

Engagement Indicators & High-Impact Practices

To represent the multiple dimensions of student engagement, NSSE reports on 10 Engagement Indicators calculated from 47 core NSSE items and grouped within four themes. Additionally, in a separate report, NSSE provides results on six High-Impact Practices, aptly named for their positive associations with student learning and retention.

Engagement Indicators

Engagement Indicators (EIs) provide valuable information about distinct aspects of student engagement by summarizing students' responses to sets of related survey questions. (Component items are listed on the next page.)

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

The EIs and component items were rigorously tested both qualitatively and quantitatively in a multi-year effort that included student focus groups, cognitive interviews, and two years of pilot testing and analysis. As a result, each EI provides valuable, concise, actionable information about a distinct aspect of student engagement.

Scoring EIs

In the *Engagement Indicators* report, each EI is expressed on a 0 to 60 scale. First, component items are converted to a 60-point scale (e.g., Never=0, Sometimes=20, Often=40, and Very often=60), then averaged together to compute student-level scores. Institutional EI scores are the weighted averages of student-level scores for each class level. Student-level EI scores are provided to participating institutions in their NSSE data files.

High-Impact Practices

High-Impact Practices (HIPs) represent enriching educational experiences that can be life-changing. They typically demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and other students, encourage collaboration with diverse others, and provide frequent and substantive feedback. NSSE reports student participation in six HIPs: three for both first-year students and seniors, and three for seniors only (see below).

High-Impact Practices	First-year	Senior
Service-learning	✓	✓
Learning community	✓	✓
Research with faculty	✓	✓
Internship or field experience		✓
Study abroad		✓
Culminating senior experience		✓

Note: Survey wording is on the next page.

Scoring HIPs

For each HIP except service-learning, participation is reported as the percentage of students who responded "Done or in progress." For service-learning, it is the percentage of students for whom at least "Some" courses included a community-based project. Thus, a HIP score of 26 means that 26% of respondents participated in the activity.

NSSE founding director George Kuh recommends that all students participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major. The *High-Impact Practices* report summarizes student participation in "1" or "2 or more" HIPs for first-year and senior students and disaggregates results by student and enrollment characteristics.

Engagement Indicators and Items

Academic Challenge

Higher-Order Learning

During the current school year, how much has your coursework emphasized the following:

- Applying facts, theories, or methods to practical problems or new situations
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- Evaluating a point of view, decision, or information source
- Forming a new idea or understanding from various pieces of information

Reflective & Integrative Learning

During the current school year, how often have you

- Combined ideas from different courses when completing assignments
- Connected your learning to societal problems or issues
- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
- Examined the strengths and weaknesses of your own views on a topic or issue
- Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- Learned something that changed the way you understand an issue or concept
- Connected ideas from your courses to your prior experiences and knowledge

Learning Strategies

During the current school year, how often have you

- Identified key information from reading assignments
- Reviewed your notes after class
- Summarized what you learned in class or from course materials

Quantitative Reasoning

During the current school year, how often have you

- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
- Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- Evaluated what others have concluded from numerical information

Learning with Peers

Collaborative Learning

During the current school year, how often have you

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

Discussions with Diverse Others

During the current school year, how often have you had discussions with people from the following groups:

- People from a race or ethnicity other than your own
- People from an economic background other than your own
- People with religious beliefs other than your own
- People with political views other than your own

Experiences with Faculty

Student-Faculty Interaction

During the current school year, how often have you

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

Effective Teaching Practices

During the current school year, to what extent have your instructors done the following:

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

Campus Environment

Quality of Interactions

Indicate the quality of your interactions with the following people at your institution:

- Students
- Academic advisors
- Faculty
- Student services staff (career services, student activities, housing, etc.)
- Other administrative staff and offices (registrar, financial aid, etc.)

Supportive Environment

How much does your institution emphasize the following:

- Providing support to help students succeed academically
- Using learning support services (tutoring services, writing center, etc.)
- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
- Providing opportunities to be involved socially
- Providing support for your overall well-being (recreation, health care, counseling, etc.)
- Helping you manage your nonacademic responsibilities (work, family, etc.)
- Attending campus activities and events (performing arts, athletic events, etc.)
- Attending events that address important social, economic, or political issues

High-Impact Practice Items

Which of the following have you done or do you plan to do before you graduate?

- Participate in a learning community or some other formal program where groups of students take two or more classes together
- Participate in an internship, co-op, field experience, student teaching, or clinical placement

- Participate in a study abroad program
- Work with a faculty member on a research project
- Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

About how many of your courses at this institution have included a community-based project (service-learning)?

NSSE 2019

Engagement Indicators

Oakland City University

About Your Engagement Indicators Report

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

Theme	Engagement Indicator
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 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: <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. Performance on Indicator Items Responses to each item in a given EI are summarized for your institution and comparison groups.
Comparisons with High-Performing Institutions (p. 15)	Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2018 and 2019 participating institutions.
Detailed Statistics (pp. 16-19)	Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are Computed

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

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

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

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 Indiana Private	Your first-year students compared with OCU Group 2	Your first-year students compared with OCU Group 5
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 Indiana Private	Your seniors compared with OCU Group 2	Your seniors compared with OCU Group 5
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	▲
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	▲	▲	▲
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Academic Challenge: First-year students

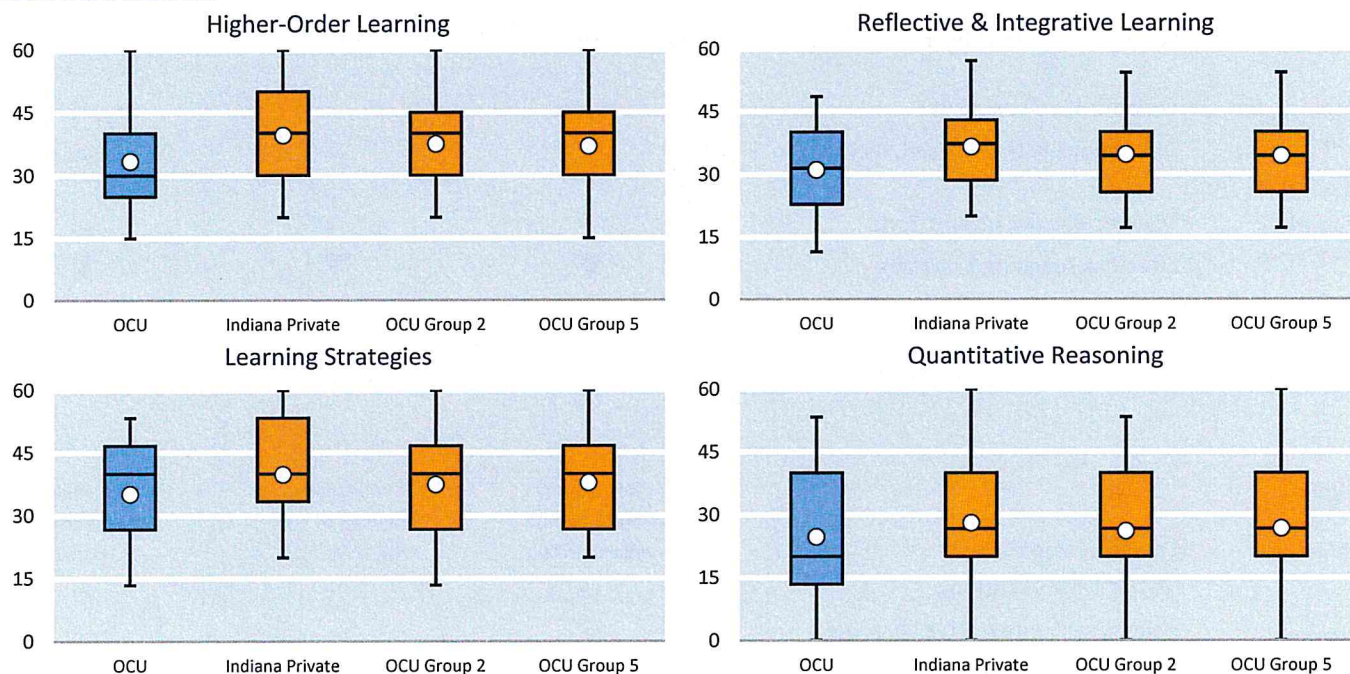
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	OCU Mean	Your first-year students compared with					
		Indiana Private		OCU Group 2		OCU Group 5	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	33.4	39.5 **	-.49	37.4 *	-.32	36.9 *	-.27
Reflective & Integrative Learning	31.1	36.5 ***	-.47	34.6 *	-.31	34.3 *	-.28
Learning Strategies	35.1	39.8 **	-.35	37.4	-.17	37.9	-.21
Quantitative Reasoning	24.7	28.1	-.22	26.1	-.10	26.7	-.13

Notes: Due to nonstandard sampling or response issues, all results are unweighted; Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

		Percentage point difference ^a between your FY students and		
	OCU	Indiana Private	OCU Group 2	OCU Group 5
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	55	<div><div></div></div> -21	<div><div></div></div> -14	<div><div></div></div> -13
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	59	<div><div></div></div> -16	<div><div></div></div> -10	<div><div></div></div> -4
4d. Evaluating a point of view, decision, or information source	56	<div><div></div></div> -17	<div><div></div></div> -14	<div><div></div></div> -14
4e. Forming a new idea or understanding from various pieces of information	52	<div><div></div></div> -21	<div><div></div></div> -16	<div><div></div></div> -13
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	44	<div><div></div></div> -12	<div><div></div></div> -6	<div><div></div></div> -4
2b. Connected your learning to societal problems or issues	41	<div><div></div></div> -14	<div><div></div></div> -10	<div><div></div></div> -8
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51	<div><div></div></div> -4	<div><div></div></div> -1	+1 <div><div></div></div>
2d. Examined the strengths and weaknesses of your own views on a topic or issue	55	<div><div></div></div> -11	<div><div></div></div> -10	<div><div></div></div> -9
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	58	<div><div></div></div> -14	<div><div></div></div> -11	<div><div></div></div> -11
2f. Learned something that changed the way you understand an issue or concept	57	<div><div></div></div> -12	<div><div></div></div> -9	<div><div></div></div> -8
2g. Connected ideas from your courses to your prior experiences and knowledge	62	<div><div></div></div> -18	<div><div></div></div> -12	<div><div></div></div> -13
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	62	<div><div></div></div> -18	<div><div></div></div> -11	<div><div></div></div> -14
9b. Reviewed your notes after class	65	<div><div></div></div> -3	+2 <div><div></div></div>	<div><div></div></div> -2
9c. Summarized what you learned in class or from course materials	65	<div><div></div></div> -2	+4 <div><div></div></div>	+2 <div><div></div></div>
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.)	43	<div><div></div></div> -12	<div><div></div></div> -4	<div><div></div></div> -6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	<div><div></div></div> -0	+3 <div><div></div></div>	+3 <div><div></div></div>
6c. Evaluated what others have concluded from numerical information	32	<div><div></div></div> -8	<div><div></div></div> -2	<div><div></div></div> -3

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

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

Academic Challenge: Seniors

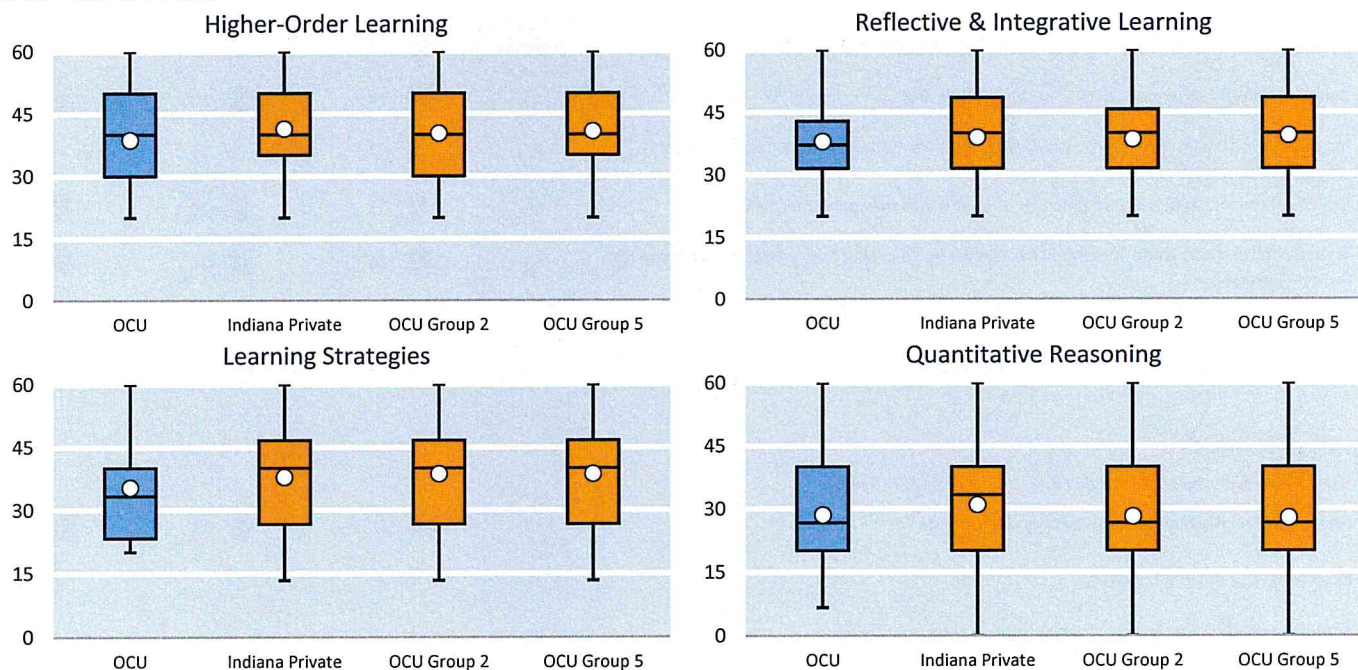
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	OCU Mean	Your seniors compared with					
		Indiana Private		OCU Group 2		OCU Group 5	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.6	41.4	-.22	40.2	-.12	40.7	-.16
Reflective & Integrative Learning	37.9	39.0	-.08	38.4	-.04	39.4	-.13
Learning Strategies	35.4	37.9	-.18	38.6	-.22	38.6	-.23
Quantitative Reasoning	28.5	30.9	-.15	28.2	.02	27.9	.04

Notes: Due to nonstandard sampling or response issues, all results are unweighted; Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

Score Distributions



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

Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

		Percentage point difference ^a between your seniors and		
	OCU	Indiana Private	OCU Group 2	OCU Group 5
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	65	<div><div></div></div> -16	<div><div></div></div> -11	<div><div></div></div> -14
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	65	<div><div></div></div> -14	<div><div></div></div> -10	<div><div></div></div> -13
4d. Evaluating a point of view, decision, or information source	76	+1 <div><div></div></div>	<div><div></div></div> -0	<div><div></div></div> -2
4e. Forming a new idea or understanding from various pieces of information	70	<div><div></div></div> -5	<div><div></div></div> -3	<div><div></div></div> -6
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	76	+4 <div><div></div></div>	+7 <div><div></div></div>	+7 <div><div></div></div>
2b. Connected your learning to societal problems or issues	70	+7 <div><div></div></div>	+7 <div><div></div></div>	+2 <div><div></div></div>
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51	<div><div></div></div> -4	<div><div></div></div> -8	<div><div></div></div> -13
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	+1 <div><div></div></div>	<div><div></div></div> -0	<div><div></div></div> -2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	81	+5 <div><div></div></div>	+7 <div><div></div></div>	+5 <div><div></div></div>
2f. Learned something that changed the way you understand an issue or concept	65	<div><div></div></div> -9	<div><div></div></div> -6	<div><div></div></div> -6
2g. Connected ideas from your courses to your prior experiences and knowledge	81	<div><div></div></div> -3	<div><div></div></div> -3	<div><div></div></div> -6
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	65	<div><div></div></div> -15	<div><div></div></div> -14	<div><div></div></div> -16
9b. Reviewed your notes after class	62	+4 <div><div></div></div>	<div><div></div></div> -0	+2 <div><div></div></div>
9c. Summarized what you learned in class or from course materials	58	<div><div></div></div> -5	<div><div></div></div> -7	<div><div></div></div> -9
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.)	46	<div><div></div></div> -11	<div><div></div></div> -5	<div><div></div></div> -4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35	<div><div></div></div> -11	<div><div></div></div> -5	<div><div></div></div> -4
6c. Evaluated what others have concluded from numerical information	41	<div><div></div></div> -7	+1 <div><div></div></div>	+0 <div><div></div></div>

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Learning with Peers: First-year students

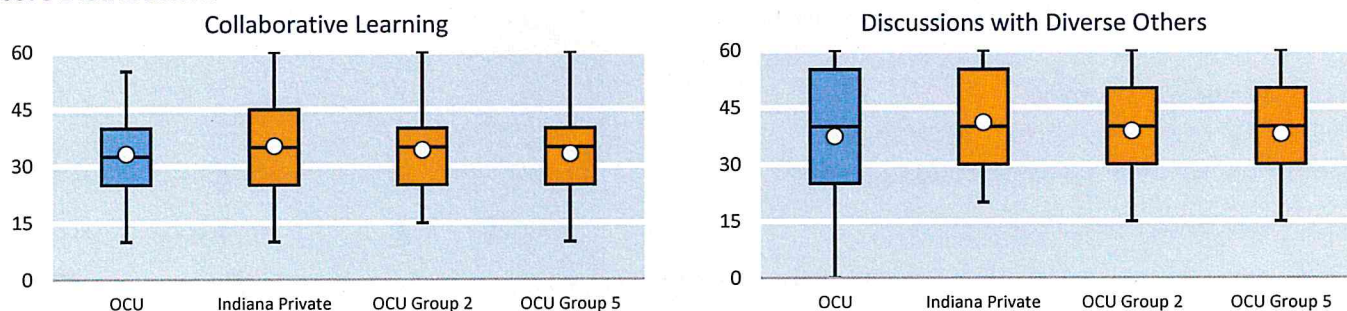
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	OCU Mean	Your first-year students compared with					
		Indiana Private Mean	Effect size	OCU Group 2 Mean	Effect size	OCU Group 5 Mean	Effect size
Collaborative Learning	33.2	35.3	-.15	34.2	-.07	33.2	.00
Discussions with Diverse Others	37.4	41.1 *	-.25	38.8	-.09	38.0	-.04

Notes: Due to nonstandard sampling or response issues, all results are unweighted; 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			
	OCU	Indiana Private	OCU Group 2	OCU Group 5	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
1e. Asked another student to help you understand course material	59	-0	+3	+6	
1f. Explained course material to one or more students	55	-7	-6	-4	
1g. Prepared for exams by discussing or working through course material with other students	58	+2	+1	+5	
1h. Worked with other students on course projects or assignments	68	+4	+9	+12	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of a race or ethnicity other than your own	67	-6	-7	-3	
8b. People from an economic background other than your own	70	-6	-3	-3	
8c. People with religious beliefs other than your own	62	-7	+2	+7	
8d. People with political views other than your own	64	-8	-1	-1	

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Learning with Peers: Seniors

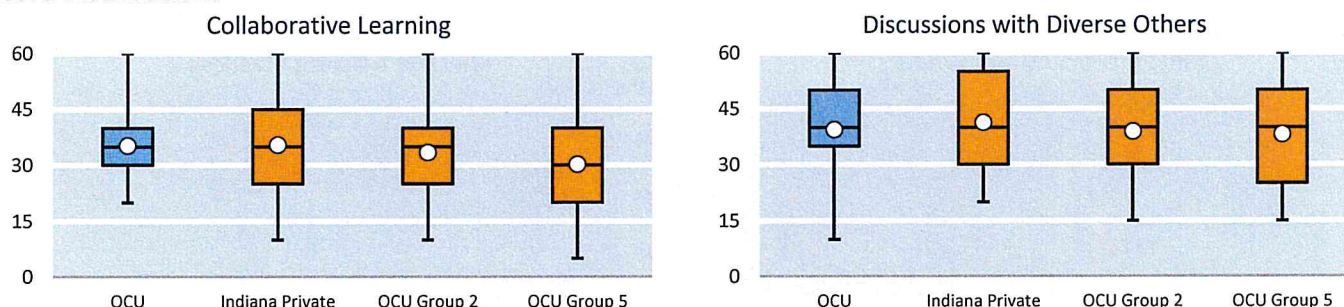
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Mean Comparisons

Engagement Indicator	OCU Mean	Your seniors compared with					
		Indiana Private Mean	Effect size	OCU Group 2 Mean	Effect size	OCU Group 5 Mean	Effect size
Collaborative Learning	35.3	35.5	-.01	33.5	.13	30.3 **	.33
Discussions with Diverse Others	39.4	41.3	-.13	38.9	.04	38.1	.09

Notes: Due to nonstandard sampling or response issues, all results are unweighted; Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference ^a between your seniors and		
Collaborative Learning	OCU	Indiana Private	OCU Group 2	OCU Group 5
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	29	<div><div></div><div>-23</div></div>	<div><div></div><div>-17</div></div>	<div><div></div><div>-10</div></div>
1f. Explained course material to one or more students	82	<div><div>+15</div><div></div></div>	<div><div>+21</div><div></div></div>	<div><div>+25</div><div></div></div>
1g. Prepared for exams by discussing or working through course material with other students	56	<div><div>+0</div><div></div></div>	<div><div>+5</div><div></div></div>	<div><div>+12</div><div></div></div>
1h. Worked with other students on course projects or assignments	78	<div><div>+8</div><div></div></div>	<div><div>+15</div><div></div></div>	<div><div>+23</div><div></div></div>
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	70	<div><div></div><div>-1</div></div>	<div><div>+1</div><div></div></div>	<div><div>+3</div><div></div></div>
8b. People from an economic background other than your own	81	<div><div>+5</div><div></div></div>	<div><div>+9</div><div></div></div>	<div><div>+9</div><div></div></div>
8c. People with religious beliefs other than your own	60	<div><div></div><div>-9</div></div>	<div><div>+0</div><div></div></div>	<div><div>+4</div><div></div></div>
8d. People with political views other than your own	78	<div><div>+7</div><div></div></div>	<div><div>+11</div><div></div></div>	<div><div>+15</div><div></div></div>

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.

Experiences with Faculty: First-year students

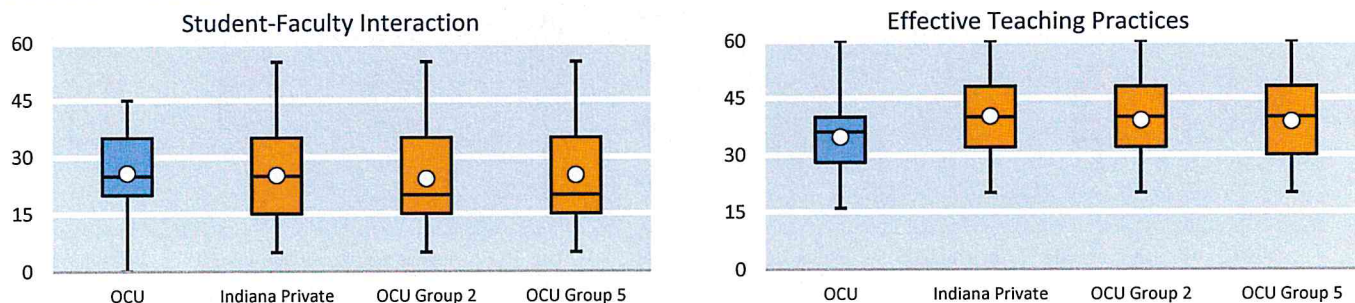
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	OCU Mean	Your first-year students compared with					
		Indiana Private Mean	Effect size	OCU Group 2 Mean	Effect size	OCU Group 5 Mean	Effect size
Student-Faculty Interaction	25.7	25.1	.05	24.2	.10	25.1	.04
Effective Teaching Practices	34.7	40.1 ***	-.44	39.0 **	-.34	38.7 *	-.31

Notes: Due to nonstandard sampling or response issues, all results are unweighted; Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference ^a between your FY students and			
		Indiana Private	OCU Group 2	OCU Group 5	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...	%				
3a. Talked about career plans with a faculty member	46	+1	-1	+1	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	32	+5	+5	+3	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	38	+3	+8	+4	
3d. Discussed your academic performance with a faculty member	46	+10	+12	+9	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	69	-12	-6	-7	
5b. Taught course sessions in an organized way	67	-11	-8	-6	
5c. Used examples or illustrations to explain difficult points	67	-10	-7	-7	
5d. Provided feedback on a draft or work in progress	58	-13	-13	-10	
5e. Provided prompt and detailed feedback on tests or completed assignments	57	-9	-7	-3	

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

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

Experiences with Faculty: Seniors

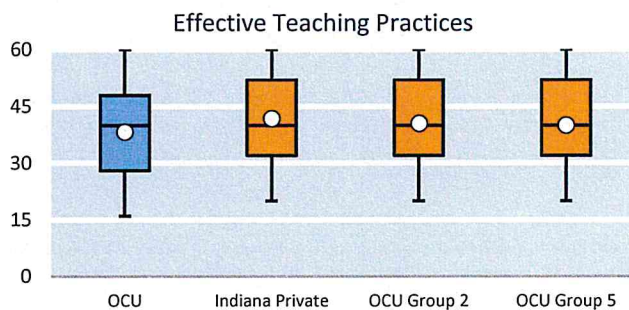
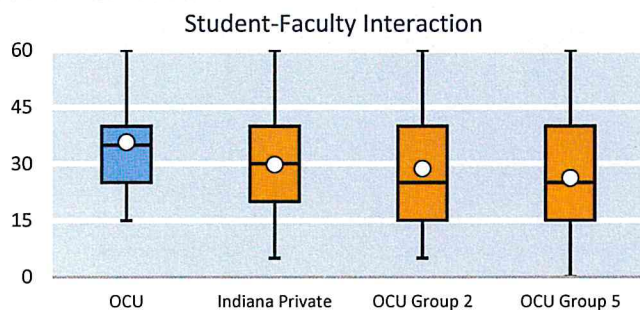
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	OCU Mean	Your seniors compared with					
		Indiana Private Mean	Effect size	OCU Group 2 Mean	Effect size	OCU Group 5 Mean	Effect size
Student-Faculty Interaction	35.7	29.7 **	.38	28.7 **	.44	26.1 ***	.59
Effective Teaching Practices	38.2	41.8	-.29	40.5	-.17	39.9	-.13

Notes: Due to nonstandard sampling or response issues, all results are unweighted; Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference ^a between your seniors and			
	OCU	Indiana Private	OCU Group 2	OCU Group 5	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...	%				
3a. Talked about career plans with a faculty member	68	+10	+12	+17	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	43	+5	+8	+12	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	59	+15	+18	+22	
3d. Discussed your academic performance with a faculty member	76	+31	+31	+36	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	73	-11	-6	-7	
5b. Taught course sessions in an organized way	70	-12	-8	-8	
5c. Used examples or illustrations to explain difficult points	62	-19	-15	-13	
5d. Provided feedback on a draft or work in progress	70	+0	+3	+6	
5e. Provided prompt and detailed feedback on tests or completed assignments	59	-12	-8	-9	

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

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

Campus Environment: First-year students

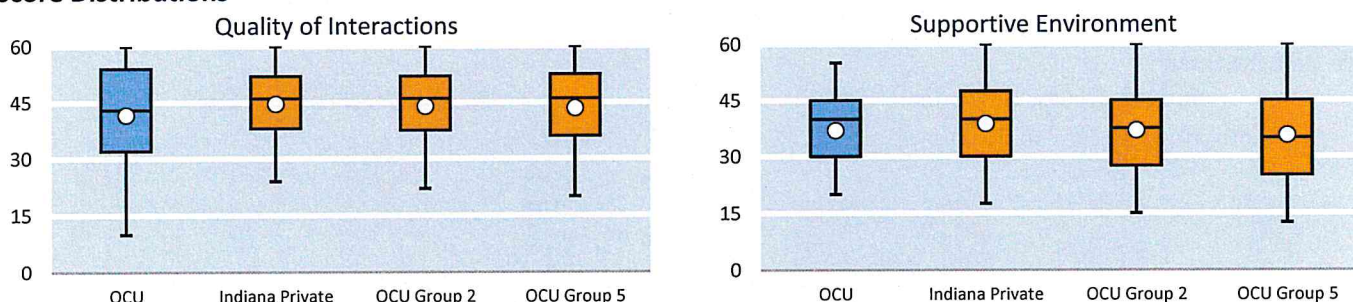
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	OCU Mean	Your first-year students compared with					
		Indiana Private Mean	Effect size	OCU Group 2 Mean	Effect size	OCU Group 5 Mean	Effect size
Quality of Interactions	41.6	44.7	-.27	44.0	-.20	43.4	-.14
Supportive Environment	37.0	38.7	-.13	36.9	.00	35.7	.09

Notes: Due to nonstandard sampling or response issues, all results are unweighted; Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference ^a between your FY students and		
Quality of Interactions	OCU	Indiana Private	OCU Group 2	OCU Group 5
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	61	+4	+10	+9
13b. Academic advisors	51	-7	-8	-6
13c. Faculty	46	-13	-10	-11
13d. Student services staff (career services, student activities, housing, etc.)	50	+0	+3	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	-5	-5	-1
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	72	-9	-5	-3
14c. Using learning support services (tutoring services, writing center, etc.)	74	-8	-4	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	69	+1	+5	+9
14e. Providing opportunities to be involved socially	82	+6	+9	+13
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	74	+0	+7	+12
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	55	+11	+10	+12
14h. Attending campus activities and events (performing arts, athletic events, etc.)	79	+8	+8	+13
14i. Attending events that address important social, economic, or political issues	58	+0	+7	+13

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

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Campus Environment: Seniors

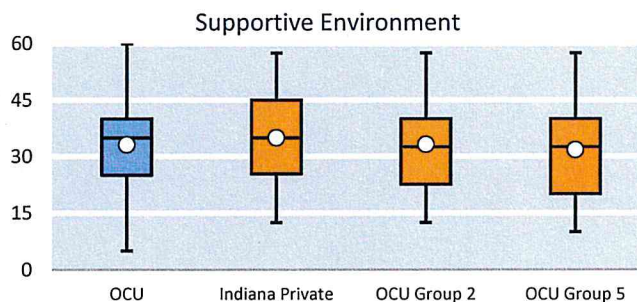
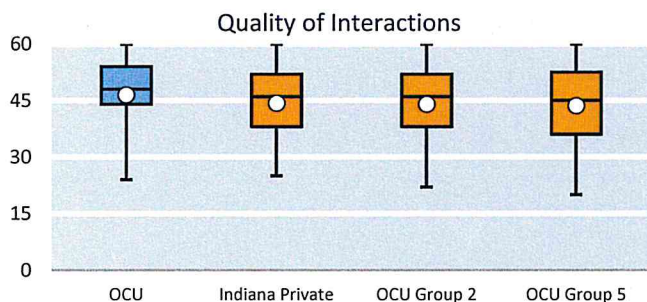
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	OCU Mean	Your seniors compared with					
		Indiana Private Mean	Effect size	OCU Group 2 Mean	Effect size	OCU Group 5 Mean	Effect size
Quality of Interactions	46.5	44.2	.21	44.0	.21	43.6	.24
Supportive Environment	33.2	35.0	-.14	33.2	.00	31.8	.10

Notes: Due to nonstandard sampling or response issues, all results are unweighted; 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 seniors and		
	OCU	Indiana Private	OCU Group 2	OCU Group 5
Quality of Interactions				
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	59	+0	+2	+2
13b. Academic advisors	78	+18	+16	+18
13c. Faculty	62	-3	+2	-1
13d. Student services staff (career services, student activities, housing, etc.)	64	+19	+19	+19
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	-2	-4	-2
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	+2
14c. Using learning support services (tutoring services, writing center, etc.)	62	-10	-6	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	65	+6	+10	+8
14e. Providing opportunities to be involved socially	64	-6	-4	+0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	59	-6	+2	+7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	51	+19	+19	+16
14h. Attending campus activities and events (performing arts, athletic events, etc.)	73	+8	+13	+20
14i. Attending events that address important social, economic, or political issues	49	-3	+6	+13

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

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

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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/links/PNP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2018 and 2019 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2018 and 2019 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

Theme	Engagement Indicator	OCU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	33.4	39.5 ***	-.47		41.2 ***	-.61	
	Reflective and Integrative Learning	31.1	37.0 ***	-.51		39.0 ***	-.68	
	Learning Strategies	35.1	40.0 **	-.36		42.3 ***	-.52	
	Quantitative Reasoning	24.7	28.9 *	-.28		30.7 **	-.39	
Learning with Peers	Collaborative Learning	33.2	35.8	-.19		38.3 **	-.38	
	Discussions with Diverse Others	37.4	41.5 *	-.27		43.4 ***	-.42	
Experiences with Faculty	Student-Faculty Interaction	25.7	24.9	.06	✓	27.9	-.15	
	Effective Teaching Practices	34.7	40.5 ***	-.45		42.6 ***	-.59	
Campus Environment	Quality of Interactions	41.6	44.7	-.28		46.8 **	-.45	
	Supportive Environment	37.0	38.4	-.11		40.5 *	-.27	

Seniors

Theme	Engagement Indicator	OCU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.6	42.0	-.25		43.3 *	-.35	
	Reflective and Integrative Learning	37.9	40.1	-.18		42.1 *	-.34	
	Learning Strategies	35.4	40.9 *	-.38		42.9 **	-.53	
	Quantitative Reasoning	28.5	31.0	-.16		32.6	-.26	
Learning with Peers	Collaborative Learning	35.3	36.4	-.08	✓	39.2 *	-.29	
	Discussions with Diverse Others	39.4	42.2	-.18		43.8	-.29	
Experiences with Faculty	Student-Faculty Interaction	35.7	30.1 *	.35	✓	34.3	.09	✓
	Effective Teaching Practices	38.2	41.9	-.28		43.7 *	-.41	
Campus Environment	Quality of Interactions	46.5	45.1	.12	✓	47.4	-.08	✓
	Supportive Environment	33.2	35.0	-.13		37.4	-.31	

Notes: Due to nonstandard sampling or response issues, all results are unweighted; 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 2017 and 2018 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
OCU (N = 65)	33.4	14.5	1.80	15	25	30	40	60				
Indiana Private	39.5	12.5	.28	20	30	40	50	60	67	-6.1	.001	-.489
OCU Group 2	37.4	12.6	.35	20	30	40	45	60	1,379	-4.1	.012	-.319
OCU Group 5	36.9	13.1	.54	15	30	40	45	60	664	-3.5	.041	-.267
Top 50%	39.5	12.8	.04	20	30	40	50	60	109,278	-6.1	.000	-.474
Top 10%	41.2	12.7	.08	20	35	40	50	60	25,113	-7.8	.000	-.615
Reflective & Integrative Learning												
OCU (N = 69)	31.1	11.7	1.40	11	23	31	40	49				
Indiana Private	36.5	11.5	.26	20	29	37	43	57	2,079	-5.4	.000	-.471
OCU Group 2	34.6	11.5	.31	17	26	34	40	54	1,455	-3.6	.012	-.311
OCU Group 5	34.3	11.6	.45	17	26	34	40	54	718	-3.3	.026	-.282
Top 50%	37.0	11.7	.03	20	29	37	46	57	112,103	-5.9	.000	-.506
Top 10%	39.0	11.6	.08	20	31	40	47	60	21,346	-7.9	.000	-.683
Learning Strategies												
OCU (N = 69)	35.1	13.7	1.65	13	27	40	47	53				
Indiana Private	39.8	13.3	.31	20	33	40	53	60	1,905	-4.7	.004	-.353
OCU Group 2	37.4	13.8	.39	13	27	40	47	60	1,340	-2.4	.167	-.171
OCU Group 5	37.9	13.0	.54	20	27	40	47	60	653	-2.8	.092	-.215
Top 50%	40.0	13.6	.04	20	33	40	53	60	91,407	-4.9	.003	-.364
Top 10%	42.3	13.9	.11	20	33	40	53	60	16,711	-7.3	.000	-.523
Quantitative Reasoning												
OCU (N = 68)	24.7	15.6	1.89	0	13	20	40	53				
Indiana Private	28.1	15.2	.35	0	20	27	40	60	1,924	-3.4	.074	-.221
OCU Group 2	26.1	14.6	.41	0	20	27	40	53	1,349	-1.4	.431	-.098
OCU Group 5	26.7	15.3	.63	0	20	27	40	60	654	-2.0	.310	-.130
Top 50%	28.9	15.2	.05	7	20	27	40	60	107,168	-4.2	.021	-.279
Top 10%	30.7	15.2	.09	7	20	27	40	60	26,421	-6.0	.001	-.393
Learning with Peers												
Collaborative Learning												
OCU (N = 68)	33.2	13.7	1.66	10	25	33	40	55				
Indiana Private	35.3	14.5	.32	10	25	35	45	60	2,168	-2.1	.229	-.148
OCU Group 2	34.2	13.5	.36	15	25	35	40	60	1,489	-1.0	.553	-.074
OCU Group 5	33.2	14.1	.54	10	25	35	40	60	753	.0	.999	.000
Top 50%	35.8	13.6	.04	15	25	35	45	60	114,846	-2.6	.116	-.191
Top 10%	38.3	13.4	.09	15	30	40	50	60	21,567	-5.2	.002	-.385
Discussions with Diverse Others												
OCU (N = 68)	37.4	17.2	2.08	0	25	40	55	60				
Indiana Private	41.1	14.7	.34	20	30	40	55	60	1,920	-3.7	.045	-.247
OCU Group 2	38.8	14.6	.41	15	30	40	50	60	1,349	-1.3	.470	-.090
OCU Group 5	38.0	14.6	.60	15	30	40	50	60	657	-.6	.762	-.039
Top 50%	41.5	14.8	.05	20	30	40	55	60	107,392	-4.0	.024	-.274
Top 10%	43.4	14.3	.10	20	35	45	60	60	21,353	-6.0	.001	-.420

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
OCU (N = 68)	25.7	14.0	1.70	0	20	25	35	45				
Indiana Private	25.1	14.3	.32	5	15	25	35	55	2,020	.7	.709	.046
OCU Group 2	24.2	14.6	.40	5	15	20	35	55	1,409	1.5	.401	.104
OCU Group 5	25.1	15.0	.60	5	15	20	35	55	695	.6	.740	.042
Top 50%	24.9	14.7	.05	5	15	20	35	55	77,772	.9	.631	.058
Top 10%	27.9	15.2	.15	5	15	25	40	60	9,921	-2.2	.232	-.145
Effective Teaching Practices												
OCU (N = 69)	34.7	12.1	1.46	16	28	36	40	60				
Indiana Private	40.1	12.6	.29	20	32	40	48	60	1,986	-5.5	.000	-.435
OCU Group 2	39.0	12.8	.35	20	32	40	48	60	1,392	-4.4	.006	-.341
OCU Group 5	38.7	13.3	.54	20	30	40	48	60	677	-4.0	.016	-.307
Top 50%	40.5	12.9	.04	20	32	40	52	60	83,126	-5.8	.000	-.448
Top 10%	42.6	13.6	.11	20	32	44	56	60	16,398	-7.9	.000	-.585
Campus Environment												
Quality of Interactions												
OCU (N = 68)	41.6	14.7	1.78	10	32	43	54	60				
Indiana Private	44.7	11.2	.27	24	38	46	52	60	70	-3.0	.096	-.269
OCU Group 2	44.0	11.7	.33	22	38	46	52	60	72	-2.3	.202	-.197
OCU Group 5	43.4	12.4	.52	20	36	46	53	60	625	-1.8	.264	-.144
Top 50%	44.7	11.2	.04	24	38	46	53	60	67	-3.1	.087	-.276
Top 10%	46.8	11.5	.09	26	40	48	56	60	67	-5.2	.005	-.454
Supportive Environment												
OCU (N = 69)	37.0	11.3	1.36	20	30	40	45	55				
Indiana Private	38.7	12.9	.31	18	30	40	48	60	1,864	-1.7	.272	-.135
OCU Group 2	36.9	12.9	.37	15	28	38	45	60	1,316	.1	.974	.004
OCU Group 5	35.7	13.8	.58	13	25	35	45	60	95	1.2	.399	.092
Top 50%	38.4	13.1	.04	18	30	40	48	60	90,031	-1.5	.351	-.112
Top 10%	40.5	13.0	.10	18	33	40	50	60	16,842	-3.5	.024	-.273

a. Due to nonstandard sampling or response issues, all results are unweighted.

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 \pm 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 whether equal variances were assumed.

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
OCU (N = 37)	38.6	13.2	2.16	20	30	40	50	60				
Indiana Private	41.4	12.4	.31	20	35	40	50	60	1,597	-2.7	.190	-.218
OCU Group 2	40.2	13.0	.34	20	30	40	50	60	1,483	-1.6	.471	-.120
OCU Group 5	40.7	12.7	.42	20	35	40	50	60	955	-2.0	.340	-.160
Top 50%	42.0	13.3	.04	20	35	40	55	60	98,760	-3.3	.131	-.249
Top 10%	43.3	13.3	.09	20	35	40	55	60	23,789	-4.7	.034	-.349
Reflective & Integrative Learning												
OCU (N = 37)	37.9	10.0	1.64	20	31	37	43	60				
Indiana Private	39.0	12.0	.30	20	31	40	49	60	1,668	-1.0	.611	-.085
OCU Group 2	38.4	11.8	.30	20	31	40	46	60	1,535	-.5	.802	-.042
OCU Group 5	39.4	11.6	.38	20	31	40	49	60	988	-1.5	.453	-.126
Top 50%	40.1	12.1	.04	20	31	40	49	60	101,717	-2.2	.271	-.181
Top 10%	42.1	12.1	.10	20	34	43	51	60	36	-4.1	.016	-.342
Learning Strategies												
OCU (N = 36)	35.4	13.9	2.31	20	23	33	40	60				
Indiana Private	37.9	14.1	.36	13	27	40	47	60	1,553	-2.5	.293	-.177
OCU Group 2	38.6	14.4	.39	13	27	40	47	60	1,438	-3.2	.183	-.225
OCU Group 5	38.6	14.0	.47	13	27	40	47	60	927	-3.3	.170	-.233
Top 50%	40.9	14.3	.05	20	33	40	53	60	100,245	-5.5	.021	-.384
Top 10%	42.9	14.2	.09	20	33	40	60	60	23,931	-7.5	.002	-.527
Quantitative Reasoning												
OCU (N = 37)	28.5	14.3	2.35	7	20	27	40	60				
Indiana Private	30.9	16.0	.41	0	20	33	40	60	1,569	-2.4	.359	-.153
OCU Group 2	28.2	15.6	.41	0	20	27	40	60	1,457	.3	.903	.020
OCU Group 5	27.9	15.6	.52	0	20	27	40	60	937	.6	.816	.039
Top 50%	31.0	16.0	.05	0	20	33	40	60	121,939	-2.6	.330	-.160
Top 10%	32.6	15.8	.09	7	20	33	40	60	30,811	-4.1	.112	-.262
Learning with Peers												
Collaborative Learning												
OCU (N = 36)	35.3	10.3	1.72	20	30	35	40	60				
Indiana Private	35.5	14.7	.36	10	25	35	45	60	38	-.2	.920	-.012
OCU Group 2	33.5	13.8	.35	10	25	35	40	60	38	1.8	.307	.133
OCU Group 5	30.3	15.4	.49	5	20	30	40	60	41	5.0	.008	.329
Top 50%	36.4	13.9	.04	15	25	35	45	60	35	-1.2	.509	-.083
Top 10%	39.2	13.4	.11	20	30	40	50	60	35	-3.9	.030	-.293
Discussions with Diverse Others												
OCU (N = 35)	39.4	14.8	2.51	10	35	40	50	60				
Indiana Private	41.3	14.4	.37	20	30	40	55	60	1,556	-1.9	.449	-.130
OCU Group 2	38.9	15.1	.40	15	30	40	50	60	1,439	.5	.833	.036
OCU Group 5	38.1	15.2	.51	15	25	40	50	60	923	1.3	.606	.089
Top 50%	42.2	15.4	.04	15	30	40	60	60	117,634	-2.8	.290	-.179
Top 10%	43.8	15.2	.10	20	35	45	60	60	25,217	-4.4	.089	-.288

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
OCU (N = 37)	35.7	12.6	2.08	15	25	35	40	60				
Indiana Private	29.7	15.9	.40	5	20	30	40	60	39	6.0	.008	.378
OCU Group 2	28.7	16.0	.42	5	15	25	40	60	39	7.0	.002	.441
OCU Group 5	26.1	16.4	.54	0	15	25	40	60	41	9.5	.000	.587
Top 50%	30.1	15.7	.06	5	20	30	40	60	36	5.5	.012	.352
Top 10%	34.3	15.6	.17	10	20	35	45	60	36	1.4	.501	.091
Effective Teaching Practices												
OCU (N = 37)	38.2	13.7	2.26	16	28	40	48	60				
Indiana Private	41.8	12.5	.32	20	32	40	52	60	1,599	-3.6	.084	-.288
OCU Group 2	40.5	13.7	.36	20	32	40	52	60	1,491	-2.3	.314	-.168
OCU Group 5	39.9	13.3	.44	20	32	40	52	60	960	-1.8	.430	-.132
Top 50%	41.9	13.4	.04	20	32	40	52	60	90,556	-3.7	.090	-.279
Top 10%	43.7	13.5	.09	20	36	44	56	60	23,239	-5.6	.012	-.413
Campus Environment												
Quality of Interactions												
OCU (N = 37)	46.5	10.8	1.78	24	44	48	54	60				
Indiana Private	44.2	10.5	.27	25	38	46	52	60	1,503	2.2	.197	.215
OCU Group 2	44.0	11.5	.31	22	38	46	52	60	1,413	2.4	.202	.212
OCU Group 5	43.6	12.2	.42	20	36	45	53	60	872	2.9	.159	.237
Top 50%	45.1	11.6	.04	24	38	46	54	60	96,229	1.4	.459	.122
Top 10%	47.4	11.9	.07	24	40	50	58	60	26,883	-.9	.645	-.076
Supportive Environment												
OCU (N = 37)	33.2	12.8	2.11	5	25	35	40	60				
Indiana Private	35.0	13.3	.34	13	25	35	45	58	1,535	-1.8	.405	-.139
OCU Group 2	33.2	13.3	.35	13	23	33	40	58	1,439	.0	.986	-.003
OCU Group 5	31.8	14.0	.47	10	20	33	40	58	910	1.4	.559	.098
Top 50%	35.0	13.7	.04	13	25	35	45	60	94,337	-1.8	.418	-.133
Top 10%	37.4	13.6	.11	15	28	38	48	60	14,715	-4.2	.058	-.312

a. Due to nonstandard sampling or response issues, all results are unweighted.

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 \pm 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 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.

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NSSE 2019
High-Impact Practices
Oakland City University

About Your *High-Impact Practices* Report

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-Impact Practices (HIPs) share several traits: They demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. As a result, participation in these practices can be life-changing (Kuh, 2008). NSSE founding director George Kuh recommends that institutions should aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major (NSSE, 2007).

NSSE asks students about their participation in the six HIPs shown in the box at right. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, senior students' responses include participation from prior years.

High-Impact Practices in NSSE

Service-Learning

Courses that included a community-based project

Learning Community

Formal program where groups of students take two or more classes together

Research with Faculty

Work with a faculty member on a research project

Internship or Field Experience

Internship, co-op, field experience, student teaching, or clinical placement

Study Abroad

Culminating Senior Experience

Capstone course, senior project or thesis, comprehensive exam, portfolio, etc.

Report Sections

Participation Comparisons (p. 3)

Displays HIP participation for your students compared with that of students at your comparison group institutions. Two views present insights into your students' HIP participation:

Overall HIP Participation

Displays the percentage of students who participated in one HIP and in two or more HIPs, relative to those at your comparison group institutions.

Statistical Comparisons

Comparisons of participation in each HIP and overall for your students relative to those at comparison group institutions, with tests of significance and effect sizes.

Response Detail (pp. 4-5)

Provides complete response frequencies for the relevant HIP questions for your students and those at your comparison group institutions. First-year results include a summary of their expectations for future HIP participation.

Participation by Student Characteristics (p. 6)

Displays your students' participation in each HIP by selected student characteristics.

Interpreting Comparisons

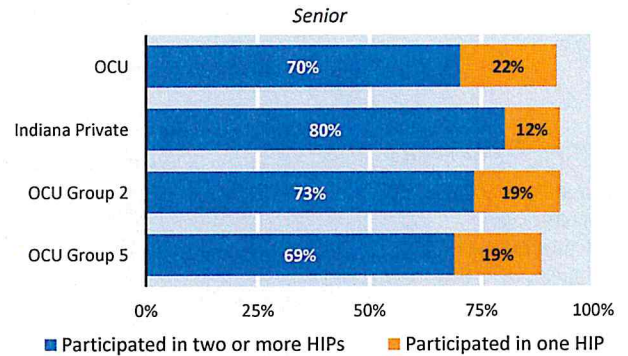
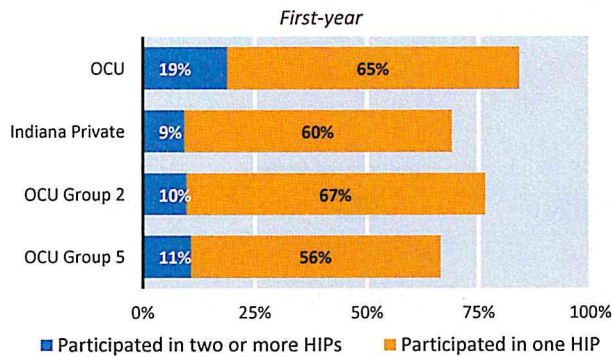
HIP participation varies more among students within an institution than it does between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on overall participation rates amounts to examining the tip of the iceberg. It is equally important to understand how student engagement (including HIP participation) varies *within* your institution. The table on page 6 provides an initial look at how HIP participation varies by selected student characteristics. The Report Builder and your *Major Field Report* (both to be released in the fall) offer further perspectives on internal variation and can help you investigate your students' HIP participation in depth.

Kuh, G. D. (2008). High-impact educational practices: What they are, who has access to them, and why they matter. Washington, DC: Association of American Colleges and Universities. National Survey of Student Engagement (2007). Experiences that matter: Enhancing student learning and success—Annual Report 2007. Bloomington, IN: Indiana University Center for Postsecondary Research.

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

Overall HIP Participation

The figures below display the percentage of students who participated in High-Impact Practices. Both figures include participation in service-learning, a learning community, and research with faculty. The senior figure also includes participation in an internship or field experience, study abroad, and culminating senior experience. The first segment in each bar shows the percentage who participated in at least two HIPs, and the full bar (both colors) represents the percentage who participated in at least one.



Statistical Comparisons

The table below displays the percentage of your students who participated in a given High-Impact Practice, including the percentage who participated in at least one or in two or more HIPs. It also graphs the difference, in percentage points, between your students and those of your comparison groups. Blue bars indicate how much higher your institution's percentage is compared to the comparison group. Dark red bars indicate how much lower your institution's percentage is compared to the comparison group. (Comparison group percentages appear on the following pages.)

Your students' participation compared with:

	OCU	Indiana Private		OCU Group 2		OCU Group 5	
<i>First-year</i>	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
Service-Learning	83	+16	** .38	+8	.20	+18	** .41
Learning Community	13	+4	.12	+4	.12	+3	.10
Research with Faculty	10	+6	* .22	+6	* .25	+5	.18
<i>Participated in at least one</i>	84	+15	** .36	+8	.19	+18	** .42
<i>Participated in two or more</i>	19	+10	** .28	+9	* .26	+8	* .23
<i>Senior</i>							
Service-Learning	86	+17	* .43	+9	.24	+13	.32
Learning Community	27	-4	-.09	+0	.00	-0	.00
Research with Faculty	19	-15	-.35	-6	-.15	-6	-.14
Internship or Field Exp.	62	-5	-.10	+4	.08	+10	.20
Study Abroad	0	-25	*** -1.05	-11	* -.66	-9	-.62
Culminating Senior Exp.	58	-13	-.27	-1	-.02	-1	-.03
<i>Participated in at least one</i>	92	-1	-.02	-1	-.03	+3	.12
<i>Participated in two or more</i>	70	-10	-.23	-3	-.07	+1	.03

a. Percentage point differences (institution – comp. group) rounded to whole numbers. Values less than one may not display a bar and may be shown as +0 or -0.

b. Cohen's *h* (standardized difference between two proportions). Effect sizes indicate the practical importance of observed differences. For service-learning, internships, study abroad, and culminating senior experiences, an ES of about .2 may be considered small, .5 medium, and .8 large. For learning community and research with faculty, an ES of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018).

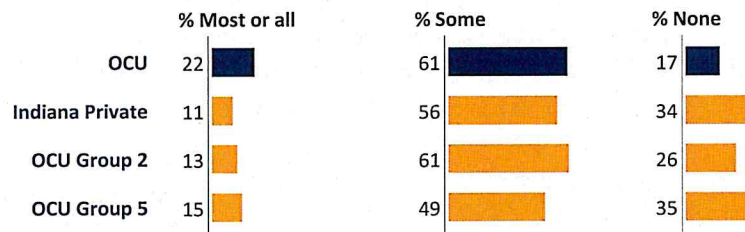
p* < .05, *p* < .01, ****p* < .001 (z-test comparing participation rates).

Note: Participation includes the percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project. Due to nonstandard sampling or response issues, all results are unweighted.

First-Year Students

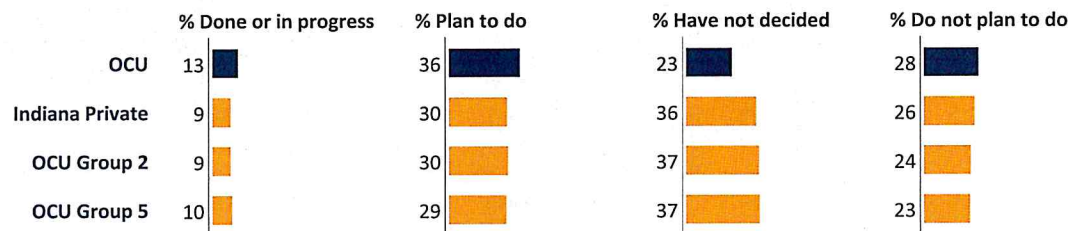
Service-Learning

About how many of your courses at this institution have included a community-based project (service-learning)?



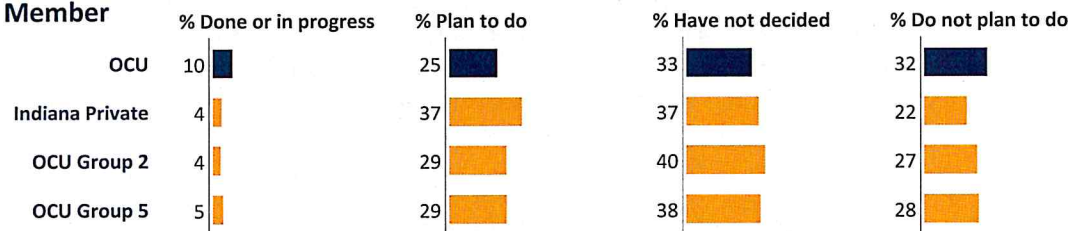
Learning Community

Participate in a learning community or some other formal program where groups of students take two or more classes together.



Research with a Faculty Member

Work with a faculty member on a research project.



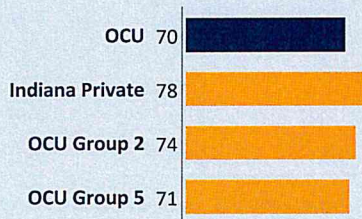
Plans to Participate^a

Knowing whether first-year students *plan* to participate in upper-division HIPs can reveal insights about HIP demand, awareness of opportunities, and the clarity of institutional information. These results might also point to topics for additional exploration, such as what contributes to students' expectations, their assumptions about who can participate, or why other students are undecided or have no plans to participate in the activity.

Percentage responding "Plan to do"

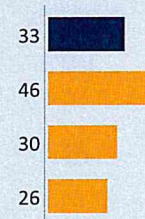
Internship or Field Experience

Participate in an internship, co-op, field experience, student teaching, or clinical placement.



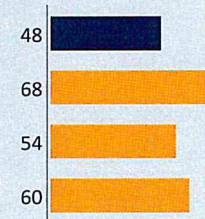
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).

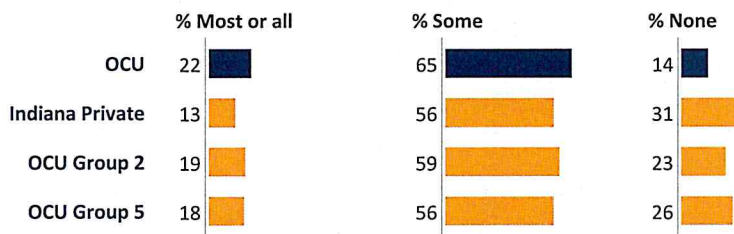


a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

Seniors

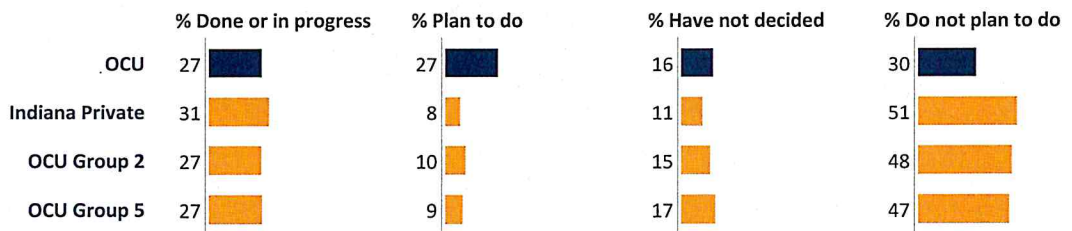
Service-Learning

About how many of your courses at this institution have included a community-based project (service-learning)?



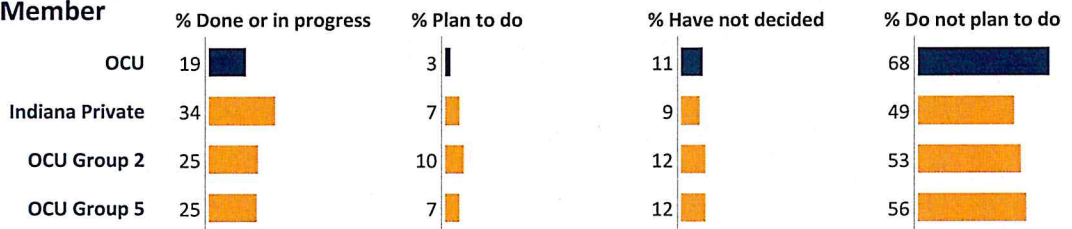
Learning Community

Participate in a learning community or some other formal program where groups of students take two or more classes together.



Research with a Faculty Member

Work with a faculty member on a research project.



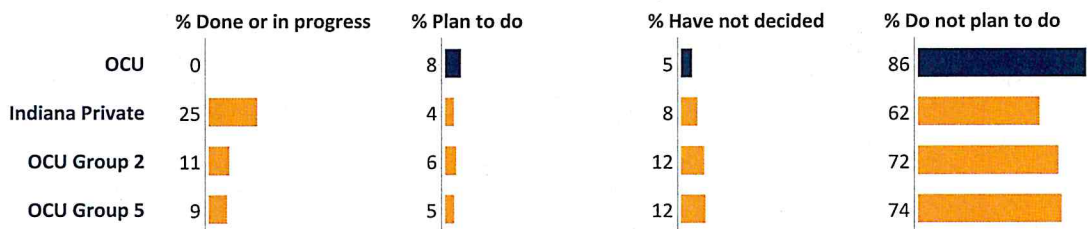
Internship or Field Experience

Participate in an internship, co-op, field experience, student teaching, or clinical placement.



Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).



Note: Due to nonstandard sampling or response issues, all results are unweighted.

Participation in High-Impact Practices by Student Characteristics

The table below displays the percentage of your students who participated in each HIP by selected student characteristics. Examining participation rates for different groups offers insight into how engagement varies within your student population.

	First-year			Senior					
	Service-Learning	Learning Community	Research with Faculty	Service-Learning	Learning Community	Research with Faculty	Internship or Field Experience	Study Abroad	Culminating Senior Experience
Sex^a	%	%	%	%	%	%	%	%	%
Female	86	17	11	85	35	10	60	0	47
Male	78	9	9	88	18	29	65	0	71
Race/ethnicity or international^a									
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—
Asian	—	—	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—	—	—	—	—
Native Hawaiian/Other Pac. Islander	—	—	—	—	—	—	—	—	—
White	—	—	—	—	—	—	—	—	—
Other	—	—	—	—	—	—	—	—	—
Foreign or nonresident	—	—	—	—	—	—	—	—	—
Two or more races/ethnicities	—	—	—	—	—	—	—	—	—
Age									
Traditional (FY < 21, Seniors < 25)	83	14	11	88	29	21	68	0	61
Nontraditional (FY 21+, Seniors 25+)	—	—	—	—	—	—	—	—	—
First-generation^b									
Not first-generation	84	19	13	87	13	27	73	0	67
First-generation	81	8	8	86	36	14	55	0	52
Enrollment status^a									
Not full-time	—	—	—	—	—	—	—	—	—
Full-time	83	13	10	85	30	18	61	0	59
Residence									
Not on campus	81	14	10	86	27	18	59	0	62
On campus	85	13	11	87	27	20	67	0	53
Major category^c									
Arts & humanities	—	—	—	—	—	—	—	—	—
Biological sciences, agriculture, natural res.	58	8	8	—	—	—	—	—	—
Physical sciences, math, computer science	—	—	—	—	—	—	—	—	—
Social sciences	—	—	—	—	—	—	—	—	—
Business	91	27	9	90	30	10	60	0	60
Communications, media, public relations	—	—	—	—	—	—	—	—	—
Education	100	9	18	—	—	—	—	—	—
Engineering	—	—	—	—	—	—	—	—	—
Health professions	—	—	—	—	—	—	—	—	—
Social service professions	—	—	—	—	—	—	—	—	—
Undecided/undeclared	—	—	—	—	—	—	—	—	—
Overall	83	13	10	86	27	19	62	0	58

Notes: Percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project. Percentages are not reported (—) for row categories containing fewer than 10 students. Due to nonstandard sampling or response issues, all results are unweighted.

a. Institution-reported variable. If provided, "Another" and "Unknown" categories for sex are not displayed due to low Ns, but do appear in the data file.

b. Neither parent (or guardian) holds a bachelor's degree.

c. These are NSSE's default related-major categories, based on first major if more than one was reported. Institution-customized major categories will be included on the *Major Field Report*, to be released in the fall. Excludes majors categorized as "all other."