NSSE 2020
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.

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 2019 and 2020 participating institutions.

Detailed Statistics (pp. 16-19)
Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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.

NSSE 2020 Engagement Indicators

Overview

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Engagement Indicators: Overview

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

Use the following key:

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

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

-- No significant difference.

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

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

First-Year Students

Theme	Engagement Indicator	Your first-year students 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 2020 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 | 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*
Higher-Order Learning	39.0	37.8 ***	.10	38.1 **	.07	38.3 *	.06
Reflective & Integrative Learning	35.5	34.8 **	.06	34.9 *	.05	34.8 *	.06
Learning Strategies	39.7	37.6 ***	.16	37.6 ***	.16	38.3 ***	.10
Quantitative Reasoning	32.1	28.8 ***	.22	29.2 ***	.19	29.3 ***	.18

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

Score Distributions
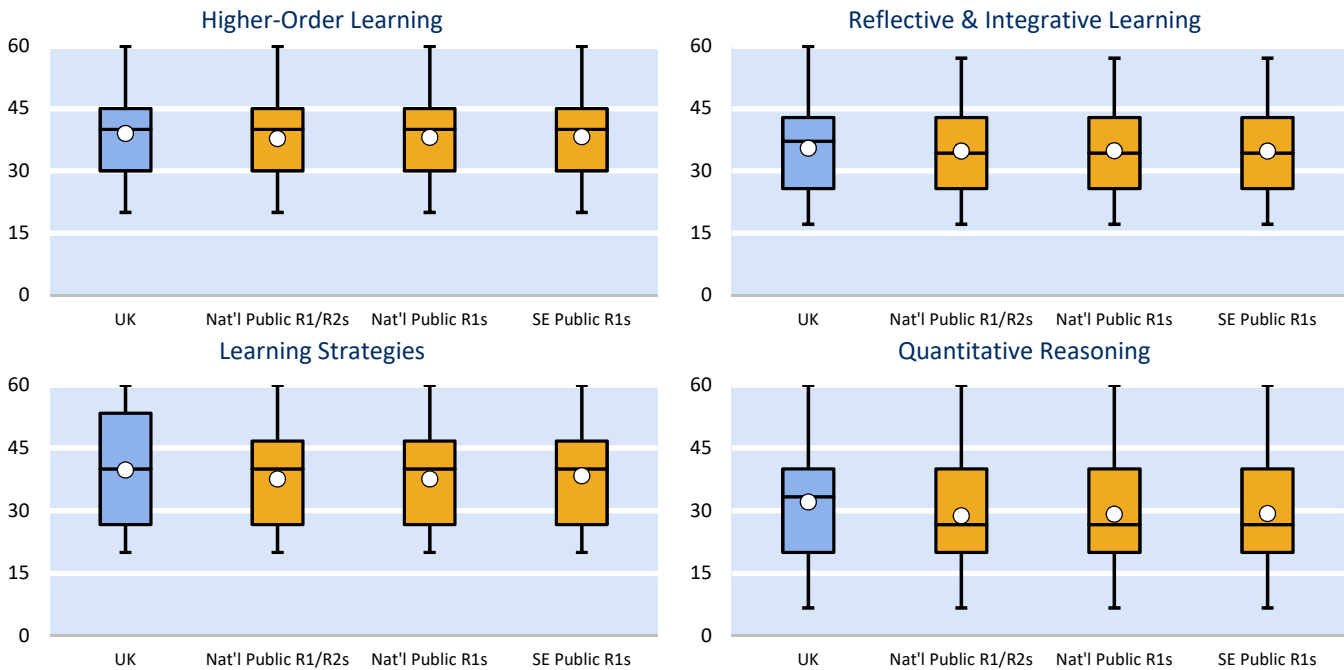
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Academic Challenge: First-year students (continued)

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	Nat'l Public R1/R2s	Nat'l Public R1s	SE Public R1s
Higher-Order Learning				
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	74	+2	+1	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	+4	+2	+3
4d. Evaluating a point of view, decision, or information source	71	+4	+4	+4
4e. Forming a new idea or understanding from various pieces of information	72	+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	55	+3	+3	+4
2b. Connected your learning to societal problems or issues	54	+5	+5	+5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	+4	+4	+4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	+1	+1	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	+1	+1	+1
2f. Learned something that changed the way you understand an issue or concept	67	+1	+1	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	76	-1	-2	-1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	72	-1	-1	-1
9b. Reviewed your notes after class	72	+7	+7	+5
9c. Summarized what you learned in class or from course materials	70	+8	+8	+5
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.)	60	+6	+4	+4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+9	+8	+9
6c. Evaluated what others have concluded from numerical information	51	+9	+8	+8

Percentage point difference [a] between your FY students and

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

| | 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
Higher-Order Learning	39.3	39.3	.00	39.2	.01	39.5	-.01
Reflective & Integrative Learning	37.3	37.3	.00	37.3	.00	37.5	-.01
Learning Strategies	38.8	37.7 **	.07	37.5 ***	.08	38.6	.01
Quantitative Reasoning	32.7	30.7 ***	.13	31.0 ***	.11	31.3 ***	.09

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

Score Distributions
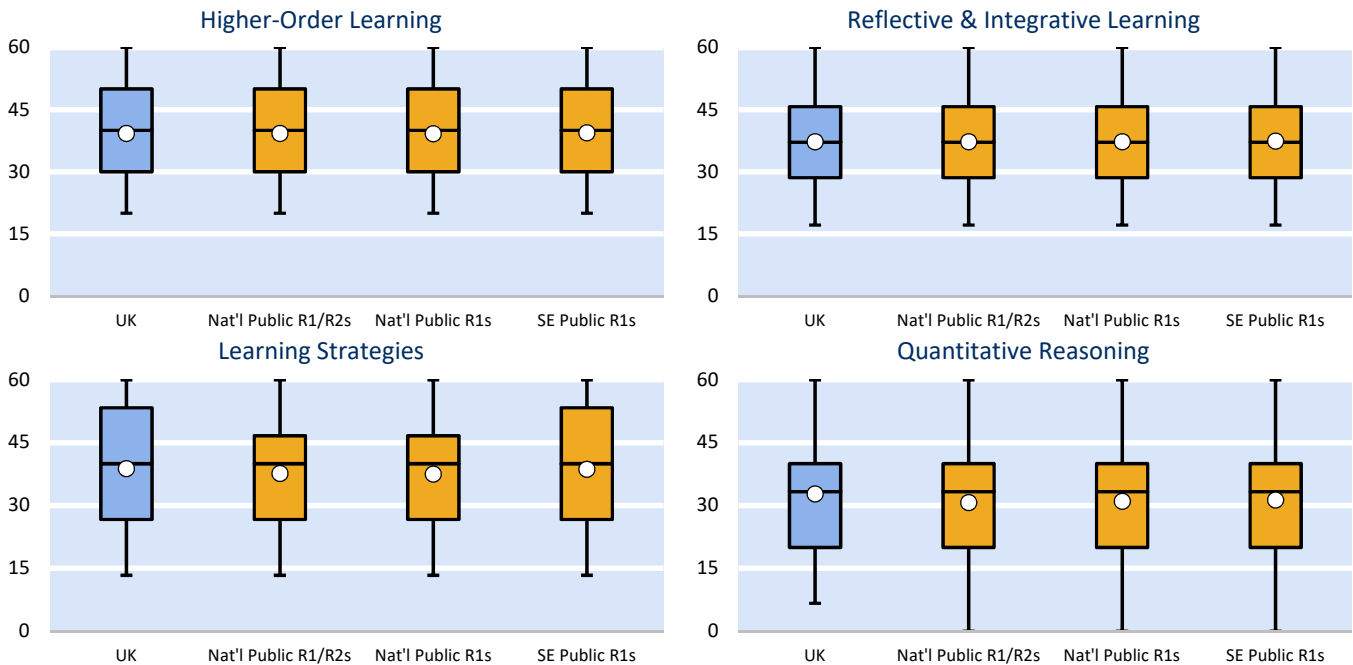
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Academic Challenge: Seniors (continued)

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	79	+2	+2	+2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	+1	+1	+1
4d. Evaluating a point of view, decision, or information source	65	-2	-2	-2
4e. Forming a new idea or understanding from various pieces of information	70	+1	+1	+0
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	72	+3	+3	+3
2b. Connected your learning to societal problems or issues	58	+1	+1	+1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	+1	+1	+1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	-1	-1	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	-1	-1	-1
2f. Learned something that changed the way you understand an issue or concept	72	+1	+0	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-0	-0	-0
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	75	+1	+1	-0
9b. Reviewed your notes after class	64	+3	+4	+1
9c. Summarized what you learned in class or from course materials	66	+4	+4	+1
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.)	62	+4	+3	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	51	+5	+5	+5
6c. Evaluated what others have concluded from numerical information	52	+5	+4	+4

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 2020 Engagement Indicators
Learning with Peers
University of Kentucky

Learning with Peers: First-year students

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

Mean Comparisons

	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
Collaborative Learning	37.9	33.6 ***	.30	34.2 ***	.27	34.1 ***	.27
Discussions with Diverse Others	42.5	40.5 ***	.13	41.3 **	.08	42.2	.01

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

Score Distributions

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Performance on Indicator Items

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	UK	Nat'l Public R1/R2s	Nat'l Public R1s	SE Public R1s
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	66	+10	+9	+10
1f. Explained course material to one or more students	68	+7	+6	+6
1g. Prepared for exams by discussing or working through course material with other students	65	+12	+11	+11
1h. Worked with other students on course projects or assignments	71	+15	+15	+15
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	76	+4	+1	-1
8b. People from an economic background other than your own	78	+5	+3	+1
8c. People with religious beliefs other than your own	73	+4	+2	+1
8d. People with political views other than your own	77	+11	+10	+7

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Learning with Peers: Seniors

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

Mean Comparisons

	UK							
		*Your seniors compared with*	
		\multicolumn{2}{c}{Nat'l Public R1/R2s}		\multicolumn{2}{c}{Nat'l Public R1s}		\multicolumn{2}{c}{SE Public R1s}

Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.9	33.7 ***	.15	34.2 ***	.12	34.6 ***	.09
Discussions with Diverse Others	41.3	41.1	.01	41.8	-.03	42.7 ***	-.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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		\multicolumn{3}{c}{*Percentage point difference [a] between your seniors and*}
Collaborative Learning	UK	Nat'l Public R1/R2s	Nat'l Public R1s	SE Public R1s
Percentage of students who responded that they "Very often" or "Often"…	%			
1e. Asked another student to help you understand course material	53	+5	+4	+4
1f. Explained course material to one or more students	66	+5	+5	+4
1g. Prepared for exams by discussing or working through course material with other students	58	+8	+7	+6
1h. Worked with other students on course projects or assignments	70	+4	+3	+2
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of a race or ethnicity other than your own	72	-2	-4	-6
8b. People from an economic background other than your own	75	+1	-0	-3
8c. People with religious beliefs other than your own	71	+0	-1	-2
8d. People with political views other than your own	72	+5	+4	+0

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

Experiences with Faculty: 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	*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
Student-Faculty Interaction	25.0	20.8 ***	.29	20.7 ***	.29	20.9 ***	.28
Effective Teaching Practices	38.0	37.3	.05	37.4	.04	37.9	.00

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

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	UK	*Percentage point difference [a] between your FY students and*		
Student-Faculty Interaction		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	47	+10	+10	+9
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	+5	+5	+5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	+6	+6	+6
3d. Discussed your academic performance with a faculty member	37	+9	+10	+9
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	76	-1	-1	-2
5b. Taught course sessions in an organized way	75	+2	+1	-1
5c. Used examples or illustrations to explain difficult points	76	+3	+2	+1
5d. Provided feedback on a draft or work in progress	62	+4	+5	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	59	+4	+5	+4

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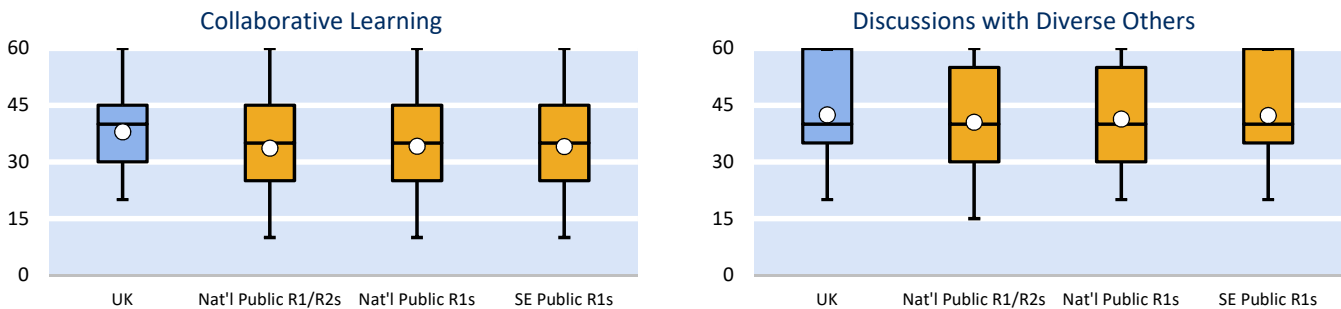
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Mean Comparisons

			Your seniors compared with				
	UK	**Nat'l Public R1/R2s**		**Nat'l Public R1s**		**SE Public R1s**	
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Student-Faculty Interaction	25.9	23.2 ***	.17	23.0 ***	.19	23.7 ***	.14
Effective Teaching Practices	40.5	38.6 ***	.14	38.4 ***	.15	39.1 ***	.10

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

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	UK	Percentage point difference [a] between your seniors and		
Student-Faculty Interaction		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	49	+8	+8	+7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	+3	+3	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	+4	+5	+4
3d. Discussed your academic performance with a faculty member	34	+4	+5	+3
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	82	+3	+3	+2
5b. Taught course sessions in an organized way	80	+4	+4	+4
5c. Used examples or illustrations to explain difficult points	82	+5	+5	+4
5d. Provided feedback on a draft or work in progress	62	+5	+6	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	65	+5	+6	+4

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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 2020 Engagement Indicators
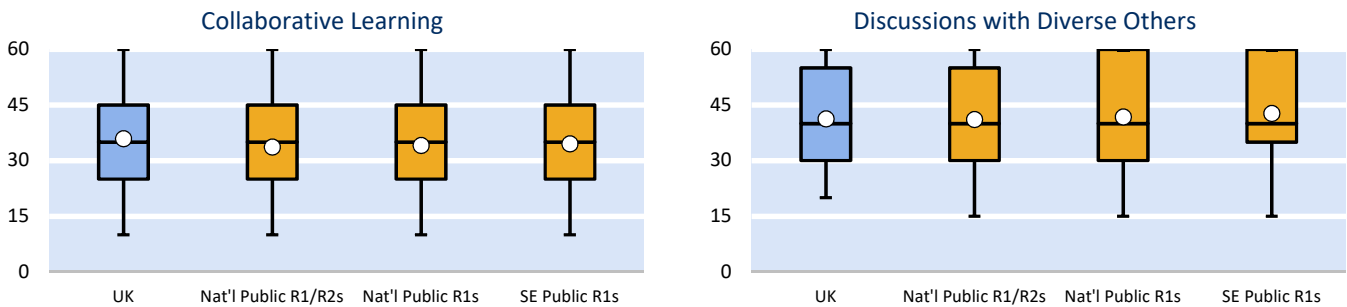
Campus Environment
University of Kentucky

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	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.9	42.7 ***	.27	42.9 ***	.26	43.4 ***	.22
Supportive Environment	39.3	36.1 ***	.24	36.6 ***	.21	37.4 ***	.14

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

Score Distributions

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

Performance on Indicator Items

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

	UK	Percentage point difference [a] between your FY students and		
Quality of Interactions		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	63	+11	+10	+8
13b. Academic advisors	65	+12	+12	+10
13c. Faculty	56	+7	+7	+6
13d. Student services staff (career services, student activities, housing, etc.)	55	+9	+8	+6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	52	+9	+9	+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	80	+5	+4	+3
14c. Using learning support services (tutoring services, writing center, etc.)	81	+5	+4	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	69	+7	+6	+5
14e. Providing opportunities to be involved socially	79	+7	+6	+3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	77	+7	+5	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	53	+13	+12	+11
14h. Attending campus activities and events (performing arts, athletic events, etc.)	76	+9	+7	+3
14i. Attending events that address important social, economic, or political issues	54	+8	+7	+6

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.
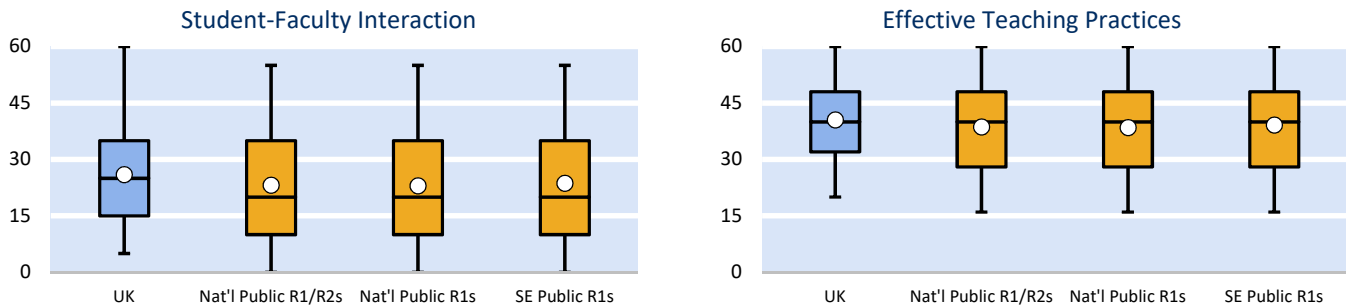
NSSE 2020 Engagement Indicators

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	43.8	42.0 ***	.16	41.9 ***	.16	42.2 ***	.14
Supportive Environment	33.9	32.3 ***	.12	32.6 ***	.10	33.7	.02

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

Score Distributions

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

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	61	+4	+4	+2
13b. Academic advisors	56	+7	+8	+8
13c. Faculty	59	+7	+7	+6
13d. Student services staff (career services, student activities, housing, etc.)	46	+4	+4	+3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	+2	+3	+3
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	72	+4	+3	+2
14c. Using learning support services (tutoring services, writing center, etc.)	69	+5	+5	+4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	+2	+1	-1
14e. Providing opportunities to be involved socially	69	+3	+2	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	+6	+5	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	+5	+5	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	63	+7	+4	-0
14i. Attending events that address important social, economic, or political issues	39	+0	-1	-2

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

a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.
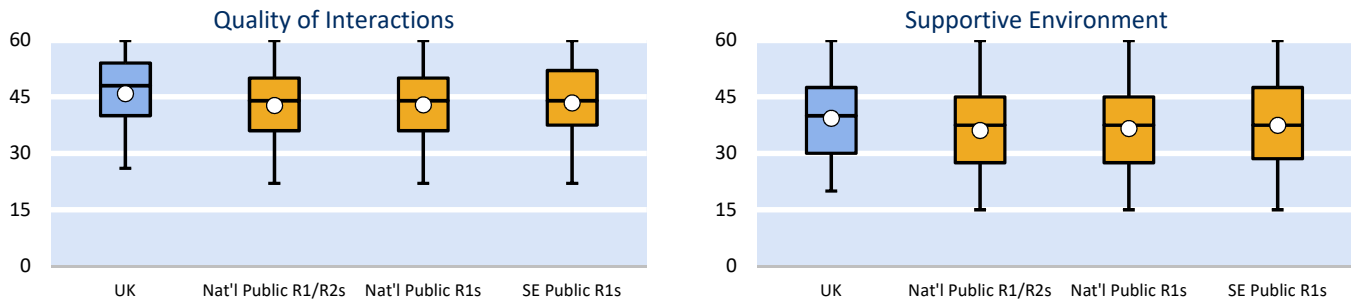
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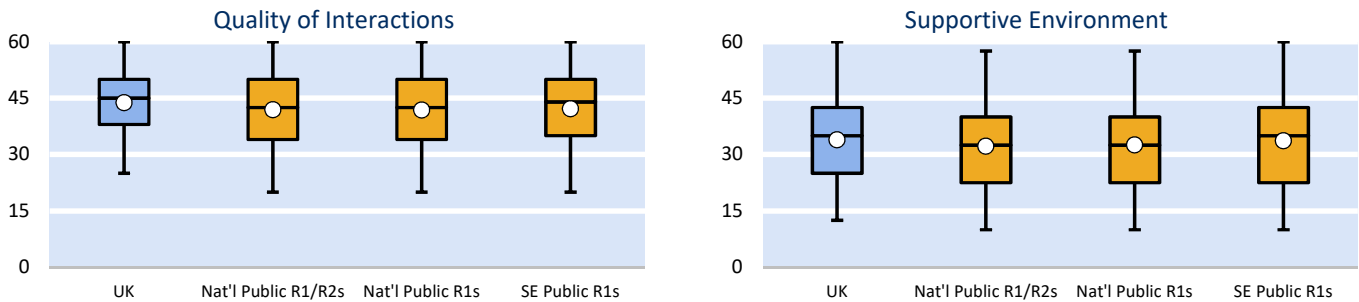
Comparisons with Top 50% and Top 10% Institutions

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 2019 and 2020 NSSE institutions, and

(b) institutions with average scores placing them in the top 10% of all 2019 and 2020 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable[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	NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.0	39.3	-.02	✓	41.4 ***	-.18	
	Reflective and Integrative Learning	35.5	36.7 ***	-.10		39.0 ***	-.29	
	Learning Strategies	39.7	39.9	-.01	✓	42.3 ***	-.18	
	Quantitative Reasoning	32.1	29.4 ***	.18	✓	31.4	.05	✓
Learning with Peers	Collaborative Learning	37.9	35.2 ***	.20	✓	37.4	.04	✓
	Discussions with Diverse Others	42.5	41.4 **	.07	✓	43.6 **	-.08	
Experiences with Faculty	Student-Faculty Interaction	25.0	24.5	.03	✓	28.1 ***	-.21	
	Effective Teaching Practices	38.0	40.5 ***	-.19		42.3 ***	-.31	
Campus Environment	Quality of Interactions	45.9	45.2 *	.06	✓	47.2 ***	-.12	
	Supportive Environment	39.3	37.9 ***	.11	✓	40.0 *	-.06	

Your first-year students compared with

Seniors

		UK	NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.3	41.7 ***	-.18		43.2 ***	-.29	
	Reflective and Integrative Learning	37.3	39.8 ***	-.21		41.8 ***	-.37	
	Learning Strategies	38.8	40.7 ***	-.13		42.7 ***	-.27	
	Quantitative Reasoning	32.7	31.4 ***	.08	✓	33.4	-.04	✓
Learning with Peers	Collaborative Learning	35.9	35.9	.00	✓	38.4 ***	-.18	
	Discussions with Diverse Others	41.3	42.1 *	-.05		43.8 ***	-.16	
Experiences with Faculty	Student-Faculty Interaction	25.9	29.7 ***	-.24		33.2 ***	-.46	
	Effective Teaching Practices	40.5	41.8 ***	-.09		43.7 ***	-.24	
Campus Environment	Quality of Interactions	43.8	45.2 ***	-.12		47.4 ***	-.30	
	Supportive Environment	33.9	34.6 *	-.05		36.8 ***	-.21	

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 the pooled standard deviation; *p < .05, **p < .01, ***p < .001 (2-tailed).

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2019 and 2020 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

NSSE 2020 Engagement Indicators

Detailed Statistics[a]
University of Kentucky

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 = 1654)	39.0	12.8	.31	20	30	40	45	60				
Nat'l Public R1/R2s	37.8	13.0	.04	20	30	40	45	60	1,695	1.3	.000	.097
Nat'l Public R1s	38.1	13.0	.04	20	30	40	45	60	1,721	.9	.004	.071
SE Public R1s	38.3	13.3	.07	20	30	40	45	60	1,830	.8	.016	.059
Top 50%	39.3	13.1	.03	20	30	40	50	60	208,477	-.3	.371	-.022
Top 10%	41.4	12.8	.06	20	35	40	50	60	41,608	-2.4	.000	-.183
Reflective & Integrative Learning												
UK (N = 1738)	35.5	11.7	.28	17	26	37	43	60				
Nat'l Public R1/R2s	34.8	11.9	.03	17	26	34	43	57	148,703	.7	.009	.063
Nat'l Public R1s	34.9	11.9	.04	17	26	34	43	57	93,029	.6	.026	.054
SE Public R1s	34.8	12.1	.06	17	26	34	43	57	39,645	.7	.016	.059
Top 50%	36.7	11.8	.03	17	29	37	46	57	203,564	-1.2	.000	-.101
Top 10%	39.0	11.7	.07	20	31	40	49	60	33,704	-3.5	.000	-.295
Learning Strategies												
UK (N = 1598)	39.7	13.9	.35	20	27	40	53	60				
Nat'l Public R1/R2s	37.6	13.7	.04	20	27	40	47	60	129,495	2.2	.000	.158
Nat'l Public R1s	37.6	13.7	.05	20	27	40	47	60	81,070	2.1	.000	.155
SE Public R1s	38.3	13.8	.08	20	27	40	47	60	33,728	1.4	.000	.101
Top 50%	39.9	13.7	.03	20	33	40	53	60	176,696	-.2	.578	-.014
Top 10%	42.3	14.1	.07	20	33	40	53	60	1,735	-2.6	.000	-.184
Quantitative Reasoning												
UK (N = 1606)	32.1	14.6	.36	7	20	33	40	60				
Nat'l Public R1/R2s	28.8	15.1	.04	7	20	27	40	60	131,815	3.3	.000	.218
Nat'l Public R1s	29.2	15.1	.05	7	20	27	40	60	82,467	2.9	.000	.193
SE Public R1s	29.3	15.4	.09	7	20	27	40	60	1,785	2.8	.000	.182
Top 50%	29.4	15.2	.03	7	20	27	40	60	1,630	2.7	.000	.175
Top 10%	31.4	15.3	.07	7	20	33	40	60	1,729	.7	.054	.047
Learning with Peers												
Collaborative Learning												
UK (N = 1817)	37.9	13.3	.31	20	30	40	45	60				
Nat'l Public R1/R2s	33.6	14.1	.04	10	25	35	45	60	1,863	4.3	.000	.301
Nat'l Public R1s	34.2	14.1	.04	10	25	35	45	60	1,892	3.7	.000	.265
SE Public R1s	34.1	14.1	.07	10	25	35	45	60	1,998	3.8	.000	.273
Top 50%	35.2	13.7	.03	15	25	35	45	60	264,998	2.8	.000	.201
Top 10%	37.4	13.6	.06	15	25	40	45	60	55,488	.5	.103	.039
Discussions with Diverse Others												
UK (N = 1596)	42.5	14.0	.35	20	35	40	60	60				
Nat'l Public R1/R2s	40.5	15.2	.04	15	30	40	55	60	1,642	2.0	.000	.133
Nat'l Public R1s	41.3	14.9	.05	20	30	40	55	60	1,668	1.2	.001	.078
SE Public R1s	42.2	15.0	.08	20	35	40	60	60	1,780	.2	.537	.015
Top 50%	41.4	15.0	.03	20	30	40	55	60	1,620	1.0	.004	.068
Top 10%	43.6	14.5	.07	20	35	45	60	60	1,710	-1.1	.001	-.079

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 = 1676)	25.0	14.5	.36	5	15	20	35	55				
Nat'l Public R1/R2s	20.8	14.5	.04	0	10	20	30	50	141,996	4.2	.000	.288
Nat'l Public R1s	20.7	14.4	.05	0	10	20	30	50	88,798	4.3	.000	.295
SE Public R1s	20.9	14.6	.08	0	10	20	30	50	37,643	4.0	.000	.277
Top 50%	24.5	14.7	.04	5	15	20	35	55	134,608	.5	.184	.033
Top 10%	28.1	15.5	.12	5	15	25	40	60	2,048	-3.2	.000	-.205
Effective Teaching Practices												
UK (N = 1659)	38.0	12.5	.31	20	28	40	44	60				
Nat'l Public R1/R2s	37.3	12.9	.04	16	28	36	48	60	136,372	.6	.054	.048
Nat'l Public R1s	37.4	12.6	.04	16	28	36	44	60	85,306	.6	.076	.044
SE Public R1s	37.9	12.9	.07	16	28	40	48	60	1,832	.0	.921	.002
Top 50%	40.5	13.2	.03	20	32	40	52	60	1,698	-2.6	.000	-.195
Top 10%	42.3	14.1	.07	16	32	44	56	60	1,828	-4.3	.000	-.306
Campus Environment												
Quality of Interactions												
UK (N = 1527)	45.9	10.7	.27	26	40	48	54	60				
Nat'l Public R1/R2s	42.7	11.5	.03	22	36	44	50	60	1,571	3.1	.000	.274
Nat'l Public R1s	42.9	11.3	.04	22	36	44	50	60	1,596	3.0	.000	.265
SE Public R1s	43.4	11.2	.06	22	38	44	52	60	1,701	2.5	.000	.221
Top 50%	45.2	11.2	.03	24	38	46	54	60	1,562	.7	.012	.062
Top 10%	47.2	11.6	.06	25	40	50	58	60	1,691	-1.4	.000	-.116
Supportive Environment												
UK (N = 1566)	39.3	12.6	.32	20	30	40	48	60				
Nat'l Public R1/R2s	36.1	13.1	.04	15	28	38	45	60	1,608	3.2	.000	.242
Nat'l Public R1s	36.6	13.0	.05	15	28	38	45	60	1,633	2.7	.000	.209
SE Public R1s	37.4	13.1	.07	15	29	38	48	60	1,741	1.9	.000	.143
Top 50%	37.9	13.1	.03	18	30	38	48	60	1,596	1.4	.000	.109
Top 10%	40.0	12.9	.07	18	33	40	50	60	1,739	-.7	.026	-.057

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 = 1897)	39.3	12.8	.29	20	30	40	50	60				
Nat'l Public R1/R2s	39.3	13.6	.03	20	30	40	50	60	1,940	.0	.963	.001
Nat'l Public R1s	39.2	13.5	.04	20	30	40	50	60	1,963	.1	.764	.007
SE Public R1s	39.5	13.8	.06	20	30	40	50	60	2,074	-.2	.562	-.013
Top 50%	41.7	13.4	.03	20	35	40	55	60	1,935	-2.4	.000	-.181
Top 10%	43.2	13.3	.06	20	35	40	55	60	2,058	-3.9	.000	-.292
Reflective & Integrative Learning												
UK (N = 1983)	37.3	12.3	.28	17	29	37	46	60				
Nat'l Public R1/R2s	37.3	12.5	.03	17	29	37	46	60	196,722	.0	.962	.001
Nat'l Public R1s	37.3	12.5	.03	17	29	37	46	60	129,854	.0	.918	.002
SE Public R1s	37.5	12.6	.06	17	29	37	46	60	2,148	-.2	.578	-.012
Top 50%	39.8	12.2	.03	20	31	40	49	60	199,726	-2.5	.000	-.206
Top 10%	41.8	12.0	.07	20	34	40	51	60	33,875	-4.5	.000	-.370
Learning Strategies												
UK (N = 1858)	38.8	14.4	.33	13	27	40	53	60				
Nat'l Public R1/R2s	37.7	14.6	.04	13	27	40	47	60	176,482	1.1	.002	.074
Nat'l Public R1s	37.5	14.6	.04	13	27	40	47	60	116,380	1.2	.000	.085
SE Public R1s	38.6	14.7	.07	13	27	40	53	60	46,636	.2	.660	.010
Top 50%	40.7	14.5	.03	20	33	40	53	60	220,650	-1.9	.000	-.134
Top 10%	42.7	14.4	.05	20	33	40	60	60	72,875	-3.9	.000	-.271
Quantitative Reasoning												
UK (N = 1871)	32.7	15.5	.36	7	20	33	40	60				
Nat'l Public R1/R2s	30.7	16.0	.04	0	20	33	40	60	1,913	2.1	.000	.129
Nat'l Public R1s	31.0	16.0	.05	0	20	33	40	60	1,936	1.7	.000	.108
SE Public R1s	31.3	16.2	.08	0	20	33	40	60	2,044	1.4	.000	.089
Top 50%	31.4	16.1	.03	0	20	33	40	60	1,897	1.3	.000	.082
Top 10%	33.4	15.9	.07	7	20	33	40	60	57,091	-.6	.090	-.040
Learning with Peers												
Collaborative Learning												
UK (N = 2042)	35.9	14.6	.32	10	25	35	45	60				
Nat'l Public R1/R2s	33.7	15.0	.03	10	25	35	45	60	2,085	2.2	.000	.146
Nat'l Public R1s	34.2	14.8	.04	10	25	35	45	60	136,703	1.8	.000	.119
SE Public R1s	34.6	14.6	.06	10	25	35	45	60	56,156	1.3	.000	.092
Top 50%	35.9	14.0	.03	15	25	35	45	60	2,071	.0	.955	-.001
Top 10%	38.4	13.6	.06	15	30	40	50	60	2,203	-2.5	.000	-.181
Discussions with Diverse Others												
UK (N = 1862)	41.3	14.9	.34	20	30	40	55	60				
Nat'l Public R1/R2s	41.1	15.6	.04	15	30	40	55	60	1,905	.1	.667	.010
Nat'l Public R1s	41.8	15.4	.05	15	30	40	60	60	1,926	-.5	.123	-.035
SE Public R1s	42.7	15.4	.07	15	35	40	60	60	2,030	-1.5	.000	-.094
Top 50%	42.1	15.5	.03	15	30	40	60	60	1,889	-.8	.026	-.050
Top 10%	43.8	15.3	.06	20	35	45	60	60	1,967	-2.5	.000	-.163

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 = 1927)	25.9	15.3	.35	5	15	25	35	60				
Nat'l Public R1/R2s	23.2	15.8	.04	0	10	20	35	55	1,968	2.7	.000	.174
Nat'l Public R1s	23.0	15.7	.04	0	10	20	35	55	125,468	2.9	.000	.187
SE Public R1s	23.7	16.0	.07	0	10	20	35	55	2,095	2.2	.000	.140
Top 50%	29.7	15.9	.05	5	20	30	40	60	2,003	-3.8	.000	-.237
Top 10%	33.2	16.0	.12	10	20	35	45	60	2,396	-7.3	.000	-.461
Effective Teaching Practices												
UK (N = 1905)	40.5	12.9	.30	20	32	40	48	60				
Nat'l Public R1/R2s	38.6	13.6	.03	16	28	40	48	60	1,948	1.9	.000	.138
Nat'l Public R1s	38.4	13.5	.04	16	28	40	48	60	1,970	2.1	.000	.153
SE Public R1s	39.1	13.8	.06	16	28	40	48	60	2,083	1.4	.000	.103
Top 50%	41.8	13.7	.03	20	32	40	52	60	1,952	-1.3	.000	-.094
Top 10%	43.7	13.4	.07	20	36	44	56	60	2,118	-3.2	.000	-.240
Campus Environment												
Quality of Interactions												
UK (N = 1746)	43.8	10.9	.26	25	38	45	50	60				
Nat'l Public R1/R2s	42.0	12.0	.03	20	34	43	50	60	1,791	1.9	.000	.157
Nat'l Public R1s	41.9	12.0	.04	20	34	43	50	60	1,814	2.0	.000	.164
SE Public R1s	42.2	12.1	.06	20	35	44	50	60	1,929	1.7	.000	.139
Top 50%	45.2	11.7	.03	24	38	48	54	60	1,785	-1.4	.000	-.120
Top 10%	47.4	12.0	.05	24	40	50	58	60	1,877	-3.5	.000	-.295
Supportive Environment												
UK (N = 1832)	33.9	13.2	.31	13	25	35	43	60				
Nat'l Public R1/R2s	32.3	13.9	.03	10	23	33	40	58	1,875	1.7	.000	.119
Nat'l Public R1s	32.6	13.8	.04	10	23	33	40	58	1,897	1.3	.000	.097
SE Public R1s	33.7	14.0	.07	10	23	35	43	60	2,009	.2	.463	.017
Top 50%	34.6	14.0	.03	13	25	35	45	60	1,872	-.7	.024	-.050
Top 10%	36.8	14.1	.08	13	28	38	48	60	2,066	-2.9	.000	-.206

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.