

To represent the multiple dimensions of student engagement, NSSE reports on 10 Engagement Indicators calculated from 47 core NSSE items and grouped within four themes. Additionally, in a separate report, NSSE provides results on six High-Impact Practices, aptly named for their positive associations with student learning and retention.

Engagement Indicators

Engagement Indicators (EIs) provide valuable information about distinct aspects of student engagement by summarizing students' responses to sets of related survey questions. (Component items are listed on the next page.)

Theme	Engagement Indicators
<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

The EIs and component items were rigorously tested both qualitatively and quantitatively in a multi-year effort that included student focus groups, cognitive interviews, and two years of pilot testing and analysis. As a result, each EI provides valuable, concise, actionable information about a distinct aspect of student engagement.

Scoring EIs

In the *Engagement Indicators* report, each EI is expressed on a 0 to 60 scale. First, component items are converted to a 60-point scale (e.g., Never=0, Sometimes=20, Often=40, and Very often=60), then averaged together to compute student-level scores. Institutional EI scores are the weighted averages of student-level scores for each class level. Student-level EI scores are provided to participating institutions in their NSSE data files.

High-Impact Practices

High-Impact Practices (HIPs) represent enriching educational experiences that can be life-changing. They typically demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and other students, encourage collaboration with diverse others, and provide frequent and substantive feedback. NSSE reports student participation in six HIPs: three for both first-year students and seniors, and three for seniors only (see below).

High-Impact Practices	First-year	Senior
Service-learning	✓	✓
Learning community	✓	✓
Research with faculty	✓	✓
Internship or field experience		✓
Study abroad		✓
Culminating senior experience		✓

Note: Survey wording is on the next page.

Scoring HIPs

For each HIP except service-learning, participation is reported as the percentage of students who responded "Done or in progress." For service-learning, it is the percentage of students for whom at least "Some" courses included a community-based project. Thus, a HIP score of 26 means that 26% of respondents participated in the activity.

NSSE founding director George Kuh recommends that all students participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major. The *High-Impact Practices* report summarizes student participation in "1" or "2 or more" HIPs for first-year and senior students and disaggregates results by student and enrollment characteristics.

Engagement Indicators and Items

Academic Challenge

Higher-Order Learning

During the current school year, how much has your coursework emphasized the following:

- Applying facts, theories, or methods to practical problems or new situations
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- Evaluating a point of view, decision, or information source
- Forming a new idea or understanding from various pieces of information

Reflective & Integrative Learning

During the current school year, how often have you

- Combined ideas from different courses when completing assignments
- Connected your learning to societal problems or issues
- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
- Examined the strengths and weaknesses of your own views on a topic or issue
- Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- Learned something that changed the way you understand an issue or concept
- Connected ideas from your courses to your prior experiences and knowledge

Learning Strategies

During the current school year, how often have you

- Identified key information from reading assignments
- Reviewed your notes after class
- Summarized what you learned in class or from course materials

Quantitative Reasoning

During the current school year, how often have you

- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
- Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- Evaluated what others have concluded from numerical information

Learning with Peers

Collaborative Learning

During the current school year, how often have you

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

Discussions with Diverse Others

During the current school year, how often have you had discussions with people from the following groups:

- People from races or ethnicities other than your own
- People from economic backgrounds other than your own
- People with religious beliefs other than your own
- People with political views other than your own

Experiences with Faculty

Student-Faculty Interaction

During the current school year, how often have you

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

Effective Teaching Practices

During the current school year, to what extent have your instructors done the following:

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

Campus Environment

Quality of Interactions

Indicate the quality of your interactions with the following people at your institution:

- Students
- Academic advisors
- Faculty
- Student services staff (career services, student activities, housing, etc.)
- Other administrative staff and offices (registrar, financial aid, etc.)

Supportive Environment

How much does your institution emphasize the following:

- Providing support to help students succeed academically
- Using learning support services (tutoring services, writing center, etc.)
- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
- Providing opportunities to be involved socially
- Providing support for your overall well-being (recreation, health care, counseling, etc.)
- Helping you manage your nonacademic responsibilities (work, family, etc.)
- Attending campus activities and events (performing arts, athletic events, etc.)
- Attending events that address important social, economic, or political issues

High-Impact Practice Items

Which of the following have you done or do you plan to do before you graduate?

- Participate in a learning community or some other formal program where groups of students take two or more classes together
- Participate in an internship, co-op, field experience, student teaching, or clinical placement

- Participate in a study abroad program
- Work with a faculty member on a research project
- Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.)

About how many of your courses at this institution have included a community-based project (service-learning)?

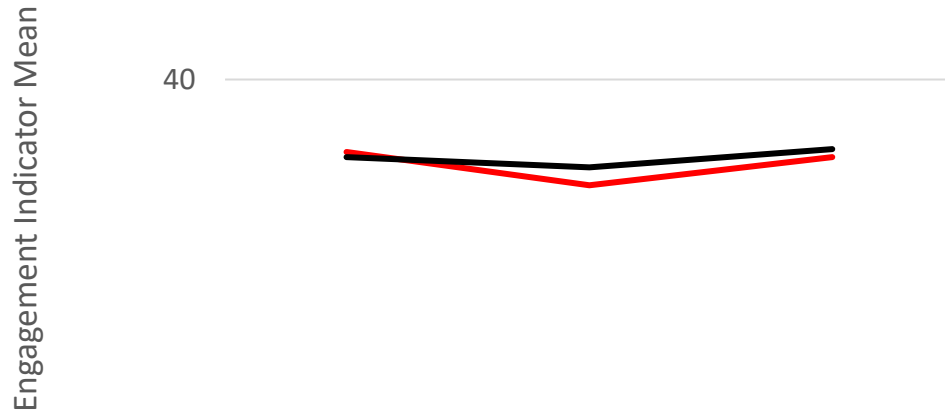
Theme: Academic Challenge

Note: Engagement Indicators are expressed on a 60-point scale (0-60). Charts in this report utilize a y-axis of 20-50 to show Engagement Indicator mean scores.

Higher-Order Learning

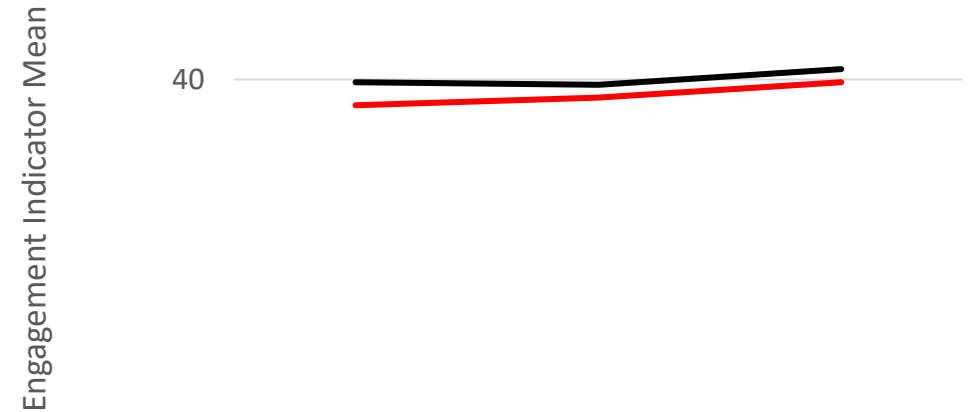
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by calling on students to engage in complex cognitive tasks requiring more than mere memorization of facts. This Engagement Indicator captures how much students' coursework emphasizes challenging cognitive tasks such as application, analysis, judgment, and synthesis.

First Year Students



	2018	2021	2023
YSU	37.2	35.9	37
True Peers	37	36.6	37.3

Senior Students

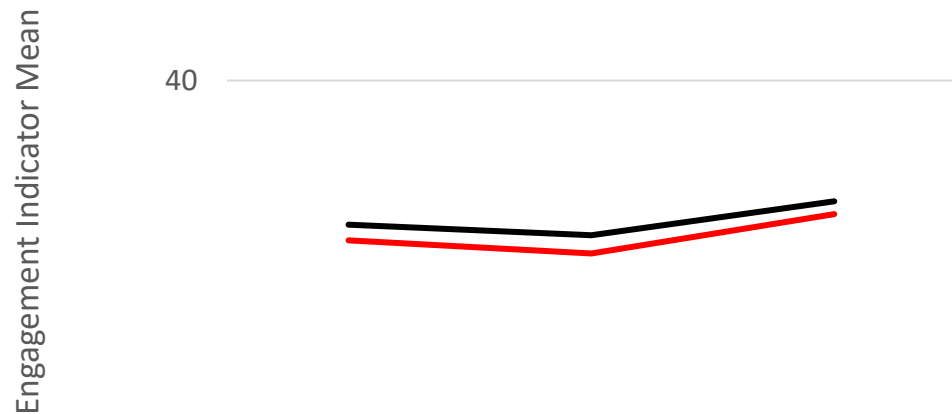


	2018	2021	2023
YSU	39	39.3	39.9
True Peers	39.9	39.8	40.4

Reflective & Integrative Learning

Personally connecting with course material requires students to relate their understandings and experiences to the content at hand. Instructors emphasizing reflective and integrative learning motivate students to make connections between their learning and the world around them, reexamining their own beliefs and considering issues and ideas from others' perspectives.

First Year Students



	2018	2021	2023
YSU	33.9	33.4	34.9
True Peers	34.5	34.1	35.4

Senior Students



	2018	2021	2023
YSU	37.5	37.8	38.6
True Peers	37.8	37.8	38.6

Learning Strategies

College students enhance their learning and retention by actively engaging with and analyzing course material rather than approaching learning as absorption. Examples of effective learning strategies include identifying key information in readings, reviewing notes after class, and summarizing course material. Knowledge about the prevalence of effective learning strategies helps colleges and universities target interventions to promote student learning and success.

First Year Students

Engagement Indicator Mean

40

20

	2018	2021	2023
— YSU	36.5	36.3	37.7
— True Peers	37.8	37.2	37.4

Senior Students

Engagement Indicator Mean

40

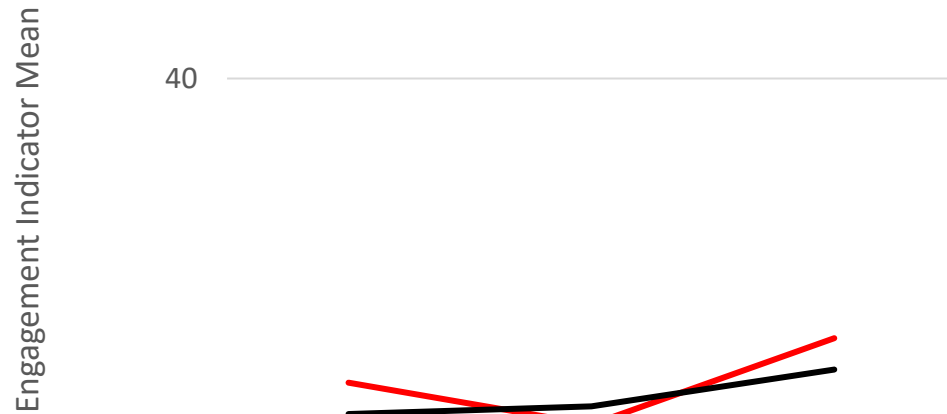
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	2018	2021	2023
— YSU	37.6	38.6	39.2
— True Peers	38.7	38.4	39.2

Quantitative Reasoning

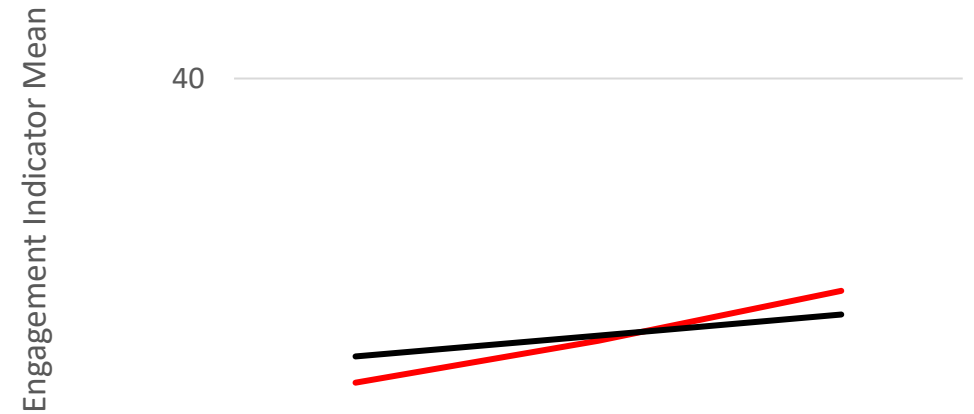
Quantitative literacy—the ability to use and understand numerical and statistical information in everyday life— is an increasingly important outcome of higher education. All students, regardless of major, should have ample opportunities to develop their ability to reason quantitatively—to evaluate, support, and critique arguments using numerical and statistical information.

First Year Students



	2018	2021	2023
YSU	28.4	26.8	30.1
True Peers	27.2	27.5	28.9

Senior Students



	2018	2021	2023
YSU	28.4	30	31.9
True Peers	29.4	30.2	31

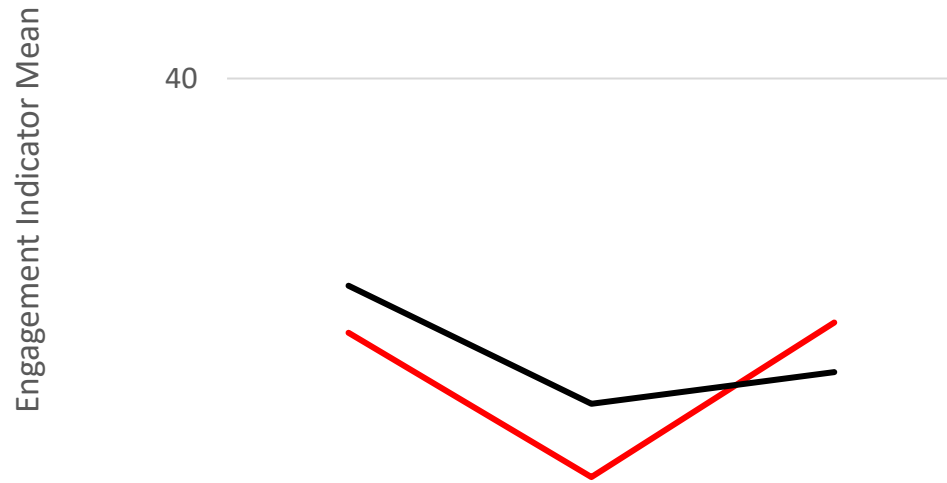
Theme: Learning with Peers

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Collaborative Learning

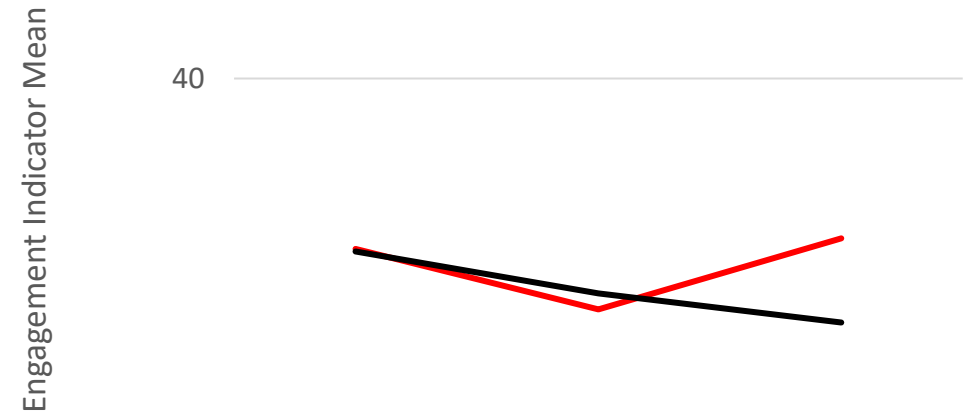
Collaborating with peers in solving problems or mastering difficult material deepens understanding and prepares students to deal with the messy, unscripted problems they encounter during and after college. Working on group projects, asking others for help with difficult material or explaining it to others, and working through course material in preparation for exams all represent collaborative learning activities.

First Year Students



	2018	2021	2023
YSU	30.3	24.8	30.7
True Peers	32.1	27.6	28.8

Senior Students

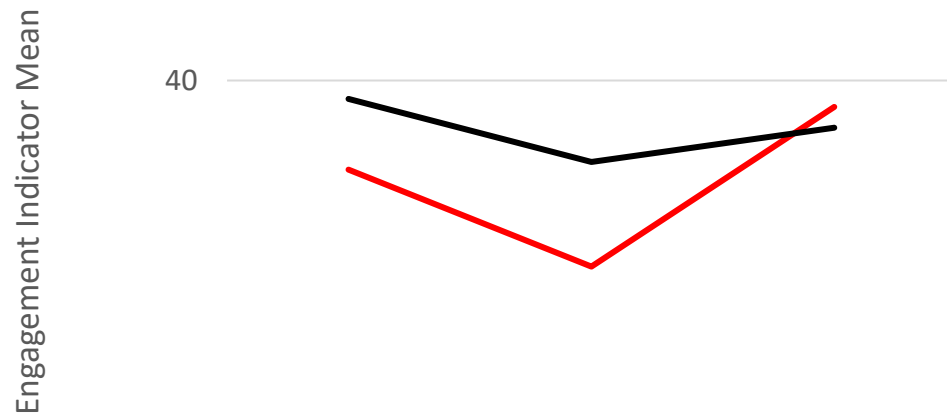


	2018	2021	2023
YSU	33.5	31.2	33.9
True Peers	33.4	31.8	30.7

Discussions with Diverse Others

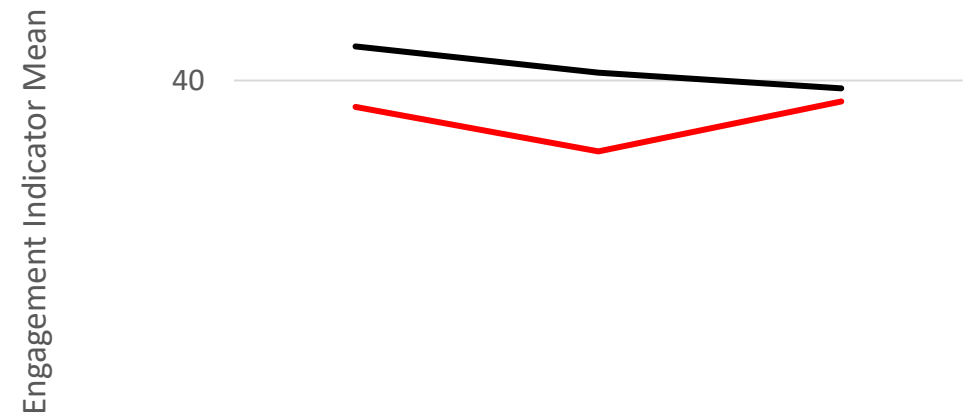
Colleges and universities afford students new opportunities to interact with and learn from others with different backgrounds and life experiences. Interactions across difference, both inside and outside the classroom, confer educational benefits and prepare students for personal and civic participation in a diverse and interdependent world.

First Year Students



	2018	2021	2023
YSU	36.6	32.9	39
True Peers	39.3	36.9	38.2

Senior Students



	2018	2021	2023
YSU	39	37.3	39.2
True Peers	41.3	40.3	39.7

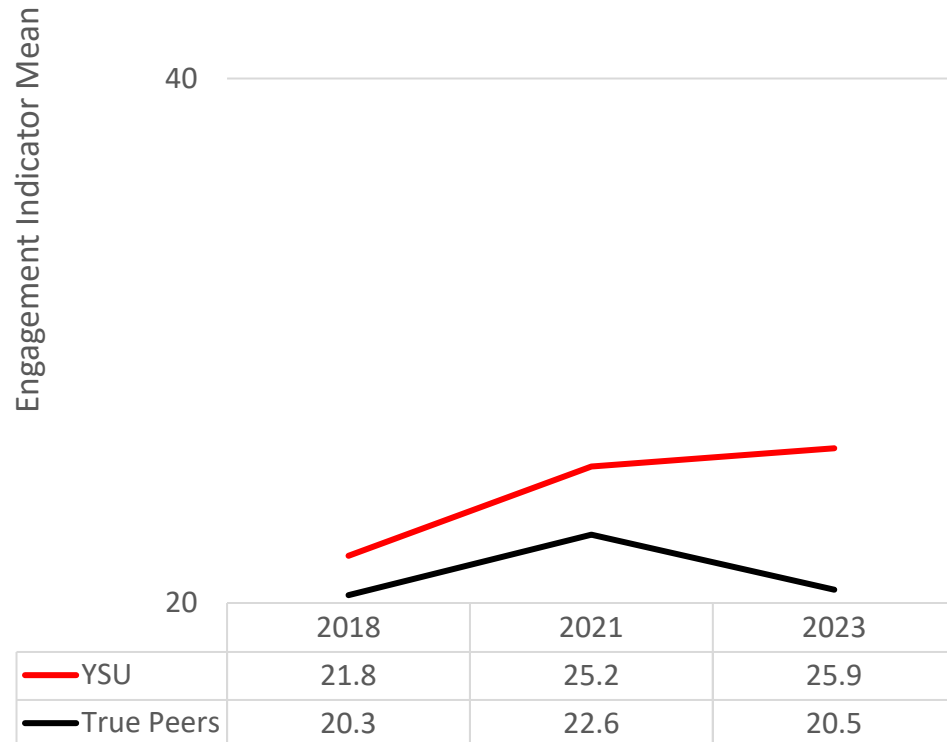
Theme: Experiences with Faculty

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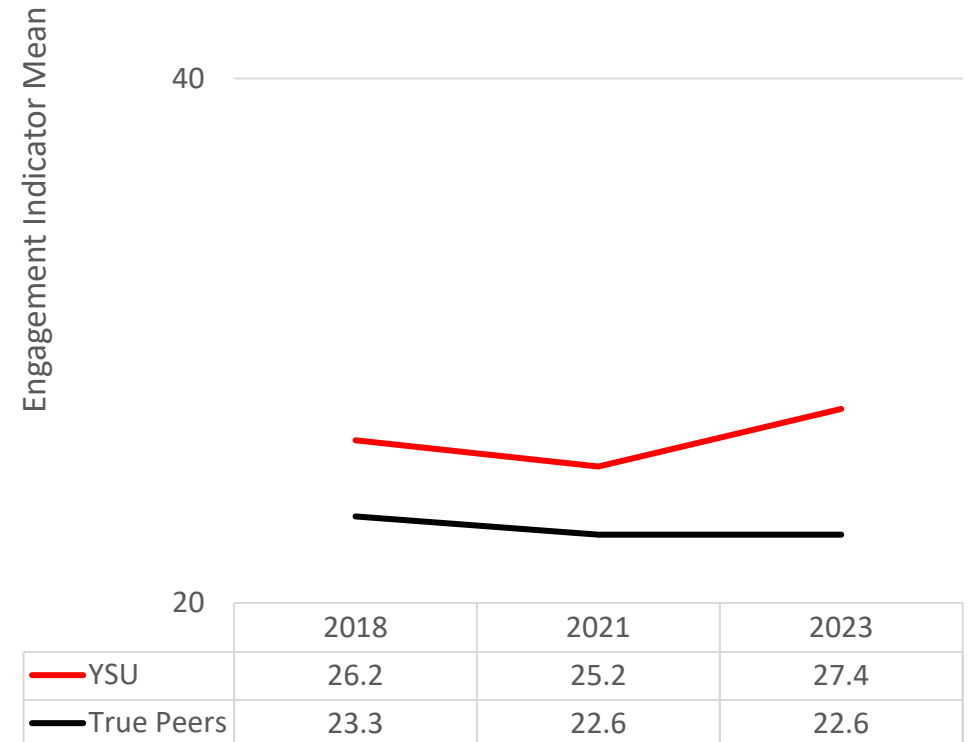
Student-Faculty Interaction

Interactions with faculty can positively influence the cognitive growth, development, and persistence of college students. Through their formal and informal roles as teachers, advisors, and mentors, faculty members model intellectual work, promote mastery of knowledge and skills, and help students make connections between their studies and their future plans.

First Year Students



Senior Students



Effective Teaching Practices

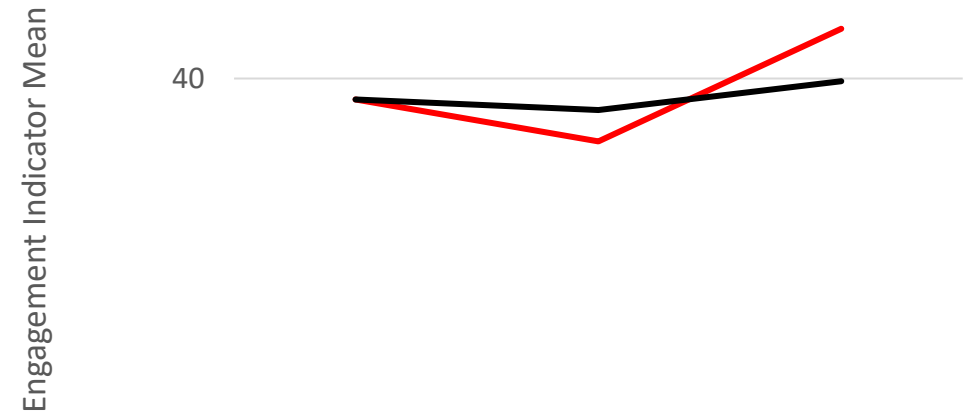
Student learning is heavily dependent on effective teaching. Organized instruction, clear explanations, illustrative examples, and effective feedback on student work all represent aspects of teaching effectiveness that promote student comprehension and learning.

First Year Students



	2018	2021	2023
YSU	38	37.6	38.6
True Peers	38.3	38.8	37.9

Senior Students



	2018	2021	2023
YSU	39.2	37.6	41.9
True Peers	39.2	38.8	39.9

Theme: Campus Environment

Note: Engagement Indicators are expressed on a 60-point scale (0-60). Charts in this report utilize a y-axis of 20-50 to show Engagement Indicator mean scores.

Quality of Interactions

College environments characterized by positive interpersonal relations promote student learning and success. Students who enjoy supportive relationships with peers, advisors, faculty, and staff are better able to find assistance when needed, and to learn from and with those around them.

First Year Students

Engagement Indicator Mean

40

20

	2018	2021	2023
— YSU	41.3	42.3	43.8
— True Peers	40.2	41	42.5

Senior Students

Engagement Indicator Mean

40

20

	2018	2021	2023
— YSU	42.5	41.5	42.4
— True Peers	41.8	41.7	43

Supportive Environment

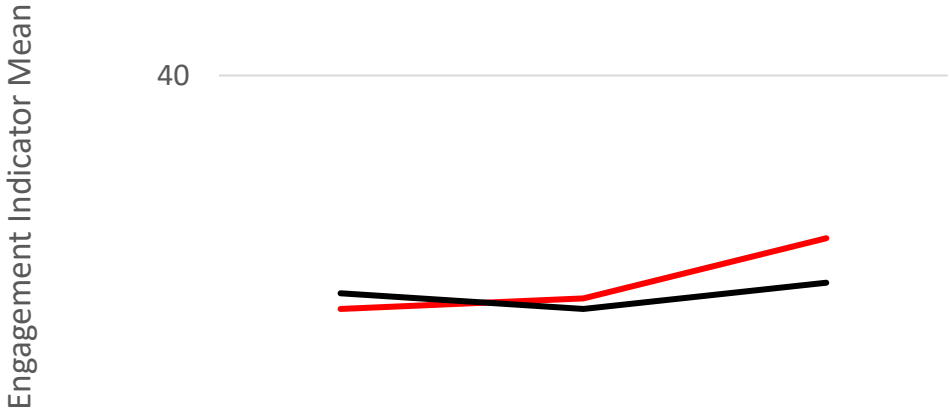
Institutions that are committed to student success provide support and involvement across a variety of domains, including the cognitive, social, and physical. These commitments foster higher levels of student performance and satisfaction. This Engagement Indicator summarizes students' perceptions of how much an institution emphasizes services and activities that support their learning and development.

First Year Students



	2018	2021	2023
— YSU	36.4	31.5	36.3
— True Peers	35.3	33.4	34

Senior Students



	2018	2021	2023
— YSU	31.1	31.5	33.8
— True Peers	31.7	31.1	32.1