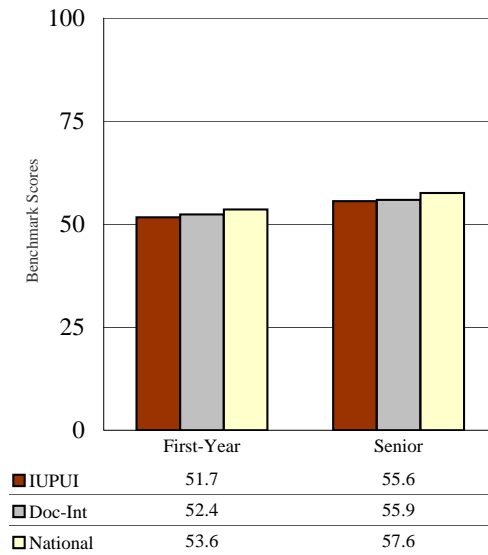


Level of Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.



Level of Academic Challenge

Survey Items:

Preparing for class (studying, reading, writing, rehearsing, etc. related to academic program)

Number of assigned textbooks, books, or book-length packs of course readings

Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages

Coursework emphasizing analysis of the basic elements of an idea, experience or theory

Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships

Coursework emphasizing the making of judgments about the value of information, arguments, or methods

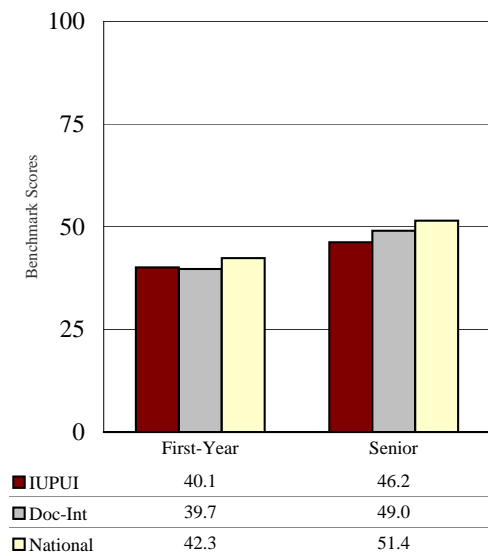
Coursework emphasizing application of theories or concepts to practical problems or in new situations

Working harder than you thought you could to meet an instructor's standards or expectations

Campus environment emphasizing time studying and on academic work

Active and Collaborative Learning

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.



Active and Collaborative Learning

Survey Items:

Asked questions in class or contributed to class discussions

Made a class presentation

Worked with other students on projects during class

Worked with classmates outside of class to prepare class assignments

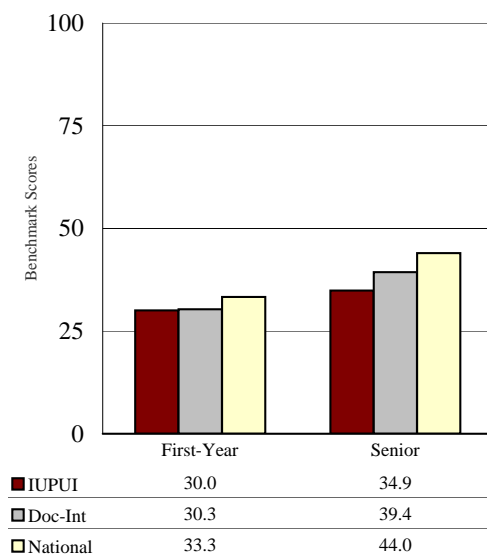
Tutored or taught other students

Participated in a community-based project as part of a regular course

Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Student-Faculty Interaction

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

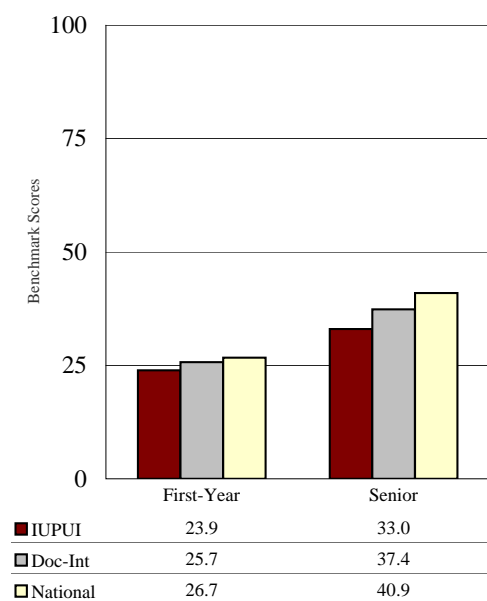


Student-Faculty Interaction Survey Items:

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt feedback from faculty on your academic performance (written or oral)
- Worked with a faculty member on a research project outside of course or program requirements

Enriching Educational Experiences

Complementary learning opportunities in and out of class augment academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

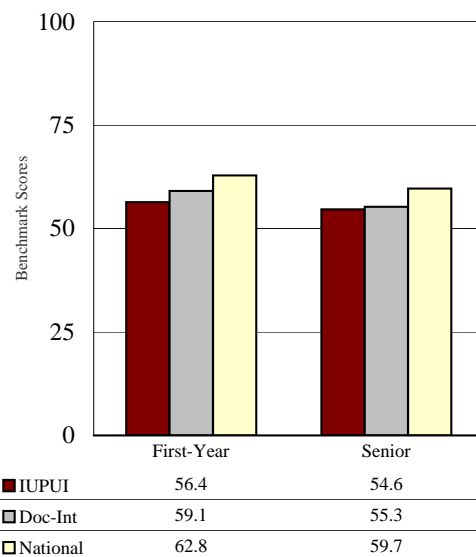


Enriching Educational Experiences Survey Items:

- Participating in co-curricular activities (organizations, publications, student government, sports, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework & study abroad
- Independent study or self-designed major
- Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity
- Using electronic technology to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together

Supportive Campus Environment

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.



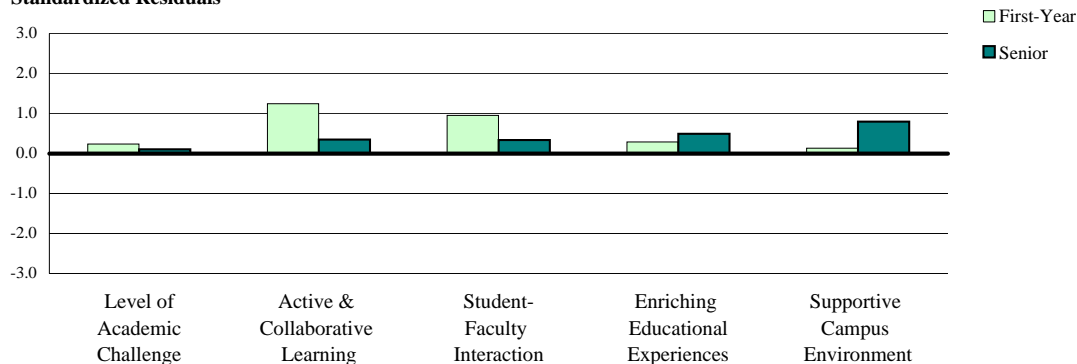
Supportive Campus Environment Survey Items:

- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices

THE STUDENT ENGAGEMENT INDEX

Benchmark	First-Year				Senior			
	Actual	Predicted ²	Residual	Standardized Residual ³	Actual	Predicted ²	Residual	Standardized Residual ³
Level of Academic Challenge	51.7	51.0	0.6	0.2	55.6	55.3	0.3	0.1
Active and Collaborative Learning	40.1	35.9	4.2	1.2	46.2	45.1	1.1	0.4
Student-Faculty Interaction	30.0	26.8	3.2	1.0	34.9	33.7	1.2	0.3
Enriching Educational Experiences	23.9	23.1	0.8	0.3	33.0	31.1	2.0	0.5
Supportive Campus Environment	56.4	55.9	0.5	0.1	54.6	51.5	3.1	0.8

Standardized Residuals



The information in these notes will help in understanding the Institutional Engagement Index.

- ¹ Supporting materials related to the Institutional Engagement Index, including the adjusted R² and regression coefficients, are available on NSSE's website at www.iub.edu/~nsse.
- ² The following student and institutional characteristics were included in an ordinary least squares regression model to produce the predicted benchmark scores: (a) public/private institutional control, (b) admissions selectivity rating from *Barron's Profiles of American Colleges*, (c) Carnegie Classification (d) undergraduate enrollment, (e) level of urbanization, (f) proportion full-time, (g) proportion female, (h) proportion of different races/ethnicities, (i) proportion of different student-reported major fields, (j) mean student-reported age and, (k) proportion of students reporting on-campus residence. Unless noted otherwise, institutional and student characteristics were obtained from IPEDS data, the most complete database available. These student and institutional characteristics were included in the regression model since they are not easily changed.
- ³ Statistically speaking, the standardized residual is known as the studentized deleted residual or externally studentized residual. To understand how your institution's residuals compare to other NSSE institutions, refer to the table and chart below that applies to both the benchmark standard scores (page 5) and the standardized residual scores.

Understanding Standard Scores

A standard score of 1.0 indicates a score that is greater than approximately 84 percent of all institutions' scores; a standard score of .5 indicates the score is greater than about 69 percent of all institutions' scores. In contrast, a negative standard score of -.5 indicates the score exceeds about 31 percent of all NSSE institutions, and a standard score of -1.0 indicates the score is greater than only 16 percent of the scores of all other NSSE institutions.

