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# **NSSE 2024**

## **Engagement Indicators**

Stetson University

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### About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right. The specific items within each EI are listed below, starting on page 5.

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 all current- and prior-year institutions.

#### Detailed Statistics (pp. 16-End)

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

### Interpreting Comparisons

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

*EIs vary more among students within an institution than between institutions*, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. Your NSSE Tableau dashboards and Report Builder (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](https://nsse.indiana.edu)

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

## 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.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

### First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Organizational Peers	Your first-year students compared with Southeastern Private	Your first-year students compared with Top 100-125 National
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 Organizational Peers	Your seniors compared with Southeastern Private	Your seniors compared with Top 100-125 National
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

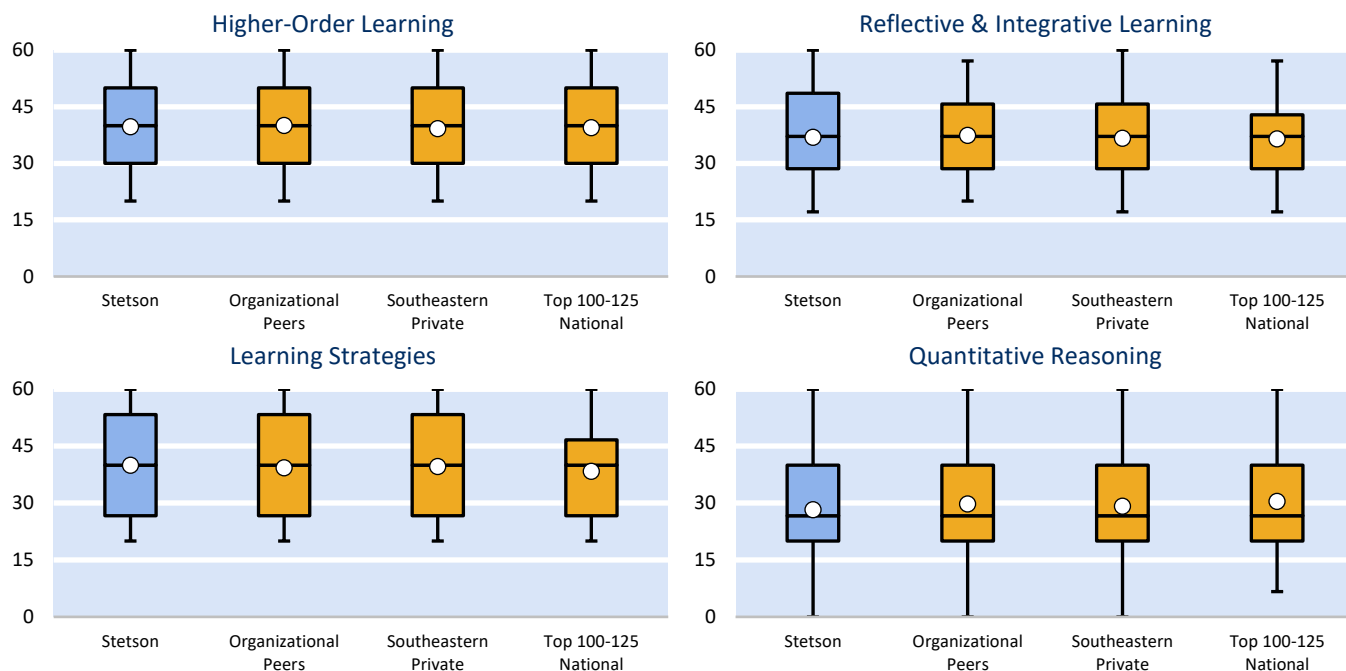
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Stetson Mean	Your first-year students compared with					
		Organizational Peers		Southeastern Private		Top 100-125 National	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.8	40.0	-.02	39.2	.04	39.5	.02
Reflective & Integrative Learning	36.9	37.4	-.04	36.7	.02	36.5	.04
Learning Strategies	40.0	39.3	.05	39.6	.03	38.4	.12
Quantitative Reasoning	28.2	29.7	-.10	29.2	-.06	30.4	-.14

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

### Score Distributions



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

## Academic Challenge: First-year students (continued)

### Performance on Indicator Items

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

		Percentage point difference <sup>a</sup> between your FY students and		
	Stetson	Organizational Peers	Southeastern Private	Top 100-125 National
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	69	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></di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Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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

### Academic Challenge: Seniors

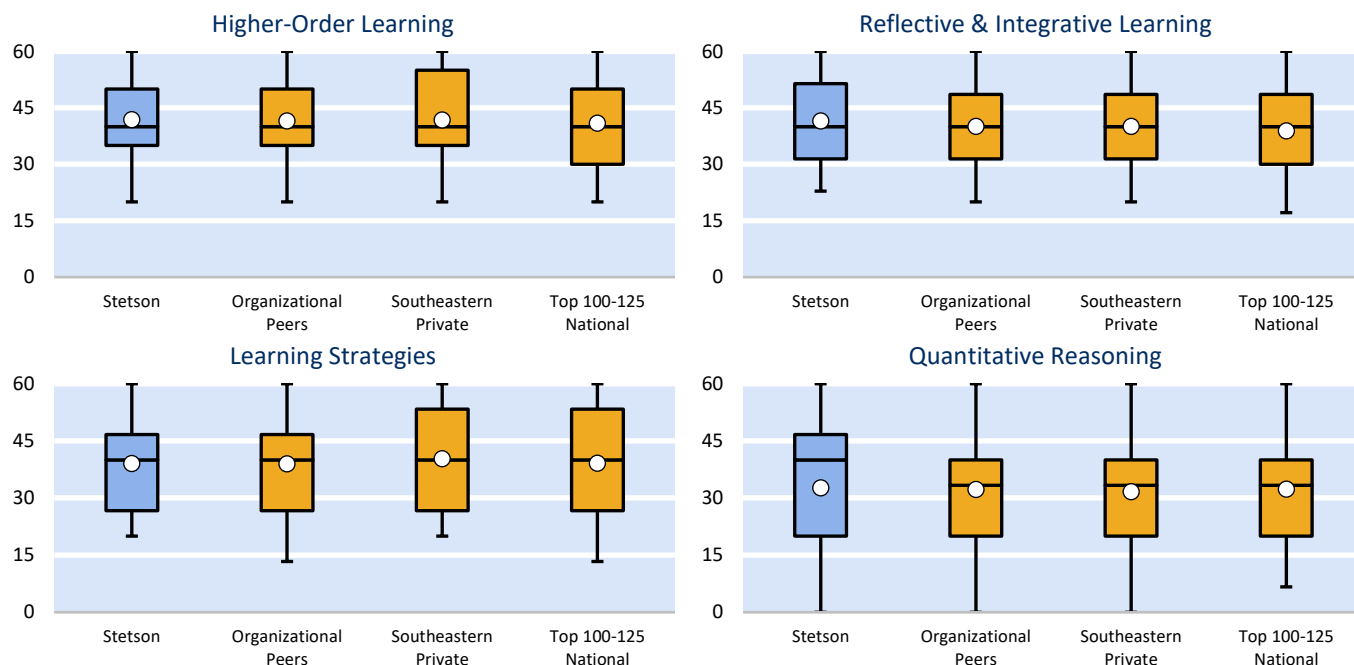
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#### Mean Comparisons

Engagement Indicator	Stetson Mean	Your seniors compared with					
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Higher-Order Learning	41.9	41.5	.03	41.8	.01	41.0	.07
Reflective & Integrative Learning	41.5	40.1	.12	40.1	.12	38.9 **	.20
Learning Strategies	39.1	38.9	.01	40.3	-.08	39.1	-.01
Quantitative Reasoning	32.7	32.2	.03	31.6	.06	32.3	.02

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

#### Score Distributions



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

## 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.

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4b. Applying facts, theories, or methods to practical problems or new situations	77	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></di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Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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

## Learning with Peers: First-year students

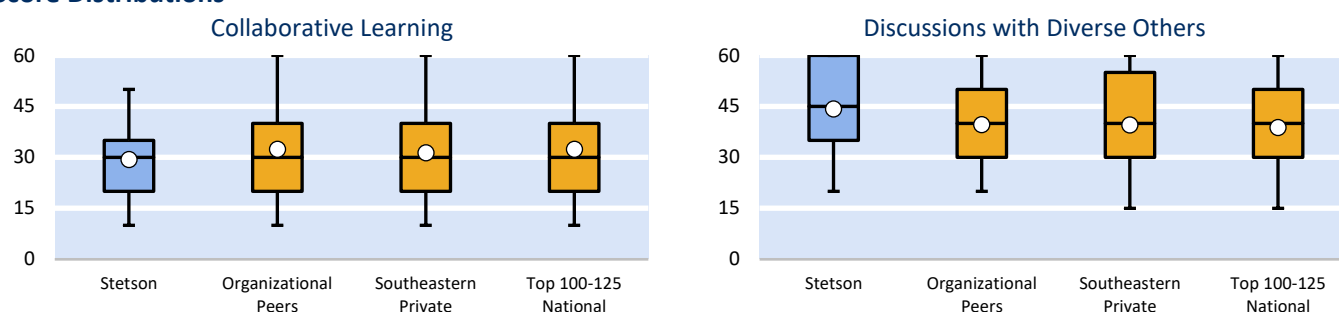
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean Comparisons

Engagement Indicator	Stetson Mean	Your first-year students compared with					
		Organizational Peers		Southeastern Private		Top 100-125 National	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.3	32.4 ***	-.23	31.3 *	-.14	32.4 ***	-.22
Discussions with Diverse Others	44.2	39.7 ***	.32	39.5 ***	.31	38.8 ***	.36

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.

		Percentage point difference <sup>a</sup> between your FY students and		
	Stetson	Organizational Peers	Southeastern Private	Top 100-125 National
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	38	<div><div></div></div> -11	<div><div></div></div> -8	<div><div></div></div> -13
1c. Explained course material to one or more students	52	<div><div></div></div> -3	<div><div></div></div> -1	<div><div></div></div> -2
1d. Prepared for exams by discussing or working through course material with other students	39	<div><div></div></div> -8	<div><div></div></div> -7	<div><div></div></div> -8
1e. Worked with other students on course projects or assignments	56	<div><div></div></div> -5	<div><div></div></div> +1	<div><div></div></div> -0
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	84	<div><div></div></div> +9	<div><div></div></div> +10	<div><div></div></div> +14
8b. People from economic backgrounds other than your own	82	<div><div></div></div> +7	<div><div></div></div> +8	<div><div></div></div> +9
8c. People with religious beliefs other than your own	75	<div><div></div></div> +8	<div><div></div></div> +11	<div><div></div></div> +12
8d. People with political views other than your own	68	<div><div></div></div> +9	<div><div></div></div> +7	<div><div></div></div> +7

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

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

## Learning with Peers: Seniors

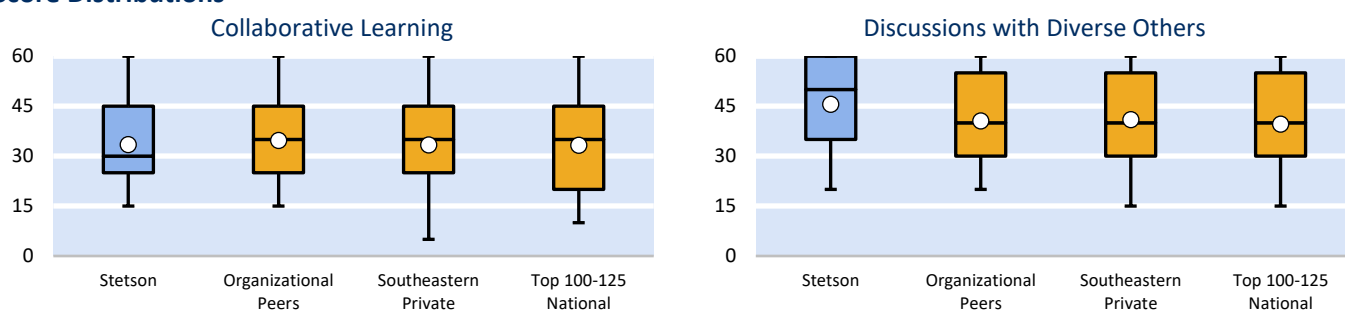
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean Comparisons

Engagement Indicator	Stetson Mean	Your seniors compared with					
		Organizational Peers		Southeastern Private		Top 100-125 National	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.5	34.7	-.09	33.4	.00	33.2	.01
Discussions with Diverse Others	45.6	40.5 ***	.35	40.9 ***	.30	39.6 ***	.38

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.

		Percentage point difference <sup>a</sup> between your seniors and		
	Stetson	Organizational Peers	Southeastern Private	Top 100-125 National
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	44	<div><div></div></div> -3	+0 <div><div></div></div>	<div><div></div></div> -2
1c. Explained course material to one or more students	63	<div><div></div></div> -1	+2 <div><div></div></div>	+5 <div><div></div></div>
1d. Prepared for exams by discussing or working through course material with other students	47	<div><div></div></div> -2	-1 <div><div></div></div>	+3 <div><div></div></div>
1e. Worked with other students on course projects or assignments	62	<div><div></div></div> -11	-4 <div><div></div></div>	-5 <div><div></div></div>
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	82	+8 <div><div></div></div>	+7 <div><div></div></div>	+12 <div><div></div></div>
8b. People from economic backgrounds other than your own	84	+8 <div><div></div></div>	+8 <div><div></div></div>	+11 <div><div></div></div>
8c. People with religious beliefs other than your own	78	+10 <div><div></div></div>	+12 <div><div></div></div>	+13 <div><div></div></div>
8d. People with political views other than your own	68	+6 <div><div></div></div>	+2 <div><div></div></div>	+5 <div><div></div></div>

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

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## Experiences with Faculty: First-year students

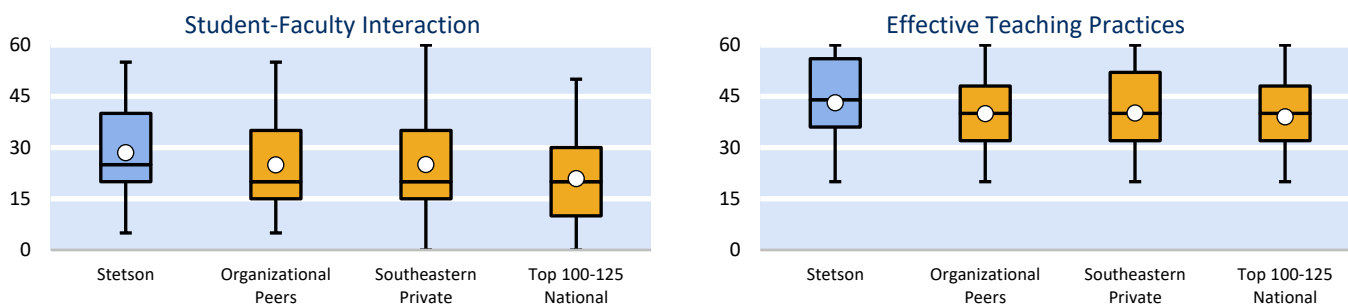
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Stetson Mean	Your first-year students compared with					
		Organizational Peers		Southeastern Private		Top 100-125 National	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	28.5	24.9 ***	.24	25.0 **	.22	20.9 ***	.50
Effective Teaching Practices	43.1	39.9 ***	.26	40.0 **	.23	38.9 ***	.33

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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### 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.

		Percentage point difference <sup>a</sup> between your FY students and		
	Stetson	Organizational Peers	Southeastern Private	Top 100-125 National
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	54	+11	+11	+19
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	+3	+2	+9
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	39	+4	+4	+13
3d. Discussed your academic performance with a faculty member	43	+8	+6	+16
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	86	+7	+8	+7
5b. Taught course sessions in an organized way	81	+5	+5	+3
5c. Used examples or illustrations to explain difficult points	81	+5	+6	+5
5d. Provided feedback on a draft or work in progress	74	+4	+4	+12
5e. Provided prompt and detailed feedback on tests or completed assignments	74	+8	+9	+15

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

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

## Experiences with Faculty: Seniors

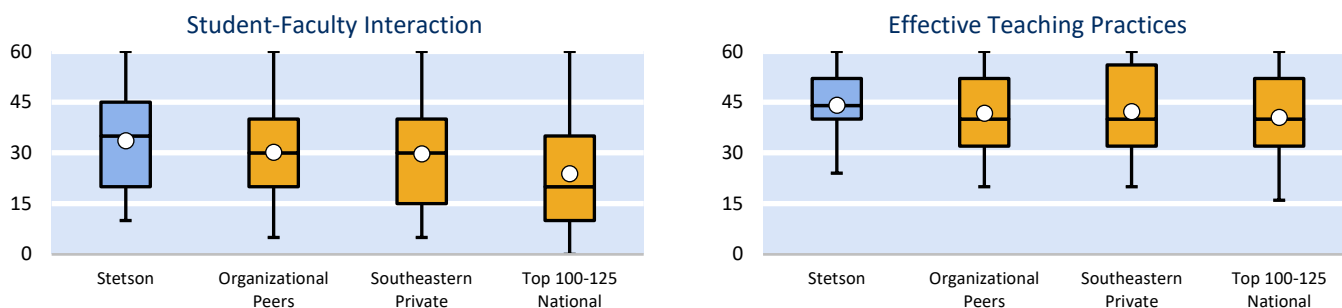
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Stetson Mean	Your seniors compared with					
		Organizational Peers		Southeastern Private		Top 100-125 National	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	33.6	30.2 **	.21	29.6 **	.24	23.8 ***	.60
Effective Teaching Practices	44.1	41.7 *	.19	42.1 *	.14	40.5 ***	.27

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.

		Percentage point difference <sup>a</sup> between your seniors and			
	Stetson	Organizational Peers	Southeastern Private	Top 100-125 National	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...					
3a. Talked about career plans with a faculty member	63	+5	+7	+22	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	46	+5	+7	+17	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	58	+13	+13	+25	
3d. Discussed your academic performance with a faculty member	52	+12	+9	+23	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	86	+3	+4	+4	
5b. Taught course sessions in an organized way	84	+3	+4	+5	
5c. Used examples or illustrations to explain difficult points	86	+4	+6	+6	
5d. Provided feedback on a draft or work in progress	77	+8	+7	+16	
5e. Provided prompt and detailed feedback on tests or completed assignments	77	+7	+7	+13	

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

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

## Campus Environment: First-year students

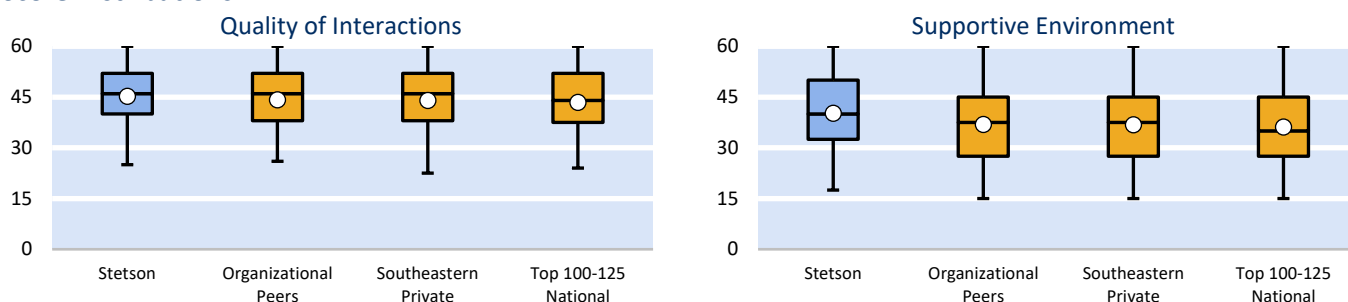
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

### Mean Comparisons

Engagement Indicator	Stetson Mean	Your first-year students compared with					
		Organizational Peers		Southeastern Private		Top 100-125 National	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.2	44.2	.10	44.0	.11	43.4 *	.16
Supportive Environment	40.2	36.9 ***	.26	36.8 ***	.25	36.2 ***	.31

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

### Score Distributions



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

### Performance on Indicator Items

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

		Percentage point difference <sup>a</sup> between your FY students and		
	Stetson	Organizational Peers	Southeastern Private	Top 100-125 National
Quality of Interactions				
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	53	+2	+1	-1
13b. Academic advisors	67	+10	+10	+12
13c. Faculty	64	+7	+5	+11
13d. Student services staff (career services, student activities, housing, etc.)	51	+1	+3	+4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	51	+3	+2	+7
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	79	+2	+5	+5
14c. Using learning support services (tutoring services, writing center, etc.)	81	+3	+6	+4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	75	+9	+12	+16
14e. Providing opportunities to be involved socially	82	+7	+8	+10
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	77	+5	+7	+8
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	46	+5	+3	+5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	81	+13	+11	+11
14i. Attending events that address important social, economic, or political issues	63	+11	+13	+18

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

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

## Campus Environment: Seniors

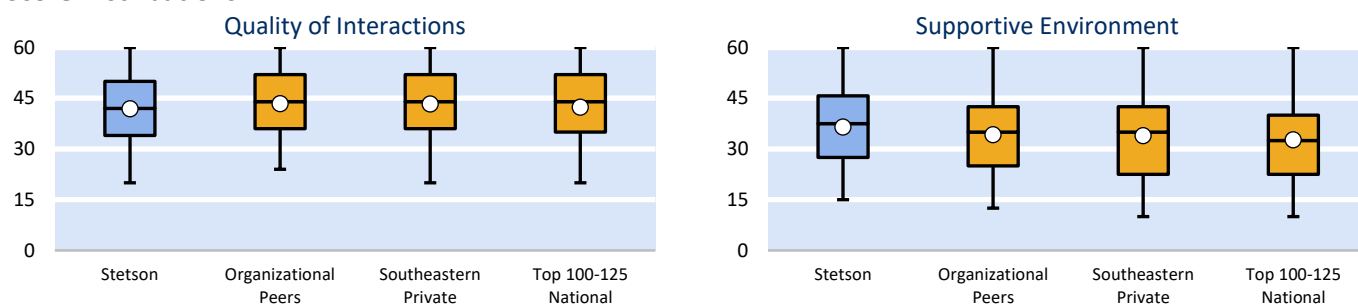
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

### Mean Comparisons

Engagement Indicator	Stetson Mean	Your seniors compared with					
		Organizational Peers		Southeastern Private		Top 100-125 National	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.9	43.4	-.13	43.3	-.12	42.4	-.04
Supportive Environment	36.5	34.3	.17	34.0 *	.18	32.7 **	.27

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.

		Percentage point difference <sup>a</sup> between your seniors and		
	Stetson	Organizational Peers	Southeastern Private	Top 100-125 National
Quality of Interactions				
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	54	<div><div></div></div> -4	<div><div></div></div> -4	<div><div></div></div> -5
13b. Academic advisors	59	+3 <div><div></div></div>	+1 <div><div></div></div>	+11 <div><div></div></div>
13c. Faculty	70	+6 <div><div></div></div>	+6 <div><div></div></div>	+13 <div><div></div></div>
13d. Student services staff (career services, student activities, housing, etc.)	37	<div><div></div></div> -5	<div><div></div></div> -7	<div><div></div></div> -6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	27	<div><div></div></div> -17	<div><div></div></div> -17	<div><div></div></div> -14
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	76	+1 <div><div></div></div>	+4 <div><div></div></div>	+7 <div><div></div></div>
14c. Using learning support services (tutoring services, writing center, etc.)	76	+7 <div><div></div></div>	+9 <div><div></div></div>	+12 <div><div></div></div>
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	+6 <div><div></div></div>	+7 <div><div></div></div>	+10 <div><div></div></div>
14e. Providing opportunities to be involved socially	72	+1 <div><div></div></div>	+2 <div><div></div></div>	+5 <div><div></div></div>
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	+4 <div><div></div></div>	+5 <div><div></div></div>	+7 <div><div></div></div>
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	+2 <div><div></div></div>	+1 <div><div></div></div>	+3 <div><div></div></div>
14h. Attending campus activities and events (performing arts, athletic events, etc.)	70	+8 <div><div></div></div>	+6 <div><div></div></div>	+8 <div><div></div></div>
14i. Attending events that address important social, economic, or political issues	51	+5 <div><div></div></div>	+6 <div><div></div></div>	+10 <div><div></div></div>

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

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

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# NSSE 2024 Engagement Indicators

## Comparisons with High-Performing Institutions

### Stetson University

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

While NSSE's policy is not to rank institutions (see [go.iu.edu/NSSE-PnP](https://go.iu.edu/NSSE-PnP)), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2023 and 2024 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2023 and 2024 NSSE institutions.

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

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

First-Year Students		Stetson Mean	Your first-year students compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.8	39.8	.00	✓	42.4 **	-.21	
	Reflective and Integrative Learning	36.9	37.3	-.03	✓	39.9 **	-.26	
	Learning Strategies	40.0	40.2	-.01	✓	43.1 **	-.22	
	Quantitative Reasoning	28.2	30.8 *	-.17		33.3 ***	-.33	
Learning with Peers	Collaborative Learning	29.3	33.4 ***	-.29		36.7 ***	-.54	
	Discussions with Diverse Others	44.2	40.7 **	.24	✓	44.2	.00	✓
Experiences with Faculty	Student-Faculty Interaction	28.5	25.4 **	.20	✓	29.9	-.09	✓
	Effective Teaching Practices	43.1	40.7 *	.18	✓	43.6	-.03	✓
Campus Environment	Quality of Interactions	45.2	45.7	-.04	✓	48.7 ***	-.29	
	Supportive Environment	40.2	37.1 **	.24	✓	40.4	-.02	✓
Seniors		Stetson Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.9	42.4	-.04	✓	44.9 **	-.23	
	Reflective and Integrative Learning	41.5	40.6	.07	✓	43.2	-.14	
	Learning Strategies	39.1	41.2	-.15		44.1 ***	-.35	
	Quantitative Reasoning	32.7	32.8	-.01	✓	36.2 *	-.22	
Learning with Peers	Collaborative Learning	33.5	34.7	-.09	✓	38.0 ***	-.33	
	Discussions with Diverse Others	45.6	41.4 **	.27	✓	44.1	.10	✓
Experiences with Faculty	Student-Faculty Interaction	33.6	29.9 **	.22	✓	34.9	-.08	✓
	Effective Teaching Practices	44.1	42.5	.12	✓	45.2	-.09	✓
Campus Environment	Quality of Interactions	41.9	45.4 ***	-.29		48.1 ***	-.51	
	Supportive Environment	36.5	34.6	.13	✓	38.0	-.10	

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 were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all current- and prior-year 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 positive or non-significant with an effect size > -.10.

# NSSE 2024 Engagement Indicators

## Detailed Statistics<sup>a</sup> Stetson University

### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Stetson (N = 197)	39.8	13.8	.98	20	30	40	50	60				
Organizational Peers	40.0	12.6	.20	20	30	40	50	60	213	-.3	.778	-.022
Southeastern Private	39.2	13.4	.11	20	30	40	50	60	14,171	.6	.550	.043
Top 100-125 National	39.5	13.0	.09	20	30	40	50	60	19,546	.3	.748	.023
Top 50%	39.8	13.2	.03	20	30	40	50	60	179,865	-.1	.952	-.004
Top 10%	42.4	12.5	.09	20	35	40	55	60	20,888	-2.6	.003	-.210
<b>Reflective &amp; Integrative Learning</b>												
Stetson (N = 206)	36.9	12.9	.90	17	29	37	49	60				
Organizational Peers	37.4	11.6	.18	20	29	37	46	57	222	-.5	.586	-.043
Southeastern Private	36.7	12.5	.10	17	29	37	46	60	15,817	.3	.773	.020
Top 100-125 National	36.5	11.9	.08	17	29	37	43	57	208	.4	.639	.036
Top 50%	37.3	12.0	.03	17	29	37	46	60	206	-.4	.663	-.033
Top 10%	39.9	11.7	.09	20	31	40	49	60	209	-3.0	.001	-.257
<b>Learning Strategies</b>												
Stetson (N = 189)	40.0	14.2	1.03	20	27	40	53	60				
Organizational Peers	39.3	13.7	.23	20	27	40	53	60	3,686	.7	.487	.052
Southeastern Private	39.6	13.8	.12	20	27	40	53	60	12,841	.4	.718	.027
Top 100-125 National	38.4	13.8	.10	20	27	40	47	60	17,743	1.6	.116	.115
Top 50%	40.2	13.9	.04	20	33	40	53	60	145,536	-.2	.845	-.014
Top 10%	43.1	14.5	.08	20	33	40	60	60	32,829	-3.2	.003	-.218
<b>Quantitative Reasoning</b>												
Stetson (N = 191)	28.2	16.9	1.23	0	20	27	40	60				
Organizational Peers	29.7	15.5	.26	0	20	27	40	60	207	-1.5	.228	-.097
Southeastern Private	29.2	16.2	.14	0	20	27	40	60	13,121	-1.0	.403	-.061
Top 100-125 National	30.4	15.5	.12	7	20	27	40	60	193	-2.2	.074	-.143
Top 50%	30.8	15.5	.04	7	20	33	40	60	190	-2.6	.035	-.168
Top 10%	33.3	15.4	.09	7	20	33	40	60	192	-5.0	.000	-.328
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Stetson (N = 213)	29.3	12.2	.84	10	20	30	35	50				
Organizational Peers	32.4	13.6	.20	10	20	30	40	60	237	-3.1	.000	-.227
Southeastern Private	31.3	14.3	.11	10	20	30	40	60	219	-2.0	.021	-.137
Top 100-125 National	32.4	14.2	.09	10	20	30	40	60	217	-3.1	.000	-.218
Top 50%	33.4	13.9	.03	10	25	35	40	60	212	-4.1	.000	-.291
Top 10%	36.7	13.7	.07	15	25	35	45	60	215	-7.4	.000	-.537
<b>Discussions with Diverse Others</b>												
Stetson (N = 190)	44.2	14.2	1.03	20	35	45	60	60				
Organizational Peers	39.7	14.1	.24	20	30	40	50	60	3,723	4.6	.000	.323
Southeastern Private	39.5	15.3	.14	15	30	40	55	60	13,004	4.7	.000	.307
Top 100-125 National	38.8	15.0	.11	15	30	40	50	60	17,970	5.4	.000	.362
Top 50%	40.7	14.9	.04	20	30	40	55	60	161,994	3.5	.001	.238
Top 10%	44.2	13.8	.11	20	35	45	60	60	17,216	.0	.991	-.001

### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Stetson (N = 202)	28.5	14.1	.99	5	20	25	40	55				
Organizational Peers	24.9	15.1	.24	5	15	20	35	55	4,135	3.6	.001	.238
Southeastern Private	25.0	15.5	.13	0	15	20	35	60	14,945	3.4	.002	.223
Top 100-125 National	20.9	15.1	.11	0	10	20	30	50	20,271	7.6	.000	.504
Top 50%	25.4	15.3	.05	5	15	25	35	60	103,064	3.1	.004	.205
Top 10%	29.9	15.5	.14	5	20	30	40	60	209	-1.4	.166	-.090
<b>Effective Teaching Practices</b>												
Stetson (N = 197)	43.1	13.1	.93	20	36	44	56	60				
Organizational Peers	39.9	12.4	.20	20	32	40	48	60	3,964	3.2	.000	.259
Southeastern Private	40.0	13.5	.11	20	32	40	52	60	14,093	3.1	.001	.228
Top 100-125 National	38.9	12.7	.09	20	32	40	48	60	19,367	4.2	.000	.332
Top 50%	40.7	13.5	.04	20	32	40	52	60	130,862	2.4	.013	.176
Top 10%	43.6	14.1	.09	20	36	44	56	60	23,924	-.4	.665	-.031
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Stetson (N = 185)	45.2	10.4	.77	25	40	46	52	60				
Organizational Peers	44.2	10.6	.19	26	38	46	52	60	3,491	1.0	.192	.099
Southeastern Private	44.0	11.6	.11	23	38	46	52	60	12,143	1.2	.150	.107
Top 100-125 National	43.4	11.3	.09	24	38	44	52	60	16,351	1.8	.030	.161
Top 50%	45.7	11.5	.04	24	40	48	54	60	97,679	-.5	.582	-.041
Top 10%	48.7	11.9	.09	24	42	52	60	60	189	-3.5	.000	-.291
<b>Supportive Environment</b>												
Stetson (N = 187)	40.2	12.9	.95	18	33	40	50	60				
Organizational Peers	36.9	12.7	.22	15	28	38	45	60	3,567	3.3	.001	.258
Southeastern Private	36.8	13.4	.12	15	28	38	45	60	12,316	3.4	.001	.251
Top 100-125 National	36.2	13.1	.10	15	28	35	45	60	17,202	4.0	.000	.307
Top 50%	37.1	13.0	.04	17	28	38	45	60	117,977	3.1	.001	.237
Top 10%	40.4	12.6	.13	20	33	40	50	60	9,890	-.3	.777	-.021

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  $\pm$  1.96 x SE) is the range that is 95% likely to contain the true population mean.

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

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

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

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

# NSSE 2024 Engagement Indicators

## Detailed Statistics<sup>a</sup> Stetson University

### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Stetson (N = 154)	41.9	12.6	1.01	20	35	40	50	60				
Organizational Peers	41.5	13.1	.25	20	35	40	50	60	3,003	.4	.735	.028
Southeastern Private	41.8	13.6	.13	20	35	40	55	60	10,365	.1	.908	.009
Top 100-125 National	41.0	13.6	.10	20	30	40	50	60	20,316	.9	.399	.068
Top 50%	42.4	13.6	.04	20	35	40	55	60	153	-.5	.601	-.039
Top 10%	44.9	12.8	.12	20	40	45	60	60	12,335	-3.0	.004	-.234
<b>Reflective &amp; Integrative Learning</b>												
Stetson (N = 160)	41.5	12.0	.95	23	31	40	51	60				
Organizational Peers	40.1	12.1	.22	20	31	40	49	60	3,229	1.5	.132	.122
Southeastern Private	40.1	12.4	.12	20	31	40	49	60	11,179	1.5	.142	.117
Top 100-125 National	38.9	12.8	.09	17	30	40	49	60	21,671	2.6	.010	.204
Top 50%	40.6	12.5	.04	20	31	40	51	60	116,746	.9	.348	.074
Top 10%	43.2	11.8	.11	23	34	43	54	60	11,421	-1.7	.079	-.140
<b>Learning Strategies</b>												
Stetson (N = 147)	39.1	14.6	1.21	20	27	40	47	60				
Organizational Peers	38.9	14.2	.28	13	27	40	47	60	2,790	.1	.902	.010
Southeastern Private	40.3	14.6	.15	20	27	40	53	60	9,580	-1.2	.324	-.082
Top 100-125 National	39.1	14.5	.11	13	27	40	53	60	19,023	-.1	.943	-.006
Top 50%	41.2	14.5	.04	20	33	40	53	60	141,880	-2.1	.079	-.145
Top 10%	44.1	14.2	.11	20	33	47	60	60	17,655	-5.0	.000	-.354
<b>Quantitative Reasoning</b>												
Stetson (N = 147)	32.7	19.0	1.57	0	20	40	47	60				
Organizational Peers	32.2	16.6	.32	0	20	33	40	60	158	.5	.773	.028
Southeastern Private	31.6	17.4	.18	0	20	33	40	60	9,775	1.1	.464	.061
Top 100-125 National	32.3	16.6	.12	7	20	33	40	60	148	.4	.802	.024
Top 50%	32.8	16.5	.04	7	20	33	40	60	146	-.2	.915	-.010
Top 10%	36.2	16.2	.13	7	20	40	47	60	148	-3.5	.027	-.217
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Stetson (N = 170)	33.5	13.3	1.02	15	25	30	45	60				
Organizational Peers	34.7	13.5	.23	15	25	35	45	60	3,482	-1.2	.240	-.092
Southeastern Private	33.4	15.2	.14	5	25	35	45	60	175	.1	.951	.004
Top 100-125 National	33.2	14.7	.10	10	20	35	45	60	172	.2	.830	.015
Top 50%	34.7	14.2	.04	10	25	35	45	60	141,662	-1.3	.241	-.090
Top 10%	38.0	13.6	.10	15	30	40	50	60	18,238	-4.5	.000	-.334
<b>Discussions with Diverse Others</b>												
Stetson (N = 144)	45.6	14.2	1.18	20	35	50	60	60				
Organizational Peers	40.5	14.4	.28	20	30	40	55	60	2,817	5.0	.000	.348
Southeastern Private	40.9	15.2	.16	15	30	40	55	60	9,683	4.6	.000	.304
Top 100-125 National	39.6	15.7	.11	15	30	40	55	60	19,114	5.9	.000	.378
Top 50%	41.4	15.6	.04	15	30	40	60	60	146,644	4.2	.001	.270
Top 10%	44.1	14.5	.11	20	35	45	60	60	17,028	1.5	.226	.101

# NSSE 2024 Engagement Indicators

## Detailed Statistics<sup>a</sup> Stetson University

### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Stetson (N = 154)	33.6	15.3	1.23	10	20	35	45	60				
Organizational Peers	30.2	15.9	.29	5	20	30	40	60	3,095	3.4	.010	.214
Southeastern Private	29.6	16.7	.16	5	15	30	40	60	10,694	3.9	.004	.236
Top 100-125 National	23.8	16.3	.11	0	10	20	35	60	20,938	9.8	.000	.601
Top 50%	29.9	16.3	.06	5	20	30	40	60	63,928	3.6	.005	.224
Top 10%	34.9	16.1	.20	10	20	35	45	60	6,720	-1.4	.299	-.085
<b>Effective Teaching Practices</b>												
Stetson (N = 152)	44.1	11.4	.93	24	40	44	52	60				
Organizational Peers	41.7	12.9	.24	20	32	40	52	60	2,993	2.4	.026	.185
Southeastern Private	42.1	13.8	.14	20	32	40	56	60	157	2.0	.038	.143
Top 100-125 National	40.5	13.6	.10	16	32	40	52	60	154	3.6	.000	.267
Top 50%	42.5	13.8	.04	20	32	44	56	60	151	1.6	.084	.117
Top 10%	45.2	13.1	.12	20	36	48	60	60	155	-1.2	.219	-.088
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Stetson (N = 140)	41.9	11.1	.94	20	34	42	50	60				
Organizational Peers	43.4	11.3	.22	24	36	44	52	60	2,697	-1.5	.127	-.133
Southeastern Private	43.3	12.1	.13	20	36	44	52	60	9,180	-1.4	.161	-.120
Top 100-125 National	42.4	12.2	.09	20	35	44	52	60	17,403	-.5	.653	-.038
Top 50%	45.4	12.0	.04	22	38	48	55	60	102,905	-3.5	.001	-.291
Top 10%	48.1	12.3	.09	23	42	50	60	60	19,946	-6.2	.000	-.506
<b>Supportive Environment</b>												
Stetson (N = 141)	36.5	13.5	1.13	15	28	38	46	60				
Organizational Peers	34.3	13.4	.26	13	25	35	43	60	2,726	2.3	.052	.168
Southeastern Private	34.0	14.2	.15	10	23	35	43	60	9,345	2.6	.032	.182
Top 100-125 National	32.7	14.0	.10	10	23	33	40	60	18,582	3.8	.001	.273
Top 50%	34.6	14.2	.04	10	25	35	45	60	107,344	1.9	.114	.133
Top 10%	38.0	13.7	.14	15	28	40	48	60	10,227	-1.4	.217	-.104

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  $\pm$  1.96 x SE) is the range that is 95% likely to contain the true population mean.

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

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

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

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