
NSSE 2022

Engagement Indicators

University of Nebraska at Kearney

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 2021 and 2022 participating institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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 compared with Peer Institutions	Your first-year students compared with Plains Public	Your first-year students compared with NSSE 2021 & 2022
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 Peer Institutions	Your seniors compared with Plains Public	Your seniors compared with NSSE 2021 & 2022
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

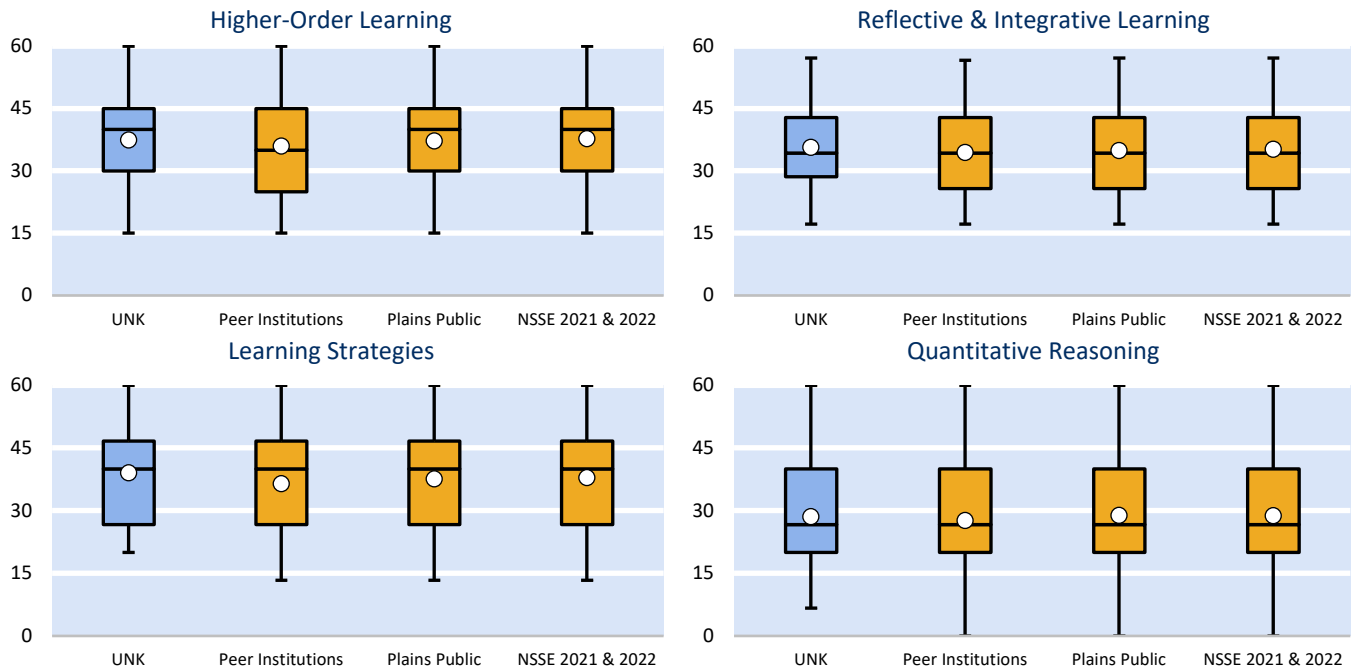
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UNK Mean	Your first-year students compared with					
		Peer Institutions Mean	Effect size	Plains Public Mean	Effect size	NSSE 2021 & 2022 Mean	Effect size
Higher-Order Learning	37.5	36.1	.11	37.2	.02	37.8	-.02
Reflective & Integrative Learning	35.7	34.5	.11	34.9	.06	35.3	.04
Learning Strategies	39.0	36.4 **	.18	37.6	.10	37.9	.08
Quantitative Reasoning	28.6	27.6	.06	28.9	-.02	28.7	-.01

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

Score Distributions



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

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.

		Percentage point difference ^a between your FY students and		
	UNK	Peer Institutions	Plains Public	NSSE 2021 & 2022
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	70	+6	+1	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	66	+2	-1	-2
4d. Evaluating a point of view, decision, or information source	69	+3	+2	-0
4e. Forming a new idea or understanding from various pieces of information	72	+6	+4	+2
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	58	+9	+7	+8
2b. Connected your learning to societal problems or issues	51	+2	-0	-1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	-2	-1	-3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	-0	-0	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72	+3	+1	+1
2f. Learned something that changed the way you understand an issue or concept	68	+5	+2	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	79	+3	+1	+2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	72	+5	+2	-0
9b. Reviewed your notes after class	74	+11	+8	+8
9c. Summarized what you learned in class or from course materials	70	+9	+6	+6
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.)	49	-0	-3	-3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	+3	+0	+0
6c. Evaluated what others have concluded from numerical information	44	+6	+3	+3

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

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

Academic Challenge: Seniors

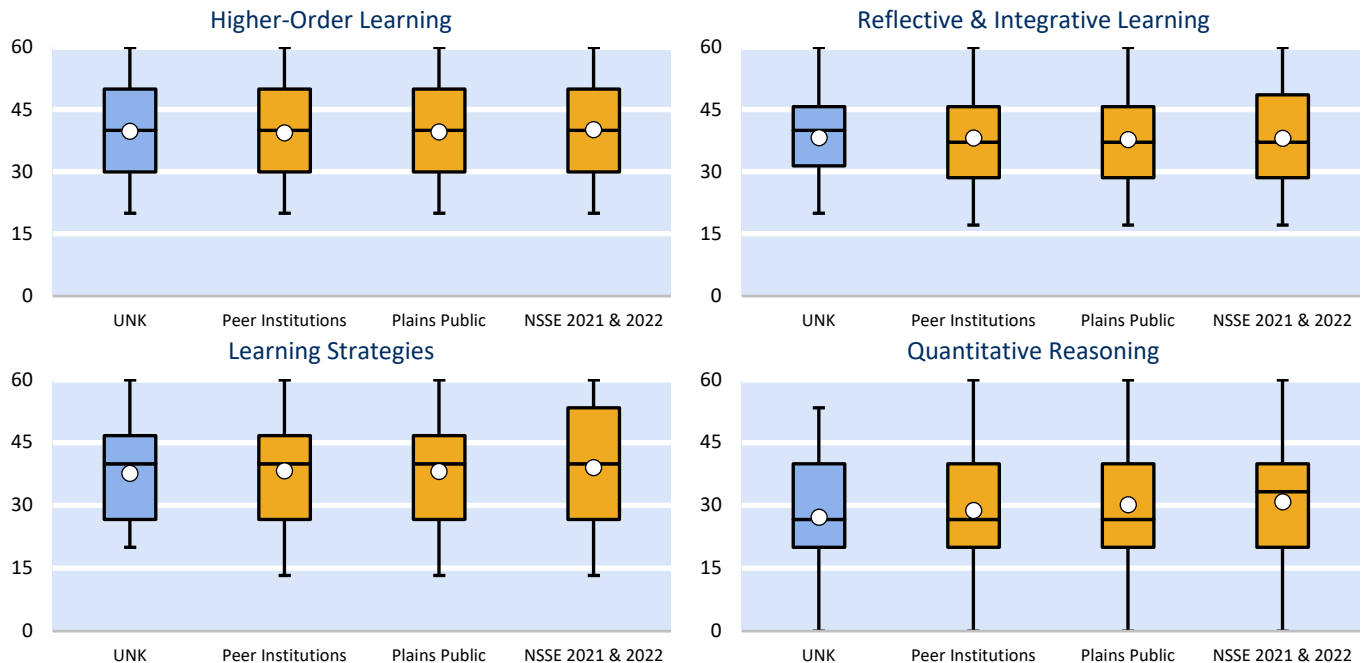
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UNK Mean	Your seniors compared with					
		Peer Institutions Mean	Effect size	Plains Public Mean	Effect size	NSSE 2021 & 2022 Mean	Effect size
Higher-Order Learning	39.8	39.4	.03	39.7	.01	40.2	-.03
Reflective & Integrative Learning	38.3	38.2	.01	37.8	.04	38.1	.01
Learning Strategies	37.7	38.3	-.04	38.1	-.03	39.0	-.09
Quantitative Reasoning	27.2	28.8	-.10	30.1 **	-.18	30.9 ***	-.22

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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Academic Challenge: Seniors (continued)

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		Percentage point difference ^a between your seniors and		
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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	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></di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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

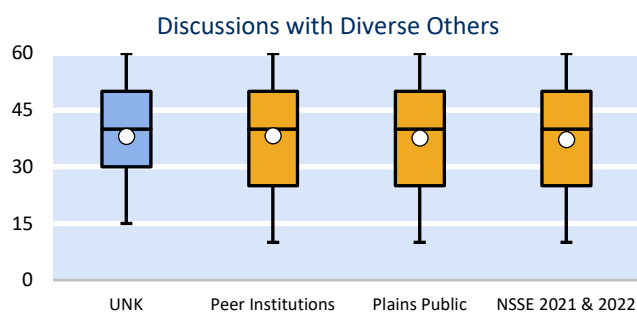
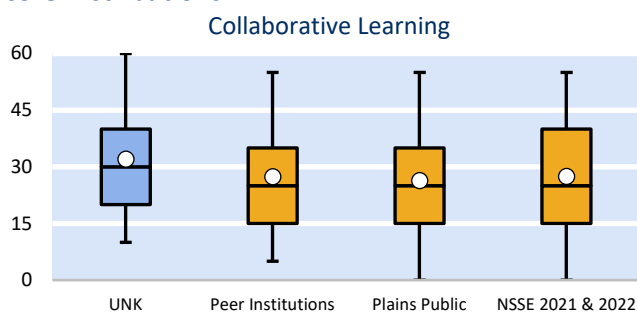
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Mean	Your first-year students compared with					
		Peer Institutions		Plains Public		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.0	27.4 ***	.32	26.4 ***	.38	27.5 ***	.31
Discussions with Diverse Others	38.1	38.2	-.01	37.6	.03	37.1	.06

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

Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference ^a between your FY students and		
	UNK	Peer Institutions	Plains Public	NSSE 2021 & 2022
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	50	+7	+10	+8
1c. Explained course material to one or more students	53	+8	+9	+8
1d. Prepared for exams by discussing or working through course material with other students	51	+14	+15	+14
1e. Worked with other students on course projects or assignments	56	+12	+14	+11
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	64	-2	+1	-3
8b. People from an economic background other than your own	71	+2	+4	+4
8c. People with religious beliefs other than your own	67	+3	+3	+5
8d. People with political views other than your own	65	-1	+1	+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.

Learning with Peers: Seniors

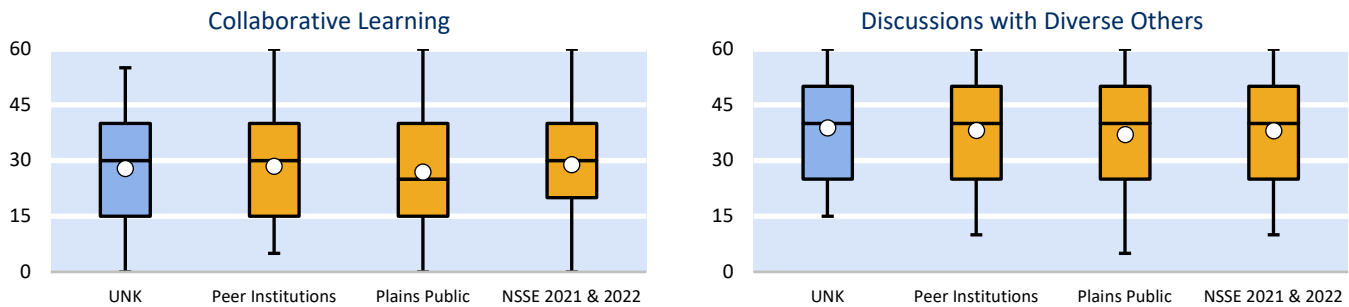
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UNK Mean	Your seniors compared with					
		Peer Institutions		Plains Public		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	27.9	28.5	-.04	27.0	.06	29.0	-.07
Discussions with Diverse Others	38.8	38.2	.04	37.1	.11	38.1	.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.

		Percentage point difference ^a between your seniors and		
	UNK	Peer Institutions	Plains Public	NSSE 2021 & 2022
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	39	+1	+4	+1
1c. Explained course material to one or more students	51	+2	+7	+2
1d. Prepared for exams by discussing or working through course material with other students	33	-4	-1	-5
1e. Worked with other students on course projects or assignments	58	+5	+5	+1
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	66	+2	+5	-1
8b. People from an economic background other than your own	70	+2	+4	+1
8c. People with religious beliefs other than your own	65	+1	+3	+2
8d. People with political views other than your own	72	+7	+9	+11

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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Experiences with Faculty: First-year students

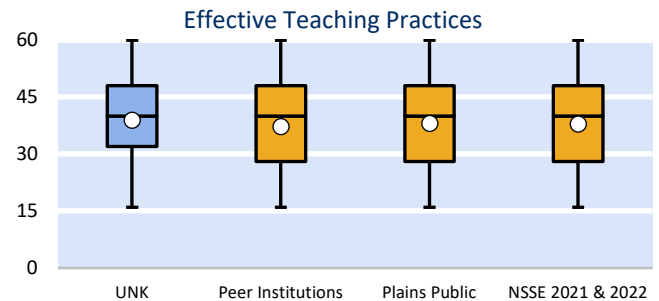
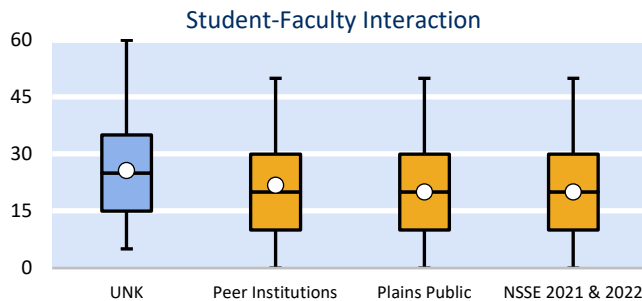
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	UNK Mean	Your first-year students compared with					
		Peer Institutions	Effect size	Plains Public	Effect size	NSSE 2021 & 2022	Effect size
Student-Faculty Interaction	25.6	21.7 ***	.26	20.0 ***	.39	20.0 ***	.38
Effective Teaching Practices	38.8	37.2 *	.12	38.0	.06	37.9	.07

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.

		Percentage point difference ^a between your FY students and		
	UNK	Peer Institutions	Plains Public	NSSE 2021 & 2022
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	52	+12	+14	+17
3b. Worked w/faculty on activities other than coursework(committees, student groups, etc.)	30	+7	+11	+11
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	+8	+11	+9
3d. Discussed your academic performance with a faculty member	40	+8	+12	+11
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	78	+5	+2	+3
5b. Taught course sessions in an organized way	77	+7	+4	+5
5c. Used examples or illustrations to explain difficult points	73	+4	+1	+2
5d. Provided feedback on a draft or work in progress	65	+3	+3	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	61	+4	+3	+3

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

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

Experiences with Faculty: Seniors

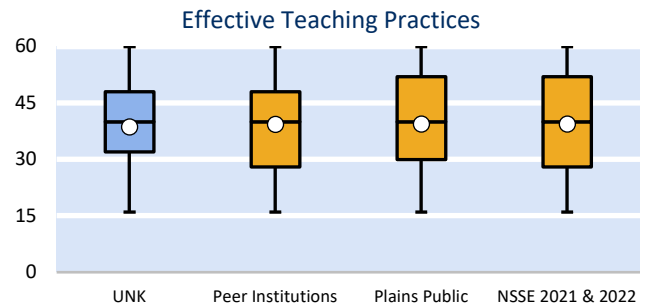
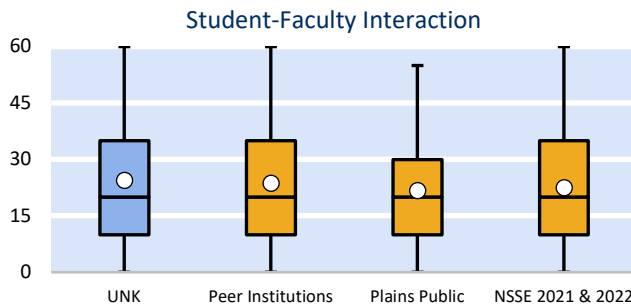
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	UNK Mean	Your seniors compared with					
		Peer Institutions		Plains Public		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.4	23.6	.05	21.7 **	.17	22.5	.12
Effective Teaching Practices	38.6	39.2	-.04	39.4	-.06	39.4	-.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.

		Percentage point difference ^a between your seniors and		
	UNK	Peer Institutions	Plains Public	NSSE 2021 & 2022
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	50	+6	+11	+10
3b. Worked w/faculty on activities other than coursework(committees, student groups, etc.)	32	+5	+8	+6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	-0	+3	+1
3d. Discussed your academic performance with a faculty member	33	-1	+3	+1
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	78	-0	-1	-1
5b. Taught course sessions in an organized way	76	+1	-1	+1
5c. Used examples or illustrations to explain difficult points	73	-1	-2	-2
5d. Provided feedback on a draft or work in progress	63	-1	+1	+0
5e. Provided prompt and detailed feedback on tests or completed assignments	66	+1	+2	+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: First-year students

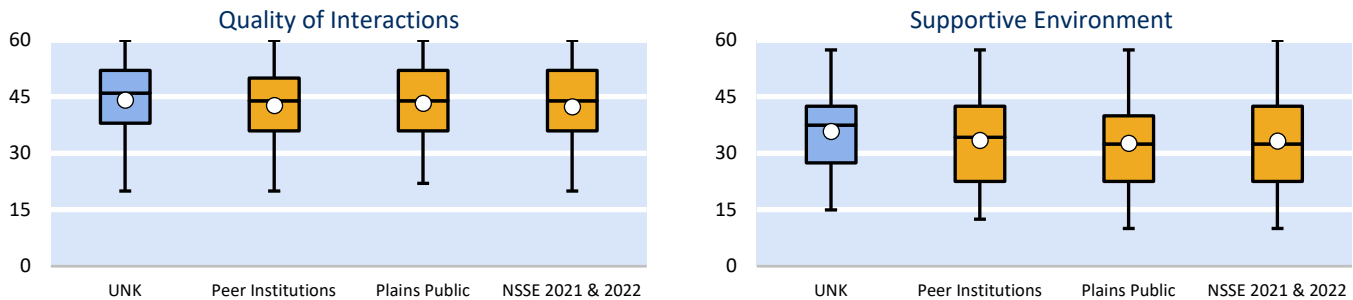
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNK Mean	Your first-year students compared with					
		Peer Institutions		Plains Public		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.2	42.7 *	.12	43.4	.07	42.4 *	.14
Supportive Environment	35.8	33.4 **	.18	32.7 ***	.23	33.3 ***	.18

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

Score Distributions



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.

		Percentage point difference ^a between your FY students and		
Quality of Interactions	UNK	Peer Institutions	Plains Public	NSSE 2021 & 2022
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	60	+14	+8	+10
13b. Academic advisors	59	+3	+1	+5
13c. Faculty	56	+5	+4	+5
13d. Student services staff (career services, student activities, housing, etc.)	53	+6	+6	+7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	53	+5	+4	+8
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	75	+5	+4	+5
14c. Using learning support services (tutoring services, writing center, etc.)	73	+3	+3	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	+3	+5	+2
14e. Providing opportunities to be involved socially	76	+10	+12	+12
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	71	+7	+8	+9
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	+3	+5	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	67	+8	+11	+11
14i. Attending events that address important social, economic, or political issues	47	+5	+8	+4

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

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

Campus Environment: Seniors

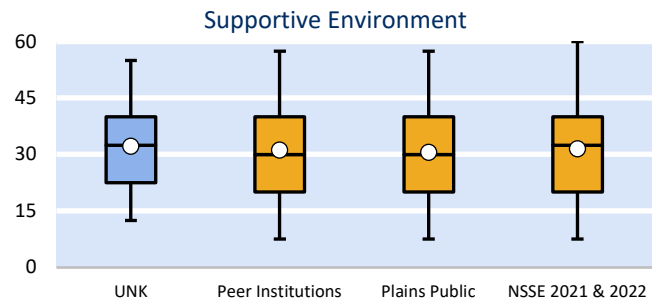
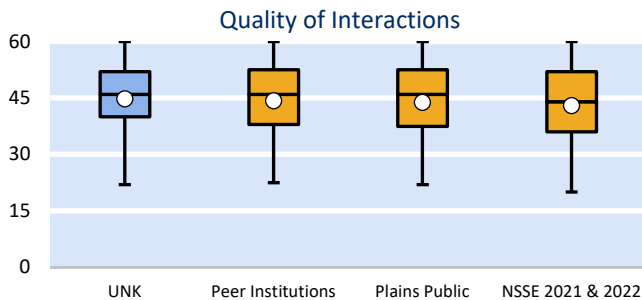
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNK Mean	Your seniors compared with					
		Peer Institutions		Plains Public		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.8	44.3	.05	43.9	.07	43.0 *	.14
Supportive Environment	32.3	31.3	.07	30.6 *	.12	31.6	.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.

		Percentage point difference ^a between your seniors and		
Quality of Interactions	UNK	Peer Institutions	Plains Public	NSSE 2021 & 2022
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	59	+1	+1	+2
13b. Academic advisors	62	+2	+4	+7
13c. Faculty	61	+4	+5	+4
13d. Student services staff (career services, student activities, housing, etc.)	46	-1	-1	+0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	53	+3	+3	+6
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	70	+3	+3	+2
14c. Using learning support services (tutoring services, writing center, etc.)	65	+4	+2	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	+1	+4	+1
14e. Providing opportunities to be involved socially	68	+4	+8	+7
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	+7	+10	+9
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	+0	+0	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	52	+2	+4	+1
14i. Attending events that address important social, economic, or political issues	46	+8	+9	+6

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

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

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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 2021 and 2022 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2021 and 2022 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	UNK Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.5	39.2 *	-.13		42.1 ***	-.35	
	Reflective and Integrative Learning	35.7	36.9	-.10	✓	39.2 ***	-.30	
	Learning Strategies	39.0	39.6	-.04	✓	42.9 ***	-.27	
	Quantitative Reasoning	28.6	30.2	-.10		33.3 ***	-.30	
Learning with Peers	Collaborative Learning	32.0	31.8	.02	✓	35.4 ***	-.25	
	Discussions with Diverse Others	38.1	39.8 *	-.12		42.6 ***	-.32	
Experiences with Faculty	Student-Faculty Interaction	25.6	24.3	.09	✓	27.8 *	-.14	
	Effective Teaching Practices	38.8	40.3	-.11		43.3 ***	-.33	
Campus Environment	Quality of Interactions	44.2	45.1	-.08	✓	48.2 ***	-.32	
	Supportive Environment	35.8	35.9	-.01	✓	39.1 ***	-.25	

Seniors

Theme	Engagement Indicator	UNK Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.8	41.9 **	-.15		44.2 ***	-.34	
	Reflective and Integrative Learning	38.3	40.3 **	-.16		42.7 ***	-.38	
	Learning Strategies	37.7	41.1 ***	-.24		43.4 ***	-.41	
	Quantitative Reasoning	27.2	32.4 ***	-.32		35.3 ***	-.51	
Learning with Peers	Collaborative Learning	27.9	34.0 ***	-.42		37.9 ***	-.72	
	Discussions with Diverse Others	38.8	40.4	-.10	✓	43.2 ***	-.29	
Experiences with Faculty	Student-Faculty Interaction	24.4	28.8 ***	-.27		33.2 ***	-.55	
	Effective Teaching Practices	38.6	41.9 ***	-.24		44.5 ***	-.43	
Campus Environment	Quality of Interactions	44.8	45.6	-.06	✓	48.0 ***	-.25	
	Supportive Environment	32.3	34.3 *	-.13		37.4 ***	-.36	

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

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2021 and 2022 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												
UNK (N = 311)	37.5	13.0	.74	15	30	40	45	60				
Peer Institutions	36.1	13.2	.21	15	25	35	45	60	4,191	1.4	.069	.107
Plains Public	37.2	13.3	.13	15	30	40	45	60	10,520	.2	.752	.018
NSSE 2021 & 2022	37.8	13.5	.03	15	30	40	45	60	210,044	-.3	.694	-.022
Top 50%	39.2	13.3	.04	20	30	40	50	60	108,171	-1.8	.018	-.134
Top 10%	42.1	13.0	.12	20	35	40	55	60	12,178	-4.6	.000	-.352
Reflective & Integrative Learning												
UNK (N = 340)	35.7	11.6	.63	17	29	34	43	57				
Peer Institutions	34.5	12.0	.18	17	26	34	43	57	4,539	1.3	.061	.106
Plains Public	34.9	11.9	.11	17	26	34	43	57	11,219	.8	.242	.064
NSSE 2021 & 2022	35.3	12.3	.03	17	26	34	43	57	228,267	.4	.499	.037
Top 50%	36.9	12.1	.04	17	29	37	46	60	108,116	-1.2	.069	-.099
Top 10%	39.2	11.8	.10	20	31	40	49	60	15,052	-3.5	.000	-.296
Learning Strategies												
UNK (N = 298)	39.0	13.4	.78	20	27	40	47	60				
Peer Institutions	36.4	14.1	.23	13	27	40	47	60	353	2.6	.001	.185
Plains Public	37.6	14.1	.14	13	27	40	47	60	317	1.4	.070	.102
NSSE 2021 & 2022	37.9	14.0	.03	13	27	40	47	60	195,243	1.1	.176	.079
Top 50%	39.6	14.1	.04	20	27	40	53	60	98,328	-.5	.516	-.038
Top 10%	42.9	14.3	.11	20	33	40	60	60	308	-3.9	.000	-.273
Quantitative Reasoning												
UNK (N = 304)	28.6	15.3	.88	7	20	27	40	60				
Peer Institutions	27.6	15.4	.25	0	20	27	40	60	3,991	.9	.303	.061
Plains Public	28.9	15.4	.16	0	20	27	40	60	10,066	-.3	.750	-.019
NSSE 2021 & 2022	28.7	15.5	.03	0	20	27	40	60	198,026	-.2	.847	-.011
Top 50%	30.2	15.3	.05	7	20	27	40	60	113,634	-1.6	.068	-.105
Top 10%	33.3	15.5	.13	7	20	33	40	60	14,991	-4.7	.000	-.303
Learning with Peers												
Collaborative Learning												
UNK (N = 357)	32.0	14.6	.77	10	20	30	40	60				
Peer Institutions	27.4	14.7	.22	5	15	25	35	55	4,828	4.7	.000	.317
Plains Public	26.4	15.1	.14	0	15	25	35	55	11,901	5.7	.000	.376
NSSE 2021 & 2022	27.5	15.0	.03	0	15	25	40	55	246,876	4.6	.000	.306
Top 50%	31.8	13.8	.04	10	20	30	40	60	99,958	.2	.773	.015
Top 10%	35.4	13.5	.10	15	25	35	45	60	369	-3.4	.000	-.251
Discussions with Diverse Others												
UNK (N = 295)	38.1	15.2	.88	15	30	40	50	60				
Peer Institutions	38.2	15.6	.26	10	25	40	50	60	3,973	-.1	.896	-.008
Plains Public	37.6	16.0	.16	10	25	40	50	60	10,021	.4	.653	.027
NSSE 2021 & 2022	37.1	16.1	.04	10	25	40	50	60	196,486	.9	.327	.057
Top 50%	39.8	15.1	.05	15	30	40	55	60	90,655	-1.8	.044	-.117
Top 10%	42.6	14.2	.13	20	35	40	55	60	12,043	-4.5	.000	-.317

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												
UNK (N = 324)	25.6	15.6	.86	5	15	25	35	60				
Peer Institutions	21.7	14.8	.23	0	10	20	30	50	4,366	3.9	.000	.262
Plains Public	20.0	14.5	.14	0	10	20	30	50	340	5.6	.000	.389
NSSE 2021 & 2022	20.0	14.8	.03	0	10	20	30	50	324	5.6	.000	.382
Top 50%	24.3	15.1	.06	5	15	20	35	55	54,819	1.3	.124	.086
Top 10%	27.8	15.3	.16	5	15	25	40	60	9,615	-2.2	.011	-.143
Effective Teaching Practices												
UNK (N = 312)	38.8	13.5	.77	16	32	40	48	60				
Peer Institutions	37.2	13.7	.22	16	28	40	48	60	4,214	1.6	.045	.118
Plains Public	38.0	13.6	.13	16	28	40	48	60	10,519	.8	.305	.059
NSSE 2021 & 2022	37.9	13.7	.03	16	28	40	48	60	209,448	.9	.224	.069
Top 50%	40.3	13.8	.05	16	32	40	52	60	75,325	-1.5	.061	-.106
Top 10%	43.3	13.7	.13	20	36	44	56	60	12,114	-4.5	.000	-.327
Campus Environment												
Quality of Interactions												
UNK (N = 282)	44.2	11.8	.70	20	38	46	52	60				
Peer Institutions	42.7	11.8	.20	20	36	44	50	60	3,734	1.5	.047	.123
Plains Public	43.4	11.9	.13	22	36	44	52	60	9,275	.8	.258	.068
NSSE 2021 & 2022	42.4	12.4	.03	20	36	44	52	60	177,506	1.7	.018	.141
Top 50%	45.1	11.9	.05	22	38	48	54	60	60,308	-1.0	.175	-.081
Top 10%	48.2	12.5	.12	23	42	50	60	60	11,877	-4.0	.000	-.324
Supportive Environment												
UNK (N = 289)	35.8	12.5	.74	15	28	38	43	58				
Peer Institutions	33.4	13.4	.23	13	23	34	43	58	3,828	2.4	.004	.178
Plains Public	32.7	13.5	.14	10	23	33	40	58	309	3.1	.000	.232
NSSE 2021 & 2022	33.3	14.0	.03	10	23	33	43	60	289	2.5	.001	.178
Top 50%	35.9	13.6	.05	13	26	38	45	60	291	-.1	.852	-.010
Top 10%	39.1	13.3	.15	18	30	40	50	60	7,998	-3.3	.000	-.249

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 2022 Engagement Indicators

Detailed Statistics^a

University of Nebraska at Kearney

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												
UNK (N = 255)	39.8	12.3	.77	20	30	40	50	60				
Peer Institutions	39.4	13.6	.21	20	30	40	50	60	292	.4	.591	.032
Plains Public	39.7	13.6	.13	20	30	40	50	60	269	.2	.823	.013
NSSE 2021 & 2022	40.2	14.0	.03	20	30	40	50	60	255	-.4	.625	-.027
Top 50%	41.9	13.7	.05	20	35	40	55	60	256	-2.1	.008	-.150
Top 10%	44.2	13.1	.15	20	35	45	60	60	275	-4.4	.000	-.337
Reflective & Integrative Learning												
UNK (N = 263)	38.3	11.3	.70	20	31	40	46	60				
Peer Institutions	38.2	12.6	.19	17	29	37	46	60	300	.1	.907	.007
Plains Public	37.8	12.8	.12	17	29	37	46	60	277	.5	.493	.038
NSSE 2021 & 2022	38.1	13.0	.03	17	29	37	49	60	262	.2	.798	.014
Top 50%	40.3	12.5	.05	20	31	40	50	60	264	-2.0	.005	-.158
Top 10%	42.7	11.7	.14	23	34	43	51	60	7,148	-4.4	.000	-.379
Learning Strategies												
UNK (N = 249)	37.7	12.8	.81	20	27	40	47	60				
Peer Institutions	38.3	14.6	.23	13	27	40	47	60	288	-.6	.477	-.041
Plains Public	38.1	14.8	.15	13	27	40	47	60	265	-.5	.567	-.032
NSSE 2021 & 2022	39.0	14.8	.03	13	27	40	53	60	249	-1.4	.096	-.092
Top 50%	41.1	14.6	.05	20	33	40	53	60	250	-3.4	.000	-.236
Top 10%	43.4	14.2	.12	20	33	40	60	60	259	-5.8	.000	-.409
Quantitative Reasoning												
UNK (N = 246)	27.2	15.4	.98	0	20	27	40	53				
Peer Institutions	28.8	16.4	.25	0	20	27	40	60	278	-1.6	.119	-.097
Plains Public	30.1	16.2	.16	0	20	27	40	60	258	-3.0	.003	-.183
NSSE 2021 & 2022	30.9	16.6	.04	0	20	33	40	60	246	-3.7	.000	-.223
Top 50%	32.4	16.5	.05	7	20	33	40	60	246	-5.3	.000	-.321
Top 10%	35.3	16.0	.15	7	20	33	47	60	11,540	-8.2	.000	-.512
Learning with Peers												
Collaborative Learning												
UNK (N = 271)	27.9	15.6	.95	0	15	30	40	55				
Peer Institutions	28.5	15.7	.23	5	15	30	40	60	4,994	-.6	.562	-.036
Plains Public	27.0	16.0	.15	0	15	25	40	60	11,998	1.0	.330	.060
NSSE 2021 & 2022	29.0	16.2	.03	0	20	30	40	60	224,943	-1.1	.282	-.065
Top 50%	34.0	14.6	.05	10	25	35	45	60	76,547	-6.1	.000	-.418
Top 10%	37.9	13.7	.14	15	30	40	50	60	281	-9.9	.000	-.723
Discussions with Diverse Others												
UNK (N = 250)	38.8	14.8	.93	15	25	40	50	60				
Peer Institutions	38.2	16.3	.25	10	25	40	50	60	287	.7	.489	.041
Plains Public	37.1	16.4	.16	5	25	40	50	60	265	1.8	.064	.108
NSSE 2021 & 2022	38.1	16.5	.04	10	25	40	50	60	250	.8	.413	.046
Top 50%	40.4	15.9	.05	15	30	40	55	60	87,041	-1.5	.124	-.097
Top 10%	43.2	15.1	.16	20	35	45	60	60	8,893	-4.4	.000	-.290

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												
UNK (N = 260)	24.4	16.3	1.01	0	10	20	35	60				
Peer Institutions	23.6	16.3	.24	0	10	20	35	60	4,724	.8	.437	.050
Plains Public	21.7	15.9	.15	0	10	20	30	55	11,289	2.7	.006	.172
NSSE 2021 & 2022	22.5	16.3	.04	0	10	20	35	60	207,363	2.0	.054	.120
Top 50%	28.8	16.2	.08	5	15	25	40	60	37,967	-4.4	.000	-.268
Top 10%	33.2	16.1	.23	10	20	35	45	60	5,062	-8.8	.000	-.547
Effective Teaching Practices												
UNK (N = 253)	38.6	12.7	.80	16	32	40	48	60				
Peer Institutions	39.2	13.9	.21	16	28	40	48	60	288	-.6	.453	-.045
Plains Public	39.4	14.0	.13	16	30	40	52	60	267	-.8	.342	-.055
NSSE 2021 & 2022	39.4	14.5	.03	16	28	40	52	60	253	-.8	.334	-.053
Top 50%	41.9	14.1	.06	16	32	40	56	60	255	-3.3	.000	-.235
Top 10%	44.5	13.6	.13	20	36	44	56	60	267	-5.8	.000	-.431
Campus Environment												
Quality of Interactions												
UNK (N = 229)	44.8	11.1	.73	22	40	46	52	60				
Peer Institutions	44.3	11.6	.19	23	38	46	53	60	4,042	.5	.494	.047
Plains Public	43.9	12.0	.12	22	38	46	53	60	241	.9	.230	.074
NSSE 2021 & 2022	43.0	12.7	.03	20	36	44	52	60	229	1.8	.015	.142
Top 50%	45.6	12.3	.05	22	38	48	56	60	230	-.8	.285	-.064
Top 10%	48.0	12.5	.09	22	40	50	60	60	235	-3.2	.000	-.252
Supportive Environment												
UNK (N = 242)	32.3	12.0	.77	13	23	33	40	55				
Peer Institutions	31.3	14.1	.22	8	20	30	40	58	282	1.0	.208	.073
Plains Public	30.6	14.1	.14	8	20	30	40	58	257	1.7	.037	.118
NSSE 2021 & 2022	31.6	14.7	.03	8	20	33	40	60	242	.7	.345	.050
Top 50%	34.3	14.7	.06	10	23	35	45	60	244	-2.0	.012	-.133
Top 10%	37.4	14.5	.18	13	28	38	48	60	269	-5.1	.000	-.356

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.