NSSE

national survey of
student engagement

NSSE 2025
Engagement Indicators

University of La Verne

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.

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 Peers West	Your first-year students compared with Peers DocProf	Your first-year students compared with NSSE 2024 & 2025
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 Peers West	Your seniors compared with Peers DocProf	Your seniors compared with NSSE 2024 & 2025
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	▲	△	△

NSSE 2025 Engagement Indicators

Academic Challenge
University of La Verne

## 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	ULV Mean	Your first-year students compared with					
		Peers West		Peers DocProf		NSSE 2024 & 2025	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.7	40.7	-.07	39.8	-.01	38.9	.06
Reflective & Integrative Learning	37.6	37.8	-.02	37.2	.03	36.1	.12
Learning Strategies	39.6	39.6	.01	39.5	.01	39.3	.02
Quantitative Reasoning	31.2	28.9	.16	29.0	.14	29.6	.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
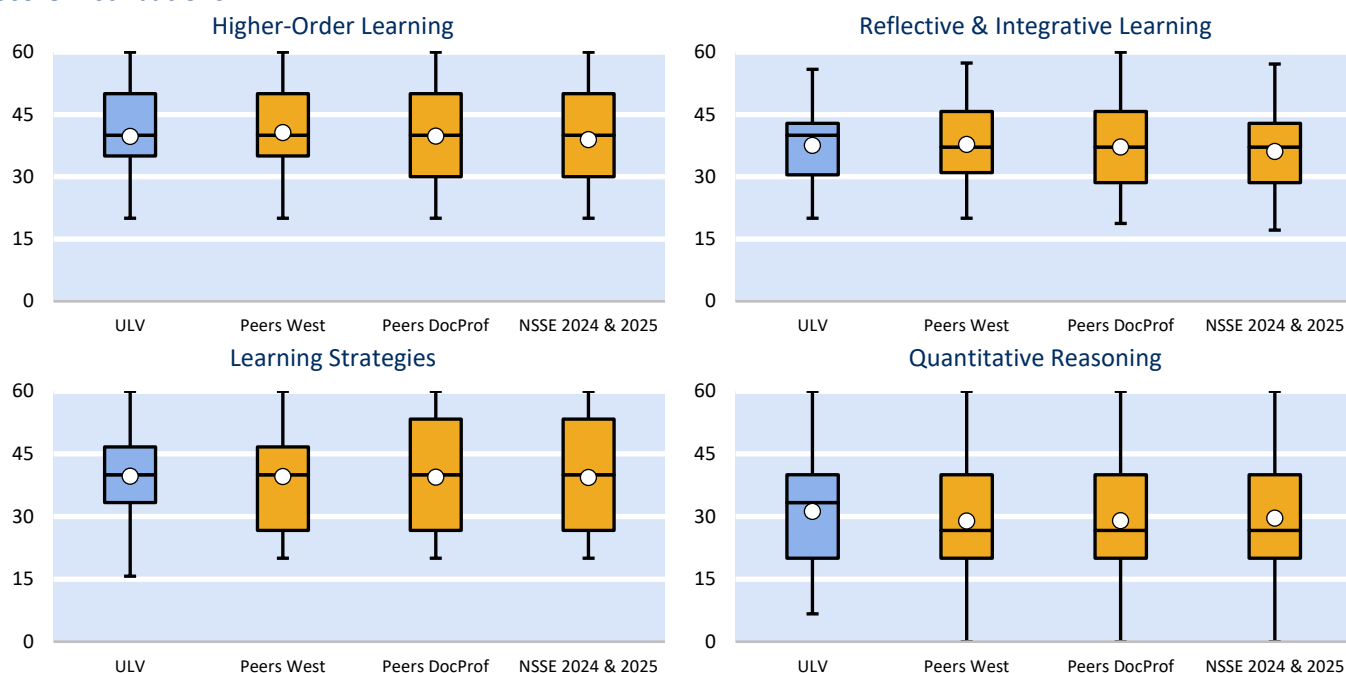
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

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.

		Percentage point difference [a] between your FY students and		
Higher-Order Learning	**ULV**	**Peers West**	**Peers DocProf**	**NSSE 2024 & 2025**
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	73	-4	-1	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	-5	-2	+1
4d. Evaluating a point of view, decision, or information source	75	-0	+1	+4
4e. Forming a new idea or understanding from various pieces of information	75	+0	+1	+3
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	61	+5	+7	+7
2b. Connected your learning to societal problems or issues	63	+4	+5	+10
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	63	-3	+3	+9
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	-5	-5	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	73	-2	+0	+2
2f. Learned something that changed the way you understand an issue or concept	73	+2	+2	+4
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+1	+4	+4
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	80	-1	+3	+4
9b. Reviewed your notes after class	77	+10	+9	+9
9c. Summarized what you learned in class or from course materials	69	+2	+1	+1
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	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	48	+6	+6	+4
6c. Evaluated what others have concluded from numerical information	54	+11	+12	+11

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.

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

	ULV	Peers West		Peers DocProf		NSSE 2024 & 2025	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	43.0	42.2	.07	41.9	.09	41.5	.11
Reflective & Integrative Learning	40.7	41.3	-.05	39.7	.09	39.1 *	.13
Learning Strategies	42.0	39.6 *	.17	40.2	.12	40.3	.11
Quantitative Reasoning	32.2	31.9	.02	31.3	.06	31.8	.03

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
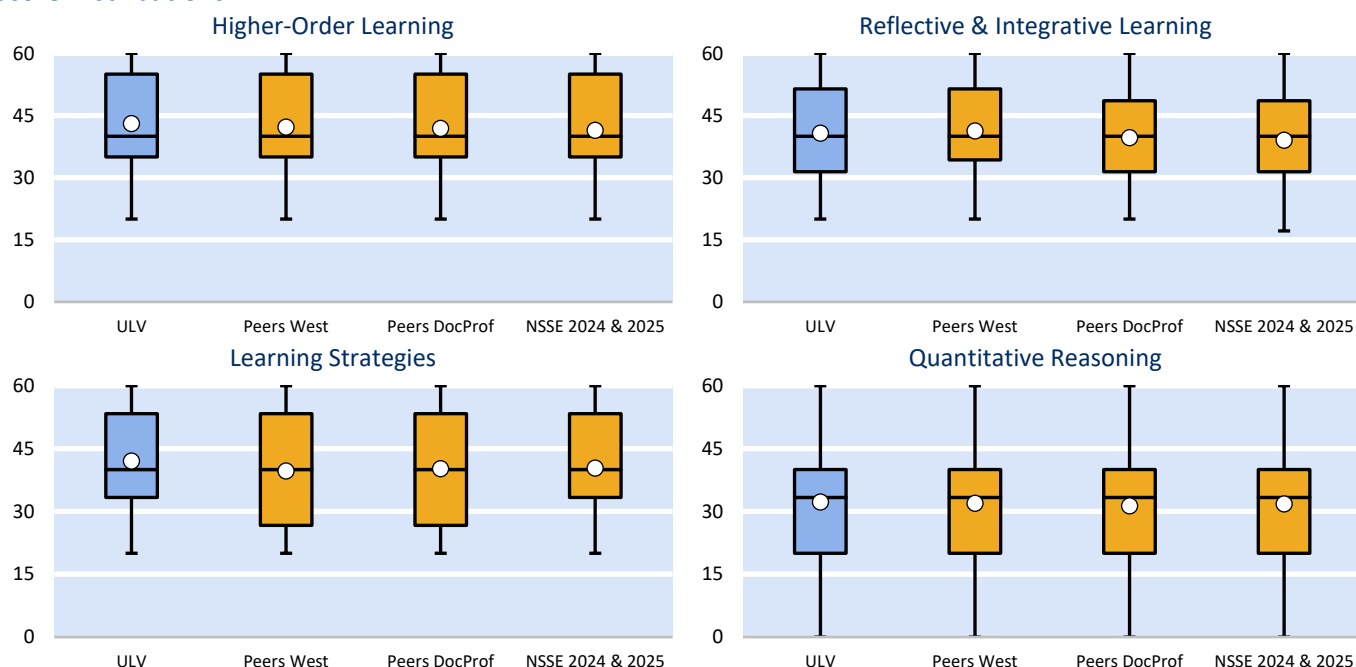
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Academic Challenge: Seniors (continued)

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.

	ULV	Percentage point difference [a] between your seniors and		
Higher-Order Learning		Peers West	Peers DocProf	NSSE 2024 & 2025
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	80	-1	+0	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	82	+2	+3	+4
4d. Evaluating a point of view, decision, or information source	81	+5	+6	+7
4e. Forming a new idea or understanding from various pieces of information	79	+2	+3	+3
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	69	-4	-0	-1
2b. Connected your learning to societal problems or issues	71	+0	+7	+8
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	70	+1	+8	+14
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71	-2	+2	+2
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	76	-1	+2	+3
2f. Learned something that changed the way you understand an issue or concept	75	-1	+1	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	84	-3	-1	-1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	81	-2	+1	+2
9b. Reviewed your notes after class	75	+13	+9	+7
9c. Summarized what you learned in class or from course materials	72	+5	+3	+2
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.)	58	+1	+2	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	53	+3	+5	+4
6c. Evaluated what others have concluded from numerical information	50	-2	+1	+1

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
University of La Verne

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

	ULV	Peers West		Peers DocProf		NSSE 2024 & 2025	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.5	33.3	-.06	30.2 *	.15	28.4 ***	.26
Discussions with Diverse Others	39.3	40.1	-.06	38.4	.06	38.0	.08

Your first-year students compared with

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

Collaborative Learning / Discussions with Diverse Others

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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

Collaborative Learning	ULV	Peers West	Peers DocProf	NSSE 2024 & 2025
Percentage of students who responded that they "Very often" or "Often"…	%			
1b. Asked another student to help you understand course material	49	-4	+4	+7
1c. Explained course material to one or more students	55	+0	+6	+9
1d. Prepared for exams by discussing or working through course material with other students	45	-5	-0	+5
1e. Worked with other students on course projects or assignments	68	+9	+13	+18

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	80	+0	+6	+11
8b. People from economic backgrounds other than your own	79	+1	+6	+9
8c. People with religious beliefs other than your own	67	-3	+5	+3
8d. People with political views other than your own	61	+10	+5	+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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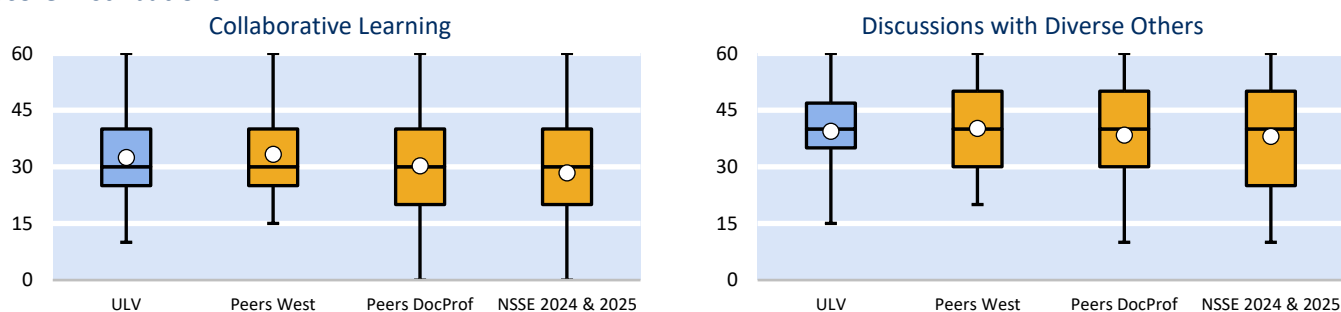
Learning with Peers: Seniors

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

	ULV							
			Your seniors compared with					
		Peers West		Peers DocProf		NSSE 2024 & 2025		
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size	
Collaborative Learning	31.6	35.2 ***	-.26	32.8	-.07	29.8	.11	
Discussions with Diverse Others	40.2	40.9	-.05	39.8	.03	39.2	.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

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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.

	ULV	*Percentage point difference [a] between your seniors and*		
Collaborative Learning		Peers West	Peers DocProf	NSSE 2024 & 2025
Percentage of students who responded that they "Very often" or "Often"…	%			
1b. Asked another student to help you understand course material	40	-8	-5	+0
1c. Explained course material to one or more students	57	-4	+2	+7
1d. Prepared for exams by discussing or working through course material with other students	42	-7	-5	+2
1e. Worked with other students on course projects or assignments	66	-6	+0	+7
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	77	-6	+0	+6
8b. People from economic backgrounds other than your own	76	-2	+1	+4
8c. People with religious beliefs other than your own	69	+1	+5	+3
8d. People with political views other than your own	66	+14	+7	+4

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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					
	ULV	**Peers West**		**Peers DocProf**		**NSSE 2024 & 2025**	
			Effect		*Effect*		*Effect*
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
Student-Faculty Interaction	25.4	23.4	.13	22.6 *	.18	22.2 **	.21
Effective Teaching Practices	42.2	40.1 *	.17	40.5	.13	39.7 *	.19

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		
Student-Faculty Interaction	**ULV**	**Peers West**	**Peers DocProf**	**NSSE 2024 & 2025**
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	49	+12	+11	+10
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	+7	+6	+8
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	+2	+4	+7
3d. Discussed your academic performance with a faculty member	38	+6	+6	+5
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	85	+3	+4	+6
5b. Taught course sessions in an organized way	83	+5	+5	+7
5c. Used examples or illustrations to explain difficult points	83	+5	+6	+8
5d. Provided feedback on a draft or work in progress	73	+5	+3	+7
5e. Provided prompt and detailed feedback on tests or completed assignments	71	+5	+4	+8

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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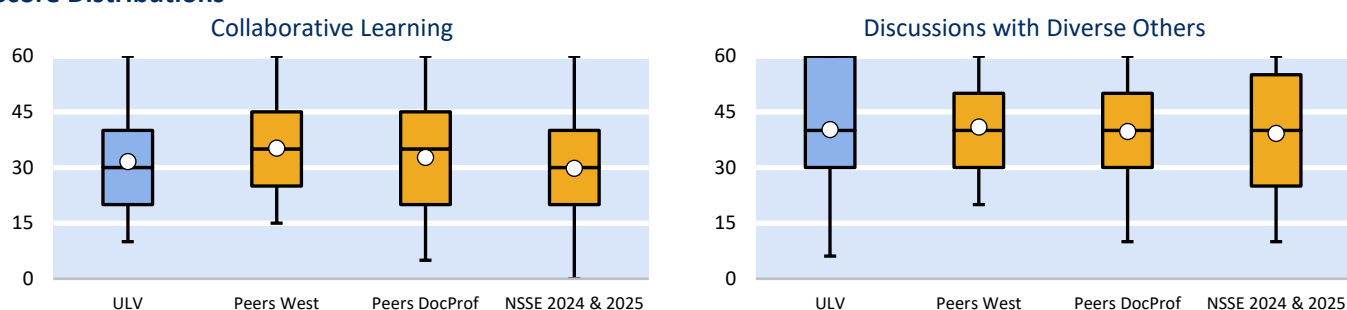
Experiences with Faculty
University of La Verne
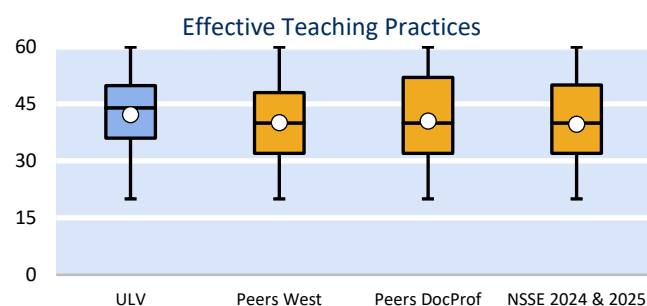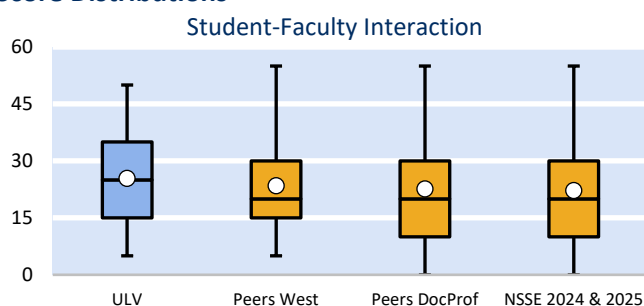
Experiences with Faculty: Seniors

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

| | ULV | Your seniors compared with | | | | | |
| | | Peers West | | Peers DocProf | | NSSE 2024 & 2025 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	28.7	28.2	.03	26.8	.11	24.3 ***	.26
Effective Teaching Practices	42.9	41.9	.07	41.8	.08	41.2	.12

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

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.

| | ULV | Percentage point difference [a] between your seniors and | | |
Student-Faculty Interaction		Peers West	Peers DocProf	NSSE 2024 & 2025
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	54	+2	+5	+9
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	44	+7	+9	+15
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	45	+1	+5	+12
3d. Discussed your academic performance with a faculty member	44	+10	+8	+10
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	85	+0	+2	+2
5b. Taught course sessions in an organized way	80	-1	-1	+1
5c. Used examples or illustrations to explain difficult points	82	+1	+2	+3
5d. Provided feedback on a draft or work in progress	74	+5	+7	+8
5e. Provided prompt and detailed feedback on tests or completed assignments	71	+0	+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.

NSSE 2025 Engagement Indicators
Campus Environment
University of La Verne

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

	ULV	Peers West		Peers DocProf		NSSE 2024 & 2025	
			Effect		*Effect*		*Effect*
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
Quality of Interactions	45.7	44.2	.14	44.9	.07	44.2	.13
Supportive Environment	38.2	36.3	.16	36.3	.15	35.8 *	.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 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	**ULV**	**Peers West**	**Peers DocProf**	**NSSE 2024 & 2025**
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	51	-4	-6	-2
13b. Academic advisors	61	+6	+2	+3
13c. Faculty	58	-3	-2	+1
13d. Student services staff (career services, student activities, housing, etc.)	52	+4	-1	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	55	+9	+4	+5
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	79	+1	+2	+4
14c. Using learning support services (tutoring services, writing center, etc.)	77	+1	+4	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	74	+10	+11	+13
14e. Providing opportunities to be involved socially	78	+5	+6	+7
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	78	+9	+5	+9
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	50	+9	+5	+6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	69	+2	+3	+5
14i. Attending events that address important social, economic, or political issues	52	+3	+3	+7

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.
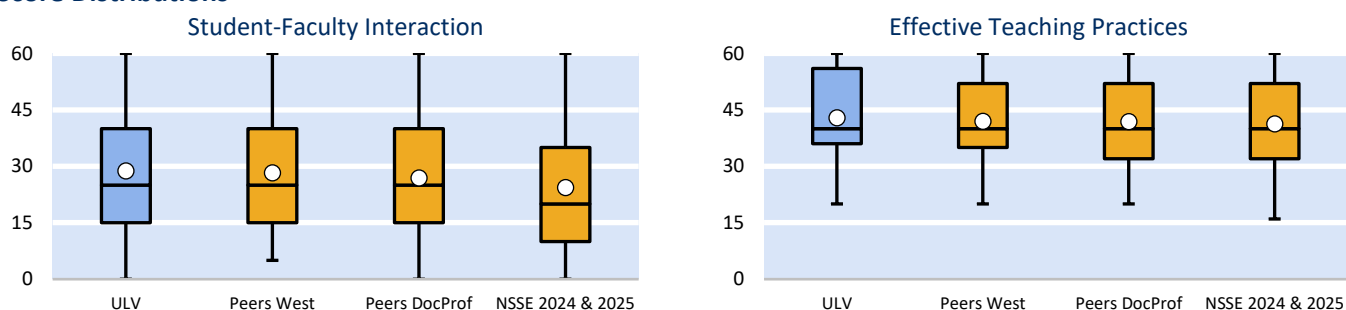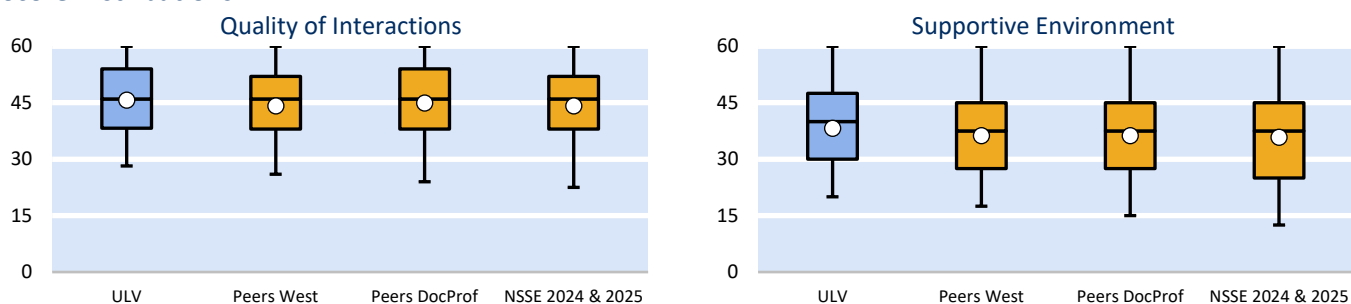
Campus Environment: Seniors

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

| | ULV | Your seniors compared with | | | | | |
| | | Peers West | | Peers DocProf | | NSSE 2024 & 2025 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	46.6	42.6 ***	.34	44.1 **	.22	43.9 ***	.22
Supportive Environment	37.1	33.0 ***	.31	33.6 ***	.25	33.0 ***	.28

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 seniors and | | |
Quality of Interactions	ULV	Peers West	Peers DocProf	NSSE 2024 & 2025
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	63	+7	+1	+3
13b. Academic advisors	63	+13	+10	+8
13c. Faculty	69	+4	+4	+8
13d. Student services staff (career services, student activities, housing, etc.)	59	+17	+13	+12
13e. Other administrative staff and offices (registrar, financial aid, etc.)	59	+20	+15	+12
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	72	-0	-0	+1
14c. Using learning support services (tutoring services, writing center, etc.)	69	+0	+2	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	66	+9	+11	+10
14e. Providing opportunities to be involved socially	74	+8	+7	+8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	70	+11	+7	+8
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	47	+18	+12	+11
14h. Attending campus activities and events (performing arts, athletic events, etc.)	63	+5	+2	+7
14i. Attending events that address important social, economic, or political issues	53	+10	+11	+14

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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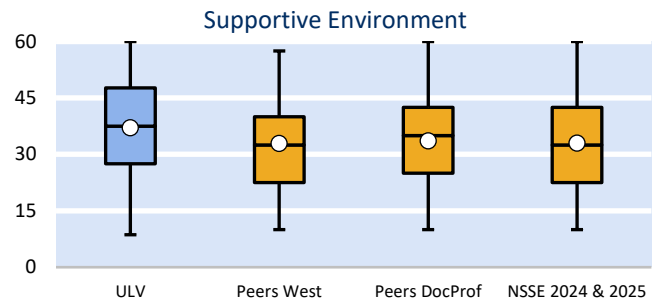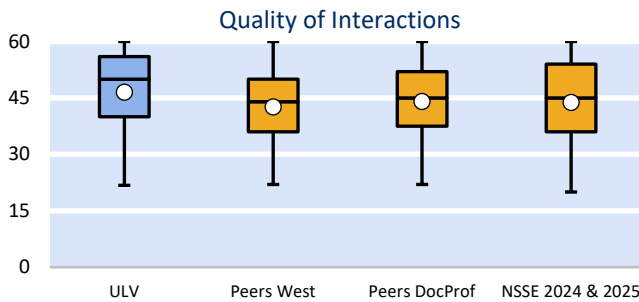
NSSE 2025 Engagement Indicators
Comparisons with High-Performing Institutions
University of La Verne

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

| | | ULV | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.7	40.3	-.04	✓	42.9 **	-.25	
	Reflective and Integrative Learning	37.6	37.6	.00	✓	40.0 *	-.20	
	Learning Strategies	39.6	40.9	-.09	✓	43.8 ***	-.29	
	Quantitative Reasoning	31.2	31.2	.00	✓	33.6	-.15	
Learning with Peers	Collaborative Learning	32.5	33.0	-.04	✓	36.2 ***	-.28	
	Discussions with Diverse Others	39.3	40.9	-.10		43.7 ***	-.32	
Experiences with Faculty	Student-Faculty Interaction	25.4	25.7	-.02	✓	29.6 ***	-.27	
	Effective Teaching Practices	42.2	41.7	.04	✓	44.4 *	-.16	
Campus Environment	Quality of Interactions	45.7	46.5	-.07	✓	49.1 ***	-.28	
	Supportive Environment	38.2	38.0	.02	✓	40.6 *	-.19	

Seniors

| | | ULV | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	43.0	42.9	.01	✓	45.5 **	-.19	
	Reflective and Integrative Learning	40.7	40.9	-.02	✓	43.8 ***	-.25	
	Learning Strategies	42.0	42.2	-.01	✓	44.6 **	-.19	
	Quantitative Reasoning	32.2	33.6	-.08	✓	36.9 ***	-.29	
Learning with Peers	Collaborative Learning	31.6	34.9 ***	-.23		38.5 ***	-.50	
	Discussions with Diverse Others	40.2	41.8	-.10		44.8 ***	-.31	
Experiences with Faculty	Student-Faculty Interaction	28.7	30.7	-.13		34.8 ***	-.37	
	Effective Teaching Practices	42.9	43.4	-.04	✓	46.2 ***	-.25	
Campus Environment	Quality of Interactions	46.6	46.3	.02	✓	49.1 **	-.21	
	Supportive Environment	37.1	35.9	.09	✓	39.4 *	-.17	

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]
University of La Verne

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												
ULV (N = 135)	39.7	12.3	1.06	20	35	40	50	60				
Peers West	40.7	12.7	.27	20	35	40	50	60	152	-.9	.407	-.071
Peers DocProf	39.8	13.1	.28	20	30	40	50	60	153	-.1	.934	-.007
NSSE 2024 & 2025	38.9	13.3	.03	20	30	40	50	60	135	.8	.443	.061
Top 50%	40.3	13.2	.04	20	30	40	50	60	135	-.5	.629	-.039
Top 10%	42.9	12.7	.11	20	35	40	55	60	137	-3.1	.004	-.245
Reflective & Integrative Learning												
ULV (N = 142)	37.6	11.2	.94	20	30	40	43	56				
Peers West	37.8	11.5	.23	20	31	37	46	57	158	-.2	.852	-.016
Peers DocProf	37.2	12.2	.25	19	29	37	46	60	161	.4	.671	.034
NSSE 2024 & 2025	36.1	12.3	.03	17	29	37	43	57	141	1.5	.108	.124
Top 50%	37.6	12.0	.04	20	29	37	46	60	141	-.1	.954	-.005
Top 10%	40.0	12.1	.11	20	31	40	49	60	145	-2.4	.011	-.201
Learning Strategies												
ULV (N = 131)	39.6	12.9	1.13	16	33	40	47	60				
Peers West	39.6	13.5	.30	20	27	40	47	60	148	.1	.944	.006
Peers DocProf	39.5	14.4	.32	20	27	40	53	60	151	.2	.871	.013
NSSE 2024 & 2025	39.3	14.0	.04	20	27	40	53	60	130	.3	.768	.024
Top 50%	40.9	13.9	.05	20	33	40	53	60	130	-1.3	.260	-.092
Top 10%	43.8	14.2	.10	20	33	40	60	60	132	-4.1	.000	-.291
Quantitative Reasoning												
ULV (N = 131)	31.2	13.7	1.19	7	20	33	40	60				
Peers West	28.9	15.1	.33	0	20	27	40	60	150	2.3	.062	.155
Peers DocProf	29.0	15.5	.34	0	20	27	40	60	151	2.2	.080	.142
NSSE 2024 & 2025	29.6	15.8	.04	0	20	27	40	60	130	1.6	.177	.103
Top 50%	31.2	15.5	.05	7	20	33	40	60	130	.0	.987	.001
Top 10%	33.6	15.6	.11	7	20	33	40	60	132	-2.3	.053	-.150
Learning with Peers												
Collaborative Learning												
ULV (N = 150)	32.5	13.1	1.07	10	25	30	40	60				
Peers West	33.3	13.4	.26	15	25	30	40	60	167	-.8	.463	-.060
Peers DocProf	30.2	15.6	.31	0	20	30	40	60	174	2.3	.043	.146
NSSE 2024 & 2025	28.4	15.6	.03	0	20	30	40	60	149	4.1	.000	.261
Top 50%	33.0	13.9	.05	10	25	30	40	60	149	-.5	.607	-.040
Top 10%	36.2	13.6	.10	15	25	35	45	60	151	-3.8	.001	-.278
Discussions with Diverse Others												
ULV (N = 131)	39.3	12.9	1.13	15	35	40	47	60				
Peers West	40.1	13.5	.29	20	30	40	50	60	148	-.8	.491	-.060
Peers DocProf	38.4	15.4	.34	10	30	40	50	60	154	1.0	.403	.065
NSSE 2024 & 2025	38.0	16.3	.04	10	25	40	50	60	130	1.4	.234	.083
Top 50%	40.9	14.9	.05	20	30	40	55	60	131	-1.5	.176	-.103
Top 10%	43.7	13.9	.14	20	35	45	60	60	134	-4.4	.000	-.318

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												
ULV (N = 140)	25.4	13.9	1.17	5	15	25	35	50				
Peers West	23.4	14.7	.30	5	15	20	30	55	158	2.0	.105	.135
Peers DocProf	22.6	15.2	.32	0	10	20	30	55	160	2.8	.023	.184
NSSE 2024 & 2025	22.2	15.3	.04	0	10	20	30	55	139	3.2	.006	.212
Top 50%	25.7	15.3	.06	5	15	25	35	60	140	-.3	.804	-.019
Top 10%	29.6	15.6	.17	5	20	25	40	60	145	-4.2	.000	-.272
Effective Teaching Practices												
ULV (N = 136)	42.2	11.6	.99	20	36	44	50	60				
Peers West	40.1	12.4	.26	20	32	40	48	60	154	2.1	.042	.170
Peers DocProf	40.5	13.1	.28	20	32	40	52	60	157	1.7	.102	.130
NSSE 2024 & 2025	39.7	13.5	.03	20	32	40	50	60	135	2.5	.012	.189
Top 50%	41.7	13.3	.05	20	32	40	52	60	136	.5	.621	.037
Top 10%	44.4	14.2	.12	20	36	45	60	60	139	-2.2	.026	-.159
Campus Environment												
Quality of Interactions												
ULV (N = 121)	45.7	10.3	.93	28	38	46	54	60				
Peers West	44.2	10.7	.24	26	38	46	52	60	136	1.5	.115	.143
Peers DocProf	44.9	11.6	.26	24	38	46	54	60	139	.8	.413	.069
NSSE 2024 & 2025	44.2	11.6	.03	23	38	46	52	60	120	1.5	.107	.130
Top 50%	46.5	11.5	.05	25	40	48	56	60	120	-.8	.410	-.067
Top 10%	49.1	12.0	.10	26	43	52	60	60	122	-3.4	.001	-.281
Supportive Environment												
ULV (N = 120)	38.2	11.9	1.09	20	30	40	48	60				
Peers West	36.3	12.5	.28	18	28	38	45	60	135	2.0	.082	.158
Peers DocProf	36.3	13.4	.30	15	28	38	45	60	137	1.9	.086	.146
NSSE 2024 & 2025	35.8	13.7	.03	13	25	38	45	60	119	2.4	.028	.177
Top 50%	38.0	13.1	.05	18	30	40	48	60	119	.2	.854	.015
Top 10%	40.6	12.5	.13	20	33	40	50	60	122	-2.3	.034	-.187

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]
University of La Verne

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												
ULV (N = 239)	43.0	14.1	.91	20	35	40	55	60				
Peers West	42.2	12.8	.25	20	35	40	55	60	275	.8	.374	.065
Peers DocProf	41.9	13.6	.24	20	35	40	55	60	273	1.2	.217	.086
NSSE 2024 & 2025	41.5	13.7	.03	20	35	40	55	60	238	1.6	.085	.115
Top 50%	42.9	13.6	.04	20	35	40	55	60	239	.1	.871	.011
Top 10%	45.5	12.7	.12	20	40	45	60	60	247	-2.5	.007	-.195
Reflective & Integrative Learning												
ULV (N = 251)	40.7	13.1	.82	20	31	40	51	60				
Peers West	41.3	11.9	.22	20	34	40	51	60	288	-.6	.511	-.047
Peers DocProf	39.7	12.7	.22	20	31	40	49	60	287	1.1	.203	.086
NSSE 2024 & 2025	39.1	12.9	.03	17	31	40	49	60	251	1.7	.041	.131
Top 50%	40.9	12.4	.04	20	31	40	51	60	251	-.2	.805	-.016
Top 10%	43.8	12.0	.12	23	34	43	54	60	262	-3.0	.000	-.251
Learning Strategies												
ULV (N = 236)	42.0	13.5	.88	20	33	40	53	60				
Peers West	39.6	14.1	.28	20	27	40	53	60	286	2.3	.012	.167
Peers DocProf	40.2	14.5	.27	20	27	40	53	60	279	1.8	.054	.123
NSSE 2024 & 2025	40.3	14.6	.03	20	33	40	53	60	235	1.6	.067	.111
Top 50%	42.2	14.4	.04	20	33	40	53	60	236	-.2	.823	-.014
Top 10%	44.6	14.1	.10	20	33	47	60	60	241	-2.7	.003	-.191
Quantitative Reasoning												
ULV (N = 238)	32.2	16.1	1.04	0	20	33	40	60				
Peers West	31.9	16.4	.33	0	20	33	40	60	285	.3	.785	.018
Peers DocProf	31.3	17.0	.31	0	20	33	40	60	280	1.0	.381	.056
NSSE 2024 & 2025	31.8	16.7	.04	0	20	33	40	60	237	.5	.642	.029
Top 50%	33.6	16.5	.05	7	20	33	47	60	238	-1.3	.199	-.082
Top 10%	36.9	16.1	.13	7	27	40	47	60	244	-4.7	.000	-.292
Learning with Peers												
Collaborative Learning												
ULV (N = 259)	31.6	15.0	.93	10	20	30	40	60				
Peers West	35.2	13.6	.25	15	25	35	45	60	296	-3.6	.000	-.263
Peers DocProf	32.8	15.6	.26	5	20	35	45	60	301	-1.1	.236	-.074
NSSE 2024 & 2025	29.8	16.5	.03	0	20	30	40	60	259	1.8	.052	.110
Top 50%	34.9	14.4	.04	10	25	35	45	60	259	-3.3	.000	-.229
Top 10%	38.5	13.6	.11	15	30	40	50	60	265	-6.8	.000	-.503
Discussions with Diverse Others												
ULV (N = 235)	40.2	16.8	1.09	6	30	40	60	60				
Peers West	40.9	14.0	.28	20	30	40	50	60	265	-.7	.522	-.051
Peers DocProf	39.8	15.5	.28	10	30	40	50	60	266	.4	.700	.028
NSSE 2024 & 2025	39.2	16.5	.04	10	25	40	55	60	234	1.0	.361	.061
Top 50%	41.8	15.5	.05	15	30	40	60	60	235	-1.6	.143	-.104
Top 10%	44.8	14.5	.16	20	35	45	60	60	244	-4.6	.000	-.314

NSSE 2025 Engagement Indicators

Detailed Statistics[a]
University of La Verne

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												
ULV (N = 246)	28.7	18.5	1.18	0	15	25	40	60				
Peers West	28.2	15.7	.30	5	15	25	40	60	278	.5	.692	.030
Peers DocProf	26.8	16.6	.29	0	15	25	40	60	277	1.9	.126	.111
NSSE 2024 & 2025	24.3	16.7	.03	0	10	20	35	60	246	4.3	.000	.260
Top 50%	30.7	16.3	.07	5	20	30	40	60	247	-2.0	.084	-.125
Top 10%	34.8	16.3	.20	10	20	35	50	60	260	-6.1	.000	-.375
Effective Teaching Practices												
ULV (N = 244)	42.9	13.8	.88	20	36	40	56	60				
Peers West	41.9	12.7	.25	20	35	40	52	60	282	.9	.310	.073
Peers DocProf	41.8	13.2	.24	20	32	40	52	60	279	1.1	.244	.081
NSSE 2024 & 2025	41.2	14.0	.03	16	32	40	52	60	243	1.6	.064	.117
Top 50%	43.4	13.6	.05	20	36	44	56	60	244	-.6	.528	-.041
Top 10%	46.2	13.2	.12	20	40	48	60	60	252	-3.4	.000	-.254
Campus Environment												
Quality of Interactions												
ULV (N = 227)	46.6	11.9	.79	22	40	50	56	60				
Peers West	42.6	11.4	.23	22	36	44	50	60	267	3.9	.000	.343
Peers DocProf	44.1	11.5	.22	22	38	45	52	60	260	2.5	.003	.217
NSSE 2024 & 2025	43.9	12.3	.03	20	36	45	54	60	226	2.7	.001	.220
Top 50%	46.3	12.0	.04	24	40	48	56	60	227	.2	.786	.018
Top 10%	49.1	12.1	.09	24	43	52	60	60	231	-2.6	.002	-.211
Supportive Environment												
ULV (N = 234)	37.1	15.2	.99	9	28	38	48	60				
Peers West	33.0	13.3	.27	10	23	33	40	58	268	4.1	.000	.306
Peers DocProf	33.6	13.8	.26	10	25	35	43	60	264	3.4	.001	.247
NSSE 2024 & 2025	33.0	14.6	.03	10	23	33	43	60	233	4.1	.000	.280
Top 50%	35.9	14.2	.05	13	25	38	45	60	234	1.2	.221	.086
Top 10%	39.4	13.5	.17	18	30	40	50	60	246	-2.3	.024	-.168

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.