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**NSSE 2017**  
**Engagement Indicators**  
Queen's University

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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 broad themes as shown at right.

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

### Report Sections

- Overview (p. 3)** Displays how average EI scores for your students compare with those of students at your comparison group institutions.
- Theme Reports (pp. 4-13)** Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

  - 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 group.
  - Performance on Indicator Items**  
Responses to each item in a given EI are summarized for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2016 and 2017 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

### Interpreting Comparisons

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

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

### How Engagement Indicators are Computed

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





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

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





















### Engagement Indicators: Overview

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




















Use the following key:

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

#### 1st-Year Students

Theme	Engagement Indicator	Your 1st-year students compared with US Public RI 2017	Your 1st-year students compared with Aspirational 2017	Your 1st-year students compared with Ontario
Academic Challenge	Higher-Order Learning	--		
	Reflective & Integrative Learning	--		
	Learning Strategies			
	Quantitative Reasoning		--	
Learning with Peers	Collaborative Learning			
	Discussions with Diverse Others		--	--
Experiences with Faculty	Student-Faculty Interaction			--
	Effective Teaching Practices			
Campus Environment	Quality of Interactions			
	Supportive Environment			

#### 4th-Year Students

Theme	Engagement Indicator	Your 4th-year students compared with US Public RI 2017	Your 4th-year students compared with Aspirational 2017	Your 4th-year students compared with Ontario
Academic Challenge	Higher-Order Learning	--		--
	Reflective & Integrative Learning	--		--
	Learning Strategies			
	Quantitative Reasoning			
Learning with Peers	Collaborative Learning			
	Discussions with Diverse Others		--	
Experiences with Faculty	Student-Faculty Interaction			--
	Effective Teaching Practices			--
Campus Environment	Quality of Interactions			
	Supportive Environment			

### Academic Challenge: 1st-year students

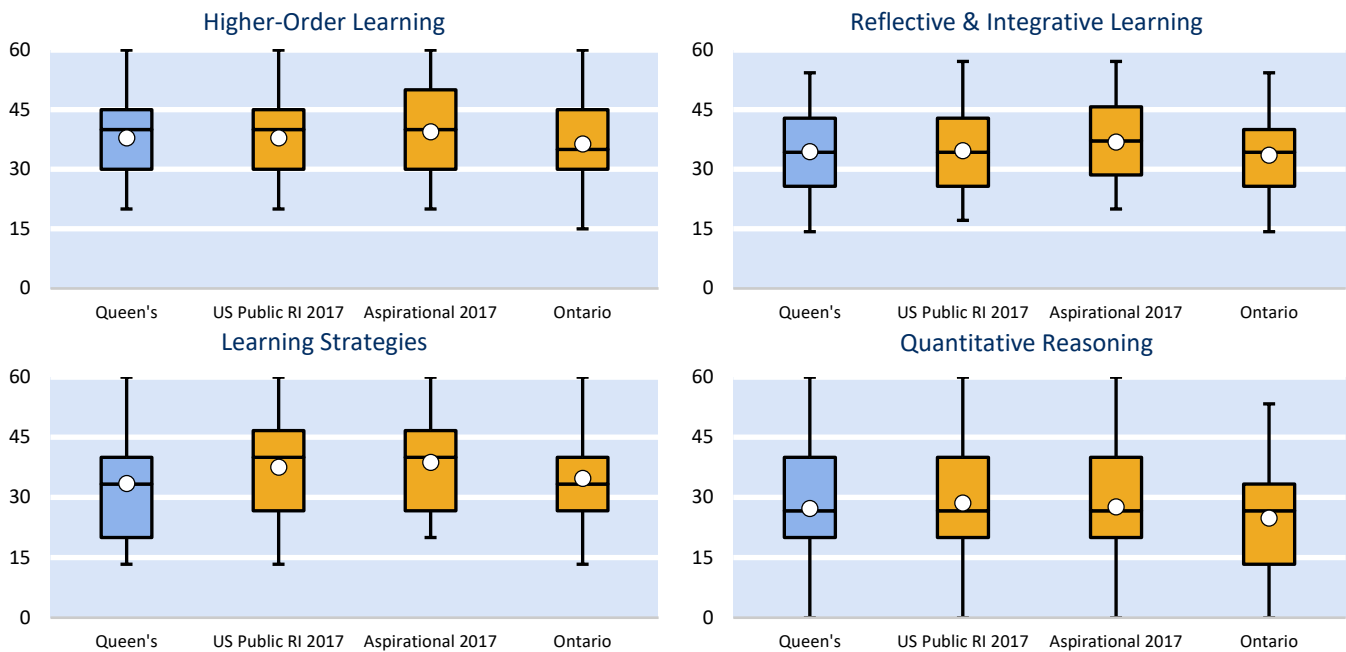
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Queen's Mean	Your 1st-year students compared with					
		US Public RI 2017		Aspirational 2017		Ontario	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.9	37.9	.00	39.5 ***	-.12	36.4 ***	.12
Reflective & Integrative Learning	34.4	34.7	-.03	36.9 ***	-.21	33.5 *	.08
Learning Strategies	33.4	37.5 ***	-.30	38.7 ***	-.39	34.7 **	-.10
Quantitative Reasoning	27.2	28.6 **	-.09	27.6	-.03	24.8 ***	.16

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

#### Score Distributions



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

### Academic Challenge: 1st-year students (continued)

#### Performance<sup>a</sup> on Indicator Items

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

Percentage point difference between your 1st-yr students and

	Queen's	US Public RI 2017	Aspirational 2017	Ontario
<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	80	+4	+4	+6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	+0	-2	+5
4d. Evaluating a point of view, decision, or information source	60	-6	-12	+0
4e. Forming a new idea or understanding from various pieces of information	65	-0	-5	+3
<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	56	+6	+1	+4
2b. Connected your learning to societal problems or issues	50	-0	-7	+2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	43	-6	-14	+1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	57	-5	-12	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65	-3	-7	-0
2f. Learned something that changed the way you understand an issue or concept	70	+5	-0	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+5	+2	+6
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	71	-5	-8	-2
9b. Reviewed your notes after class	44	-19	-20	-6
9c. Summarized what you learned in class or from course materials	51	-9	-12	-5
<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	-6	-3	+5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	34	-5	-5	+1
6c. Evaluated what others have concluded from numerical information	38	-4	-1	+4

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

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

### Academic Challenge: 4th-year students

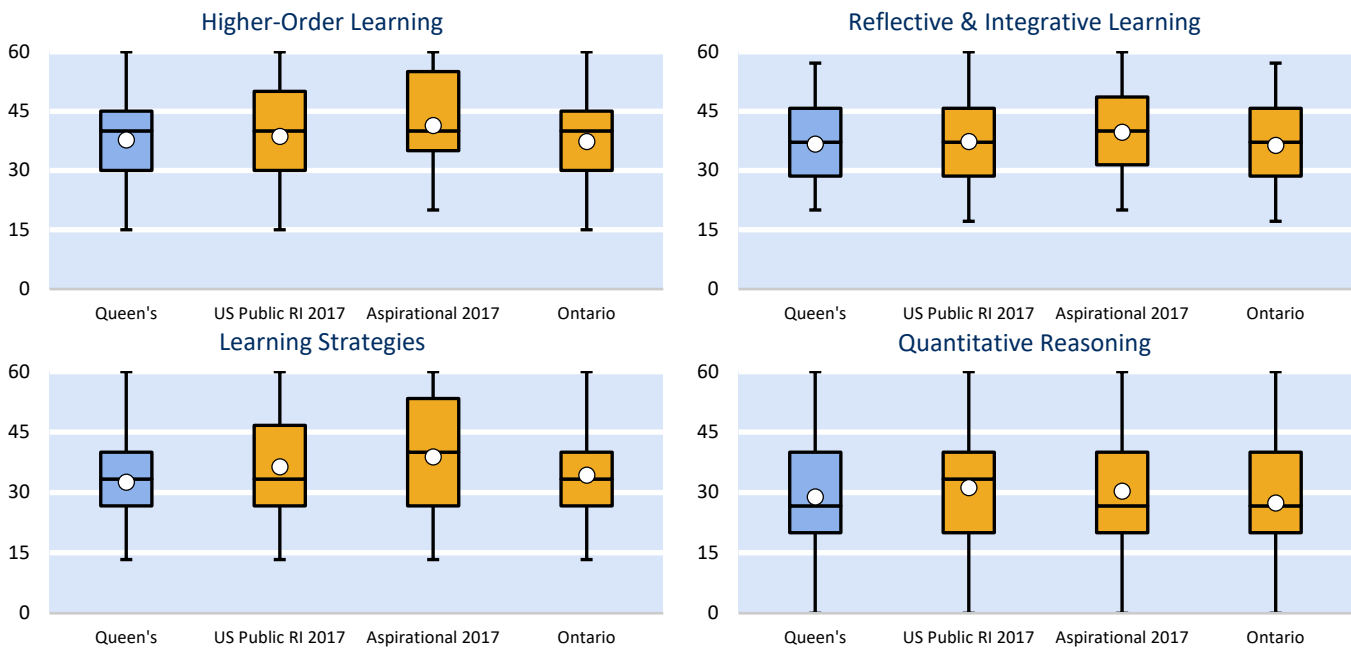
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Queen's Mean	Your 4th-year students compared with					
		US Public RI 2017		Aspirational 2017		Ontario	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.7	38.6	-.06	41.4 ***	-.28	37.2	.04
Reflective & Integrative Learning	36.6	37.2	-.05	39.6 ***	-.25	36.3	.03
Learning Strategies	32.5	36.3 ***	-.26	38.8 ***	-.42	34.2 **	-.12
Quantitative Reasoning	28.9	31.2 ***	-.14	30.3 *	-.09	27.3 *	.10

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

#### Score Distributions



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### Academic Challenge: 4th-year students (continued)

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

*Percentage point difference between your 4th-yr students and*

	Queen's	US Public RI 2017	Aspirational 2017	Ontario
<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	78	-1	-3	+4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	-0	-5	+4
4d. Evaluating a point of view, decision, or information source	59	-2	-14	-4
4e. Forming a new idea or understanding from various pieces of information	66	+1	-8	+2
<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	69	-2	+0	+1
2b. Connected your learning to societal problems or issues	59	+2	-7	+2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	43	-3	-17	-3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	-0	-7	+3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	66	-5	-10	-3
2f. Learned something that changed the way you understand an issue or concept	76	+5	+1	+4
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+1	-2	+4
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	76	+1	-5	-0
9b. Reviewed your notes after class	37	-18	-23	-8
9c. Summarized what you learned in class or from course materials	49	-8	-15	-5
<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.)	53	-6	-3	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	-6	-6	+2
6c. Evaluated what others have concluded from numerical information	45	-4	-0	+4

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

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### Learning with Peers: 1st-year students

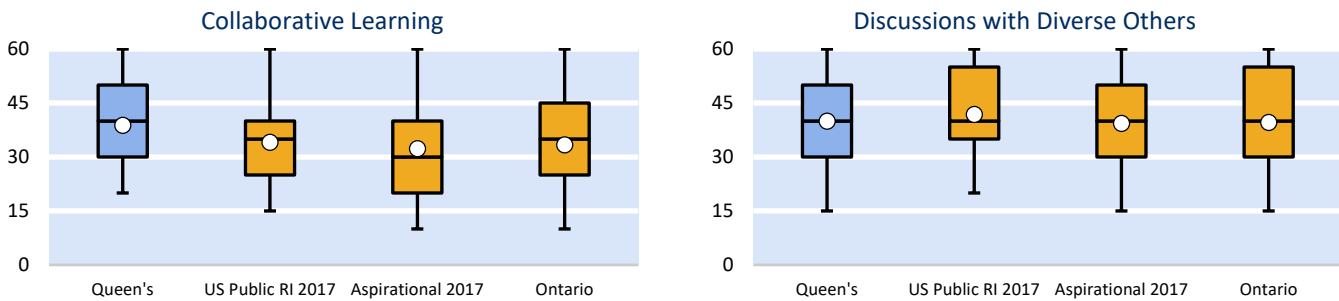
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	Queen's Mean	Your 1st-year students compared with					
		US Public RI 2017		Aspirational 2017		Ontario	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	38.8	34.1 ***	.35	32.3 ***	.44	33.4 ***	.38
Discussions with Diverse Others	40.0	41.9 ***	-.13	39.4	.04	39.6	.03

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

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#### Performance<sup>a</sup> on Indicator Items

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

Collaborative Learning	Queen's	Percentage point difference between your 1st-yr students and		
		US Public RI 2017	Aspirational 2017	Ontario
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	70	+13	+17	+15
1f. Explained course material to one or more students	70	+8	+13	+10
1g. Prepared for exams by discussing or working through course material with other students	66	+10	+15	+11
1h. Worked with other students on course projects or assignments	72	+18	+20	+18
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	72	-1	-0	-2
8b. People from an economic background other than your own	72	-3	-1	+3
8c. People with religious beliefs other than your own	69	-4	+9	-2
8d. People with political views other than your own	63	-11	-2	+3

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### Learning with Peers: 4th-year students

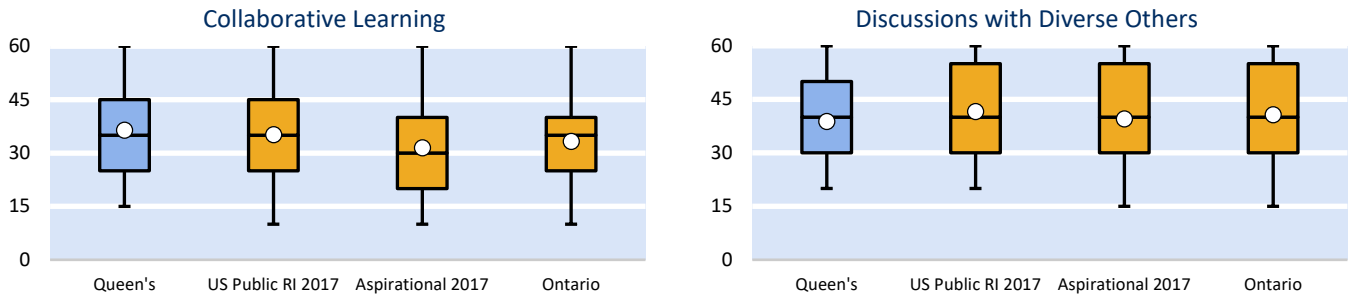
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#### Mean Comparisons

Engagement Indicator	Queen's Mean	Your 4th-year students compared with					
		US Public RI 2017		Aspirational 2017		Ontario	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.4	35.2 *	.09	31.5 ***	.34	33.2 ***	.22
Discussions with Diverse Others	38.8	41.5 ***	-.19	39.5	-.04	40.6 ***	-.12

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

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Collaborative Learning	Queen's	Percentage point difference between your 4th-yr students and		
		US Public RI 2017	Aspirational 2017	Ontario
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	53	+2	+13	+8
1f. Explained course material to one or more students	64	-1	+13	+5
1g. Prepared for exams by discussing or working through course material with other students	57	+4	+16	+8
1h. Worked with other students on course projects or assignments	72	+4	+2	+6
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	72	-1	-0	-5
8b. People from an economic background other than your own	68	-6	-5	-3
8c. People with religious beliefs other than your own	64	-7	+5	-9
8d. People with political views other than your own	57	-13	-8	-3

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### Experiences with Faculty: 1st-year students

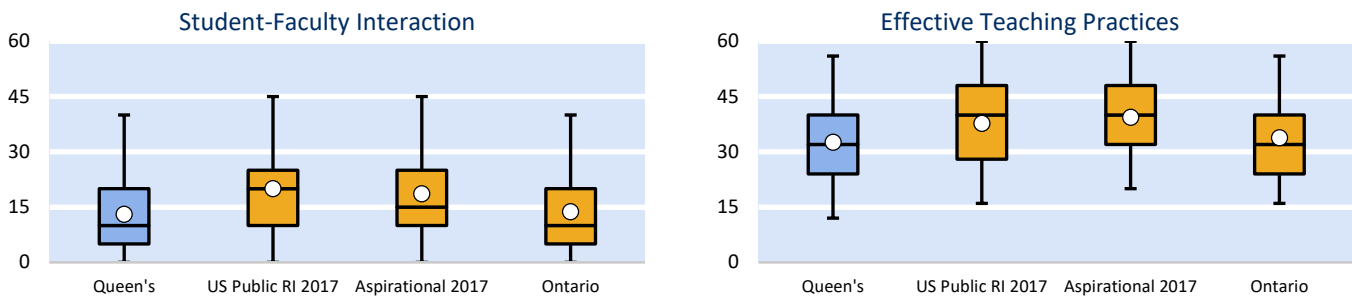
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Queen's Mean	Your 1st-year students compared with					
		US Public RI 2017		Aspirational 2017		Ontario	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	13.1	20.0 ***	-.50	18.6 ***	-.41	13.8	-.05
Effective Teaching Practices	32.6	37.7 ***	-.41	39.4 ***	-.53	33.8 **	-.10

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Student-Faculty Interaction	Queen's	Percentage point difference between your 1st-yr students and		
		US Public RI 2017	Aspirational 2017	Ontario
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	18	-16	-12	-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	11	-7	-5	-2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	16	-7	-6	-3
3d. Discussed your academic performance with a faculty member	12	-13	-13	-4
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	66	-12	-14	-6
5b. Taught course sessions in an organized way	71	-7	-9	-1
5c. Used examples or illustrations to explain difficult points	73	-3	-5	+1
5d. Provided feedback on a draft or work in progress	34	-24	-29	-5
5e. Provided prompt and detailed feedback on tests or completed assignments	42	-12	-17	-1

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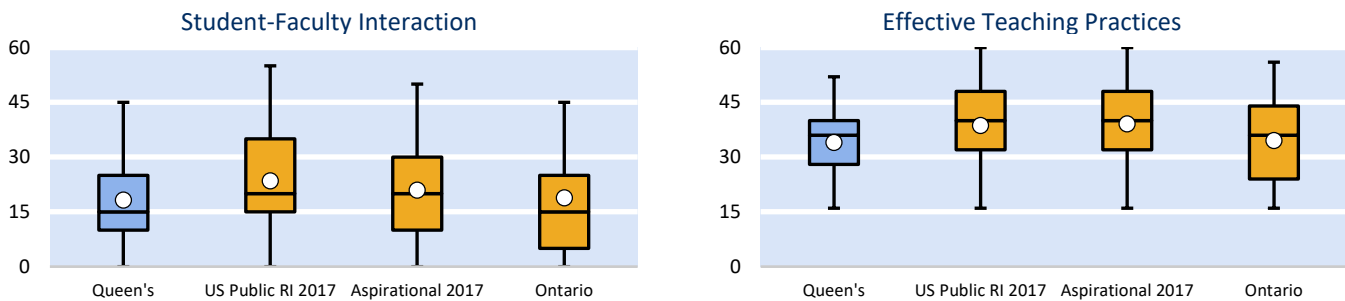
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#### Mean Comparisons

Engagement Indicator	Queen's Mean	Your 4th-year students compared with					
		US Public RI 2017		Aspirational 2017		Ontario	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	18.2	23.5 ***	-.36	20.9 ***	-.18	18.8	-.04
Effective Teaching Practices	34.0	38.6 ***	-.37	39.1 ***	-.38	34.5	-.04

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

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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	27	-16	-10	-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	-8	-3	-0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	-6	-2	-2
3d. Discussed your academic performance with a faculty member	14	-13	-13	-8
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	76	-6	-3	+2
5b. Taught course sessions in an organized way	77	-3	-2	+5
5c. Used examples or illustrations to explain difficult points	75	-6	-0	+3
5d. Provided feedback on a draft or work in progress	37	-16	-21	-6
5e. Provided prompt and detailed feedback on tests or completed assignments	44	-15	-20	-3

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

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

### Campus Environment: 1st-year students

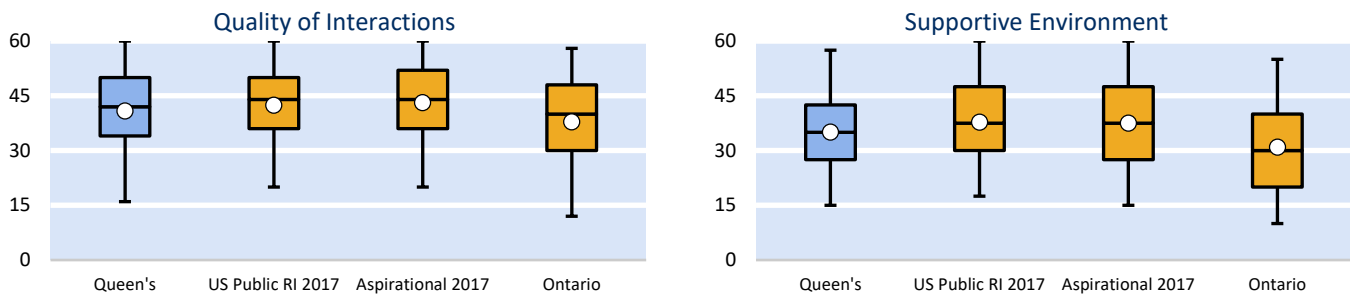
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Queen's Mean	Your 1st-year students compared with					
		US Public RI 2017		Aspirational 2017		Ontario	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.8	42.3 ***	-.14	43.0 ***	-.19	37.8 ***	.22
Supportive Environment	35.0	37.7 ***	-.21	37.4 ***	-.19	30.9 ***	.31

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

#### Score Distributions



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

#### Performance<sup>a</sup> on Indicator Items

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

Quality of Interactions	Queen's	Percentage point difference between your 1st-yr students and		
		US Public RI 2017	Aspirational 2017	Ontario
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	62	+8	+4	+14
13b. Academic advisors	41	-10	-12	+7
13c. Faculty	38	-10	-15	+3
13d. Student services staff (career services, student activities, housing, etc.)	44	-1	-1	+9
13e. Other administrative staff and offices (registrar, financial aid, etc.)	40	-1	-6	+6
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	76	-3	-5	+8
14c. Using learning support services (tutoring services, writing center, etc.)	75	-1	-4	+11
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	49	-13	-13	-2
14e. Providing opportunities to be involved socially	71	-5	-2	+13
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	75	-2	+4	+15
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	-1	-4	+8
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	-15	-8	+13
14i. Attending events that address important social, economic, or political issues	43	-8	-10	+4

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

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

### Campus Environment: 4th-year students

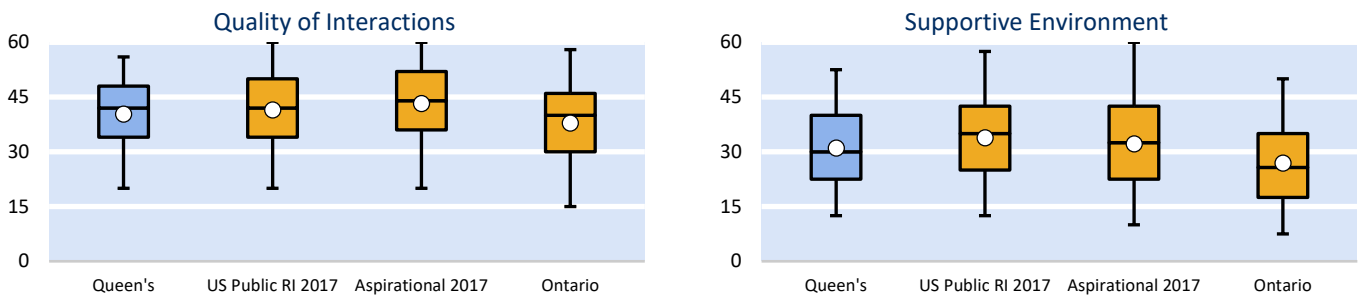
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Queen's Mean	Your 4th-year students compared with					
		US Public RI 2017		Aspirational 2017		Ontario	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.3	41.5 **	-.10	43.2 ***	-.24	37.9 ***	.20
Supportive Environment	31.1	33.9 ***	-.21	32.2 *	-.08	27.0 ***	.32

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

#### Score Distributions



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

#### Performance<sup>a</sup> on Indicator Items

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

Quality of Interactions	Queen's %	Percentage point difference between your 4th-yr students and		
		US Public RI 2017	Aspirational 2017	Ontario
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	59	+1	-4	+7
13b. Academic advisors	36	-10	-16	+3
13c. Faculty	43	-10	-16	+3
13d. Student services staff (career services, student activities, housing, etc.)	35	-7	-7	+4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	36	+1	-10	+6
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	67	-4	-6	+12
14c. Using learning support services (tutoring services, writing center, etc.)	63	-1	-4	+14
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	32	-19	-22	-11
14e. Providing opportunities to be involved socially	72	+1	+9	+20
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	-2	+9	+18
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	26	-3	-8	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	54	-14	+3	+15
14i. Attending events that address important social, economic, or political issues	38	-6	-4	+4

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

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

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

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

- (a) institutions with average scores placing them in the top 50% of all 2016 and 2017 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 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<sup>b</sup> to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

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

#### 1st-Year Students

Theme	Engagement Indicator	Queen's Mean	Your 1st-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.9	39.2 **	-.10		41.2 ***	-.24	
	Reflective and Integrative Learning	34.4	36.6 ***	-.18		38.3 ***	-.31	
	Learning Strategies	33.4	39.8 ***	-.47		41.9 ***	-.61	
	Quantitative Reasoning	27.2	28.8 ***	-.11		30.4 ***	-.21	
Learning with Peers	Collaborative Learning	38.8	35.2 ***	.27	✓	37.0 ***	.13	✓
	Discussions with Diverse Others	40.0	41.7 ***	-.12		43.8 ***	-.26	
Experiences with Faculty	Student-Faculty Interaction	13.1	23.8 ***	-.73		27.2 ***	-.92	
	Effective Teaching Practices	32.6	40.7 ***	-.62		42.6 ***	-.74	
Campus Environment	Quality of Interactions	40.8	43.8 ***	-.26		46.1 ***	-.45	
	Supportive Environment	35.0	38.2 ***	-.25		40.0 ***	-.39	

#### 4th-Year Students

Theme	Engagement Indicator	Queen's Mean	Your 4th-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.7	41.8 ***	-.31		43.3 ***	-.41	
	Reflective and Integrative Learning	36.6	40.0 ***	-.28		42.0 ***	-.44	
	Learning Strategies	32.5	40.7 ***	-.57		42.9 ***	-.73	
	Quantitative Reasoning	28.9	31.1 ***	-.14		33.0 ***	-.26	
Learning with Peers	Collaborative Learning	36.4	35.8	.04	✓	37.9 **	-.11	
	Discussions with Diverse Others	38.8	42.3 ***	-.22		44.3 ***	-.36	
Experiences with Faculty	Student-Faculty Interaction	18.2	29.2 ***	-.70		33.0 ***	-.94	
	Effective Teaching Practices	34.0	41.8 ***	-.57		43.8 ***	-.74	
Campus Environment	Quality of Interactions	40.3	44.8 ***	-.38		46.9 ***	-.54	
	Supportive Environment	31.1	34.8 ***	-.27		37.2 ***	-.45	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2016 and 2017 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

### Detailed Statistics: 1st-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>												
Queen's (N = 983)	37.9	12.5	.40	20	30	40	45	60				
US Public RI 2017	37.9	12.8	.13	20	30	40	45	60	10,546	.0	.979	.001
Aspirational 2017	39.5	13.0	.17	20	30	40	50	60	6,730	-1.5	.001	-.119
Ontario	36.4	12.8	.09	15	30	35	45	60	21,391	1.5	.000	.119
Top 50%	39.2	13.1	.04	20	30	40	50	60	127,664	-1.3	.003	-.095
Top 10%	41.2	13.3	.09	20	35	40	50	60	1,077	-3.2	.000	-.244
<b>Reflective &amp; Integrative Learning</b>												
Queen's (N = 1000)	34.4	11.8	.37	14	26	34	43	54				
US Public RI 2017	34.7	11.8	.12	17	26	34	43	57	11,012	-.3	.442	-.025
Aspirational 2017	36.9	11.7	.15	20	29	37	46	57	6,934	-2.5	.000	-.209
Ontario	33.5	11.6	.08	14	26	34	40	54	21,958	.9	.020	.076
Top 50%	36.6	12.0	.03	17	29	37	46	57	119,766	-2.2	.000	-.180
Top 10%	38.3	12.3	.08	20	29	37	46	60	1,084	-3.8	.000	-.313
<b>Learning Strategies</b>												
Queen's (N = 877)	33.4	14.1	.48	13	20	33	40	60				
US Public RI 2017	37.5	13.6	.15	13	27	40	47	60	9,055	-4.1	.000	-.299
Aspirational 2017	38.7	13.7	.19	20	27	40	47	60	6,123	-5.3	.000	-.385
Ontario	34.7	13.4	.10	13	27	33	40	60	950	-1.3	.009	-.096
Top 50%	39.8	13.7	.04	20	27	40	53	60	99,528	-6.4	.000	-.466
Top 10%	41.9	14.1	.09	20	33	40	53	60	25,878	-8.5	.000	-.605
<b>Quantitative Reasoning</b>												
Queen's (N = 971)	27.2	15.1	.49	0	20	27	40	60				
US Public RI 2017	28.6	15.0	.15	0	20	27	40	60	10,405	-1.4	.007	-.091
Aspirational 2017	27.6	15.5	.20	0	20	27	40	60	1,338	-.4	.428	-.027
Ontario	24.8	14.8	.10	0	13	27	33	53	21,205	2.4	.000	.162
Top 50%	28.8	15.2	.04	0	20	27	40	60	984	-1.6	.001	-.107
Top 10%	30.4	15.2	.08	7	20	27	40	60	1,028	-3.2	.000	-.210
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Queen's (N = 1032)	38.8	12.8	.40	20	30	40	50	60				
US Public RI 2017	34.1	13.7	.13	15	25	35	40	60	1,270	4.7	.000	.346
Aspirational 2017	32.3	14.8	.19	10	20	30	40	60	1,533	6.4	.000	.445
Ontario	33.4	14.3	.10	10	25	35	45	60	1,158	5.4	.000	.381
Top 50%	35.2	13.6	.04	15	25	35	45	60	1,048	3.6	.000	.267
Top 10%	37.0	13.4	.07	15	25	35	45	60	1,103	1.7	.000	.130
<b>Discussions with Diverse Others</b>												
Queen's (N = 884)	40.0	14.6	.49	15	30	40	50	60				
US Public RI 2017	41.9	14.4	.16	20	35	40	55	60	9,130	-1.9	.000	-.130
Aspirational 2017	39.4	15.1	.21	15	30	40	50	60	1,218	.6	.234	.042
Ontario	39.6	15.5	.11	15	30	40	55	60	979	.4	.409	.027
Top 50%	41.7	14.9	.04	20	30	40	55	60	896	-1.8	.000	-.118
Top 10%	43.8	14.5	.08	20	35	45	60	60	30,535	-3.8	.000	-.262
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Queen's (N = 979)	13.1	12.7	.41	0	5	10	20	40				
US Public RI 2017	20.0	14.0	.14	0	10	20	25	45	1,231	-6.9	.000	-.498



### Detailed Statistics: 1st-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>
Aspirational 2017	18.6	13.9	.18	0	10	15	25	45	1,402	-5.6	.000	-.406
Ontario	13.8	13.4	.09	0	5	10	20	40	1,084	-.7	.097	-.052
Top 50%	23.8	14.7	.05	0	15	20	35	55	1,011	-10.7	.000	-.729
Top 10%	27.2	15.6	.14	5	15	25	40	60	1,213	-14.2	.000	-.920
<b>Effective Teaching Practices</b>												
Queen's (N = 987)	32.6	12.3	.39	12	24	32	40	56				
US Public RI 2017	37.7	12.5	.13	16	28	40	48	60	10,578	-5.1	.000	-.405
Aspirational 2017	39.4	12.8	.17	20	32	40	48	60	6,810	-6.8	.000	-.530
Ontario	33.8	12.3	.09	16	24	32	40	56	21,560	-1.2	.003	-.095
Top 50%	40.7	13.0	.04	20	32	40	52	60	1,011	-8.1	.000	-.620
Top 10%	42.6	13.6	.09	20	36	44	56	60	1,105	-10.0	.000	-.737
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Queen's (N = 708)	40.8	12.4	.46	16	34	42	50	60				
US Public RI 2017	42.3	11.5	.13	20	36	44	50	60	8,413	-1.6	.001	-.136
Aspirational 2017	43.0	12.1	.17	20	36	44	52	60	5,626	-2.3	.000	-.188
Ontario	37.8	13.3	.11	12	30	40	48	58	783	3.0	.000	.225
Top 50%	43.8	11.5	.04	22	38	46	52	60	83,416	-3.1	.000	-.265
Top 10%	46.1	11.7	.10	24	40	48	56	60	14,835	-5.3	.000	-.449
<b>Supportive Environment</b>												
Queen's (N = 817)	35.0	12.6	.44	15	28	35	43	58				
US Public RI 2017	37.7	12.8	.15	18	30	38	48	60	8,452	-2.7	.000	-.214
Aspirational 2017	37.4	13.2	.19	15	28	38	48	60	5,749	-2.5	.000	-.187
Ontario	30.9	13.1	.10	10	20	30	40	55	18,644	4.1	.000	.312
Top 50%	38.2	13.1	.04	18	30	40	48	60	102,033	-3.3	.000	-.249
Top 10%	40.0	13.0	.08	18	31	40	50	60	24,868	-5.0	.000	-.387

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

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

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

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

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

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

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

### Detailed Statistics: 4th-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>												
Queen's (N = 791)	37.7	12.4	.44	15	30	40	45	60				
US Public RI 2017	38.6	13.4	.13	15	30	40	50	60	922	-.9	.061	-.064
Aspirational 2017	41.4	13.3	.16	20	35	40	55	60	1,012	-3.7	.000	-.276
Ontario	37.2	13.2	.10	15	30	40	45	60	876	.5	.305	.035
Top 50%	41.8	13.5	.04	20	35	40	55	60	804	-4.1	.000	-.306
Top 10%	43.3	13.4	.08	20	35	40	55	60	837	-5.6	.000	-.414
<b>Reflective &amp; Integrative Learning</b>												
Queen's (N = 807)	36.6	11.5	.40	20	29	37	46	57				
US Public RI 2017	37.2	12.1	.11	17	29	37	46	60	934	-.7	.119	-.054
Aspirational 2017	39.6	12.2	.14	20	31	40	49	60	1,025	-3.0	.000	-.249
Ontario	36.3	12.1	.09	17	29	37	46	57	892	.3	.464	.025
Top 50%	40.0	12.3	.04	20	31	40	49	60	820	-3.4	.000	-.277
Top 10%	42.0	12.2	.08	20	34	43	51	60	872	-5.4	.000	-.443
<b>Learning Strategies</b>												
Queen's (N = 735)	32.5	13.4	.49	13	27	33	40	60				
US Public RI 2017	36.3	14.4	.14	13	27	33	47	60	862	-3.8	.000	-.264
Aspirational 2017	38.8	14.8	.19	13	27	40	53	60	953	-6.2	.000	-.425
Ontario	34.2	13.9	.11	13	27	33	40	60	16,529	-1.7	.001	-.123
Top 50%	40.7	14.4	.04	20	33	40	53	60	743	-8.2	.000	-.571
Top 10%	42.9	14.3	.07	20	33	40	60	60	767	-10.4	.000	-.727
<b>Quantitative Reasoning</b>												
Queen's (N = 779)	28.9	16.6	.59	0	20	27	40	60				
US Public RI 2017	31.2	16.0	.15	0	20	33	40	60	881	-2.3	.000	-.143
Aspirational 2017	30.3	16.3	.20	0	20	27	40	60	7,741	-1.4	.024	-.086
Ontario	27.3	15.6	.12	0	20	27	40	60	843	1.5	.012	.098
Top 50%	31.1	16.2	.04	0	20	33	40	60	163,711	-2.3	.000	-.140
Top 10%	33.0	15.9	.08	7	20	33	40	60	810	-4.1	.000	-.258
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Queen's (N = 820)	36.4	14.5	.51	15	25	35	45	60				
US Public RI 2017	35.2	14.2	.13	10	25	35	45	60	13,222	1.2	.016	.087
Aspirational 2017	31.5	14.7	.17	10	20	30	40	60	8,034	4.9	.000	.336
Ontario	33.2	14.1	.11	10	25	35	40	60	892	3.2	.000	.223
Top 50%	35.8	13.8	.04	15	25	35	45	60	827	.6	.251	.042
Top 10%	37.9	13.4	.08	15	30	40	50	60	857	-1.5	.003	-.112
<b>Discussions with Diverse Others</b>												
Queen's (N = 737)	38.8	13.6	.50	20	30	40	50	60				
US Public RI 2017	41.5	14.5	.14	20	30	40	55	60	861	-2.7	.000	-.188
Aspirational 2017	39.5	15.7	.20	15	30	40	55	60	973	-.7	.221	-.043
Ontario	40.6	15.2	.12	15	30	40	55	60	823	-1.8	.001	-.119
Top 50%	42.3	15.6	.04	15	30	40	60	60	744	-3.5	.000	-.223
Top 10%	44.3	15.3	.08	20	35	45	60	60	775	-5.4	.000	-.356
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Queen's (N = 797)	18.2	13.2	.47	0	10	15	25	45				
US Public RI 2017	23.5	15.1	.14	0	15	20	35	55	945	-5.3	.000	-.355

### Detailed Statistics: 4th-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>
Aspirational 2017	20.9	15.2	.18	0	10	20	30	50	1,055	-2.7	.000	-.179
Ontario	18.8	14.5	.11	0	5	15	25	45	888	-.6	.220	-.041
Top 50%	29.2	15.7	.06	5	20	30	40	60	824	-11.1	.000	-.705
Top 10%	33.0	16.0	.16	10	20	30	45	60	992	-14.8	.000	-.937
<b>Effective Teaching Practices</b>												
Queen's (N = 793)	34.0	11.1	.40	16	28	36	40	52				
US Public RI 2017	38.6	12.7	.12	16	32	40	48	60	938	-4.6	.000	-.365
Aspirational 2017	39.1	13.6	.16	16	32	40	48	60	1,075	-5.0	.000	-.378
Ontario	34.5	12.7	.10	16	24	36	44	56	889	-.5	.203	-.041
Top 50%	41.8	13.5	.04	20	32	40	52	60	811	-7.8	.000	-.574
Top 10%	43.8	13.4	.10	20	36	44	56	60	892	-9.8	.000	-.736
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Queen's (N = 656)	40.3	10.8	.42	20	34	42	48	56				
US Public RI 2017	41.5	11.4	.12	20	34	42	50	60	10,240	-1.2	.010	-.104
Aspirational 2017	43.2	12.2	.16	20	36	44	52	60	854	-2.9	.000	-.239
Ontario	37.9	12.4	.10	15	30	40	46	58	737	2.5	.000	.200
Top 50%	44.8	11.6	.04	23	38	46	54	60	666	-4.5	.000	-.383
Top 10%	46.9	12.1	.08	23	40	50	58	60	700	-6.5	.000	-.543
<b>Supportive Environment</b>												
Queen's (N = 718)	31.1	11.8	.44	13	23	30	40	53				
US Public RI 2017	33.9	13.2	.14	13	25	35	43	58	856	-2.8	.000	-.211
Aspirational 2017	32.2	14.4	.18	10	23	33	43	60	981	-1.2	.016	-.082
Ontario	27.0	13.0	.11	8	18	26	35	50	800	4.1	.000	.319
Top 50%	34.8	13.7	.04	13	25	35	45	60	730	-3.7	.000	-.268
Top 10%	37.2	13.6	.10	13	28	38	48	60	789	-6.1	.000	-.448

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

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

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

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

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

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

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