



---

# NSSE 2020

## Engagement Indicators

Iowa State University

---

### About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

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

### Report Sections

#### Overview (p. 3)

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

#### Theme Reports (pp. 4-13)

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

##### Mean Comparisons

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

##### Score Distributions

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

##### Performance on Indicator Items

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

#### Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2019 and 2020 participating institutions.

#### Detailed Statistics (pp. 16-19)

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

### Interpreting Comparisons

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

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

### How Engagement Indicators are Computed

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

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

## Engagement Indicators: Overview

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

Use the following key:

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

### First-Year Students

Theme	Engagement Indicator	Your first-year students	Your first-year students	Your first-year students
		compared with Doc/Very High Public	compared with AAU Institutions	compared with Doc prof or higher
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	Your seniors	Your seniors
		compared with Doc/Very High Public	compared with AAU Institutions	compared with Doc prof or higher
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

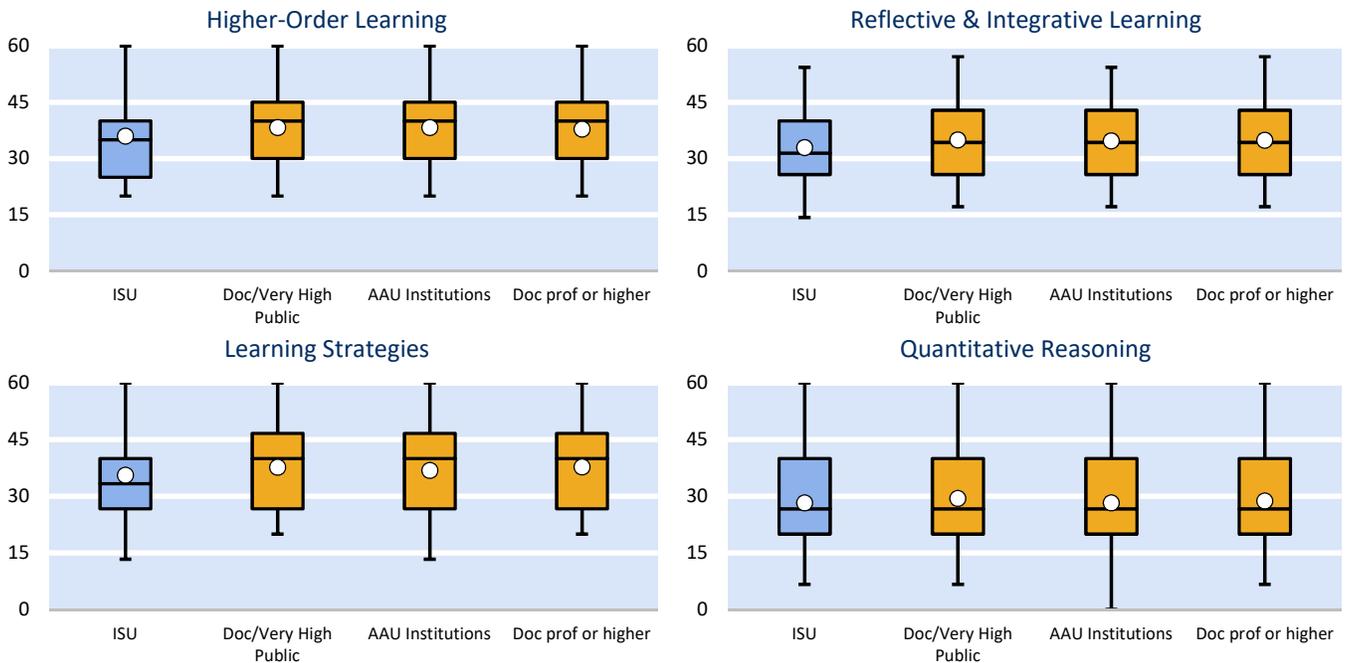
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	ISU Mean	Your first-year students compared with					
		Doc/Very High Public		AAU Institutions		Doc prof or higher	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.0	38.3 ***	-.18	38.3 ***	-.18	37.9 ***	-.14
Reflective & Integrative Learning	32.9	35.0 ***	-.17	34.7 ***	-.15	34.9 ***	-.16
Learning Strategies	35.6	37.7 ***	-.15	36.8 ***	-.09	37.8 ***	-.16
Quantitative Reasoning	28.3	29.4 ***	-.08	28.3	.00	28.7	-.03

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.

	ISU	Percentage point difference <sup>a</sup> between your FY students and		
		Doc/Very High Public	AAU Institutions	Doc prof or higher
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	70	 -3	 -7	 -2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	65	 -6	 -7	 -4
4d. Evaluating a point of view, decision, or information source	62	 -6	 -1	 -6
4e. Forming a new idea or understanding from various pieces of information	65	 -3	 -2	 -3
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	52	 -0	 +1	 +0
2b. Connected your learning to societal problems or issues	43	 -7	 -7	 -7
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	40	 -10	 -7	 -9
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	 -4	 -2	 -4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64	 -5	 -3	 -6
2f. Learned something that changed the way you understand an issue or concept	65	 -2	 -4	 -1
2g. Connected ideas from your courses to your prior experiences and knowledge	76	 -1	 -3	 -0
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	70	 -3	 -4	 -3
9b. Reviewed your notes after class	60	 -5	 +2	 -5
9c. Summarized what you learned in class or from course materials	59	 -3	 -0	 -3
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55	 -1	 +2	 +1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	 -2	 +1	 -1
6c. Evaluated what others have concluded from numerical information	42	 -2	 -1	 +0

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

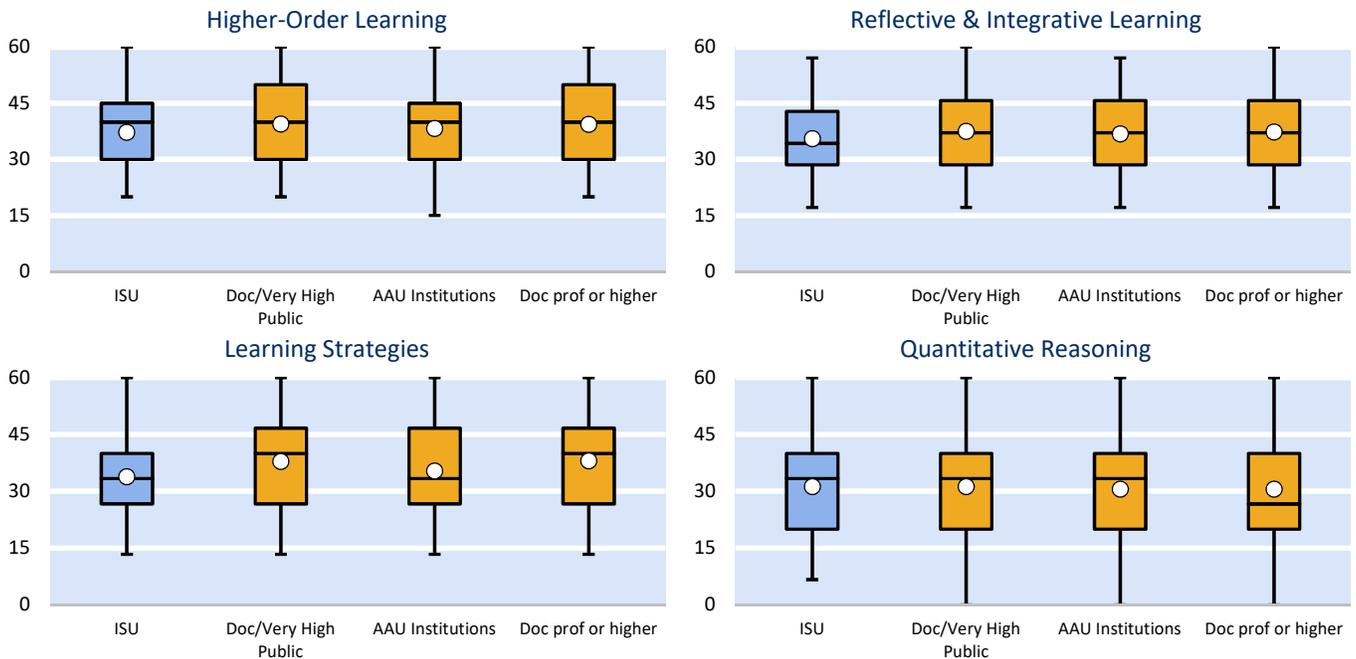
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	ISU Mean	Your seniors compared with					
		Doc/Very High Public		AAU Institutions		Doc prof or higher	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.3	39.4 ***	-.16	38.3 ***	-.07	39.4 ***	-.16
Reflective & Integrative Learning	35.6	37.5 ***	-.15	36.9 ***	-.10	37.4 ***	-.15
Learning Strategies	33.8	37.8 ***	-.28	35.4 ***	-.11	38.0 ***	-.29
Quantitative Reasoning	31.2	31.2	.00	30.5 *	.05	30.5 *	.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.

	ISU	Percentage point difference <sup>a</sup> between your seniors and		
		Doc/Very High Public	AAU Institutions	Doc prof or higher
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	75	-3	-2	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	-5	-3	-5
4d. Evaluating a point of view, decision, or information source	60	-7	-3	-8
4e. Forming a new idea or understanding from various pieces of information	66	-4	-1	-4
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	69	+0	+3	+0
2b. Connected your learning to societal problems or issues	50	-7	-6	-8
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	40	-9	-8	-9
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	-5	-3	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	-4	-3	-4
2f. Learned something that changed the way you understand an issue or concept	70	-2	-3	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-0	+1	-1
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	68	-7	-6	-7
9b. Reviewed your notes after class	51	-10	-0	-11
9c. Summarized what you learned in class or from course materials	52	-10	-4	-11
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	60	+2	+4	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	-1	+2	+0
6c. Evaluated what others have concluded from numerical information	48	-1	-1	+1

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

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

### Learning with Peers: First-year students

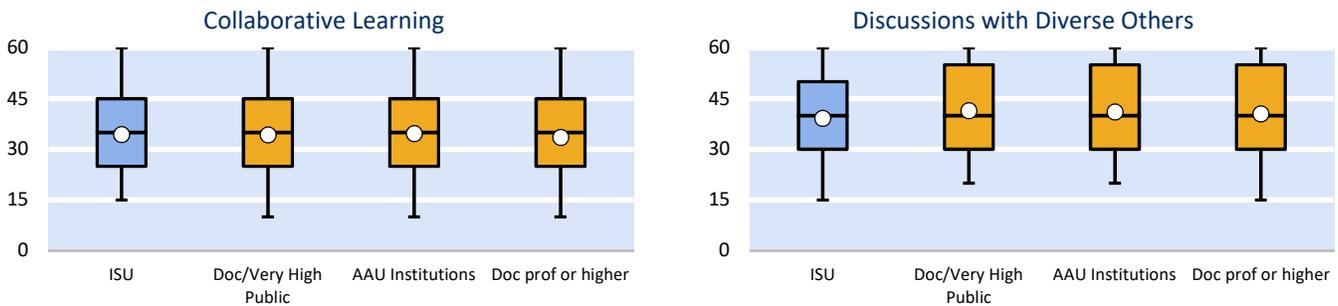
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	ISU Mean	Your first-year students compared with					
		Doc/Very High Public		AAU Institutions		Doc prof or higher	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.4	34.3	.01	34.6	-.01	33.5 **	.06
Discussions with Diverse Others	39.2	41.4 ***	-.15	41.0 ***	-.13	40.5 ***	-.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



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.

	ISU %	Percentage point difference <sup>a</sup> between your FY students and		
		Doc/Very High Public	AAU Institutions	Doc prof or higher
<b>Collaborative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	61	+4	+1	+5
1f. Explained course material to one or more students	59	-3	-4	-1
1g. Prepared for exams by discussing or working through course material with other students	56	+1	+0	+3
1h. Worked with other students on course projects or assignments	62	+5	+7	+7
<b>Discussions with Diverse Others</b>				
<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	66	-8	-10	-6
8b. People from an economic background other than your own	70	-5	-4	-3
8c. People with religious beliefs other than your own	69	-3	-4	-1
8d. People with political views other than your own	71	+4	+12	+5

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

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

### Learning with Peers: Seniors

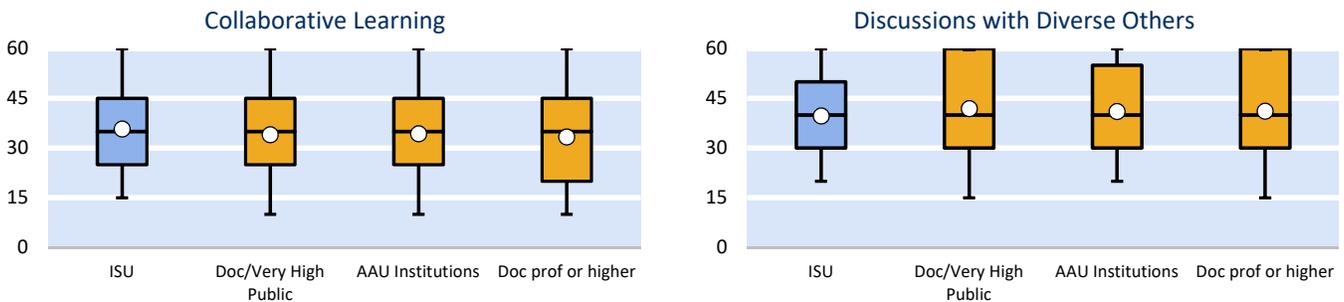
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	ISU Mean	Your seniors compared with					
		Doc/Very High Public		AAU Institutions		Doc prof or higher	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.8	34.0 ***	.12	34.4 ***	.10	33.4 ***	.16
Discussions with Diverse Others	39.7	41.9 ***	-.14	41.1 ***	-.10	41.1 ***	-.09

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

#### 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.

	ISU	Percentage point difference <sup>a</sup> between your seniors and		
		Doc/Very High Public	AAU Institutions	Doc prof or higher
<b>Collaborative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1e. Asked another student to help you understand course material	54	+6	+3	+7
1f. Explained course material to one or more students	65	+4	+4	+5
1g. Prepared for exams by discussing or working through course material with other students	53	+2	+3	+4
1h. Worked with other students on course projects or assignments	76	+10	+9	+11
<b>Discussions with Diverse Others</b>				
<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	67	-9	-9	-6
8b. People from an economic background other than your own	71	-5	-2	-3
8c. People with religious beliefs other than your own	68	-4	-4	-2
8d. People with political views other than your own	70	+2	+11	+3

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

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

### Experiences with Faculty: First-year students

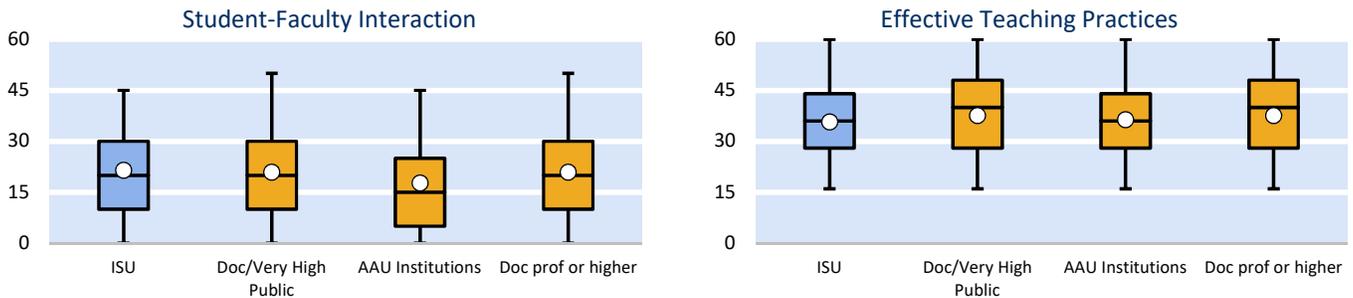
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	ISU Mean	Your first-year students compared with					
		Doc/Very High Public		AAU Institutions		Doc prof or higher	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.4	20.9	.04	17.7 ***	.26	20.9	.04
Effective Teaching Practices	35.7	37.5 ***	-.15	36.3 *	-.05	37.5 ***	-.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.

Student-Faculty Interaction	ISU %	Percentage point difference <sup>a</sup> between your FY students and		
		Doc/Very High Public	AAU Institutions	Doc prof or higher
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	41	+3	+14	+3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	+4	+8	+5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	-0	+2	-0
3d. Discussed your academic performance with a faculty member	27	-1	+6	-1
<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	75	-2	-1	-2
5b. Taught course sessions in an organized way	71	-3	-2	-2
5c. Used examples or illustrations to explain difficult points	73	-2	-3	-1
5d. Provided feedback on a draft or work in progress	50	-8	+0	-9
5e. Provided prompt and detailed feedback on tests or completed assignments	52	-2	+2	-3

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

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

### Experiences with Faculty: Seniors

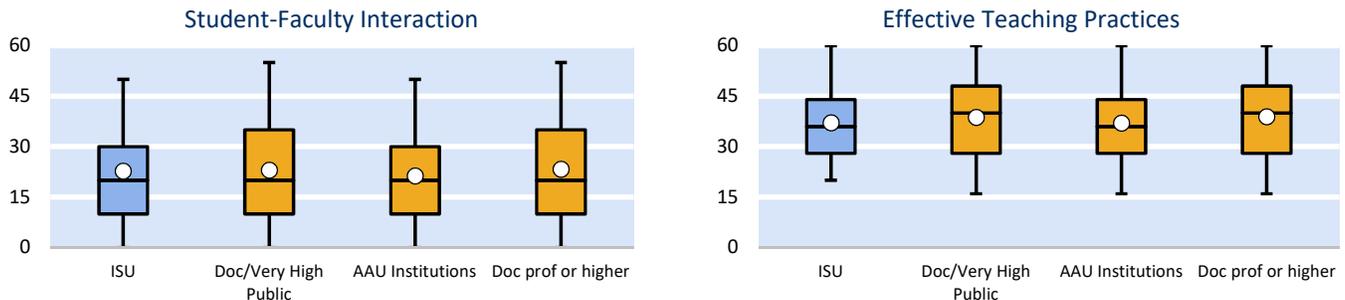
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

#### Mean Comparisons

Engagement Indicator	ISU Mean	Your seniors compared with					
		Doc/Very High Public		AAU Institutions		Doc prof or higher	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.7	23.0	-.02	21.2 ***	.10	23.2	-.03
Effective Teaching Practices	37.1	38.6 ***	-.12	36.9	.01	38.9 ***	-.13

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

#### Score Distributions



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

#### Performance on Indicator Items

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

Student-Faculty Interaction	ISU	Percentage point difference <sup>a</sup> between your seniors and		
		Doc/Very High Public	AAU Institutions	Doc prof or higher
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	39	-1	+5	-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	+1	+2	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	-1	+0	-2
3d. Discussed your academic performance with a faculty member	26	-4	+3	-5
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	78	-1	+0	-1
5b. Taught course sessions in an organized way	76	-0	+0	+0
5c. Used examples or illustrations to explain difficult points	77	+0	-0	+0
5d. Provided feedback on a draft or work in progress	51	-6	+2	-7
5e. Provided prompt and detailed feedback on tests or completed assignments	55	-4	+3	-5

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

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

### Campus Environment: First-year students

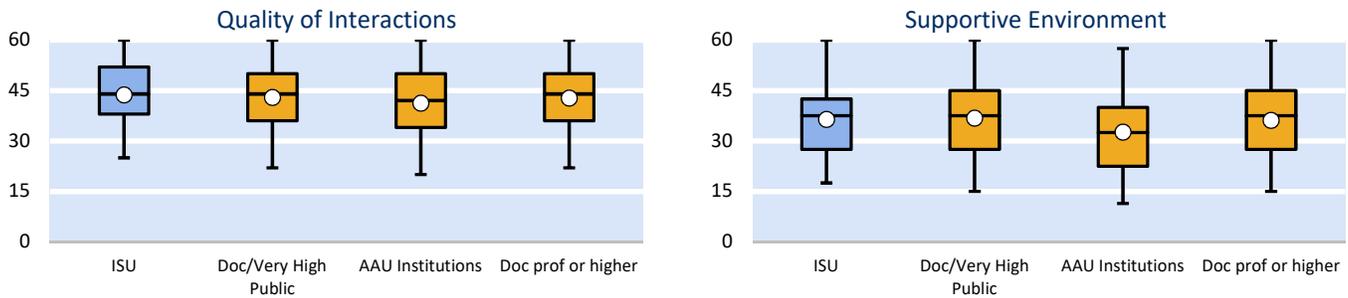
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	ISU Mean	Your first-year students compared with					
		Doc/Very High Public		AAU Institutions		Doc prof or higher	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.8	43.0 **	.07	41.3 ***	.21	42.8 ***	.08
Supportive Environment	36.4	36.8	-.03	32.6 ***	.29	36.1	.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	ISU %	Percentage point difference <sup>a</sup> between your FY students and		
		Doc/Very High Public	AAU Institutions	Doc prof or higher
<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	57	+4	+12	+4
13c. Faculty	48	-1	+3	-1
13d. Student services staff (career services, student activities, housing, etc.)	51	+4	+9	+4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	49	+6	+9	+5
<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	76	+1	+9	+1
14c. Using learning support services (tutoring services, writing center, etc.)	76	-1	+7	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	-2	+6	-0
14e. Providing opportunities to be involved socially	74	-0	+9	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	74	+1	+13	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	45	+3	+14	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	67	-2	+10	+1
14i. Attending events that address important social, economic, or political issues	52	+4	+10	+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

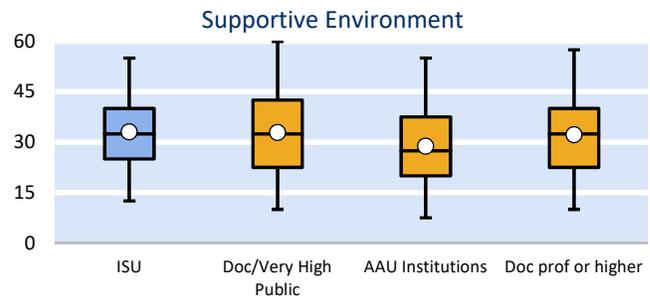
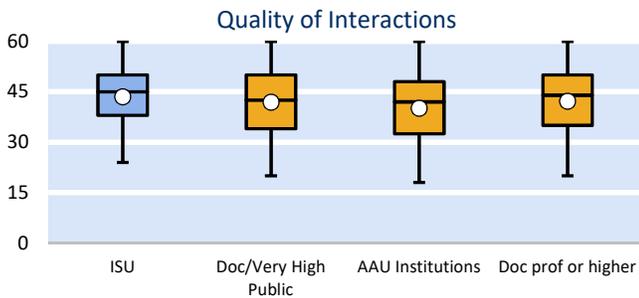
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	ISU Mean	Your seniors compared with					
		Doc/Very High Public		AAU Institutions		Doc prof or higher	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.5	41.9 ***	.13	40.1 ***	.29	42.2 ***	.11
Supportive Environment	33.1	32.9	.01	28.9 ***	.31	32.3 **	.06

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

#### Score Distributions



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	ISU	Percentage point difference <sup>a</sup> between your seniors and		
		Doc/Very High Public	AAU Institutions	Doc prof or higher
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	60	+2	+5	+3
13b. Academic advisors	57	+9	+14	+8
13c. Faculty	49	-4	+2	-5
13d. Student services staff (career services, student activities, housing, etc.)	46	+3	+10	+3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	+6	+11	+5
<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	73	+4	+14	+4
14c. Using learning support services (tutoring services, writing center, etc.)	67	+3	+11	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	-5	+5	-3
14e. Providing opportunities to be involved socially	71	+3	+12	+5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	66	+4	+16	+5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	-1	+9	-0
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	-0	+9	+4
14i. Attending events that address important social, economic, or political issues	42	+1	+7	+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.

This page intentionally left blank.

### Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2019 and 2020 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 NSSE institutions.

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

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

First-Year Students		ISU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.0	39.3 ***	-.26		41.4 ***	-.42	
	Reflective and Integrative Learning	32.9	36.7 ***	-.32		39.0 ***	-.51	
	Learning Strategies	35.6	39.9 ***	-.31		42.3 ***	-.47	
	Quantitative Reasoning	28.3	29.4 ***	-.08		31.4 ***	-.21	
<i>Learning with Peers</i>	Collaborative Learning	34.4	35.2 **	-.06		37.4 ***	-.22	
	Discussions with Diverse Others	39.2	41.5 ***	-.15		43.6 ***	-.31	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	21.4	24.5 ***	-.21		28.1 ***	-.44	
	Effective Teaching Practices	35.7	40.5 ***	-.37		42.3 ***	-.47	
<i>Campus Environment</i>	Quality of Interactions	43.8	45.2 ***	-.13		47.2 ***	-.30	
	Supportive Environment	36.4	37.9 ***	-.11		40.0 ***	-.28	

Seniors		ISU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.3	41.7 ***	-.33		43.2 ***	-.44	
	Reflective and Integrative Learning	35.6	39.8 ***	-.35		41.8 ***	-.52	
	Learning Strategies	33.8	40.7 ***	-.48		42.7 ***	-.62	
	Quantitative Reasoning	31.2	31.4	-.01	✓	33.4 ***	-.13	
<i>Learning with Peers</i>	Collaborative Learning	35.8	35.9	-.01	✓	38.4 ***	-.19	
	Discussions with Diverse Others	39.7	42.1 ***	-.15		43.8 ***	-.27	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	22.7	29.7 ***	-.44		33.2 ***	-.67	
	Effective Teaching Practices	37.1	41.8 ***	-.35		43.7 ***	-.50	
<i>Campus Environment</i>	Quality of Interactions	43.5	45.3 ***	-.15		47.4 ***	-.32	
	Supportive Environment	33.1	34.6 ***	-.11		36.8 ***	-.27	

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

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

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

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
ISU (N = 1973)	36.0	12.2	.28	20	25	35	40	60				
Doc/Very High Public	38.3	13.0	.05	20	30	40	45	60	2,120	-2.3	.000	-.178
AAU Institutions	38.3	12.6	.09	20	30	40	45	60	2,417	-2.3	.000	-.181
Doc prof or higher	37.9	13.1	.04	20	30	40	45	60	2,041	-1.9	.000	-.143
Top 50%	39.3	13.1	.03	20	30	40	50	60	2,022	-3.3	.000	-.256
Top 10%	41.4	12.8	.07	20	35	40	50	60	2,227	-5.4	.000	-.423
<b>Reflective &amp; Integrative Learning</b>												
ISU (N = 2053)	32.9	11.2	.25	14	26	31	40	54				
Doc/Very High Public	35.0	11.9	.05	17	26	34	43	57	2,200	-2.1	.000	-.174
AAU Institutions	34.7	11.8	.08	17	26	34	43	54	2,518	-1.8	.000	-.151
Doc prof or higher	34.9	11.9	.03	17	26	34	43	57	2,119	-1.9	.000	-.162
Top 50%	36.7	11.8	.03	17	29	37	46	57	2,105	-3.7	.000	-.318
Top 10%	39.0	11.7	.07	20	31	40	49	60	2,401	-6.0	.000	-.515
<b>Learning Strategies</b>												
ISU (N = 1927)	35.6	13.3	.30	13	27	33	40	60				
Doc/Very High Public	37.7	13.7	.06	20	27	40	47	60	2,067	-2.1	.000	-.153
AAU Institutions	36.8	13.7	.10	13	27	40	47	60	2,369	-1.2	.000	-.088
Doc prof or higher	37.8	13.7	.04	20	27	40	47	60	1,990	-2.2	.000	-.158
Top 50%	39.9	13.7	.04	20	33	40	53	60	154,878	-4.3	.000	-.311
Top 10%	42.3	14.1	.08	20	33	40	53	60	2,182	-6.7	.000	-.475
<b>Quantitative Reasoning</b>												
ISU (N = 1939)	28.3	14.4	.33	7	20	27	40	60				
Doc/Very High Public	29.4	15.1	.06	7	20	27	40	60	2,082	-1.1	.001	-.076
AAU Institutions	28.3	15.0	.11	0	20	27	40	60	2,389	.0	.912	-.003
Doc prof or higher	28.7	15.1	.04	7	20	27	40	60	2,004	-.5	.142	-.032
Top 50%	29.4	15.2	.03	7	20	27	40	60	1,981	-1.2	.000	-.078
Top 10%	31.4	15.3	.07	7	20	33	40	60	2,146	-3.1	.000	-.205
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
ISU (N = 2117)	34.4	13.4	.29	15	25	35	45	60				
Doc/Very High Public	34.3	14.1	.05	10	25	35	45	60	2,257	.1	.787	.006
AAU Institutions	34.6	14.3	.10	10	25	35	45	60	2,588	-.2	.488	-.015
Doc prof or higher	33.5	14.3	.04	10	25	35	45	60	2,181	.9	.002	.064
Top 50%	35.2	13.7	.03	15	25	35	45	60	229,387	-.8	.007	-.059
Top 10%	37.4	13.5	.06	15	30	40	45	60	50,148	-3.0	.000	-.223
<b>Discussions with Diverse Others</b>												
ISU (N = 1924)	39.2	14.6	.33	15	30	40	50	60				
Doc/Very High Public	41.4	14.9	.06	20	30	40	55	60	2,059	-2.2	.000	-.146
AAU Institutions	41.0	14.5	.11	20	30	40	55	60	20,744	-1.8	.000	-.128
Doc prof or higher	40.5	15.3	.04	15	30	40	55	60	1,988	-1.3	.000	-.087
Top 50%	41.5	15.0	.03	20	30	40	55	60	1,961	-2.3	.000	-.151
Top 10%	43.6	14.5	.07	20	35	45	60	60	2,100	-4.4	.000	-.305

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
ISU (N = 1988)	21.4	13.7	.31	0	10	20	30	45				
Doc/Very High Public	20.9	14.5	.06	0	10	20	30	50	64,785	.5	.122	.035
AAU Institutions	17.7	14.2	.10	0	5	15	25	45	22,107	3.7	.000	.263
Doc prof or higher	20.9	14.5	.04	0	10	20	30	50	2,053	.5	.083	.037
Top 50%	24.5	14.7	.04	5	15	20	35	55	2,067	-3.0	.000	-.207
Top 10%	28.1	15.5	.12	5	15	25	40	60	2,688	-6.7	.000	-.437
<b>Effective Teaching Practices</b>												
ISU (N = 1976)	35.7	12.1	.27	16	28	36	44	60				
Doc/Very High Public	37.5	12.7	.05	16	28	40	48	60	2,119	-1.8	.000	-.145
AAU Institutions	36.3	12.3	.09	16	28	36	44	60	21,511	-.7	.025	-.053
Doc prof or higher	37.5	12.9	.04	16	28	40	48	60	2,043	-1.9	.000	-.143
Top 50%	40.5	13.2	.04	20	32	40	52	60	2,046	-4.8	.000	-.367
Top 10%	42.3	14.1	.07	16	32	44	56	60	2,278	-6.6	.000	-.469
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
ISU (N = 1831)	43.8	10.8	.25	25	38	44	52	60				
Doc/Very High Public	43.0	11.3	.05	22	36	44	50	60	1,967	.7	.004	.066
AAU Institutions	41.3	11.7	.09	20	34	42	50	60	2,323	2.5	.000	.215
Doc prof or higher	42.8	11.5	.03	22	36	44	50	60	1,895	1.0	.000	.084
Top 50%	45.2	11.2	.03	24	38	46	54	60	1,889	-1.4	.000	-.129
Top 10%	47.2	11.6	.07	25	40	50	58	60	2,099	-3.5	.000	-.298
<b>Supportive Environment</b>												
ISU (N = 1905)	36.4	12.4	.28	18	28	38	43	60				
Doc/Very High Public	36.8	13.0	.06	15	28	38	45	60	2,050	-.3	.229	-.027
AAU Institutions	32.6	13.2	.10	11	23	33	40	58	2,379	3.8	.000	.290
Doc prof or higher	36.1	13.2	.04	15	28	38	45	60	1,972	.3	.277	.024
Top 50%	37.9	13.1	.03	18	30	38	48	60	1,959	-1.5	.000	-.111
Top 10%	40.0	12.9	.08	18	33	40	50	60	2,213	-3.6	.000	-.278

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
ISU (N = 2696)	37.3	12.6	.24	20	30	40	45	60				
Doc/Very High Public	39.4	13.5	.05	20	30	40	50	60	2,908	-2.1	.000	-.160
AAU Institutions	38.3	13.1	.09	15	30	40	45	60	3,435	-1.0	.000	-.074
Doc prof or higher	39.4	13.6	.03	20	30	40	50	60	2,797	-2.1	.000	-.158
Top 50%	41.7	13.4	.03	20	35	40	55	60	2,798	-4.4	.000	-.330
Top 10%	43.2	13.3	.07	20	35	40	55	60	3,123	-5.9	.000	-.444
<b>Reflective &amp; Integrative Learning</b>												
ISU (N = 2821)	35.6	11.5	.22	17	29	34	43	57				
Doc/Very High Public	37.5	12.5	.04	17	29	37	46	60	3,045	-1.9	.000	-.154
AAU Institutions	36.9	12.2	.08	17	29	37	46	57	3,619	-1.3	.000	-.104
Doc prof or higher	37.4	12.5	.03	17	29	37	46	60	2,926	-1.8	.000	-.145
Top 50%	39.8	12.2	.03	20	31	40	49	60	2,932	-4.2	.000	-.348
Top 10%	41.8	12.0	.08	20	34	40	51	60	3,534	-6.2	.000	-.516
<b>Learning Strategies</b>												
ISU (N = 2640)	33.8	14.2	.28	13	27	33	40	60				
Doc/Very High Public	37.8	14.6	.05	13	27	40	47	60	2,837	-4.0	.000	-.276
AAU Institutions	35.4	14.2	.10	13	27	33	47	60	23,972	-1.6	.000	-.112
Doc prof or higher	38.0	14.6	.04	13	27	40	47	60	2,733	-4.2	.000	-.287
Top 50%	40.7	14.5	.03	20	33	40	53	60	179,776	-6.9	.000	-.477
Top 10%	42.7	14.4	.06	20	33	40	60	60	2,896	-8.9	.000	-.616
<b>Quantitative Reasoning</b>												
ISU (N = 2648)	31.2	15.0	.29	7	20	33	40	60				
Doc/Very High Public	31.2	16.0	.06	0	20	33	40	60	2,862	.0	.932	.002
AAU Institutions	30.5	15.8	.11	0	20	33	40	60	3,413	.7	.018	.047
Doc prof or higher	30.5	16.1	.04	0	20	27	40	60	2,748	.7	.014	.045
Top 50%	31.4	16.1	.03	0	20	33	40	60	2,720	-.2	.548	-.011
Top 10%	33.4	15.9	.08	7	20	33	40	60	3,013	-2.1	.000	-.134
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
ISU (N = 2914)	35.8	13.6	.25	15	25	35	45	60				
Doc/Very High Public	34.0	15.0	.05	10	25	35	45	60	3,146	1.8	.000	.118
AAU Institutions	34.4	14.5	.09	10	25	35	45	60	3,725	1.4	.000	.098
Doc prof or higher	33.4	15.2	.04	10	20	35	45	60	3,027	2.4	.000	.160
Top 50%	35.9	14.0	.03	15	25	35	45	60	2,999	-.1	.580	-.010
Top 10%	38.4	13.6	.07	15	30	40	50	60	39,473	-2.6	.000	-.191
<b>Discussions with Diverse Others</b>												
ISU (N = 2644)	39.7	14.6	.28	20	30	40	50	60				
Doc/Very High Public	41.9	15.4	.06	15	30	40	60	60	2,853	-2.2	.000	-.144
AAU Institutions	41.1	14.4	.10	20	30	40	55	60	24,081	-1.4	.000	-.097
Doc prof or higher	41.1	15.7	.04	15	30	40	60	60	2,746	-1.5	.000	-.093
Top 50%	42.1	15.5	.03	15	30	40	60	60	2,714	-2.4	.000	-.153
Top 10%	43.8	15.3	.06	20	35	45	60	60	2,921	-4.1	.000	-.269

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
ISU (N = 2741)	22.7	15.0	.29	0	10	20	30	50				
Doc/Very High Public	23.0	15.7	.05	0	10	20	35	55	2,946	-.3	.335	-.018
AAU Institutions	21.2	15.1	.10	0	10	20	30	50	25,679	1.5	.000	.097
Doc prof or higher	23.2	15.9	.04	0	10	20	35	55	2,840	-.5	.069	-.033
Top 50%	29.7	15.9	.05	5	20	30	40	60	2,945	-7.0	.000	-.439
Top 10%	33.2	16.0	.13	10	20	35	45	60	4,016	-10.5	.000	-.666
<b>Effective Teaching Practices</b>												
ISU (N = 2698)	37.1	12.0	.23	20	28	36	44	60				
Doc/Very High Public	38.6	13.5	.05	16	28	40	48	60	2,934	-1.6	.000	-.117
AAU Institutions	36.9	12.7	.08	16	28	36	44	60	3,458	.1	.574	.011
Doc prof or higher	38.9	13.7	.03	16	28	40	48	60	2,811	-1.8	.000	-.132
Top 50%	41.8	13.7	.04	20	32	40	52	60	2,836	-4.7	.000	-.346
Top 10%	43.7	13.4	.08	20	36	44	56	60	3,330	-6.7	.000	-.500
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
ISU (N = 2494)	43.5	10.5	.21	24	38	45	50	60				
Doc/Very High Public	41.9	12.0	.05	20	34	43	50	60	2,729	1.6	.000	.131
AAU Institutions	40.1	12.0	.08	18	33	42	48	60	3,351	3.4	.000	.288
Doc prof or higher	42.2	12.1	.03	20	35	44	50	60	2,605	1.3	.000	.112
Top 50%	45.3	11.7	.03	24	38	48	54	60	2,602	-1.7	.000	-.149
Top 10%	47.4	12.0	.06	24	40	50	58	60	2,857	-3.9	.000	-.324
<b>Supportive Environment</b>												
ISU (N = 2600)	33.1	12.5	.24	13	25	33	40	55				
Doc/Very High Public	32.9	13.9	.05	10	23	33	43	60	2,829	.1	.550	.011
AAU Institutions	28.9	13.5	.09	8	20	28	38	55	3,397	4.2	.000	.313
Doc prof or higher	32.3	14.0	.04	10	23	33	40	58	2,710	.8	.001	.058
Top 50%	34.6	14.0	.04	13	25	35	45	60	2,715	-1.6	.000	-.112
Top 10%	36.8	14.1	.09	13	28	38	48	60	3,273	-3.7	.000	-.268

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.