



NSSE 2015

Engagement Indicators

University of North Carolina at Greensboro

About Your Engagement Indicators Report

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

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

Report Sections

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

 - Mean Comparisons**
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
 - Score Distributions**
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
 - Summary of Indicator Items**
Responses to each item in a given EI are summarized for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2014 and 2015 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are Computed

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

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

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

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Peers	Your first-year students compared with Pub Research High	Your first-year students compared with NSSE 2014 & 2015
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	△	△	△
	Learning Strategies	△	△	△
	Quantitative Reasoning	--	▽	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	△	△	△
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Peers	Your seniors compared with Pub Research High	Your seniors compared with NSSE 2014 & 2015
<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

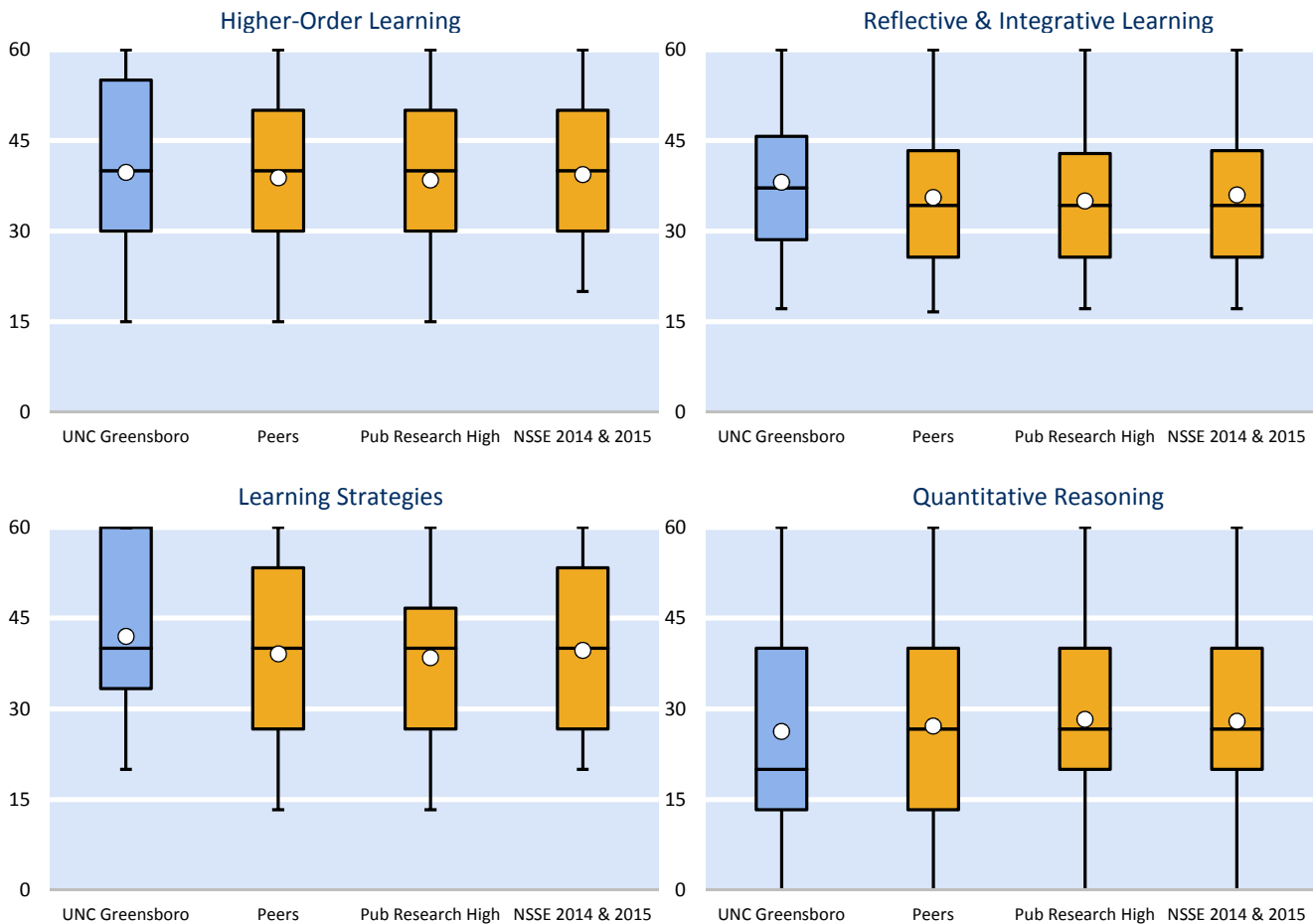
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UNC Greensboro Mean	Your first-year students compared with					
		Peers Mean	Effect size	Pub Research High Mean	Effect size	NSSE 2014 & 2015 Mean	Effect size
Higher-Order Learning	39.7	38.8	.06	38.4	.09	39.3	.03
Reflective & Integrative Learning	38.1	35.6 **	.19	35.0 ***	.24	36.0 **	.17
Learning Strategies	42.0	39.1 **	.20	38.5 ***	.24	39.7 *	.16
Quantitative Reasoning	26.3	27.2	-.05	28.3 *	-.12	27.9	-.10

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





































































Score Distributions



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

Academic Challenge: First-year students (continued)

Summary of Indicator Items

Higher-Order Learning	UNC Greensboro	Peers	Pub Research High	NSSE 2014 & 2015
<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	69 	70 	72 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71 	72 	71 	73 
4d. Evaluating a point of view, decision, or information source	73 	71 	68 	71 
4e. Forming a new idea or understanding from various pieces of information	69 	67 	66 	69 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	61 	56 	55 	56 
2b. Connected your learning to societal problems or issues	61 	51 	50 	54 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	61 	50 	48 	51 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65 	64 	61 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73 	68 	66 	68 
2f. Learned something that changed the way you understand an issue or concept	71 	63 	63 	66 
2g. Connected ideas from your courses to your prior experiences and knowledge	77 	75 	75 	77 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	86 	77 	77 	81 
9b. Reviewed your notes after class	69 	65 	64 	66 
9c. Summarized what you learned in class or from course materials	67 	63 	61 	64 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	47 	51 	54 	53 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37 	38 	40 	39 
6c. Evaluated what others have concluded from numerical information	35 	37 	40 	39 

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

Academic Challenge: Seniors

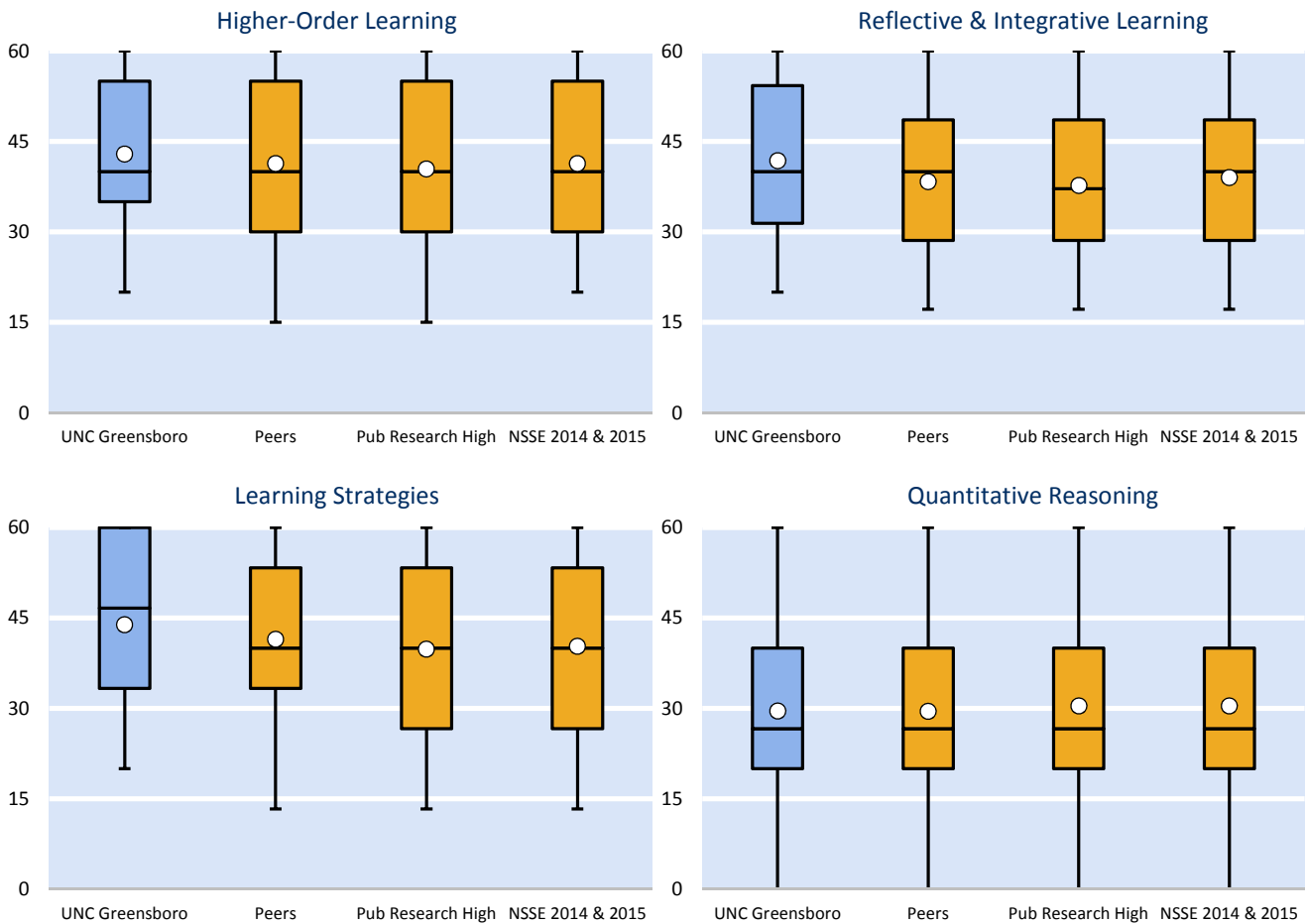
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	UNC Greensboro Mean	Your seniors compared with					
		Peers		Pub Research High		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.9	41.3 **	.11	40.4 ***	.17	41.4 **	.11
Reflective & Integrative Learning	41.8	38.3 ***	.26	37.7 ***	.31	39.0 ***	.21
Learning Strategies	43.9	41.5 ***	.16	39.8 ***	.27	40.3 ***	.24
Quantitative Reasoning	29.6	29.5	.00	30.4	-.05	30.4	-.05

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




































































Score Distributions



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Academic Challenge: Seniors (continued)

Summary of Indicator Items

	UNC Greensboro	Peers	Pub Research High	NSSE 2014 & 2015
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	80 	79 	79 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	80 	77 	76 	78 
4d. Evaluating a point of view, decision, or information source	80 	71 	68 	72 
4e. Forming a new idea or understanding from various pieces of information	76 	73 	70 	73 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	77 	69 	71 	72 
2b. Connected your learning to societal problems or issues	69 	62 	60 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	66 	53 	50 	55 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71 	67 	63 	67 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76 	71 	68 	71 
2f. Learned something that changed the way you understand an issue or concept	73 	69 	68 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	87 	83 	81 	84 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	89 	83 	81 	83 
9b. Reviewed your notes after class	73 	68 	63 	63 
9c. Summarized what you learned in class or from course materials	76 	69 	65 	66 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	52 	54 	57 	56 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42 	44 	45 	46 
6c. Evaluated what others have concluded from numerical information	47 	43 	45 	46 

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

Learning with Peers: First-year students

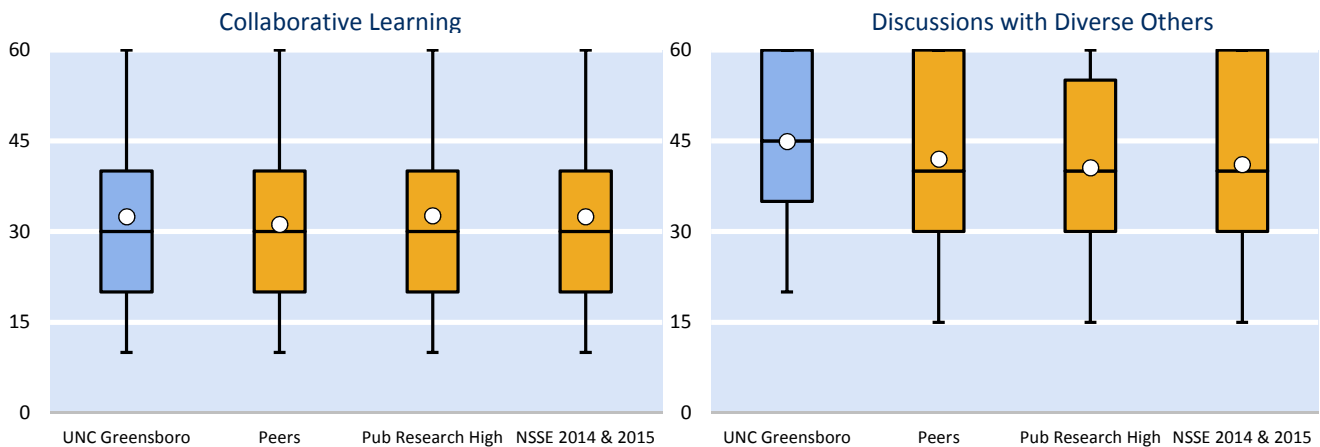
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UNC Greensboro Mean	Your first-year students compared with					
		Peers Mean	Effect size	Pub Research High Mean	Effect size	NSSE 2014 & 2015 Mean	Effect size
Collaborative Learning	32.4	31.2	.09	32.6	-.01	32.4	.00
Discussions with Diverse Others	44.9	41.9 **	.18	40.5 ***	.27	41.1 ***	.24

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

Score Distributions



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

Summary of Indicator Items

Collaborative Learning

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

	UNC Greensboro	Peers	Pub Research High	NSSE 2014 & 2015
1e. Asked another student to help you understand course material	53	47	51	50
1f. Explained course material to one or more students	57	56	59	57
1g. Prepared for exams by discussing or working through course material with other students	48	45	49	50
1h. Worked with other students on course projects or assignments	49	51	53	53

Discussions with Diverse Others

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

	UNC Greensboro	Peers	Pub Research High	NSSE 2014 & 2015
8a. People from a race or ethnicity other than your own	84	76	71	73
8b. People from an economic background other than your own	81	74	72	74
8c. People with religious beliefs other than your own	76	70	69	69
8d. People with political views other than your own	71	70	68	68

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

Learning with Peers: Seniors

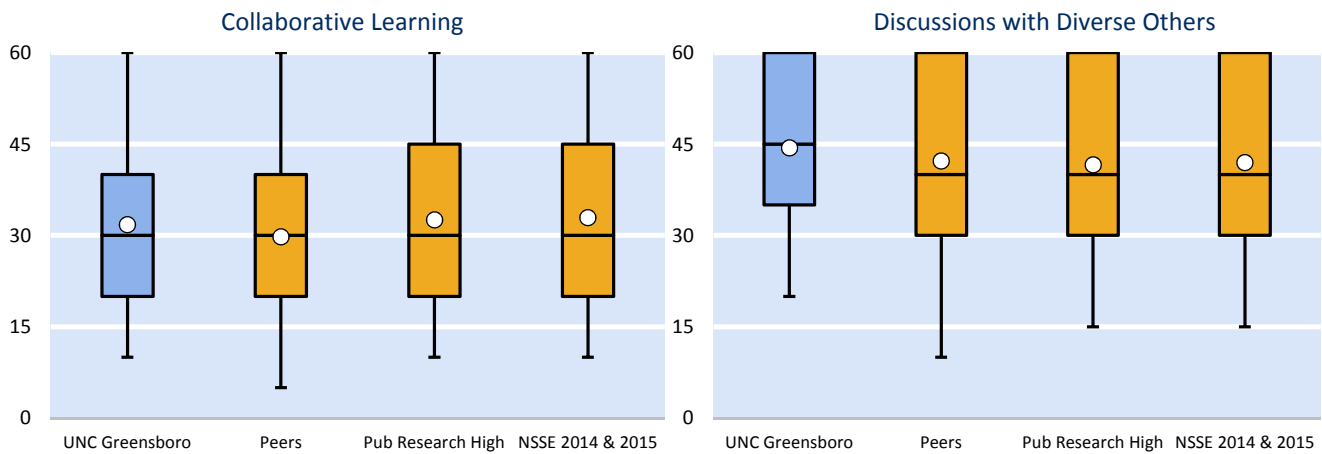
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Mean Comparisons

Engagement Indicator	UNC Greensboro Mean	Your seniors compared with					
		Peers Mean	Effect size	Pub Research High Mean	Effect size	NSSE 2014 & 2015 Mean	Effect size
Collaborative Learning	31.8	29.8 ***	.13	32.6	-.05	32.9 *	-.08
Discussions with Diverse Others	44.4	42.2 ***	.13	41.6 ***	.17	42.0 ***	.15

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

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Summary of Indicator Items

Collaborative Learning

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

	UNC Greensboro	Peers	Pub Research High	NSSE 2014 & 2015
1e. Asked another student to help you understand course material	39	36	41	41
1f. Explained course material to one or more students	56	52	59	59
1g. Prepared for exams by discussing or working through course material with other students	44	41	47	47
1h. Worked with other students on course projects or assignments	62	56	63	65

Discussions with Diverse Others

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

	UNC Greensboro	Peers	Pub Research High	NSSE 2014 & 2015
8a. People from a race or ethnicity other than your own	82	77	73	74
8b. People from an economic background other than your own	80	75	74	75
8c. People with religious beliefs other than your own	73	71	70	70
8d. People with political views other than your own	72	71	71	71

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

Experiences with Faculty: First-year students

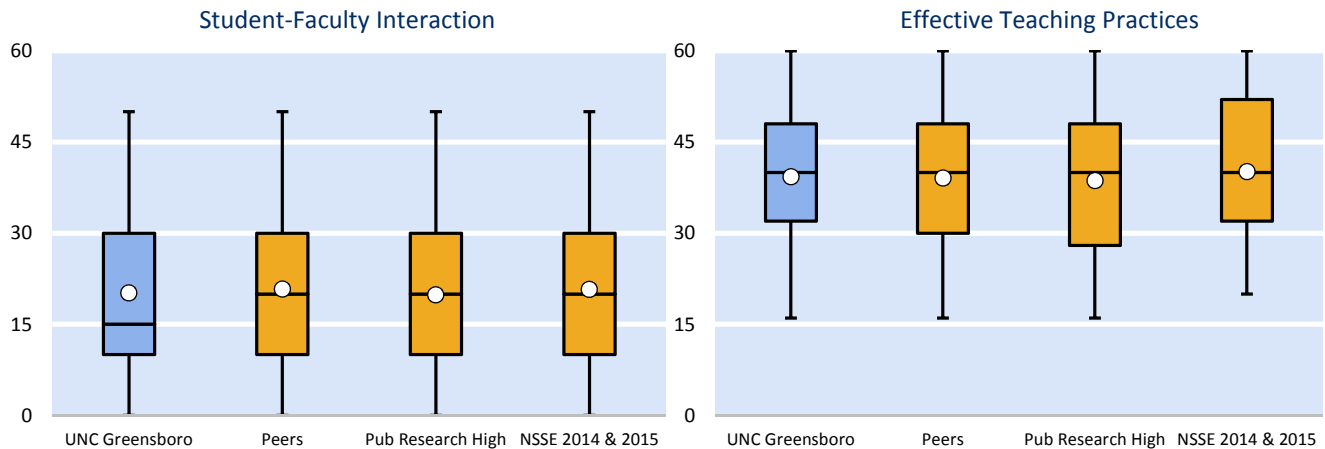
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	UNC Greensboro Mean	Your first-year students compared with					
		Peers Mean	Peers Effect size	Pub Research High Mean	Pub Research High Effect size	NSSE 2014 & 2015 Mean	NSSE 2014 & 2015 Effect size
Student-Faculty Interaction	20.1	20.8	-.04	19.8	.02	20.7	-.04
Effective Teaching Practices	39.3	39.1	.01	38.6	.05	40.1	-.07

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

Score Distributions



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Summary of Indicator Items

Student-Faculty Interaction	UNC Greensboro	Peers	Pub Research High	NSSE 2014 & 2015
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	34	36	31	33
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	19	18	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	24	24	26
3d. Discussed your academic performance with a faculty member	25	30	27	30
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	80	80	78	80
5b. Taught course sessions in an organized way	78	77	77	79
5c. Used examples or illustrations to explain difficult points	79	73	74	77
5d. Provided feedback on a draft or work in progress	60	65	61	66
5e. Provided prompt and detailed feedback on tests or completed assignments	56	58	58	63

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Experiences with Faculty: Seniors

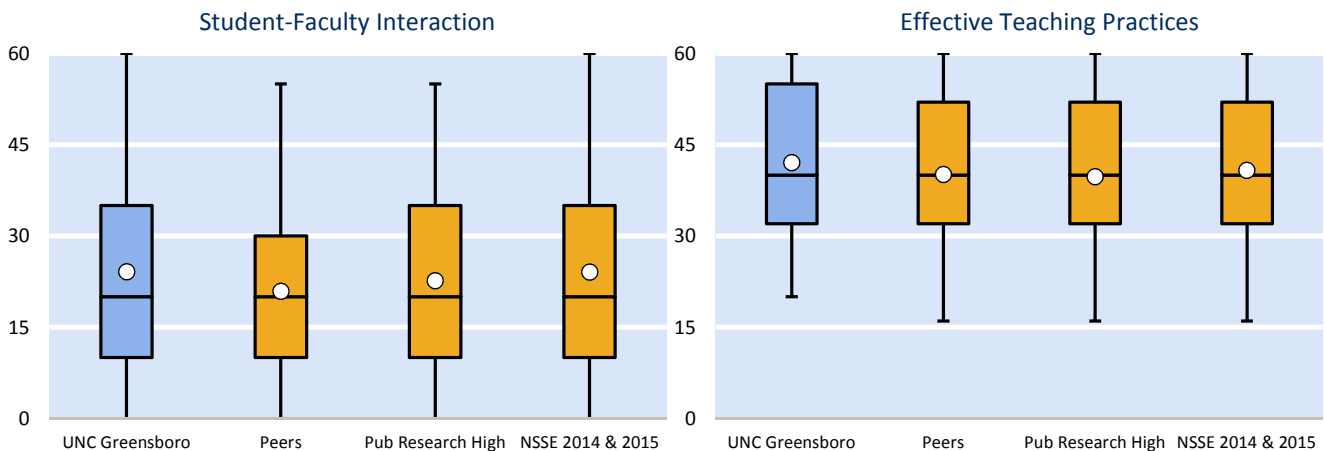
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.1	20.9 ***	.19	22.6 *	.09	24.0	.00
Effective Teaching Practices	42.0	40.1 ***	.13	39.7 ***	.17	40.8 *	.09

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

Score Distributions



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

Summary of Indicator Items

Student-Faculty Interaction	UNC Greensboro	Peers	Pub Research High	NSSE 2014 & 2015
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	41	36	39	43
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	22	25	27
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	29	32	34
3d. Discussed your academic performance with a faculty member	34	29	31	34
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	84	81	80	82
5b. Taught course sessions in an organized way	80	78	78	80
5c. Used examples or illustrations to explain difficult points	81	76	78	79
5d. Provided feedback on a draft or work in progress	66	59	58	62
5e. Provided prompt and detailed feedback on tests or completed assignments	71	64	64	67

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

Campus Environment: First-year students

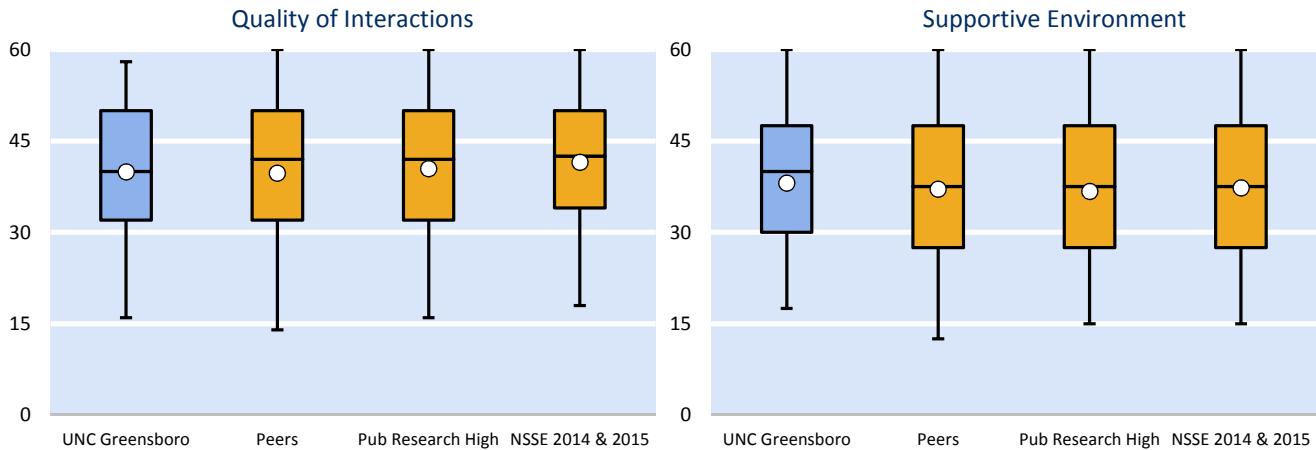
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNC Greensboro Mean	Your first-year students compared with					
		Peers		Pub Research High		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.9	39.7	.02	40.4	-.04	41.5	-.12
Supportive Environment	38.1	37.1	.07	36.7	.10	37.3	.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).

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...

	UNC Greensboro	Peers	Pub Research High	NSSE 2014 & 2015
13a. Students	48	54	56	58
13b. Academic advisors	43	47	47	49
13c. Faculty	44	45	45	50
13d. Student services staff (career services, student activities, housing, etc.)	37	40	41	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	34	35	38	41

Supportive Environment

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

	UNC Greensboro	Peers	Pub Research High	NSSE 2014 & 2015
14b. Providing support to help students succeed academically	77	75	75	77
14c. Using learning support services (tutoring services, writing center, etc.)	80	77	76	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	67	61	57	60
14e. Providing opportunities to be involved socially	77	72	72	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	71	71	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	46	44	43	45
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	67	68	67
14i. Attending events that address important social, economic, or political issues	60	50	51	53

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

Campus Environment: Seniors

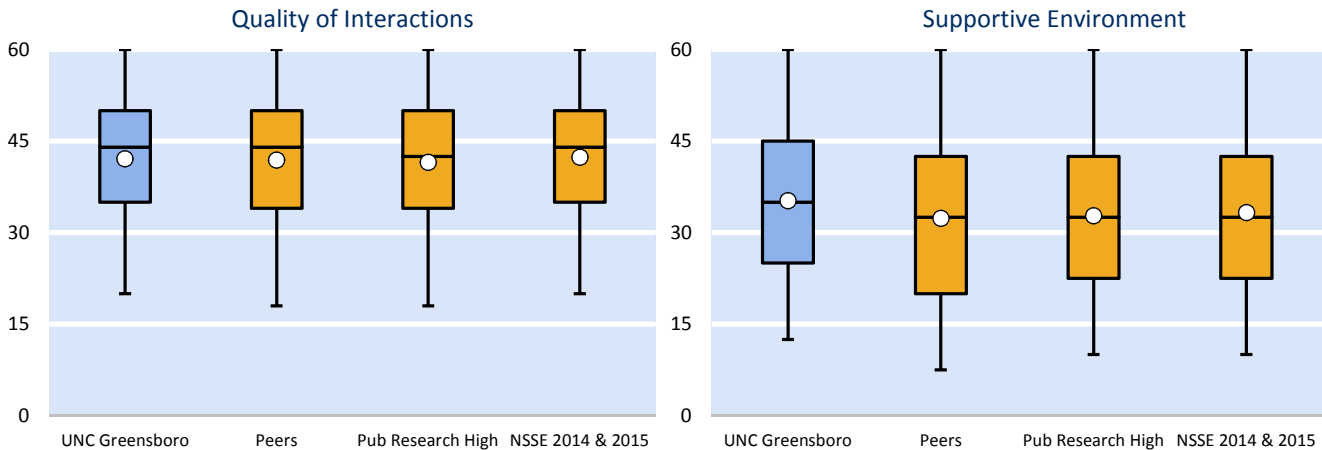
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNC Greensboro Mean	Your seniors compared with					
		Peers		Pub Research High		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.1	41.9	.02	41.5	.05	42.4	-.02
Supportive Environment	35.2	32.3 ***	.19	32.7 ***	.17	33.3 ***	.13

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

Score Distributions



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

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...

	UNC Greensboro	Peers	Pub Research High	NSSE 2014 & 2015
13a. Students	57	62	62	63
13b. Academic advisors	50	52	49	52
13c. Faculty	61	57	56	59
13d. Student services staff (career services, student activities, housing, etc.)	46	42	41	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	40	41	39	41

Supportive Environment

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

	UNC Greensboro	Peers	Pub Research High	NSSE 2014 & 2015
14b. Providing support to help students succeed academically	76	70	69	72
14c. Using learning support services (tutoring services, writing center, etc.)	75	65	66	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	54	52	53
14e. Providing opportunities to be involved socially	69	63	65	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	66	59	62	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	31	31	33
14h. Attending campus activities and events (performing arts, athletic events, etc.)	59	54	58	57
14i. Attending events that address important social, economic, or political issues	50	43	44	46

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

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Comparisons with Top 50% and Top 10% Institutions

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

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

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

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

First-Year Students

Theme	Engagement Indicator	UNC Greensboro 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	39.7	41.0	-.09	✓	43.0 ***	-.24	
	Reflective and Integrative Learning	38.1	37.6	.04	✓	39.6 *	-.12	
	Learning Strategies	42.0	41.6	.03	✓	44.4 **	-.17	
	Quantitative Reasoning	26.3	29.4 **	-.19		31.5 ***	-.32	
<i>Learning with Peers</i>	Collaborative Learning	32.4	35.1 ***	-.20		37.3 ***	-.35	
	Discussions with Diverse Others	44.9	43.3	.10	✓	45.5	-.05	✓
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.1	24.0 ***	-.26		27.2 ***	-.44	
	Effective Teaching Practices	39.3	42.3 ***	-.23		44.6 ***	-.40	
<i>Campus Environment</i>	Quality of Interactions	39.9	44.0 ***	-.35		45.8 ***	-.50	
	Supportive Environment	38.1	39.4	-.10		41.3 ***	-.25	

Seniors

Theme	Engagement Indicator	UNC Greensboro Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	42.9	43.5	-.04	✓	45.3 ***	-.17	
	Reflective and Integrative Learning	41.8	41.3	.04	✓	43.1 **	-.10	
	Learning Strategies	43.9	42.5 **	.10	✓	44.9	-.07	✓
	Quantitative Reasoning	29.6	31.8 ***	-.13		33.6 ***	-.24	
<i>Learning with Peers</i>	Collaborative Learning	31.8	35.7 ***	-.28		38.2 ***	-.47	
	Discussions with Diverse Others	44.4	43.9	.03	✓	45.9 **	-.10	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	24.1	29.8 ***	-.35		34.1 ***	-.61	
	Effective Teaching Practices	42.0	43.1 *	-.08		45.1 ***	-.23	
<i>Campus Environment</i>	Quality of Interactions	42.1	45.0 ***	-.25		46.7 ***	-.39	
	Supportive Environment	35.2	36.1	-.06	✓	38.8 ***	-.26	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2014 and 2015 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UNC Greensboro (N = 269)	39.7	14.8	.90	15	30	40	55	60				
Peers	38.8	14.4	.25	15	30	40	50	60	3,620	.9	.323	.063
Pub Research High	38.4	14.0	.11	15	30	40	50	60	16,561	1.3	.140	.091
NSSE 2014 & 2015	39.3	13.9	.04	20	30	40	50	60	124,183	.4	.664	.027
Top 50%	41.0	13.7	.06	20	30	40	50	60	61,044	-1.3	.136	-.091
Top 10%	43.0	13.8	.12	20	35	40	55	60	12,529	-3.3	.000	-.241
Reflective & Integrative Learning												
UNC Greensboro (N = 284)	38.1	12.6	.75	17	29	37	46	60				
Peers	35.6	13.0	.22	17	26	34	43	60	3,781	2.5	.002	.192
Pub Research High	35.0	12.7	.10	17	26	34	43	60	17,345	3.1	.000	.244
NSSE 2014 & 2015	36.0	12.7	.04	17	26	34	43	60	129,882	2.1	.005	.166
Top 50%	37.6	12.7	.05	17	29	37	46	60	65,333	.5	.530	.037
Top 10%	39.6	12.8	.11	20	31	40	49	60	13,079	-1.5	.045	-.121
Learning Strategies												
UNC Greensboro (N = 253)	42.0	14.5	.91	20	33	40	60	60				
Peers	39.1	14.8	.27	13	27	40	53	60	3,315	2.9	.003	.195
Pub Research High	38.5	14.4	.12	13	27	40	47	60	15,281	3.5	.000	.243
NSSE 2014 & 2015	39.7	14.3	.04	20	27	40	53	60	115,323	2.3	.011	.160
Top 50%	41.6	14.1	.06	20	33	40	53	60	54,877	.4	.646	.029
Top 10%	44.4	14.0	.13	20	33	47	60	60	12,424	-2.4	.006	-.175
Quantitative Reasoning												
UNC Greensboro (N = 274)	26.3	17.3	1.05	0	13	20	40	60				
Peers	27.2	17.0	.29	0	13	27	40	60	3,685	-.9	.386	-.054
Pub Research High	28.3	16.5	.13	0	20	27	40	60	16,904	-2.0	.044	-.123
NSSE 2014 & 2015	27.9	16.6	.05	0	20	27	40	60	126,393	-1.7	.095	-.101
Top 50%	29.4	16.6	.06	0	20	27	40	60	80,549	-3.1	.002	-.188
Top 10%	31.5	16.5	.13	0	20	33	40	60	16,167	-5.3	.000	-.317
Learning with Peers												
Collaborative Learning												
UNC Greensboro (N = 297)	32.4	14.5	.84	10	20	30	40	60				
Peers	31.2	14.1	.23	10	20	30	40	60	3,881	1.2	.143	.088
Pub Research High	32.6	14.1	.11	10	20	30	40	60	18,029	-.2	.827	-.013
NSSE 2014 & 2015	32.4	14.3	.04	10	20	30	40	60	133,753	.0	.978	-.002
Top 50%	35.1	13.8	.05	15	25	35	45	60	73,858	-2.7	.001	-.198
Top 10%	37.3	13.8	.11	15	25	35	50	60	16,489	-4.9	.000	-.351
Discussions with Diverse Others												
UNC Greensboro (N = 256)	44.9	14.4	.90	20	35	45	60	60				
Peers	41.9	16.5	.30	15	30	40	60	60	312	2.9	.002	.179
Pub Research High	40.5	16.1	.13	15	30	40	55	60	15,475	4.3	.000	.269
NSSE 2014 & 2015	41.1	16.1	.05	15	30	40	60	60	116,725	3.8	.000	.237
Top 50%	43.3	15.4	.06	20	35	45	60	60	67,817	1.5	.116	.099
Top 10%	45.5	14.8	.12	20	40	50	60	60	15,701	-.7	.465	-.046

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												
UNC Greensboro (N = 268)	20.1	14.6	.89	0	10	15	30	50				
Peers	20.8	14.9	.25	0	10	20	30	50	3,698	-.6	.495	-.043
Pub Research High	19.8	14.7	.11	0	10	20	30	50	16,957	.3	.718	.022
NSSE 2014 & 2015	20.7	14.9	.04	0	10	20	30	50	126,984	-.6	.522	-.039
Top 50%	24.0	15.2	.07	0	15	20	35	55	42,640	-3.9	.000	-.256
Top 10%	27.2	16.1	.19	5	15	25	40	60	292	-7.1	.000	-.441
Effective Teaching Practices												
UNC Greensboro (N = 275)	39.3	13.3	.80	16	32	40	48	60				
Peers	39.1	13.5	.23	16	30	40	48	60	3,722	.2	.845	.012
Pub Research High	38.6	13.3	.10	16	28	40	48	60	17,063	.6	.441	.047
NSSE 2014 & 2015	40.1	13.4	.04	20	32	40	52	60	127,810	-.9	.280	-.065
Top 50%	42.3	13.2	.06	20	32	40	52	60	48,868	-3.1	.000	-.233
Top 10%	44.6	13.3	.14	20	36	44	56	60	9,957	-5.4	.000	-.405
Campus Environment												
Quality of Interactions												
UNC Greensboro (N = 252)	39.9	12.3	.77	16	32	40	50	58				
Peers	39.7	13.2	.24	14	32	42	50	60	3,217	.2	.801	.017
Pub Research High	40.4	12.6	.10	16	32	42	50	60	14,702	-.5	.515	-.041
NSSE 2014 & 2015	41.5	12.6	.04	18	34	43	50	60	111,666	-1.6	.051	-.123
Top 50%	44.0	11.7	.06	22	38	46	52	60	42,946	-4.1	.000	-.347
Top 10%	45.8	11.9	.12	23	40	48	55	60	9,277	-5.9	.000	-.498
Supportive Environment												
UNC Greensboro (N = 234)	38.1	13.2	.86	18	30	40	48	60				
Peers	37.1	14.3	.27	13	28	38	48	60	281	1.0	.268	.070
Pub Research High	36.7	13.9	.12	15	28	38	48	60	14,175	1.4	.130	.100
NSSE 2014 & 2015	37.3	13.9	.04	15	28	38	48	60	107,402	.8	.396	.056
Top 50%	39.4	13.4	.06	18	30	40	50	60	54,097	-1.4	.122	-.101
Top 10%	41.3	13.0	.12	20	33	40	53	60	12,037	-3.2	.000	-.248

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												
UNC Greensboro (N = 734)	42.9	13.5	.50	20	35	40	55	60				
Peers	41.3	14.6	.14	15	30	40	55	60	861	1.6	.002	.111
Pub Research High	40.4	14.4	.07	15	30	40	55	60	42,378	2.5	.000	.174
NSSE 2014 & 2015	41.4	14.2	.03	20	30	40	55	60	279,465	1.6	.002	.113
Top 50%	43.5	13.8	.04	20	35	40	55	60	105,093	-.5	.288	-.039
Top 10%	45.3	13.6	.08	20	40	45	60	60	28,965	-2.4	.000	-.173
Reflective & Integrative Learning												
UNC Greensboro (N = 754)	41.8	12.9	.47	20	31	40	54	60				
Peers	38.3	13.3	.13	17	29	40	49	60	11,318	3.5	.000	.263
Pub Research High	37.7	13.3	.06	17	29	37	49	60	44,152	4.1	.000	.310
NSSE 2014 & 2015	39.0	13.1	.02	17	29	40	49	60	290,854	2.8	.000	.214
Top 50%	41.3	12.7	.04	20	31	40	51	60	104,853	.6	.224	.044
Top 10%	43.1	12.5	.08	20	34	43	54	60	26,729	-1.3	.006	-.102
Learning Strategies												
UNC Greensboro (N = 694)	43.9	13.6	.51	20	33	47	60	60				
Peers	41.5	15.0	.15	13	33	40	53	60	824	2.4	.000	.161
Pub Research High	39.8	15.1	.08	13	27	40	53	60	724	4.0	.000	.267
NSSE 2014 & 2015	40.3	14.8	.03	13	27	40	53	60	698	3.5	.000	.238
Top 50%	42.5	14.6	.04	20	33	40	60	60	702	1.4	.007	.095
Top 10%	44.9	14.2	.08	20	33	47	60	60	725	-1.0	.051	-.071
Quantitative Reasoning												
UNC Greensboro (N = 750)	29.6	17.8	.65	0	20	27	40	60				
Peers	29.5	17.5	.17	0	20	27	40	60	11,111	.0	.950	.002
Pub Research High	30.4	17.5	.08	0	20	27	40	60	43,235	-.9	.186	-.049
NSSE 2014 & 2015	30.4	17.4	.03	0	20	27	40	60	284,740	-.8	.190	-.048
Top 50%	31.8	17.3	.04	0	20	33	40	60	177,895	-2.2	.001	-.127
Top 10%	33.6	16.9	.09	0	20	33	47	60	776	-4.1	.000	-.241
Learning with Peers												
Collaborative Learning												
UNC Greensboro (N = 758)	31.8	14.8	.54	10	20	30	40	60				
Peers	29.8	15.7	.15	5	20	30	40	60	882	2.0	.000	.127
Pub Research High	32.6	14.9	.07	10	20	30	45	60	45,378	-.8	.147	-.053
NSSE 2014 & 2015	32.9	14.6	.03	10	20	30	45	60	296,497	-1.1	.032	-.078
Top 50%	35.7	13.9	.04	15	25	35	45	60	764	-3.9	.000	-.281
Top 10%	38.2	13.7	.08	15	30	40	50	60	791	-6.4	.000	-.466
Discussions with Diverse Others												
UNC Greensboro (N = 699)	44.4	15.7	.60	20	35	45	60	60				
Peers	42.2	17.0	.17	10	30	40	60	60	822	2.1	.001	.127
Pub Research High	41.6	16.4	.08	15	30	40	60	60	39,966	2.8	.000	.170
NSSE 2014 & 2015	42.0	16.1	.03	15	30	40	60	60	266,502	2.4	.000	.150
Top 50%	43.9	15.9	.04	20	35	45	60	60	170,226	.5	.445	.029
Top 10%	45.9	15.4	.08	20	40	50	60	60	41,506	-1.5	.009	-.100

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												
UNC Greensboro (N = 750)	24.1	16.8	.61	0	10	20	35	60				
Peers	20.9	16.4	.16	0	10	20	30	55	11,046	3.2	.000	.194
Pub Research High	22.6	16.3	.08	0	10	20	35	55	43,150	1.4	.016	.088
NSSE 2014 & 2015	24.0	16.4	.03	0	10	20	35	60	284,734	.0	.959	.002
Top 50%	29.8	16.2	.06	5	20	30	40	60	68,681	-5.7	.000	-.350
Top 10%	34.1	16.5	.17	5	20	35	45	60	10,791	-10.0	.000	-.605
Effective Teaching Practices												
UNC Greensboro (N = 756)	42.0	13.7	.50	20	32	40	55	60				
Peers	40.1	14.6	.14	16	32	40	52	60	11,208	1.9	.000	.134
Pub Research High	39.7	14.1	.07	16	32	40	52	60	43,615	2.3	.000	.165
NSSE 2014 & 2015	40.8	13.9	.03	16	32	40	52	60	287,617	1.3	.013	.090
Top 50%	43.1	13.6	.04	20	36	44	56	60	97,163	-1.0	.035	-.077
Top 10%	45.1	13.4	.10	20	36	48	60	60	18,851	-3.1	.000	-.231
Campus Environment												
Quality of Interactions												
UNC Greensboro (N = 678)	42.1	11.9	.46	20	35	44	50	60				
Peers	41.9	12.7	.14	18	34	44	50	60	9,412	.2	.691	.016
Pub Research High	41.5	12.2	.06	18	34	43	50	60	37,838	.6	.210	.049
NSSE 2014 & 2015	42.4	12.0	.02	20	35	44	50	60	255,123	-.3	.571	-.022
Top 50%	45.0	11.4	.04	24	38	46	54	60	687	-2.9	.000	-.252
Top 10%	46.7	11.8	.08	24	40	50	56	60	23,373	-4.6	.000	-.391
Supportive Environment												
UNC Greensboro (N = 673)	35.2	14.6	.56	13	25	35	45	60				
Peers	32.3	15.2	.16	8	20	33	43	60	9,524	2.9	.000	.191
Pub Research High	32.7	14.5	.08	10	23	33	43	60	37,335	2.5	.000	.172
NSSE 2014 & 2015	33.3	14.5	.03	10	23	33	43	60	250,911	1.9	.001	.134
Top 50%	36.1	13.9	.04	13	26	38	45	60	681	-.9	.130	-.062
Top 10%	38.8	13.7	.10	15	30	40	50	60	715	-3.5	.000	-.256

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.