



NSSE 2021

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 2020 and 2021 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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

Engagement Indicators: Overview

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

Use the following key:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

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

Seniors

Theme	Engagement Indicator	Your seniors compared with Plains Public	Your seniors compared with Carnegie Class	Your seniors compared with One UND
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

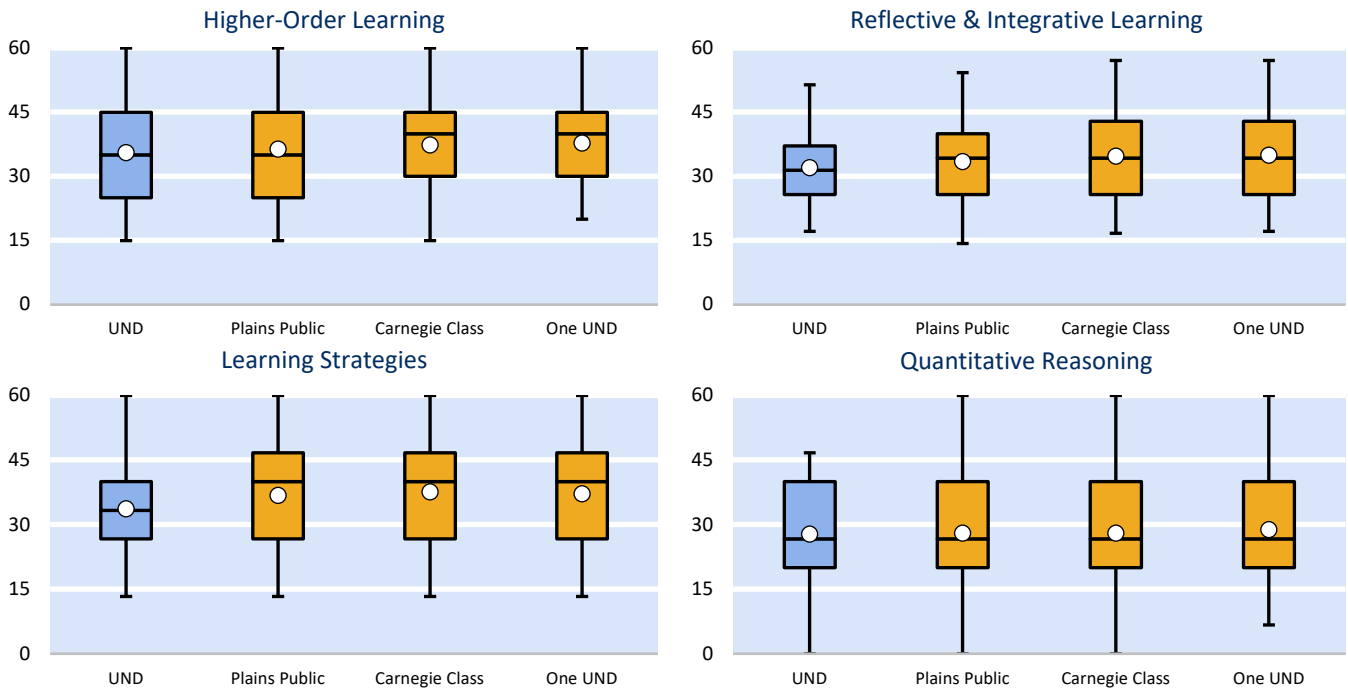
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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		Carnegie Class		One UND	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	35.6	36.4	-.06	37.4 **	-.14	37.8 ***	-.18
Reflective & Integrative Learning	32.1	33.5 **	-.12	34.8 ***	-.22	35.0 ***	-.25
Learning Strategies	33.7	36.8 ***	-.22	37.6 ***	-.28	37.1 ***	-.25
Quantitative Reasoning	27.8	28.0	-.02	28.0	-.02	28.8	-.07

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

Score Distributions



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

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.

	UND	Percentage point difference ^a between your FY students and		
		Plains Public	Carnegie Class	One UND
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	66	-1	-2	-8
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	61	-4	-6	-9
4d. Evaluating a point of view, decision, or information source	60	-4	-8	-5
4e. Forming a new idea or understanding from various pieces of information	64	-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	43	-6	-6	-10
2b. Connected your learning to societal problems or issues	45	-1	-5	-5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	40	-4	-11	-9
2d. Examined the strengths and weaknesses of your own views on a topic or issue	54	-6	-8	-8
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	63	-4	-7	-6
2f. Learned something that changed the way you understand an issue or concept	60	-3	-5	-6
2g. Connected ideas from your courses to your prior experiences and knowledge	73	-2	-3	-6
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	65	-6	-8	-9
9b. Reviewed your notes after class	59	-4	-6	-3
9c. Summarized what you learned in class or from course materials	49	-12	-13	-11
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.)	54	+2	+2	+0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	38	-2	-2	-2
6c. Evaluated what others have concluded from numerical information	42	+2	+2	-2

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

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

Academic Challenge: Seniors

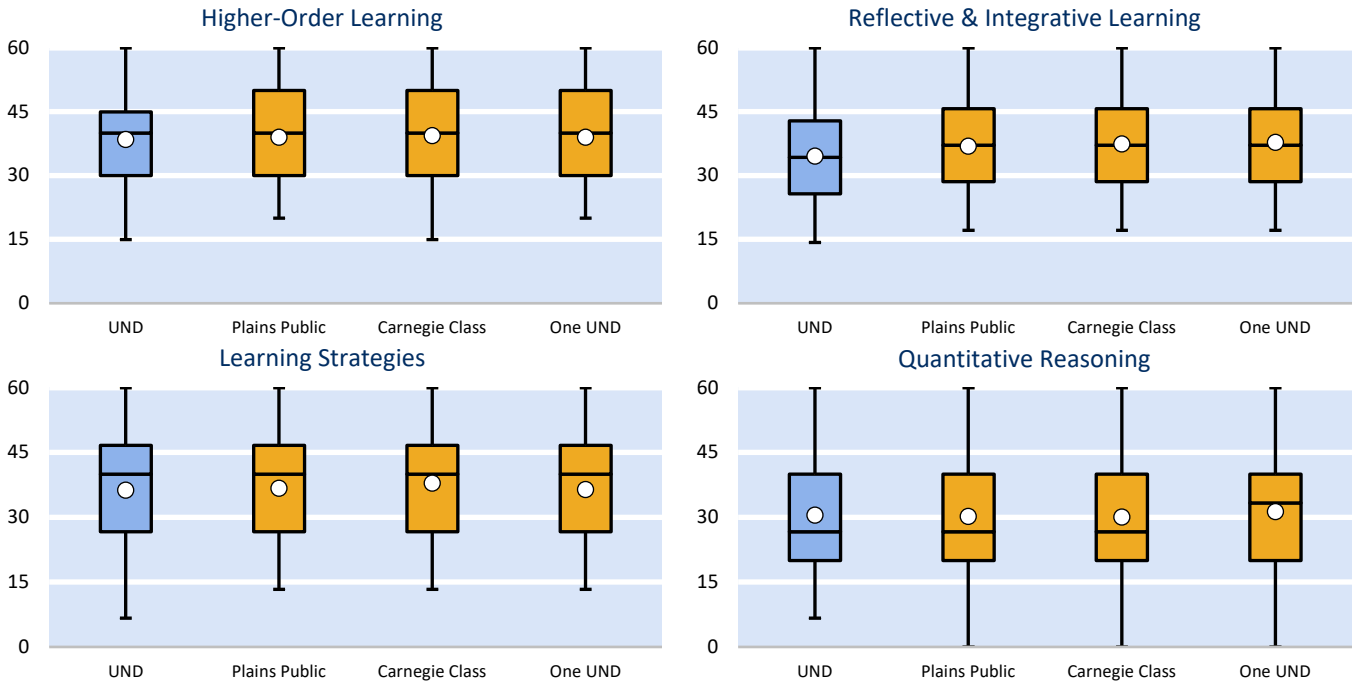
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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		Carnegie Class		One UND	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.4	39.0	-.04	39.4	-.07	39.0	-.04
Reflective & Integrative Learning	34.5	36.9 ***	-.19	37.4 ***	-.22	37.8 ***	-.27
Learning Strategies	36.2	36.7	-.03	37.9 **	-.11	36.4	-.01
Quantitative Reasoning	30.5	30.2	.02	30.1	.02	31.3	-.05

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

Score Distributions



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

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.

	UND	Percentage point difference ^a between your seniors and		
		Plains Public	Carnegie Class	One UND
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	78	+2	+2	+0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	+0	-1	-2
4d. Evaluating a point of view, decision, or information source	63	-4	-5	-2
4e. Forming a new idea or understanding from various pieces of information	66	-4	-5	-3
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	66	-2	-1	-5
2b. Connected your learning to societal problems or issues	50	-7	-9	-10
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	39	-9	-11	-11
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	-5	-6	-7
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64	-7	-8	-7
2f. Learned something that changed the way you understand an issue or concept	64	-5	-6	-8
2g. Connected ideas from your courses to your prior experiences and knowledge	81	-2	-1	-4
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	69	-5	-6	-6
9b. Reviewed your notes after class	61	+3	-1	+5
9c. Summarized what you learned in class or from course materials	61	+1	-2	+4
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.)	60	+3	+4	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	-1	-1	-3
6c. Evaluated what others have concluded from numerical information	45	+0	+0	-5

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

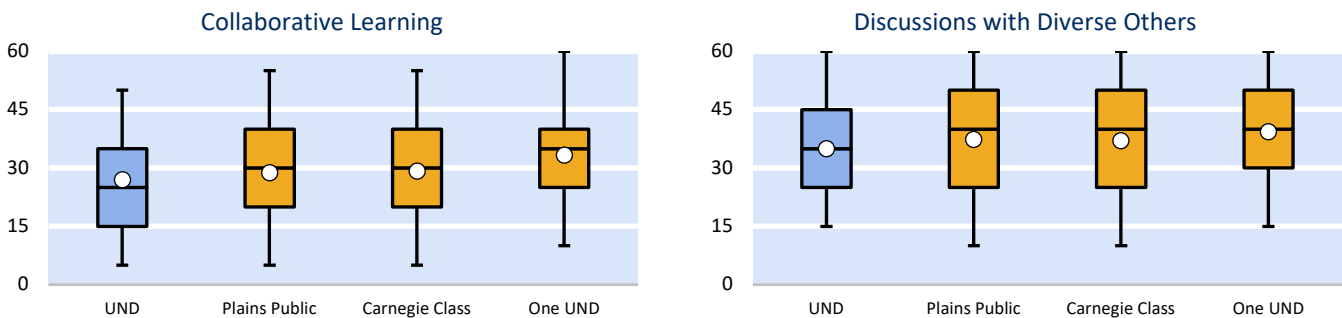
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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		Carnegie Class		One UND	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	27.0	28.9 **	-.12	29.2 ***	-.15	33.3 ***	-.45
Discussions with Diverse Others	35.0	37.4 **	-.16	37.1 **	-.13	39.4 ***	-.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).

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Performance on Indicator Items

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Collaborative Learning	UND	Percentage point difference ^a between your FY students and		
		Plains Public	Carnegie Class	One UND
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	42	-5	-4	-14
1c. Explained course material to one or more students	44	-5	-5	-17
1d. Prepared for exams by discussing or working through course material with other students	35	-7	-6	-16
1e. Worked with other students on course projects or assignments	37	-11	-10	-19
Discussions with Diverse Others	UND	Plains Public	Carnegie Class	One UND
<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	49	-11	-15	-14
8b. People from an economic background other than your own	62	-4	-5	-9
8c. People with religious beliefs other than your own	55	-8	-5	-16
8d. People with political views other than your own	65	+0	+5	-1

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Learning with Peers: Seniors

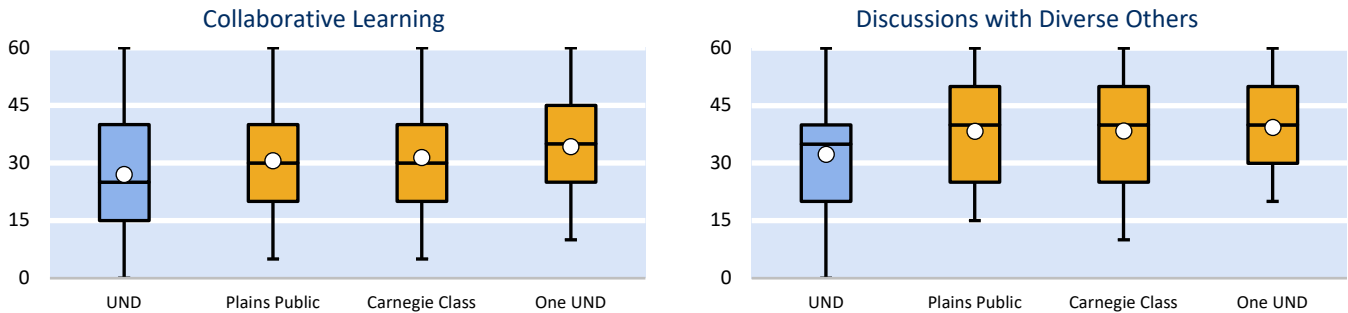
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Mean Comparisons

Engagement Indicator	UND Mean	Your seniors compared with					
		Plains Public		Carnegie Class		One UND	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	27.1	30.6 ***	-.22	31.5 ***	-.28	34.3 ***	-.49
Discussions with Diverse Others	32.3	38.4 ***	-.38	38.4 ***	-.38	39.3 ***	-.47

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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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 ^a between your seniors and		
		Plains Public	Carnegie Class	One UND
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1b. Asked another student to help you understand course material	37	-5	-6	-12
1c. Explained course material to one or more students	45	-8	-10	-19
1d. Prepared for exams by discussing or working through course material with other students	35	-7	-8	-15
1e. Worked with other students on course projects or assignments	54	-8	-8	-13
 Discussions with Diverse Others				
<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	46	-17	-21	-18
8b. People from an economic background other than your own	53	-16	-16	-18
8c. People with religious beliefs other than your own	52	-13	-12	-17
8d. People with political views other than your own	58	-8	-4	-7

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Experiences with Faculty: First-year students

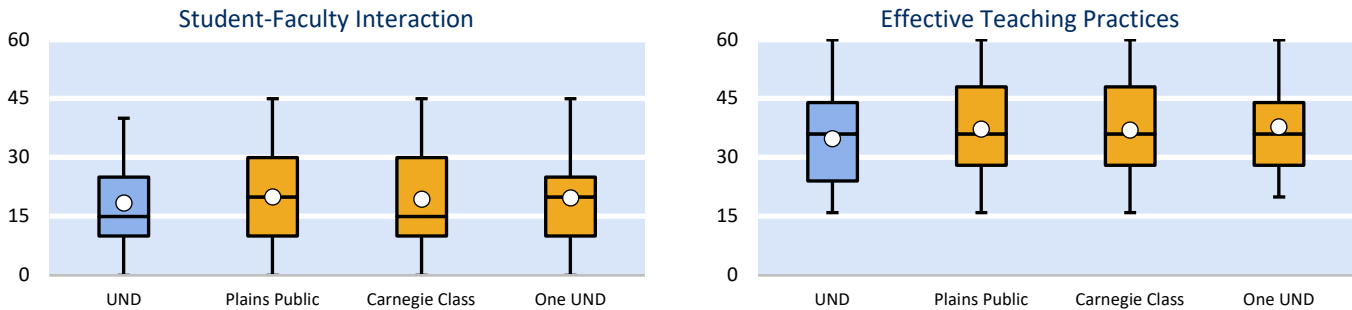
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	UND Mean	Your first-year students compared with					
		Plains Public		Carnegie Class		One UND	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	18.5	20.0 *	-.11	19.5	-.07	19.8	-.10
Effective Teaching Practices	34.8	37.3 ***	-.18	37.0 ***	-.16	37.8 ***	-.25

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Student-Faculty Interaction	UND	Percentage point difference ^a between your FY students and		
		Plains Public	Carnegie Class	One UND
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	34	-3	-0	-0
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	15	-6	-3	-4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	19	-3	-4	-3
3d. Discussed your academic performance with a faculty member	22	-4	-4	-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	70	-6	-5	-10
5b. Taught course sessions in an organized way	66	-7	-5	-12
5c. Used examples or illustrations to explain difficult points	63	-8	-7	-14
5d. Provided feedback on a draft or work in progress	56	-2	-3	-0
5e. Provided prompt and detailed feedback on tests or completed assignments	47	-10	-8	-9

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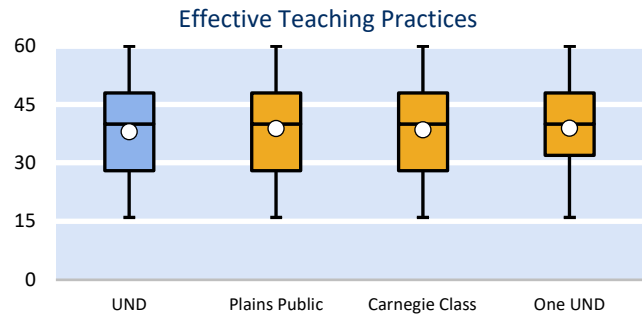
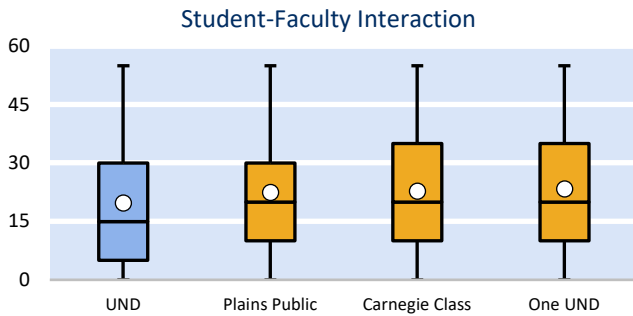
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		Plains Public		Carnegie Class		One UND	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.7	22.4 ***	-.17	22.7 ***	-.19	23.3 ***	-.23
Effective Teaching Practices	38.0	38.9	-.06	38.5	-.04	39.0	-.07

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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	34	-7	-6	-7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	-3	-3	-6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	-3	-4	-4
3d. Discussed your academic performance with a faculty member	24	-5	-7	-3
<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	-2	-1	-3
5b. Taught course sessions in an organized way	76	+0	+3	-2
5c. Used examples or illustrations to explain difficult points	77	+1	+3	-3
5d. Provided feedback on a draft or work in progress	56	-3	-3	-1
5e. Provided prompt and detailed feedback on tests or completed assignments	57	-6	-4	-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.

Campus Environment: First-year students

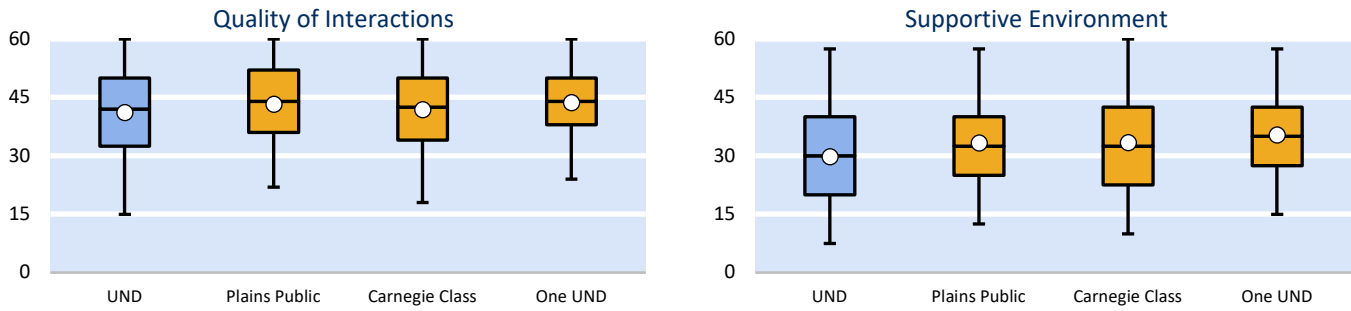
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UND Mean	Your first-year students compared with					
		Plains Public		Carnegie Class		One UND	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.1	43.2 **	-.18	41.8	-.05	43.6 ***	-.24
Supportive Environment	29.7	33.3 ***	-.27	33.4 ***	-.26	35.3 ***	-.45

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	UND	Percentage point difference ^a between your FY students and		
		Plains Public	Carnegie Class	One UND
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	48	-4	-1	-6
13b. Academic advisors	57	+1	+4	-1
13c. Faculty	40	-11	-8	-14
13d. Student services staff (career services, student activities, housing, etc.)	45	-2	+0	-1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	-2	+3	+2
<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	-2	-1	-7
14c. Using learning support services (tutoring services, writing center, etc.)	67	-6	-6	-9
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	42	-13	-15	-16
14e. Providing opportunities to be involved socially	51	-15	-12	-22
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	56	-9	-8	-15
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	26	-12	-10	-9
14h. Attending campus activities and events (performing arts, athletic events, etc.)	51	-5	-2	-17
14i. Attending events that address important social, economic, or political issues	30	-10	-13	-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.

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

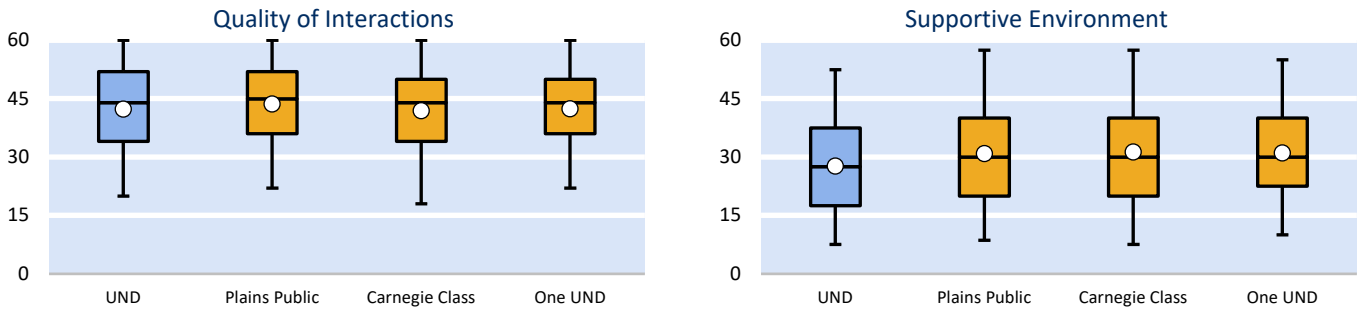
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UND Mean	Your seniors compared with					
		Plains Public		Carnegie Class		One UND	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.4	43.7 *	-.11	42.0	.04	42.5	-.01
Supportive Environment	27.8	31.0 ***	-.23	31.3 ***	-.25	31.2 ***	-.26

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	UND %	Percentage point difference ^a between your seniors and		
		Plains Public	Carnegie Class	One UND
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	55	-5	-2	-5
13b. Academic advisors	49	-7	-1	-2
13c. Faculty	53	-3	-2	-1
13d. Student services staff (career services, student activities, housing, etc.)	43	-3	+1	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	-2	+4	+5
<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	60	-9	-7	-7
14c. Using learning support services (tutoring services, writing center, etc.)	56	-9	-8	-9
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	39	-11	-13	-7
14e. Providing opportunities to be involved socially	50	-13	-12	-14
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	53	-6	-5	-5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	27	-3	-3	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	49	+0	-2	-8
14i. Attending events that address important social, economic, or political issues	30	-6	-10	-7

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2020 and 2021 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2020 and 2021 NSSE institutions.

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

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

First-Year Students

Theme	Engagement Indicator	UND Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	35.6	39.2 ***	-.28		41.9 ***	-.49	
Academic Challenge	Reflective and Integrative Learning	32.1	36.5 ***	-.37		39.1 ***	-.60	
	Learning Strategies	33.7	39.7 ***	-.43		43.0 ***	-.65	
	Quantitative Reasoning	27.8	29.7 **	-.13		32.5 ***	-.30	
Learning with Peers	Collaborative Learning	27.0	33.9 ***	-.50		37.0 ***	-.73	
	Discussions with Diverse Others	35.0	40.6 ***	-.37		43.8 ***	-.61	
Experiences with Faculty	Student-Faculty Interaction	18.5	23.2 ***	-.32		27.8 ***	-.61	
	Effective Teaching Practices	34.8	40.4 ***	-.41		43.2 ***	-.62	
Campus Environment	Quality of Interactions	41.1	45.1 ***	-.35		47.7 ***	-.53	
	Supportive Environment	29.7	36.8 ***	-.53		39.9 ***	-.79	

Seniors

Theme	Engagement Indicator	UND Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	38.4	41.6 ***	-.23		43.9 ***	-.42	
Academic Challenge	Reflective and Integrative Learning	34.5	39.7 ***	-.42		42.5 ***	-.67	
	Learning Strategies	36.2	40.6 ***	-.30		43.5 ***	-.51	
	Quantitative Reasoning	30.5	31.6	-.07	✓	34.8 ***	-.28	
Learning with Peers	Collaborative Learning	27.1	35.0 ***	-.56		38.8 ***	-.87	
	Discussions with Diverse Others	32.3	41.2 ***	-.57		44.2 ***	-.79	
Experiences with Faculty	Student-Faculty Interaction	19.7	28.5 ***	-.55		33.6 ***	-.87	
	Effective Teaching Practices	38.0	41.5 ***	-.25		44.6 ***	-.49	
Campus Environment	Quality of Interactions	42.4	45.2 ***	-.23		48.2 ***	-.49	
	Supportive Environment	27.8	34.1 ***	-.45		37.2 ***	-.66	

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 2020 and 2021 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	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UND (N = 421)	35.6	12.8	.63	15	25	35	45	60				
Plains Public	36.4	13.0	.12	15	25	35	45	60	11,636	-.8	.194	-.064
Carnegie Class	37.4	13.4	.06	15	30	40	45	60	43,171	-1.8	.006	-.136
One UND	37.8	12.5	.16	20	30	40	45	60	6,360	-2.3	.000	-.182
Top 50%	39.2	13.2	.04	20	30	40	50	60	130,348	-3.7	.000	-.279
Top 10%	41.9	12.9	.10	20	35	40	55	60	16,207	-6.3	.000	-.491
Reflective & Integrative Learning												
UND (N = 450)	32.1	10.5	.49	17	26	31	37	51				
Plains Public	33.5	11.9	.11	14	26	34	40	54	492	-1.5	.004	-.124
Carnegie Class	34.8	12.2	.06	17	26	34	43	57	460	-2.7	.000	-.222
One UND	35.0	11.7	.15	17	26	34	43	57	530	-2.9	.000	-.251
Top 50%	36.5	12.0	.03	17	29	37	46	57	453	-4.5	.000	-.371
Top 10%	39.1	11.8	.10	20	31	40	49	60	485	-7.1	.000	-.603
Learning Strategies												
UND (N = 405)	33.7	13.5	.67	13	27	33	40	60				
Plains Public	36.8	14.0	.14	13	27	40	47	60	438	-3.1	.000	-.222
Carnegie Class	37.6	13.9	.07	13	27	40	47	60	40,480	-3.9	.000	-.280
One UND	37.1	13.7	.18	13	27	40	47	60	6,047	-3.4	.000	-.251
Top 50%	39.7	14.0	.04	20	27	40	53	60	115,642	-6.1	.000	-.434
Top 10%	43.0	14.3	.10	20	33	40	60	60	422	-9.3	.000	-.651
Quantitative Reasoning												
UND (N = 408)	27.8	13.9	.69	0	20	27	40	47				
Plains Public	28.0	15.0	.14	0	20	27	40	60	444	-.2	.736	-.016
Carnegie Class	28.0	15.2	.08	0	20	27	40	60	417	-.3	.709	-.017
One UND	28.8	14.6	.19	7	20	27	40	60	6,116	-1.1	.151	-.074
Top 50%	29.7	15.3	.04	7	20	27	40	60	410	-1.9	.005	-.127
Top 10%	32.5	15.5	.11	7	20	33	40	60	430	-4.7	.000	-.304
Learning with Peers												
Collaborative Learning												
UND (N = 474)	27.0	13.8	.63	5	15	25	35	50				
Plains Public	28.9	15.2	.13	5	20	30	40	55	516	-1.9	.004	-.124
Carnegie Class	29.2	14.7	.07	5	20	30	40	55	51,601	-2.3	.001	-.153
One UND	33.3	14.0	.17	10	25	35	40	60	7,507	-6.3	.000	-.454
Top 50%	33.9	13.9	.03	10	25	35	45	60	184,634	-6.9	.000	-.496
Top 10%	37.0	13.6	.07	15	25	40	45	60	36,831	-10.0	.000	-.733
Discussions with Diverse Others												
UND (N = 406)	35.0	14.7	.73	15	25	35	45	60				
Plains Public	37.4	15.7	.15	10	25	40	50	60	11,123	-2.5	.002	-.157
Carnegie Class	37.1	15.8	.08	10	25	40	50	60	415	-2.1	.004	-.135
One UND	39.4	14.4	.19	15	30	40	50	60	6,080	-4.4	.000	-.305
Top 50%	40.6	15.2	.04	15	30	40	55	60	146,835	-5.7	.000	-.372
Top 10%	43.8	14.4	.10	20	35	45	60	60	21,017	-8.8	.000	-.615

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UND (N = 429)	18.5	12.7	.61	0	10	15	25	40				
Plains Public	20.0	14.1	.13	0	10	20	30	45	468	-1.5	.018	-.106
Carnegie Class	19.5	14.3	.07	0	10	15	30	45	439	-1.0	.119	-.067
One UND	19.8	13.5	.17	0	10	20	25	45	6,570	-1.3	.055	-.096
Top 50%	23.2	14.7	.05	0	10	20	30	50	434	-4.7	.000	-.318
Top 10%	27.8	15.2	.15	5	15	25	40	60	483	-9.3	.000	-.614
Effective Teaching Practices												
UND (N = 423)	34.8	13.0	.63	16	24	36	44	60				
Plains Public	37.3	13.2	.12	16	28	36	48	60	11,610	-2.4	.000	-.184
Carnegie Class	37.0	13.5	.07	16	28	36	48	60	42,967	-2.2	.001	-.165
One UND	37.8	12.0	.16	20	28	36	44	60	476	-3.0	.000	-.248
Top 50%	40.4	13.5	.04	20	32	40	52	60	92,908	-5.6	.000	-.414
Top 10%	43.2	13.4	.12	20	36	44	56	60	13,162	-8.4	.000	-.624
Campus Environment												
Quality of Interactions												
UND (N = 377)	41.1	13.0	.67	15	33	42	50	60				
Plains Public	43.2	11.6	.12	22	36	44	52	60	399	-2.1	.002	-.181
Carnegie Class	41.8	12.5	.07	18	34	43	50	60	37,017	-.7	.301	-.054
One UND	43.6	10.3	.14	24	38	44	50	60	410	-2.5	.000	-.243
Top 50%	45.1	11.5	.04	24	38	46	54	60	379	-4.0	.000	-.346
Top 10%	47.7	12.3	.09	24	40	50	58	60	17,353	-6.6	.000	-.533
Supportive Environment												
UND (N = 392)	29.7	13.7	.69	8	20	30	40	58				
Plains Public	33.3	13.2	.13	13	25	33	40	58	10,730	-3.6	.000	-.270
Carnegie Class	33.4	14.0	.07	10	23	33	43	60	39,159	-3.7	.000	-.263
One UND	35.3	12.4	.17	15	28	35	43	58	438	-5.6	.000	-.450
Top 50%	36.8	13.5	.04	15	28	38	45	60	99,900	-7.1	.000	-.530
Top 10%	39.9	12.8	.11	18	33	40	50	60	411	-10.2	.000	-.794

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 ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UND (N = 618)	38.4	13.5	.54	15	30	40	45	60				
Plains Public	39.0	13.3	.12	20	30	40	50	60	13,436	-.5	.334	-.040
Carnegie Class	39.4	14.0	.07	15	30	40	50	60	42,458	-.9	.097	-.067
One UND	39.0	13.2	.17	20	30	40	50	60	6,548	-.6	.293	-.044
Top 50%	41.6	13.6	.04	20	35	40	55	60	102,811	-3.1	.000	-.231
Top 10%	43.9	13.0	.12	20	35	40	55	60	11,814	-5.5	.000	-.418
Reflective & Integrative Learning												
UND (N = 643)	34.5	13.1	.52	14	26	34	43	60				
Plains Public	36.9	12.5	.11	17	29	37	46	60	14,250	-2.4	.000	-.192
Carnegie Class	37.4	12.9	.06	17	29	37	46	60	45,527	-2.9	.000	-.222
One UND	37.8	12.1	.15	17	29	37	46	60	758	-3.2	.000	-.266
Top 50%	39.7	12.4	.04	20	31	40	49	60	650	-5.2	.000	-.422
Top 10%	42.5	11.7	.13	23	34	43	51	60	725	-8.0	.000	-.674
Learning Strategies												
UND (N = 597)	36.2	15.2	.62	7	27	40	47	60				
Plains Public	36.7	14.8	.13	13	27	40	47	60	12,881	-.5	.425	-.033
Carnegie Class	37.9	14.9	.07	13	27	40	47	60	40,064	-1.7	.006	-.113
One UND	36.4	14.5	.19	13	27	40	47	60	6,183	-.2	.753	-.014
Top 50%	40.6	14.6	.04	20	33	40	53	60	117,288	-4.3	.000	-.295
Top 10%	43.5	14.2	.12	20	33	40	60	60	15,788	-7.2	.000	-.507
Quantitative Reasoning												
UND (N = 603)	30.5	15.2	.62	7	20	27	40	60				
Plains Public	30.2	15.9	.14	0	20	27	40	60	12,997	.2	.714	.015
Carnegie Class	30.1	16.4	.08	0	20	27	40	60	623	.4	.527	.024
One UND	31.3	16.0	.21	0	20	33	40	60	6,294	-.8	.238	-.051
Top 50%	31.6	16.3	.04	0	20	33	40	60	607	-1.1	.065	-.070
Top 10%	34.8	15.8	.13	7	20	33	47	60	14,650	-4.4	.000	-.277
Learning with Peers												
Collaborative Learning												
UND (N = 674)	27.1	16.8	.65	0	15	25	40	60				
Plains Public	30.6	15.7	.13	5	20	30	40	60	731	-3.5	.000	-.225
Carnegie Class	31.5	15.5	.07	5	20	30	40	60	690	-4.4	.000	-.282
One UND	34.3	14.7	.18	10	25	35	45	60	780	-7.2	.000	-.486
Top 50%	35.0	14.2	.04	10	25	35	45	60	677	-7.9	.000	-.559
Top 10%	38.8	13.4	.10	15	30	40	50	60	709	-11.7	.000	-.865
Discussions with Diverse Others												
UND (N = 600)	32.3	16.9	.69	0	20	35	40	60				
Plains Public	38.4	15.8	.14	15	25	40	50	60	652	-6.0	.000	-.379
Carnegie Class	38.4	16.2	.08	10	25	40	50	60	616	-6.1	.000	-.375
One UND	39.3	14.6	.19	20	30	40	50	60	699	-7.0	.000	-.472
Top 50%	41.2	15.6	.04	15	30	40	60	60	603	-8.9	.000	-.571
Top 10%	44.2	15.0	.10	20	35	45	60	60	625	-11.8	.000	-.787

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UND (N = 623)	19.7	16.0	.64	0	5	15	30	55				
Plains Public	22.4	15.6	.14	0	10	20	30	55	13,803	-2.7	.000	-.174
Carnegie Class	22.7	16.0	.08	0	10	20	35	55	43,796	-3.0	.000	-.186
One UND	23.3	15.4	.20	0	10	20	35	55	6,747	-3.6	.000	-.231
Top 50%	28.5	16.0	.07	5	15	25	40	60	55,905	-8.8	.000	-.550
Top 10%	33.6	15.9	.19	10	20	35	45	60	7,438	-13.9	.000	-.873
Effective Teaching Practices												
UND (N = 620)	38.0	13.7	.55	16	28	40	48	60				
Plains Public	38.9	13.5	.12	16	28	40	48	60	13,414	-.8	.128	-.063
Carnegie Class	38.5	14.3	.07	16	28	40	48	60	42,352	-.5	.368	-.036
One UND	39.0	12.8	.17	16	32	40	48	60	738	-.9	.102	-.073
Top 50%	41.5	13.9	.05	16	32	40	52	60	87,203	-3.5	.000	-.253
Top 10%	44.6	13.3	.13	20	36	44	56	60	11,142	-6.6	.000	-.492
Campus Environment												
Quality of Interactions												
UND (N = 518)	42.4	12.3	.54	20	34	44	52	60				
Plains Public	43.7	11.6	.11	22	36	45	52	60	560	-1.3	.019	-.112
Carnegie Class	42.0	12.5	.07	18	34	44	50	60	36,728	.4	.425	.035
One UND	42.5	11.2	.15	22	36	44	50	60	604	-.1	.864	-.009
Top 50%	45.2	11.9	.04	22	38	48	54	60	83,275	-2.8	.000	-.233
Top 10%	48.2	11.9	.09	25	42	50	60	60	18,993	-5.8	.000	-.487
Supportive Environment												
UND (N = 587)	27.8	13.5	.56	8	18	28	38	53				
Plains Public	31.0	13.6	.12	9	20	30	40	58	12,602	-3.2	.000	-.235
Carnegie Class	31.3	14.4	.07	8	20	30	40	58	606	-3.6	.000	-.249
One UND	31.2	13.0	.18	10	23	30	40	55	6,061	-3.4	.000	-.259
Top 50%	34.1	14.2	.05	10	23	35	43	60	595	-6.4	.000	-.448
Top 10%	37.2	14.3	.13	13	28	38	48	60	654	-9.4	.000	-.661

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.