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# NSSE 2017

## Engagement Indicators

Lubbock Christian 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 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](http://nsse.indiana.edu)





## Engagement Indicators: Overview

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











Use the following key:

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

### First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Southwest Private	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2016 & 2017
Academic Challenge	Higher-Order Learning			
	Reflective & Integrative Learning		--	--
	Learning Strategies		--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

### Seniors

Theme	Engagement Indicator	Your seniors compared with Southwest Private	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2016 & 2017
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

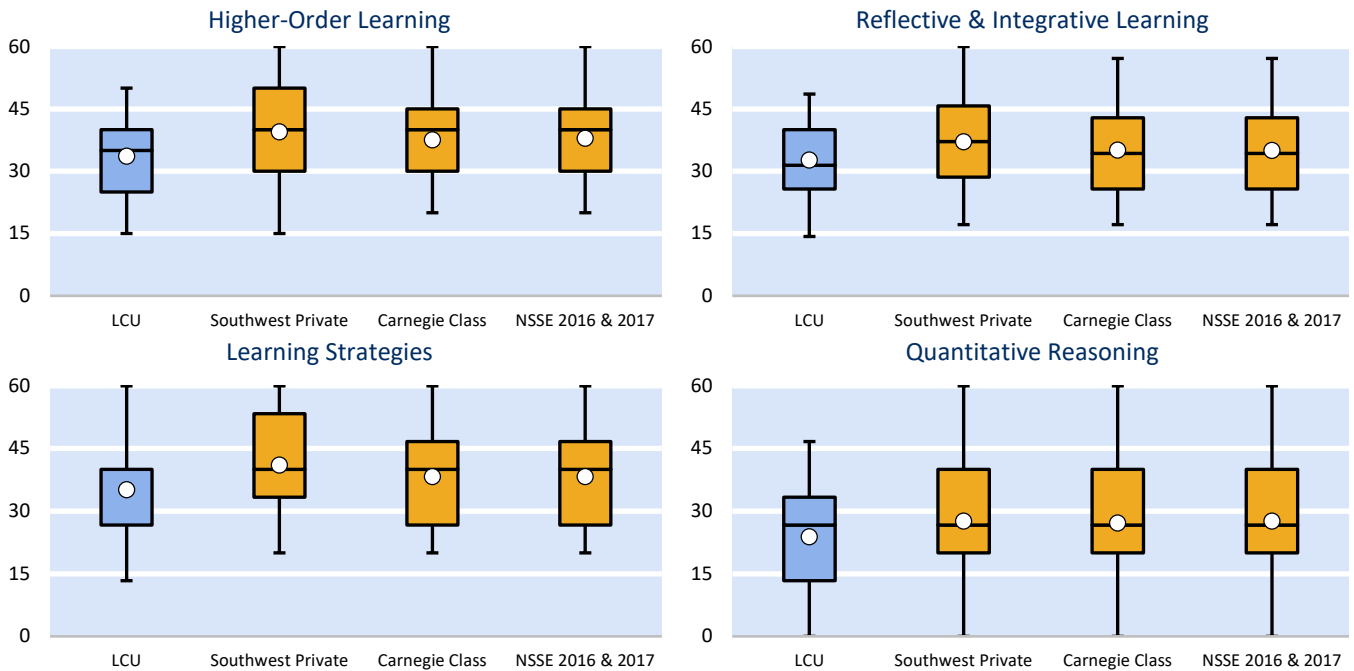
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	LCU Mean	Your first-year students compared with					
		Southwest Private		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	33.7	39.5 **	-.40	37.5 *	-.30	37.9 *	-.32
Reflective & Integrative Learning	32.7	37.1 *	-.35	35.1	-.21	35.0	-.20
Learning Strategies	35.1	41.0 *	-.41	38.3	-.23	38.3	-.23
Quantitative Reasoning	23.9	27.6	-.23	27.1	-.22	27.6	-.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.

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

### Performance<sup>a</sup> 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.

	LCU	Percentage point difference between your FY students and		
		Southwest Private	Carnegie Class	NSSE 2016 & 2017
<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	53	-19	-17	-19
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	57	-15	-11	-13
4d. Evaluating a point of view, decision, or information source	72	-3	+2	+3
4e. Forming a new idea or understanding from various pieces of information	60	-12	-7	-8
<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	41	-13	-11	-11
2b. Connected your learning to societal problems or issues	51	-5	-1	-1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	47	-9	-5	-4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	-12	-6	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	-3	+2	+2
2f. Learned something that changed the way you understand an issue or concept	63	-7	-3	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	71	-9	-6	-6
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	65	-15	-12	-12
9b. Reviewed your notes after class	63	-9	-3	-2
9c. Summarized what you learned in class or from course materials	69	-2	+6	+6
<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.)	43	-9	-8	-10
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	29	-11	-9	-9
6c. Evaluated what others have concluded from numerical information	25	-11	-12	-13

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

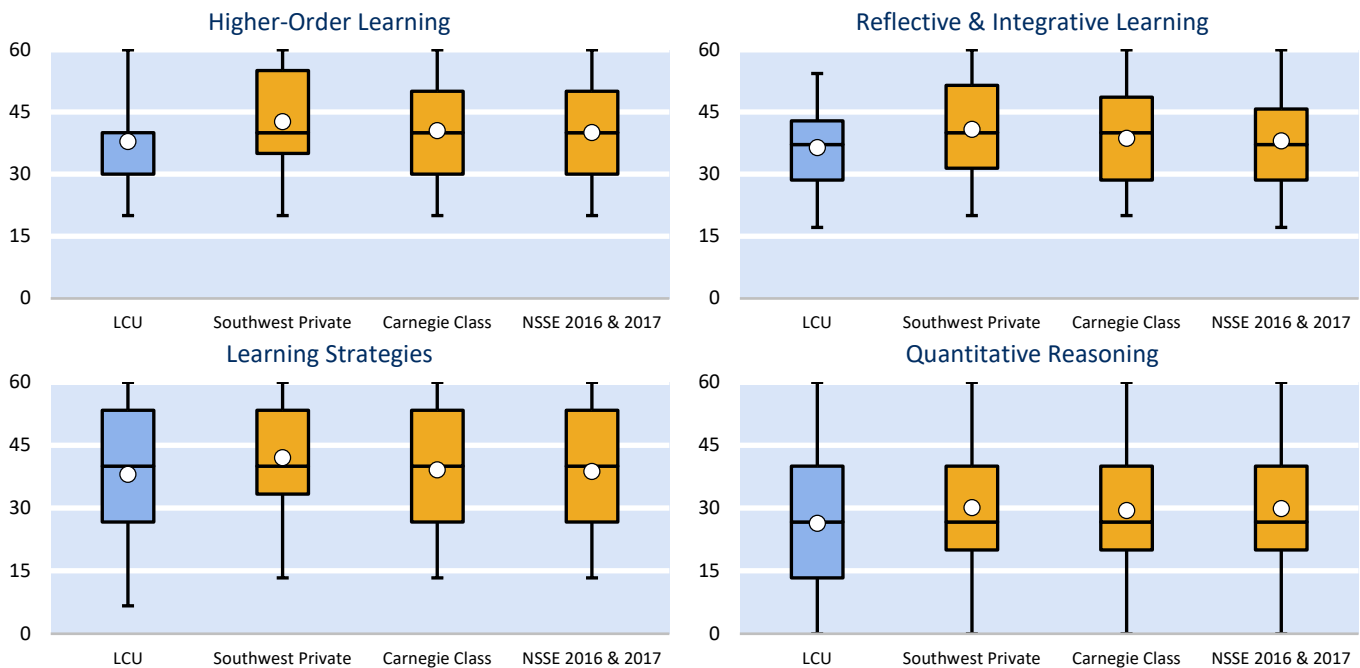
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#### Mean Comparisons

Engagement Indicator	LCU Mean	Your seniors compared with					
		Southwest Private		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.9	42.7 **	-.35	40.5	-.19	40.0	-.16
Reflective & Integrative Learning	36.4	40.8 **	-.35	38.6	-.18	38.0	-.13
Learning Strategies	38.0	42.0	-.27	39.1	-.07	38.7	-.05
Quantitative Reasoning	26.3	30.1	-.23	29.4	-.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<sup>a</sup> 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.

Higher-Order Learning	LCU	Percentage point difference between your seniors and		
		Southwest Private	Carnegie Class	NSSE 2016 & 2017
<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	-1	+2	+2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	-9	-4	-4
4d. Evaluating a point of view, decision, or information source	63	-18	-10	-7
4e. Forming a new idea or understanding from various pieces of information	68	-11	-5	-3
<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	69	+2	-1	-0
2b. Connected your learning to societal problems or issues	60	-10	-4	-1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	-14	-4	-1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	-10	-1	-0
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	77	-1	+4	+5
2f. Learned something that changed the way you understand an issue or concept	53	-22	-19	-18
2g. Connected ideas from your courses to your prior experiences and knowledge	85	-3	+1	+1
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	67	-20	-14	-13
9b. Reviewed your notes after class	69	+1	+5	+7
9c. Summarized what you learned in class or from course materials	54	-19	-11	-10
<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.)	51	-5	-3	-5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35	-13	-9	-9
6c. Evaluated what others have concluded from numerical information	33	-8	-10	-11

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

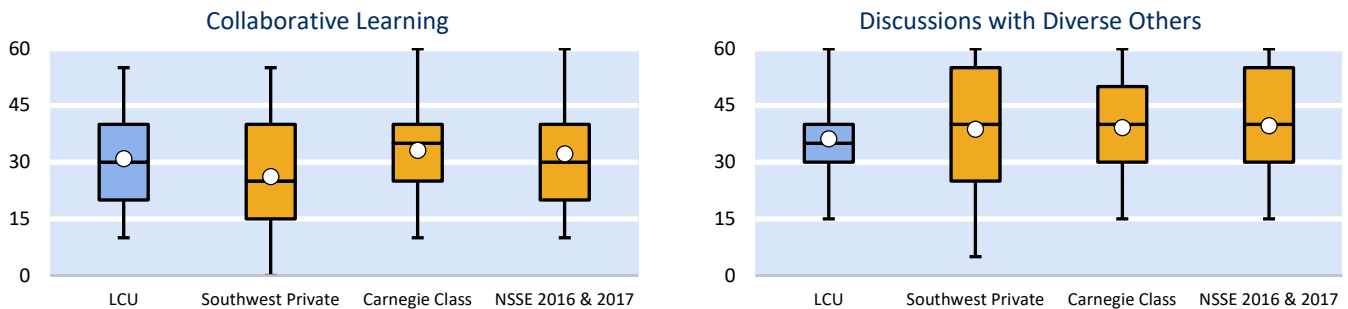
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	LCU Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.9	26.1 *	.29	33.1	-.16	32.2	-.09
Discussions with Diverse Others	36.2	38.7	-.15	39.2	-.20	39.7	-.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).

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Collaborative Learning	LCU	Percentage point difference between your FY students and		
		Southwest Private	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1e. Asked another student to help you understand course material	51	+15	-4	-1
1f. Explained course material to one or more students	54	+11	-5	-4
1g. Prepared for exams by discussing or working through course material with other students	46	+7	-6	-4
1h. Worked with other students on course projects or assignments	55	+10	-2	+1
<b>Discussions with Diverse Others</b>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	68	-3	-1	-2
8b. People from an economic background other than your own	62	-8	-9	-10
8c. People with religious beliefs other than your own	54	-7	-9	-12
8d. People with political views other than your own	75	+9	+7	+7

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### Learning with Peers: Seniors

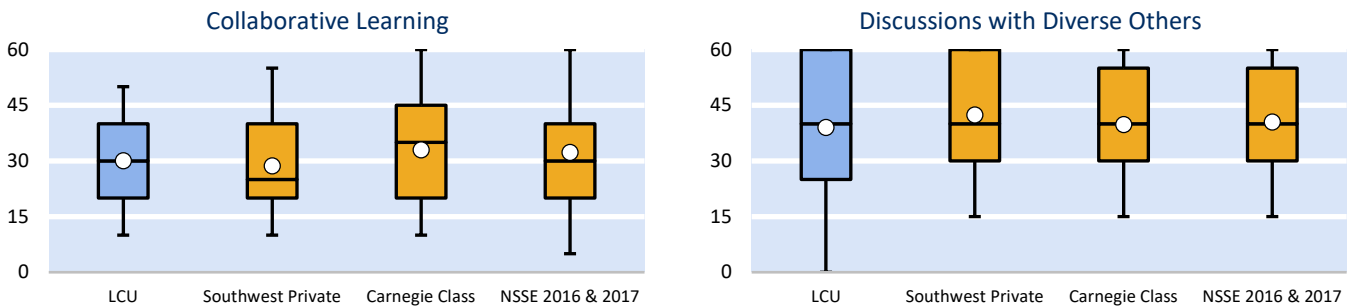
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#### Mean Comparisons

Engagement Indicator	LCU Mean	Your seniors compared with					
		Southwest Private		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.1	28.7	.10	33.0	-.20	32.3	-.14
Discussions with Diverse Others	39.1	42.4	-.20	39.8	-.05	40.5	-.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).

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Collaborative Learning	LCU	Percentage point difference between your seniors and		
		Southwest Private	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1e. Asked another student to help you understand course material	42	+17	-1	-1
1f. Explained course material to one or more students	58	+16	-2	+0
1g. Prepared for exams by discussing or working through course material with other students	44	+10	-6	-3
1h. Worked with other students on course projects or assignments	56	-17	-8	-7
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	72	-7	+2	-0
8b. People from an economic background other than your own	71	-6	-1	-2
8c. People with religious beliefs other than your own	45	-24	-20	-23
8d. People with political views other than your own	61	-10	-7	-6

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## Experiences with Faculty: First-year students

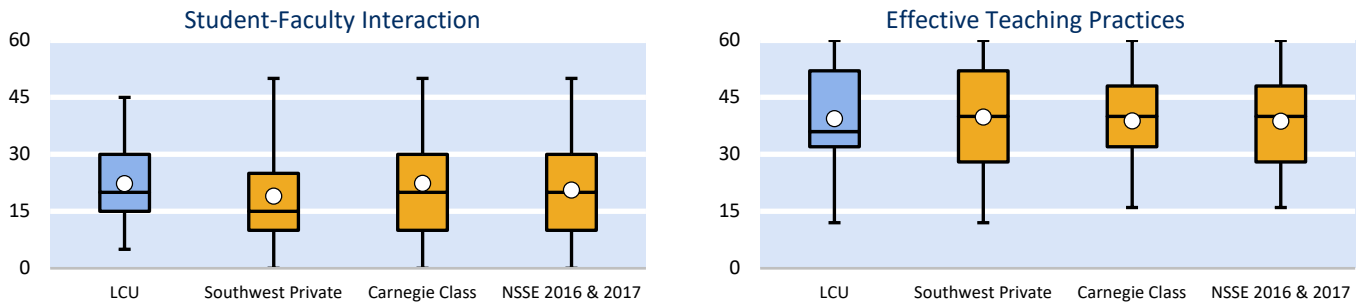
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	LCU Mean	Your first-year students compared with					
		Southwest Private		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.3	19.0	.22	22.3	-.01	20.6	.11
Effective Teaching Practices	39.4	39.8	-.03	38.8	.05	38.7	.05

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Student-Faculty Interaction	LCU %	Percentage point difference between your FY students and			
		Southwest Private	Carnegie Class	NSSE 2016 & 2017	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
3a. Talked about career plans with a faculty member	40	+6	+1	+5	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	-0	-5	-2	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	17	-4	-10	-8	
3d. Discussed your academic performance with a faculty member	37	+7	+3	+7	
<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	78	+1	+0	-0	
5b. Taught course sessions in an organized way	80	+5	+5	+4	
5c. Used examples or illustrations to explain difficult points	78	+6	+4	+3	
5d. Provided feedback on a draft or work in progress	67	+1	+2	+3	
5e. Provided prompt and detailed feedback on tests or completed assignments	56	-9	-6	-4	

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## Experiences with Faculty: Seniors

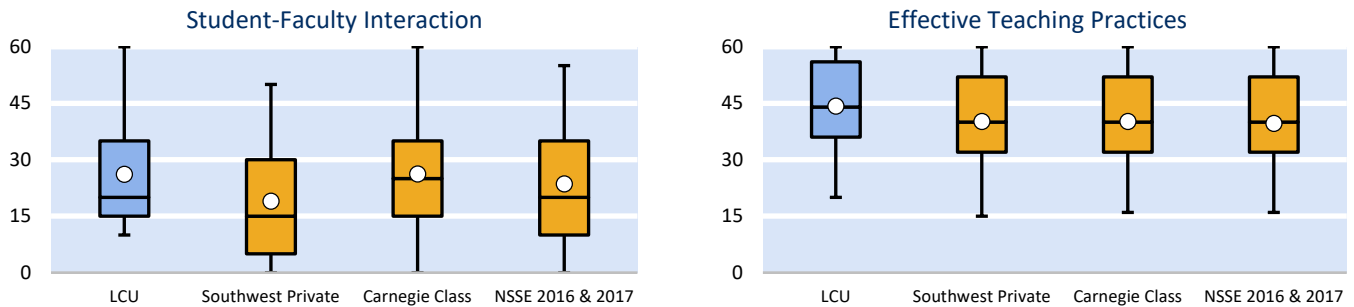
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### Mean Comparisons

Engagement Indicator	LCU Mean	Your seniors compared with					
		Southwest Private Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2016 & 2017 Mean	Effect size
Student-Faculty Interaction	26.1	18.9 ***	.46	26.1	.00	23.6	.16
Effective Teaching Practices	44.2	40.1 *	.28	40.1 *	.30	39.6 *	.33

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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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	49	+14	+0	+7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	36	+18	+5	+9
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	+7	-8	-3
3d. Discussed your academic performance with a faculty member	39	+10	+0	+6
<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	87	+9	+7	+7
5b. Taught course sessions in an organized way	79	-1	+1	+1
5c. Used examples or illustrations to explain difficult points	87	+16	+10	+10
5d. Provided feedback on a draft or work in progress	76	+13	+13	+16
5e. Provided prompt and detailed feedback on tests or completed assignments	77	+8	+11	+13

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

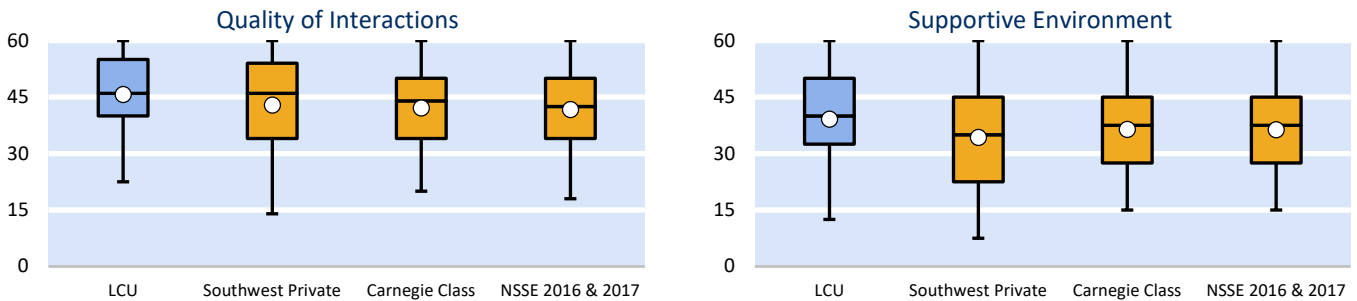
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	LCU Mean	Your first-year students compared with					
		Southwest Private		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.7	42.9	.20	42.1	.29	41.7	.32
Supportive Environment	39.1	34.3	.31	36.4	.21	36.3	.20

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<sup>a</sup> 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	LCU	Percentage point difference between your FY students and		
		Southwest Private	Carnegie Class	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	62	+6	+11	+10
13b. Academic advisors	61	+3	+10	+11
13c. Faculty	68	+13	+18	+19
13d. Student services staff (career services, student activities, housing, etc.)	60	+12	+16	+16
13e. Other administrative staff and offices (registrar, financial aid, etc.)	48	-2	+4	+6
<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	82	+7	+6	+6
14c. Using learning support services (tutoring services, writing center, etc.)	87	+11	+11	+11
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	-5	-4	-4
14e. Providing opportunities to be involved socially	78	+12	+6	+7
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	77	+15	+7	+7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	65	+18	+21	+21
14h. Attending campus activities and events (performing arts, athletic events, etc.)	86	+35	+20	+21
14i. Attending events that address important social, economic, or political issues	54	+14	+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: Seniors

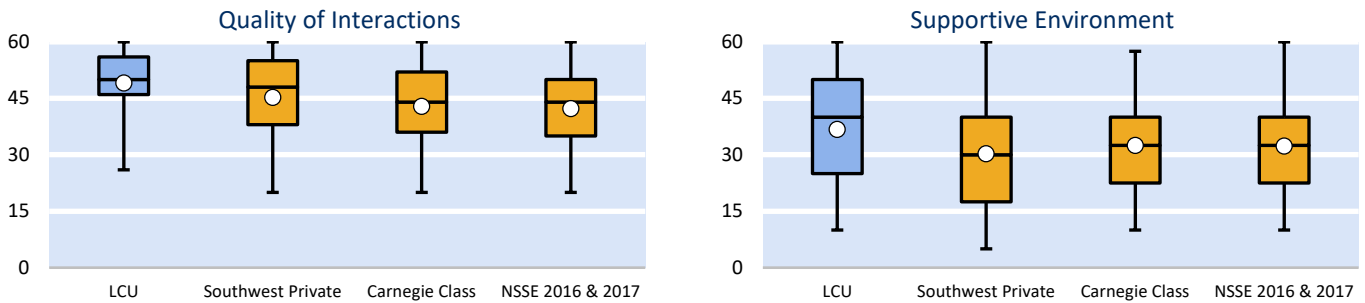
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	LCU Mean	Your seniors compared with					
		Southwest Private		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	49.1	45.2 **	.31	42.8 ***	.52	42.2 ***	.56
Supportive Environment	36.7	30.3 **	.42	32.5 *	.30	32.3 *	.31

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<sup>a</sup> 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	LCU	Percentage point difference between your seniors and		
		Southwest Private	Carnegie Class	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	69	+8	+11	+11
13b. Academic advisors	77	+12	+22	+26
13c. Faculty	76	+12	+16	+19
13d. Student services staff (career services, student activities, housing, etc.)	51	+0	+9	+10
13e. Other administrative staff and offices (registrar, financial aid, etc.)	66	+10	+23	+24
<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	80	+8	+8	+9
14c. Using learning support services (tutoring services, writing center, etc.)	79	+7	+13	+14
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	-4	+3	+3
14e. Providing opportunities to be involved socially	71	+15	+7	+7
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	71	+22	+11	+11
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	51	+17	+19	+19
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	+28	+13	+12
14i. Attending events that address important social, economic, or political issues	52	+21	+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.

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](http://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<sup>a</sup> 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<sup>b</sup> 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	LCU 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	33.7	39.2 **	-.42		41.2 ***	-.56	
	Reflective and Integrative Learning	32.7	36.6 *	-.33		38.3 **	-.46	
	Learning Strategies	35.1	39.8 *	-.34		41.9 **	-.48	
	Quantitative Reasoning	23.9	28.8 *	-.33		30.4 **	-.43	
<i>Learning with Peers</i>	Collaborative Learning	30.9	35.2 *	-.32		37.1 **	-.46	
	Discussions with Diverse Others	36.2	41.7 *	-.37		43.8 ***	-.53	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	22.3	23.8	-.10		27.2 **	-.32	
	Effective Teaching Practices	39.4	40.7	-.10		42.6	-.24	
<i>Campus Environment</i>	Quality of Interactions	45.7	43.8	.16	✓	46.1	-.03	✓
	Supportive Environment	39.1	38.2	.07	✓	40.0	-.07	✓

#### Seniors

Theme	Engagement Indicator	LCU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.9	41.8 *	-.29		43.3 ***	-.40	
	Reflective and Integrative Learning	36.4	40.0 *	-.29		42.0 ***	-.46	
	Learning Strategies	38.0	40.7	-.19		42.9 *	-.34	
	Quantitative Reasoning	26.3	31.1 *	-.30		33.0 **	-.42	
<i>Learning with Peers</i>	Collaborative Learning	30.1	35.8 **	-.42		37.9 ***	-.58	
	Discussions with Diverse Others	39.1	42.3	-.21		44.3 *	-.34	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	26.1	29.2	-.20		33.0 **	-.43	
	Effective Teaching Practices	44.2	41.8	.18	✓	43.8	.03	✓
<i>Campus Environment</i>	Quality of Interactions	49.1	44.8 **	.37	✓	46.9	.18	✓
	Supportive Environment	36.7	34.8	.14	✓	37.2	-.03	✓

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 <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>												
LCU (N = 45)	33.7	11.9	1.78	15	25	35	40	50				
Southwest Private	39.5	14.4	.17	15	30	40	50	60	6,774	-5.8	.007	-.405
Carnegie Class	37.5	13.1	.11	20	30	40	45	60	14,566	-3.9	.048	-.296
NSSE 2016 & 2017	37.9	13.3	.03	20	30	40	45	60	207,535	-4.3	.031	-.323
Top 50%	39.2	13.1	.04	20	30	40	50	60	118,236	-5.5	.005	-.420
Top 10%	41.2	13.3	.09	20	35	40	50	60	21,887	-7.5	.000	-.564
<b>Reflective &amp; Integrative Learning</b>												
LCU (N = 46)	32.7	10.6	1.57	14	26	31	40	49				
Southwest Private	37.1	12.7	.15	17	29	37	46	60	7,116	-4.4	.019	-.348
Carnegie Class	35.1	11.9	.10	17	26	34	43	57	15,157	-2.5	.163	-.206
NSSE 2016 & 2017	35.0	12.0	.03	17	26	34	43	57	216,147	-2.4	.183	-.197
Top 50%	36.6	12.0	.04	17	29	37	46	57	109,999	-3.9	.027	-.326
Top 10%	38.3	12.3	.08	20	29	37	46	60	23,905	-5.6	.002	-.455
<b>Learning Strategies</b>												
LCU (N = 40)	35.1	13.3	2.11	13	27	40	40	60				
Southwest Private	41.0	14.5	.19	20	33	40	53	60	6,022	-5.9	.011	-.406
Carnegie Class	38.3	13.5	.12	20	27	40	47	60	13,051	-3.2	.141	-.233
NSSE 2016 & 2017	38.3	13.7	.03	20	27	40	47	60	184,799	-3.1	.150	-.228
Top 50%	39.8	13.7	.05	20	27	40	53	60	91,371	-4.7	.031	-.342
Top 10%	41.9	14.1	.09	20	33	40	53	60	23,186	-6.8	.002	-.484
<b>Quantitative Reasoning</b>												
LCU (N = 44)	23.9	14.8	2.23	0	13	27	33	47				
Southwest Private	27.6	16.4	.20	0	20	27	40	60	6,779	-3.8	.127	-.231
Carnegie Class	27.1	15.2	.13	0	20	27	40	60	14,490	-3.3	.152	-.216
NSSE 2016 & 2017	27.6	15.4	.03	0	20	27	40	60	206,759	-3.7	.107	-.243
Top 50%	28.8	15.2	.04	0	20	27	40	60	127,527	-5.0	.030	-.327
Top 10%	30.4	15.2	.09	7	20	27	40	60	31,070	-6.6	.004	-.431
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
LCU (N = 46)	30.9	13.8	2.03	10	20	30	40	55				
Southwest Private	26.1	16.4	.19	0	15	25	40	55	7,354	4.8	.048	.292
Carnegie Class	33.1	13.7	.11	10	25	35	40	60	15,676	-2.2	.275	-.161
NSSE 2016 & 2017	32.2	14.5	.03	10	20	30	40	60	224,067	-1.3	.557	-.087
Top 50%	35.2	13.6	.04	15	25	35	45	60	127,967	-4.3	.032	-.315
Top 10%	37.1	13.4	.08	15	25	40	45	60	31,375	-6.2	.002	-.460
<b>Discussions with Diverse Others</b>												
LCU (N = 40)	36.2	13.4	2.12	15	30	35	40	60				
Southwest Private	38.7	17.0	.22	5	25	40	55	60	40	-2.5	.242	-.149
Carnegie Class	39.2	15.2	.13	15	30	40	50	60	13,170	-3.0	.215	-.197
NSSE 2016 & 2017	39.7	15.5	.04	15	30	40	55	60	186,484	-3.5	.156	-.225
Top 50%	41.7	14.9	.04	20	30	40	55	60	116,749	-5.5	.019	-.373
Top 10%	43.8	14.5	.09	20	35	45	60	60	27,491	-7.6	.001	-.525



#### 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>												
LCU (N = 44)	22.3	12.2	1.83	5	15	20	30	45				
Southwest Private	19.0	14.8	.18	0	10	15	25	50	6,940	3.3	.141	.222
Carnegie Class	22.3	14.6	.12	0	10	20	30	50	43	-.1	.965	-.006
NSSE 2016 & 2017	20.6	14.5	.03	0	10	20	30	50	210,809	1.7	.447	.114
Top 50%	23.8	14.7	.05	0	15	20	35	55	43	-1.5	.403	-.105
Top 10%	27.2	15.6	.14	5	15	25	40	60	44	-5.0	.010	-.320
<b>Effective Teaching Practices</b>												
LCU (N = 45)	39.4	13.8	2.06	12	32	36	52	60				
Southwest Private	39.8	15.2	.18	12	28	40	52	60	6,880	-.5	.838	-.031
Carnegie Class	38.8	13.0	.11	16	32	40	48	60	14,705	.6	.756	.047
NSSE 2016 & 2017	38.7	13.1	.03	16	28	40	48	60	209,750	.7	.734	.051
Top 50%	40.7	13.0	.05	20	32	40	52	60	82,965	-1.3	.490	-.103
Top 10%	42.6	13.6	.10	20	36	44	56	60	18,946	-3.2	.110	-.239
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
LCU (N = 38)	45.7	11.5	1.87	23	40	46	55	60				
Southwest Private	42.9	14.4	.19	14	34	46	54	60	5,532	2.8	.230	.196
Carnegie Class	42.1	12.1	.11	20	34	44	50	60	12,447	3.6	.071	.294
NSSE 2016 & 2017	41.7	12.4	.03	18	34	43	50	60	175,023	3.9	.051	.317
Top 50%	43.8	11.5	.04	22	38	46	52	60	76,571	1.9	.323	.161
Top 10%	46.1	11.7	.10	24	40	48	56	60	13,116	-.4	.842	-.033
<b>Supportive Environment</b>												
LCU (N = 35)	39.1	13.3	2.25	13	33	40	50	60				
Southwest Private	34.3	15.3	.21	8	23	35	45	60	5,492	4.8	.065	.314
Carnegie Class	36.4	13.3	.12	15	28	38	45	60	12,173	2.7	.227	.205
NSSE 2016 & 2017	36.3	13.6	.03	15	28	38	45	60	172,287	2.8	.227	.205
Top 50%	38.2	13.1	.04	18	30	40	48	60	93,706	.9	.690	.068
Top 10%	40.0	13.0	.09	18	31	40	50	60	22,302	-.9	.695	-.066

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 <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>												
LCU (N = 57)	37.9	11.2	1.49	20	30	40	40	60				
Southwest Private	42.7	13.5	.15	20	35	40	55	60	57	-4.8	.002	-.354
Carnegie Class	40.5	13.6	.11	20	30	40	50	60	16,474	-2.6	.152	-.190
NSSE 2016 & 2017	40.0	13.7	.03	20	30	40	50	60	260,189	-2.1	.238	-.156
Top 50%	41.8	13.5	.04	20	35	40	55	60	56	-3.9	.011	-.291
Top 10%	43.3	13.4	.08	20	35	40	55	60	56	-5.4	.001	-.398
<b>Reflective &amp; Integrative Learning</b>												
LCU (N = 58)	36.4	11.3	1.49	17	29	37	43	54				
Southwest Private	40.8	12.4	.14	20	31	40	51	60	8,029	-4.4	.007	-.354
Carnegie Class	38.6	12.5	.10	20	29	40	49	60	16,963	-2.2	.177	-.178
NSSE 2016 & 2017	38.0	12.6	.02	17	29	37	46	60	268,757	-1.6	.336	-.126
Top 50%	40.0	12.3	.04	20	31	40	49	60	106,427	-3.6	.027	-.290
Top 10%	42.0	12.2	.08	20	34	43	51	60	22,192	-5.6	.001	-.455
<b>Learning Strategies</b>												
LCU (N = 53)	38.0	15.7	2.17	7	27	40	53	60				
Southwest Private	42.0	14.7	.17	13	33	40	53	60	7,157	-3.9	.053	-.268
Carnegie Class	39.1	14.4	.12	13	27	40	53	60	15,145	-1.1	.596	-.073
NSSE 2016 & 2017	38.7	14.5	.03	13	27	40	53	60	236,792	-.7	.724	-.049
Top 50%	40.7	14.4	.04	20	33	40	53	60	124,769	-2.7	.172	-.188
Top 10%	42.9	14.3	.07	20	33	40	60	60	36,361	-4.9	.014	-.340
<b>Quantitative Reasoning</b>												
LCU (N = 57)	26.3	17.0	2.26	0	13	27	40	60				
Southwest Private	30.1	16.2	.18	0	20	27	40	60	7,797	-3.8	.080	-.233
Carnegie Class	29.4	16.4	.13	0	20	27	40	60	16,425	-3.1	.159	-.187
NSSE 2016 & 2017	29.9	16.3	.03	0	20	27	40	60	259,612	-3.5	.102	-.217
Top 50%	31.1	16.2	.04	0	20	33	40	60	157,325	-4.8	.025	-.298
Top 10%	33.0	15.9	.09	7	20	33	40	60	34,782	-6.7	.002	-.418
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
LCU (N = 59)	30.1	12.0	1.56	10	20	30	40	50				
Southwest Private	28.7	13.6	.15	10	20	25	40	55	8,137	1.4	.431	.103
Carnegie Class	33.0	14.5	.11	10	20	35	45	60	17,228	-2.9	.122	-.202
NSSE 2016 & 2017	32.3	15.1	.03	5	20	30	40	60	58	-2.2	.170	-.144
Top 50%	35.8	13.8	.04	15	25	35	45	60	146,052	-5.7	.001	-.415
Top 10%	37.9	13.4	.08	15	30	40	50	60	29,732	-7.8	.000	-.581
<b>Discussions with Diverse Others</b>												
LCU (N = 54)	39.1	18.4	2.51	0	25	40	60	60				
Southwest Private	42.4	16.4	.19	15	30	40	60	60	53	-3.3	.191	-.204
Carnegie Class	39.8	15.5	.13	15	30	40	55	60	53	-.8	.760	-.050
NSSE 2016 & 2017	40.5	15.9	.03	15	30	40	55	60	53	-1.4	.573	-.090
Top 50%	42.3	15.6	.04	15	30	40	60	60	53	-3.2	.204	-.208
Top 10%	44.3	15.3	.08	20	35	45	60	60	53	-5.2	.044	-.339

#### 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>												
LCU (N = 57)	26.1	15.0	1.99	10	15	20	35	60				
Southwest Private	18.9	15.7	.18	0	5	15	30	50	7,834	7.2	.001	.459
Carnegie Class	26.1	16.0	.12	0	15	25	35	60	16,632	.0	.985	-.002
NSSE 2016 & 2017	23.6	16.0	.03	0	10	20	35	55	263,259	2.5	.233	.158
Top 50%	29.2	15.7	.06	5	20	30	40	60	63,356	-3.1	.133	-.199
Top 10%	33.0	16.0	.16	10	20	30	45	60	9,801	-6.9	.001	-.432
<b>Effective Teaching Practices</b>												
LCU (N = 57)	44.2	13.0	1.72	20	36	44	56	60				
Southwest Private	40.1	14.7	.17	15	32	40	52	60	7,878	4.1	.038	.276
Carnegie Class	40.1	13.7	.11	16	32	40	52	60	16,675	4.1	.024	.300
NSSE 2016 & 2017	39.6	13.7	.03	16	32	40	52	60	263,146	4.6	.012	.335
Top 50%	41.8	13.5	.05	20	32	40	52	60	90,123	2.4	.178	.179
Top 10%	43.8	13.4	.10	20	36	44	56	60	17,920	.4	.829	.029
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
LCU (N = 50)	49.1	9.9	1.40	26	46	50	56	60				
Southwest Private	45.2	12.6	.16	20	38	48	55	60	50	3.8	.009	.305
Carnegie Class	42.8	11.9	.10	20	36	44	52	60	50	6.2	.000	.523
NSSE 2016 & 2017	42.2	12.1	.03	20	35	44	50	60	49	6.8	.000	.561
Top 50%	44.8	11.6	.04	23	38	46	54	60	49	4.3	.004	.368
Top 10%	46.9	12.1	.08	23	40	50	58	60	50	2.2	.125	.182
<b>Supportive Environment</b>												
LCU (N = 50)	36.7	15.5	2.19	10	25	40	50	60				
Southwest Private	30.3	15.4	.19	5	18	30	40	60	6,784	6.5	.003	.421
Carnegie Class	32.5	14.0	.12	10	23	33	40	58	14,436	4.2	.033	.301
NSSE 2016 & 2017	32.3	14.2	.03	10	23	33	40	60	225,274	4.4	.027	.311
Top 50%	34.8	13.7	.04	13	25	35	45	60	102,397	2.0	.306	.145
Top 10%	37.2	13.6	.10	13	28	38	48	60	18,562	-.4	.823	-.032

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.