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**NSSE 2014**  
**Engagement Indicators**  
Nipissing University

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### About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning
	Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction
	Effective Teaching Practices
<i>Campus Environment</i>	Quality of Interactions
	Supportive Environment

### Report sections

- Overview (p. 3)** Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.
- Theme Reports (pp. 4-13)** Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

  - Mean Comparisons**  
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
  - Score Distributions**  
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
  - Summary of Indicator Items**  
Responses to each item in a given EI are displayed for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2013 and 2014 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

### Interpreting comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large. Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

### How Engagement Indicators are computed

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

For more information on EIs and their psychometric properties, refer to the NSSE Web site: [nsse.iub.edu](http://nsse.iub.edu)

## Engagement Indicators: Overview

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

Use the following key:

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

### First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	<b>Your first-year students</b> compared with Ontario	<b>Your first-year students</b> compared with Canadian Peer Group	<b>Your first-year students</b> compared with NSSE 2013 & 2014
<i>Academic Challenge</i>	Higher-Order Learning	--	△	--
	Reflective & Integrative Learning	△	▲	△
	Learning Strategies	--	--	▽
	Quantitative Reasoning	--	--	▽
<i>Learning with Peers</i>	Collaborative Learning	--	△	--
	Discussions with Diverse Others	▽	--	▽
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	▽
	Effective Teaching Practices	△	△	--
<i>Campus Environment</i>	Quality of Interactions	▲	▲	△
	Supportive Environment	△	△	▽

### Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	<b>Your seniors</b> compared with Ontario	<b>Your seniors</b> compared with Canadian Peer Group	<b>Your seniors</b> compared with NSSE 2013 & 2014
<i>Academic Challenge</i>	Higher-Order Learning	--	--	▽
	Reflective & Integrative Learning	△	--	--
	Learning Strategies	--	▽	▽
	Quantitative Reasoning	--	--	▽
<i>Learning with Peers</i>	Collaborative Learning	△	△	△
	Discussions with Diverse Others	▽	--	▽
<i>Experiences with Faculty</i>	Student-Faculty Interaction	△	--	▽
	Effective Teaching Practices	▲	△	--
<i>Campus Environment</i>	Quality of Interactions	▲	△	--
	Supportive Environment	--	--	▽

## Academic Challenge: First-year students

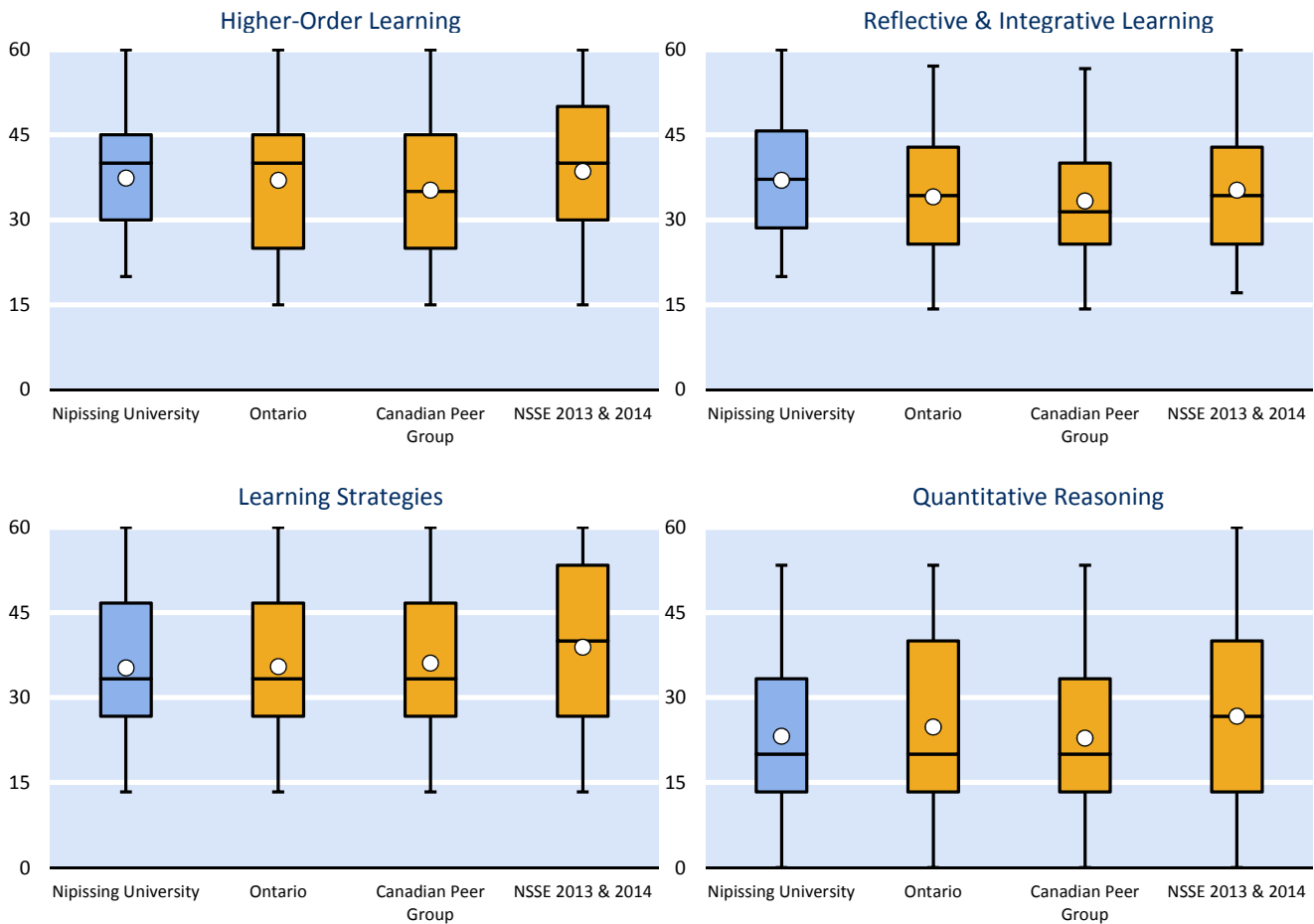
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

### Mean Comparisons

Engagement Indicator	Nipissing University Mean	Your first-year students compared with					
		Ontario Mean	Effect size	Canadian Peer Group Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Higher-Order Learning	37.4	37.0	.03	35.2 **	.16	38.5	-.08
Reflective & Integrative Learning	37.0	34.0 ***	.24	33.3 ***	.30	35.2 *	.14
Learning Strategies	35.2	35.5	-.02	36.1	-.06	38.9 ***	-.26
Quantitative Reasoning	23.2	24.8	-.10	22.9	.02	26.7 ***	-.22

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





































































### Score Distributions



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

### Academic Challenge: First-year students (continued)

#### Summary of Indicator Items

	Nipissing University	Ontario	Canadian Peer Group	NSSE 2013 & 2014
<b>Higher-Order Learning</b>				
<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 	73 	67 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67 	68 	64 	71 
4d. Evaluating a point of view, decision, or information source	64 	60 	58 	68 
4e. Forming a new idea or understanding from various pieces of information	61 	61 	60 	67 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	65 	57 	54 	56 
2b. Connected your learning to societal problems or issues	63 	51 	49 	52 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51 	41 	39 	48 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59 	55 	53 	61 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67 	61 	60 	65 
2f. Learned something that changed the way you understand an issue or concept	70 	66 	66 	65 
2g. Connected ideas from your courses to your prior experiences and knowledge	85 	76 	75 	77 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	76 	77 	77 	80 
9b. Reviewed your notes after class	49 	48 	54 	63 
9c. Summarized what you learned in class or from course materials	54 	56 	56 	62 
<b>Quantitative Reasoning</b>				
<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.)	40 	45 	41 	50 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	31 	33 	30 	37 
6c. Evaluated what others have concluded from numerical information	25 	33 	29 	36 

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

### Academic Challenge: Seniors

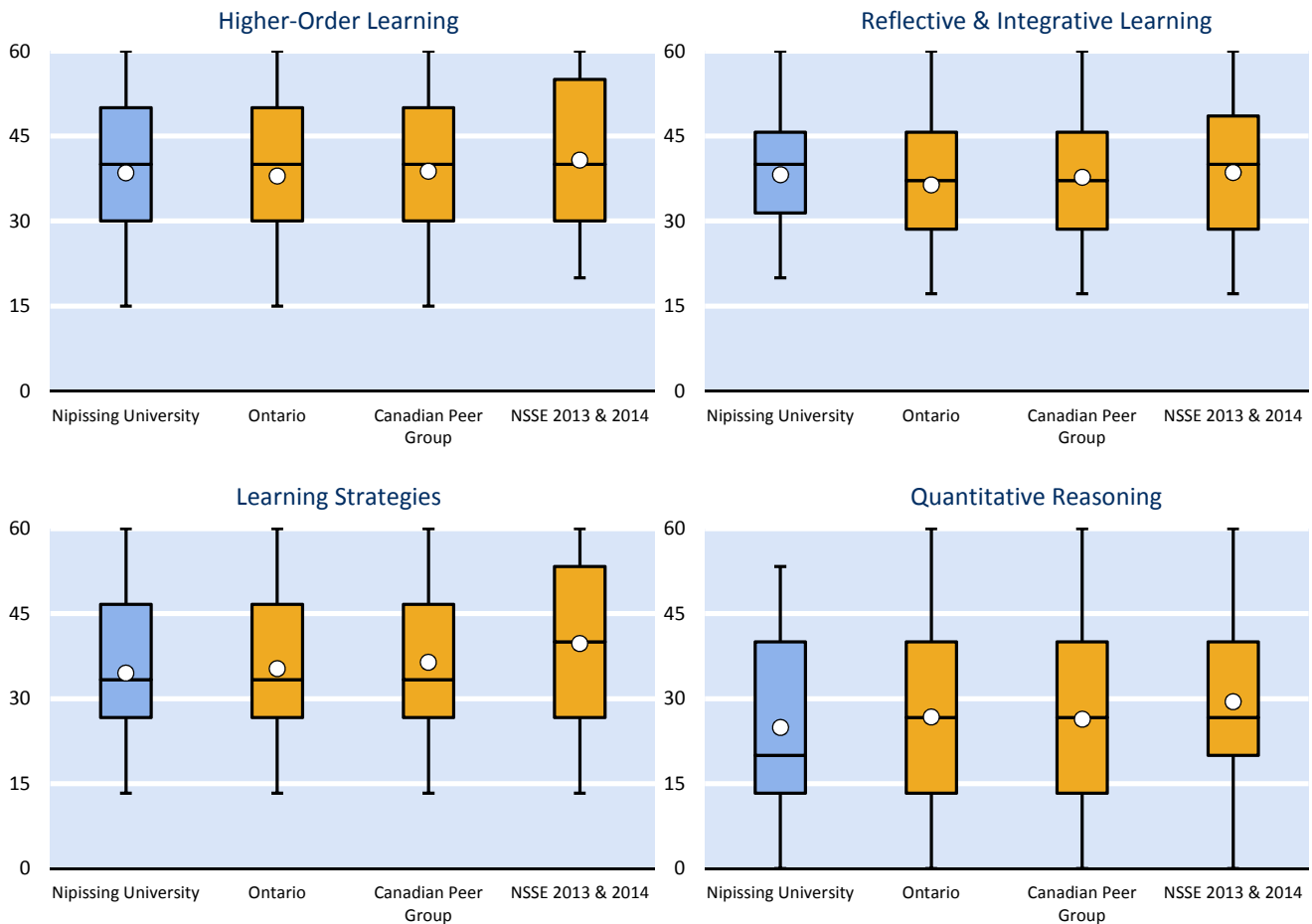
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

#### Mean Comparisons

Engagement Indicator	Nipissing University Mean	Your seniors compared with					
		Ontario Mean	Effect size	Canadian Peer Group Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Higher-Order Learning	38.5	38.0	.04	38.8	-.02	40.8 **	-.16
Reflective & Integrative Learning	38.2	36.4 *	.14	37.7	.04	38.6	-.03
Learning Strategies	34.5	35.3	-.06	36.4 *	-.13	39.7 ***	-.36
Quantitative Reasoning	24.9	26.8	-.11	26.3	-.08	29.5 ***	-.26

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































































#### Score Distributions



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

### Academic Challenge: Seniors (continued)

#### Summary of Indicator Items

	Nipissing University	Ontario	Canadian Peer Group	NSSE 2013 & 2014
<b>Higher-Order Learning</b>				
<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	75 	74 	75 	79 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68 	71 	72 	77 
4d. Evaluating a point of view, decision, or information source	67 	64 	68 	71 
4e. Forming a new idea or understanding from various pieces of information	69 	64 	67 	71 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	78 	69 	72 	72 
2b. Connected your learning to societal problems or issues	70 	59 	63 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	58 	47 	52 	54 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61 	59 	62 	65 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64 	64 	67 	70 
2f. Learned something that changed the way you understand an issue or concept	71 	69 	69 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	84 	79 	82 	84 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81 	80 	81 	83 
9b. Reviewed your notes after class	39 	44 	49 	61 
9c. Summarized what you learned in class or from course materials	53 	55 	57 	64 
<b>Quantitative Reasoning</b>				
<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.)	41 	48 	46 	54 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	36 	36 	37 	43 
6c. Evaluated what others have concluded from numerical information	36 	40 	38 	44 

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

### Learning with Peers: First-year students

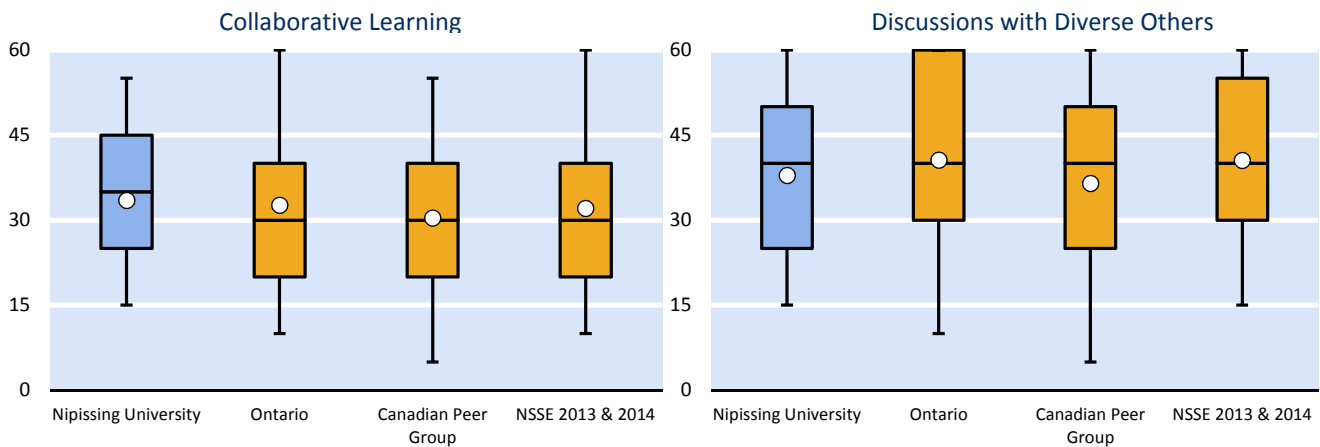
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	Nipissing University Mean	Your first-year students compared with					
		Ontario Mean	Effect size	Canadian Peer Group Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Collaborative Learning	33.5	32.6	.06	30.3 ***	.22	32.0	.10
Discussions with Diverse Others	37.8	40.6 **	-.17	36.4	.09	40.5 **	-.16

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

#### Score Distributions



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#### Summary of Indicator Items

##### Collaborative Learning

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

	Nipissing University	Ontario	Canadian Peer Group	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	48	51	46	49
1f. Explained course material to one or more students	61	59	52	57
1g. Prepared for exams by discussing or working through course material with other students	55	52	47	49
1h. Worked with other students on course projects or assignments	57	50	48	52

##### Discussions with Diverse Others

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

	Nipissing University	Ontario	Canadian Peer Group	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	58	75	63	71
8b. People from an economic background other than your own	69	70	63	72
8c. People with religious beliefs other than your own	62	71	62	68
8d. People with political views other than your own	62	63	58	67

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



### Learning with Peers: Seniors

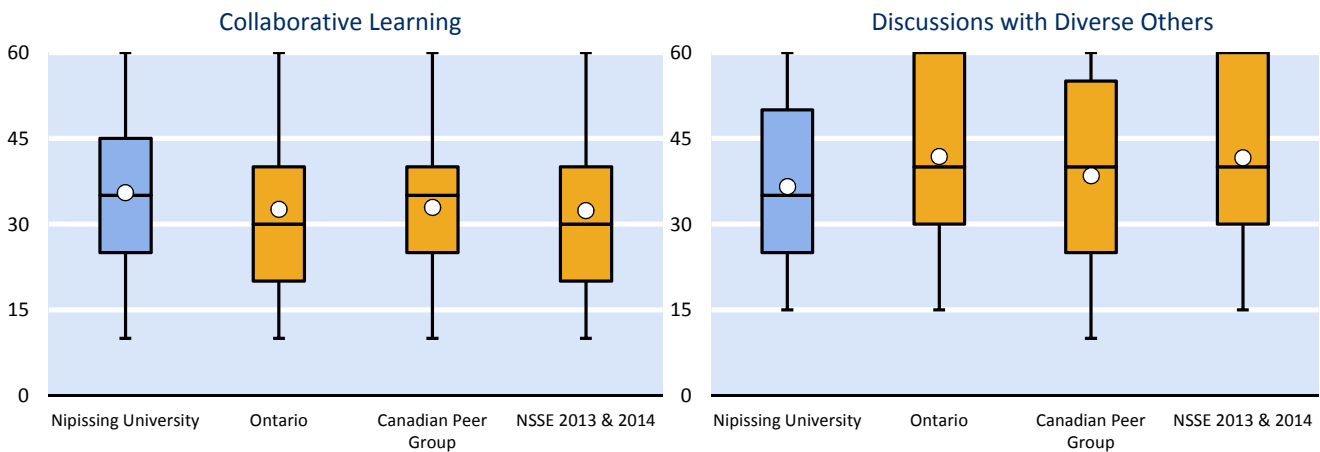
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#### Mean Comparisons

Engagement Indicator	Nipissing University Mean	Your seniors compared with					
		Ontario Mean	Effect size	Canadian Peer Group Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Collaborative Learning	35.5	32.6 ***	.20	32.9 **	.19	32.4 ***	.21
Discussions with Diverse Others	36.5	41.8 ***	-.33	38.4	-.12	41.6 ***	-.32

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

#### Score Distributions



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#### Summary of Indicator Items

##### Collaborative Learning

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

	Nipissing University	Ontario	Canadian Peer Group	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	38	41	39	40
1f. Explained course material to one or more students	61	58	59	58
1g. Prepared for exams by discussing or working through course material with other students	57	48	50	46
1h. Worked with other students on course projects or assignments	77	63	66	64

##### Discussions with Diverse Others

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

	Nipissing University	Ontario	Canadian Peer Group	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	52	77	64	73
8b. People from an economic background other than your own	64	73	68	74
8c. People with religious beliefs other than your own	60	73	65	70
8d. People with political views other than your own	61	67	64	71

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

### Experiences with Faculty: First-year students

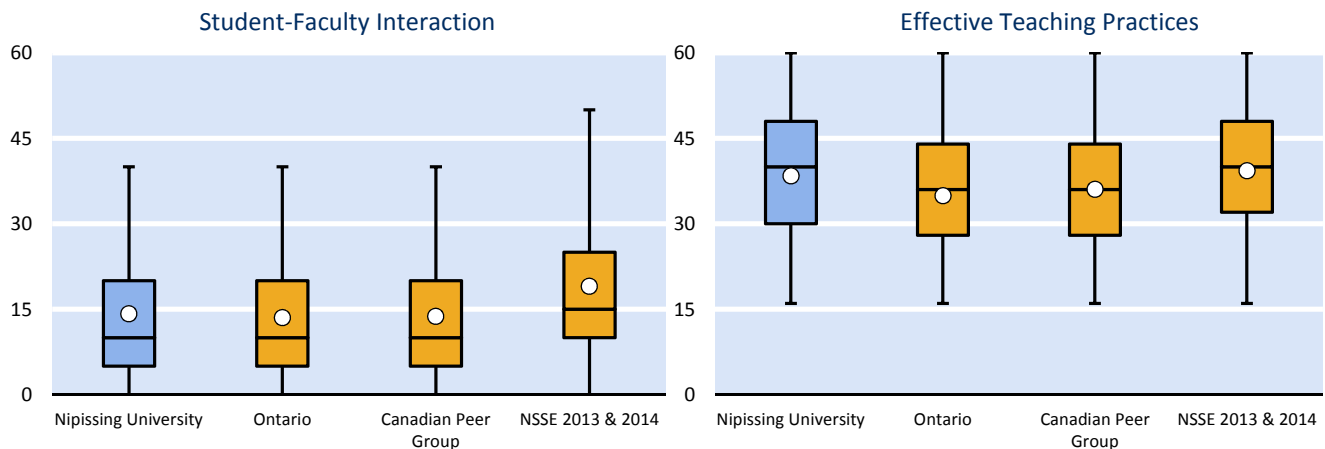
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

#### Mean Comparisons

Engagement Indicator	Nipissing University Mean	Your first-year students compared with					
		Ontario Mean	Ontario Effect size	Canadian Peer Group Mean	Canadian Peer Group Effect size	NSSE 2013 & 2014 Mean	NSSE 2013 & 2014 Effect size
Student-Faculty Interaction	14.2	13.5	.05	13.8	.03	19.0 ***	-.33
Effective Teaching Practices	38.4	34.9 ***	.28	36.1 **	.18	39.3	-.07

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

#### Score Distributions



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#### Summary of Indicator Items

Student-Faculty Interaction	Nipissing University	Ontario	Canadian Peer Group	NSSE 2013 & 2014
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	17	17	18	30
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	9	11	10	17
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	19	19	18	24
3d. Discussed your academic performance with a faculty member	16	16	16	26
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	80	74	76	80
5b. Taught course sessions in an organized way	81	75	76	79
5c. Used examples or illustrations to explain difficult points	76	73	74	77
5d. Provided feedback on a draft or work in progress	54	41	44	61
5e. Provided prompt and detailed feedback on tests or completed assignments	56	44	50	60

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

### Experiences with Faculty: Seniors

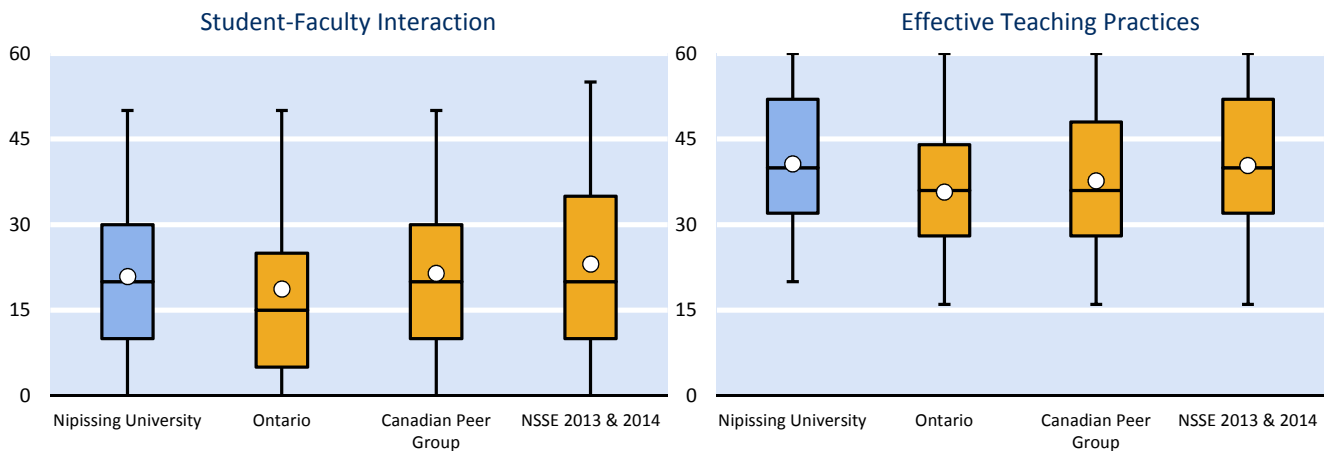
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

#### Mean Comparisons

Engagement Indicator	Nipissing University Mean	Your seniors compared with					
		Ontario Mean	Ontario Effect size	Canadian Peer Group Mean	Canadian Peer Group Effect size	NSSE 2013 & 2014 Mean	NSSE 2013 & 2014 Effect size
Student-Faculty Interaction	20.9	18.7 *	.15	21.4	-.04	23.1 *	-.14
Effective Teaching Practices	40.6	35.7 ***	.38	37.6 ***	.22	40.3	.02

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

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#### Summary of Indicator Items

	Nipissing University	Ontario	Canadian Peer Group	NSSE 2013 & 2014
<b>Student-Faculty Interaction</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	36	28	35	41
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	19	21	25
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	27	32	33
3d. Discussed your academic performance with a faculty member	30	22	27	31
<b>Effective Teaching Practices</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	83	76	79	82
5b. Taught course sessions in an organized way	85	76	77	81
5c. Used examples or illustrations to explain difficult points	82	73	75	79
5d. Provided feedback on a draft or work in progress	56	44	50	60
5e. Provided prompt and detailed feedback on tests or completed assignments	66	51	58	65

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

### Campus Environment: First-year students

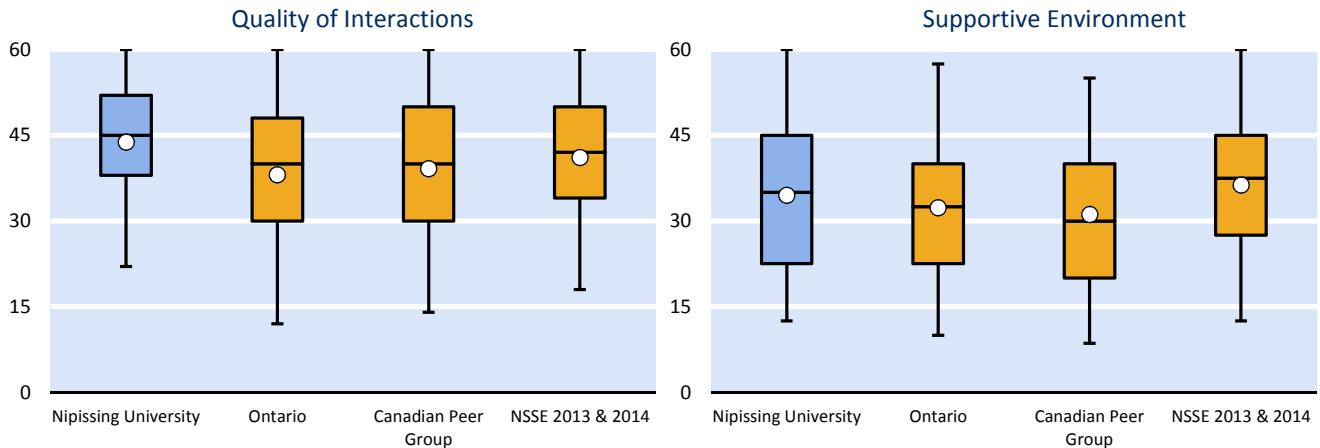
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Nipissing University Mean	Your first-year students compared with					
		Ontario		Canadian Peer Group		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.8	38.1 ***	.42	39.1 ***	.35	41.1 ***	.21
Supportive Environment	34.5	32.3 **	.16	31.1 ***	.24	36.3 *	-.13

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

#### Score Distributions



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

#### Summary of Indicator Items

##### Quality of Interactions

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

	Nipissing University	Ontario	Canadian Peer Group	NSSE 2013 & 2014
13a. Students	66	59	56	59
13b. Academic advisors	45	36	38	47
13c. Faculty	53	37	43	49
13d. Student services staff (career services, student activities, housing, etc.)	53	37	38	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	52	36	40	40

##### Supportive Environment

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

	Nipissing University	Ontario	Canadian Peer Group	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	80	70	68	76
14c. Using learning support services (tutoring services, writing center, etc.)	73	68	64	75
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	48	48	45	57
14e. Providing opportunities to be involved socially	68	62	59	71
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	69	63	60	70
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	35	31	42
14h. Attending campus activities and events (performing arts, athletic events, etc.)	57	53	52	65
14i. Attending events that address important social, economic, or political issues	46	41	41	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 Web site.

### Campus Environment: Seniors

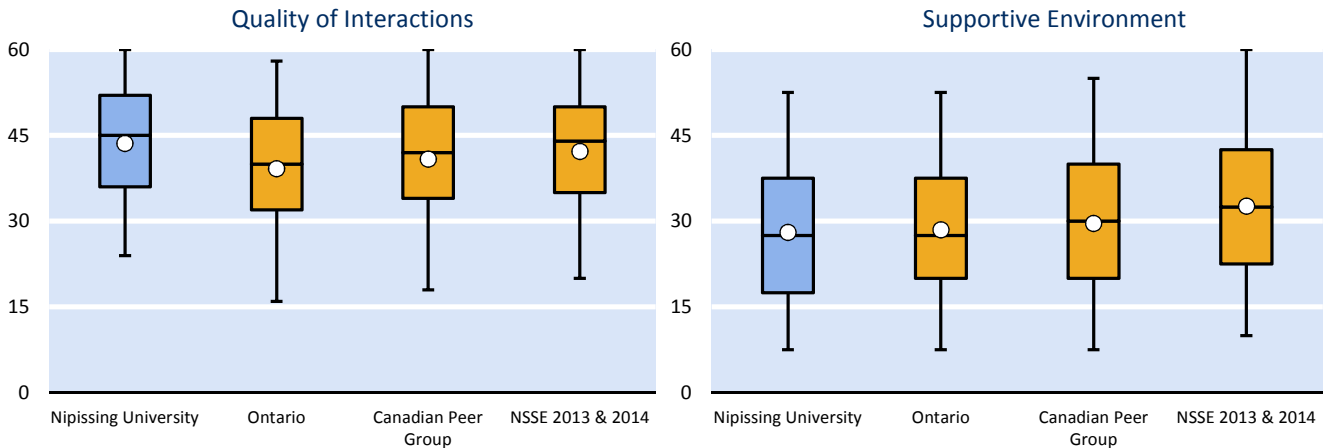
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Nipissing University Mean	Your seniors compared with					
		Ontario		Canadian Peer Group		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.6	39.2 ***	.36	40.8 ***	.24	42.2	.12
Supportive Environment	28.0	28.5	-.03	29.6	-.12	32.6 ***	-.32

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

#### Score Distributions



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

#### Summary of Indicator Items

##### Quality of Interactions

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

	Nipissing University	Ontario	Canadian Peer Group	NSSE 2013 & 2014
13a. Students	74	62	65	64
13b. Academic advisors	45	37	40	51
13c. Faculty	66	46	55	59
13d. Student services staff (career services, student activities, housing, etc.)	41	34	37	41
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	34	41	41

##### Supportive Environment

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

	Nipissing University	Ontario	Canadian Peer Group	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	68	58	64	71
14c. Using learning support services (tutoring services, writing center, etc.)	58	55	58	65
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	35	41	43	51
14e. Providing opportunities to be involved socially	56	56	58	65
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	55	55	56	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	24	25	25	31
14h. Attending campus activities and events (performing arts, athletic events, etc.)	40	45	48	56
14i. Attending events that address important social, economic, or political issues	26	37	40	45

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

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### Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior students with those attending two groups of institutions identified by NSSE<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2013 and 2014 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2013 and 2014 NSSE institutions.

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

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

<b>First-Year Students</b>		<b>Nipissing University</b>	<b>Your first-year students compared with</b>						
<i>Theme</i>	<i>Engagement Indicator</i>		<i>Mean</i>	NSSE Top 50%			NSSE Top 10%		
				<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.4	40.6 ***	-.24		42.7 ***	-.39		
	Reflective and Integrative Learning	37.0	37.3	-.03	✓	39.3 **	-.18		
	Learning Strategies	35.2	41.2 ***	-.43		43.4 ***	-.58		
	Quantitative Reasoning	23.2	28.8 ***	-.35		30.6 ***	-.46		
<i>Learning with Peers</i>	Collaborative Learning	33.5	34.7	-.09	✓	37.0 ***	-.26		
	Discussions with Diverse Others	37.8	43.2 ***	-.35		45.6 ***	-.52		
<i>Experiences with Faculty</i>	Student-Faculty Interaction	14.2	23.3 ***	-.61		26.9 ***	-.79		
	Effective Teaching Practices	38.4	42.4 ***	-.30		44.6 ***	-.47		
<i>Campus Environment</i>	Quality of Interactions	43.8	44.0	-.02	✓	46.0 ***	-.19		
	Supportive Environment	34.5	39.4 ***	-.37		41.4 ***	-.53		

<b>Seniors</b>		<b>Nipissing University</b>	<b>Your seniors compared with</b>						
<i>Theme</i>	<i>Engagement Indicator</i>		<i>Mean</i>	NSSE Top 50%			NSSE Top 10%		
				<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.5	43.3 ***	-.34		45.3 ***	-.50		
	Reflective and Integrative Learning	38.2	41.1 ***	-.23		43.1 ***	-.39		
	Learning Strategies	34.5	42.5 ***	-.55		44.9 ***	-.74		
	Quantitative Reasoning	24.9	31.3 ***	-.37		33.0 ***	-.48		
<i>Learning with Peers</i>	Collaborative Learning	35.5	35.4	.01	✓	37.7 **	-.16		
	Discussions with Diverse Others	36.5	43.9 ***	-.47		45.8 ***	-.61		
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.9	29.5 ***	-.54		34.4 ***	-.83		
	Effective Teaching Practices	40.6	43.0 **	-.18		45.1 ***	-.34		
<i>Campus Environment</i>	Quality of Interactions	43.6	45.3 *	-.15		47.4 ***	-.32		
	Supportive Environment	28.0	36.1 ***	-.59		39.0 ***	-.82		

Note: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); \*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Effect size: Mean difference divided by the pooled standard deviation.

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2013 and 2014 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Nipissing University (N = 308)	37.4	13.1	.75	20	30	40	45	60				
Ontario	37.0	13.8	.08	15	25	40	45	60	33,251	.4	.639	.027
Canadian Peer Group	35.2	13.6	.15	15	25	35	45	60	8,703	2.2	.006	.159
NSSE 2013 & 2014	38.5	13.8	.02	15	30	40	50	60	432,138	-1.2	.141	-.084
Top 50%	40.6	13.6	.03	20	30	40	50	60	177,257	-3.2	.000	-.237
Top 10%	42.7	13.6	.08	20	35	40	55	60	33,030	-5.3	.000	-.392
<b>Reflective &amp; Integrative Learning</b>												
Nipissing University (N = 319)	37.0	11.9	.66	20	29	37	46	60				
Ontario	34.0	12.4	.07	14	26	34	43	57	34,690	3.0	.000	.240
Canadian Peer Group	33.3	12.2	.13	14	26	31	40	57	9,107	3.7	.000	.301
NSSE 2013 & 2014	35.2	12.6	.02	17	26	34	43	60	450,911	1.8	.013	.139
Top 50%	37.3	12.5	.03	17	29	37	46	60	178,197	-.3	.646	-.026
Top 10%	39.3	12.6	.06	20	31	40	49	60	38,465	-2.3	.001	-.181
<b>Learning Strategies</b>												
Nipissing University (N = 287)	35.2	14.3	.85	13	27	33	47	60				
Ontario	35.5	14.0	.08	13	27	33	47	60	31,696	-.3	.763	-.018
Canadian Peer Group	36.1	13.8	.15	13	27	33	47	60	8,255	-.8	.309	-.061
NSSE 2013 & 2014	38.9	14.2	.02	13	27	40	53	60	401,806	-3.6	.000	-.255
Top 50%	41.2	14.0	.04	20	33	40	53	60	156,632	-6.0	.000	-.426
Top 10%	43.4	14.0	.08	20	33	40	60	60	33,404	-8.2	.000	-.583
<b>Quantitative Reasoning</b>												
Nipissing University (N = 318)	23.2	15.2	.85	0	13	20	33	53				
Ontario	24.8	16.2	.09	0	13	20	40	53	324	-1.6	.058	-.101
Canadian Peer Group	22.9	16.0	.17	0	13	20	33	53	8,888	.3	.742	.019
NSSE 2013 & 2014	26.7	16.4	.02	0	13	27	40	60	318	-3.6	.000	-.217
Top 50%	28.8	16.3	.03	0	20	27	40	60	318	-5.6	.000	-.345
Top 10%	30.6	16.2	.07	0	20	27	40	60	321	-7.5	.000	-.460
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Nipissing University (N = 325)	33.5	13.2	.73	15	25	35	45	55				
Ontario	32.6	14.4	.08	10	20	30	40	60	331	.9	.235	.061
Canadian Peer Group	30.3	14.4	.15	5	20	30	40	55	9,219	3.1	.000	.218
NSSE 2013 & 2014	32.0	14.1	.02	10	20	30	40	60	461,053	1.4	.070	.101
Top 50%	34.7	13.7	.03	15	25	35	45	60	215,404	-1.2	.103	-.091
Top 10%	37.0	13.6	.06	15	25	35	45	60	49,408	-3.6	.000	-.263
<b>Discussions with Diverse Others</b>												
Nipissing University (N = 298)	37.8	15.5	.90	15	25	40	50	60				
Ontario	40.6	16.4	.09	10	30	40	60	60	32,016	-2.7	.004	-.167
Canadian Peer Group	36.4	16.5	.18	5	25	40	50	60	8,310	1.4	.149	.085
NSSE 2013 & 2014	40.5	16.1	.03	15	30	40	55	60	406,503	-2.7	.004	-.165
Top 50%	43.2	15.4	.03	20	35	45	60	60	197,291	-5.4	.000	-.350
Top 10%	45.6	14.8	.07	20	40	50	60	60	41,470	-7.8	.000	-.524



### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Nipissing University (N = 317)	14.2	13.2	.74	0	5	10	20	40				
Ontario	13.5	13.5	.07	0	5	10	20	40	34,061	.6	.398	.048
Canadian Peer Group	13.8	12.9	.14	0	5	10	20	40	8,905	.4	.574	.032
NSSE 2013 & 2014	19.0	14.6	.02	0	10	15	25	50	317	-4.8	.000	-.330
Top 50%	23.3	15.0	.04	0	10	20	30	55	318	-9.2	.000	-.611
Top 10%	26.9	16.2	.11	5	15	25	40	60	331	-12.8	.000	-.790
<b>Effective Teaching Practices</b>												
Nipissing University (N = 321)	38.4	12.8	.71	16	30	40	48	60				
Ontario	34.9	12.7	.07	16	28	36	44	60	34,429	3.5	.000	.276
Canadian Peer Group	36.1	12.9	.14	16	28	36	44	60	9,029	2.4	.001	.182
NSSE 2013 & 2014	39.3	13.3	.02	16	32	40	48	60	444,604	-.9	.216	-.069
Top 50%	42.4	13.2	.03	20	32	44	52	60	143,602	-3.9	.000	-.299
Top 10%	44.6	13.3	.08	20	36	44	56	60	28,825	-6.2	.000	-.467
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Nipissing University (N = 259)	43.8	10.7	.66	22	38	45	52	60				
Ontario	38.1	13.6	.08	12	30	40	48	60	266	5.7	.000	.423
Canadian Peer Group	39.1	13.3	.16	14	30	40	50	60	288	4.7	.000	.354
NSSE 2013 & 2014	41.1	12.6	.02	18	34	42	50	60	258	2.7	.000	.214
Top 50%	44.0	11.4	.03	22	38	46	52	60	121,056	-.2	.785	-.017
Top 10%	46.0	11.6	.07	24	40	48	55	60	264	-2.2	.001	-.193
<b>Supportive Environment</b>												
Nipissing University (N = 288)	34.5	14.1	.83	13	23	35	45	60				
Ontario	32.3	13.7	.08	10	23	33	40	58	30,227	2.2	.007	.160
Canadian Peer Group	31.1	13.8	.16	9	20	30	40	55	7,820	3.4	.000	.245
NSSE 2013 & 2014	36.3	14.0	.02	13	28	38	45	60	375,526	-1.8	.030	-.128
Top 50%	39.4	13.2	.03	18	30	40	50	60	288	-4.9	.000	-.371
Top 10%	41.4	12.8	.07	20	33	40	53	60	291	-6.9	.000	-.535

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI is the range of values that is 95% likely to contain the true population mean, equal to the sample mean  $\pm$  1.96 \* SEM.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Nipissing University (N = 263)	38.5	13.2	.82	15	30	40	50	60				
Ontario	38.0	14.0	.08	15	30	40	50	60	29,973	.6	.517	.040
Canadian Peer Group	38.8	13.7	.16	15	30	40	50	60	7,327	-.3	.755	-.020
NSSE 2013 & 2014	40.8	14.1	.02	20	30	40	55	60	549,522	-2.2	.010	-.159
Top 50%	43.3	13.7	.03	20	35	40	55	60	192,645	-4.7	.000	-.345
Top 10%	45.3	13.6	.06	20	40	45	60	60	47,551	-6.7	.000	-.496
<b>Reflective &amp; Integrative Learning</b>												
Nipissing University (N = 274)	38.2	12.1	.73	20	31	40	46	60				
Ontario	36.4	12.9	.07	17	29	37	46	60	278	1.8	.015	.139
Canadian Peer Group	37.7	12.6	.15	17	29	37	46	60	7,602	.5	.542	.038
NSSE 2013 & 2014	38.6	13.0	.02	17	29	40	49	60	273	-.4	.582	-.031
Top 50%	41.1	12.6	.03	20	31	40	51	60	274	-2.9	.000	-.226
Top 10%	43.1	12.5	.06	20	34	43	54	60	277	-4.9	.000	-.388
<b>Learning Strategies</b>												
Nipissing University (N = 253)	34.5	14.0	.88	13	27	33	47	60				
Ontario	35.3	14.3	.08	13	27	33	47	60	28,911	-.8	.360	-.058
Canadian Peer Group	36.4	14.4	.17	13	27	33	47	60	7,072	-1.9	.037	-.134
NSSE 2013 & 2014	39.7	14.8	.02	13	27	40	53	60	520,833	-5.3	.000	-.355
Top 50%	42.5	14.5	.03	20	33	40	60	60	236,372	-8.0	.000	-.551
Top 10%	44.9	14.1	.06	20	33	47	60	60	60,524	-10.4	.000	-.735
<b>Quantitative Reasoning</b>												
Nipissing University (N = 270)	24.9	16.4	1.00	0	13	20	40	53				
Ontario	26.8	17.0	.10	0	13	27	40	60	30,546	-1.9	.074	-.109
Canadian Peer Group	26.3	16.9	.20	0	13	27	40	60	7,460	-1.4	.170	-.085
NSSE 2013 & 2014	29.5	17.3	.02	0	20	27	40	60	559,856	-4.6	.000	-.263
Top 50%	31.3	17.2	.03	0	20	33	40	60	299,087	-6.4	.000	-.373
Top 10%	33.0	16.9	.06	0	20	33	47	60	74,854	-8.1	.000	-.480
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Nipissing University (N = 274)	35.5	13.7	.83	10	25	35	45	60				
Ontario	32.6	14.4	.08	10	20	30	40	60	31,302	2.9	.001	.204
Canadian Peer Group	32.9	13.9	.16	10	25	35	40	60	7,585	2.6	.003	.185
NSSE 2013 & 2014	32.4	14.5	.02	10	20	30	40	60	578,250	3.1	.000	.214
Top 50%	35.4	13.8	.03	15	25	35	45	60	251,866	.1	.892	.008
Top 10%	37.7	13.6	.06	15	30	40	50	60	50,599	-2.2	.007	-.164
<b>Discussions with Diverse Others</b>												
Nipissing University (N = 262)	36.5	15.1	.93	15	25	35	50	60				
Ontario	41.8	15.9	.09	15	30	40	60	60	29,092	-5.3	.000	-.333
Canadian Peer Group	38.4	16.1	.19	10	25	40	55	60	7,123	-1.9	.059	-.119
NSSE 2013 & 2014	41.6	16.1	.02	15	30	40	60	60	525,549	-5.1	.000	-.316
Top 50%	43.9	15.8	.03	20	35	45	60	60	290,575	-7.4	.000	-.469
Top 10%	45.8	15.4	.06	20	40	50	60	60	75,210	-9.3	.000	-.605

### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Nipissing University (N = 271)	20.9	14.6	.89	0	10	20	30	50				
Ontario	18.7	14.8	.08	0	5	15	25	50	30,500	2.2	.016	.148
Canadian Peer Group	21.4	15.5	.18	0	10	20	30	50	7,447	-.6	.550	-.037
NSSE 2013 & 2014	23.1	16.2	.02	0	10	20	35	55	270	-2.2	.013	-.136
Top 50%	29.5	16.1	.05	5	20	30	40	60	271	-8.7	.000	-.539
Top 10%	34.4	16.4	.13	10	20	35	45	60	281	-13.5	.000	-.828
<b>Effective Teaching Practices</b>												
Nipissing University (N = 272)	40.6	13.3	.81	20	32	40	52	60				
Ontario	35.7	13.0	.07	16	28	36	44	60	30,851	4.9	.000	.379
Canadian Peer Group	37.6	13.4	.16	16	28	36	48	60	7,536	3.0	.000	.222
NSSE 2013 & 2014	40.3	13.7	.02	16	32	40	52	60	565,541	.3	.730	.021
Top 50%	43.0	13.6	.03	20	36	44	56	60	178,743	-2.4	.003	-.179
Top 10%	45.1	13.4	.08	20	36	48	60	60	30,497	-4.5	.000	-.337
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Nipissing University (N = 243)	43.6	11.4	.73	24	36	45	52	60				
Ontario	39.2	12.3	.08	16	32	40	48	58	26,766	4.5	.000	.363
Canadian Peer Group	40.8	11.7	.15	18	34	42	50	60	6,574	2.8	.000	.237
NSSE 2013 & 2014	42.2	12.0	.02	20	35	44	50	60	499,050	1.4	.065	.119
Top 50%	45.3	11.3	.03	24	38	48	54	60	154,823	-1.7	.022	-.147
Top 10%	47.4	11.6	.06	24	40	50	58	60	41,640	-3.8	.000	-.323
<b>Supportive Environment</b>												
Nipissing University (N = 246)	28.0	13.7	.87	8	18	28	38	53				
Ontario	28.5	13.7	.08	8	20	28	38	53	28,074	-.5	.605	-.033
Canadian Peer Group	29.6	13.6	.17	8	20	30	40	55	6,845	-1.6	.074	-.116
NSSE 2013 & 2014	32.6	14.4	.02	10	23	33	43	60	497,120	-4.6	.000	-.322
Top 50%	36.1	13.8	.03	13	28	38	45	60	183,453	-8.1	.000	-.585
Top 10%	39.0	13.3	.08	17	30	40	50	60	31,008	-11.0	.000	-.821

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI is the range of values that is 95% likely to contain the true population mean, equal to the sample mean  $\pm$  1.96 \* SEM.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.