



NSSE 2014

Engagement Indicators

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

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

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Mid East Private	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2013 & 2014
<i>Academic Challenge</i>	Higher-Order Learning	--	△	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	▲	▲	△
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	▽	▽	▽
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▲	▲	▲
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Mid East Private	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2013 & 2014
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	▽	▽	▽
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	▽	--	▽
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	△
	Effective Teaching Practices	--	▽	--
<i>Campus Environment</i>	Quality of Interactions	▽	▽	▽
	Supportive Environment	--	--	--

Academic Challenge: First-year students

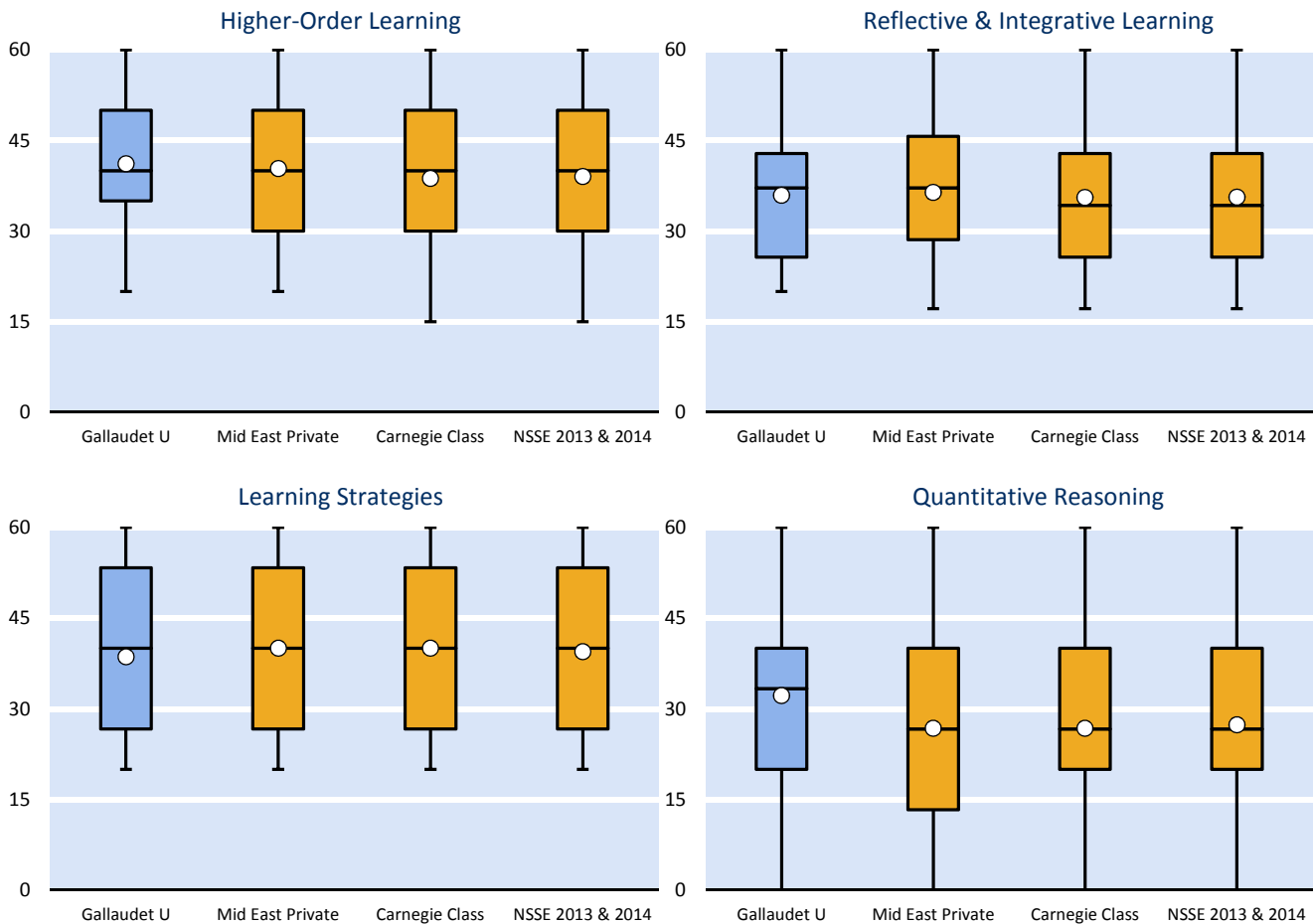
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Gallaudet U Mean	Your first-year students compared with					
		Mid East Private Mean	Mid East Private Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2013 & 2014 Mean	NSSE 2013 & 2014 Effect size
Higher-Order Learning	41.1	40.4	.06	38.7 *	.17	39.0	.15
Reflective & Integrative Learning	36.0	36.4	-.04	35.6	.03	35.6	.03
Learning Strategies	38.6	40.1	-.10	40.0	-.10	39.5	-.06
Quantitative Reasoning	32.2	26.8 ***	.32	26.8 ***	.33	27.4 **	.30

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

	Gallaudet U	Mid East Private	Carnegie Class	NSSE 2013 & 2014
Higher-Order Learning				
<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	76 	75 	71 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78 	76 	71 	72 
4d. Evaluating a point of view, decision, or information source	77 	73 	71 	70 
4e. Forming a new idea or understanding from various pieces of information	78 	72 	70 	69 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	60 	57 	57 	56 
2b. Connected your learning to societal problems or issues	49 	55 	53 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57 	53 	50 	50 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61 	64 	62 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76 	67 	66 	66 
2f. Learned something that changed the way you understand an issue or concept	66 	67 	64 	65 
2g. Connected ideas from your courses to your prior experiences and knowledge	74 	79 	77 	77 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81 	83 	81 	80 
9b. Reviewed your notes after class	56 	65 	67 	65 
9c. Summarized what you learned in class or from course materials	66 	65 	64 	63 
Quantitative Reasoning				
<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.)	56 	51 	50 	52 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	51 	37 	37 	38 
6c. Evaluated what others have concluded from numerical information	49 	37 	35 	37 

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

Academic Challenge: Seniors

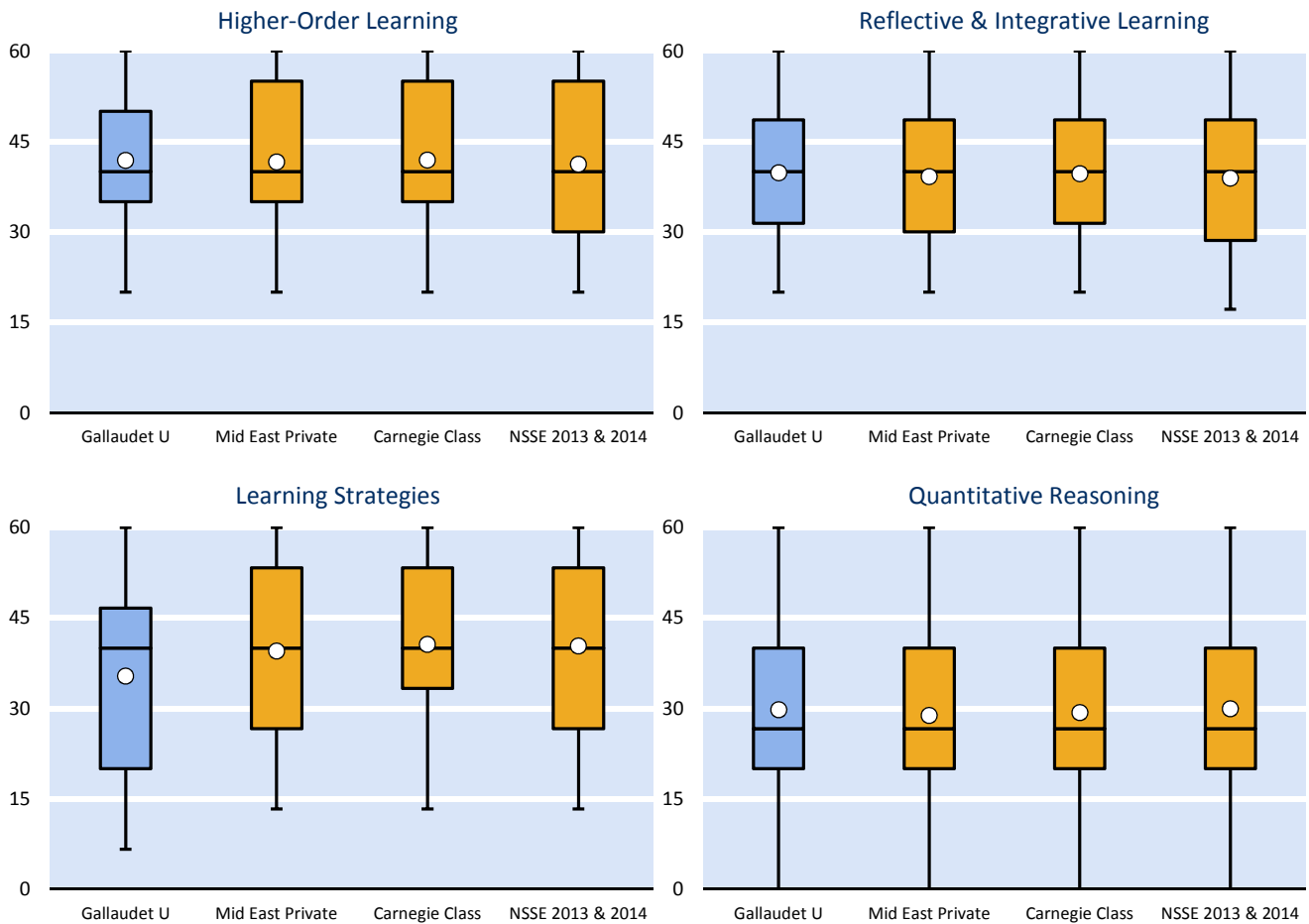
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Gallaudet U Mean	Your seniors compared with					
		Mid East Private Mean	Mid East Private Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2013 & 2014 Mean	NSSE 2013 & 2014 Effect size
Higher-Order Learning	41.9	41.6	.02	41.9	.00	41.2	.05
Reflective & Integrative Learning	39.8	39.2	.05	39.7	.01	38.9	.07
Learning Strategies	35.4	39.5 **	-.28	40.6 ***	-.36	40.3 ***	-.34
Quantitative Reasoning	29.8	28.9	.05	29.3	.03	29.9	-.01

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: Seniors (continued)

Summary of Indicator Items

	Gallaudet U	Mid East Private	Carnegie Class	NSSE 2013 & 2014
Higher-Order Learning				
<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	75 	79 	80 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74 	79 	78 	78 
4d. Evaluating a point of view, decision, or information source	79 	74 	75 	72 
4e. Forming a new idea or understanding from various pieces of information	78 	75 	75 	72 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	74 	72 	74 	72 
2b. Connected your learning to societal problems or issues	69 	65 	67 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	73 	58 	59 	55 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69 	67 	67 	66 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74 	70 	72 	70 
2f. Learned something that changed the way you understand an issue or concept	75 	71 	71 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	85 	84 	85 	84 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	77 	83 	84 	83 
9b. Reviewed your notes after class	53 	61 	64 	63 
9c. Summarized what you learned in class or from course materials	57 	64 	67 	66 
Quantitative Reasoning				
<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.)	53 	52 	53 	55 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44 	42 	44 	44 
6c. Evaluated what others have concluded from numerical information	46 	43 	43 	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

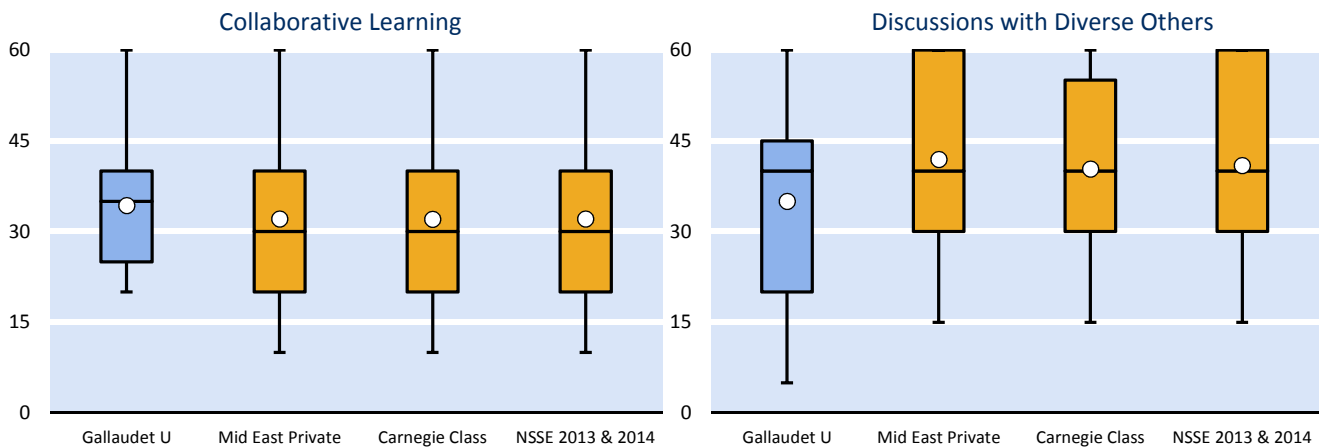
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Gallaudet U Mean	Your first-year students compared with					
		Mid East Private Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Collaborative Learning	34.3	32.1	.16	32.0	.17	32.1	.16
Discussions with Diverse Others	35.0	41.9 ***	-.44	40.3 **	-.33	40.9 ***	-.37

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

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

	Gallaudet U	Mid East Private	Carnegie Class	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	51	47	49	49
1f. Explained course material to one or more students	54	57	57	57
1g. Prepared for exams by discussing or working through course material with other students	55	49	48	49
1h. Worked with other students on course projects or assignments	65	52	52	52

Discussions with Diverse Others

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

	Gallaudet U	Mid East Private	Carnegie Class	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	70	74	70	72
8b. People from an economic background other than your own	62	75	73	73
8c. People with religious beliefs other than your own	54	72	67	69
8d. People with political views other than your own	57	68	67	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

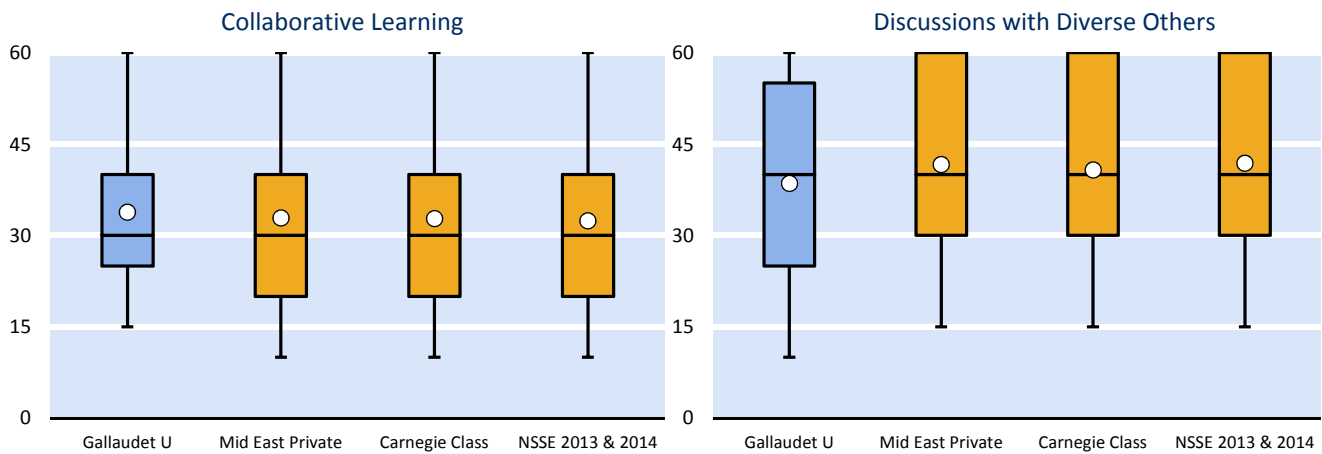
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Gallaudet U Mean	Your seniors compared with					
		Mid East Private Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Collaborative Learning	33.8	32.9	.07	32.8	.07	32.4	.10
Discussions with Diverse Others	38.6	41.7 *	-.20	40.8	-.14	41.8 *	-.20

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

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

	Gallaudet U	Mid East Private	Carnegie Class	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	43	40	41	40
1f. Explained course material to one or more students	72	60	61	58
1g. Prepared for exams by discussing or working through course material with other students	49	49	48	46
1h. Worked with other students on course projects or assignments	63	64	64	64

Discussions with Diverse Others

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

	Gallaudet U	Mid East Private	Carnegie Class	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	71	72	68	73
8b. People from an economic background other than your own	71	75	72	75
8c. People with religious beliefs other than your own	67	70	68	70
8d. People with political views other than your own	63	70	71	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.

Experiences with Faculty: First-year students

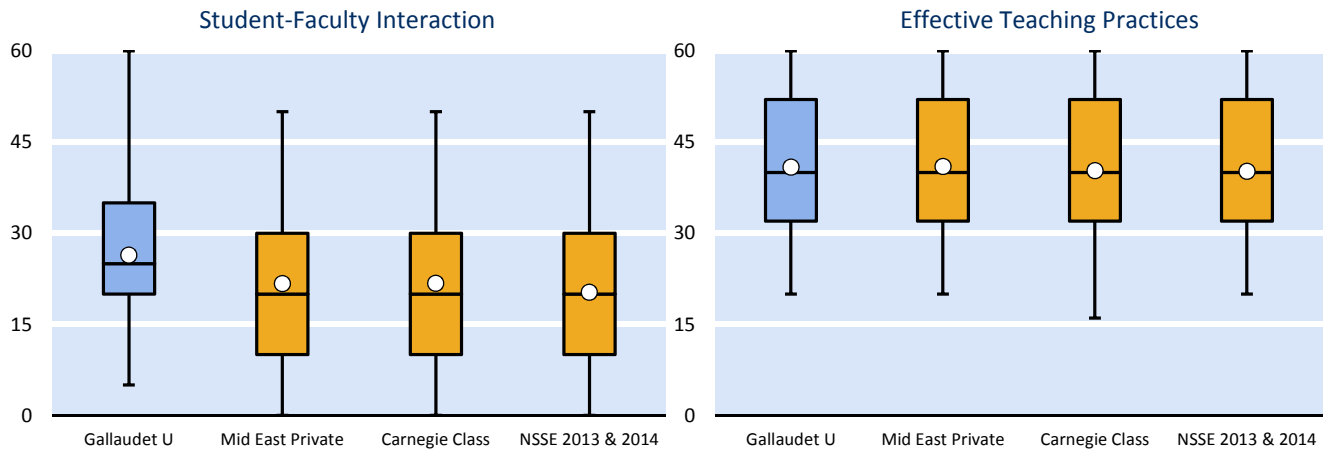
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Gallaudet U Mean	Your first-year students compared with					
		Mid East Private Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Student-Faculty Interaction	26.4	21.7 **	.32	21.7 **	.32	20.3 ***	.42
Effective Teaching Practices	40.8	41.0	-.01	40.3	.04	40.2	.05

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	Gallaudet U	Mid East Private	Carnegie Class	NSSE 2013 & 2014
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	42	34	35	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	20	21	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	38	28	28	25
3d. Discussed your academic performance with a faculty member	41	33	34	29
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	83	82	79	81
5b. Taught course sessions in an organized way	77	80	78	79
5c. Used examples or illustrations to explain difficult points	71	77	76	77
5d. Provided feedback on a draft or work in progress	74	68	68	65
5e. Provided prompt and detailed feedback on tests or completed assignments	65	67	64	63

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

Experiences with Faculty: Seniors

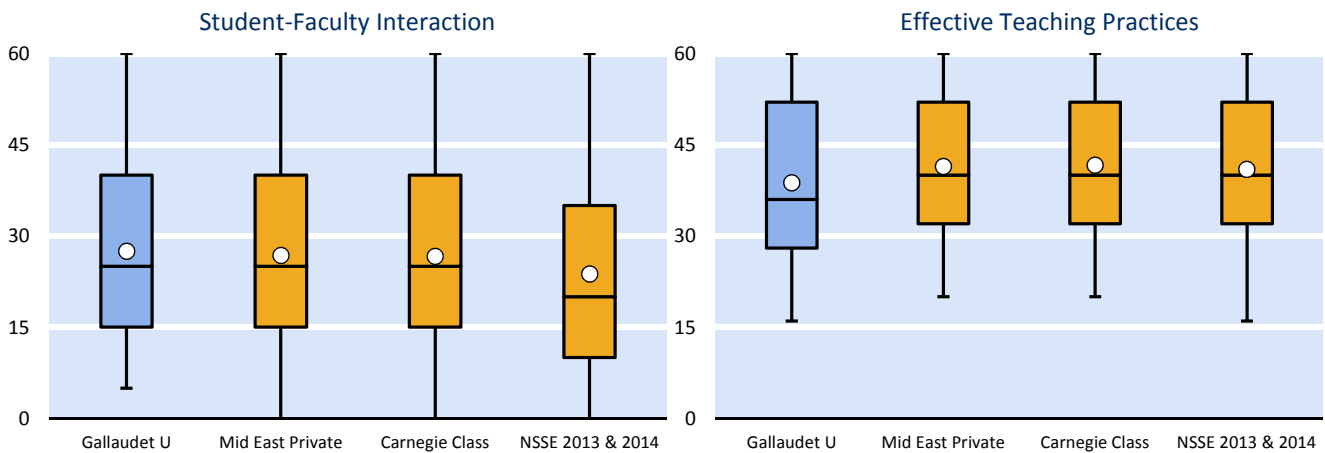
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	Gallaudet U Mean	Your seniors compared with					
		Mid East Private Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Student-Faculty Interaction	27.5	26.8	.04	26.6	.05	23.7 *	.23
Effective Teaching Practices	38.7	41.4	-.20	41.6 *	-.21	40.9	-.16

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	Gallaudet U	Mid East Private	Carnegie Class	NSSE 2013 & 2014
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	48	49	49	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	37	31	31	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	43	40	39	33
3d. Discussed your academic performance with a faculty member	41	38	40	33
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	82	83	83	83
5b. Taught course sessions in an organized way	69	81	81	81
5c. Used examples or illustrations to explain difficult points	64	80	80	79
5d. Provided feedback on a draft or work in progress	59	65	67	62
5e. Provided prompt and detailed feedback on tests or completed assignments	60	70	70	67

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

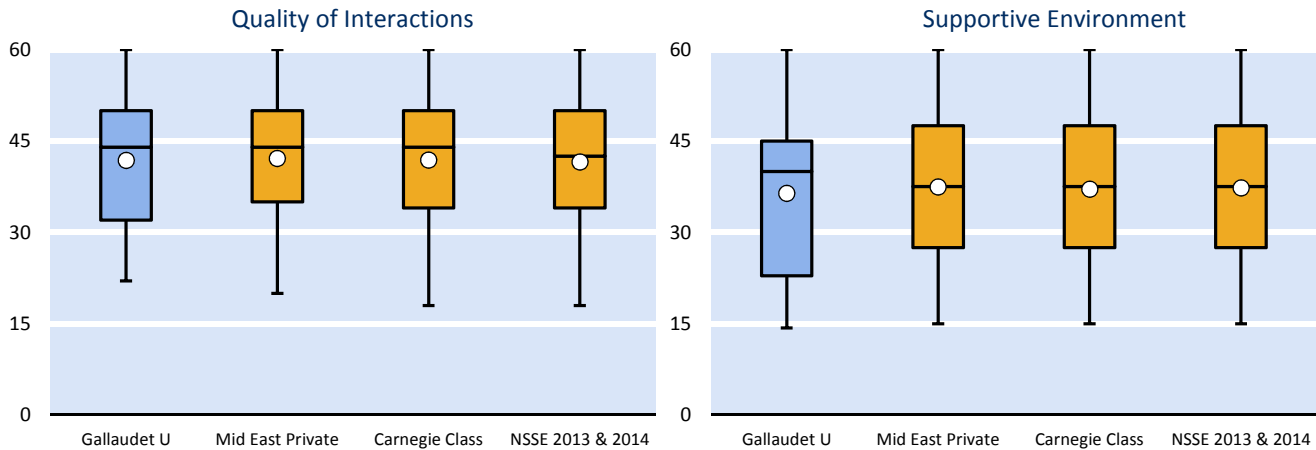
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Gallaudet U Mean	Your first-year students compared with					
		Mid East Private Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Quality of Interactions	41.8	42.1	-.02	41.8	.00	41.5	.02
Supportive Environment	36.4	37.4	-.07	37.1	-.05	37.3	-.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

Quality of Interactions

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

	Gallaudet U	Mid East Private	Carnegie Class	NSSE 2013 & 2014
13a. Students	60	60	58	59
13b. Academic advisors	48	50	50	48
13c. Faculty	48	54	52	50
13d. Student services staff (career services, student activities, housing, etc.)	41	44	45	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	42	43	41

Supportive Environment

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

	Gallaudet U	Mid East Private	Carnegie Class	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	70	79	78	78
14c. Using learning support services (tutoring services, writing center, etc.)	63	78	78	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	60	58	59
14e. Providing opportunities to be involved socially	69	73	73	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	70	70	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	61	44	43	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	67	68	68
14i. Attending events that address important social, economic, or political issues	55	57	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

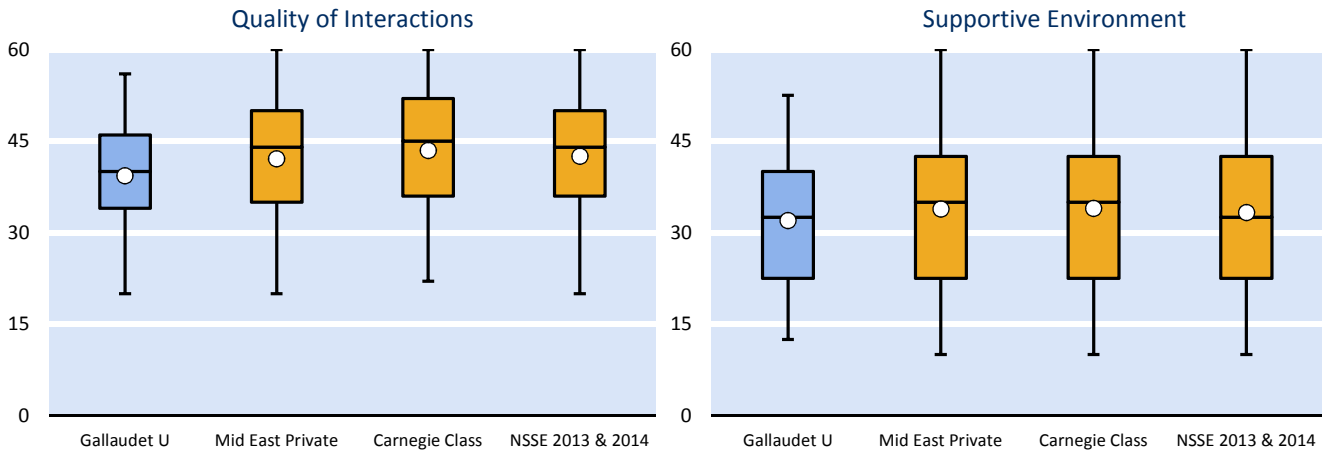
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Gallaudet U Mean	Your seniors compared with					
		Mid East Private		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.3	42.1 *	-.24	43.5 ***	-.36	42.5 **	-.27
Supportive Environment	32.0	33.9	-.14	33.9	-.14	33.3	-.09

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

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

	Gallaudet U	Mid East Private	Carnegie Class	NSSE 2013 & 2014
13a. Students	54	63	63	64
13b. Academic advisors	41	53	59	52
13c. Faculty	49	61	63	60
13d. Student services staff (career services, student activities, housing, etc.)	28	39	43	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	32	38	45	42

Supportive Environment

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

	Gallaudet U	Mid East Private	Carnegie Class	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	67	73	74	72
14c. Using learning support services (tutoring services, writing center, etc.)	49	69	69	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	53	54	53
14e. Providing opportunities to be involved socially	68	67	68	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	54	62	62	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	33	33	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	54	60	60	57
14i. Attending events that address important social, economic, or political issues	54	51	49	46

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.

This page intentionally left blank.

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		Gallaudet U Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	41.1	40.6	.04	✓	42.7	-.11	
	Reflective and Integrative Learning	36.0	37.3	-.11		39.3 **	-.26	
	Learning Strategies	38.6	41.2	-.19		43.4 ***	-.34	
	Quantitative Reasoning	32.2	28.8 *	.21	✓	30.6	.10	✓
<i>Learning with Peers</i>	Collaborative Learning	34.3	34.7	-.03	✓	37.0 *	-.20	
	Discussions with Diverse Others	35.0	43.2 ***	-.54		45.6 ***	-.72	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	26.4	23.3 *	.20	✓	26.9	-.03	✓
	Effective Teaching Practices	40.8	42.4	-.11		44.6 **	-.28	
<i>Campus Environment</i>	Quality of Interactions	41.8	44.0	-.19		46.0 ***	-.36	
	Supportive Environment	36.4	39.4 *	-.23		41.4 **	-.39	

Seniors		Gallaudet U Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	41.9	43.3	-.10		45.3 *	-.25	
	Reflective and Integrative Learning	39.8	41.1	-.10	✓	43.1 **	-.26	
	Learning Strategies	35.4	42.5 ***	-.49		44.9 ***	-.67	
	Quantitative Reasoning	29.8	31.3	-.09	✓	33.0 *	-.19	
<i>Learning with Peers</i>	Collaborative Learning	33.8	35.4	-.11		37.7 **	-.29	
	Discussions with Diverse Others	38.6	43.9 ***	-.34		45.8 ***	-.47	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	27.5	29.5	-.13		34.4 ***	-.42	
	Effective Teaching Practices	38.7	43.0 **	-.32		45.1 ***	-.48	
<i>Campus Environment</i>	Quality of Interactions	39.3	45.3 ***	-.53		47.4 ***	-.69	
	Supportive Environment	32.0	36.1 **	-.30		39.0 ***	-.53	

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.

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												
Gallaudet U (N = 101)	41.1	11.9	1.19	20	35	40	50	60				
Mid East Private	40.4	13.6	.07	20	30	40	50	60	101	.8	.528	.055
Carnegie Class	38.7	14.0	.10	15	30	40	50	60	101	2.4	.046	.173
NSSE 2013 & 2014	39.0	13.8	.02	15	30	40	50	60	100	2.1	.082	.151
Top 50%	40.6	13.6	.02	20	30	40	50	60	100	.5	.645	.040
Top 10%	42.7	13.6	.06	20	35	40	55	60	100	-1.6	.194	-.114
Reflective & Integrative Learning												
Gallaudet U (N = 103)	36.0	11.7	1.15	20	26	37	43	60				
Mid East Private	36.4	12.5	.06	17	29	37	46	60	43,916	-.4	.717	-.036
Carnegie Class	35.6	12.7	.09	17	26	34	43	60	21,470	.4	.749	.032
NSSE 2013 & 2014	35.6	12.6	.02	17	26	34	43	60	627,418	.4	.768	.029
Top 50%	37.3	12.5	.02	17	29	37	46	60	298,889	-1.4	.272	-.108
Top 10%	39.3	12.6	.05	20	31	40	49	60	64,086	-3.3	.008	-.263
Learning Strategies												
Gallaudet U (N = 96)	38.6	15.3	1.56	20	27	40	53	60				
Mid East Private	40.1	14.1	.07	20	27	40	53	60	39,103	-1.4	.319	-.102
Carnegie Class	40.0	14.3	.10	20	27	40	53	60	18,948	-1.4	.336	-.098
NSSE 2013 & 2014	39.5	14.2	.02	20	27	40	53	60	557,093	-.8	.560	-.059
Top 50%	41.2	14.0	.03	20	33	40	53	60	262,334	-2.6	.069	-.185
Top 10%	43.4	14.0	.06	20	33	40	60	60	55,644	-4.8	.001	-.342
Quantitative Reasoning												
Gallaudet U (N = 104)	32.2	16.9	1.65	0	20	33	40	60				
Mid East Private	26.8	16.8	.08	0	13	27	40	60	42,703	5.4	.001	.323
Carnegie Class	26.8	16.4	.11	0	20	27	40	60	20,817	5.4	.001	.330
NSSE 2013 & 2014	27.4	16.4	.02	0	20	27	40	60	610,905	4.9	.003	.296
Top 50%	28.8	16.3	.03	0	20	27	40	60	382,196	3.4	.031	.211
Top 10%	30.6	16.2	.05	0	20	27	40	60	87,248	1.6	.319	.098
Learning with Peers												
Collaborative Learning												
Gallaudet U (N = 108)	34.3	12.9	1.25	20	25	35	40	60				
Mid East Private	32.1	14.0	.07	10	20	30	40	60	44,676	2.2	.105	.156
Carnegie Class	32.0	13.8	.09	10	20	30	40	60	21,999	2.3	.085	.166
NSSE 2013 & 2014	32.1	14.1	.02	10	20	30	40	60	642,765	2.2	.104	.156
Top 50%	34.7	13.7	.02	15	25	35	45	60	361,297	-.4	.742	-.032
Top 10%	37.0	13.6	.05	15	25	35	45	60	82,436	-2.8	.034	-.204
Discussions with Diverse Others												
Gallaudet U (N = 99)	35.0	15.7	1.57	5	20	40	45	60				
Mid East Private	41.9	15.8	.08	15	30	40	60	60	39,757	-6.9	.000	-.436
Carnegie Class	40.3	16.1	.12	15	30	40	55	60	19,142	-5.3	.001	-.331
NSSE 2013 & 2014	40.9	16.0	.02	15	30	40	60	60	564,000	-5.9	.000	-.370
Top 50%	43.2	15.4	.03	20	35	45	60	60	330,515	-8.2	.000	-.536
Top 10%	45.6	14.8	.06	20	40	50	60	60	69,158	-10.6	.000	-.717

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												
Gallaudet U (N = 101)	26.4	14.8	1.47	5	20	25	35	60				
Mid East Private	21.7	14.6	.07	0	10	20	30	50	42,888	4.7	.001	.324
Carnegie Class	21.7	14.7	.10	0	10	20	30	50	20,931	4.7	.002	.316
NSSE 2013 & 2014	20.3	14.6	.02	0	10	20	30	50	613,106	6.1	.000	.419
Top 50%	23.3	15.0	.03	0	10	20	30	55	216,621	3.1	.040	.205
Top 10%	26.9	16.2	.09	5	15	25	40	60	35,436	-.5	.736	-.034
Effective Teaching Practices												
Gallaudet U (N = 104)	40.8	13.4	1.32	20	32	40	52	60				
Mid East Private	41.0	13.2	.06	20	32	40	52	60	43,255	-.1	.921	-.010
Carnegie Class	40.3	13.6	.09	16	32	40	52	60	21,087	.6	.667	.042
NSSE 2013 & 2014	40.2	13.3	.02	20	32	40	52	60	618,115	.7	.597	.052
Top 50%	42.4	13.2	.03	20	32	44	52	60	240,430	-1.5	.241	-.115
Top 10%	44.6	13.3	.06	20	36	44	56	60	47,914	-3.8	.004	-.285
Campus Environment												
Quality of Interactions												
Gallaudet U (N = 97)	41.8	12.4	1.26	22	32	44	50	60				
Mid East Private	42.1	12.1	.06	20	35	44	50	60	38,400	-.3	.810	-.024
Carnegie Class	41.8	12.5	.09	18	34	44	50	60	18,687	.0	.982	-.002
NSSE 2013 & 2014	41.5	12.4	.02	18	34	43	50	60	539,821	.3	.832	.022
Top 50%	44.0	11.4	.03	22	38	46	52	60	203,144	-2.2	.059	-.192
Top 10%	46.0	11.6	.06	24	40	48	55	60	42,171	-4.2	.000	-.364
Supportive Environment												
Gallaudet U (N = 94)	36.4	14.5	1.49	14	23	40	45	60				
Mid East Private	37.4	13.9	.07	15	28	38	48	60	36,910	-1.0	.472	-.074
Carnegie Class	37.1	14.0	.11	15	28	38	48	60	17,648	-.7	.640	-.048
NSSE 2013 & 2014	37.3	13.8	.02	15	28	38	48	60	519,365	-.9	.534	-.064
Top 50%	39.4	13.2	.03	18	30	40	50	60	265,938	-3.0	.029	-.225
Top 10%	41.4	12.8	.05	20	33	40	53	60	94	-4.9	.001	-.385

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 \pm 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												
Gallaudet U (N = 106)	41.9	13.8	1.34	20	35	40	50	60				
Mid East Private	41.6	13.9	.08	20	35	40	55	60	33,289	.3	.837	.020
Carnegie Class	41.9	14.0	.11	20	35	40	55	60	17,359	.0	.989	-.001
NSSE 2013 & 2014	41.2	14.1	.02	20	30	40	55	60	629,576	.7	.624	.048
Top 50%	43.3	13.7	.03	20	35	40	55	60	250,264	-1.4	.302	-.100
Top 10%	45.3	13.6	.05	20	40	45	60	60	61,622	-3.4	.011	-.248
Reflective & Integrative Learning												
Gallaudet U (N = 113)	39.8	12.6	1.18	20	31	40	49	60				
Mid East Private	39.2	12.9	.07	20	30	40	49	60	34,828	.6	.603	.049
Carnegie Class	39.7	12.8	.10	20	31	40	49	60	18,071	.2	.879	.014
NSSE 2013 & 2014	38.9	13.0	.02	17	29	40	49	60	654,858	.9	.457	.070
Top 50%	41.1	12.6	.03	20	31	40	51	60	245,142	-1.2	.304	-.097
Top 10%	43.1	12.5	.05	20	34	43	54	60	53,860	-3.2	.006	-.258
Learning Strategies												
Gallaudet U (N = 109)	35.4	16.2	1.55	7	20	40	47	60				
Mid East Private	39.5	14.8	.08	13	27	40	53	60	31,837	-4.2	.003	-.280
Carnegie Class	40.6	14.7	.12	13	33	40	53	60	16,410	-5.2	.000	-.356
NSSE 2013 & 2014	40.3	14.8	.02	13	27	40	53	60	595,635	-5.0	.000	-.335
Top 50%	42.5	14.5	.03	20	33	40	60	60	307,269	-7.1	.000	-.489
Top 10%	44.9	14.1	.05	20	33	47	60	60	78,514	-9.5	.000	-.672
Quantitative Reasoning												
Gallaudet U (N = 115)	29.8	16.6	1.55	0	20	27	40	60				
Mid East Private	28.9	17.6	.10	0	20	27	40	60	34,060	.9	.583	.051
Carnegie Class	29.3	17.5	.13	0	20	27	40	60	17,717	.4	.785	.025
NSSE 2013 & 2014	29.9	17.4	.02	0	20	27	40	60	641,487	-.2	.922	-.009
Top 50%	31.3	17.2	.03	0	20	33	40	60	388,722	-1.6	.330	-.091
Top 10%	33.0	16.9	.05	0	20	33	47	60	97,139	-3.3	.038	-.194
Learning with Peers												
Collaborative Learning												
Gallaudet U (N = 111)	33.8	13.1	1.24	15	25	30	40	60				
Mid East Private	32.9	14.0	.07	10	20	30	40	60	35,247	1.0	.469	.069
Carnegie Class	32.8	14.5	.11	10	20	30	40	60	18,288	1.0	.446	.072
NSSE 2013 & 2014	32.4	14.6	.02	10	20	30	40	60	663,005	1.4	.302	.098
Top 50%	35.4	13.8	.02	15	25	35	45	60	327,646	-1.6	.234	-.113
Top 10%	37.7	13.6	.05	15	30	40	50	60	65,578	-3.9	.003	-.287
Discussions with Diverse Others												
Gallaudet U (N = 107)	38.6	16.3	1.58	10	25	40	55	60				
Mid East Private	41.7	15.7	.09	15	30	40	60	60	32,130	-3.1	.039	-.200
Carnegie Class	40.8	15.9	.12	15	30	40	60	60	16,623	-2.2	.151	-.139
NSSE 2013 & 2014	41.8	16.1	.02	15	30	40	60	60	601,323	-3.3	.034	-.205
Top 50%	43.9	15.8	.03	20	35	45	60	60	377,767	-5.4	.000	-.342
Top 10%	45.8	15.4	.05	20	40	50	60	60	97,605	-7.3	.000	-.474

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												
Gallaudet U (N = 112)	27.5	15.0	1.42	5	15	25	40	60				
Mid East Private	26.8	16.4	.09	0	15	25	40	60	34,078	.7	.654	.043
Carnegie Class	26.6	16.6	.13	0	15	25	40	60	17,690	.8	.595	.050
NSSE 2013 & 2014	23.7	16.3	.02	0	10	20	35	60	641,337	3.7	.016	.229
Top 50%	29.5	16.1	.04	5	20	30	40	60	154,955	-2.1	.175	-.128
Top 10%	34.4	16.4	.11	10	20	35	45	60	21,129	-6.9	.000	-.423
Effective Teaching Practices												
Gallaudet U (N = 114)	38.7	14.8	1.39	16	28	36	52	60				
Mid East Private	41.4	13.5	.07	20	32	40	52	60	113	-2.7	.059	-.196
Carnegie Class	41.6	13.7	.10	20	32	40	52	60	114	-2.9	.041	-.211
NSSE 2013 & 2014	40.9	13.7	.02	16	32	40	52	60	113	-2.2	.118	-.160
Top 50%	43.0	13.6	.03	20	36	44	56	60	113	-4.3	.002	-.317
Top 10%	45.1	13.4	.07	20	36	48	60	60	113	-6.4	.000	-.476
Campus Environment												
Quality of Interactions												
Gallaudet U (N = 104)	39.3	11.1	1.08	20	34	40	46	56				
Mid East Private	42.1	11.6	.07	20	35	44	50	60	31,538	-2.8	.015	-.239
Carnegie Class	43.5	11.6	.09	22	36	45	52	60	16,100	-4.2	.000	-.358
NSSE 2013 & 2014	42.5	11.9	.02	20	36	44	50	60	576,244	-3.2	.006	-.271
Top 50%	45.3	11.3	.03	24	38	48	54	60	201,510	-6.0	.000	-.528
Top 10%	47.4	11.6	.05	24	40	50	58	60	53,957	-8.1	.000	-.695
Supportive Environment												
Gallaudet U (N = 104)	32.0	13.5	1.32	13	23	33	40	53				
Mid East Private	33.9	14.1	.08	10	23	35	43	60	30,712	-1.9	.166	-.136
Carnegie Class	33.9	14.3	.11	10	23	35	43	60	15,765	-2.0	.161	-.138
NSSE 2013 & 2014	33.3	14.4	.02	10	23	33	43	60	567,564	-1.3	.356	-.091
Top 50%	36.1	13.8	.03	13	28	38	45	60	238,433	-4.1	.002	-.299
Top 10%	39.0	13.3	.07	17	30	40	50	60	40,123	-7.0	.000	-.525

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.