

Academic Challenge: First-year students

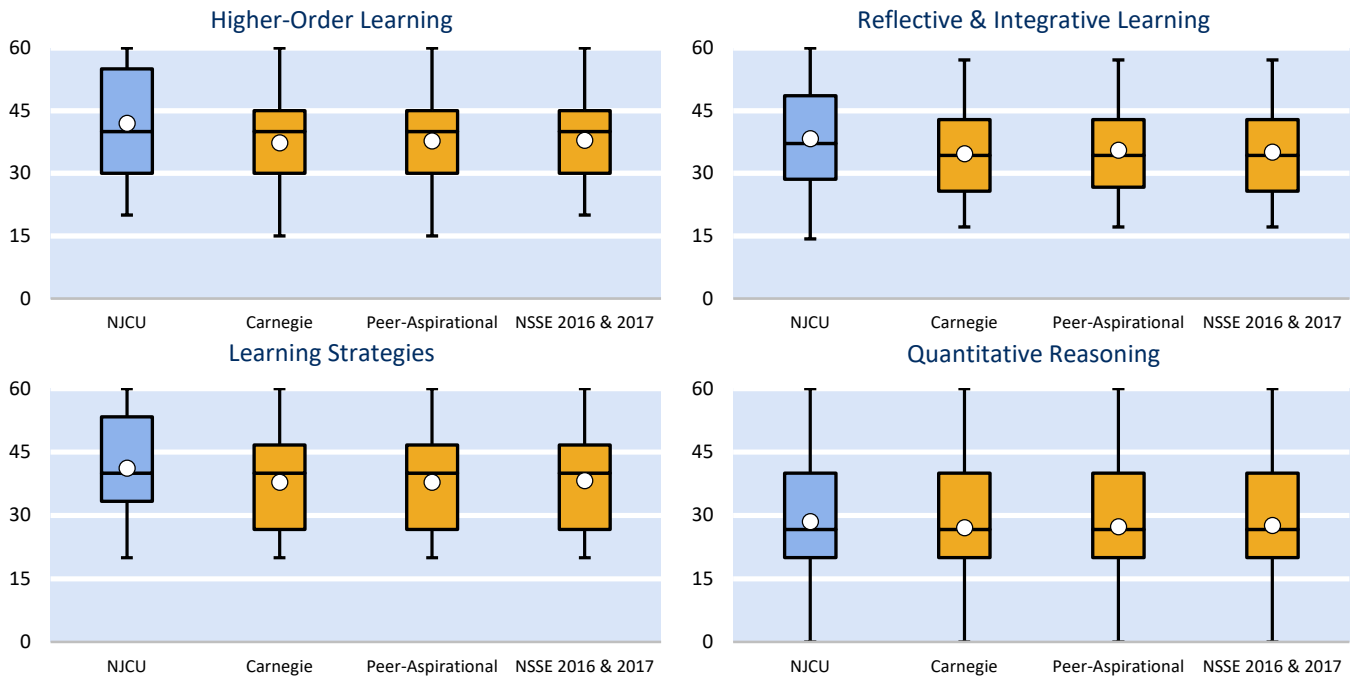
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	NJCU Mean	Your first-year students compared with					
		Carnegie		Peer-Aspirational		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.0	37.3 ***	.35	37.8 ***	.31	37.9 ***	.30
Reflective & Integrative Learning	38.3	34.7 ***	.31	35.5 *	.23	35.0 **	.27
Learning Strategies	41.2	37.8 **	.25	37.8 **	.25	38.3 *	.21
Quantitative Reasoning	28.6	27.1	.09	27.4	.08	27.6	.06

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^a 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	NJCU	Percentage point difference between your FY students and		
		Carnegie	Peer-Aspirational	NSSE 2016 & 2017
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
4b. Applying facts, theories, or methods to practical problems or new situations	74	+5	+6	+2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	+5	+3	+3
4d. Evaluating a point of view, decision, or information source	80	+11	+9	+11
4e. Forming a new idea or understanding from various pieces of information	77	+11	+9	+9
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	53	+2	+1	+2
2b. Connected your learning to societal problems or issues	60	+9	+5	+8
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	65	+14	+9	+14
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	+4	+2	+3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	78	+9	+7	+9
2f. Learned something that changed the way you understand an issue or concept	75	+10	+7	+9
2g. Connected ideas from your courses to your prior experiences and knowledge	77	+2	+2	+1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	78	+3	+1	+1
9b. Reviewed your notes after class	70	+4	+5	+4
9c. Summarized what you learned in class or from course materials	73	+12	+12	+11
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54	+3	+3	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	+3	+1	+2
6c. Evaluated what others have concluded from numerical information	34	-3	-3	-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.

Academic Challenge: Seniors

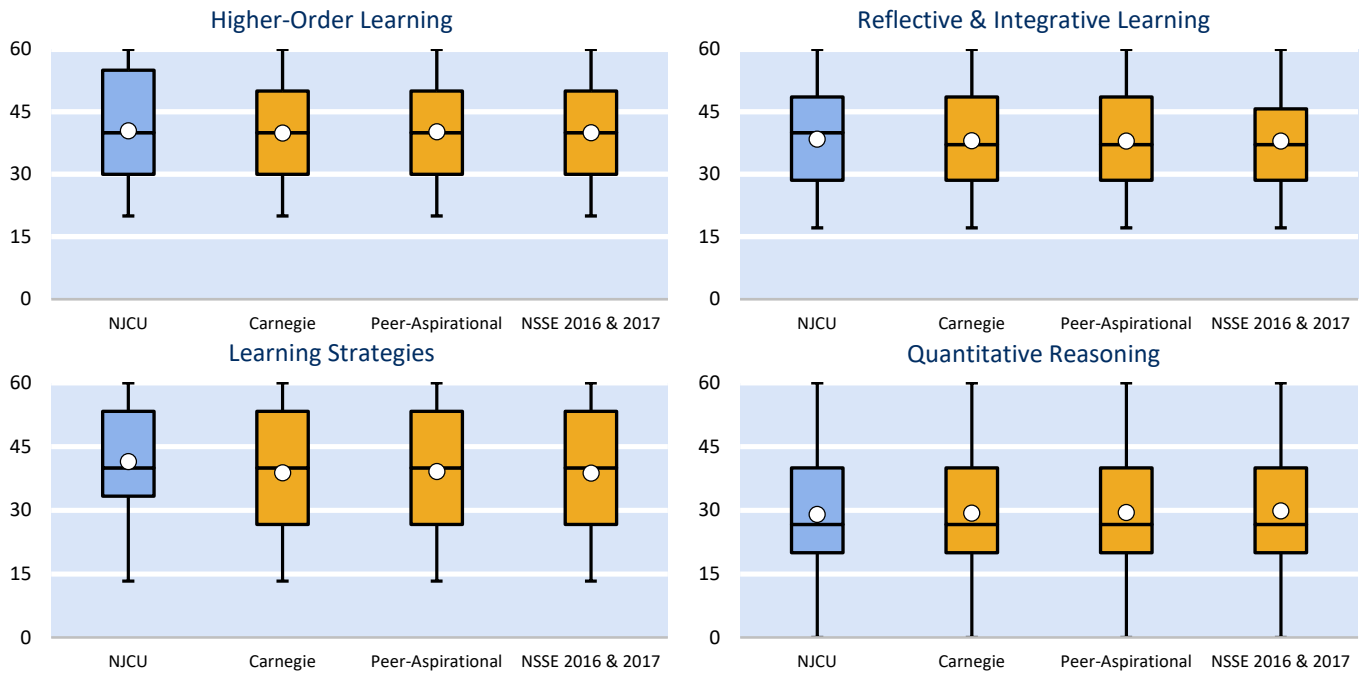
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	NJCU Mean	Your seniors compared with					
		Carnegie		Peer-Aspirational		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.5	39.9	.04	40.3	.01	40.0	.03
Reflective & Integrative Learning	38.5	38.1	.03	38.1	.03	38.0	.04
Learning Strategies	41.5	38.8 ***	.18	39.1 **	.16	38.7 ***	.19
Quantitative Reasoning	29.0	29.3	-.02	29.5	-.03	29.9	-.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.

Academic Challenge: Seniors (continued)

Performance^a 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	NJCU	Percentage point difference between your seniors and		
		Carnegie	Peer-Aspirational	NSSE 2016 & 2017
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
4b. Applying facts, theories, or methods to practical problems or new situations	75	-3	-2	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	-1	-2	-1
4d. Evaluating a point of view, decision, or information source	74	+4	+3	+4
4e. Forming a new idea or understanding from various pieces of information	77	+6	+5	+6
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	65	-5	-4	-4
2b. Connected your learning to societal problems or issues	64	+3	+3	+3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	56	+3	+3	+4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	+3	+3	+2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	75	+3	+2	+3
2f. Learned something that changed the way you understand an issue or concept	74	+3	+2	+3
2g. Connected ideas from your courses to your prior experiences and knowledge	86	+3	+4	+3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81	+2	+2	+2
9b. Reviewed your notes after class	72	+9	+9	+11
9c. Summarized what you learned in class or from course materials	70	+6	+6	+7
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	-1	-2	-3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	+2	+1	+1
6c. Evaluated what others have concluded from numerical information	38	-6	-6	-7

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

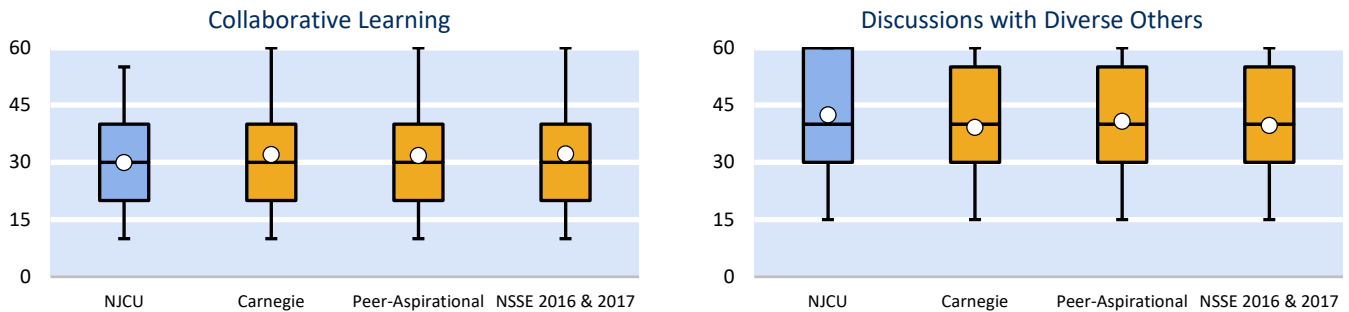
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	NJCU Mean	Your first-year students compared with					
		Carnegie		Peer-Aspirational		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.9	32.0 *	-.16	31.8	-.14	32.2 *	-.16
Discussions with Diverse Others	42.4	39.2 *	.21	40.8	.11	39.7 *	.18

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^a 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.

Collaborative Learning	NJCU %	Percentage point difference between your FY students and		
		Carnegie	Peer-Aspirational	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	35	-17	-17	-18
1f. Explained course material to one or more students	50	-7	-6	-8
1g. Prepared for exams by discussing or working through course material with other students	40	-8	-7	-10
1h. Worked with other students on course projects or assignments	59	+6	+7	+6
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	82	+12	+4	+11
8b. People from an economic background other than your own	75	+5	+1	+3
8c. People with religious beliefs other than your own	75	+9	+5	+9
8d. People with political views other than your own	65	-1	+2	-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: Seniors

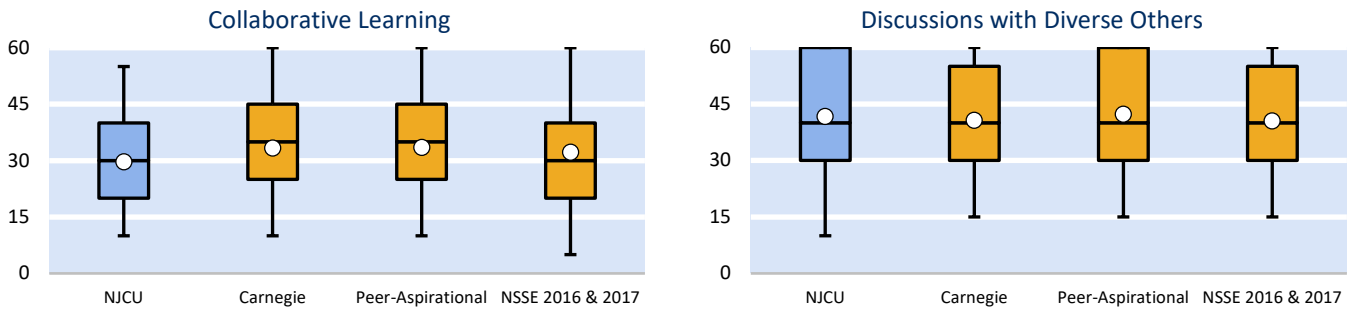
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	NJCU Mean	Your seniors compared with					
		Carnegie		Peer-Aspirational		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.7	33.3 ***	-.25	33.6 ***	-.27	32.3 ***	-.17
Discussions with Diverse Others	41.7	40.6	.07	42.2	-.04	40.5	.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.

Performance^a 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.

Collaborative Learning	NJCU %	Percentage point difference between your seniors and		
		Carnegie	Peer-Aspirational	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	29	-16	-16	-14
1f. Explained course material to one or more students	53	-8	-6	-5
1g. Prepared for exams by discussing or working through course material with other students	41	-7	-8	-6
1h. Worked with other students on course projects or assignments	58	-8	-8	-5
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	81	+9	+1	+9
8b. People from an economic background other than your own	73	+0	-3	+0
8c. People with religious beliefs other than your own	75	+6	+2	+7
8d. People with political views other than your own	63	-5	-2	-5

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

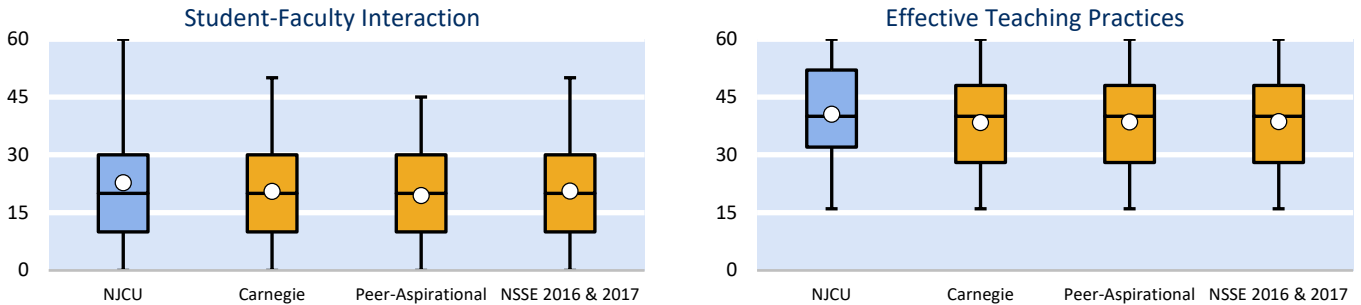
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	NJCU Mean	Your first-year students compared with					
		Carnegie Mean	Carnegie Effect size	Peer-Aspirational Mean	Peer-Aspirational Effect size	NSSE 2016 & 2017 Mean	NSSE 2016 & 2017 Effect size
Student-Faculty Interaction	22.8	20.5	.16	19.5 *	.23	20.6	.15
Effective Teaching Practices	40.6	38.4 *	.16	38.6	.15	38.7	.14

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^a 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.

Student-Faculty Interaction	NJCU	Percentage point difference between your FY students and		
		Carnegie	Peer-Aspirational	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	37	+2	+4	+2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	+7	+8	+7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	+3	+3	+3
3d. Discussed your academic performance with a faculty member	36	+7	+9	+7
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	75	-3	-2	-3
5b. Taught course sessions in an organized way	72	-3	-2	-4
5c. Used examples or illustrations to explain difficult points	73	-1	+0	-2
5d. Provided feedback on a draft or work in progress	72	+8	+7	+8
5e. Provided prompt and detailed feedback on tests or completed assignments	64	+4	+3	+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

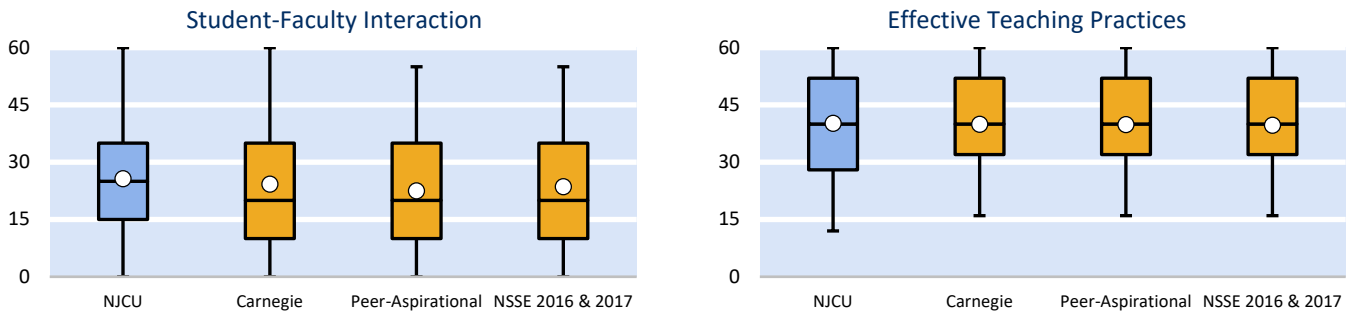
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	NJCU Mean	Your seniors compared with					
		Carnegie Mean	Carnegie Effect size	Peer-Aspirational Mean	Peer-Aspirational Effect size	NSSE 2016 & 2017 Mean	NSSE 2016 & 2017 Effect size
Student-Faculty Interaction	25.7	24.3	.09	22.5 ***	.20	23.6 *	.13
Effective Teaching Practices	40.2	39.9	.02	39.8	.03	39.6	.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



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^a 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.

Student-Faculty Interaction	NJCU %	Percentage point difference between your seniors and		
		Carnegie	Peer-Aspirational	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	50	+7	+11	+8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	-1	+2	-0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	36	+2	+6	+4
3d. Discussed your academic performance with a faculty member	42	+8	+10	+10
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	77	-4	-4	-4
5b. Taught course sessions in an organized way	72	-6	-4	-6
5c. Used examples or illustrations to explain difficult points	74	-4	-3	-3
5d. Provided feedback on a draft or work in progress	66	+4	+5	+6
5e. Provided prompt and detailed feedback on tests or completed assignments	68	+4	+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.

Campus Environment: First-year students

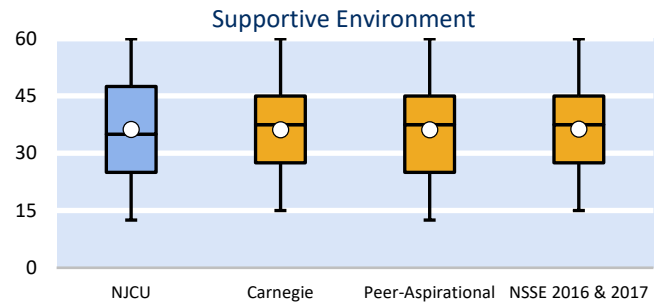
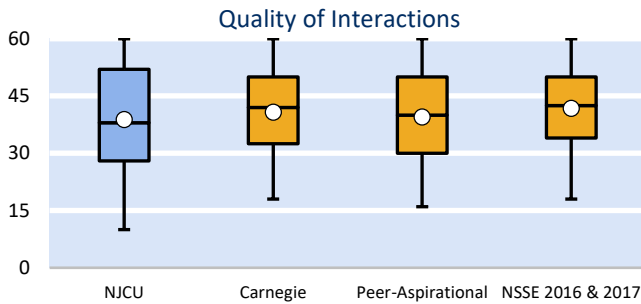
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	NJCU Mean	Your first-year students compared with					
		Carnegie Mean	Effect size	Peer-Aspirational Mean	Effect size	NSSE 2016 & 2017 Mean	Effect size
Quality of Interactions	38.8	40.8	-.16	39.5	-.05	41.8 *	-.24
Supportive Environment	36.2	36.1	.01	36.2	.00	36.3	-.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 upper bar), 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^a 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	NJCU %	Percentage point difference between your FY students and		
		Carnegie	Peer-Aspirational	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	50	+2	+4	-1
13b. Academic advisors	39	-7	-5	-11
13c. Faculty	44	-1	+2	-5
13d. Student services staff (career services, student activities, housing, etc.)	39	-3	+0	-5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	+3	+9	+1
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	70	-5	-3	-6
14c. Using learning support services (tutoring services, writing center, etc.)	74	-2	+1	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	68	+6	+2	+6
14e. Providing opportunities to be involved socially	69	-2	+1	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	60	-10	-9	-10
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	46	+3	+0	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	-3	+0	-3
14i. Attending events that address important social, economic, or political issues	51	-0	-3	-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

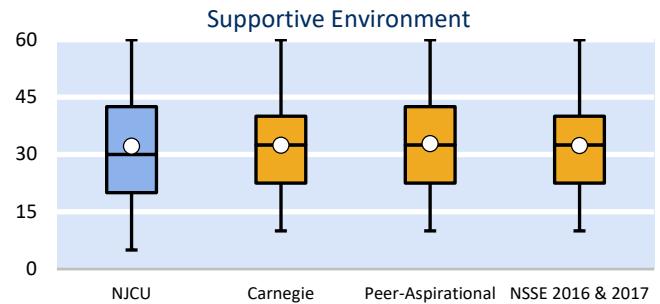
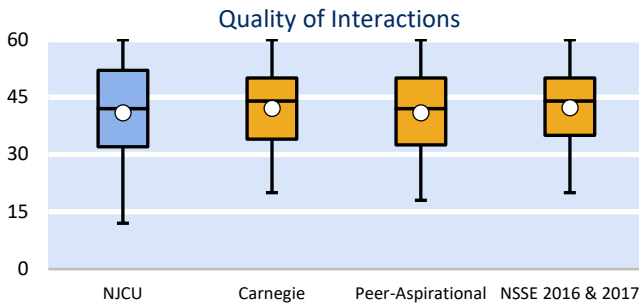
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	NJCU Mean	Your seniors compared with					
		Carnegie Mean	Effect size	Peer-Aspirational Mean	Effect size	NSSE 2016 & 2017 Mean	Effect size
Quality of Interactions	40.9	42.1	-.10	40.9	.00	42.3	-.11
Supportive Environment	32.2	32.4	-.02	32.8	-.05	32.3	-.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^a 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	NJCU	Percentage point difference between your seniors and		
		Carnegie	Peer-Aspirational	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	58	+1	+1	+0
13b. Academic advisors	48	-1	+4	-3
13c. Faculty	53	-3	+0	-3
13d. Student services staff (career services, student activities, housing, etc.)	38	-3	-1	-3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	40	-2	+1	-2
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	63	-7	-6	-8
14c. Using learning support services (tutoring services, writing center, etc.)	59	-5	-3	-6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	+9	+4	+10
14e. Providing opportunities to be involved socially	61	-4	-2	-3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	53	-9	-10	-7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	+7	+5	+7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	47	-5	-4	-6
14i. Attending events that address important social, economic, or political issues	47	+3	+1	+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.

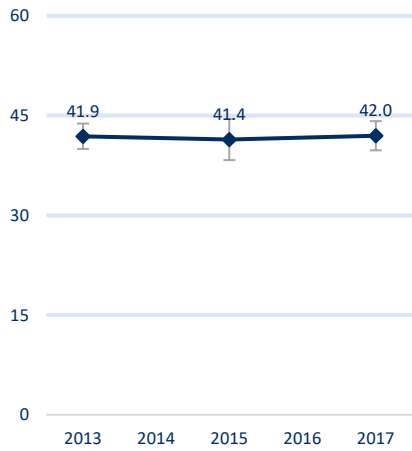
a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

This page intentionally left blank.

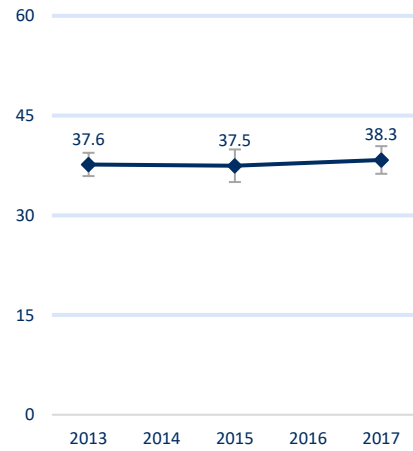
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Academic Challenge: First-year students

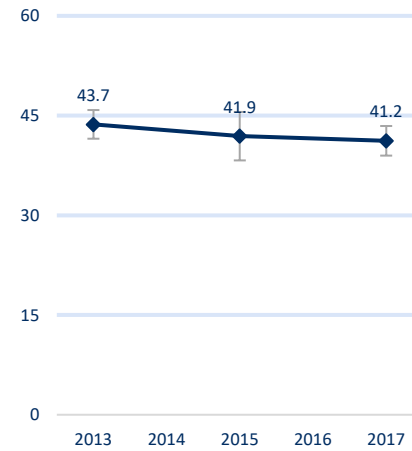
Higher-Order Learning



Reflective & Integrative Learning



Learning Strategies

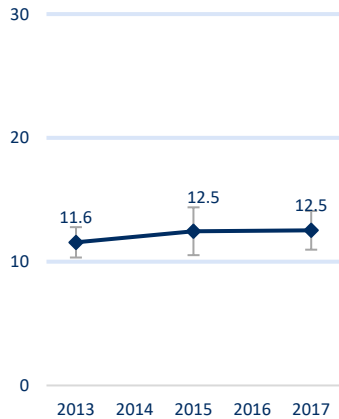


Quantitative Reasoning

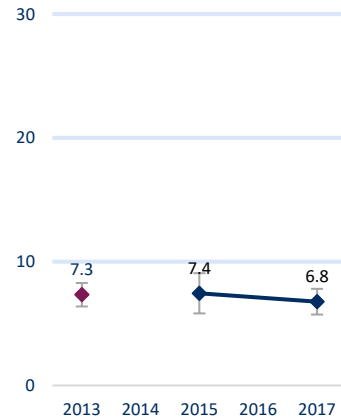


Academic Challenge (additional items): First-year students

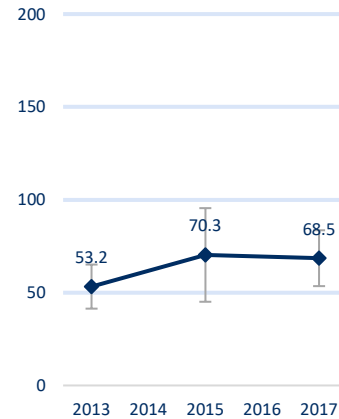
Preparing for Class (hrs/wk)



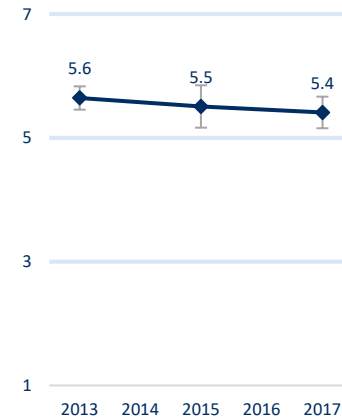
Course Reading (hrs/wk)^a



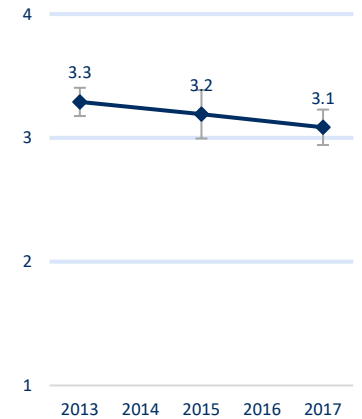
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.

b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

NSSE 2017 Multi-Year Report

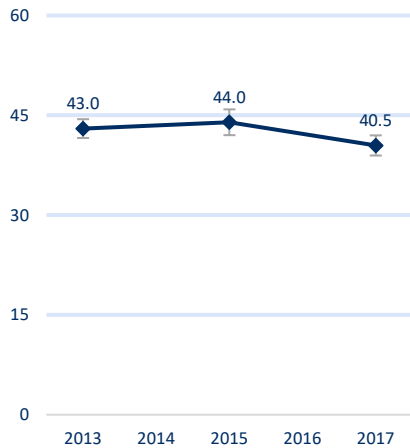
Engagement Results by Theme

New Jersey City University

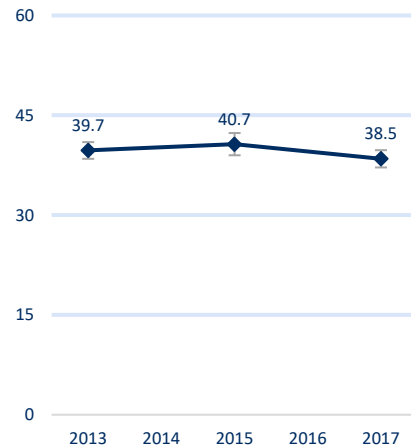
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Academic Challenge: Seniors

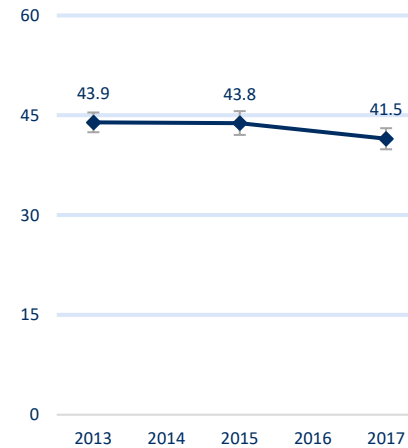
Higher-Order Learning



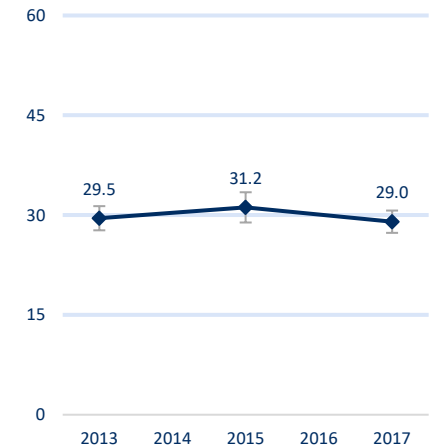
Reflective & Integrative Learning



Learning Strategies

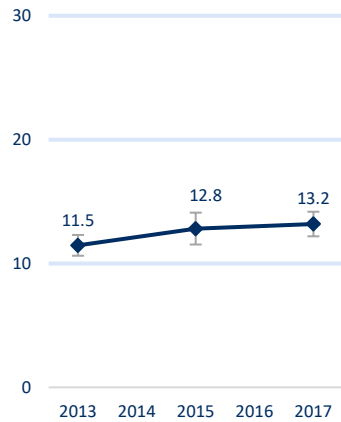


Quantitative Reasoning

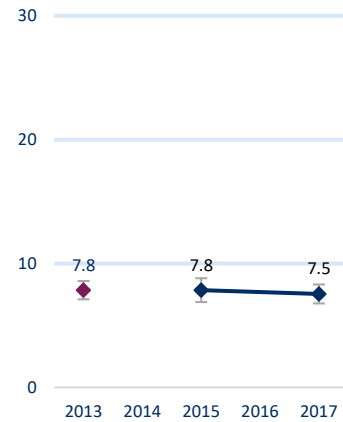


Academic Challenge (additional items): Seniors

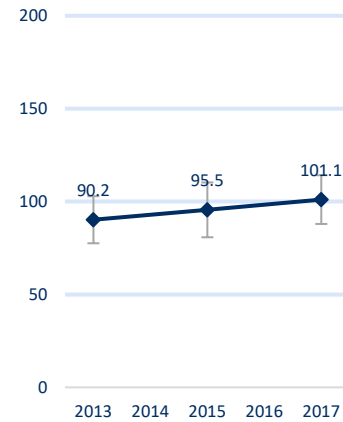
Preparing for Class (hrs/wk)



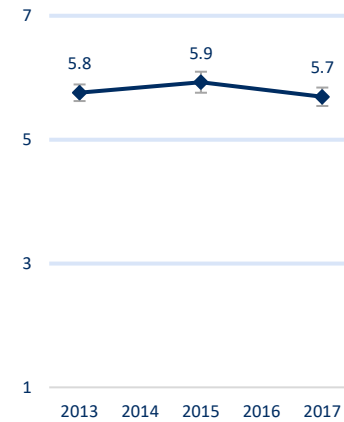
Course Reading (hrs/wk)^a



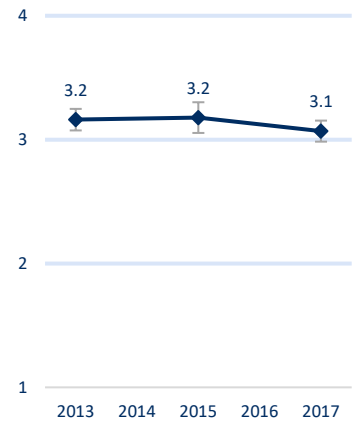
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.

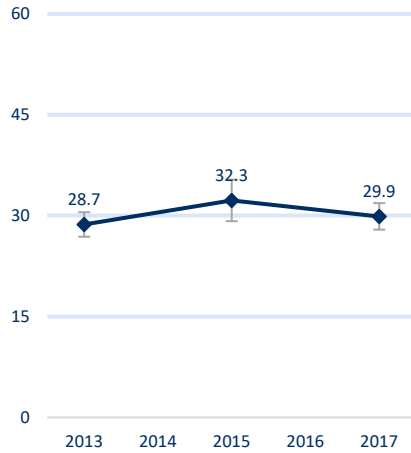
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

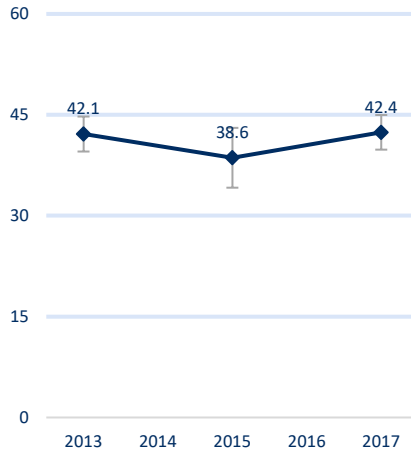
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

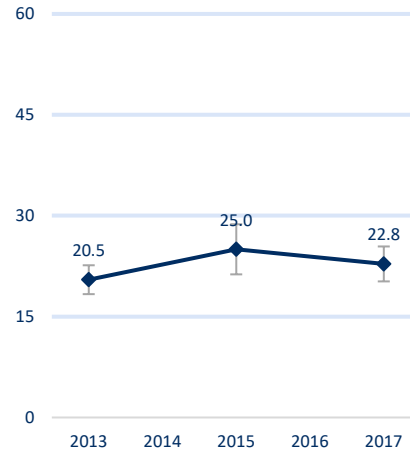


Discussions with Diverse Others



Experiences with Faculty: First-year students

Student-Faculty Interaction

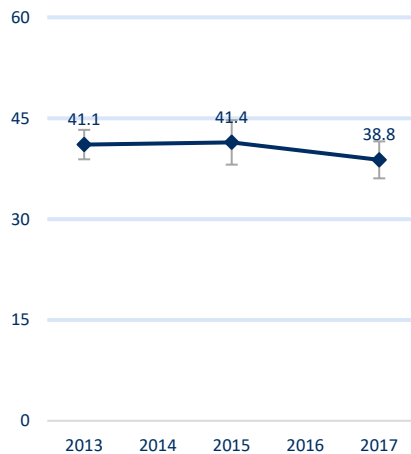


Effective Teaching Practices

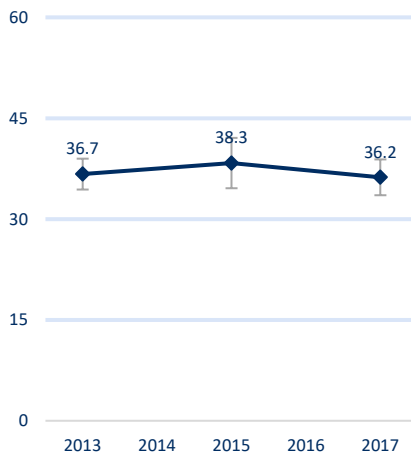


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



NSSE 2017 Multi-Year Report

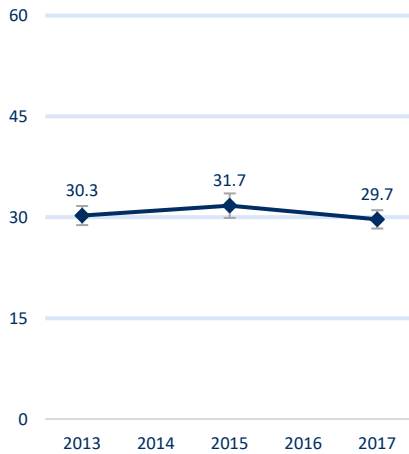
Engagement Results by Theme

New Jersey City University

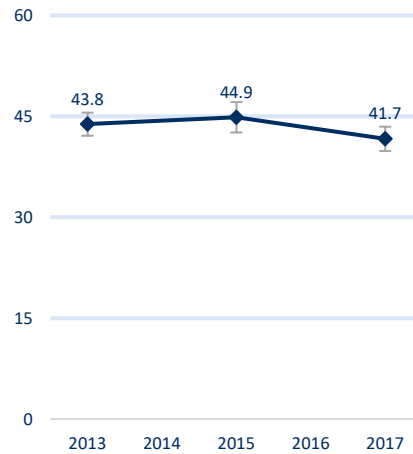
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: Seniors

Collaborative Learning

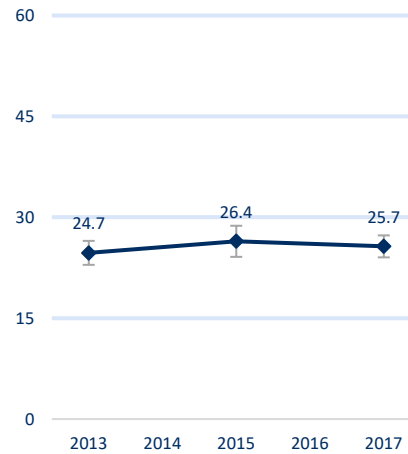


Discussions with Diverse Others



Experiences with Faculty: Seniors

Student-Faculty Interaction

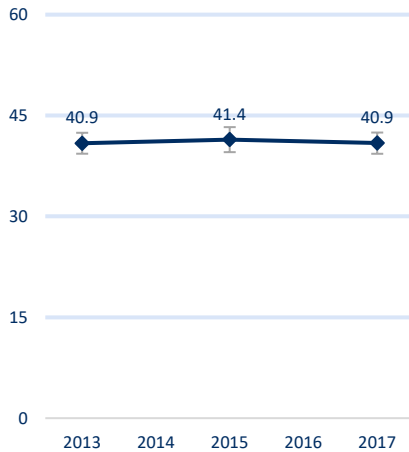


Effective Teaching Practices



Campus Environment: Seniors

Quality of Interactions



Supportive Environment

