



NSSE 2023

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. The specific items within each EI are listed below, starting on page 5.

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

Report Sections

Overview (p. 3)

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

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of all current- and prior-year institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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

Engagement Indicators: Overview

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

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

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

First-Year Students

Theme	Engagement Indicator	Your first-year students	Your first-year students	Your first-year students
		compared with Doc/Very High Public	compared with IPEDS Peers	compared with Doc/Prof and 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 IPEDS Peers	compared with Doc/Prof and 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

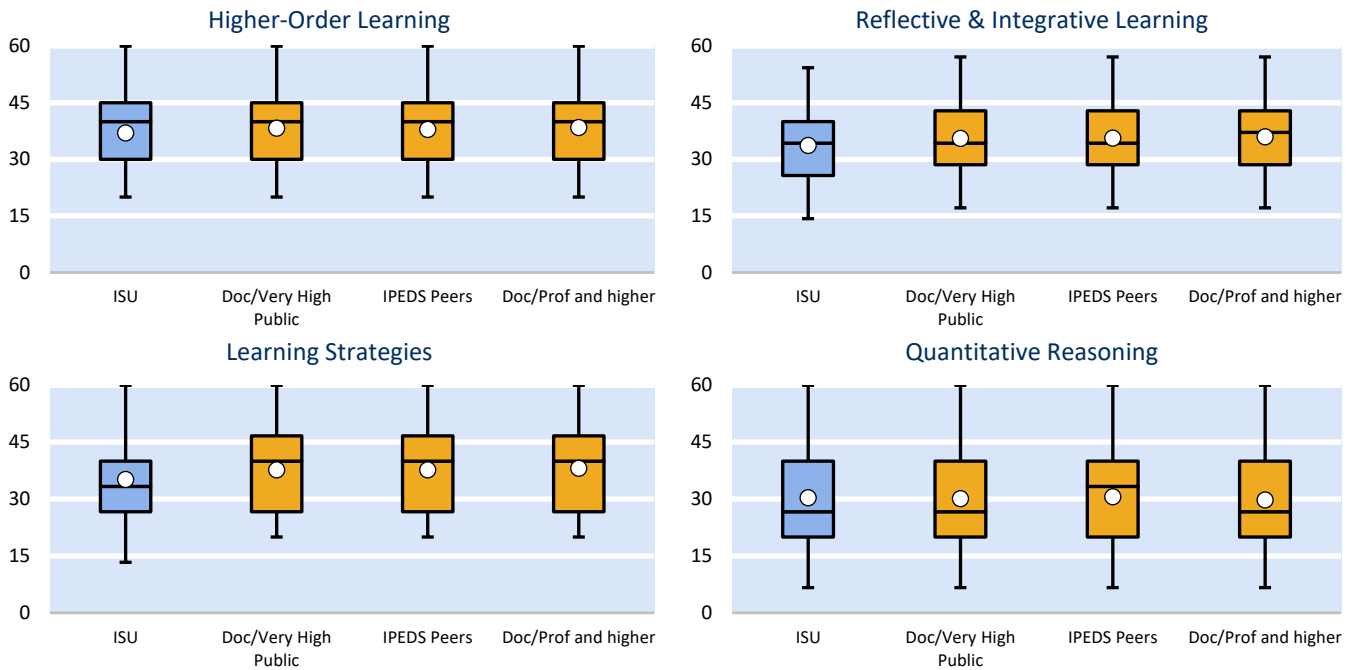
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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		IPEDS Peers		Doc/Prof and higher	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.0	38.3 ***	-.09	38.0 *	-.07	38.5 ***	-.11
Reflective & Integrative Learning	33.7	35.6 ***	-.16	35.6 ***	-.16	36.0 ***	-.19
Learning Strategies	35.1	37.7 ***	-.19	37.7 ***	-.19	38.1 ***	-.21
Quantitative Reasoning	30.4	30.1	.02	30.6	-.02	29.8	.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.

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 ^a between your FY students and		
		Doc/Very High Public	IPEDS Peers	Doc/Prof and higher
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	71	-1	-2	-0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68	-3	-2	-2
4d. Evaluating a point of view, decision, or information source	64	-4	-3	-6
4e. Forming a new idea or understanding from various pieces of information	67	-2	-2	-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	+1	+0	+1
2b. Connected your learning to societal problems or issues	43	-8	-9	-10
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	45	-8	-7	-10
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	-3	-3	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	66	-5	-5	-6
2f. Learned something that changed the way you understand an issue or concept	66	-1	-2	-2
2g. Connected ideas from your courses to your prior experiences and knowledge	76	-2	-3	-2
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	65	-6	-6	-7
9b. Reviewed your notes after class	58	-8	-9	-8
9c. Summarized what you learned in class or from course materials	61	-4	-3	-4
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	+1	+4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	-1	-2	-1
6c. Evaluated what others have concluded from numerical information	46	+0	-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.

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

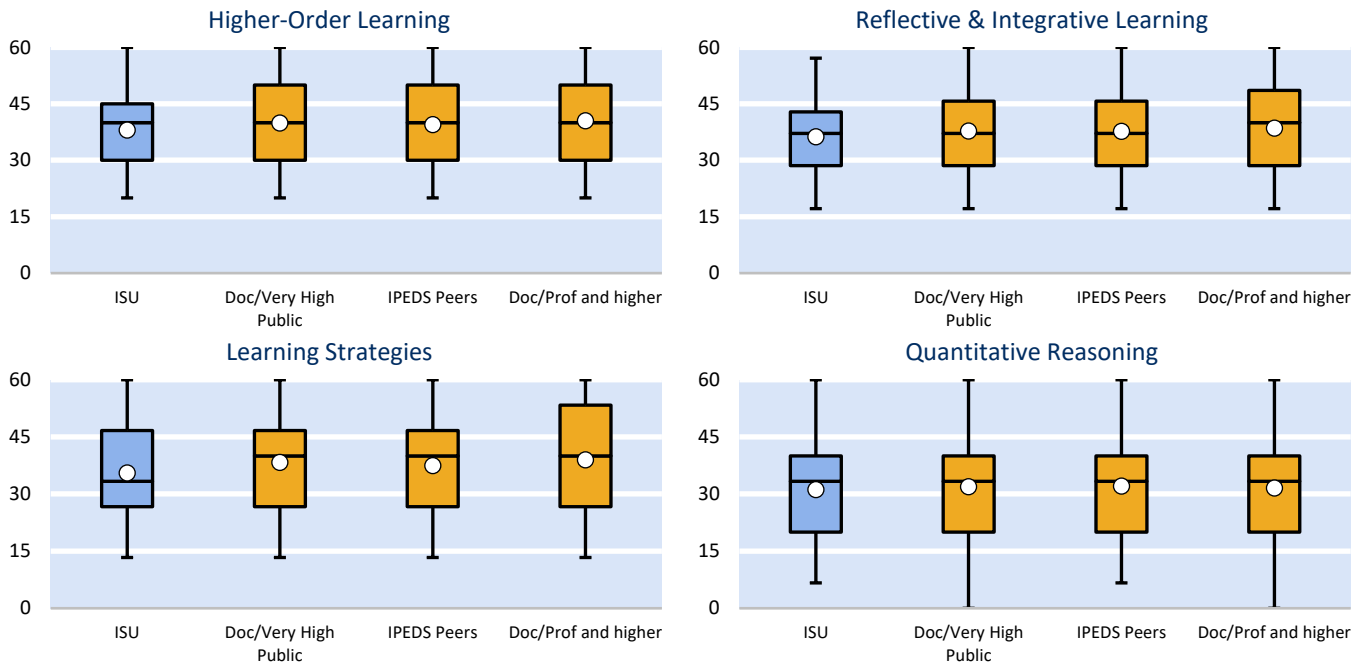
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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		IPEDS Peers		Doc/Prof and higher	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.0	39.9 ***	-.14	39.5 ***	-.11	40.5 ***	-.18
Reflective & Integrative Learning	36.3	37.8 ***	-.12	37.7 ***	-.11	38.6 ***	-.18
Learning Strategies	35.5	38.3 ***	-.19	37.4 ***	-.13	38.9 ***	-.24
Quantitative Reasoning	31.1	31.9 *	-.04	32.0 *	-.06	31.6	-.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: 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 ^a between your seniors and		
		Doc/Very High Public	IPEDS Peers	Doc/Prof and higher
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	75	-2	-3	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	-3	-3	-3
4d. Evaluating a point of view, decision, or information source	60	-8	-6	-11
4e. Forming a new idea or understanding from various pieces of information	69	-3	-2	-5
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	71	+2	+0	+2
2b. Connected your learning to societal problems or issues	52	-6	-7	-9
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	44	-8	-7	-11
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	-3	-3	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	67	-4	-3	-6
2f. Learned something that changed the way you understand an issue or concept	70	-2	-2	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-0	-1	-1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	68	-6	-4	-8
9b. Reviewed your notes after class	57	-6	-5	-7
9c. Summarized what you learned in class or from course materials	58	-7	-6	-9
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	-0	-1	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	-3	-3	-2
6c. Evaluated what others have concluded from numerical information	49	-1	-2	-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.

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Learning with Peers: First-year students

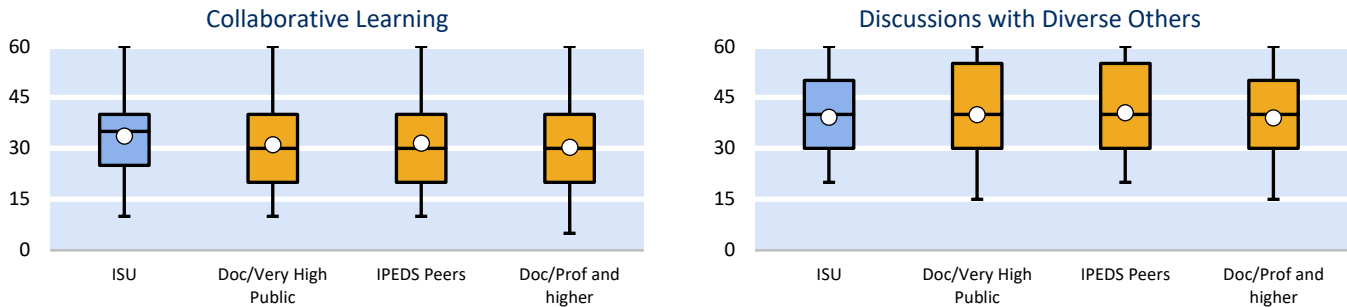
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	ISU Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.6	31.1 ***	.17	31.5 ***	.15	30.3 ***	.22
Discussions with Diverse Others	39.1	39.9	-.05	40.5 **	-.10	38.9	.01

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	ISU	Percentage point difference ^a between your FY students and		
		Doc/Very High Public	IPEDS Peers	Doc/Prof and higher
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	58	+9	+8	+11
1c. Explained course material to one or more students	56	+4	+2	+6
1d. Prepared for exams by discussing or working through course material with other students	52	+7	+5	+9
1e. Worked with other students on course projects or assignments	60	+7	+8	+8
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	69	-4	-6	-3
8b. People from economic backgrounds other than your own	71	-2	-4	-0
8c. People with religious beliefs other than your own	68	-2	-3	+1
8d. People with political views other than your own	67	+5	+0	+7

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Learning with Peers: Seniors

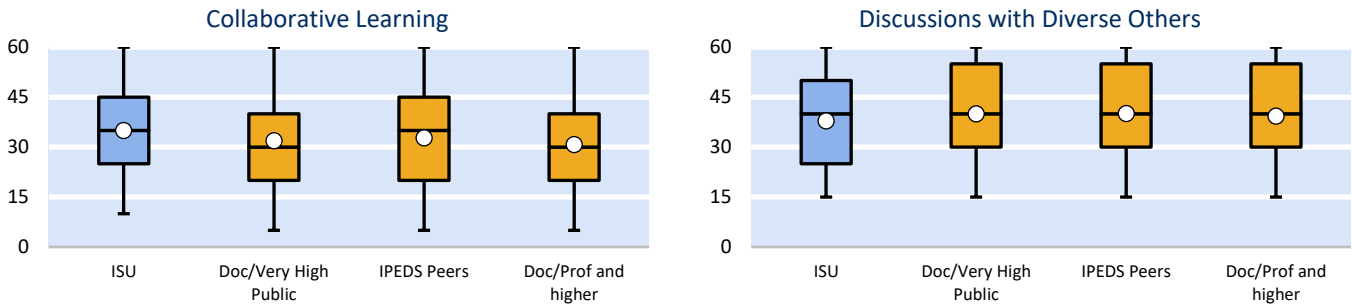
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Engagement Indicator	ISU Mean	Your seniors compared with					
		Doc/Very High Public		IPEDS Peers		Doc/Prof and higher	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.0	32.0 ***	.20	32.8 ***	.15	30.8 ***	.27
Discussions with Diverse Others	37.9	40.0 ***	-.14	40.1 ***	-.15	39.3 ***	-.09

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

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	ISU	Percentage point difference ^a between your seniors and		
		Doc/Very High Public	IPEDS Peers	Doc/Prof and higher
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	53	+9	+6	+11
1c. Explained course material to one or more students	60	+5	+3	+8
1d. Prepared for exams by discussing or working through course material with other students	48	+6	+3	+8
1e. Worked with other students on course projects or assignments	73	+9	+7	+12
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of races or ethnicities other than your own	63	-10	-9	-8
8b. People from economic backgrounds other than your own	68	-5	-6	-4
8c. People with religious beliefs other than your own	65	-4	-4	-1
8d. People with political views other than your own	65	+3	+1	+4

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Experiences with Faculty: First-year students

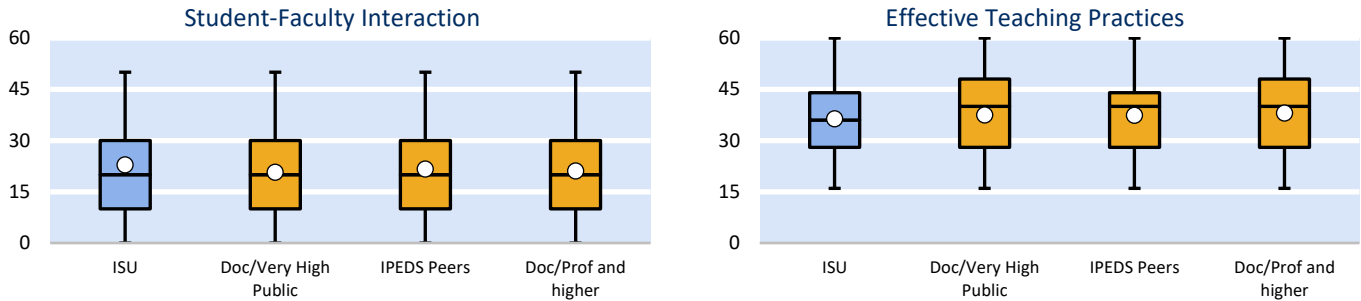
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	ISU Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.8	20.7 ***	.14	21.6 **	.08	21.1 ***	.11
Effective Teaching Practices	36.3	37.4 ***	-.09	37.3 **	-.08	38.0 ***	-.13

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Student-Faculty Interaction	ISU %	Percentage point difference ^a between your FY students and		
		Doc/Very High Public	IPEDS Peers	Doc/Prof and higher
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	42	+7	+4	+6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	+6	+5	+6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	+2	+1	+1
3d. Discussed your academic performance with a faculty member	28	+0	-1	-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	72	-4	-5	-4
5b. Taught course sessions in an organized way	71	-3	-4	-2
5c. Used examples or illustrations to explain difficult points	72	-1	-2	-1
5d. Provided feedback on a draft or work in progress	60	+0	+0	-3
5e. Provided prompt and detailed feedback on tests or completed assignments	55	+0	+0	-3

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Experiences with Faculty: Seniors

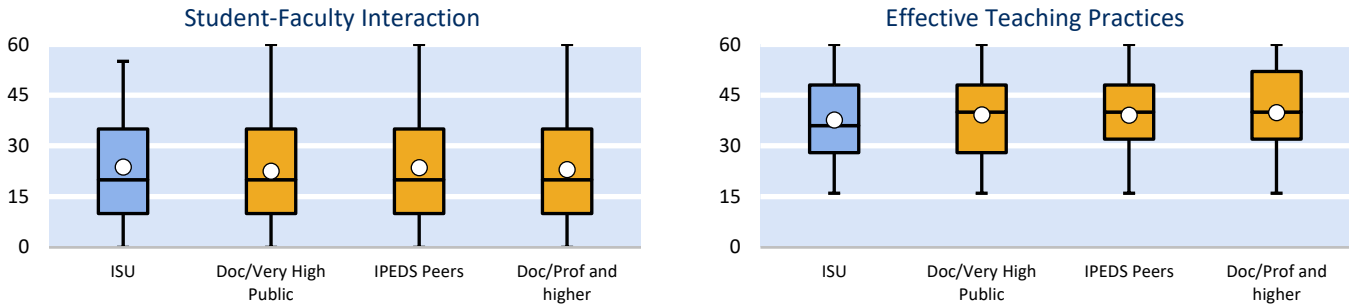
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Effective Teaching Practices	37.6	39.1 ***	-.11	39.0 ***	-.11	39.7 ***	-.15

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Student-Faculty Interaction	ISU %	Percentage point difference ^a between your seniors and		
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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	43	+4	+2	+3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	+3	+1	+3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	+1	-0	+1
3d. Discussed your academic performance with a faculty member	28	-1	-2	-3
<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	77	-2	-3	-3
5b. Taught course sessions in an organized way	75	-0	-2	-1
5c. Used examples or illustrations to explain difficult points	77	-0	-2	+0
5d. Provided feedback on a draft or work in progress	55	-5	-5	-8
5e. Provided prompt and detailed feedback on tests or completed assignments	57	-3	-3	-7

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

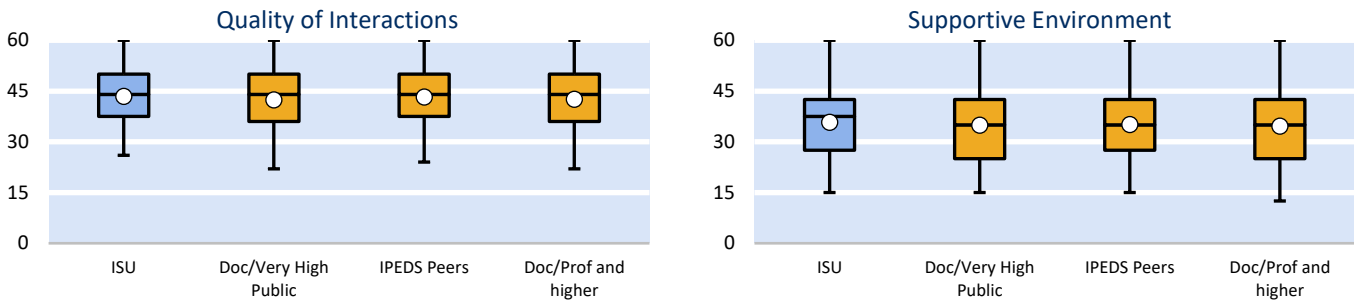
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	ISU Mean	Your first-year students compared with					
		Doc/Very High Public		IPEDS Peers		Doc/Prof and higher	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.4	42.4 ***	.10	43.2	.02	42.6 **	.07
Supportive Environment	35.8	34.9 *	.07	35.1 *	.06	34.6 ***	.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.

Quality of Interactions	ISU	Percentage point difference ^a between your FY students and		
		Doc/Very High Public	IPEDS Peers	Doc/Prof and higher
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	52	+1	+0	+1
13b. Academic advisors	59	+6	+2	+6
13c. Faculty	47	-1	-3	-3
13d. Student services staff (career services, student activities, housing, etc.)	46	+1	-3	+0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	+4	+0	+1
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	77	+6	+6	+6
14c. Using learning support services (tutoring services, writing center, etc.)	77	+5	+4	+5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	-2	-1	-1
14e. Providing opportunities to be involved socially	75	+4	+2	+6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	+5	+3	+7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	+5	+5	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	+1	-3	+4
14i. Attending events that address important social, economic, or political issues	43	-1	-1	-2

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

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

Campus Environment: Seniors

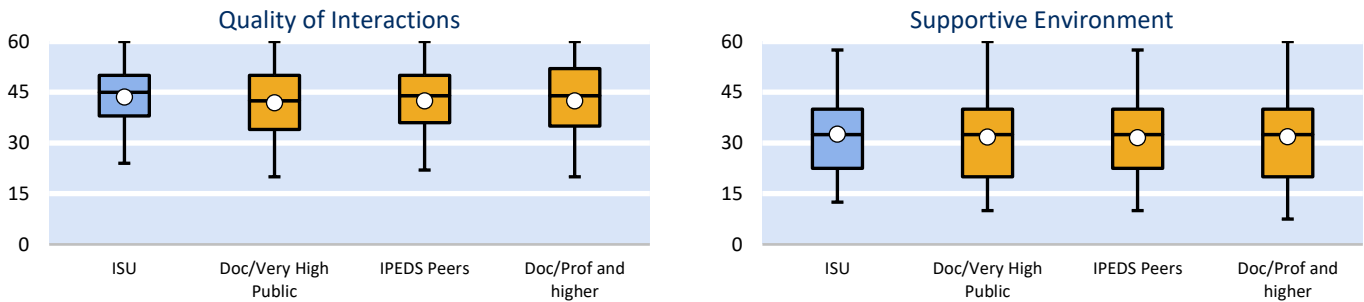
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	ISU Mean	Your seniors compared with					
		Doc/Very High Public		IPEDES Peers		Doc/Prof and higher	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.7	41.9 ***	.15	42.5 ***	.10	42.5 ***	.09
Supportive Environment	32.6	31.7 **	.06	31.6 **	.08	31.8 *	.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.

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 ^a between your seniors and		
		Doc/Very High Public	IPEDES Peers	Doc/Prof and higher
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	60	+3	+2	+2
13b. Academic advisors	58	+10	+7	+8
13c. Faculty	49	-3	-5	-6
13d. Student services staff (career services, student activities, housing, etc.)	46	+3	+2	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	+4	+4	+1
<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	+5	+4	+3
14c. Using learning support services (tutoring services, writing center, etc.)	67	+5	+4	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	49	-5	-1	-5
14e. Providing opportunities to be involved socially	69	+5	+4	+6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	+7	+7	+7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	29	-0	+1	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	63	+4	+0	+8
14i. Attending events that address important social, economic, or political issues	35	-3	-2	-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.

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2022 and 2023 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2022 and 2023 NSSE institutions.

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

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

First-Year Students

Theme	Engagement Indicator	ISU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	37.0	39.5 ***	-.19		42.2 ***	-.41	
Academic	Reflective and Integrative Learning	33.7	37.2 ***	-.30		39.8 ***	-.52	
Challenge	Learning Strategies	35.1	39.8 ***	-.33		42.8 ***	-.55	
	Quantitative Reasoning	30.4	30.7	-.02	✓	33.4 ***	-.20	
Learning with Peers	Collaborative Learning	33.6	33.2	.02	✓	36.5 ***	-.22	
	Discussions with Diverse Others	39.1	40.5 ***	-.10		43.6 ***	-.33	
Experiences with Faculty	Student-Faculty Interaction	22.8	25.4 ***	-.17		29.3 ***	-.42	
	Effective Teaching Practices	36.3	40.1 ***	-.28		43.3 ***	-.53	
Campus Environment	Quality of Interactions	43.4	45.3 ***	-.16		48.1 ***	-.39	
	Supportive Environment	35.8	36.8 **	-.07		39.6 ***	-.30	

Seniors

Theme	Engagement Indicator	ISU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	38.0	42.1 ***	-.30		44.7 ***	-.52	
Academic	Reflective and Integrative Learning	36.3	40.6 ***	-.35		43.1 ***	-.58	
Challenge	Learning Strategies	35.5	40.9 ***	-.38		43.6 ***	-.57	
	Quantitative Reasoning	31.1	32.7 ***	-.10		36.3 ***	-.32	
Learning with Peers	Collaborative Learning	35.0	34.7	.02	✓	38.1 ***	-.22	
	Discussions with Diverse Others	37.9	41.1 ***	-.20		43.9 ***	-.41	
Experiences with Faculty	Student-Faculty Interaction	23.7	29.6 ***	-.36		34.3 ***	-.67	
	Effective Teaching Practices	37.6	42.1 ***	-.33		44.7 ***	-.53	
Campus Environment	Quality of Interactions	43.7	45.4 ***	-.14		47.9 ***	-.34	
	Supportive Environment	32.6	34.5 ***	-.14		37.7 ***	-.37	

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

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

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
ISU (N = 1377)	37.0	13.0	.35	20	30	40	45	60				
Doc/Very High Public	38.3	13.2	.06	20	30	40	45	60	49,044	-1.2	.001	-.094
IPEDS Peers	38.0	13.0	.11	20	30	40	45	60	14,458	-1.0	.010	-.073
Doc/Prof and higher	38.5	13.3	.04	20	30	40	45	60	119,116	-1.4	.000	-.109
Top 50%	39.5	13.2	.04	20	30	40	50	60	137,003	-2.5	.000	-.191
Top 10%	42.2	12.8	.10	20	35	40	55	60	17,826	-5.2	.000	-.408
Reflective & Integrative Learning												
ISU (N = 1473)	33.7	11.9	.31	14	26	34	40	54				
Doc/Very High Public	35.6	12.0	.05	17	29	34	43	57	53,567	-1.9	.000	-.158
IPEDS Peers	35.6	11.8	.10	17	29	34	43	57	15,734	-1.9	.000	-.163
Doc/Prof and higher	36.0	12.1	.03	17	29	37	43	57	129,845	-2.3	.000	-.190
Top 50%	37.2	12.0	.03	20	29	37	46	60	128,865	-3.5	.000	-.296
Top 10%	39.8	11.8	.09	20	31	40	49	60	18,038	-6.1	.000	-.521
Learning Strategies												
ISU (N = 1310)	35.1	13.5	.37	13	27	33	40	60				
Doc/Very High Public	37.7	13.6	.06	20	27	40	47	60	45,137	-2.6	.000	-.191
IPEDS Peers	37.7	13.4	.12	20	27	40	47	60	13,479	-2.6	.000	-.193
Doc/Prof and higher	38.1	13.8	.04	20	27	40	47	60	110,027	-3.0	.000	-.214
Top 50%	39.8	13.9	.04	20	27	40	53	60	110,297	-4.6	.000	-.334
Top 10%	42.8	14.0	.09	20	33	40	60	60	1,477	-7.7	.000	-.548
Quantitative Reasoning												
ISU (N = 1326)	30.4	14.7	.40	7	20	27	40	60				
Doc/Very High Public	30.1	15.1	.07	7	20	27	40	60	45,913	.3	.453	.021
IPEDS Peers	30.6	14.7	.13	7	20	33	40	60	13,653	-.2	.596	-.015
Doc/Prof and higher	29.8	15.4	.05	7	20	27	40	60	1,360	.6	.134	.039
Top 50%	30.7	15.4	.04	7	20	27	40	60	1,354	-.3	.507	-.018
Top 10%	33.4	15.4	.11	7	20	33	40	60	1,514	-3.0	.000	-.196
Learning with Peers												
Collaborative Learning												
ISU (N = 1565)	33.6	13.7	.35	10	25	35	40	60				
Doc/Very High Public	31.1	14.4	.06	10	20	30	40	60	1,659	2.5	.000	.173
IPEDS Peers	31.5	14.2	.11	10	20	30	40	60	17,273	2.1	.000	.147
Doc/Prof and higher	30.3	14.6	.04	5	20	30	40	60	1,604	3.3	.000	.223
Top 50%	33.2	13.9	.04	10	25	35	40	60	148,500	.3	.356	.023
Top 10%	36.5	13.7	.08	15	25	35	45	60	31,345	-3.0	.000	-.218
Discussions with Diverse Others												
ISU (N = 1310)	39.1	14.4	.40	20	30	40	50	60				
Doc/Very High Public	39.9	15.1	.07	15	30	40	55	60	1,397	-.8	.063	-.050
IPEDS Peers	40.5	14.7	.13	20	30	40	55	60	13,540	-1.4	.001	-.095
Doc/Prof and higher	38.9	15.4	.05	15	30	40	50	60	1,345	.2	.669	.011
Top 50%	40.5	14.8	.04	20	30	40	55	60	120,218	-1.4	.000	-.097
Top 10%	43.6	13.9	.12	20	35	40	60	60	15,406	-4.5	.000	-.326

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												
ISU (N = 1421)	22.8	14.6	.39	0	10	20	30	50				
Doc/Very High Public	20.7	15.0	.07	0	10	20	30	50	51,038	2.1	.000	.141
IPEDS Peers	21.6	14.8	.13	0	10	20	30	50	15,014	1.2	.004	.081
Doc/Prof and higher	21.1	15.1	.04	0	10	20	30	50	123,892	1.7	.000	.113
Top 50%	25.4	15.3	.06	5	15	25	35	60	1,481	-2.5	.000	-.166
Top 10%	29.3	15.3	.15	5	20	25	40	60	1,879	-6.4	.000	-.423
Effective Teaching Practices												
ISU (N = 1381)	36.3	12.2	.33	16	28	36	44	60				
Doc/Very High Public	37.4	12.9	.06	16	28	40	48	60	1,471	-1.1	.001	-.085
IPEDS Peers	37.3	12.6	.11	16	28	40	44	60	1,707	-1.0	.003	-.082
Doc/Prof and higher	38.0	13.2	.04	16	28	40	48	60	1,418	-1.7	.000	-.128
Top 50%	40.1	13.5	.04	16	32	40	52	60	1,430	-3.8	.000	-.283
Top 10%	43.3	13.3	.12	20	36	44	56	60	1,772	-6.9	.000	-.526
Campus Environment												
Quality of Interactions												
ISU (N = 1237)	43.4	10.6	.30	26	38	44	50	60				
Doc/Very High Public	42.4	11.3	.06	22	36	44	50	60	1,322	1.1	.000	.096
IPEDS Peers	43.2	10.9	.10	24	38	44	50	60	12,662	.2	.535	.019
Doc/Prof and higher	42.6	11.6	.04	22	36	44	50	60	1,272	.8	.006	.072
Top 50%	45.3	11.5	.04	24	40	46	54	60	1,285	-1.8	.000	-.161
Top 10%	48.1	12.1	.10	24	42	50	60	60	1,533	-4.7	.000	-.393
Supportive Environment												
ISU (N = 1279)	35.8	12.6	.35	15	28	38	43	60				
Doc/Very High Public	34.9	13.0	.06	15	25	35	43	60	43,796	.9	.012	.071
IPEDS Peers	35.1	12.6	.12	15	28	35	43	60	13,099	.7	.045	.059
Doc/Prof and higher	34.6	13.3	.04	13	25	35	43	60	1,313	1.2	.001	.089
Top 50%	36.8	13.1	.05	15	28	38	45	60	1,321	-1.0	.008	-.073
Top 10%	39.6	12.8	.13	20	30	40	50	60	10,953	-3.8	.000	-.300

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												
ISU (N = 1878)	38.0	13.0	.30	20	30	40	45	60				
Doc/Very High Public	39.9	13.8	.06	20	30	40	50	60	2,007	-1.9	.000	-.139
IPEDS Peers	39.5	13.5	.11	20	30	40	50	60	16,475	-1.5	.000	-.110
Doc/Prof and higher	40.5	13.8	.04	20	30	40	50	60	1,931	-2.5	.000	-.182
Top 50%	42.1	13.7	.04	20	35	40	55	60	1,944	-4.0	.000	-.296
Top 10%	44.7	12.8	.12	20	40	45	60	60	13,067	-6.7	.000	-.521
Reflective & Integrative Learning												
ISU (N = 1987)	36.3	11.8	.26	17	29	37	43	57				
Doc/Very High Public	37.8	13.0	.05	17	29	37	46	60	2,132	-1.5	.000	-.116
IPEDS Peers	37.7	12.6	.10	17	29	37	46	60	2,604	-1.4	.000	-.114
Doc/Prof and higher	38.6	12.9	.03	17	29	40	49	60	2,047	-2.3	.000	-.177
Top 50%	40.6	12.5	.04	20	31	40	51	60	2,071	-4.3	.000	-.347
Top 10%	43.1	11.8	.11	23	34	43	54	60	12,734	-6.8	.000	-.575
Learning Strategies												
ISU (N = 1805)	35.5	14.4	.34	13	27	33	47	60				
Doc/Very High Public	38.3	14.6	.06	13	27	40	47	60	60,026	-2.8	.000	-.192
IPEDS Peers	37.4	14.5	.12	13	27	40	47	60	15,424	-1.9	.000	-.132
Doc/Prof and higher	38.9	14.6	.04	13	27	40	53	60	140,312	-3.5	.000	-.237
Top 50%	40.9	14.5	.04	20	33	40	53	60	127,134	-5.5	.000	-.377
Top 10%	43.6	14.1	.10	20	33	40	60	60	20,019	-8.1	.000	-.572
Quantitative Reasoning												
ISU (N = 1824)	31.1	15.4	.36	7	20	33	40	60				
Doc/Very High Public	31.9	16.5	.07	0	20	33	40	60	1,954	-.7	.045	-.045
IPEDS Peers	32.0	16.0	.14	7	20	33	40	60	2,376	-.9	.021	-.056
Doc/Prof and higher	31.6	16.6	.04	0	20	33	40	60	1,879	-.5	.209	-.028
Top 50%	32.7	16.5	.04	7	20	33	40	60	1,876	-1.6	.000	-.095
Top 10%	36.3	16.2	.15	7	20	40	47	60	2,486	-5.1	.000	-.320
Learning with Peers												
Collaborative Learning												
ISU (N = 2056)	35.0	14.0	.31	10	25	35	45	60				
Doc/Very High Public	32.0	15.3	.06	5	20	30	40	60	2,199	3.1	.000	.201
IPEDS Peers	32.8	15.1	.12	5	20	35	45	60	2,693	2.2	.000	.147
Doc/Prof and higher	30.8	15.8	.04	5	20	30	40	60	2,120	4.3	.000	.271
Top 50%	34.7	14.2	.04	10	25	35	45	60	117,724	.3	.288	.024
Top 10%	38.1	13.6	.11	15	30	40	50	60	17,992	-3.1	.000	-.224
Discussions with Diverse Others												
ISU (N = 1817)	37.9	14.9	.35	15	25	40	50	60				
Doc/Very High Public	40.0	15.7	.07	15	30	40	55	60	1,943	-2.1	.000	-.135
IPEDS Peers	40.1	15.1	.13	15	30	40	55	60	15,469	-2.2	.000	-.149
Doc/Prof and higher	39.3	16.0	.04	15	30	40	55	60	1,870	-1.4	.000	-.088
Top 50%	41.1	15.6	.04	15	30	40	55	60	1,872	-3.2	.000	-.203
Top 10%	43.9	14.8	.13	20	35	45	60	60	15,595	-6.0	.000	-.408

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												
ISU (N = 1926)	23.7	15.4	.35	0	10	20	35	55				
Doc/Very High Public	22.5	16.2	.06	0	10	20	35	60	2,054	1.2	.001	.074
IPEDS Peers	23.5	16.0	.13	0	10	20	35	60	2,491	.2	.592	.013
Doc/Prof and higher	22.9	16.4	.04	0	10	20	35	60	1,981	.8	.032	.046
Top 50%	29.6	16.2	.07	5	20	30	40	60	2,073	-5.9	.000	-.364
Top 10%	34.3	15.8	.20	10	20	35	45	60	3,237	-10.6	.000	-.671
Effective Teaching Practices												
ISU (N = 1870)	37.6	12.8	.30	16	28	36	48	60				
Doc/Very High Public	39.1	13.8	.06	16	28	40	48	60	2,004	-1.5	.000	-.108
IPEDS Peers	39.0	13.2	.11	16	32	40	48	60	16,384	-1.4	.000	-.109
Doc/Prof and higher	39.7	14.0	.04	16	32	40	52	60	1,927	-2.2	.000	-.154
Top 50%	42.1	13.8	.05	20	32	40	56	60	1,964	-4.6	.000	-.332
Top 10%	44.7	13.4	.11	20	36	44	56	60	2,470	-7.1	.000	-.535
Campus Environment												
Quality of Interactions												
ISU (N = 1688)	43.7	10.4	.25	24	38	45	50	60				
Doc/Very High Public	41.9	12.2	.05	20	34	43	50	60	1,839	1.8	.000	.147
IPEDS Peers	42.5	11.6	.10	22	36	44	50	60	2,284	1.2	.000	.101
Doc/Prof and higher	42.5	12.4	.03	20	35	44	52	60	1,752	1.2	.000	.093
Top 50%	45.4	12.1	.04	22	38	48	55	60	1,773	-1.8	.000	-.145
Top 10%	47.9	12.5	.08	22	40	50	60	60	2,064	-4.2	.000	-.341
Supportive Environment												
ISU (N = 1780)	32.6	12.8	.30	13	23	33	40	58				
Doc/Very High Public	31.7	14.1	.06	10	20	33	40	60	1,917	.9	.005	.062
IPEDS Peers	31.6	13.4	.12	10	23	33	40	58	2,334	1.0	.002	.075
Doc/Prof and higher	31.8	14.4	.04	8	20	33	40	60	1,839	.8	.012	.054
Top 50%	34.5	14.3	.05	10	25	35	45	60	1,874	-1.9	.000	-.136
Top 10%	37.7	13.9	.15	15	28	38	48	60	2,771	-5.1	.000	-.369

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.