


7-17-2016

NSSE16 Engagement Indicators (UNO)

National Survey of Student Engagement

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NSSE 2016

Engagement Indicators

University of Nebraska at Omaha

About Your Engagement Indicators Report

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

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

Report Sections

Overview (p. 3)

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

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2015 and 2016 participating institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are Computed

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

For more information on EIs and their psychometric properties, refer to the NSSE website: nsse.indiana.edu

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.

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 CUMU peers	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2015 & 2016
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 CUMU peers	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2015 & 2016
Academic Challenge	Higher-Order Learning	▼	▼	▼
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	▼	▼	▼
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▼	--	▼
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	△	△	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	▼

Academic Challenge: First-year students

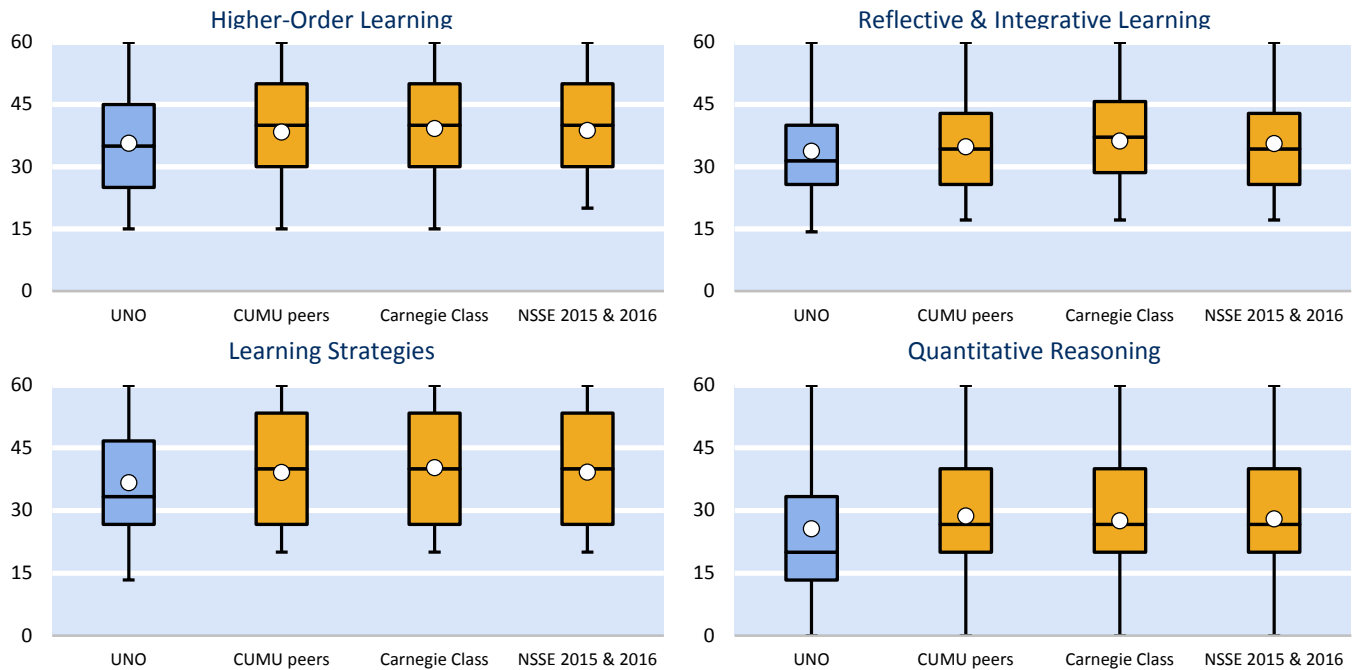
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	UNO Mean	Your first-year students compared with					
		CUMU peers		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	35.6	38.4 ***	-.20	39.2 ***	-.25	38.8 ***	-.23
Reflective & Integrative Learning	33.8	34.9	-.09	36.2 ***	-.19	35.6 ***	-.15
Learning Strategies	36.6	39.1 ***	-.17	40.3 ***	-.25	39.2 ***	-.18
Quantitative Reasoning	25.6	28.7 ***	-.19	27.6 **	-.11	28.0 ***	-.15

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your FY students and			
	UNO	CUMU peers	Carnegie Class	NSSE 2015 & 2016	
Higher-Order Learning					
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...					
	%				
4b. Applying facts, theories, or methods to practical problems or new situations	65	<div><div></div></div> -7	<div><div></div></div> -6	<div><div></div></div> -7	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	65	<div><div></div></div> -5	<div><div></div></div> -6	<div><div></div></div> -7	
4d. Evaluating a point of view, decision, or information source	64	<div><div></div></div> -5	<div><div></div></div> -8	<div><div></div></div> -6	
4e. Forming a new idea or understanding from various pieces of information	61	<div><div></div></div> -6	<div><div></div></div> -9	<div><div></div></div> -8	
Reflective & Integrative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
2a. Combined ideas from different courses when completing assignments	46	<div><div></div></div> -7	<div><div></div></div> -9	<div><div></div></div> -9	
2b. Connected your learning to societal problems or issues	50	+0	<div><div></div></div> -5	<div><div></div></div> -3	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	54	+5	+2	+3	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	56	<div><div></div></div> -6	<div><div></div></div> -10	<div><div></div></div> -8	
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65	<div><div></div></div> -2	<div><div></div></div> -5	<div><div></div></div> -3	
2f. Learned something that changed the way you understand an issue or concept	62	<div><div></div></div> -1	<div><div></div></div> -5	<div><div></div></div> -4	
2g. Connected ideas from your courses to your prior experiences and knowledge	71	<div><div></div></div> -4	<div><div></div></div> -6	<div><div></div></div> -6	
Learning Strategies					
Percentage of students who responded that they "Very often" or "Often"...					
9a. Identified key information from reading assignments	72	<div><div></div></div> -3	<div><div></div></div> -7	<div><div></div></div> -6	
9b. Reviewed your notes after class	59	<div><div></div></div> -9	<div><div></div></div> -10	<div><div></div></div> -7	
9c. Summarized what you learned in class or from course materials	61	<div><div></div></div> -2	<div><div></div></div> -5	<div><div></div></div> -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.)	46	<div><div></div></div> -9	<div><div></div></div> -6	<div><div></div></div> -7	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	33	<div><div></div></div> -8	<div><div></div></div> -7	<div><div></div></div> -7	
6c. Evaluated what others have concluded from numerical information	33	<div><div></div></div> -6	<div><div></div></div> -5	<div><div></div></div> -6	

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.

Academic Challenge: Seniors

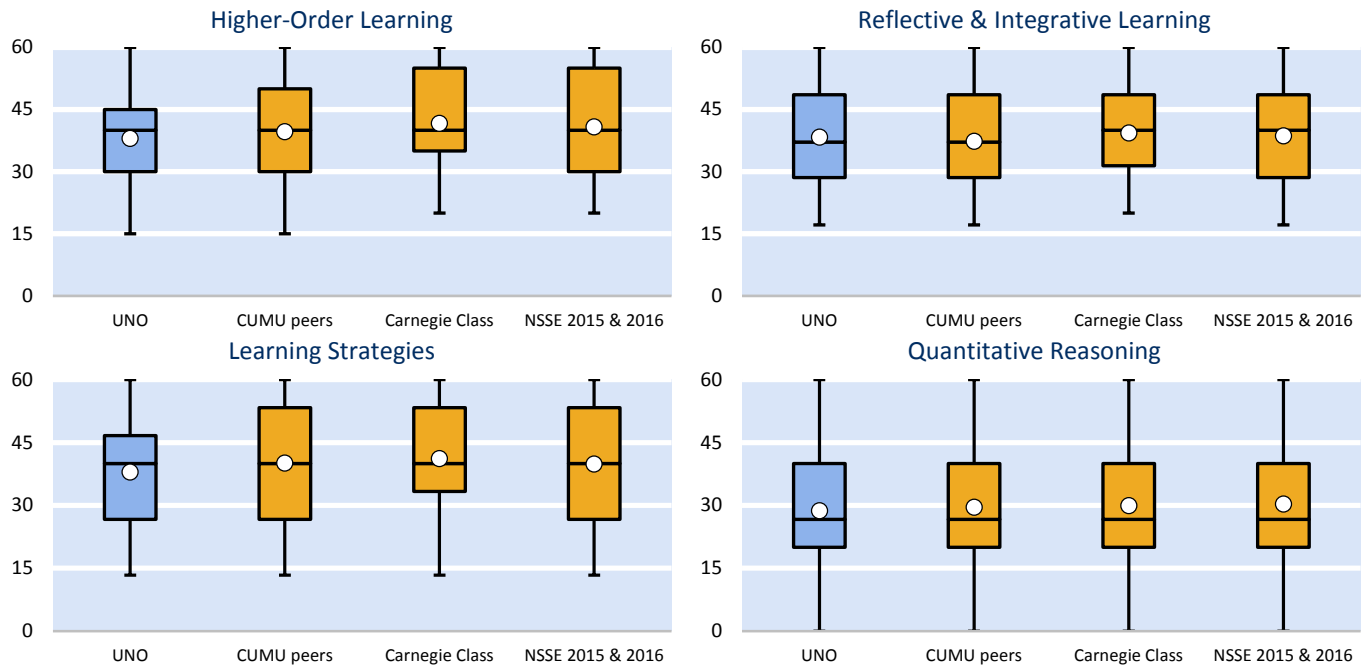
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	UNO Mean	Your seniors compared with					
		CUMU peers		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.0	39.7 *	-.12	41.7 ***	-.26	40.9 ***	-.20
Reflective & Integrative Learning	38.3	37.3	.07	39.4	-.08	38.7	-.03
Learning Strategies	38.0	40.1 *	-.15	41.2 ***	-.22	39.9 *	-.13
Quantitative Reasoning	28.7	29.5	-.05	29.9	-.07	30.3	-.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: 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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your seniors and		
	UNO	CUMU peers	Carnegie Class	NSSE 2015 & 2016
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	73	<div><div></div></div> -4	<div><div></div></div> -7	<div><div></div></div> -6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	<div><div></div></div> -4	<div><div></div></div> -8	<div><div></div></div> -6
4d. Evaluating a point of view, decision, or information source	67	<div><div></div></div> -1	<div><div></div></div> -9	<div><div></div></div> -5
4e. Forming a new idea or understanding from various pieces of information	69	+0 <div><div></div></div>	<div><div></div></div> -5	<div><div></div></div> -3
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	70	+1 <div><div></div></div>	+1 <div><div></div></div>	<div><div></div></div> -1
2b. Connected your learning to societal problems or issues	65	+5 <div><div></div></div>	<div><div></div></div> -1	+1 <div><div></div></div>
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	+2 <div><div></div></div>	<div><div></div></div> -6	<div><div></div></div> -3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	+3 <div><div></div></div>	<div><div></div></div> -4	<div><div></div></div> -1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	+2 <div><div></div></div>	<div><div></div></div> -4	<div><div></div></div> -1
2f. Learned something that changed the way you understand an issue or concept	70	+3 <div><div></div></div>	<div><div></div></div> -1	<div><div></div></div> -0
2g. Connected ideas from your courses to your prior experiences and knowledge	82	+2 <div><div></div></div>	<div><div></div></div> -3	<div><div></div></div> -1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	76	<div><div></div></div> -3	<div><div></div></div> -7	<div><div></div></div> -5
9b. Reviewed your notes after class	59	<div><div></div></div> -7	<div><div></div></div> -8	<div><div></div></div> -4
9c. Summarized what you learned in class or from course materials	63	<div><div></div></div> -4	<div><div></div></div> -7	<div><div></div></div> -3
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.)	52	<div><div></div></div> -3	<div><div></div></div> -3	<div><div></div></div> -4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	<div><div></div></div> -2	<div><div></div></div> -3	<div><div></div></div> -3
6c. Evaluated what others have concluded from numerical information	43	<div><div></div></div> -1	<div><div></div></div> -0	<div><div></div></div> -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.

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

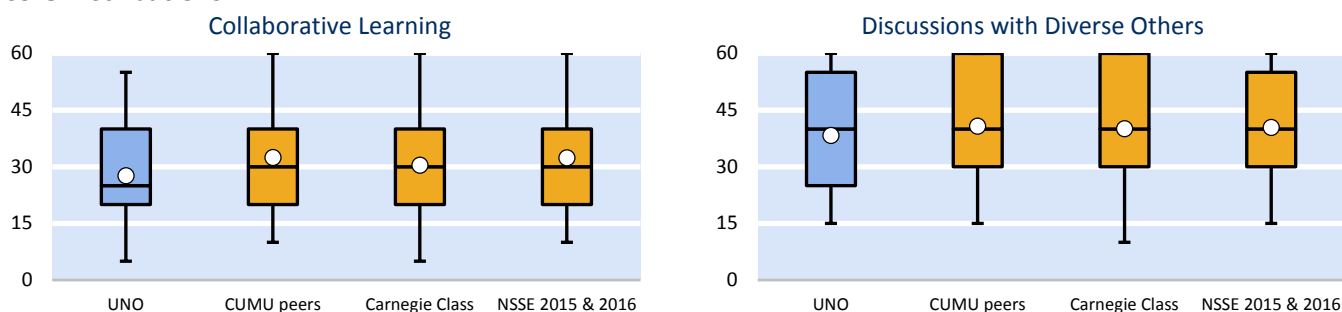
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UNO Mean	Your first-year students compared with					
		CUMU peers		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	27.6	32.4 ***	-.34	30.4 ***	-.19	32.3 ***	-.33
Discussions with Diverse Others	38.3	40.7 **	-.15	40.0 *	-.10	40.4 **	-.13

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your FY students and			
	UNO	CUMU peers	Carnegie Class	NSSE 2015 & 2016	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...	%				
1e. Asked another student to help you understand course material	39	<div><div></div></div> -13	<div><div></div></div> -6	<div><div></div></div> -13	
1f. Explained course material to one or more students	46	<div><div></div></div> -13	<div><div></div></div> -6	<div><div></div></div> -12	
1g. Prepared for exams by discussing or working through course material with other students	38	<div><div></div></div> -10	<div><div></div></div> -6	<div><div></div></div> -12	
1h. Worked with other students on course projects or assignments	41	<div><div></div></div> -14	<div><div></div></div> -11	<div><div></div></div> -12	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People from a race or ethnicity other than your own	67	<div><div></div></div> -7	<div><div></div></div> -5	<div><div></div></div> -5	
8b. People from an economic background other than your own	64	<div><div></div></div> -8	<div><div></div></div> -8	<div><div></div></div> -9	
8c. People with religious beliefs other than your own	67	<div><div></div></div> -2	+2 <div><div></div></div>	-0 <div><div></div></div>	
8d. People with political views other than your own	69	<div><div></div></div> -1	+2 <div><div></div></div>	+1 <div><div></div></div>	

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

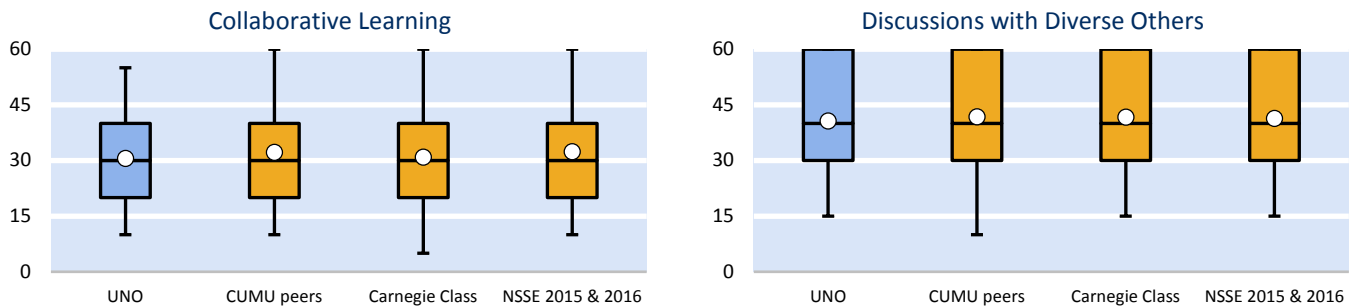
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UNO Mean	Your seniors compared with					
		CUMU peers		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.6	32.2 *	-.11	30.9	-.02	32.4 *	-.12
Discussions with Diverse Others	40.7	41.8	-.07	41.8	-.07	41.3	-.04

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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		Percentage point difference ^a between your seniors and			
	UNO	CUMU peers	Carnegie Class	NSSE 2015 & 2016	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...	%				
1e. Asked another student to help you understand course material	37	-5	+2	-5	
1f. Explained course material to one or more students	59	+1	+7	+1	
1g. Prepared for exams by discussing or working through course material with other students	40	-5	-1	-6	
1h. Worked with other students on course projects or assignments	56	-7	-11	-8	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People from a race or ethnicity other than your own	69	-7	-7	-4	
8b. People from an economic background other than your own	71	-3	-4	-3	
8c. People with religious beliefs other than your own	70	-1	+2	+1	
8d. People with political views other than your own	72	+2	+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.

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

Experiences with Faculty: First-year students

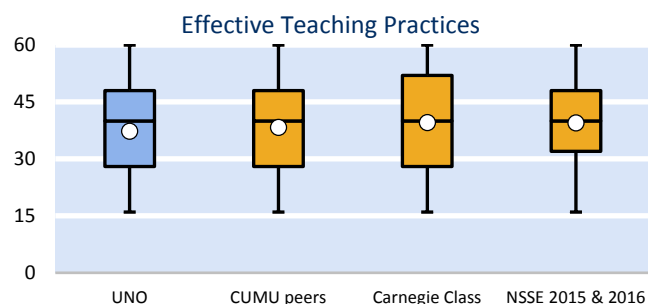
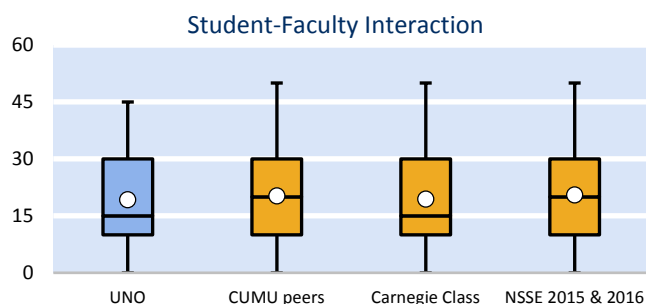
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	UNO Mean	Your first-year students compared with					
		CUMU peers		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.2	20.2	-.07	19.4	-.01	20.5	-.09
Effective Teaching Practices	37.3	38.3	-.07	39.5 ***	-.16	39.4 ***	-.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).

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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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Student-Faculty Interaction	UNO %	Percentage point difference ^a between your FY students and			
		CUMU peers	Carnegie Class	NSSE 2015 & 2016	
Percentage of students who responded that they "Very often" or "Often"...					
3a. Talked about career plans with a faculty member	35	+0	+4	+2	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	-1	+0	-1	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	21	-3	-2	-4	
3d. Discussed your academic performance with a faculty member	25	-4	-4	-4	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	76	-1	-2	-3	
5b. Taught course sessions in an organized way	73	-1	-2	-4	
5c. Used examples or illustrations to explain difficult points	73	-0	-0	-3	
5d. Provided feedback on a draft or work in progress	61	-0	-4	-3	
5e. Provided prompt and detailed feedback on tests or completed assignments	58	+1	-5	-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.

Experiences with Faculty: Seniors

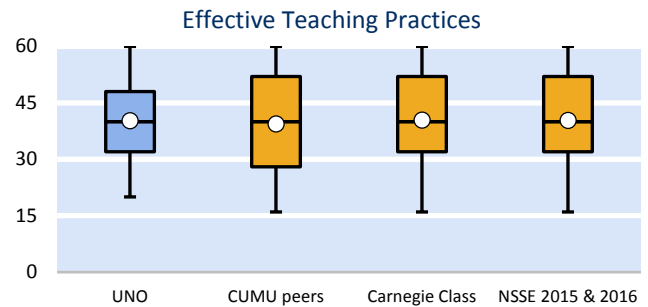
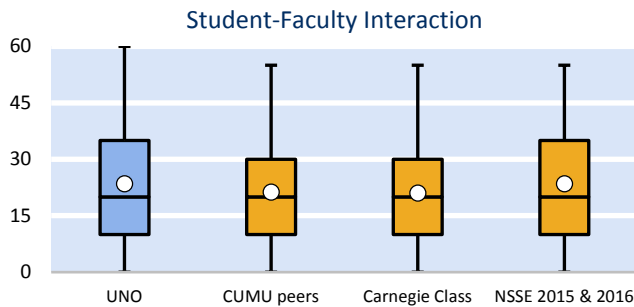
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	UNO Mean	Your seniors compared with					
		CUMU peers		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.5	21.3 *	.14	21.0 **	.15	23.5	.00
Effective Teaching Practices	40.2	39.4	.06	40.4	-.01	40.3	-.01

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your seniors and			
Student-Faculty Interaction	UNO	CUMU peers	Carnegie Class	NSSE 2015 & 2016	
Percentage of students who responded that they "Very often" or "Often"...	%				
3a. Talked about career plans with a faculty member	40	+4	+3	-2	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	+5	+5	-0	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	+3	+5	-1	
3d. Discussed your academic performance with a faculty member	31	+2	+1	-2	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	79	-0	-1	-2	
5b. Taught course sessions in an organized way	79	+3	+0	-0	
5c. Used examples or illustrations to explain difficult points	81	+4	+6	+2	
5d. Provided feedback on a draft or work in progress	65	+7	+3	+3	
5e. Provided prompt and detailed feedback on tests or completed assignments	67	+3	-0	+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.

Campus Environment: First-year students

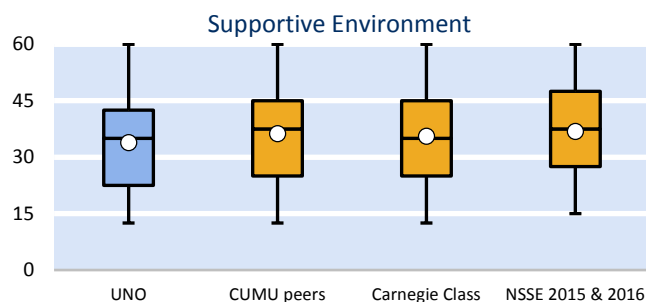
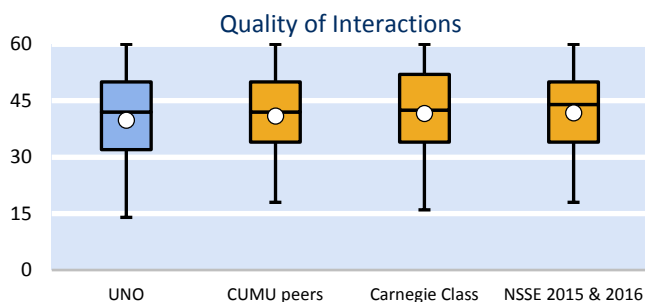
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNO Mean	Your first-year students compared with					
		CUMU peers		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.9	41.0	-.09	41.6 **	-.13	41.8 **	-.15
Supportive Environment	33.9	36.3 ***	-.17	35.6 *	-.12	36.8 ***	-.21

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your FY students and			
	UNO	CUMU peers	Carnegie Class	NSSE 2015 & 2016	
Quality of Interactions					
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...					
13a. Students	41	<div><div></div></div> -12	<div><div></div></div> -14	<div><div></div></div> -15	
13b. Academic advisors	45	<div><div></div></div> -5	<div><div></div></div> -7	<div><div></div></div> -5	
13c. Faculty	41	<div><div></div></div> -4	<div><div></div></div> -9	<div><div></div></div> -9	
13d. Student services staff (career services, student activities, housing, etc.)	41	<div><div></div></div> -3	<div><div></div></div> -3	<div><div></div></div> -4	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	<div><div></div></div> -3	<div><div></div></div> -6	<div><div></div></div> -5	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	67	<div><div></div></div> -9	<div><div></div></div> -9	<div><div></div></div> -10	
14c. Using learning support services (tutoring services, writing center, etc.)	69	<div><div></div></div> -9	<div><div></div></div> -9	<div><div></div></div> -9	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	<div><div></div></div> -1	<div><div></div></div> -1	<div><div></div></div> -1	
14e. Providing opportunities to be involved socially	63	<div><div></div></div> -5	<div><div></div></div> -5	<div><div></div></div> -9	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	<div><div></div></div> -6	<div><div></div></div> -3	<div><div></div></div> -7	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	<div><div></div></div> -5	<div><div></div></div> -6	<div><div></div></div> -7	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	64	+2	+6	-2	
14i. Attending events that address important social, economic, or political issues	51	+2	+4	-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.

Campus Environment: Seniors

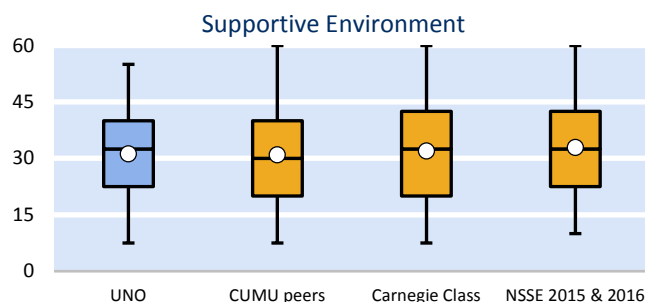
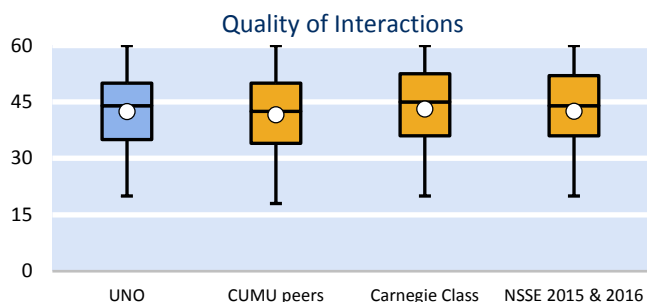
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNO Mean	Your seniors compared with					
		CUMU peers Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2015 & 2016 Mean	Effect size
Quality of Interactions	42.5	41.6	.07	43.2	-.05	42.6	-.01
Supportive Environment	31.2	31.0	.01	32.0	-.05	32.9 *	-.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

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		Percentage point difference ^a between your seniors and			
Quality of Interactions	UNO	CUMU peers	Carnegie Class	NSSE 2015 & 2016	
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...					
13a. Students	56	-2	-5	-5	
13b. Academic advisors	53	+6	-2	-0	
13c. Faculty	59	+4	-2	-0	
13d. Student services staff (career services, student activities, housing, etc.)	44	+2	-0	+2	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	+1	-4	+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	68	+0	-3	-3	
14c. Using learning support services (tutoring services, writing center, etc.)	65	+1	-4	-2	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	50	-1	-6	-3	
14e. Providing opportunities to be involved socially	59	-1	-2	-6	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	+6	+4	-0	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	27	-2	-7	-5	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	52	+4	+4	-4	
14i. Attending events that address important social, economic, or political issues	46	+6	+6	+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.

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see nsse.indiana.edu/html/position_policies.cfm), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2015 and 2016 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2015 and 2016 NSSE institutions.

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

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

First-Year Students

Theme	Engagement Indicator	UNO Mean	Your first-year students compared with						
			NSSE Top 50%			NSSE Top 10%			
			Mean	Effect size	✓	Mean	Effect size	✓	
Academic Challenge	Higher-Order Learning	35.6	40.5 ***	-.36		42.7 ***	-.51		
	Reflective and Integrative Learning	33.8	37.4 ***	-.29		39.5 ***	-.45		
	Learning Strategies	36.6	41.2 ***	-.32		43.7 ***	-.50		
	Quantitative Reasoning	25.6	29.4 ***	-.24		31.3 ***	-.35		
Learning with Peers	Collaborative Learning	27.6	35.2 ***	-.55		37.3 ***	-.71		
	Discussions with Diverse Others	38.3	42.7 ***	-.29		44.3 ***	-.40		
Experiences with Faculty	Student-Faculty Interaction	19.2	23.8 ***	-.31		26.9 ***	-.48		
	Effective Teaching Practices	37.3	41.6 ***	-.32		43.8 ***	-.48		
Campus Environment	Quality of Interactions	39.9	44.1 ***	-.36		45.9 ***	-.49		
	Supportive Environment	33.9	39.2 ***	-.40		40.9 ***	-.53		

Seniors

Theme	Engagement Indicator	UNO Mean	Your seniors compared with						
			NSSE Top 50%			NSSE Top 10%			
			Mean	Effect size	✓	Mean	Effect size	✓	
Academic Challenge	Higher-Order Learning	38.0	43.1 ***	-.37		44.7 ***	-.49		
	Reflective and Integrative Learning	38.3	41.0 ***	-.21		42.9 ***	-.36		
	Learning Strategies	38.0	42.2 ***	-.29		44.5 ***	-.46		
	Quantitative Reasoning	28.7	31.8 ***	-.18		33.2 ***	-.27		
Learning with Peers	Collaborative Learning	30.6	35.8 ***	-.37		37.9 ***	-.53		
	Discussions with Diverse Others	40.7	43.3 **	-.17		45.1 ***	-.28		
Experiences with Faculty	Student-Faculty Interaction	23.5	29.6 ***	-.38		33.0 ***	-.59		
	Effective Teaching Practices	40.2	42.7 ***	-.18		44.5 ***	-.32		
Campus Environment	Quality of Interactions	42.5	45.3 ***	-.25		46.9 ***	-.37		
	Supportive Environment	31.2	35.7 ***	-.32		38.1 ***	-.49		

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2015 and 2016 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

NSSE 2016 Engagement Indicators

Detailed Statistics^a

University of Nebraska at Omaha

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UNO (N = 516)	35.6	13.4	.59	15	25	35	45	60				
CUMU peers	38.4	14.0	.22	15	30	40	50	60	4,610	-2.7	.000	-.196
Carnegie Class	39.2	14.2	.08	15	30	40	50	60	29,129	-3.5	.000	-.250
NSSE 2015 & 2016	38.8	13.7	.03	20	30	40	50	60	200,023	-3.1	.000	-.228
Top 50%	40.5	13.6	.04	20	30	40	50	60	94,163	-4.9	.000	-.358
Top 10%	42.7	13.7	.10	20	35	40	55	60	20,451	-7.0	.000	-.514
Reflective & Integrative Learning												
UNO (N = 528)	33.8	12.9	.56	14	26	31	40	60				
CUMU peers	34.9	12.6	.19	17	26	34	43	60	4,816	-1.1	.061	-.086
Carnegie Class	36.2	12.8	.07	17	29	37	46	60	30,519	-2.5	.000	-.193
NSSE 2015 & 2016	35.6	12.5	.03	17	26	34	43	60	209,206	-1.9	.001	-.148
Top 50%	37.4	12.5	.04	17	29	37	46	60	98,977	-3.6	.000	-.290
Top 10%	39.5	12.8	.09	20	31	40	49	60	19,258	-5.8	.000	-.451
Learning Strategies												
UNO (N = 458)	36.6	14.1	.66	13	27	33	47	60				
CUMU peers	39.1	14.3	.23	20	27	40	53	60	4,184	-2.5	.000	-.173
Carnegie Class	40.3	14.5	.09	20	27	40	53	60	26,521	-3.6	.000	-.249
NSSE 2015 & 2016	39.2	14.1	.03	20	27	40	53	60	183,040	-2.5	.000	-.179
Top 50%	41.2	14.1	.05	20	33	40	53	60	82,656	-4.5	.000	-.320
Top 10%	43.7	14.3	.10	20	33	47	60	60	21,573	-7.1	.000	-.498
Quantitative Reasoning												
UNO (N = 510)	25.6	15.3	.68	0	13	20	33	60				
CUMU peers	28.7	16.2	.25	0	20	27	40	60	657	-3.1	.000	-.190
Carnegie Class	27.6	16.8	.10	0	20	27	40	60	530	-1.9	.005	-.115
NSSE 2015 & 2016	28.0	16.2	.04	0	20	27	40	60	511	-2.4	.001	-.145
Top 50%	29.4	16.1	.05	0	20	27	40	60	513	-3.8	.000	-.235
Top 10%	31.3	16.2	.10	0	20	33	40	60	530	-5.6	.000	-.348
Learning with Peers												
Collaborative Learning												
UNO (N = 542)	27.6	14.5	.62	5	20	25	40	55				
CUMU peers	32.4	14.1	.21	10	20	30	40	60	4,962	-4.9	.000	-.343
Carnegie Class	30.4	15.0	.08	5	20	30	40	60	31,737	-2.8	.000	-.185
NSSE 2015 & 2016	32.3	14.5	.03	10	20	30	40	60	216,554	-4.7	.000	-.327
Top 50%	35.2	13.8	.04	15	25	35	45	60	108,271	-7.6	.000	-.555
Top 10%	37.3	13.6	.09	15	25	40	45	60	23,236	-9.7	.000	-.715
Discussions with Diverse Others												
UNO (N = 462)	38.3	16.0	.74	15	25	40	55	60				
CUMU peers	40.7	16.1	.26	15	30	40	60	60	4,244	-2.4	.002	-.150
Carnegie Class	40.0	16.8	.10	10	30	40	60	60	26,884	-1.7	.030	-.102
NSSE 2015 & 2016	40.4	16.0	.04	15	30	40	55	60	185,371	-2.1	.005	-.130
Top 50%	42.7	15.2	.05	20	35	40	60	60	96,485	-4.4	.000	-.286
Top 10%	44.3	15.1	.09	20	35	45	60	60	30,097	-6.0	.000	-.398

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UNO (N = 513)	19.2	14.8	.65	0	10	15	30	45				
CUMU peers	20.2	14.9	.23	0	10	20	30	50	4,697	-1.0	.154	-.067
Carnegie Class	19.4	15.0	.09	0	10	15	30	50	29,767	-.2	.749	-.014
NSSE 2015 & 2016	20.5	14.7	.03	0	10	20	30	50	204,258	-1.3	.051	-.086
Top 50%	23.8	15.0	.06	0	15	20	35	55	66,571	-4.6	.000	-.306
Top 10%	26.9	16.0	.15	5	15	25	40	60	569	-7.7	.000	-.481
Effective Teaching Practices												
UNO (N = 516)	37.3	12.9	.57	16	28	40	48	60				
CUMU peers	38.3	13.3	.21	16	28	40	48	60	4,699	-1.0	.124	-.072
Carnegie Class	39.5	14.1	.08	16	28	40	52	60	537	-2.2	.000	-.158
NSSE 2015 & 2016	39.4	13.4	.03	16	32	40	48	60	204,716	-2.1	.000	-.160
Top 50%	41.6	13.4	.05	20	32	40	52	60	83,353	-4.3	.000	-.317
Top 10%	43.8	13.5	.10	20	36	44	56	60	17,803	-6.5	.000	-.482
Campus Environment												
Quality of Interactions												
UNO (N = 429)	39.9	13.5	.65	14	32	42	50	60				
CUMU peers	41.0	12.6	.21	18	34	42	50	60	4,003	-1.1	.093	-.086
Carnegie Class	41.6	13.2	.08	16	34	43	52	60	25,244	-1.7	.008	-.129
NSSE 2015 & 2016	41.8	12.5	.03	18	34	44	50	60	430	-1.9	.004	-.153
Top 50%	44.1	11.8	.04	22	38	46	52	60	432	-4.2	.000	-.356
Top 10%	45.9	12.1	.10	22	40	48	56	60	448	-6.0	.000	-.493
Supportive Environment												
UNO (N = 425)	33.9	14.2	.69	13	23	35	43	60				
CUMU peers	36.3	14.1	.24	13	25	38	45	60	3,854	-2.4	.001	-.169
Carnegie Class	35.6	14.5	.09	13	25	35	45	60	24,676	-1.7	.017	-.117
NSSE 2015 & 2016	36.8	13.9	.03	15	28	38	48	60	170,813	-3.0	.000	-.214
Top 50%	39.2	13.3	.05	18	30	40	50	60	428	-5.3	.000	-.397
Top 10%	40.9	13.3	.09	20	33	40	53	60	440	-7.0	.000	-.526

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

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

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

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

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

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

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

NSSE 2016 Engagement Indicators

Detailed Statistics^a

University of Nebraska at Omaha

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UNO (N = 356)	38.0	13.7	.72	15	30	40	45	60				
CUMU peers	39.7	14.6	.17	15	30	40	50	60	7,892	-1.7	.033	-.116
Carnegie Class	41.7	14.2	.07	20	35	40	55	60	41,793	-3.7	.000	-.260
NSSE 2015 & 2016	40.9	14.1	.03	20	30	40	55	60	277,285	-2.8	.000	-.202
Top 50%	43.1	13.8	.04	20	35	40	55	60	99,862	-5.1	.000	-.372
Top 10%	44.7	13.7	.08	20	40	45	60	60	31,273	-6.7	.000	-.487
Reflective & Integrative Learning												
UNO (N = 356)	38.3	13.5	.72	17	29	37	49	60				
CUMU peers	37.3	13.6	.15	17	29	37	49	60	8,197	1.0	.169	.075
Carnegie Class	39.4	13.0	.06	20	31	40	49	60	43,468	-1.0	.130	-.081
NSSE 2015 & 2016	38.7	13.0	.02	17	29	40	49	60	288,201	-.4	.594	-.028
Top 50%	41.0	12.7	.04	20	31	40	51	60	357	-2.6	.000	-.208
Top 10%	42.9	12.5	.08	20	34	43	54	60	363	-4.6	.000	-.363
Learning Strategies												
UNO (N = 325)	38.0	14.1	.78	13	27	40	47	60				
CUMU peers	40.1	14.8	.18	13	27	40	53	60	7,350	-2.1	.011	-.145
Carnegie Class	41.2	14.8	.08	13	33	40	53	60	39,115	-3.2	.000	-.218
NSSE 2015 & 2016	39.9	14.8	.03	13	27	40	53	60	259,518	-1.9	.020	-.129
Top 50%	42.2	14.5	.04	20	33	40	60	60	121,098	-4.3	.000	-.295
Top 10%	44.5	14.2	.08	20	33	47	60	60	32,865	-6.5	.000	-.459
Quantitative Reasoning												
UNO (N = 351)	28.7	16.5	.88	0	20	27	40	60				
CUMU peers	29.5	17.0	.19	0	20	27	40	60	8,044	-.8	.364	-.050
Carnegie Class	29.9	17.0	.08	0	20	27	40	60	42,421	-1.2	.190	-.070
NSSE 2015 & 2016	30.3	17.0	.03	0	20	27	40	60	281,238	-1.6	.072	-.096
Top 50%	31.8	16.9	.04	0	20	33	40	60	157,021	-3.1	.001	-.181
Top 10%	33.2	16.8	.08	0	20	33	47	60	43,523	-4.5	.000	-.269
Learning with Peers												
Collaborative Learning												
UNO (N = 361)	30.6	14.2	.75	10	20	30	40	55				
CUMU peers	32.2	14.5	.16	10	20	30	40	60	8,363	-1.7	.033	-.115
Carnegie Class	30.9	14.9	.07	5	20	30	40	60	44,288	-.3	.665	-.023
NSSE 2015 & 2016	32.4	14.9	.03	10	20	30	40	60	295,152	-1.9	.018	-.124
Top 50%	35.8	13.9	.04	15	25	35	45	60	133,598	-5.2	.000	-.374
Top 10%	37.9	13.7	.08	15	30	40	50	60	30,112	-7.3	.000	-.533
Discussions with Diverse Others												
UNO (N = 333)	40.7	16.3	.89	15	30	40	60	60				
CUMU peers	41.8	16.8	.20	10	30	40	60	60	7,434	-1.1	.243	-.065
Carnegie Class	41.8	16.7	.08	15	30	40	60	60	39,398	-1.1	.235	-.065
NSSE 2015 & 2016	41.3	16.1	.03	15	30	40	60	60	261,856	-.7	.447	-.042
Top 50%	43.3	15.9	.04	15	35	45	60	60	147,673	-2.7	.002	-.166
Top 10%	45.1	15.8	.08	20	35	50	60	60	43,134	-4.4	.000	-.279

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UNO (N = 351)	23.5	15.7	.84	0	10	20	35	60				
CUMU peers	21.3	15.7	.18	0	10	20	30	55	7,994	2.2	.010	.140
Carnegie Class	21.0	16.2	.08	0	10	20	30	55	42,458	2.5	.004	.155
NSSE 2015 & 2016	23.5	16.3	.03	0	10	20	35	55	281,869	.0	.993	-.001
Top 50%	29.6	16.1	.07	5	20	30	40	60	60,409	-6.1	.000	-.377
Top 10%	33.0	16.3	.16	5	20	30	45	60	377	-9.5	.000	-.587
Effective Teaching Practices												
UNO (N = 356)	40.2	12.9	.69	20	32	40	48	60				
CUMU peers	39.4	14.2	.16	16	28	40	52	60	395	.8	.231	.060
Carnegie Class	40.4	14.4	.07	16	32	40	52	60	362	-.1	.828	-.010
NSSE 2015 & 2016	40.3	13.9	.03	16	32	40	52	60	356	-.1	.909	-.006
Top 50%	42.7	13.7	.05	20	32	44	56	60	358	-2.5	.000	-.182
Top 10%	44.5	13.4	.09	20	36	44	56	60	368	-4.3	.000	-.319
Campus Environment												
Quality of Interactions												
UNO (N = 317)	42.5	11.7	.66	20	35	44	50	60				
CUMU peers	41.6	12.3	.15	18	34	43	50	60	6,998	.9	.214	.071
Carnegie Class	43.2	12.5	.07	20	36	45	53	60	36,639	-.7	.331	-.055
NSSE 2015 & 2016	42.6	12.0	.02	20	36	44	52	60	248,673	-.1	.903	-.007
Top 50%	45.3	11.5	.04	24	40	48	54	60	84,969	-2.8	.000	-.247
Top 10%	46.9	11.9	.07	24	40	50	56	60	27,144	-4.4	.000	-.370
Supportive Environment												
UNO (N = 316)	31.2	13.3	.75	8	23	33	40	55				
CUMU peers	31.0	14.5	.18	8	20	30	40	60	351	.2	.789	.014
Carnegie Class	32.0	15.0	.08	8	20	33	43	60	322	-.8	.280	-.054
NSSE 2015 & 2016	32.9	14.4	.03	10	23	33	43	60	316	-1.7	.024	-.118
Top 50%	35.7	13.9	.05	13	25	35	45	60	91,885	-4.5	.000	-.323
Top 10%	38.1	13.9	.10	15	28	40	48	60	18,504	-6.9	.000	-.495

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

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