



NSSE 2021

Engagement Indicators

Wayne State College

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 2020 and 2021 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, 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

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

Theme	Engagement Indicator	Your first-year students	Your first-year students	Your first-year students
		compared with Plains/Publ/<=5,000	compared with Public/Master's Med	compared with All Public
Academic Challenge	Higher-Order Learning	--	▽	▽
	Reflective & Integrative Learning	▽	▼	▽
	Learning Strategies	--	--	--
	Quantitative Reasoning	▽	▽	▼
Learning with Peers	Collaborative Learning	--	▽	▽
	Discussions with Diverse Others	--	--	▽
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	△	△
	Supportive Environment	--	▽	--

Seniors

Theme	Engagement Indicator	Your seniors	Your seniors	Your seniors
		compared with Plains/Publ/<=5,000	compared with Public/Master's Med	compared with All Public
Academic Challenge	Higher-Order Learning	--	▽	▽
	Reflective & Integrative Learning	▽	▽	▽
	Learning Strategies	--	▽	▽
	Quantitative Reasoning	--	▽	▽
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	▽	▽	▼
Experiences with Faculty	Student-Faculty Interaction	--	--	△
	Effective Teaching Practices	--	▽	--
Campus Environment	Quality of Interactions	△	△	△
	Supportive Environment	--	--	--

Academic Challenge: First-year students

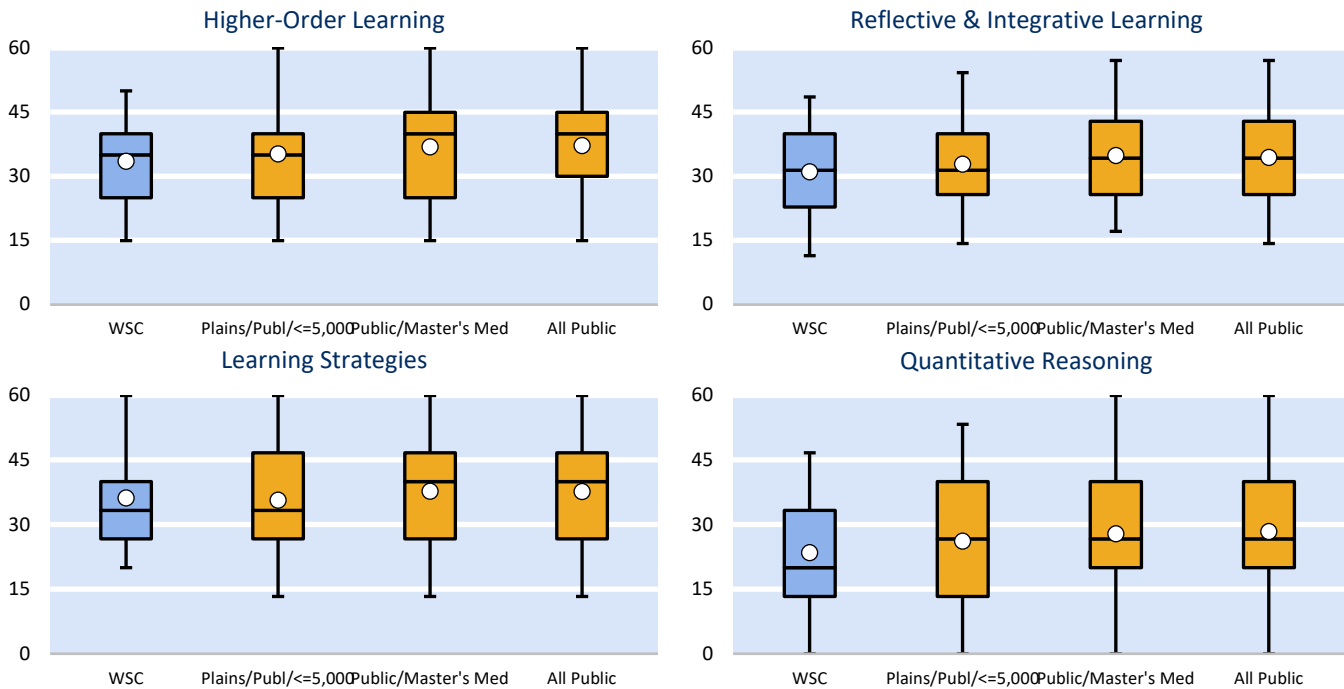
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	WSC Mean	Your first-year students compared with					
		Plains/Publ/<=5,000		Public/Master's Med		All Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	33.6	35.3	-.13	36.9 ***	-.25	37.3 ***	-.27
Reflective & Integrative Learning	31.1	32.9 *	-.15	34.9 ***	-.31	34.4 ***	-.27
Learning Strategies	36.2	35.7	.04	37.8	-.11	37.6	-.10
Quantitative Reasoning	23.5	26.1 *	-.18	27.9 ***	-.29	28.4 ***	-.32

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.

	WSC	Percentage point difference ^a between your FY students and		
		Plains/Publ/<=5 ,000	Public/Master's Med	All Public
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	61	-3	-6	-8
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	61	-2	-5	-6
4d. Evaluating a point of view, decision, or information source	65	+1	-3	-3
4e. Forming a new idea or understanding from various pieces of information	60	-5	-8	-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	41	-8	-8	-7
2b. Connected your learning to societal problems or issues	38	-7	-14	-11
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	39	-3	-13	-10
2d. Examined the strengths and weaknesses of your own views on a topic or issue	54	-5	-8	-7
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64	-1	-7	-6
2f. Learned something that changed the way you understand an issue or concept	53	-9	-13	-11
2g. Connected ideas from your courses to your prior experiences and knowledge	71	-6	-4	-4
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	69	+2	-4	-3
9b. Reviewed your notes after class	62	+2	-4	-3
9c. Summarized what you learned in class or from course materials	62	+4	-1	-0
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.)	41	-5	-9	-11
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	28	-8	-13	-13
6c. Evaluated what others have concluded from numerical information	29	-6	-10	-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

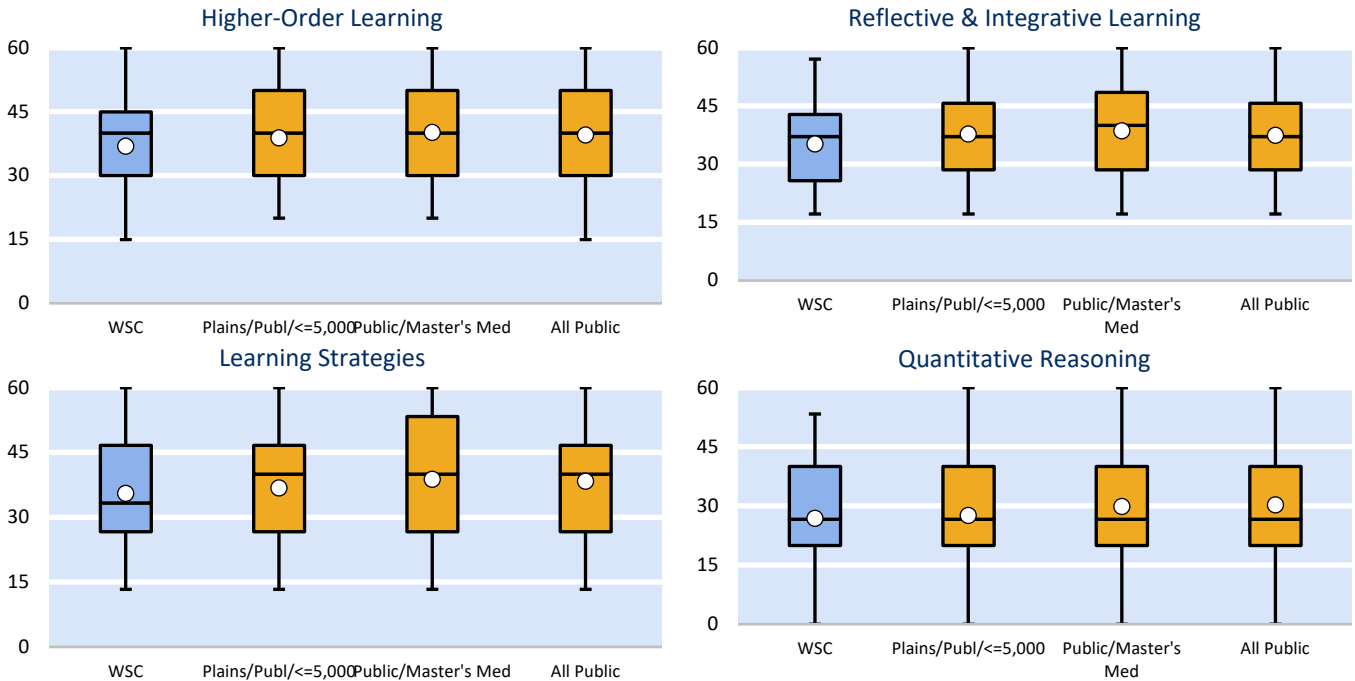
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Mean Comparisons

Engagement Indicator	WSC Mean	Your seniors compared with					
		Plains/Publ/<=5,000		Public/Master's Med		All Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.9	38.9	-.15	40.1 **	-.24	39.5 **	-.19
Reflective & Integrative Learning	35.2	37.8 **	-.20	38.6 ***	-.26	37.5 *	-.17
Learning Strategies	35.5	36.8	-.08	38.8 **	-.22	38.4 *	-.19
Quantitative Reasoning	26.8	27.6	-.05	29.8 *	-.19	30.2 **	-.21

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.

	WSC	Percentage point difference ^a between your seniors and		
		Plains/Publ/<=5 ,000	Public/Master's Med	All Public
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	70	-4	-5	-5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	-1	-4	-4
4d. Evaluating a point of view, decision, or information source	63	-8	-11	-7
4e. Forming a new idea or understanding from various pieces of information	68	-5	-6	-4
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	68	+0	+0	+1
2b. Connected your learning to societal problems or issues	51	-12	-12	-8
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48	-6	-8	-3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	-4	-6	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	66	-4	-8	-6
2f. Learned something that changed the way you understand an issue or concept	65	-3	-7	-6
2g. Connected ideas from your courses to your prior experiences and knowledge	81	-2	-2	-1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	68	-8	-10	-7
9b. Reviewed your notes after class	54	-2	-9	-9
9c. Summarized what you learned in class or from course materials	60	+1	-4	-4
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	+4	-0	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37	-3	-9	-9
6c. Evaluated what others have concluded from numerical information	36	-4	-9	-10

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: First-year students

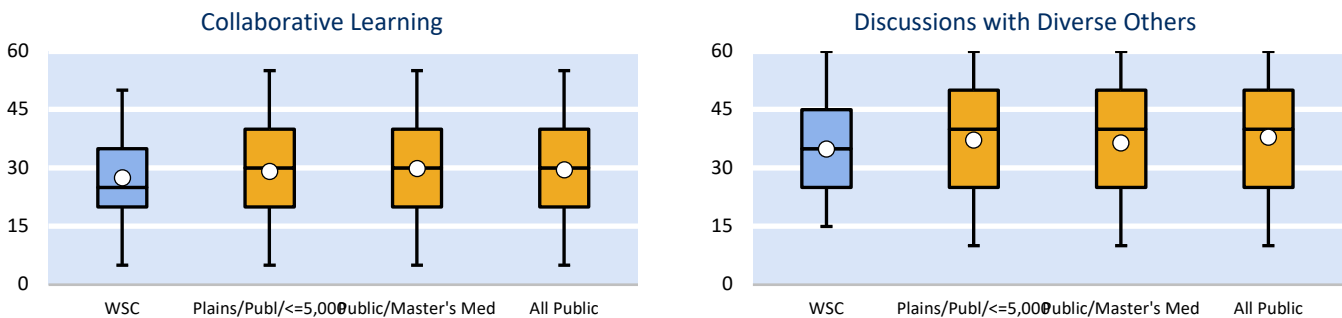
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	WSC Mean	Your first-year students compared with					
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Collaborative Learning	27.5	29.2	-.12	29.9 **	-.16	29.6 *	-.14
Discussions with Diverse Others	35.0	37.2	-.15	36.5	-.10	38.0 **	-.19

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Performance on Indicator Items

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Collaborative Learning	WSC	Percentage point difference ^a between your FY students and		
		Plains/Publ/<=5,000	Public/Master's Med	All Public
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	43	-3	-4	-4
1c. Explained course material to one or more students	44	-3	-6	-5
1d. Prepared for exams by discussing or working through course material with other students	35	-5	-8	-7
1e. Worked with other students on course projects or assignments	44	-5	-7	-4
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	53	-6	-8	-14
8b. People from an economic background other than your own	60	-6	-5	-8
8c. People with religious beliefs other than your own	58	-7	-3	-6
8d. People with political views other than your own	64	-0	+5	+2

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Learning with Peers: Seniors

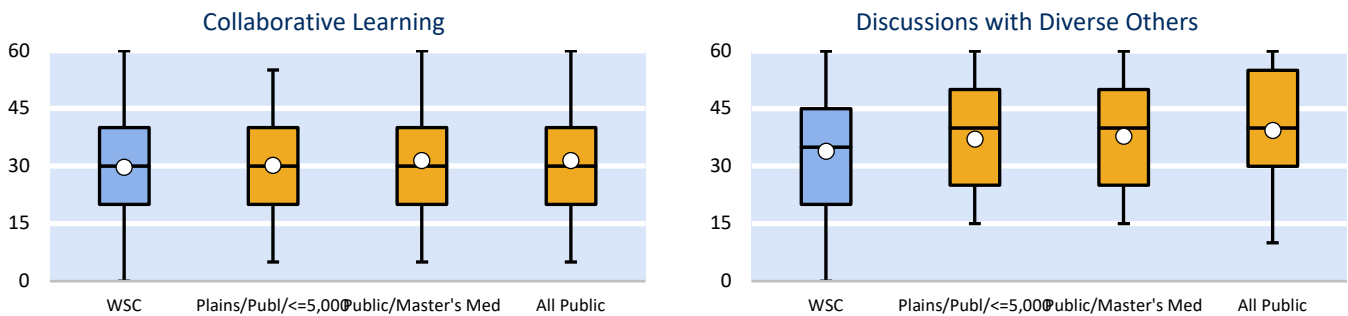
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Mean Comparisons

Engagement Indicator	WSC Mean	Your seniors compared with					
		Plains/Publ/<=5,000		Public/Master's Med		All Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.7	30.2	-.03	31.4	-.11	31.5	-.12
Discussions with Diverse Others	33.9	37.1 *	-.21	37.8 **	-.25	39.4 ***	-.34

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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	WSC	Percentage point difference ^a between your seniors and		
		Plains/Publ/<=5,000	Public/Master's Med	All Public
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	41	+2	-1	-2
1c. Explained course material to one or more students	60	+6	+5	+5
1d. Prepared for exams by discussing or working through course material with other students	43	+4	-1	-1
1e. Worked with other students on course projects or assignments	53	-6	-10	-9
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	51	-9	-14	-19
8b. People from an economic background other than your own	56	-9	-12	-14
8c. People with religious beliefs other than your own	54	-11	-9	-13
8d. People with political views other than your own	62	-2	+1	-1

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Experiences with Faculty: First-year students

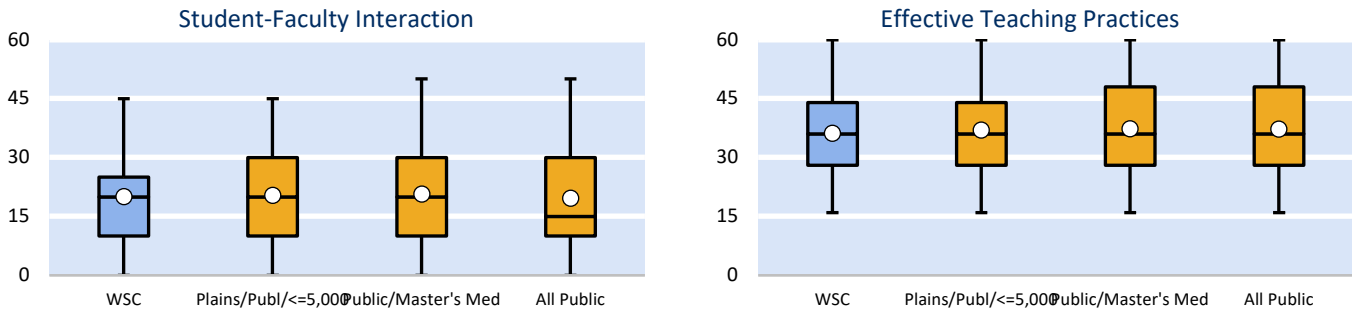
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Engagement Indicator	WSC Mean	Your first-year students compared with					
		Plains/Publ/<=5,000		Public/Master's Med		All Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.1	20.4	-.03	20.8	-.05	19.7	.03
Effective Teaching Practices	36.3	37.1	-.06	37.4	-.08	37.3	-.08

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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Student-Faculty Interaction	WSC %	Percentage point difference ^a between your FY students and		
		Plains/Publ/<=5,000	Public/Master's Med	All Public
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	38	+0	+1	+3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	-2	-0	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	20	-4	-5	-3
3d. Discussed your academic performance with a faculty member	20	-6	-10	-7
<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	73	-2	-1	-2
5b. Taught course sessions in an organized way	72	+0	+2	+2
5c. Used examples or illustrations to explain difficult points	68	-3	-3	-3
5d. Provided feedback on a draft or work in progress	60	-1	-2	-0
5e. Provided prompt and detailed feedback on tests or completed assignments	57	-2	-1	+1

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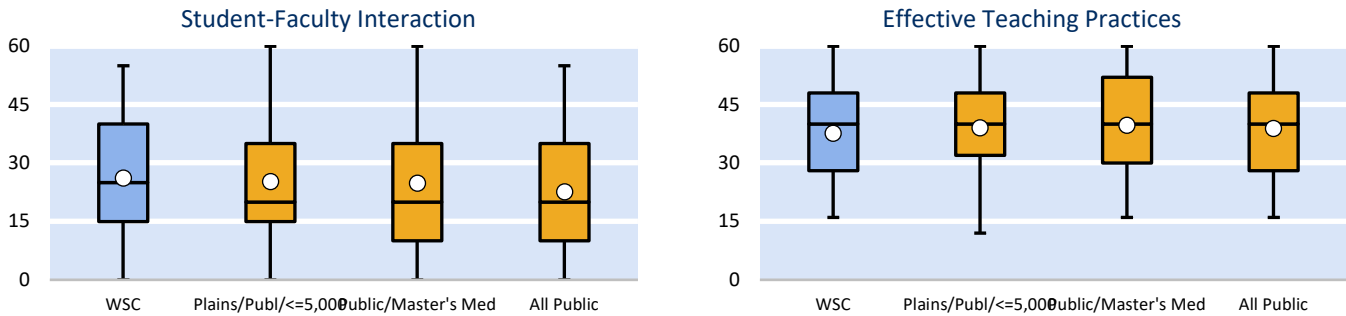
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Student-Faculty Interaction	26.1	25.2	.05	24.7	.08	22.6 **	.22
Effective Teaching Practices	37.6	39.0	-.10	39.7 *	-.14	38.8	-.09

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Student-Faculty Interaction	WSC	Percentage point difference ^a between your seniors and		
		Plains/Publ/<=5,000	Public/Master's Med	All Public
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	53	+6	+8	+13
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	33	+3	+4	+8
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	-2	-2	+2
3d. Discussed your academic performance with a faculty member	39	+4	+3	+8
<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	78	+1	-0	+0
5b. Taught course sessions in an organized way	71	-4	-4	-3
5c. Used examples or illustrations to explain difficult points	74	-2	-2	-2
5d. Provided feedback on a draft or work in progress	61	-5	-4	+1
5e. Provided prompt and detailed feedback on tests or completed assignments	60	-5	-5	-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.

Campus Environment: First-year students

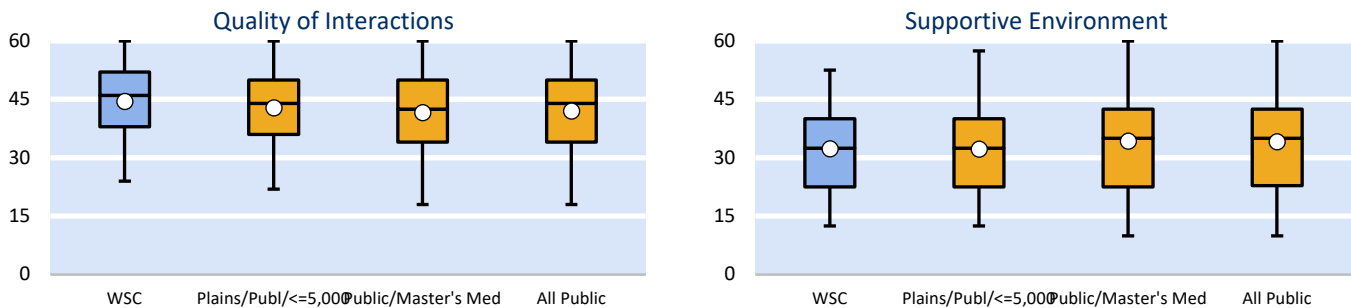
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	WSC Mean	Your first-year students compared with					
		Plains/Publ/ ≤5,000 Mean	Public/Master's Med Effect size	Public/Master's Med Effect size	All Public Mean	All Public Effect size	
Quality of Interactions	44.4	42.8	.14	41.6 ***	.22	42.0 **	.20
Supportive Environment	32.3	32.2	.00	34.2 *	-.14	34.1	-.13

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	WSC	Percentage point difference ^a between your FY students and		
		Plains/Publ/ ≤5,000	Public/Master's Med	All Public
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	52	+3	+5	+4
13b. Academic advisors	60	+8	+10	+7
13c. Faculty	55	+3	+7	+7
13d. Student services staff (career services, student activities, housing, etc.)	53	+7	+8	+7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	54	+9	+10	+10
<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	73	+3	+2	+1
14c. Using learning support services (tutoring services, writing center, etc.)	72	+4	-0	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	49	-2	-9	-10
14e. Providing opportunities to be involved socially	64	-0	-1	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	+9	+3	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	+2	-4	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	51	-4	-5	-6
14i. Attending events that address important social, economic, or political issues	39	+2	-7	-5

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

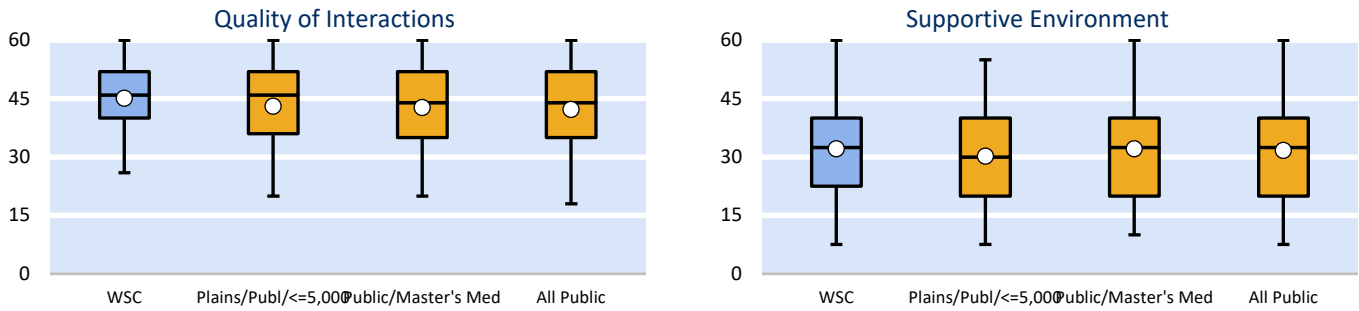
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	WSC Mean	Your seniors compared with					
		Plains/Publ/<=5,000		Public/Master's Med		All Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.2	43.1 *	.17	42.8 **	.19	42.3 ***	.23
Supportive Environment	32.2	30.3	.14	32.1	.00	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



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	WSC	Percentage point difference ^a between your seniors and		
		Plains/Publ/<=5,000	Public/Master's Med	All Public
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	65	+8	+7	+8
13b. Academic advisors	67	+11	+14	+16
13c. Faculty	61	+3	+3	+6
13d. Student services staff (career services, student activities, housing, etc.)	49	+5	+3	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	-5	-2	+0
<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	71	+4	+2	+4
14c. Using learning support services (tutoring services, writing center, etc.)	68	+6	+3	+5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	50	+3	-2	-4
14e. Providing opportunities to be involved socially	65	+1	+2	+3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	+8	+5	+5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	+8	+4	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	50	-2	-2	-2
14i. Attending events that address important social, economic, or political issues	36	-1	-7	-5

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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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 2020 and 2021 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2020 and 2021 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	WSC Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	33.6	39.2 ***	-.43		41.9 ***	-.64	
	Reflective and Integrative Learning	31.1	36.5 ***	-.45		39.1 ***	-.68	
	Learning Strategies	36.2	39.7 ***	-.25		43.0 ***	-.47	
	Quantitative Reasoning	23.5	29.7 ***	-.41		32.5 ***	-.58	
Learning with Peers	Collaborative Learning	27.5	33.9 ***	-.46		37.0 ***	-.69	
	Discussions with Diverse Others	35.0	40.6 ***	-.37		43.8 ***	-.62	
Experiences with Faculty	Student-Faculty Interaction	20.1	23.2 ***	-.21		27.8 ***	-.51	
	Effective Teaching Practices	36.3	40.4 ***	-.31		43.2 ***	-.52	
Campus Environment	Quality of Interactions	44.4	45.1	-.06	✓	47.7 ***	-.27	
	Supportive Environment	32.3	36.8 ***	-.34		39.9 ***	-.60	

Seniors

Theme	Engagement Indicator	WSC Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	36.9	41.6 ***	-.34		43.9 ***	-.54	
	Reflective and Integrative Learning	35.2	39.7 ***	-.37		42.5 ***	-.62	
	Learning Strategies	35.5	40.6 ***	-.34		43.5 ***	-.56	
	Quantitative Reasoning	26.8	31.6 ***	-.29		34.8 ***	-.51	
Learning with Peers	Collaborative Learning	29.7	35.0 ***	-.37		38.8 ***	-.68	
	Discussions with Diverse Others	33.9	41.2 ***	-.47		44.2 ***	-.68	
Experiences with Faculty	Student-Faculty Interaction	26.1	28.5 *	-.15		33.6 ***	-.47	
	Effective Teaching Practices	37.6	41.5 ***	-.28		44.6 ***	-.52	
Campus Environment	Quality of Interactions	45.2	45.2	.00	✓	48.2 ***	-.26	
	Supportive Environment	32.2	34.1	-.14		37.2 ***	-.35	

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 NSSE 2020 and 2021 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	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
WSC (N = 225)	33.6	12.3	.82	15	25	35	40	50				
Plains/Publ/<=5,000	35.3	12.8	.34	15	25	35	40	60	1,651	-1.7	.064	-.133
Public/Master's Med	36.9	13.6	.13	15	25	40	45	60	235	-3.3	.000	-.246
All Public	37.3	13.5	.03	15	30	40	45	60	195,151	-3.7	.000	-.272
Top 50%	39.2	13.2	.03	20	30	40	50	60	153,972	-5.6	.000	-.427
Top 10%	41.9	12.9	.09	20	35	40	55	60	18,905	-8.3	.000	-.644
Reflective & Integrative Learning												
WSC (N = 243)	31.1	11.1	.71	11	23	31	40	49				
Plains/Publ/<=5,000	32.9	11.9	.30	14	26	31	40	54	1,831	-1.7	.033	-.147
Public/Master's Med	34.9	12.1	.11	17	26	34	43	57	12,081	-3.8	.000	-.311
All Public	34.4	12.2	.03	14	26	34	43	57	213,721	-3.3	.000	-.273
Top 50%	36.5	12.0	.03	17	29	37	46	57	149,495	-5.4	.000	-.448
Top 10%	39.1	11.8	.09	20	31	40	49	60	17,244	-8.0	.000	-.681
Learning Strategies												
WSC (N = 192)	36.2	12.9	.93	20	27	33	40	60				
Plains/Publ/<=5,000	35.7	13.8	.37	13	27	33	47	60	1,550	.5	.630	.037
Public/Master's Med	37.8	13.8	.14	13	27	40	47	60	10,199	-1.6	.117	-.114
All Public	37.6	14.0	.03	13	27	40	47	60	181,961	-1.4	.154	-.103
Top 50%	39.7	14.0	.04	20	27	40	53	60	136,557	-3.5	.000	-.254
Top 10%	43.0	14.3	.09	20	33	40	60	60	195	-6.8	.000	-.475
Quantitative Reasoning												
WSC (N = 200)	23.5	13.8	.97	0	13	20	33	47				
Plains/Publ/<=5,000	26.1	14.8	.40	0	13	27	40	53	1,585	-2.6	.018	-.179
Public/Master's Med	27.9	15.3	.15	0	20	27	40	60	209	-4.4	.000	-.286
All Public	28.4	15.3	.04	0	20	27	40	60	200	-4.9	.000	-.320
Top 50%	29.7	15.3	.04	7	20	27	40	60	200	-6.2	.000	-.406
Top 10%	32.5	15.5	.10	7	20	33	40	60	204	-9.0	.000	-.579
Learning with Peers												
Collaborative Learning												
WSC (N = 270)	27.5	13.0	.79	5	20	25	35	50				
Plains/Publ/<=5,000	29.2	13.9	.33	5	20	30	40	55	1,995	-1.7	.065	-.121
Public/Master's Med	29.9	14.5	.13	5	20	30	40	55	283	-2.4	.003	-.164
All Public	29.6	14.7	.03	5	20	30	40	55	270	-2.0	.011	-.138
Top 50%	33.9	13.9	.03	10	25	35	45	60	218,195	-6.3	.000	-.457
Top 10%	37.0	13.6	.07	15	25	40	45	60	43,294	-9.4	.000	-.694
Discussions with Diverse Others												
WSC (N = 197)	35.0	14.6	1.04	15	25	35	45	60				
Plains/Publ/<=5,000	37.2	15.4	.41	10	25	40	50	60	1,567	-2.3	.050	-.149
Public/Master's Med	36.5	15.9	.16	10	25	40	50	60	10,303	-1.5	.178	-.097
All Public	38.0	16.0	.04	10	25	40	50	60	183,418	-3.0	.008	-.189
Top 50%	40.6	15.2	.04	15	30	40	55	60	173,473	-5.7	.000	-.373
Top 10%	43.8	14.4	.09	20	35	45	60	60	24,587	-8.9	.000	-.616

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												
WSC (N = 229)	20.1	13.5	.90	0	10	20	25	45				
Plains/Publ/<=5,000	20.4	13.8	.36	0	10	20	30	45	1,730	-.3	.721	-.025
Public/Master's Med	20.8	14.7	.14	0	10	20	30	50	239	-.7	.444	-.047
All Public	19.7	14.5	.03	0	10	15	30	50	203,198	.4	.661	.029
Top 50%	23.2	14.7	.05	0	10	20	30	50	229	-3.1	.001	-.210
Top 10%	27.8	15.2	.14	5	15	25	40	60	239	-7.7	.000	-.506
Effective Teaching Practices												
WSC (N = 222)	36.3	13.1	.88	16	28	36	44	60				
Plains/Publ/<=5,000	37.1	13.2	.35	16	28	36	44	60	1,655	-.8	.401	-.061
Public/Master's Med	37.4	13.5	.13	16	28	36	48	60	10,949	-1.1	.229	-.081
All Public	37.3	13.5	.03	16	28	36	48	60	194,059	-1.0	.259	-.076
Top 50%	40.4	13.5	.04	20	32	40	52	60	109,664	-4.1	.000	-.308
Top 10%	43.2	13.4	.11	20	36	44	56	60	15,298	-6.9	.000	-.517
Campus Environment												
Quality of Interactions												
WSC (N = 185)	44.4	11.2	.83	24	38	46	52	60				
Plains/Publ/<=5,000	42.8	11.4	.32	22	36	44	50	60	1,452	1.6	.068	.143
Public/Master's Med	41.6	12.6	.13	18	34	43	50	60	193	2.8	.001	.225
All Public	42.0	12.4	.03	18	34	44	50	60	166,402	2.4	.008	.196
Top 50%	45.1	11.5	.04	24	38	46	54	60	95,436	-.7	.419	-.059
Top 10%	47.7	12.3	.09	24	40	50	58	60	20,273	-3.3	.000	-.266
Supportive Environment												
WSC (N = 182)	32.3	12.3	.91	13	23	33	40	53				
Plains/Publ/<=5,000	32.2	13.3	.37	13	23	33	40	58	1,466	.1	.962	.004
Public/Master's Med	34.2	14.1	.14	10	23	35	43	60	191	-2.0	.034	-.140
All Public	34.1	14.0	.03	10	23	35	43	60	182	-1.8	.051	-.128
Top 50%	36.8	13.5	.04	15	28	38	45	60	117,936	-4.6	.000	-.339
Top 10%	39.9	12.8	.10	18	33	40	50	60	15,676	-7.6	.000	-.596

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.

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												
WSC (N = 187)	36.9	13.7	1.00	15	30	40	45	60				
Plains/Publ/<=5,000	38.9	13.3	.29	20	30	40	50	60	2,236	-2.0	.051	-.149
Public/Master's Med	40.1	13.7	.11	20	30	40	50	60	15,186	-3.2	.001	-.237
All Public	39.5	13.9	.02	15	30	40	50	60	318,076	-2.6	.009	-.190
Top 50%	41.6	13.6	.03	20	35	40	55	60	179,979	-4.7	.000	-.345
Top 10%	43.9	13.0	.09	20	35	40	55	60	19,885	-7.0	.000	-.537
Reflective & Integrative Learning												
WSC (N = 207)	35.2	12.2	.85	17	26	37	43	57				
Plains/Publ/<=5,000	37.8	12.6	.27	17	29	37	46	60	2,389	-2.5	.005	-.203
Public/Master's Med	38.6	12.6	.10	17	29	40	49	60	16,198	-3.3	.000	-.265
All Public	37.5	12.8	.02	17	29	37	46	60	340,361	-2.2	.012	-.174
Top 50%	39.7	12.4	.03	20	31	40	49	60	174,676	-4.5	.000	-.366
Top 10%	42.5	11.7	.10	23	34	43	51	60	14,586	-7.3	.000	-.620
Learning Strategies												
WSC (N = 171)	35.5	15.3	1.17	13	27	33	47	60				
Plains/Publ/<=5,000	36.8	14.6	.33	13	27	40	47	60	2,104	-1.2	.288	-.085
Public/Master's Med	38.8	14.7	.12	13	27	40	53	60	14,441	-3.2	.004	-.221
All Public	38.4	14.8	.03	13	27	40	47	60	301,422	-2.8	.012	-.192
Top 50%	40.6	14.6	.03	20	33	40	53	60	205,470	-5.0	.000	-.344
Top 10%	43.5	14.2	.09	20	33	40	60	60	26,897	-7.9	.000	-.558
Quantitative Reasoning												
WSC (N = 177)	26.8	15.6	1.17	0	20	27	40	53				
Plains/Publ/<=5,000	27.6	15.9	.36	0	20	27	40	60	2,148	-.8	.534	-.049
Public/Master's Med	29.8	16.3	.14	0	20	27	40	60	14,652	-3.0	.014	-.186
All Public	30.2	16.4	.03	0	20	27	40	60	305,286	-3.4	.006	-.207
Top 50%	31.6	16.3	.03	0	20	33	40	60	250,923	-4.8	.000	-.293
Top 10%	34.8	15.8	.10	7	20	33	47	60	24,892	-8.0	.000	-.507
Learning with Peers												
Collaborative Learning												
WSC (N = 215)	29.7	15.3	1.04	0	20	30	40	60				
Plains/Publ/<=5,000	30.2	14.6	.31	5	20	30	40	55	2,494	-.5	.653	-.032
Public/Master's Med	31.4	15.2	.12	5	20	30	40	60	17,004	-1.7	.098	-.113
All Public	31.5	15.4	.03	5	20	30	40	60	359,156	-1.8	.089	-.116
Top 50%	35.0	14.2	.03	10	25	35	45	60	262,314	-5.3	.000	-.375
Top 10%	38.8	13.4	.08	15	30	40	50	60	217	-9.1	.000	-.679
Discussions with Diverse Others												
WSC (N = 173)	33.9	17.2	1.31	0	20	35	45	60				
Plains/Publ/<=5,000	37.1	15.5	.35	15	25	40	50	60	198	-3.2	.018	-.206
Public/Master's Med	37.8	15.7	.13	15	25	40	50	60	176	-3.9	.003	-.250
All Public	39.4	16.3	.03	10	30	40	55	60	302,744	-5.5	.000	-.337
Top 50%	41.2	15.6	.03	15	30	40	60	60	173	-7.3	.000	-.470
Top 10%	44.2	15.0	.08	20	35	45	60	60	174	-10.3	.000	-.684

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												
WSC (N = 199)	26.1	16.3	1.16	0	15	25	40	55				
Plains/Publ/<=5,000	25.2	15.8	.34	0	15	20	35	60	2,309	.9	.459	.055
Public/Master's Med	24.7	16.5	.13	0	10	20	35	60	15,634	1.3	.266	.079
All Public	22.6	16.1	.03	0	10	20	35	55	328,338	3.5	.002	.215
Top 50%	28.5	16.0	.05	5	15	25	40	60	97,260	-2.5	.030	-.154
Top 10%	33.6	15.9	.15	10	20	35	45	60	12,191	-7.6	.000	-.475
Effective Teaching Practices												
WSC (N = 187)	37.6	13.8	1.01	16	28	40	48	60				
Plains/Publ/<=5,000	39.0	14.2	.31	12	32	40	48	60	2,223	-1.4	.208	-.096
Public/Master's Med	39.7	14.3	.12	16	30	40	52	60	15,165	-2.1	.049	-.145
All Public	38.8	14.2	.03	16	28	40	48	60	317,260	-1.2	.239	-.086
Top 50%	41.5	13.9	.04	16	32	40	52	60	152,515	-3.9	.000	-.282
Top 10%	44.6	13.3	.10	20	36	44	56	60	18,699	-7.0	.000	-.523
Campus Environment												
Quality of Interactions												
WSC (N = 161)	45.2	10.1	.80	26	40	46	52	60				
Plains/Publ/<=5,000	43.1	12.2	.29	20	36	46	52	60	203	2.1	.016	.171
Public/Master's Med	42.8	12.6	.11	20	35	44	52	60	166	2.4	.003	.192
All Public	42.3	12.5	.02	18	35	44	52	60	160	2.8	.000	.227
Top 50%	45.2	11.9	.03	22	38	48	54	60	160	.0	.992	-.001
Top 10%	48.2	11.9	.07	25	42	50	60	60	162	-3.1	.000	-.256
Supportive Environment												
WSC (N = 170)	32.2	14.1	1.08	8	23	33	40	60				
Plains/Publ/<=5,000	30.3	13.6	.31	8	20	30	40	55	2,076	1.8	.091	.135
Public/Master's Med	32.1	14.4	.12	10	20	33	40	60	14,095	.0	.990	.001
All Public	31.8	14.4	.03	8	20	33	40	60	293,537	.4	.743	.025
Top 50%	34.1	14.2	.04	10	23	35	43	60	158,048	-2.0	.071	-.139
Top 10%	37.2	14.3	.10	13	28	38	48	60	20,457	-5.0	.000	-.352

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.