



NSSE 2017

Engagement Indicators

University of North Dakota

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 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 2016 and 2017 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

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	Your first-year students compared with	Your first-year students compared with
		Plains Public Plus	Carnegie Class	NSSE 2016 & 2017
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	Your seniors compared with	Your seniors compared with
		Plains Public Plus	Carnegie Class	NSSE 2016 & 2017
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

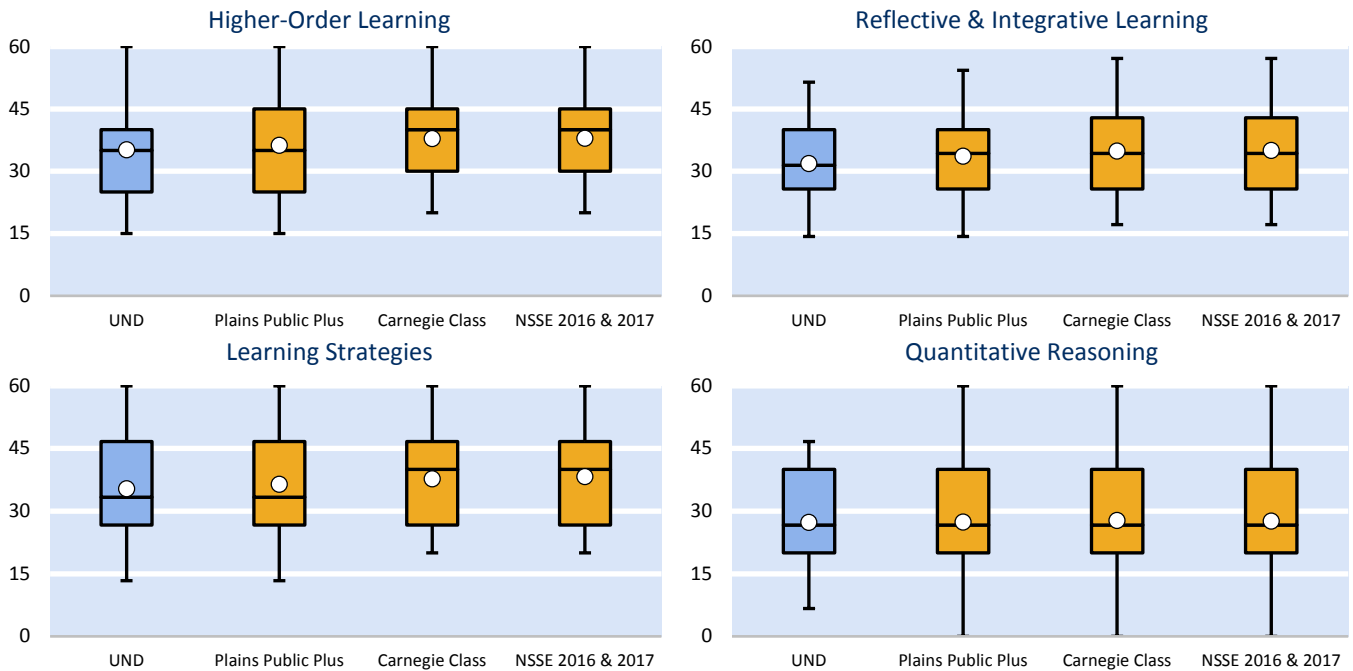
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UND Mean	Your first-year students compared with					
		Plains Public Plus		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	35.2	36.2 *	-.08	37.9 ***	-.21	37.9 ***	-.21
Reflective & Integrative Learning	31.9	33.6 ***	-.15	34.8 ***	-.25	35.0 ***	-.26
Learning Strategies	35.3	36.4	-.08	37.7 ***	-.18	38.3 ***	-.21
Quantitative Reasoning	27.3	27.4	-.01	27.8	-.03	27.6	-.02

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^a 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.

	UND	Percentage point difference between your FY students and		
		Plains Public Plus	Carnegie Class	NSSE 2016 & 2017
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	71	+2	-2	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	64	-2	-6	-6
4d. Evaluating a point of view, decision, or information source	59	-4	-9	-10
4e. Forming a new idea or understanding from various pieces of information	60	-3	-7	-8
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	48	-3	-4	-3
2b. Connected your learning to societal problems or issues	41	-6	-9	-10
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	41	-4	-9	-10
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	-0	-4	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	63	-2	-6	-6
2f. Learned something that changed the way you understand an issue or concept	60	-2	-6	-6
2g. Connected ideas from your courses to your prior experiences and knowledge	75	+1	-1	-2
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	68	-4	-8	-8
9b. Reviewed your notes after class	61	+0	-3	-4
9c. Summarized what you learned in class or from course materials	57	-2	-5	-6
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55	+3	+1	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	33	-4	-5	-6
6c. Evaluated what others have concluded from numerical information	37	+0	-1	-1

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

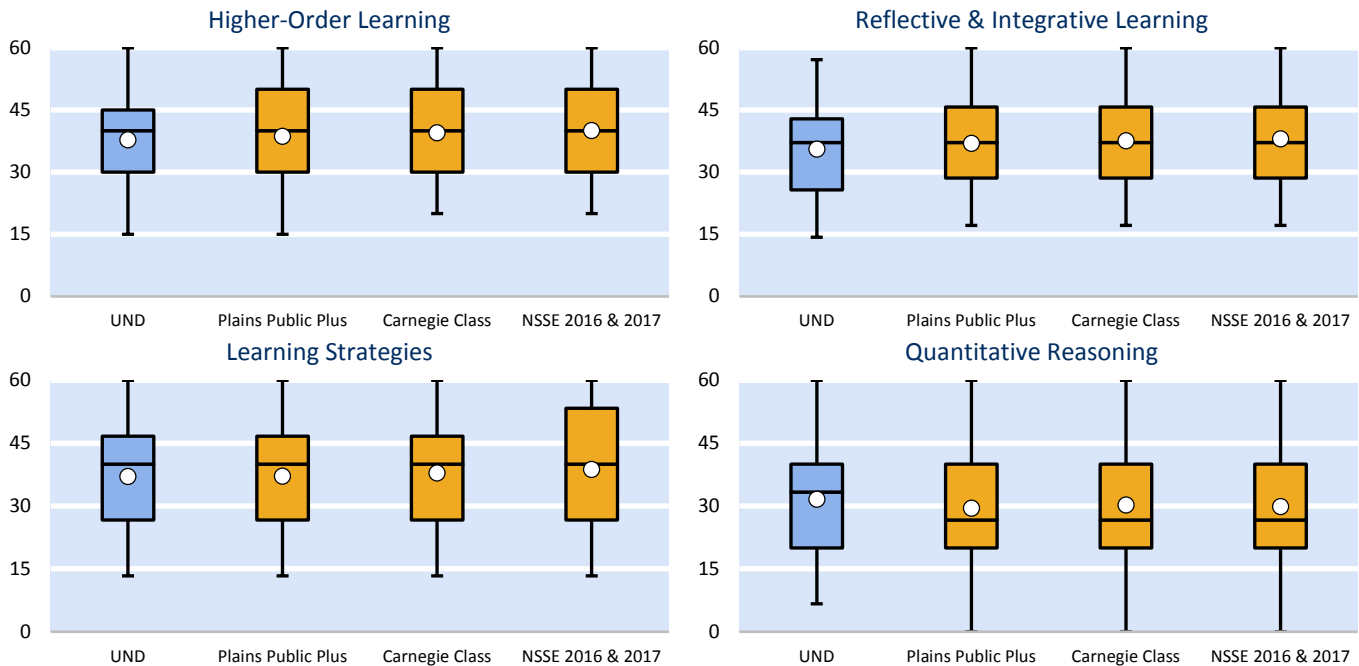
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UND Mean	Your seniors compared with					
		Plains Public Plus		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.8	38.6	-.06	39.5 ***	-.12	40.1 ***	-.16
Reflective & Integrative Learning	35.6	37.0 **	-.11	37.6 ***	-.16	38.0 ***	-.20
Learning Strategies	37.0	37.1	-.01	37.9	-.06	38.7 **	-.12
Quantitative Reasoning	31.6	29.4 ***	.13	30.2 *	.08	29.9 **	.11

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

Score Distributions






















































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

Academic Challenge: Seniors (continued)

Performance^a 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.

	UND	Percentage point difference between your seniors and		
		Plains Public Plus	Carnegie Class	NSSE 2016 & 2017
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	77	+0 	-1 	-1 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	-1 	-4 	-5 
4d. Evaluating a point of view, decision, or information source	61	-5 	-6 	-9 
4e. Forming a new idea or understanding from various pieces of information	65	-2 	-4 	-6 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	72	+3 	+2 	+3 
2b. Connected your learning to societal problems or issues	56	-3 	-4 	-6 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	40	-9 	-9 	-13 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60	-2 	-4 	-6 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65	-3 	-5 	-6 
2f. Learned something that changed the way you understand an issue or concept	67	-0 	-4 	-4 
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-0 	-1 	-1 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	72	-4 	-6 	-7 
9b. Reviewed your notes after class	62	+5 	+2 	+1 
9c. Summarized what you learned in class or from course materials	62	+3 	+0 	-2 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	61	+7 	+4 	+6 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	+4 	+2 	+2 
6c. Evaluated what others have concluded from numerical information	47	+5 	+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.

Learning with Peers: First-year students

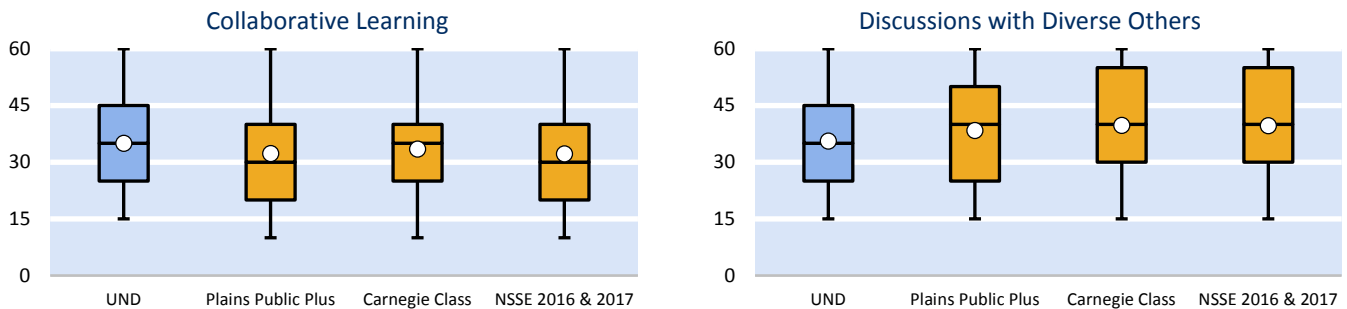
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UND Mean	Your first-year students compared with					
		Plains Public Plus Effect size		Carnegie Class Effect size		NSSE 2016 & 2017 Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.0	32.3 ***	.19	33.4 **	.11	32.2 ***	.20
Discussions with Diverse Others	35.5	38.3 ***	-.18	39.7 ***	-.28	39.7 ***	-.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^a 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.

Collaborative Learning	UND %	Percentage point difference between your FY students and		
		Plains Public Plus	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	63	+10	+7	+11
1f. Explained course material to one or more students	66	+9	+6	+9
1g. Prepared for exams by discussing or working through course material with other students	58	+9	+6	+8
1h. Worked with other students on course projects or assignments	59	+6	+4	+6
Discussions with Diverse Others				
<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	52	-11	-18	-19
8b. People from an economic background other than your own	63	-4	-9	-8
8c. People with religious beliefs other than your own	59	-8	-8	-8
8d. People with political views other than your own	69	+0	+1	+2

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

Learning with Peers: Seniors

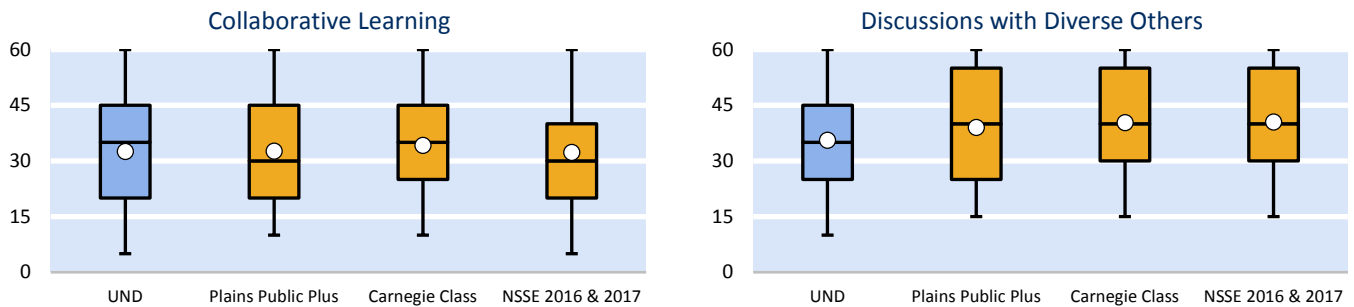
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UND Mean	Your seniors compared with					
		Plains Public Plus Effect size		Carnegie Class Effect size		NSSE 2016 & 2017 Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.6	32.7	.00	34.2 **	-.11	32.3	.02
Discussions with Diverse Others	35.6	39.0 ***	-.21	40.3 ***	-.30	40.5 ***	-.31

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^a 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.

	UND	Percentage point difference between your seniors and		
		Plains Public Plus	Carnegie Class	NSSE 2016 & 2017
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	49	+4	+1	+6
1f. Explained course material to one or more students	61	+1	-2	+3
1g. Prepared for exams by discussing or working through course material with other students	48	+2	-3	+1
1h. Worked with other students on course projects or assignments	67	+3	+0	+4
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	51	-12	-20	-21
8b. People from an economic background other than your own	61	-8	-12	-12
8c. People with religious beliefs other than your own	58	-9	-9	-10
8d. People with political views other than your own	66	-4	-3	-2

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.

Experiences with Faculty: First-year students

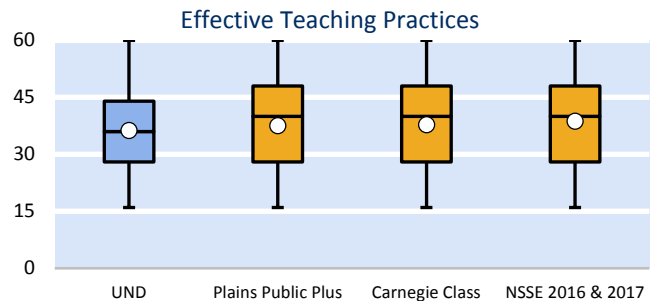
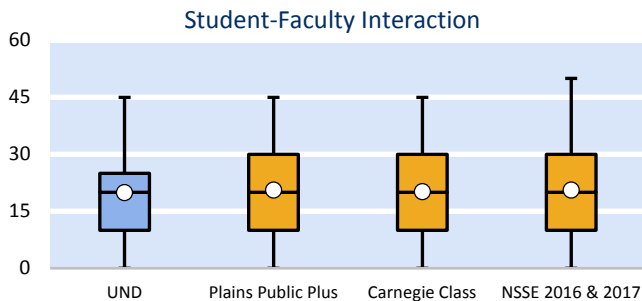
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	UND Mean	Your first-year students compared with					
		Plains Public Plus		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.9	20.6	-.04	20.1	-.01	20.6	-.05
Effective Teaching Practices	36.2	37.5 *	-.10	37.8 **	-.12	38.7 ***	-.19

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^a 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	UND	Percentage point difference between your FY students and			
		Plains Public Plus	Carnegie Class	NSSE 2016 & 2017	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
	%				
3a. Talked about career plans with a faculty member	35	-0	+1		+0
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	-1	-0		-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	20	-3	-4		-5
3d. Discussed your academic performance with a faculty member	23	-4	-4		-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	75	-1	-2		-3
5b. Taught course sessions in an organized way	73	-2	-2		-3
5c. Used examples or illustrations to explain difficult points	73	-1	-1		-2
5d. Provided feedback on a draft or work in progress	58	-0	-2		-5
5e. Provided prompt and detailed feedback on tests or completed assignments	55	-1	-2		-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.

Experiences with Faculty: Seniors

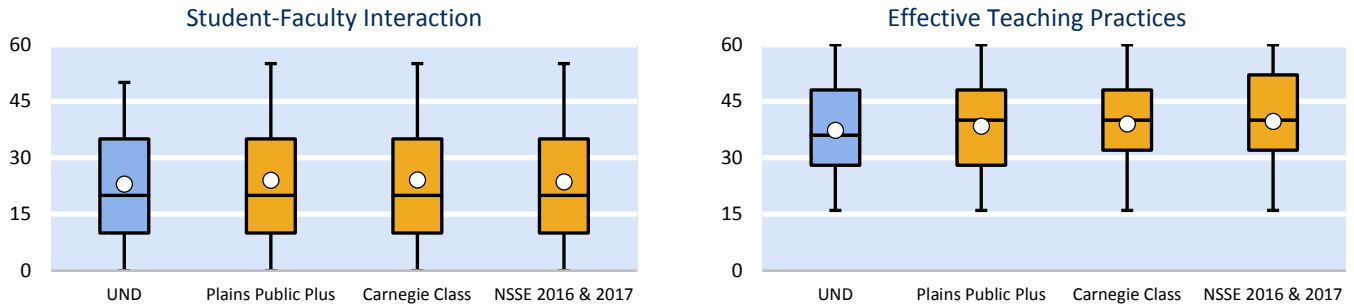
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	UND Mean	Your seniors compared with					
		Plains Public Plus		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.9	23.9	-.07	24.1 *	-.07	23.6	-.04
Effective Teaching Practices	37.2	38.3 *	-.08	38.9 ***	-.13	39.6 ***	-.17

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^a 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	UND	Percentage point difference between your seniors and		
		Plains Public Plus	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	41	-2	-2	-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	-1	-1	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	-4	-4	-3
3d. Discussed your academic performance with a faculty member	32	+1	-1	-1
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	77	-1	-3	-3
5b. Taught course sessions in an organized way	77	-0	-0	-2
5c. Used examples or illustrations to explain difficult points	76	+0	-1	-1
5d. Provided feedback on a draft or work in progress	52	-4	-5	-8
5e. Provided prompt and detailed feedback on tests or completed assignments	58	-3	-4	-6

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

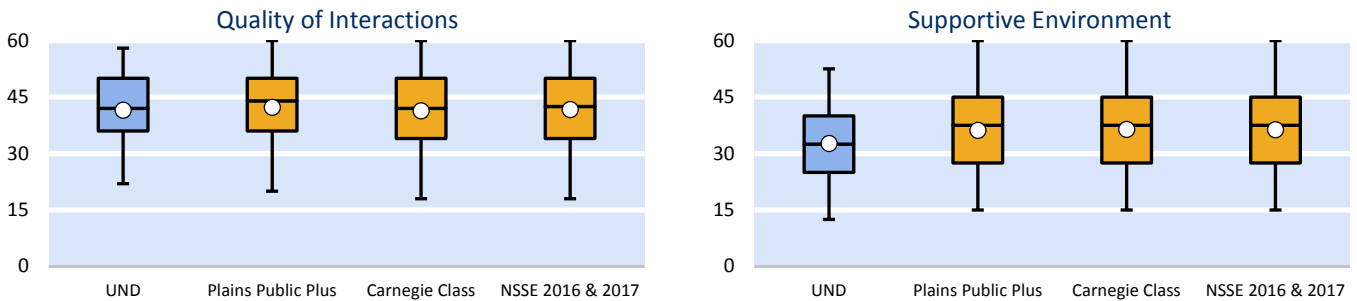
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UND Mean	Your first-year students compared with					
		Plains Public Plus		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.6	42.3	-.06	41.3	.02	41.7	-.01
Supportive Environment	32.7	36.1 ***	-.26	36.5 ***	-.28	36.4 ***	-.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^a 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	UND	Percentage point difference between your FY students and		
		Plains Public Plus	Carnegie Class	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	48	-6	-4	-4
13b. Academic advisors	48	-3	+0	-1
13c. Faculty	39	-8	-7	-10
13d. Student services staff (career services, student activities, housing, etc.)	42	-4	-1	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	-6	-2	-4
<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	69	-7	-7	-7
14c. Using learning support services (tutoring services, writing center, etc.)	68	-7	-8	-8
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	48	-11	-12	-14
14e. Providing opportunities to be involved socially	65	-6	-7	-6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	69	-3	-3	-1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	-6	-7	-7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	66	-0	+1	+2
14i. Attending events that address important social, economic, or political issues	41	-10	-10	-10

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

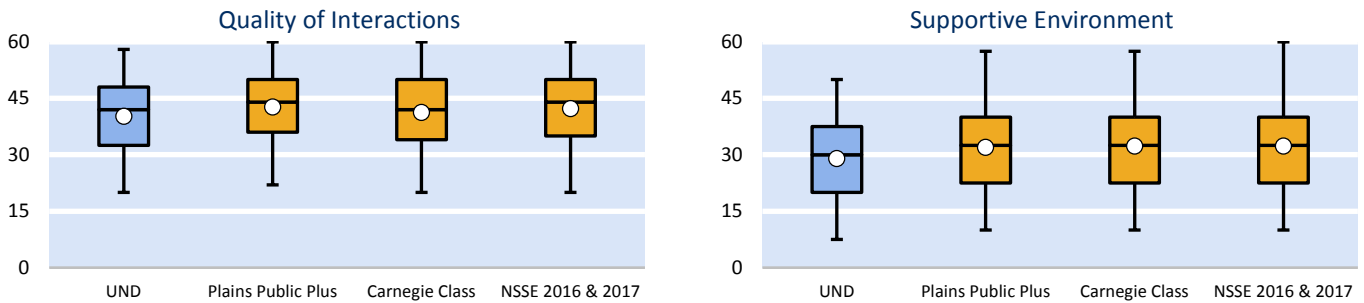
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UND Mean	Your seniors compared with					
		Plains Public Plus		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.3	42.8 ***	-.22	41.3 *	-.09	42.3 ***	-.16
Supportive Environment	29.0	32.0 ***	-.22	32.3 ***	-.24	32.3 ***	-.23

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^a 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	UND	Percentage point difference between your seniors and		
		Plains Public Plus	Carnegie Class	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	54	-5	-3	-4
13b. Academic advisors	46	-7	-0	-5
13c. Faculty	49	-6	-5	-8
13d. Student services staff (career services, student activities, housing, etc.)	38	-5	-0	-3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	35	-9	-3	-7
<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	64	-5	-5	-6
14c. Using learning support services (tutoring services, writing center, etc.)	52	-11	-13	-14
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	41	-9	-11	-14
14e. Providing opportunities to be involved socially	58	-7	-8	-6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	-0	-0	+1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	26	-3	-5	-5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	51	-5	-4	-2
14i. Attending events that address important social, economic, or political issues	33	-10	-10	-10

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.

This page intentionally left blank.

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), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2016 and 2017 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 NSSE institutions.

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

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

First-Year Students		UND Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Theme	Engagement Indicator							
<i>Academic Challenge</i>	Higher-Order Learning	35.2	39.2 ***	-.30		41.2 ***	-.45	
	Reflective and Integrative Learning	31.9	36.6 ***	-.39		38.3 ***	-.52	
	Learning Strategies	35.3	39.8 ***	-.33		41.9 ***	-.47	
	Quantitative Reasoning	27.3	28.8 **	-.10		30.4 ***	-.20	
<i>Learning with Peers</i>	Collaborative Learning	35.0	35.2	-.01	✓	37.1 ***	-.16	
	Discussions with Diverse Others	35.5	41.7 ***	-.42		43.8 ***	-.57	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	19.9	23.8 ***	-.26		27.2 ***	-.47	
	Effective Teaching Practices	36.2	40.7 ***	-.34		42.6 ***	-.47	
<i>Campus Environment</i>	Quality of Interactions	41.6	43.8 ***	-.19		46.1 ***	-.38	
	Supportive Environment	32.7	38.2 ***	-.42		40.0 ***	-.56	

Seniors		UND Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Theme	Engagement Indicator							
<i>Academic Challenge</i>	Higher-Order Learning	37.8	41.8 ***	-.30		43.3 ***	-.40	
	Reflective and Integrative Learning	35.6	40.0 ***	-.36		42.0 ***	-.53	
	Learning Strategies	37.0	40.7 ***	-.26		42.9 ***	-.41	
	Quantitative Reasoning	31.6	31.1	.03	✓	33.0 *	-.09	
<i>Learning with Peers</i>	Collaborative Learning	32.6	35.8 ***	-.23		37.9 ***	-.39	
	Discussions with Diverse Others	35.6	42.3 ***	-.43		44.3 ***	-.56	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	22.9	29.2 ***	-.40		33.0 ***	-.63	
	Effective Teaching Practices	37.2	41.8 ***	-.34		43.8 ***	-.49	
<i>Campus Environment</i>	Quality of Interactions	40.3	44.8 ***	-.39		46.9 ***	-.55	
	Supportive Environment	29.0	34.8 ***	-.42		37.2 ***	-.60	

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 2016 and 2017 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UND (N = 588)	35.2	12.2	.50	15	25	35	40	60				
Plains Public Plus	36.2	13.2	.10	15	25	35	45	60	636	-1.0	.042	-.080
Carnegie Class	37.9	12.9	.06	20	30	40	45	60	605	-2.7	.000	-.208
NSSE 2016 & 2017	37.9	13.3	.02	20	30	40	45	60	590	-2.7	.000	-.207
Top 50%	39.2	13.1	.03	20	30	40	50	60	184,146	-4.0	.000	-.302
Top 10%	41.2	13.3	.07	20	35	40	50	60	612	-6.0	.000	-.449
Reflective & Integrative Learning												
UND (N = 606)	31.9	10.8	.44	14	26	31	40	51				
Plains Public Plus	33.6	12.0	.09	14	26	34	40	54	659	-1.8	.000	-.146
Carnegie Class	34.8	11.8	.05	17	26	34	43	57	624	-3.0	.000	-.251
NSSE 2016 & 2017	35.0	12.0	.02	17	26	34	43	57	608	-3.2	.000	-.263
Top 50%	36.6	12.0	.03	17	29	37	46	57	610	-4.7	.000	-.393
Top 10%	38.3	12.3	.06	20	29	37	46	60	631	-6.4	.000	-.521
Learning Strategies												
UND (N = 545)	35.3	13.3	.57	13	27	33	47	60				
Plains Public Plus	36.4	13.9	.11	13	27	33	47	60	589	-1.1	.059	-.079
Carnegie Class	37.7	13.5	.07	20	27	40	47	60	39,751	-2.4	.000	-.177
NSSE 2016 & 2017	38.3	13.7	.03	20	27	40	47	60	287,003	-2.9	.000	-.214
Top 50%	39.8	13.7	.04	20	27	40	53	60	142,388	-4.5	.000	-.328
Top 10%	41.9	14.1	.07	20	33	40	53	60	563	-6.6	.000	-.470
Quantitative Reasoning												
UND (N = 588)	27.3	13.4	.55	7	20	27	40	47				
Plains Public Plus	27.4	15.2	.12	0	20	27	40	60	641	-.1	.884	-.005
Carnegie Class	27.8	15.1	.07	0	20	27	40	60	607	-.4	.434	-.029
NSSE 2016 & 2017	27.6	15.4	.03	0	20	27	40	60	590	-.3	.622	-.018
Top 50%	28.8	15.3	.03	0	20	27	40	60	591	-1.5	.006	-.100
Top 10%	30.4	15.2	.07	7	20	27	40	60	606	-3.1	.000	-.204
Learning with Peers												
Collaborative Learning												
UND (N = 611)	35.0	13.4	.54	15	25	35	45	60				
Plains Public Plus	32.3	14.1	.11	10	20	30	40	60	657	2.7	.000	.195
Carnegie Class	33.4	13.9	.06	10	25	35	40	60	627	1.6	.005	.112
NSSE 2016 & 2017	32.2	14.5	.02	10	20	30	40	60	613	2.8	.000	.197
Top 50%	35.2	13.6	.03	15	25	35	45	60	198,668	-.2	.740	-.013
Top 10%	37.1	13.4	.06	15	25	40	45	60	49,268	-2.1	.000	-.155
Discussions with Diverse Others												
UND (N = 548)	35.5	13.8	.59	15	25	35	45	60				
Plains Public Plus	38.3	15.4	.13	15	25	40	50	60	597	-2.8	.000	-.183
Carnegie Class	39.7	15.1	.08	15	30	40	55	60	565	-4.2	.000	-.277
NSSE 2016 & 2017	39.7	15.5	.03	15	30	40	55	60	549	-4.1	.000	-.267
Top 50%	41.7	14.9	.03	20	30	40	55	60	551	-6.2	.000	-.416
Top 10%	43.8	14.5	.07	20	35	45	60	60	562	-8.3	.000	-.570

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UND (N = 595)	19.9	13.1	.54	0	10	20	25	45				
Plains Public Plus	20.6	14.1	.11	0	10	20	30	45	643	-.6	.261	-.044
Carnegie Class	20.1	14.2	.07	0	10	20	30	45	612	-.2	.735	-.013
NSSE 2016 & 2017	20.6	14.5	.03	0	10	20	30	50	597	-.7	.218	-.046
Top 50%	23.8	14.7	.04	0	15	20	35	55	602	-3.9	.000	-.262
Top 10%	27.2	15.6	.11	5	15	25	40	60	649	-7.3	.000	-.471
Effective Teaching Practices												
UND (N = 594)	36.2	12.0	.49	16	28	36	44	60				
Plains Public Plus	37.5	13.0	.10	16	28	40	48	60	642	-1.3	.012	-.098
Carnegie Class	37.8	12.8	.06	16	28	40	48	60	611	-1.5	.002	-.121
NSSE 2016 & 2017	38.7	13.1	.02	16	28	40	48	60	596	-2.5	.000	-.188
Top 50%	40.7	13.0	.04	20	32	40	52	60	600	-4.5	.000	-.343
Top 10%	42.6	13.6	.08	20	36	44	56	60	624	-6.4	.000	-.470
Campus Environment												
Quality of Interactions												
UND (N = 528)	41.6	10.5	.46	22	36	42	50	58				
Plains Public Plus	42.3	11.8	.10	20	36	44	50	60	577	-.7	.143	-.058
Carnegie Class	41.3	12.1	.06	18	34	42	50	60	547	.2	.611	.019
NSSE 2016 & 2017	41.7	12.4	.02	18	34	43	50	60	530	-.2	.713	-.014
Top 50%	43.8	11.5	.03	22	38	46	52	60	533	-2.2	.000	-.195
Top 10%	46.1	11.7	.08	24	40	48	56	60	562	-4.5	.000	-.383
Supportive Environment												
UND (N = 537)	32.7	11.7	.50	13	25	33	40	53				
Plains Public Plus	36.1	13.4	.11	15	28	38	45	60	591	-3.4	.000	-.259
Carnegie Class	36.5	13.2	.07	15	28	38	45	60	556	-3.8	.000	-.284
NSSE 2016 & 2017	36.4	13.6	.03	15	28	38	45	60	539	-3.6	.000	-.269
Top 50%	38.2	13.1	.03	18	30	40	48	60	541	-5.5	.000	-.422
Top 10%	40.0	13.0	.07	18	31	40	50	60	556	-7.3	.000	-.562

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 ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UND (N = 794)	37.8	13.7	.49	15	30	40	45	60				
Plains Public Plus	38.6	13.8	.10	15	30	40	50	60	19,470	-.8	.115	-.057
Carnegie Class	39.5	13.7	.06	20	30	40	50	60	45,469	-1.7	.001	-.123
NSSE 2016 & 2017	40.1	13.7	.02	20	30	40	50	60	353,859	-2.2	.000	-.161
Top 50%	41.8	13.5	.04	20	35	40	55	60	141,176	-4.0	.000	-.295
Top 10%	43.3	13.4	.07	20	35	40	55	60	42,295	-5.4	.000	-.402
Reflective & Integrative Learning												
UND (N = 803)	35.6	12.3	.43	14	26	37	43	57				
Plains Public Plus	37.0	12.6	.09	17	29	37	46	60	20,104	-1.4	.002	-.112
Carnegie Class	37.6	12.6	.06	17	29	37	46	60	47,079	-2.0	.000	-.158
NSSE 2016 & 2017	38.0	12.6	.02	17	29	37	46	60	365,513	-2.5	.000	-.195
Top 50%	40.0	12.3	.03	20	31	40	49	60	145,467	-4.4	.000	-.360
Top 10%	42.0	12.2	.07	20	34	43	51	60	30,906	-6.4	.000	-.526
Learning Strategies												
UND (N = 747)	37.0	14.4	.53	13	27	40	47	60				
Plains Public Plus	37.1	14.6	.11	13	27	40	47	60	17,905	-.1	.888	-.005
Carnegie Class	37.9	14.4	.07	13	27	40	47	60	41,002	-.9	.092	-.062
NSSE 2016 & 2017	38.7	14.5	.03	13	27	40	53	60	322,040	-1.7	.001	-.120
Top 50%	40.7	14.4	.03	20	33	40	53	60	170,362	-3.7	.000	-.260
Top 10%	42.9	14.3	.06	20	33	40	60	60	50,128	-5.9	.000	-.412
Quantitative Reasoning												
UND (N = 780)	31.6	15.7	.56	7	20	33	40	60				
Plains Public Plus	29.4	16.1	.12	0	20	27	40	60	19,532	2.2	.000	.135
Carnegie Class	30.2	16.2	.08	0	20	27	40	60	45,312	1.4	.020	.084
NSSE 2016 & 2017	29.9	16.3	.03	0	20	27	40	60	353,075	1.7	.003	.107
Top 50%	31.1	16.2	.04	0	20	33	40	60	213,886	.5	.433	.028
Top 10%	33.0	15.9	.07	7	20	33	40	60	48,008	-1.4	.015	-.088
Learning with Peers												
Collaborative Learning												
UND (N = 820)	32.6	15.3	.53	5	20	35	45	60				
Plains Public Plus	32.7	14.9	.11	10	20	30	45	60	20,615	-.1	.900	-.004
Carnegie Class	34.2	14.5	.07	10	25	35	45	60	845	-1.6	.003	-.111
NSSE 2016 & 2017	32.3	15.1	.02	5	20	30	40	60	373,598	.3	.549	.021
Top 50%	35.8	13.8	.03	15	25	35	45	60	824	-3.2	.000	-.234
Top 10%	37.9	13.4	.07	15	30	40	50	60	845	-5.3	.000	-.395
Discussions with Diverse Others												
UND (N = 751)	35.6	15.8	.58	10	25	35	45	60				
Plains Public Plus	39.0	15.7	.12	15	25	40	55	60	18,071	-3.4	.000	-.215
Carnegie Class	40.3	15.7	.08	15	30	40	55	60	41,297	-4.7	.000	-.299
NSSE 2016 & 2017	40.5	15.9	.03	15	30	40	55	60	324,046	-4.9	.000	-.308
Top 50%	42.3	15.6	.03	15	30	40	60	60	216,373	-6.7	.000	-.429
Top 10%	44.3	15.3	.07	20	35	45	60	60	47,321	-8.6	.000	-.565

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UND (N = 795)	22.9	15.4	.55	0	10	20	35	50				
Plains Public Plus	23.9	15.8	.11	0	10	20	35	55	19,730	-1.0	.071	-.065
Carnegie Class	24.1	15.7	.07	0	10	20	35	55	46,129	-1.1	.041	-.073
NSSE 2016 & 2017	23.6	16.0	.03	0	10	20	35	55	358,035	-.7	.235	-.042
Top 50%	29.2	15.7	.05	5	20	30	40	60	86,883	-6.3	.000	-.403
Top 10%	33.0	16.0	.14	10	20	30	45	60	900	-10.1	.000	-.632
Effective Teaching Practices												
UND (N = 794)	37.2	12.7	.45	16	28	36	48	60				
Plains Public Plus	38.3	13.6	.10	16	28	40	48	60	871	-1.1	.016	-.082
Carnegie Class	38.9	13.5	.06	16	32	40	48	60	824	-1.7	.000	-.127
NSSE 2016 & 2017	39.6	13.7	.02	16	32	40	52	60	797	-2.4	.000	-.175
Top 50%	41.8	13.5	.04	20	32	40	52	60	804	-4.5	.000	-.336
Top 10%	43.8	13.4	.09	20	36	44	56	60	851	-6.6	.000	-.492
Campus Environment												
Quality of Interactions												
UND (N = 692)	40.3	11.4	.43	20	33	42	48	58				
Plains Public Plus	42.8	11.4	.09	22	36	44	50	60	17,052	-2.5	.000	-.219
Carnegie Class	41.3	11.9	.06	20	34	42	50	60	39,156	-1.0	.026	-.085
NSSE 2016 & 2017	42.3	12.1	.02	20	35	44	50	60	695	-2.0	.000	-.164
Top 50%	44.8	11.6	.03	23	38	46	54	60	117,331	-4.5	.000	-.390
Top 10%	46.9	12.1	.07	23	40	50	58	60	32,853	-6.6	.000	-.548
Supportive Environment												
UND (N = 720)	29.0	12.7	.47	8	20	30	38	50				
Plains Public Plus	32.0	13.6	.11	10	23	33	40	58	794	-3.0	.000	-.219
Carnegie Class	32.3	13.8	.07	10	23	33	40	58	752	-3.3	.000	-.241
NSSE 2016 & 2017	32.3	14.2	.03	10	23	33	40	60	724	-3.3	.000	-.234
Top 50%	34.8	13.7	.04	13	25	35	45	60	728	-5.7	.000	-.418
Top 10%	37.2	13.6	.09	13	28	38	48	60	767	-8.1	.000	-.599

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.