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# NSSE 2020

## Engagement Indicators

Norfolk State University

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### 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 2019 and 2020 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. The Report Builder and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

### How Engagement Indicators are Computed

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

For more information on EIs and their psychometric properties, refer to the NSSE website: [nsse.indiana.edu](https://nsse.indiana.edu)

## Engagement Indicators: Overview

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

Use the following key:

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

### First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with SEPMMUSE	Your first-year students compared with PMasters M2020	Your first-year students compared with NSSE 2020
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	△	△
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	▽	▼	▼
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	△	△
	Effective Teaching Practices	▽	▼	▼
<i>Campus Environment</i>	Quality of Interactions	▽	▼	▼
	Supportive Environment	--	--	--

### Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with SEPMMUSE	Your seniors compared with PMasters M2020	Your seniors compared with NSSE 2020
<i>Academic Challenge</i>	Higher-Order Learning	--	△	△
	Reflective & Integrative Learning	--	△	△
	Learning Strategies	--	▲	▲
	Quantitative Reasoning	--	△	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	△
	Discussions with Diverse Others	▽	▼	▼
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	△	▲
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	△	△	△
	Supportive Environment	--	--	--

### Academic Challenge: First-year students

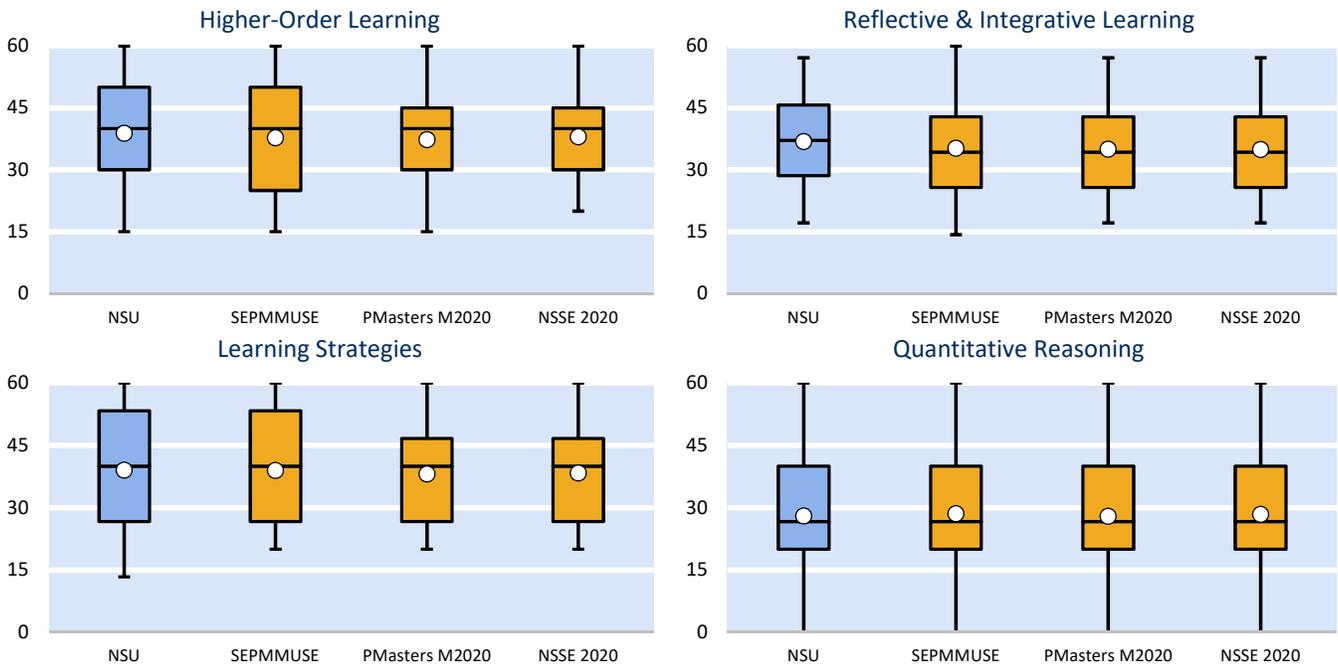
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	NSU Mean	Your first-year students compared with					
		SEPMMUSE		PMasters M2020		NSSE 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.9	37.8	.08	37.3	.11	38.0	.06
Reflective & Integrative Learning	36.9	35.3	.13	35.0 *	.15	35.0 *	.16
Learning Strategies	39.0	38.9	.01	38.1	.06	38.4	.05
Quantitative Reasoning	28.0	28.5	-.03	27.9	.01	28.4	-.02

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.

	NSU	Percentage point difference <sup>a</sup> between your FY students and		
		SEPMUSE	PMasters M2020	NSSE 2020
<b>Higher-Order Learning</b>				
<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	68	+3 	+0 	-3 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68	+3 	+2 	-1 
4d. Evaluating a point of view, decision, or information source	71	+1 	+3 	+2 
4e. Forming a new idea or understanding from various pieces of information	73	+4 	+5 	+3 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	56	+8 	+5 	+5 
2b. Connected your learning to societal problems or issues	49	-1 	-1 	-1 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	56	+3 	+5 	+6 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71	+10 	+9 	+9 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	78	+9 	+8 	+8 
2f. Learned something that changed the way you understand an issue or concept	73	+5 	+6 	+7 
2g. Connected ideas from your courses to your prior experiences and knowledge	75	-0 	-1 	-2 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	71	-2 	-2 	-4 
9b. Reviewed your notes after class	72	+3 	+4 	+5 
9c. Summarized what you learned in class or from course materials	64	-1 	+1 	+0 
<b>Quantitative Reasoning</b>				
<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.)	49	-1 	-1 	-4 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	+0 	+2 	+2 
6c. Evaluated what others have concluded from numerical information	40	-0 	+1 	-1 

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

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

### Academic Challenge: Seniors

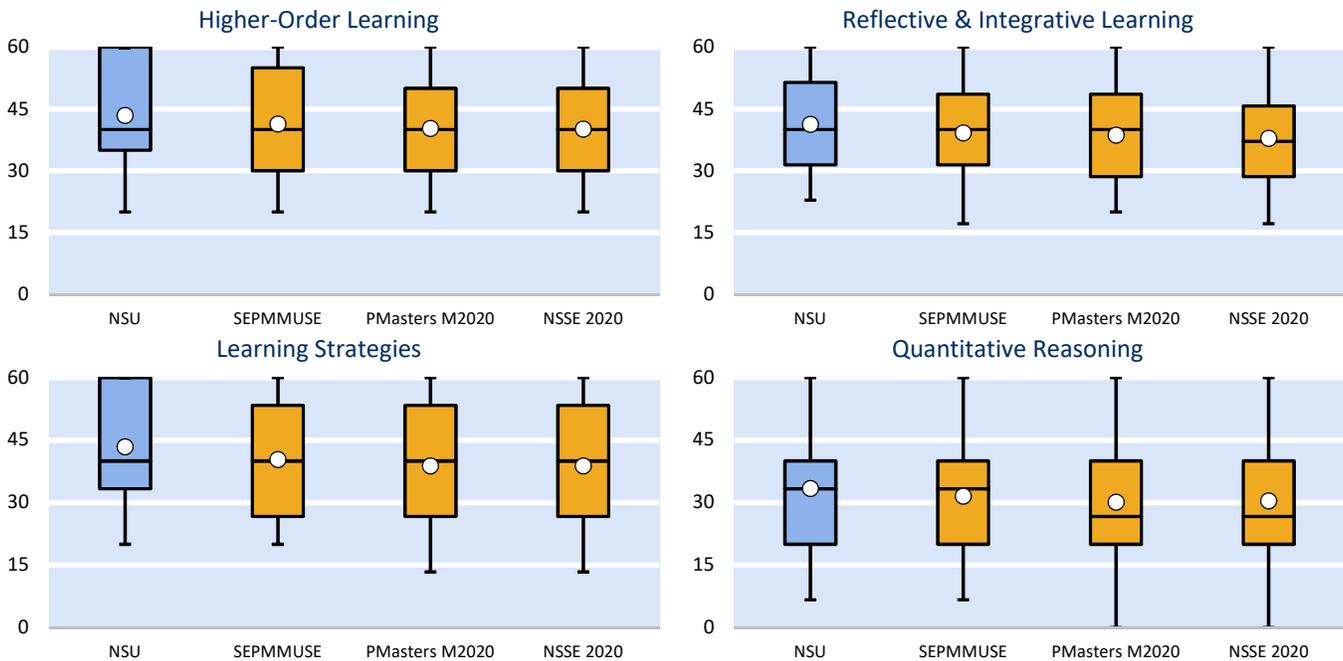
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	NSU Mean	Your seniors compared with					
		SEPMUSE		PMasters M2020		NSSE 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	43.5	41.3	.15	40.3 *	.23	40.1 *	.25
Reflective & Integrative Learning	41.3	39.2	.17	38.7 *	.21	37.9 **	.27
Learning Strategies	43.3	40.3	.21	38.8 **	.31	38.8 **	.31
Quantitative Reasoning	33.3	31.6	.11	30.1 *	.20	30.4	.18

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

#### Score Distributions



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

### 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.

	NSU	Percentage point difference <sup>a</sup> between your seniors and		
		SEPMUSE	PMasters M2020	NSSE 2020
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	76	+2	+0	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	+5	+5	+4
4d. Evaluating a point of view, decision, or information source	77	+0	+3	+5
4e. Forming a new idea or understanding from various pieces of information	82	+8	+9	+9
<b>Reflective &amp; Integrative Learning</b>				
<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	+2
2b. Connected your learning to societal problems or issues	69	+6	+6	+9
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	71	+13	+15	+19
2d. Examined the strengths and weaknesses of your own views on a topic or issue	76	+7	+9	+10
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	83	+7	+9	+10
2f. Learned something that changed the way you understand an issue or concept	81	+6	+8	+9
2g. Connected ideas from your courses to your prior experiences and knowledge	86	+3	+3	+3
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	85	+7	+7	+7
9b. Reviewed your notes after class	78	+10	+15	+15
9c. Summarized what you learned in class or from course materials	76	+7	+11	+11
<b>Quantitative Reasoning</b>				
<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.)	62	+5	+8	+6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	54	+4	+8	+8
6c. Evaluated what others have concluded from numerical information	56	+9	+11	+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

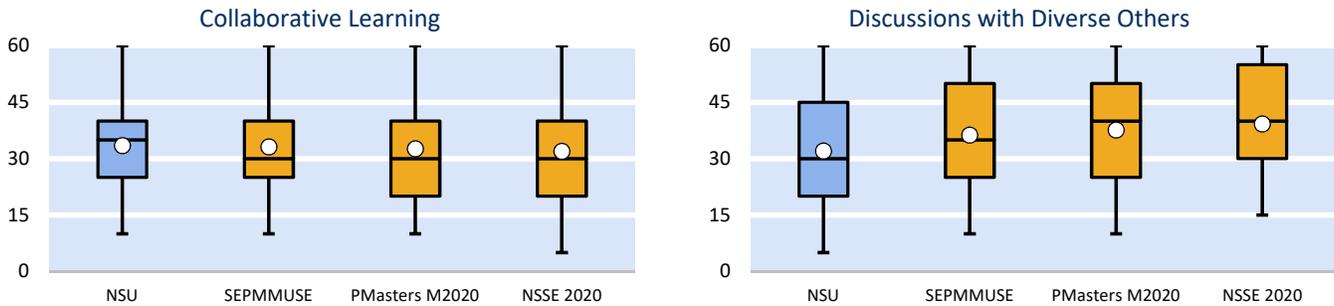
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	NSU Mean	Your first-year students compared with					
		SEPMUSE Mean	Effect size	PMasters M2020 Mean	Effect size	NSSE 2020 Mean	Effect size
Collaborative Learning	33.5	33.1	.03	32.6	.06	31.9	.11
Discussions with Diverse Others	32.0	36.3 **	-.26	37.6 ***	-.35	39.2 ***	-.46

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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#### Performance on Indicator Items

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Collaborative Learning	NSU	Percentage point difference <sup>a</sup> between your FY students and		
		SEPMUSE	PMasters M2020	NSSE 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	53	+1	-0	+1
1f. Explained course material to one or more students	60	+3	+3	+4
1g. Prepared for exams by discussing or working through course material with other students	50	-1	+0	+0
1h. Worked with other students on course projects or assignments	62	+3	+5	+8
Discussions with Diverse Others	NSU	Percentage point difference <sup>a</sup> between your FY students and		
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	50	-12	-15	-21
8b. People from an economic background other than your own	59	-8	-9	-13
8c. People with religious beliefs other than your own	54	-4	-9	-12
8d. People with political views other than your own	45	-10	-16	-18

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: Seniors

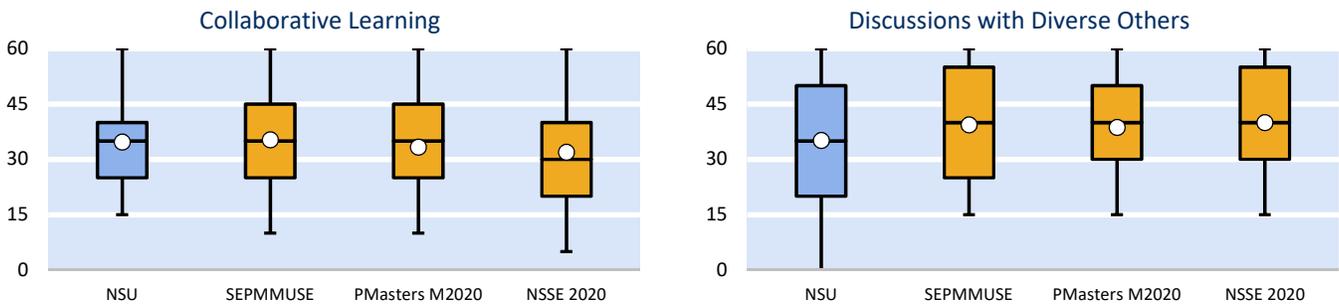
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	NSU Mean	Your seniors compared with					
		SEPMUSE Mean	Effect size	PMasters M2020 Mean	Effect size	NSSE 2020 Mean	Effect size
Collaborative Learning	34.7	35.3	-.04	33.3	.10	31.9 *	.18
Discussions with Diverse Others	35.1	39.4 *	-.26	38.7 *	-.23	40.0 **	-.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).

#### Score Distributions



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#### Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Engagement Indicator	NSU	Percentage point difference <sup>a</sup> between your seniors and		
		SEPMUSE	PMasters M2020	NSSE 2020
<b>Collaborative Learning</b>				
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	39	-9	-6	-4
1f. Explained course material to one or more students	60	-5	+0	+3
1g. Prepared for exams by discussing or working through course material with other students	61	+6	+12	+14
1h. Worked with other students on course projects or assignments	69	-1	+1	+6
<b>Discussions with Diverse Others</b>				
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	60	-9	-7	-12
8b. People from an economic background other than your own	64	-9	-7	-9
8c. People with religious beliefs other than your own	55	-7	-9	-13
8d. People with political views other than your own	48	-14	-14	-16

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### Experiences with Faculty: First-year students

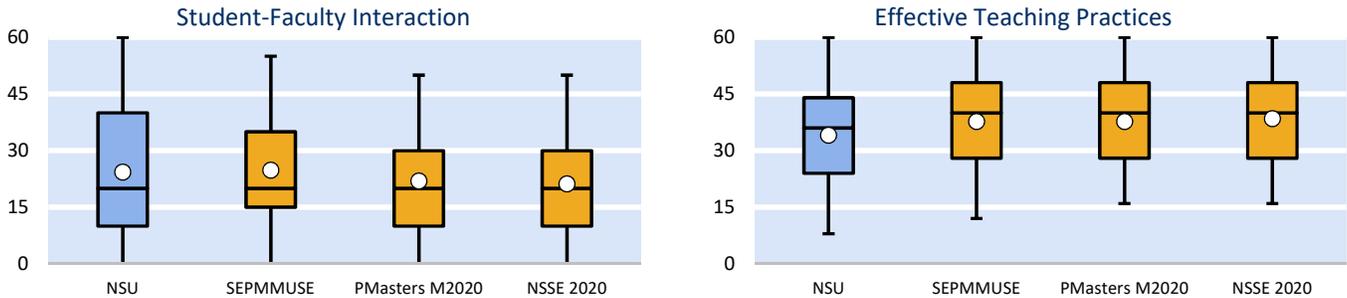
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	NSU Mean	Your first-year students compared with					
		SEPMUSE		PMasters M2020		NSSE 2020	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.3	24.8	-.03	22.0 *	.15	21.1 **	.21
Effective Teaching Practices	34.1	37.7 **	-.24	37.7 **	-.27	38.4 ***	-.33

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	NSU	Percentage point difference <sup>a</sup> between your FY students and		
		SEPMUSE	PMasters M2020	NSSE 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	45	-1	+6	+8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	-0	+6	+8
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	-1	+5	+6
3d. Discussed your academic performance with a faculty member	44	+4	+12	+14
<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	68	-2	-6	-9
5b. Taught course sessions in an organized way	55	-13	-16	-19
5c. Used examples or illustrations to explain difficult points	59	-12	-13	-15
5d. Provided feedback on a draft or work in progress	58	-5	-4	-5
5e. Provided prompt and detailed feedback on tests or completed assignments	48	-13	-11	-12

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.

### Experiences with Faculty: Seniors

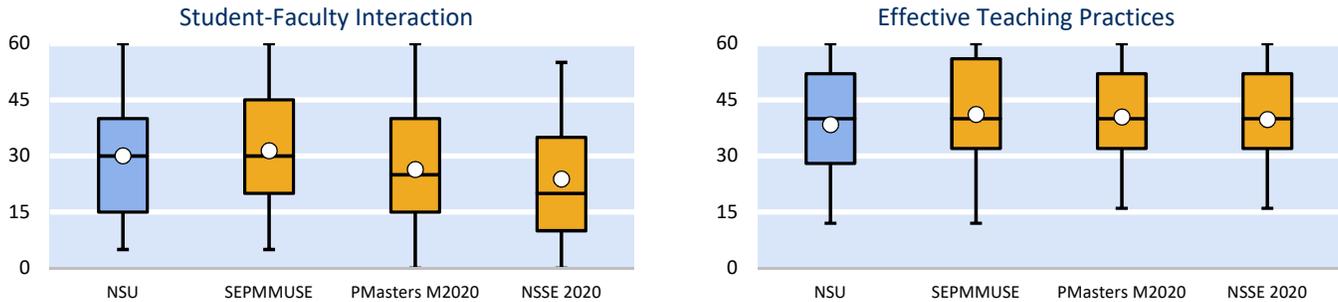
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	30.0	31.4	-.08	26.4 *	.22	23.8 ***	.39
Effective Teaching Practices	38.3	41.0	-.18	40.4	-.14	39.7	-.10

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

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Student-Faculty Interaction	NSU	Percentage point difference <sup>a</sup> between your seniors and		
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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
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3a. Talked about career plans with a faculty member	57	-2	+9	+14
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	38	-6	+5	+11
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	44	-4	+6	+12
3d. Discussed your academic performance with a faculty member	54	+1	+16	+20
<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	77	-1	-3	-3
5b. Taught course sessions in an organized way	68	-6	-8	-8
5c. Used examples or illustrations to explain difficult points	76	+1	-2	-1
5d. Provided feedback on a draft or work in progress	64	-6	-2	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	62	-6	-4	-2

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

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

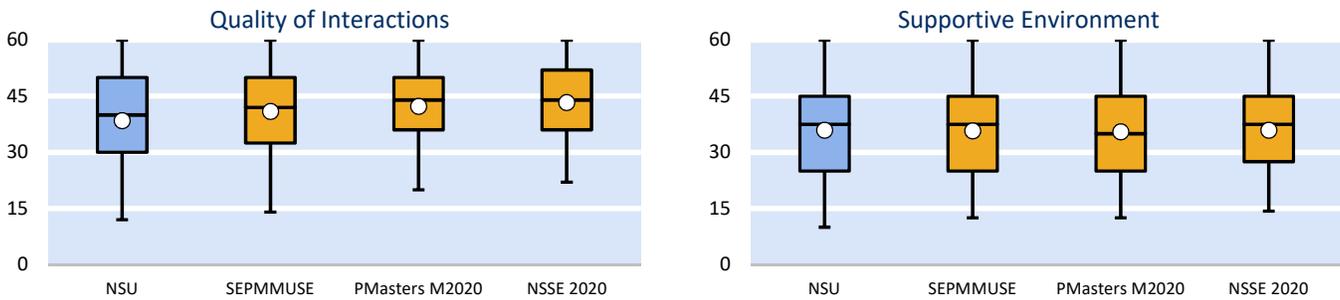
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	NSU Mean	Your first-year students compared with					
		SEPMUSE Mean	Effect size	PMasters M2020 Mean	Effect size	NSSE 2020 Mean	Effect size
Quality of Interactions	38.4	41.0 *	-.19	42.3 ***	-.32	43.3 ***	-.41
Supportive Environment	35.9	35.8	.01	35.5	.03	35.9	.00

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

#### Score Distributions



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

#### 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	NSU	Percentage point difference <sup>a</sup> between your FY students and		
		SEPMUSE	PMasters M2020	NSSE 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	44	-4	-6	-9
13b. Academic advisors	42	-6	-8	-12
13c. Faculty	39	-9	-11	-14
13d. Student services staff (career services, student activities, housing, etc.)	40	-4	-6	-8
13e. Other administrative staff and offices (registrar, financial aid, etc.)	34	-9	-11	-13
<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	66	-3	-6	-9
14c. Using learning support services (tutoring services, writing center, etc.)	69	-4	-6	-7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	-0	-4	-6
14e. Providing opportunities to be involved socially	69	+2	-1	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	-1	-3	-4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	47	+3	+5	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	71	+5	+9	+8
14i. Attending events that address important social, economic, or political issues	66	+16	+17	+18

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

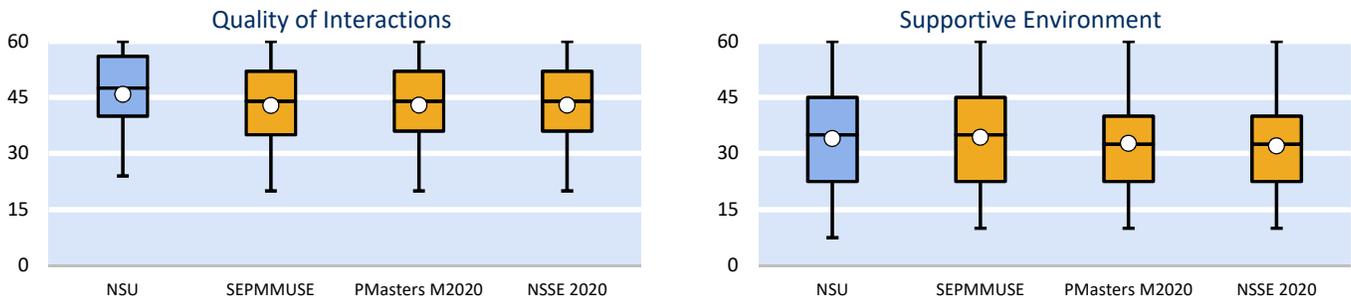
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	NSU Mean	Your seniors compared with					
		SEPMUSE Mean	Effect size	PMasters M2020 Mean	Effect size	NSSE 2020 Mean	Effect size
Quality of Interactions	45.9	42.9 *	.24	43.0 *	.24	43.0 *	.24
Supportive Environment	34.0	34.4	-.02	32.7	.09	32.1	.14

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

#### Score Distributions



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

#### Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	NSU	Percentage point difference <sup>a</sup> between your seniors and		
		SEPMUSE	PMasters M2020	NSSE 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	62	+4	+2	+3
13b. Academic advisors	66	+7	+13	+13
13c. Faculty	64	+5	+5	+6
13d. Student services staff (career services, student activities, housing, etc.)	45	+4	-0	+0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	+3	+0	-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	64	-5	-6	-6
14c. Using learning support services (tutoring services, writing center, etc.)	61	-6	-5	-5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	-1	-0	-1
14e. Providing opportunities to be involved socially	67	-0	+0	+4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	-4	-2	-1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	-3	+1	+1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	64	+5	+10	+13
14i. Attending events that address important social, economic, or political issues	61	+13	+17	+22

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](http://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<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2019 and 2020 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 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<sup>b</sup> 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	NSU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	38.9	39.3	-.04	✓	41.4 **	-.20	
Academic	Reflective and Integrative Learning	36.9	36.7	.01	✓	39.0 **	-.18	
Challenge	Learning Strategies	39.0	39.9	-.07	✓	42.3 **	-.23	
	Quantitative Reasoning	28.0	29.4	-.09	✓	31.4 **	-.22	
Learning	Collaborative Learning	33.5	35.2 *	-.12		37.4 ***	-.29	
with Peers	Discussions with Diverse Others	32.0	41.5 ***	-.63		43.6 ***	-.80	
Experiences	Student-Faculty Interaction	24.3	24.5	-.01	✓	28.1 **	-.25	
with Faculty	Effective Teaching Practices	34.1	40.5 ***	-.49		42.3 ***	-.58	
Campus	Quality of Interactions	38.4	45.2 ***	-.60		47.2 ***	-.75	
Environment	Supportive Environment	35.9	37.9	-.15		40.0 ***	-.32	

#### Seniors

Theme	Engagement Indicator	NSU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	43.5	41.7	.13	✓	43.2	.02	✓
Academic	Reflective and Integrative Learning	41.3	39.8	.12	✓	41.8	-.04	✓
Challenge	Learning Strategies	43.3	40.7	.19	✓	42.7	.05	✓
	Quantitative Reasoning	33.3	31.4	.12	✓	33.4	.00	✓
Learning	Collaborative Learning	34.7	35.9	-.09	✓	38.4 **	-.27	
with Peers	Discussions with Diverse Others	35.1	42.1 ***	-.45		43.8 ***	-.57	
Experiences	Student-Faculty Interaction	30.0	29.7	.02	✓	33.2 *	-.20	
with Faculty	Effective Teaching Practices	38.3	41.8 *	-.25		43.7 ***	-.40	
Campus	Quality of Interactions	45.9	45.2	.06	✓	47.4	-.13	
Environment	Supportive Environment	34.0	34.6	-.04	✓	36.8	-.20	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2019 and 2020 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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
NSU (N = 206)	38.9	14.2	.99	15	30	40	50	60				
SEPMMUSE	37.8	14.1	.44	15	25	40	50	60	1,244	1.1	.310	.077
PMasters M2020	37.3	13.5	.21	15	30	40	45	60	4,394	1.5	.115	.112
NSSE 2020	38.0	13.3	.05	20	30	40	45	60	85,392	.8	.375	.062
Top 50%	39.3	13.1	.04	20	30	40	50	60	84,697	-.5	.605	-.036
Top 10%	41.4	12.8	.10	20	35	40	50	60	16,438	-2.5	.005	-.197
<b>Reflective &amp; Integrative Learning</b>												
NSU (N = 248)	36.9	12.6	.80	17	29	37	46	57				
SEPMMUSE	35.3	12.5	.37	14	26	34	43	60	1,406	1.6	.068	.128
PMasters M2020	35.0	12.0	.18	17	26	34	43	57	4,830	1.8	.019	.152
NSSE 2020	35.0	12.1	.04	17	26	34	43	57	93,280	1.9	.013	.158
Top 50%	36.7	11.8	.04	17	29	37	46	57	248	.2	.830	.015
Top 10%	39.0	11.7	.10	20	31	40	49	60	255	-2.1	.009	-.180
<b>Learning Strategies</b>												
NSU (N = 181)	39.0	15.0	1.11	13	27	40	53	60				
SEPMMUSE	38.9	14.3	.46	20	27	40	53	60	1,137	.1	.945	.006
PMasters M2020	38.1	13.8	.22	20	27	40	47	60	4,114	.9	.395	.065
NSSE 2020	38.4	13.8	.05	20	27	40	47	60	80,110	.7	.525	.047
Top 50%	39.9	13.7	.05	20	33	40	53	60	181	-.9	.423	-.065
Top 10%	42.3	14.1	.11	20	33	40	53	60	15,996	-3.3	.002	-.233
<b>Quantitative Reasoning</b>												
NSU (N = 186)	28.0	16.9	1.23	0	20	27	40	60				
SEPMMUSE	28.5	15.9	.51	0	20	27	40	60	1,159	-.5	.679	-.033
PMasters M2020	27.9	15.4	.24	0	20	27	40	60	200	.1	.921	.008
NSSE 2020	28.4	15.4	.05	0	20	27	40	60	81,621	-.4	.751	-.023
Top 50%	29.4	15.2	.05	7	20	27	40	60	186	-1.4	.253	-.093
Top 10%	31.4	15.3	.11	7	20	33	40	60	188	-3.4	.007	-.220
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
NSU (N = 314)	33.5	13.6	.77	10	25	35	40	60				
SEPMMUSE	33.1	13.9	.39	10	25	30	40	60	1,607	.4	.682	.026
PMasters M2020	32.6	13.9	.20	10	20	30	40	60	5,294	.9	.292	.061
NSSE 2020	31.9	14.7	.05	5	20	30	40	60	101,778	1.6	.058	.107
Top 50%	35.2	13.7	.04	15	25	35	45	60	107,660	-1.7	.030	-.123
Top 10%	37.4	13.5	.09	15	30	40	45	60	22,856	-3.9	.000	-.288
<b>Discussions with Diverse Others</b>												
NSU (N = 180)	32.0	16.6	1.24	5	20	30	45	60				
SEPMMUSE	36.3	16.0	.52	10	25	35	50	60	1,141	-4.2	.001	-.262
PMasters M2020	37.6	15.6	.25	10	25	40	50	60	4,137	-5.5	.000	-.352
NSSE 2020	39.2	15.8	.06	15	30	40	55	60	80,746	-7.2	.000	-.456
Top 50%	41.5	15.0	.05	20	30	40	55	60	180	-9.4	.000	-.629
Top 10%	43.6	14.5	.10	20	35	45	60	60	182	-11.6	.000	-.796

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
NSU (N = 228)	24.3	17.4	1.15	0	10	20	40	60				
SEPMMUSE	24.8	15.9	.48	0	15	20	35	55	312	-.5	.670	-.033
PMasters M2020	22.0	14.9	.23	0	10	20	30	50	245	2.3	.049	.154
NSSE 2020	21.1	14.7	.05	0	10	20	30	50	228	3.1	.007	.215
Top 50%	24.5	14.7	.06	5	15	20	35	55	228	-.2	.866	-.013
Top 10%	28.1	15.5	.18	5	15	25	40	60	238	-3.8	.001	-.247
<b>Effective Teaching Practices</b>												
NSU (N = 201)	34.1	15.5	1.09	8	24	36	44	60				
SEPMMUSE	37.7	14.4	.45	12	28	40	48	60	1,227	-3.6	.002	-.243
PMasters M2020	37.7	13.4	.21	16	28	40	48	60	215	-3.6	.001	-.268
NSSE 2020	38.4	13.3	.05	16	28	40	48	60	201	-4.3	.000	-.326
Top 50%	40.5	13.2	.05	20	32	40	52	60	201	-6.4	.000	-.487
Top 10%	42.3	14.1	.11	16	32	44	56	60	17,276	-8.2	.000	-.577
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
NSU (N = 172)	38.4	14.0	1.07	12	30	40	50	60				
SEPMMUSE	41.0	13.6	.45	14	33	42	50	60	1,084	-2.5	.025	-.186
PMasters M2020	42.3	12.1	.20	20	36	44	50	60	183	-3.9	.000	-.320
NSSE 2020	43.3	11.8	.04	22	36	44	52	60	171	-4.8	.000	-.409
Top 50%	45.2	11.2	.05	24	38	46	54	60	171	-6.7	.000	-.602
Top 10%	47.2	11.6	.10	25	40	50	58	60	174	-8.8	.000	-.751
<b>Supportive Environment</b>												
NSU (N = 167)	35.9	15.1	1.17	10	25	38	45	60				
SEPMMUSE	35.8	13.9	.46	13	25	38	45	60	1,082	.1	.908	.010
PMasters M2020	35.5	13.8	.22	13	25	35	45	60	3,967	.4	.707	.030
NSSE 2020	35.9	13.5	.05	14	28	38	45	60	166	.0	.989	-.001
Top 50%	37.9	13.1	.05	18	30	38	48	60	166	-2.0	.091	-.151
Top 10%	40.0	12.9	.12	18	33	40	50	60	169	-4.1	.001	-.319

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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
NSU (N = 116)	43.5	14.2	1.32	20	35	40	60	60				
SEPMMUSE	41.3	14.2	.51	20	30	40	55	60	895	2.1	.131	.151
PMasters M2020	40.3	13.6	.22	20	30	40	50	60	3,859	3.2	.014	.232
NSSE 2020	40.1	13.6	.05	20	30	40	50	60	115	3.3	.013	.245
Top 50%	41.7	13.4	.05	20	35	40	55	60	115	1.8	.186	.131
Top 10%	43.2	13.3	.10	20	35	40	55	60	16,424	.3	.808	.023
<b>Reflective &amp; Integrative Learning</b>												
NSU (N = 124)	41.3	11.7	1.05	23	31	40	51	60				
SEPMMUSE	39.2	12.7	.44	17	31	40	49	60	960	2.1	.079	.169
PMasters M2020	38.7	12.5	.20	20	29	40	49	60	4,112	2.6	.020	.211
NSSE 2020	37.9	12.5	.04	17	29	37	46	60	96,777	3.4	.003	.271
Top 50%	39.8	12.2	.05	20	31	40	49	60	67,075	1.5	.171	.123
Top 10%	41.8	12.0	.12	20	34	40	51	60	10,817	-.5	.667	-.039
<b>Learning Strategies</b>												
NSU (N = 100)	43.3	14.4	1.44	20	33	40	60	60				
SEPMMUSE	40.3	14.6	.54	20	27	40	53	60	830	3.1	.051	.209
PMasters M2020	38.8	14.6	.24	13	27	40	53	60	3,673	4.5	.002	.311
NSSE 2020	38.8	14.7	.05	13	27	40	53	60	86,430	4.6	.002	.313
Top 50%	40.7	14.5	.05	20	33	40	53	60	74,845	2.7	.064	.185
Top 10%	42.7	14.4	.09	20	33	40	60	60	24,088	.7	.633	.048
<b>Quantitative Reasoning</b>												
NSU (N = 105)	33.3	16.6	1.62	7	20	33	40	60				
SEPMMUSE	31.6	16.6	.61	7	20	33	40	60	852	1.8	.308	.106
PMasters M2020	30.1	16.3	.27	0	20	27	40	60	3,742	3.3	.044	.200
NSSE 2020	30.4	16.3	.06	0	20	27	40	60	87,625	2.9	.066	.179
Top 50%	31.4	16.1	.05	0	20	33	40	60	95,711	1.9	.222	.119
Top 10%	33.4	15.9	.12	7	20	33	40	60	18,730	.0	.987	-.002
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
NSU (N = 132)	34.7	13.0	1.13	15	25	35	40	60				
SEPMMUSE	35.3	14.5	.49	10	25	35	45	60	183	-.6	.641	-.040
PMasters M2020	33.3	14.5	.22	10	25	35	45	60	141	1.4	.231	.096
NSSE 2020	31.9	15.6	.05	5	20	30	40	60	131	2.8	.015	.179
Top 50%	35.9	14.0	.05	15	25	35	45	60	131	-1.2	.288	-.087
Top 10%	38.4	13.6	.11	15	30	40	50	60	15,578	-3.7	.002	-.270
<b>Discussions with Diverse Others</b>												
NSU (N = 102)	35.1	16.7	1.65	0	20	35	50	60				
SEPMMUSE	39.4	16.3	.60	15	25	40	55	60	839	-4.2	.014	-.260
PMasters M2020	38.7	15.5	.26	15	30	40	50	60	3,709	-3.6	.023	-.229
NSSE 2020	40.0	16.1	.05	15	30	40	55	60	86,898	-4.9	.002	-.305
Top 50%	42.1	15.5	.05	15	30	40	60	60	95,244	-6.9	.000	-.446
Top 10%	43.8	15.3	.10	20	35	45	60	60	23,984	-8.6	.000	-.566

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
NSU (N = 117)	30.0	17.1	1.58	5	15	30	40	60				
SEPMMUSE	31.4	17.2	.61	5	20	30	45	60	922	-1.4	.424	-.079
PMasters M2020	26.4	16.7	.27	0	15	25	40	60	3,966	3.7	.019	.221
NSSE 2020	23.8	16.0	.05	0	10	20	35	55	93,495	6.2	.000	.388
Top 50%	29.7	15.9	.08	5	20	30	40	60	35,534	.4	.797	.024
Top 10%	33.2	16.0	.20	10	20	35	45	60	6,225	-3.2	.032	-.200
<b>Effective Teaching Practices</b>												
NSU (N = 113)	38.3	16.0	1.50	12	28	40	52	60				
SEPMMUSE	41.0	15.3	.55	12	32	40	56	60	890	-2.7	.081	-.176
PMasters M2020	40.4	14.1	.23	16	32	40	52	60	117	-2.0	.180	-.145
NSSE 2020	39.7	13.9	.05	16	32	40	52	60	112	-1.3	.371	-.097
Top 50%	41.8	13.7	.06	20	32	40	52	60	112	-3.4	.024	-.251
Top 10%	43.7	13.4	.12	20	36	44	56	60	113	-5.4	.001	-.400
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
NSU (N = 92)	45.9	11.8	1.23	24	40	48	56	60				
SEPMMUSE	42.9	12.5	.47	20	35	44	52	60	794	3.0	.031	.240
PMasters M2020	43.0	12.4	.21	20	36	44	52	60	3,471	2.9	.026	.236
NSSE 2020	43.0	12.2	.04	20	36	44	52	60	79,555	2.9	.023	.237
Top 50%	45.2	11.7	.05	24	38	48	54	60	60,831	.6	.594	.056
Top 10%	47.4	12.0	.09	24	40	50	58	60	19,456	-1.5	.228	-.126
<b>Supportive Environment</b>												
NSU (N = 97)	34.0	15.5	1.57	8	23	35	45	60				
SEPMMUSE	34.4	15.0	.56	10	23	35	45	60	805	-.4	.828	-.024
PMasters M2020	32.7	14.1	.24	10	23	33	40	60	3,600	1.3	.367	.093
NSSE 2020	32.1	14.2	.05	10	23	33	40	60	84,094	2.0	.174	.138
Top 50%	34.6	14.0	.06	13	25	35	45	60	63,384	-.6	.688	-.041
Top 10%	36.8	14.1	.13	13	28	38	48	60	11,444	-2.8	.054	-.196

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.