About your *Engagement Indicators* report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' SASSE responses. By combining responses to related SASSE 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 organised into four broad themes as shown at right.

Theme	*Engagement Indicator*
Academic Challenge	Higher-Order Learning
	Reflective and Integrative Learning
	Learning Strategies
	Quantitative Reasoning
Learning with Peers	Collaborative Learning
	Discussions with Diverse Others
Experiences with Staff	Student-Staff Interaction
	Effective Teaching Practices
Campus Environment	Quality of Interactions
	Supportive Environment

Report sections

Overview (p. 5)

Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.

Theme Reports (pp. 6-15)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer insights into your EI scores:

Mean comparisons
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score distributions
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Summary of indicator items
Responses to each item in a given EI are summarised for your institution and comparison groups.

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, on which SASSE is based, has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview.

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 between those in your comparison groups.

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 that 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.

Rocconi, L., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

SASSE 2018 Engagement Indicators
Overview
SASSEville University

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of SASSE questions that examine key dimensions of student engagement. The ten indicators are organised within four broad themes: Academic Challenge, Learning with Peers, Experiences with Staff, 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 of 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 of at least .3 in magnitude.

First-year students

Theme	Engagement Indicator	**Your first-year students** compared with: **Comparison Group**	**SASSE Overall**
Academic Challenge	Higher-Order Learning	△	△
	Reflective and Integrative Learning	▲	▲
	Learning Strategies	△	--
	Quantitative Reasoning	--	--
Learning with Peers	Collaborative Learning	△	▽
	Discussions with Diverse Others	--	△
Experiences with Staff	Student-Staff Interaction	▲	△
	Effective Teaching Practices	▲	△
Campus Environment	Quality of Interactions	--	--
	Supportive Environment	△	△

Seniors

Theme	Engagement Indicator	**Your seniors** compared with: **Comparison Group**	**SASSE Overall**
Academic Challenge	Higher-Order Learning	△	△
	Reflective and Integrative Learning	△	△
	Learning Strategies	△	△
	Quantitative Reasoning	△	--
Learning with Peers	Collaborative Learning	△	▽
	Discussions with Diverse Others	--	△
Experiences with Staff	Student-Staff Interaction	▲	--
	Effective Teaching Practices	▲	△
Campus Environment	Quality of Interactions	△	--
	Supportive Environment	▲	▲

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests.

Academic Challenge: First-year students

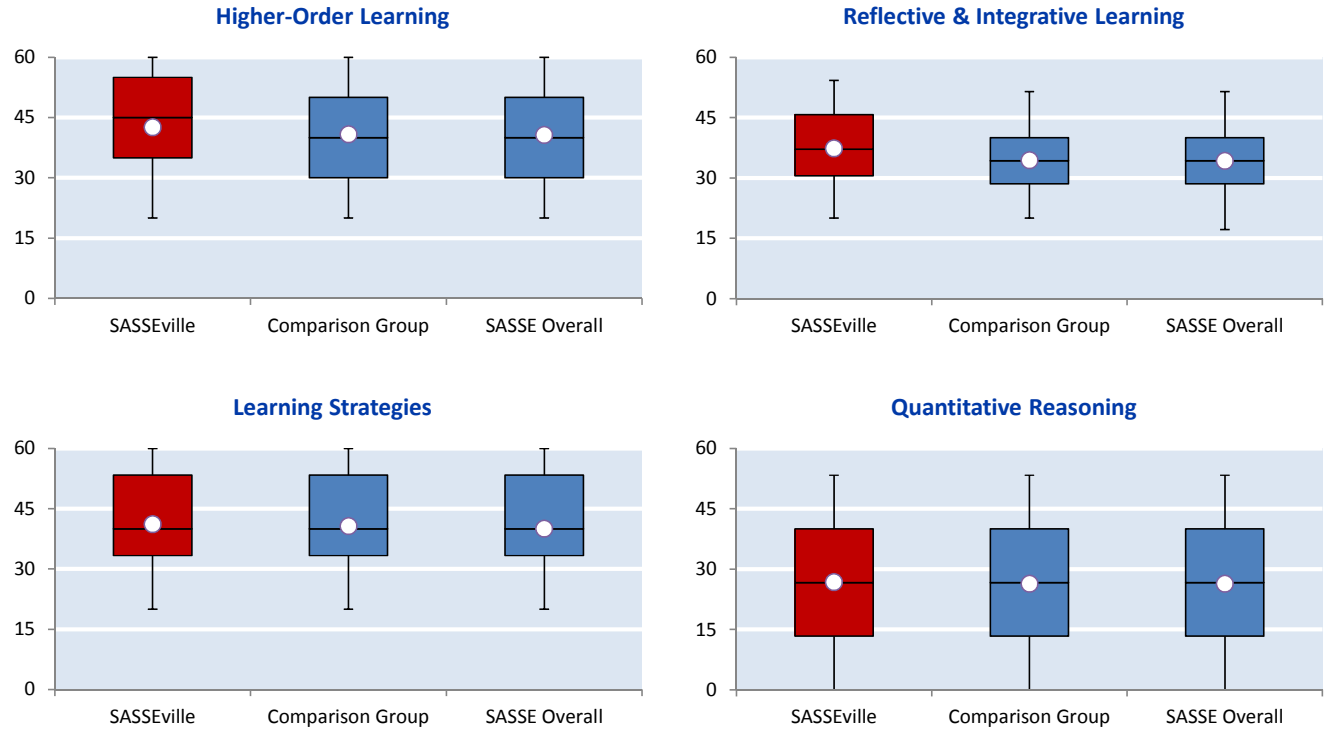
Challenging intellectual and creative work is central to student learning and collegiate quality. Universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning, Reflective & 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

		Your first-year students compared with				
	SASSEville	**Comparison Group**			**SASSE Overall**	
Engagement Indicator	*Mean*	*Mean*		*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	42.55	40.46	**	.17	40.70 **	.14
Reflective & Integrative Learning	37.33	33.87	***	.32	34.24 ***	.30
Learning Strategies	41.12	38.22	***	.22	40.03	.08
Quantitative Reasoning	26.75	26.35		.03	26.34	.03

Notes: Results weighted by gender (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.

Academic Challenge: First-year students (continued)

Summary of indicator items

	SASSEville	Comparison Group	SASSE Overall
Higher-Order Learning			
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasised…	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	82	84	80
4c. Identifying the different parts of an idea, experience, or argument in detail (analysing)	77	73	72
4d. Evaluating a point of view, decision, or information source	74	68	69
4e. Forming a new idea or understanding by putting together various pieces of information	76	68	75
Reflective & Integrative Learning			
Percentage of students who responded that they "Very often" or "Often"…			
2a. Combined ideas from different modules/subjects when completing assignments	56	54	57
2b. Connected their learning to societal problems or issues	55	46	43
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in module/subject discussions or writing assignments	51	35	34
2d. Examined the strengths and weaknesses of their own views on a topic or issue	64	58	58
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her point of view	77	71	72
2f. Learned something that changed the way they understand an issue or concept	81	76	77
2g. Connected ideas from their modules/subjects to their prior experiences and knowledge	80	78	78
Learning Strategies			
Percentage of students who responded that they "Very often" or "Often"…			
9a. Identified important information from reading assignments	85	76	79
9b. Reviewed their notes after class	63	60	65
9c. Summarised what they learned in class or from module/subject materials	73	65	69
Quantitative Reasoning			
Percentage of students who responded that they "Very often" or "Often"…			
6a. Reached conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.)	48	51	51
6b. Used numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	35	37
6c. Evaluated what others have concluded when they used numerical information (numbers, graphs, statistics, etc.)	37	35	34

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests.

Academic Challenge: Seniors

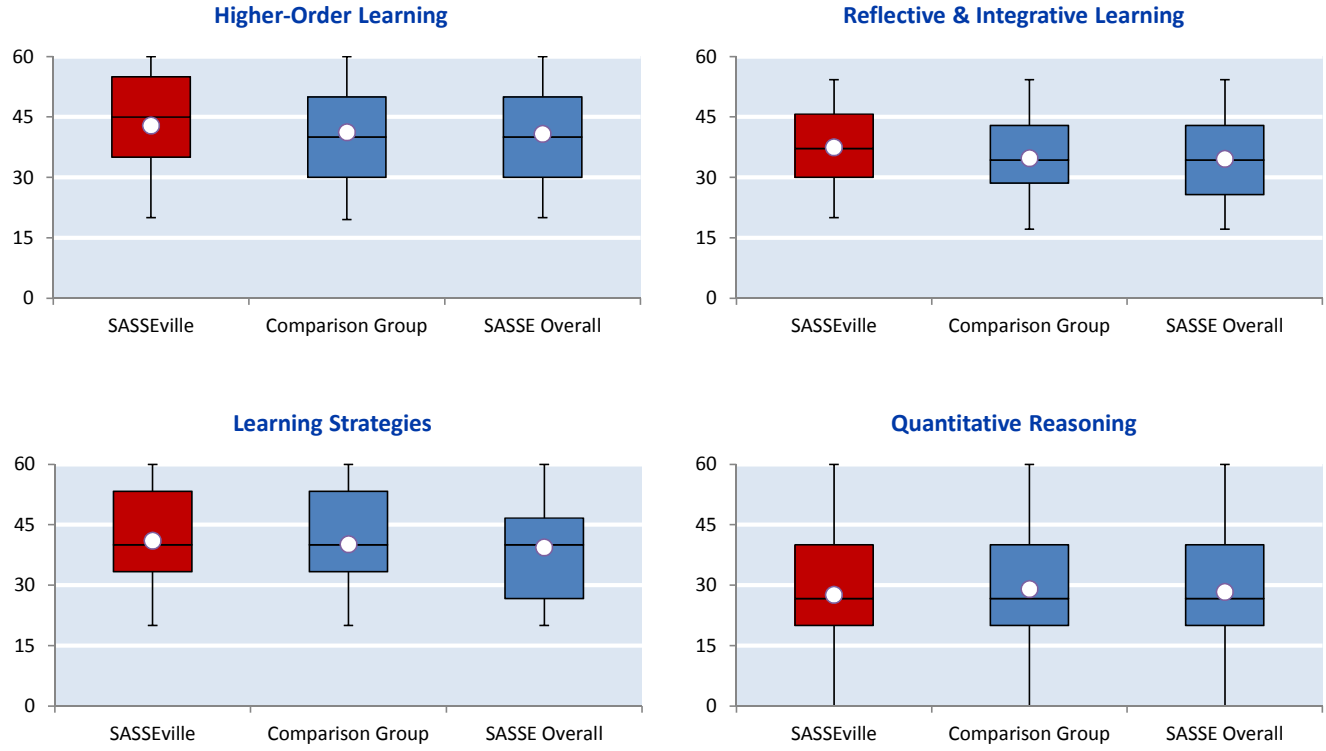
Challenging intellectual and creative work is central to student learning and collegiate quality. Universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning* , *Reflective & 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

		Your seniors compared with				
	SASSEville	**Comparison Group**			**SASSE Overall**	
Engagement Indicator	*Mean*	*Mean*		*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	42.84	39.72	***	.23	40.81 ***	.15
Reflective & Integrative Learning	37.45	34.08	***	.29	34.57 ***	.26
Learning Strategies	41.01	37.13	***	.28	39.33 ***	.12
Quantitative Reasoning	27.59	26.18	*	.09	28.28	-.04

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

Score distributions



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Academic Challenge: Seniors (continued)

Summary of indicator items

	SASSEville	Comparison Group	SASSE Overall
Higher-Order Learning			
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasised…	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	83	85	81
4c. Identifying the different parts of an idea, experience, or argument in detail (analysing)	76	73	72
4d. Evaluating a point of view, decision, or information source	74	63	69
4e. Forming a new idea or understanding by putting together various pieces of information	78	66	72
Reflective & Integrative Learning			
Percentage of students who responded that they "Very often" or "Often"…			
2a. Combined ideas from different modules/subjects when completing assignments	60	58	60
2b. Connected their learning to societal problems or issues	57	51	48
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in module/subject discussions or writing assignments	52	35	35
2d. Examined the strengths and weaknesses of their own views on a topic or issue	64	52	56
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her point of view	77	70	70
2f. Learned something that changed the way they understand an issue or concept	83	73	76
2g. Connected ideas from their modules/subjects to their prior experiences and knowledge	79	77	76
Learning Strategies			
Percentage of students who responded that they "Very often" or "Often"…			
9a. Identified important information from reading assignments	82	75	79
9b. Reviewed their notes after class	63	53	61
9c. Summarised what they learned in class or from module/subject materials	77	65	67
Quantitative Reasoning			
Percentage of students who responded that they "Very often" or "Often"…			
6a. Reached conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.)	50	50	53
6b. Used numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	35	42
6c. Evaluated what others have concluded when they used numerical information (numbers, graphs, statistics, etc.)	38	36	39

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests.

Learning with peers: First-year students

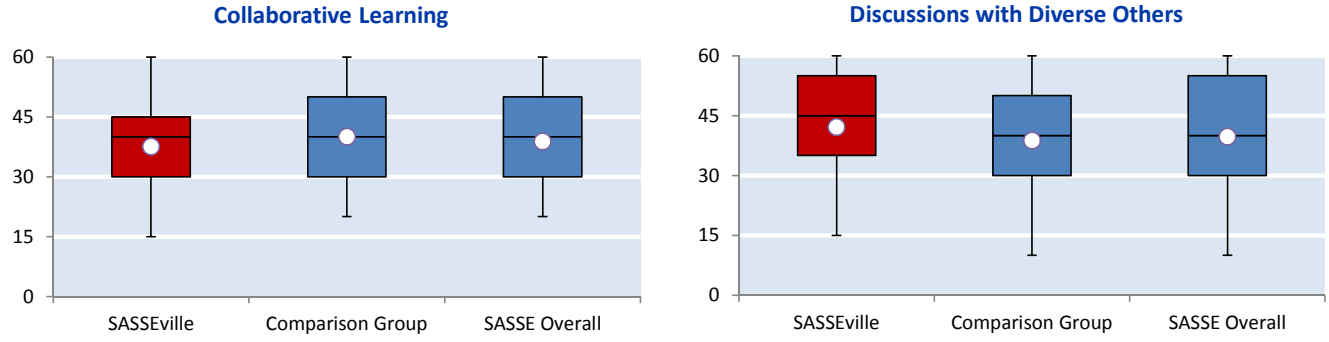
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepares students to deal with complex, unscripted problems they will encounter during and after university. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean comparisons

		Your first-year students compared with				
	SASSEville	Comparison Group			SASSE Overall	
Engagement Indicator	*Mean*	*Mean*		*Effect size*	*Mean*	*Effect size*
Collaborative Learning	37.56	35.61	**	.15	38.82 *	-.10
Discussions with Diverse Others	42.14	42.46		-.02	39.76 ***	.16

Notes: Results weighted by gender (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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Summary of indicator items

Collaborative Learning	SASSEville	Comparison Group	SASSE Overall
Percentage of students who responded that they "Very often" or "Often"…	%	%	%
1e. Asked another student to help them understand module/subject material	58	62	63
1f. Explained module/subject material to other students	65	67	66
1g. Prepared for exams by discussing or working through module/subject material with other students	61	52	64
1h. Worked with other students on projects or assignments	74	63	75
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 their own	71	77	63
8b. People from an economic background other than their own	79	80	72
8c. People with religious beliefs other than their own	68	69	67
8d. People with political views other than their own	73	69	70

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests.

Learning with peers: Seniors

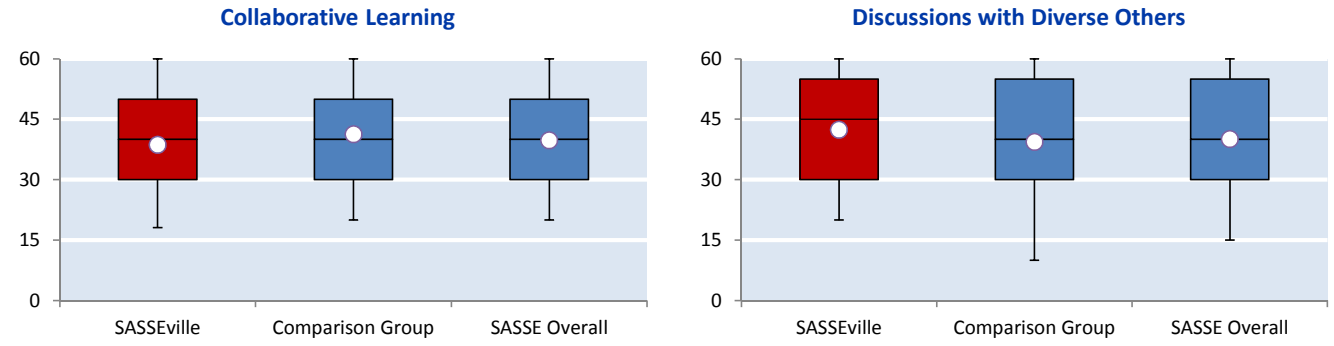
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after university. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean comparisons

	SASSEville	Your seniors compared with: Comparison Group			SASSE Overall		
Engagement Indicator	*Mean*	*Mean*		*Effect size*	*Mean*		*Effect size*
Collaborative Learning	38.67	35.57	***	.24	39.73	*	-.08
Discussions with Diverse Others	42.41	42.15		.02	40.11	***	.15

Notes: Results weighted by gender (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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Summary of indicator items

Collaborative Learning	SASSEville	Comparison Group	SASSE Overall
Percentage of students who responded that they "Very often" or "Often"…	%	%	%
1e. Asked another student to help them understand module/subject material	63	59	65
1f. Explained module/subject material to other students	69	65	68
1g. Prepared for exams by discussing or working through module/subject material with other students	65	53	64
1h. Worked with other students on projects or assignments	75	68	79
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 their own	73	76	64
8b. People from an economic background other than their own	78	79	73
8c. People with religious beliefs other than their own	70	70	69
8d. People with political views other than their own	74	69	69

Experiences with Staff: First-year students

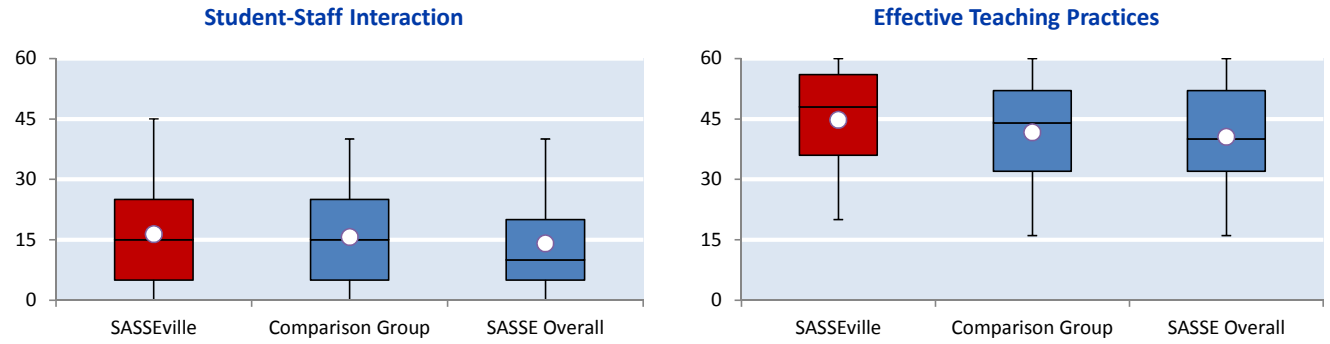
Students learn firsthand how experts think about and solve problems by interacting with staff members inside and outside of instructional settings. As a result, staff become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that staff deliver course material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

Mean comparisons

	SASSEville	Your first-year students compared with: Comparison Group			SASSE Overall		
Engagement Indicator	*Mean*	*Mean*		*Effect size*	*Mean*		*Effect size*
Student-Staff Interaction	16.42	9.94	***	.57	14.12	***	.18
Effective Teaching Practices	44.76	37.76	***	.56	40.59	***	.30

Notes: Results weighted by gender (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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Summary of indicator items

Student-Staff Interaction	SASSEville	Comparison Group	SASSE Overall
Percentage of students who responded that they "Very often" or "Often"…	%	%	%
3a. Talked about their career plans with a lecturer	19	8	13
3b. Worked with a staff member on activities other than academic work (committees, projects, student groups, etc.)	18	10	17
3c. Discussed module/subject topics, ideas, or concepts with a lecturer outside of class	23	13	20
3d. Discussed their academic performance with a lecturer	23	9	18
Effective Teaching Practices			
Percentage responding "Very much" or "Quite a bit" about how much lecturers have…			
5a. Clearly explained module/subject outcomes and requirements	83	75	76
5b. Presented module/subject sessions in an organised way	86	84	81
5c. Used examples or illustrations to explain difficult points	86	84	79
5d. Provided feedback on a draft or work in progress	72	44	60
5e. Provided detailed feedback shortly after they completed tests or assignments	71	50	61

Experiences with Staff: Seniors

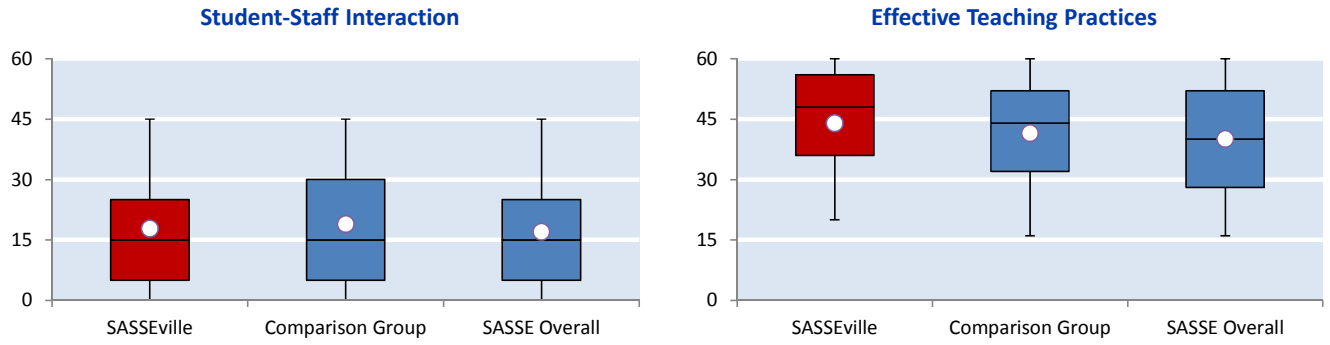
Students learn firsthand how experts think about and solve problems by interacting with staff members inside and outside of instructional settings. As a result, staff become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that staff deliver course material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

Mean comparisons

		Your seniors compared with				
	SASSEville	**Comparison Group**			**SASSE Overall**	
Engagement Indicator	*Mean*	*Mean*		*Effect size*	*Mean*	*Effect size*
Student-Staff Interaction	17.85	11.78	***	.50	17.01	.06
Effective Teaching Practices	44.00	36.28	***	.57	40.10 ***	.28

Notes: Results weighted by gender (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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Summary of indicator items

Student-Staff Interaction	**SASSEville**	**Comparison Group**	**SASSE Overall**
Percentage of students who responded that they "Very often" or "Often"…	%	%	%
3a. Talked about their career plans with a lecturer	19	12	18
3b. Worked with a staff member on activities other than academic work (committees, projects, student groups, etc.)	22	13	22
3c. Discussed module/subject topics, ideas, or concepts with a lecturer outside of class	26	14	25
3d. Discussed their academic performance with a lecturer	23	12	23
Effective Teaching Practices			
Percentage responding "Very much" or "Quite a bit" about how much lecturers have…			
5a. Clearly explained module/subject outcomes and requirements	81	72	75
5b. Presented module/subject sessions in an organised way	84	80	79
5c. Used examples or illustrations to explain difficult points	83	78	79
5d. Provided feedback on a draft or work in progress	70	41	59
5e. Provided detailed feedback shortly after they completed tests or assignments	74	48	61

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests.

Campus Environment: First-year students

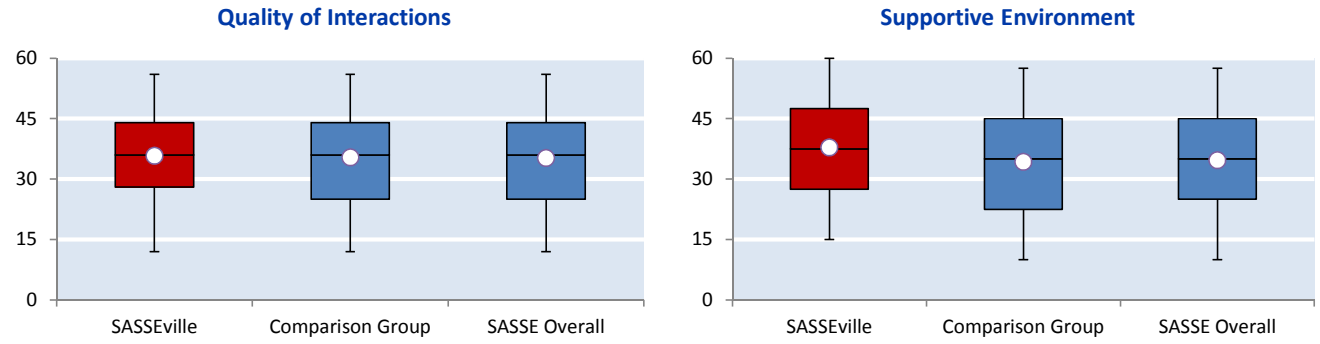
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, lecturers, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of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

Mean comparisons

	SASSEville	Your first-year students compared with			
		Comparison Group		SASSE Overall	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	35.79	34.90	.07	35.23	.04
Supportive Environment	37.85	35.73 **	.15	34.68 ***	.22

Notes: Results weighted by gender (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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Summary of indicator items

Quality of Interaction	SASSEville	Comparison Group	SASSE Overall
Percentage students responding "Excellent" or "Good" about their interactions with…	%	%	%
13a. Other students	86	85	85
13b. Peer learning support (e.g. tutors, mentors, facilitators)	76	68	66
13c. Lecturers and academic staff	64	59	67
13d. Student support services (e.g. counselling, health, disability, career)	44	47	47
13e. Other administrative services (e.g. registration, financial aid)	52	52	50
Supportive Environment			
Percentage students responding "Very much" or "Quite a bit" about how much the institution emphasised…			
15b. Providing support to help students succeed academically	83	79	74
15c. Using learning support services (tutoring services, peer mentoring, writing centre, library, etc.)	85	83	80
15d. Encouraging contact among students from different backgrounds (social, racial/ ethnic, religious, economic, etc.)	73	60	60
15e. Providing opportunities to be involved socially (not related to academic work)	62	63	56
15f. Providing support for their overall well-being (recreation, health care, counselling, etc.)	63	66	63
15g. Helping them manage their non-academic responsibilities (family, work, etc.)	41	39	38
15h. Attending campus events and activities (artistic/cultural performances, sports events, etc.)	58	55	57
15i. Attending events that address important economic, political, or societal issues	54	49	49

Campus Environment: Seniors

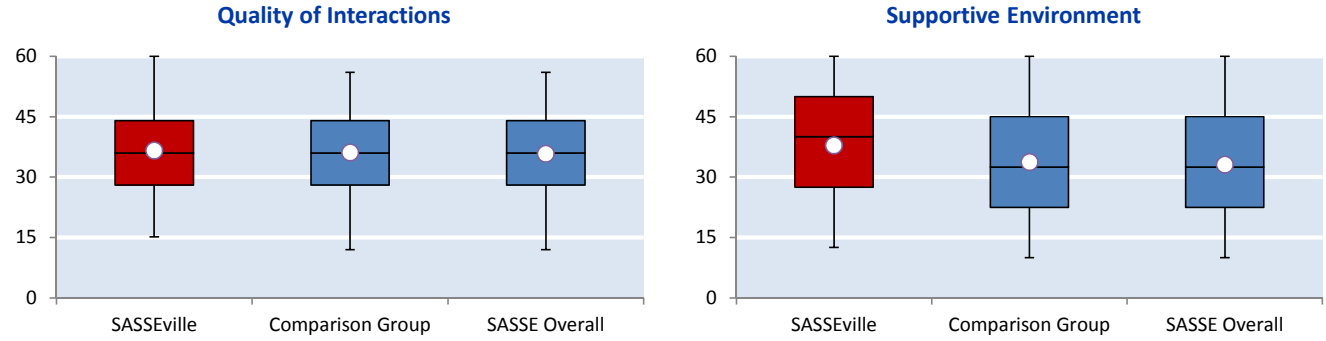
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, lecturers, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of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

Mean comparisons

	SASSEville	Your seniors compared with: Comparison Group		SASSE Overall	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	36.58	34.85 ***	.13	35.79	.06
Supportive Environment	37.83	31.52 ***	.44	33.09 ***	.32

Notes: Results weighted by gender (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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Summary of indicator items

Quality of Interaction	SASSEville	Comparison Group	SASSE Overall
Percentage students responding "Excellent" or "Good" about their interactions with…	%	%	%
13a. Other students	86	85	86
13b. Peer learning support (e.g. tutors, mentors, facilitators)	72	66	66
13c. Lecturers and academic staff	68	62	68
13d. Student support services (e.g. counselling, health, disability, career)	47	43	50
13e. Other administrative services (e.g. registration, financial aid)	52	53	51
Supportive Environment			
Percentage students responding "Very much" or "Quite a bit" about how much the institution emphasised…			
15b. Providing support to help students succeed academically	81	71	71
15c. Using learning support services (tutoring services, peer mentoring, writing centre, library, etc.)	85	77	76
15d. Encouraging contact among students from different backgrounds (social, racial/ ethnic, religious, economic, etc.)	70	54	59
15e. Providing opportunities to be involved socially (not related to academic work)	62	51	53
15f. Providing support for their overall well-being (recreation, health care, counselling, etc.)	66	56	58
15g. Helping them manage their non-academic responsibilities (family, work, etc.)	43	27	35
15h. Attending campus events and activities (artistic/cultural performances, sports events, etc.)	58	49	50
15i. Attending events that address important economic, political, or societal issues	59	42	45