Illinois State University

ISU ReD: Research and eData

2020

University Assessment Services, National Survey of Student Engagement: Engagement Indicators, 2020

Illinois State University

Follow this and additional works at: https://ir.library.illinoisstate.edu/ssuas

NSSE 2020

Engagement Indicators

Illinois State University

NSSE national survey of student engagement

About Your *Engagement Indicators* Report

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

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

Report Sections

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

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

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

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

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

Comparisons with High-Performing Institutions (p. 15)
Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2019 and 2020 participating institutions.

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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

Engagement Indicators: Overview

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

Use the following key:

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

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

-- No significant difference.

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

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Great Lakes Public	Your first-year students compared with Carnegie Class	Your first-year students compared with All NSSE
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	△	--
	Supportive Environment	--	--	--

Seniors

Theme	Engagement Indicator	Your seniors compared with Great Lakes Public	Your seniors compared with Carnegie Class	Your seniors compared with All NSSE
Academic Challenge	Higher-Order Learning	△	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	△	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	△	△	△
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	▲	▲	△
	Effective Teaching Practices	△	△	△
Campus Environment	Quality of Interactions	△	△	△
	Supportive Environment	△	△	--

NSSE 2020 Engagement Indicators

Academic Challenge

Illinois State University

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

| | ISU | Your first-year students compared with | | | | | |
| | | Great Lakes Public | | Carnegie Class | | All NSSE | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.4	37.7	-.02	37.1	.02	38.0	-.04
Reflective & Integrative Learning	34.9	35.0	-.01	34.6	.02	35.1	-.02
Learning Strategies	37.7	37.5	.01	37.5	.02	38.1	-.03
Quantitative Reasoning	28.6	28.7	-.01	28.0	.05	28.2	.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
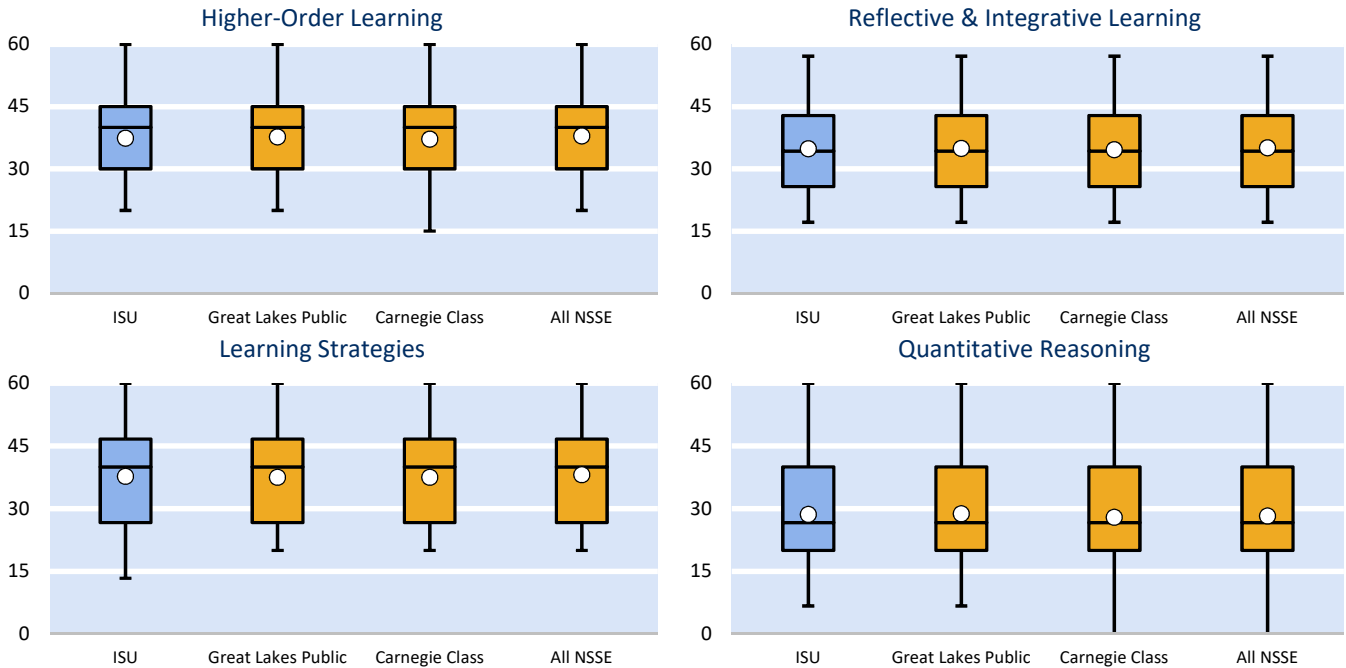
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

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 [a] between your FY students and | | |
		Great Lakes Public	Carnegie Class	All NSSE
Higher-Order Learning	%			
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...				
4b. Applying facts, theories, or methods to practical problems or new situations	74	+1	+5	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	+1	+3	+1
4d. Evaluating a point of view, decision, or information source	69	+2	+2	-0
4e. Forming a new idea or understanding from various pieces of information	64	-4	-3	-5
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	49	-3	-2	-2
2b. Connected your learning to societal problems or issues	48	-3	-1	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51	+1	+2	-0
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	+3	+3	+2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72	+2	+2	+1
2f. Learned something that changed the way you understand an issue or concept	64	-2	-1	-2
2g. Connected ideas from your courses to your prior experiences and knowledge	76	-2	+0	-1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	78	+5	+6	+3
9b. Reviewed your notes after class	65	+2	+1	-0
9c. Summarized what you learned in class or from course materials	63	+1	+1	-0
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	-2	+0	+0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	+5	+6	+5
6c. Evaluated what others have concluded from numerical information	39	-2	-0	-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

| | ISU | | | | | | |
| | | Great Lakes Public | | Carnegie Class | | All NSSE | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.2	38.7 *	.11	39.5	.05	40.0	.02
Reflective & Integrative Learning	38.5	37.2	.10	37.5	.08	38.0	.04
Learning Strategies	38.2	36.4 *	.13	38.0	.01	38.4	-.02
Quantitative Reasoning	28.6	30.1	-.09	29.8	-.08	30.2	-.10

Your seniors compared with

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

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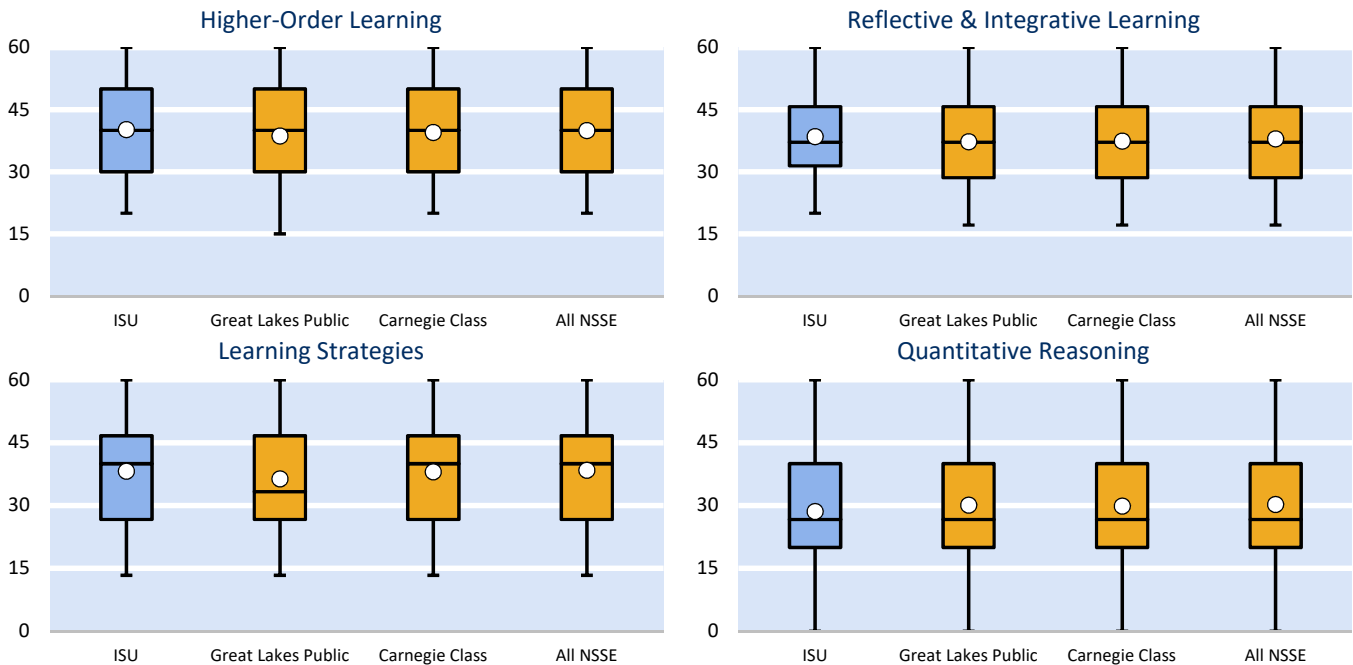
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

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		
		Great Lakes Public	Carnegie Class	All NSSE
Higher-Order Learning	%			
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…				
4b. Applying facts, theories, or methods to practical problems or new situations	78	+1	+1	+0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	+2	+1	-0
4d. Evaluating a point of view, decision, or information source	71	+6	+2	+1
4e. Forming a new idea or understanding from various pieces of information	72	+4	+1	+0
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	77	+8	+8	+8
2b. Connected your learning to societal problems or issues	63	+5	+4	+3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	54	+4	+5	+2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	+3	+3	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	+3	+3	+1
2f. Learned something that changed the way you understand an issue or concept	73	+2	+2	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	86	+4	+4	+3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	79	+6	+4	+2
9b. Reviewed your notes after class	59	+3	-3	-3
9c. Summarized what you learned in class or from course materials	66	+7	+3	+2
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	-3	-3	-3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40	-4	-4	-5
6c. Evaluated what others have concluded from numerical information	42	-4	-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.

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

| | ISU | Your first-year students compared with | | | | | |
| | | Great Lakes Public | | Carnegie Class | | All NSSE | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.2	33.6	-.09	32.5	-.02	32.8	-.04
Discussions with Diverse Others	40.4	40.0	.03	39.3	.07	39.6	.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.

| | ISU | Percentage point difference [a] between your FY students and | | |
Collaborative Learning		Great Lakes Public	Carnegie Class	All NSSE
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	52	-4	-1	-2
1f. Explained course material to one or more students	64	+2	+6	+5
1g. Prepared for exams by discussing or working through course material with other students	51	-1	+1	-0
1h. Worked with other students on course projects or assignments	50	-6	-4	-6
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	79	+8	+10	+8
8b. People from an economic background other than your own	77	+4	+6	+5
8c. People with religious beliefs other than your own	71	+2	+4	+4
8d. People with political views other than your own	66	+0	+1	+2

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

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

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

	ISU	Great Lakes Public		Carnegie Class		All NSSE	
		Your seniors compared with					
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.1	33.9 **	.15	32.2 ***	.25	32.6 ***	.23
Discussions with Diverse Others	40.8	40.1	.05	40.0	.05	40.2	.04

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

Score Distributions

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

Performance on Indicator Items

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

	ISU	Percentage point difference [a] between your seniors and		
		Great Lakes Public	Carnegie Class	All NSSE
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	52	+4	+8	+7
1f. Explained course material to one or more students	68	+6	+10	+10
1g. Prepared for exams by discussing or working through course material with other students	56	+7	+9	+7
1h. Worked with other students on course projects or assignments	72	+5	+9	+8
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	71	+1	+1	-0
8b. People from an economic background other than your own	74	+1	+1	+0
8c. People with religious beliefs other than your own	70	+1	+2	+2
8d. People with political views other than your own	66	+2	+0	+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.

NSSE 2020 Engagement Indicators

Experiences with Faculty

Illinois State University

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

| | ISU | Great Lakes Public | | Carnegie Class | | All NSSE | |
| | | | | *Your first-year students compared with* | | | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.2	21.0	.01	20.7	.04	21.6	-.03
Effective Teaching Practices	37.1	37.5	-.03	37.3	-.02	38.3	-.09

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

Score Distributions

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 [a] between your FY students and | | |
Student-Faculty Interaction		Great Lakes Public	Carnegie Class	All NSSE
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	39	+1	+2	+1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	+0	+1	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	-1	-1	-3
3d. Discussed your academic performance with a faculty member	26	-1	-2	-4
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	81	+5	+6	+5
5b. Taught course sessions in an organized way	77	+3	+5	+3
5c. Used examples or illustrations to explain difficult points	78	+3	+5	+4
5d. Provided feedback on a draft or work in progress	55	-4	-5	-8
5e. Provided prompt and detailed feedback on tests or completed assignments	51	-4	-4	-8

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

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.
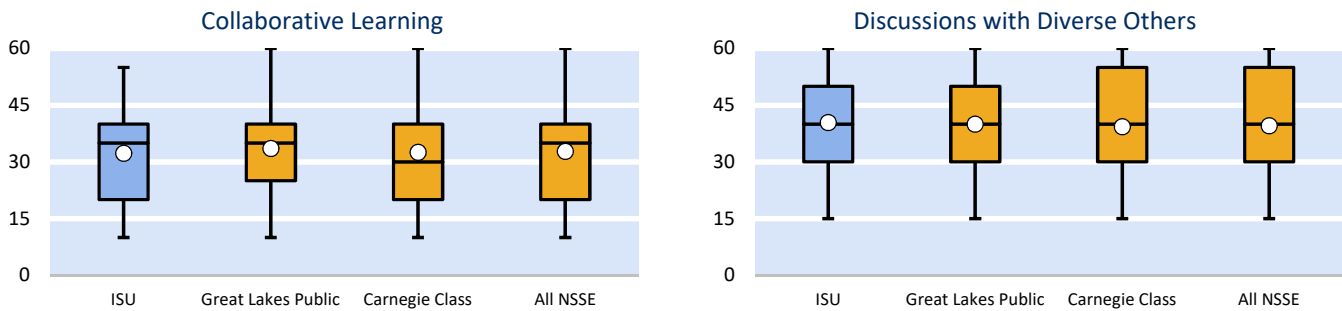
Experiences with Faculty: Seniors

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

| | ISU | Your seniors compared with | | | | | |
| | | Great Lakes Public | | Carnegie Class | | All NSSE | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	28.0	23.3 ***	.31	22.9 ***	.32	24.3 ***	.23
Effective Teaching Practices	41.6	38.1 ***	.26	39.1 ***	.18	39.7 **	.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.

| | ISU | Percentage point difference [a] between your seniors and | | |
| | | Great Lakes Public | Carnegie Class | All NSSE |
Student-Faculty Interaction	%			
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	55	+14	+14	+11
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	34	+7	+8	+6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	43	+12	+13	+10
3d. Discussed your academic performance with a faculty member	39	+11	+8	+5
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	87	+9	+7	+6
5b. Taught course sessions in an organized way	83	+7	+7	+6
5c. Used examples or illustrations to explain difficult points	82	+5	+6	+5
5d. Provided feedback on a draft or work in progress	65	+10	+6	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	72	+14	+11	+8

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

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.
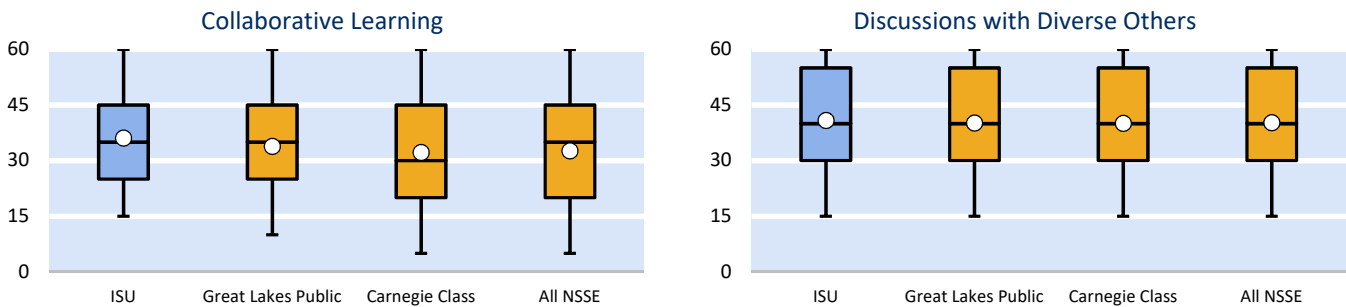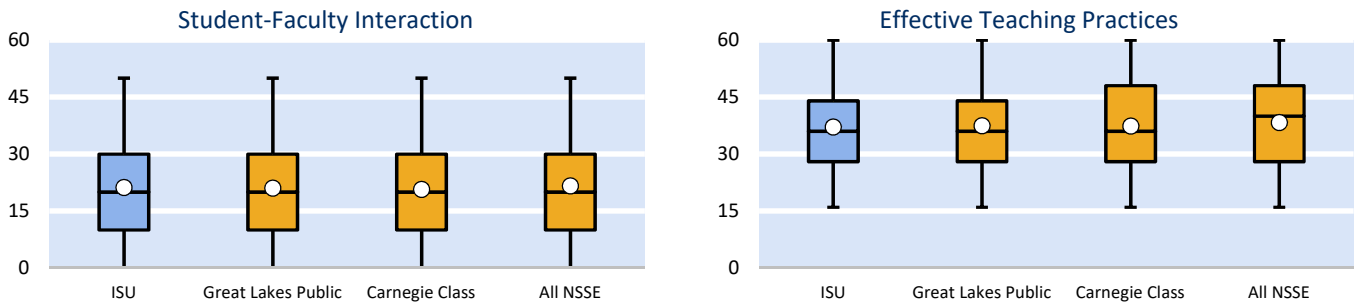
Campus Environment: First-year students

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

	ISU	Your first-year students compared with					
		Great Lakes Public		Carnegie Class		All NSSE	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.0	42.7	.12	42.4 *	.14	43.1	.08
Supportive Environment	35.0	35.7	-.05	35.5	-.04	36.1	-.08

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

Score Distributions

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			
		Great Lakes Public	Carnegie Class	All NSSE	
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%				
13a. Students	51	-0	+1	-1	
13b. Academic advisors	66	+13	+14	+13	
13c. Faculty	54	+5	+6	+2	
13d. Student services staff (career services, student activities, housing, etc.)	49	+4	+4	+1	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	+1	-0	-3	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	76	+2	+3	+1	
14c. Using learning support services (tutoring services, writing center, etc.)	77	+1	+0	+0	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	-2	-1	-2	
14e. Providing opportunities to be involved socially	69	-3	-1	-2	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	+4	+4	+4	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	-2	-3	-5	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	67	+3	+4	+3	
14i. Attending events that address important social, economic, or political issues	41	-4	-4	-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.

NSSE 2020 Engagement Indicators
Campus Environment
Illinois State University

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

	ISU	Your seniors compared with					
		Great Lakes Public		Carnegie Class		All NSSE	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.3	41.5 ***	.24	42.2 ***	.17	42.9 *	.12
Supportive Environment	33.8	31.5 **	.18	31.8 *	.14	32.4	.10

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

Score Distributions

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

Performance on Indicator Items

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

Quality of Interactions	ISU	Percentage point difference [a] between your seniors and		
		Great Lakes Public	Carnegie Class	All NSSE
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	61	+5	+5	+3
13b. Academic advisors	56	+8	+6	+3
13c. Faculty	58	+7	+4	+1
13d. Student services staff (career services, student activities, housing, etc.)	48	+8	+6	+4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	+8	+3	+2
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	73	+6	+4	+3
14c. Using learning support services (tutoring services, writing center, etc.)	60	-2	-5	-6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	50	-1	-3	-4
14e. Providing opportunities to be involved socially	70	+5	+6	+5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	69	+11	+9	+9
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	+8	+5	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	59	+4	+7	+6
14i. Attending events that address important social, economic, or political issues	42	+3	+3	+1

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

a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.
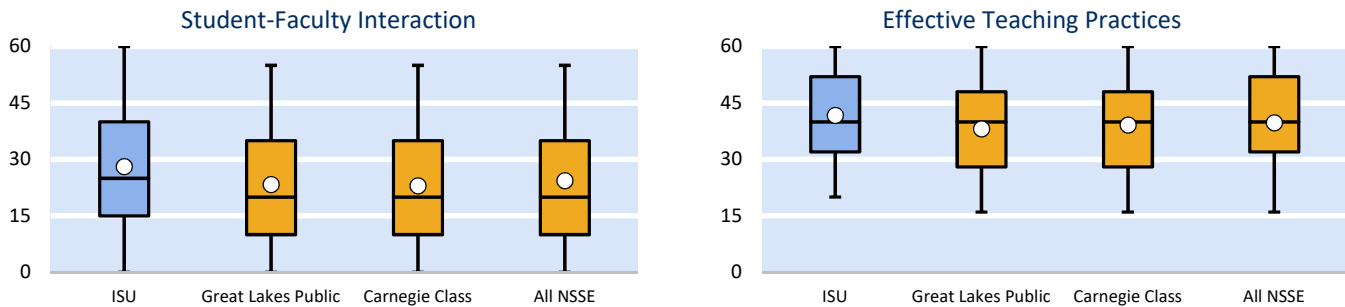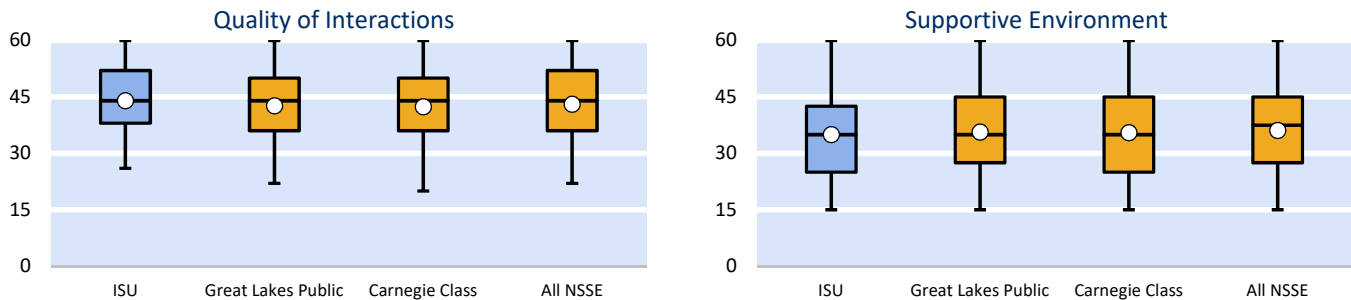
This page intentionally left blank.
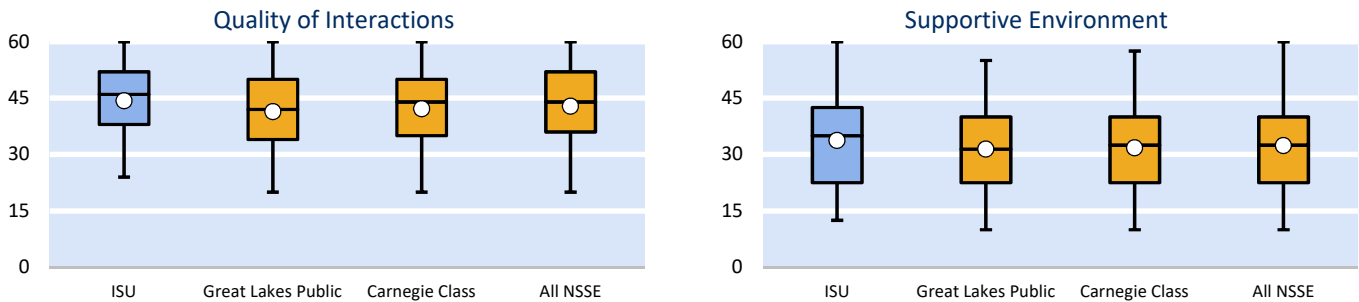
NSSE 2020 Engagement Indicators
Comparisons with High-Performing Institutions
Illinois State University

Comparisons with Top 50% and Top 10% Institutions

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

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

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

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

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

First-Year Students

| | | ISU | NSSE Top 50% | | | NSSE Top 10% | | |
| | | | Your first-year students compared with | | | | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.4	39.3 *	-.14		41.4 ***	-.31	
	Reflective and Integrative Learning	34.9	36.7 **	-.16		39.0 ***	-.35	
	Learning Strategies	37.7	39.9 *	-.16		42.3 ***	-.33	
	Quantitative Reasoning	28.6	29.4	-.05	✓	31.4 **	-.18	
Learning with Peers	Collaborative Learning	32.2	35.2 ***	-.21		37.4 ***	-.38	
	Discussions with Diverse Others	40.4	41.5	-.07	✓	43.6 ***	-.22	
Experiences with Faculty	Student-Faculty Interaction	21.2	24.5 ***	-.22		28.1 ***	-.45	
	Effective Teaching Practices	37.1	40.5 ***	-.26		42.3 ***	-.37	
Campus Environment	Quality of Interactions	44.0	45.2	-.10		47.2 ***	-.27	
	Supportive Environment	35.0	37.9 ***	-.22		40.0 ***	-.39	

Seniors

| | | ISU | NSSE Top 50% | | | NSSE Top 10% | | |
| | | | Your seniors compared with | | | | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.2	41.7 *	-.11		43.2 ***	-.22	
	Reflective and Integrative Learning	38.5	39.8 *	-.11		41.8 ***	-.27	
	Learning Strategies	38.2	40.7 **	-.17		42.7 ***	-.31	
	Quantitative Reasoning	28.6	31.4 **	-.18		33.4 ***	-.30	
Learning with Peers	Collaborative Learning	36.1	35.9	.01	✓	38.5 **	-.17	
	Discussions with Diverse Others	40.8	42.1	-.08	✓	43.8 ***	-.19	
Experiences with Faculty	Student-Faculty Interaction	28.0	29.7	-.10		33.2 ***	-.33	
	Effective Teaching Practices	41.6	41.8	-.01	✓	43.8 ***	-.16	
Campus Environment	Quality of Interactions	44.3	45.2	-.08	✓	47.4 ***	-.26	
	Supportive Environment	33.8	34.6	-.06	✓	36.8 ***	-.21	

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

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

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

NSSE 2020 Engagement Indicators

Detailed Statistics[a]
Illinois State University

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 = 256)	37.4	12.6	.79	20	30	40	45	60				
Great Lakes Public	37.7	12.7	.17	20	30	40	45	60	6,096	-.3	.741	-.021
Carnegie Class	37.1	13.1	.15	15	30	40	45	60	7,737	.3	.717	.023
All NSSE	38.0	13.1	.05	20	30	40	45	60	68,117	-.5	.515	-.041
Top 50%	39.3	13.1	.07	20	30	40	50	60	40,163	-1.9	.022	-.144
Top 10%	41.4	12.8	.15	20	35	40	50	60	7,903	-3.9	.000	-.308
Reflective & Integrative Learning												
ISU (N = 278)	34.9	11.9	.71	17	26	34	43	57				
Great Lakes Public	35.0	11.8	.15	17	26	34	43	57	6,608	-.1	.893	-.008
Carnegie Class	34.6	11.9	.13	17	26	34	43	57	8,384	.2	.775	.017
All NSSE	35.1	11.9	.04	17	26	34	43	57	73,705	-.3	.699	-.023
Top 50%	36.7	11.8	.06	17	29	37	46	57	39,245	-1.8	.010	-.156
Top 10%	39.0	11.7	.15	20	31	40	49	60	6,396	-4.1	.000	-.351
Learning Strategies												
ISU (N = 237)	37.7	13.4	.87	13	27	40	47	60				
Great Lakes Public	37.5	13.7	.18	20	27	40	47	60	5,766	.2	.828	.014
Carnegie Class	37.5	13.7	.16	20	27	40	47	60	7,314	.2	.805	.016
All NSSE	38.1	13.7	.05	20	27	40	47	60	64,358	-.4	.642	-.030
Top 50%	39.9	13.7	.07	20	33	40	53	60	34,061	-2.2	.014	-.160
Top 10%	42.3	14.1	.16	20	33	40	53	60	7,688	-4.6	.000	-.327
Quantitative Reasoning												
ISU (N = 246)	28.6	14.9	.95	7	20	27	40	60				
Great Lakes Public	28.7	14.9	.20	7	20	27	40	60	5,875	-.1	.923	-.006
Carnegie Class	28.0	15.1	.18	0	20	27	40	60	7,450	.7	.476	.046
All NSSE	28.2	15.3	.06	0	20	27	40	60	65,436	.4	.670	.027
Top 50%	29.4	15.2	.07	7	20	27	40	60	43,991	-.8	.418	-.052
Top 10%	31.4	15.3	.16	7	20	33	40	60	9,525	-2.7	.006	-.179
Learning with Peers												
Collaborative Learning												
ISU (N = 292)	32.2	12.7	.75	10	20	35	40	55				
Great Lakes Public	33.6	14.1	.17	10	25	35	40	60	322	-1.3	.088	-.093
Carnegie Class	32.5	14.1	.15	10	20	30	40	60	315	-.3	.725	-.019
All NSSE	32.8	14.3	.05	10	20	35	40	60	294	-.6	.457	-.039
Top 50%	35.2	13.7	.06	15	25	35	45	60	51,019	-2.9	.000	-.214
Top 10%	37.4	13.5	.13	15	30	40	45	60	10,912	-5.2	.000	-.381
Discussions with Diverse Others												
ISU (N = 238)	40.4	14.1	.91	15	30	40	50	60				
Great Lakes Public	40.0	14.7	.20	15	30	40	50	60	5,807	.4	.684	.027
Carnegie Class	39.3	15.6	.18	15	30	40	55	60	257	1.1	.252	.069
All NSSE	39.6	15.5	.06	15	30	40	55	60	239	.8	.390	.051
Top 50%	41.5	15.0	.07	20	30	40	55	60	240	-1.1	.236	-.073
Top 10%	43.6	14.5	.15	20	35	45	60	60	250	-3.2	.001	-.224

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 = 268)	21.2	14.1	.86	0	10	20	30	50				
Great Lakes Public	21.0	14.3	.18	0	10	20	30	50	6,315	.2	.826	.014
Carnegie Class	20.7	14.4	.16	0	10	20	30	50	8,027	.5	.559	.036
All NSSE	21.6	14.6	.06	0	10	20	30	50	70,518	-.4	.682	-.025
Top 50%	24.5	14.7	.09	5	15	20	35	55	26,035	-3.3	.000	-.222
Top 10%	28.1	15.5	.26	5	15	25	40	60	320	-6.9	.000	-.449
Effective Teaching Practices												
ISU (N = 256)	37.1	12.2	.76	16	28	36	44	60				
Great Lakes Public	37.5	12.6	.17	16	28	36	44	60	6,067	-.4	.642	-.030
Carnegie Class	37.3	13.1	.15	16	28	36	48	60	7,712	-.2	.774	-.018
All NSSE	38.3	13.1	.05	16	28	40	48	60	67,826	-1.2	.137	-.093
Top 50%	40.5	13.2	.08	20	32	40	52	60	29,463	-3.4	.000	-.260
Top 10%	42.3	14.1	.16	16	32	44	56	60	278	-5.2	.000	-.368
Campus Environment												
Quality of Interactions												
ISU (N = 224)	44.0	10.5	.70	26	38	44	52	60				
Great Lakes Public	42.7	11.2	.16	22	36	44	50	60	5,404	1.3	.078	.120
Carnegie Class	42.4	11.8	.14	20	36	44	50	60	243	1.6	.028	.135
All NSSE	43.1	11.7	.05	22	36	44	52	60	225	.9	.197	.078
Top 50%	45.2	11.2	.07	24	38	46	54	60	27,297	-1.2	.120	-.104
Top 10%	47.2	11.6	.14	25	40	50	58	60	242	-3.2	.000	-.275
Supportive Environment												
ISU (N = 230)	35.0	12.8	.85	15	25	35	43	60				
Great Lakes Public	35.7	12.9	.18	15	28	35	45	60	5,605	-.7	.451	-.051
Carnegie Class	35.5	13.3	.16	15	25	35	45	60	7,084	-.5	.557	-.039
All NSSE	36.1	13.4	.05	15	28	38	45	60	62,301	-1.1	.210	-.083
Top 50%	37.9	13.1	.07	18	30	38	48	60	33,167	-2.9	.001	-.219
Top 10%	40.0	12.9	.17	18	33	40	50	60	6,039	-5.0	.000	-.389

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.

NSSE 2020 Engagement Indicators

Detailed Statistics[a]
Illinois State University

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 = 330)	40.2	13.0	.72	20	30	40	50	60				
Great Lakes Public	38.7	13.4	.14	15	30	40	50	60	9,787	1.5	.046	.112
Carnegie Class	39.5	13.7	.13	20	30	40	50	60	11,941	.7	.387	.048
All NSSE	40.0	13.5	.04	20	30	40	50	60	102,267	.2	.774	.016
Top 50%	41.7	13.4	.06	20	35	40	55	60	47,165	-1.5	.039	-.114
Top 10%	43.2	13.3	.12	20	35	40	55	60	11,798	-3.0	.000	-.224
Reflective & Integrative Learning												
ISU (N = 340)	38.5	11.5	.62	20	31	37	46	60				
Great Lakes Public	37.2	12.4	.12	17	29	37	46	60	10,375	1.3	.060	.104
Carnegie Class	37.5	12.5	.11	17	29	37	46	60	362	1.1	.095	.085
All NSSE	38.0	12.4	.04	17	29	37	46	60	342	.5	.393	.043
Top 50%	39.8	12.2	.06	20	31	40	49	60	46,834	-1.3	.049	-.107
Top 10%	41.8	12.0	.14	20	34	40	51	60	7,892	-3.2	.000	-.270
Learning Strategies												
ISU (N = 328)	38.2	14.0	.77	13	27	40	47	60				
Great Lakes Public	36.4	14.5	.15	13	27	33	47	60	9,324	1.8	.026	.126
Carnegie Class	38.0	14.7	.14	13	27	40	47	60	11,397	.1	.874	.009
All NSSE	38.4	14.6	.05	13	27	40	47	60	97,894	-.3	.754	-.017
Top 50%	40.7	14.5	.06	20	33	40	53	60	52,587	-2.5	.002	-.173
Top 10%	42.7	14.4	.11	20	33	40	60	60	17,147	-4.5	.000	-.311
Quantitative Reasoning												
ISU (N = 329)	28.6	15.7	.86	0	20	27	40	60				
Great Lakes Public	30.1	16.0	.17	0	20	27	40	60	9,455	-1.5	.095	-.094
Carnegie Class	29.8	16.1	.15	0	20	27	40	60	11,562	-1.3	.164	-.078
All NSSE	30.2	16.2	.05	0	20	27	40	60	99,126	-1.7	.061	-.104
Top 50%	31.4	16.1	.06	0	20	33	40	60	67,157	-2.9	.001	-.178
Top 10%	33.4	15.9	.14	7	20	33	40	60	13,406	-4.8	.000	-.303
Learning with Peers												
Collaborative Learning												
ISU (N = 354)	36.1	13.1	.69	15	25	35	45	60				
Great Lakes Public	33.9	14.6	.14	10	25	35	45	60	383	2.2	.002	.151
Carnegie Class	32.2	15.4	.14	5	20	30	45	60	381	3.9	.000	.252
All NSSE	32.6	15.4	.05	5	20	35	45	60	356	3.5	.000	.227
Top 50%	35.9	14.0	.06	15	25	35	45	60	358	.2	.808	.012
Top 10%	38.5	13.6	.13	15	30	40	50	60	10,785	-2.4	.001	-.174
Discussions with Diverse Others												
ISU (N = 327)	40.8	14.8	.82	15	30	40	55	60				
Great Lakes Public	40.1	15.1	.16	15	30	40	55	60	9,363	.7	.415	.046
Carnegie Class	40.0	16.0	.15	15	30	40	55	60	11,446	.8	.377	.050
All NSSE	40.2	15.8	.05	15	30	40	55	60	98,336	.6	.486	.039
Top 50%	42.1	15.5	.06	15	30	40	60	60	66,432	-1.2	.154	-.079
Top 10%	43.8	15.3	.12	20	35	45	60	60	17,002	-2.9	.001	-.192

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 = 340)	28.0	16.3	.88	0	15	25	40	60				
Great Lakes Public	23.3	15.5	.16	0	10	20	35	55	10,039	4.8	.000	.307
Carnegie Class	22.9	16.0	.15	0	10	20	35	55	12,262	5.1	.000	.318
All NSSE	24.3	16.0	.05	0	10	20	35	55	105,035	3.7	.000	.230
Top 50%	29.7	15.9	.10	5	20	30	40	60	24,811	-1.7	.055	-.105
Top 10%	33.2	16.0	.24	10	20	35	45	60	4,605	-5.2	.000	-.326
Effective Teaching Practices												
ISU (N = 333)	41.6	11.6	.63	20	32	40	52	60				
Great Lakes Public	38.1	13.3	.14	16	28	40	48	60	364	3.5	.000	.264
Carnegie Class	39.1	13.9	.13	16	28	40	48	60	360	2.5	.000	.182
All NSSE	39.7	13.7	.04	16	32	40	52	60	335	2.0	.002	.143
Top 50%	41.8	13.7	.07	20	32	40	52	60	340	-.2	.810	-.011
Top 10%	43.8	13.5	.15	20	36	44	56	60	369	-2.2	.001	-.162
Campus Environment												
Quality of Interactions												
ISU (N = 316)	44.3	10.2	.57	24	38	46	52	60				
Great Lakes Public	41.5	11.7	.13	20	34	42	50	60	347	2.8	.000	.242
Carnegie Class	42.2	12.2	.12	20	35	44	50	60	343	2.1	.000	.173
All NSSE	42.9	12.0	.04	20	36	44	52	60	318	1.4	.014	.118
Top 50%	45.2	11.7	.06	24	38	48	54	60	321	-.9	.104	-.081
Top 10%	47.4	12.0	.10	24	40	50	58	60	335	-3.1	.000	-.258
Supportive Environment												
ISU (N = 316)	33.8	13.8	.78	13	23	35	43	60				
Great Lakes Public	31.5	13.5	.14	10	23	31	40	55	9,108	2.4	.002	.176
Carnegie Class	31.8	14.1	.14	10	23	33	40	58	11,123	2.0	.012	.143
All NSSE	32.4	14.1	.05	10	23	33	40	60	95,623	1.4	.075	.100
Top 50%	34.6	14.0	.07	13	25	35	45	60	44,257	-.8	.313	-.057
Top 10%	36.8	14.1	.16	13	28	38	48	60	8,239	-3.0	.000	-.212

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.