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# NSSE 2013

## Engagement Indicators

Clarion University of Pennsylvania

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### About Your Engagement Indicators Report

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

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

### Report sections

#### 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 current-year 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.

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

### How Engagement Indicators are computed

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

For more information on EIs and their psychometric properties, refer to the NSSE Web site: [nsse.iub.edu](http://nsse.iub.edu)

## Engagement Indicators: Overview

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

Use the following key:

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

### First-Year (FY) Students

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

### Seniors

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

### Academic Challenge: First-year students

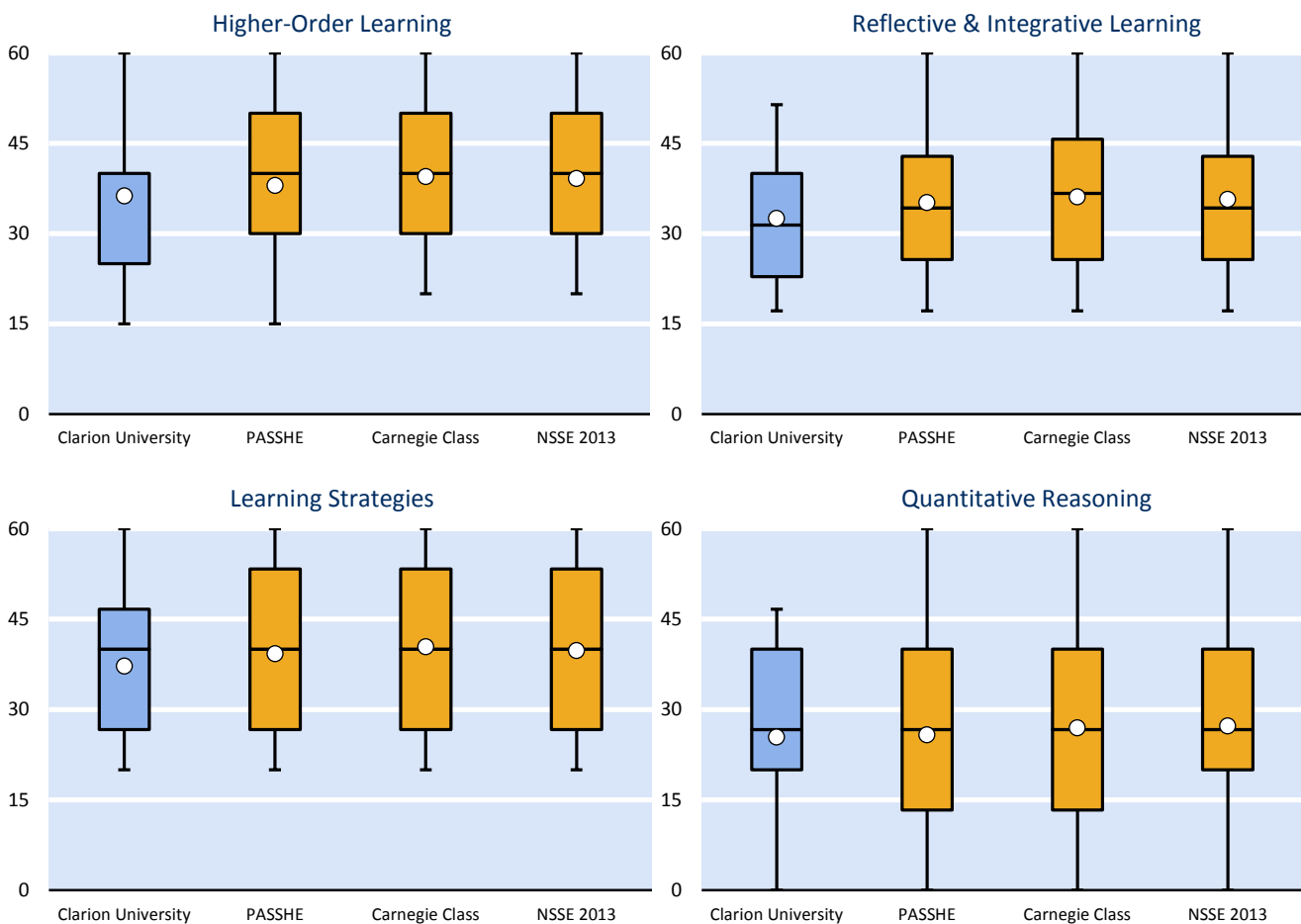
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	Clarion University Mean	Your first-year students compared with					
		PASSHE		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.2	38.0	-.13	39.5 ***	-.23	39.1 **	-.21
Reflective & Integrative Learning	32.5	35.1 ***	-.21	36.1 ***	-.28	35.7 ***	-.25
Learning Strategies	37.2	39.3 *	-.15	40.4 ***	-.23	39.8 **	-.18
Quantitative Reasoning	25.4	25.8	-.02	26.9	-.09	27.3 *	-.11

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





































































#### Score Distributions



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

## Academic Challenge: First-year students (continued)

### Summary of Indicator Items

	Clarion University	PASSHE	Carnegie Class	NSSE 2013
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	73 	71 	73 	74 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69 	69 	73 	73 
4d. Evaluating a point of view, decision, or information source	63 	68 	72 	70 
4e. Forming a new idea or understanding from various pieces of information	66 	66 	70 	69 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	52 	56 	56 	56 
2b. Connected your learning to societal problems or issues	42 	51 	54 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	41 	49 	52 	51 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	54 	60 	64 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	58 	64 	68 	66 
2f. Learned something that changed the way you understand an issue or concept	61 	66 	67 	66 
2g. Connected ideas from your courses to your prior experiences and knowledge	72 	76 	78 	78 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80 	80 	82 	81 
9b. Reviewed your notes after class	61 	67 	68 	66 
9c. Summarized what you learned in class or from course materials	62 	64 	66 	64 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	46 	48 	50 	51 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	33 	36 	38 	38 
6c. Evaluated what others have concluded from numerical information	34 	33 	36 	37 

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

### Academic Challenge: Seniors

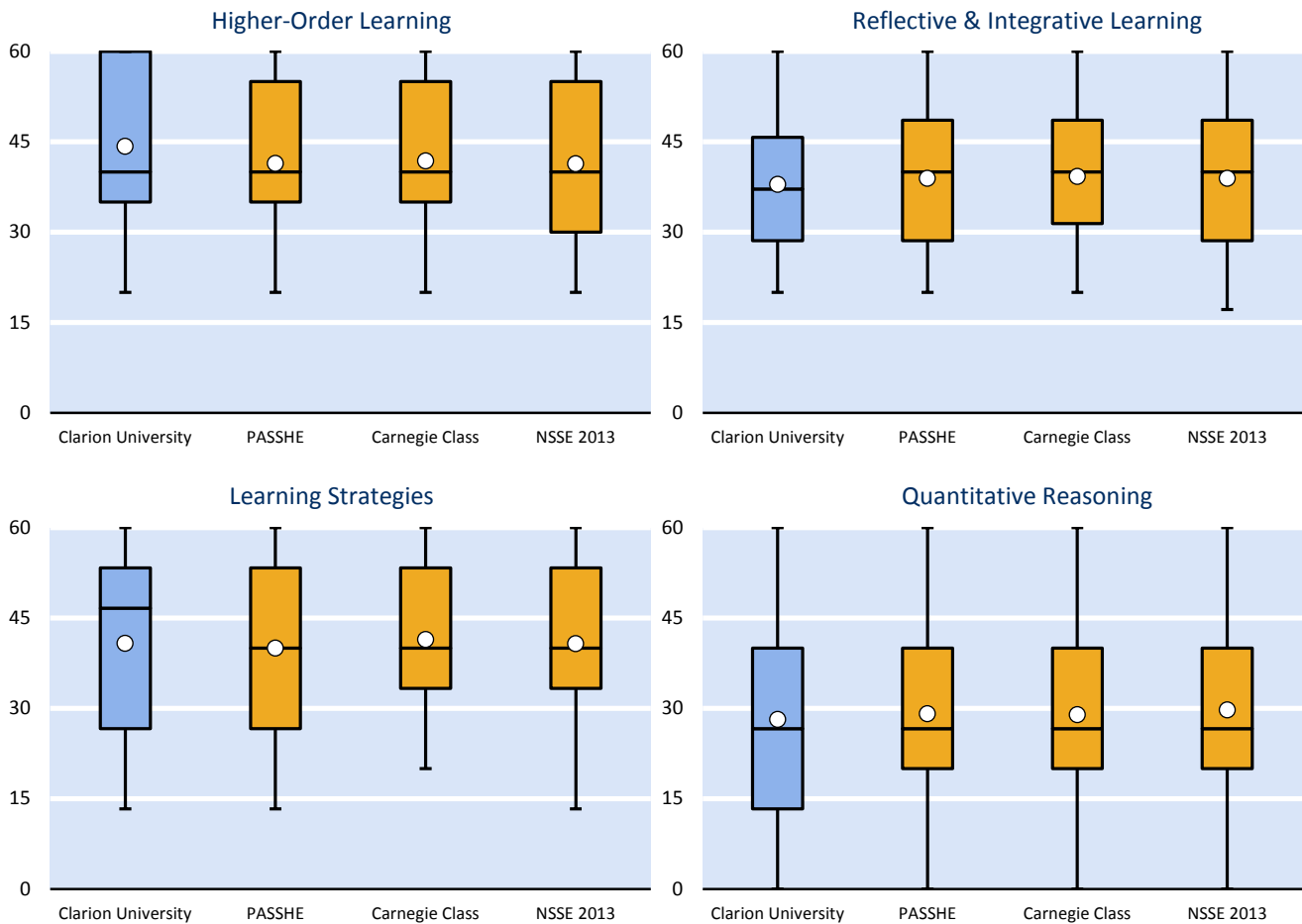
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#### Mean Comparisons

Engagement Indicator	Clarion University Mean	Your first-year students compared with					
		PASSHE		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	44.2	41.4 **	.21	41.8 *	.17	41.3 **	.21
Reflective & Integrative Learning	37.9	38.9	-.08	39.2	-.10	38.9	-.08
Learning Strategies	40.7	40.0	.05	41.4	-.04	40.7	.00
Quantitative Reasoning	28.1	29.1	-.06	28.9	-.05	29.7	-.09

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





































































#### Score Distributions



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

## Academic Challenge: Seniors (continued)

### Summary of Indicator Items

	Clarion University	PASSHE	Carnegie Class	NSSE 2013
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	86 	81 	80 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	81 	77 	78 	78 
4d. Evaluating a point of view, decision, or information source	79 	71 	75 	72 
4e. Forming a new idea or understanding from various pieces of information	83 	73 	74 	73 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	73 	74 	71 	71 
2b. Connected your learning to societal problems or issues	61 	65 	66 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55 	56 	58 	56 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62 	65 	68 	67 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65 	69 	71 	70 
2f. Learned something that changed the way you understand an issue or concept	66 	69 	70 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	83 	85 	85 	84 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	86 	83 	85 	84 
9b. Reviewed your notes after class	61 	63 	67 	65 
9c. Summarized what you learned in class or from course materials	68 	66 	68 	66 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	50 	52 	52 	54 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43 	43 	43 	44 
6c. Evaluated what others have concluded from numerical information	37 	43 	41 	44 

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

### Learning with Peers: First-year students

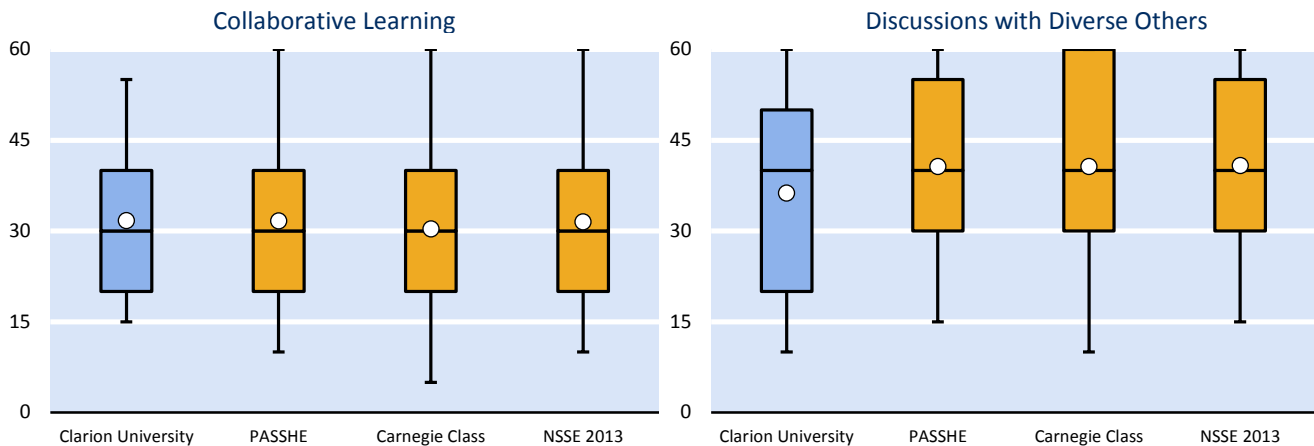
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	Clarion University Mean	Your first-year students compared with					
		PASSHE Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 Mean	Effect size
Collaborative Learning	31.7	31.6	.01	30.3	.10	31.4	.02
Discussions with Diverse Others	36.2	40.6 ***	-.28	40.6 ***	-.27	40.8 ***	-.28

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

#### Score Distributions



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

#### Summary of Indicator Items

##### Collaborative Learning

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

	Clarion University	PASSHE	Carnegie Class	NSSE 2013
1e. Asked another student to help you understand course material	53	48	44	48
1f. Explained course material to one or more students	49	56	53	56
1g. Prepared for exams by discussing or working through course material with other students	48	48	45	48
1h. Worked with other students on course projects or assignments	54	50	49	50

##### Discussions with Diverse Others

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

	Clarion University	PASSHE	Carnegie Class	NSSE 2013
8a. People from a race or ethnicity other than your own	59	69	71	71
8b. People from an economic background other than your own	61	72	73	73
8c. People with religious beliefs other than your own	65	70	67	68
8d. People with political views other than your own	63	71	69	70

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

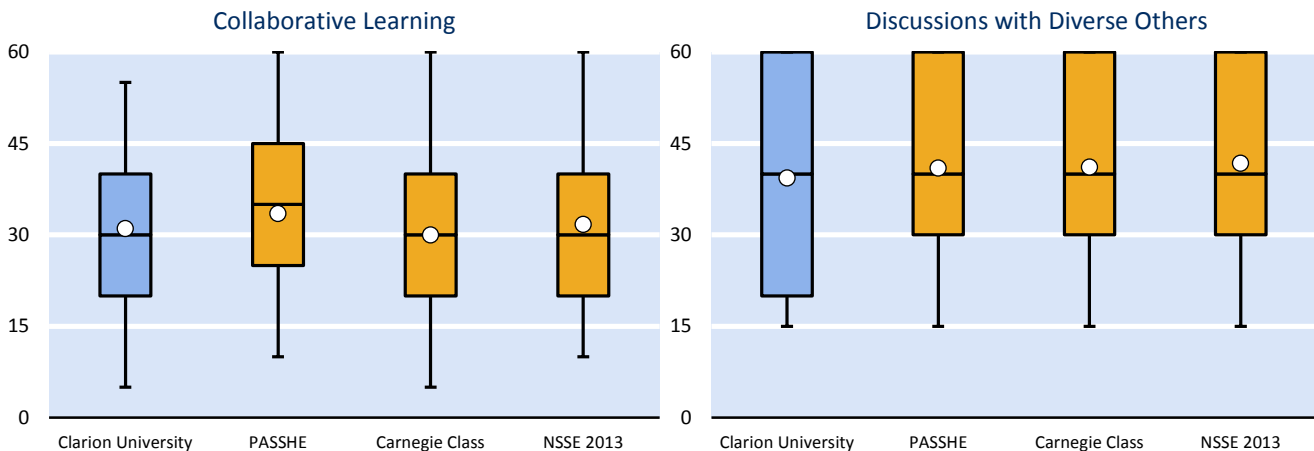
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	Clarion University Mean	Your seniors compared with					
		PASSHE		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.0	33.5 *	-.18	30.0	.07	31.7	-.05
Discussions with Diverse Others	39.3	41.0	-.10	41.2	-.11	41.8 *	-.15

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

#### Score Distributions



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

#### Summary of Indicator Items

##### Collaborative Learning

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

	Clarion University	PASSHE	Carnegie Class	NSSE 2013
1e. Asked another student to help you understand course material	40	42	35	38
1f. Explained course material to one or more students	54	63	53	57
1g. Prepared for exams by discussing or working through course material with other students	50	48	41	44
1h. Worked with other students on course projects or assignments	60	68	59	63

##### Discussions with Diverse Others

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

	Clarion University	PASSHE	Carnegie Class	NSSE 2013
8a. People from a race or ethnicity other than your own	60	67	71	72
8b. People from an economic background other than your own	65	74	74	75
8c. People with religious beliefs other than your own	60	70	68	70
8d. People with political views other than your own	67	73	71	72

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

### Experiences with Faculty: First-year students

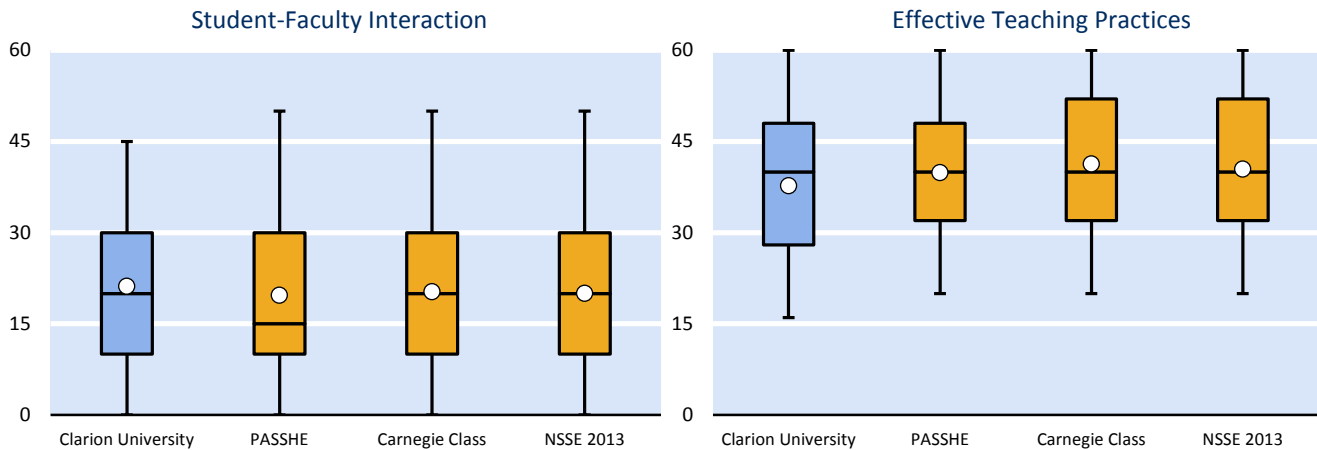
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Clarion University Mean	Your first-year students compared with					
		PASSHE		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.2	19.7	.10	20.2	.06	20.0	.08
Effective Teaching Practices	37.7	39.8 *	-.16	41.3 ***	-.27	40.4 **	-.20

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

#### Score Distributions



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#### Summary of Indicator Items

##### Student-Faculty Interaction

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

	Clarion University	PASSHE	Carnegie Class	NSSE 2013
3a. Talked about career plans with a faculty member	35	30	33	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	18	18	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	23	25	24
3d. Discussed your academic performance with a faculty member	28	28	29	28

##### Effective Teaching Practices

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

	Clarion University	PASSHE	Carnegie Class	NSSE 2013
5a. Clearly explained course goals and requirements	75	81	83	82
5b. Taught course sessions in an organized way	68	79	80	80
5c. Used examples or illustrations to explain difficult points	70	79	78	78
5d. Provided feedback on a draft or work in progress	59	63	68	65
5e. Provided prompt and detailed feedback on tests or completed assignments	56	60	66	63

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

### Experiences with Faculty: Seniors

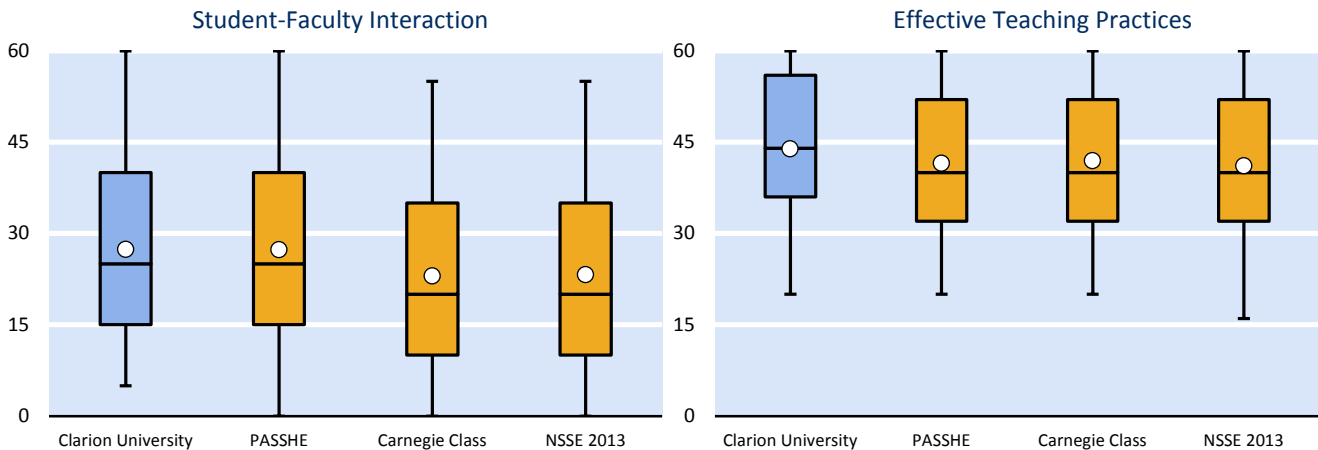
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#### Mean Comparisons

Engagement Indicator	Clarion University Mean	Your seniors compared with					
		PASSHE		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	27.3	27.3	.00	23.0 ***	.26	23.2 ***	.25
Effective Teaching Practices	43.9	41.5 *	.18	41.9	.14	41.1 **	.20

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

#### Score Distributions



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

#### Summary of Indicator Items

##### Student-Faculty Interaction

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

	Clarion University	PASSHE	Carnegie Class	NSSE 2013
3a. Talked about career plans with a faculty member	44	51	42	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	39	32	24	25
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	40	40	32	32
3d. Discussed your academic performance with a faculty member	39	41	33	32

##### Effective Teaching Practices

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

	Clarion University	PASSHE	Carnegie Class	NSSE 2013
5a. Clearly explained course goals and requirements	86	83	84	83
5b. Taught course sessions in an organized way	83	81	82	82
5c. Used examples or illustrations to explain difficult points	83	81	80	79
5d. Provided feedback on a draft or work in progress	73	65	65	62
5e. Provided prompt and detailed feedback on tests or completed assignments	75	68	70	68

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

### Campus Environment: First-year students

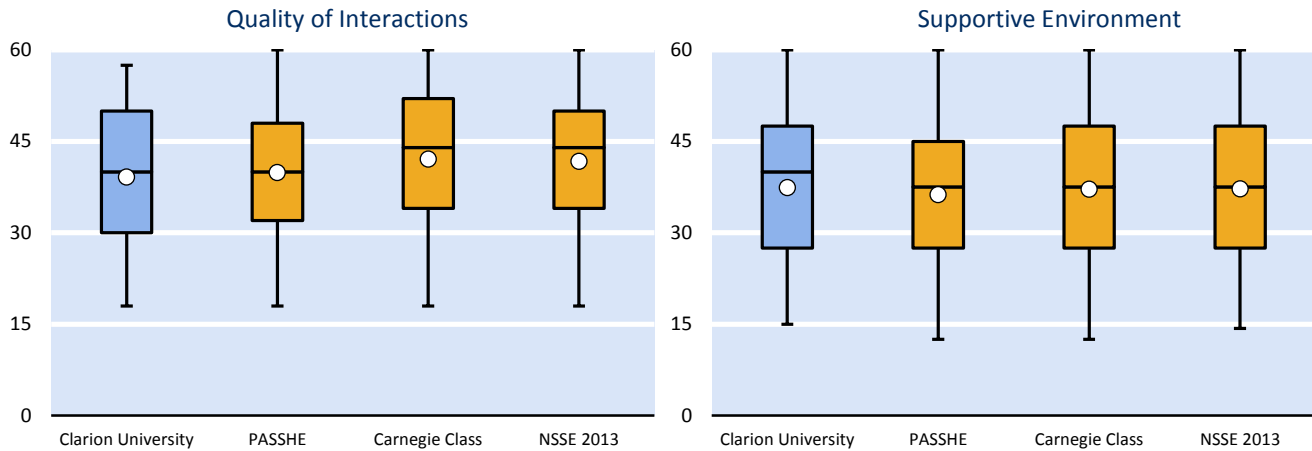
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Clarion University Mean	Your first-year students compared with					
		PASSHE		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.1	39.8	-.06	42.1 ***	-.23	41.7 **	-.21
Supportive Environment	37.4	36.3	.08	37.1	.02	37.2	.02

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

#### Score Distributions



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

#### Summary of Indicator Items

##### Quality of Interactions

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

	Clarion University	PASSHE	Carnegie Class	NSSE 2013
13a. Students	58	57	60	60
13b. Academic advisors	42	43	50	49
13c. Faculty	44	45	53	51
13d. Student services staff (career services, student activities, housing, etc.)	36	38	45	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	32	35	44	42

##### Supportive Environment

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

	Clarion University	PASSHE	Carnegie Class	NSSE 2013
14b. Providing support to help students succeed academically	73	75	78	78
14c. Using learning support services (tutoring services, writing center, etc.)	69	76	78	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	54	59	58
14e. Providing opportunities to be involved socially	77	73	71	72
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	74	73	71	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	51	42	46	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	69	66	65	68
14i. Attending events that address important social, economic, or political issues	61	53	53	53

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

### Campus Environment: Seniors

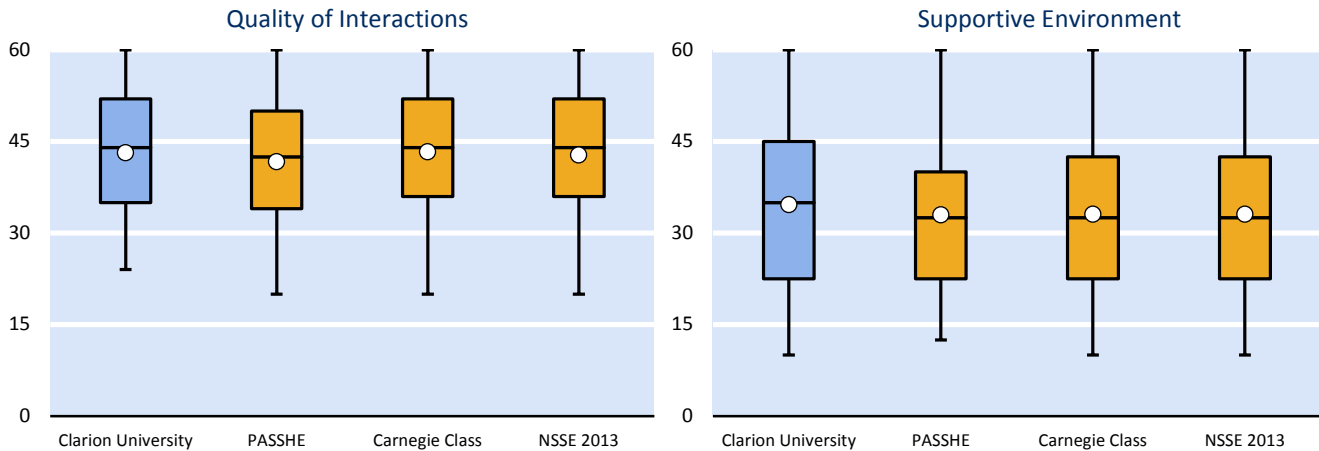
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Clarion University Mean	Your seniors compared with					
		PASSHE		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.2	41.7	.13	43.3	-.01	42.8	.03
Supportive Environment	34.6	33.0	.12	33.1	.11	33.1	.11

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

#### Score Distributions



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

#### Summary of Indicator Items

##### Quality of Interactions

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

	Clarion University	PASSHE	Carnegie Class	NSSE 2013
13a. Students	71	62	64	65
13b. Academic advisors	62	52	54	53
13c. Faculty	64	59	63	61
13d. Student services staff (career services, student activities, housing, etc.)	36	38	44	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	36	45	43

##### Supportive Environment

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

	Clarion University	PASSHE	Carnegie Class	NSSE 2013
14b. Providing support to help students succeed academically	75	70	74	72
14c. Using learning support services (tutoring services, writing center, etc.)	64	64	68	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	47	53	52
14e. Providing opportunities to be involved socially	70	70	64	65
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	66	61	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	31	33	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	63	57	54	56
14i. Attending events that address important social, economic, or political issues	52	47	46	45

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

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### Comparisons with Top 50% and Top 10% Institutions

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

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

While the average scores for *most* institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was *as engaged* as (or even *more engaged* than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable to that of the high-performing group. However, the absence of a significant difference between your score and that of the high-performing group does not mean that your institution was a member of that group.

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

First-Year Students		Clarion University	Your first-year students compared with					
Theme	Engagement Indicator		Mean	NSSE 2013 Top 50%			NSSE 2013 Top 10%	
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.2	40.9 ***	-.34		42.7 ***	-.48	
	Reflective and Integrative Learning	32.5	37.6 ***	-.41		39.4 ***	-.55	
	Learning Strategies	37.2	41.8 ***	-.33		44.3 ***	-.50	
	Quantitative Reasoning	25.4	28.8 ***	-.21		30.5 ***	-.31	
<i>Learning with Peers</i>	Collaborative Learning	31.7	34.5 ***	-.20		37.1 ***	-.40	
	Discussions with Diverse Others	36.2	43.2 ***	-.45		45.7 ***	-.63	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	21.2	23.4 *	-.15		26.7 ***	-.34	
	Effective Teaching Practices	37.7	42.8 ***	-.38		44.7 ***	-.50	
<i>Campus Environment</i>	Quality of Interactions	39.1	44.3 ***	-.45		46.3 ***	-.59	
	Supportive Environment	37.4	39.5 *	-.16		41.4 ***	-.31	

Seniors		Clarion University	Your seniors compared with					
Theme	Engagement Indicator		Mean	NSSE 2013 Top 50%			NSSE 2013 Top 10%	
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	44.2	43.5	.05	✓	45.3	-.08	✓
	Reflective and Integrative Learning	37.9	41.1 ***	-.25		43.1 ***	-.41	
	Learning Strategies	40.7	43.2 *	-.17		45.4 ***	-.33	
	Quantitative Reasoning	28.1	31.1 *	-.18		32.5 ***	-.26	
<i>Learning with Peers</i>	Collaborative Learning	31.0	35.0 ***	-.29		37.5 ***	-.48	
	Discussions with Diverse Others	39.3	44.1 ***	-.30		45.8 ***	-.41	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	27.3	29.7	-.14	✓	34.6 ***	-.45	
	Effective Teaching Practices	43.9	43.3	.04	✓	45.3	-.11	✓
<i>Campus Environment</i>	Quality of Interactions	43.2	45.8 **	-.23		47.6 ***	-.39	
	Supportive Environment	34.6	36.2	-.11	✓	39.1 ***	-.34	

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

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

#### Detailed Statistics: First-year students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Clarion University (N = 245)	36.2	13.4	.86	15	25	40	40	60				
PASSHE	38.0	13.8	.19	15	30	40	50	60	5,523	-1.8	.051	-.127
Carnegie Class	39.5	13.9	.06	20	30	40	50	60	48,360	-3.2	.000	-.230
NSSE 2013	39.1	13.8	.03	20	30	40	50	60	162,398	-2.9	.001	-.209
Top 50%	40.9	13.6	.05	20	30	40	50	60	73,614	-4.6	.000	-.338
Top 10%	42.7	13.7	.11	20	35	40	55	60	17,181	-6.5	.000	-.475
<b>Reflective and Integrative Learning</b>												
Clarion University (N = 254)	32.5	11.2	.70	17	23	31	40	51				
PASSHE	35.1	12.4	.17	17	26	34	43	60	5,741	-2.6	.001	-.213
Carnegie Class	36.1	12.6	.06	17	26	37	46	60	257	-3.6	.000	-.283
NSSE 2013	35.7	12.6	.03	17	26	34	43	60	169,100	-3.2	.000	-.255
Top 50%	37.6	12.5	.05	17	29	37	46	60	72,945	-5.1	.000	-.410
Top 10%	39.4	12.5	.09	20	31	40	49	60	18,322	-6.9	.000	-.554
<b>Learning Strategies</b>												
Clarion University (N = 253)	37.2	13.1	.82	20	27	40	47	60				
PASSHE	39.3	13.8	.20	20	27	40	53	60	5,225	-2.1	.020	-.150
Carnegie Class	40.4	14.2	.07	20	27	40	53	60	45,233	-3.2	.000	-.226
NSSE 2013	39.8	14.2	.04	20	27	40	53	60	151,218	-2.6	.004	-.182
Top 50%	41.8	14.1	.06	20	33	40	53	60	255	-4.6	.000	-.329
Top 10%	44.3	14.2	.12	20	33	47	60	60	263	-7.1	.000	-.503
<b>Quantitative Reasoning</b>												
Clarion University (N = 254)	25.4	14.1	.89	0	20	27	40	47				
PASSHE	25.8	16.2	.22	0	13	27	40	60	286	-.4	.678	-.024
Carnegie Class	26.9	16.7	.08	0	13	27	40	60	257	-1.5	.092	-.090
NSSE 2013	27.3	16.4	.04	0	20	27	40	60	254	-1.8	.039	-.112
Top 50%	28.8	16.3	.05	0	20	27	40	60	255	-3.4	.000	-.207
Top 10%	30.5	16.2	.12	0	20	27	40	60	262	-5.1	.000	-.312
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Clarion University (N = 256)	31.7	12.5	.78	15	20	30	40	55				
PASSHE	31.6	13.5	.18	10	20	30	40	60	5,860	.1	.925	.006
Carnegie Class	30.3	14.6	.06	5	20	30	40	60	259	1.4	.072	.097
NSSE 2013	31.4	14.2	.03	10	20	30	40	60	256	.3	.747	.018
Top 50%	34.5	13.7	.05	15	25	35	45	60	258	-2.8	.001	-.201
Top 10%	37.1	13.6	.11	15	25	35	45	60	266	-5.4	.000	-.397
<b>Discussions with Diverse Others</b>												
Clarion University (N = 250)	36.2	16.2	1.03	10	20	40	50	60				
PASSHE	40.6	15.8	.22	15	30	40	55	60	5,268	-4.4	.000	-.278
Carnegie Class	40.6	16.3	.08	10	30	40	60	60	45,749	-4.4	.000	-.272
NSSE 2013	40.8	16.0	.04	15	30	40	55	60	153,004	-4.5	.000	-.284
Top 50%	43.2	15.4	.06	20	35	45	60	60	74,896	-7.0	.000	-.454
Top 10%	45.7	15.0	.12	20	40	50	60	60	15,414	-9.5	.000	-.632



#### Detailed Statistics: First-year students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Clarion University (N = 252)	21.2	14.2	.90	0	10	20	30	45				
PASSHE	19.7	14.3	.20	0	10	15	30	50	5,632	1.5	.114	.102
Carnegie Class	20.2	14.8	.07	0	10	20	30	50	49,352	.9	.326	.062
NSSE 2013	20.0	14.5	.04	0	10	20	30	50	165,628	1.1	.212	.079
Top 50%	23.4	15.0	.07	0	10	20	35	55	52,598	-2.2	.018	-.149
Top 10%	26.7	16.4	.18	0	15	25	40	60	273	-5.5	.000	-.336
<b>Effective Teaching Practices</b>												
Clarion University (N = 254)	37.7	14.2	.89	16	28	40	48	60				
PASSHE	39.8	13.0	.18	20	32	40	48	60	274	-2.1	.019	-.164
Carnegie Class	41.3	13.5	.06	20	32	40	52	60	49,688	-3.6	.000	-.265
NSSE 2013	40.4	13.3	.03	20	32	40	52	60	254	-2.7	.002	-.205
Top 50%	42.8	13.3	.05	20	35	44	56	60	58,893	-5.1	.000	-.383
Top 10%	44.7	13.8	.11	20	36	48	60	60	15,385	-7.0	.000	-.503
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Clarion University (N = 250)	39.1	12.5	.79	18	30	40	50	58				
PASSHE	39.8	12.0	.17	18	32	40	48	60	5,103	-.7	.365	-.059
Carnegie Class	42.1	12.6	.06	18	34	44	52	60	44,029	-2.9	.000	-.234
NSSE 2013	41.7	12.5	.03	18	34	44	50	60	146,388	-2.6	.001	-.206
Top 50%	44.3	11.6	.05	22	38	46	53	60	251	-5.2	.000	-.447
Top 10%	46.3	12.0	.10	23	40	48	56	60	13,963	-7.1	.000	-.592
<b>Supportive Environment</b>												
Clarion University (N = 250)	37.4	13.9	.88	15	28	40	48	60				
PASSHE	36.3	13.6	.20	13	28	38	45	60	4,970	1.2	.192	.085
Carnegie Class	37.1	14.2	.07	13	28	38	48	60	42,426	.3	.749	.020
NSSE 2013	37.2	13.9	.04	14	28	38	48	60	141,063	.2	.790	.017
Top 50%	39.5	13.2	.05	18	30	40	50	60	66,013	-2.1	.011	-.162
Top 10%	41.4	12.9	.11	20	33	43	53	60	13,204	-4.0	.000	-.311

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

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

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

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

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

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

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

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Clarion University (N = 173)	44.2	13.5	1.03	20	35	40	60	60				
PASSHE	41.4	13.8	.17	20	35	40	55	60	6,765	2.8	.008	.205
Carnegie Class	41.8	13.9	.05	20	35	40	55	60	75,123	2.4	.024	.172
NSSE 2013	41.3	14.0	.03	20	30	40	55	60	246,353	2.9	.007	.206
Top 50%	43.5	13.7	.04	20	35	40	55	60	94,780	.7	.488	.053
Top 10%	45.3	13.6	.08	20	40	45	60	60	27,876	-1.1	.309	-.078
<b>Reflective and Integrative Learning</b>												
Clarion University (N = 177)	37.9	12.4	.93	20	29	37	46	60				
PASSHE	38.9	12.7	.15	20	29	40	49	60	7,006	-1.0	.301	-.079
Carnegie Class	39.2	12.9	.05	20	31	40	49	60	77,881	-1.3	.180	-.101
NSSE 2013	38.9	13.0	.03	17	29	40	49	60	255,807	-1.0	.316	-.075
Top 50%	41.1	12.6	.04	20	31	40	51	60	93,978	-3.2	.001	-.251
Top 10%	43.1	12.6	.08	20	34	43	54	60	25,415	-5.1	.000	-.408
<b>Learning Strategies</b>												
Clarion University (N = 168)	40.7	15.1	1.16	13	27	47	53	60				
PASSHE	40.0	14.8	.19	13	27	40	53	60	6,456	.8	.503	.052
Carnegie Class	41.4	14.6	.05	20	33	40	53	60	71,905	-.7	.563	-.045
NSSE 2013	40.7	14.7	.03	13	33	40	53	60	234,246	.0	.971	.003
Top 50%	43.2	14.4	.04	20	33	40	60	60	110,861	-2.4	.030	-.168
Top 10%	45.4	14.0	.08	20	40	47	60	60	32,928	-4.6	.000	-.331
<b>Quantitative Reasoning</b>												
Clarion University (N = 173)	28.1	18.2	1.38	0	13	27	40	60				
PASSHE	29.1	17.3	.21	0	20	27	40	60	6,898	-1.0	.473	-.055
Carnegie Class	28.9	17.4	.06	0	20	27	40	60	76,574	-.8	.551	-.045
NSSE 2013	29.7	17.3	.03	0	20	27	40	60	250,809	-1.6	.230	-.091
Top 50%	31.1	17.2	.05	0	20	33	40	60	139,608	-3.0	.021	-.176
Top 10%	32.5	17.0	.09	0	20	33	40	60	38,088	-4.4	.001	-.259
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Clarion University (N = 177)	31.0	14.7	1.10	5	20	30	40	55				
PASSHE	33.5	13.7	.16	10	25	35	45	60	7,071	-2.5	.017	-.181
Carnegie Class	30.0	15.3	.05	5	20	30	40	60	78,542	1.1	.356	.069
NSSE 2013	31.7	14.6	.03	10	20	30	40	60	258,799	-.7	.534	-.047
Top 50%	35.0	13.8	.04	15	25	35	45	60	106,031	-4.0	.000	-.287
Top 10%	37.5	13.5	.11	15	25	40	50	60	15,979	-6.5	.000	-.480
<b>Discussions with Diverse Others</b>												
Clarion University (N = 171)	39.3	16.8	1.28	15	20	40	60	60				
PASSHE	41.0	15.6	.20	15	30	40	60	60	178	-1.6	.212	-.104
Carnegie Class	41.2	16.5	.06	15	30	40	60	60	72,420	-1.8	.152	-.110
NSSE 2013	41.8	16.1	.03	15	30	40	60	60	236,189	-2.4	.048	-.151
Top 50%	44.1	15.9	.04	20	35	45	60	60	127,430	-4.8	.000	-.300
Top 10%	45.8	15.6	.08	20	40	50	60	60	38,948	-6.5	.000	-.414

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Clarion University (N = 176)	27.3	17.4	1.31	5	15	25	40	60				
PASSHE	27.3	16.5	.20	0	15	25	40	60	6,863	.0	.990	.001
Carnegie Class	23.0	16.6	.06	0	10	20	35	55	76,407	4.4	.000	.263
NSSE 2013	23.2	16.3	.03	0	10	20	35	55	250,962	4.2	.001	.255
Top 50%	29.7	16.1	.07	5	20	30	40	60	176	-2.3	.078	-.145
Top 10%	34.6	16.0	.20	10	20	35	45	60	183	-7.2	.000	-.451
<b>Effective Teaching Practices</b>												
Clarion University (N = 175)	43.9	13.0	.98	20	36	44	56	60				
PASSHE	41.5	13.4	.16	20	32	40	52	60	6,963	2.4	.022	.176
Carnegie Class	41.9	13.8	.05	20	32	40	52	60	77,259	1.9	.063	.140
NSSE 2013	41.1	13.8	.03	16	32	40	52	60	253,212	2.8	.008	.201
Top 50%	43.3	13.7	.05	20	36	44	56	60	90,902	.6	.565	.044
Top 10%	45.3	13.5	.11	20	36	48	60	60	16,200	-1.4	.160	-.107
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Clarion University (N = 164)	43.2	11.6	.90	24	35	44	52	60				
PASSHE	41.7	11.3	.14	20	34	43	50	60	6,316	1.5	.104	.129
Carnegie Class	43.3	12.1	.05	20	36	44	52	60	69,068	-.1	.893	-.011
NSSE 2013	42.8	11.9	.03	20	36	44	52	60	225,870	.4	.705	.030
Top 50%	45.8	11.5	.04	24	40	48	55	60	74,922	-2.6	.004	-.228
Top 10%	47.6	11.6	.08	24	42	50	58	60	21,742	-4.5	.000	-.388
<b>Supportive Environment</b>												
Clarion University (N = 161)	34.6	14.8	1.17	10	23	35	45	60				
PASSHE	33.0	13.6	.17	13	23	33	40	60	167	1.7	.165	.122
Carnegie Class	33.1	14.7	.06	10	23	33	43	60	68,828	1.6	.179	.106
NSSE 2013	33.1	14.4	.03	10	23	33	43	60	223,725	1.6	.168	.109
Top 50%	36.2	13.7	.05	13	28	38	45	60	83,298	-1.5	.156	-.112
Top 10%	39.1	13.1	.11	18	30	40	50	60	163	-4.5	.000	-.343

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

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

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

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

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

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

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