
NSSE 2020
Engagement Indicators
University of Waterloo

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 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.

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 2019 and 2020 participating institutions.

Detailed Statistics (pp. 16-19)

Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

Theme	Engagement Indicator	Your first-year students	Your first-year students	Your first-year students
		compared with U15	compared with ON Universities	compared with U6
Academic Challenge	Higher-Order Learning	△	--	--
	Reflective & Integrative Learning	▽	▽	▽
	Learning Strategies	▽	▽	▽
	Quantitative Reasoning	△	△	△
Learning with Peers	Collaborative Learning	△	△	△
	Discussions with Diverse Others	△	△	△
Experiences with Faculty	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	△	△	△
Campus Environment	Quality of Interactions	--	--	△
	Supportive Environment	△	--	△

Seniors

Theme	Engagement Indicator	Your seniors	Your seniors	Your seniors
		compared with U15	compared with ON Universities	compared with U6
Academic Challenge	Higher-Order Learning	--	▽	▽
	Reflective & Integrative Learning	▽	▼	▼
	Learning Strategies	▽	▽	▽
	Quantitative Reasoning	△	△	△
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	▽	▽
Experiences with Faculty	Student-Faculty Interaction	--	▽	▽
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	△
	Supportive Environment	▽	▽	--

Academic Challenge: First-year students

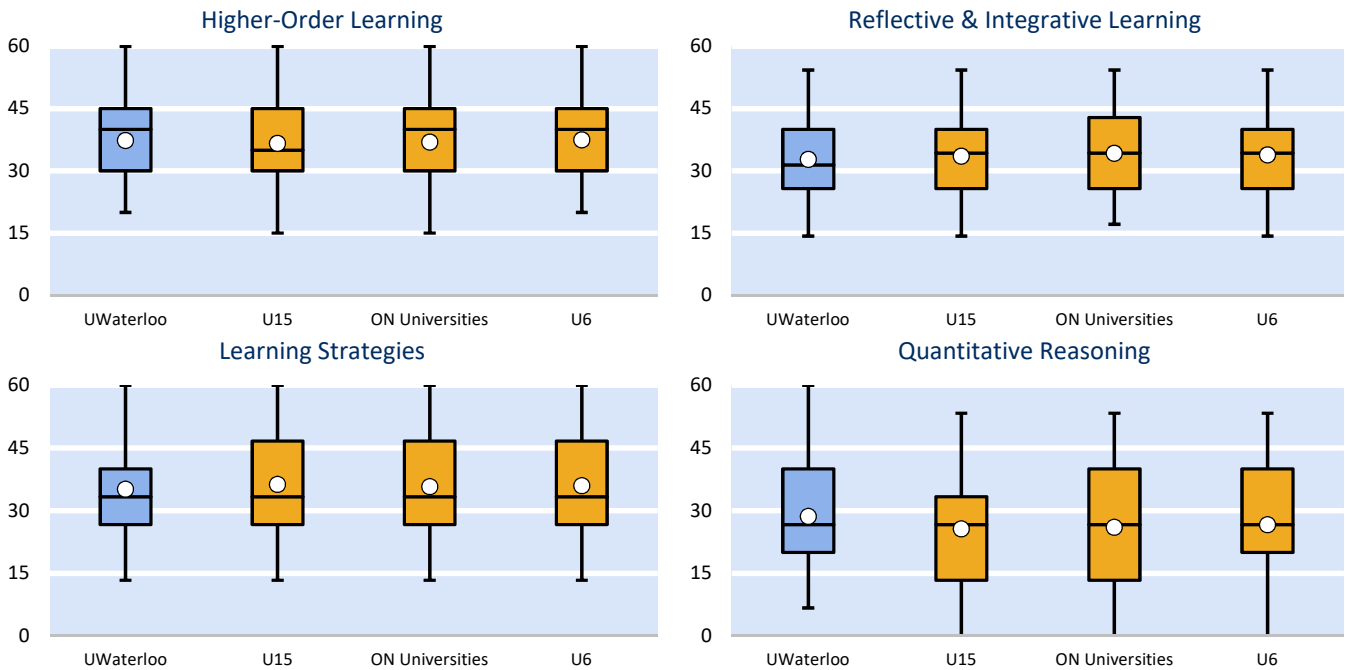
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	UWaterloo Mean	Your first-year students compared with					
		U15		ON Universities		U6	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.3	36.7 **	.05	36.9	.03	37.5	-.01
Reflective & Integrative Learning	32.8	33.5 ***	-.06	34.2 ***	-.12	33.9 ***	-.09
Learning Strategies	35.2	36.3 ***	-.08	35.7 *	-.04	35.9 **	-.06
Quantitative Reasoning	28.6	25.6 ***	.20	26.0 ***	.17	26.6 ***	.14

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: First-year students (continued)

Performance on Indicator Items

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

	UWaterloo	Percentage point difference ^a between your FY students and		
		U15	ON Universities	U6
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	77	+4 	+5 	+2 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	+2 	+3 	+1 
4d. Evaluating a point of view, decision, or information source	57	-2 	-4 	-3 
4e. Forming a new idea or understanding from various pieces of information	65	+2 	+1 	+0 
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	53	+1 	-1 	+1 
2b. Connected your learning to societal problems or issues	41	-7 	-8 	-7 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	35	-3 	-9 	-5 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	56	+0 	-2 	-1 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	63	-2 	-3 	-2 
2f. Learned something that changed the way you understand an issue or concept	67	-2 	-1 	-2 
2g. Connected ideas from your courses to your prior experiences and knowledge	76	-3 	-2 	-3 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	69	-3 	-3 	-3 
9b. Reviewed your notes after class	53	-2 	-1 	-1 
9c. Summarized what you learned in class or from course materials	58	-2 	-1 	-2 
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	+9 	+9 	+7 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	+6 	+4 	+3 
6c. Evaluated what others have concluded from numerical information	43	+7 	+6 	+5 

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

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

Academic Challenge: Seniors

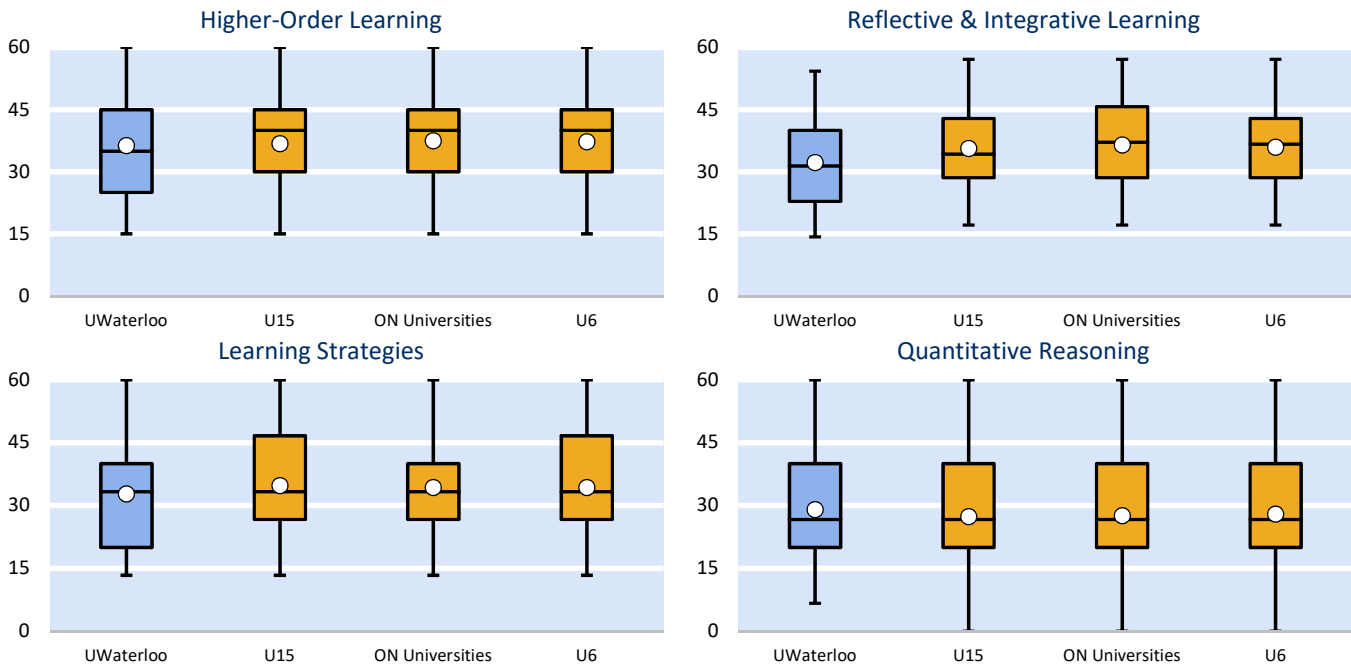
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	UWaterloo Mean	Your seniors compared with					
		U15		ON Universities		U6	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.3	36.8	-.04	37.5 ***	-.09	37.3 **	-.07
Reflective & Integrative Learning	32.3	35.6 ***	-.28	36.5 ***	-.35	35.9 ***	-.30
Learning Strategies	32.8	34.7 ***	-.14	34.3 ***	-.11	34.3 ***	-.11
Quantitative Reasoning	29.0	27.4 ***	.11	27.6 ***	.09	27.9 **	.07

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: Seniors (continued)

Performance on Indicator Items

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

	UWaterloo	Percentage point difference ^a between your seniors and		
		U15	ON Universities	U6
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	74	+1	+1	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	+0	-0	-1
4d. Evaluating a point of view, decision, or information source	57	-5	-7	-6
4e. Forming a new idea or understanding from various pieces of information	61	-3	-5	-4
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	56	-9	-11	-10
2b. Connected your learning to societal problems or issues	42	-14	-16	-14
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	32	-11	-16	-13
2d. Examined the strengths and weaknesses of your own views on a topic or issue	52	-6	-8	-7
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	62	-6	-8	-7
2f. Learned something that changed the way you understand an issue or concept	65	-7	-7	-7
2g. Connected ideas from your courses to your prior experiences and knowledge	75	-5	-6	-5
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	67	-5	-6	-5
9b. Reviewed your notes after class	44	-5	-3	-3
9c. Summarized what you learned in class or from course materials	52	-5	-3	-4
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.)	57	+7	+7	+6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	+3	+2	+2
6c. Evaluated what others have concluded from numerical information	44	+1	+1	-0

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Learning with Peers: First-year students

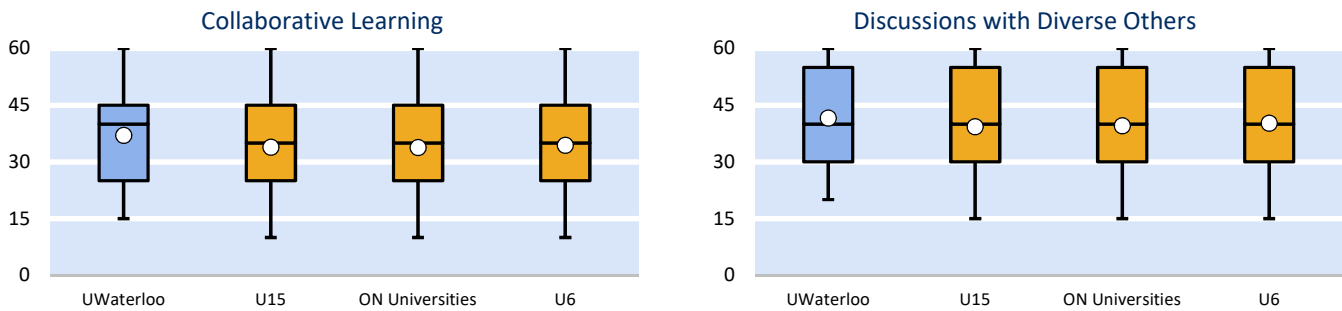
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UWaterloo Mean	Your first-year students compared with					
		U15		ON Universities		U6	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	37.0	33.9 ***	.22	33.8 ***	.23	34.4 ***	.18
Discussions with Diverse Others	41.5	39.3 ***	.15	39.5 ***	.13	40.2 ***	.08

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Collaborative Learning	UWaterloo	Percentage point difference ^a between your FY students and		
		U15	ON Universities	U6
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1e. Asked another student to help you understand course material	65	+8	+9	+6
1f. Explained course material to one or more students	67	+8	+6	+5
1g. Prepared for exams by discussing or working through course material with other students	61	+6	+5	+4
1h. Worked with other students on course projects or assignments	63	+6	+8	+7
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	78	+4	+4	+2
8b. People from an economic background other than your own	73	+5	+4	+3
8c. People with religious beliefs other than your own	75	+8	+5	+4
8d. People with political views other than your own	61	+2	+3	+3

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Learning with Peers: Seniors

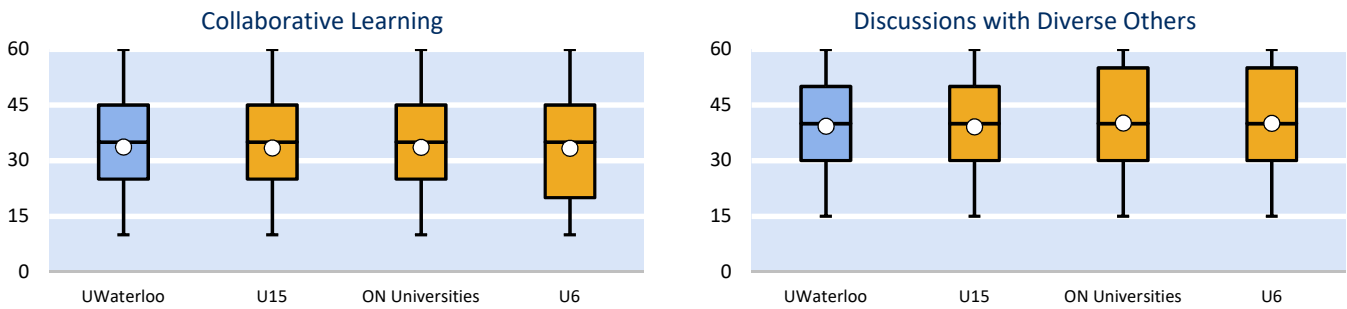
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Mean Comparisons

Engagement Indicator	UWaterloo Mean	Your seniors compared with					
		U15 Mean	U15 Effect size	ON Universities Mean	ON Universities Effect size	U6 Mean	U6 Effect size
Collaborative Learning	33.7	33.4	.02	33.6	.01	33.3	.03
Discussions with Diverse Others	39.3	39.1	.01	40.2 *	-.06	40.1 *	-.05

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Collaborative Learning	UWaterloo	Percentage point difference ^a between your seniors and			
		U15	ON Universities	U6	
Percentage of students who responded that they "Very often" or "Often"...	%				
1e. Asked another student to help you understand course material	50	+4	+4	+4	
1f. Explained course material to one or more students	57	-1	-2	-2	
1g. Prepared for exams by discussing or working through course material with other students	52	+2	+2	+3	
1h. Worked with other students on course projects or assignments	66	-1	-1	+1	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of a race or ethnicity other than your own	76	+1	-1	-2	
8b. People from an economic background other than your own	68	-0	-3	-2	
8c. People with religious beliefs other than your own	70	+3	-1	-1	
8d. People with political views other than your own	54	-3	-5	-3	

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Experiences with Faculty: First-year students

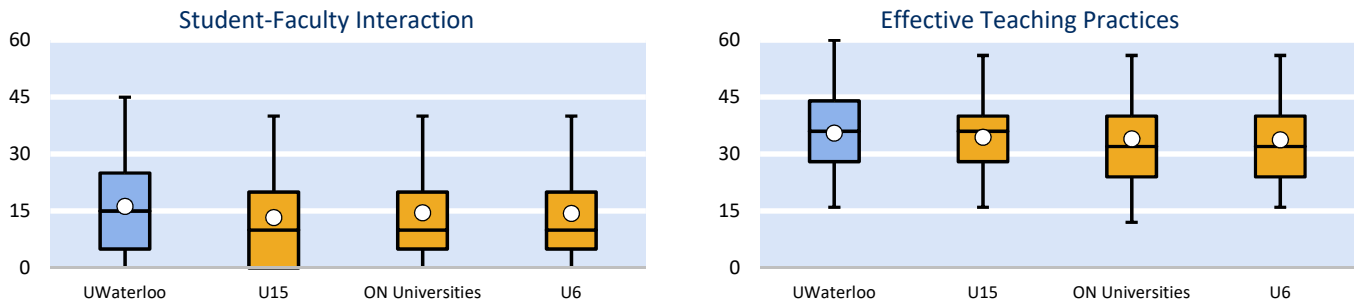
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	UWaterloo Mean	Your first-year students compared with					
		U15		ON Universities		U6	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	16.2	13.3 ***	.22	14.5 ***	.12	14.3 ***	.13
Effective Teaching Practices	35.5	34.4 ***	.09	34.0 ***	.12	33.7 ***	.15

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Student-Faculty Interaction	UWaterloo	Percentage point difference ^a between your FY students and		
		U15	ON Universities	U6
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	23	+5	+2	+3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	16	+5	+3	+3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	+5	+3	+3
3d. Discussed your academic performance with a faculty member	19	+4	+1	+2
<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	75	+1	+4	+4
5b. Taught course sessions in an organized way	72	+0	+4	+3
5c. Used examples or illustrations to explain difficult points	76	+1	+5	+3
5d. Provided feedback on a draft or work in progress	44	+3	+2	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	50	+7	+7	+8

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Experiences with Faculty: Seniors

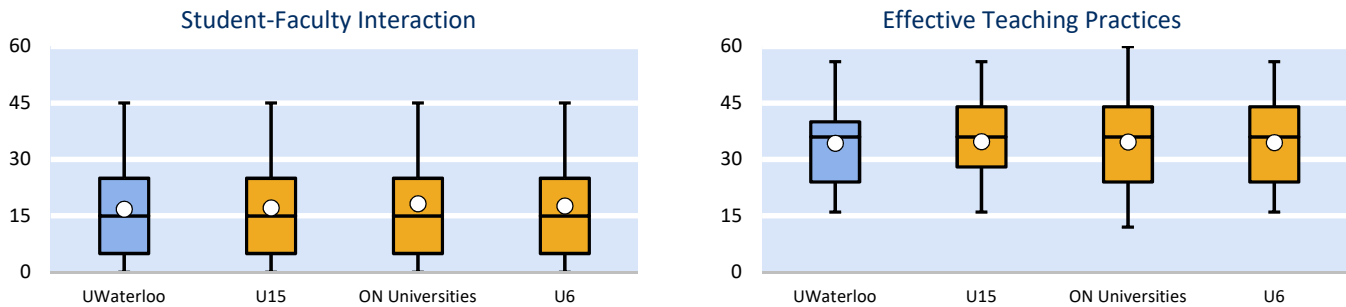
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Effective Teaching Practices	34.3	34.7	-.03	34.6	-.03	34.5	-.01

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Student-Faculty Interaction	UWaterloo %	Percentage point difference ^a between your seniors and			
		U15	ON Universities	U6	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
3a. Talked about career plans with a faculty member	23	-1	-4	-2	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	+1	+0	+1	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	+0	-1	-1	
3d. Discussed your academic performance with a faculty member	17	+0	-4	-2	
<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	74	-1	+1	+0	
5b. Taught course sessions in an organized way	70	-2	+0	-1	
5c. Used examples or illustrations to explain difficult points	73	-1	+2	+0	
5d. Provided feedback on a draft or work in progress	41	-3	-5	-4	
5e. Provided prompt and detailed feedback on tests or completed assignments	49	+2	+1	+2	

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

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

Campus Environment: First-year students

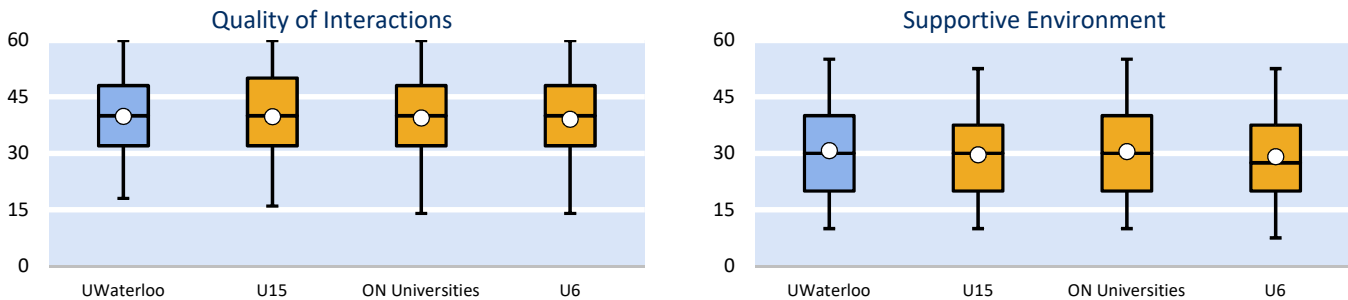
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UWaterloo Mean	Your first-year students compared with					
		U15 Mean	Effect size	ON Universities Mean	Effect size	U6 Mean	Effect size
Quality of Interactions	39.8	39.7	.01	39.4	.03	39.0 **	.06
Supportive Environment	30.8	29.6 ***	.09	30.5	.02	29.2 ***	.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).

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	UWaterloo	Percentage point difference ^a between your FY students and		
		U15	ON Universities	U6
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	53	-0	+2	+2
13b. Academic advisors	37	-2	-2	+0
13c. Faculty	41	+1	+2	+3
13d. Student services staff (career services, student activities, housing, etc.)	38	-1	-1	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	36	-2	-1	+0
<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	70	+7	+6	+8
14c. Using learning support services (tutoring services, writing center, etc.)	66	+6	+3	+4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	49	+2	+0	+3
14e. Providing opportunities to be involved socially	55	-3	-3	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	+7	+4	+10
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	+7	+4	+7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	44	-4	-5	-2
14i. Attending events that address important social, economic, or political issues	36	-2	-3	+0

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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: Seniors

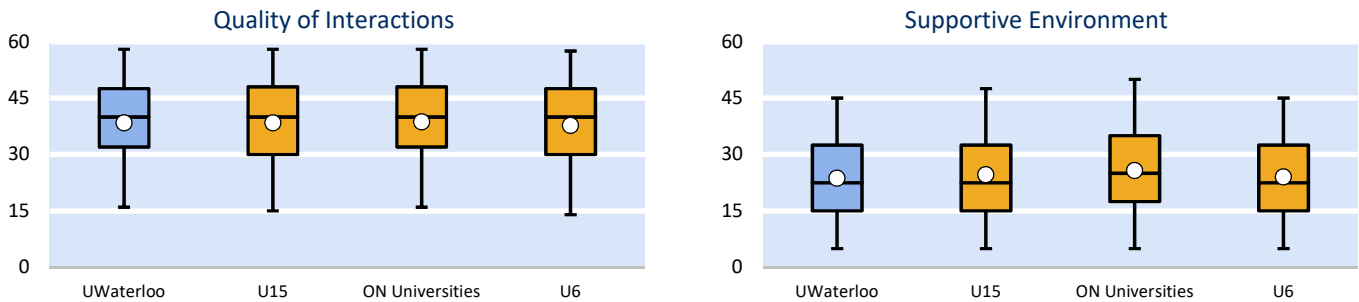
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UWaterloo Mean	Your seniors compared with					
		U15 Mean	Effect size	ON Universities Mean	Effect size	U6 Mean	Effect size
Quality of Interactions	38.5	38.4	.00	38.7	-.02	37.7 *	.06
Supportive Environment	23.8	24.7 **	-.07	25.8 ***	-.15	24.1	-.02

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 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	UWaterloo	Percentage point difference ^a between your seniors and		
		U15	ON Universities	U6
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	50	-3	-4	-2
13b. Academic advisors	36	+2	-1	+3
13c. Faculty	39	-3	-3	-1
13d. Student services staff (career services, student activities, housing, etc.)	30	-3	-4	-1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	33	-0	-0	+2
<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	50	+1	-2	+3
14c. Using learning support services (tutoring services, writing center, etc.)	44	+1	-5	-0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	34	-1	-5	-1
14e. Providing opportunities to be involved socially	41	-9	-10	-7
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	40	-1	-4	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	18	+0	-2	+1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	26	-11	-11	-8
14i. Attending events that address important social, economic, or political issues	23	-6	-7	-4

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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 go.iu.edu/NSSE-PnP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2019 and 2020 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 NSSE institutions.

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

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

First-Year Students		UWaterloo 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	37.3	39.3 ***	-.16		41.4 ***	-.32	
	Reflective and Integrative Learning	32.8	36.7 ***	-.33		39.0 ***	-.53	
	Learning Strategies	35.2	39.9 ***	-.35		42.3 ***	-.51	
	Quantitative Reasoning	28.6	29.4 ***	-.05		31.4 ***	-.18	
<i>Learning with Peers</i>	Collaborative Learning	37.0	35.2 ***	.13	✓	37.4	-.03	✓
	Discussions with Diverse Others	41.5	41.5	.01	✓	43.6 ***	-.14	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	16.2	24.5 ***	-.56		28.1 ***	-.77	
	Effective Teaching Practices	35.5	40.5 ***	-.38		42.3 ***	-.48	
<i>Campus Environment</i>	Quality of Interactions	39.8	45.2 ***	-.48		47.2 ***	-.63	
	Supportive Environment	30.8	37.9 ***	-.54		40.0 ***	-.72	

Seniors		UWaterloo 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	36.3	41.7 ***	-.40		43.2 ***	-.52	
	Reflective and Integrative Learning	32.3	39.8 ***	-.62		41.8 ***	-.79	
	Learning Strategies	32.8	40.7 ***	-.55		42.7 ***	-.68	
	Quantitative Reasoning	29.0	31.4 ***	-.15		33.4 ***	-.27	
<i>Learning with Peers</i>	Collaborative Learning	33.7	35.9 ***	-.16		38.4 ***	-.34	
	Discussions with Diverse Others	39.3	42.1 ***	-.18		43.8 ***	-.29	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	16.7	29.7 ***	-.82		33.2 ***	-1.05	
	Effective Teaching Practices	34.3	41.8 ***	-.55		43.7 ***	-.71	
<i>Campus Environment</i>	Quality of Interactions	38.5	45.2 ***	-.58		47.4 ***	-.74	
	Supportive Environment	23.8	34.6 ***	-.78		36.8 ***	-.93	

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 2019 and 2020 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UWaterloo (N = 3434)	37.3	12.5	.21	20	30	40	45	60				
U15	36.7	12.8	.06	15	30	35	45	60	3,993	.6	.004	.050
ON Universities	36.9	13.0	.06	15	30	40	45	60	3,983	.4	.104	.028
U6	37.5	12.9	.09	20	30	40	45	60	4,788	-.2	.506	-.012
Top 50%	39.3	13.1	.03	20	30	40	50	60	3,530	-2.0	.000	-.155
Top 10%	41.4	12.8	.06	20	35	40	50	60	3,931	-4.1	.000	-.320
Reflective & Integrative Learning												
UWaterloo (N = 3579)	32.8	11.7	.20	14	26	31	40	54				
U15	33.5	11.6	.05	14	26	34	40	54	52,728	-.7	.000	-.064
ON Universities	34.2	11.8	.05	17	26	34	43	54	54,472	-1.4	.000	-.123
U6	33.9	11.8	.08	14	26	34	40	54	24,767	-1.1	.000	-.093
Top 50%	36.7	11.8	.02	17	29	37	46	57	265,853	-3.9	.000	-.332
Top 10%	39.0	11.7	.06	20	31	40	49	60	44,764	-6.2	.000	-.528
Learning Strategies												
UWaterloo (N = 3377)	35.2	13.4	.23	13	27	33	40	60				
U15	36.3	13.7	.07	13	27	33	47	60	3,938	-1.1	.000	-.080
ON Universities	35.7	13.6	.06	13	27	33	47	60	49,064	-.6	.018	-.042
U6	35.9	13.6	.10	13	27	33	47	60	22,309	-.8	.002	-.058
Top 50%	39.9	13.7	.03	20	33	40	53	60	231,034	-4.7	.000	-.346
Top 10%	42.3	14.1	.06	20	33	40	53	60	3,896	-7.1	.000	-.508
Quantitative Reasoning												
UWaterloo (N = 3400)	28.6	14.6	.25	7	20	27	40	60				
U15	25.6	15.0	.07	0	13	27	33	53	48,021	3.0	.000	.202
ON Universities	26.0	15.2	.07	0	13	27	40	53	49,815	2.6	.000	.171
U6	26.6	15.0	.11	0	20	27	40	53	22,667	2.0	.000	.135
Top 50%	29.4	15.2	.03	7	20	27	40	60	3,486	-.8	.001	-.055
Top 10%	31.4	15.3	.06	7	20	33	40	60	3,820	-2.8	.000	-.182
Learning with Peers												
Collaborative Learning												
UWaterloo (N = 3685)	37.0	13.7	.23	15	25	40	45	60				
U15	33.9	14.3	.06	10	25	35	45	60	4,263	3.1	.000	.221
ON Universities	33.8	14.3	.06	10	25	35	45	60	4,252	3.2	.000	.226
U6	34.4	14.3	.09	10	25	35	45	60	5,074	2.6	.000	.184
Top 50%	35.2	13.7	.02	15	25	35	45	60	341,426	1.8	.000	.134
Top 10%	37.4	13.5	.05	15	30	40	45	60	75,176	-.4	.081	-.029
Discussions with Diverse Others												
UWaterloo (N = 3379)	41.5	15.2	.26	20	30	40	55	60				
U15	39.3	15.5	.07	15	30	40	55	60	47,553	2.3	.000	.146
ON Universities	39.5	15.7	.07	15	30	40	55	60	49,377	2.0	.000	.129
U6	40.2	15.3	.11	15	30	40	55	60	22,467	1.3	.000	.085
Top 50%	41.5	15.0	.03	20	30	40	55	60	303,225	.1	.706	.007
Top 10%	43.6	14.5	.06	20	35	45	60	60	3,718	-2.1	.000	-.142

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UWaterloo (N = 3473)	16.2	14.6	.25	0	5	15	25	45				
U15	13.3	13.4	.06	0	0	10	20	40	3,918	3.0	.000	.219
ON Universities	14.5	14.0	.06	0	5	10	20	40	3,942	1.7	.000	.122
U6	14.3	14.0	.10	0	5	10	20	40	4,628	1.9	.000	.135
Top 50%	24.5	14.7	.04	5	15	20	35	55	176,904	-8.3	.000	-.561
Top 10%	28.1	15.5	.10	5	15	25	40	60	4,740	-11.9	.000	-.775
Effective Teaching Practices												
UWaterloo (N = 3472)	35.5	11.9	.20	16	28	36	44	60				
U15	34.4	12.1	.06	16	28	36	40	56	49,532	1.1	.000	.095
ON Universities	34.0	12.6	.06	12	24	32	40	56	4,058	1.5	.000	.123
U6	33.7	12.3	.09	16	24	32	40	56	4,856	1.8	.000	.149
Top 50%	40.5	13.2	.03	20	32	40	52	60	3,624	-5.0	.000	-.379
Top 10%	42.3	14.1	.06	16	32	44	56	60	4,126	-6.7	.000	-.480
Campus Environment												
Quality of Interactions												
UWaterloo (N = 2824)	39.8	12.5	.23	18	32	40	48	60				
U15	39.7	12.6	.07	16	32	40	50	60	36,157	.1	.716	.007
ON Universities	39.4	12.9	.07	14	32	40	48	60	3,297	.4	.108	.031
U6	39.0	12.8	.10	14	32	40	48	60	4,002	.8	.002	.061
Top 50%	45.2	11.2	.03	24	38	46	54	60	2,893	-5.4	.000	-.478
Top 10%	47.2	11.6	.06	25	40	50	58	60	3,146	-7.4	.000	-.632
Supportive Environment												
UWaterloo (N = 3312)	30.8	12.9	.22	10	20	30	40	55				
U15	29.6	13.0	.06	10	20	30	38	53	46,098	1.2	.000	.089
ON Universities	30.5	13.5	.06	10	20	30	40	55	3,866	.3	.193	.023
U6	29.2	13.2	.10	8	20	28	38	53	21,864	1.6	.000	.121
Top 50%	37.9	13.1	.03	18	30	38	48	60	225,001	-7.1	.000	-.543
Top 10%	40.0	12.9	.07	18	33	40	50	60	42,417	-9.3	.000	-.718

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 SE) 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: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UWaterloo (N = 2013)	36.3	13.0	.29	15	25	35	45	60				
U15	36.8	13.2	.08	15	30	40	45	60	30,638	-.5	.092	-.039
ON Universities	37.5	13.4	.08	15	30	40	45	60	29,024	-1.2	.000	-.092
U6	37.3	13.3	.12	15	30	40	45	60	14,569	-1.0	.002	-.073
Top 50%	41.7	13.4	.03	20	35	40	55	60	188,412	-5.4	.000	-.403
Top 10%	43.2	13.3	.06	20	35	40	55	60	2,204	-6.9	.000	-.517
Reflective & Integrative Learning												
UWaterloo (N = 2083)	32.3	11.9	.26	14	23	31	40	54				
U15	35.6	12.0	.07	17	29	34	43	57	32,298	-3.4	.000	-.280
ON Universities	36.5	12.2	.07	17	29	37	46	57	2,414	-4.2	.000	-.347
U6	35.9	12.1	.10	17	29	37	43	57	15,396	-3.7	.000	-.304
Top 50%	39.8	12.2	.03	20	31	40	49	60	2,132	-7.6	.000	-.621
Top 10%	41.8	12.0	.07	20	34	40	51	60	2,392	-9.5	.000	-.791
Learning Strategies												
UWaterloo (N = 1972)	32.8	14.0	.32	13	20	33	40	60				
U15	34.7	14.3	.09	13	27	33	47	60	2,273	-2.0	.000	-.137
ON Universities	34.3	14.3	.09	13	27	33	40	60	27,982	-1.5	.000	-.105
U6	34.3	14.3	.13	13	27	33	47	60	13,981	-1.5	.000	-.107
Top 50%	40.7	14.5	.03	20	33	40	53	60	2,011	-7.9	.000	-.545
Top 10%	42.7	14.4	.06	20	33	40	60	60	2,097	-9.9	.000	-.685
Quantitative Reasoning												
UWaterloo (N = 1994)	29.0	14.9	.33	7	20	27	40	60				
U15	27.4	15.6	.09	0	20	27	40	60	2,320	1.7	.000	.108
ON Universities	27.6	15.7	.10	0	20	27	40	60	2,343	1.4	.000	.092
U6	27.9	15.7	.14	0	20	27	40	60	2,770	1.1	.002	.072
Top 50%	31.4	16.1	.03	0	20	33	40	60	2,029	-2.4	.000	-.149
Top 10%	33.4	15.9	.07	7	20	33	40	60	2,172	-4.3	.000	-.274
Learning with Peers												
Collaborative Learning												
UWaterloo (N = 2126)	33.7	14.1	.31	10	25	35	45	60				
U15	33.4	14.5	.08	10	25	35	45	60	2,438	.3	.335	.021
ON Universities	33.6	14.4	.08	10	25	35	45	60	2,456	.2	.634	.010
U6	33.3	14.7	.12	10	20	35	45	60	2,878	.4	.223	.028
Top 50%	35.9	14.0	.03	15	25	35	45	60	247,168	-2.2	.000	-.159
Top 10%	38.4	13.6	.07	15	30	40	50	60	2,327	-4.7	.000	-.343
Discussions with Diverse Others												
UWaterloo (N = 1955)	39.3	15.0	.34	15	30	40	50	60				
U15	39.1	15.1	.09	15	30	40	50	60	29,447	.2	.646	.011
ON Universities	40.2	15.3	.09	15	30	40	55	60	28,066	-.9	.014	-.058
U6	40.1	15.0	.14	15	30	40	55	60	13,994	-.8	.039	-.050
Top 50%	42.1	15.5	.03	15	30	40	60	60	1,985	-2.8	.000	-.177
Top 10%	43.8	15.3	.06	20	35	45	60	60	2,076	-4.5	.000	-.293

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UWaterloo (N = 2045)	16.7	14.2	.31	0	5	15	25	45				
U15	17.0	14.1	.08	0	5	15	25	45	31,429	-.3	.337	-.022
ON Universities	18.2	14.6	.09	0	5	15	25	45	29,739	-1.4	.000	-.098
U6	17.6	14.3	.13	0	5	15	25	45	14,933	-.8	.014	-.058
Top 50%	29.7	15.9	.05	5	20	30	40	60	2,152	-12.9	.000	-.815
Top 10%	33.2	16.0	.12	10	20	35	45	60	2,714	-16.5	.000	-1.046
Effective Teaching Practices												
UWaterloo (N = 2027)	34.3	12.0	.27	16	24	36	40	56				
U15	34.7	12.5	.07	16	28	36	44	56	2,350	-.4	.165	-.031
ON Universities	34.6	12.9	.08	12	24	36	44	60	2,393	-.3	.241	-.025
U6	34.5	12.6	.11	16	24	36	44	56	2,803	-.2	.553	-.014
Top 50%	41.8	13.7	.03	20	32	40	52	60	2,093	-7.5	.000	-.548
Top 10%	43.7	13.4	.07	20	36	44	56	60	2,330	-9.4	.000	-.706
Campus Environment												
Quality of Interactions												
UWaterloo (N = 1783)	38.5	12.3	.29	16	32	40	48	58				
U15	38.4	12.4	.08	15	30	40	48	58	24,854	.1	.840	.005
ON Universities	38.7	12.5	.08	16	32	40	48	58	24,758	-.2	.430	-.019
U6	37.7	12.6	.12	14	30	40	48	58	2,455	.7	.018	.059
Top 50%	45.2	11.7	.03	24	38	48	54	60	169,643	-6.7	.000	-.577
Top 10%	47.4	12.0	.05	24	40	50	58	60	55,473	-8.9	.000	-.739
Supportive Environment												
UWaterloo (N = 1942)	23.8	12.3	.28	5	15	23	33	45				
U15	24.7	12.6	.08	5	15	23	33	48	28,849	-.9	.002	-.071
ON Universities	25.8	13.2	.08	5	18	25	35	50	2,295	-2.0	.000	-.155
U6	24.1	12.6	.12	5	15	23	33	45	13,734	-.3	.326	-.024
Top 50%	34.6	14.0	.03	13	25	35	45	60	1,997	-10.8	.000	-.776
Top 10%	36.8	14.1	.08	13	28	38	48	60	2,268	-13.0	.000	-.932

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 SE) 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.