
NSSE 2020
Engagement Indicators
Laurentian University/Université Laurentienne

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 2019 and 2020 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, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are Computed

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

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

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Ontario	Your first-year students compared with National	Your first-year students compared with NSSE 2020
<i>Academic Challenge</i>	Higher-Order Learning	▽	--	▽
	Reflective & Integrative Learning	--	▽	▽
	Learning Strategies	△	--	--
	Quantitative Reasoning	▽	--	▽
<i>Learning with Peers</i>	Collaborative Learning	▽	--	--
	Discussions with Diverse Others	▽	▽	▽
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	▽	▼
	Effective Teaching Practices	--	▽	▼
<i>Campus Environment</i>	Quality of Interactions	--	▽	▽
	Supportive Environment	▽	▽	▼

Seniors

Theme	Engagement Indicator	Your seniors compared with Ontario	Your seniors compared with National	Your seniors compared with NSSE 2020
<i>Academic Challenge</i>	Higher-Order Learning	--	--	▽
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	△	△	▽
	Quantitative Reasoning	--	--	▽
<i>Learning with Peers</i>	Collaborative Learning	▽	▽	▽
	Discussions with Diverse Others	▼	▽	▽
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	▽	▽
	Effective Teaching Practices	--	▽	▼
<i>Campus Environment</i>	Quality of Interactions	--	▽	▼
	Supportive Environment	▽	▼	▼

Academic Challenge: First-year students

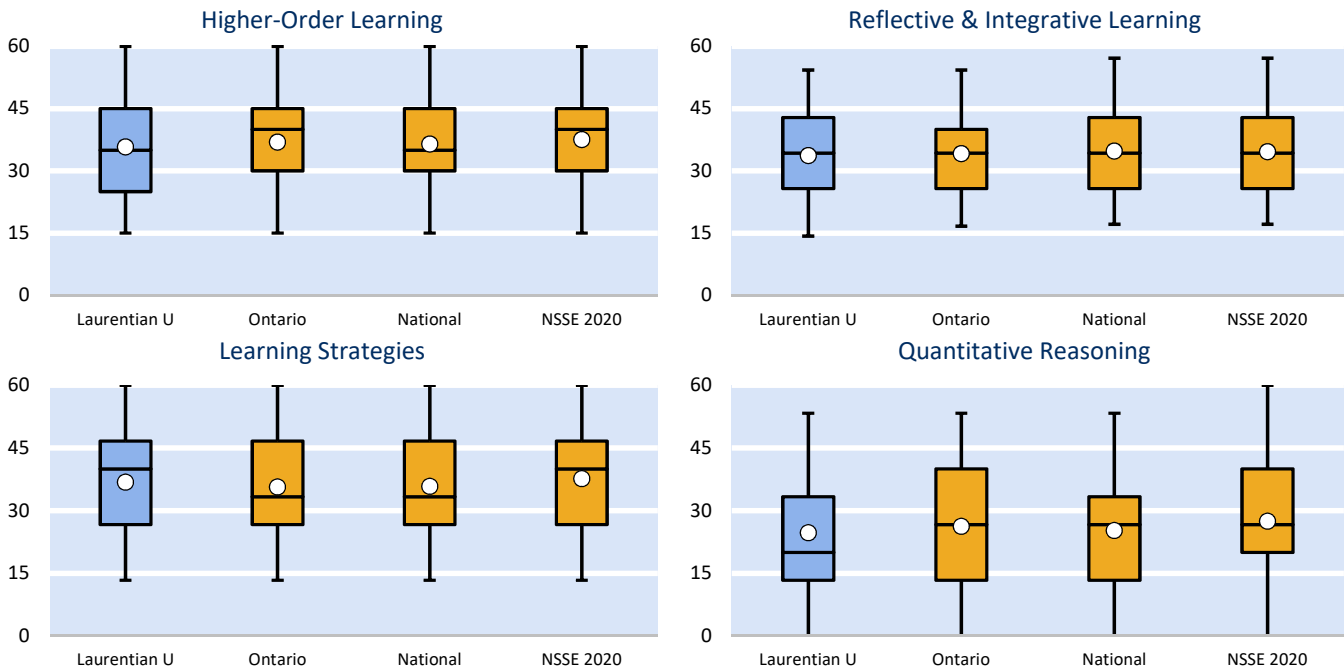
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Laurentian U Mean	Your first-year students compared with					
		Ontario		National		NSSE 2020	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	35.8	37.0 *	-.09	36.5	-.05	37.6 ***	-.13
Reflective & Integrative Learning	33.7	34.1	-.04	34.8 *	-.10	34.6 *	-.08
Learning Strategies	36.8	35.7 *	.08	35.8	.07	37.7	-.06
Quantitative Reasoning	24.7	26.2 **	-.10	25.3	-.04	27.4 ***	-.18

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

	Laurentian U	Percentage point difference ^a between your FY students and		
		Ontario	National	NSSE 2020
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	68	-5	-2	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	60	-8	-5	-8
4d. Evaluating a point of view, decision, or information source	62	+1	-1	-4
4e. Forming a new idea or understanding from various pieces of information	64	-0	+1	-4
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	54	+0	-1	+3
2b. Connected your learning to societal problems or issues	48	-1	-4	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	45	+1	-2	-3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	57	-1	-3	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	+0	-2	-2
2f. Learned something that changed the way you understand an issue or concept	67	-1	-2	-0
2g. Connected ideas from your courses to your prior experiences and knowledge	78	+1	+0	+2
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	70	-1	-2	-4
9b. Reviewed your notes after class	61	+7	+5	-2
9c. Summarized what you learned in class or from course materials	66	+7	+7	+3
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	47	+0	+3	-3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	33	-3	-2	-6
6c. Evaluated what others have concluded from numerical information	34	-4	-2	-5

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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

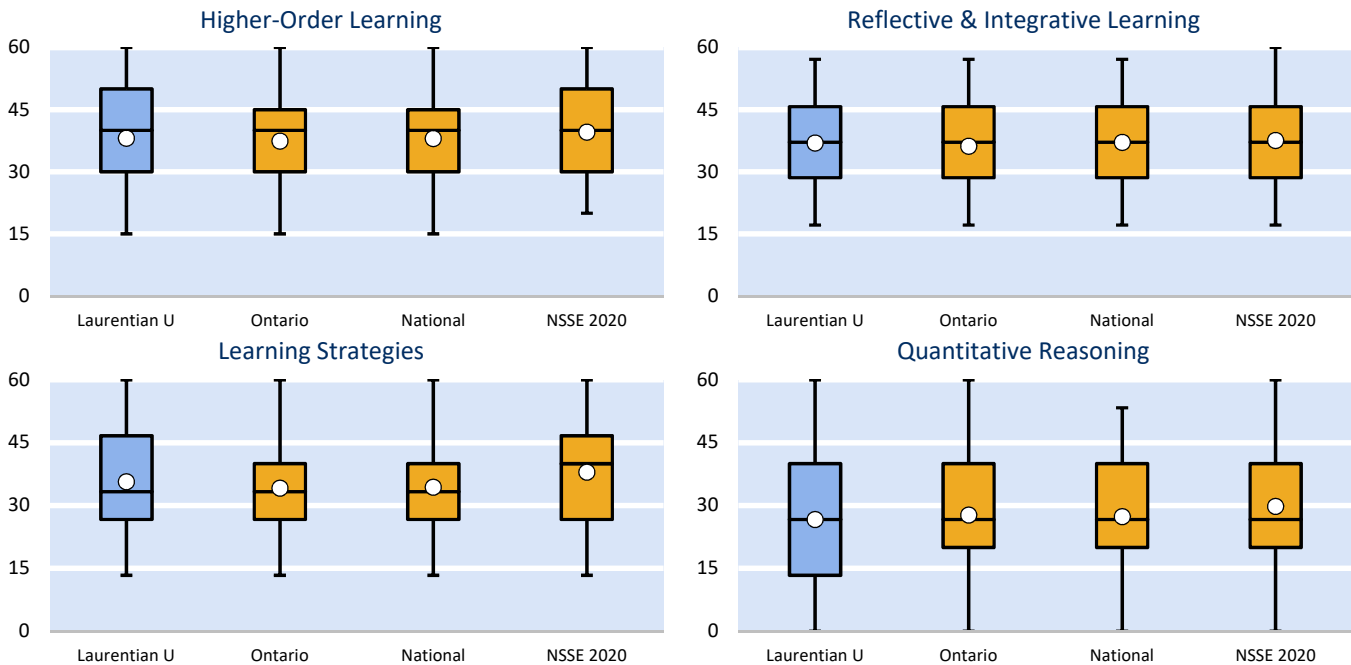
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Laurentian U Mean	Your seniors compared with					
		Ontario Mean	Ontario Effect size	National Mean	National Effect size	NSSE 2020 Mean	NSSE 2020 Effect size
Higher-Order Learning	38.1	37.4	.05	38.0	.01	39.6 **	-.11
Reflective & Integrative Learning	36.9	36.2	.06	37.2	-.02	37.6	-.05
Learning Strategies	35.7	34.2 **	.11	34.4 *	.09	38.0 ***	-.16
Quantitative Reasoning	26.6	27.7	-.07	27.3	-.04	29.8 ***	-.19

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 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.

	Laurentian U	Percentage point difference ^a between your seniors and		
		Ontario	National	NSSE 2020
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	73	+0 	-1 	-3 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	+0 	-0 	-5 
4d. Evaluating a point of view, decision, or information source	68	+4 	+1 	-1 
4e. Forming a new idea or understanding from various pieces of information	68	+2 	+0 	-3 
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	66	-0 	-3 	-1 
2b. Connected your learning to societal problems or issues	60	+3 	-0 	+0 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	+3 	-2 	-1 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60	-1 	-4 	-5 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	+1 	-0 	-2 
2f. Learned something that changed the way you understand an issue or concept	72	+0 	+0 	+0 
2g. Connected ideas from your courses to your prior experiences and knowledge	81	+2 	-0 	-1 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	76	+4 	+1 	-1 
9b. Reviewed your notes after class	51	+5 	+5 	-9 
9c. Summarized what you learned in class or from course materials	57	+3 	+3 	-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.)	48	-2 	+0 	-7 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40	+1 	+1 	-4 
6c. Evaluated what others have concluded from numerical information	40	-3 	-2 	-5 

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

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Learning with Peers: First-year students

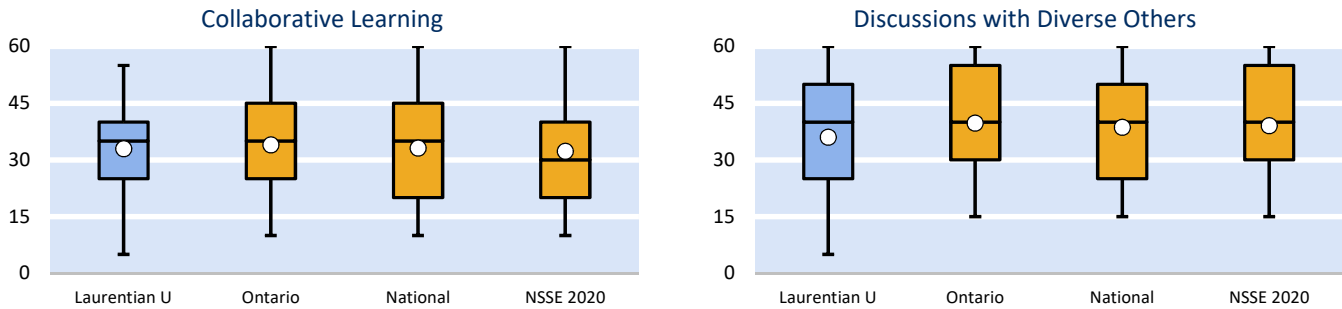
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Laurentian U Mean	Your first-year students compared with					
		Ontario		National		NSSE 2020	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.0	34.0 *	-.07	33.1	-.01	32.3	.05
Discussions with Diverse Others	36.0	39.7 ***	-.24	38.6 ***	-.17	39.0 ***	-.19

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Score Distributions



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	Laurentian U	Percentage point difference ^a between your FY students and		
		Ontario	National	NSSE 2020
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1e. Asked another student to help you understand course material	49	-8	-4	-3
1f. Explained course material to one or more students	57	-4	-4	+0
1g. Prepared for exams by discussing or working through course material with other students	61	+5	+6	+11
1h. Worked with other students on course projects or assignments	59	+3	+4	+4
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	62	-12	-9	-9
8b. People from an economic background other than your own	64	-5	-4	-6
8c. People with religious beliefs other than your own	62	-8	-5	-3
8d. People with political views other than your own	60	+1	-0	-2

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Learning with Peers: Seniors

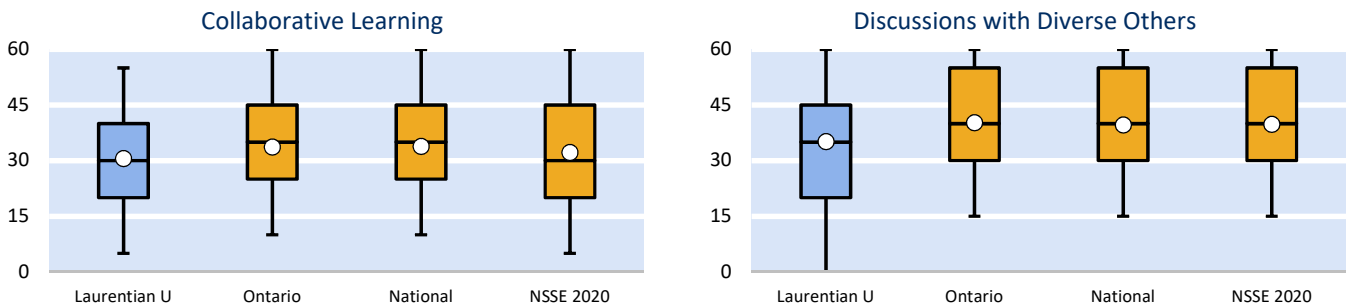
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Mean Comparisons

Engagement Indicator	Laurentian U Mean	Your seniors compared with					
		Ontario Mean	Effect size	National Mean	Effect size	NSSE 2020 Mean	Effect size
Collaborative Learning	30.6	33.7 ***	-.22	33.9 ***	-.23	32.2 **	-.11
Discussions with Diverse Others	35.1	40.3 ***	-.34	39.6 ***	-.29	39.8 ***	-.30

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	Laurentian U	Percentage point difference ^a between your seniors and		
		Ontario	National	NSSE 2020
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1e. Asked another student to help you understand course material	36	-10	-9	-7
1f. Explained course material to one or more students	52	-7	-9	-5
1g. Prepared for exams by discussing or working through course material with other students	48	-2	-4	+1
1h. Worked with other students on course projects or assignments	60	-7	-8	-3
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	63	-14	-10	-9
8b. People from an economic background other than your own	63	-8	-8	-9
8c. People with religious beliefs other than your own	58	-13	-11	-9
8d. People with political views other than your own	56	-2	-6	-7

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Experiences with Faculty: First-year students

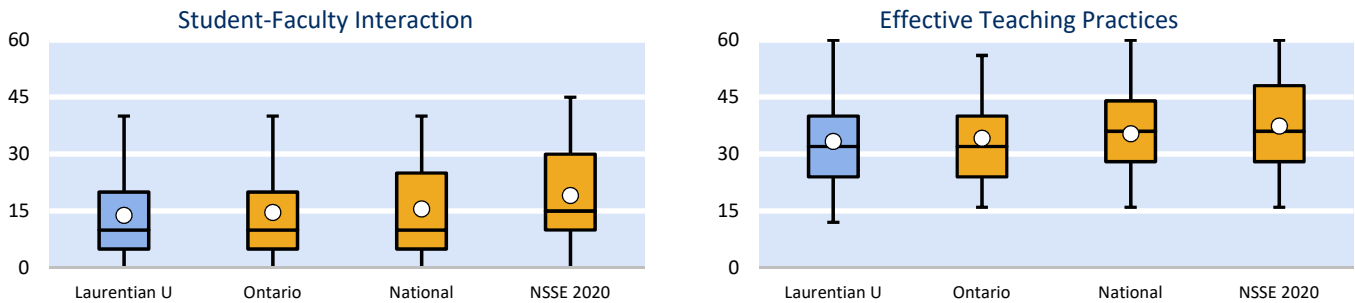
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Laurentian U Mean	Your first-year students compared with					
		Ontario Mean	Ontario Effect size	National Mean	National Effect size	NSSE 2020 Mean	NSSE 2020 Effect size
Student-Faculty Interaction	13.9	14.6	-.06	15.5 **	-.12	19.1 ***	-.35
Effective Teaching Practices	33.4	34.1	-.06	35.3 ***	-.15	37.4 ***	-.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).

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Student-Faculty Interaction	Laurentian U	Percentage point difference ^a between your FY students and		
		Ontario	National	NSSE 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	20	-1	-3	-12
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	11	-3	-3	-7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	19	-2	-3	-5
3d. Discussed your academic performance with a faculty member	16	-2	-3	-10
<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	68	-4	-7	-8
5b. Taught course sessions in an organized way	64	-5	-9	-9
5c. Used examples or illustrations to explain difficult points	65	-6	-8	-9
5d. Provided feedback on a draft or work in progress	45	+2	-1	-13
5e. Provided prompt and detailed feedback on tests or completed assignments	48	+4	+0	-8

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Experiences with Faculty: Seniors

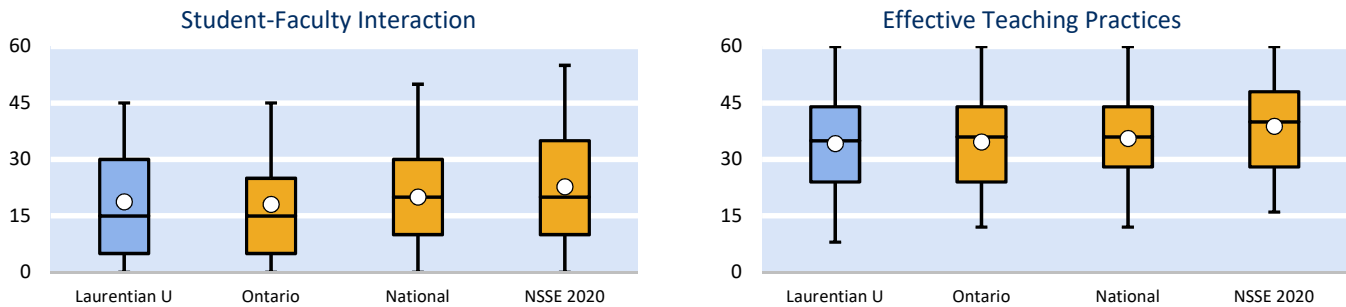
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Mean Comparisons

Engagement Indicator	Laurentian U Mean	Your seniors compared with					
		Ontario Mean	Ontario Effect size	National Mean	National Effect size	NSSE 2020 Mean	NSSE 2020 Effect size
Student-Faculty Interaction	18.7	18.0	.04	20.0 *	-.09	22.7 ***	-.25
Effective Teaching Practices	34.1	34.6	-.04	35.5 *	-.10	38.8 ***	-.34

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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Student-Faculty Interaction	Laurentian U %	Percentage point difference ^a between your seniors and		
		Ontario	National	NSSE 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	32	+5	+1	-8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	-1	-3	-7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	+1	-1	-4
3d. Discussed your academic performance with a faculty member	24	+4	-1	-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	68	-5	-7	-11
5b. Taught course sessions in an organized way	67	-3	-5	-8
5c. Used examples or illustrations to explain difficult points	64	-7	-8	-12
5d. Provided feedback on a draft or work in progress	47	+1	-2	-12
5e. Provided prompt and detailed feedback on tests or completed assignments	52	+4	-0	-9

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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

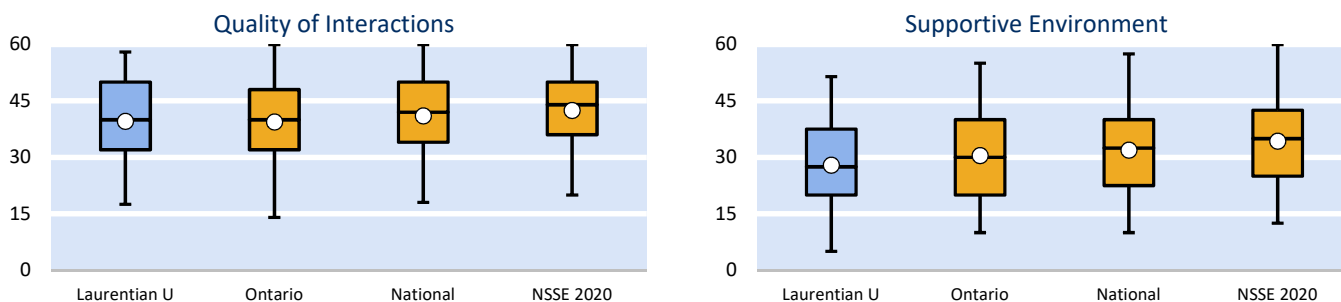
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Laurentian U Mean	Your first-year students compared with					
		Ontario Mean	Ontario Effect size	National Mean	National Effect size	NSSE 2020 Mean	NSSE 2020 Effect size
Quality of Interactions	39.6	39.5	.01	41.0 **	-.12	42.5 ***	-.24
Supportive Environment	27.9	30.5 ***	-.20	31.9 ***	-.30	34.3 ***	-.47

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	Laurentian U	Percentage point difference ^a between your FY students and		
		Ontario	National	NSSE 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	57	+6	+5	+3
13b. Academic advisors	36	-3	-10	-15
13c. Faculty	36	-3	-8	-13
13d. Student services staff (career services, student activities, housing, etc.)	40	+1	-4	-6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	+4	-1	-4
<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	56	-9	-13	-16
14c. Using learning support services (tutoring services, writing center, etc.)	49	-14	-16	-23
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	47	-2	-3	-11
14e. Providing opportunities to be involved socially	54	-4	-8	-13
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	55	-2	-9	-11
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	27	-5	-7	-12
14h. Attending campus activities and events (performing arts, athletic events, etc.)	50	+2	-2	-9
14i. Attending events that address important social, economic, or political issues	35	-3	-5	-10

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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

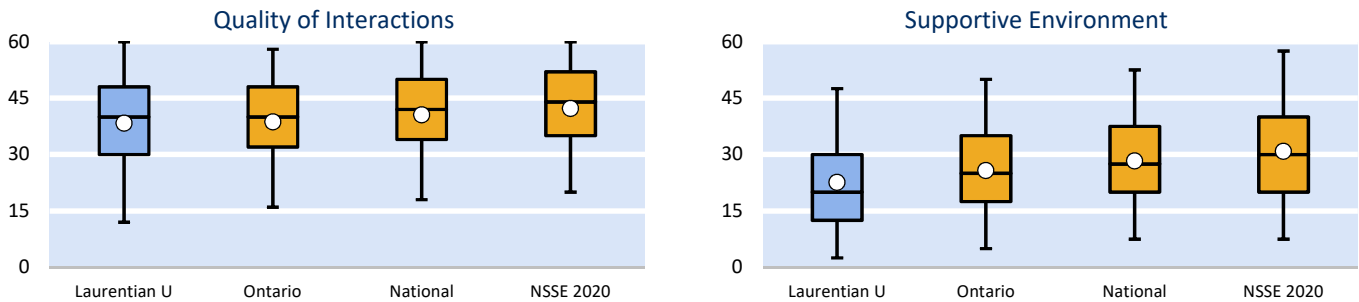
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Laurentian U Mean	Your seniors compared with					
		Ontario Mean	Ontario Effect size	National Mean	National Effect size	NSSE 2020 Mean	NSSE 2020 Effect size
Quality of Interactions	38.4	38.7	-.03	40.6 ***	-.18	42.3 ***	-.32
Supportive Environment	22.6	25.8 ***	-.24	28.3 ***	-.43	30.9 ***	-.58

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	Laurentian U	Percentage point difference ^a between your seniors and		
		Ontario	National	NSSE 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	57	+3	-2	-1
13b. Academic advisors	37	+1	-5	-13
13c. Faculty	48	+6	-1	-7
13d. Student services staff (career services, student activities, housing, etc.)	32	-2	-7	-11
13e. Other administrative staff and offices (registrar, financial aid, etc.)	38	+5	+0	-5
<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	44	-8	-15	-22
14c. Using learning support services (tutoring services, writing center, etc.)	34	-15	-20	-29
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	36	-3	-8	-16
14e. Providing opportunities to be involved socially	43	-8	-14	-18
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	38	-6	-18	-19
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	19	-2	-6	-11
14h. Attending campus activities and events (performing arts, athletic events, etc.)	32	-5	-11	-17
14i. Attending events that address important social, economic, or political issues	23	-7	-11	-15

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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 go.iu.edu/NSSE-PnP), 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 2019 and 2020 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 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		Laurentian U Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	35.8	39.3 ***	-.27		41.4 ***	-.43	
	Reflective and Integrative Learning	33.7	36.7 ***	-.26		39.0 ***	-.45	
	Learning Strategies	36.8	39.9 ***	-.23		42.3 ***	-.39	
	Quantitative Reasoning	24.7	29.4 ***	-.31		31.4 ***	-.44	
<i>Learning with Peers</i>	Collaborative Learning	33.0	35.2 ***	-.16		37.4 ***	-.33	
	Discussions with Diverse Others	36.0	41.5 ***	-.36		43.6 ***	-.52	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	13.9	24.5 ***	-.72		28.1 ***	-.93	
	Effective Teaching Practices	33.4	40.5 ***	-.54		42.3 ***	-.63	
<i>Campus Environment</i>	Quality of Interactions	39.6	45.2 ***	-.50		47.2 ***	-.65	
	Supportive Environment	27.9	37.9 ***	-.76		40.0 ***	-.94	

Seniors		Laurentian U Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.1	41.7 ***	-.27		43.2 ***	-.38	
	Reflective and Integrative Learning	36.9	39.8 ***	-.24		41.8 ***	-.40	
	Learning Strategies	35.7	40.7 ***	-.35		42.7 ***	-.48	
	Quantitative Reasoning	26.6	31.4 ***	-.30		33.4 ***	-.42	
<i>Learning with Peers</i>	Collaborative Learning	30.6	35.9 ***	-.39		38.4 ***	-.58	
	Discussions with Diverse Others	35.1	42.1 ***	-.45		43.8 ***	-.57	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	18.7	29.7 ***	-.69		33.2 ***	-.91	
	Effective Teaching Practices	34.1	41.8 ***	-.56		43.7 ***	-.71	
<i>Campus Environment</i>	Quality of Interactions	38.4	45.2 ***	-.59		47.4 ***	-.75	
	Supportive Environment	22.6	34.6 ***	-.86		36.8 ***	-1.01	

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 2019 and 2020 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	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Laurentian U (N = 692)	35.8	13.5	.51	15	25	35	45	60				
Ontario	37.0	12.9	.06	15	30	40	45	60	40,989	-1.2	.018	-.091
National	36.5	12.9	.13	15	30	35	45	60	11,381	-.7	.175	-.053
NSSE 2020	37.6	13.2	.02	15	30	40	45	60	299,853	-1.8	.000	-.133
Top 50%	39.3	13.1	.03	20	30	40	50	60	695	-3.5	.000	-.269
Top 10%	41.4	12.8	.06	20	35	40	50	60	712	-5.6	.000	-.435
Reflective & Integrative Learning												
Laurentian U (N = 724)	33.7	12.1	.45	14	26	34	43	54				
Ontario	34.1	11.8	.06	17	26	34	40	54	43,524	-.5	.299	-.039
National	34.8	11.8	.11	17	26	34	43	57	12,085	-1.1	.012	-.096
NSSE 2020	34.6	12.0	.02	17	26	34	43	57	325,447	-.9	.034	-.079
Top 50%	36.7	11.8	.03	17	29	37	46	57	210,158	-3.0	.000	-.255
Top 10%	39.0	11.7	.06	20	31	40	49	60	33,612	-5.3	.000	-.450
Learning Strategies												
Laurentian U (N = 666)	36.8	13.8	.54	13	27	40	47	60				
Ontario	35.7	13.6	.07	13	27	33	47	60	39,203	1.1	.033	.083
National	35.8	13.5	.13	13	27	33	47	60	10,829	1.0	.071	.072
NSSE 2020	37.7	13.8	.03	13	27	40	47	60	282,476	-.9	.111	-.062
Top 50%	39.9	13.7	.03	20	33	40	53	60	182,458	-3.1	.000	-.225
Top 10%	42.3	14.1	.07	20	33	40	53	60	40,719	-5.5	.000	-.390
Quantitative Reasoning												
Laurentian U (N = 668)	24.7	15.4	.59	0	13	20	33	53				
Ontario	26.2	15.1	.08	0	13	27	40	53	39,803	-1.5	.010	-.101
National	25.3	15.4	.15	0	13	27	33	53	11,003	-.6	.350	-.037
NSSE 2020	27.4	15.4	.03	0	20	27	40	60	287,646	-2.7	.000	-.178
Top 50%	29.4	15.2	.03	7	20	27	40	60	237,101	-4.7	.000	-.311
Top 10%	31.4	15.3	.07	7	20	33	40	60	50,546	-6.7	.000	-.436
Learning with Peers												
Collaborative Learning												
Laurentian U (N = 762)	33.0	14.7	.53	5	25	35	40	55				
Ontario	34.0	14.3	.07	10	25	35	45	60	46,068	-1.0	.047	-.073
National	33.1	14.6	.13	10	20	35	45	60	12,839	-.2	.746	-.012
NSSE 2020	32.3	14.6	.02	10	20	30	40	60	352,742	.7	.191	.047
Top 50%	35.2	13.7	.03	15	25	35	45	60	764	-2.2	.000	-.161
Top 10%	37.4	13.5	.06	15	30	40	45	60	778	-4.4	.000	-.327
Discussions with Diverse Others												
Laurentian U (N = 667)	36.0	16.4	.64	5	25	40	50	60				
Ontario	39.7	15.6	.08	15	30	40	55	60	687	-3.7	.000	-.240
National	38.6	15.8	.16	15	25	40	50	60	10,905	-2.6	.000	-.166
NSSE 2020	39.0	15.8	.03	15	30	40	55	60	284,541	-3.0	.000	-.193
Top 50%	41.5	15.0	.03	20	30	40	55	60	669	-5.5	.000	-.365
Top 10%	43.6	14.5	.06	20	35	45	60	60	680	-7.6	.000	-.524

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Laurentian U (N = 701)	13.9	13.4	.51	0	5	10	20	40				
Ontario	14.6	14.1	.07	0	5	10	20	40	726	-.8	.126	-.056
National	15.5	14.0	.13	0	5	10	25	40	11,671	-1.6	.003	-.117
NSSE 2020	19.1	14.7	.03	0	10	15	30	45	704	-5.2	.000	-.354
Top 50%	24.5	14.7	.04	5	15	20	35	55	708	-10.6	.000	-.722
Top 10%	28.1	15.5	.11	5	15	25	40	60	773	-14.3	.000	-.927
Effective Teaching Practices												
Laurentian U (N = 683)	33.4	13.2	.51	12	24	32	40	60				
Ontario	34.1	12.6	.06	16	24	32	40	56	703	-.8	.133	-.061
National	35.3	12.8	.12	16	28	36	44	60	11,364	-2.0	.000	-.153
NSSE 2020	37.4	13.1	.02	16	28	36	48	60	298,537	-4.0	.000	-.307
Top 50%	40.5	13.2	.03	20	32	40	52	60	157,663	-7.2	.000	-.544
Top 10%	42.3	14.1	.07	16	32	44	56	60	707	-8.9	.000	-.632
Campus Environment												
Quality of Interactions												
Laurentian U (N = 525)	39.6	12.4	.54	18	32	40	50	58				
Ontario	39.5	12.9	.07	14	32	40	48	60	32,032	.1	.820	.010
National	41.0	12.4	.14	18	34	42	50	60	8,970	-1.5	.009	-.117
NSSE 2020	42.5	12.2	.02	20	36	44	50	60	250,277	-2.9	.000	-.237
Top 50%	45.2	11.2	.03	24	38	46	54	60	527	-5.6	.000	-.500
Top 10%	47.2	11.6	.06	25	40	50	58	60	538	-7.6	.000	-.654
Supportive Environment												
Laurentian U (N = 630)	27.9	13.3	.53	5	20	28	38	51				
Ontario	30.5	13.5	.07	10	20	30	40	55	38,285	-2.6	.000	-.196
National	31.9	13.6	.14	10	23	33	40	58	10,512	-4.0	.000	-.299
NSSE 2020	34.3	13.7	.03	13	25	35	43	60	273,152	-6.4	.000	-.468
Top 50%	37.9	13.1	.03	18	30	38	48	60	177,655	-10.0	.000	-.762
Top 10%	40.0	12.9	.07	18	33	40	50	60	31,856	-12.1	.000	-.941

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 SE) 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	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Laurentian U (N = 723)	38.1	14.0	.52	15	30	40	50	60				
Ontario	37.4	13.3	.08	15	30	40	45	60	29,964	.7	.177	.051
National	38.0	13.2	.17	15	30	40	45	60	876	.1	.895	.005
NSSE 2020	39.6	13.6	.02	20	30	40	50	60	318,301	-1.4	.004	-.106
Top 50%	41.7	13.4	.03	20	35	40	55	60	192,802	-3.6	.000	-.268
Top 10%	43.2	13.3	.06	20	35	40	55	60	47,428	-5.1	.000	-.380
Reflective & Integrative Learning												
Laurentian U (N = 754)	36.9	12.2	.45	17	29	37	46	57				
Ontario	36.2	12.2	.07	17	29	37	46	57	31,603	.7	.097	.061
National	37.2	12.2	.15	17	29	37	46	57	7,312	-.2	.639	-.018
NSSE 2020	37.6	12.5	.02	17	29	37	46	60	338,920	-.6	.164	-.051
Top 50%	39.8	12.2	.03	20	31	40	49	60	191,483	-2.9	.000	-.237
Top 10%	41.8	12.0	.07	20	34	40	51	60	31,514	-4.8	.000	-.401
Learning Strategies												
Laurentian U (N = 703)	35.7	14.7	.55	13	27	33	47	60				
Ontario	34.2	14.3	.08	13	27	33	40	60	28,889	1.5	.006	.106
National	34.4	14.1	.18	13	27	33	40	60	6,767	1.3	.022	.092
NSSE 2020	38.0	14.7	.03	13	27	40	47	60	303,844	-2.3	.000	-.155
Top 50%	40.7	14.5	.03	20	33	40	53	60	213,526	-5.0	.000	-.346
Top 10%	42.7	14.4	.06	20	33	40	60	60	69,201	-7.0	.000	-.485
Quantitative Reasoning												
Laurentian U (N = 704)	26.6	15.9	.60	0	13	27	40	60				
Ontario	27.7	15.6	.09	0	20	27	40	60	29,262	-1.1	.074	-.068
National	27.3	15.4	.20	0	20	27	40	53	6,840	-.7	.281	-.043
NSSE 2020	29.8	16.2	.03	0	20	27	40	60	308,064	-3.1	.000	-.194
Top 50%	31.4	16.1	.03	0	20	33	40	60	272,859	-4.8	.000	-.297
Top 10%	33.4	15.9	.07	7	20	33	40	60	53,965	-6.7	.000	-.424
Learning with Peers												
Collaborative Learning												
Laurentian U (N = 788)	30.6	15.4	.55	5	20	30	40	55				
Ontario	33.7	14.3	.08	10	25	35	45	60	821	-3.1	.000	-.216
National	33.9	14.0	.17	10	25	35	45	60	946	-3.3	.000	-.234
NSSE 2020	32.2	15.4	.03	5	20	30	45	60	356,232	-1.7	.002	-.108
Top 50%	35.9	14.0	.03	15	25	35	45	60	791	-5.4	.000	-.385
Top 10%	38.4	13.6	.06	15	30	40	50	60	809	-7.8	.000	-.576
Discussions with Diverse Others												
Laurentian U (N = 704)	35.1	16.5	.62	0	20	35	45	60				
Ontario	40.3	15.2	.09	15	30	40	55	60	733	-5.1	.000	-.336
National	39.6	15.4	.20	15	30	40	55	60	850	-4.5	.000	-.289
NSSE 2020	39.8	15.9	.03	15	30	40	55	60	305,381	-4.7	.000	-.296
Top 50%	42.1	15.5	.03	15	30	40	60	60	706	-6.9	.000	-.446
Top 10%	43.8	15.3	.06	20	35	45	60	60	716	-8.6	.000	-.565

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Laurentian U (N = 738)	18.7	15.1	.56	0	5	15	30	45				
Ontario	18.0	14.5	.08	0	5	15	25	45	30,705	.7	.228	.045
National	20.0	14.8	.19	0	10	20	30	50	7,134	-1.3	.027	-.086
NSSE 2020	22.7	15.9	.03	0	10	20	35	55	740	-4.0	.000	-.250
Top 50%	29.7	15.9	.05	5	20	30	40	60	749	-11.0	.000	-.690
Top 10%	33.2	16.0	.12	10	20	35	45	60	808	-14.5	.000	-.912
Effective Teaching Practices												
Laurentian U (N = 726)	34.1	14.4	.53	8	24	35	44	60				
Ontario	34.6	12.8	.07	12	24	36	44	60	754	-.5	.377	-.037
National	35.5	13.1	.17	12	28	36	44	60	871	-1.4	.013	-.104
NSSE 2020	38.8	13.8	.02	16	28	40	48	60	317,776	-4.7	.000	-.336
Top 50%	41.8	13.7	.03	20	32	40	52	60	164,629	-7.6	.000	-.558
Top 10%	43.7	13.4	.07	20	36	44	56	60	751	-9.6	.000	-.712
Campus Environment												
Quality of Interactions												
Laurentian U (N = 586)	38.4	13.7	.57	12	30	40	48	60				
Ontario	38.7	12.4	.08	16	32	40	48	58	608	-.4	.533	-.029
National	40.6	12.0	.16	18	34	42	50	60	685	-2.2	.000	-.180
NSSE 2020	42.3	12.3	.02	20	35	44	52	60	588	-3.9	.000	-.318
Top 50%	45.2	11.7	.03	24	38	48	54	60	588	-6.9	.000	-.587
Top 10%	47.4	12.0	.05	24	40	50	58	60	595	-9.0	.000	-.747
Supportive Environment												
Laurentian U (N = 678)	22.6	13.4	.51	3	13	20	30	48				
Ontario	25.8	13.2	.08	5	18	25	35	50	28,386	-3.1	.000	-.238
National	28.3	13.3	.17	8	20	28	38	53	6,629	-5.7	.000	-.429
NSSE 2020	30.9	14.2	.03	8	20	30	40	58	681	-8.3	.000	-.580
Top 50%	34.6	14.0	.03	13	25	35	45	60	180,913	-12.0	.000	-.858
Top 10%	36.8	14.1	.08	13	28	38	48	60	709	-14.2	.000	-1.009

- 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 SE) 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.