



NSSE 2013

Engagement Indicators

University of Rhode Island

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 themes as shown at right.

<i>Theme</i>	<i>Engagement Indicator</i>
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective and 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

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| <p>Overview (p. 3)</p> <p>Theme Reports (pp. 4-13)</p> <p>Comparisons with High-Performing Institutions (p. 15)</p> <p>Detailed Statistics (pp. 16-19)</p> | <p>Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.</p> <p>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:</p> <ul style="list-style-type: none"> 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 <i>within</i> your institution and comparison groups. Summary of Indicator Items
Responses to each item in a given EI are displayed for your institution and comparison groups. <p>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 current-year participating institutions.</p> <p>Detailed information about EI score means, distributions, and tests of statistical significance.</p> |
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Interpreting comparisons

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

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 Institutional 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 Web site: nsse.iub.edu

Engagement Indicators: Overview

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

Use the following key:

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

First-Year (FY) Students

Theme	Engagement Indicator	Your FY students compared with New England Public	Your FY students compared with Carnegie Class	Your FY students compared with NSSE 2013
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective and Integrative Learning	--	--	▼
	Learning Strategies	--	--	--
	Quantitative Reasoning	△	△	△
Learning with Peers	Collaborative Learning	△	△	△
	Discussions with Diverse Others	△	--	--
Experiences with Faculty	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	--	▼	▼
Campus Environment	Quality of Interactions	--	▼	▼
	Supportive Environment	△	--	--

Seniors

Theme	Engagement Indicator	Your seniors compared with New England Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2013
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective and 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

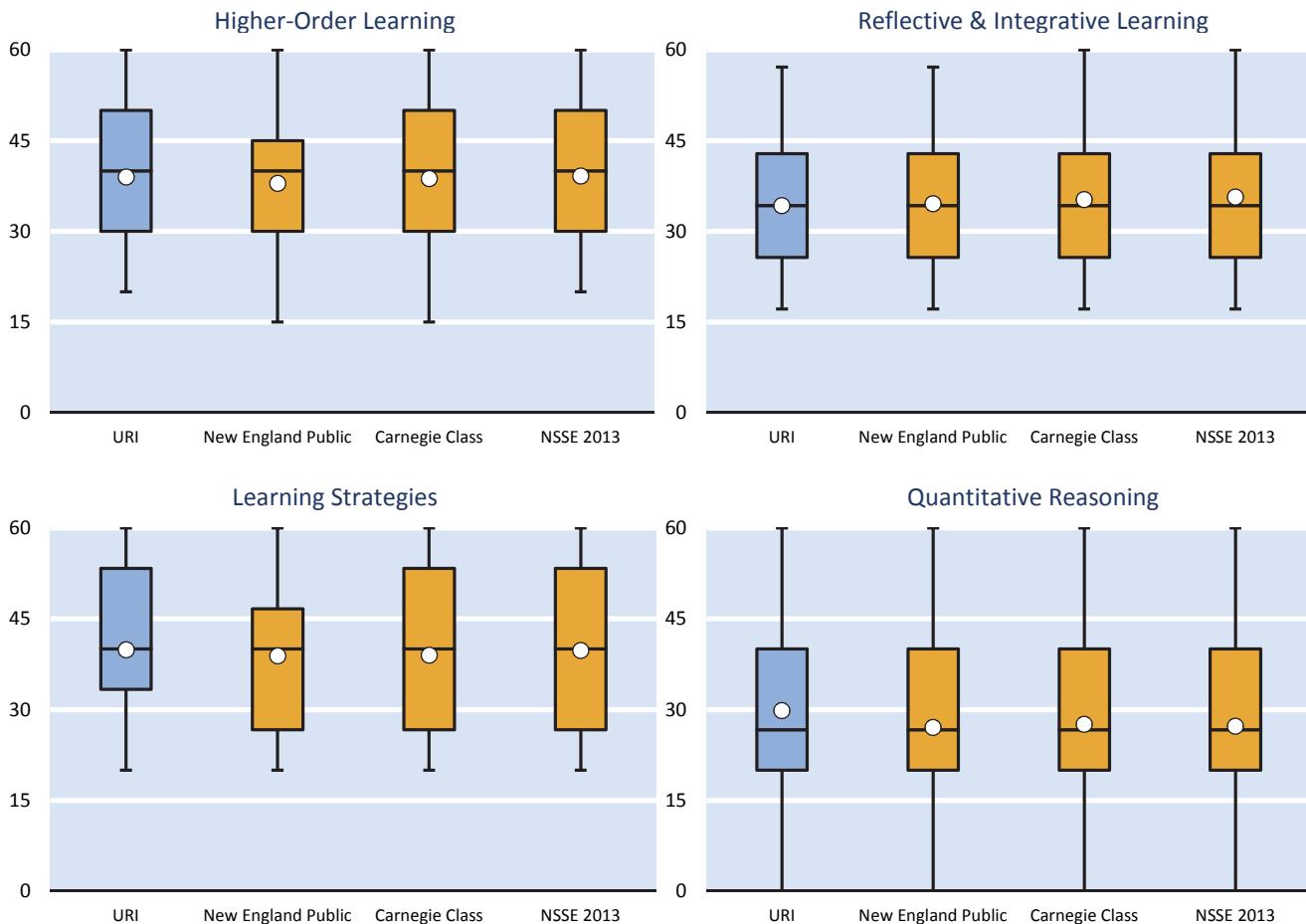
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning, 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	URI	Your first-year students compared with					
		New England Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.0	37.9	.08	38.7	.02	39.1	-.01
Reflective & Integrative Learning	34.2	34.6	-.03	35.3	-.08	35.7 **	-.11
Learning Strategies	39.9	38.9	.07	39.0	.06	39.8	.01
Quantitative Reasoning	29.9	27.0 ***	.18	27.6 ***	.14	27.3 ***	.16

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

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	URI	New England Public	Carnegie Class	NSSE 2013
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	78	71	75	74
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	69	72	73
4d. Evaluating a point of view, decision, or information source	67	68	67	70
4e. Forming a new idea or understanding from various pieces of information	64	67	67	69
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	54	55	56	56
2b. Connected your learning to societal problems or issues	51	52	51	53
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	45	47	49	51
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	58	62	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	59	61	65	66
2f. Learned something that changed the way you understand an issue or concept	62	63	65	66
2g. Connected ideas from your courses to your prior experiences and knowledge	73	76	77	78
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	82	80	80	81
9b. Reviewed your notes after class	70	63	64	66
9c. Summarized what you learned in class or from course materials	67	62	62	64
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	56	51	53	51
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	39	38	38
6c. Evaluated what others have concluded from numerical information	41	36	38	37

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

Academic Challenge: Seniors

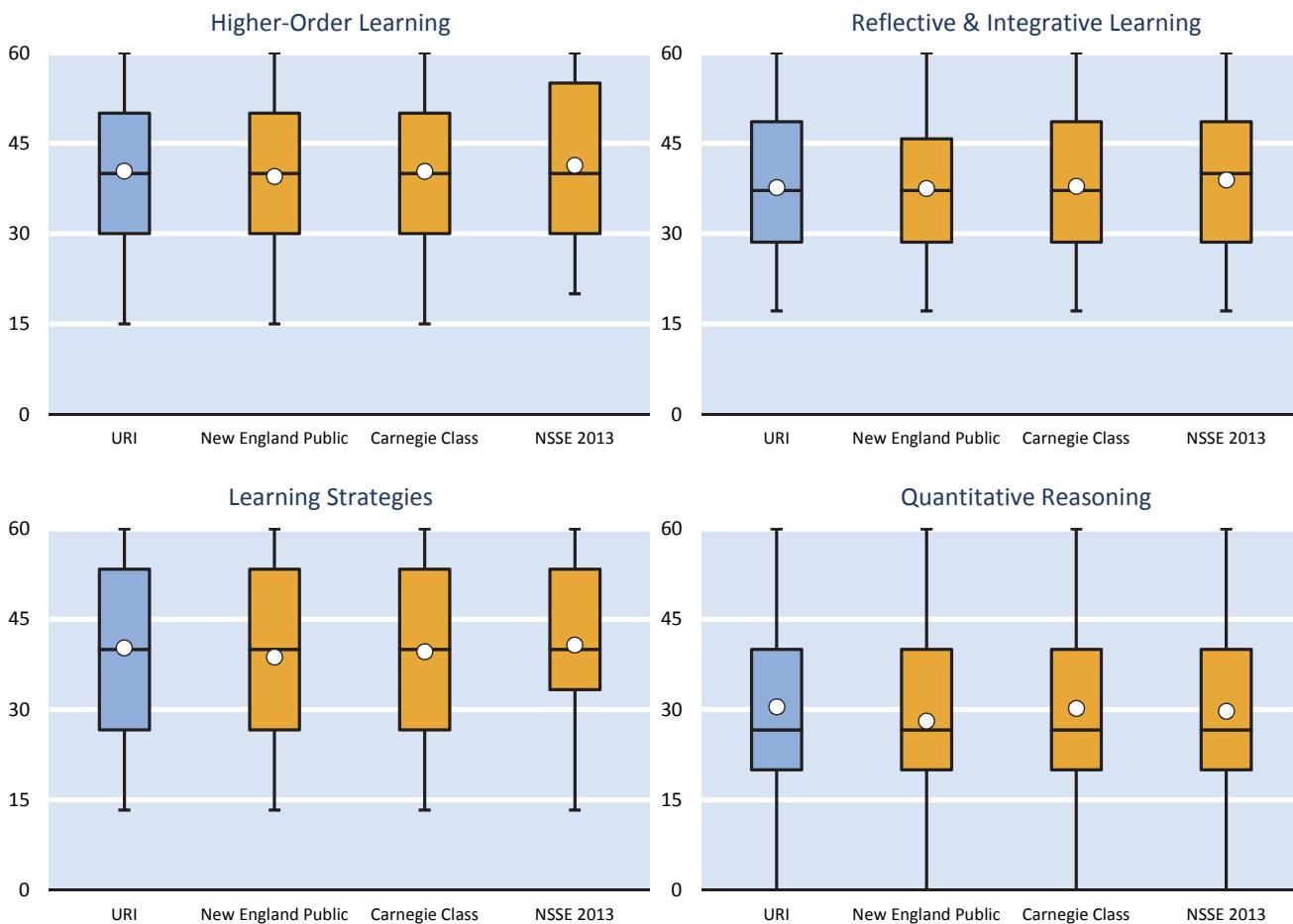
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning,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

Mean Comparisons

Engagement Indicator	URI	Your first-year students compared with					
		New England Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.4	39.5	.06	40.4	.00	41.3	-.07
Reflective & Integrative Learning	37.7	37.5	.01	37.8	-.01	38.9 **	-.10
Learning Strategies	40.2	38.7 **	.10	39.6	.04	40.7	-.03
Quantitative Reasoning	30.4	28.1 ***	.14	30.2	.01	29.7	.04

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

Score Distributions



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Academic Challenge: Seniors (continued)

Summary of Indicator Items

	URI	New England Public	Carnegie Class	NSSE 2013
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	81	77	80	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	73	76	78
4d. Evaluating a point of view, decision, or information source	69	68	68	72
4e. Forming a new idea or understanding from various pieces of information	71	69	70	73
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	74	70	72	71
2b. Connected your learning to societal problems or issues	64	62	61	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	53	50	56
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	62	63	67
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65	66	67	70
2f. Learned something that changed the way you understand an issue or concept	72	67	68	70
2g. Connected ideas from your courses to your prior experiences and knowledge	82	82	83	84
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	82	81	82	84
9b. Reviewed your notes after class	64	59	63	65
9c. Summarized what you learned in class or from course materials	66	62	63	66
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	56	51	56	54
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	40	44	44
6c. Evaluated what others have concluded from numerical information	46	40	45	44

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

Learning with Peers: First-year students

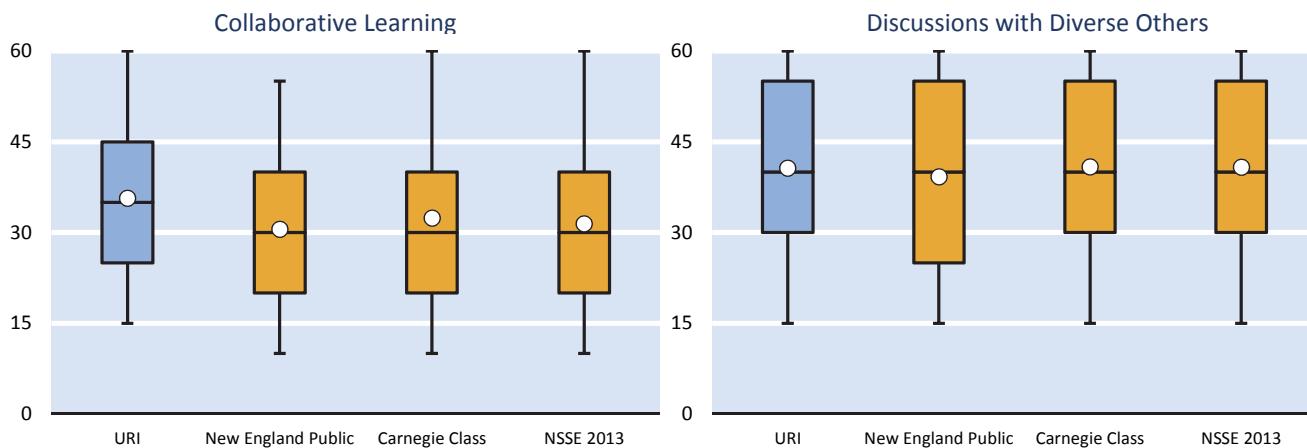
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	URI	Your first-year students compared with					
		New England Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.6	30.5 ***	.37	32.4 ***	.23	31.4 ***	.30
Discussions with Diverse Others	40.6	39.2 *	.09	40.8	-.01	40.8	-.01

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

Score Distributions



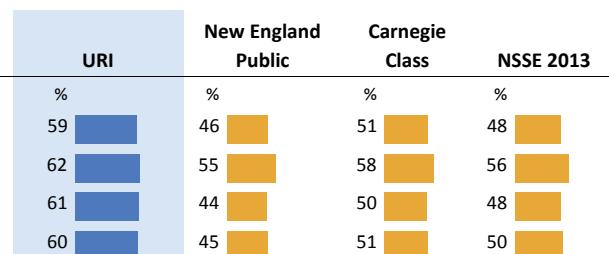
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Summary of Indicator Items

Collaborative Learning

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

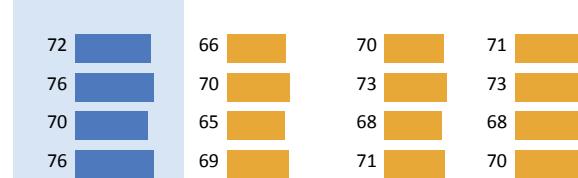
- 1e. Asked another student to help you understand course material
- 1f. Explained course material to one or more students
- 1g. Prepared for exams by discussing or working through course material with other students
- 1h. Worked with other students on course projects or assignments



Discussions with Diverse Others

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

- 8a. People from a race or ethnicity other than your own
- 8b. People from an economic background other than your own
- 8c. People with religious beliefs other than your own
- 8d. People with political views other than your own



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

Learning with Peers: Seniors

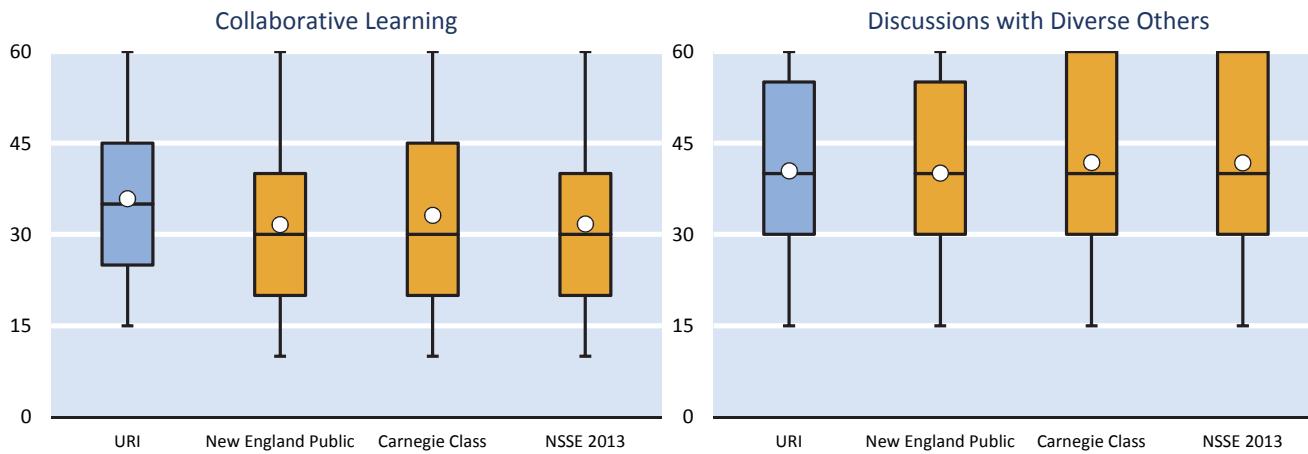
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Mean Comparisons

Engagement Indicator	URI	Your seniors compared with					
		New England Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.9	31.6 ***	.30	33.1 ***	.19	31.7 ***	.28
Discussions with Diverse Others	40.4	40.1	.02	41.8 *	-.09	41.8 *	-.08

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

Score Distributions



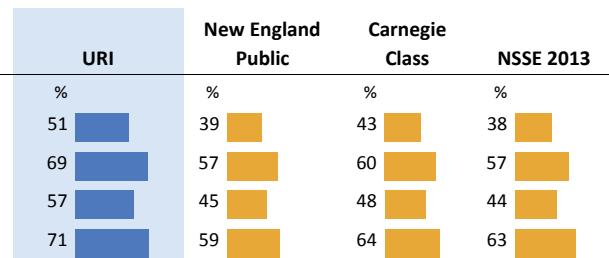
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Summary of Indicator Items

Collaborative Learning

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

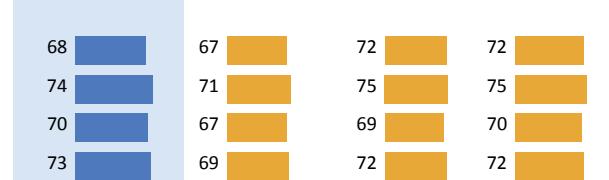
- 1e. Asked another student to help you understand course material
- 1f. Explained course material to one or more students
- 1g. Prepared for exams by discussing or working through course material with other students
- 1h. Worked with other students on course projects or assignments



Discussions with Diverse Others

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

- 8a. People from a race or ethnicity other than your own
- 8b. People from an economic background other than your own
- 8c. People with religious beliefs other than your own
- 8d. People with political views other than your own



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Experiences with Faculty: First-year students

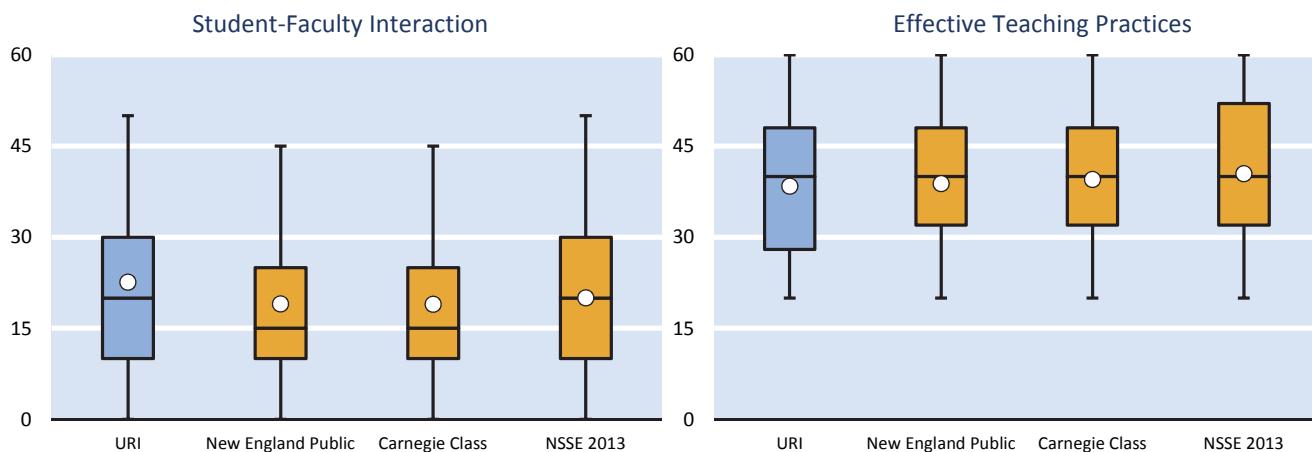
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	URI	Your first-year students compared with					
		New England Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.6	19.0 ***	.25	19.0 ***	.26	20.0 ***	.18
Effective Teaching Practices	38.4	38.8	-.03	39.5 *	-.08	40.4 ***	-.15

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

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

Summary of Indicator Items

Student-Faculty Interaction

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

- 3a. Talked about career plans with a faculty member
- 3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)
- 3c. Discussed course topics, ideas, or concepts with a faculty member outside of class
- 3d. Discussed your academic performance with a faculty member

URI	New England Public	Carnegie Class	NSSE 2013
%	%	%	%
38	29	29	32
20	17	17	18
29	21	22	24
34	26	25	28

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

- 5a. Clearly explained course goals and requirements
- 5b. Taught course sessions in an organized way
- 5c. Used examples or illustrations to explain difficult points
- 5d. Provided feedback on a draft or work in progress
- 5e. Provided prompt and detailed feedback on tests or completed assignments

79	81	81	82
75	77	80	80
74	74	78	78
62	64	61	65
59	58	59	63

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

Experiences with Faculty: Seniors

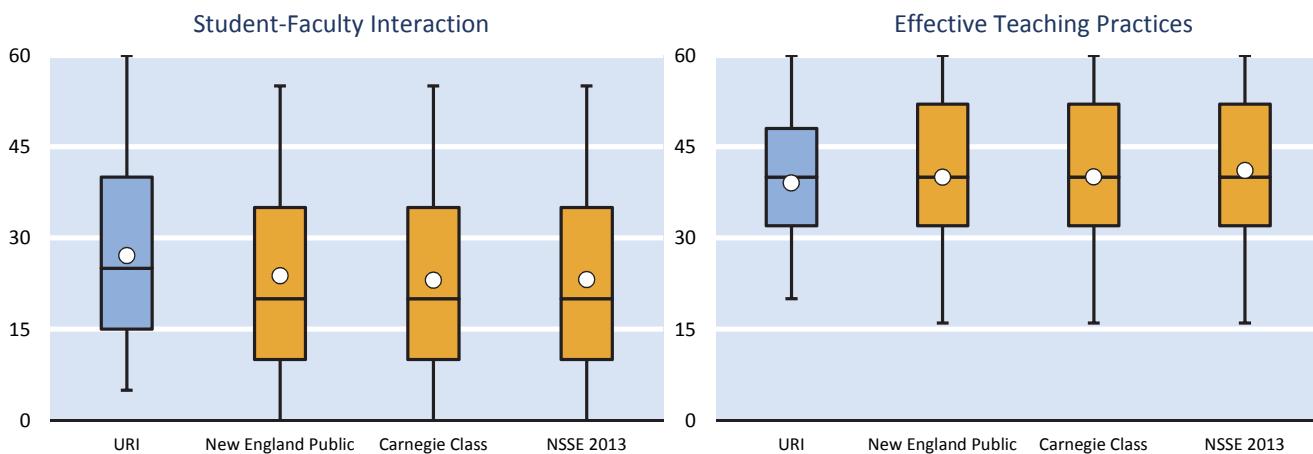
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	URI	Your seniors compared with					
		New England Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	27.1	23.8 ***	.21	23.0 ***	.26	23.2 ***	.24
Effective Teaching Practices	39.1	40.0 *	-.07	40.0 *	-.07	41.1 ***	-.15

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

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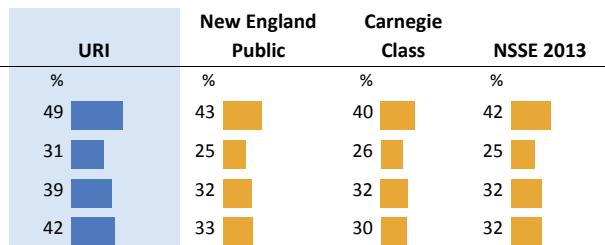
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Summary of Indicator Items

Student-Faculty Interaction

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

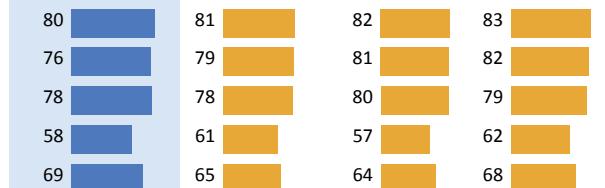
- 3a. Talked about career plans with a faculty member
- 3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)
- 3c. Discussed course topics, ideas, or concepts with a faculty member outside of class
- 3d. Discussed your academic performance with a faculty member



Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

- 5a. Clearly explained course goals and requirements
- 5b. Taught course sessions in an organized way
- 5c. Used examples or illustrations to explain difficult points
- 5d. Provided feedback on a draft or work in progress
- 5e. Provided prompt and detailed feedback on tests or completed assignments



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

Campus Environment: First-year students

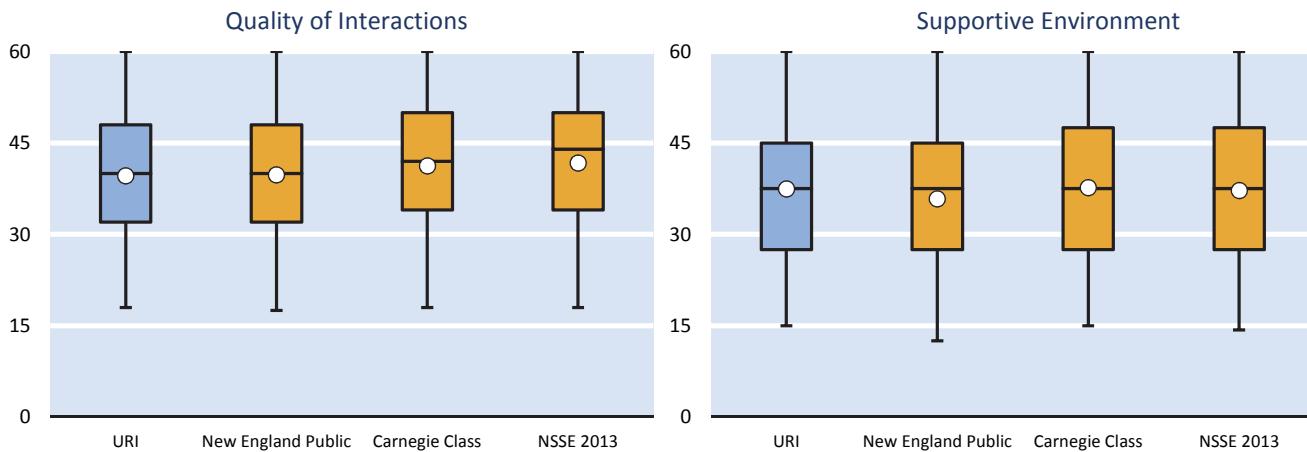
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	URI	Your first-year students compared with					
		New England Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.6	39.7	-.01	41.2 **	-.13	41.7 ***	-.17
Supportive Environment	37.4	35.8 *	.12	37.7	-.02	37.2	.02

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

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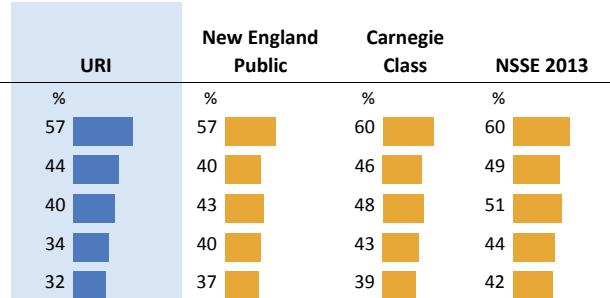
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Summary of Indicator Items

Quality of Interactions

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

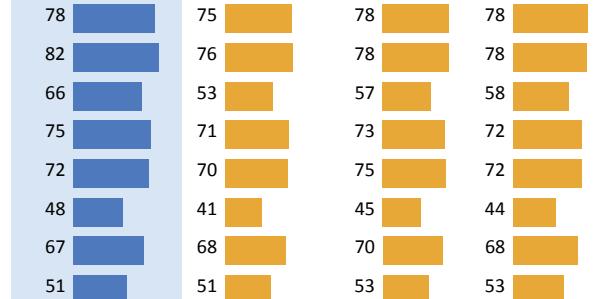
- 13a. Students 57
- 13b. Academic advisors 44
- 13c. Faculty 40
- 13d. Student services staff (career services, student activities, housing, etc.) 34
- 13e. Other administrative staff and offices (registrar, financial aid, etc.) 32



Supportive Environment

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

- 14b. Providing support to help students succeed academically 78
- 14c. Using learning support services (tutoring services, writing center, etc.) 82
- 14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.) 66
- 14e. Providing opportunities to be involved socially 75
- 14f. Providing support for your overall well-being (recreation, health care, counseling, etc.) 72
- 14g. Helping you manage your non-academic responsibilities (work, family, etc.) 48
- 14h. Attending campus activities and events (performing arts, athletic events, etc.) 67
- 14i. Attending events that address important social, economic, or political issues 51



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

Campus Environment: Seniors

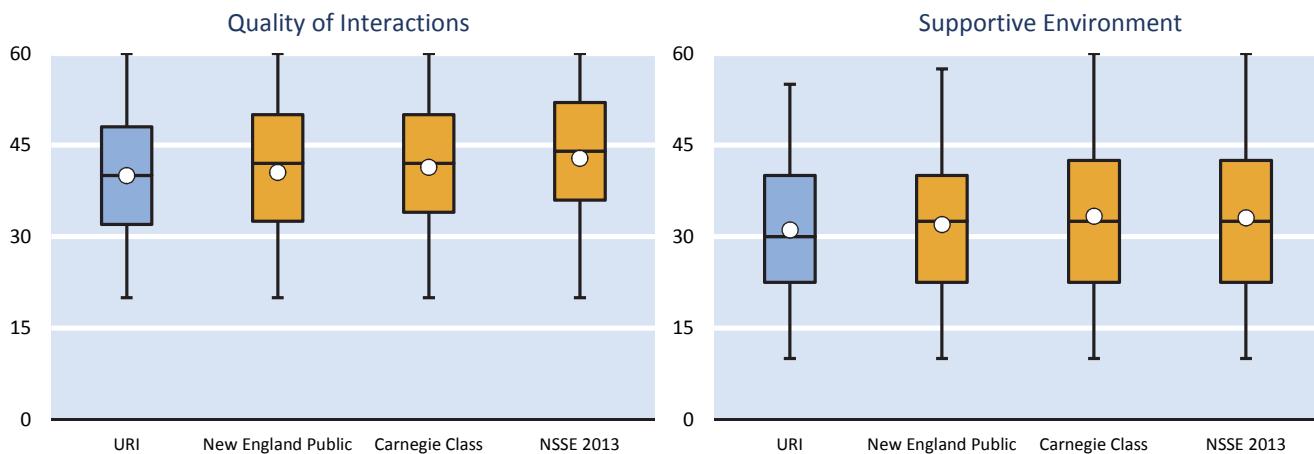
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	URI	Your seniors compared with					
		New England Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.0	40.5	-.05	41.4 **	-.12	42.8 ***	-.24
Supportive Environment	31.1	32.0	-.07	33.3 ***	-.16	33.1 ***	-.14

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

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

Summary of Indicator Items

Quality of Interactions

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

	URI	New England Public	Carnegie Class	NSSE 2013
	%	%	%	%
13a. Students	58	61	64	65
13b. Academic advisors	42	46	46	53
13c. Faculty	52	53	57	61
13d. Student services staff (career services, student activities, housing, etc.)	32	39	39	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	30	35	38	43

Supportive Environment

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

	URI	New England Public	Carnegie Class	NSSE 2013
	%	%	%	%
14b. Providing support to help students succeed academically	69	68	71	72
14c. Using learning support services (tutoring services, writing center, etc.)	65	64	66	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	45	50	52
14e. Providing opportunities to be involved socially	61	64	67	65
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	56	62	65	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	27	29	31	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	52	58	60	56
14i. Attending events that address important social, economic, or political issues	43	45	46	45

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

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all current-year NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all current-year 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 to that of the high-performing group. However, the absence of a significant difference between your score and that of the high-performing group does not mean that your institution was a member of that group.

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

First-Year Students		URI Mean	Your first-year students compared with					
			NSSE 2013 Top 50%			NSSE 2013 Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.0	40.9 ***	-.14		42.7 ***	-.28	
	Reflective and Integrative Learning	34.2	37.6 ***	-.27		39.4 ***	-.41	
	Learning Strategies	39.9	41.9 **	-.14		44.3 ***	-.31	
	Quantitative Reasoning	29.9	28.8	.06	✓	30.5	-.04	✓
<i>Learning with Peers</i>	Collaborative Learning	35.6	34.4 *	.09	✓	37.1 *	-.11	
	Discussions with Diverse Others	40.6	43.2 ***	-.17		45.7 ***	-.34	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	22.6	23.4	-.06	✓	26.7 ***	-.25	
	Effective Teaching Practices	38.4	42.8 ***	-.33		44.7 ***	-.45	
<i>Campus Environment</i>	Quality of Interactions	39.6	44.3 ***	-.41		46.3 ***	-.56	
	Supportive Environment	37.4	39.5 ***	-.16		41.4 ***	-.31	
Seniors		URI Mean	Your seniors compared with					
<i>Academic Challenge</i>	Higher-Order Learning		43.5 ***	-.23		45.3 ***	-.36	
	Reflective and Integrative Learning		41.1 ***	-.27		43.1 ***	-.43	
	Learning Strategies		43.2 ***	-.20		45.4 ***	-.37	
	Quantitative Reasoning		31.1	-.04	✓	32.5 ***	-.12	
<i>Learning with Peers</i>	Collaborative Learning	35.9	35.0	.06	✓	37.5 ***	-.12	
	Discussions with Diverse Others	40.4	44.1 ***	-.23		45.8 ***	-.35	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	27.1	29.7 ***	-.16		34.6 ***	-.47	
	Effective Teaching Practices	39.1	43.3 ***	-.31		45.3 ***	-.46	
<i>Campus Environment</i>	Quality of Interactions	40.0	45.8 ***	-.50		47.6 ***	-.66	
	Supportive Environment	31.1	36.2 ***	-.37		39.1 ***	-.62	

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

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

NSSE 2013 Engagement Indicators

Detailed Statistics^a University of Rhode Island

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
URI (N = 563)	39.0	13.6	.57	20	30	40	50	60				
New England Public	37.9	13.6	.22	15	30	40	45	60	4,326	1.1	.087	.077
Carnegie Class	38.7	13.8	.08	15	30	40	50	60	29,787	.2	.684	.017
NSSE 2013	39.1	13.8	.04	20	30	40	50	60	140,317	-.2	.765	-.013
Top 50%	40.9	13.6	.05	20	30	40	50	60	63,957	-1.9	.001	-.139
Top 10%	42.7	13.7	.11	20	35	40	55	60	15,196	-3.8	.000	-.277
Reflective and Integrative Learning												
URI (N = 582)	34.2	12.0	.50	17	26	34	43	57				
New England Public	34.6	12.4	.20	17	26	34	43	57	4,520	-.3	.540	-.027
Carnegie Class	35.3	12.5	.07	17	26	34	43	60	31,048	-1.0	.052	-.081
NSSE 2013	35.7	12.6	.03	17	26	34	43	60	586	-1.4	.004	-.115
Top 50%	37.6	12.5	.05	17	29	37	46	60	63,389	-3.3	.000	-.269
Top 10%	39.4	12.5	.10	20	31	40	49	60	629	-5.2	.000	-.413
Learning Strategies												
URI (N = 509)	39.9	13.4	.59	20	33	40	53	60				
New England Public	38.9	13.9	.23	20	27	40	47	60	677	1.0	.106	.075
Carnegie Class	39.0	14.1	.09	20	27	40	53	60	530	.9	.126	.065
NSSE 2013	39.8	14.2	.04	20	27	40	53	60	513	.1	.822	.009
Top 50%	41.9	14.1	.06	20	33	40	53	60	519	-2.0	.001	-.139
Top 10%	44.3	14.2	.13	20	33	47	60	60	556	-4.4	.000	-.312
Quantitative Reasoning												
URI (N = 581)	29.9	15.8	.66	0	20	27	40	60				
New England Public	27.0	16.0	.26	0	20	27	40	60	4,410	2.8	.000	.175
Carnegie Class	27.6	16.1	.09	0	20	27	40	60	30,263	2.3	.001	.141
NSSE 2013	27.3	16.4	.04	0	20	27	40	60	142,624	2.6	.000	.158
Top 50%	28.8	16.3	.06	0	20	27	40	60	80,225	1.0	.129	.063
Top 10%	30.5	16.2	.13	0	20	27	40	60	17,058	-.7	.329	-.041
Learning with Peers												
Collaborative Learning												
URI (N = 595)	35.6	13.5	.55	15	25	35	45	60				
New England Public	30.5	13.8	.22	10	20	30	40	55	4,645	5.1	.000	.373
Carnegie Class	32.4	13.9	.08	10	20	30	40	60	31,879	3.3	.000	.235
NSSE 2013	31.4	14.2	.04	10	20	30	40	60	149,498	4.2	.000	.297
Top 50%	34.4	13.7	.05	15	25	35	45	60	66,007	1.2	.033	.088
Top 10%	37.1	13.6	.12	15	25	35	45	60	13,938	-1.4	.011	-.106
Discussions with Diverse Others												
URI (N = 518)	40.6	14.7	.64	15	30	40	55	60				
New England Public	39.2	16.0	.27	15	25	40	55	60	707	1.4	.039	.091
Carnegie Class	40.8	15.7	.10	15	30	40	55	60	540	-.2	.759	-.013
NSSE 2013	40.8	16.0	.04	15	30	40	55	60	522	-.1	.820	-.009
Top 50%	43.2	15.4	.06	20	35	45	60	60	526	-2.6	.000	-.169
Top 10%	45.7	15.0	.13	20	40	50	60	60	560	-5.1	.000	-.340

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
URI (N = 571)	22.6	15.1	.63	0	10	20	30	50				
New England Public	19.0	14.0	.23	0	10	15	25	45	724	3.6	.000	.251
Carnegie Class	19.0	14.0	.08	0	10	15	25	45	589	3.6	.000	.256
NSSE 2013	20.0	14.5	.04	0	10	20	30	50	575	2.6	.000	.176
Top 50%	23.4	15.0	.07	0	10	20	35	55	45,229	-.8	.182	-.056
Top 10%	26.7	16.4	.20	0	15	25	40	60	687	-4.1	.000	-.251
Effective Teaching Practices												
URI (N = 592)	38.4	13.0	.53	20	28	40	48	60				
New England Public	38.8	12.9	.21	20	32	40	48	60	4,453	-.4	.454	-.033
Carnegie Class	39.5	13.0	.08	20	32	40	48	60	30,577	-1.1	.048	-.082
NSSE 2013	40.4	13.3	.04	20	32	40	52	60	144,110	-2.0	.000	-.152
Top 50%	42.8	13.3	.06	20	35	44	56	60	51,258	-4.4	.000	-.330
Top 10%	44.7	13.8	.12	20	36	48	60	60	653	-6.3	.000	-.454
Campus Environment												
Quality of Interactions												
URI (N = 502)	39.6	12.0	.54	18	32	40	48	60				
New England Public	39.7	12.1	.21	18	32	40	48	60	3,920	-.2	.792	-.013
Carnegie Class	41.2	12.3	.08	18	34	42	50	60	26,641	-1.6	.004	-.131
NSSE 2013	41.7	12.5	.04	18	34	44	50	60	126,484	-2.1	.000	-.170
Top 50%	44.3	11.6	.06	22	38	46	53	60	43,709	-4.7	.000	-.408
Top 10%	46.3	12.0	.11	23	40	48	56	60	12,350	-6.7	.000	-.555
Supportive Environment												
URI (N = 473)	37.4	12.8	.59	15	28	38	45	60				
New England Public	35.8	13.5	.23	13	28	38	45	60	3,779	1.6	.015	.119
Carnegie Class	37.7	13.5	.09	15	28	38	48	60	25,520	-.2	.722	-.017
NSSE 2013	37.2	14.0	.04	14	28	38	48	60	476	.3	.659	.019
Top 50%	39.5	13.2	.06	18	30	40	50	60	57,294	-2.1	.001	-.160
Top 10%	41.4	12.9	.12	20	33	43	53	60	11,666	-4.0	.000	-.309

a. Results weighted by gender and enrollment status (and institutional size for comparison groups).

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

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

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

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

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

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

NSSE 2013 Engagement Indicators

Detailed Statistics^a University of Rhode Island

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
URI (N = 786)	40.4	13.9	.49	15	30	40	50	60				
New England Public	39.5	14.2	.17	15	30	40	50	60	7,706	.9	.088	.064
Carnegie Class	40.4	14.1	.06	15	30	40	50	60	60,451	.0	.946	.002
NSSE 2013	41.3	14.0	.03	20	30	40	55	60	250,737	-.9	.064	-.066
Top 50%	43.5	13.7	.04	20	35	40	55	60	97,253	-3.1	.000	-.227
Top 10%	45.3	13.6	.08	20	40	45	60	60	28,982	-4.9	.000	-.358
Reflective and Integrative Learning												
URI (N = 819)	37.7	12.7	.45	17	29	37	49	60				
New England Public	37.5	13.1	.15	17	29	37	46	60	8,084	.1	.761	.011
Carnegie Class	37.8	13.0	.05	17	29	37	49	60	62,890	-.2	.698	-.014
NSSE 2013	38.9	13.0	.03	17	29	40	49	60	260,359	-1.2	.006	-.096
Top 50%	41.1	12.6	.04	20	31	40	51	60	96,289	-3.4	.000	-.272
Top 10%	43.1	12.6	.08	20	34	43	54	60	26,506	-5.4	.000	-.429
Learning Strategies												
URI (N = 753)	40.2	14.4	.52	13	27	40	53	60				
New England Public	38.7	15.1	.19	13	27	40	53	60	7,349	1.5	.010	.100
Carnegie Class	39.6	14.8	.06	13	27	40	53	60	56,990	.6	.250	.042
NSSE 2013	40.7	14.7	.03	13	33	40	53	60	238,414	-.5	.367	-.033
Top 50%	43.2	14.4	.04	20	33	40	60	60	113,587	-2.9	.000	-.204
Top 10%	45.4	14.0	.08	20	40	47	60	60	34,096	-5.2	.000	-.368
Quantitative Reasoning												
URI (N = 803)	30.4	17.1	.60	0	20	27	40	60				
New England Public	28.1	17.3	.21	0	20	27	40	60	7,902	2.3	.000	.136
Carnegie Class	30.2	17.2	.07	0	20	27	40	60	61,550	.2	.725	.013
NSSE 2013	29.7	17.3	.03	0	20	27	40	60	255,272	.7	.227	.043
Top 50%	31.1	17.2	.05	0	20	33	40	60	141,916	-.7	.244	-.041
Top 10%	32.5	17.0	.09	0	20	33	40	60	39,393	-2.1	.001	-.123
Learning with Peers												
Collaborative Learning												
URI (N = 820)	35.9	13.6	.48	15	25	35	45	60				
New England Public	31.6	14.2	.17	10	20	30	40	60	8,156	4.2	.000	.297
Carnegie Class	33.1	14.3	.06	10	20	30	45	60	842	2.7	.000	.190
NSSE 2013	31.7	14.6	.03	10	20	30	40	60	825	4.2	.000	.284
Top 50%	35.0	13.8	.04	15	25	35	45	60	107,737	.9	.078	.062
Top 10%	37.5	13.5	.11	15	25	40	50	60	16,902	-1.7	.001	-.123
Discussions with Diverse Others												
URI (N = 751)	40.4	15.7	.57	15	30	40	55	60				
New England Public	40.1	16.1	.20	15	30	40	55	60	7,389	.3	.590	.021
Carnegie Class	41.8	16.0	.07	15	30	40	60	60	57,559	-1.4	.019	-.086
NSSE 2013	41.8	16.1	.03	15	30	40	60	60	755	-1.4	.019	-.084
Top 50%	44.1	15.9	.04	20	35	45	60	60	759	-3.7	.000	-.231
Top 10%	45.8	15.6	.08	20	40	50	60	60	40,218	-5.4	.000	-.345

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
URI (N = 807)	27.1	16.2	.57	5	15	25	40	60				
New England Public	23.8	15.8	.19	0	10	20	35	55	7,901	3.3	.000	.210
Carnegie Class	23.0	15.9	.06	0	10	20	35	55	61,707	4.1	.000	.256
NSSE 2013	23.2	16.3	.03	0	10	20	35	55	255,428	3.9	.000	.240
Top 50%	29.7	16.1	.07	5	20	30	40	60	53,448	-2.6	.000	-.162
Top 10%	34.6	16.0	.20	10	20	35	45	60	7,258	-7.5	.000	-.467
Effective Teaching Practices												
URI (N = 818)	39.1	12.6	.44	20	32	40	48	60				
New England Public	40.0	13.6	.16	16	32	40	52	60	1,045	-.9	.045	-.070
Carnegie Class	40.0	13.6	.06	16	32	40	52	60	842	-1.0	.030	-.071
NSSE 2013	41.1	13.8	.03	16	32	40	52	60	823	-2.0	.000	-.149
Top 50%	43.3	13.7	.05	20	36	44	56	60	834	-4.2	.000	-.308
Top 10%	45.3	13.5	.11	20	36	48	60	60	912	-6.2	.000	-.465
Campus Environment												
Quality of Interactions												
URI (N = 729)	40.0	11.4	.42	20	32	40	48	60				
New England Public	40.5	11.9	.15	20	33	42	50	60	7,178	-.6	.231	-.047
Carnegie Class	41.4	11.9	.05	20	34	42	50	60	55,238	-1.4	.002	-.117
NSSE 2013	42.8	11.9	.02	20	36	44	52	60	229,889	-2.8	.000	-.237
Top 50%	45.8	11.5	.04	24	40	48	55	60	76,818	-5.8	.000	-.505
Top 10%	47.6	11.6	.08	24	42	50	58	60	22,691	-7.7	.000	-.663
Supportive Environment												
URI (N = 711)	31.1	13.2	.49	10	23	30	40	55				
New England Public	32.0	13.8	.17	10	23	33	40	58	898	-.9	.077	-.067
Carnegie Class	33.3	14.1	.06	10	23	33	43	60	732	-2.3	.000	-.160
NSSE 2013	33.1	14.4	.03	10	23	33	43	60	716	-2.0	.000	-.140
Top 50%	36.2	13.7	.05	13	28	38	45	60	723	-5.1	.000	-.373
Top 10%	39.1	13.1	.11	18	30	40	50	60	14,005	-8.1	.000	-.617

a. Results weighted by gender and enrollment status (and institutional size for comparison groups).

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

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

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

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

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

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