



NSSE 2014

Engagement Indicators

University of North Carolina at Pembroke

About Your Engagement Indicators Report

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

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

Report sections

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

 - Mean Comparisons**
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
 - Score Distributions**
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
 - Summary of Indicator Items**
Responses to each item in a given EI are displayed for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2013 and 2014 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large. Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are computed

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

For more information on EIs and their psychometric properties, refer to the NSSE Web site: nsse.iub.edu

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Peer Institution	Your first-year students compared with North Carolina	Your first-year students compared with Southeast
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 compared with Peer Institution	Your seniors compared with North Carolina	Your seniors compared with Southeast
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

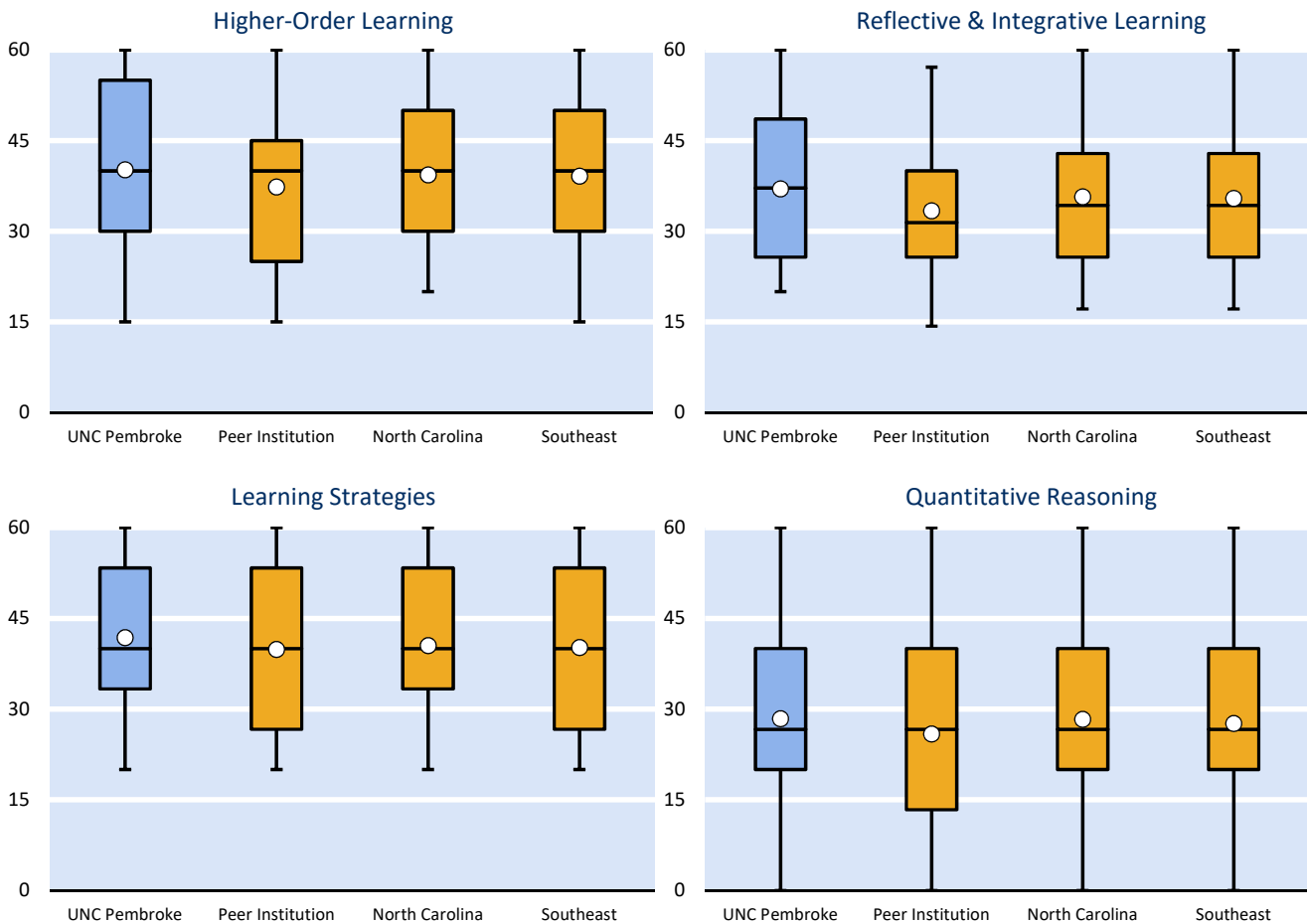
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UNC Pembroke Mean	Your first-year students compared with					
		Peer Institution		North Carolina		Southeast	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.2	37.3 *	.20	39.3	.06	39.1	.07
Reflective & Integrative Learning	37.0	33.4 ***	.29	35.7	.11	35.4	.12
Learning Strategies	41.8	39.9	.14	40.5	.09	40.2	.11
Quantitative Reasoning	28.4	25.9	.15	28.3	.01	27.6	.05

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





































































Score Distributions



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

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	UNC Pembroke	Peer Institution	North Carolina	Southeast
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 	67 	74 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69 	66 	72 	72 
4d. Evaluating a point of view, decision, or information source	76 	67 	71 	70 
4e. Forming a new idea or understanding from various pieces of information	67 	65 	69 	68 
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	57 	49 	54 	54 
2b. Connected your learning to societal problems or issues	50 	47 	53 	51 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	56 	43 	53 	51 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71 	59 	62 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67 	62 	66 	66 
2f. Learned something that changed the way you understand an issue or concept	64 	59 	64 	64 
2g. Connected ideas from your courses to your prior experiences and knowledge	79 	72 	75 	76 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	87 	80 	82 	81 
9b. Reviewed your notes after class	75 	68 	68 	67 
9c. Summarized what you learned in class or from course materials	66 	63 	65 	65 
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.)	55 	47 	53 	52 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44 	36 	40 	39 
6c. Evaluated what others have concluded from numerical information	37 	33 	39 	38 

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

Academic Challenge: Seniors

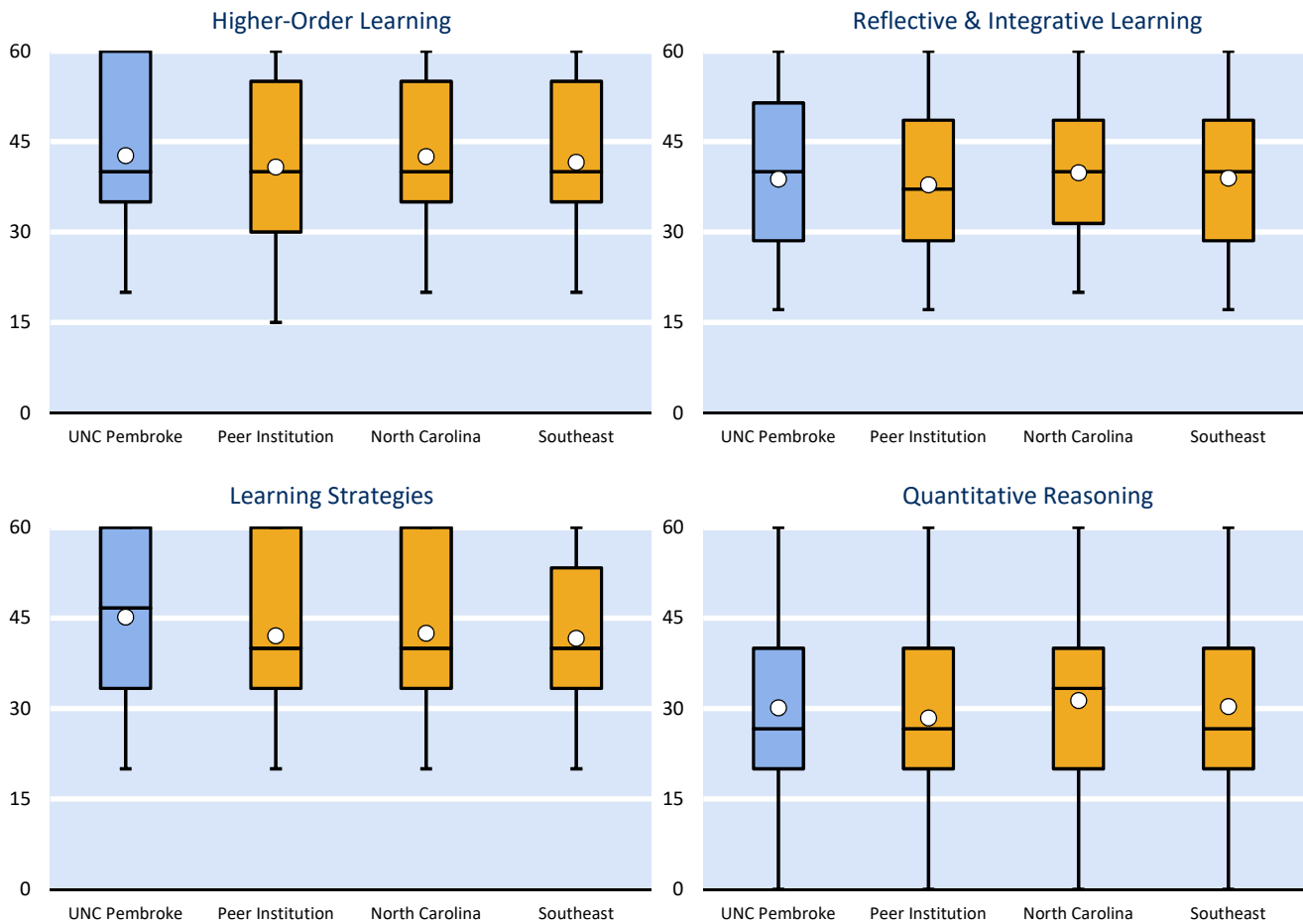
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	UNC Pembroke Mean	Your seniors compared with					
		Peer Institution Mean	Peer Institution Effect size	North Carolina Mean	North Carolina Effect size	Southeast Mean	Southeast Effect size
Higher-Order Learning	42.7	40.8	.13	42.5	.01	41.6	.08
Reflective & Integrative Learning	38.8	37.9	.07	39.9	-.08	38.9	-.01
Learning Strategies	45.1	42.0 **	.21	42.5 *	.19	41.6 **	.24
Quantitative Reasoning	30.1	28.4	.10	31.3	-.07	30.3	-.01

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





































































Score Distributions



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

Academic Challenge: Seniors (continued)

Summary of Indicator Items

	UNC Pembroke	Peer Institution	North Carolina	Southeast
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	79 	78 	82 	81 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	82 	75 	80 	78 
4d. Evaluating a point of view, decision, or information source	81 	72 	75 	72 
4e. Forming a new idea or understanding from various pieces of information	79 	73 	75 	73 
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 	69 	73 	72 
2b. Connected your learning to societal problems or issues	61 	62 	67 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	59 	54 	58 	55 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67 	65 	69 	67 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72 	68 	73 	71 
2f. Learned something that changed the way you understand an issue or concept	71 	65 	72 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	80 	83 	85 	84 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	89 	85 	86 	84 
9b. Reviewed your notes after class	78 	70 	69 	67 
9c. Summarized what you learned in class or from course materials	77 	69 	71 	69 
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.)	55 	52 	57 	56 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49 	41 	49 	45 
6c. Evaluated what others have concluded from numerical information	43 	39 	47 	45 

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

Learning with Peers: First-year students

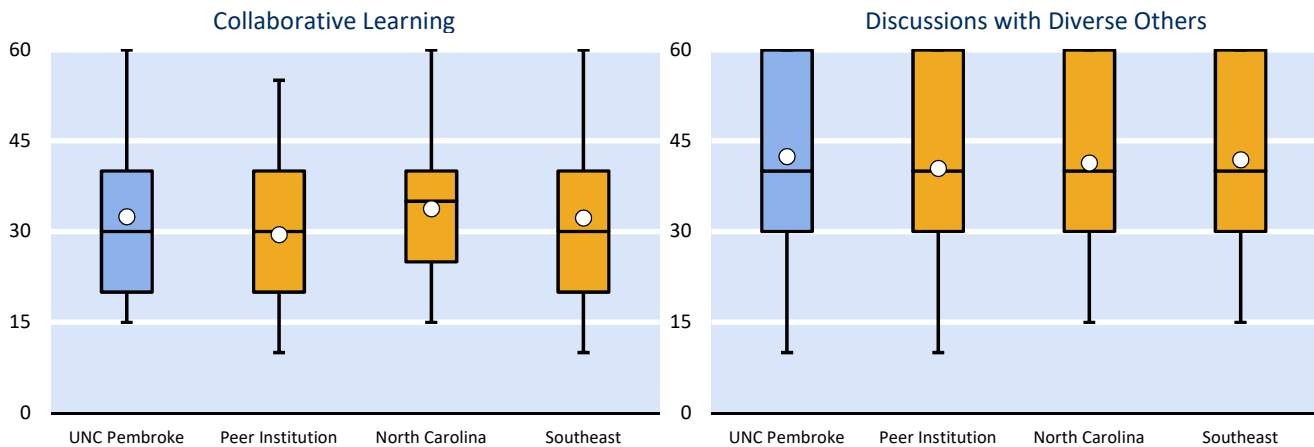
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UNC Pembroke Mean	Your first-year students compared with					
		Peer Institution Mean	Effect size	North Carolina Mean	Effect size	Southeast Mean	Effect size
Collaborative Learning	32.4	29.5 **	.21	33.8	-.10	32.2	.01
Discussions with Diverse Others	42.4	40.4	.12	41.3	.07	41.8	.03

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

Score Distributions



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

Summary of Indicator Items

Collaborative Learning

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

	UNC Pembroke	Peer Institution	North Carolina	Southeast
1e. Asked another student to help you understand course material	51	44	53	50
1f. Explained course material to one or more students	54	49	60	58
1g. Prepared for exams by discussing or working through course material with other students	50	42	51	50
1h. Worked with other students on course projects or assignments	50	45	57	51

Discussions with Diverse Others

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

	UNC Pembroke	Peer Institution	North Carolina	Southeast
8a. People from a race or ethnicity other than your own	80	71	74	74
8b. People from an economic background other than your own	71	72	74	75
8c. People with religious beliefs other than your own	63	67	68	69
8d. People with political views other than your own	69	68	70	71

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

Learning with Peers: Seniors

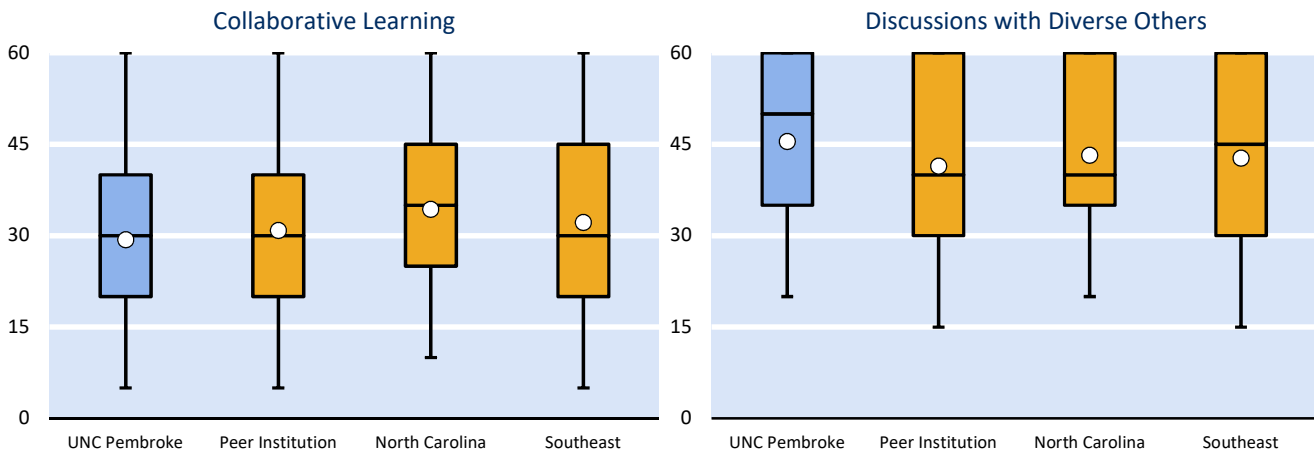
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UNC Pembroke Mean	Your seniors compared with					
		Peer Institution Mean	Effect size	North Carolina Mean	Effect size	Southeast Mean	Effect size
Collaborative Learning	29.4	30.9	-.10	34.4 ***	-.35	32.2 *	-.18
Discussions with Diverse Others	45.5	41.4 **	.24	43.2 *	.15	42.8 *	.17

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

Score Distributions



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

Summary of Indicator Items

Collaborative Learning

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

- 1e. Asked another student to help you understand course material
- 1f. Explained course material to one or more students
- 1g. Prepared for exams by discussing or working through course material with other students
- 1h. Worked with other students on course projects or assignments

	UNC Pembroke	Peer Institution	North Carolina	Southeast
%	%	%	%	%
1e. Asked another student to help you understand course material	38	35	44	40
1f. Explained course material to one or more students	56	55	63	58
1g. Prepared for exams by discussing or working through course material with other students	38	42	50	47
1h. Worked with other students on course projects or assignments	55	60	67	62

Discussions with Diverse Others

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

- 8a. People from a race or ethnicity other than your own
- 8b. People from an economic background other than your own
- 8c. People with religious beliefs other than your own
- 8d. People with political views other than your own

8a. People from a race or ethnicity other than your own	87	72	77	76
8b. People from an economic background other than your own	83	73	78	77
8c. People with religious beliefs other than your own	72	69	71	71
8d. People with political views other than your own	77	72	73	74

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

Experiences with Faculty: First-year students

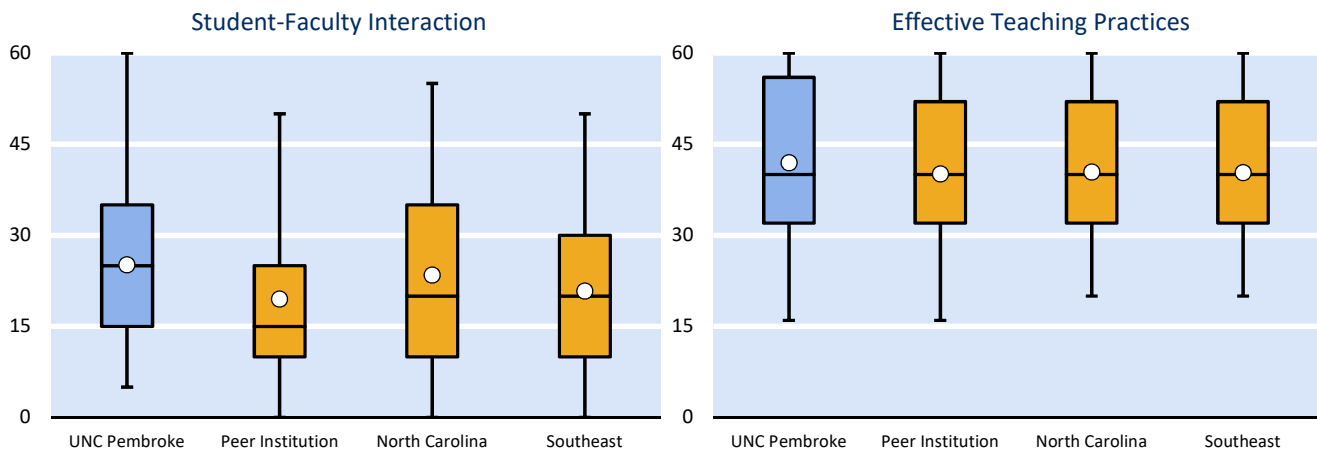
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	UNC Pembroke Mean	Your first-year students compared with					
		Peer Institution		North Carolina		Southeast	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.1	19.5 ***	.38	23.4	.11	20.8 ***	.29
Effective Teaching Practices	41.9	40.1	.13	40.4	.11	40.3	.12

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

Score Distributions



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

Summary of Indicator Items

Student-Faculty Interaction

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

	UNC Pembroke	Peer Institution	North Carolina	Southeast
3a. Talked about career plans with a faculty member	44	31	40	33
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	18	23	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	34	23	29	26
3d. Discussed your academic performance with a faculty member	39	27	37	30

Effective Teaching Practices

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

	UNC Pembroke	Peer Institution	North Carolina	Southeast
5a. Clearly explained course goals and requirements	79	79	80	81
5b. Taught course sessions in an organized way	79	78	77	79
5c. Used examples or illustrations to explain difficult points	75	76	76	77
5d. Provided feedback on a draft or work in progress	72	67	67	65
5e. Provided prompt and detailed feedback on tests or completed assignments	71	61	64	62

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

Experiences with Faculty: Seniors

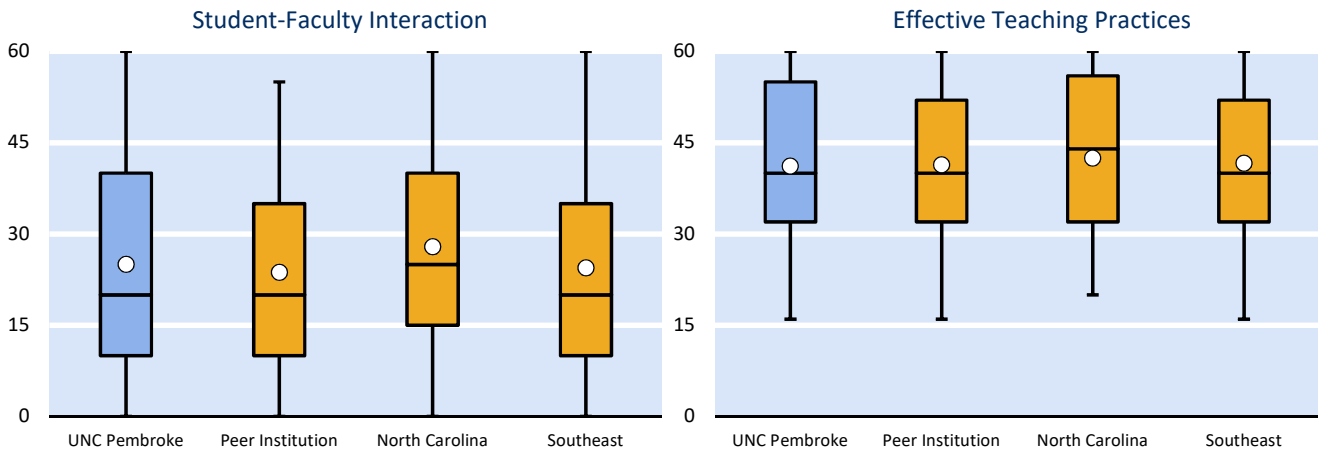
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	UNC Pembroke Mean	Your seniors compared with					
		Peer Institution Mean	Effect size	North Carolina Mean	Effect size	Southeast Mean	Effect size
Student-Faculty Interaction	25.0	23.7	.08	27.9 *	-.17	24.4	.03
Effective Teaching Practices	41.1	41.4	-.01	42.5	-.10	41.6	-.03

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

Score Distributions



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

Summary of Indicator Items

Student-Faculty Interaction

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

- 3a. Talked about career plans with a faculty member
- 3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)
- 3c. Discussed course topics, ideas, or concepts with a faculty member outside of class
- 3d. Discussed your academic performance with a faculty member

	UNC Pembroke	Peer Institution	North Carolina	Southeast
%	%	%	%	%
3a. Talked about career plans with a faculty member	46	43	51	44
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	25	34	28
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	32	42	35
3d. Discussed your academic performance with a faculty member	45	35	43	35

Effective Teaching Practices

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

- 5a. Clearly explained course goals and requirements
- 5b. Taught course sessions in an organized way
- 5c. Used examples or illustrations to explain difficult points
- 5d. Provided feedback on a draft or work in progress
- 5e. Provided prompt and detailed feedback on tests or completed assignments

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

Campus Environment: First-year students

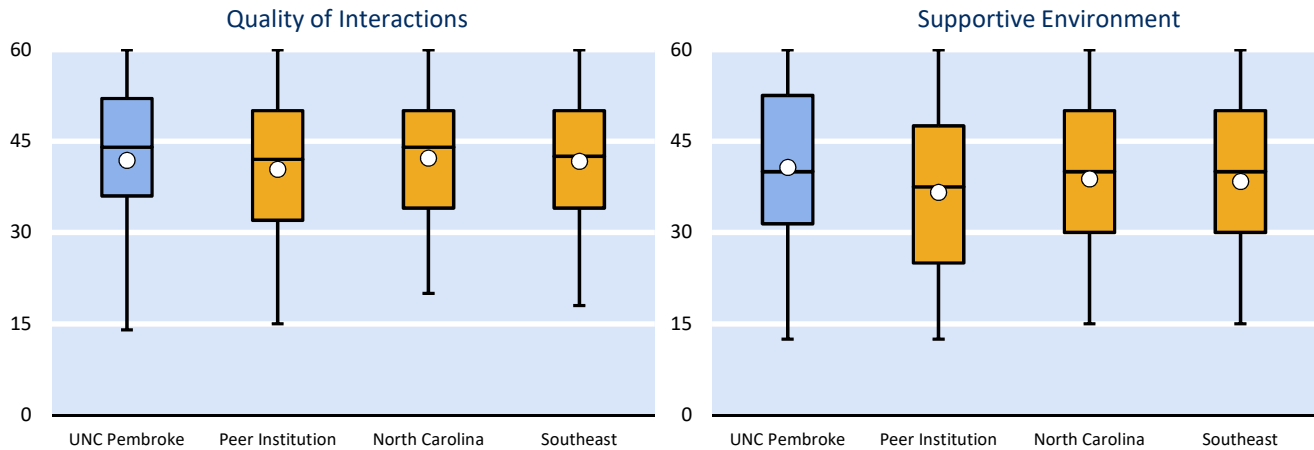
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNC Pembroke Mean	Your first-year students compared with					
		Peer Institution		North Carolina		Southeast	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.8	40.3	.11	42.2	-.03	41.7	.01
Supportive Environment	40.7	36.6 ***	.28	38.8	.13	38.4 *	.17

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

Score Distributions



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

Summary of Indicator Items

Quality of Interactions

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

	UNC Pembroke	Peer Institution	North Carolina	Southeast
13a. Students	55	55	61	60
13b. Academic advisors	50	46	52	49
13c. Faculty	52	47	51	50
13d. Student services staff (career services, student activities, housing, etc.)	50	41	45	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	41	40	41

Supportive Environment

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

	UNC Pembroke	Peer Institution	North Carolina	Southeast
14b. Providing support to help students succeed academically	81	74	79	79
14c. Using learning support services (tutoring services, writing center, etc.)	85	77	81	79
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	65	57	60	60
14e. Providing opportunities to be involved socially	78	71	75	75
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	77	69	74	74
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	54	47	47	46
14h. Attending campus activities and events (performing arts, athletic events, etc.)	76	69	73	73
14i. Attending events that address important social, economic, or political issues	57	51	58	56

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

Campus Environment: Seniors

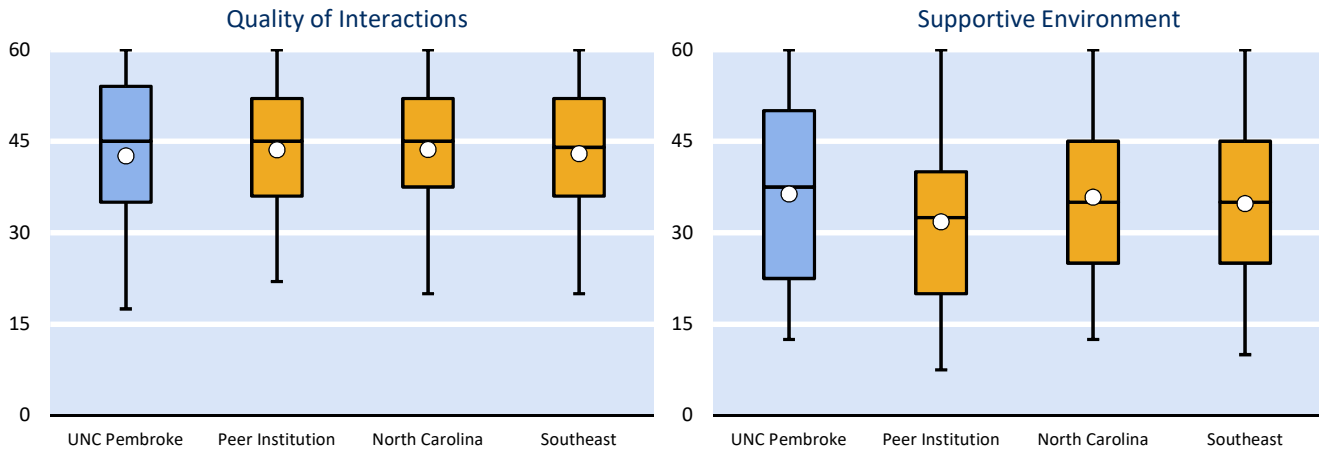
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNC Pembroke Mean	Your seniors compared with					
		Peer Institution		North Carolina		Southeast	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.6	43.6	-.08	43.6	-.09	42.9	-.03
Supportive Environment	36.3	31.8 ***	.31	35.8	.04	34.8	.11

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

Score Distributions



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

Summary of Indicator Items

Quality of Interactions

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

	UNC Pembroke	Peer Institution	North Carolina	Southeast
13a. Students	59	64	65	65
13b. Academic advisors	54	59	59	54
13c. Faculty	56	63	63	61
13d. Student services staff (career services, student activities, housing, etc.)	47	43	46	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	45	43	42

Supportive Environment

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

	UNC Pembroke	Peer Institution	North Carolina	Southeast
14b. Providing support to help students succeed academically	74	68	76	74
14c. Using learning support services (tutoring services, writing center, etc.)	75	63	71	69
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	51	56	54
14e. Providing opportunities to be involved socially	69	64	72	70
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	58	67	66
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	28	36	35
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	53	65	64
14i. Attending events that address important social, economic, or political issues	49	41	54	49

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

This page intentionally left blank.

Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2013 and 2014 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2013 and 2014 NSSE institutions.

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

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

First-Year Students		UNC Pembroke 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	40.2	40.6	-.03	✓	42.7 *	-.18	
	Reflective and Integrative Learning	37.0	37.3	-.02	✓	39.3 *	-.18	
	Learning Strategies	41.8	41.2	.04	✓	43.4	-.11	
	Quantitative Reasoning	28.4	28.8	-.02	✓	30.6	-.14	
<i>Learning with Peers</i>	Collaborative Learning	32.4	34.7 *	-.17		37.0 ***	-.34	
	Discussions with Diverse Others	42.4	43.2	-.06	✓	45.6 *	-.22	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	25.1	23.3	.12	✓	27.0	-.11	
	Effective Teaching Practices	41.9	42.4	-.03	✓	44.6 **	-.20	
<i>Campus Environment</i>	Quality of Interactions	41.8	44.0 *	-.19		46.0 ***	-.36	
	Supportive Environment	40.7	39.4	.10	✓	41.4	-.05	✓
Seniors		UNC Pembroke Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	42.7	43.3	-.04	✓	45.3 **	-.19	
	Reflective and Integrative Learning	38.8	41.1 *	-.18		43.1 ***	-.34	
	Learning Strategies	45.1	42.5 *	.18	✓	44.9	.02	✓
	Quantitative Reasoning	30.1	31.3	-.07	✓	33.0 *	-.17	
<i>Learning with Peers</i>	Collaborative Learning	29.4	35.4 ***	-.44		37.7 ***	-.61	
	Discussions with Diverse Others	45.5	43.9	.10	✓	45.8	-.03	✓
<i>Experiences with Faculty</i>	Student-Faculty Interaction	25.0	29.5 ***	-.28		34.4 ***	-.58	
	Effective Teaching Practices	41.1	43.0 *	-.14		45.1 ***	-.30	
<i>Campus Environment</i>	Quality of Interactions	42.6	45.3 **	-.24		47.4 ***	-.41	
	Supportive Environment	36.3	36.1	.02	✓	39.0 *	-.20	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2013 and 2014 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UNC Pembroke (N = 183)	40.2	15.2	1.12	15	30	40	55	60				
Peer Institution	37.3	14.3	.34	15	25	40	45	60	1,904	2.8	.011	.197
North Carolina	39.3	13.9	.21	20	30	40	50	60	195	.9	.445	.063
Southeast	39.1	14.1	.07	15	30	40	50	60	183	1.0	.354	.074
Top 50%	40.6	13.6	.05	20	30	40	50	60	183	-.4	.717	-.030
Top 10%	42.7	13.6	.11	20	35	40	55	60	185	-2.5	.027	-.185
Reflective & Integrative Learning												
UNC Pembroke (N = 186)	37.0	13.2	.97	20	26	37	49	60				
Peer Institution	33.4	12.5	.29	14	26	31	40	57	220	3.6	.000	.289
North Carolina	35.7	12.5	.19	17	26	34	43	60	4,736	1.3	.154	.107
Southeast	35.4	12.8	.06	17	26	34	43	60	47,851	1.6	.096	.122
Top 50%	37.3	12.5	.04	17	29	37	46	60	185	-.3	.753	-.024
Top 10%	39.3	12.6	.09	20	31	40	49	60	18,246	-2.3	.015	-.179
Learning Strategies												
UNC Pembroke (N = 172)	41.8	13.5	1.03	20	33	40	53	60				
Peer Institution	39.9	14.3	.36	20	27	40	53	60	1,761	2.0	.088	.137
North Carolina	40.5	14.1	.22	20	33	40	53	60	4,112	1.3	.236	.092
Southeast	40.2	14.2	.07	20	27	40	53	60	41,781	1.6	.138	.113
Top 50%	41.2	14.0	.05	20	33	40	53	60	74,025	.6	.568	.044
Top 10%	43.4	14.0	.11	20	33	40	60	60	15,851	-1.6	.140	-.113
Quantitative Reasoning												
UNC Pembroke (N = 186)	28.4	17.9	1.31	0	20	27	40	60				
Peer Institution	25.9	16.2	.39	0	13	27	40	60	219	2.5	.068	.153
North Carolina	28.3	16.2	.24	0	20	27	40	60	198	.1	.925	.008
Southeast	27.6	16.6	.08	0	20	27	40	60	186	.8	.537	.049
Top 50%	28.8	16.3	.05	0	20	27	40	60	186	-.4	.782	-.022
Top 10%	30.6	16.2	.10	0	20	27	40	60	187	-2.2	.094	-.136
Learning with Peers												
Collaborative Learning												
UNC Pembroke (N = 193)	32.4	13.2	.95	15	20	30	40	60				
Peer Institution	29.5	14.0	.32	10	20	30	40	55	2,050	2.9	.005	.211
North Carolina	33.8	13.6	.20	15	25	35	40	60	4,838	-1.4	.173	-.100
Southeast	32.2	14.3	.06	10	20	30	40	60	49,187	.2	.848	.014
Top 50%	34.7	13.7	.04	15	25	35	45	60	102,182	-2.3	.020	-.168
Top 10%	37.0	13.6	.09	15	25	35	45	60	23,432	-4.6	.000	-.340
Discussions with Diverse Others												
UNC Pembroke (N = 175)	42.4	17.4	1.32	10	30	40	60	60				
Peer Institution	40.4	16.8	.42	10	30	40	60	60	1,784	2.0	.140	.118
North Carolina	41.3	15.9	.25	15	30	40	60	60	187	1.1	.428	.067
Southeast	41.8	16.0	.08	15	30	40	60	60	175	.5	.681	.034
Top 50%	43.2	15.4	.05	20	35	45	60	60	174	-.9	.515	-.056
Top 10%	45.6	14.8	.11	20	40	50	60	60	176	-3.2	.015	-.219

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												
UNC Pembroke (N = 182)	25.1	14.9	1.10	5	15	25	35	60				
Peer Institution	19.5	14.9	.35	0	10	15	25	50	1,947	5.6	.000	.378
North Carolina	23.4	15.1	.23	0	10	20	35	55	4,619	1.7	.136	.113
Southeast	20.8	14.9	.07	0	10	20	30	50	46,682	4.3	.000	.290
Top 50%	23.3	15.0	.06	0	10	20	30	55	61,148	1.8	.105	.120
Top 10%	27.0	16.2	.16	5	15	25	40	60	189	-1.8	.100	-.114
Effective Teaching Practices												
UNC Pembroke (N = 187)	41.9	14.0	1.03	16	32	40	56	60				
Peer Institution	40.1	13.9	.33	16	32	40	52	60	1,957	1.8	.087	.132
North Carolina	40.4	13.5	.20	20	32	40	52	60	4,652	1.5	.128	.114
Southeast	40.3	13.5	.06	20	32	40	52	60	47,007	1.6	.099	.121
Top 50%	42.4	13.2	.05	20	32	44	52	60	67,840	-.4	.655	-.033
Top 10%	44.6	13.3	.11	20	36	44	56	60	13,682	-2.7	.006	-.203
Campus Environment												
Quality of Interactions												
UNC Pembroke (N = 171)	41.8	12.8	.97	14	36	44	52	60				
Peer Institution	40.3	13.6	.35	15	32	42	50	60	1,720	1.5	.178	.108
North Carolina	42.2	11.9	.19	20	34	44	50	60	4,055	-.4	.661	-.034
Southeast	41.7	12.4	.06	18	34	43	50	60	40,784	.1	.889	.011
Top 50%	44.0	11.4	.05	22	38	46	52	60	57,488	-2.2	.012	-.192
Top 10%	46.0	11.6	.11	24	40	48	55	60	12,047	-4.2	.000	-.364
Supportive Environment												
UNC Pembroke (N = 166)	40.7	14.3	1.11	13	31	40	53	60				
Peer Institution	36.6	14.5	.38	13	25	38	48	60	1,635	4.1	.001	.281
North Carolina	38.8	13.9	.23	15	30	40	50	60	3,822	1.9	.090	.135
Southeast	38.4	13.9	.07	15	30	40	50	60	38,597	2.3	.033	.166
Top 50%	39.4	13.2	.05	18	30	40	50	60	75,043	1.3	.218	.096
Top 10%	41.4	12.8	.10	20	33	40	53	60	168	-.7	.529	-.055

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UNC Pembroke (N = 197)	42.7	14.2	1.01	20	35	40	60	60				
Peer Institution	40.8	14.6	.30	15	30	40	55	60	2,613	1.9	.078	.131
North Carolina	42.5	13.9	.18	20	35	40	55	60	5,953	.1	.889	.010
Southeast	41.6	14.2	.05	20	35	40	55	60	74,422	1.1	.290	.075
Top 50%	43.3	13.7	.04	20	35	40	55	60	116,272	-.6	.545	-.043
Top 10%	45.3	13.6	.08	20	40	45	60	60	28,776	-2.6	.008	-.190
Reflective & Integrative Learning												
UNC Pembroke (N = 200)	38.8	14.1	.99	17	29	40	51	60				
Peer Institution	37.9	13.4	.27	17	29	37	49	60	2,705	.9	.343	.070
North Carolina	39.9	12.8	.17	20	31	40	49	60	6,237	-1.1	.256	-.082
Southeast	38.9	13.1	.05	17	29	40	49	60	77,468	-.1	.894	-.009
Top 50%	41.1	12.6	.04	20	31	40	51	60	200	-2.3	.025	-.178
Top 10%	43.1	12.5	.08	20	34	43	54	60	202	-4.3	.000	-.340
Learning Strategies												
UNC Pembroke (N = 188)	45.1	13.3	.97	20	33	47	60	60				
Peer Institution	42.0	14.9	.31	20	33	40	60	60	2,423	3.1	.006	.210
North Carolina	42.5	14.2	.19	20	33	40	60	60	5,610	2.7	.011	.189
Southeast	41.6	14.7	.06	20	33	40	53	60	69,957	3.5	.001	.239
Top 50%	42.5	14.5	.04	20	33	40	60	60	142,706	2.7	.012	.184
Top 10%	44.9	14.1	.07	20	33	47	60	60	36,426	.3	.795	.019
Quantitative Reasoning												
UNC Pembroke (N = 200)	30.1	17.0	1.20	0	20	27	40	60				
Peer Institution	28.4	17.4	.35	0	20	27	40	60	2,664	1.7	.186	.097
North Carolina	31.3	17.4	.23	0	20	33	40	60	6,086	-1.2	.336	-.069
Southeast	30.3	17.5	.06	0	20	27	40	60	75,872	-.2	.858	-.013
Top 50%	31.3	17.2	.04	0	20	33	40	60	180,600	-1.2	.315	-.071
Top 10%	33.0	16.9	.08	0	20	33	47	60	45,276	-2.9	.014	-.174
Learning with Peers												
Collaborative Learning												
UNC Pembroke (N = 200)	29.4	15.1	1.07	5	20	30	40	60				
Peer Institution	30.9	14.5	.29	5	20	30	40	60	2,722	-1.5	.163	-.102
North Carolina	34.4	14.4	.18	10	25	35	45	60	6,293	-5.0	.000	-.347
Southeast	32.2	15.4	.06	5	20	30	45	60	78,568	-2.8	.010	-.182
Top 50%	35.4	13.8	.04	15	25	35	45	60	152,424	-6.0	.000	-.435
Top 10%	37.7	13.6	.08	15	30	40	50	60	30,615	-8.4	.000	-.612
Discussions with Diverse Others												
UNC Pembroke (N = 187)	45.5	15.0	1.10	20	35	50	60	60				
Peer Institution	41.4	16.7	.35	15	30	40	60	60	2,443	4.0	.001	.244
North Carolina	43.2	15.3	.21	20	35	40	60	60	5,669	2.2	.048	.147
Southeast	42.8	16.2	.06	15	30	45	60	60	70,764	2.7	.023	.166
Top 50%	43.9	15.8	.04	20	35	45	60	60	175,461	1.5	.188	.096
Top 10%	45.8	15.4	.07	20	40	50	60	60	45,297	-.4	.731	-.025

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												
UNC Pembroke (N = 199)	25.0	16.4	1.17	0	10	20	40	60				
Peer Institution	23.7	16.3	.33	0	10	20	35	55	2,661	1.3	.279	.080
North Carolina	27.9	16.9	.22	0	15	25	40	60	6,088	-2.9	.017	-.172
Southeast	24.4	16.8	.06	0	10	20	35	60	75,779	.6	.632	.034
Top 50%	29.5	16.1	.06	5	20	30	40	60	72,190	-4.6	.000	-.283
Top 10%	34.4	16.4	.17	10	20	35	45	60	9,962	-9.4	.000	-.575
Effective Teaching Practices												
UNC Pembroke (N = 199)	41.1	14.9	1.05	16	32	40	55	60				
Peer Institution	41.4	14.1	.28	16	32	40	52	60	2,681	-.2	.844	-.015
North Carolina	42.5	13.9	.18	20	32	44	56	60	6,147	-1.3	.183	-.096
Southeast	41.6	13.9	.05	16	32	40	52	60	76,663	-.5	.648	-.032
Top 50%	43.0	13.6	.04	20	36	44	56	60	108,064	-1.9	.049	-.140
Top 10%	45.1	13.4	.10	20	36	48	60	60	18,466	-4.0	.000	-.296
Campus Environment												
Quality of Interactions												
UNC Pembroke (N = 184)	42.6	13.3	.98	18	35	45	54	60				
Peer Institution	43.6	12.0	.26	22	36	45	52	60	209	-1.0	.329	-.082
North Carolina	43.6	11.7	.16	20	38	45	52	60	192	-1.1	.292	-.089
Southeast	42.9	12.0	.05	20	36	44	52	60	183	-.4	.720	-.029
Top 50%	45.3	11.3	.04	24	38	48	54	60	183	-2.7	.007	-.238
Top 10%	47.4	11.6	.07	24	40	50	58	60	185	-4.8	.000	-.411
Supportive Environment												
UNC Pembroke (N = 177)	36.3	16.2	1.22	13	23	38	50	60				
Peer Institution	31.8	14.6	.32	8	20	33	40	60	201	4.6	.000	.310
North Carolina	35.8	14.3	.20	13	25	35	45	60	186	.5	.672	.036
Southeast	34.8	14.6	.06	10	25	35	45	60	177	1.6	.202	.107
Top 50%	36.1	13.8	.04	13	28	38	45	60	177	.2	.838	.018
Top 10%	39.0	13.3	.10	17	30	40	50	60	179	-2.6	.032	-.197

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

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

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

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

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

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

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