



NSSE 2018

Engagement Indicators

NSSEville State University

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning
	Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction
	Effective Teaching Practices
<i>Campus Environment</i>	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 2017 and 2018 participating institutions.
- Detailed Statistics (pp. 16-19)** 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, 2015). 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. The Report Builder and your *Major Field Report* (both to be 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

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.

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Admissions Overlap	Your first-year students compared with Carnegie UG Program	Your first-year students compared with NSSE 2017 & 2018
<i>Academic Challenge</i>	Higher-Order Learning	--	--	△
	Reflective & Integrative Learning	△	--	△
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	△	△
	Discussions with Diverse Others	△	△	△
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	△
<i>Campus Environment</i>	Quality of Interactions	--	--	△
	Supportive Environment	--	--	△

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Admissions Overlap	Your seniors compared with Carnegie UG Program	Your seniors compared with NSSE 2017 & 2018
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	△
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	△
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▽	▽	--
	Effective Teaching Practices	--	▽	--
<i>Campus Environment</i>	Quality of Interactions	--	--	△
	Supportive Environment	--	--	△

Academic Challenge: First-year students

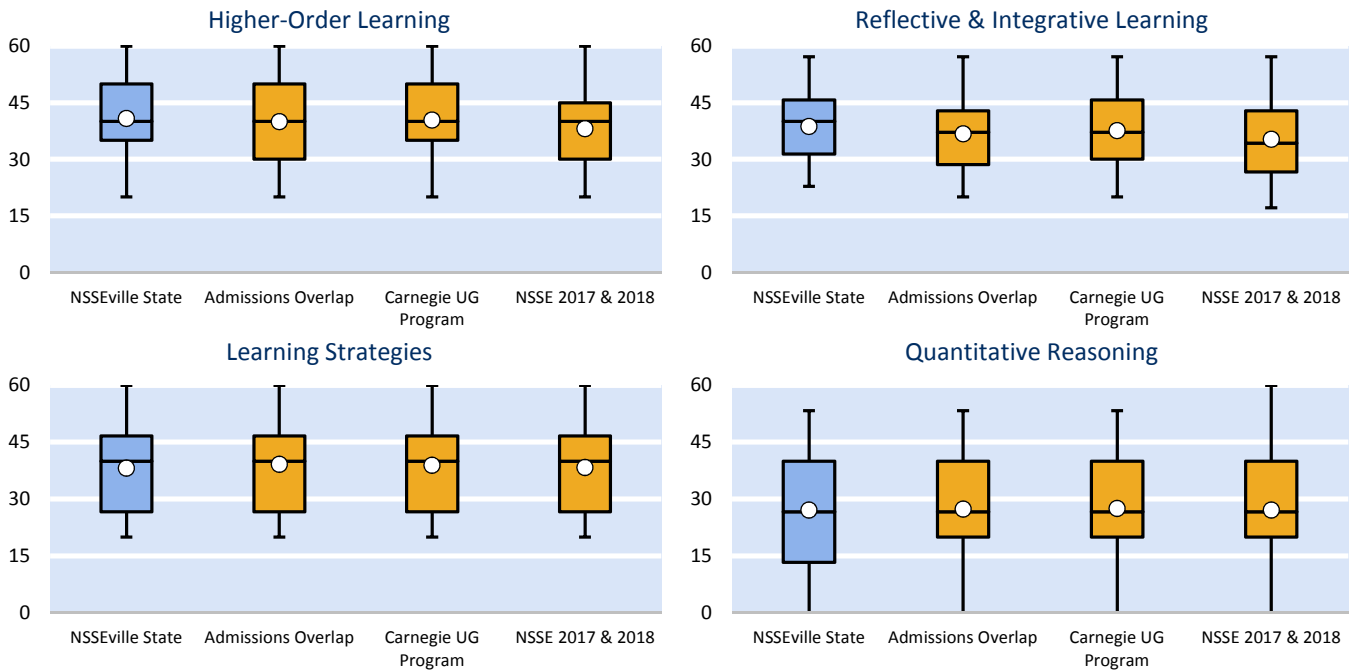
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	NSSEville State Mean	Your first-year students compared with					
		Admissions Overlap Effect size		Carnegie UG Program Effect size		NSSE 2017 & 2018 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.8	40.0	.06	40.4	.03	38.1 ***	.21
Reflective & Integrative Learning	38.8	36.8 **	.18	37.6	.10	35.4 ***	.29
Learning Strategies	38.2	39.2	-.08	38.9	-.06	38.3	-.01
Quantitative Reasoning	27.1	27.4	-.02	27.5	-.03	27.1	.00

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions



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.

	NSSEville State	Percentage point difference ^a between your FY students and		
		Admissions Overlap	Carnegie UG Program	NSSE 2017 & 2018
Higher-Order Learning				
<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	76	-0	-0	+4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+2	+0	+8
4d. Evaluating a point of view, decision, or information source	77	+3	+1	+7
4e. Forming a new idea or understanding from various pieces of information	77	+3	+1	+8
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	56	+2	+1	+4
2b. Connected your learning to societal problems or issues	66	+6	+2	+13
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	68	+10	+6	+15
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	+3	+1	+5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	78	+6	+3	+8
2f. Learned something that changed the way you understand an issue or concept	80	+9	+7	+12
2g. Connected ideas from your courses to your prior experiences and knowledge	88	+6	+4	+10
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	89	+5	+3	+12
9b. Reviewed your notes after class	57	-8	-5	-9
9c. Summarized what you learned in class or from course materials	55	-9	-7	-8
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.)	51	-1	-0	-0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37	-0	-1	-1
6c. Evaluated what others have concluded from numerical information	42	+2	+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.

Academic Challenge: Seniors

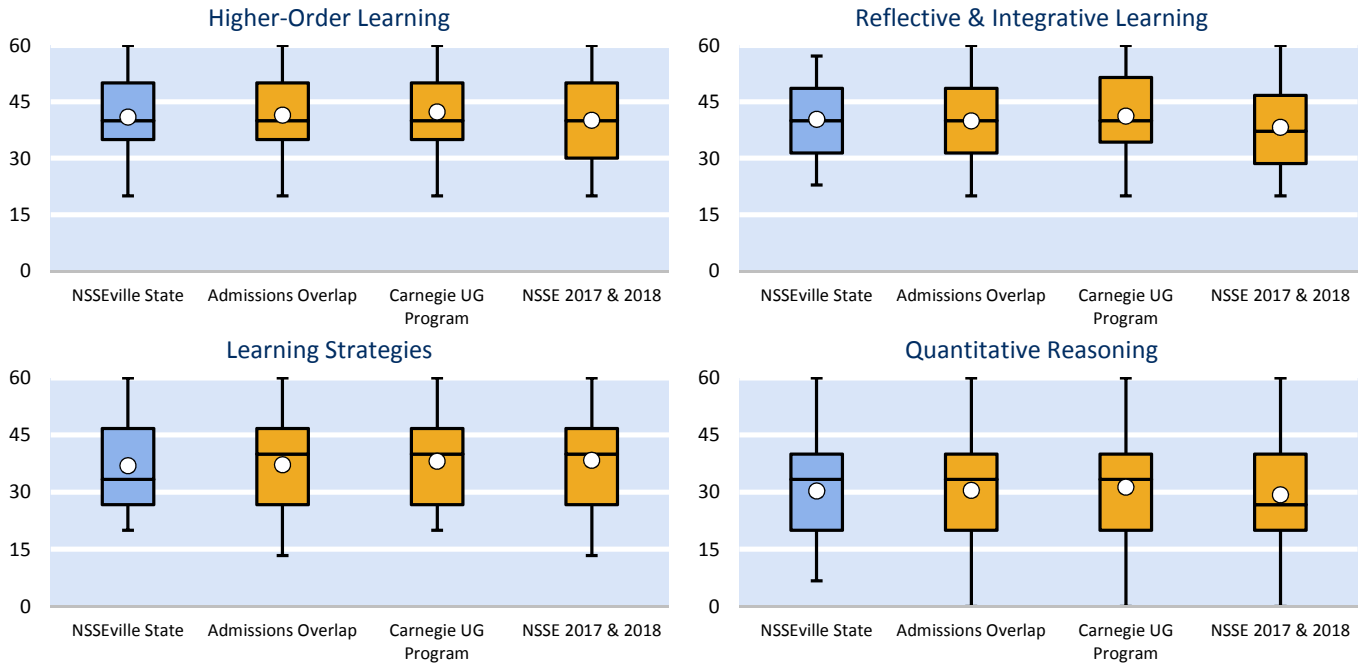
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	NSSEville State Mean	Your seniors compared with					
		Admissions Overlap Effect size		Carnegie UG Program Effect size		NSSE 2017 & 2018 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.9	41.5	-.04	42.3	-.11	40.1	.06
Reflective & Integrative Learning	40.4	39.9	.04	41.2	-.07	38.3 **	.17
Learning Strategies	36.9	37.2	-.02	38.1	-.09	38.4	-.10
Quantitative Reasoning	30.3	30.5	-.01	31.3	-.06	29.3	.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: 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.

	NSSEville State	Percentage point difference ^a between your seniors and		
		Admissions Overlap	Carnegie UG Program	NSSE 2017 & 2018
Higher-Order Learning				
<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	78	-1	-2	-0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	83	+4	+2	+8
4d. Evaluating a point of view, decision, or information source	79	+3	+1	+8
4e. Forming a new idea or understanding from various pieces of information	73	-3	-5	+1
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	71	-2	-4	+1
2b. Connected your learning to societal problems or issues	72	+2	-2	+10
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	65	+3	-1	+11
2d. Examined the strengths and weaknesses of your own views on a topic or issue	77	+7	+4	+11
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	77	+2	-0	+4
2f. Learned something that changed the way you understand an issue or concept	72	-4	-6	-0
2g. Connected ideas from your courses to your prior experiences and knowledge	88	+1	-0	+4
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	89	+3	+1	+10
9b. Reviewed your notes after class	47	-3	-3	-14
9c. Summarized what you learned in class or from course materials	54	-4	-6	-10
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.)	50	-5	-6	-4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	-0	-3	+0
6c. Evaluated what others have concluded from numerical information	54	+4	+1	+11

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Learning with Peers: First-year students

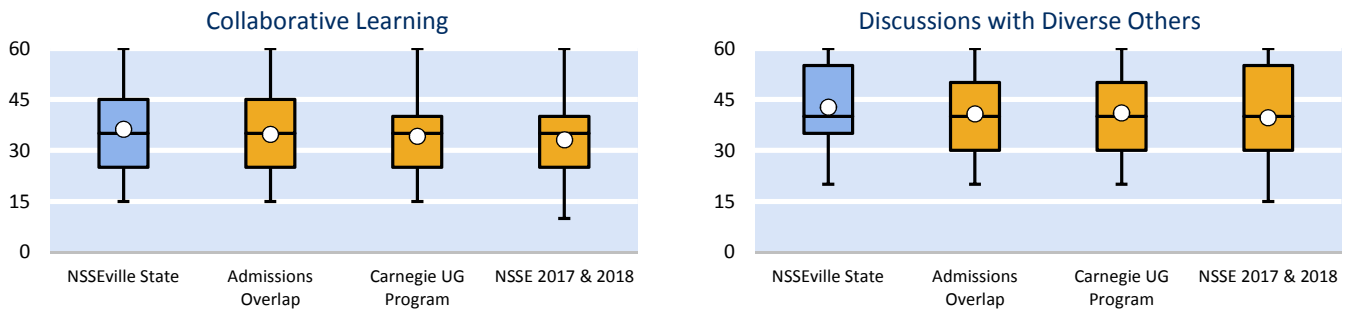
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	NSSEville State Mean	Your first-year students compared with					
		Admissions Overlap Effect size		Carnegie UG Program Effect size		NSSE 2017 & 2018 Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.2	34.7	.11	34.1 **	.16	33.1 ***	.22
Discussions with Diverse Others	42.7	40.7 **	.15	41.0 *	.12	39.6 ***	.20

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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	NSSEville State %	Percentage point difference ^a between your FY students and		
		Admissions Overlap	Carnegie UG Program	NSSE 2017 & 2018
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	64	+7	+7	+9
1f. Explained course material to one or more students	63	+0	+2	+4
1g. Prepared for exams by discussing or working through course material with other students	60	+2	+4	+8
1h. Worked with other students on course projects or assignments	58	-2	+1	+2
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	+10	+5	+11
8b. People from an economic background other than your own	84	+8	+6	+12
8c. People with religious beliefs other than your own	85	+12	+11	+18
8d. People with political views other than your own	55	-8	-1	-10

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Learning with Peers: Seniors

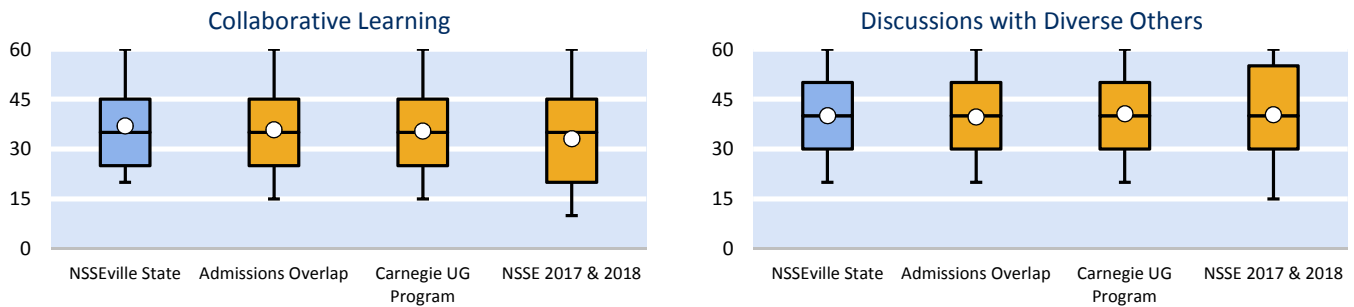
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	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	37.0	35.8	.09	35.4	.12	33.1 ***	.26
Discussions with Diverse Others	40.0	39.6	.03	40.6	-.05	40.3	-.02

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Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	56	+5	+6	+11
1f. Explained course material to one or more students	66	-1	-1	+6
1g. Prepared for exams by discussing or working through course material with other students	58	+1	+1	+9
1h. Worked with other students on course projects or assignments	79	+9	+12	+14
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	76	+7	+1	+4
8b. People from an economic background other than your own	80	+6	+2	+7
8c. People with religious beliefs other than your own	77	+9	+6	+9
8d. People with political views other than your own	40	-19	-13	-26

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Experiences with Faculty: First-year students

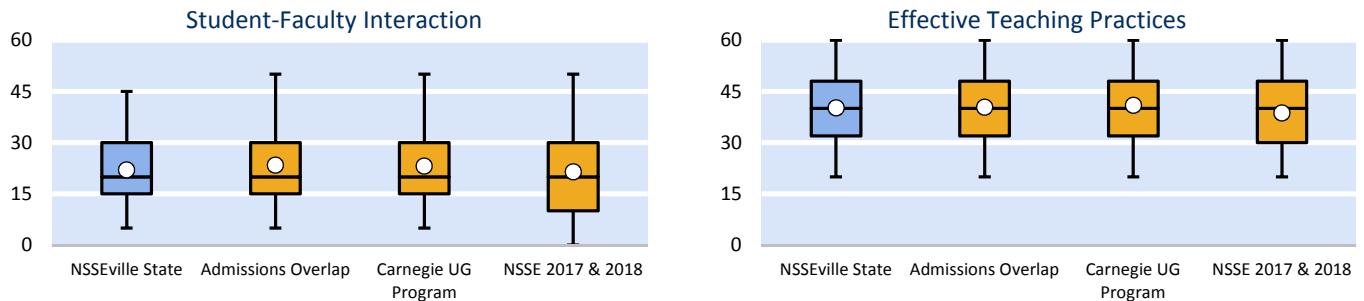
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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.

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Engagement Indicator	NSSEville State Mean	Your first-year students compared with					
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	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.0	23.4	-.10	23.1	-.08	21.5	.04
Effective Teaching Practices	40.1	40.4	-.02	40.9	-.07	38.6 *	.12

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Student-Faculty Interaction	NSSEville State %	Percentage point difference ^a between your FY students and		
		Admissions Overlap	Carnegie UG Program	NSSE 2017 & 2018
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	37	+0	+4	-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	-3	-1	-2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	-1	-2	+6
3d. Discussed your academic performance with a faculty member	27	-8	-7	-3
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	84	+3	+2	+6
5b. Taught course sessions in an organized way	88	+7	+6	+12
5c. Used examples or illustrations to explain difficult points	81	+3	+2	+6
5d. Provided feedback on a draft or work in progress	63	-5	-7	-1
5e. Provided prompt and detailed feedback on tests or completed assignments	65	-3	-6	+5

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Experiences with Faculty: Seniors

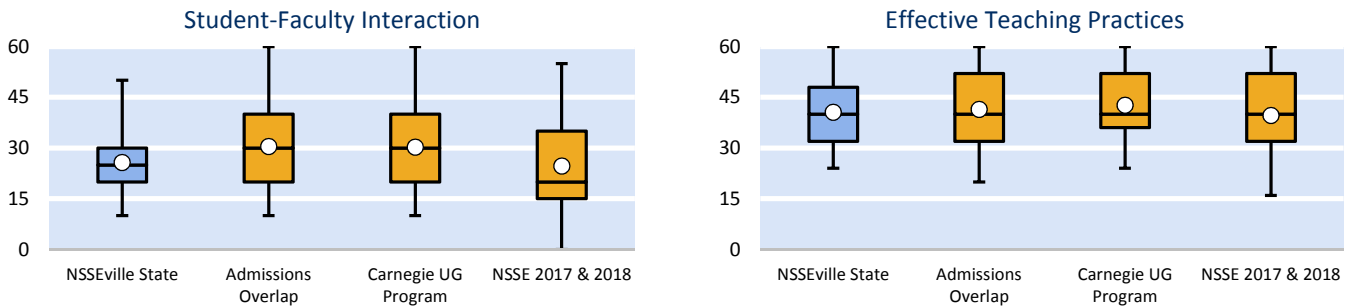
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Effective Teaching Practices	40.5	41.4	-.07	42.6 *	-.17	39.6	.07

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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	50	-4	-3	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	-16	-14	-5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	36	-14	-15	+2
3d. Discussed your academic performance with a faculty member	25	-17	-17	-10
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	88	+4	+2	+7
5b. Taught course sessions in an organized way	83	+1	-2	+5
5c. Used examples or illustrations to explain difficult points	86	+3	+2	+9
5d. Provided feedback on a draft or work in progress	63	-5	-7	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	64	-8	-11	-0

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

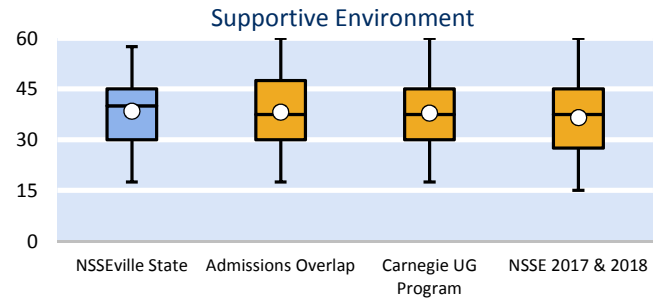
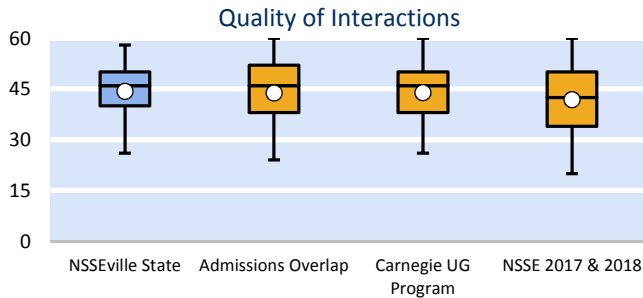
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	NSSEville State Mean	Your first-year students compared with					
		Admissions Overlap Effect size		Carnegie UG Program Effect size		NSSE 2017 & 2018 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.3	43.8	.05	43.9	.04	41.8 ***	.21
Supportive Environment	38.4	38.1	.02	37.9	.04	36.6 **	.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 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	NSSEville State %	Percentage point difference ^a between your FY students and		
		Admissions Overlap	Carnegie UG Program	NSSE 2017 & 2018
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	58	+5	+4	+7
13b. Academic advisors	46	-7	-7	-3
13c. Faculty	67	+6	+6	+18
13d. Student services staff (career services, student activities, housing, etc.)	51	+3	+3	+7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	53	+6	+6	+11
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	87	+6	+6	+10
14c. Using learning support services (tutoring services, writing center, etc.)	84	+3	+2	+6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	71	+8	+6	+8
14e. Providing opportunities to be involved socially	76	+0	+1	+4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	-0	+1	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	-1	+1	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	69	-0	+1	+4
14i. Attending events that address important social, economic, or political issues	61	-3	-5	+9

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

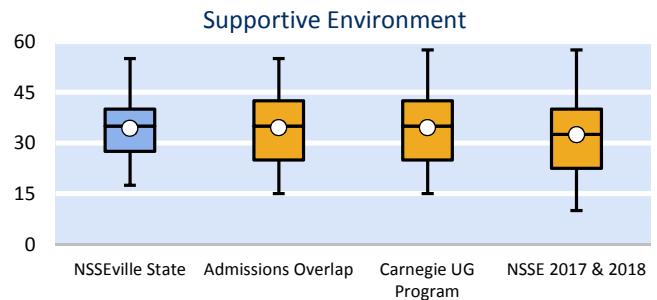
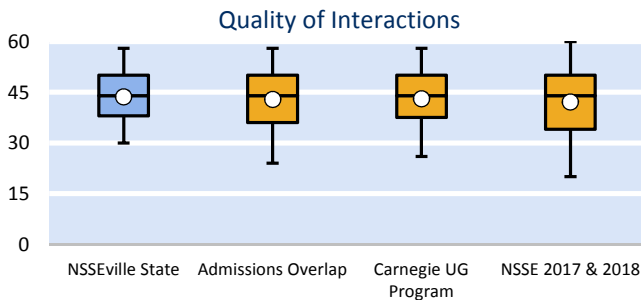
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	NSSEville State Mean	Your seniors compared with					
		Admissions Overlap Effect size		Carnegie UG Program Effect size		NSSE 2017 & 2018 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.6	42.9	.07	43.1	.06	42.1 *	.13
Supportive Environment	34.4	34.6	-.01	34.5	-.01	32.5 *	.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 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	NSSEville State	Percentage point difference ^a between your seniors and		
		Admissions Overlap	Carnegie UG Program	NSSE 2017 & 2018
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	48	-6	-4	-9
13b. Academic advisors	63	+3	-0	+12
13c. Faculty	61	-3	-6	+5
13d. Student services staff (career services, student activities, housing, etc.)	45	+7	+7	+4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	+2	+2	-1
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	80	+3	+3	+9
14c. Using learning support services (tutoring services, writing center, etc.)	69	-2	-3	+4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	+2	+0	-2
14e. Providing opportunities to be involved socially	72	+3	+3	+7
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	+1	+5	+4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	24	-5	-1	-7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	62	-2	-1	+9
14i. Attending events that address important social, economic, or political issues	64	+4	+1	+20

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.

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Comparisons with Top 50% and Top 10% Institutions

While NSSE’s policy is not to rank institutions (see nsse.indiana.edu/html/position_policies.cfm), 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 2017 and 2018 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2017 and 2018 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

Theme	Engagement Indicator	NSSEville State Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	40.8	39.1 *	.13	✓	40.8	.00	✓
Academic	Reflective and Integrative Learning	38.8	36.7 ***	.18	✓	38.5	.02	✓
Challenge	Learning Strategies	38.2	39.6	-.11		41.7 ***	-.26	
	Quantitative Reasoning	27.1	28.3	-.08	✓	30.2 ***	-.21	
Learning	Collaborative Learning	36.2	35.4	.06	✓	37.6	-.11	
with Peers	Discussions with Diverse Others	42.7	41.4	.08	✓	43.9	-.08	✓
Experiences	Student-Faculty Interaction	22.0	24.3 **	-.16		27.3 ***	-.35	
with Faculty	Effective Teaching Practices	40.1	40.3	-.02	✓	42.1 **	-.15	
Campus	Quality of Interactions	44.3	43.9	.04	✓	46.0 **	-.14	
Environment	Supportive Environment	38.4	38.3	.01	✓	40.1 *	-.13	

Seniors

Theme	Engagement Indicator	NSSEville State Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	40.9	41.5	-.04	✓	42.9 **	-.14	
Academic	Reflective and Integrative Learning	40.4	39.8	.05	✓	41.5	-.09	✓
Challenge	Learning Strategies	36.9	40.3 ***	-.24		42.8 ***	-.42	
	Quantitative Reasoning	30.3	30.5	-.01	✓	32.5 *	-.14	
Learning	Collaborative Learning	37.0	35.9	.08	✓	38.3	-.10	✓
with Peers	Discussions with Diverse Others	40.0	42.1 *	-.13		44.1 ***	-.27	
Experiences	Student-Faculty Interaction	25.7	29.5 ***	-.24		33.8 ***	-.51	
with Faculty	Effective Teaching Practices	40.5	41.4	-.06	✓	43.5 ***	-.22	
Campus	Quality of Interactions	43.6	44.4	-.07	✓	46.6 ***	-.24	
Environment	Supportive Environment	34.4	34.6	-.01	✓	37.0 **	-.19	

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 (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2017 and 2018 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 significant and positive, or non-significant with an effect size > -.10.

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
NSSEville State (N = 284)	40.8	11.7	.69	20	35	40	50	60				
Admissions Overlap	40.0	12.1	.17	20	30	40	50	60	5,220	.8	.289	.065
Carnegie UG Program	40.4	11.9	.14	20	35	40	50	60	7,937	.4	.599	.032
NSSE 2017 & 2018	38.1	13.0	.03	20	30	40	45	60	284	2.7	.000	.208
Top 50%	39.1	12.8	.03	20	30	40	50	60	284	1.7	.014	.133
Top 10%	40.8	12.9	.07	20	35	40	50	60	290	.0	.981	-.001
Reflective & Integrative Learning												
NSSEville State (N = 295)	38.8	10.5	.61	23	31	40	46	57				
Admissions Overlap	36.8	11.2	.16	20	29	37	43	57	5,447	2.0	.003	.180
Carnegie UG Program	37.6	11.2	.13	20	30	37	46	57	8,289	1.1	.091	.100
NSSE 2017 & 2018	35.4	11.8	.02	17	27	34	43	57	295	3.4	.000	.289
Top 50%	36.7	11.6	.03	20	29	37	43	57	296	2.1	.001	.181
Top 10%	38.5	11.7	.07	20	31	40	46	60	303	.2	.722	.019
Learning Strategies												
NSSEville State (N = 281)	38.2	13.1	.78	20	27	40	47	60				
Admissions Overlap	39.2	13.0	.19	20	27	40	47	60	4,896	-1.0	.206	-.078
Carnegie UG Program	38.9	13.0	.15	20	27	40	47	60	7,411	-.7	.347	-.057
NSSE 2017 & 2018	38.3	13.6	.03	20	27	40	47	60	207,379	-.1	.862	-.010
Top 50%	39.6	13.5	.04	20	27	40	53	60	115,035	-1.4	.075	-.106
Top 10%	41.7	13.8	.10	20	33	40	53	60	20,281	-3.5	.000	-.256
Quantitative Reasoning												
NSSEville State (N = 278)	27.1	15.0	.90	0	13	27	40	53				
Admissions Overlap	27.4	14.9	.21	0	20	27	40	53	5,117	-.3	.724	-.022
Carnegie UG Program	27.5	14.9	.17	0	20	27	40	53	7,815	-.4	.639	-.029
NSSE 2017 & 2018	27.1	15.2	.03	0	20	27	40	60	220,201	-.1	.951	-.004
Top 50%	28.3	15.1	.04	0	20	27	40	60	146,810	-1.3	.162	-.084
Top 10%	30.2	15.1	.09	7	20	27	40	60	30,767	-3.2	.001	-.210
Learning with Peers												
Collaborative Learning												
NSSEville State (N = 302)	36.2	13.2	.76	15	25	35	45	60				
Admissions Overlap	34.7	13.1	.18	15	25	35	45	60	5,638	1.5	.062	.111
Carnegie UG Program	34.1	13.1	.14	15	25	35	40	60	8,572	2.1	.007	.158
NSSE 2017 & 2018	33.1	14.1	.03	10	25	35	40	60	245,867	3.0	.000	.216
Top 50%	35.4	13.5	.03	15	25	35	45	60	165,391	.8	.301	.060
Top 10%	37.6	13.5	.08	15	30	40	50	60	31,915	-1.5	.060	-.109
Discussions with Diverse Others												
NSSEville State (N = 279)	42.7	12.1	.73	20	35	40	55	60				
Admissions Overlap	40.7	13.5	.20	20	30	40	50	60	321	2.0	.009	.147
Carnegie UG Program	41.0	13.4	.16	20	30	40	50	60	305	1.6	.028	.124
NSSE 2017 & 2018	39.6	15.2	.03	15	30	40	55	60	279	3.1	.000	.203
Top 50%	41.4	14.8	.04	20	30	40	55	60	280	1.2	.092	.083
Top 10%	43.9	14.5	.09	20	35	45	60	60	287	-1.2	.108	-.082

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
NSSEville State (N = 293)	22.0	12.7	.74	5	15	20	30	45				
Admissions Overlap	23.4	13.7	.19	5	15	20	30	50	5,323	-1.4	.090	-.102
Carnegie UG Program	23.1	13.3	.15	5	15	20	30	50	8,096	-1.1	.177	-.080
NSSE 2017 & 2018	21.5	14.4	.03	0	10	20	30	50	293	.6	.447	.039
Top 50%	24.3	14.6	.05	5	15	20	35	55	294	-2.3	.002	-.157
Top 10%	27.3	15.4	.14	5	15	25	40	60	312	-5.3	.000	-.345
Effective Teaching Practices												
NSSEville State (N = 288)	40.1	11.1	.65	20	32	40	48	60				
Admissions Overlap	40.4	11.7	.17	20	32	40	48	60	5,235	-.2	.730	-.021
Carnegie UG Program	40.9	11.6	.13	20	32	40	48	60	7,964	-.8	.276	-.065
NSSE 2017 & 2018	38.6	12.9	.03	20	30	40	48	60	288	1.5	.024	.115
Top 50%	40.3	12.8	.04	20	32	40	52	60	289	-.2	.751	-.016
Top 10%	42.1	13.4	.09	20	32	40	52	60	298	-2.0	.003	-.148
Campus Environment												
Quality of Interactions												
NSSEville State (N = 266)	44.3	9.3	.57	26	40	46	50	58				
Admissions Overlap	43.8	10.7	.16	24	38	46	52	60	308	.5	.366	.050
Carnegie UG Program	43.9	10.2	.12	26	38	46	50	60	290	.4	.476	.041
NSSE 2017 & 2018	41.8	12.2	.03	20	34	43	50	60	266	2.5	.000	.206
Top 50%	43.9	11.4	.04	22	38	46	52	60	267	.4	.446	.038
Top 10%	46.0	11.7	.09	24	40	48	56	60	279	-1.6	.005	-.142
Supportive Environment												
NSSEville State (N = 273)	38.4	11.5	.70	18	30	40	45	58				
Admissions Overlap	38.1	12.2	.18	18	30	38	48	60	4,701	.3	.719	.022
Carnegie UG Program	37.9	12.2	.15	18	30	38	45	60	7,121	.5	.484	.043
NSSE 2017 & 2018	36.6	13.3	.03	15	28	38	45	60	273	1.8	.010	.136
Top 50%	38.3	13.0	.04	18	30	40	48	60	274	.1	.834	.011
Top 10%	40.1	13.0	.09	18	33	40	50	60	281	-1.7	.014	-.133

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 SEM) 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.

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
NSSEville State (N = 212)	40.9	10.8	.74	20	35	40	50	60				
Admissions Overlap	41.5	12.2	.18	20	35	40	50	60	236	-.5	.495	-.043
Carnegie UG Program	42.3	12.0	.15	20	35	40	50	60	228	-1.4	.073	-.114
NSSE 2017 & 2018	40.1	13.5	.03	20	30	40	50	60	211	.9	.243	.065
Top 50%	41.5	13.4	.04	20	35	40	55	60	212	-.6	.448	-.042
Top 10%	42.9	13.5	.07	20	35	40	55	60	215	-1.9	.010	-.144
Reflective & Integrative Learning												
NSSEville State (N = 217)	40.4	10.5	.72	23	31	40	49	57				
Admissions Overlap	39.9	11.5	.17	20	31	40	49	60	5,089	.4	.576	.039
Carnegie UG Program	41.2	11.5	.14	20	34	40	51	60	7,211	-.8	.302	-.071
NSSE 2017 & 2018	38.3	12.3	.02	20	29	37	47	60	216	2.1	.004	.172
Top 50%	39.8	12.1	.03	20	31	40	49	60	217	.5	.445	.045
Top 10%	41.5	12.1	.07	20	34	40	51	60	221	-1.1	.132	-.090
Learning Strategies												
NSSEville State (N = 207)	36.9	13.0	.90	20	27	33	47	60				
Admissions Overlap	37.2	13.5	.20	13	27	40	47	60	4,661	-.3	.755	-.022
Carnegie UG Program	38.1	13.5	.17	20	27	40	47	60	6,567	-1.2	.216	-.087
NSSE 2017 & 2018	38.4	14.4	.03	13	27	40	47	60	206	-1.5	.100	-.104
Top 50%	40.3	14.3	.04	20	33	40	53	60	139,450	-3.4	.001	-.241
Top 10%	42.8	14.0	.08	20	33	40	60	60	28,775	-5.9	.000	-.423
Quantitative Reasoning												
NSSEville State (N = 207)	30.3	15.4	1.07	7	20	33	40	60				
Admissions Overlap	30.5	16.3	.24	0	20	33	40	60	4,826	-.2	.857	-.013
Carnegie UG Program	31.3	16.8	.21	0	20	33	40	60	6,880	-1.0	.374	-.063
NSSE 2017 & 2018	29.3	16.1	.03	0	20	27	40	60	281,505	1.0	.372	.062
Top 50%	30.5	16.0	.04	0	20	27	40	60	181,654	-.2	.869	-.011
Top 10%	32.5	15.7	.08	7	20	33	40	60	35,798	-2.3	.039	-.144
Learning with Peers												
Collaborative Learning												
NSSEville State (N = 216)	37.0	12.6	.86	20	25	35	45	60				
Admissions Overlap	35.8	12.8	.18	15	25	35	45	60	5,204	1.2	.191	.091
Carnegie UG Program	35.4	13.3	.16	15	25	35	45	60	7,365	1.6	.088	.118
NSSE 2017 & 2018	33.1	14.8	.03	10	20	35	45	60	215	3.9	.000	.262
Top 50%	35.9	13.7	.03	15	25	35	45	60	191,086	1.1	.234	.081
Top 10%	38.3	13.4	.08	15	30	40	50	60	27,467	-1.3	.145	-.100
Discussions with Diverse Others												
NSSEville State (N = 205)	40.0	13.1	.92	20	30	40	50	60				
Admissions Overlap	39.6	13.5	.20	20	30	40	50	60	4,677	.4	.692	.028
Carnegie UG Program	40.6	13.2	.16	20	30	40	50	60	6,624	-.6	.522	-.045
NSSE 2017 & 2018	40.3	15.5	.03	15	30	40	55	60	204	-.3	.734	-.020
Top 50%	42.1	15.4	.04	15	30	40	60	60	205	-2.1	.025	-.134
Top 10%	44.1	15.4	.08	20	35	45	60	60	207	-4.1	.000	-.265

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
NSSEville State (N = 209)	25.7	12.6	.87	10	20	25	30	50				
Admissions Overlap	30.4	14.4	.21	10	20	30	40	60	233	-4.7	.000	-.329
Carnegie UG Program	30.2	14.5	.18	10	20	30	40	60	225	-4.5	.000	-.310
NSSE 2017 & 2018	24.7	15.9	.03	0	15	20	35	55	208	1.0	.234	.065
Top 50%	29.5	15.6	.05	5	20	30	40	60	209	-3.8	.000	-.243
Top 10%	33.8	15.9	.16	10	20	35	45	60	222	-8.1	.000	-.513
Effective Teaching Practices												
NSSEville State (N = 212)	40.5	11.2	.77	24	32	40	48	60				
Admissions Overlap	41.4	11.7	.17	20	32	40	52	60	4,927	-.8	.324	-.069
Carnegie UG Program	42.6	11.6	.14	24	36	40	52	60	7,001	-2.0	.012	-.175
NSSE 2017 & 2018	39.6	13.5	.03	16	32	40	52	60	211	.9	.231	.068
Top 50%	41.4	13.4	.04	20	32	40	52	60	212	-.9	.263	-.065
Top 10%	43.5	13.4	.09	20	36	44	56	60	217	-2.9	.000	-.218
Campus Environment												
Quality of Interactions												
NSSEville State (N = 203)	43.6	9.1	.64	30	38	44	50	58				
Admissions Overlap	42.9	10.1	.15	24	36	44	50	58	225	.7	.262	.074
Carnegie UG Program	43.1	9.9	.12	26	38	44	50	58	218	.6	.396	.056
NSSE 2017 & 2018	42.1	12.1	.02	20	34	44	50	60	203	1.5	.017	.128
Top 50%	44.4	11.6	.04	22	38	46	53	60	203	-.8	.228	-.067
Top 10%	46.6	12.1	.08	23	40	50	56	60	208	-2.9	.000	-.242
Supportive Environment												
NSSEville State (N = 202)	34.4	11.1	.78	18	28	35	40	55				
Admissions Overlap	34.6	12.0	.18	15	25	35	43	55	4,584	-.1	.865	-.012
Carnegie UG Program	34.5	12.2	.15	15	25	35	43	58	217	-.1	.864	-.011
NSSE 2017 & 2018	32.5	13.9	.03	10	23	33	40	58	201	1.9	.015	.139
Top 50%	34.6	13.6	.04	13	25	35	43	60	202	-.2	.816	-.013
Top 10%	37.0	13.4	.09	15	28	38	48	60	207	-2.6	.001	-.194

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 SEM) 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.