A full description of the Engagement Indicators, the survey items included in each indicator, and the process for developing and scoring the indicators are available on the NSSE website.

Each Engagement Indicator is expressed on a 0-60 scale.

**Academic Challenge**

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.

**Higher-Order Learning**

Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...

- 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**

Percentage of students who responded that they "Very often" or "Often"...

- 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**

Percentage of students who responded that they "Very often" or "Often"...

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

**Quantitative Reasoning**

Percentage of students who responded that they "Very often" or "Often"...

- 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
NSSE Engagement Indicators
Definitions

Learning with Peers
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.

Collaborative Learning
Percentage of students who responded that they "Very often" or "Often"...
- 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
Percentage of students who responded that they "Very often" or "Often" had discussions with...
- People from a race or ethnicity other than your own
- People from an economic background other than your own
- People with religious beliefs other than your own
- People with political views other than your own

Experiences with Faculty
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.

Student-Faculty Interaction
Percentage of students who responded that they "Very often" or "Often"...
- Talked about career plans with a faculty member
- Worked w/faculty 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
Percentage responding "Very much" or "Quite a bit" about how much instructors have...
- 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
NSSE Engagement Indicators
Definitions

Campus Environment

Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff.

Quality of Interactions

Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...

Students

Academic advisors

Faculty

Student services staff (career services, student activities, housing, etc.)

Other administrative staff and offices (Registrar, financial aid, etc.)

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

Providing support to help students succeed academically

Using learning support services (tutoring services, writing center, etc.)

Encouraging contact among students from different backgrounds (societal, 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 non-academic responsibilities (work, family, etc.)

Attending campus activities and events (performing arts, athletic events, etc.)

Attending events that address important social, economic, or political issues