



NSSE 2023

Engagement Indicators

University of Kentucky

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. 16-19)

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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 Nat'l Public R1/R2s	Your first-year students compared with Nat'l Public R1s	Your first-year students compared with SE Public R1s
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 Nat'l Public R1/R2s	Your seniors compared with Nat'l Public R1s	Your seniors compared with SE Public R1s
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

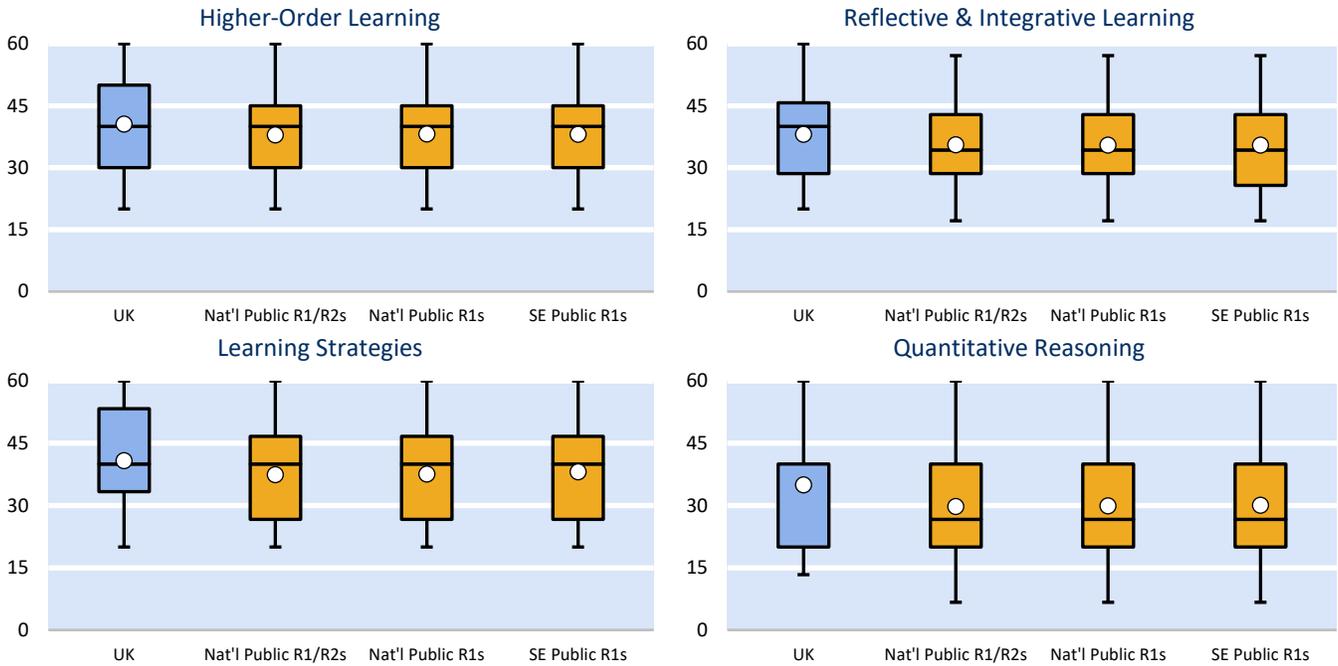
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UK Mean	Your first-year students compared with					
		Nat'l Public R1/R2s		Nat'l Public R1s		SE Public R1s	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.6	38.0 ***	.20	38.1 ***	.18	38.1 ***	.18
Reflective & Integrative Learning	38.1	35.5 ***	.21	35.5 ***	.22	35.4 ***	.22
Learning Strategies	40.8	37.4 ***	.25	37.6 ***	.24	38.1 ***	.20
Quantitative Reasoning	35.0	29.7 ***	.35	29.9 ***	.33	30.1 ***	.32

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

	UK	Percentage point difference ^a between your FY students and		
		Nat'l Public R1/R2s	Nat'l Public R1s	SE Public R1s
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	77	+6	+5	+6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	+6	+6	+6
4d. Evaluating a point of view, decision, or information source	75	+7	+7	+7
4e. Forming a new idea or understanding from various pieces of information	76	+7	+7	+7
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	65	+11	+11	+13
2b. Connected your learning to societal problems or issues	61	+10	+10	+10
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	63	+10	+10	+10
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71	+6	+6	+6
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	76	+5	+5	+6
2f. Learned something that changed the way you understand an issue or concept	72	+5	+5	+6
2g. Connected ideas from your courses to your prior experiences and knowledge	80	+2	+2	+3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	77	+6	+6	+6
9b. Reviewed your notes after class	74	+10	+9	+8
9c. Summarized what you learned in class or from course materials	75	+12	+11	+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.)	65	+10	+9	+9
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	60	+15	+15	+15
6c. Evaluated what others have concluded from numerical information	59	+15	+14	+14

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

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

Academic Challenge: Seniors

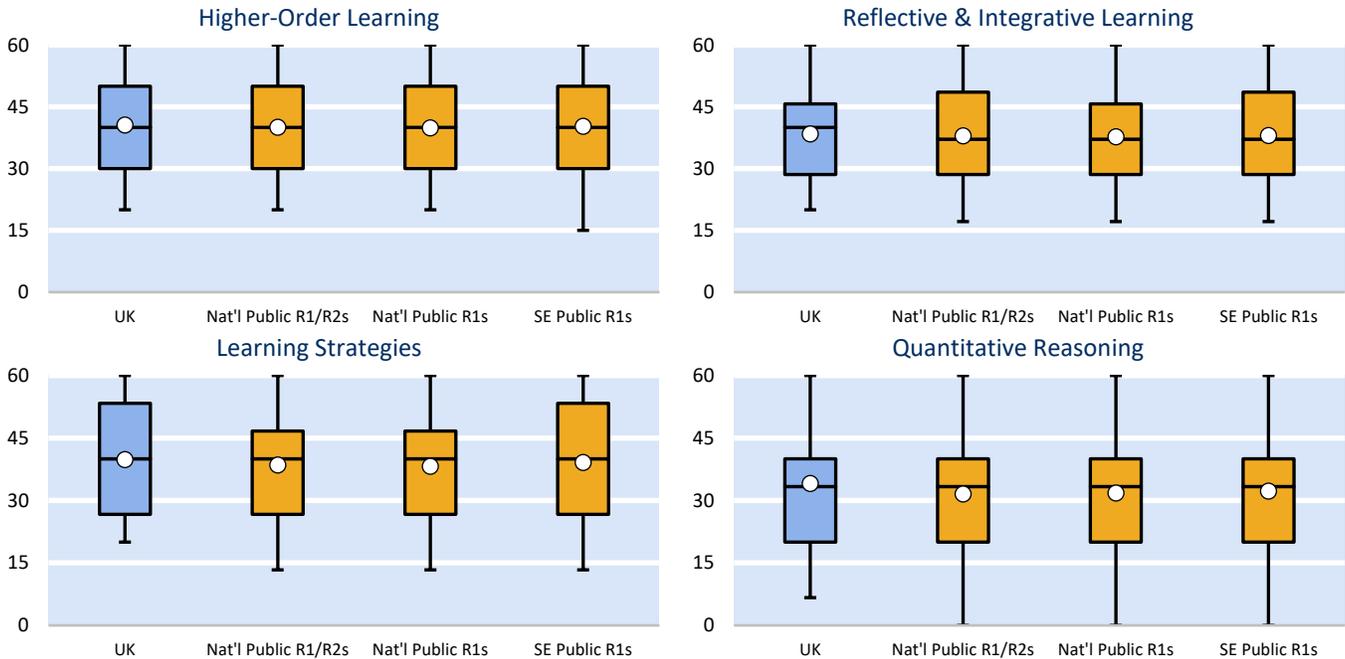
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UK Mean	Your seniors compared with					
		Nat'l Public R1/R2s		Nat'l Public R1s		SE Public R1s	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.6	40.0 *	.04	39.9 **	.05	40.3	.02
Reflective & Integrative Learning	38.4	38.0	.03	37.7 **	.06	38.0	.03
Learning Strategies	39.8	38.5 ***	.09	38.2 ***	.11	39.1 *	.05
Quantitative Reasoning	34.0	31.5 ***	.15	31.8 ***	.14	32.2 ***	.11

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.

	UK	Percentage point difference ^a between your seniors and		
		Nat'l Public R1/R2s	Nat'l Public R1s	SE Public R1s
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	78	+1	+1	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+2	+2	+2
4d. Evaluating a point of view, decision, or information source	70	+0	+2	-0
4e. Forming a new idea or understanding from various pieces of information	74	+1	+2	+2
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	71	+3	+3	+3
2b. Connected your learning to societal problems or issues	62	+3	+4	+4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57	+4	+5	+5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	+1	+2	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	72	-0	+1	+0
2f. Learned something that changed the way you understand an issue or concept	72	+1	+1	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	81	-2	-1	-1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	74	+0	+1	+0
9b. Reviewed your notes after class	68	+4	+5	+2
9c. Summarized what you learned in class or from course materials	71	+5	+6	+3
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.)	63	+5	+4	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	55	+7	+6	+5
6c. Evaluated what others have concluded from numerical information	56	+6	+6	+5

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

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

Learning with Peers: First-year students

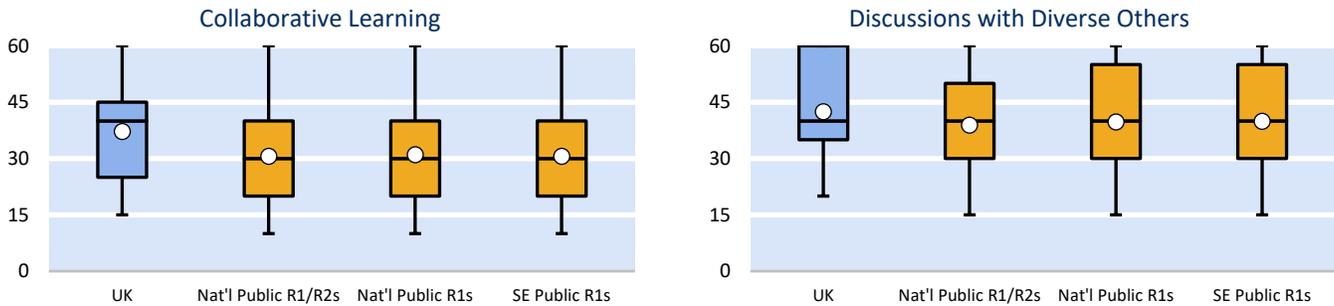
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UK Mean	Your first-year students compared with					
		Nat'l Public R1/R2s		Nat'l Public R1s		SE Public R1s	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	37.2	30.6 ***	.46	31.0 ***	.43	30.6 ***	.46
Discussions with Diverse Others	42.4	38.9 ***	.23	39.8 ***	.18	39.9 ***	.16

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Performance on Indicator Items

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Collaborative Learning	UK %	Percentage point difference ^a between your FY students and		
		Nat'l Public R1/R2s	Nat'l Public R1s	SE Public R1s
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	61	+14	+13	+14
1c. Explained course material to one or more students	64	+14	+12	+14
1d. Prepared for exams by discussing or working through course material with other students	61	+18	+16	+17
1e. Worked with other students on course projects or assignments	69	+18	+18	+20
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of races or ethnicities other than your own	78	+7	+5	+6
8b. People from economic backgrounds other than your own	80	+9	+7	+7
8c. People with religious beliefs other than your own	75	+8	+6	+7
8d. People with political views other than your own	74	+14	+13	+10

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Learning with Peers: Seniors

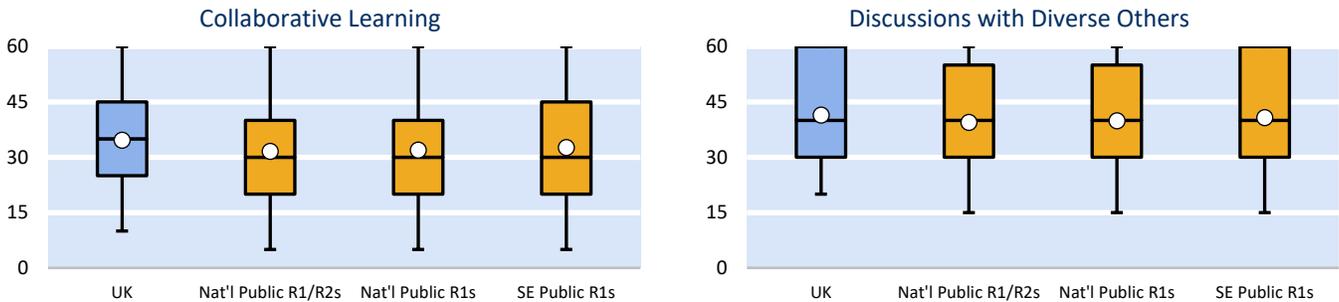
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UK Mean	Your seniors compared with					
		Nat'l Public R1/R2s		Nat'l Public R1s		SE Public R1s	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.6	31.6 ***	.20	32.0 ***	.17	32.7 ***	.13
Discussions with Diverse Others	41.5	39.4 ***	.13	39.9 ***	.10	40.8 *	.04

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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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.

Collaborative Learning	UK %	Percentage point difference ^a between your seniors and		
		Nat'l Public R1/R2s	Nat'l Public R1s	SE Public R1s
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	52	+8	+7	+7
1c. Explained course material to one or more students	59	+5	+4	+3
1d. Prepared for exams by discussing or working through course material with other students	52	+10	+10	+8
1e. Worked with other students on course projects or assignments	69	+6	+5	+4
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of races or ethnicities other than your own	74	+3	+2	-0
8b. People from economic backgrounds other than your own	78	+6	+5	+4
8c. People with religious beliefs other than your own	73	+5	+4	+4
8d. People with political views other than your own	71	+9	+9	+6

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Experiences with Faculty: First-year students

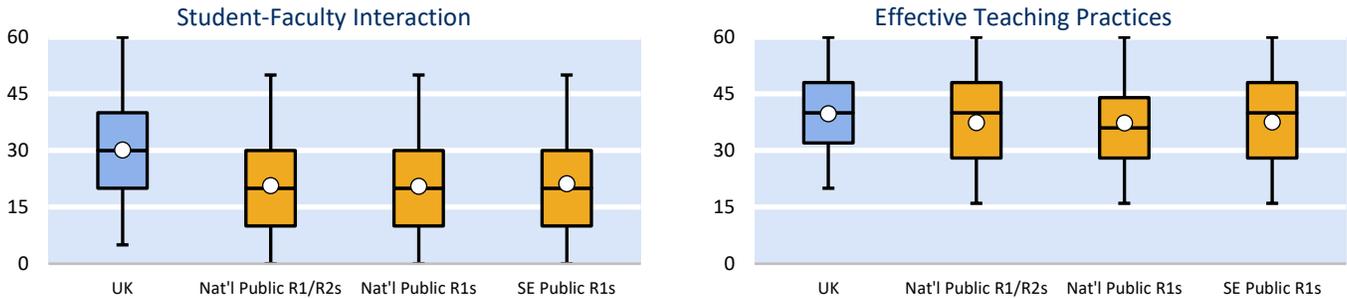
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	UK Mean	Your first-year students compared with					
		Nat'l Public R1/R2s		Nat'l Public R1s		SE Public R1s	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	30.1	20.7 ***	.63	20.5 ***	.65	21.2 ***	.59
Effective Teaching Practices	39.7	37.3 ***	.18	37.3 ***	.19	37.5 ***	.16

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	UK %	Percentage point difference ^a between your FY students and		
		Nat'l Public R1/R2s	Nat'l Public R1s	SE Public R1s
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	58	+22	+23	+21
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	41	+19	+19	+19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	45	+19	+19	+18
3d. Discussed your academic performance with a faculty member	49	+21	+22	+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	78	+2	+1	+2
5b. Taught course sessions in an organized way	76	+4	+3	+4
5c. Used examples or illustrations to explain difficult points	77	+5	+4	+5
5d. Provided feedback on a draft or work in progress	69	+9	+10	+8
5e. Provided prompt and detailed feedback on tests or completed assignments	66	+11	+12	+10

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Experiences with Faculty: Seniors

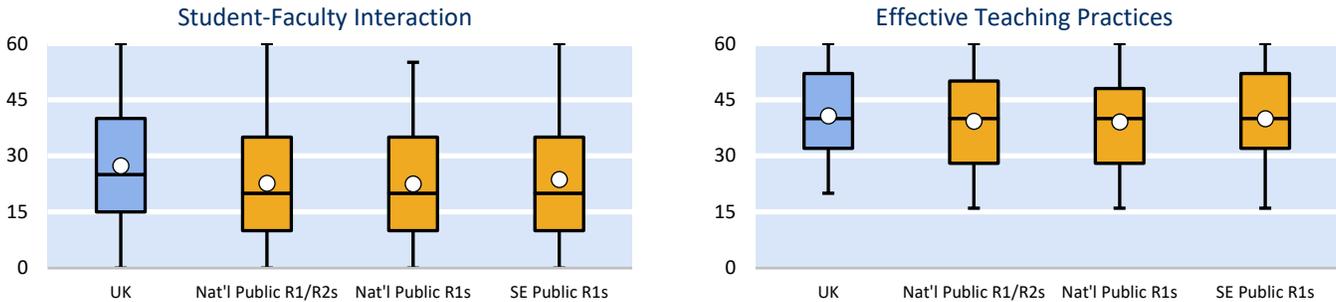
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	27.3	22.6 ***	.28	22.4 ***	.30	23.6 ***	.22
Effective Teaching Practices	40.7	39.2 ***	.11	39.0 ***	.12	39.8 **	.06

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Student-Faculty Interaction	UK %	Percentage point difference ^a between your seniors and		
		Nat'l Public R1/R2s	Nat'l Public R1s	SE Public R1s
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	50	+11	+12	+9
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	35	+9	+9	+7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	39	+9	+9	+7
3d. Discussed your academic performance with a faculty member	38	+8	+9	+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	81	+2	+2	+2
5b. Taught course sessions in an organized way	80	+5	+4	+5
5c. Used examples or illustrations to explain difficult points	80	+4	+3	+3
5d. Provided feedback on a draft or work in progress	67	+6	+7	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	66	+4	+6	+3

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

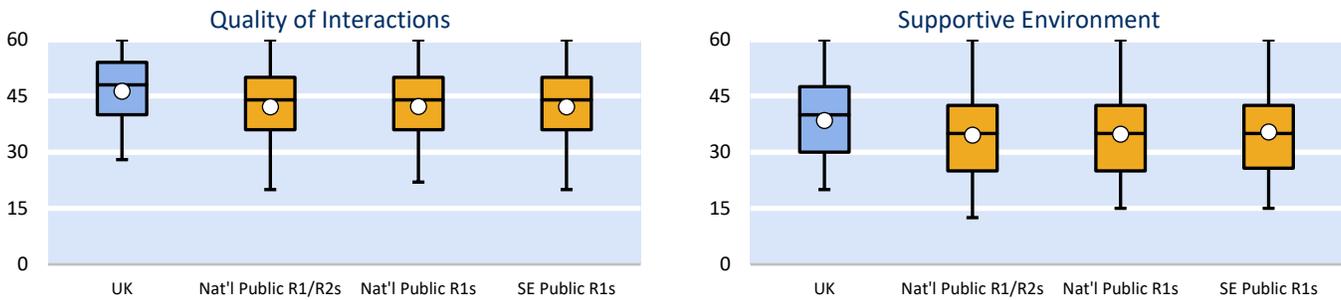
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UK Mean	Your first-year students compared with					
		Nat'l Public R1/R2s		Nat'l Public R1s		SE Public R1s	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	46.3	42.2 ***	.36	42.3 ***	.36	42.2 ***	.35
Supportive Environment	38.5	34.6 ***	.30	34.8 ***	.28	35.4 ***	.23

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	UK	Percentage point difference ^a between your FY students and		
		Nat'l Public R1/R2s	Nat'l Public R1s	SE Public R1s
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	57	+7	+6	+6
13b. Academic advisors	70	+19	+18	+18
13c. Faculty	55	+8	+8	+8
13d. Student services staff (career services, student activities, housing, etc.)	55	+11	+11	+11
13e. Other administrative staff and offices (registrar, financial aid, etc.)	53	+12	+13	+12
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	77	+7	+6	+5
14c. Using learning support services (tutoring services, writing center, etc.)	77	+5	+5	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	68	+9	+8	+9
14e. Providing opportunities to be involved socially	78	+9	+7	+6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	74	+8	+7	+6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	54	+16	+17	+16
14h. Attending campus activities and events (performing arts, athletic events, etc.)	76	+11	+9	+7
14i. Attending events that address important social, economic, or political issues	57	+13	+13	+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.

Campus Environment: Seniors

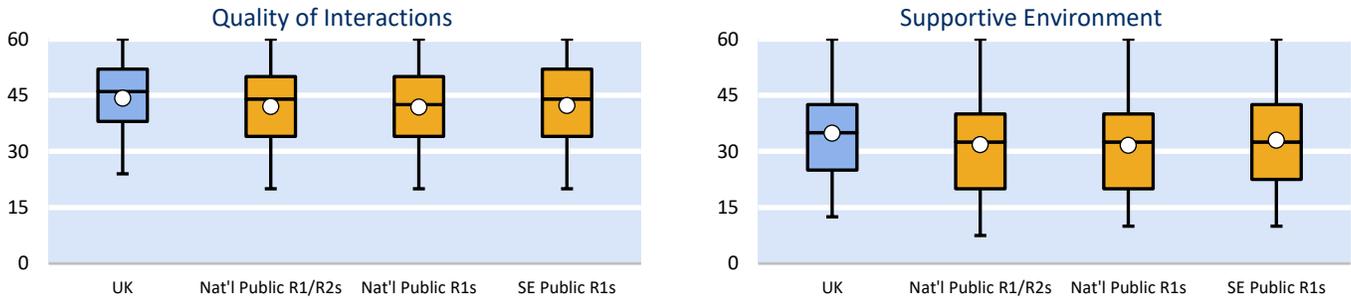
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UK Mean	Your seniors compared with					
		Nat'l Public R1/R2s		Nat'l Public R1s		SE Public R1s	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.3	42.1 ***	.18	41.9 ***	.20	42.3 ***	.16
Supportive Environment	34.9	31.8 ***	.22	31.7 ***	.23	33.0 ***	.13

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	UK	Percentage point difference ^a between your seniors and		
		Nat'l Public R1/R2s	Nat'l Public R1s	SE Public R1s
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	60	+2	+2	+1
13b. Academic advisors	59	+10	+10	+11
13c. Faculty	57	+4	+5	+3
13d. Student services staff (career services, student activities, housing, etc.)	47	+3	+4	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	+4	+5	+3
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	71	+6	+7	+5
14c. Using learning support services (tutoring services, writing center, etc.)	69	+7	+8	+5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	+5	+5	+3
14e. Providing opportunities to be involved socially	71	+7	+7	+4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	+8	+9	+6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	42	+11	+12	+9
14h. Attending campus activities and events (performing arts, athletic events, etc.)	66	+9	+7	+4
14i. Attending events that address important social, economic, or political issues	45	+6	+7	+5

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

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

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Comparisons with Top 50% and Top 10% Institutions

While NSSE’s policy is not to rank institutions (see go.iu.edu/NSSE-PnP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2022 and 2023 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2022 and 2023 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	UK Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	40.6	39.5 ***	.08	✓	42.2 ***	-.13	
Academic	Reflective and Integrative Learning	38.1	37.2 ***	.07	✓	39.8 ***	-.15	
Challenge	Learning Strategies	40.8	39.8 ***	.08	✓	42.9 ***	-.15	
	Quantitative Reasoning	35.0	30.6 ***	.28	✓	33.3 ***	.11	✓
Learning	Collaborative Learning	37.2	33.2 ***	.28	✓	36.5 *	.05	✓
with Peers	Discussions with Diverse Others	42.4	40.5 ***	.13	✓	43.8 ***	-.10	
Experiences	Student-Faculty Interaction	30.1	25.3 ***	.32	✓	29.1 **	.07	✓
with Faculty	Effective Teaching Practices	39.7	40.1	-.03	✓	43.3 ***	-.27	
Campus	Quality of Interactions	46.3	45.2 ***	.09	✓	48.1 ***	-.16	
Environment	Supportive Environment	38.5	36.7 ***	.14	✓	39.8 ***	-.11	

Seniors

Theme	Engagement Indicator	UK Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	40.6	42.1 ***	-.11		44.7 ***	-.32	
Academic	Reflective and Integrative Learning	38.4	40.6 ***	-.17		43.1 ***	-.39	
Challenge	Learning Strategies	39.8	41.0 ***	-.08		43.6 ***	-.27	
	Quantitative Reasoning	34.0	32.7 ***	.08	✓	36.3 ***	-.14	
Learning	Collaborative Learning	34.6	34.7	-.01	✓	38.1 ***	-.25	
with Peers	Discussions with Diverse Others	41.5	41.1	.03	✓	43.9 ***	-.17	
Experiences	Student-Faculty Interaction	27.3	29.6 ***	-.15		34.3 ***	-.44	
with Faculty	Effective Teaching Practices	40.7	42.1 ***	-.11		44.7 ***	-.30	
Campus	Quality of Interactions	44.3	45.4 ***	-.09		47.9 ***	-.29	
Environment	Supportive Environment	34.9	34.5	.03	✓	37.7 ***	-.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 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												
UK (N = 2612)	40.6	13.2	.26	20	30	40	50	60				
Nat'l Public R1/R2s	38.0	13.2	.04	20	30	40	45	60	2,714	2.6	.000	.195
Nat'l Public R1s	38.1	13.1	.05	20	30	40	45	60	85,900	2.4	.000	.183
SE Public R1s	38.1	13.4	.07	20	30	40	45	60	2,984	2.5	.000	.183
Top 50%	39.5	13.2	.03	20	30	40	50	60	237,547	1.0	.000	.078
Top 10%	42.2	12.8	.08	20	35	40	55	60	31,424	-1.7	.000	-.131
Reflective & Integrative Learning												
UK (N = 2745)	38.1	12.3	.24	20	29	40	46	60				
Nat'l Public R1/R2s	35.5	12.0	.03	17	29	34	43	57	149,911	2.6	.000	.214
Nat'l Public R1s	35.5	12.0	.04	17	29	34	43	57	93,822	2.7	.000	.222
SE Public R1s	35.4	12.3	.06	17	26	34	43	57	45,915	2.7	.000	.218
Top 50%	37.2	12.0	.03	20	29	37	46	60	223,126	.9	.000	.074
Top 10%	39.8	11.8	.07	20	31	40	49	60	3,234	-1.7	.000	-.146
Learning Strategies												
UK (N = 2489)	40.8	13.5	.27	20	33	40	53	60				
Nat'l Public R1/R2s	37.4	13.7	.04	20	27	40	47	60	2,591	3.4	.000	.249
Nat'l Public R1s	37.6	13.6	.05	20	27	40	47	60	2,654	3.3	.000	.242
SE Public R1s	38.1	13.8	.07	20	27	40	47	60	2,860	2.7	.000	.198
Top 50%	39.8	13.9	.03	20	27	40	53	60	2,557	1.1	.000	.078
Top 10%	42.9	14.1	.07	20	33	40	60	60	2,860	-2.1	.000	-.150
Quantitative Reasoning												
UK (N = 2527)	35.0	15.2	.30	13	20	40	40	60				
Nat'l Public R1/R2s	29.7	15.2	.04	7	20	27	40	60	129,146	5.2	.000	.346
Nat'l Public R1s	29.9	15.1	.05	7	20	27	40	60	80,417	5.0	.000	.335
SE Public R1s	30.1	15.3	.08	7	20	27	40	60	38,919	4.9	.000	.320
Top 50%	30.6	15.3	.03	7	20	27	40	60	232,294	4.4	.000	.284
Top 10%	33.3	15.5	.08	7	20	33	40	60	37,277	1.7	.000	.109
Learning with Peers												
Collaborative Learning												
UK (N = 2841)	37.2	14.1	.26	15	25	40	45	60				
Nat'l Public R1/R2s	30.6	14.3	.04	10	20	30	40	60	163,473	6.6	.000	.462
Nat'l Public R1s	31.0	14.3	.05	10	20	30	40	60	103,146	6.2	.000	.432
SE Public R1s	30.6	14.5	.07	10	20	30	40	60	50,949	6.6	.000	.456
Top 50%	33.2	13.9	.03	10	25	35	40	60	260,096	4.0	.000	.285
Top 10%	36.5	13.7	.06	15	25	35	45	60	3,154	.7	.016	.048
Discussions with Diverse Others												
UK (N = 2500)	42.4	14.2	.28	20	35	40	60	60				
Nat'l Public R1/R2s	38.9	15.4	.04	15	30	40	50	60	2,618	3.5	.000	.230
Nat'l Public R1s	39.8	15.1	.05	15	30	40	55	60	2,687	2.7	.000	.178
SE Public R1s	39.9	15.5	.08	15	30	40	55	60	2,934	2.5	.000	.162
Top 50%	40.5	14.8	.03	20	30	40	55	60	210,561	1.9	.000	.130
Top 10%	43.8	13.8	.09	20	35	45	60	60	24,690	-1.3	.000	-.096

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												
UK (N = 2652)	30.1	15.8	.31	5	20	30	40	60				
Nat'l Public R1/R2s	20.7	15.0	.04	0	10	20	30	50	2,741	9.4	.000	.629
Nat'l Public R1s	20.5	14.8	.05	0	10	20	30	50	2,795	9.6	.000	.648
SE Public R1s	21.2	15.1	.07	0	10	20	30	50	2,973	9.0	.000	.591
Top 50%	25.3	15.2	.04	5	15	25	35	60	2,756	4.9	.000	.319
Top 10%	29.1	15.2	.12	5	20	25	40	60	3,547	1.0	.003	.065
Effective Teaching Practices												
UK (N = 2624)	39.7	13.1	.26	20	32	40	48	60				
Nat'l Public R1/R2s	37.3	13.0	.04	16	28	40	48	60	136,807	2.4	.000	.182
Nat'l Public R1s	37.3	12.9	.04	16	28	36	44	60	85,351	2.4	.000	.186
SE Public R1s	37.5	13.2	.07	16	28	40	48	60	2,991	2.2	.000	.165
Top 50%	40.1	13.5	.03	16	32	40	52	60	2,714	-.4	.093	-.032
Top 10%	43.3	13.3	.09	20	36	44	56	60	3,317	-3.5	.000	-.267
Campus Environment												
Quality of Interactions												
UK (N = 2396)	46.3	10.3	.21	28	40	48	54	60				
Nat'l Public R1/R2s	42.2	11.5	.03	20	36	44	50	60	2,520	4.1	.000	.357
Nat'l Public R1s	42.3	11.3	.04	22	36	44	50	60	2,592	4.0	.000	.356
SE Public R1s	42.2	11.7	.06	20	36	44	50	60	2,857	4.1	.000	.353
Top 50%	45.2	11.5	.03	24	38	46	54	60	2,506	1.0	.000	.091
Top 10%	48.1	12.1	.08	24	42	50	60	60	3,075	-1.9	.000	-.156
Supportive Environment												
UK (N = 2423)	38.5	13.0	.26	20	30	40	48	60				
Nat'l Public R1/R2s	34.6	13.2	.04	13	25	35	43	60	2,524	3.9	.000	.297
Nat'l Public R1s	34.8	12.9	.05	15	25	35	43	60	76,709	3.7	.000	.285
SE Public R1s	35.4	13.3	.07	15	26	35	43	60	2,790	3.0	.000	.230
Top 50%	36.7	13.1	.03	15	28	38	45	60	2,508	1.8	.000	.135
Top 10%	39.8	12.7	.11	20	30	40	50	60	16,946	-1.3	.000	-.106

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												
UK (N = 2343)	40.6	13.5	.28	20	30	40	50	60				
Nat'l Public R1/R2s	40.0	13.9	.04	20	30	40	50	60	145,040	.6	.050	.041
Nat'l Public R1s	39.9	13.8	.05	20	30	40	50	60	92,080	.7	.009	.054
SE Public R1s	40.3	14.2	.07	15	30	40	50	60	2,658	.3	.267	.022
Top 50%	42.1	13.7	.03	20	35	40	55	60	2,410	-1.4	.000	-.106
Top 10%	44.7	12.8	.10	20	40	45	60	60	18,396	-4.1	.000	-.318
Reflective & Integrative Learning												
UK (N = 2469)	38.4	12.7	.26	20	29	40	46	60				
Nat'l Public R1/R2s	38.0	13.0	.03	17	29	37	49	60	2,552	.4	.087	.034
Nat'l Public R1s	37.7	12.9	.04	17	29	37	46	60	98,766	.7	.007	.055
SE Public R1s	38.0	13.2	.06	17	29	37	49	60	2,783	.4	.142	.029
Top 50%	40.6	12.5	.03	20	31	40	51	60	154,545	-2.2	.000	-.174
Top 10%	43.1	11.8	.10	23	34	43	54	60	3,188	-4.7	.000	-.389
Learning Strategies												
UK (N = 2239)	39.8	14.1	.30	20	27	40	53	60				
Nat'l Public R1/R2s	38.5	14.6	.04	13	27	40	47	60	2,319	1.3	.000	.088
Nat'l Public R1s	38.2	14.6	.05	13	27	40	47	60	2,369	1.6	.000	.109
SE Public R1s	39.1	14.7	.08	13	27	40	53	60	2,542	.7	.030	.045
Top 50%	41.0	14.5	.03	20	33	40	53	60	2,298	-1.2	.000	-.083
Top 10%	43.6	14.1	.09	20	33	40	60	60	2,641	-3.8	.000	-.270
Quantitative Reasoning												
UK (N = 2263)	34.0	15.9	.33	7	20	33	40	60				
Nat'l Public R1/R2s	31.5	16.4	.04	0	20	33	40	60	2,344	2.5	.000	.152
Nat'l Public R1s	31.8	16.4	.06	0	20	33	40	60	2,393	2.2	.000	.137
SE Public R1s	32.2	16.8	.09	0	20	33	40	60	2,578	1.8	.000	.109
Top 50%	32.7	16.5	.04	7	20	33	40	60	2,315	1.4	.000	.083
Top 10%	36.3	16.2	.12	7	20	40	47	60	2,925	-2.2	.000	-.138
Learning with Peers												
Collaborative Learning												
UK (N = 2537)	34.6	15.0	.30	10	25	35	45	60				
Nat'l Public R1/R2s	31.6	15.3	.04	5	20	30	40	60	2,622	3.0	.000	.196
Nat'l Public R1s	32.0	15.3	.05	5	20	30	40	60	2,669	2.6	.000	.172
SE Public R1s	32.7	15.3	.07	5	20	30	45	60	2,837	2.0	.000	.129
Top 50%	34.7	14.2	.03	10	25	35	45	60	2,607	-.1	.794	-.005
Top 10%	38.1	13.6	.09	15	30	40	50	60	3,023	-3.5	.000	-.252
Discussions with Diverse Others												
UK (N = 2252)	41.5	14.7	.31	20	30	40	60	60				
Nat'l Public R1/R2s	39.4	16.0	.04	15	30	40	55	60	2,341	2.1	.000	.129
Nat'l Public R1s	39.9	15.7	.05	15	30	40	55	60	2,391	1.6	.000	.100
SE Public R1s	40.8	16.0	.08	15	30	40	60	60	2,586	.7	.028	.044
Top 50%	41.1	15.6	.04	15	30	40	55	60	2,314	.4	.161	.028
Top 10%	43.9	14.8	.10	20	35	45	60	60	2,796	-2.4	.000	-.165

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												
UK (N = 2378)	27.3	16.3	.33	0	15	25	40	60				
Nat'l Public R1/R2s	22.6	16.3	.04	0	10	20	35	60	149,494	4.6	.000	.283
Nat'l Public R1s	22.4	16.1	.05	0	10	20	35	55	2,499	4.9	.000	.301
SE Public R1s	23.6	16.7	.08	0	10	20	35	60	43,660	3.6	.000	.218
Top 50%	29.6	16.2	.06	5	20	30	40	60	80,981	-2.4	.000	-.147
Top 10%	34.3	15.8	.16	10	20	35	45	60	11,599	-7.0	.000	-.439
Effective Teaching Practices												
UK (N = 2335)	40.7	13.3	.27	20	32	40	52	60				
Nat'l Public R1/R2s	39.2	14.0	.04	16	28	40	50	60	2,420	1.5	.000	.105
Nat'l Public R1s	39.0	13.8	.05	16	28	40	48	60	2,469	1.7	.000	.122
SE Public R1s	39.8	14.2	.07	16	32	40	52	60	2,659	.8	.003	.060
Top 50%	42.1	13.8	.04	20	32	40	56	60	2,430	-1.5	.000	-.106
Top 10%	44.7	13.4	.10	20	36	44	56	60	2,935	-4.0	.000	-.301
Campus Environment												
Quality of Interactions												
UK (N = 2103)	44.3	11.3	.25	24	38	46	52	60				
Nat'l Public R1/R2s	42.1	12.3	.04	20	34	44	50	60	2,188	2.2	.000	.179
Nat'l Public R1s	41.9	12.2	.04	20	34	43	50	60	2,237	2.4	.000	.197
SE Public R1s	42.3	12.4	.07	20	34	44	52	60	2,425	2.0	.000	.161
Top 50%	45.4	12.1	.03	22	38	48	55	60	2,179	-1.1	.000	-.094
Top 10%	47.9	12.5	.07	22	40	50	60	60	2,439	-3.6	.000	-.291
Supportive Environment												
UK (N = 2196)	34.9	13.9	.30	13	25	35	43	60				
Nat'l Public R1/R2s	31.8	14.2	.04	8	20	33	40	60	133,449	3.1	.000	.220
Nat'l Public R1s	31.7	14.0	.05	10	20	33	40	60	84,152	3.2	.000	.231
SE Public R1s	33.0	14.5	.08	10	23	33	43	60	2,493	1.9	.000	.135
Top 50%	34.5	14.3	.04	10	25	35	45	60	2,281	.4	.196	.027
Top 10%	37.7	13.9	.13	15	28	38	48	60	13,976	-2.7	.000	-.197

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.