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**NSSE 2016**  
**Engagement Indicators**  
University of Nebraska at Kearney

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### About Your Engagement Indicators Report

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

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

### Report Sections

- Overview (p. 3)** Displays how average EI scores for your first-year and senior 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 2015 and 2016 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, 2015). 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—Institution Version 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](http://nsse.indiana.edu)

Rocconi, L., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

## 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 Plains Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2015 & 2016
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 Plains Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2015 & 2016
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

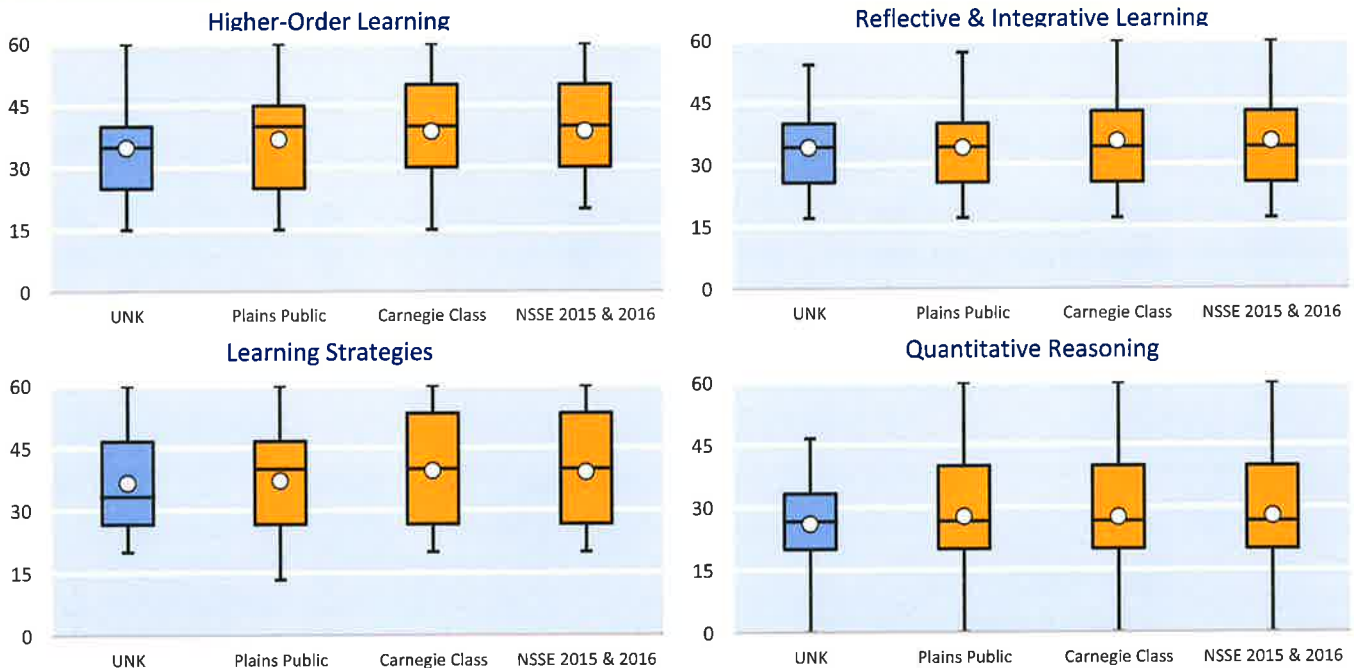
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		Plains Public Mean	Public Effect size	Carnegie Class Mean	Class Effect size	NSSE 2015 & 2016 Mean	2015 & 2016 Effect size
Higher-Order Learning	34.8	36.8 **	-.15	38.8 ***	-.28	38.8 ***	-.29
Reflective & Integrative Learning	34.2	34.1	.01	35.7 **	-.12	35.6 *	-.11
Learning Strategies	36.6	37.2	-.04	39.6 ***	-.21	39.2 ***	-.18
Quantitative Reasoning	26.1	27.8 *	-.11	27.7 *	-.09	28.0 **	-.12

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

#### 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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	UNK	Percentage point difference <sup>a</sup> between your FY students and		
		Plains Public	Carnegie Class	NSSE 2015 & 2016
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	65	-6	-7	-8
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	61	-7	-10	-11
4d. Evaluating a point of view, decision, or information source	63	-1	-8	-7
4e. Forming a new idea or understanding from various pieces of information	62	-1	-7	-6
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	49	-5	-5	-6
2b. Connected your learning to societal problems or issues	52	+4	-2	-1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	+7	-0	+1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	-1	-5	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64	-1	-4	-4
2f. Learned something that changed the way you understand an issue or concept	66	+3	-0	-0
2g. Connected ideas from your courses to your prior experiences and knowledge	73	-2	-4	-4
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	69	-5	-10	-10
9b. Reviewed your notes after class	62	+1	-5	-4
9c. Summarized what you learned in class or from course materials	59	-0	-6	-5
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	49	-3	-3	-4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	32	-6	-7	-8
6c. Evaluated what others have concluded from numerical information	35	-2	-2	-3

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and 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

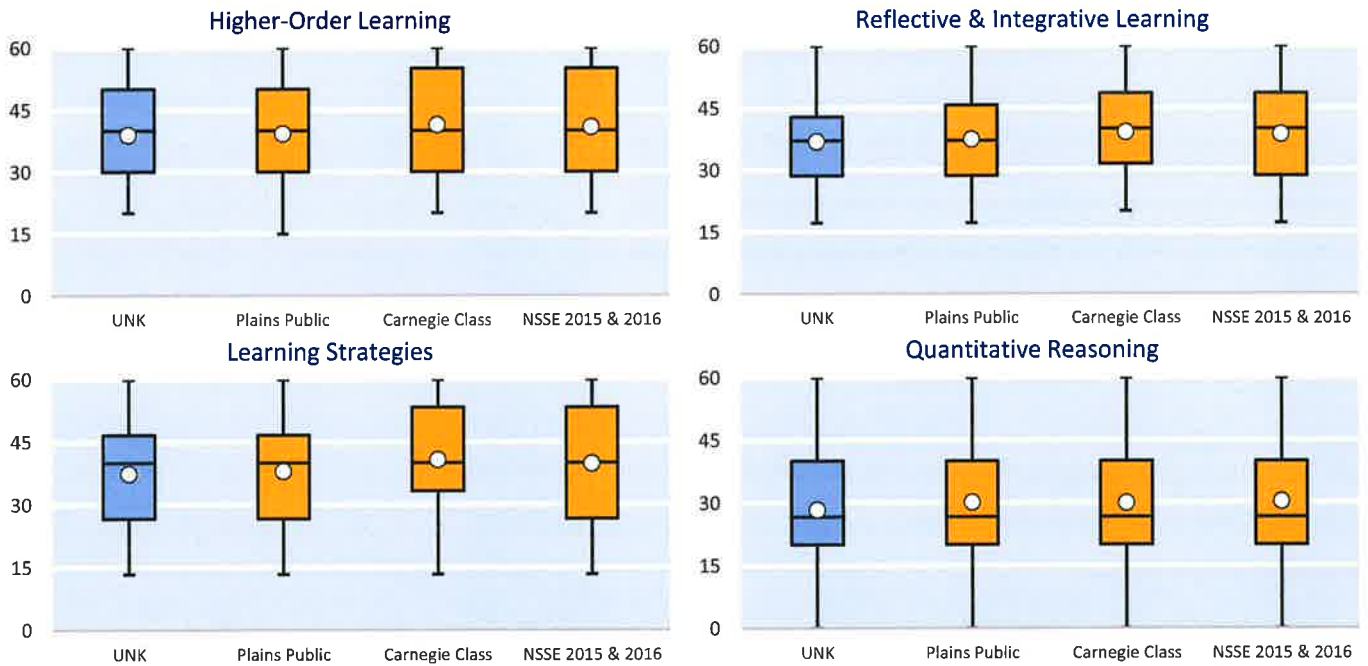
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#### Mean Comparisons

Engagement Indicator	UNK Mean	Your seniors compared with					
		Plains Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2015 & 2016 Mean	Effect size
Higher-Order Learning	38.9	39.2	-.02	41.4 ***	-.17	40.9 **	-.14
Reflective & Integrative Learning	36.9	37.4	-.04	39.2 ***	-.18	38.7 ***	-.14
Learning Strategies	37.4	38.0	-.04	40.7 ***	-.23	39.9 ***	-.17
Quantitative Reasoning	28.3	30.1 *	-.11	30.0 *	-.10	30.3 **	-.12

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

#### Score Distributions



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## 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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	UNK	Percentage point difference <sup>a</sup> between your seniors and		
		Plains Public	Carnegie Class	NSSE 2015 & 2016
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	74	-4	-6	-5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	+3	-1	-1
4d. Evaluating a point of view, decision, or information source	73	+7	-1	+1
4e. Forming a new idea or understanding from various pieces of information	68	+0	-5	-4
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	69	-2	-1	-1
2b. Connected your learning to societal problems or issues	64	+4	-2	+0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	+1	-7	-5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	-2	-7	-6
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	66	-1	-6	-5
2f. Learned something that changed the way you understand an issue or concept	67	+1	-4	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-0	-2	-1
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	75	-3	-8	-6
9b. Reviewed your notes after class	61	+3	-5	-2
9c. Summarized what you learned in class or from course materials	65	+4	-3	-1
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	50	-6	-5	-6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	-3	-4	-4
6c. Evaluated what others have concluded from numerical information	43	-1	-1	-3

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

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## Learning with Peers: First-year students

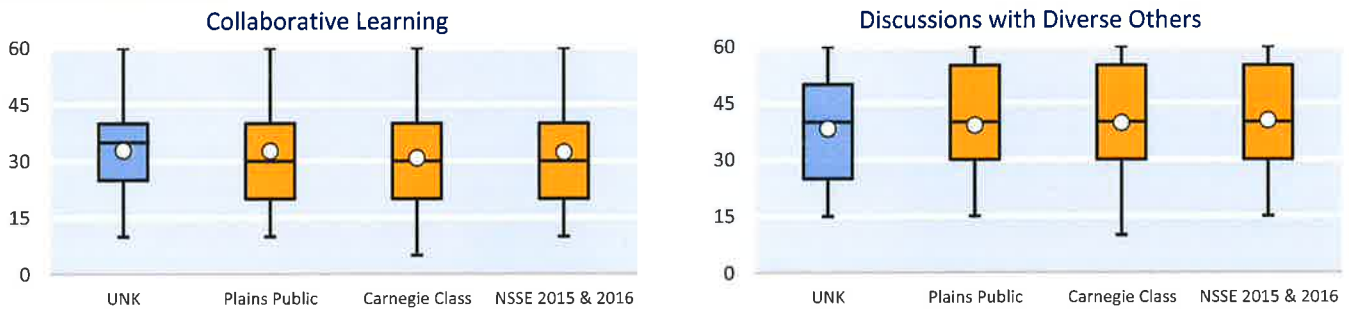
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean Comparisons

Engagement Indicator	UNK Mean	Your first-year students compared with					
		Plains Public		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.8	32.7	.01	30.8 **	.14	32.3	.03
Discussions with Diverse Others	38.2	39.1	-.05	39.7	-.09	40.4 *	-.13

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

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### Performance on Indicator Items

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Collaborative Learning	UNK %	Percentage point difference <sup>a</sup> between your FY students and		
		Plains Public	Carnegie Class	NSSE 2015 & 2016
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	56	+2	+8	+5
1f. Explained course material to one or more students	60	+2	+6	+3
1g. Prepared for exams by discussing or working through course material with other students	52	+2	+6	+2
1h. Worked with other students on course projects or assignments	53	-0	+2	-1
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	60	-4	-10	-11
8b. People from an economic background other than your own	62	-6	-8	-10
8c. People with religious beliefs other than your own	69	+2	+2	+1
8d. People with political views other than your own	69	-0	+2	+1

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### Learning with Peers: Seniors

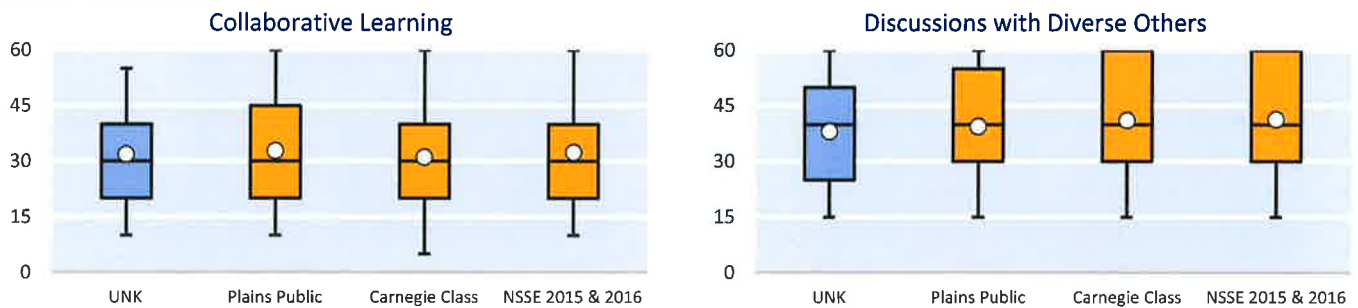
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#### Mean Comparisons

Engagement Indicator	UNK Mean	Your seniors compared with					
		Plains Public		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.9	32.8	-.06	31.1	.05	32.4	-.04
Discussions with Diverse Others	38.1	39.5	-.09	41.1 ***	-.19	41.3 ***	-.20

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Collaborative Learning	UNK	Percentage point difference <sup>a</sup> between your seniors and		
		Plains Public	Carnegie Class	NSSE 2015 & 2016
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	43	-1	+5	+2
1f. Explained course material to one or more students	57	-3	+1	-1
1g. Prepared for exams by discussing or working through course material with other students	47	+1	+3	+0
1h. Worked with other students on course projects or assignments	61	-4	+1	-3
Discussions with Diverse Others	UNK	Plains Public	Carnegie Class	NSSE 2015 & 2016
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	60	-4	-12	-13
8b. People from an economic background other than your own	66	-3	-7	-8
8c. People with religious beliefs other than your own	65	-2	-4	-4
8d. People with political views other than your own	68	-2	-2	-2

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### Experiences with Faculty: First-year students

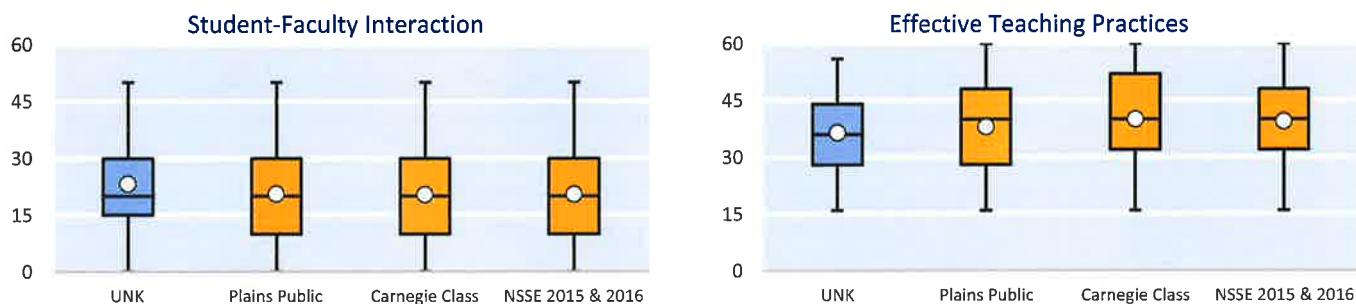
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		Plains Public		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.2	20.6 ***	.19	20.4 ***	.19	20.5 ***	.19
Effective Teaching Practices	36.5	38.0 *	-.12	40.1 ***	-.26	39.4 ***	-.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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Student-Faculty Interaction	UNK %	Percentage point difference <sup>a</sup> between your FY students and		
		Plains Public	Carnegie Class	NSSE 2015 & 2016
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	41	+6	+8	+8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	+3	+4	+3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	+5	+3	+3
3d. Discussed your academic performance with a faculty member	34	+7	+4	+4
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	72	-6	-8	-7
5b. Taught course sessions in an organized way	75	-1	-2	-2
5c. Used examples or illustrations to explain difficult points	73	-1	-2	-2
5d. Provided feedback on a draft or work in progress	58	-1	-9	-7
5e. Provided prompt and detailed feedback on tests or completed assignments	55	-2	-9	-7

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### Experiences with Faculty: Seniors

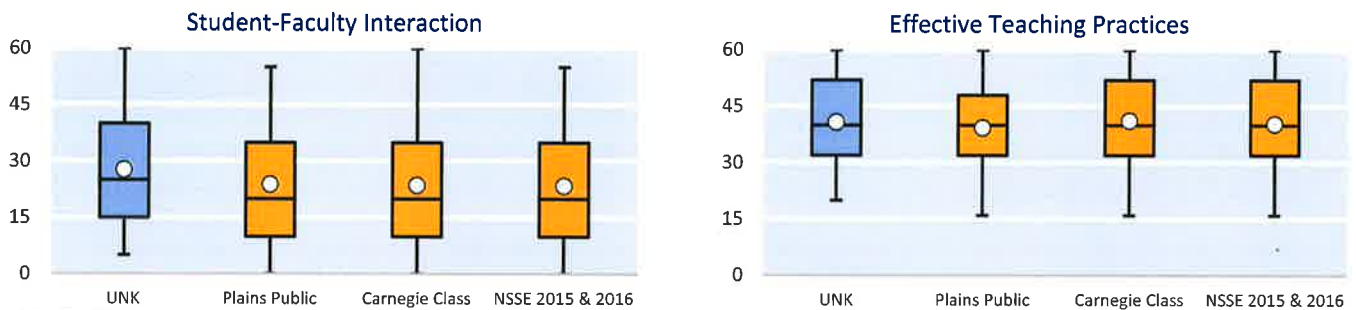
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	27.7	23.8 ***	.24	23.6 ***	.25	23.5 ***	.26
Effective Teaching Practices	40.8	39.2 **	.12	41.1	-.02	40.3	.04

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3a. Talked about career plans with a faculty member	54	+12	+11	+12
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	33	+4	+6	+6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	39	+6	+6	+6
3d. Discussed your academic performance with a faculty member	42	+11	+8	+9
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	80	-0	-3	-1
5b. Taught course sessions in an organized way	81	+2	+1	+2
5c. Used examples or illustrations to explain difficult points	80	+2	+2	+2
5d. Provided feedback on a draft or work in progress	69	+11	+5	+8
5e. Provided prompt and detailed feedback on tests or completed assignments	74	+11	+6	+8

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and 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

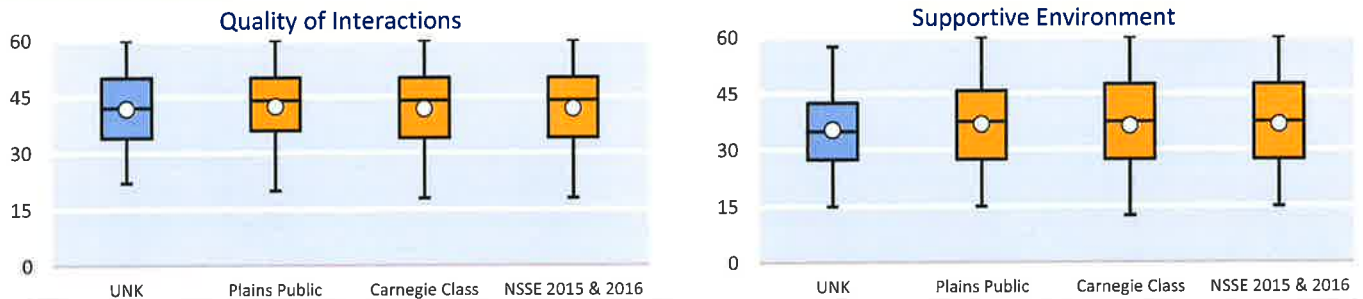
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UNK Mean	Your first-year students compared with					
		Plains Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2015 & 2016 Mean	Effect size
Quality of Interactions	41.8	42.4	-.05	41.8	.00	41.8	.00
Supportive Environment	35.5	36.9	-.11	36.4	-.07	36.8 *	-.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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Quality of Interactions	UNK %	Percentage point difference <sup>a</sup> between your FY students and		
		Plains Public	Carnegie Class	NSSE 2015 & 2016
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	60	+3	+5	+4
13b. Academic advisors	46	-6	-4	-4
13c. Faculty	44	-3	-7	-6
13d. Student services staff (career services, student activities, housing, etc.)	43	-4	-2	-1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	+1	+1	+3
<b>Supportive Environment</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	76	-0	+0	-1
14c. Using learning support services (tutoring services, writing center, etc.)	74	-2	-3	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	-7	-10	-10
14e. Providing opportunities to be involved socially	74	+1	+3	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	74	+1	+5	+4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	-5	-8	-7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	72	+2	+8	+6
14i. Attending events that address important social, economic, or political issues	47	-6	-4	-5

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and 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

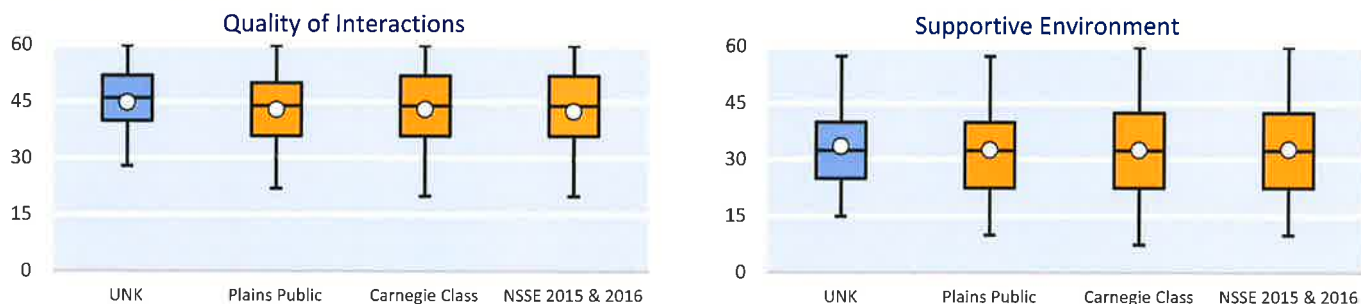
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UNK Mean	Your seniors compared with					
		Plains Public		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.9	43.0 ***	.17	43.1 ***	.15	42.6 ***	.19
Supportive Environment	33.6	32.7	.07	32.7	.06	32.9	.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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Quality of Interactions	UNK	Percentage point difference <sup>a</sup> between your seniors and		
		Plains Public	Carnegie Class	NSSE 2015 & 2016
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	65	+3	+3	+3
13b. Academic advisors	61	+7	+7	+8
13c. Faculty	60	+3	-2	+1
13d. Student services staff (career services, student activities, housing, etc.)	41	-4	-4	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	54	+11	+9	+12
<b>Supportive Environment</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	76	+6	+4	+5
14c. Using learning support services (tutoring services, writing center, etc.)	70	+6	+3	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	+1	-3	-2
14e. Providing opportunities to be involved socially	68	+1	+4	+3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	66	+2	+6	+5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	+5	+2	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	56	-3	+4	-0
14i. Attending events that address important social, economic, or political issues	49	+5	+4	+4

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and 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 [nsse.indiana.edu/html/position\\_policies.cfm](http://nsse.indiana.edu/html/position_policies.cfm)), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2015 and 2016 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2015 and 2016 NSSE institutions.

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

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

#### First-Year Students

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	34.8	40.5 ***	-.42		42.7 ***	-.57	
	Reflective and Integrative Learning	34.2	37.4 ***	-.25		39.5 ***	-.42	
	Learning Strategies	36.6	41.2 ***	-.32		43.7 ***	-.50	
	Quantitative Reasoning	26.1	29.4 ***	-.21		31.3 ***	-.32	
Learning with Peers	Collaborative Learning	32.8	35.2 ***	-.18		37.3 ***	-.33	
	Discussions with Diverse Others	38.2	42.7 ***	-.29		44.3 ***	-.40	
Experiences with Faculty	Student-Faculty Interaction	23.2	23.8	-.04	✓	26.9 ***	-.23	
	Effective Teaching Practices	36.5	41.6 ***	-.38		43.8 ***	-.54	
Campus Environment	Quality of Interactions	41.8	44.1 ***	-.19		45.9 ***	-.33	
	Supportive Environment	35.5	39.2 ***	-.28		40.9 ***	-.41	

#### 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	38.9	43.1 ***	-.30		44.7 ***	-.42	
	Reflective and Integrative Learning	36.9	41.0 ***	-.32		42.9 ***	-.48	
	Learning Strategies	37.4	42.2 ***	-.33		44.5 ***	-.50	
	Quantitative Reasoning	28.3	31.8 ***	-.20		33.2 ***	-.29	
Learning with Peers	Collaborative Learning	31.9	35.8 ***	-.28		37.9 ***	-.44	
	Discussions with Diverse Others	38.1	43.3 ***	-.33		45.1 ***	-.44	
Experiences with Faculty	Student-Faculty Interaction	27.7	29.6 *	-.11		33.0 ***	-.32	
	Effective Teaching Practices	40.8	42.7 ***	-.14		44.5 ***	-.28	
Campus Environment	Quality of Interactions	44.9	45.3	-.04	✓	46.9 ***	-.17	
	Supportive Environment	33.6	35.7 ***	-.15		38.1 ***	-.32	

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 2015 and 2016 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UNK (N = 381)	34.8	12.2	.63	15	25	35	40	60				
Plains Public	36.8	13.4	.09	15	25	40	45	60	398	-2.0	.002	-.150
Carnegie Class	38.8	13.8	.05	15	30	40	50	60	385	-3.9	.000	-.285
NSSE 2015 & 2016	38.8	13.7	.02	20	30	40	50	60	381	-3.9	.000	-.288
Top 50%	40.5	13.6	.03	20	30	40	50	60	383	-5.7	.000	-.420
Top 10%	42.7	13.7	.08	20	35	40	55	60	392	-7.9	.000	-.575
<b>Reflective &amp; Integrative Learning</b>												
UNK (N = 399)	34.2	11.1	.56	17	26	34	40	54				
Plains Public	34.1	12.3	.08	17	26	34	40	57	417	.1	.891	.006
Carnegie Class	35.7	12.6	.04	17	26	34	43	60	403	-1.5	.009	-.116
NSSE 2015 & 2016	35.6	12.5	.02	17	26	34	43	60	399	-1.4	.012	-.111
Top 50%	37.4	12.5	.03	17	29	37	46	60	401	-3.2	.000	-.253
Top 10%	39.5	12.8	.07	20	31	40	49	60	412	-5.3	.000	-.416
<b>Learning Strategies</b>												
UNK (N = 346)	36.6	13.5	.72	20	27	33	47	60				
Plains Public	37.2	14.1	.10	13	27	40	47	60	19,024	-.5	.473	-.039
Carnegie Class	39.6	14.2	.05	20	27	40	53	60	80,562	-3.0	.000	-.210
NSSE 2015 & 2016	39.2	14.1	.03	20	27	40	53	60	295,525	-2.6	.001	-.182
Top 50%	41.2	14.1	.04	20	33	40	53	60	133,060	-4.6	.000	-.323
Top 10%	43.7	14.3	.08	20	33	47	60	60	353	-7.1	.000	-.501
<b>Quantitative Reasoning</b>												
UNK (N = 382)	26.1	13.6	.70	0	20	27	33	47				
Plains Public	27.8	15.7	.11	0	20	27	40	60	400	-1.7	.018	-.107
Carnegie Class	27.7	16.3	.05	0	20	27	40	60	385	-1.5	.029	-.094
NSSE 2015 & 2016	28.0	16.2	.03	0	20	27	40	60	382	-1.9	.008	-.115
Top 50%	29.4	16.1	.04	0	20	27	40	60	383	-3.3	.000	-.206
Top 10%	31.3	16.2	.08	0	20	33	40	60	390	-5.1	.000	-.318
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UNK (N = 410)	32.8	13.3	.66	10	25	35	40	60				
Plains Public	32.7	14.1	.10	10	20	30	40	60	22,246	.1	.852	.009
Carnegie Class	30.8	14.9	.05	5	20	30	40	60	414	2.0	.002	.138
NSSE 2015 & 2016	32.3	14.5	.02	10	20	30	40	60	410	.5	.447	.035
Top 50%	35.2	13.8	.03	15	25	35	45	60	174,343	-2.4	.000	-.176
Top 10%	37.3	13.6	.07	15	25	40	45	60	37,052	-4.5	.000	-.332
<b>Discussions with Diverse Others</b>												
UNK (N = 347)	38.2	15.6	.84	15	25	40	50	60				
Plains Public	39.1	15.6	.11	15	30	40	55	60	19,218	-.8	.331	-.053
Carnegie Class	39.7	16.3	.06	10	30	40	55	60	81,628	-1.4	.099	-.089
NSSE 2015 & 2016	40.4	16.0	.03	15	30	40	55	60	299,288	-2.1	.013	-.134
Top 50%	42.7	15.2	.04	20	35	40	60	60	155,380	-4.4	.000	-.290
Top 10%	44.3	15.1	.07	20	35	45	60	60	48,194	-6.1	.000	-.402

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UNK (N = 384)	23.2	14.5	.74	0	15	20	30	50				
Plains Public	20.6	14.3	.10	0	10	20	30	50	20,971	2.7	.000	.187
Carnegie Class	20.4	14.8	.05	0	10	20	30	50	89,701	2.8	.000	.188
NSSE 2015 & 2016	20.5	14.7	.03	0	10	20	30	50	329,782	2.7	.000	.186
Top 50%	23.8	15.0	.05	0	15	20	35	55	106,654	-.6	.442	-.039
Top 10%	26.9	16.0	.12	5	15	25	40	60	404	-3.7	.000	-.230
<b>Effective Teaching Practices</b>												
UNK (N = 389)	36.5	12.3	.62	16	28	36	44	56				
Plains Public	38.0	12.9	.09	16	28	40	48	60	21,098	-1.5	.023	-.117
Carnegie Class	40.1	13.5	.05	16	32	40	52	60	392	-3.6	.000	-.264
NSSE 2015 & 2016	39.4	13.4	.02	16	32	40	48	60	389	-2.9	.000	-.220
Top 50%	41.6	13.4	.04	20	32	40	52	60	391	-5.1	.000	-.377
Top 10%	43.8	13.5	.08	20	36	44	56	60	401	-7.3	.000	-.542
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UNK (N = 343)	41.8	11.3	.61	22	34	42	50	60				
Plains Public	42.4	11.7	.09	20	36	44	50	60	18,407	-.6	.353	-.051
Carnegie Class	41.8	12.8	.05	18	34	44	50	60	346	.0	.987	-.001
NSSE 2015 & 2016	41.8	12.5	.02	18	34	44	50	60	343	.1	.926	.005
Top 50%	44.1	11.8	.04	22	38	46	52	60	112,679	-2.2	.000	-.190
Top 10%	45.9	12.1	.08	22	40	48	56	60	24,248	-4.0	.000	-.333
<b>Supportive Environment</b>												
UNK (N = 330)	35.5	12.6	.69	15	28	35	43	58				
Plains Public	36.9	13.4	.10	15	28	38	46	60	17,751	-1.4	.053	-.108
Carnegie Class	36.4	14.2	.05	13	28	38	48	60	333	-1.0	.166	-.068
NSSE 2015 & 2016	36.8	13.9	.03	15	28	38	48	60	330	-1.4	.048	-.099
Top 50%	39.2	13.3	.04	18	30	40	50	60	129,050	-3.7	.000	-.278
Top 10%	40.9	13.3	.07	20	33	40	53	60	32,387	-5.4	.000	-.407

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 SEM) is the range that is 95% likely to contain the true population mean.  
d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.  
e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.  
f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.  
g. Effect size is the mean difference divided by the pooled standard deviation.

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UNK (N = 466)	38.9	12.9	.60	20	30	40	50	60				
Plains Public	39.2	13.9	.09	15	30	40	50	60	486	-.3	.648	-.020
Carnegie Class	41.4	14.1	.05	20	30	40	55	60	470	-2.5	.000	-.175
NSSE 2015 & 2016	40.9	14.1	.02	20	30	40	55	60	466	-1.9	.002	-.136
Top 50%	43.1	13.8	.04	20	35	40	55	60	469	-4.2	.000	-.305
Top 10%	44.7	13.7	.07	20	40	45	60	60	477	-5.7	.000	-.419
<b>Reflective &amp; Integrative Learning</b>												
UNK (N = 478)	36.9	11.8	.54	17	29	37	43	60				
Plains Public	37.4	12.9	.08	17	29	37	46	60	499	-.5	.327	-.042
Carnegie Class	39.2	13.0	.04	20	31	40	49	60	482	-2.3	.000	-.176
NSSE 2015 & 2016	38.7	13.0	.02	17	29	40	49	60	478	-1.8	.001	-.140
Top 50%	41.0	12.7	.03	20	31	40	51	60	481	-4.1	.000	-.322
Top 10%	42.9	12.5	.07	20	34	43	54	60	492	-6.0	.000	-.479
<b>Learning Strategies</b>												
UNK (N = 435)	37.4	14.2	.68	13	27	40	47	60				
Plains Public	38.0	14.9	.10	13	27	40	47	60	453	-.6	.366	-.042
Carnegie Class	40.7	14.7	.05	13	33	40	53	60	92,672	-3.3	.000	-.226
NSSE 2015 & 2016	39.9	14.8	.03	13	27	40	53	60	333,129	-2.5	.001	-.167
Top 50%	42.2	14.5	.04	20	33	40	60	60	155,465	-4.8	.000	-.333
Top 10%	44.5	14.2	.07	20	33	47	60	60	42,206	-7.1	.000	-.498
<b>Quantitative Reasoning</b>												
UNK (N = 469)	28.3	15.8	.73	0	20	27	40	60				
Plains Public	30.1	16.5	.11	0	20	27	40	60	24,371	-1.8	.020	-.109
Carnegie Class	30.0	17.1	.05	0	20	27	40	60	473	-1.7	.022	-.099
NSSE 2015 & 2016	30.3	17.0	.03	0	20	27	40	60	469	-2.0	.006	-.118
Top 50%	31.8	16.9	.04	0	20	33	40	60	470	-3.4	.000	-.203
Top 10%	33.2	16.8	.07	0	20	33	47	60	55,887	-4.9	.000	-.292
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UNK (N = 483)	31.9	14.0	.64	10	20	30	40	55				
Plains Public	32.8	14.8	.09	10	20	30	45	60	25,576	-.9	.170	-.063
Carnegie Class	31.1	15.3	.05	5	20	30	40	60	487	.8	.225	.051
NSSE 2015 & 2016	32.4	14.9	.02	10	20	30	40	60	378,871	-.5	.435	-.036
Top 50%	35.8	13.9	.03	15	25	35	45	60	171,513	-3.9	.000	-.279
Top 10%	37.9	13.7	.07	15	30	40	50	60	38,673	-6.0	.000	-.436
<b>Discussions with Diverse Others</b>												
UNK (N = 437)	38.1	15.6	.75	15	25	40	50	60				
Plains Public	39.5	16.0	.11	15	30	40	55	60	22,705	-1.4	.070	-.088
Carnegie Class	41.1	16.3	.05	15	30	40	60	60	93,504	-3.1	.000	-.187
NSSE 2015 & 2016	41.3	16.1	.03	15	30	40	60	60	336,131	-3.3	.000	-.203
Top 50%	43.3	15.9	.04	15	35	45	60	60	189,569	-5.2	.000	-.329
Top 10%	45.1	15.8	.07	20	35	50	60	60	55,379	-7.0	.000	-.443



#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UNK (N = 466)	27.7	15.5	.72	5	15	25	40	60				
Plains Public	23.8	15.9	.10	0	10	20	35	55	24,437	3.9	.000	.244
Carnegie Class	23.6	16.6	.05	0	10	20	35	60	470	4.1	.000	.247
NSSE 2015 & 2016	23.5	16.3	.03	0	10	20	35	55	361,821	4.3	.000	.261
Top 50%	29.6	16.1	.06	5	20	30	40	60	77,095	-1.8	.014	-.114
Top 10%	33.0	16.3	.14	5	20	30	45	60	503	-5.3	.000	-.325
<b>Effective Teaching Practices</b>												
UNK (N = 475)	40.8	12.5	.58	20	32	40	52	60				
Plains Public	39.2	13.5	.09	16	32	40	48	60	496	1.6	.008	.115
Carnegie Class	41.1	14.0	.04	16	32	40	52	60	480	-.3	.558	-.024
NSSE 2015 & 2016	40.3	13.9	.02	16	32	40	52	60	476	.5	.395	.035
Top 50%	42.7	13.7	.04	20	32	44	56	60	479	-1.9	.001	-.140
Top 10%	44.5	13.4	.08	20	36	44	56	60	494	-3.7	.000	-.277
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UNK (N = 433)	44.9	9.8	.47	28	40	46	52	60				
Plains Public	43.0	11.2	.08	22	36	44	50	60	455	1.9	.000	.171
Carnegie Class	43.1	12.2	.04	20	36	44	52	60	438	1.8	.000	.148
NSSE 2015 & 2016	42.6	12.0	.02	20	36	44	52	60	433	2.3	.000	.194
Top 50%	45.3	11.5	.03	24	40	48	54	60	436	-.4	.371	-.037
Top 10%	46.9	11.9	.06	24	40	50	56	60	448	-2.0	.000	-.167
<b>Supportive Environment</b>												
UNK (N = 414)	33.6	12.0	.59	15	25	33	40	58				
Plains Public	32.7	13.7	.09	10	23	33	40	58	434	.9	.137	.065
Carnegie Class	32.7	14.7	.05	8	23	33	43	60	419	.9	.113	.064
NSSE 2015 & 2016	32.9	14.4	.03	10	23	33	43	60	414	.7	.241	.048
Top 50%	35.7	13.9	.04	13	25	35	45	60	417	-2.1	.000	-.151
Top 10%	38.1	13.9	.09	15	28	40	48	60	433	-4.5	.000	-.322

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 SEM) 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.

