NSSE 2025
Engagement Indicators

Grand Valley State University

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. The specific items within each EI are listed below, starting on page 5.

Theme	Engagement Indicator
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

Report Sections

Overview (p. 3)
Displays how average EI scores for your 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 all current- and prior-year institutions.

Detailed Statistics (pp. 16-End)
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, 2018). 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. Your NSSE Tableau dashboards and Report Builder (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.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment, 13* (Summer/Fall), pp. 22-38.

NSSE 2025 Engagement Indicators
Overview
Grand Valley State University

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.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Selected Peers	Your first-year students compared with Pub Similar Carnegie	Your first-year students compared with MI Public
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 Selected Peers	Your seniors compared with Pub Similar Carnegie	Your seniors compared with MI Public
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

| | GVSU | Your first-year students compared with | | | | | |
| | | Selected Peers | | Pub Similar Carnegie | | MI Public | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.8	38.2	.05	38.0 *	.06	37.6 **	.10
Reflective & Integrative Learning	37.2	35.6 ***	.13	35.7 ***	.12	36.3 *	.08
Learning Strategies	39.5	38.3 **	.09	38.5 *	.07	38.2 *	.10
Quantitative Reasoning	29.6	28.7	.06	29.0	.04	28.0 **	.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
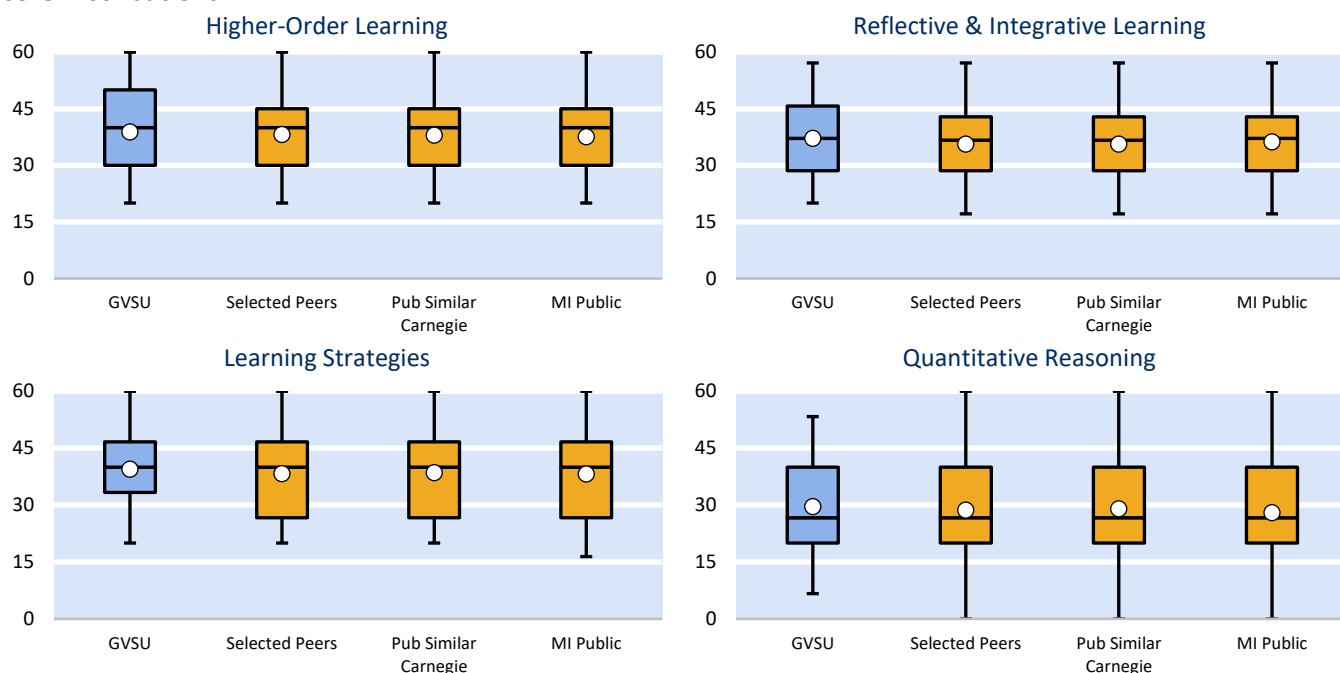
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: 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. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Higher-Order Learning	GVSU	Percentage point difference [a] between your FY students and		
		Selected Peers	Pub Similar Carnegie	MI Public
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	72	+0	+3	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	+2	+4	+5
4d. Evaluating a point of view, decision, or information source	72	+4	+2	+4
4e. Forming a new idea or understanding from various pieces of information	73	+2	+2	+3
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	58	+4	+4	-0
2b. Connected your learning to societal problems or issues	61	+8	+9	+7
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	58	+4	+5	+3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	+5	+5	+4
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	71	+2	+0	-1
2f. Learned something that changed the way you understand an issue or concept	73	+5	+5	+5
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+4	+6	+4
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	78	+4	+5	+4
9b. Reviewed your notes after class	70	+3	+3	+3
9c. Summarized what you learned in class or from course materials	71	+6	+5	+5
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.)	53	-1	-1	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	+4	+3	+5
6c. Evaluated what others have concluded from numerical information	44	+3	+2	+4

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.
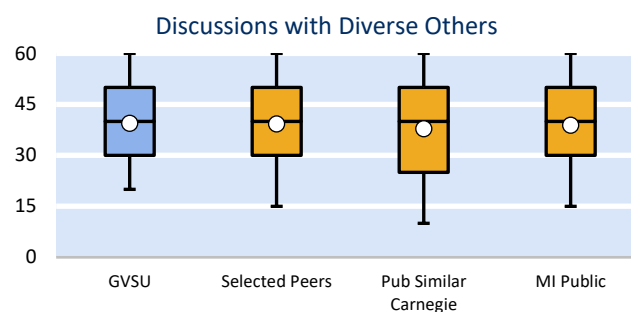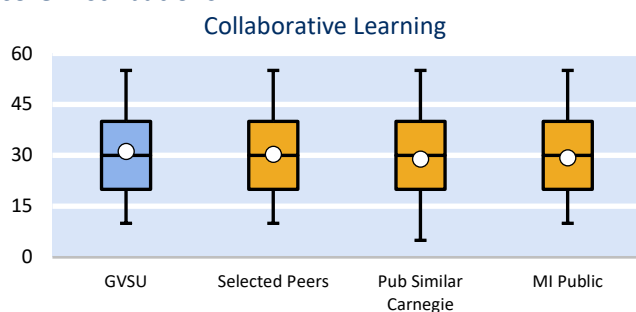
NSSE 2025 Engagement Indicators
Academic Challenge
Grand Valley State University

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

| | GVSU | Your seniors compared with | | | | | |
| | | Selected Peers | | Pub Similar Carnegie | | MI Public | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	41.9	40.9	.08	41.1	.05	40.5 *	.10
Reflective & Integrative Learning	40.8	39.2 ***	.13	38.8 ***	.16	38.5 ***	.18
Learning Strategies	39.8	38.9	.06	40.2	-.02	39.1	.05
Quantitative Reasoning	31.4	31.3	.01	31.1	.02	30.2	.07

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

		Percentage point difference [a] between your seniors and		
			Pub Similar	
Higher-Order Learning	**GVSU**	**Selected Peers**	**Carnegie**	**MI Public**
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	83	+4	+5	+5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	+2	+2	+2
4d. Evaluating a point of view, decision, or information source	75	+4	+3	+5
4e. Forming a new idea or understanding from various pieces of information	77	+3	+3	+5
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	79	+7	+10	+8
2b. Connected your learning to societal problems or issues	72	+10	+11	+12
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	67	+10	+12	+12
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71	+3	+3	+5
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	77	+3	+3	+4
2f. Learned something that changed the way you understand an issue or concept	73	-1	+1	-0
2g. Connected ideas from your courses to your prior experiences and knowledge	86	+2	+2	+1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	79	+3	+2	+4
9b. Reviewed your notes after class	65	+1	-3	+1
9c. Summarized what you learned in class or from course materials	72	+6	+3	+5
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.)	54	-3	-3	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49	+0	+1	+3
6c. Evaluated what others have concluded from numerical information	48	-0	+2	+4

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

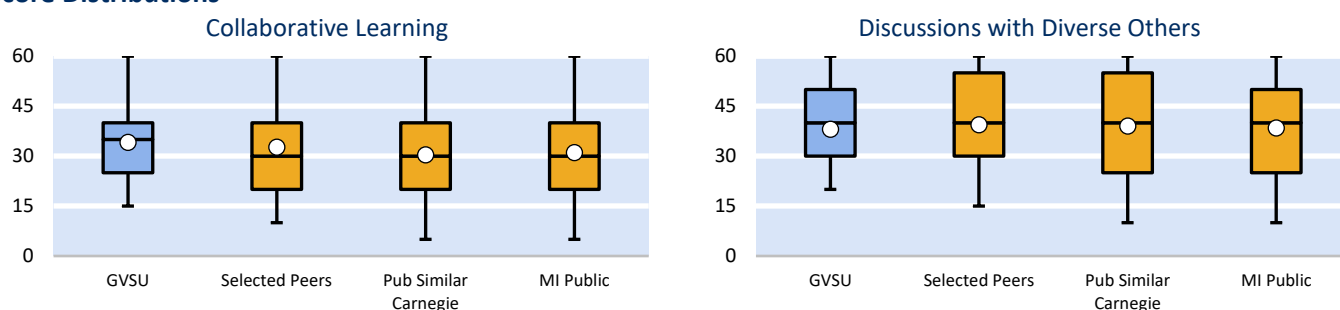## Learning with Peers: First-year students

Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares 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

	GVSU	Selected Peers		Pub Similar Carnegie		MI Public	
			Your first-year students compared with				
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Collaborative Learning	31.1	30.3 *	.06	28.9 ***	.15	29.3 ***	.13
Discussions with Diverse Others	39.4	39.3	.01	37.8 **	.10	38.9	.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).

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

	GVSU	Selected Peers	Pub Similar Carnegie	MI Public
		Percentage point difference [a] between your FY students and		
Collaborative Learning	%			
Percentage of students who responded that they "Very often" or "Often"…				
1b. Asked another student to help you understand course material	50	+5	+7	+7
1c. Explained course material to one or more students	51	+2	+5	+3
1d. Prepared for exams by discussing or working through course material with other students	39	-2	+0	+2
1e. Worked with other students on course projects or assignments	60	+6	+9	+8
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of races or ethnicities other than your own	72	+1	+4	-0
8b. People from economic backgrounds other than your own	74	+1	+5	+2
8c. People with religious beliefs other than your own	67	-1	+3	-1
8d. People with political views other than your own	67	+8	+9	+9

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

NSSE 2025 Engagement Indicators

Learning with Peers
Grand Valley State University

Learning with Peers: Seniors

Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares 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

| | GVSU | Your seniors compared with | | | | | |
| | | Selected Peers | | Pub Similar Carnegie | | MI Public | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.2	32.7 **	.10	30.4 ***	.24	31.1 ***	.20
Discussions with Diverse Others	38.1	39.4 *	-.08	39.0	-.05	38.5	-.02

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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| | GVSU | Percentage point difference [a] between your seniors and | | |
		Selected Peers	Pub Similar Carnegie	MI Public
Collaborative Learning	%			
Percentage of students who responded that they "Very often" or "Often"…				
1b. Asked another student to help you understand course material	45	-0	+4	+4
1c. Explained course material to one or more students	63	+8	+13	+10
1d. Prepared for exams by discussing or working through course material with other students	42	-2	+2	+2
1e. Worked with other students on course projects or assignments	76	+8	+15	+13
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of races or ethnicities other than your own	62	-9	-8	-4
8b. People from economic backgrounds other than your own	71	-3	-0	+0
8c. People with religious beliefs other than your own	66	-1	+0	+0
8d. People with political views other than your own	63	+6	+2	+3

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

			Your first-year students compared with				
	GVSU	Selected Peers		Pub Similar Carnegie		MI Public	
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Student-Faculty Interaction	24.6	20.7 ***	.27	21.6 ***	.20	22.5 ***	.15
Effective Teaching Practices	39.5	38.6 *	.07	39.1	.03	39.0	.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).

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| | | Percentage point difference [a] between your FY students and | | |
| | | | Pub Similar | |
Student-Faculty Interaction	GVSU	Selected Peers	Carnegie	MI Public
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	48	+13	+10	+6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	+5	+3	+3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	+5	+5	+4
3d. Discussed your academic performance with a faculty member	36	+8	+5	+6
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	82	+3	+4	+3
5b. Taught course sessions in an organized way	77	+2	+3	+1
5c. Used examples or illustrations to explain difficult points	79	+4	+5	+5
5d. Provided feedback on a draft or work in progress	69	+7	+4	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	64	+5	+2	+2

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

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NSSE 2025 Engagement Indicators
Experiences with Faculty
Grand Valley State University
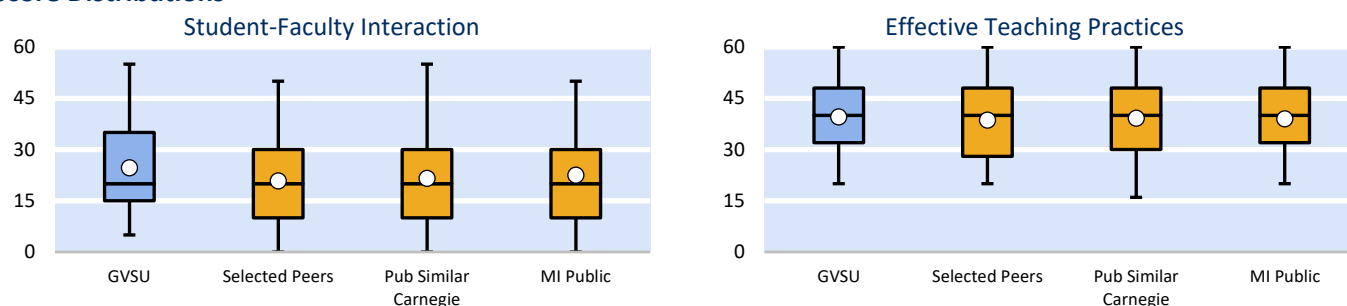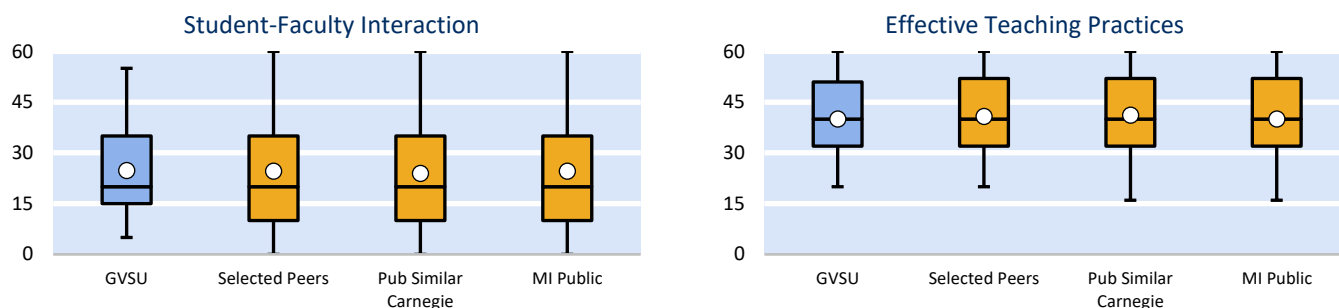
Experiences with Faculty: Seniors

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Mean Comparisons

| | GVSU | Your seniors compared with | | | | | |
| | | Selected Peers | | Pub Similar Carnegie | | MI Public | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.8	24.5	.01	23.9	.06	24.6	.01
Effective Teaching Practices	40.0	40.7	-.06	41.1 *	-.08	40.0	.00

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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| Student-Faculty Interaction | GVSU | Percentage point difference [a] between your seniors and | | |
		Selected Peers	Pub Similar Carnegie	MI Public
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	47	+3	+3	+1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	-1	-1	-2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	-1	+1	-0
3d. Discussed your academic performance with a faculty member	31	-0	-2	-2
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	81	-2	-1	+1
5b. Taught course sessions in an organized way	76	-3	-2	-0
5c. Used examples or illustrations to explain difficult points	79	-0	+1	+3
5d. Provided feedback on a draft or work in progress	68	+1	+2	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	65	-1	-2	-0

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

NSSE 2025 Engagement Indicators

Campus Environment
Grand Valley State University
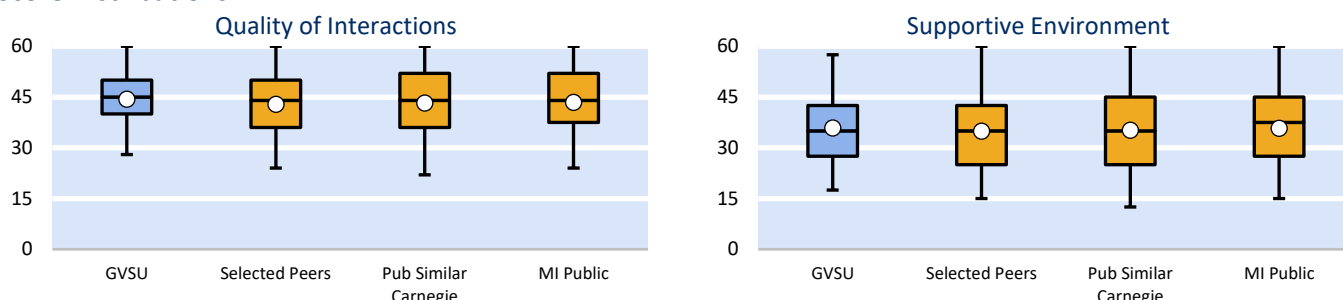
Campus Environment: First-year students

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

| | GVSU | Your first-year students compared with | | | | | |
| | | Selected Peers | | Pub Similar Carnegie | | MI Public | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.4	42.9 ***	.14	43.2 **	.10	43.4 *	.09
Supportive Environment	35.9	34.9 *	.08	35.2	.05	35.8	.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. Dark red 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 | | |
Quality of Interactions	GVSU	Selected Peers	Pub Similar Carnegie	MI Public
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	45	-4	-4	-4
13b. Academic advisors	64	+10	+9	+7
13c. Faculty	52	+0	-0	+0
13d. Student services staff (career services, student activities, housing, etc.)	50	+6	+2	+3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	+4	+0	+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	78	+5	+5	+4
14c. Using learning support services (tutoring services, writing center, etc.)	81	+8	+8	+5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62	+3	+2	-1
14e. Providing opportunities to be involved socially	72	+2	+2	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	70	+1	+2	-0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	+1	-2	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	+1	+1	-3
14i. Attending events that address important social, economic, or political issues	48	+6	+3	+4

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

	GVSU	Your seniors compared with					
		Selected Peers		Pub Similar Carnegie		MI Public	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.6	42.2	.03	43.6 *	-.08	42.7	-.01
Supportive Environment	31.8	31.6	.01	32.8	-.06	31.1	.05

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

Quality of Interactions	GVSU	Percentage point difference [a] between your seniors and		
		Selected Peers	Pub Similar Carnegie	MI Public
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	58	+2	-0	+2
13b. Academic advisors	48	+1	-5	-3
13c. Faculty	60	+2	+0	+4
13d. Student services staff (career services, student activities, housing, etc.)	41	-1	-7	-4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	-1	-8	-4
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	70	+3	+0	+4
14c. Using learning support services (tutoring services, writing center, etc.)	69	+6	+2	+5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	-1	-3	+0
14e. Providing opportunities to be involved socially	62	-2	-3	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	60	+0	-2	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	25	-4	-10	-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	53	-2	-1	+1
14i. Attending events that address important social, economic, or political issues	40	+4	+1	+4

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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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NSSE 2025 Engagement Indicators
Comparisons with High-Performing Institutions
Grand Valley State University

Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see **go.iu.edu/NSSE-PnP**), 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 2024 and 2025 NSSE institutions, and
 (b) institutions with average scores placing them in the top 10% of all 2024 and 2025 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	GVSU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.8	40.3 ***	-.11		42.9 ***	-.32	
	Reflective and Integrative Learning	37.2	37.6	-.04	✓	40.0 ***	-.24	
	Learning Strategies	39.5	40.9 **	-.10		43.8 ***	-.30	
	Quantitative Reasoning	29.6	31.2 ***	-.11		33.6 ***	-.26	
Learning with Peers	Collaborative Learning	31.1	33.0 ***	-.14		36.2 ***	-.38	
	Discussions with Diverse Others	39.4	40.9 **	-.10		43.7 ***	-.31	
Experiences with Faculty	Student-Faculty Interaction	24.6	25.7 *	-.07		29.6 ***	-.32	
	Effective Teaching Practices	39.5	41.7 ***	-.17		44.4 ***	-.35	
Campus Environment	Quality of Interactions	44.4	46.5 ***	-.18		49.1 ***	-.40	
	Supportive Environment	35.9	38.0 ***	-.16		40.6 ***	-.37	

Seniors

Theme	Engagement Indicator	GVSU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.9	42.9	-.08	✓	45.5 ***	-.29	
	Reflective and Integrative Learning	40.8	40.9	-.01	✓	43.8 ***	-.24	
	Learning Strategies	39.8	42.2 ***	-.16		44.6 ***	-.34	
	Quantitative Reasoning	31.4	33.6 **	-.13		36.9 ***	-.34	
Learning with Peers	Collaborative Learning	34.2	34.9	-.05	✓	38.5 ***	-.32	
	Discussions with Diverse Others	38.1	41.8 ***	-.24		44.8 ***	-.46	
Experiences with Faculty	Student-Faculty Interaction	24.8	30.7 ***	-.36		34.8 ***	-.62	
	Effective Teaching Practices	40.0	43.4 ***	-.25		46.2 ***	-.47	
Campus Environment	Quality of Interactions	42.6	46.3 ***	-.31		49.1 ***	-.54	
	Supportive Environment	31.8	35.9 ***	-.28		39.4 ***	-.56	

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 were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all current- and prior-year institutions, separately by class. 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 positive or non-significant with an effect size > -.10.

NSSE 2025 Engagement Indicators
Detailed Statistics[a]
Grand Valley State University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD [b]*	*SE [c]*	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom [e]*	*Mean diff.*	*Sig. [f]*	*Effect size [g]*
Academic Challenge												
Higher-Order Learning												
GVSU (N = 906)	38.8	12.2	.41	20	30	40	50	60				
Selected Peers	38.2	12.8	.13	20	30	40	45	60	1,086	.6	.150	.048
Pub Similar Carnegie	38.0	13.4	.05	20	30	40	45	60	937	.8	.042	.062
MI Public	37.6	12.8	.23	20	30	40	45	60	1,540	1.3	.007	.099
Top 50%	40.3	13.2	.04	20	30	40	50	60	923	-1.4	.000	-.108
Top 10%	42.9	12.7	.11	20	35	40	55	60	1,032	-4.0	.000	-.317
Reflective & Integrative Learning												
GVSU (N = 993)	37.2	10.7	.34	20	29	37	46	57				
Selected Peers	35.6	11.8	.11	17	29	37	43	57	1,211	1.5	.000	.131
Pub Similar Carnegie	35.7	12.3	.05	17	29	37	43	57	1,030	1.5	.000	.122
MI Public	36.3	12.1	.21	17	29	37	43	57	1,823	.9	.026	.076
Top 50%	37.6	12.0	.04	20	29	37	46	60	1,018	-.5	.149	-.041
Top 10%	40.0	12.1	.11	20	31	40	49	60	1,202	-2.9	.000	-.239
Learning Strategies												
GVSU (N = 820)	39.5	12.7	.44	20	33	40	47	60				
Selected Peers	38.3	13.8	.14	20	27	40	47	60	994	1.2	.008	.090
Pub Similar Carnegie	38.5	13.9	.06	20	27	40	47	60	847	1.0	.032	.069
MI Public	38.2	13.6	.26	16	27	40	47	60	1,417	1.3	.012	.097
Top 50%	40.9	13.9	.05	20	33	40	53	60	836	-1.4	.001	-.103
Top 10%	43.8	14.2	.09	20	33	40	60	60	896	-4.3	.000	-.302
Quantitative Reasoning												
GVSU (N = 850)	29.6	14.1	.49	7	20	27	40	53				
Selected Peers	28.7	15.0	.15	0	20	27	40	60	1,022	.9	.087	.058
Pub Similar Carnegie	29.0	15.6	.06	0	20	27	40	60	879	.6	.243	.037
MI Public	28.0	15.3	.29	0	20	27	40	60	1,491	1.6	.006	.103
Top 50%	31.2	15.5	.05	7	20	33	40	60	866	-1.6	.001	-.105
Top 10%	33.6	15.6	.11	7	20	33	40	60	941	-4.0	.000	-.256
Learning with Peers												
Collaborative Learning												
GVSU (N = 1056)	31.1	12.8	.40	10	20	30	40	55				
Selected Peers	30.3	13.9	.12	10	20	30	40	55	1,270	.8	.047	.060
Pub Similar Carnegie	28.9	14.4	.05	5	20	30	40	55	1,092	2.2	.000	.152
MI Public	29.3	13.6	.23	10	20	30	40	55	1,819	1.8	.000	.135
Top 50%	33.0	13.9	.04	10	25	30	40	60	1,081	-1.9	.000	-.139
Top 10%	36.2	13.6	.10	15	25	35	45	60	1,183	-5.1	.000	-.379
Discussions with Diverse Others												
GVSU (N = 838)	39.4	14.3	.49	20	30	40	50	60				
Selected Peers	39.3	15.3	.16	15	30	40	50	60	1,012	.2	.768	.010
Pub Similar Carnegie	37.8	16.1	.07	10	25	40	50	60	868	1.6	.001	.100
MI Public	38.9	15.0	.28	15	30	40	50	60	1,430	.6	.326	.038
Top 50%	40.9	14.9	.05	20	30	40	55	60	854	-1.5	.003	-.098
Top 10%	43.7	13.9	.13	20	35	45	60	60	963	-4.3	.000	-.311

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD [b]	SE [c]	5th	25th	50th	75th	95th	Deg. of freedom [e]	Mean diff.	Sig. [f]	Effect size [g]
Experiences with Faculty												
Student-Faculty Interaction												
GVSU (N = 948)	24.6	14.7	.48	5	15	20	35	55				
Selected Peers	20.7	14.5	.14	0	10	20	30	50	1,114	3.9	.000	.267
Pub Similar Carnegie	21.6	15.3	.06	0	10	20	30	55	977	3.1	.000	.201
MI Public	22.5	14.6	.26	0	10	20	30	50	1,558	2.2	.000	.147
Top 50%	25.7	15.4	.06	5	15	25	35	60	978	-1.1	.023	-.072
Top 10%	29.6	15.6	.16	5	20	25	40	60	1,179	-5.0	.000	-.324
Effective Teaching Practices												
GVSU (N = 909)	39.5	11.9	.40	20	32	40	48	60				
Selected Peers	38.6	12.8	.13	20	28	40	48	60	1,098	.9	.028	.072
Pub Similar Carnegie	39.1	13.5	.05	16	30	40	48	60	942	.4	.346	.028
MI Public	39.0	12.6	.23	20	32	40	48	60	1,560	.5	.241	.043
Top 50%	41.7	13.3	.05	20	32	40	52	60	935	-2.2	.000	-.166
Top 10%	44.4	14.2	.11	20	36	45	60	60	1,060	-4.9	.000	-.352
Campus Environment												
Quality of Interactions												
GVSU (N = 770)	44.4	9.5	.34	28	40	45	50	60				
Selected Peers	42.9	10.8	.12	24	36	44	50	60	956	1.5	.000	.137
Pub Similar Carnegie	43.2	11.8	.05	22	36	44	52	60	805	1.1	.001	.097
MI Public	43.4	10.9	.22	24	38	44	52	60	1,433	1.0	.018	.091
Top 50%	46.5	11.5	.05	25	40	48	56	60	797	-2.1	.000	-.183
Top 10%	49.1	12.0	.09	26	43	52	60	60	888	-4.7	.000	-.396
Supportive Environment												
GVSU (N = 789)	35.9	11.9	.42	18	28	35	43	58				
Selected Peers	34.9	12.9	.14	15	25	35	43	60	956	1.0	.026	.077
Pub Similar Carnegie	35.2	13.7	.06	13	25	35	45	60	818	.7	.103	.051
MI Public	35.8	13.2	.25	15	28	38	45	60	1,398	.1	.779	.011
Top 50%	38.0	13.1	.05	18	30	40	48	60	811	-2.1	.000	-.161
Top 10%	40.6	12.5	.13	20	33	40	50	60	937	-4.6	.000	-.373

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 +/- 1.96 x SE) 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 2025 Engagement Indicators
Detailed Statistics[a]
Grand Valley State University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD [b]	SE [c]	5th	25th	50th	75th	95th	Deg. of freedom [e]	Mean diff.	Sig. [f]	Effect size [g]
Academic Challenge												
Higher-Order Learning												
GVSU (N = 578)	41.9	13.3	.55	20	35	40	50	60				
Selected Peers	40.9	13.3	.13	20	35	40	50	60	646	1.0	.078	.075
Pub Similar Carnegie	41.1	13.9	.05	20	30	40	55	60	587	.8	.172	.055
MI Public	40.5	13.6	.21	20	30	40	50	60	761	1.4	.020	.102
Top 50%	42.9	13.6	.05	20	35	40	55	60	585	-1.0	.062	-.077
Top 10%	45.5	12.7	.14	20	40	45	60	60	651	-3.7	.000	-.287
Reflective & Integrative Learning												
GVSU (N = 604)	40.8	11.9	.49	20	34	40	50	60				
Selected Peers	39.2	12.5	.12	18	31	40	49	60	679	1.7	.001	.134
Pub Similar Carnegie	38.8	13.0	.05	17	29	40	49	60	614	2.1	.000	.161
MI Public	38.5	12.8	.19	17	29	40	49	60	809	2.3	.000	.182
Top 50%	40.9	12.4	.05	20	31	40	51	60	613	-.1	.826	-.009
Top 10%	43.8	12.0	.14	23	34	43	54	60	704	-2.9	.000	-.244
Learning Strategies												
GVSU (N = 533)	39.8	13.6	.59	20	33	40	47	60				
Selected Peers	38.9	14.5	.15	13	27	40	53	60	603	.9	.127	.065
Pub Similar Carnegie	40.2	14.5	.06	20	33	40	53	60	541	-.3	.584	-.022
MI Public	39.1	14.7	.24	13	27	40	53	60	717	.8	.235	.052
Top 50%	42.2	14.4	.05	20	33	40	53	60	539	-2.3	.000	-.160
Top 10%	44.6	14.1	.11	20	33	47	60	60	572	-4.8	.000	-.341
Quantitative Reasoning												
GVSU (N = 546)	31.4	16.1	.69	7	20	33	40	60				
Selected Peers	31.3	16.3	.17	0	20	33	40	60	612	.1	.880	.007
Pub Similar Carnegie	31.1	16.6	.06	0	20	33	40	60	554	.3	.701	.016
MI Public	30.2	16.5	.26	0	20	27	40	60	716	1.2	.102	.074
Top 50%	33.6	16.5	.06	7	20	33	47	60	552	-2.2	.002	-.131
Top 10%	36.9	16.1	.15	7	27	40	47	60	595	-5.5	.000	-.343
Learning with Peers												
Collaborative Learning												
GVSU (N = 629)	34.2	13.3	.53	15	25	35	40	60				
Selected Peers	32.7	14.6	.14	10	20	30	40	60	713	1.5	.007	.102
Pub Similar Carnegie	30.4	15.8	.05	5	20	30	40	60	641	3.8	.000	.239
MI Public	31.1	15.2	.23	5	20	30	40	60	875	3.0	.000	.203
Top 50%	34.9	14.4	.05	10	25	35	45	60	638	-.8	.149	-.053
Top 10%	38.5	13.6	.12	15	30	40	50	60	694	-4.3	.000	-.318
Discussions with Diverse Others												
GVSU (N = 542)	38.1	14.1	.60	20	30	40	50	60				
Selected Peers	39.4	15.5	.16	15	30	40	55	60	620	-1.3	.040	-.083
Pub Similar Carnegie	39.0	16.7	.06	10	25	40	55	60	553	-.9	.134	-.055
MI Public	38.5	16.0	.26	10	25	40	50	60	755	-.3	.626	-.020
Top 50%	41.8	15.5	.05	15	30	40	60	60	550	-3.7	.000	-.237
Top 10%	44.8	14.5	.18	20	35	45	60	60	638	-6.6	.000	-.460

NSSE 2025 Engagement Indicators

Detailed Statistics[a]
Grand Valley State University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
GVSU (N = 592)	24.8	14.9	.61	5	15	20	35	55				
Selected Peers	24.5	16.0	.16	0	10	20	35	60	671	.2	.711	.015
Pub Similar Carnegie	23.9	16.7	.06	0	10	20	35	60	603	.9	.135	.055
MI Public	24.6	16.5	.26	0	10	20	35	60	811	.2	.764	.012
Top 50%	30.7	16.3	.08	5	20	30	40	60	612	-5.9	.000	-.364
Top 10%	34.8	16.3	.22	10	20	35	50	60	757	-10.1	.000	-.621
Effective Teaching Practices												
GVSU (N = 577)	40.0	13.0	.54	20	32	40	51	60				
Selected Peers	40.7	13.1	.13	20	32	40	52	60	646	-.7	.193	-.055
Pub Similar Carnegie	41.1	14.1	.05	16	32	40	52	60	587	-1.1	.044	-.078
MI Public	40.0	14.1	.22	16	32	40	52	60	783	.0	.991	.000
Top 50%	43.4	13.6	.05	20	36	44	56	60	588	-3.4	.000	-.252
Top 10%	46.2	13.2	.13	20	40	48	60	60	649	-6.2	.000	-.472
Campus Environment												
Quality of Interactions												
GVSU (N = 495)	42.6	10.7	.48	22	36	44	50	60				
Selected Peers	42.2	11.8	.13	20	36	44	50	60	565	.4	.473	.031
Pub Similar Carnegie	43.6	12.4	.05	20	36	45	53	60	504	-1.0	.045	-.078
MI Public	42.7	11.7	.20	20	36	44	50	60	675	-.1	.817	-.010
Top 50%	46.3	12.0	.05	24	40	48	56	60	503	-3.7	.000	-.313
Top 10%	49.1	12.1	.10	24	43	52	60	60	534	-6.5	.000	-.539
Supportive Environment												
GVSU (N = 524)	31.8	13.2	.58	10	23	30	40	55				
Selected Peers	31.6	13.8	.14	10	23	30	40	58	591	.2	.740	.014
Pub Similar Carnegie	32.8	14.7	.06	8	23	33	43	60	533	-.9	.108	-.064
MI Public	31.1	14.0	.23	8	20	31	40	58	699	.7	.251	.051
Top 50%	35.9	14.2	.06	13	25	38	45	60	534	-4.0	.000	-.284
Top 10%	39.4	13.5	.19	18	30	40	50	60	637	-7.5	.000	-.557

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 +/- 1.96 x SE) 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.