NSSE 2014
Engagement Indicators
North Carolina Agricultural & Technical State 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 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.

Summary of Indicator Items
Responses to each item in a given EI are displayed 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 2013 and 2014 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. An effect size of .2 is generally considered small, .5 medium, and .8 large. Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are computed

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

For more information on EIs and their psychometric properties, refer to the NSSE Web site: **nsse.iub.edu**

Engagement Indicators: Overview

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

Use the following key:

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

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

–– No significant difference.

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

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Peers & UNC System	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE, Peers, UNC Sys
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

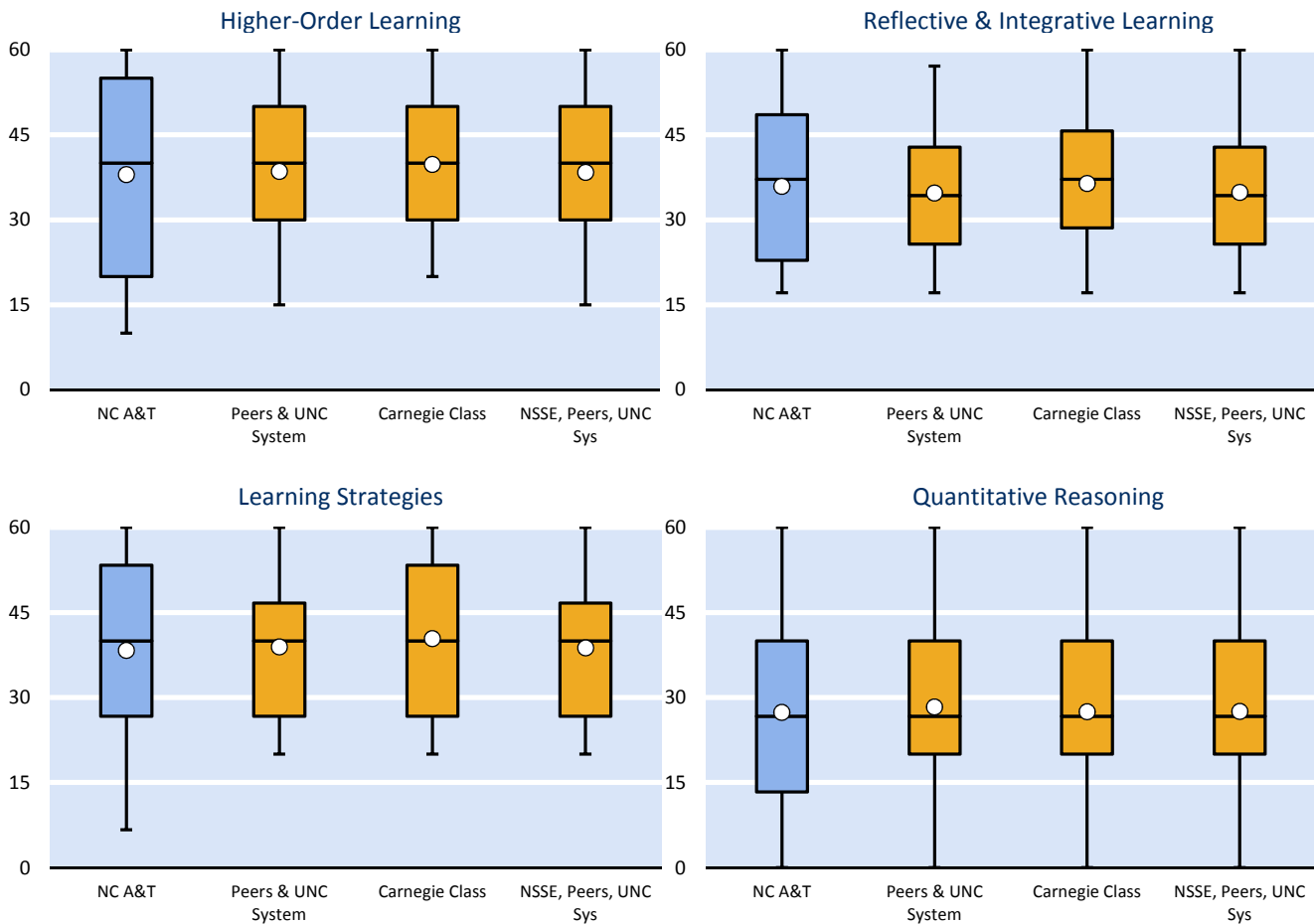| Theme	Engagement Indicator	Your seniors compared with Peers & UNC System	Your seniors compared with Carnegie Class	Your seniors compared with NSSE, Peers, UNC Sys
Academic Challenge	Higher-Order Learning	––	––	––
	Reflective & Integrative Learning	△	––	△
	Learning Strategies	△	––	△
	Quantitative Reasoning	––	△	△
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

	NC A&T	Peers & UNC System		Carnegie Class		NSSE, Peers, UNC Sys	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	38.0	38.5	-.04	39.8	-.13	38.4	-.03
Reflective & Integrative Learning	35.9	34.7	.09	36.4	-.04	34.9	.08
Learning Strategies	38.4	38.9	-.04	40.4	-.14	38.8	-.03
Quantitative Reasoning	27.4	28.3	-.06	27.5	-.01	27.6	-.01

Your first-year students compared with

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

Score Distributions

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

Academic Challenge: First-year students (continued)

Summary of Indicator Items

Higher-Order Learning	NC A&T	Peers & UNC System	Carnegie Class	NSSE, Peers, UNC Sys
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	67	74	74	73
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	64	71	73	71
4d. Evaluating a point of view, decision, or information source	68	68	73	68
4e. Forming a new idea or understanding from various pieces of information	61	67	71	67

Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	52	54	56	55
2b. Connected your learning to societal problems or issues	51	49	55	50
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51	46	53	47
2d. Examined the strengths and weaknesses of your own views on a topic or issue	57	61	65	61
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	64	68	65
2f. Learned something that changed the way you understand an issue or concept	69	63	66	63
2g. Connected ideas from your courses to your prior experiences and knowledge	73	74	78	75

Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	80	79	82	79
9b. Reviewed your notes after class	64	65	67	64
9c. Summarized what you learned in class or from course materials	55	62	65	62

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.)	47	54	51	52
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	40	40	38
6c. Evaluated what others have concluded from numerical information	35	39	38	37

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

NSSE 2014 Engagement Indicators

Academic Challenge

North Carolina Agricultural & Technical State University

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

| | NC A&T | Your seniors compared with | | | | | |
| | | Peers & UNC System | | Carnegie Class | | NSSE, Peers, UNC Sys | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.2	41.7	.04	42.9	-.05	40.4	.13
Reflective & Integrative Learning	41.4	38.2 **	.25	40.6	.06	38.0 ***	.26
Learning Strategies	43.3	40.7 *	.18	42.3	.07	39.7 **	.24
Quantitative Reasoning	33.9	31.4	.15	30.2 **	.21	29.9 **	.23

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

Score Distributions

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning

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Academic Challenge: Seniors (continued)

Summary of Indicator Items

Higher-Order Learning	NC A&T	Peers & UNC System	Carnegie Class	NSSE, Peers, UNC Sys
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	79	81	82	79
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	79	80	76
4d. Evaluating a point of view, decision, or information source	75	71	77	69
4e. Forming a new idea or understanding from various pieces of information	72	73	77	70

Reflective & Integrative Learning	NC A&T	Peers & UNC System	Carnegie Class	NSSE, Peers, UNC Sys
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	76	72	71	72
2b. Connected your learning to societal problems or issues	68	62	69	62
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	59	50	61	51
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	64	71	64
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	77	69	75	68
2f. Learned something that changed the way you understand an issue or concept	80	69	73	68
2g. Connected ideas from your courses to your prior experiences and knowledge	87	83	86	83

Learning Strategies	NC A&T	Peers & UNC System	Carnegie Class	NSSE, Peers, UNC Sys
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	84	83	86	81
9b. Reviewed your notes after class	73	66	67	63
9c. Summarized what you learned in class or from course materials	75	67	71	64

Quantitative Reasoning	NC A&T	Peers & UNC System	Carnegie Class	NSSE, Peers, UNC Sys
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.)	64	59	55	55
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	53	48	46	44
6c. Evaluated what others have concluded from numerical information	48	47	44	44

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

Learning with Peers: First-year students

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

Mean Comparisons

| | NC A&T | Your first-year students compared with | | | | | |
| | | Peers & UNC System | | Carnegie Class | | NSSE, Peers, UNC Sys | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	37.8	33.8 **	.29	31.4 ***	.46	32.2 ***	.40
Discussions with Diverse Others	32.1	40.0 ***	-.48	41.5 ***	-.58	40.4 ***	-.51

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

Score Distributions

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

Summary of Indicator Items

Collaborative Learning	NC A&T	Peers & UNC System	Carnegie Class	NSSE, Peers, UNC Sys
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	69	55	45	51
1f. Explained course material to one or more students	64	60	55	58
1g. Prepared for exams by discussing or working through course material with other students	50	52	47	49
1h. Worked with other students on course projects or assignments	75	56	52	51

Discussions with Diverse Others	NC A&T	Peers & UNC System	Carnegie Class	NSSE, Peers, UNC Sys
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	54	69	74	70
8b. People from an economic background other than your own	57	72	74	72
8c. People with religious beliefs other than your own	44	67	68	69
8d. People with political views other than your own	45	68	69	69

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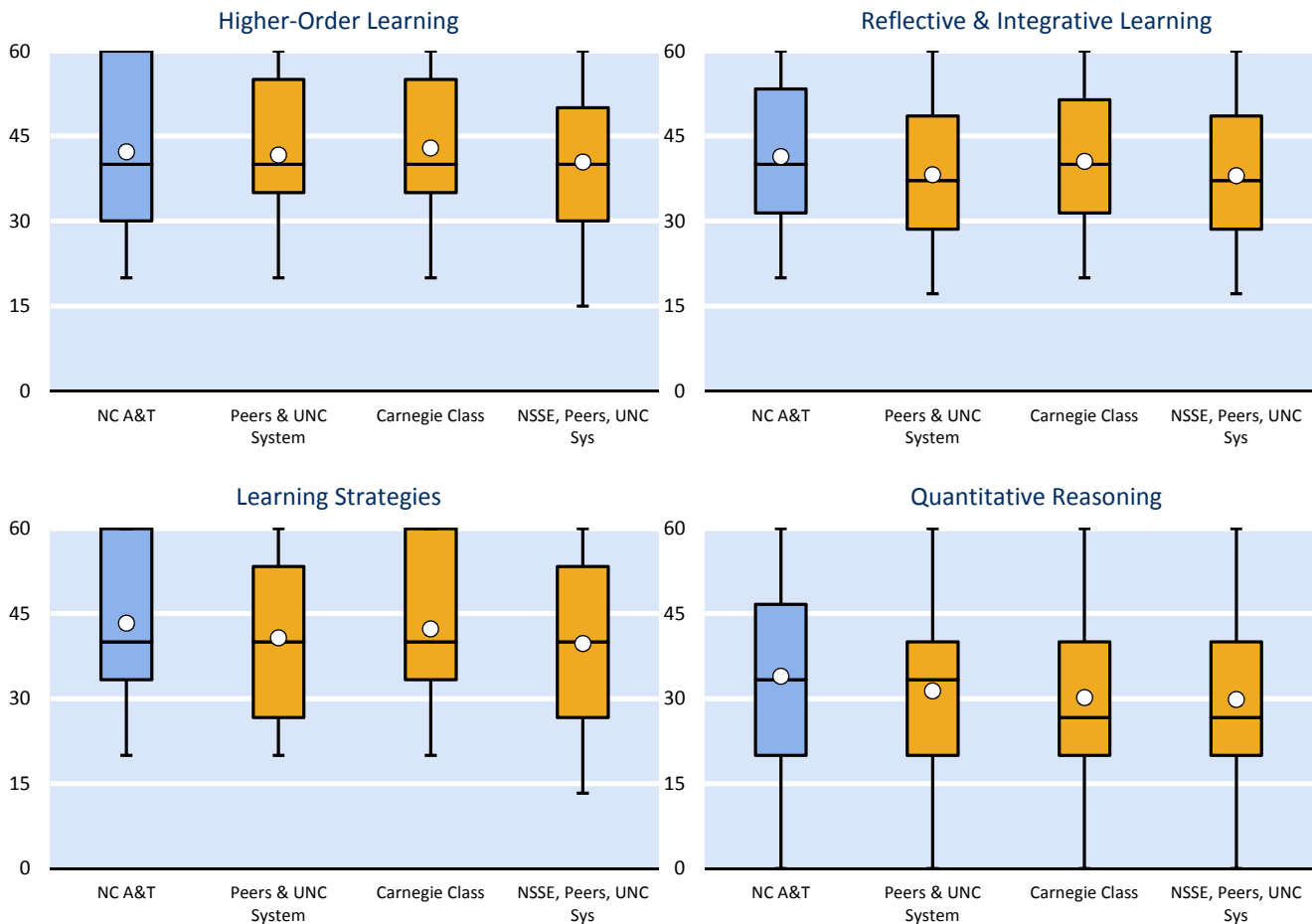
Learning with Peers: Seniors

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

| | NC A&T | Your seniors compared with | | | | | |
| | | Peers & UNC System | | Carnegie Class | | NSSE, Peers, UNC Sys | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	42.2	33.7 ***	.58	31.6 ***	.78	33.0 ***	.63
Discussions with Diverse Others	37.5	41.6 **	-.25	43.7 ***	-.39	41.4 **	-.24

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

Score Distributions

Collaborative Learning / Discussions with Diverse Others box-and-whiskers charts for NC A&T, Peers & UNC System, Carnegie Class, NSSE, Peers, UNC Sys.

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.

Summary of Indicator Items

Collaborative Learning

	NC A&T	Peers & UNC System	Carnegie Class	NSSE, Peers, UNC Sys
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	66	45	32	42
1f. Explained course material to one or more students	79	61	52	60
1g. Prepared for exams by discussing or working through course material with other students	65	49	41	47
1h. Worked with other students on course projects or assignments	81	67	72	65

Discussions with Diverse Others

	NC A&T	Peers & UNC System	Carnegie Class	NSSE, Peers, UNC Sys
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	65	71	77	71
8b. People from an economic background other than your own	70	75	78	73
8c. People with religious beliefs other than your own	52	70	73	70
8d. People with political views other than your own	57	71	75	71

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

![NSSE national survey of student engagement]

NSSE 2014 Engagement Indicators
Experiences with Faculty
North Carolina Agricultural & Technical State University

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

| | NC A&T | Your first-year students compared with | | | | | |
| | | Peers & UNC System | | Carnegie Class | | NSSE, Peers, UNC Sys | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.9	20.8 **	.35	20.5 **	.37	19.8 ***	.43
Effective Teaching Practices	37.3	39.3	-.15	40.4 *	-.22	39.4	-.16

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Summary of Indicator Items
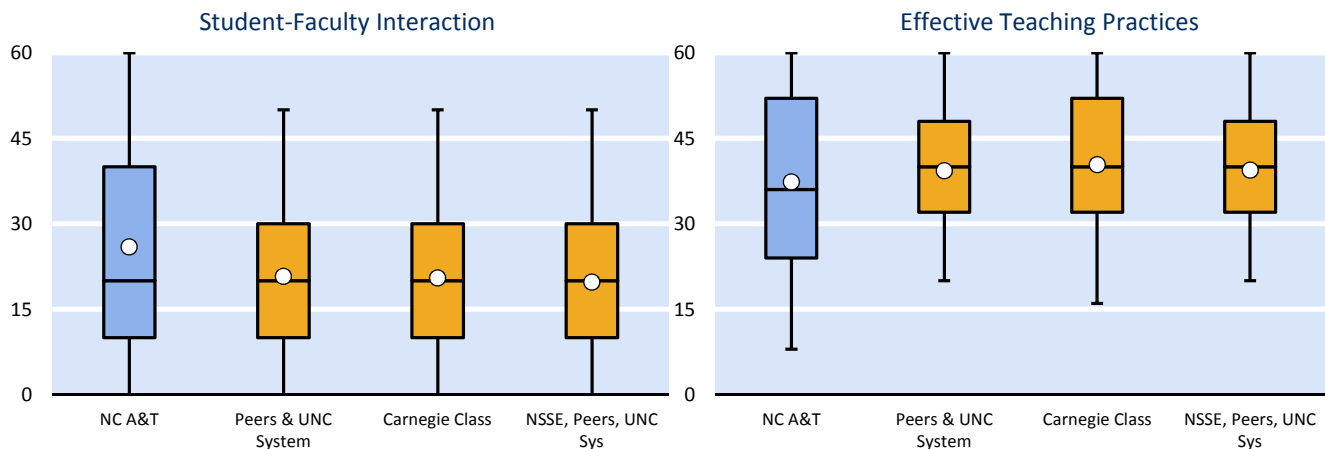
	NC A&T	Peers & UNC System	Carnegie Class	NSSE, Peers, UNC Sys
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
3a. Talked about career plans with a faculty member	40	34	34	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	32	20	19	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	37	24	25	24
3d. Discussed your academic performance with a faculty member	47	30	30	27
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	74	80	81	80
5b. Taught course sessions in an organized way	62	78	78	79
5c. Used examples or illustrations to explain difficult points	59	76	76	77
5d. Provided feedback on a draft or work in progress	60	63	67	63
5e. Provided prompt and detailed feedback on tests or completed assignments	59	59	63	59

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

NSSE national survey of student engagement

NSSE 2014 Engagement Indicators

Experiences with Faculty

North Carolina Agricultural & Technical State University

Experiences with Faculty: Seniors

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Mean Comparisons

| | NC A&T | Your seniors compared with | | | | | |
| | | Peers & UNC System | | Carnegie Class | | NSSE, Peers, UNC Sys | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	36.4	24.6 ***	.72	21.9 ***	.89	23.8 ***	.78
Effective Teaching Practices	39.4	40.7	-.09	41.4	-.13	40.2	-.06

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

Score Distributions

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

Summary of Indicator Items

Student-Faculty Interaction	NC A&T	Peers & UNC System	Carnegie Class	NSSE, Peers, UNC Sys
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
3a. Talked about career plans with a faculty member	66	44	40	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	52	29	23	27
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	56	35	29	33
3d. Discussed your academic performance with a faculty member	70	35	33	33

Effective Teaching Practices	NC A&T	Peers & UNC System	Carnegie Class	NSSE, Peers, UNC Sys
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	74	81	82	82
5b. Taught course sessions in an organized way	72	79	81	80
5c. Used examples or illustrations to explain difficult points	69	80	76	79
5d. Provided feedback on a draft or work in progress	63	62	63	59
5e. Provided prompt and detailed feedback on tests or completed assignments	60	67	71	65

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.
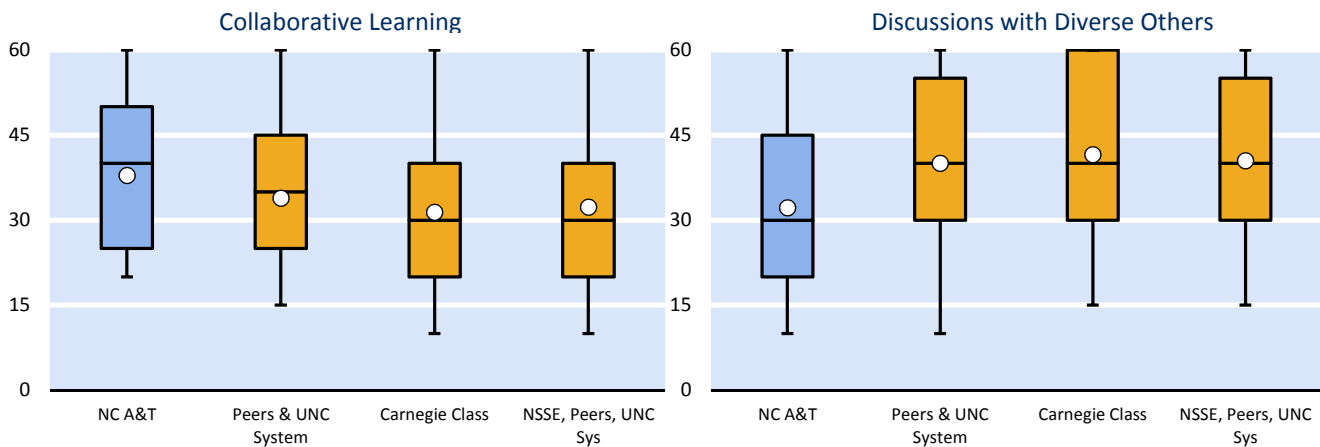
NSSE 2014 Engagement Indicators

Campus Environment

North Carolina Agricultural & Technical State University

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	NC A&T Mean	Your first-year students compared with					
		Peers & UNC System		Carnegie Class		NSSE, Peers, UNC Sys	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.1	41.2	-.18	41.2	-.17	40.9	-.15
Supportive Environment	37.2	38.5	-.09	36.7	.04	37.0	.02

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

Score Distributions

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

Summary of Indicator Items

Quality of Interactions

	NC A&T %	Peers & UNC System %	Carnegie Class %	NSSE, Peers, UNC Sys %
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...				
13a. Students	55	61	57	58
13b. Academic advisors	51	47	50	47
13c. Faculty	44	47	49	47
13d. Student services staff (career services, student activities, housing, etc.)	45	42	43	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	32	38	41	39

Supportive Environment

	NC A&T %	Peers & UNC System %	Carnegie Class %	NSSE, Peers, UNC Sys %
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	76	80	77	77
14c. Using learning support services (tutoring services, writing center, etc.)	77	80	77	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	42	59	60	57
14e. Providing opportunities to be involved socially	70	76	71	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	76	69	73
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	39	47	44	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	73	73	65	68
14i. Attending events that address important social, economic, or political issues	59	54	53	51

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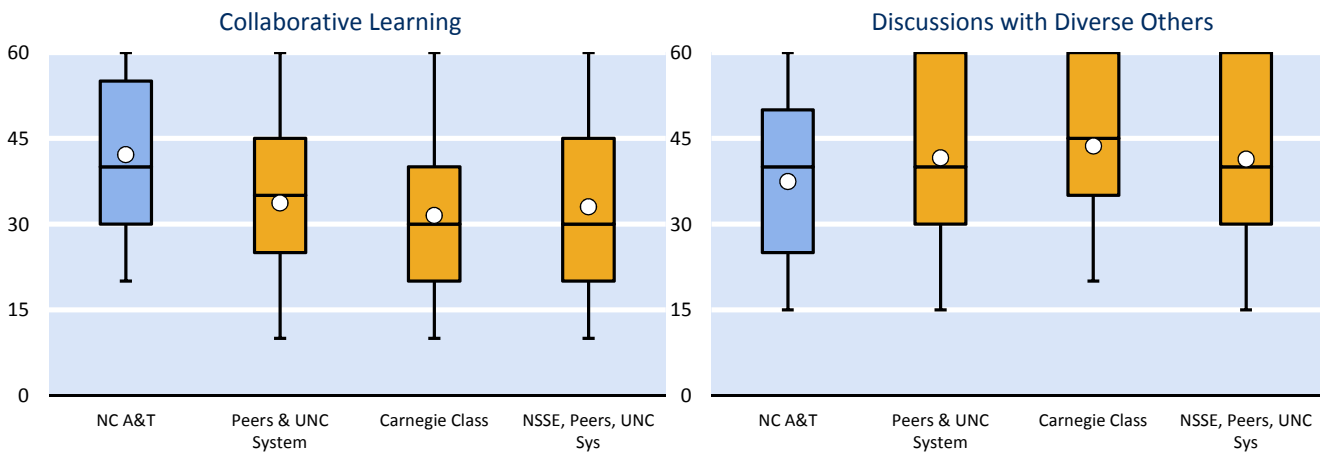
Campus Environment: Seniors

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

Mean Comparisons

	NC A&T	Your seniors compared with					
		Peers & UNC System		Carnegie Class		NSSE, Peers, UNC Sys	
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Quality of Interactions	40.2	42.1	-.16	43.8 ***	-.29	41.6	-.11
Supportive Environment	37.3	33.9 **	.23	32.3 ***	.33	32.7 ***	.32

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

Score Distributions

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

Summary of Indicator Items

Quality of Interactions

	NC A&T	Peers & UNC System	Carnegie Class	NSSE, Peers, UNC Sys
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...	%	%	%	%
13a. Students	62	66	65	63
13b. Academic advisors	57	52	58	48
13c. Faculty	51	56	63	57
13d. Student services staff (career services, student activities, housing, etc.)	36	41	45	40
13e. Other administrative staff and offices (registrar, financial aid, etc.)	24	39	48	39

Supportive Environment

	NC A&T	Peers & UNC System	Carnegie Class	NSSE, Peers, UNC Sys
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	72	72	72	70
14c. Using learning support services (tutoring services, writing center, etc.)	73	66	70	65
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	52	58	50
14e. Providing opportunities to be involved socially	74	69	61	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	66	65	56	64
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	33	34	30
14h. Attending campus activities and events (performing arts, athletic events, etc.)	70	62	47	57
14i. Attending events that address important social, economic, or political issues	62	47	41	45

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

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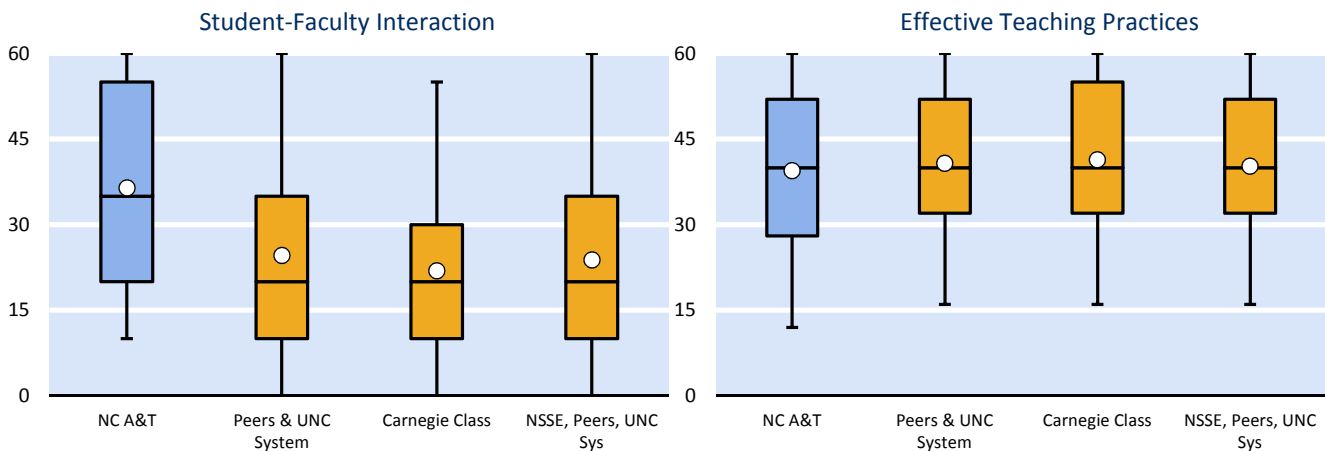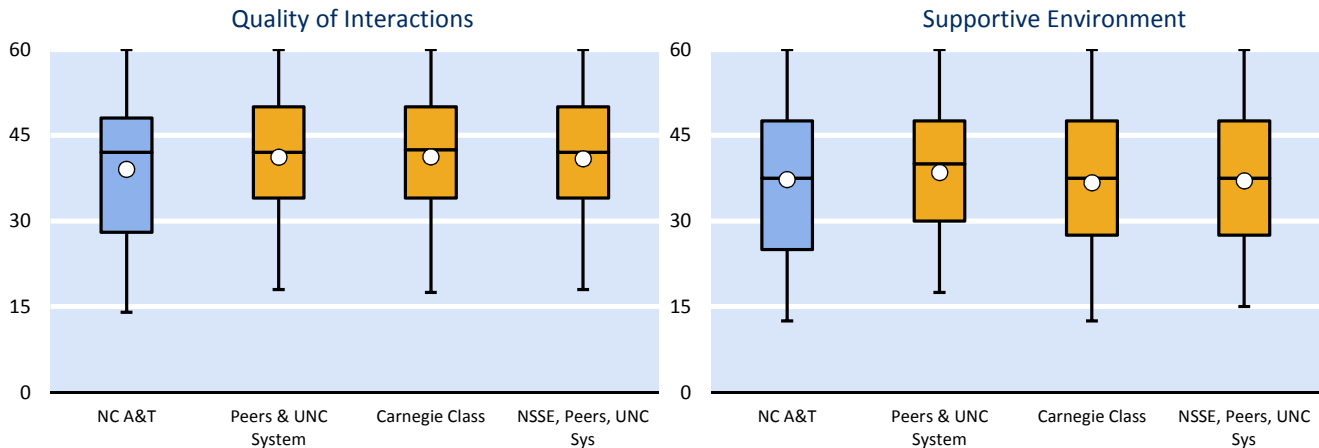
Comparisons with Top 50% and Top 10% Institutions

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

   (a) institutions with average scores placing them in the top 50% of all 2013 and 2014 NSSE institutions, and
   (b) institutions with average scores placing them in the top 10% of all 2013 and 2014 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 absence of a significant difference between your score and that of the high-performing group does not mean that your institution was a member of that group.

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

First-Year Students

| | | NC A&T | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.0	40.6	-.19		42.7 **	-.34	
	Reflective and Integrative Learning	35.9	37.3	-.12		39.3 **	-.27	
	Learning Strategies	38.4	41.2 *	-.20		43.4 ***	-.36	
	Quantitative Reasoning	27.4	28.8	-.08	✓	30.6 *	-.20	
Learning with Peers	Collaborative Learning	37.8	34.7 **	.23	✓	37.0	.06	✓
	Discussions with Diverse Others	32.1	43.2 ***	-.72		45.6 ***	-.91	
Experiences with Faculty	Student-Faculty Interaction	25.9	23.3	.17	✓	27.0	-.07	✓
	Effective Teaching Practices	37.3	42.4 ***	-.38		44.6 ***	-.54	
Campus Environment	Quality of Interactions	39.1	44.0 ***	-.43		46.0 ***	-.60	
	Supportive Environment	37.2	39.4	-.17		41.4 *	-.32	

Seniors

| | | NC A&T | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	42.2	43.3	-.08	✓	45.3 *	-.22	
	Reflective and Integrative Learning	41.4	41.1	.03	✓	43.1	-.13	
	Learning Strategies	43.3	42.5	.06	✓	44.9	-.11	
	Quantitative Reasoning	33.9	31.3 *	.15	✓	33.0	.05	✓
Learning with Peers	Collaborative Learning	42.2	35.4 ***	.49	✓	37.7 ***	.33	✓
	Discussions with Diverse Others	37.5	43.9 ***	-.41		45.8 ***	-.55	
Experiences with Faculty	Student-Faculty Interaction	36.4	29.5 ***	.43	✓	34.3	.13	✓
	Effective Teaching Practices	39.4	43.0 ***	-.27		45.1 ***	-.42	
Campus Environment	Quality of Interactions	40.2	45.3 ***	-.44		47.4 ***	-.61	
	Supportive Environment	37.3	36.1	.09	✓	39.0	-.13	

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

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 2013 and 2014 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 2014 Engagement Indicators

Detailed Statistics[a]

North Carolina Agricultural & Technical State University

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												
NC A&T (N = 114)	38.0	16.6	1.56	10	20	40	55	60				
Peers & UNC System	38.5	13.8	.32	15	30	40	50	60	123	-.5	.736	-.038
Carnegie Class	39.8	14.1	.22	20	30	40	50	60	118	-1.8	.252	-.128
NSSE, Peers, UNC Sys	38.4	13.9	.13	15	30	40	50	60	114	-.4	.799	-.029
Top 50%	40.6	13.6	.08	20	30	40	50	60	114	-2.6	.098	-.191
Top 10%	42.7	13.6	.20	20	35	40	55	60	117	-4.7	.003	-.344
Reflective & Integrative Learning												
NC A&T (N = 125)	35.9	14.0	1.25	17	23	37	49	60				
Peers & UNC System	34.7	12.4	.28	17	26	34	43	57	137	1.2	.360	.094
Carnegie Class	36.4	12.7	.19	17	29	37	46	60	130	-.5	.679	-.041
NSSE, Peers, UNC Sys	34.9	12.6	.11	17	26	34	43	60	126	1.0	.416	.081
Top 50%	37.3	12.5	.08	17	29	37	46	60	125	-1.4	.250	-.115
Top 10%	39.3	12.6	.17	20	31	40	49	60	129	-3.4	.008	-.269
Learning Strategies												
NC A&T (N = 100)	38.4	15.6	1.56	7	27	40	53	60				
Peers & UNC System	38.9	14.0	.34	20	27	40	47	60	1,784	-.6	.690	-.041
Carnegie Class	40.4	14.2	.23	20	27	40	53	60	3,841	-2.0	.155	-.144
NSSE, Peers, UNC Sys	38.8	14.1	.13	20	27	40	47	60	11,177	-.4	.760	-.031
Top 50%	41.2	14.0	.09	20	33	40	53	60	23,130	-2.9	.041	-.204
Top 10%	43.4	14.0	.20	20	33	40	60	60	4,977	-5.1	.000	-.360
Quantitative Reasoning												
NC A&T (N = 114)	27.4	17.4	1.63	0	13	27	40	60				
Peers & UNC System	28.3	16.2	.37	0	20	27	40	60	1,997	-.9	.558	-.056
Carnegie Class	27.5	16.9	.26	0	20	27	40	60	4,233	-.1	.955	-.005
NSSE, Peers, UNC Sys	27.6	16.4	.15	0	20	27	40	60	12,338	-.2	.917	-.010
Top 50%	28.8	16.3	.09	0	20	27	40	60	33,566	-1.4	.369	-.084
Top 10%	30.6	16.2	.19	0	20	27	40	60	7,766	-3.2	.036	-.198
Learning with Peers												
Collaborative Learning												
NC A&T (N = 130)	37.8	13.3	1.17	20	25	40	50	60				
Peers & UNC System	33.8	13.8	.31	15	25	35	45	60	2,098	4.0	.001	.290
Carnegie Class	31.4	14.1	.21	10	20	30	40	60	4,462	6.5	.000	.457
NSSE, Peers, UNC Sys	32.2	13.9	.12	10	20	30	40	60	13,022	5.6	.000	.404
Top 50%	34.7	13.7	.08	15	25	35	45	60	31,731	3.1	.009	.230
Top 10%	37.0	13.6	.16	15	25	35	45	60	7,229	.8	.502	.060
Discussions with Diverse Others												
NC A&T (N = 102)	32.1	16.8	1.67	10	20	30	45	60				
Peers & UNC System	40.0	16.2	.39	10	30	40	55	60	1,810	-7.8	.000	-.482
Carnegie Class	41.5	16.2	.26	15	30	40	60	60	3,907	-9.4	.000	-.579
NSSE, Peers, UNC Sys	40.4	16.1	.15	15	30	40	55	60	11,320	-8.3	.000	-.513
Top 50%	43.2	15.4	.09	20	35	45	60	60	29,120	-11.1	.000	-.720
Top 10%	45.6	14.8	.19	20	40	50	60	60	6,165	-13.5	.000	-.906

NSSE 2014 Engagement Indicators

Detailed Statistics[a]
North Carolina Agricultural & Technical State University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
NC A&T (N = 118)	25.9	17.9	1.64	0	10	20	40	60				
Peers & UNC System	20.8	14.5	.34	0	10	20	30	50	127	5.2	.003	.349
Carnegie Class	20.5	14.7	.23	0	10	20	30	50	122	5.4	.001	.366
NSSE, Peers, UNC Sys	19.8	14.4	.13	0	10	20	30	50	119	6.1	.000	.425
Top 50%	23.3	15.0	.11	0	10	20	30	55	118	2.6	.118	.173
Top 10%	27.0	16.1	.30	5	15	25	40	60	3,102	-1.1	.483	-.066
Effective Teaching Practices												
NC A&T (N = 116)	37.3	15.6	1.45	8	24	36	52	60				
Peers & UNC System	39.3	13.2	.30	20	32	40	48	60	126	-2.0	.189	-.147
Carnegie Class	40.4	13.7	.21	16	32	40	52	60	120	-3.0	.040	-.221
NSSE, Peers, UNC Sys	39.4	13.2	.12	20	32	40	48	60	117	-2.1	.155	-.158
Top 50%	42.4	13.2	.09	20	32	44	52	60	116	-5.0	.001	-.380
Top 10%	44.6	13.3	.21	20	36	44	56	60	120	-7.3	.000	-.545
Campus Environment												
Quality of Interactions												
NC A&T (N = 97)	39.1	13.5	1.37	14	28	42	48	60				
Peers & UNC System	41.2	12.1	.30	18	34	42	50	60	105	-2.1	.131	-.175
Carnegie Class	41.2	12.7	.21	18	34	43	50	60	3,701	-2.2	.098	-.170
NSSE, Peers, UNC Sys	40.9	12.3	.12	18	34	42	50	60	98	-1.8	.186	-.148
Top 50%	44.0	11.4	.09	22	38	46	52	60	97	-4.9	.001	-.432
Top 10%	46.0	11.6	.19	24	40	48	55	60	100	-7.0	.000	-.599
Supportive Environment												
NC A&T (N = 88)	37.2	15.5	1.65	13	25	38	48	60				
Peers & UNC System	38.5	13.4	.34	18	30	40	48	60	95	-1.2	.464	-.092
Carnegie Class	36.7	14.3	.24	13	28	38	48	60	3,569	.5	.736	.036
NSSE, Peers, UNC Sys	37.0	13.7	.14	15	28	38	48	60	10,336	.2	.886	.015
Top 50%	39.4	13.2	.09	18	30	40	50	60	88	-2.2	.188	-.165
Top 10%	41.4	12.8	.18	20	33	40	53	60	89	-4.1	.014	-.321

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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean +/- 1.96 * SEM.

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

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

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

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

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												
NC A&T (N = 166)	42.2	15.4	1.20	20	30	40	60	60				
Peers & UNC System	41.7	14.1	.22	20	35	40	55	60	177	.5	.659	.038
Carnegie Class	42.9	14.1	.14	20	35	40	55	60	170	-.7	.586	-.046
NSSE, Peers, UNC Sys	40.4	14.2	.09	15	30	40	50	60	167	1.8	.140	.125
Top 50%	43.3	13.7	.07	20	35	40	55	60	166	-1.1	.382	-.077
Top 10%	45.3	13.6	.13	20	40	45	60	60	169	-3.0	.013	-.223
Reflective & Integrative Learning												
NC A&T (N = 176)	41.4	12.9	.98	20	31	40	53	60				
Peers & UNC System	38.2	13.0	.20	17	29	37	49	60	4,439	3.2	.001	.249
Carnegie Class	40.6	13.0	.13	20	31	40	51	60	10,544	.8	.403	.064
NSSE, Peers, UNC Sys	38.0	13.1	.08	17	29	37	49	60	27,895	3.4	.001	.257
Top 50%	41.1	12.6	.06	20	31	40	51	60	43,213	.3	.716	.028
Top 10%	43.1	12.5	.13	20	34	43	54	60	9,473	-1.7	.077	-.135
Learning Strategies												
NC A&T (N = 151)	43.3	13.9	1.13	20	33	40	60	60				
Peers & UNC System	40.7	14.7	.24	20	27	40	53	60	3,979	2.6	.031	.179
Carnegie Class	42.3	14.7	.15	20	33	40	60	60	9,612	1.0	.388	.071
NSSE, Peers, UNC Sys	39.7	14.9	.09	13	27	40	53	60	25,218	3.6	.003	.243
Top 50%	42.5	14.5	.06	20	33	40	60	60	54,146	.9	.463	.060
Top 10%	44.9	14.1	.12	20	33	47	60	60	13,820	-1.5	.181	-.110
Quantitative Reasoning												
NC A&T (N = 171)	33.9	18.0	1.38	0	20	33	47	60				
Peers & UNC System	31.4	17.3	.27	0	20	33	40	60	4,342	2.6	.058	.148
Carnegie Class	30.2	17.4	.17	0	20	27	40	60	10,331	3.7	.005	.215
NSSE, Peers, UNC Sys	29.9	17.3	.11	0	20	27	40	60	27,303	4.1	.002	.235
Top 50%	31.3	17.2	.07	0	20	33	40	60	68,524	2.6	.047	.152
Top 10%	33.0	16.9	.13	0	20	33	47	60	17,102	.9	.488	.053
Learning with Peers												
Collaborative Learning												
NC A&T (N = 175)	42.2	13.1	.99	20	30	40	55	60				
Peers & UNC System	33.7	14.7	.22	10	25	35	45	60	4,489	8.5	.000	.578
Carnegie Class	31.6	13.6	.13	10	20	30	40	60	10,613	10.6	.000	.778
NSSE, Peers, UNC Sys	33.0	14.4	.09	10	20	30	45	60	28,279	9.1	.000	.634
Top 50%	35.4	13.8	.06	15	25	35	45	60	57,757	6.8	.000	.493
Top 10%	37.7	13.6	.13	15	25	40	50	60	11,539	4.5	.000	.329
Discussions with Diverse Others												
NC A&T (N = 156)	37.5	15.5	1.24	15	25	40	50	60				
Peers & UNC System	41.6	16.3	.26	15	30	40	60	60	4,030	-4.1	.002	-.254
Carnegie Class	43.7	16.1	.16	20	35	45	60	60	9,705	-6.2	.000	-.388
NSSE, Peers, UNC Sys	41.4	16.3	.10	15	30	40	60	60	25,472	-3.9	.003	-.243
Top 50%	43.9	15.8	.06	20	35	45	60	60	66,730	-6.5	.000	-.411
Top 10%	45.8	15.4	.12	20	40	50	60	60	17,342	-8.4	.000	-.545

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
NC A&T (N = 169)	36.4	17.4	1.34	10	20	35	55	60				
Peers & UNC System	24.6	16.4	.25	0	10	20	35	60	180	11.8	.000	.721
Carnegie Class	21.9	16.4	.16	0	10	20	30	55	10,305	14.5	.000	.885
NSSE, Peers, UNC Sys	23.8	16.2	.10	0	10	20	35	60	170	12.6	.000	.779
Top 50%	29.5	16.1	.10	5	20	30	40	60	170	6.9	.000	.429
Top 10%	34.3	16.3	.27	10	20	35	45	60	3,703	2.1	.100	.130
Effective Teaching Practices												
NC A&T (N = 174)	39.4	15.1	1.15	12	28	40	52	60				
Peers & UNC System	40.7	14.0	.22	16	32	40	52	60	4,378	-1.3	.229	-.093
Carnegie Class	41.4	14.4	.14	16	32	40	55	60	10,448	-1.9	.078	-.135
NSSE, Peers, UNC Sys	40.2	13.8	.08	16	32	40	52	60	27,585	-.8	.446	-.058
Top 50%	43.0	13.6	.07	20	36	44	56	60	41,100	-3.6	.000	-.267
Top 10%	45.1	13.4	.16	20	36	48	60	60	7,104	-5.7	.000	-.424
Campus Environment												
Quality of Interactions												
NC A&T (N = 157)	40.2	12.5	1.00	16	34	42	50	60				
Peers & UNC System	42.1	11.9	.19	20	35	44	50	60	3,905	-1.9	.052	-.158
Carnegie Class	43.8	12.3	.13	20	36	46	53	60	9,213	-3.6	.000	-.291
NSSE, Peers, UNC Sys	41.6	12.0	.08	20	34	43	50	60	24,460	-1.3	.172	-.109
Top 50%	45.3	11.3	.06	24	38	48	54	60	35,660	-5.0	.000	-.444
Top 10%	47.4	11.6	.12	24	40	50	58	60	9,649	-7.1	.000	-.612
Supportive Environment												
NC A&T (N = 145)	37.3	15.4	1.28	10	25	40	49	60				
Peers & UNC System	33.9	14.6	.24	10	23	35	43	60	3,777	3.4	.006	.233
Carnegie Class	32.3	15.0	.16	8	20	33	43	60	9,168	5.0	.000	.335
NSSE, Peers, UNC Sys	32.7	14.3	.09	10	23	33	43	60	23,892	4.6	.000	.321
Top 50%	36.1	13.8	.07	13	28	38	45	60	145	1.2	.337	.090
Top 10%	39.0	13.3	.16	18	30	40	50	60	149	-1.7	.192	-.127

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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean +/- 1.96 * SEM.

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

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

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

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