



NSSE 2017

Engagement Indicators

Fitchburg State University

About Your Engagement Indicators Report

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

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

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2016 and 2017 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 released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed





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

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











Engagement Indicators: Overview

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






Use the following key:

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with New England Public	Your first-year students compared with Nat. Public Masters	Your first-year students compared with All Nat. Public
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--		
	Learning Strategies			
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--		
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--		
Campus Environment	Quality of Interactions	--	--	
	Supportive Environment	--	--	--

Seniors

Theme	Engagement Indicator	Your seniors compared with New England Public	Your seniors compared with Nat. Public Masters	Your seniors compared with All Nat. Public
Academic Challenge	Higher-Order Learning	--		--
	Reflective & Integrative Learning	--		--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--		
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--		
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Academic Challenge: First-year students

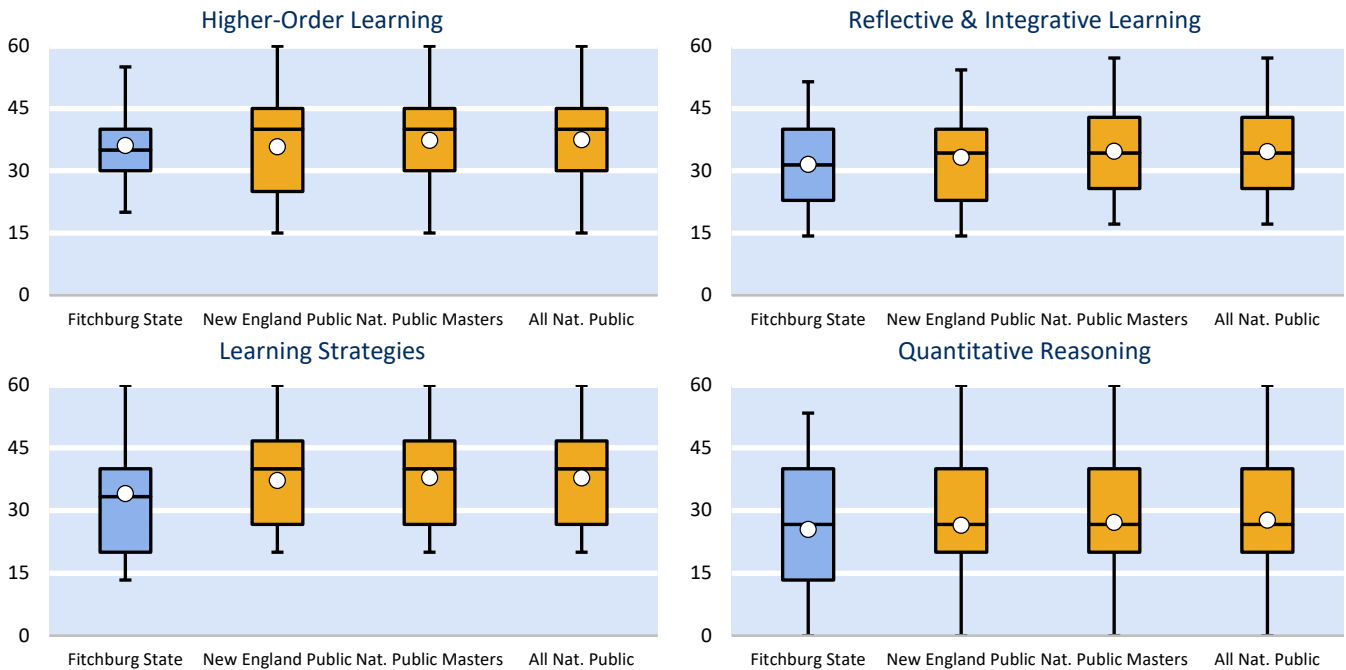
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Fitchburg State Mean	Your first-year students compared with					
		New England Public		Nat. Public Masters		All Nat. Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.1	35.8	.02	37.3	-.09	37.5	-.11
Reflective & Integrative Learning	31.5	33.2	-.14	34.7 **	-.27	34.6 **	-.26
Learning Strategies	34.0	37.2 **	-.24	37.9 **	-.28	37.8 **	-.28
Quantitative Reasoning	25.4	26.5	-.07	27.1	-.11	27.7	-.15

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance^a on Indicator Items

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

	Fitchburg State	Percentage point difference between your FY students and		
		New England Public	Nat. Public Masters	All Nat. Public
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	64	-1	-5	-7
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	+4	+1	-0
4d. Evaluating a point of view, decision, or information source	73	+7	+4	+5
4e. Forming a new idea or understanding from various pieces of information	68	+4	+1	+2
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	43	-5	-9	-8
2b. Connected your learning to societal problems or issues	47	-1	-4	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	+1	-1	+0
2d. Examined the strengths and weaknesses of your own views on a topic or issue	56	-3	-6	-6
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	61	-3	-7	-7
2f. Learned something that changed the way you understand an issue or concept	57	-3	-9	-9
2g. Connected ideas from your courses to your prior experiences and knowledge	66	-5	-10	-10
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	71	-5	-4	-4
9b. Reviewed your notes after class	55	-11	-11	-10
9c. Summarized what you learned in class or from course materials	56	-5	-6	-6
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	+3	+0	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	33	-5	-5	-6
6c. Evaluated what others have concluded from numerical information	34	-2	-3	-5

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

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

Academic Challenge: Seniors

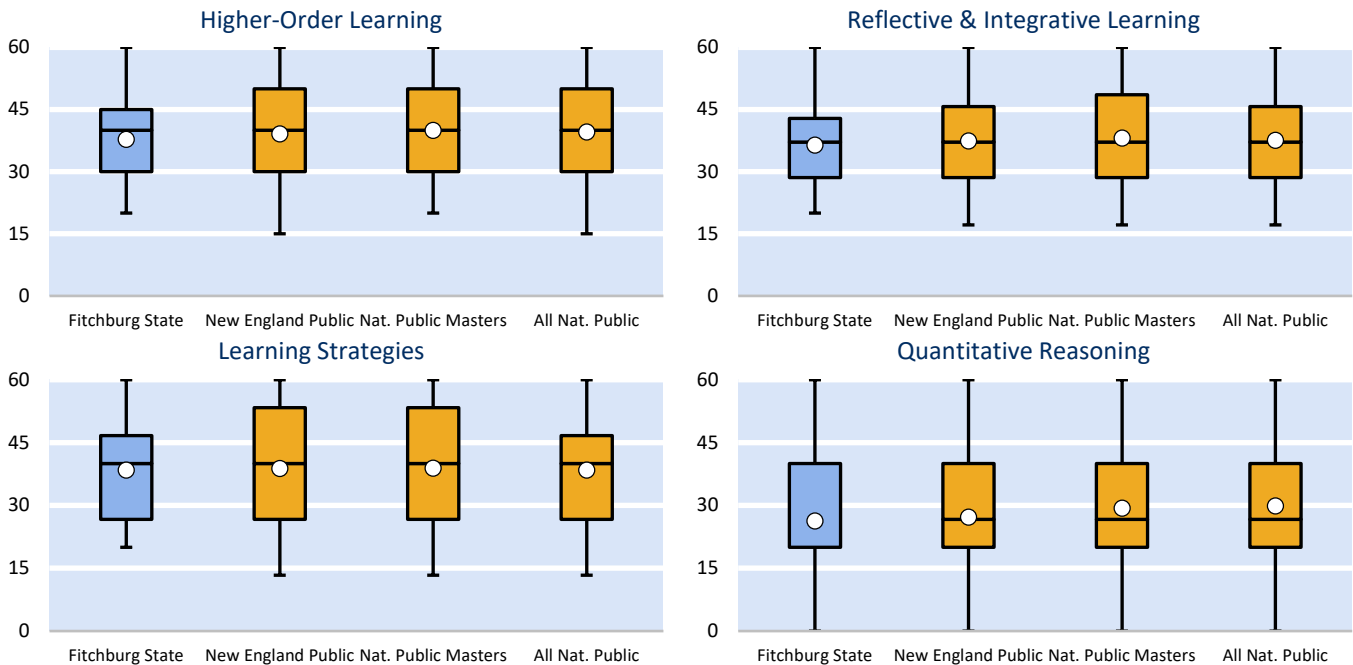
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Mean Comparisons

Engagement Indicator	Fitchburg State Mean	Your seniors compared with					
		New England Public Mean	New England Public Effect size	Nat. Public Masters Mean	Nat. Public Masters Effect size	All Nat. Public Mean	All Nat. Public Effect size
Higher-Order Learning	37.8	39.1	-.09	39.9 *	-.16	39.6	-.13
Reflective & Integrative Learning	36.4	37.4	-.08	38.1 *	-.13	37.6	-.09
Learning Strategies	38.4	38.8	-.03	38.9	-.03	38.4	.00
Quantitative Reasoning	26.2	27.1	-.06	29.3 **	-.19	29.9 ***	-.22

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

Score Distributions



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Academic Challenge: Seniors (continued)

Performance^a on Indicator Items

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

	Fitchburg State	Percentage point difference between your seniors and		
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Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	72	-4	-6	-6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68	-5	-6	-6
4d. Evaluating a point of view, decision, or information source	72	+2	+1	+4
4e. Forming a new idea or understanding from various pieces of information	70	+2	-0	+1
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	63	-3	-7	-6
2b. Connected your learning to societal problems or issues	58	-3	-3	-2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48	-7	-5	-2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	-6	-8	-7
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	+2	+1	+2
2f. Learned something that changed the way you understand an issue or concept	71	+1	+0	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	81	-0	-2	-1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	77	-2	-2	-1
9b. Reviewed your notes after class	67	+3	+3	+5
9c. Summarized what you learned in class or from course materials	70	+4	+6	+7
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	51	+2	-3	-4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35	-5	-8	-9
6c. Evaluated what others have concluded from numerical information	35	-2	-8	-9

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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Learning with Peers: First-year students

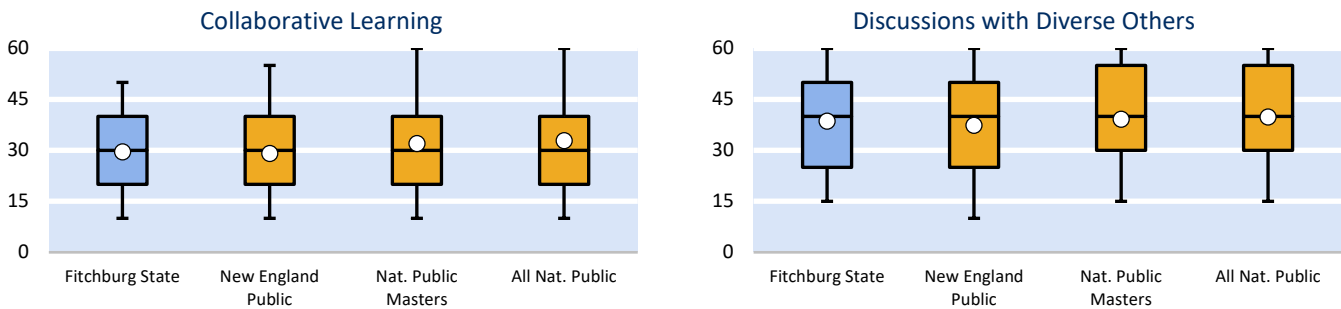
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Fitchburg State Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.6	29.1	.04	32.0 *	-.18	32.8 **	-.23
Discussions with Diverse Others	38.6	37.3	.08	39.2	-.04	39.8	-.08

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		New England Public	Nat. Public Masters	All Nat. Public
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1e. Asked another student to help you understand course material	47	+3	-5	-7
1f. Explained course material to one or more students	53	+1	-4	-6
1g. Prepared for exams by discussing or working through course material with other students	40	-0	-8	-10
1h. Worked with other students on course projects or assignments	50	+3	-3	-4
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	72	+5	+3	+2
8b. People from an economic background other than your own	73	+6	+3	+2
8c. People with religious beliefs other than your own	62	+3	-5	-6
8d. People with political views other than your own	67	+4	+0	-1

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Learning with Peers: Seniors

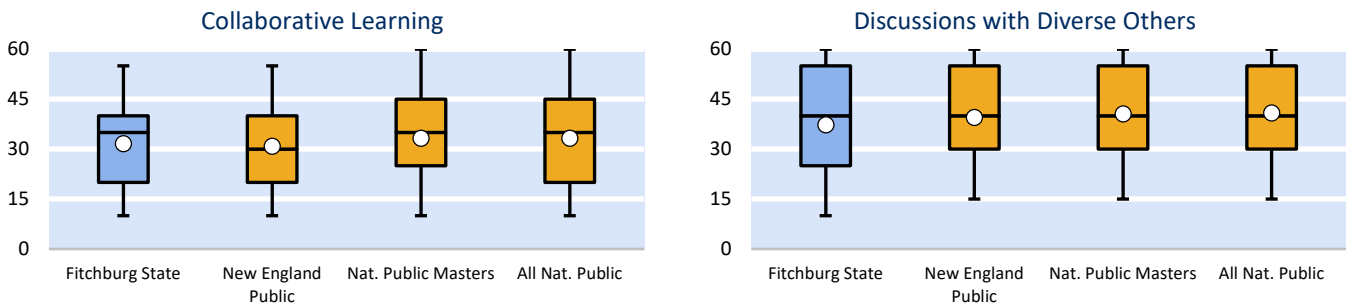
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Collaborative Learning	31.6	30.8	.06	33.3	-.12	33.3	-.12
Discussions with Diverse Others	37.3	39.5	-.14	40.6 **	-.21	40.8 **	-.22

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Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1e. Asked another student to help you understand course material	45	+8	+1	-0
1f. Explained course material to one or more students	58	+2	-2	-2
1g. Prepared for exams by discussing or working through course material with other students	46	+3	-2	-2
1h. Worked with other students on course projects or assignments	59	+1	-7	-7
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	60	-11	-12	-12
8b. People from an economic background other than your own	62	-10	-11	-11
8c. People with religious beliefs other than your own	64	-2	-5	-5
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Experiences with Faculty: First-year students

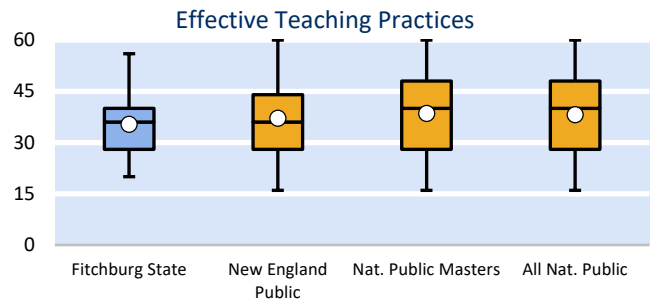
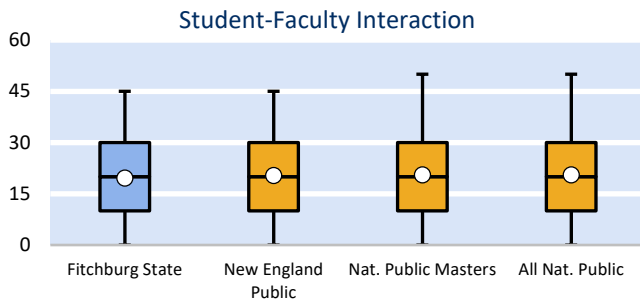
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	Fitchburg State Mean	Your first-year students compared with					
		New England Public Effect size		Nat. Public Masters Effect size		All Nat. Public Effect size	
		Mean		Mean		Mean	
Student-Faculty Interaction	19.6	20.3	-.05	20.5	-.07	20.5	-.06
Effective Teaching Practices	35.3	37.1	-.14	38.5 ***	-.24	38.1 **	-.21

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Student-Faculty Interaction	Fitchburg State %	Percentage point difference between your FY students and		
		New England Public	Nat. Public Masters	All Nat. Public
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	35	+1	-0	-0
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	-0	-1	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	+2	-0	-0
3d. Discussed your academic performance with a faculty member	31	+0	+2	+3
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	72	-1	-5	-5
5b. Taught course sessions in an organized way	70	-1	-5	-5
5c. Used examples or illustrations to explain difficult points	71	+3	-3	-3
5d. Provided feedback on a draft or work in progress	58	-5	-6	-4
5e. Provided prompt and detailed feedback on tests or completed assignments	57	-1	-3	-1

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Experiences with Faculty: Seniors

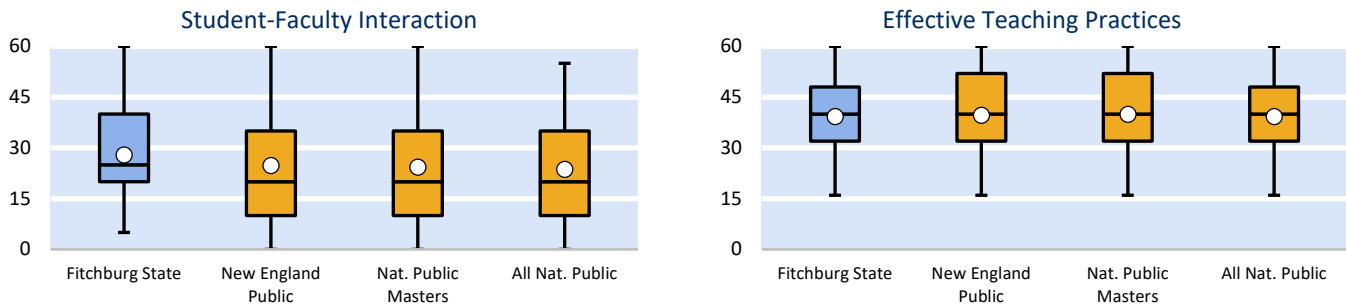
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Effective Teaching Practices	39.2	39.6	-.03	39.9	-.05	39.2	.00

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3a. Talked about career plans with a faculty member	59	+11	+15	+17
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	33	+7	+6	+6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	40	+6	+6	+8
3d. Discussed your academic performance with a faculty member	49	+9	+14	+16
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	81	+0	+0	+1
5b. Taught course sessions in an organized way	77	+1	-1	-0
5c. Used examples or illustrations to explain difficult points	76	-2	-3	-2
5d. Provided feedback on a draft or work in progress	65	+3	+3	+7
5e. Provided prompt and detailed feedback on tests or completed assignments	66	+2	+1	+3

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

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

Campus Environment: First-year students

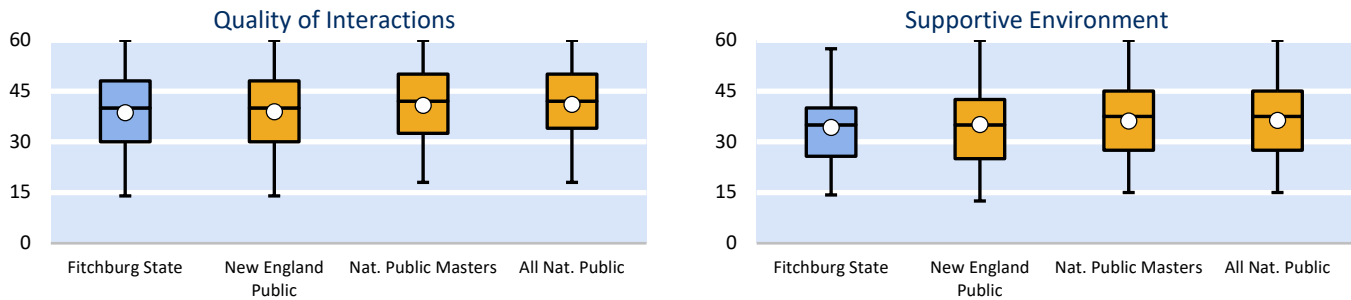
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Fitchburg State Mean	Your first-year students compared with					
		New England Public		Nat. Public Masters		All Nat. Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	38.7	38.9	-.02	40.8	-.17	41.1 *	-.20
Supportive Environment	34.3	35.1	-.06	36.1	-.14	36.4	-.15

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

Score Distributions



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

Performance^a on Indicator Items

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

Quality of Interactions	Fitchburg State %	Percentage point difference between your FY students and		
		New England Public	Nat. Public Masters	All Nat. Public
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	40	-2	-9	-10
13b. Academic advisors	42	+2	-4	-5
13c. Faculty	40	-4	-6	-6
13d. Student services staff (career services, student activities, housing, etc.)	32	-7	-10	-10
13e. Other administrative staff and offices (registrar, financial aid, etc.)	33	-3	-7	-7
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	73	+2	-1	-2
14c. Using learning support services (tutoring services, writing center, etc.)	70	-2	-6	-6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	+1	+1	+2
14e. Providing opportunities to be involved socially	71	+2	-0	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	74	+9	+4	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	44	+1	+1	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	+8	+4	+2
14i. Attending events that address important social, economic, or political issues	50	-3	-1	-1

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

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

Campus Environment: Seniors

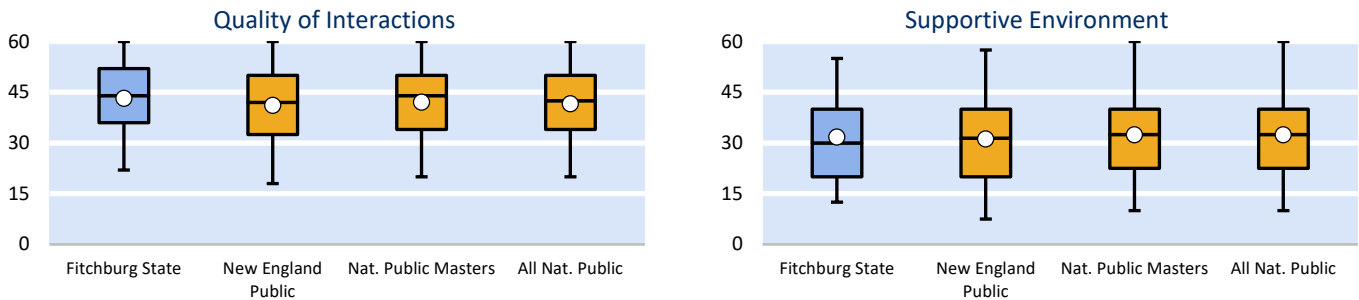
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Fitchburg State Mean	Your seniors compared with					
		New England Public		Nat. Public Masters		All Nat. Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.2	41.2 *	.16	42.1	.10	41.6	.14
Supportive Environment	31.8	31.2	.04	32.4	-.05	32.4	-.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



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

Performance^a on Indicator Items

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

Quality of Interactions	Fitchburg State	Percentage point difference between your seniors and		
		New England Public	Nat. Public Masters	All Nat. Public
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	50	-2	-7	-7
13b. Academic advisors	55	+3	+5	+6
13c. Faculty	56	+0	-0	+2
13d. Student services staff (career services, student activities, housing, etc.)	40	+1	-1	+0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	+9	+5	+7
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	71	+4	+1	+2
14c. Using learning support services (tutoring services, writing center, etc.)	67	+4	+2	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	-2	-1	+0
14e. Providing opportunities to be involved socially	65	+5	+1	+0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	+6	+1	+1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	+5	+3	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	54	+8	+2	-1
14i. Attending events that address important social, economic, or political issues	38	-7	-6	-5

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2016 and 2017 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 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		Fitchburg State Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.1	39.2 **	-.23		41.2 ***	-.38	
	Reflective and Integrative Learning	31.5	36.6 ***	-.42		38.3 ***	-.55	
	Learning Strategies	34.0	39.8 ***	-.42		41.9 ***	-.56	
	Quantitative Reasoning	25.4	28.8 **	-.22		30.4 ***	-.33	
<i>Learning with Peers</i>	Collaborative Learning	29.6	35.2 ***	-.41		37.1 ***	-.56	
	Discussions with Diverse Others	38.6	41.7 *	-.21		43.8 ***	-.36	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	19.6	23.8 ***	-.29		27.2 ***	-.49	
	Effective Teaching Practices	35.3	40.7 ***	-.41		42.6 ***	-.54	
<i>Campus Environment</i>	Quality of Interactions	38.7	43.8 ***	-.45		46.1 ***	-.63	
	Supportive Environment	34.3	38.2 ***	-.30		40.0 ***	-.44	

Seniors		Fitchburg State Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.8	41.8 ***	-.30		43.3 ***	-.41	
	Reflective and Integrative Learning	36.4	40.0 ***	-.29		42.0 ***	-.46	
	Learning Strategies	38.4	40.7 *	-.16		42.9 ***	-.31	
	Quantitative Reasoning	26.2	31.1 ***	-.30		33.0 ***	-.42	
<i>Learning with Peers</i>	Collaborative Learning	31.6	35.8 ***	-.30		37.9 ***	-.47	
	Discussions with Diverse Others	37.3	42.3 ***	-.32		44.3 ***	-.45	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	27.8	29.2	-.09	✓	33.0 ***	-.32	
	Effective Teaching Practices	39.2	41.8 **	-.19		43.8 ***	-.34	
<i>Campus Environment</i>	Quality of Interactions	43.2	44.8	-.13		46.9 ***	-.30	
	Supportive Environment	31.8	34.8 **	-.22		37.2 ***	-.40	

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 2016 and 2017 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Fitchburg State (N = 147)	36.1	12.0	.99	20	30	35	40	55				
New England Public	35.8	13.3	.31	15	25	40	45	60	1,930	.3	.783	.024
Nat. Public Masters	37.3	13.3	.06	15	30	40	45	60	43,035	-1.2	.276	-.090
All Nat. Public	37.5	13.3	.03	15	30	40	45	60	152,197	-1.4	.195	-.107
Top 50%	39.2	13.1	.04	20	30	40	50	60	126,174	-3.1	.005	-.234
Top 10%	41.2	13.3	.09	20	35	40	50	60	23,437	-5.1	.000	-.381
Reflective & Integrative Learning												
Fitchburg State (N = 154)	31.5	11.3	.91	14	23	31	40	51				
New England Public	33.2	12.4	.29	14	23	34	40	54	2,035	-1.7	.102	-.137
Nat. Public Masters	34.7	12.0	.06	17	26	34	43	57	44,856	-3.2	.001	-.266
All Nat. Public	34.6	12.0	.03	17	26	34	43	57	158,612	-3.1	.001	-.259
Top 50%	36.6	12.0	.03	17	29	37	46	57	117,397	-5.0	.000	-.422
Top 10%	38.3	12.3	.08	20	29	37	46	60	25,595	-6.7	.000	-.549
Learning Strategies												
Fitchburg State (N = 135)	34.0	14.0	1.20	13	20	33	40	60				
New England Public	37.2	13.2	.33	20	27	40	47	60	1,701	-3.2	.008	-.240
Nat. Public Masters	37.9	13.6	.07	20	27	40	47	60	38,278	-3.8	.001	-.282
All Nat. Public	37.8	13.7	.04	20	27	40	47	60	135,027	-3.8	.001	-.277
Top 50%	39.8	13.7	.04	20	27	40	53	60	97,521	-5.8	.000	-.422
Top 10%	41.9	14.1	.09	20	33	40	53	60	24,816	-7.9	.000	-.562
Quantitative Reasoning												
Fitchburg State (N = 146)	25.4	14.7	1.22	0	13	27	40	53				
New England Public	26.5	15.2	.36	0	20	27	40	60	1,920	-1.1	.417	-.070
Nat. Public Masters	27.1	15.2	.07	0	20	27	40	60	42,808	-1.7	.177	-.112
All Nat. Public	27.7	15.3	.04	0	20	27	40	60	151,553	-2.3	.072	-.149
Top 50%	28.8	15.2	.04	0	20	27	40	60	136,081	-3.4	.007	-.223
Top 10%	30.4	15.2	.08	7	20	27	40	60	33,229	-5.0	.000	-.327
Learning with Peers												
Collaborative Learning												
Fitchburg State (N = 154)	29.6	13.1	1.05	10	20	30	40	50				
New England Public	29.1	13.1	.30	10	20	30	40	55	2,111	.5	.652	.038
Nat. Public Masters	32.0	13.7	.06	10	20	30	40	60	46,447	-2.4	.027	-.179
All Nat. Public	32.8	14.0	.03	10	20	30	40	60	164,725	-3.2	.004	-.231
Top 50%	35.2	13.6	.04	15	25	35	45	60	136,557	-5.6	.000	-.414
Top 10%	37.1	13.4	.07	15	25	40	45	60	33,561	-7.5	.000	-.559
Discussions with Diverse Others												
Fitchburg State (N = 137)	38.6	15.0	1.29	15	25	40	50	60				
New England Public	37.3	16.0	.40	10	25	40	50	60	1,707	1.3	.378	.079
Nat. Public Masters	39.2	15.5	.08	15	30	40	55	60	38,631	-.6	.651	-.039
All Nat. Public	39.8	15.4	.04	15	30	40	55	60	136,250	-1.2	.347	-.081
Top 50%	41.7	14.9	.04	20	30	40	55	60	124,584	-3.1	.014	-.210
Top 10%	43.8	14.5	.08	20	35	45	60	60	29,408	-5.2	.000	-.358

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												
Fitchburg State (N = 147)	19.6	14.2	1.18	0	10	20	30	45				
New England Public	20.3	14.2	.33	0	10	20	30	45	1,975	-.7	.540	-.053
Nat. Public Masters	20.5	14.5	.07	0	10	20	30	50	43,748	-1.0	.415	-.067
All Nat. Public	20.5	14.5	.04	0	10	20	30	50	154,679	-.9	.452	-.062
Top 50%	23.8	14.7	.05	0	15	20	35	55	78,970	-4.2	.001	-.288
Top 10%	27.2	15.6	.14	5	15	25	40	60	12,897	-7.7	.000	-.493
Effective Teaching Practices												
Fitchburg State (N = 147)	35.3	11.1	.92	20	28	36	40	56				
New England Public	37.1	12.9	.30	16	28	36	44	60	180	-1.8	.068	-.138
Nat. Public Masters	38.5	13.0	.06	16	28	40	48	60	147	-3.1	.001	-.242
All Nat. Public	38.1	13.0	.03	16	28	40	48	60	146	-2.8	.003	-.214
Top 50%	40.7	13.0	.04	20	32	40	52	60	147	-5.4	.000	-.411
Top 10%	42.6	13.6	.10	20	36	44	56	60	149	-7.3	.000	-.535
Campus Environment												
Quality of Interactions												
Fitchburg State (N = 132)	38.7	13.2	1.15	14	30	40	48	60				
New England Public	38.9	12.9	.34	14	30	40	48	60	1,587	-.3	.820	-.021
Nat. Public Masters	40.8	12.6	.07	18	33	42	50	60	36,277	-2.1	.051	-.170
All Nat. Public	41.1	12.4	.03	18	34	42	50	60	128,012	-2.4	.024	-.197
Top 50%	43.8	11.5	.04	22	38	46	52	60	81,780	-5.2	.000	-.448
Top 10%	46.1	11.7	.10	24	40	48	56	60	14,077	-7.4	.000	-.630
Supportive Environment												
Fitchburg State (N = 125)	34.3	12.0	1.08	14	26	35	40	58				
New England Public	35.1	13.7	.36	13	25	35	43	60	154	-.8	.494	-.057
Nat. Public Masters	36.1	13.6	.07	15	28	38	45	60	125	-1.8	.089	-.136
All Nat. Public	36.4	13.5	.04	15	28	38	45	60	124	-2.1	.057	-.153
Top 50%	38.2	13.1	.04	18	30	40	48	60	100,044	-3.9	.001	-.301
Top 10%	40.0	13.0	.08	18	31	40	50	60	23,868	-5.7	.000	-.439

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												
Fitchburg State (N = 225)	37.8	12.3	.82	20	30	40	45	60				
New England Public	39.1	14.1	.26	15	30	40	50	60	271	-1.3	.128	-.094
Nat. Public Masters	39.9	13.8	.06	20	30	40	50	60	62,959	-2.2	.020	-.156
All Nat. Public	39.6	13.8	.03	15	30	40	50	60	219,434	-1.8	.056	-.127
Top 50%	41.8	13.5	.04	20	35	40	55	60	225	-4.0	.000	-.299
Top 10%	43.3	13.4	.07	20	35	40	55	60	227	-5.5	.000	-.406
Reflective & Integrative Learning												
Fitchburg State (N = 228)	36.4	11.6	.77	20	29	37	43	60				
New England Public	37.4	12.8	.23	17	29	37	46	60	271	-1.0	.214	-.078
Nat. Public Masters	38.1	12.6	.05	17	29	37	49	60	229	-1.7	.030	-.134
All Nat. Public	37.6	12.6	.03	17	29	37	46	60	228	-1.2	.126	-.093
Top 50%	40.0	12.3	.03	20	31	40	49	60	124,856	-3.6	.000	-.290
Top 10%	42.0	12.2	.08	20	34	43	51	60	26,161	-5.6	.000	-.456
Learning Strategies												
Fitchburg State (N = 198)	38.4	12.9	.92	20	27	40	47	60				
New England Public	38.8	14.5	.28	13	27	40	53	60	236	-.4	.702	-.026
Nat. Public Masters	38.9	14.5	.06	13	27	40	53	60	199	-.4	.639	-.030
All Nat. Public	38.4	14.5	.03	13	27	40	47	60	198	.0	.996	.000
Top 50%	40.7	14.4	.04	20	33	40	53	60	198	-2.3	.013	-.161
Top 10%	42.9	14.3	.07	20	33	40	60	60	199	-4.5	.000	-.313
Quantitative Reasoning												
Fitchburg State (N = 223)	26.2	15.5	1.04	0	20	20	40	60				
New England Public	27.1	16.1	.30	0	20	27	40	60	3,104	-.9	.424	-.056
Nat. Public Masters	29.3	16.3	.07	0	20	27	40	60	62,691	-3.1	.005	-.190
All Nat. Public	29.9	16.3	.03	0	20	27	40	60	218,708	-3.6	.001	-.223
Top 50%	31.1	16.2	.04	0	20	33	40	60	184,485	-4.9	.000	-.303
Top 10%	33.0	15.9	.08	7	20	33	40	60	40,909	-6.7	.000	-.424
Learning with Peers												
Collaborative Learning												
Fitchburg State (N = 231)	31.6	13.2	.87	10	20	35	40	55				
New England Public	30.8	13.5	.24	10	20	30	40	55	3,307	.8	.392	.058
Nat. Public Masters	33.3	14.4	.06	10	25	35	45	60	232	-1.7	.056	-.116
All Nat. Public	33.3	14.6	.03	10	20	35	45	60	231	-1.7	.052	-.116
Top 50%	35.8	13.8	.03	15	25	35	45	60	171,284	-4.2	.000	-.305
Top 10%	37.9	13.4	.07	15	30	40	50	60	34,998	-6.3	.000	-.468
Discussions with Diverse Others												
Fitchburg State (N = 197)	37.3	16.7	1.19	10	25	40	55	60				
New England Public	39.5	15.9	.31	15	30	40	55	60	2,829	-2.2	.062	-.138
Nat. Public Masters	40.6	15.8	.07	15	30	40	55	60	57,505	-3.3	.004	-.208
All Nat. Public	40.8	15.8	.04	15	30	40	55	60	199,728	-3.5	.002	-.222
Top 50%	42.3	15.6	.04	15	30	40	60	60	185,954	-5.0	.000	-.319
Top 10%	44.3	15.3	.08	20	35	45	60	60	40,316	-6.9	.000	-.453

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												
Fitchburg State (N = 228)	27.8	14.6	.97	5	20	25	40	60				
New England Public	24.8	16.1	.30	0	10	20	35	60	271	3.1	.003	.192
Nat. Public Masters	24.3	16.1	.06	0	10	20	35	60	229	3.6	.000	.221
All Nat. Public	23.6	15.9	.03	0	10	20	35	55	227	4.2	.000	.264
Top 50%	29.2	15.7	.06	5	20	30	40	60	228	-1.4	.144	-.090
Top 10%	33.0	16.0	.15	10	20	30	45	60	238	-5.2	.000	-.325
Effective Teaching Practices												
Fitchburg State (N = 225)	39.2	12.9	.86	16	32	40	48	60				
New England Public	39.6	13.7	.25	16	32	40	52	60	3,147	-.4	.669	-.030
Nat. Public Masters	39.9	13.7	.05	16	32	40	52	60	63,569	-.7	.443	-.051
All Nat. Public	39.2	13.7	.03	16	32	40	48	60	221,787	.0	.991	-.001
Top 50%	41.8	13.5	.04	20	32	40	52	60	105,817	-2.6	.004	-.190
Top 10%	43.8	13.4	.09	20	36	44	56	60	21,221	-4.6	.000	-.344
Campus Environment												
Quality of Interactions												
Fitchburg State (N = 190)	43.2	12.0	.87	22	36	44	52	60				
New England Public	41.2	12.7	.25	18	33	42	50	60	2,669	2.1	.031	.163
Nat. Public Masters	42.1	12.2	.05	20	34	44	50	60	53,959	1.2	.190	.095
All Nat. Public	41.6	12.2	.03	20	34	43	50	60	187,580	1.7	.061	.136
Top 50%	44.8	11.6	.04	23	38	46	54	60	100,484	-1.6	.066	-.134
Top 10%	46.9	12.1	.07	23	40	50	58	60	27,896	-3.6	.000	-.301
Supportive Environment												
Fitchburg State (N = 187)	31.8	13.0	.95	13	20	30	40	55				
New England Public	31.2	14.3	.29	8	20	31	40	58	2,637	.5	.617	.038
Nat. Public Masters	32.4	14.2	.06	10	23	33	40	60	54,396	-.7	.525	-.047
All Nat. Public	32.4	14.1	.03	10	23	33	40	60	188,346	-.6	.534	-.045
Top 50%	34.8	13.7	.04	13	25	35	45	60	120,161	-3.0	.003	-.217
Top 10%	37.2	13.6	.09	13	28	38	48	60	21,877	-5.4	.000	-.395

- 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.