



NSSE 2021

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
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning
	Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction
	Effective Teaching Practices
<i>Campus Environment</i>	Quality of Interactions
	Supportive Environment

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2020 and 2021 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. 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

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 Natl Public R1/R2s	Your first-year students compared with Natl 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 Natl Public R1/R2s	Your seniors compared with Natl Public R1s	Your seniors compared with SE Public R1s
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	▼	▼	▼
	Learning Strategies	--	--	--
	Quantitative Reasoning	△	△	△
Learning with Peers	Collaborative Learning	--	▼	▼
	Discussions with Diverse Others	▼	▼	▼
Experiences with Faculty	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	△	△	--
Campus Environment	Quality of Interactions	△	△	△
	Supportive Environment	△	--	--

Academic Challenge: First-year students

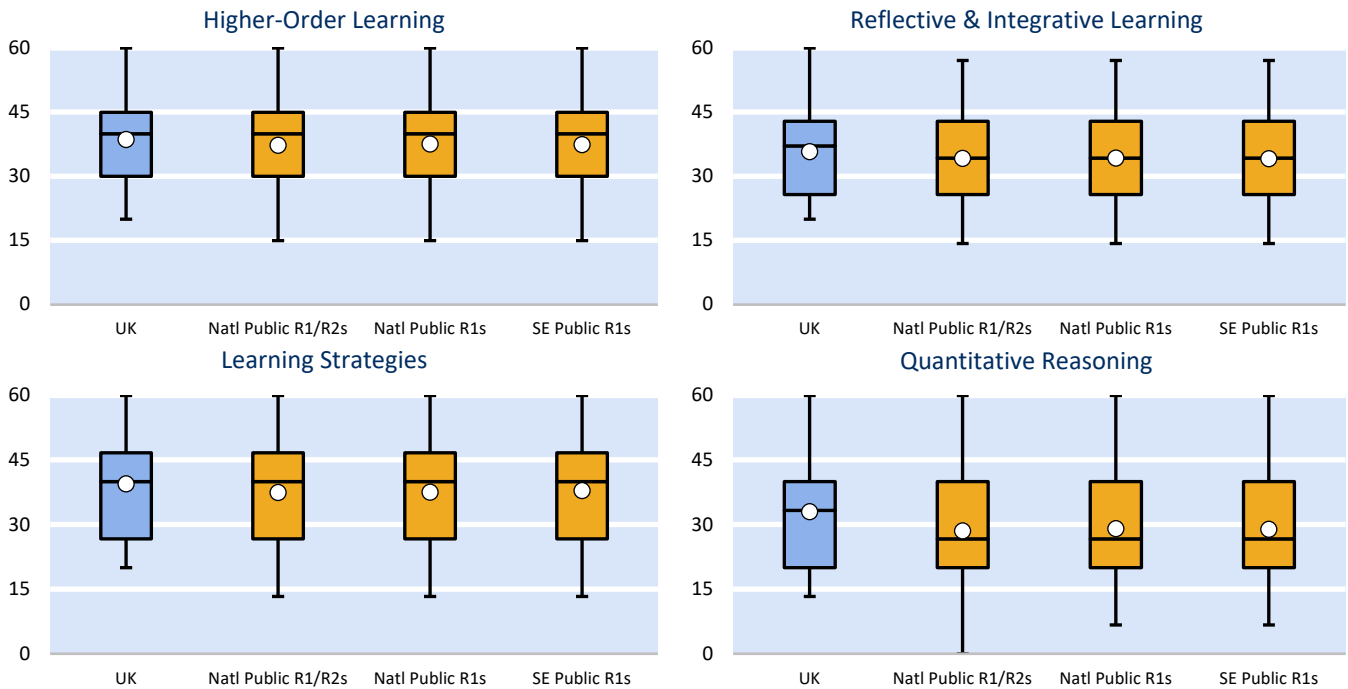
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	UK Mean	Your first-year students compared with					
		Natl Public R1/R2s		Natl Public R1s		SE Public R1s	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.7	37.3 ***	.10	37.6 ***	.08	37.5 ***	.09
Reflective & Integrative Learning	35.8	34.3 ***	.13	34.3 ***	.13	34.1 ***	.14
Learning Strategies	39.4	37.4 ***	.14	37.5 ***	.14	37.9 ***	.11
Quantitative Reasoning	33.0	28.5 ***	.29	29.1 ***	.26	28.9 ***	.27

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		
		Natl Public R1/R2s	Natl Public R1s	SE Public R1s
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	74	+5	+3	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	+5	+4	+4
4d. Evaluating a point of view, decision, or information source	73	+6	+6	+7
4e. Forming a new idea or understanding from various pieces of information	71	+3	+3	+4
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	55	+6	+7	+7
2b. Connected your learning to societal problems or issues	55	+7	+7	+8
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57	+8	+8	+9
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	+5	+6	+6
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	+2	+2	+3
2f. Learned something that changed the way you understand an issue or concept	67	+3	+3	+5
2g. Connected ideas from your courses to your prior experiences and knowledge	77	+2	+1	+1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	75	+3	+3	+3
9b. Reviewed your notes after class	70	+5	+6	+4
9c. Summarized what you learned in class or from course materials	71	+8	+8	+7
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	62	+8	+7	+7
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	54	+13	+13	+13
6c. Evaluated what others have concluded from numerical information	53	+12	+11	+12

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

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

Academic Challenge: Seniors

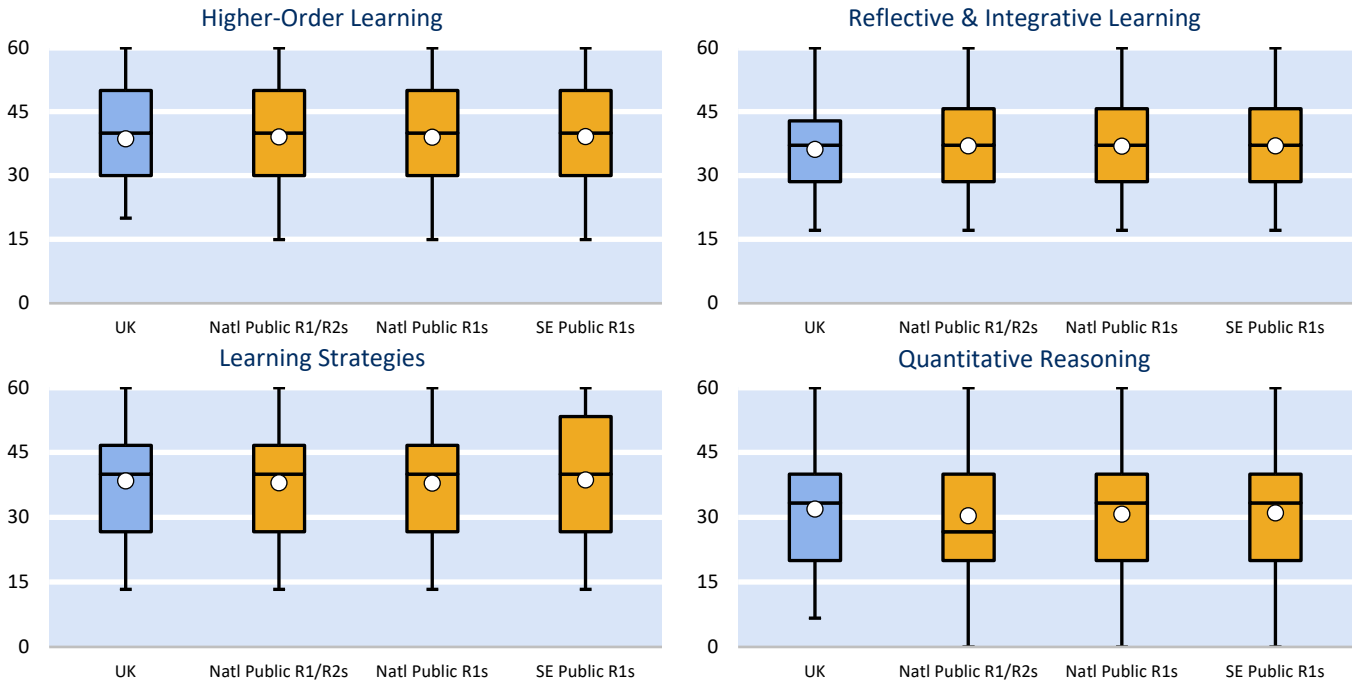
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	UK Mean	Your seniors compared with					
		Natl Public R1/R2s		Natl Public R1s		SE Public R1s	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.6	39.1	-.03	39.0	-.03	39.2	-.04
Reflective & Integrative Learning	36.2	36.9 **	-.06	36.9 *	-.06	37.0 **	-.06
Learning Strategies	38.4	37.9	.03	37.9	.03	38.6	-.01
Quantitative Reasoning	31.9	30.4 ***	.09	30.7 ***	.07	31.0 *	.05

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

Score Distributions



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

Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	UK	Percentage point difference ^a between your seniors and		
		Natl Public R1/R2s	Natl Public R1s	SE Public R1s
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	76	+1	+1	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	-0	-0	-0
4d. Evaluating a point of view, decision, or information source	66	-1	-1	-1
4e. Forming a new idea or understanding from various pieces of information	69	-2	-2	-1
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	65	-1	-1	-1
2b. Connected your learning to societal problems or issues	57	-0	+0	+0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	+2	+2	+2
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	69	-2	-2	-2
2f. Learned something that changed the way you understand an issue or concept	68	-2	-2	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	79	-3	-3	-3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	72	-2	-2	-3
9b. Reviewed your notes after class	65	+3	+4	+2
9c. Summarized what you learned in class or from course materials	67	+4	+4	+2
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	59	+3	+2	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+5	+4	+4
6c. Evaluated what others have concluded from numerical information	49	+3	+2	+1

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

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Learning with Peers: First-year students

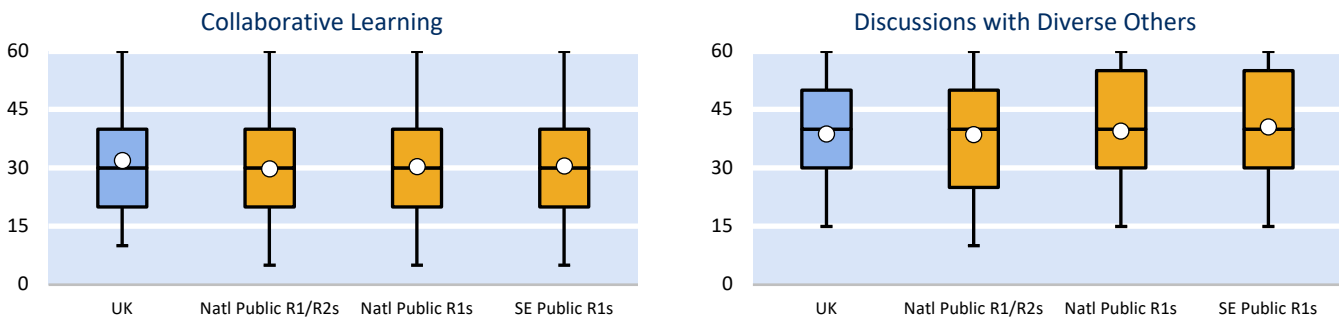
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UK Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.9	29.8 ***	.14	30.4 ***	.11	30.5 ***	.10
Discussions with Diverse Others	38.8	38.6	.01	39.5	-.05	40.6 ***	-.12

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		
		Natl Public R1/R2s	Natl Public R1s	SE Public R1s
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	52	+5	+4	+4
1c. Explained course material to one or more students	52	+1	+0	-1
1d. Prepared for exams by discussing or working through course material with other students	48	+6	+4	+4
1e. Worked with other students on course projects or assignments	56	+8	+8	+8
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	69	+1	-2	-4
8b. People from an economic background other than your own	71	+2	+1	-1
8c. People with religious beliefs other than your own	66	+0	-2	-3
8d. People with political views other than your own	68	+6	+5	+1

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Learning with Peers: Seniors

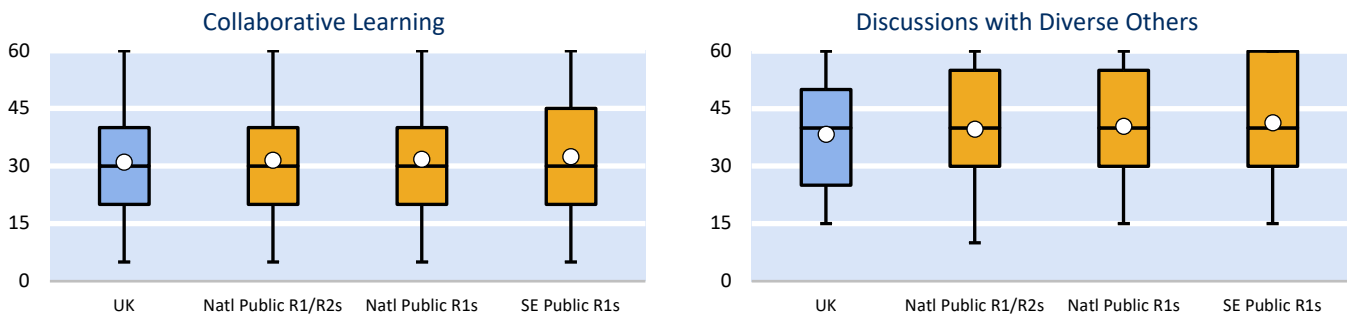
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Mean Comparisons

Engagement Indicator	UK Mean	Your seniors compared with					
		Natl Public R1/R2s		Natl Public R1s		SE Public R1s	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.1	31.6	-.03	31.8 *	-.05	32.5 ***	-.09
Discussions with Diverse Others	38.4	39.7 ***	-.08	40.4 ***	-.13	41.4 ***	-.19

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		
		Natl Public R1/R2s	Natl Public R1s	SE Public R1s
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	45	+1	+0	-0
1c. Explained course material to one or more students	53	-2	-3	-4
1d. Prepared for exams by discussing or working through course material with other students	44	-0	-1	-3
1e. Worked with other students on course projects or assignments	59	-3	-4	-5
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	66	-5	-8	-9
8b. People from an economic background other than your own	70	-1	-2	-4
8c. People with religious beliefs other than your own	65	-3	-5	-6
8d. People with political views other than your own	65	+1	+1	-3

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Experiences with Faculty: First-year students

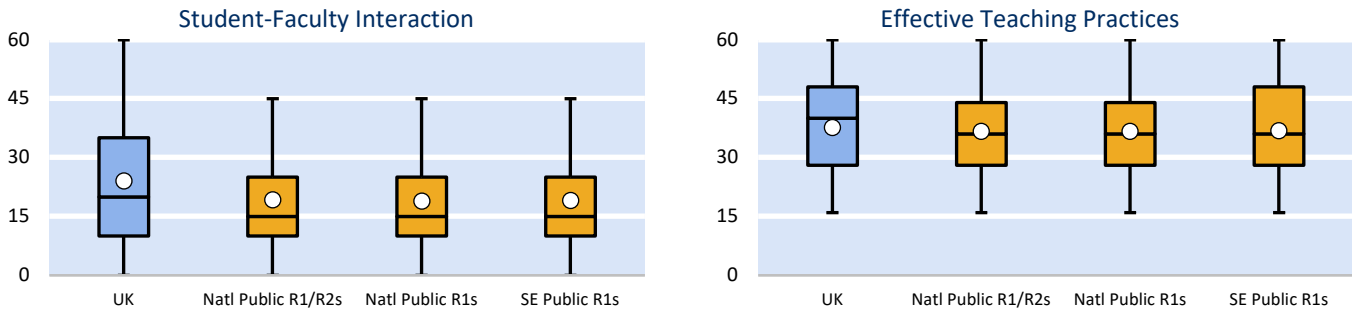
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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

Engagement Indicator	UK Mean	Your first-year students compared with					
		Natl Public R1/R2s		Natl Public R1s		SE Public R1s	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.1	19.2 ***	.34	18.9 ***	.36	19.1 ***	.35
Effective Teaching Practices	37.7	36.7 **	.07	36.7 **	.07	36.9 *	.06

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Student-Faculty Interaction	UK	Percentage point difference ^a between your FY students and		
		Natl Public R1/R2s	Natl Public R1s	SE Public R1s
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	42	+7	+8	+8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	+10	+10	+10
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	+8	+8	+8
3d. Discussed your academic performance with a faculty member	35	+10	+11	+11
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	74	-0	-1	-1
5b. Taught course sessions in an organized way	72	+1	-0	-1
5c. Used examples or illustrations to explain difficult points	71	+0	-0	-1
5d. Provided feedback on a draft or work in progress	63	+5	+6	+7
5e. Provided prompt and detailed feedback on tests or completed assignments	60	+7	+8	+7

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Experiences with Faculty: Seniors

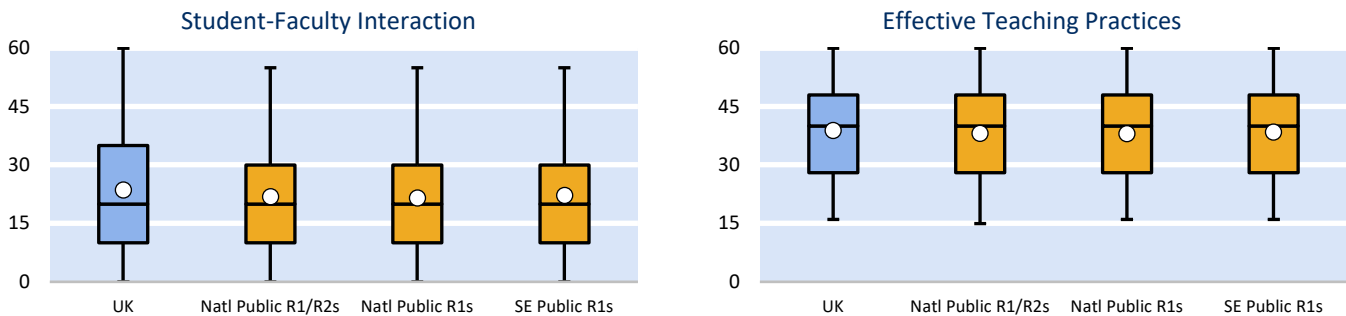
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Effective Teaching Practices	38.8	38.1 *	.05	38.0 **	.06	38.4	.03

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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	41	+3	+4	+3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	29	+4	+4	+3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	+3	+4	+3
3d. Discussed your academic performance with a faculty member	31	+2	+4	+2
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	78	+0	+0	-1
5b. Taught course sessions in an organized way	77	+4	+4	+3
5c. Used examples or illustrations to explain difficult points	76	+1	+1	+0
5d. Provided feedback on a draft or work in progress	60	+3	+3	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	63	+4	+5	+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.

Campus Environment: First-year students

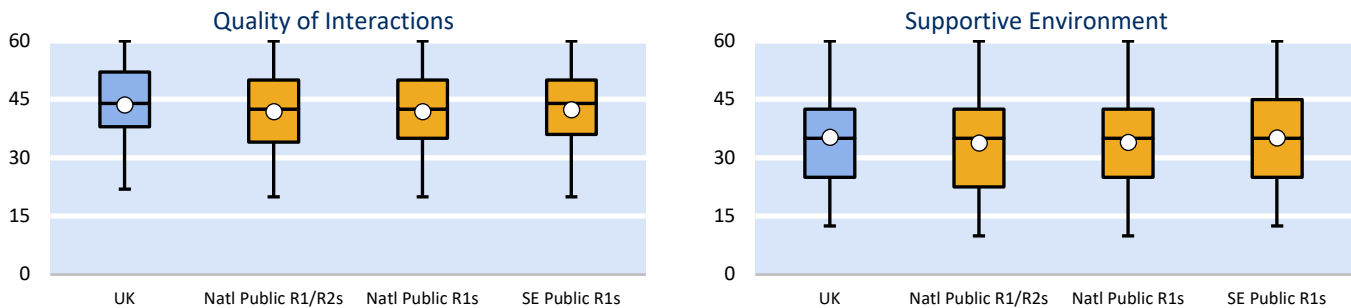
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UK Mean	Your first-year students compared with					
		Natl Public R1/R2s		Natl Public R1s		SE Public R1s	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.5	41.8 ***	.14	41.8 ***	.14	42.3 ***	.10
Supportive Environment	35.3	33.8 ***	.11	33.9 ***	.10	35.1	.01

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	UK	Percentage point difference ^a between your FY students and		
		Natl Public R1/R2s	Natl Public R1s	SE Public R1s
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	51	+2	+1	-1
13b. Academic advisors	61	+8	+8	+7
13c. Faculty	49	+2	+2	+1
13d. Student services staff (career services, student activities, housing, etc.)	47	+3	+3	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	+3	+4	+4
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	72	+1	+1	-1
14c. Using learning support services (tutoring services, writing center, etc.)	72	-1	-1	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	+5	+4	+3
14e. Providing opportunities to be involved socially	66	+1	+1	-3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	+3	+2	-0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	46	+9	+9	+9
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	+3	+2	-5
14i. Attending events that address important social, economic, or political issues	51	+8	+8	+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.

Campus Environment: Seniors

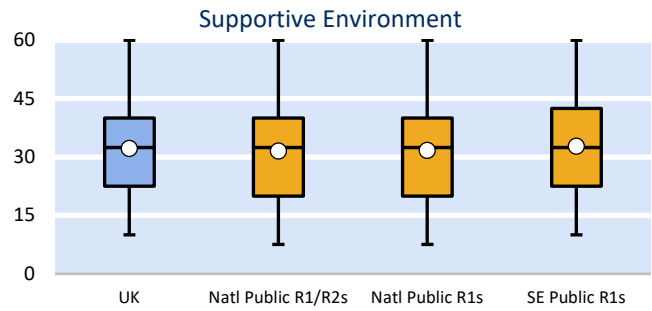
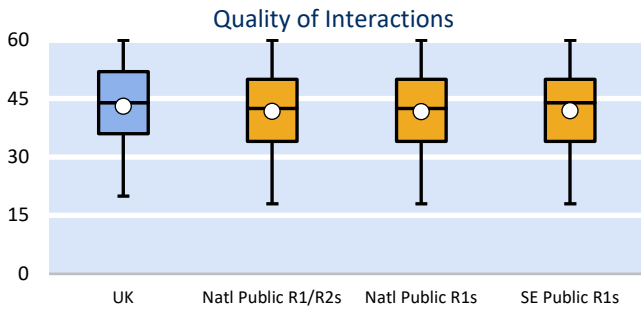
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UK Mean	Your seniors compared with					
		Natl Public R1/R2s		Natl Public R1s		SE Public R1s	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.1	41.8 ***	.11	41.7 ***	.12	42.0 ***	.09
Supportive Environment	32.3	31.6 *	.05	31.8	.03	32.8	-.04

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

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		
		Natl Public R1/R2s	Natl Public R1s	SE Public R1s
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	57	+1	+1	-1
13b. Academic advisors	58	+8	+8	+8
13c. Faculty	55	+3	+4	+2
13d. Student services staff (career services, student activities, housing, etc.)	46	+3	+4	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	+2	+3	+3
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	69	+2	+2	+1
14c. Using learning support services (tutoring services, writing center, etc.)	68	+5	+5	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	+2	+1	-1
14e. Providing opportunities to be involved socially	63	+0	-1	-4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	+4	+3	+0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	+5	+5	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	55	+1	-1	-5
14i. Attending events that address important social, economic, or political issues	42	+3	+3	+1

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

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

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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 2020 and 2021 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2020 and 2021 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

Theme	Engagement Indicator	UK Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.7	39.2	-.04	✓	41.9 ***	-.25	
	Reflective and Integrative Learning	35.8	36.5 *	-.06		39.1 ***	-.28	
	Learning Strategies	39.4	39.7	-.02	✓	43.0 ***	-.25	
	Quantitative Reasoning	33.0	29.7 ***	.21	✓	32.4	.03	✓
Learning with Peers	Collaborative Learning	31.9	33.9 ***	-.14		37.0 ***	-.37	
	Discussions with Diverse Others	38.8	40.6 ***	-.12		43.8 ***	-.35	
Experiences with Faculty	Student-Faculty Interaction	24.1	23.2 *	.06	✓	27.8 ***	-.24	
	Effective Teaching Practices	37.7	40.4 ***	-.20		43.2 ***	-.41	
Campus Environment	Quality of Interactions	43.5	45.1 ***	-.14		47.7 ***	-.34	
	Supportive Environment	35.3	36.9 ***	-.12		39.9 ***	-.36	

Seniors

Theme	Engagement Indicator	UK Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.6	41.6 ***	-.22		43.9 ***	-.40	
	Reflective and Integrative Learning	36.2	39.7 ***	-.29		42.5 ***	-.54	
	Learning Strategies	38.4	40.6 ***	-.15		43.5 ***	-.36	
	Quantitative Reasoning	31.9	31.6	.02	✓	34.8 ***	-.19	
Learning with Peers	Collaborative Learning	31.1	35.0 ***	-.28		38.8 ***	-.57	
	Discussions with Diverse Others	38.4	41.2 ***	-.18		44.2 ***	-.38	
Experiences with Faculty	Student-Faculty Interaction	23.5	28.5 ***	-.31		33.6 ***	-.63	
	Effective Teaching Practices	38.8	41.5 ***	-.20		44.6 ***	-.43	
Campus Environment	Quality of Interactions	43.1	45.2 ***	-.17		48.2 ***	-.43	
	Supportive Environment	32.3	34.1 ***	-.13		37.2 ***	-.34	

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 NSSE 2020 and 2021 institutions, separately by class.

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

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^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 = 1592)	38.7	12.8	.32	20	30	40	45	60				
Natl Public R1/R2s	37.3	13.4	.04	15	30	40	45	60	1,635	1.4	.000	.101
Natl Public R1s	37.6	13.4	.05	15	30	40	45	60	1,663	1.1	.001	.080
SE Public R1s	37.5	13.6	.07	15	30	40	45	60	1,760	1.2	.000	.086
Top 50%	39.2	13.2	.03	20	30	40	50	60	1,621	-.6	.070	-.044
Top 10%	41.9	12.9	.09	20	35	40	55	60	1,834	-3.2	.000	-.250
Reflective & Integrative Learning												
UK (N = 1645)	35.8	12.1	.30	20	26	37	43	60				
Natl Public R1/R2s	34.3	12.2	.03	14	26	34	43	57	137,459	1.6	.000	.128
Natl Public R1s	34.3	12.1	.04	14	26	34	43	57	85,523	1.5	.000	.126
SE Public R1s	34.1	12.4	.06	14	26	34	43	57	39,993	1.7	.000	.137
Top 50%	36.5	12.0	.03	17	29	37	46	57	173,035	-.7	.021	-.057
Top 10%	39.1	11.8	.08	20	31	40	49	60	21,356	-3.3	.000	-.281
Learning Strategies												
UK (N = 1546)	39.4	13.3	.34	20	27	40	47	60				
Natl Public R1/R2s	37.4	13.9	.04	13	27	40	47	60	1,591	2.0	.000	.142
Natl Public R1s	37.5	13.9	.05	13	27	40	47	60	1,619	1.9	.000	.138
SE Public R1s	37.9	13.9	.08	13	27	40	47	60	1,713	1.5	.000	.109
Top 50%	39.7	14.0	.04	20	27	40	53	60	1,579	-.3	.348	-.023
Top 10%	43.0	14.3	.09	20	33	40	60	60	1,746	-3.5	.000	-.249
Quantitative Reasoning												
UK (N = 1555)	33.0	14.2	.36	13	20	33	40	60				
Natl Public R1/R2s	28.5	15.1	.04	0	20	27	40	60	1,601	4.4	.000	.293
Natl Public R1s	29.1	15.1	.06	7	20	27	40	60	1,631	3.9	.000	.260
SE Public R1s	28.9	15.3	.09	7	20	27	40	60	1,734	4.1	.000	.268
Top 50%	29.7	15.3	.03	7	20	27	40	60	1,583	3.3	.000	.215
Top 10%	32.4	15.6	.10	7	20	33	40	60	1,809	.5	.149	.035
Learning with Peers												
Collaborative Learning												
UK (N = 1683)	31.9	14.4	.35	10	20	30	40	60				
Natl Public R1/R2s	29.8	14.7	.04	5	20	30	40	60	150,478	2.1	.000	.144
Natl Public R1s	30.4	14.7	.05	5	20	30	40	60	93,669	1.6	.000	.108
SE Public R1s	30.5	14.7	.07	5	20	30	40	60	44,956	1.4	.000	.096
Top 50%	33.9	13.9	.03	10	25	35	45	60	1,703	-1.9	.000	-.140
Top 10%	37.0	13.6	.06	15	25	40	45	60	1,785	-5.0	.000	-.369
Discussions with Diverse Others												
UK (N = 1555)	38.8	15.1	.38	15	30	40	50	60				
Natl Public R1/R2s	38.6	15.8	.05	10	25	40	50	60	1,600	.1	.698	.009
Natl Public R1s	39.5	15.6	.06	15	30	40	55	60	1,626	-.7	.057	-.047
SE Public R1s	40.6	15.4	.09	15	30	40	55	60	1,715	-1.8	.000	-.118
Top 50%	40.6	15.2	.03	15	30	40	55	60	200,887	-1.9	.000	-.124
Top 10%	43.8	14.4	.09	20	35	45	60	60	29,831	-5.0	.000	-.350

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 = 1604)	24.1	15.3	.38	0	10	20	35	60				
Natl Public R1/R2s	19.2	14.3	.04	0	10	15	25	45	1,638	4.8	.000	.337
Natl Public R1s	18.9	14.3	.05	0	10	15	25	45	1,660	5.1	.000	.360
SE Public R1s	19.1	14.3	.08	0	10	15	25	45	1,730	5.0	.000	.345
Top 50%	23.2	14.7	.04	0	10	20	30	50	1,643	.9	.019	.061
Top 10%	27.8	15.2	.13	5	15	25	40	60	15,121	-3.7	.000	-.244
Effective Teaching Practices												
UK (N = 1599)	37.7	13.6	.34	16	28	40	48	60				
Natl Public R1/R2s	36.7	13.4	.04	16	28	36	44	60	124,809	1.0	.004	.072
Natl Public R1s	36.7	13.2	.05	16	28	36	44	60	77,645	1.0	.004	.073
SE Public R1s	36.9	13.4	.07	16	28	36	48	60	35,735	.8	.023	.058
Top 50%	40.4	13.5	.04	20	32	40	52	60	128,481	-2.7	.000	-.203
Top 10%	43.2	13.4	.10	20	36	44	56	60	19,077	-5.5	.000	-.411
Campus Environment												
Quality of Interactions												
UK (N = 1435)	43.5	11.4	.30	22	38	44	52	60				
Natl Public R1/R2s	41.8	12.2	.04	20	34	43	50	60	1,479	1.7	.000	.142
Natl Public R1s	41.8	12.1	.05	20	35	43	50	60	1,505	1.7	.000	.143
SE Public R1s	42.3	12.0	.07	20	36	44	50	60	30,501	1.2	.000	.103
Top 50%	45.1	11.5	.03	24	38	46	54	60	110,643	-1.6	.000	-.138
Top 10%	47.7	12.3	.08	24	40	50	58	60	1,646	-4.2	.000	-.339
Supportive Environment												
UK (N = 1510)	35.3	13.9	.36	13	25	35	43	60				
Natl Public R1/R2s	33.8	13.9	.04	10	23	35	43	60	113,677	1.5	.000	.106
Natl Public R1s	33.9	13.8	.05	10	25	35	43	60	70,777	1.3	.000	.096
SE Public R1s	35.1	13.8	.08	13	25	35	45	60	32,087	.1	.682	.011
Top 50%	36.9	13.5	.04	15	28	38	45	60	1,541	-1.6	.000	-.119
Top 10%	39.9	12.8	.10	18	33	40	50	60	1,733	-4.7	.000	-.361

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 = 1985)	38.6	13.6	.31	20	30	40	50	60				
Natl Public R1/R2s	39.1	13.9	.03	15	30	40	50	60	168,371	-.5	.132	-.034
Natl Public R1s	39.0	13.9	.04	15	30	40	50	60	109,319	-.4	.200	-.029
SE Public R1s	39.2	14.1	.06	15	30	40	50	60	51,193	-.5	.093	-.038
Top 50%	41.6	13.6	.03	20	35	40	55	60	169,074	-3.0	.000	-.217
Top 10%	43.9	13.0	.10	20	35	40	55	60	20,292	-5.3	.000	-.403
Reflective & Integrative Learning												
UK (N = 2085)	36.2	12.6	.28	17	29	37	43	60				
Natl Public R1/R2s	36.9	12.9	.03	17	29	37	46	60	180,610	-.8	.006	-.061
Natl Public R1s	36.9	12.8	.04	17	29	37	46	60	117,232	-.7	.011	-.056
SE Public R1s	37.0	13.1	.06	17	29	37	46	60	2,263	-.8	.003	-.065
Top 50%	39.7	12.4	.03	20	31	40	49	60	164,227	-3.6	.000	-.291
Top 10%	42.5	11.7	.10	23	34	43	51	60	2,676	-6.3	.000	-.536
Learning Strategies												
UK (N = 1916)	38.4	14.3	.33	13	27	40	47	60				
Natl Public R1/R2s	37.9	14.8	.04	13	27	40	47	60	1,966	.5	.152	.032
Natl Public R1s	37.9	14.8	.05	13	27	40	47	60	1,993	.5	.122	.035
SE Public R1s	38.6	14.9	.07	13	27	40	53	60	2,091	-.2	.538	-.014
Top 50%	40.6	14.6	.03	20	33	40	53	60	192,709	-2.2	.000	-.148
Top 10%	43.5	14.2	.09	20	33	40	60	60	2,217	-5.1	.000	-.357
Quantitative Reasoning												
UK (N = 1924)	31.9	15.4	.35	7	20	33	40	60				
Natl Public R1/R2s	30.4	16.3	.04	0	20	27	40	60	1,976	1.5	.000	.094
Natl Public R1s	30.7	16.3	.05	0	20	33	40	60	2,005	1.2	.001	.072
SE Public R1s	31.0	16.4	.08	0	20	33	40	60	2,108	.9	.015	.053
Top 50%	31.6	16.3	.03	0	20	33	40	60	1,959	.3	.383	.019
Top 10%	34.8	15.8	.10	7	20	33	47	60	24,893	-2.9	.000	-.185
Learning with Peers												
Collaborative Learning												
UK (N = 2137)	31.1	14.9	.32	5	20	30	40	60				
Natl Public R1/R2s	31.6	15.5	.04	5	20	30	40	60	2,189	-.5	.115	-.033
Natl Public R1s	31.8	15.4	.04	5	20	30	40	60	2,217	-.8	.019	-.049
SE Public R1s	32.5	15.2	.06	5	20	30	45	60	59,395	-1.4	.000	-.094
Top 50%	35.0	14.2	.03	10	25	35	45	60	2,170	-3.9	.000	-.278
Top 10%	38.8	13.4	.08	15	30	40	50	60	2,422	-7.7	.000	-.572
Discussions with Diverse Others												
UK (N = 1923)	38.4	15.5	.35	15	25	40	50	60				
Natl Public R1/R2s	39.7	16.2	.04	10	30	40	55	60	1,974	-1.3	.000	-.080
Natl Public R1s	40.4	16.1	.05	15	30	40	55	60	2,001	-2.0	.000	-.127
SE Public R1s	41.4	16.0	.07	15	30	40	60	60	2,097	-3.0	.000	-.186
Top 50%	41.2	15.6	.03	15	30	40	60	60	245,577	-2.9	.000	-.183
Top 10%	44.2	15.0	.08	20	35	45	60	60	38,062	-5.8	.000	-.385

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 = 2015)	23.5	15.8	.35	0	10	20	35	60				
Natl Public R1/R2s	21.8	15.8	.04	0	10	20	30	55	173,881	1.7	.000	.108
Natl Public R1s	21.5	15.7	.05	0	10	20	30	55	112,904	2.1	.000	.131
SE Public R1s	22.1	16.0	.07	0	10	20	30	55	53,155	1.4	.000	.087
Top 50%	28.5	16.0	.05	5	15	25	40	60	2,107	-5.0	.000	-.311
Top 10%	33.6	15.9	.15	10	20	35	45	60	2,807	-10.1	.000	-.634
Effective Teaching Practices												
UK (N = 1984)	38.8	13.4	.30	16	28	40	48	60				
Natl Public R1/R2s	38.1	14.2	.03	15	28	40	48	60	2,036	.7	.020	.050
Natl Public R1s	38.0	14.0	.04	16	28	40	48	60	2,064	.8	.006	.060
SE Public R1s	38.4	14.2	.06	16	28	40	48	60	2,168	.4	.214	.027
Top 50%	41.5	13.9	.04	16	32	40	52	60	2,043	-2.7	.000	-.195
Top 10%	44.6	13.3	.10	20	36	44	56	60	2,456	-5.8	.000	-.432
Campus Environment												
Quality of Interactions												
UK (N = 1766)	43.1	12.1	.29	20	36	44	52	60				
Natl Public R1/R2s	41.8	12.5	.03	18	34	43	50	60	1,811	1.3	.000	.106
Natl Public R1s	41.7	12.4	.04	18	34	43	50	60	94,597	1.4	.000	.116
SE Public R1s	42.0	12.5	.06	18	34	44	50	60	44,099	1.2	.000	.093
Top 50%	45.2	11.9	.03	22	38	48	54	60	137,076	-2.0	.000	-.171
Top 10%	48.2	11.9	.07	25	42	50	60	60	31,974	-5.1	.000	-.425
Supportive Environment												
UK (N = 1882)	32.3	13.8	.32	10	23	33	40	60				
Natl Public R1/R2s	31.6	14.3	.04	8	20	33	40	60	1,931	.7	.028	.049
Natl Public R1s	31.8	14.2	.05	8	20	33	40	60	1,957	.5	.131	.034
SE Public R1s	32.8	14.4	.07	10	23	33	43	60	2,054	-.6	.079	-.040
Top 50%	34.1	14.2	.04	10	23	35	43	60	1,933	-1.9	.000	-.132
Top 10%	37.2	14.3	.10	13	28	38	48	60	2,298	-4.9	.000	-.344

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.