



NSSE 2018

Engagement Indicators

Oakland University

About Your Engagement Indicators Report

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

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

Report Sections

- Overview (p. 3)** Displays how average EI scores for your 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 2017 and 2018 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 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

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Great Lakes Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2017 & 2018
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning			
	Learning Strategies		--	
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--		--
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--		--
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment		--	

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Great Lakes Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2017 & 2018
<i>Academic Challenge</i>	Higher-Order Learning			
	Reflective & Integrative Learning			
	Learning Strategies	--		--
	Quantitative Reasoning			
<i>Learning with Peers</i>	Collaborative Learning	--		
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction		--	
	Effective Teaching Practices	--		
<i>Campus Environment</i>	Quality of Interactions	--		
	Supportive Environment			

Academic Challenge: First-year students

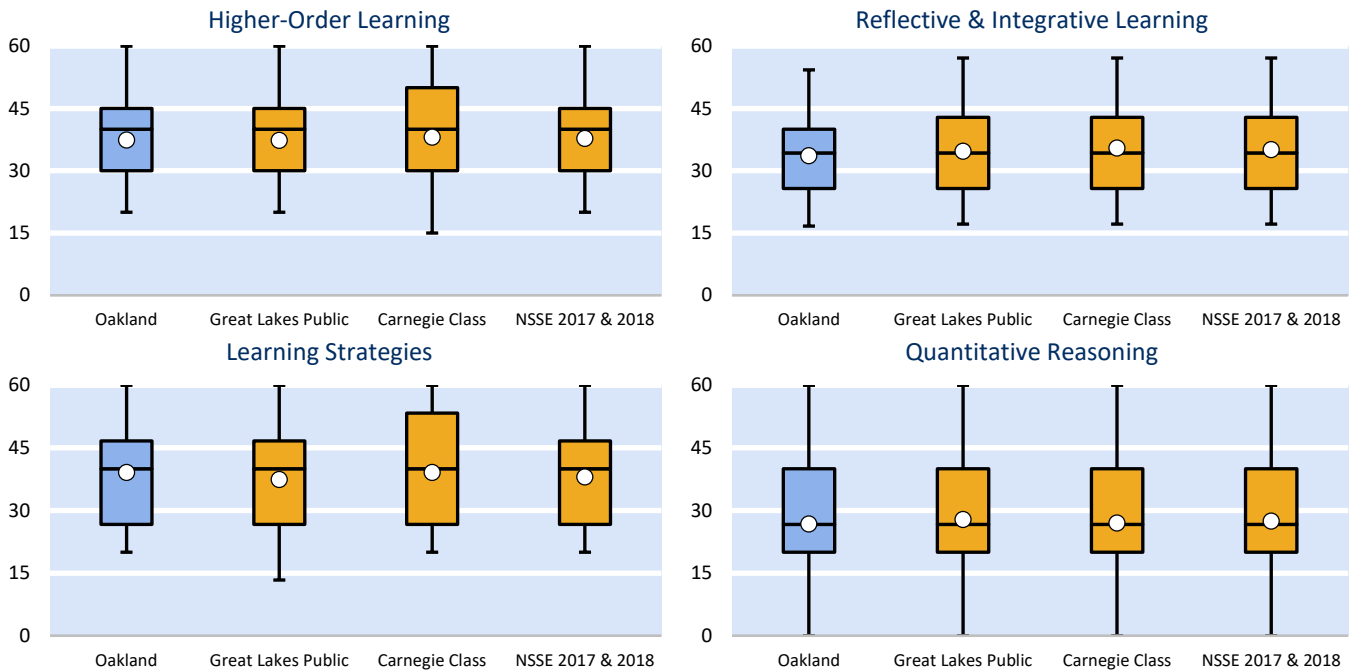
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Oakland Mean	Your first-year students compared with					
		Great Lakes Public Mean	Great Lakes Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2017 & 2018 Mean	NSSE 2017 & 2018 Effect size
Higher-Order Learning	37.4	37.3	.01	38.1	-.05	37.8	-.03
Reflective & Integrative Learning	33.6	34.7 *	-.09	35.4 ***	-.15	35.1 **	-.12
Learning Strategies	39.1	37.5 **	.12	39.1	.00	38.0 *	.08
Quantitative Reasoning	26.8	27.9	-.07	27.0	-.02	27.5	-.05

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.

	Oakland	Percentage point difference ^a between your FY students and		
		Great Lakes Public	Carnegie Class	NSSE 2017 & 2018
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	71	-1	+2	+0
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	68	+1	-3	-1
4e. Forming a new idea or understanding from various pieces of information	68	+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	48	-5	-2	-4
2b. Connected your learning to societal problems or issues	43	-7	-9	-8
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	41	-8	-11	-10
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	-1	-4	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	-1	-3	-1
2f. Learned something that changed the way you understand an issue or concept	65	-1	-2	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	77	+0	+0	+0
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	76	+1	-0	+0
9b. Reviewed your notes after class	69	+5	+1	+4
9c. Summarized what you learned in class or from course materials	67	+6	+1	+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.)	51	-3	-0	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35	-4	-3	-4
6c. Evaluated what others have concluded from numerical information	38	-1	+1	-1

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: Seniors

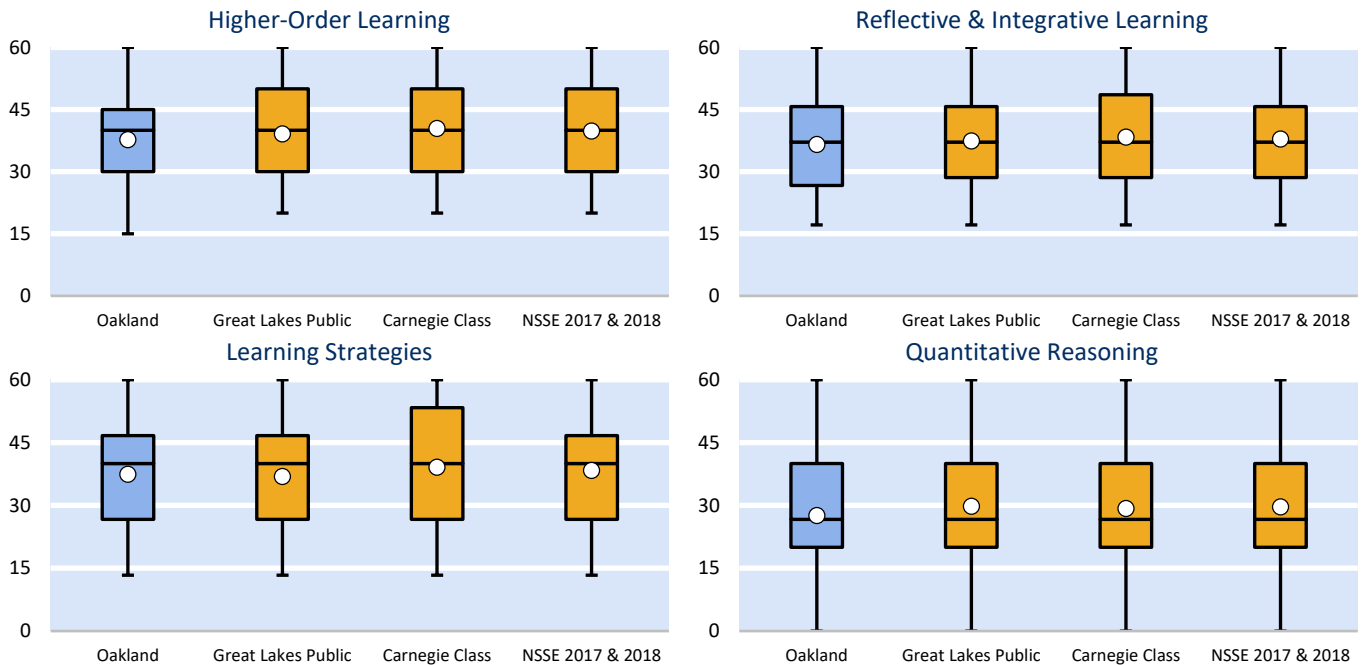
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Mean Comparisons

Engagement Indicator	Oakland Mean	Your seniors compared with					
		Great Lakes Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2017 & 2018 Mean	Effect size
Higher-Order Learning	37.7	39.1 **	-.11	40.4 ***	-.19	39.8 ***	-.16
Reflective & Integrative Learning	36.6	37.5 *	-.07	38.4 ***	-.14	37.9 **	-.10
Learning Strategies	37.4	36.9	.03	39.1 ***	-.12	38.3	-.06
Quantitative Reasoning	27.5	29.7 ***	-.14	29.3 **	-.11	29.6 ***	-.13

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: 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.

	Oakland	Percentage point difference ^a between your seniors and		
		Great Lakes Public	Carnegie Class	NSSE 2017 & 2018
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	73	-5	-5	-5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	-3	-5	-4
4d. Evaluating a point of view, decision, or information source	65	-2	-8	-5
4e. Forming a new idea or understanding from various pieces of information	67	-2	-6	-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	69	-1	+2	+1
2b. Connected your learning to societal problems or issues	55	-4	-7	-6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	46	-4	-9	-7
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	-4	-7	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	-0	-3	-2
2f. Learned something that changed the way you understand an issue or concept	68	-2	-3	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	80	-4	-4	-3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	71	-5	-9	-7
9b. Reviewed your notes after class	64	+6	+0	+2
9c. Summarized what you learned in class or from course materials	63	+3	-2	-0
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	-2	-2	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	38	-5	-6	-6
6c. Evaluated what others have concluded from numerical information	39	-5	-3	-5

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: First-year students

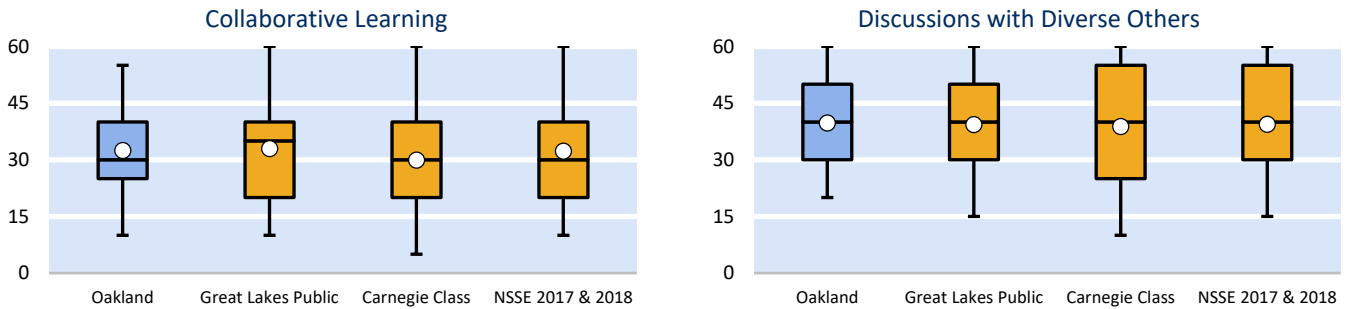
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Oakland Mean	Your first-year students compared with					
		Great Lakes Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2017 & 2018 Mean	Effect size
Collaborative Learning	32.5	32.9	-.04	29.9 ***	.17	32.3	.01
Discussions with Diverse Others	39.7	39.3	.03	38.8	.05	39.4	.02

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Collaborative Learning	Oakland	Percentage point difference ^a between your FY students and		
		Great Lakes Public	Carnegie Class	NSSE 2017 & 2018
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	50	-5	+4	-3
1f. Explained course material to one or more students	60	-0	+8	+2
1g. Prepared for exams by discussing or working through course material with other students	49	-1	+4	-1
1h. Worked with other students on course projects or assignments	55	-0	+5	+1
Discussions with Diverse Others				
<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	+6	+2	+2
8b. People from an economic background other than your own	72	+2	+2	+0
8c. People with religious beliefs other than your own	66	-2	+1	-0
8d. People with political views other than your own	68	-1	+5	+3

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Learning with Peers: Seniors

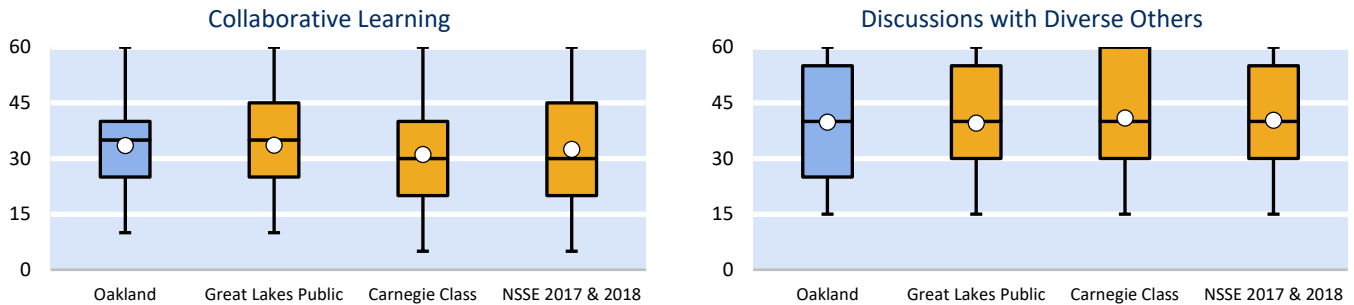
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Engagement Indicator	Oakland Mean	Your seniors compared with					
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Collaborative Learning	33.5	33.6	.00	31.1 ***	.17	32.5 *	.07
Discussions with Diverse Others	39.8	39.5	.02	40.9	-.07	40.3	-.03

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Collaborative Learning	Oakland	Percentage point difference ^a between your seniors and		
		Great Lakes Public	Carnegie Class	NSSE 2017 & 2018
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	46	-1	+8	+2
1f. Explained course material to one or more students	61	-1	+8	+3
1g. Prepared for exams by discussing or working through course material with other students	47	-1	+4	-0
1h. Worked with other students on course projects or assignments	69	+3	+4	+5
<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	69	+2	-6	-3
8b. People from an economic background other than your own	68	-3	-6	-5
8c. People with religious beliefs other than your own	69	+0	-0	+1
8d. People with political views other than your own	66	-1	-1	+0

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Experiences with Faculty: First-year students

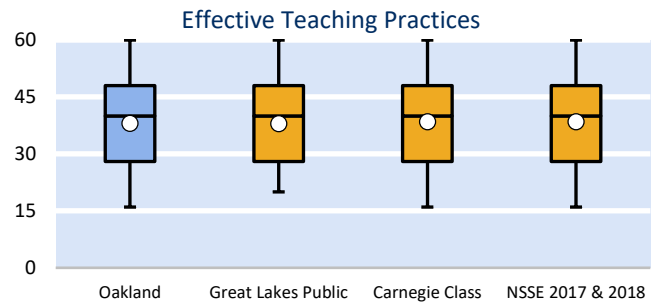
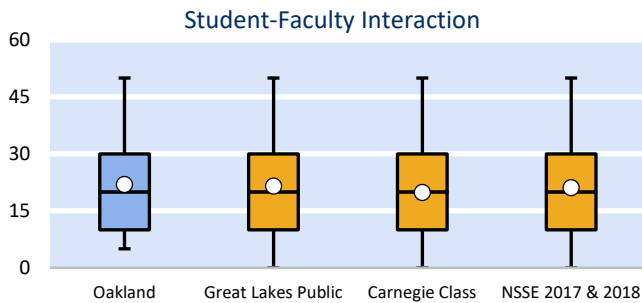
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Oakland Mean	Your first-year students compared with					
		Great Lakes Public Effect size		Carnegie Class Effect size		NSSE 2017 & 2018 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.9	21.5	.03	19.8 ***	.14	21.1	.06
Effective Teaching Practices	38.0	38.0	.00	38.4	-.03	38.5	-.03

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Student-Faculty Interaction	Oakland %	Percentage point difference ^a between your FY students and		
		Great Lakes Public	Carnegie Class	NSSE 2017 & 2018
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	47	+8	+12	+10
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	-3	-1	-3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	-2	-1	-3
3d. Discussed your academic performance with a faculty member	30	+2	+1	+0
<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	-3	-0	-2
5b. Taught course sessions in an organized way	71	-4	-2	-4
5c. Used examples or illustrations to explain difficult points	71	-4	-0	-3
5d. Provided feedback on a draft or work in progress	65	+2	-0	+1
5e. Provided prompt and detailed feedback on tests or completed assignments	57	-1	-3	-3

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Experiences with Faculty: Seniors

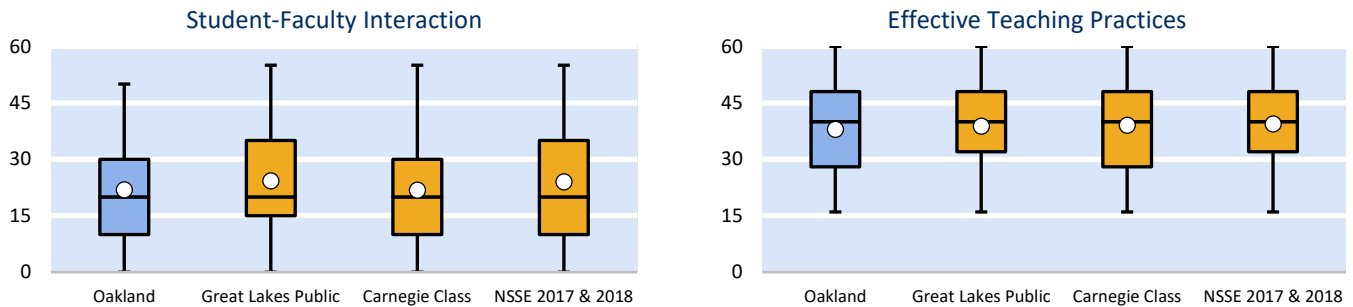
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Engagement Indicator	Oakland Mean	Your seniors compared with					
		Great Lakes Public		Carnegie Class		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.9	24.2 ***	-.15	21.7	.01	23.9 ***	-.13
Effective Teaching Practices	38.0	38.8	-.06	39.0 *	-.07	39.4 **	-.10

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		Great Lakes Public	Carnegie Class	NSSE 2017 & 2018
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	43	-2	+3	-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	24	-4	+1	-3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	-4	+1	-4
3d. Discussed your academic performance with a faculty member	29	-3	-2	-5
<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	78	-2	-1	-2
5b. Taught course sessions in an organized way	71	-6	-5	-6
5c. Used examples or illustrations to explain difficult points	74	-4	+0	-3
5d. Provided feedback on a draft or work in progress	57	-2	-3	-3
5e. Provided prompt and detailed feedback on tests or completed assignments	61	-0	-2	-2

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: First-year students

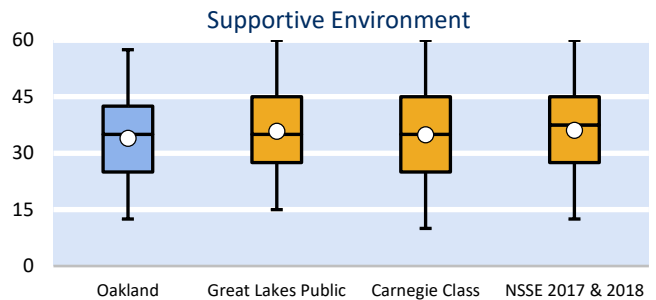
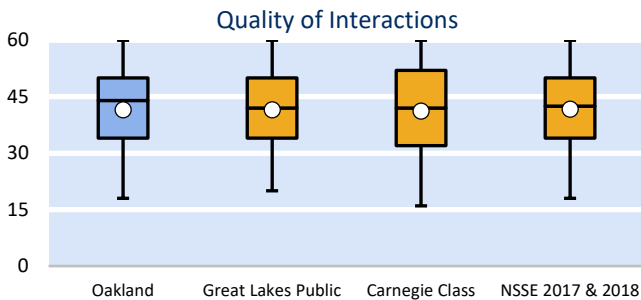
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Oakland Mean	Your first-year students compared with					
		Great Lakes Public		Carnegie Class		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.5	41.5	.00	41.2	.03	41.7	-.01
Supportive Environment	34.0	35.8 ***	-.14	34.9	-.07	36.1 ***	-.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.

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	Oakland	Percentage point difference ^a between your FY students and		
		Great Lakes Public	Carnegie Class	NSSE 2017 & 2018
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	47	-2	-3	-3
13b. Academic advisors	57	+8	+7	+8
13c. Faculty	44	-2	-4	-5
13d. Student services staff (career services, student activities, housing, etc.)	45	+3	+2	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	+0	-2	-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	77	+2	+3	+2
14c. Using learning support services (tutoring services, writing center, etc.)	76	+0	+0	-0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	-4	-5	-6
14e. Providing opportunities to be involved socially	67	-5	-1	-4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	-4	+0	-4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	-6	-7	-7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	59	-6	+2	-5
14i. Attending events that address important social, economic, or political issues	39	-11	-6	-11

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: Seniors

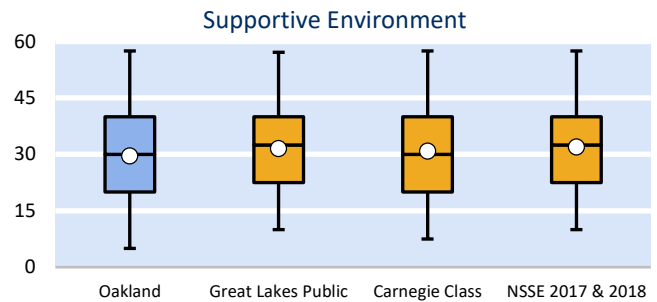
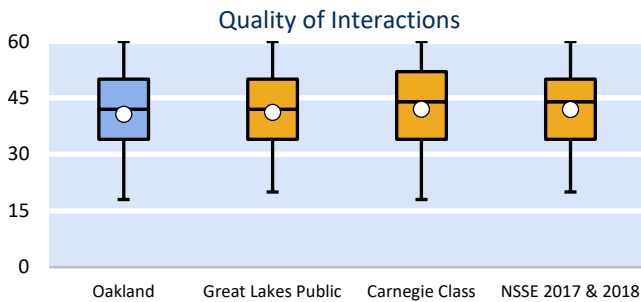
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Oakland Mean	Your seniors compared with					
		Great Lakes Public		Carnegie Class		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.7	41.2	-.05	42.0 **	-.11	42.0 **	-.11
Supportive Environment	29.6	31.6 ***	-.14	30.9 *	-.09	32.0 ***	-.17

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	Oakland	Percentage point difference ^a between your seniors and		
		Great Lakes Public	Carnegie Class	NSSE 2017 & 2018
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	53	-1	-3	-3
13b. Academic advisors	47	+1	-5	-4
13c. Faculty	46	-7	-9	-10
13d. Student services staff (career services, student activities, housing, etc.)	44	+6	+3	+3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	35	-2	-7	-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	65	-4	-4	-5
14c. Using learning support services (tutoring services, writing center, etc.)	61	-2	-5	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	47	-4	-9	-7
14e. Providing opportunities to be involved socially	60	-5	+0	-4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	53	-6	-2	-7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	24	-4	-7	-7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	45	-8	+1	-7
14i. Attending events that address important social, economic, or political issues	34	-8	-4	-9

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), 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 2017 and 2018 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2017 and 2018 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

Theme	Engagement Indicator	Oakland Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.4	38.9 **	-.11		40.5 ***	-.23	
	Reflective and Integrative Learning	33.6	36.5 ***	-.24		38.1 ***	-.37	
	Learning Strategies	39.1	39.5	-.03	✓	41.6 ***	-.18	
	Quantitative Reasoning	26.8	28.7 **	-.12		30.4 ***	-.24	
<i>Learning with Peers</i>	Collaborative Learning	32.5	35.1 ***	-.20		37.2 ***	-.35	
	Discussions with Diverse Others	39.7	41.4 **	-.11		43.4 ***	-.25	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	21.9	24.3 ***	-.16		27.2 ***	-.34	
	Effective Teaching Practices	38.0	40.3 ***	-.17		42.0 ***	-.29	
<i>Campus Environment</i>	Quality of Interactions	41.5	43.9 ***	-.20		45.9 ***	-.36	
	Supportive Environment	34.0	37.9 ***	-.30		39.7 ***	-.43	

Seniors

Theme	Engagement Indicator	Oakland Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.7	41.3 ***	-.27		42.5 ***	-.35	
	Reflective and Integrative Learning	36.6	39.6 ***	-.25		41.1 ***	-.37	
	Learning Strategies	37.4	40.2 ***	-.19		42.3 ***	-.35	
	Quantitative Reasoning	27.5	30.7 ***	-.20		32.7 ***	-.33	
<i>Learning with Peers</i>	Collaborative Learning	33.5	35.7 ***	-.16		38.1 ***	-.34	
	Discussions with Diverse Others	39.8	41.9 ***	-.13		43.8 ***	-.26	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	21.9	29.2 ***	-.46		33.3 ***	-.71	
	Effective Teaching Practices	38.0	41.1 ***	-.23		43.1 ***	-.38	
<i>Campus Environment</i>	Quality of Interactions	40.7	44.4 ***	-.31		46.5 ***	-.48	
	Supportive Environment	29.6	34.3 ***	-.34		36.4 ***	-.49	

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 2017 and 2018 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	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Oakland (N = 642)	37.4	12.5	.49	20	30	40	45	60				
Great Lakes Public	37.3	12.9	.08	20	30	40	45	60	29,219	.1	.810	.010
Carnegie Class	38.1	13.9	.08	15	30	40	50	60	673	-.6	.208	-.045
NSSE 2017 & 2018	37.8	13.2	.02	20	30	40	45	60	283,495	-.4	.469	-.029
Top 50%	38.9	13.1	.03	20	30	40	50	60	168,732	-1.5	.004	-.114
Top 10%	40.5	13.3	.07	20	30	40	50	60	40,584	-3.1	.000	-.229
Reflective & Integrative Learning												
Oakland (N = 683)	33.6	11.4	.43	17	26	34	40	54				
Great Lakes Public	34.7	11.7	.07	17	26	34	43	57	30,509	-1.1	.015	-.094
Carnegie Class	35.4	12.4	.07	17	26	34	43	57	714	-1.8	.000	-.146
NSSE 2017 & 2018	35.1	11.9	.02	17	26	34	43	57	685	-1.4	.001	-.119
Top 50%	36.5	11.8	.03	17	29	37	43	57	158,441	-2.8	.000	-.238
Top 10%	38.1	12.0	.07	20	29	37	46	60	713	-4.4	.000	-.368
Learning Strategies												
Oakland (N = 618)	39.1	13.0	.52	20	27	40	47	60				
Great Lakes Public	37.5	13.6	.08	13	27	40	47	60	649	1.7	.002	.122
Carnegie Class	39.1	14.2	.08	20	27	40	53	60	649	.0	.957	.002
NSSE 2017 & 2018	38.0	13.7	.03	20	27	40	47	60	620	1.1	.040	.078
Top 50%	39.5	13.7	.04	20	27	40	53	60	136,187	-.4	.471	-.029
Top 10%	41.6	14.1	.08	20	33	40	53	60	644	-2.5	.000	-.178
Quantitative Reasoning												
Oakland (N = 632)	26.8	15.2	.60	0	20	27	40	60				
Great Lakes Public	27.9	14.9	.09	0	20	27	40	60	28,769	-1.1	.067	-.074
Carnegie Class	27.0	15.8	.09	0	20	27	40	60	659	-.3	.649	-.018
NSSE 2017 & 2018	27.5	15.3	.03	0	20	27	40	60	276,849	-.7	.242	-.047
Top 50%	28.7	15.2	.04	0	20	27	40	60	178,405	-1.9	.002	-.125
Top 10%	30.4	15.3	.07	7	20	27	40	60	44,086	-3.6	.000	-.237
Learning with Peers												
Collaborative Learning												
Oakland (N = 715)	32.5	13.3	.50	10	25	30	40	55				
Great Lakes Public	32.9	13.8	.08	10	20	35	40	60	31,789	-.5	.354	-.035
Carnegie Class	29.9	15.3	.08	5	20	30	40	60	752	2.5	.000	.165
NSSE 2017 & 2018	32.3	14.4	.03	10	20	30	40	60	718	.2	.747	.011
Top 50%	35.1	13.6	.03	15	25	35	45	60	186,224	-2.7	.000	-.196
Top 10%	37.2	13.6	.07	15	25	40	45	60	42,142	-4.8	.000	-.352
Discussions with Diverse Others												
Oakland (N = 628)	39.7	14.7	.59	20	30	40	50	60				
Great Lakes Public	39.3	15.0	.09	15	30	40	50	60	26,808	.4	.508	.027
Carnegie Class	38.8	16.4	.10	10	25	40	55	60	660	.9	.135	.054
NSSE 2017 & 2018	39.4	15.5	.03	15	30	40	55	60	630	.3	.607	.019
Top 50%	41.4	15.0	.04	15	30	40	55	60	170,467	-1.7	.004	-.114
Top 10%	43.4	14.8	.08	20	35	45	60	60	38,339	-3.7	.000	-.253

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Oakland (N = 667)	21.9	14.0	.54	5	10	20	30	50				
Great Lakes Public	21.5	14.4	.08	0	10	20	30	50	29,703	.5	.414	.032
Carnegie Class	19.8	14.8	.08	0	10	20	30	50	33,866	2.1	.000	.142
NSSE 2017 & 2018	21.1	14.6	.03	0	10	20	30	50	289,705	.8	.137	.058
Top 50%	24.3	14.8	.05	5	15	20	35	55	676	-2.3	.000	-.157
Top 10%	27.2	15.8	.12	5	15	25	40	60	732	-5.3	.000	-.337
Effective Teaching Practices												
Oakland (N = 648)	38.0	13.0	.51	16	28	40	48	60				
Great Lakes Public	38.0	12.5	.07	20	28	40	48	60	29,336	.0	.940	.003
Carnegie Class	38.4	14.1	.08	16	28	40	48	60	677	-.4	.416	-.030
NSSE 2017 & 2018	38.5	13.1	.02	16	28	40	48	60	284,137	-.5	.382	-.034
Top 50%	40.3	13.1	.04	20	32	40	52	60	124,931	-2.3	.000	-.173
Top 10%	42.0	13.7	.08	20	32	40	52	60	676	-4.0	.000	-.289
Campus Environment												
Quality of Interactions												
Oakland (N = 594)	41.5	12.5	.51	18	34	44	50	60				
Great Lakes Public	41.5	11.7	.07	20	34	42	50	60	619	.0	.959	.002
Carnegie Class	41.2	13.6	.08	16	32	42	52	60	625	.4	.483	.027
NSSE 2017 & 2018	41.7	12.5	.03	18	34	43	50	60	243,694	-.1	.771	-.012
Top 50%	43.9	11.6	.04	22	38	46	52	60	599	-2.4	.000	-.204
Top 10%	45.9	12.1	.08	22	40	48	56	60	22,468	-4.4	.000	-.359
Supportive Environment												
Oakland (N = 603)	34.0	13.2	.54	13	25	35	43	58				
Great Lakes Public	35.8	13.0	.08	15	28	35	45	60	25,311	-1.8	.001	-.141
Carnegie Class	34.9	14.4	.09	10	25	35	45	60	634	-1.0	.076	-.067
NSSE 2017 & 2018	36.1	13.6	.03	13	28	38	45	60	245,707	-2.1	.000	-.156
Top 50%	37.9	13.2	.04	15	30	40	48	60	133,079	-4.0	.000	-.301
Top 10%	39.7	13.1	.07	18	30	40	50	60	32,411	-5.7	.000	-.435

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: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Oakland (N = 916)	37.7	13.6	.45	15	30	40	45	60				
Great Lakes Public	39.1	13.4	.07	20	30	40	50	60	33,974	-1.4	.002	-.106
Carnegie Class	40.4	13.9	.07	20	30	40	50	60	38,611	-2.7	.000	-.195
NSSE 2017 & 2018	39.8	13.7	.02	20	30	40	50	60	322,127	-2.1	.000	-.155
Top 50%	41.3	13.5	.03	20	35	40	55	60	151,805	-3.6	.000	-.267
Top 10%	42.5	13.7	.06	20	35	40	55	60	46,239	-4.7	.000	-.347
Reflective & Integrative Learning												
Oakland (N = 951)	36.6	12.8	.41	17	27	37	46	60				
Great Lakes Public	37.5	12.3	.07	17	29	37	46	60	999	-.9	.037	-.071
Carnegie Class	38.4	12.5	.06	17	29	37	49	60	40,382	-1.8	.000	-.143
NSSE 2017 & 2018	37.9	12.4	.02	17	29	37	46	60	335,611	-1.3	.002	-.103
Top 50%	39.6	12.2	.03	20	31	40	49	60	961	-3.0	.000	-.245
Top 10%	41.1	12.2	.07	20	33	40	51	60	1,004	-4.6	.000	-.373
Learning Strategies												
Oakland (N = 861)	37.4	14.5	.50	13	27	40	47	60				
Great Lakes Public	36.9	14.5	.08	13	27	40	47	60	31,403	.5	.325	.034
Carnegie Class	39.1	14.6	.08	13	27	40	53	60	35,748	-1.7	.001	-.117
NSSE 2017 & 2018	38.3	14.5	.03	13	27	40	47	60	298,440	-.9	.066	-.063
Top 50%	40.2	14.4	.04	20	33	40	53	60	160,481	-2.8	.000	-.194
Top 10%	42.3	14.2	.07	20	33	40	53	60	43,918	-4.9	.000	-.348
Quantitative Reasoning												
Oakland (N = 876)	27.5	15.8	.54	0	20	27	40	60				
Great Lakes Public	29.7	15.9	.09	0	20	27	40	60	33,434	-2.2	.000	-.139
Carnegie Class	29.3	16.2	.08	0	20	27	40	60	918	-1.7	.002	-.106
NSSE 2017 & 2018	29.6	16.1	.03	0	20	27	40	60	316,163	-2.1	.000	-.129
Top 50%	30.7	16.0	.04	0	20	33	40	60	207,251	-3.1	.000	-.196
Top 10%	32.7	15.7	.07	7	20	33	40	60	45,904	-5.1	.000	-.326
Learning with Peers												
Collaborative Learning												
Oakland (N = 1001)	33.5	13.8	.44	10	25	35	40	60				
Great Lakes Public	33.6	14.3	.08	10	25	35	45	60	36,088	.0	.918	-.003
Carnegie Class	31.1	14.7	.07	5	20	30	40	60	1,057	2.4	.000	.166
NSSE 2017 & 2018	32.5	15.0	.03	5	20	30	45	60	1,007	1.0	.017	.070
Top 50%	35.7	13.9	.03	15	25	35	45	60	194,541	-2.2	.000	-.156
Top 10%	38.1	13.5	.08	15	30	40	50	60	33,217	-4.6	.000	-.338
Discussions with Diverse Others												
Oakland (N = 866)	39.8	16.1	.55	15	25	40	55	60				
Great Lakes Public	39.5	15.2	.09	15	30	40	55	60	909	.3	.590	.020
Carnegie Class	40.9	16.2	.09	15	30	40	60	60	35,916	-1.1	.051	-.067
NSSE 2017 & 2018	40.3	15.8	.03	15	30	40	55	60	300,049	-.5	.394	-.029
Top 50%	41.9	15.6	.03	15	30	40	60	60	209,282	-2.1	.000	-.135
Top 10%	43.8	15.5	.07	20	35	45	60	60	51,229	-4.0	.000	-.256

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Oakland (N = 927)	21.9	15.1	.50	0	10	20	30	50				
Great Lakes Public	24.2	15.6	.09	0	15	20	35	55	34,479	-2.3	.000	-.149
Carnegie Class	21.7	15.9	.08	0	10	20	30	55	39,344	.1	.793	.009
NSSE 2017 & 2018	23.9	15.9	.03	0	10	20	35	55	932	-2.1	.000	-.129
Top 50%	29.2	15.8	.05	5	20	30	40	60	948	-7.3	.000	-.465
Top 10%	33.3	16.1	.16	10	20	35	45	60	1,117	-11.4	.000	-.710
Effective Teaching Practices												
Oakland (N = 911)	38.0	14.2	.47	16	28	40	48	60				
Great Lakes Public	38.8	13.3	.07	16	32	40	48	60	954	-.8	.080	-.063
Carnegie Class	39.0	14.1	.07	16	28	40	48	60	38,744	-1.0	.028	-.074
NSSE 2017 & 2018	39.4	13.7	.02	16	32	40	48	60	915	-1.4	.003	-.103
Top 50%	41.1	13.6	.04	16	32	40	52	60	131,656	-3.2	.000	-.234
Top 10%	43.1	13.7	.08	20	36	44	56	60	27,672	-5.1	.000	-.375
Campus Environment												
Quality of Interactions												
Oakland (N = 794)	40.7	12.6	.45	18	34	42	50	60				
Great Lakes Public	41.2	11.7	.07	20	34	42	50	60	831	-.6	.213	-.048
Carnegie Class	42.0	12.9	.07	18	34	44	52	60	32,805	-1.4	.003	-.105
NSSE 2017 & 2018	42.0	12.3	.02	20	34	44	50	60	279,293	-1.3	.003	-.107
Top 50%	44.4	11.9	.04	22	38	46	54	60	803	-3.7	.000	-.314
Top 10%	46.5	12.3	.07	22	40	50	58	60	29,529	-5.9	.000	-.477
Supportive Environment												
Oakland (N = 843)	29.6	14.6	.50	5	20	30	40	58				
Great Lakes Public	31.6	13.5	.08	10	23	33	40	57	884	-1.9	.000	-.143
Carnegie Class	30.9	14.4	.08	8	20	30	40	58	34,455	-1.3	.011	-.088
NSSE 2017 & 2018	32.0	14.1	.03	10	23	33	40	58	287,605	-2.4	.000	-.171
Top 50%	34.3	13.7	.04	13	25	35	43	60	852	-4.7	.000	-.339
Top 10%	36.4	13.7	.08	13	28	38	45	60	890	-6.7	.000	-.490

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.