



NSSE 2024

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. The specific items within each EI are listed below, starting on page 5.

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 all current- and prior-year institutions.

Detailed Statistics (pp. 16-End)

Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. Your NSSE Tableau dashboards and Report Builder (released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

For more information on EIs and their psychometric properties, refer to the NSSE website: nsse.indiana.edu

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups. Use the following key:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Plains/Public/≤5000	Your first-year students compared with Public/Masters-Med	Your first-year students 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 compared with Plains/Public/≤5000	Your seniors compared with Public/Masters-Med	Your seniors 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

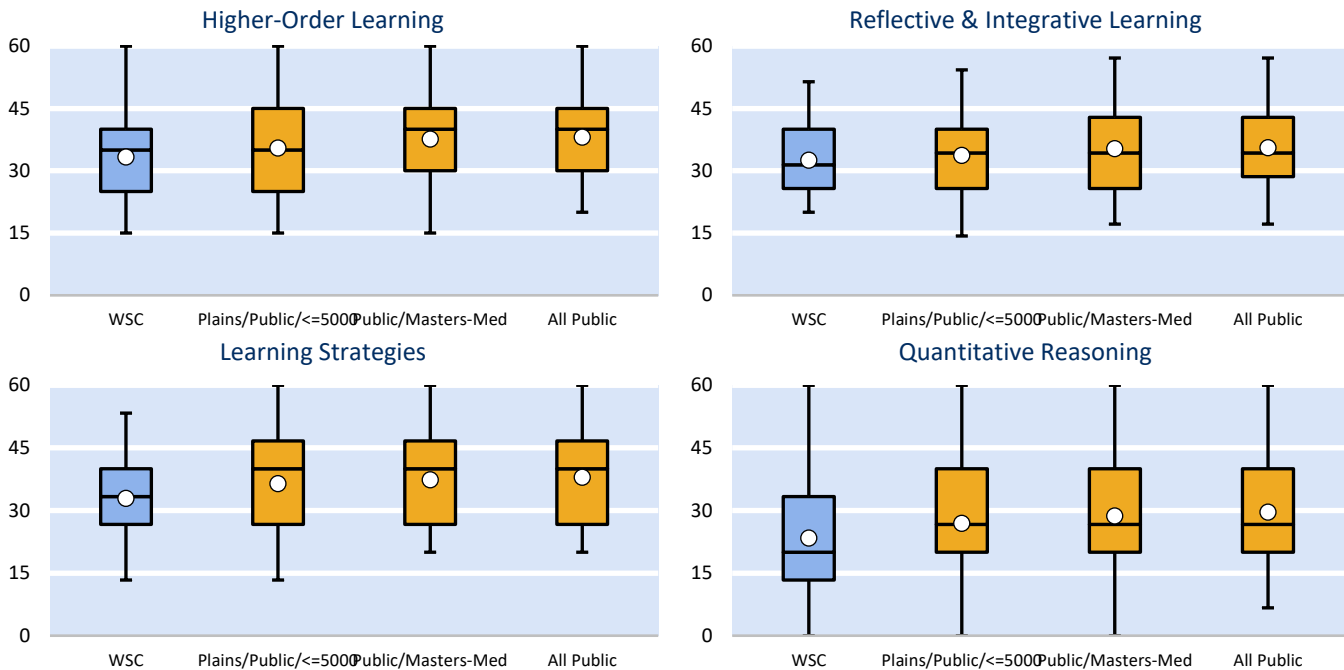
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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/Public/<=5000		Public/Masters-Med		All Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	33.3	35.5	-.17	37.6 *	-.32	38.1 **	-.36
Reflective & Integrative Learning	32.6	33.7	-.09	35.3	-.23	35.6 *	-.25
Learning Strategies	32.9	36.4	-.25	37.4 *	-.32	38.0 *	-.36
Quantitative Reasoning	23.4	26.9	-.22	28.7 *	-.35	29.6 **	-.41

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/Public/ =5000	Public/Masters- 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	64	+1	-4	-6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	51	-9	-16	-17
4d. Evaluating a point of view, decision, or information source	57	-6	-12	-12
4e. Forming a new idea or understanding from various pieces of information	62	-2	-8	-9
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	45	-7	-9	-9
2b. Connected your learning to societal problems or issues	36	-12	-15	-16
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	33	-16	-20	-20
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60	-0	-3	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	67	+1	-3	-4
2f. Learned something that changed the way you understand an issue or concept	58	-4	-8	-9
2g. Connected ideas from your courses to your prior experiences and knowledge	78	+4	+3	+1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	57	-10	-13	-15
9b. Reviewed your notes after class	53	-10	-11	-12
9c. Summarized what you learned in class or from course materials	55	-8	-9	-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.)	45	-3	-8	-10
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	26	-12	-17	-19
6c. Evaluated what others have concluded from numerical information	16	-19	-24	-27

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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

Academic Challenge: Seniors

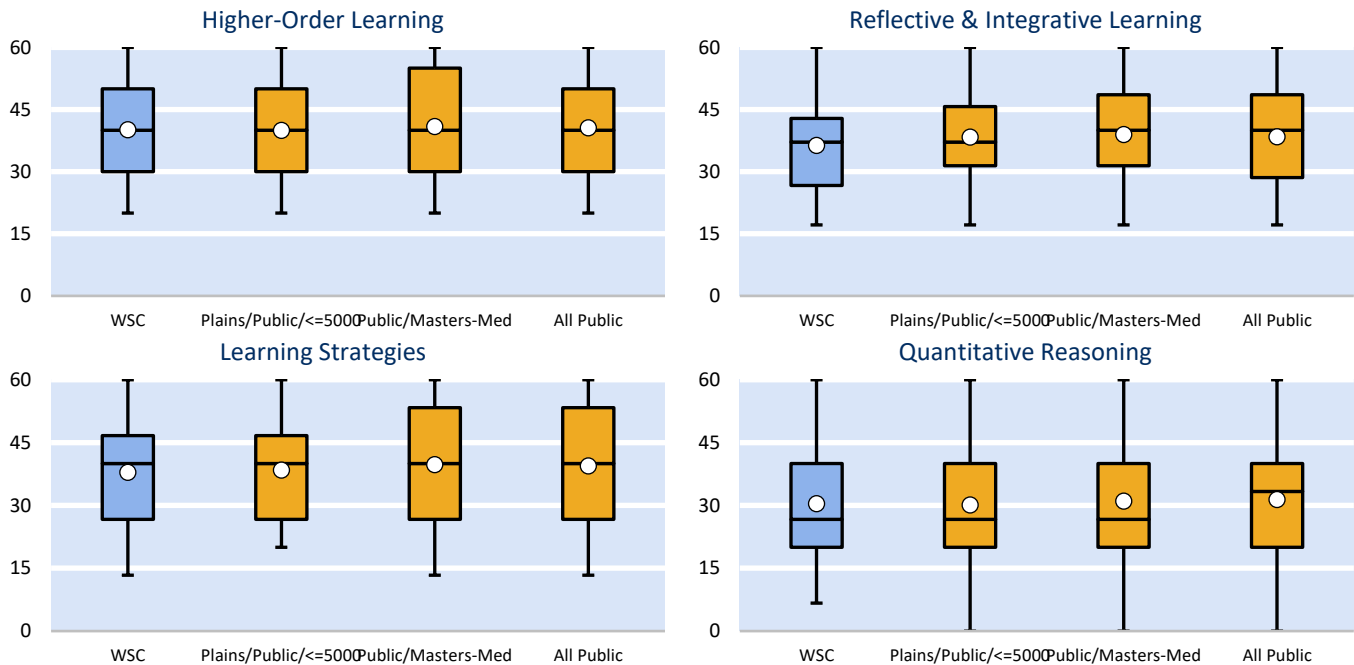
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	WSC Mean	Your seniors compared with					
		Plains/Public/ ≤5000 Mean	Effect size	Public/Masters-Med Mean	Effect size	All Public Mean	Effect size
Higher-Order Learning	40.1	40.0	.01	40.9	-.06	40.6	-.04
Reflective & Integrative Learning	36.3	38.4	-.17	39.0 *	-.21	38.4	-.16
Learning Strategies	37.9	38.4	-.04	39.7	-.13	39.4	-.10
Quantitative Reasoning	30.4	30.1	.02	31.0	-.04	31.4	-.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.

	WSC	Percentage point difference ^a between your seniors and		
		Plains/Public/ =5000	Public/Masters- 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	86	+9	+8	+9
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+4	+3	+2
4d. Evaluating a point of view, decision, or information source	66	-7	-7	-5
4e. Forming a new idea or understanding from various pieces of information	73	-2	-2	-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	70	-1	+1	+1
2b. Connected your learning to societal problems or issues	59	-5	-5	-2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51	-4	-5	-3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	-4	-2	-0
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	68	-5	-5	-4
2f. Learned something that changed the way you understand an issue or concept	64	-5	-8	-8
2g. Connected ideas from your courses to your prior experiences and knowledge	80	-5	-5	-4
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	74	-5	-3	-2
9b. Reviewed your notes after class	67	+5	+0	+1
9c. Summarized what you learned in class or from course materials	64	-3	-5	-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.)	55	+1	-1	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	-0	-3	-4
6c. Evaluated what others have concluded from numerical information	40	-4	-6	-8

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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

Learning with Peers: First-year students

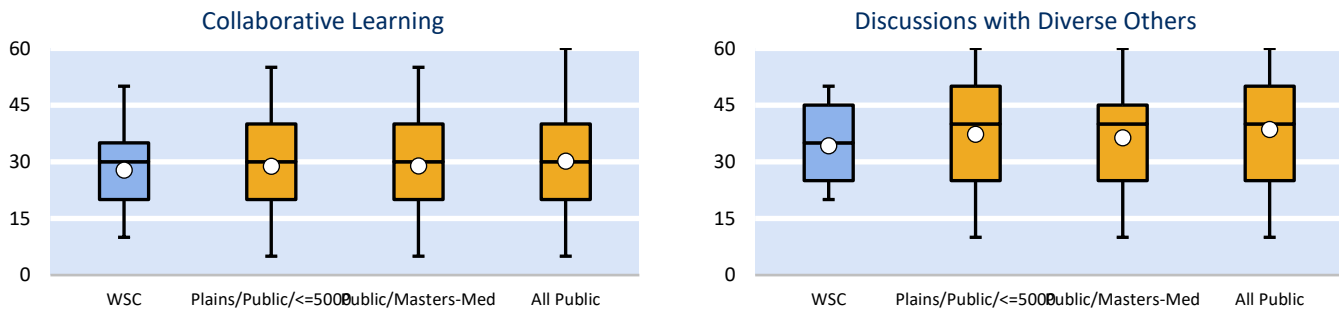
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	WSC Mean	Your first-year students compared with					
		Plains/Public/<=5000		Public/Masters-Med		All Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	27.8	28.8	-.07	28.9	-.08	30.1	-.16
Discussions with Diverse Others	34.2	37.3	-.20	36.4	-.14	38.5 *	-.28

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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/Public/<=5000	Public/Masters-Med	All Public
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	52	+7	+8	+6
1c. Explained course material to one or more students	47	-1	+0	-2
1d. Prepared for exams by discussing or working through course material with other students	30	-7	-7	-11
1e. Worked with other students on course projects or assignments	47	-1	-1	-5
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	63	+4	+3	-6
8b. People from economic backgrounds other than your own	68	+2	+1	-3
8c. People with religious beliefs other than your own	54	-12	-7	-12
8d. People with political views other than your own	59	-3	+2	-0

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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Learning with Peers: Seniors

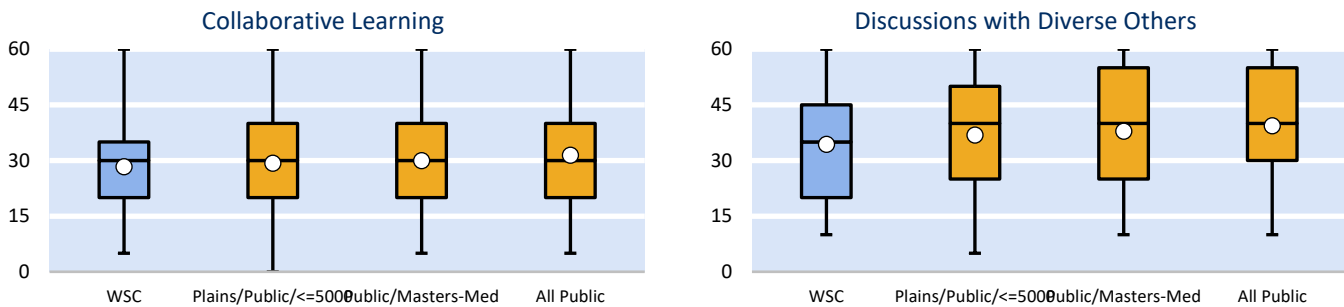
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	WSC Mean	Your seniors compared with					
		Plains/Public/<=5000		Public/Masters-Med		All Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	28.4	29.3	-.06	30.0	-.10	31.4 *	-.20
Discussions with Diverse Others	34.4	36.9	-.16	37.9 *	-.21	39.4 **	-.31

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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Collaborative Learning	WSC	Percentage point difference ^a between your seniors and		
		Plains/Public/<=5000	Public/Masters-Med	All Public
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	33	-6	-6	-10
1c. Explained course material to one or more students	53	+1	+1	-0
1d. Prepared for exams by discussing or working through course material with other students	32	-5	-6	-9
1e. Worked with other students on course projects or assignments	56	+1	-2	-6
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	54	-6	-9	-18
8b. People from economic backgrounds other than your own	64	-4	-5	-8
8c. People with religious beliefs other than your own	54	-8	-9	-13
8d. People with political views other than your own	55	-9	-6	-6

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Experiences with Faculty: First-year students

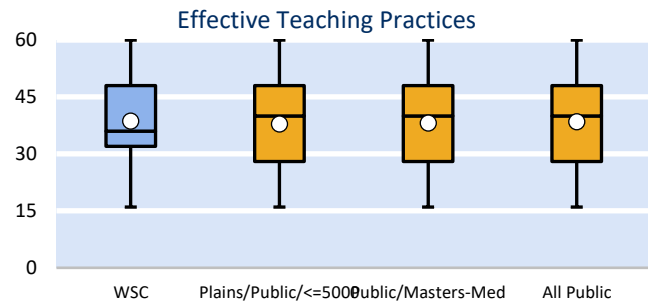
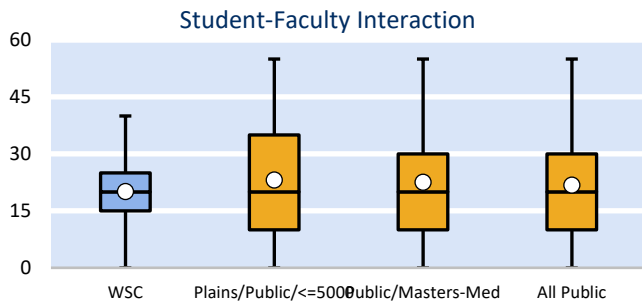
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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/Public/<=5000		Public/Masters-Med		All Public	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.1	23.1	-.20	22.6	-.16	21.8	-.11
Effective Teaching Practices	38.6	37.9	.06	38.2	.04	38.4	.01

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

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Student-Faculty Interaction	WSC %	Percentage point difference ^a between your FY students and		
		Plains/Public/<=5000	Public/Masters-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	34	-7	-5	-4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	-0	+1	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	16	-13	-13	-11
3d. Discussed your academic performance with a faculty member	18	-11	-15	-13
<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	90	+17	+14	+13
5b. Taught course sessions in an organized way	81	+10	+9	+7
5c. Used examples or illustrations to explain difficult points	76	+5	+3	+2
5d. Provided feedback on a draft or work in progress	48	-15	-16	-15
5e. Provided prompt and detailed feedback on tests or completed assignments	58	-1	-2	-2

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Experiences with Faculty: Seniors

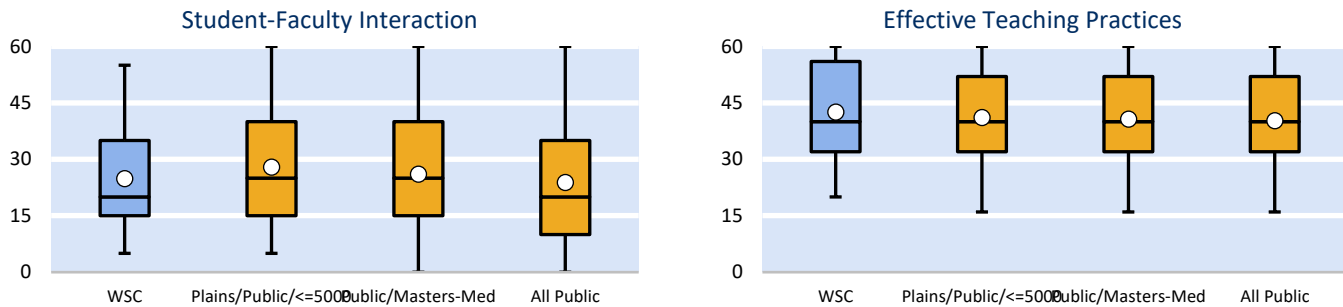
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		Plains/Public/<=5000 Mean Effect size		Public/Masters-Med Mean Effect size		All Public Mean Effect size	
Student-Faculty Interaction	24.8	27.8 *	-.19	26.0	-.07	23.8	.06
Effective Teaching Practices	42.5	41.1	.10	40.6	.13	40.2	.16

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Student-Faculty Interaction	WSC %	Percentage point difference ^a between your seniors and		
		Plains/Public/<=5000	Public/Masters-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	48	-5	+1	+6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	-9	-5	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	-9	-7	-3
3d. Discussed your academic performance with a faculty member	38	-4	-1	+5
<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	82	-0	+2	+1
5b. Taught course sessions in an organized way	79	-1	+2	+2
5c. Used examples or illustrations to explain difficult points	81	+3	+5	+4
5d. Provided feedback on a draft or work in progress	71	+0	+4	+7
5e. Provided prompt and detailed feedback on tests or completed assignments	73	+2	+6	+9

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

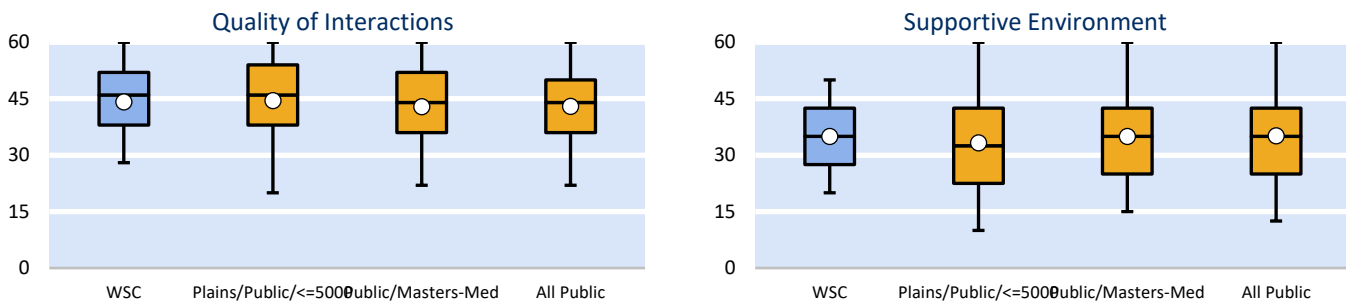
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	WSC Mean	Your first-year students compared with					
		Plains/Public/<=5000		Public/Masters-Med		All Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.2	44.5	-.03	42.9	.11	43.0	.11
Supportive Environment	35.0	33.3	.12	35.0	.00	35.2	-.01

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

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance 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/Public/<=5000	Public/Masters-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	47	-6	-1	-3
13b. Academic advisors	61	+3	+7	+6
13c. Faculty	60	+2	+8	+9
13d. Student services staff (career services, student activities, housing, etc.)	48	-4	+1	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	40	-17	-8	-5
<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	89	+20	+19	+18
14c. Using learning support services (tutoring services, writing center, etc.)	84	+15	+11	+11
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	+9	+4	+3
14e. Providing opportunities to be involved socially	76	+11	+6	+6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	78	+17	+13	+11
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	25	-12	-14	-15
14h. Attending campus activities and events (performing arts, athletic events, etc.)	59	-6	-6	-6
14i. Attending events that address important social, economic, or political issues	29	-12	-19	-16

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

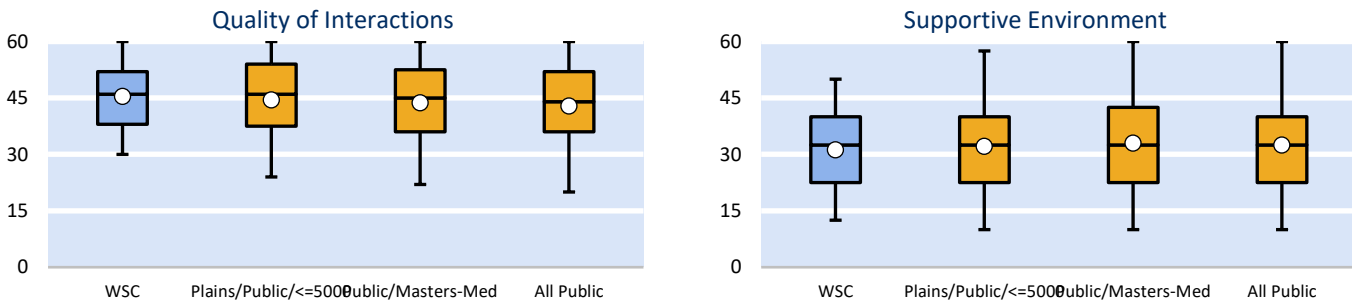
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	WSC Mean	Your seniors compared with					
		Plains/Public/<=5000		Public/Masters-Med		All Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.5	44.5	.08	43.7	.14	42.9 *	.21
Supportive Environment	31.2	32.2	-.07	33.1	-.13	32.5	-.09

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/Public/<=5000	Public/Masters-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	57	-2	-1	-2
13b. Academic advisors	68	+6	+13	+17
13c. Faculty	69	+5	+9	+12
13d. Student services staff (career services, student activities, housing, etc.)	54	+6	+7	+9
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	-2	-0	+2
<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	+4	+5
14c. Using learning support services (tutoring services, writing center, etc.)	76	+12	+10	+11
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	41	-11	-13	-15
14e. Providing opportunities to be involved socially	66	-1	-1	+1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	59	-1	-2	-1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	24	-9	-11	-10
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	+2	+1	+3
14i. Attending events that address important social, economic, or political issues	34	-4	-10	-7

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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

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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 2023 and 2024 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2023 and 2024 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	33.3	39.8 ***	-.49		42.4 ***	-.72	
	Reflective and Integrative Learning	32.6	37.3 **	-.39		39.9 ***	-.63	
	Learning Strategies	32.9	40.2 ***	-.52		43.1 ***	-.71	
	Quantitative Reasoning	23.4	30.8 **	-.48		33.3 ***	-.64	
Learning with Peers	Collaborative Learning	27.8	33.4 ***	-.40		36.7 ***	-.65	
	Discussions with Diverse Others	34.2	40.7 **	-.44		44.2 ***	-.73	
Experiences with Faculty	Student-Faculty Interaction	20.1	25.4 ***	-.34		29.9 ***	-.63	
	Effective Teaching Practices	38.6	40.8	-.16		43.6 *	-.35	
Campus Environment	Quality of Interactions	44.2	45.7	-.13		48.7 *	-.38	
	Supportive Environment	35.0	37.1	-.16		40.4 **	-.43	

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	40.1	42.4	-.17		44.9 ***	-.37	
	Reflective and Integrative Learning	36.3	40.6 ***	-.35		43.2 ***	-.58	
	Learning Strategies	37.9	41.2 *	-.23		44.1 ***	-.44	
	Quantitative Reasoning	30.4	32.8	-.15		36.2 ***	-.36	
Learning with Peers	Collaborative Learning	28.4	34.7 ***	-.45		38.0 ***	-.71	
	Discussions with Diverse Others	34.4	41.4 ***	-.45		44.1 ***	-.67	
Experiences with Faculty	Student-Faculty Interaction	24.8	29.9 **	-.31		34.9 ***	-.63	
	Effective Teaching Practices	42.5	42.5	.00	✓	45.2 *	-.21	
Campus Environment	Quality of Interactions	45.5	45.4	.01	✓	48.1	-.21	
	Supportive Environment	31.2	34.6 **	-.24		38.0 ***	-.49	

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

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all current- and prior-year institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either positive or non-significant with an effect size > -.10.

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 = 56)	33.3	12.3	1.65	15	25	35	40	60				
Plains/Public/<=5000	35.5	13.3	.55	15	25	35	45	60	634	-2.2	.237	-.166
Public/Masters-Med	37.6	13.4	.23	15	30	40	45	60	3,421	-4.3	.017	-.323
All Public	38.1	13.3	.05	20	30	40	45	60	67,768	-4.8	.007	-.359
Top 50%	39.8	13.2	.05	20	30	40	50	60	67,133	-6.5	.000	-.493
Top 10%	42.4	12.5	.14	20	35	40	55	60	7,771	-9.1	.000	-.723
Reflective & Integrative Learning												
WSC (N = 69)	32.6	10.7	1.29	20	26	31	40	51				
Plains/Public/<=5000	33.7	12.1	.48	14	26	34	40	54	699	-1.1	.468	-.092
Public/Masters-Med	35.3	12.2	.20	17	26	34	43	57	3,859	-2.8	.063	-.226
All Public	35.6	12.1	.04	17	29	34	43	57	74,688	-3.0	.041	-.246
Top 50%	37.3	12.0	.05	17	29	37	46	60	60,424	-4.7	.001	-.392
Top 10%	39.9	11.7	.14	20	31	40	49	60	7,138	-7.3	.000	-.627
Learning Strategies												
WSC (N = 46)	32.9	12.2	1.80	13	27	33	40	53				
Plains/Public/<=5000	36.4	14.2	.61	13	27	40	47	60	578	-3.5	.110	-.247
Public/Masters-Med	37.4	13.9	.25	20	27	40	47	60	3,115	-4.4	.032	-.319
All Public	38.0	13.8	.06	20	27	40	47	60	61,797	-5.0	.014	-.364
Top 50%	40.2	13.9	.06	20	33	40	53	60	54,321	-7.2	.000	-.521
Top 10%	43.1	14.5	.13	20	33	40	60	60	45	-10.2	.000	-.706
Quantitative Reasoning												
WSC (N = 47)	23.4	15.2	2.23	0	13	20	33	60				
Plains/Public/<=5000	26.9	15.9	.68	0	20	27	40	60	591	-3.5	.146	-.222
Public/Masters-Med	28.7	15.3	.27	0	20	27	40	60	3,190	-5.3	.018	-.348
All Public	29.6	15.5	.06	7	20	27	40	60	63,219	-6.3	.006	-.405
Top 50%	30.8	15.5	.06	7	20	33	40	60	64,192	-7.5	.001	-.482
Top 10%	33.3	15.4	.14	7	20	33	40	60	12,152	-9.9	.000	-.644
Learning with Peers												
Collaborative Learning												
WSC (N = 87)	27.8	11.3	1.21	10	20	30	35	50				
Plains/Public/<=5000	28.8	14.6	.56	5	20	30	40	55	125	-1.1	.430	-.074
Public/Masters-Med	28.9	14.0	.22	5	20	30	40	55	91	-1.1	.360	-.081
All Public	30.1	14.4	.05	5	20	30	40	60	86	-2.4	.055	-.163
Top 50%	33.4	13.9	.05	10	25	35	40	60	86	-5.6	.000	-.403
Top 10%	36.7	13.7	.12	15	25	35	45	60	87	-8.9	.000	-.651
Discussions with Diverse Others												
WSC (N = 44)	34.2	11.9	1.78	20	25	35	45	50				
Plains/Public/<=5000	37.3	15.9	.69	10	25	40	50	60	57	-3.1	.109	-.199
Public/Masters-Med	36.4	15.5	.28	10	25	40	45	60	46	-2.2	.235	-.140
All Public	38.5	15.7	.06	10	25	40	50	60	44	-4.3	.019	-.276
Top 50%	40.7	14.9	.06	20	30	40	55	60	60,457	-6.5	.004	-.437
Top 10%	44.2	13.8	.17	20	35	45	60	60	6,464	-10.1	.000	-.729

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 = 64)	20.1	11.9	1.49	0	15	20	25	40				
Plains/Public/<=5000	23.1	15.1	.61	0	10	20	35	55	86	-3.0	.066	-.203
Public/Masters-Med	22.6	15.5	.26	0	10	20	30	55	67	-2.5	.110	-.159
All Public	21.8	15.3	.06	0	10	20	30	55	63	-1.7	.271	-.109
Top 50%	25.4	15.3	.08	5	15	25	35	60	63	-5.3	.001	-.342
Top 10%	29.9	15.5	.23	5	20	30	40	60	66	-9.8	.000	-.631
Effective Teaching Practices												
WSC (N = 54)	38.6	12.7	1.74	16	32	36	48	60				
Plains/Public/<=5000	37.9	13.5	.56	16	28	40	48	60	624	.8	.692	.057
Public/Masters-Med	38.2	13.3	.23	16	28	40	48	60	3,418	.5	.797	.035
All Public	38.4	13.2	.05	16	28	40	48	60	67,384	.2	.921	.014
Top 50%	40.8	13.5	.06	20	32	40	52	60	48,856	-2.1	.248	-.158
Top 10%	43.6	14.1	.15	20	36	44	56	60	8,974	-4.9	.011	-.350
Campus Environment												
Quality of Interactions												
WSC (N = 41)	44.2	9.8	1.53	28	38	46	52	60				
Plains/Public/<=5000	44.5	12.1	.54	20	38	46	54	60	537	-.3	.863	-.028
Public/Masters-Med	42.9	11.8	.22	22	36	44	52	60	2,876	1.3	.482	.110
All Public	43.0	11.6	.05	22	36	44	50	60	56,694	1.2	.493	.106
Top 50%	45.7	11.5	.06	24	40	48	54	60	36,427	-1.5	.396	-.132
Top 10%	48.7	11.9	.14	24	42	52	60	60	7,049	-4.5	.015	-.379
Supportive Environment												
WSC (N = 44)	35.0	10.1	1.54	20	28	35	43	50				
Plains/Public/<=5000	33.3	14.0	.62	10	23	33	43	60	57	1.7	.305	.124
Public/Masters-Med	35.0	13.3	.25	15	25	35	43	60	45	.0	.989	.002
All Public	35.2	13.5	.06	13	25	35	43	60	43	-.1	.924	-.011
Top 50%	37.1	13.0	.06	17	28	38	45	60	44,041	-2.1	.291	-.160
Top 10%	40.4	12.6	.21	20	33	40	50	60	3,731	-5.4	.005	-.430

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 = 104)	40.1	12.3	1.20	20	30	40	50	60				
Plains/Public/<=5000	40.0	13.2	.43	20	30	40	50	60	1,035	.1	.919	.010
Public/Masters-Med	40.9	13.8	.17	20	30	40	55	60	6,390	-.8	.559	-.058
All Public	40.6	13.9	.04	20	30	40	50	60	140,492	-.5	.710	-.036
Top 50%	42.4	13.6	.05	20	35	40	55	60	103	-2.3	.055	-.171
Top 10%	44.9	12.8	.14	20	40	45	60	60	8,619	-4.8	.000	-.375
Reflective & Integrative Learning												
WSC (N = 116)	36.3	12.5	1.16	17	27	37	43	60				
Plains/Public/<=5000	38.4	12.2	.39	17	31	37	46	60	1,107	-2.1	.086	-.168
Public/Masters-Med	39.0	12.9	.16	17	31	40	49	60	6,896	-2.7	.026	-.209
All Public	38.4	13.0	.03	17	29	40	49	60	150,145	-2.1	.084	-.160
Top 50%	40.6	12.4	.04	20	31	40	51	60	81,724	-4.3	.000	-.346
Top 10%	43.2	11.8	.13	23	34	43	54	60	7,987	-6.9	.000	-.581
Learning Strategies												
WSC (N = 94)	37.9	14.6	1.50	13	27	40	47	60				
Plains/Public/<=5000	38.4	14.0	.47	20	27	40	47	60	970	-.5	.741	-.036
Public/Masters-Med	39.7	14.6	.19	13	27	40	53	60	5,953	-1.9	.224	-.127
All Public	39.4	14.6	.04	13	27	40	53	60	131,658	-1.5	.328	-.101
Top 50%	41.2	14.5	.05	20	33	40	53	60	99,270	-3.3	.029	-.226
Top 10%	44.1	14.2	.13	20	33	47	60	60	12,332	-6.2	.000	-.437
Quantitative Reasoning												
WSC (N = 97)	30.4	15.3	1.55	7	20	27	40	60				
Plains/Public/<=5000	30.1	16.4	.55	0	20	27	40	60	998	.3	.856	.019
Public/Masters-Med	31.0	16.7	.22	0	20	27	40	60	6,048	-.6	.711	-.038
All Public	31.4	16.6	.05	0	20	33	40	60	133,669	-1.0	.556	-.060
Top 50%	32.8	16.5	.05	7	20	33	40	60	107,058	-2.4	.144	-.148
Top 10%	36.2	16.2	.16	7	20	40	47	60	10,769	-5.8	.000	-.359
Learning with Peers												
Collaborative Learning												
WSC (N = 127)	28.4	15.2	1.34	5	20	30	35	60				
Plains/Public/<=5000	29.3	15.7	.49	0	20	30	40	60	1,161	-1.0	.516	-.061
Public/Masters-Med	30.0	15.6	.19	5	20	30	40	60	7,239	-1.6	.243	-.104
All Public	31.4	15.4	.04	5	20	30	40	60	158,498	-3.1	.025	-.198
Top 50%	34.7	14.2	.05	10	25	35	45	60	99,152	-6.4	.000	-.447
Top 10%	38.0	13.6	.12	15	30	40	50	60	12,756	-9.6	.000	-.706
Discussions with Diverse Others												
WSC (N = 94)	34.4	15.0	1.54	10	20	35	45	60				
Plains/Public/<=5000	36.9	16.3	.55	5	25	40	50	60	981	-2.5	.147	-.157
Public/Masters-Med	37.9	16.5	.21	10	25	40	55	60	5,996	-3.5	.039	-.214
All Public	39.4	16.3	.04	10	30	40	55	60	132,425	-5.1	.003	-.311
Top 50%	41.4	15.6	.05	15	30	40	60	60	102,602	-7.0	.000	-.450
Top 10%	44.1	14.5	.13	20	35	45	60	60	11,997	-9.7	.000	-.673

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 = 109)	24.8	14.6	1.40	5	15	20	35	55				
Plains/Public/<=5000	27.8	16.4	.53	5	15	25	40	60	140	-3.0	.045	-.187
Public/Masters-Med	26.0	16.6	.21	0	15	25	40	60	112	-1.2	.397	-.073
All Public	23.8	16.5	.04	0	10	20	35	60	144,956	1.0	.511	.063
Top 50%	29.9	16.3	.08	5	20	30	40	60	44,796	-5.1	.001	-.314
Top 10%	34.9	16.1	.23	10	20	35	45	60	4,806	-10.1	.000	-.628
Effective Teaching Practices												
WSC (N = 106)	42.5	13.3	1.29	20	32	40	56	60				
Plains/Public/<=5000	41.1	13.8	.45	16	32	40	52	60	1,037	1.4	.318	.102
Public/Masters-Med	40.6	14.2	.18	16	32	40	52	60	6,380	1.9	.172	.134
All Public	40.2	14.0	.04	16	32	40	52	60	140,086	2.3	.093	.163
Top 50%	42.5	13.8	.05	20	32	44	56	60	73,573	.0	.975	.003
Top 10%	45.2	13.1	.14	20	36	48	60	60	9,105	-2.7	.033	-.208
Campus Environment												
Quality of Interactions												
WSC (N = 82)	45.5	10.0	1.10	30	38	46	52	60				
Plains/Public/<=5000	44.5	11.6	.41	24	38	46	54	60	902	1.0	.468	.084
Public/Masters-Med	43.7	12.0	.16	22	36	45	53	60	5,424	1.7	.193	.145
All Public	42.9	12.4	.04	20	36	44	52	60	81	2.6	.020	.211
Top 50%	45.4	12.0	.04	22	38	48	55	60	71,835	.1	.955	.006
Top 10%	48.1	12.3	.10	23	42	50	60	60	13,926	-2.6	.053	-.214
Supportive Environment												
WSC (N = 89)	31.2	12.1	1.28	13	23	33	40	50				
Plains/Public/<=5000	32.2	13.5	.46	10	23	33	40	58	947	-1.0	.504	-.074
Public/Masters-Med	33.1	14.4	.19	10	23	33	43	60	92	-1.9	.156	-.129
All Public	32.5	14.4	.04	10	23	33	40	60	88	-1.3	.301	-.093
Top 50%	34.6	14.2	.05	10	25	35	45	60	88	-3.4	.009	-.242
Top 10%	38.0	13.7	.16	15	28	40	48	60	7,139	-6.8	.000	-.494

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.