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# NSSE 2022

## Engagement Indicators

University of Kentucky

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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. 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](https://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

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Nat'l Public R1/R2s	Your first-year students compared with Nat'l Public R1s	Your first-year students compared with SE Public R1s
<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	△	▲	△

### Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Nat'l Public R1/R2s	Your seniors compared with Nat'l Public R1s	Your seniors compared with SE Public R1s
<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	△	△	△

### Academic Challenge: First-year students

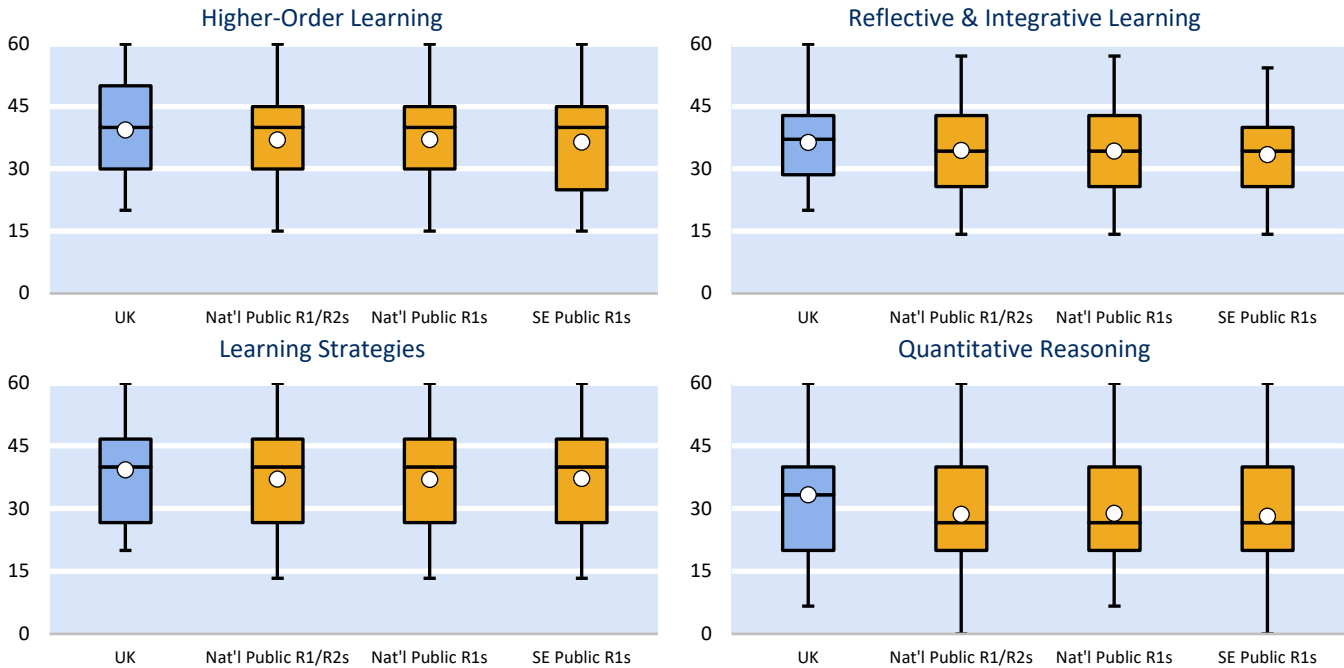
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UK Mean	Your first-year students compared with					
		Nat'l Public R1/R2s		Nat'l Public R1s		SE Public R1s	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.4	37.1 ***	.18	37.1 ***	.17	36.5 ***	.21
Reflective & Integrative Learning	36.4	34.5 ***	.15	34.4 ***	.17	33.5 ***	.24
Learning Strategies	39.3	37.0 ***	.16	37.0 ***	.17	37.2 ***	.15
Quantitative Reasoning	33.3	28.6 ***	.31	28.9 ***	.29	28.2 ***	.34

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.

	UK	Percentage point difference <sup>a</sup> between your FY students and		
		Nat'l Public R1/R2s	Nat'l Public R1s	SE Public R1s
<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	76	+8	+7	+8
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	+6	+5	+7
4d. Evaluating a point of view, decision, or information source	72	+5	+5	+7
4e. Forming a new idea or understanding from various pieces of information	73	+5	+6	+7
<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	59	+10	+10	+13
2b. Connected your learning to societal problems or issues	55	+6	+6	+9
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	58	+7	+8	+11
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	+4	+5	+7
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72	+3	+4	+6
2f. Learned something that changed the way you understand an issue or concept	70	+6	+6	+9
2g. Connected ideas from your courses to your prior experiences and knowledge	76	+1	+0	+2
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	73	+3	+3	+5
9b. Reviewed your notes after class	71	+7	+7	+5
9c. Summarized what you learned in class or from course materials	71	+9	+9	+8
<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.)	63	+10	+8	+9
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	54	+12	+12	+15
6c. Evaluated what others have concluded from numerical information	55	+14	+13	+16

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

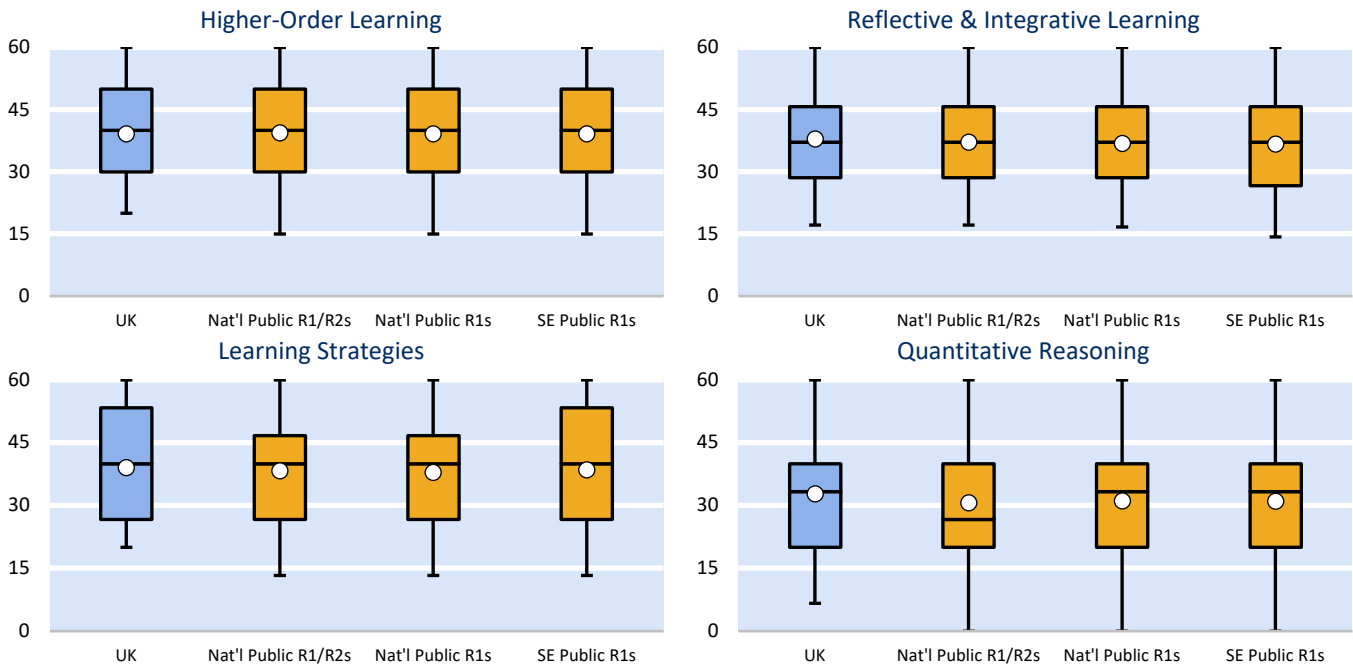
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UK Mean	Your seniors compared with					
		Nat'l Public R1/R2s		Nat'l Public R1s		SE Public R1s	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.2	39.4	-.02	39.2	.00	39.2	.00
Reflective & Integrative Learning	37.9	37.2 *	.06	36.9 ***	.08	36.8 ***	.09
Learning Strategies	39.1	38.2 *	.05	37.8 ***	.08	38.5	.04
Quantitative Reasoning	32.8	30.7 ***	.13	31.0 ***	.10	31.0 ***	.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).

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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. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	UK	Percentage point difference <sup>a</sup> between your seniors and		
		Nat'l Public R1/R2s	Nat'l Public R1s	SE Public R1s
<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	78	+2	+3	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	-0	-0	-0
4d. Evaluating a point of view, decision, or information source	67	-2	-0	-0
4e. Forming a new idea or understanding from various pieces of information	70	-1	-0	+1
<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	72	+7	+7	+7
2b. Connected your learning to societal problems or issues	61	+3	+4	+5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55	+4	+5	+6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	+1	+2	+3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	-0	+1	+1
2f. Learned something that changed the way you understand an issue or concept	70	+1	+1	+3
2g. Connected ideas from your courses to your prior experiences and knowledge	81	+0	+0	+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	73	-1	-0	-0
9b. Reviewed your notes after class	66	+3	+4	+2
9c. Summarized what you learned in class or from course materials	68	+3	+4	+2
<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.)	61	+4	+3	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	52	+5	+5	+5
6c. Evaluated what others have concluded from numerical information	53	+6	+5	+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.

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### Learning with Peers: First-year students

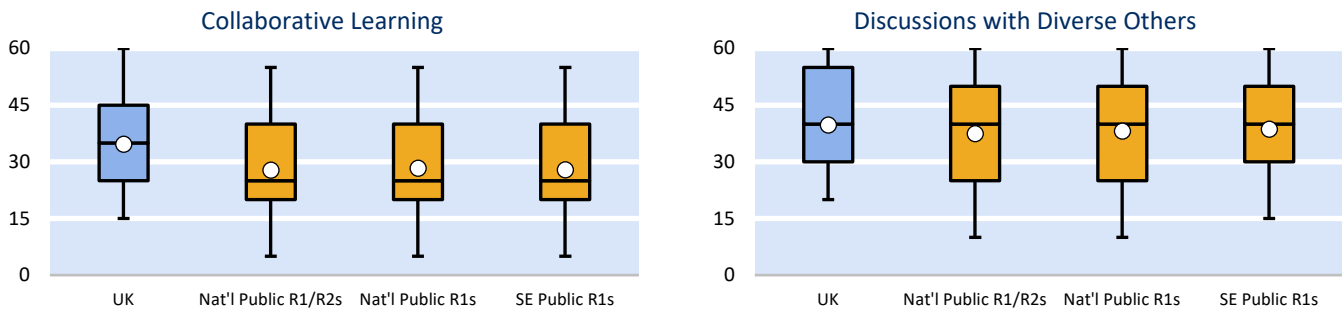
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	UK Mean	Your first-year students compared with					
		Nat'l Public R1/R2s		Nat'l Public R1s		SE Public R1s	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.6	27.7 ***	.48	28.3 ***	.44	27.9 ***	.47
Discussions with Diverse Others	39.8	37.4 ***	.15	38.1 ***	.10	38.6 **	.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



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#### Performance on Indicator Items

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	UK %	Percentage point difference <sup>a</sup> between your FY students and		
		Nat'l Public R1/R2s	Nat'l Public R1s	SE Public R1s
<b>Collaborative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	55	+13	+11	+12
1c. Explained course material to one or more students	57	+12	+11	+11
1d. Prepared for exams by discussing or working through course material with other students	56	+20	+18	+20
1e. Worked with other students on course projects or assignments	64	+21	+20	+23
<b>Discussions with Diverse Others</b>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	71	+5	+3	+3
8b. People from an economic background other than your own	73	+7	+6	+5
8c. People with religious beliefs other than your own	67	+4	+2	+2
8d. People with political views other than your own	69	+9	+8	+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.



### Learning with Peers: Seniors

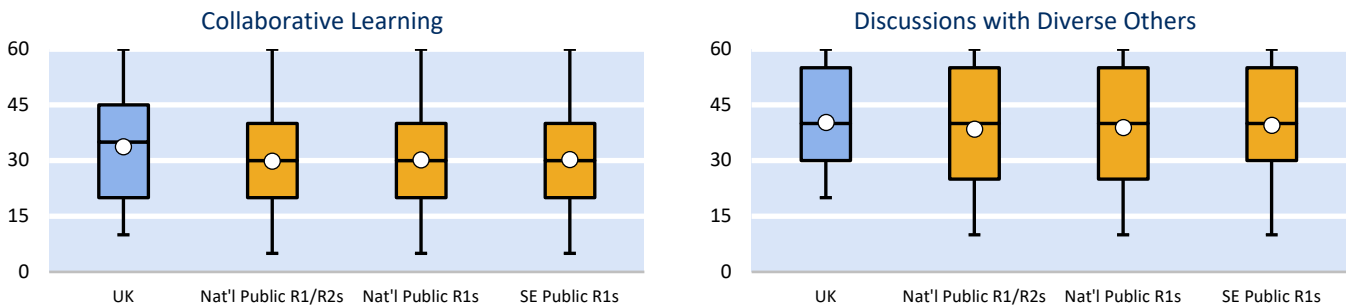
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#### Mean Comparisons

Engagement Indicator	UK Mean	Your seniors compared with					
		Nat'l Public R1/R2s		Nat'l Public R1s		SE Public R1s	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.8	29.9 ***	.25	30.2 ***	.23	30.4 ***	.22
Discussions with Diverse Others	40.3	38.5 ***	.11	38.9 ***	.09	39.6 *	.05

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	UK %	Percentage point difference <sup>a</sup> between your seniors and		
		Nat'l Public R1/R2s	Nat'l Public R1s	SE Public R1s
<b>Collaborative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	49	+8	+8	+8
1c. Explained course material to one or more students	58	+8	+7	+7
1d. Prepared for exams by discussing or working through course material with other students	50	+12	+11	+10
1e. Worked with other students on course projects or assignments	65	+7	+6	+6
<b>Discussions with Diverse Others</b>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	70	+1	+0	-0
8b. People from an economic background other than your own	74	+5	+4	+3
8c. People with religious beliefs other than your own	68	+3	+3	+3
8d. People with political views other than your own	72	+10	+10	+6

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### Experiences with Faculty: First-year students

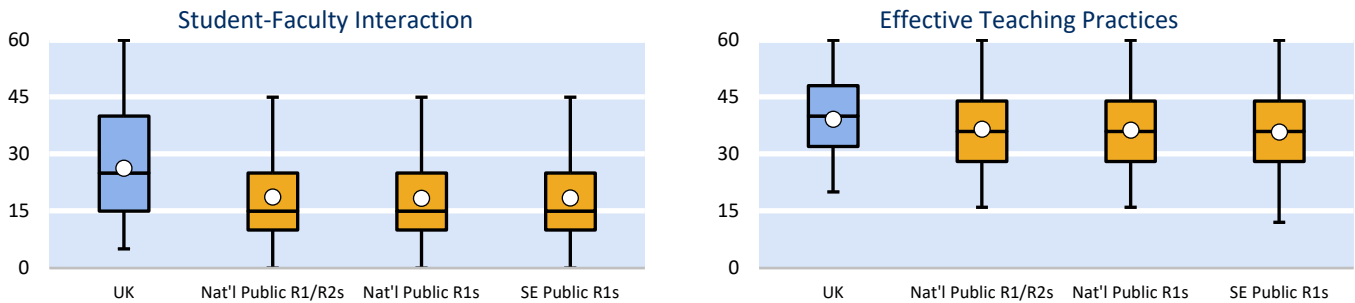
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	UK Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	26.3	18.6 ***	.53	18.3 ***	.56	18.4 ***	.56
Effective Teaching Practices	39.2	36.5 ***	.20	36.2 ***	.22	35.8 ***	.25

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	UK %	Percentage point difference <sup>a</sup> between your FY students and		
		Nat'l Public R1/R2s	Nat'l Public R1s	SE Public R1s
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	48	+16	+17	+16
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	33	+15	+16	+17
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	36	+14	+15	+16
3d. Discussed your academic performance with a faculty member	41	+16	+17	+17
<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	76	+2	+2	+3
5b. Taught course sessions in an organized way	77	+8	+7	+8
5c. Used examples or illustrations to explain difficult points	76	+7	+6	+7
5d. Provided feedback on a draft or work in progress	67	+9	+10	+12
5e. Provided prompt and detailed feedback on tests or completed assignments	63	+10	+12	+13

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: Seniors

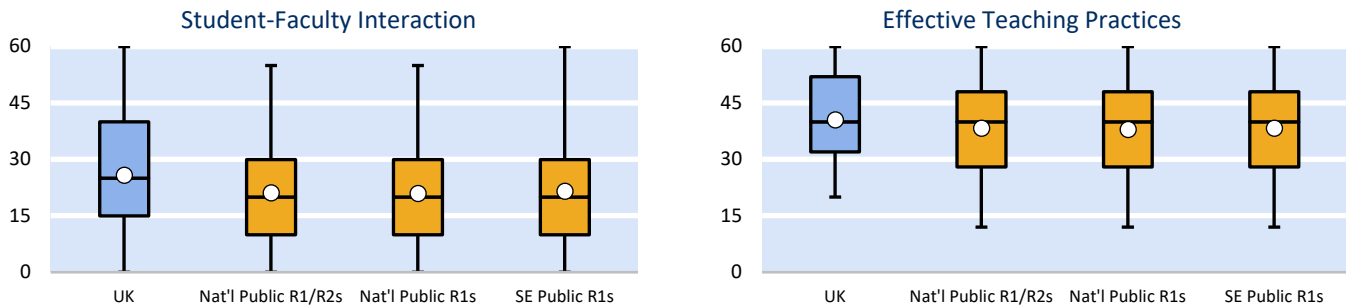
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Student-Faculty Interaction	25.8	21.1 ***	.29	20.9 ***	.31	21.5 ***	.26
Effective Teaching Practices	40.5	38.2 ***	.16	37.9 ***	.18	38.2 ***	.16

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

#### Performance on Indicator Items

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

Student-Faculty Interaction	UK %	Percentage point difference <sup>a</sup> between your seniors and		
		Nat'l Public R1/R2s	Nat'l Public R1s	SE Public R1s
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	46	+10	+11	+9
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	34	+10	+10	+10
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	37	+10	+10	+10
3d. Discussed your academic performance with a faculty member	35	+7	+8	+6
<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	81	+4	+4	+5
5b. Taught course sessions in an organized way	79	+6	+6	+6
5c. Used examples or illustrations to explain difficult points	79	+6	+5	+6
5d. Provided feedback on a draft or work in progress	64	+5	+6	+5
5e. Provided prompt and detailed feedback on tests or completed assignments	67	+8	+9	+8

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

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

### Campus Environment: First-year students

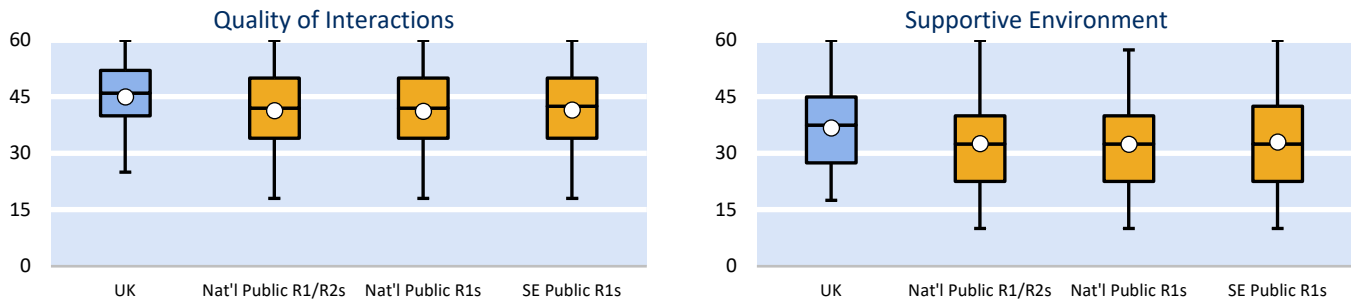
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UK Mean	Your first-year students compared with					
		Nat'l Public R1/R2s		Nat'l Public R1s		SE Public R1s	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.0	41.3 ***	.30	41.2 ***	.31	41.5 ***	.29
Supportive Environment	36.8	32.7 ***	.30	32.4 ***	.32	33.1 ***	.27

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

#### Score Distributions



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

#### Performance on Indicator Items

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

Quality of Interactions	UK	Percentage point difference <sup>a</sup> between your FY students and		
		Nat'l Public R1/R2s	Nat'l Public R1s	SE Public R1s
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	57	+11	+10	+9
13b. Academic advisors	61	+9	+9	+7
13c. Faculty	51	+4	+5	+5
13d. Student services staff (career services, student activities, housing, etc.)	52	+8	+9	+7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	48	+7	+9	+8
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	74	+6	+6	+5
14c. Using learning support services (tutoring services, writing center, etc.)	75	+5	+5	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	+5	+5	+6
14e. Providing opportunities to be involved socially	75	+13	+13	+11
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	+10	+10	+9
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	51	+16	+18	+19
14h. Attending campus activities and events (performing arts, athletic events, etc.)	73	+17	+15	+12
14i. Attending events that address important social, economic, or political issues	51	+10	+11	+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.

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

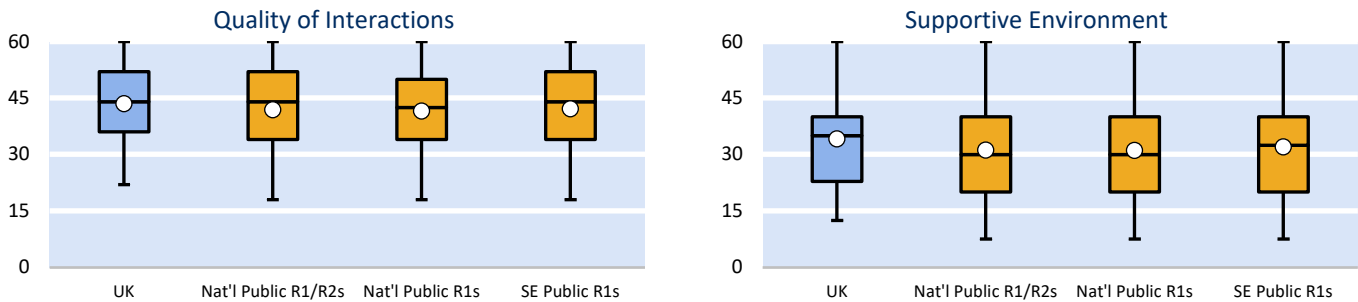
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UK Mean	Your seniors compared with					
		Nat'l Public R1/R2s		Nat'l Public R1s		SE Public R1s	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.6	41.9 ***	.13	41.6 ***	.16	42.2 ***	.11
Supportive Environment	34.2	31.2 ***	.20	31.1 ***	.21	32.1 ***	.14

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

#### Score Distributions



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

#### Performance on Indicator Items

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

Quality of Interactions	UK	Percentage point difference <sup>a</sup> between your seniors and		
		Nat'l Public R1/R2s	Nat'l Public R1s	SE Public R1s
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	60	+4	+5	+2
13b. Academic advisors	56	+5	+5	+4
13c. Faculty	54	+2	+3	+1
13d. Student services staff (career services, student activities, housing, etc.)	46	+2	+3	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	+1	+3	+0
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	70	+5	+6	+5
14c. Using learning support services (tutoring services, writing center, etc.)	68	+6	+7	+4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	+4	+5	+4
14e. Providing opportunities to be involved socially	71	+10	+9	+7
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	+7	+8	+5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	+6	+8	+6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	66	+13	+10	+7
14i. Attending events that address important social, economic, or political issues	43	+4	+5	+4

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

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

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

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

- (a) institutions with average scores placing them in the top 50% of all 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<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	UK Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.4	39.2	.02	✓	42.1 ***	-.20	
	Reflective and Integrative Learning	36.4	36.9	-.04	✓	39.2 ***	-.24	
	Learning Strategies	39.3	39.6	-.02	✓	42.9 ***	-.26	
	Quantitative Reasoning	33.3	30.1 ***	.21	✓	33.3	.00	✓
<i>Learning with Peers</i>	Collaborative Learning	34.6	31.8 ***	.20	✓	35.5 *	-.06	
	Discussions with Diverse Others	39.8	39.8	.00	✓	42.6 ***	-.20	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	26.3	24.3 ***	.13	✓	28.1 ***	-.12	
	Effective Teaching Practices	39.2	40.3 **	-.08		43.3 ***	-.30	
<i>Campus Environment</i>	Quality of Interactions	45.0	45.1	-.01	✓	48.2 ***	-.26	
	Supportive Environment	36.8	35.9 *	.06	✓	39.1 ***	-.17	

#### Seniors

Theme	Engagement Indicator	UK Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.2	41.9 ***	-.20		44.2 ***	-.38	
	Reflective and Integrative Learning	37.9	40.3 ***	-.19		42.7 ***	-.40	
	Learning Strategies	39.1	41.1 ***	-.14		43.4 ***	-.31	
	Quantitative Reasoning	32.8	32.4	.02	✓	35.3 ***	-.16	
<i>Learning with Peers</i>	Collaborative Learning	33.8	34.0	-.02	✓	37.9 ***	-.29	
	Discussions with Diverse Others	40.3	40.4	.00	✓	43.2 ***	-.19	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	25.8	28.8 ***	-.18		33.2 ***	-.46	
	Effective Teaching Practices	40.5	42.0 ***	-.10		44.5 ***	-.29	
<i>Campus Environment</i>	Quality of Interactions	43.6	45.7 ***	-.17		48.0 ***	-.35	
	Supportive Environment	34.2	34.3	.00	✓	37.4 ***	-.22	

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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UK (N = 1334)	39.4	13.2	.36	20	30	40	50	60				
Nat'l Public R1/R2s	37.1	13.5	.04	15	30	40	45	60	1,369	2.4	.000	.178
Nat'l Public R1s	37.1	13.5	.05	15	30	40	45	60	1,394	2.3	.000	.172
SE Public R1s	36.5	13.7	.09	15	25	40	45	60	1,506	2.9	.000	.214
Top 50%	39.2	13.3	.04	20	30	40	50	60	129,937	.2	.581	.015
Top 10%	42.1	13.0	.11	20	35	40	55	60	15,631	-2.6	.000	-.200
<b>Reflective &amp; Integrative Learning</b>												
UK (N = 1379)	36.4	12.4	.33	20	29	37	43	60				
Nat'l Public R1/R2s	34.5	12.2	.04	14	26	34	43	57	113,386	1.9	.000	.154
Nat'l Public R1s	34.4	12.2	.05	14	26	34	43	57	67,602	2.0	.000	.167
SE Public R1s	33.5	12.3	.08	14	26	34	40	54	26,595	2.9	.000	.238
Top 50%	36.9	12.1	.03	17	29	37	46	60	130,244	-.5	.116	-.043
Top 10%	39.2	11.8	.09	20	31	40	49	60	19,103	-2.8	.000	-.238
<b>Learning Strategies</b>												
UK (N = 1297)	39.3	13.7	.38	20	27	40	47	60				
Nat'l Public R1/R2s	37.0	13.9	.04	13	27	40	47	60	1,332	2.2	.000	.161
Nat'l Public R1s	37.0	13.9	.06	13	27	40	47	60	1,357	2.3	.000	.168
SE Public R1s	37.2	13.9	.10	13	27	40	47	60	1,467	2.1	.000	.150
Top 50%	39.6	14.1	.04	20	27	40	53	60	1,326	-.3	.461	-.020
Top 10%	42.9	14.3	.10	20	33	40	60	60	1,471	-3.7	.000	-.256
<b>Quantitative Reasoning</b>												
UK (N = 1306)	33.3	15.0	.41	7	20	33	40	60				
Nat'l Public R1/R2s	28.6	15.1	.05	0	20	27	40	60	98,398	4.7	.000	.311
Nat'l Public R1s	28.9	15.0	.06	7	20	27	40	60	58,394	4.4	.000	.295
SE Public R1s	28.2	15.1	.10	0	20	27	40	60	22,389	5.1	.000	.341
Top 50%	30.1	15.3	.04	7	20	27	40	60	1,332	3.2	.000	.205
Top 10%	33.3	15.6	.12	7	20	33	40	60	1,539	.0	.968	.001
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UK (N = 1404)	34.6	14.1	.38	15	25	35	45	60				
Nat'l Public R1/R2s	27.7	14.5	.04	5	20	25	40	55	123,343	6.9	.000	.476
Nat'l Public R1s	28.3	14.4	.05	5	20	25	40	55	74,020	6.3	.000	.440
SE Public R1s	27.9	14.3	.08	5	20	25	40	55	29,900	6.8	.000	.473
Top 50%	31.8	13.8	.04	10	20	30	40	60	120,416	2.8	.000	.204
Top 10%	35.5	13.5	.09	15	25	35	45	60	1,584	-.9	.024	-.065
<b>Discussions with Diverse Others</b>												
UK (N = 1300)	39.8	15.0	.42	20	30	40	55	60				
Nat'l Public R1/R2s	37.4	15.9	.05	10	25	40	50	60	1,339	2.3	.000	.147
Nat'l Public R1s	38.1	15.6	.07	10	25	40	50	60	1,364	1.6	.000	.105
SE Public R1s	38.6	15.6	.11	15	30	40	50	60	1,479	1.1	.008	.073
Top 50%	39.8	15.1	.05	15	30	40	55	60	109,209	-.1	.865	-.005
Top 10%	42.6	14.2	.12	20	35	40	55	60	15,452	-2.8	.000	-.197



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UK (N = 1354)	26.3	16.0	.43	5	15	25	40	60				
Nat'l Public R1/R2s	18.6	14.3	.04	0	10	15	25	45	1,380	7.6	.000	.531
Nat'l Public R1s	18.3	14.2	.06	0	10	15	25	45	1,398	7.9	.000	.558
SE Public R1s	18.4	13.9	.09	0	10	15	25	45	1,472	7.8	.000	.559
Top 50%	24.3	15.1	.06	5	15	20	35	55	1,404	1.9	.000	.129
Top 10%	28.1	15.2	.15	5	15	25	40	60	1,708	-1.8	.000	-.117
<b>Effective Teaching Practices</b>												
UK (N = 1344)	39.2	13.2	.36	20	32	40	48	60				
Nat'l Public R1/R2s	36.5	13.5	.04	16	28	36	44	60	1,380	2.6	.000	.196
Nat'l Public R1s	36.2	13.3	.05	16	28	36	44	60	1,404	2.9	.000	.220
SE Public R1s	35.8	13.6	.09	12	28	36	44	60	1,516	3.4	.000	.248
Top 50%	40.3	13.8	.05	16	32	40	52	60	1,388	-1.2	.001	-.084
Top 10%	43.3	13.7	.11	20	36	44	56	60	1,628	-4.2	.000	-.304
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UK (N = 1224)	45.0	10.6	.30	25	40	46	52	60				
Nat'l Public R1/R2s	41.3	12.4	.04	18	34	42	50	60	1,270	3.7	.000	.297
Nat'l Public R1s	41.2	12.2	.05	18	34	42	50	60	1,302	3.8	.000	.311
SE Public R1s	41.5	12.3	.09	18	34	43	50	60	1,443	3.5	.000	.286
Top 50%	45.1	12.0	.04	22	38	48	54	60	1,277	-.1	.720	-.009
Top 10%	48.2	12.5	.11	23	42	50	60	60	1,534	-3.2	.000	-.258
<b>Supportive Environment</b>												
UK (N = 1273)	36.8	13.3	.37	18	28	38	45	60				
Nat'l Public R1/R2s	32.7	13.9	.05	10	23	33	40	60	1,310	4.1	.000	.298
Nat'l Public R1s	32.4	13.6	.06	10	23	33	40	58	1,334	4.3	.000	.319
SE Public R1s	33.1	13.9	.10	10	23	33	43	60	1,451	3.7	.000	.269
Top 50%	35.9	13.6	.05	13	26	38	45	60	82,458	.9	.025	.063
Top 10%	39.1	13.3	.14	18	30	40	50	60	10,560	-2.3	.000	-.174

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).  
 b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.  
 c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.  
 d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.  
 e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.  
 f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.  
 g. Effect size is the mean difference divided by the pooled standard deviation.

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UK (N = 1859)	39.2	13.6	.32	20	30	40	50	60				
Nat'l Public R1/R2s	39.4	14.1	.04	15	30	40	50	60	1,912	-.2	.486	-.016
Nat'l Public R1s	39.2	14.1	.05	15	30	40	50	60	1,949	.0	.981	.001
SE Public R1s	39.2	14.4	.08	15	30	40	50	60	2,125	.0	.907	-.003
Top 50%	41.9	13.7	.04	20	35	40	55	60	1,913	-2.7	.000	-.197
Top 10%	44.2	13.1	.12	20	35	45	60	60	13,621	-5.0	.000	-.383
<b>Reflective &amp; Integrative Learning</b>												
UK (N = 1948)	37.9	12.9	.29	17	29	37	46	60				
Nat'l Public R1/R2s	37.2	13.2	.03	17	29	37	46	60	2,001	.7	.013	.056
Nat'l Public R1s	36.9	13.2	.04	17	29	37	46	60	2,039	1.1	.000	.080
SE Public R1s	36.8	13.5	.07	14	27	37	46	60	2,213	1.2	.000	.088
Top 50%	40.3	12.5	.04	20	31	40	50	60	117,786	-2.3	.000	-.186
Top 10%	42.7	11.7	.11	23	34	43	51	60	2,552	-4.8	.000	-.403
<b>Learning Strategies</b>												
UK (N = 1798)	39.1	14.2	.34	20	27	40	53	60				
Nat'l Public R1/R2s	38.2	14.8	.04	13	27	40	47	60	1,851	.8	.017	.055
Nat'l Public R1s	37.8	14.9	.05	13	27	40	47	60	1,890	1.2	.000	.082
SE Public R1s	38.5	15.1	.09	13	27	40	53	60	2,068	.5	.118	.036
Top 50%	41.1	14.6	.04	20	33	40	53	60	140,931	-2.0	.000	-.139
Top 10%	43.4	14.2	.09	20	33	40	60	60	25,268	-4.4	.000	-.309
<b>Quantitative Reasoning</b>												
UK (N = 1803)	32.8	16.2	.38	7	20	33	40	60				
Nat'l Public R1/R2s	30.7	16.5	.05	0	20	27	40	60	134,066	2.1	.000	.128
Nat'l Public R1s	31.0	16.5	.06	0	20	33	40	60	79,572	1.7	.000	.103
SE Public R1s	31.0	16.8	.10	0	20	33	40	60	2,060	1.7	.000	.104
Top 50%	32.4	16.5	.04	7	20	33	40	60	155,330	.3	.425	.019
Top 10%	35.3	16.0	.12	7	20	33	47	60	19,879	-2.6	.000	-.162
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UK (N = 2000)	33.8	15.2	.34	10	20	35	45	60				
Nat'l Public R1/R2s	29.9	15.7	.04	5	20	30	40	60	2,055	3.9	.000	.247
Nat'l Public R1s	30.2	15.7	.05	5	20	30	40	60	95,164	3.6	.000	.226
SE Public R1s	30.4	15.8	.08	5	20	30	40	60	2,255	3.4	.000	.217
Top 50%	34.0	14.6	.04	10	25	35	45	60	2,061	-.2	.486	-.016
Top 10%	37.9	13.7	.11	15	30	40	50	60	2,430	-4.1	.000	-.294
<b>Discussions with Diverse Others</b>												
UK (N = 1798)	40.3	15.2	.36	20	30	40	55	60				
Nat'l Public R1/R2s	38.5	16.5	.05	10	25	40	55	60	1,855	1.8	.000	.110
Nat'l Public R1s	38.9	16.2	.06	10	25	40	55	60	1,893	1.4	.000	.087
SE Public R1s	39.6	16.6	.10	10	30	40	55	60	2,082	.8	.036	.047
Top 50%	40.4	15.9	.04	15	30	40	55	60	1,848	.0	.896	-.003
Top 10%	43.2	15.1	.13	20	35	45	60	60	2,282	-2.9	.000	-.191

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UK (N = 1887)	25.8	16.4	.38	0	15	25	40	60				
Nat'l Public R1/R2s	21.1	16.0	.04	0	10	20	30	55	144,894	4.7	.000	.291
Nat'l Public R1s	20.9	15.9	.05	0	10	20	30	55	1,966	4.9	.000	.309
SE Public R1s	21.5	16.3	.09	0	10	20	30	60	32,905	4.3	.000	.264
Top 50%	28.8	16.2	.07	5	15	25	40	60	62,230	-3.0	.000	-.184
Top 10%	33.2	16.1	.18	10	20	35	45	60	9,573	-7.5	.000	-.462
<b>Effective Teaching Practices</b>												
UK (N = 1868)	40.5	13.4	.31	20	32	40	52	60				
Nat'l Public R1/R2s	38.2	14.5	.04	12	28	40	48	60	1,927	2.3	.000	.157
Nat'l Public R1s	37.9	14.4	.05	12	28	40	48	60	1,967	2.6	.000	.183
SE Public R1s	38.2	14.8	.09	12	28	40	48	60	2,163	2.3	.000	.156
Top 50%	42.0	14.1	.04	16	32	40	56	60	1,946	-1.4	.000	-.103
Top 10%	44.5	13.6	.11	20	36	44	56	60	2,333	-4.0	.000	-.292
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UK (N = 1663)	43.6	11.5	.28	22	36	44	52	60				
Nat'l Public R1/R2s	41.9	12.8	.04	18	34	44	52	60	1,721	1.7	.000	.130
Nat'l Public R1s	41.6	12.7	.05	18	34	43	50	60	1,760	2.0	.000	.156
SE Public R1s	42.2	12.9	.08	18	34	44	52	60	1,950	1.4	.000	.107
Top 50%	45.7	12.3	.04	22	38	48	56	60	1,722	-2.1	.000	-.169
Top 10%	48.0	12.5	.07	22	40	50	60	60	1,873	-4.4	.000	-.353
<b>Supportive Environment</b>												
UK (N = 1777)	34.2	13.8	.33	13	23	35	40	60				
Nat'l Public R1/R2s	31.2	14.5	.04	8	20	30	40	60	1,832	2.9	.000	.202
Nat'l Public R1s	31.1	14.4	.05	8	20	30	40	60	1,869	3.1	.000	.213
SE Public R1s	32.1	14.9	.09	8	20	33	40	60	2,058	2.1	.000	.142
Top 50%	34.3	14.7	.05	10	23	35	45	60	1,851	-.1	.826	-.005
Top 10%	37.4	14.5	.15	13	28	38	48	60	2,532	-3.2	.000	-.225

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.