NSSE 2016
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 broad themes as shown at right.

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

Report Sections

Overview (p. 3)
Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)
Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

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

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

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.
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 2015 and 2016 participating institutions.

Detailed Statistics (pp. 16-19)
Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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

Engagement Indicators: Overview

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

Use the following key:

▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with New England Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2015 & 2016
Academic Challenge	Higher-Order Learning	--	--	▽
	Reflective & Integrative Learning	▽	▽	▽
	Learning Strategies	--	--	▽
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	△	△	△
	Discussions with Diverse Others	--	--	▽
Experiences with Faculty	Student-Faculty Interaction	--	△	--
	Effective Teaching Practices	▽	▽	▽
Campus Environment	Quality of Interactions	--	▽	▽
	Supportive Environment	--	--	--

Seniors

Theme	Engagement Indicator	Your seniors compared with New England Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2015 & 2016
Academic Challenge	Higher-Order Learning	--	▽	▽
	Reflective & Integrative Learning	--	--	▽
	Learning Strategies	▽	▽	▽
	Quantitative Reasoning	△	△	△
Learning with Peers	Collaborative Learning	▲	△	△
	Discussions with Diverse Others	--	--	▽
Experiences with Faculty	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	▽	▽	▽
Campus Environment	Quality of Interactions	▽	▽	▼
	Supportive Environment	▽	▽	▽

## Academic Challenge: First-year students

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

Mean Comparisons

	URI	New England Public		Carnegie Class		NSSE 2015 & 2016	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	37.6	38.0	-.03	38.4	-.06	38.8 *	-.09
Reflective & Integrative Learning	33.0	35.1 ***	-.17	35.2 ***	-.18	35.6 ***	-.21
Learning Strategies	37.4	38.5	-.08	38.3	-.07	39.2 ***	-.13
Quantitative Reasoning	27.9	28.5	-.04	28.2	-.02	28.0	.00

Your first-year students compared with

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
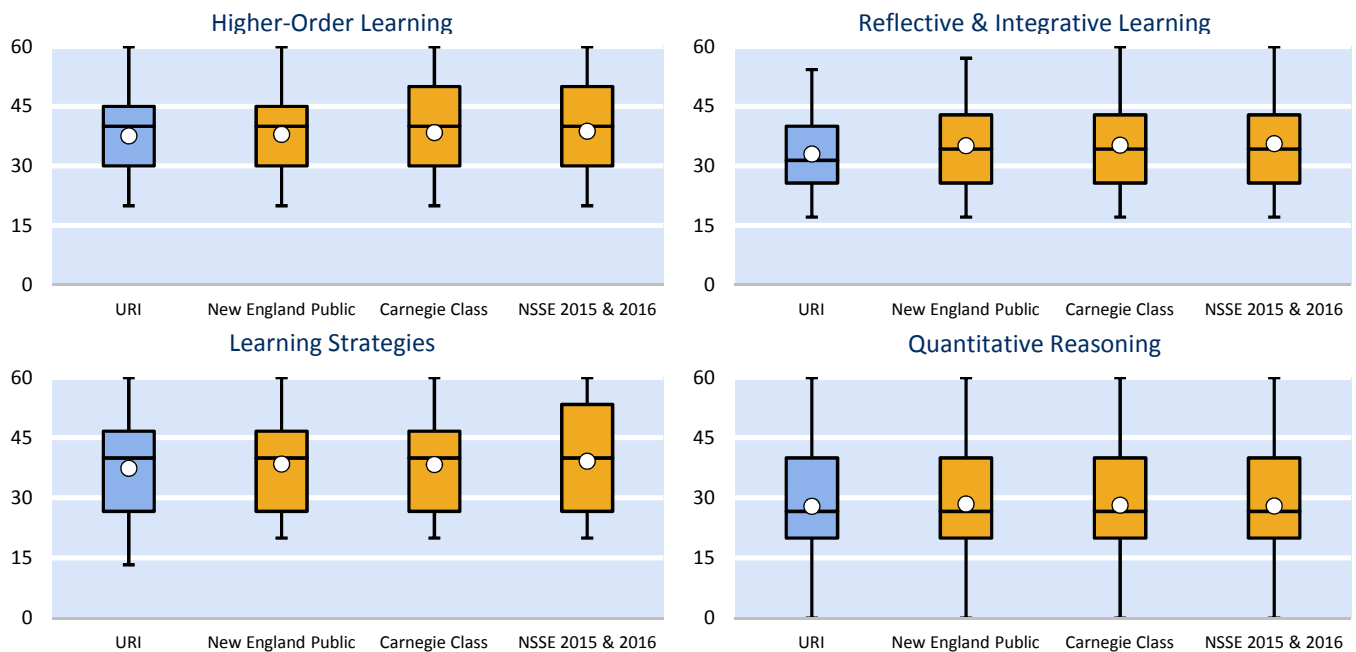
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Academic Challenge: First-year students (continued)

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	URI	Percentage point difference [a] between your FY students and		
Higher-Order Learning		**New England Public**	**Carnegie Class**	**NSSE 2015 & 2016**
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	75	+4	+2	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67	-3	-4	-4
4d. Evaluating a point of view, decision, or information source	65	-2	-3	-5
4e. Forming a new idea or understanding from various pieces of information	66	-1	-1	-3
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	47	-9	-8	-8
2b. Connected your learning to societal problems or issues	48	-6	-3	-5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	41	-9	-9	-10
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	-2	-4	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	60	-6	-7	-8
2f. Learned something that changed the way you understand an issue or concept	65	-1	+0	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	74	-2	-2	-3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	75	-4	-2	-4
9b. Reviewed your notes after class	65	+2	+1	-1
9c. Summarized what you learned in class or from course materials	60	-2	-1	-3
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.)	53	-1	-2	-0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40	-2	-0	-0
6c. Evaluated what others have concluded from numerical information	39	-1	-0	+0

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

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

NSSE 2016 Engagement Indicators
Academic Challenge
## University of Rhode Island

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

| | URI | Your seniors compared with | | | | | |
| | | New England Public | | Carnegie Class | | NSSE 2015 & 2016 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.9	39.6	-.05	40.2 **	-.09	40.9 ***	-.14
Reflective & Integrative Learning	37.7	37.9	-.01	38.0	-.02	38.7 *	-.07
Learning Strategies	37.6	38.7 *	-.08	39.0 **	-.09	39.9 ***	-.15
Quantitative Reasoning	32.2	29.5 ***	.16	30.7 *	.08	30.3 **	.11

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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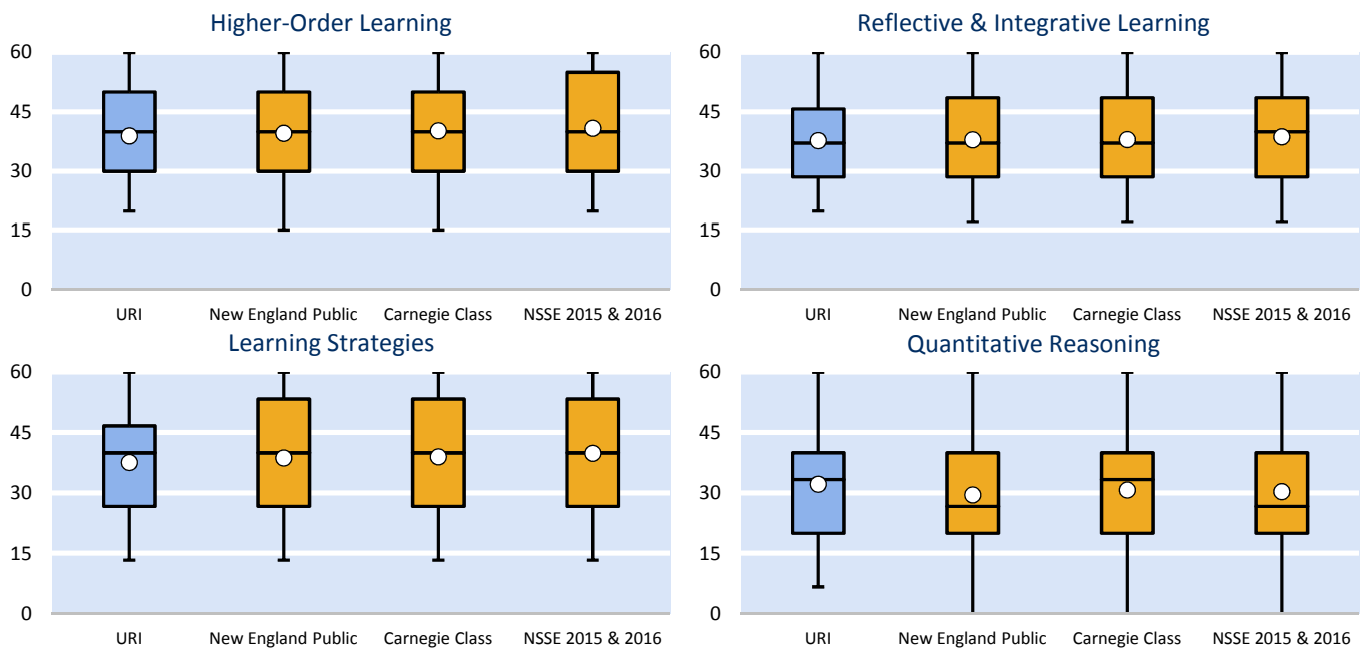
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Academic Challenge: Seniors (continued)

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

| | | Percentage point difference [a] between your seniors and | | |
| | | New England Public | Carnegie Class | NSSE 2015 & 2016 |
Higher-Order Learning	URI			
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	80	+3	+1	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	+0	-2	-3
4d. Evaluating a point of view, decision, or information source	67	-2	-1	-5
4e. Forming a new idea or understanding from various pieces of information	70	+0	-0	-3
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	74	+3	+2	+3
2b. Connected your learning to societal problems or issues	65	+2	+3	+1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	46	-7	-5	-9
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	-0	-0	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	+1	-0	-2
2f. Learned something that changed the way you understand an issue or concept	72	+3	+3	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+2	+1	-0
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	79	-2	-1	-3
9b. Reviewed your notes after class	58	-1	-3	-5
9c. Summarized what you learned in class or from course materials	62	-0	-0	-3
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.)	60	+6	+3	+4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+6	+4	+5
6c. Evaluated what others have concluded from numerical information	51	+6	+5	+6

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

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

NSSE 2016 Engagement Indicators
Learning with Peers
University of Rhode Island
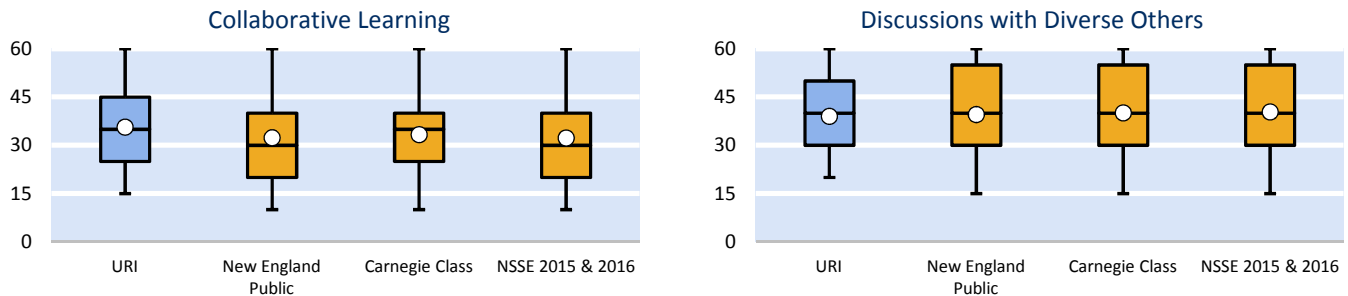
Learning with Peers: First-year students

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

	URI	New England Public		Carnegie Class		NSSE 2015 & 2016	
		Your first-year students compared with					
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.7	32.4 ***	.24	33.3 ***	.17	32.3 ***	.23
Discussions with Diverse Others	39.0	39.6	-.04	40.1	-.07	40.4 *	-.09

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

Score Distributions

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Performance on Indicator Items

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		Percentage point difference [a] between your FY students and		
Collaborative Learning	URI	New England Public	Carnegie Class	NSSE 2015 & 2016
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	62	+11	+8	+11
1f. Explained course material to one or more students	64	+6	+4	+6
1g. Prepared for exams by discussing or working through course material with other students	62	+12	+10	+12
1h. Worked with other students on course projects or assignments	60	+8	+6	+7
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	71	+2	+1	-1
8b. People from an economic background other than your own	70	-0	-2	-2
8c. People with religious beliefs other than your own	64	-3	-3	-4
8d. People with political views other than your own	68	+2	+0	+1

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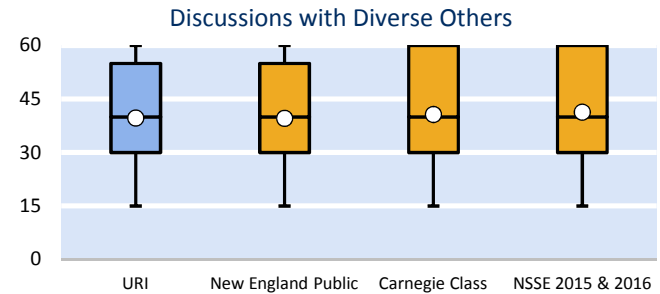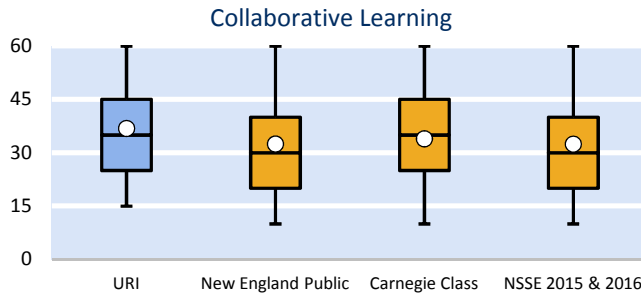
Learning with Peers: Seniors

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

	URI	New England Public		Carnegie Class		NSSE 2015 & 2016	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.8	32.5 ***	.31	33.9 ***	.20	32.4 ***	.30
Discussions with Diverse Others	39.7	39.6	.01	40.7	-.06	41.3 **	-.10

Your seniors compared with

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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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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Collaborative Learning	URI	New England Public	Carnegie Class	NSSE 2015 & 2016
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	54	+13	+9	+13
1f. Explained course material to one or more students	70	+10	+8	+12
1g. Prepared for exams by discussing or working through course material with other students	58	+12	+9	+12
1h. Worked with other students on course projects or assignments	72	+10	+6	+8
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	68	+0	-2	-4
8b. People from an economic background other than your own	71	+0	-2	-3
8c. People with religious beliefs other than your own	66	-0	-1	-3
8d. People with political views other than your own	70	+3	+1	+0

Percentage point difference [a] between your seniors and

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NSSE 2016 Engagement Indicators
Experiences with Faculty
University of Rhode Island

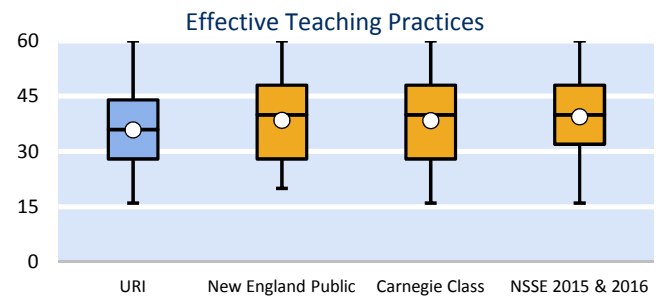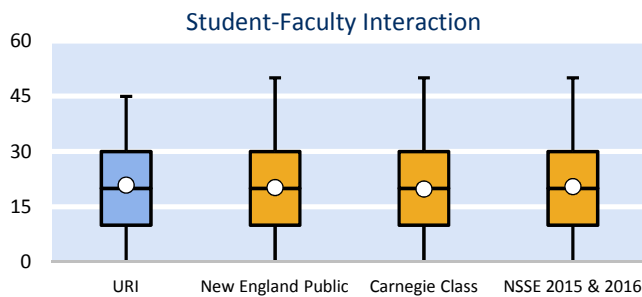## Experiences with Faculty: First-year students

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

	URI	*Your first-year students compared with*					
		New England Public		Carnegie Class		NSSE 2015 & 2016	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	20.9	20.2	.05	19.8 *	.07	20.5	.03
Effective Teaching Practices	35.9	38.5 ***	-.20	38.4 ***	-.19	39.4 ***	-.27

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	URI	*Percentage point difference [a] between your FY students and*		
Student-Faculty Interaction		New England Public	Carnegie Class	NSSE 2015 & 2016
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	36	+4	+5	+3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	+0	+1	-0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	+0	+1	-0
3d. Discussed your academic performance with a faculty member	32	+3	+5	+3
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	75	-4	-2	-4
5b. Taught course sessions in an organized way	72	-3	-4	-5
5c. Used examples or illustrations to explain difficult points	71	-4	-3	-4
5d. Provided feedback on a draft or work in progress	55	-9	-7	-10
5e. Provided prompt and detailed feedback on tests or completed assignments	53	-5	-4	-8

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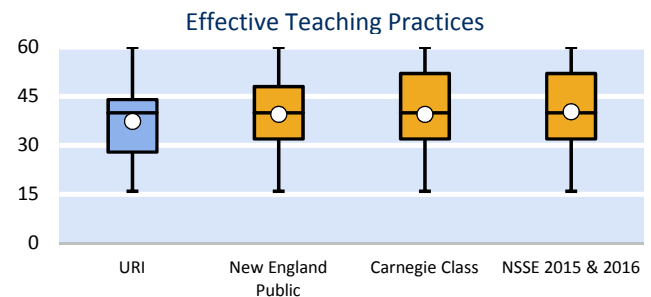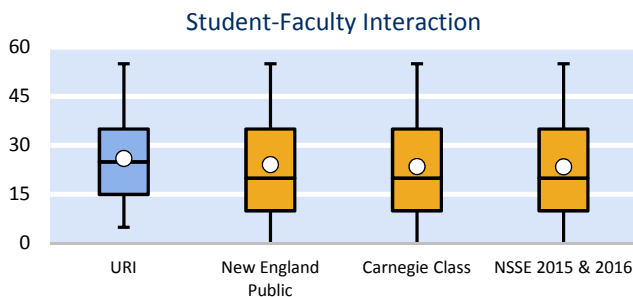
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	URI	*Your seniors compared with*					
		New England Public		Carnegie Class		NSSE 2015 & 2016	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	26.0	24.2 ***	.12	23.6 ***	.15	23.5 ***	.16
Effective Teaching Practices	37.4	39.5 ***	-.16	39.5 ***	-.16	40.3 ***	-.21

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3a. Talked about career plans with a faculty member	47	+4	+6	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	32	+4	+4	+5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	37	+2	+3	+4
3d. Discussed your academic performance with a faculty member	38	+4	+7	+6
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	75	-5	-5	-6
5b. Taught course sessions in an organized way	72	-6	-6	-7
5c. Used examples or illustrations to explain difficult points	75	-2	-3	-3
5d. Provided feedback on a draft or work in progress	58	-3	+0	-3
5e. Provided prompt and detailed feedback on tests or completed assignments	65	+1	+1	-1

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

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

NSSE 2016 Engagement Indicators
Campus Environment
University of Rhode Island
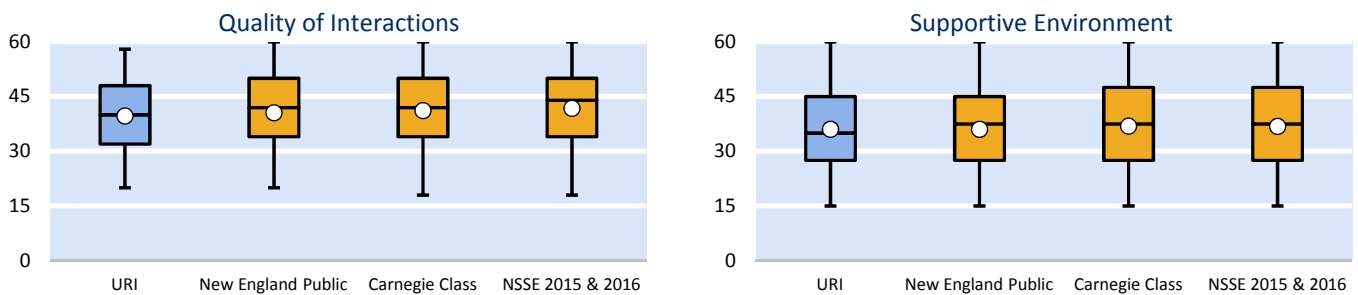
Campus Environment: First-year students

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

	URI	Your first-year students compared with					
		New England Public		Carnegie Class		NSSE 2015 & 2016	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.7	40.6	-.07	41.2 **	-.12	41.8 ***	-.17
Supportive Environment	36.0	36.0	.00	36.9	-.06	36.8	-.06

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

Score Distributions

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

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Quality of Interactions	URI	Percentage point difference [a] between your FY students and		
		New England Public	Carnegie Class	NSSE 2015 & 2016
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	54	+1	-2	-2
13b. Academic advisors	40	-4	-8	-10
13c. Faculty	36	-9	-11	-14
13d. Student services staff (career services, student activities, housing, etc.)	41	+0	-3	-4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	34	-3	-5	-8
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	76	+3	+0	-0
14c. Using learning support services (tutoring services, writing center, etc.)	79	+4	+2	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	+3	+3	+0
14e. Providing opportunities to be involved socially	69	-2	-4	-3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	-3	-4	-2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	42	-0	-1	-2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	63	-4	-5	-3
14i. Attending events that address important social, economic, or political issues	48	-7	-5	-4

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

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

NSSE
national survey of
student engagement

NSSE 2016 Engagement Indicators
Campus Environment
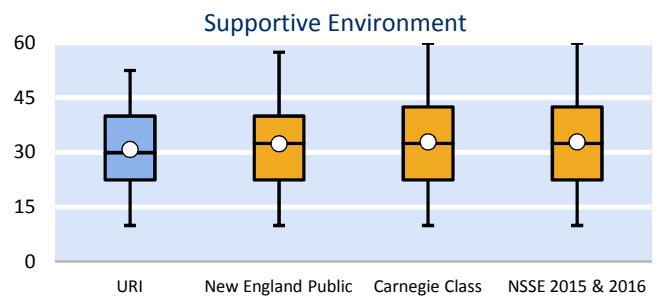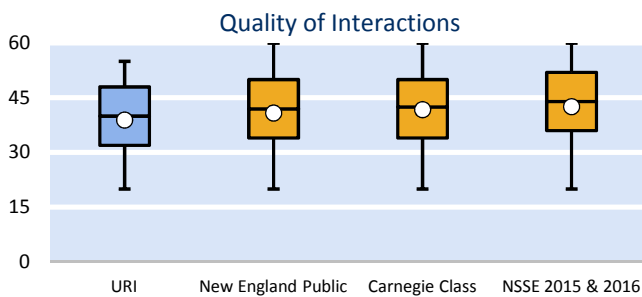## University of Rhode Island

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

| | URI | *Your seniors compared with* | | | | | |
| | | New England Public | | Carnegie Class | | NSSE 2015 & 2016 | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	38.9	40.8 ***	-.16	41.8 ***	-.24	42.6 ***	-.30
Supportive Environment	30.9	32.4 **	-.11	32.9 ***	-.15	32.9 ***	-.14

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

| | URI | Percentage point difference [a] between your seniors and | | |
		New England Public	Carnegie Class	NSSE 2015 & 2016
Quality of Interactions	%			
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	58	+1	-3	-3
13b. Academic advisors	35	-12	-14	-18
13c. Faculty	42	-11	-14	-17
13d. Student services staff (career services, student activities, housing, etc.)	31	-8	-10	-12
13e. Other administrative staff and offices (registrar, financial aid, etc.)	33	-4	-6	-9
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	67	-2	-4	-5
14c. Using learning support services (tutoring services, writing center, etc.)	65	-0	-1	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	47	-3	-4	-7
14e. Providing opportunities to be involved socially	62	-2	-4	-3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	-4	-5	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	27	-3	-4	-5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	51	-7	-8	-5
14i. Attending events that address important social, economic, or political issues	38	-11	-7	-6

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

    (a) institutions with average scores placing them in the top 50% of all 2015 and 2016 NSSE institutions, and

    (b) institutions with average scores placing them in the top 10% of all 2015 and 2016 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

		URI	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
	Higher-Order Learning	37.6	40.5 ***	-.22		42.7 ***	-.37	
Academic	Reflective and Integrative Learning	33.0	37.4 ***	-.35		39.5 ***	-.51	
Challenge	Learning Strategies	37.4	41.2 ***	-.27		43.7 ***	-.45	
	Quantitative Reasoning	27.9	29.5 **	-.09		31.3 ***	-.21	
Learning	Collaborative Learning	35.7	35.2	.03	✓	37.3 ***	-.12	
with Peers	Discussions with Diverse Others	39.0	42.7 ***	-.24		44.3 ***	-.35	
Experiences	Student-Faculty Interaction	20.9	23.8 ***	-.19		26.9 ***	-.38	
with Faculty	Effective Teaching Practices	35.9	41.6 ***	-.42		43.8 ***	-.59	
Campus	Quality of Interactions	39.7	44.1 ***	-.37		45.9 ***	-.51	
Environment	Supportive Environment	36.0	39.2 ***	-.23		40.9 ***	-.36	

Seniors

		URI	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
	Higher-Order Learning	38.9	43.1 ***	-.31		44.7 ***	-.42	
Academic	Reflective and Integrative Learning	37.7	41.0 ***	-.25		42.9 ***	-.41	
Challenge	Learning Strategies	37.6	42.2 ***	-.32		44.5 ***	-.49	
	Quantitative Reasoning	32.2	31.8	.03	✓	33.2	-.06	✓
Learning	Collaborative Learning	36.8	35.8 *	.07	✓	37.9 *	-.08	
with Peers	Discussions with Diverse Others	39.7	43.3 ***	-.23		45.1 ***	-.34	
Experiences	Student-Faculty Interaction	26.0	29.6 ***	-.22		33.0 ***	-.43	
with Faculty	Effective Teaching Practices	37.4	42.7 ***	-.39		44.5 ***	-.53	
Campus	Quality of Interactions	38.9	45.3 ***	-.56		46.9 ***	-.67	
Environment	Supportive Environment	30.9	35.7 ***	-.35		38.1 ***	-.52	

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 2015 and 2016 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

NSSE 2016 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 = 748)	37.6	12.8	.47	20	30	40	45	60				
New England Public	38.0	13.3	.16	20	30	40	45	60	7,723	-.4	.449	-.029
Carnegie Class	38.4	13.5	.06	20	30	40	50	60	46,811	-.8	.092	-.062
NSSE 2015 & 2016	38.8	13.7	.03	20	30	40	50	60	751	-1.2	.011	-.087
Top 50%	40.5	13.6	.04	20	30	40	50	60	131,193	-2.9	.000	-.217
Top 10%	42.7	13.7	.08	20	35	40	55	60	794	-5.1	.000	-.373
Reflective & Integrative Learning												
URI (N = 778)	33.0	11.5	.41	17	26	31	40	54				
New England Public	35.1	12.3	.14	17	26	34	43	57	975	-2.1	.000	-.170
Carnegie Class	35.2	12.4	.06	17	26	34	43	60	806	-2.2	.000	-.180
NSSE 2015 & 2016	35.6	12.5	.02	17	26	34	43	60	782	-2.6	.000	-.208
Top 50%	37.4	12.5	.03	17	29	37	46	60	787	-4.4	.000	-.350
Top 10%	39.5	12.8	.08	20	31	40	49	60	834	-6.5	.000	-.511
Learning Strategies												
URI (N = 696)	37.4	13.4	.51	13	27	40	47	60				
New England Public	38.5	14.0	.17	20	27	40	47	60	7,078	-1.1	.054	-.077
Carnegie Class	38.3	14.0	.07	20	27	40	47	60	42,612	-.9	.083	-.066
NSSE 2015 & 2016	39.2	14.1	.03	20	27	40	53	60	254,965	-1.8	.001	-.125
Top 50%	41.2	14.1	.04	20	33	40	53	60	705	-3.8	.000	-.266
Top 10%	43.7	14.3	.08	20	33	47	60	60	733	-6.3	.000	-.445
Quantitative Reasoning												
URI (N = 762)	27.9	14.6	.53	0	20	27	40	60				
New England Public	28.5	15.6	.19	0	20	27	40	60	960	-.6	.311	-.037
Carnegie Class	28.2	15.9	.07	0	20	27	40	60	791	-.3	.602	-.018
NSSE 2015 & 2016	28.0	16.2	.03	0	20	27	40	60	766	-.1	.897	-.004
Top 50%	29.5	16.1	.04	0	20	27	40	60	770	-1.5	.004	-.095
Top 10%	31.3	16.2	.08	0	20	33	40	60	799	-3.3	.000	-.207
Learning with Peers												
Collaborative Learning												
URI (N = 803)	35.7	13.4	.47	15	25	35	45	60				
New England Public	32.4	13.8	.16	10	20	30	40	60	993	3.3	.000	.239
Carnegie Class	33.3	14.0	.06	10	25	35	40	60	830	2.3	.000	.166
NSSE 2015 & 2016	32.3	14.5	.03	10	20	30	40	60	807	3.4	.000	.232
Top 50%	35.2	13.8	.04	15	25	35	45	60	150,061	.4	.375	.031
Top 10%	37.3	13.6	.08	15	25	40	45	60	32,416	-1.7	.001	-.122
Discussions with Diverse Others												
URI (N = 701)	39.0	15.2	.57	20	30	40	50	60				
New England Public	39.6	15.7	.19	15	30	40	55	60	7,155	-.6	.368	-.036
Carnegie Class	40.1	15.6	.08	15	30	40	55	60	43,093	-1.1	.071	-.069
NSSE 2015 & 2016	40.4	16.0	.03	15	30	40	55	60	705	-1.4	.018	-.085
Top 50%	42.7	15.2	.04	20	35	40	60	60	134,457	-3.6	.000	-.240
Top 10%	44.3	15.1	.07	20	35	45	60	60	41,981	-5.3	.000	-.351
Experiences with Faculty												

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]
Student-Faculty Interaction												
URI (N = 757)	20.9	14.0	.51	0	10	20	30	45				
New England Public	20.2	14.5	.17	0	10	20	30	50	7,895	.7	.229	.046
Carnegie Class	19.8	14.5	.07	0	10	20	30	50	47,843	1.1	.046	.073
NSSE 2015 & 2016	20.5	14.7	.03	0	10	20	30	50	284,521	.4	.449	.028
Top 50%	23.8	15.0	.05	0	15	20	35	55	770	-2.9	.000	-.195
Top 10%	26.9	16.0	.13	5	15	25	40	60	855	-6.0	.000	-.378
Effective Teaching Practices												
URI (N = 764)	35.9	12.5	.45	16	28	36	44	60				
New England Public	38.5	12.8	.15	20	28	40	48	60	7,901	-2.6	.000	-.204
Carnegie Class	38.4	13.1	.06	16	28	40	48	60	791	-2.5	.000	-.193
NSSE 2015 & 2016	39.4	13.4	.03	16	32	40	48	60	768	-3.6	.000	-.267
Top 50%	41.6	13.4	.04	20	32	40	52	60	775	-5.7	.000	-.423
Top 10%	43.8	13.5	.09	20	36	44	56	60	821	-7.9	.000	-.589
Campus Environment												
Quality of Interactions												
URI (N = 681)	39.7	11.7	.45	20	32	40	48	58				
New England Public	40.6	11.8	.15	20	34	42	50	60	6,809	-.9	.064	-.075
Carnegie Class	41.2	12.3	.06	18	34	42	50	60	40,753	-1.5	.002	-.120
NSSE 2015 & 2016	41.8	12.5	.03	18	34	44	50	60	245,243	-2.1	.000	-.168
Top 50%	44.1	11.8	.04	22	38	46	52	60	97,598	-4.4	.000	-.372
Top 10%	45.9	12.1	.08	22	40	48	56	60	21,304	-6.2	.000	-.510
Supportive Environment												
URI (N = 671)	36.0	12.9	.50	15	28	35	45	60				
New England Public	36.0	13.3	.17	15	28	38	45	60	6,576	.0	.975	.001
Carnegie Class	36.9	13.7	.07	15	28	38	48	60	696	-.9	.089	-.062
NSSE 2015 & 2016	36.8	13.9	.03	15	28	38	48	60	674	-.8	.115	-.057
Top 50%	39.2	13.3	.04	18	30	40	50	60	111,724	-3.1	.000	-.234
Top 10%	40.9	13.3	.08	20	33	40	53	60	28,328	-4.8	.000	-.363

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
URI (N = 769)	38.9	12.9	.47	20	30	40	50	60				
New England Public	39.6	14.2	.15	15	30	40	50	60	946	-.7	.180	-.047
Carnegie Class	40.2	14.1	.06	15	30	40	50	60	794	-1.3	.007	-.091
NSSE 2015 & 2016	40.9	14.1	.02	20	30	40	55	60	772	-1.9	.000	-.137
Top 50%	43.1	13.8	.04	20	35	40	55	60	779	-4.2	.000	-.306
Top 10%	44.7	13.7	.07	20	40	45	60	60	804	-5.7	.000	-.420
Reflective & Integrative Learning												
URI (N = 786)	37.7	11.8	.42	20	29	37	46	60				
New England Public	37.9	13.1	.14	17	29	37	49	60	965	-.2	.665	-.015
Carnegie Class	38.0	13.1	.06	17	29	37	49	60	812	-.2	.558	-.019
NSSE 2015 & 2016	38.7	13.0	.02	17	29	40	49	60	789	-.9	.025	-.073
Top 50%	41.0	12.7	.04	20	31	40	51	60	797	-3.2	.000	-.254
Top 10%	42.9	12.5	.07	20	34	43	54	60	830	-5.1	.000	-.410
Learning Strategies												
URI (N = 736)	37.6	13.5	.50	13	27	40	47	60				
New England Public	38.7	14.7	.17	13	27	40	53	60	911	-1.1	.032	-.077
Carnegie Class	39.0	14.8	.07	13	27	40	53	60	761	-1.4	.005	-.095
NSSE 2015 & 2016	39.9	14.8	.03	13	27	40	53	60	740	-2.3	.000	-.155
Top 50%	42.2	14.5	.04	20	33	40	60	60	744	-4.7	.000	-.321
Top 10%	44.5	14.2	.07	20	33	47	60	60	766	-6.9	.000	-.485
Quantitative Reasoning												
URI (N = 776)	32.2	15.9	.57	7	20	33	40	60				
New England Public	29.5	17.0	.18	0	20	27	40	60	944	2.7	.000	.157
Carnegie Class	30.7	17.0	.07	0	20	33	40	60	800	1.4	.013	.085
NSSE 2015 & 2016	30.3	17.0	.03	0	20	27	40	60	779	1.8	.001	.109
Top 50%	31.8	16.9	.04	0	20	33	40	60	783	.4	.457	.025
Top 10%	33.2	16.8	.07	0	20	33	47	60	801	-1.0	.073	-.062
Learning with Peers												
Collaborative Learning												
URI (N = 799)	36.8	13.6	.48	15	25	35	45	60				
New England Public	32.5	14.2	.15	10	20	30	40	60	9,755	4.4	.000	.308
Carnegie Class	33.9	14.6	.06	10	25	35	45	60	823	2.9	.000	.199
NSSE 2015 & 2016	32.4	14.9	.02	10	20	30	40	60	802	4.4	.000	.296
Top 50%	35.8	13.9	.03	15	25	35	45	60	160,635	1.0	.035	.075
Top 10%	37.9	13.7	.07	15	30	40	50	60	36,668	-1.1	.031	-.077
Discussions with Diverse Others												
URI (N = 740)	39.7	15.3	.56	15	30	40	55	60				
New England Public	39.6	15.9	.18	15	30	40	55	60	8,584	.1	.882	.006
Carnegie Class	40.7	16.2	.07	15	30	40	60	60	763	-1.0	.081	-.062
NSSE 2015 & 2016	41.3	16.1	.03	15	30	40	60	60	743	-1.7	.004	-.102
Top 50%	43.3	15.9	.04	15	35	45	60	60	745	-3.6	.000	-.227
Top 10%	45.1	15.8	.07	20	35	50	60	60	761	-5.4	.000	-.341

Experiences with Faculty

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]
Student-Faculty Interaction												
URI (N = 775)	26.0	14.9	.54	5	15	25	35	55				
New England Public	24.2	16.0	.17	0	10	20	35	55	943	1.9	.001	.118
Carnegie Class	23.6	16.0	.07	0	10	20	35	55	799	2.5	.000	.155
NSSE 2015 & 2016	23.5	16.3	.03	0	10	20	35	55	778	2.6	.000	.157
Top 50%	29.6	16.1	.06	5	20	30	40	60	793	-3.5	.000	-.219
Top 10%	33.0	16.3	.15	5	20	30	45	60	898	-7.0	.000	-.431
Effective Teaching Practices												
URI (N = 779)	37.4	11.8	.42	16	28	40	44	60				
New England Public	39.5	13.6	.15	16	32	40	48	60	975	-2.2	.000	-.161
Carnegie Class	39.5	13.8	.06	16	32	40	52	60	808	-2.1	.000	-.155
NSSE 2015 & 2016	40.3	13.9	.02	16	32	40	52	60	783	-2.9	.000	-.212
Top 50%	42.7	13.7	.04	20	32	44	56	60	793	-5.4	.000	-.391
Top 10%	44.5	13.4	.09	20	36	44	56	60	843	-7.1	.000	-.535
Campus Environment												
Quality of Interactions												
URI (N = 719)	38.9	10.7	.40	20	32	40	48	55				
New England Public	40.8	11.8	.13	20	34	42	50	60	890	-1.9	.000	-.164
Carnegie Class	41.8	11.8	.05	20	34	43	50	60	744	-2.8	.000	-.241
NSSE 2015 & 2016	42.6	12.0	.02	20	36	44	52	60	723	-3.7	.000	-.305
Top 50%	45.3	11.5	.04	24	40	48	54	60	102,779	-6.4	.000	-.558
Top 10%	46.9	11.9	.07	24	40	50	56	60	758	-8.0	.000	-.673
Supportive Environment												
URI (N = 713)	30.9	12.7	.48	10	23	30	40	53				
New England Public	32.4	13.8	.16	10	23	33	40	58	882	-1.6	.002	-.114
Carnegie Class	32.9	14.0	.06	10	23	33	43	60	737	-2.1	.000	-.147
NSSE 2015 & 2016	32.9	14.4	.03	10	23	33	43	60	716	-2.1	.000	-.143
Top 50%	35.7	13.9	.04	13	25	35	45	60	723	-4.9	.000	-.349
Top 10%	38.1	13.9	.09	15	28	40	48	60	768	-7.2	.000	-.521

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

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

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

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

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

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

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