



This report represents the degree to which your students engage more or less than *expected* in the five areas of effective educational practice described in the *NSSE 2003 Annual Report*. The scores are statistically adjusted for the types of students that attend your school and other institutional characteristics.¹ Thus, the Institutional Engagement Index provides an alternative way to view institutional performance.

The report answers three main questions:

- 1) If your actual benchmark scores were statistically adjusted for the types of students at your school and other institutional characteristics, what would happen to your benchmark scores?
- 2) Is your institution doing better or worse than expected given your student and institutional characteristics?
- 3) How does the difference between your actual and predicted benchmark scores compare to other NSSE colleges and universities?

Benchmark	First-Year				Senior			
	Actual ²	Predicted ³	Residual	Standardized Residual ⁴	Actual ²	Predicted ³	Residual	Standardized Residual ⁴
Level of Academic Challenge	52.2	50.5	1.7	0.6	54.4	52.9	1.5	0.5
Active and Collaborative Learning	35.1	37.0	-1.8	-0.5	46.2	45.8	0.4	0.1
Student-Faculty Interaction	34.4	33.1	1.3	0.3	41.5	39.1	2.4	0.6
Enriching Educational Experiences	51.4	53.7	-2.3	-0.6	46.7	45.9	0.8	0.2
Supportive Campus Environment	59.0	57.6	1.4	0.4	53.7	52.7	1.0	0.2

The first column "Actual" highlights your institution's first-year and senior actual benchmark scores, which correspond to the numbers reported in the Institutional Benchmark Report, with the exception of Level of Academic Challenge².

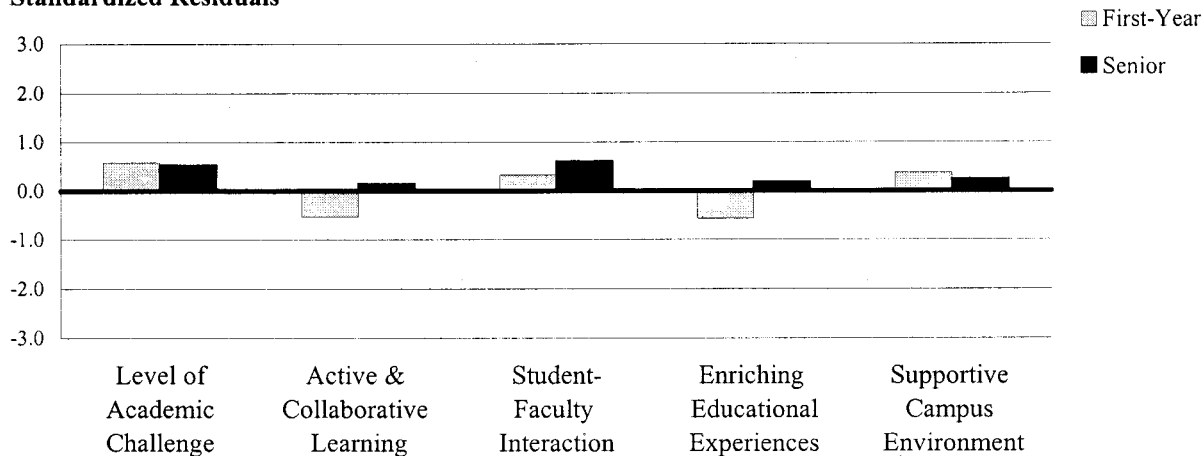
The second column "Predicted" represents what your students are predicted or expected to do across this range of important activities, given their background characteristics and selected institutional information.³

The third column "Residual" is the difference between the actual and predicted scores. A positive score indicates that students are more engaged in the respective educational practice (and likely benefiting more) *than expected*. A negative score indicates that students are doing less than expected in these areas of effective educational practice.

The last column is a standardized residual (SR), an estimate of the degree to which your institution exceeded or fell short of its predicted score on each benchmark relative to all other NSSE institutions. It expresses the residual score in standard deviation units. When your school's actual benchmark score is equal to the predicted score both the residual score and the SR are equal to zero. A large, positive SR indicates that your school exceeded its predicted score by a larger margin than most other schools.⁴

The chart below highlights the value of your institution's standardized residuals for each benchmark.

Standardized Residuals





National Survey of Student Engagement

The College Student Report

Notes to NSSE 2003 Institutional Engagement Index

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 actual score for Level of Academic Challenge reported here may differ somewhat from what is reported on previous pages in the Benchmark Report. The score in the Benchmark Report includes an enrollment status adjustment. This adjustment was not included here because enrollment status is included in the regression model to create the predicted scores for the Institutional Engagement Index.
- ³ 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.
- ⁴ 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.

