NSSE 2025
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
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

Report Sections

Overview (p. 3) — Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13) — Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items
Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15) — Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of all current- and prior-year institutions.

Detailed Statistics (pp. 16-End) — Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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

Engagement Indicators: Overview

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

▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with 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	△	△	△

NSSE 2025 Engagement Indicators

Academic Challenge
University of Kentucky

## 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

	UK	Nat'l Public R1/R2s		Nat'l Public R1s		SE Public R1s	
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Higher-Order Learning	40.4	38.5 ***	.14	38.9 ***	.11	38.8 ***	.12
Reflective & Integrative Learning	37.8	35.7 ***	.17	35.9 ***	.16	35.4 ***	.21
Learning Strategies	41.0	38.4 ***	.19	38.6 ***	.18	39.0 ***	.15
Quantitative Reasoning	34.8	30.0 ***	.31	30.7 ***	.26	30.4 ***	.28

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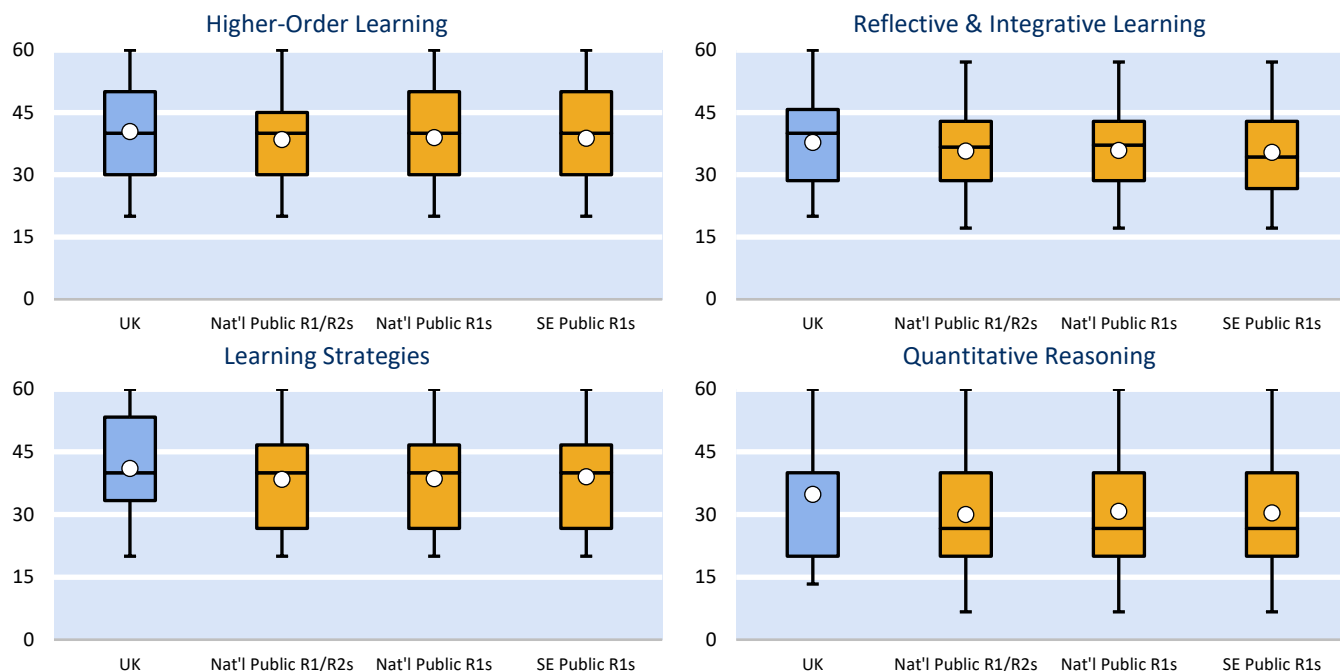
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

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		
Higher-Order Learning		Nat'l Public R1/R2s	Nat'l Public R1s	SE Public R1s
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	79	+7	+5	+5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	+4	+3	+3
4d. Evaluating a point of view, decision, or information source	74	+5	+5	+7
4e. Forming a new idea or understanding from various pieces of information	75	+4	+4	+6
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	64	+9	+9	+10
2b. Connected your learning to societal problems or issues	61	+10	+10	+11
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	60	+8	+8	+11
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	+5	+5	+6
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	75	+4	+4	+5
2f. Learned something that changed the way you understand an issue or concept	73	+4	+4	+5
2g. Connected ideas from your courses to your prior experiences and knowledge	79	-0	-1	-1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	77	+4	+3	+5
9b. Reviewed your notes after class	74	+8	+8	+5
9c. Summarized what you learned in class or from course materials	75	+9	+9	+7
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	66	+9	+8	+8
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	58	+13	+12	+13
6c. Evaluated what others have concluded from numerical information	59	+14	+12	+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.

NSSE 2025 Engagement Indicators

Academic Challenge
University of Kentucky

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

	UK	Nat'l Public R1/R2s		Nat'l Public R1s		SE Public R1s	
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Higher-Order Learning	41.9	40.7 **	.08	40.7 ***	.09	41.0 *	.06
Reflective & Integrative Learning	40.1	38.2 ***	.14	38.2 ***	.14	38.2 ***	.14
Learning Strategies	40.8	39.6 ***	.09	39.5 **	.09	40.4	.03
Quantitative Reasoning	34.8	31.7 ***	.19	32.4 ***	.15	32.6 ***	.13

Your seniors compared with

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

Score Distributions
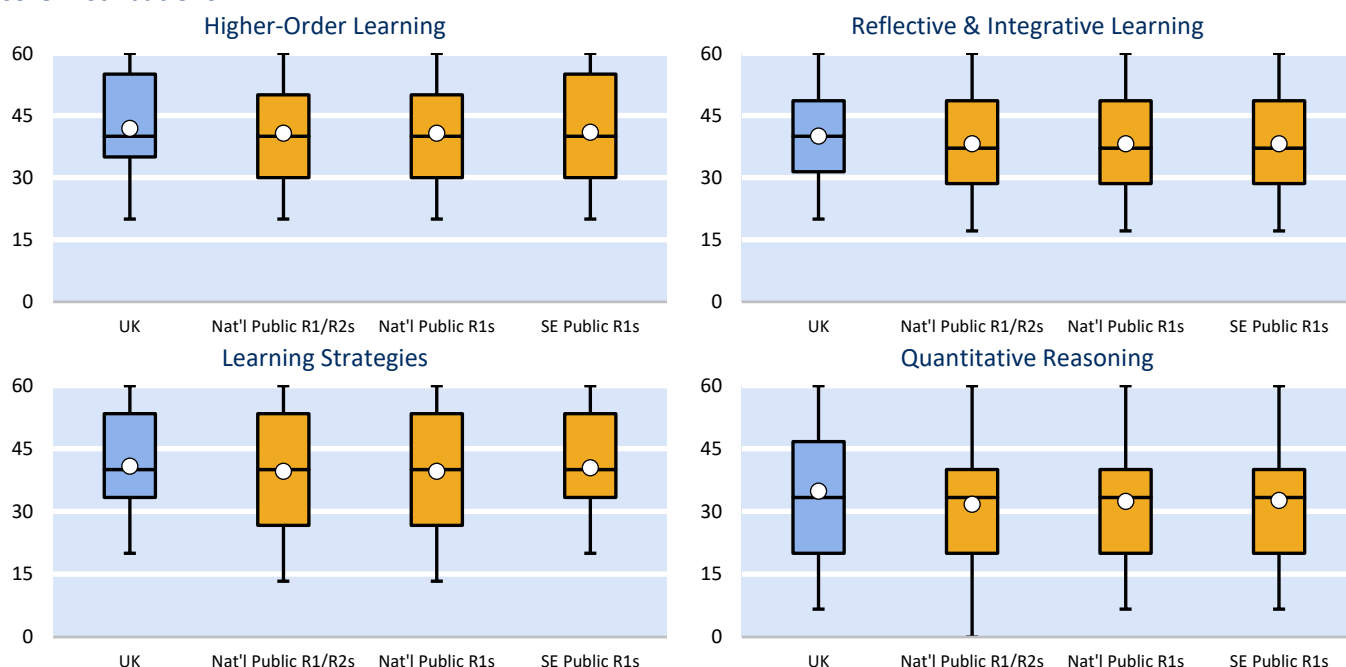
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Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	UK	Percentage point difference [a] between your seniors and		
Higher-Order Learning		**Nat'l Public R1/R2s**	**Nat'l Public R1s**	**SE Public R1s**
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	82	+4	+3	+2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	+2	+2	+2
4d. Evaluating a point of view, decision, or information source	73	+2	+3	+4
4e. Forming a new idea or understanding from various pieces of information	77	+4	+4	+4
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	76	+7	+6	+5
2b. Connected your learning to societal problems or issues	68	+8	+9	+9
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	60	+8	+8	+10
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71	+5	+5	+5
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	75	+3	+3	+4
2f. Learned something that changed the way you understand an issue or concept	74	+2	+2	+3
2g. Connected ideas from your courses to your prior experiences and knowledge	86	+2	+2	+2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	78	+2	+2	+2
9b. Reviewed your notes after class	71	+4	+5	+1
9c. Summarized what you learned in class or from course materials	73	+5	+5	+2
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	65	+7	+5	+5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	56	+7	+6	+5
6c. Evaluated what others have concluded from numerical information	59	+10	+7	+8

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

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NSSE 2025 Engagement Indicators
Learning with Peers
University of Kentucky
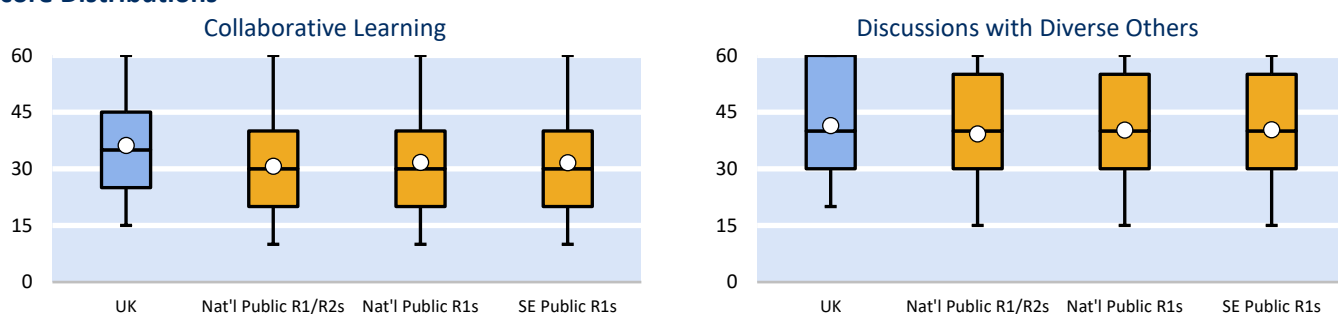
Learning with Peers: First-year students

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

	UK	Your first-year students compared with					
		Nat'l Public R1/R2s		Nat'l Public R1s		SE Public R1s	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.2	30.7 ***	.39	31.7 ***	.31	31.6 ***	.32
Discussions with Diverse Others	41.4	39.2 ***	.14	40.2 ***	.08	40.3 **	.08

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

Score Distributions

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Performance on Indicator Items

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	UK	Percentage point difference [a] between your FY students and		
Collaborative Learning		Nat'l Public R1/R2s	Nat'l Public R1s	SE Public R1s
Percentage of students who responded that they "Very often" or "Often"…	%			
1b. Asked another student to help you understand course material	59	+12	+9	+9
1c. Explained course material to one or more students	60	+10	+7	+6
1d. Prepared for exams by discussing or working through course material with other students	59	+16	+13	+13
1e. Worked with other students on course projects or assignments	69	+15	+14	+17
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of races or ethnicities other than your own	76	+5	+2	+3
8b. People from economic backgrounds other than your own	78	+6	+4	+4
8c. People with religious beliefs other than your own	72	+5	+3	+5
8d. People with political views other than your own	72	+10	+8	+4

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NSSE 2025 Engagement Indicators

Learning with Peers
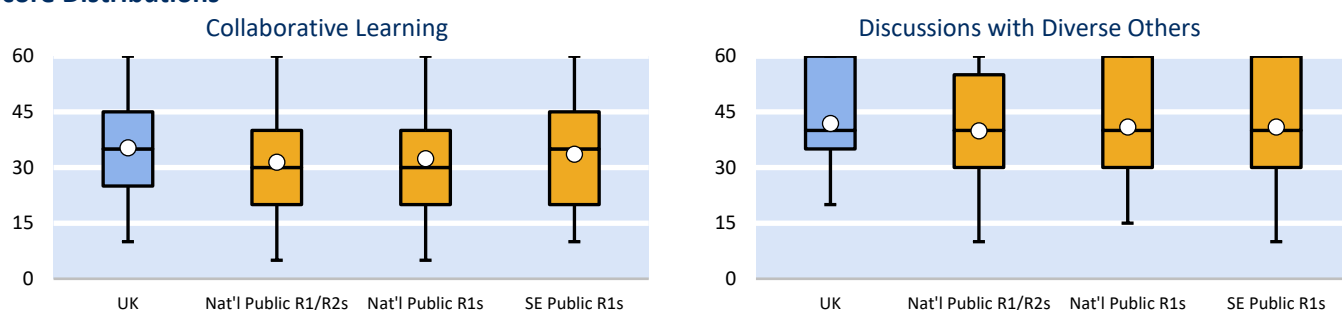## University of Kentucky

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

| | UK | Your seniors compared with | | | | | |
| | | Nat'l Public R1/R2s | | Nat'l Public R1s | | SE Public R1s | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.3	31.5 ***	.25	32.4 ***	.19	33.6 ***	.11
Discussions with Diverse Others	41.9	39.9 ***	.12	40.9 *	.06	40.9 *	.06

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

Score Distributions

Collaborative Learning

Discussions with Diverse Others

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.

| Collaborative Learning | UK | Percentage point difference [a] between your seniors and | | |
		Nat'l Public R1/R2s	Nat'l Public R1s	SE Public R1s
Percentage of students who responded that they "Very often" or "Often"…	%			
1b. Asked another student to help you understand course material	54	+11	+9	+8
1c. Explained course material to one or more students	62	+9	+7	+5
1d. Prepared for exams by discussing or working through course material with other students	53	+11	+9	+6
1e. Worked with other students on course projects or assignments	71	+8	+5	+4

Discussions with Diverse Others	UK	Nat'l Public R1/R2s	Nat'l Public R1s	SE Public R1s
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of races or ethnicities other than your own	74	+3	-0	+1
8b. People from economic backgrounds other than your own	78	+5	+3	+3
8c. People with religious beliefs other than your own	73	+5	+3	+5
8d. People with political views other than your own	71	+9	+7	+3

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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

	UK	Nat'l Public R1/R2s		Nat'l Public R1s		SE Public R1s	
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Student-Faculty Interaction	29.8	21.8 ***	.53	22.0 ***	.51	22.5 ***	.48
Effective Teaching Practices	40.1	38.7 ***	.11	38.7 ***	.11	38.6 ***	.11

Your first-year students compared with

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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		Percentage point difference [a] between your FY students and		
Student-Faculty Interaction	UK	Nat'l Public R1/R2s	Nat'l Public R1s	SE Public R1s
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	57	+19	+19	+18
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	41	+17	+17	+17
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	43	+16	+15	+15
3d. Discussed your academic performance with a faculty member	50	+20	+20	+19
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	79	+1	+1	+1
5b. Taught course sessions in an organized way	77	+2	+1	+2
5c. Used examples or illustrations to explain difficult points	78	+3	+2	+1
5d. Provided feedback on a draft or work in progress	69	+7	+7	+9
5e. Provided prompt and detailed feedback on tests or completed assignments	68	+9	+10	+11

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NSSE 2025 Engagement Indicators

Experiences with Faculty

University of Kentucky
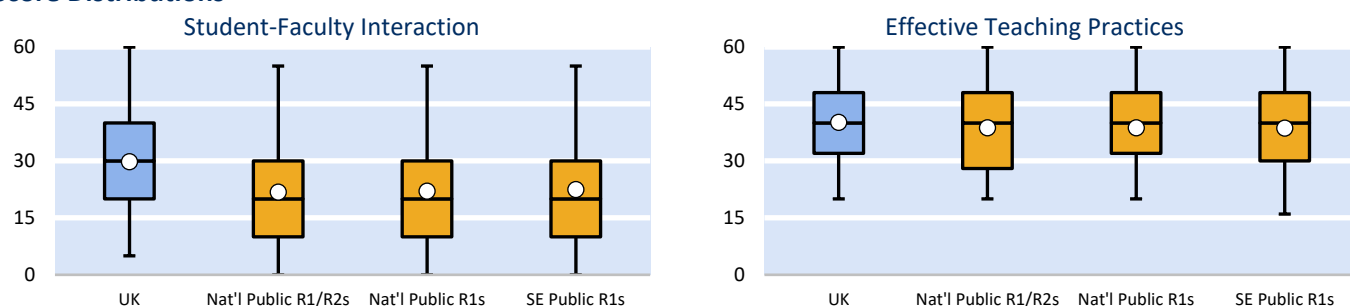
Experiences with Faculty: Seniors

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	Nat'l Public R1/R2s Mean	Effect size	Nat'l Public R1s Mean	Effect size	SE Public R1s Mean	Effect size
Student-Faculty Interaction	28.2	23.5 ***	.28	23.7 ***	.27	25.1 ***	.18
Effective Teaching Practices	42.3	40.3 ***	.14	40.2 ***	.15	41.1 ***	.09

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

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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.

Student-Faculty Interaction	UK %	Nat'l Public R1/R2s	Nat'l Public R1s	SE Public R1s
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	53	+11	+11	+7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	38	+10	+9	+6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	40	+9	+8	+6
3d. Discussed your academic performance with a faculty member	41	+10	+10	+8
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	84	+2	+2	+1
5b. Taught course sessions in an organized way	82	+4	+4	+3
5c. Used examples or illustrations to explain difficult points	82	+4	+4	+3
5d. Provided feedback on a draft or work in progress	72	+9	+10	+8
5e. Provided prompt and detailed feedback on tests or completed assignments	70	+7	+8	+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.
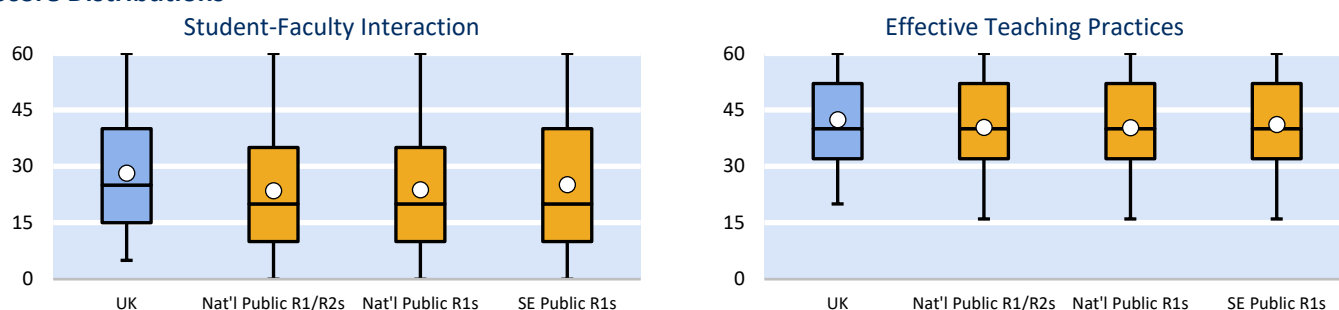
NSSE 2025 Engagement Indicators

Campus Environment
University of Kentucky

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

	UK	Your first-year students compared with					
		Nat'l Public R1/R2s		Nat'l Public R1s		SE Public R1s	
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Quality of Interactions	46.3	43.2 ***	.27	43.5 ***	.25	44.4 ***	.17
Supportive Environment	38.6	35.7 ***	.22	36.3 ***	.18	37.2 ***	.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).

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
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	59	+8	+6	+2
13b. Academic advisors	67	+12	+12	+10
13c. Faculty	58	+6	+5	+3
13d. Student services staff (career services, student activities, housing, etc.)	57	+10	+9	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	55	+10	+11	+8
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	77	+3	+2	+1
14c. Using learning support services (tutoring services, writing center, etc.)	76	+2	+1	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	65	+5	+3	+7
14e. Providing opportunities to be involved socially	76	+4	+2	-0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	75	+6	+4	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	58	+17	+16	+15
14h. Attending campus activities and events (performing arts, athletic events, etc.)	74	+6	+4	-3
14i. Attending events that address important social, economic, or political issues	56	+12	+12	+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.

NSSE 2025 Engagement Indicators

Campus Environment
University of Kentucky
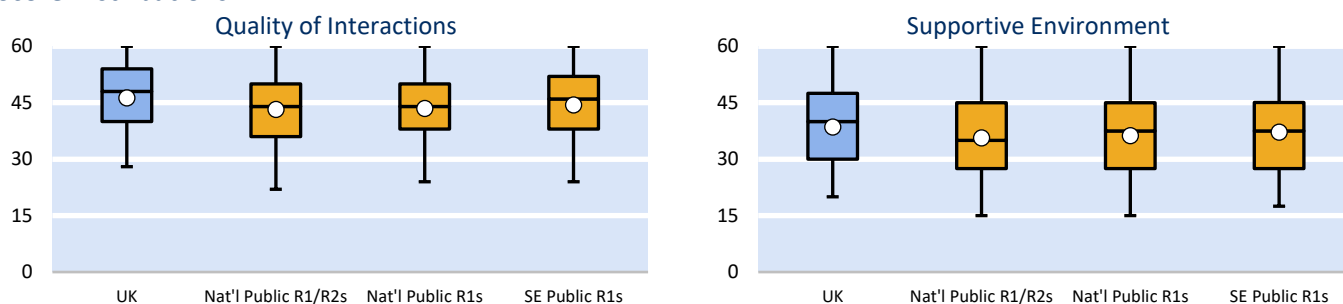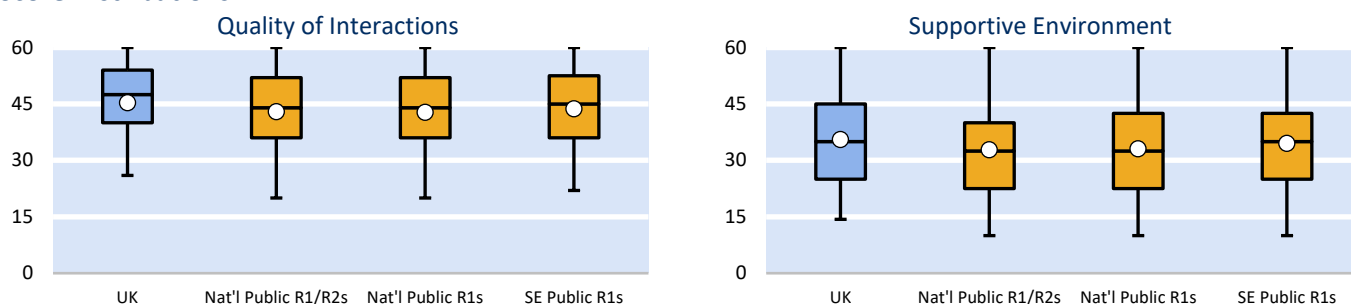
Campus Environment: Seniors

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

	UK	Your seniors compared with					
		Nat'l Public R1/R2s		Nat'l Public R1s		SE Public R1s	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.4	43.0 ***	.20	42.8 ***	.21	43.7 ***	.13
Supportive Environment	35.6	32.8 ***	.20	33.1 ***	.18	34.6 *	.07

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
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	62	+3	+2	-1
13b. Academic advisors	61	+10	+11	+11
13c. Faculty	61	+4	+5	+2
13d. Student services staff (career services, student activities, housing, etc.)	52	+6	+7	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	50	+6	+7	+4
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	74	+4	+4	+2
14c. Using learning support services (tutoring services, writing center, etc.)	70	+4	+4	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	+3	+2	+3
14e. Providing opportunities to be involved socially	75	+8	+7	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	71	+9	+9	+4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	45	+12	+12	+10
14h. Attending campus activities and events (performing arts, athletic events, etc.)	69	+10	+7	+1
14i. Attending events that address important social, economic, or political issues	42	+4	+4	+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.

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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 2024 and 2025 NSSE institutions, and

    (b) institutions with average scores placing them in the top 10% of all 2024 and 2025 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

| | | UK | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.4	40.3	.01	✓	42.9 ***	-.19	
	Reflective and Integrative Learning	37.8	37.6	.02	✓	40.0 ***	-.18	
	Learning Strategies	41.0	40.9	.01	✓	43.8 ***	-.19	
	Quantitative Reasoning	34.8	31.1 ***	.24	✓	33.5 ***	.09	✓
Learning with Peers	Collaborative Learning	36.2	33.0 ***	.23	✓	36.2	.00	✓
	Discussions with Diverse Others	41.4	40.9	.04	✓	43.7 ***	-.16	
Experiences with Faculty	Student-Faculty Interaction	29.8	25.6 ***	.27	✓	29.6	.01	✓
	Effective Teaching Practices	40.1	41.7 ***	-.12		44.4 ***	-.31	
Campus Environment	Quality of Interactions	46.3	46.5	-.02	✓	49.1 ***	-.23	
	Supportive Environment	38.6	38.0	.04	✓	40.6 ***	-.16	

Seniors

| | | UK | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.9	42.9 **	-.08		45.5 ***	-.28	
	Reflective and Integrative Learning	40.1	41.0 **	-.07		43.8 ***	-.30	
	Learning Strategies	40.8	42.2 ***	-.10		44.6 ***	-.27	
	Quantitative Reasoning	34.8	33.6 **	.08	✓	36.9 ***	-.13	
Learning with Peers	Collaborative Learning	35.3	34.9	.03	✓	38.5 ***	-.23	
	Discussions with Diverse Others	41.9	41.8	.01	✓	44.8 ***	-.20	
Experiences with Faculty	Student-Faculty Interaction	28.2	30.8 ***	-.16		34.8 ***	-.41	
	Effective Teaching Practices	42.3	43.4 ***	-.08		46.2 ***	-.30	
Campus Environment	Quality of Interactions	45.4	46.4 **	-.08		49.1 ***	-.31	
	Supportive Environment	35.6	35.9	-.02	✓	39.4 ***	-.28	

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 = 2014)	40.4	13.0	.29	20	30	40	50	60				
Nat'l Public R1/R2s	38.5	13.1	.04	20	30	40	45	60	2,111	1.9	.000	.144
Nat'l Public R1s	38.9	13.0	.06	20	30	40	50	60	2,177	1.5	.000	.112
SE Public R1s	38.8	13.3	.11	20	30	40	50	60	2,604	1.6	.000	.118
Top 50%	40.3	13.2	.04	20	30	40	50	60	2,079	.1	.633	.011
Top 10%	42.9	12.7	.10	20	35	40	55	60	2,472	-2.5	.000	-.194
Reflective & Integrative Learning												
UK (N = 2125)	37.8	12.4	.27	20	29	40	46	60				
Nat'l Public R1/R2s	35.7	12.1	.04	17	29	37	43	57	2,216	2.1	.000	.174
Nat'l Public R1s	35.9	12.0	.05	17	29	37	43	57	2,280	2.0	.000	.164
SE Public R1s	35.4	11.9	.09	17	27	34	43	57	2,638	2.5	.000	.206
Top 50%	37.6	12.0	.04	20	29	37	46	60	2,196	.2	.469	.016
Top 10%	40.0	12.1	.10	20	31	40	49	60	2,712	-2.2	.000	-.180
Learning Strategies												
UK (N = 1888)	41.0	13.7	.32	20	33	40	53	60				
Nat'l Public R1/R2s	38.4	13.8	.05	20	27	40	47	60	1,981	2.6	.000	.190
Nat'l Public R1s	38.6	13.7	.06	20	27	40	47	60	2,045	2.5	.000	.179
SE Public R1s	39.0	13.8	.12	20	27	40	47	60	2,448	2.0	.000	.147
Top 50%	40.9	13.9	.04	20	33	40	53	60	1,953	.1	.695	.009
Top 10%	43.8	14.2	.09	20	33	40	60	60	2,174	-2.7	.000	-.193
Quantitative Reasoning												
UK (N = 1937)	34.8	15.1	.34	13	20	40	40	60				
Nat'l Public R1/R2s	30.0	15.5	.05	7	20	27	40	60	2,035	4.8	.000	.312
Nat'l Public R1s	30.7	15.3	.07	7	20	27	40	60	2,101	4.0	.000	.265
SE Public R1s	30.4	15.7	.13	7	20	27	40	60	2,545	4.4	.000	.283
Top 50%	31.1	15.5	.04	7	20	33	40	60	2,002	3.7	.000	.235
Top 10%	33.5	15.6	.11	7	20	33	40	60	2,313	1.3	.000	.086
Learning with Peers												
Collaborative Learning												
UK (N = 2196)	36.2	14.3	.31	15	25	35	45	60				
Nat'l Public R1/R2s	30.7	14.3	.04	10	20	30	40	60	2,290	5.5	.000	.385
Nat'l Public R1s	31.7	14.4	.06	10	20	30	40	60	2,359	4.5	.000	.313
SE Public R1s	31.6	14.4	.10	10	20	30	40	60	2,731	4.6	.000	.321
Top 50%	33.0	13.8	.04	10	25	30	40	60	2,270	3.2	.000	.233
Top 10%	36.2	13.5	.09	15	25	35	45	60	2,596	-.1	.842	-.005
Discussions with Diverse Others												
UK (N = 1919)	41.4	15.0	.34	20	30	40	60	60				
Nat'l Public R1/R2s	39.2	15.6	.06	15	30	40	55	60	2,021	2.2	.000	.142
Nat'l Public R1s	40.2	15.2	.07	15	30	40	55	60	2,083	1.2	.001	.079
SE Public R1s	40.3	15.2	.13	15	30	40	55	60	2,497	1.2	.001	.078
Top 50%	40.9	14.9	.04	20	30	40	55	60	1,985	.6	.092	.039
Top 10%	43.7	13.9	.12	20	35	45	60	60	2,415	-2.3	.000	-.164

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 = 2051)	29.8	15.5	.34	5	20	30	40	60				
Nat'l Public R1/R2s	21.8	15.2	.05	0	10	20	30	55	2,141	8.0	.000	.527
Nat'l Public R1s	22.0	15.2	.07	0	10	20	30	55	2,206	7.8	.000	.509
SE Public R1s	22.5	15.2	.12	0	10	20	30	55	2,577	7.3	.000	.482
Top 50%	25.6	15.3	.06	5	15	25	35	60	2,157	4.2	.000	.274
Top 10%	29.6	15.6	.16	5	20	25	40	60	3,040	.2	.630	.012
Effective Teaching Practices												
UK (N = 2018)	40.1	13.2	.29	20	32	40	48	60				
Nat'l Public R1/R2s	38.7	13.1	.04	20	28	40	48	60	2,112	1.4	.000	.108
Nat'l Public R1s	38.7	12.9	.06	20	32	40	48	60	2,175	1.4	.000	.109
SE Public R1s	38.6	13.0	.11	16	30	40	48	60	2,574	1.5	.000	.114
Top 50%	41.7	13.3	.04	20	32	40	52	60	2,109	-1.6	.000	-.123
Top 10%	44.4	14.2	.10	20	36	45	60	60	2,523	-4.3	.000	-.308
Campus Environment												
Quality of Interactions												
UK (N = 1803)	46.3	10.8	.25	28	40	48	54	60				
Nat'l Public R1/R2s	43.2	11.3	.04	22	36	44	50	60	1,903	3.1	.000	.270
Nat'l Public R1s	43.5	11.0	.05	24	38	44	50	60	1,964	2.8	.000	.252
SE Public R1s	44.4	10.9	.10	24	38	46	52	60	2,359	1.9	.000	.171
Top 50%	46.5	11.5	.04	25	40	48	56	60	1,903	-.2	.422	-.018
Top 10%	49.1	12.0	.08	26	43	52	60	60	2,221	-2.8	.000	-.234
Supportive Environment												
UK (N = 1838)	38.6	13.4	.31	20	30	40	48	60				
Nat'l Public R1/R2s	35.7	13.3	.05	15	28	35	45	60	1,926	2.9	.000	.217
Nat'l Public R1s	36.3	13.0	.06	15	28	38	45	60	1,981	2.3	.000	.175
SE Public R1s	37.2	13.0	.11	18	28	38	45	60	2,351	1.4	.000	.103
Top 50%	38.0	13.1	.05	18	30	40	48	60	1,921	.6	.070	.044
Top 10%	40.6	12.5	.12	20	33	40	50	60	2,364	-2.0	.000	-.157

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 = 1494)	41.9	13.3	.34	20	35	40	55	60				
Nat'l Public R1/R2s	40.7	13.8	.05	20	30	40	50	60	1,563	1.1	.001	.083
Nat'l Public R1s	40.7	13.7	.07	20	30	40	50	60	1,615	1.2	.001	.085
SE Public R1s	41.0	14.0	.13	20	30	40	55	60	1,940	.9	.018	.063
Top 50%	42.9	13.6	.05	20	35	40	55	60	1,553	-1.0	.003	-.076
Top 10%	45.5	12.7	.14	20	40	45	60	60	2,053	-3.6	.000	-.284
Reflective & Integrative Learning												
UK (N = 1563)	40.1	12.6	.32	20	31	40	49	60				
Nat'l Public R1/R2s	38.2	12.9	.05	17	29	37	49	60	1,632	1.8	.000	.143
Nat'l Public R1s	38.2	12.9	.06	17	29	37	49	60	1,685	1.9	.000	.144
SE Public R1s	38.2	13.2	.12	17	29	37	49	60	2,011	1.8	.000	.141
Top 50%	41.0	12.3	.05	20	31	40	51	60	1,632	-.9	.006	-.072
Top 10%	43.8	12.0	.14	23	34	43	54	60	2,253	-3.7	.000	-.304
Learning Strategies												
UK (N = 1402)	40.8	14.0	.37	20	33	40	53	60				
Nat'l Public R1/R2s	39.6	14.6	.06	13	27	40	53	60	1,468	1.3	.001	.086
Nat'l Public R1s	39.5	14.5	.08	13	27	40	53	60	1,519	1.3	.001	.087
SE Public R1s	40.4	14.5	.14	20	33	40	53	60	1,817	.4	.340	.027
Top 50%	42.2	14.5	.05	20	33	40	53	60	1,455	-1.4	.000	-.095
Top 10%	44.6	14.1	.12	20	33	47	60	60	1,700	-3.8	.000	-.273
Quantitative Reasoning												
UK (N = 1428)	34.8	15.8	.42	7	20	33	47	60				
Nat'l Public R1/R2s	31.7	16.4	.06	0	20	33	40	60	1,495	3.1	.000	.191
Nat'l Public R1s	32.4	16.4	.08	7	20	33	40	60	1,547	2.4	.000	.148
SE Public R1s	32.6	16.7	.16	7	20	33	40	60	1,874	2.2	.000	.133
Top 50%	33.6	16.5	.06	7	20	33	47	60	1,483	1.2	.003	.075
Top 10%	36.9	16.1	.15	7	27	40	47	60	1,830	-2.1	.000	-.134
Learning with Peers												
Collaborative Learning												
UK (N = 1612)	35.3	15.2	.38	10	25	35	45	60				
Nat'l Public R1/R2s	31.5	15.5	.06	5	20	30	40	60	1,681	3.8	.000	.248
Nat'l Public R1s	32.4	15.3	.07	5	20	30	40	60	1,731	2.9	.000	.190
SE Public R1s	33.6	15.4	.13	10	20	35	45	60	2,024	1.7	.000	.113
Top 50%	34.9	14.4	.05	10	25	35	45	60	1,671	.4	.311	.027
Top 10%	38.5	13.6	.13	15	30	40	50	60	1,987	-3.2	.000	-.230
Discussions with Diverse Others												
UK (N = 1422)	41.9	15.2	.40	20	35	40	60	60				
Nat'l Public R1/R2s	39.9	16.3	.06	10	30	40	55	60	1,493	2.0	.000	.124
Nat'l Public R1s	40.9	15.9	.08	15	30	40	60	60	1,542	1.0	.014	.064
SE Public R1s	40.9	16.3	.16	10	30	40	60	60	1,882	1.0	.022	.061
Top 50%	41.8	15.5	.06	15	30	40	60	60	1,477	.1	.809	.006
Top 10%	44.8	14.5	.19	20	35	45	60	60	2,064	-2.9	.000	-.196

NSSE 2025 Engagement Indicators

Detailed Statistics[a]
University of Kentucky

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 = 1512)	28.2	16.5	.43	5	15	25	40	60				
Nat'l Public R1/R2s	23.5	16.5	.06	0	10	20	35	60	1,575	4.7	.000	.283
Nat'l Public R1s	23.7	16.4	.08	0	10	20	35	60	1,624	4.5	.000	.273
SE Public R1s	25.1	17.0	.15	0	10	20	40	60	1,934	3.0	.000	.180
Top 50%	30.8	16.3	.09	5	20	30	40	60	1,641	-2.7	.000	-.164
Top 10%	34.8	16.3	.23	10	20	35	50	60	2,492	-6.7	.000	-.408
Effective Teaching Practices												
UK (N = 1489)	42.3	13.1	.34	20	32	40	52	60				
Nat'l Public R1/R2s	40.3	13.9	.05	16	32	40	52	60	1,562	2.0	.000	.145
Nat'l Public R1s	40.2	13.7	.07	16	32	40	52	60	1,615	2.1	.000	.151
SE Public R1s	41.1	14.1	.13	16	32	40	52	60	1,961	1.2	.001	.088
Top 50%	43.4	13.6	.06	20	36	44	56	60	1,575	-1.1	.001	-.084
Top 10%	46.2	13.2	.14	20	40	48	60	60	2,030	-3.9	.000	-.297
Campus Environment												
Quality of Interactions												
UK (N = 1297)	45.4	11.2	.31	26	40	48	54	60				
Nat'l Public R1/R2s	43.0	12.2	.05	20	36	44	52	60	1,364	2.4	.000	.197
Nat'l Public R1s	42.8	12.0	.07	20	36	44	52	60	1,414	2.5	.000	.211
SE Public R1s	43.7	12.1	.12	22	36	45	53	60	1,719	1.6	.000	.135
Top 50%	46.4	12.0	.05	24	40	48	56	60	1,360	-1.0	.002	-.083
Top 10%	49.1	12.1	.10	24	43	52	60	60	1,584	-3.7	.000	-.310
Supportive Environment												
UK (N = 1373)	35.6	13.9	.38	14	25	35	45	60				
Nat'l Public R1/R2s	32.8	14.2	.06	10	23	33	40	60	1,435	2.8	.000	.196
Nat'l Public R1s	33.1	14.0	.07	10	23	33	43	60	1,481	2.5	.000	.176
SE Public R1s	34.6	14.2	.14	10	25	35	43	60	1,771	1.0	.010	.073
Top 50%	35.9	14.2	.06	13	25	38	45	60	1,449	-.3	.457	-.020
Top 10%	39.4	13.5	.19	18	30	40	50	60	2,164	-3.8	.000	-.277

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.