	.10	18	34	44	52	60	810	1.7	.000	.134
Carnegie Class	40.8	12.2	.08	18	33	42	50	60	24,056	2.8	.000	.229
NSSE 2017 & 2018	42.0	12.3	.03	20	34	44	50	60	736	1.6	.000	.131
Top 50%	44.4	11.9	.05	22	38	46	54	60	64,817	-.8	.059	-.070
Top 10%	46.5	12.3	.09	22	40	50	58	60	17,964	-2.9	.000	-.240
Supportive Environment												
OKState (N = 742)	31.7	14.7	.54	8	20	33	43	58				
Southwest Public	31.6	14.6	.11	8	20	33	40	60	17,953	.0	.931	.003
Carnegie Class	31.7	13.8	.09	10	23	33	40	58	782	.0	.957	-.002
NSSE 2017 & 2018	32.0	14.1	.03	10	23	33	40	58	172,500	-.3	.517	-.024
Top 50%	34.3	13.7	.05	13	25	35	43	60	753	-2.6	.000	-.189
Top 10%	36.4	13.7	.11	13	28	38	45	60	802	-4.7	.000	-.340

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.