## Engagement Indicators: Overview

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

Use the following key:

▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

### First-Year Students

| Theme | Engagement Indicator | Your first-year students compared with NJ Publics | Your first-year students compared with Publick Master's-L | Your first-year students compared with NSSE 2018 & 2019 |
|---|---|---|---|---|
| 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 NJ Publics | Your seniors compared with Publick Master's-L | Your seniors compared with NSSE 2018 & 2019 |
|---|---|---|---|---|
| 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 | -- | -- | -- |

# NSSE 2019 Engagement Indicators
## Academic Challenge
## New Jersey City University

## 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

| | NJCU | Your first-year students compared with | | | | | |
| | | NJ Publics | | Publick Master's-L | | NSSE 2018 & 2019 | |
| Engagement Indicator | Mean | Mean | Effect size | Mean | Effect size | Mean | Effect size |
|---|---|---|---|---|---|---|---|
| Higher-Order Learning | 36.9 | 37.6 | -.06 | 37.3 | -.03 | 38.0 | -.09 |
| Reflective & Integrative Learning | 35.6 | 34.7 | .08 | 34.8 | .07 | 35.2 | .03 |
| Learning Strategies | 38.0 | 37.5 | .03 | 37.8 | .02 | 38.1 | -.01 |
| Quantitative Reasoning | 29.4 | 27.6 | .12 | 27.5 | .13 | 27.8 | .10 |

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

### Score Distributions
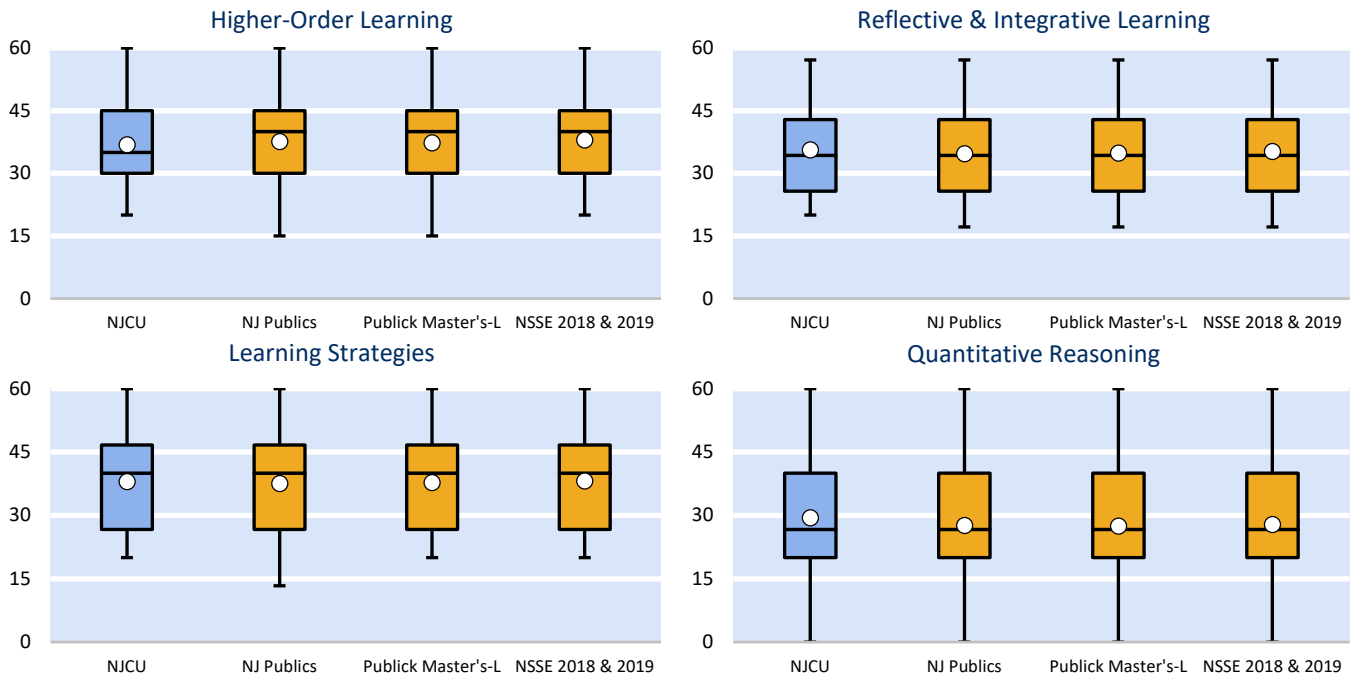


Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

## 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.

| | NJCU | *Percentage point difference [a] between your FY students and* | | |
| --- | --- | --- | --- | --- |
| **Higher-Order Learning** | | **NJ Publics** | **Publick Master's-L** | **NSSE 2018 & 2019** |
| *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 | 67 | +1 | +0 | -3 |
| 4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts | 65 | -3 | -2 | -4 |
| 4d. Evaluating a point of view, decision, or information source | 69 | -1 | -1 | -1 |
| 4e. Forming a new idea or understanding from various pieces of information | 65 | -3 | -3 | -4 |
| **Reflective & Integrative Learning** | | | | |
| *Percentage of students who responded that they "Very often" or "Often"…* | | | | |
| 2a. Combined ideas from different courses when completing assignments | 50 | -1 | -1 | -2 |
| 2b. Connected your learning to societal problems or issues | 54 | +3 | +4 | +3 |
| 2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments | 49 | -2 | -2 | -2 |
| 2d. Examined the strengths and weaknesses of your own views on a topic or issue | 62 | -0 | -1 | -2 |
| 2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective | 67 | -2 | -2 | -3 |
| 2f. Learned something that changed the way you understand an issue or concept | 66 | +1 | -0 | -1 |
| 2g. Connected ideas from your courses to your prior experiences and knowledge | 74 | -0 | -2 | -3 |
| **Learning Strategies** | | | | |
| *Percentage of students who responded that they "Very often" or "Often"…* | | | | |
| 9a. Identified key information from reading assignments | 81 | +8 | +8 | +6 |
| 9b. Reviewed your notes after class | 54 | -9 | -12 | -11 |
| 9c. Summarized what you learned in class or from course materials | 61 | -1 | -2 | -2 |
| **Quantitative Reasoning** | | | | |
| *Percentage of students who responded that they "Very often" or "Often"…* | | | | |
| 6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) | 50 | -1 | -1 | -2 |
| 6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) | 43 | +3 | +3 | +3 |
| 6c. Evaluated what others have concluded from numerical information | 36 | -3 | -1 | -3 |

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

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

# NSSE 2019 Engagement Indicators

## Academic Challenge
## New Jersey City University
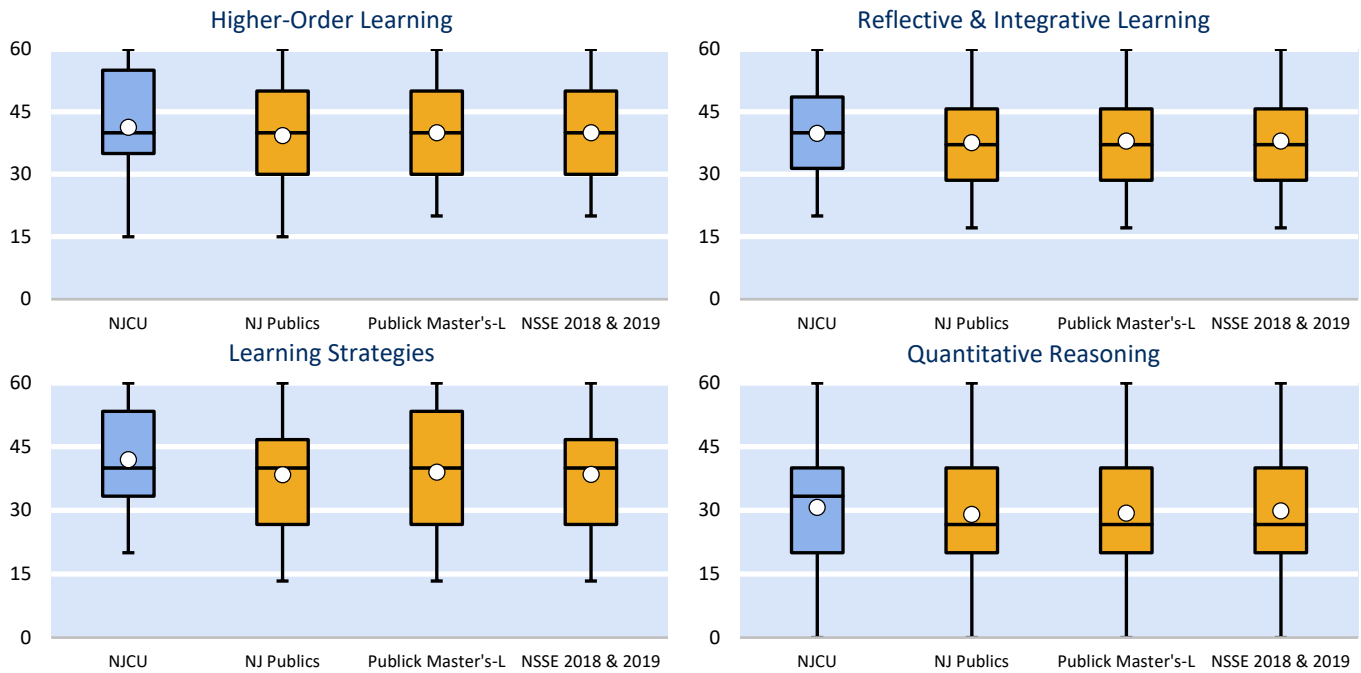
## Academic Challenge: Seniors

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

| | NJCU | Your seniors compared with | | | | | |
| | | NJ Publics | | Publick Master's-L | | NSSE 2018 & 2019 | |
| Engagement Indicator | Mean | Mean | *Effect size* | Mean | *Effect size* | Mean | *Effect size* |
|---|---|---|---|---|---|---|---|
| Higher-Order Learning | 41.3 | 39.4 * | .14 | 40.1 | .09 | 40.0 | .10 |
| Reflective & Integrative Learning | 39.9 | 37.6 ** | .18 | 38.1 * | .14 | 38.0 * | .15 |
| Learning Strategies | 41.9 | 38.4 *** | .24 | 39.0 ** | .20 | 38.5 *** | .24 |
| Quantitative Reasoning | 30.7 | 29.0 | .10 | 29.3 | .09 | 29.8 | .05 |

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

### Score Distributions



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

NSSE
national survey of
student engagement

## 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.

| | NJCU | Percentage point difference [a] between your seniors and | | |
| --- | --- | --- | --- | --- |
| **Higher-Order Learning** | | **NJ Publics** | **Publick Master's-L** | **NSSE 2018 & 2019** |
| *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 | 78 | +3 | +1 | +0 |
| 4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts | 78 | +4 | +3 | +3 |
| 4d. Evaluating a point of view, decision, or information source | 80 | +10 | +9 | +10 |
| 4e. Forming a new idea or understanding from various pieces of information | 78 | +8 | +6 | +6 |
| **Reflective & Integrative Learning** | | | | |
| *Percentage of students who responded that they "Very often" or "Often"…* | | | | |
| 2a. Combined ideas from different courses when completing assignments | 68 | -1 | -1 | -1 |
| 2b. Connected your learning to societal problems or issues | 68 | +8 | +7 | +7 |
| 2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments | 67 | +15 | +14 | +14 |
| 2d. Examined the strengths and weaknesses of your own views on a topic or issue | 67 | +2 | +2 | +1 |
| 2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective | 76 | +2 | +2 | +3 |
| 2f. Learned something that changed the way you understand an issue or concept | 73 | +2 | +1 | +1 |
| 2g. Connected ideas from your courses to your prior experiences and knowledge | 84 | +3 | +0 | +0 |
| **Learning Strategies** | | | | |
| *Percentage of students who responded that they "Very often" or "Often"…* | | | | |
| 9a. Identified key information from reading assignments | 84 | +6 | +6 | +6 |
| 9b. Reviewed your notes after class | 76 | +12 | +11 | +14 |
| 9c. Summarized what you learned in class or from course materials | 71 | +7 | +6 | +8 |
| **Quantitative Reasoning** | | | | |
| *Percentage of students who responded that they "Very often" or "Often"…* | | | | |
| 6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) | 54 | -1 | +0 | -2 |
| 6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) | 53 | +10 | +9 | +8 |
| 6c. Evaluated what others have concluded from numerical information | 46 | +3 | +2 | +1 |

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

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

## 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

| | NJCU | \- Your first-year students compared with \- | | | | | |
|---|---|---|---|---|---|---|---|
| | | NJ Publics | | Publick Master's-L | | NSSE 2018 & 2019 | |
| Engagement Indicator | Mean | Mean | Effect size | Mean | Effect size | Mean | Effect size |
| Collaborative Learning | 31.7 | 31.7 | .00 | 31.8 | -.01 | 32.4 | -.05 |
| Discussions with Diverse Others | 40.3 | 40.1 | .01 | 38.4 | .12 | 39.4 | .06 |

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.

| | NJCU | Percentage point difference [a] between your FY students and | | |
|---|---|---|---|---|
| **Collaborative Learning** | | NJ Publics | Publick Master's-L | NSSE 2018 & 2019 |
| *Percentage of students who responded that they "Very often" or "Often"…* | % | | | |
| 1e. Asked another student to help you understand course material | 43 | -6 | -8 | -9 |
| 1f. Explained course material to one or more students | 59 | +4 | +3 | +1 |
| 1g. Prepared for exams by discussing or working through course material with other students | 45 | -1 | -2 | -5 |
| 1h. Worked with other students on course projects or assignments | 55 | +1 | +2 | +0 |
| **Discussions with Diverse Others** | | | | |
| *Percentage of students who responded that they "Very often" or "Often" had discussions with…* | | | | |
| 8a. People of a race or ethnicity other than your own | 78 | +3 | +11 | +8 |
| 8b. People from an economic background other than your own | 74 | +3 | +5 | +3 |
| 8c. People with religious beliefs other than your own | 71 | +1 | +6 | +4 |
| 8d. People with political views other than your own | 60 | -2 | -4 | -4 |

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

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

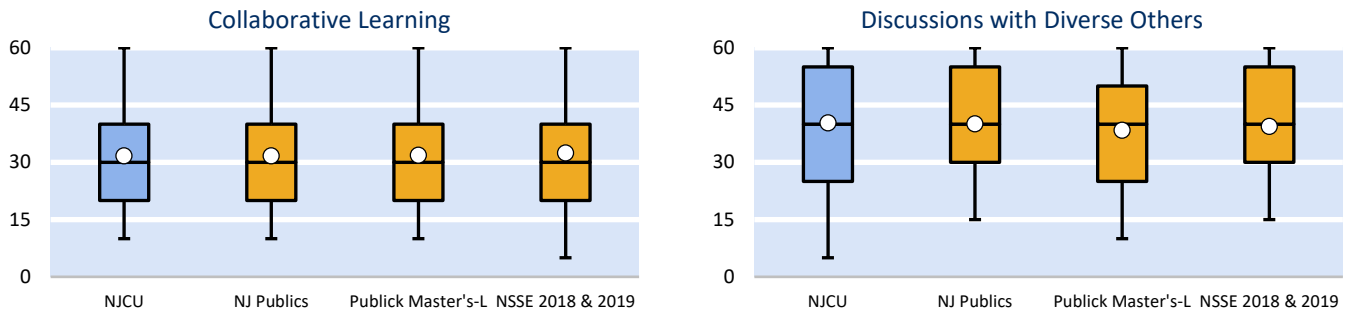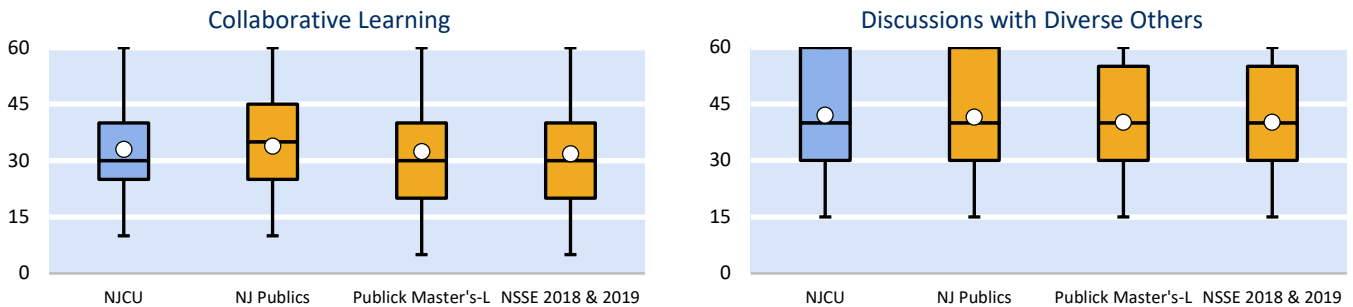![NSSE national survey of student engagement]

## 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

| | NJCU | | *Your seniors compared with* | | | | |
| | | NJ Publics | | Publick Master's-L | | NSSE 2018 & 2019 | |
| Engagement Indicator | Mean | Mean | Effect size | Mean | Effect size | Mean | Effect size |
|---|---|---|---|---|---|---|---|
| Collaborative Learning | 33.0 | 33.9 | -.06 | 32.4 | .04 | 31.8 | .07 |
| Discussions with Diverse Others | 42.0 | 41.5 | .03 | 40.2 | .11 | 40.1 | .12 |

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

### Score Distributions



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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 [a] between your seniors and* | | | |
| Collaborative Learning | NJCU | NJ Publics | | Publick Master's-L | | NSSE 2018 & 2019 |
|---|---|---|---|---|---|---|
| *Percentage of students who responded that they "Very often" or "Often"…* | % | | | | | |
| 1e. Asked another student to help you understand course material | 36 | -7 | | -7 | | -7 |
| 1f. Explained course material to one or more students | 64 | +2 | | +5 | | +7 |
| 1g. Prepared for exams by discussing or working through course material with other students | 50 | -1 | | +3 | | +4 |
| 1h. Worked with other students on course projects or assignments | 61 | -7 | | -2 | | -1 |
| **Discussions with Diverse Others** | | | | | | |
| *Percentage of students who responded that they "Very often" or "Often" had discussions with…* | | | | | | |
| 8a. People of a race or ethnicity other than your own | 81 | +3 | | +9 | | +10 |
| 8b. People from an economic background other than your own | 76 | +2 | | +4 | | +4 |
| 8c. People with religious beliefs other than your own | 75 | +3 | | +6 | | +8 |
| 8d. People with political views other than your own | 63 | -1 | | -3 | | -2 |

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

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# NSSE 2019 Engagement Indicators
## Experiences with Faculty
## New Jersey City University

## 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

| | NJCU | *Your first-year students compared with* | | | | | |
| | | NJ Publics | | Publick Master's-L | | NSSE 2018 & 2019 | |
| *Engagement Indicator* | Mean | Mean | Effect size | Mean | Effect size | Mean | Effect size |
|---|---|---|---|---|---|---|---|
| Student-Faculty Interaction | 23.0 | 21.1 | .13 | 21.5 | .10 | 21.7 | .09 |
| Effective Teaching Practices | 36.3 | 38.1 | -.13 | 38.2 | -.14 | 38.5 | -.16 |

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

### Score Distributions



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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.

| | NJCU | Percentage point difference[a] between your FY students and | | |
| Student-Faculty Interaction | | NJ Publics | Publick Master's-L | NSSE 2018 & 2019 |
|---|---|---|---|---|
| *Percentage of students who responded that they "Very often" or "Often"…* | % | | | |
| 3a. Talked about career plans with a faculty member | 42 | +6 | +4 | +4 |
| 3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.) | 29 | +8 | +7 | +8 |
| 3c. Discussed course topics, ideas, or concepts with a faculty member outside of class | 31 | +5 | +5 | +5 |
| 3d. Discussed your academic performance with a faculty member | 41 | +10 | +9 | +9 |
| **Effective Teaching Practices** | | | | |
| *Percentage responding "Very much" or "Quite a bit" about how much instructors have…* | | | | |
| 5a. Clearly explained course goals and requirements | 63 | -11 | -13 | -14 |
| 5b. Taught course sessions in an organized way | 57 | -13 | -15 | -17 |
| 5c. Used examples or illustrations to explain difficult points | 62 | -7 | -11 | -12 |
| 5d. Provided feedback on a draft or work in progress | 66 | -3 | +2 | +2 |
| 5e. Provided prompt and detailed feedback on tests or completed assignments | 54 | -6 | -5 | -5 |

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

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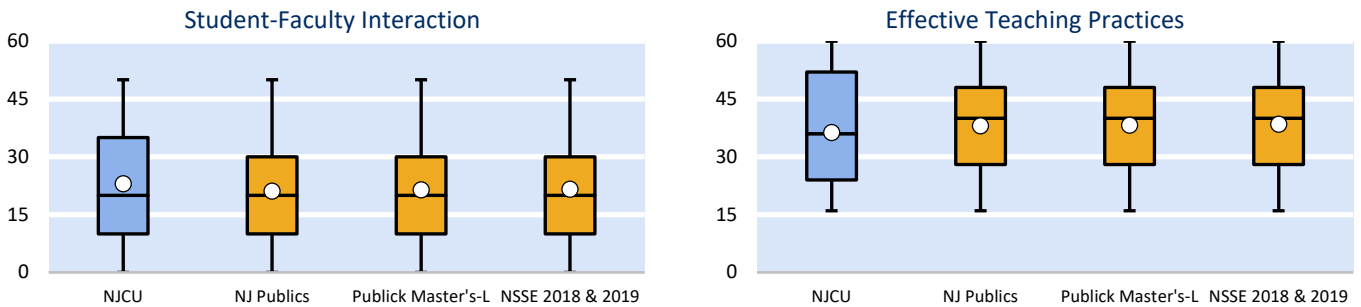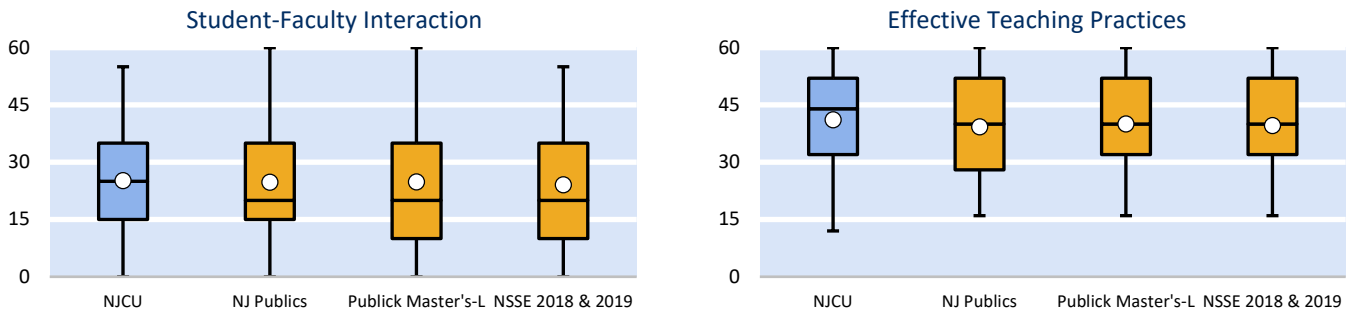
## Experiences with Faculty: Seniors

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

|  | NJCU | Your seniors compared with | | | | | |
|---|---|---|---|---|---|---|---|
|  |  | NJ Publics | | Publick Master's-L | | NSSE 2018 & 2019 | |
| *Engagement Indicator* | *Mean* | *Mean* | *Effect size* | *Mean* | *Effect size* | *Mean* | *Effect size* |
| Student-Faculty Interaction | 25.1 | 24.7 | .03 | 24.9 | .02 | 24.1 | .07 |
| Effective Teaching Practices | 41.1 | 39.3 | .13 | 40.0 | .08 | 39.6 | .11 |

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

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|  | NJCU | Percentage point difference [a] between your seniors and | | |
|---|---|---|---|---|
| Student-Faculty Interaction |  | NJ Publics | Publick Master's-L | NSSE 2018 & 2019 |
| *Percentage of students who responded that they "Very often" or "Often"…* | % |  |  |  |
| 3a. Talked about career plans with a faculty member | 46 | +1 | +0 | +2 |
| 3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.) | 23 | -5 | -6 | -5 |
| 3c. Discussed course topics, ideas, or concepts with a faculty member outside of class | 34 | +1 | -0 | +1 |
| 3d. Discussed your academic performance with a faculty member | 50 | +13 | +14 | +16 |
| Effective Teaching Practices |  |  |  |  |
| *Percentage responding "Very much" or "Quite a bit" about how much instructors have…* |  |  |  |  |
| 5a. Clearly explained course goals and requirements | 78 | -1 | -3 | -2 |
| 5b. Taught course sessions in an organized way | 73 | -1 | -4 | -4 |
| 5c. Used examples or illustrations to explain difficult points | 77 | +2 | -0 | +0 |
| 5d. Provided feedback on a draft or work in progress | 71 | +8 | +8 | +10 |
| 5e. Provided prompt and detailed feedback on tests or completed assignments | 69 | +5 | +4 | +5 |

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

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.

# NSSE 2019 Engagement Indicators

## Campus Environment
## New Jersey City University
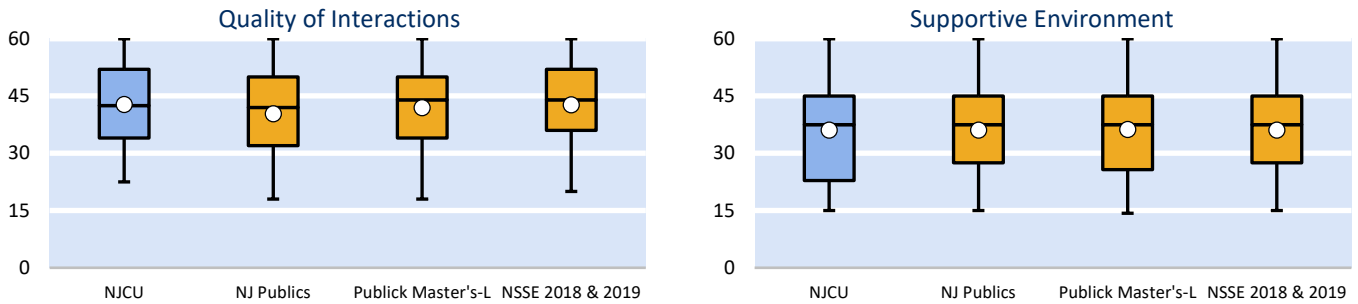
## Campus Environment: First-year students

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

| | NJCU | Your first-year students compared with | | | | | |
|---|---|---|---|---|---|---|---|
| | | NJ Publics | | Publick Master's-L | | NSSE 2018 & 2019 | |
| Engagement Indicator | Mean | Mean | Effect size | Mean | Effect size | Mean | Effect size |
| Quality of Interactions | 42.8 | 40.3 * | .20 | 41.9 | .07 | 42.6 | .01 |
| Supportive Environment | 36.0 | 36.1 | .00 | 36.2 | -.01 | 36.1 | .00 |

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

### Score Distributions



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

### Performance on Indicator Items

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

| Quality of Interactions | NJCU | Percentage point difference [a] between your FY students and | | |
|---|---|---|---|---|
| | | NJ Publics | Publick Master's-L | NSSE 2018 & 2019 |
| *Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…* | % | | | |
| 13a. Students | 55 | +7 | +7 | +4 |
| 13b. Academic advisors | 47 | +3 | -3 | -6 |
| 13c. Faculty | 46 | +2 | -3 | -5 |
| 13d. Student services staff (career services, student activities, housing, etc.) | 44 | +4 | -1 | -2 |
| 13e. Other administrative staff and offices (registrar, financial aid, etc.) | 44 | +7 | -0 | -1 |
| **Supportive Environment** | | | | |
| *Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…* | | | | |
| 14b. Providing support to help students succeed academically | 66 | -7 | -8 | -10 |
| 14c. Using learning support services (tutoring services, writing center, etc.) | 69 | -7 | -8 | -9 |
| 14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.) | 68 | +4 | +6 | +7 |
| 14e. Providing opportunities to be involved socially | 68 | -3 | -2 | -3 |
| 14f. Providing support for your overall well-being (recreation, health care, counseling, etc.) | 70 | +1 | +1 | +1 |
| 14g. Helping you manage your non-academic responsibilities (work, family, etc.) | 43 | -2 | -1 | +1 |
| 14h. Attending campus activities and events (performing arts, athletic events, etc.) | 60 | -2 | -4 | -4 |
| 14i. Attending events that address important social, economic, or political issues | 53 | +2 | +3 | +5 |

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

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.
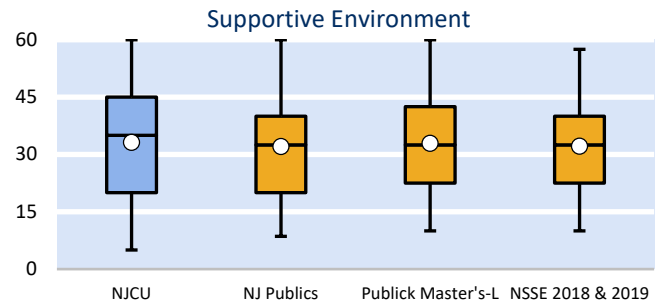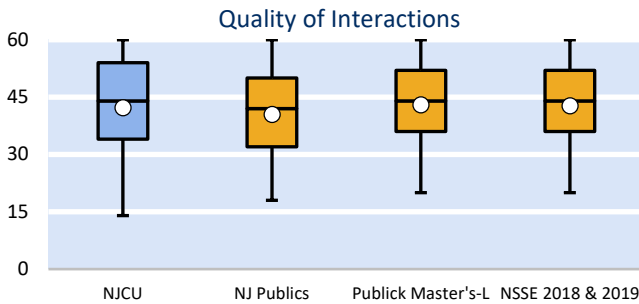
## Campus Environment: Seniors

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

| | NJCU | | Your seniors compared with | | | | |
| | | NJ Publics | | Publick Master's-L | | NSSE 2018 & 2019 | |
| *Engagement Indicator* | *Mean* | *Mean* | *Effect size* | *Mean* | *Effect size* | *Mean* | *Effect size* |
|---|---|---|---|---|---|---|---|
| Quality of Interactions | 42.2 | 40.5 | .13 | 42.9 | -.06 | 42.8 | -.05 |
| Supportive Environment | 33.2 | 32.1 | .07 | 33.0 | .01 | 32.2 | .07 |

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

### Score Distributions



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

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| | NJCU | *Percentage point difference [a] between your seniors and* | | |
| **Quality of Interactions** | | **NJ Publics** | **Publick Master's-L** | **NSSE 2018 & 2019** |
|---|---|---|---|---|
| *Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...* | % | | | |
| 13a. Students | 63 | +8 | +6 | +6 |
| 13b. Academic advisors | 49 | +4 | -4 | -5 |
| 13c. Faculty | 59 | +10 | +2 | +2 |
| 13d. Student services staff (career services, student activities, housing, etc.) | 45 | +7 | +1 | +1 |
| 13e. Other administrative staff and offices (registrar, financial aid, etc.) | 46 | +9 | +1 | +2 |
| **Supportive Environment** | | | | |
| *Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...* | | | | |
| 14b. Providing support to help students succeed academically | 64 | -3 | -7 | -7 |
| 14c. Using learning support services (tutoring services, writing center, etc.) | 61 | +0 | -5 | -5 |
| 14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.) | 62 | +4 | +4 | +7 |
| 14e. Providing opportunities to be involved socially | 60 | -3 | -5 | -3 |
| 14f. Providing support for your overall well-being (recreation, health care, counseling, etc.) | 55 | -3 | -7 | -5 |
| 14g. Helping you manage your non-academic responsibilities (work, family, etc.) | 39 | +6 | +5 | +7 |
| 14h. Attending campus activities and events (performing arts, athletic events, etc.) | 52 | +2 | -0 | +0 |
| 14i. Attending events that address important social, economic, or political issues | 46 | +1 | +1 | +5 |

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.
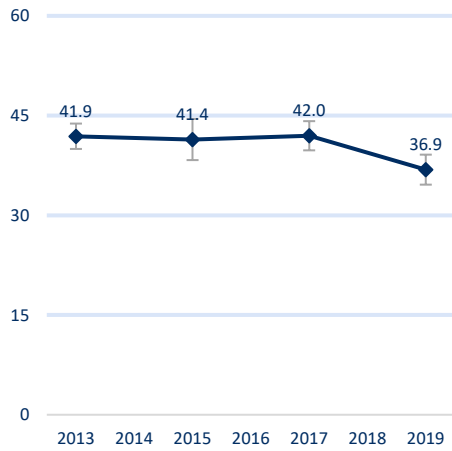
a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.
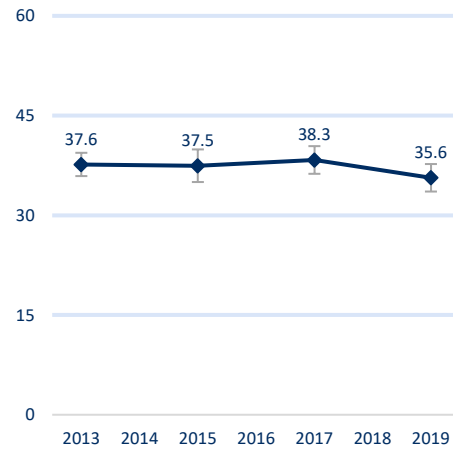
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Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.
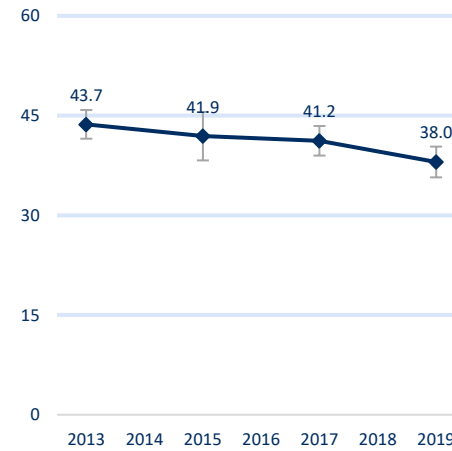
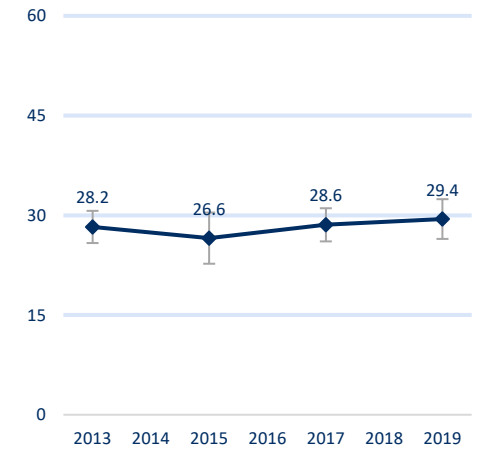## Academic Challenge: First-year students

### Higher-Order Learning

| Year | Value |
|------|-------|
| 2013 | 41.9 |
| 2015 | 41.4 |
| 2017 | 42.0 |
| 2019 | 36.9 |

### Reflective & Integrative Learning

| Year | Value |
|------|-------|
| 2013 | 37.6 |
| 2015 | 37.5 |
| 2017 | 38.3 |
| 2019 | 35.6 |

### Learning Strategies

| Year | Value |
|------|-------|
| 2013 | 43.7 |
| 2015 | 41.9 |
| 2017 | 41.2 |
| 2019 | 38.0 |

### Quantitative Reasoning

| Year | Value |
|------|-------|
| 2013 | 28.2 |
| 2015 | 26.6 |
| 2017 | 28.6 |
| 2019 | 29.4 |

## Academic Challenge (additional items): First-year students

### Preparing for Class (hrs/wk)

| Year | Value |
|------|-------|
| 2013 | 11.6 |
| 2015 | 12.5 |
| 2017 | 12.5 |
| 2019 | 14.1 |

### Course Reading (hrs/wk)[a]

| Year | Value |
|------|-------|
| 2013 | 7.3 |
| 2015 | 7.4 |
| 2017 | 6.8 |
| 2019 | 7.8 |

### Assigned Writing (pages)[a]

| Year | Value |
|------|-------|
| 2013 | 53.2 |
| 2015 | 70.3 |
| 2017 | 68.5 |
| 2019 | 76.0 |

### Course Challenge[b]

| Year | Value |
|------|-------|
| 2013 | 5.6 |
| 2015 | 5.5 |
| 2017 | 5.4 |
| 2019 | 5.6 |

### Academic Emphasis[c]

| Year | Value |
|------|-------|
| 2013 | 3.3 |
| 2015 | 3.2 |
| 2017 | 3.1 |
| 2019 | 3.0 |

a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").
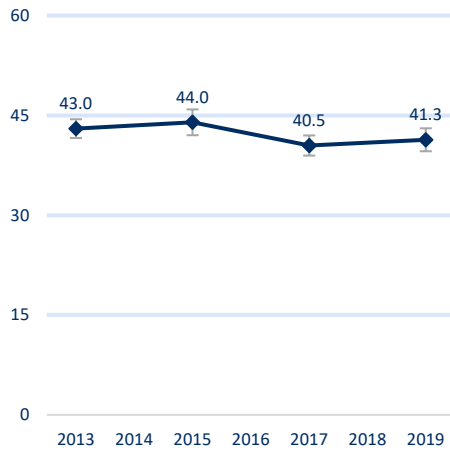
**NSSE**
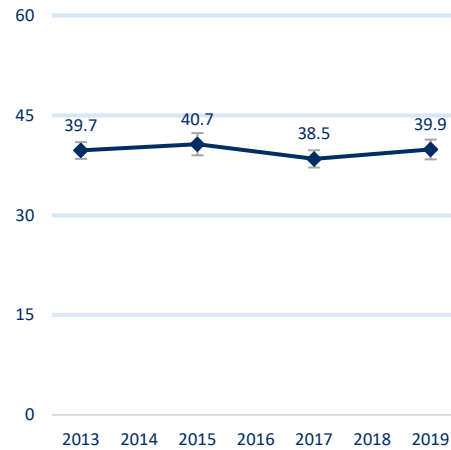national survey of
student engagement

Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.
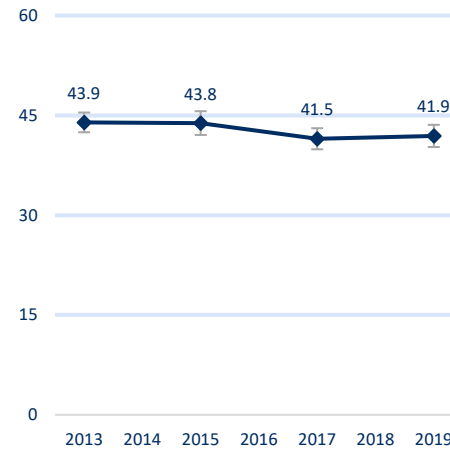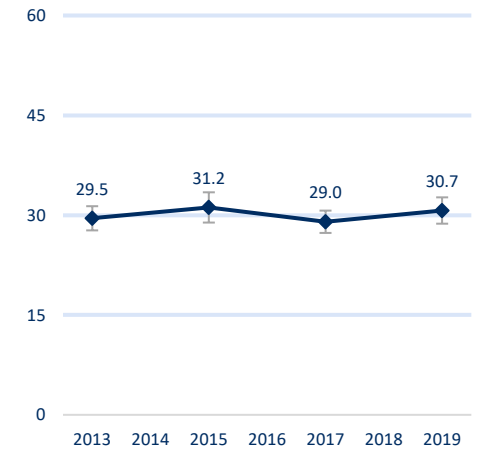
## Academic Challenge: Seniors

### Higher-Order Learning



43.0  44.0  40.5  41.3
2013 2014 2015 2016 2017 2018 2019

### Reflective & Integrative Learning



39.7  40.7  38.5  39.9
2013 2014 2015 2016 2017 2018 2019

### Learning Strategies



43.9  43.8  41.5  41.9
2013 2014 2015 2016 2017 2018 2019

### Quantitative Reasoning



29.5  31.2  29.0  30.7
2013 2014 2015 2016 2017 2018 2019

## Academic Challenge (additional items): Seniors

### Preparing for Class (hrs/wk)
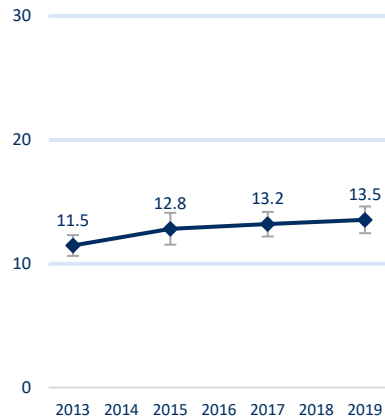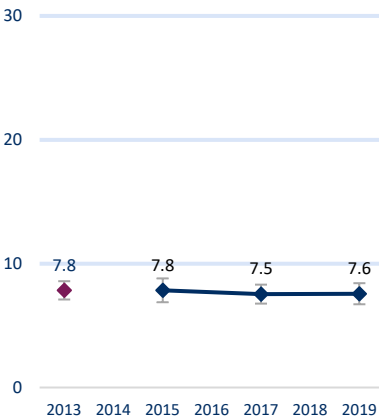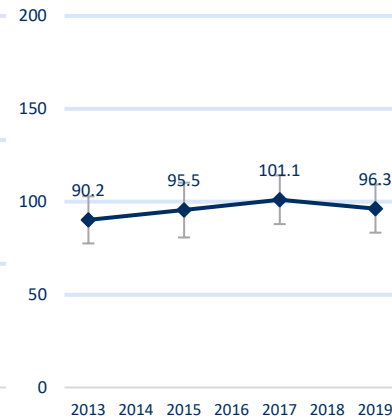


11.5  12.8  13.2  13.5
2013 2014 2015 2016 2017 2018 2019

### Course Reading (hrs/wk)[a]



7.8  7.8  7.5  7.6
2013 2014 2015 2016 2017 2018 2019

### Assigned Writing (pages)[a]



90.2  95.5  101.1  96.3
2013 2014 2015 2016 2017 2018 2019

### Course Challenge[b]



5.8  5.9  5.7  5.6
2013 2014 2015 2016 2017 2018 2019

### Academic Emphasis[c]



3.2  3.2  3.1  3.1
2013 2014 2015 2016 2017 2018 2019

a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.
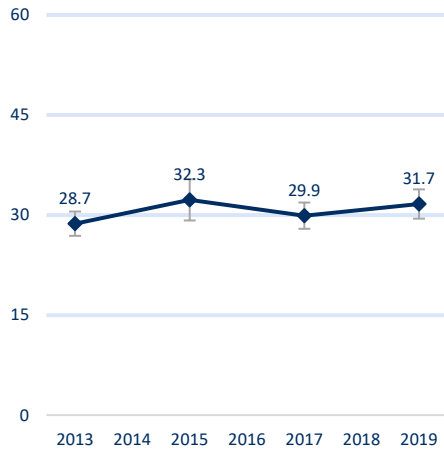
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").
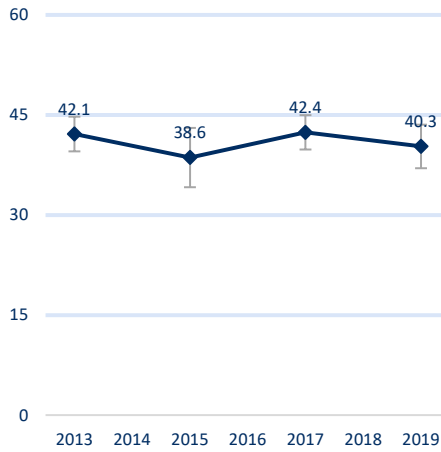
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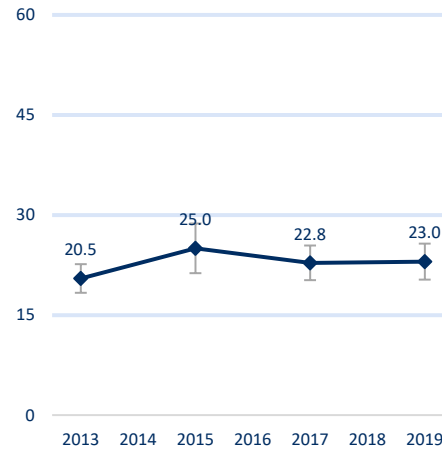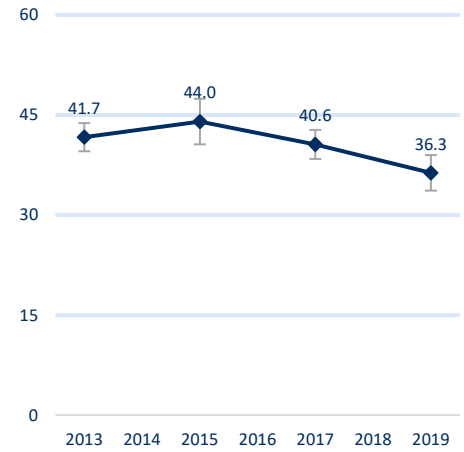## Learning with Peers: First-year students

### Collaborative Learning



Values: 2013: 28.7, 2015: 32.3, 2017: 29.9, 2019: 31.7

### Discussions with Diverse Others



Values: 2013: 42.1, 2015: 38.6, 2017: 42.4, 2019: 40.3

## Experiences with Faculty: First-year students

### Student-Faculty Interaction



Values: 2013: 20.5, 2015: 25.0, 2017: 22.8, 2019: 23.0

### Effective Teaching Practices



Values: 2013: 41.7, 2015: 44.0, 2017: 40.6, 2019: 36.3

## Campus Environment: First-year students

### Quality of Interactions
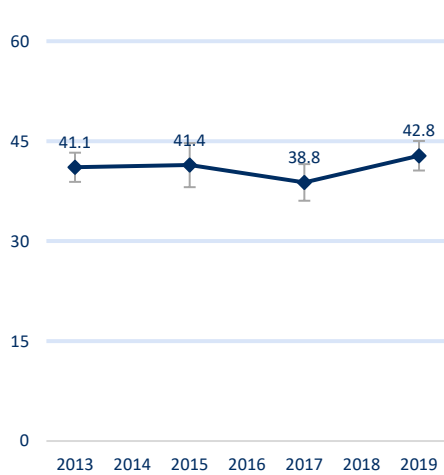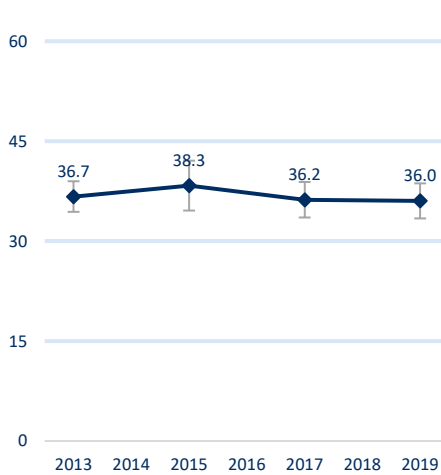


Values: 2013: 41.1, 2015: 41.4, 2017: 38.8, 2019: 42.8

### Supportive Environment



Values: 2013: 36.7, 2015: 38.3, 2017: 36.2, 2019: 36.0
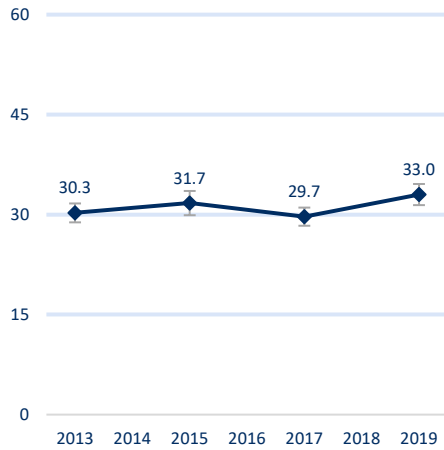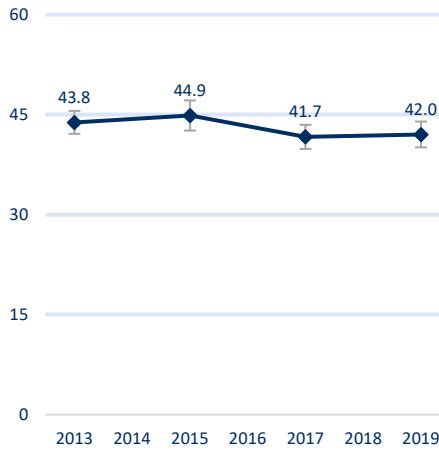
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## Learning with Peers: Seniors
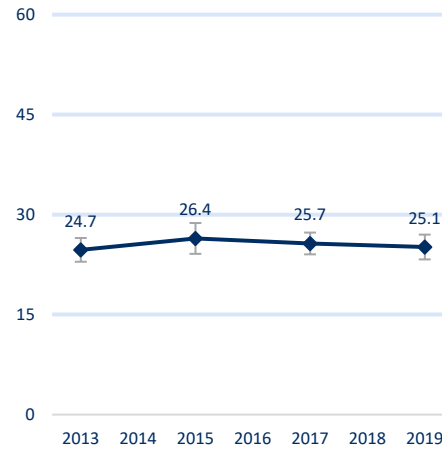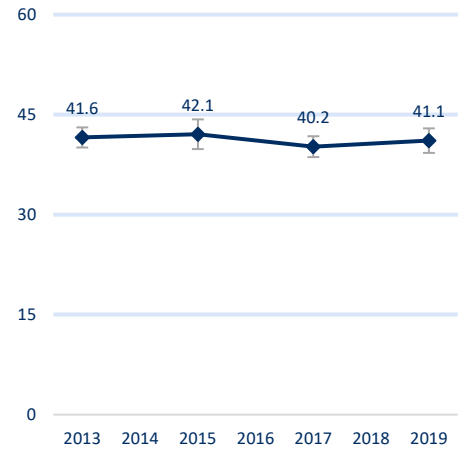
### Collaborative Learning



Values by year (2013, 2015, 2017, 2019): 30.3, 31.7, 29.7, 33.0

### Discussions with Diverse Others



Values by year (2013, 2015, 2017, 2019): 43.8, 44.9, 41.7, 42.0

## Experiences with Faculty: Seniors

### Student-Faculty Interaction



Values by year (2013, 2015, 2017, 2019): 24.7, 26.4, 25.7, 25.1

### Effective Teaching Practices



Values by year (2013, 2015, 2017, 2019): 41.6, 42.1, 40.2, 41.1

## Campus Environment: Seniors

### Quality of Interactions



Values by year (2013, 2015, 2017, 2019): 40.9, 41.4, 40.9, 42.2

### Supportive Environment



Values by year (2013, 2015, 2017, 2019): 32.6, 33.2, 32.2, 33.2