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# NSSE 2021

## Engagement Indicators

Sul Ross State University

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### About Your Engagement Indicators Report

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

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	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](https://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

<i>Theme</i>	<i>Engagement Indicator</i>	<b>Your first-year students</b> compared with Southwest Public	<b>Your first-year students</b> compared with Carnegie Class	<b>Your first-year students</b> compared with NSSE 2020 & 2021
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▲	▲	▲
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

### Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	<b>Your seniors</b> compared with Southwest Public	<b>Your seniors</b> compared with Carnegie Class	<b>Your seniors</b> compared with NSSE 2020 & 2021
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	△
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	▽
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	△	--	--
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

### Academic Challenge: First-year students

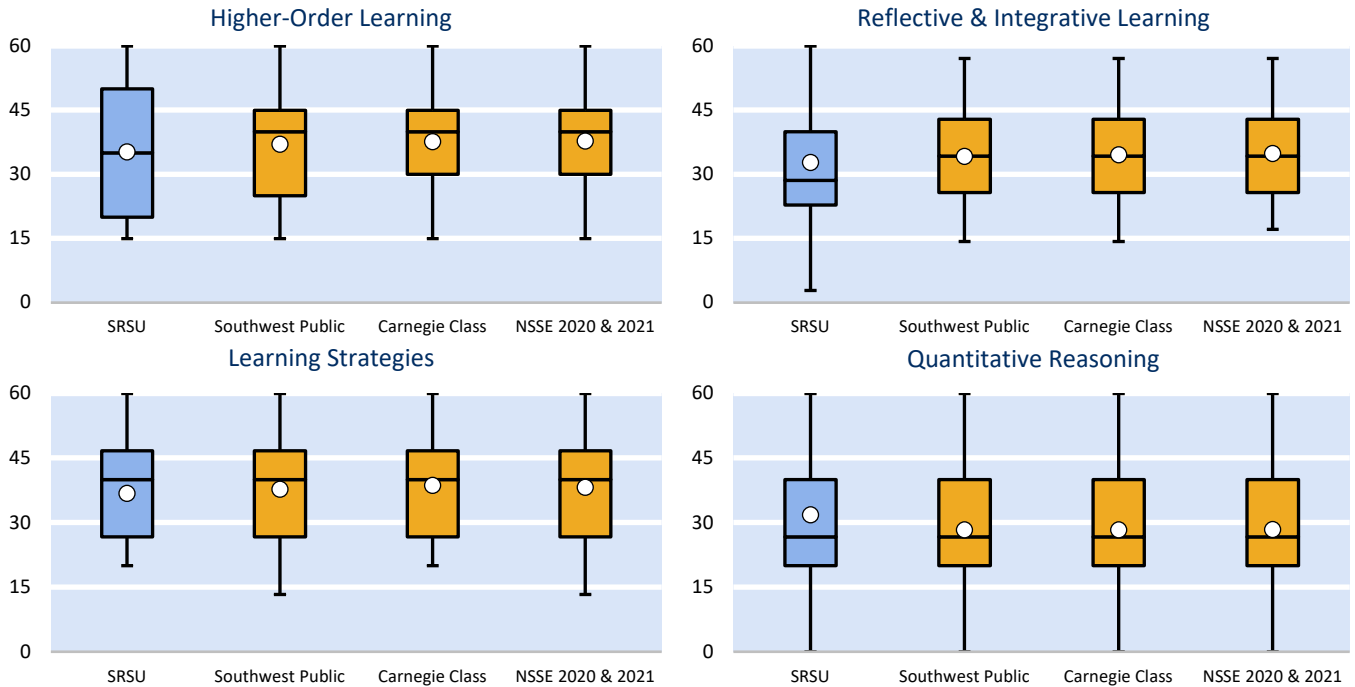
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

#### Mean Comparisons

Engagement Indicator	SRSU Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	35.3	37.1	-.13	37.7	-.18	37.8	-.19
Reflective & Integrative Learning	32.8	34.2	-.11	34.7	-.15	34.9	-.17
Learning Strategies	36.7	37.8	-.07	38.6	-.13	38.2	-.10
Quantitative Reasoning	31.8	28.3	.23	28.3	.23	28.4	.22

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

#### 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.

	SRSU	Percentage point difference <sup>a</sup> between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2020 & 2021
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	52	-14	-16	-17
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	51	-14	-16	-17
4d. Evaluating a point of view, decision, or information source	66	-2	-4	-3
4e. Forming a new idea or understanding from various pieces of information	56	-12	-13	-13
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	41	-6	-7	-8
2b. Connected your learning to societal problems or issues	42	-5	-9	-9
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	+2	+0	-1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	57	-5	-5	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	61	-8	-9	-9
2f. Learned something that changed the way you understand an issue or concept	58	-7	-8	-8
2g. Connected ideas from your courses to your prior experiences and knowledge	61	-12	-14	-15
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	67	-4	-8	-7
9b. Reviewed your notes after class	63	-4	-4	-3
9c. Summarized what you learned in class or from course materials	64	+1	-1	-0
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	-0	+2	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+9	+8	+9
6c. Evaluated what others have concluded from numerical information	48	+8	+9	+8

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

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

### Academic Challenge: Seniors

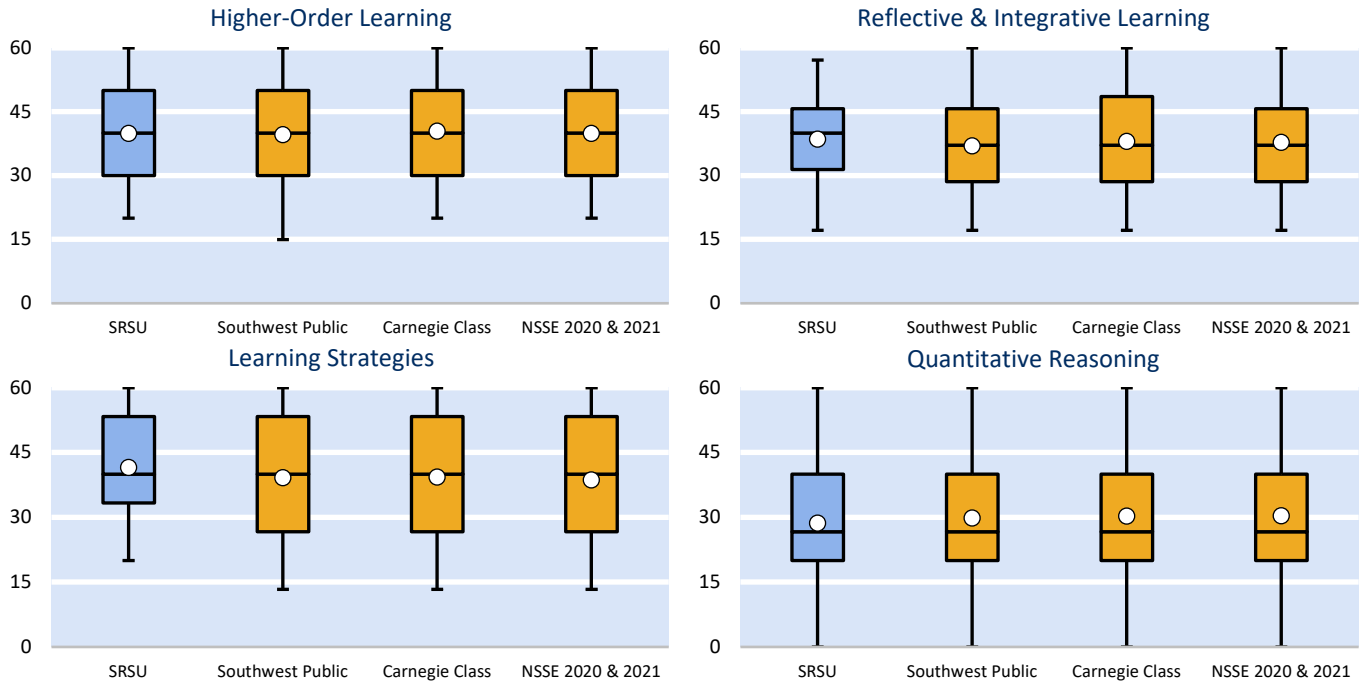
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Your seniors compared with						
	SRSU	Southwest Public		Carnegie Class		NSSE 2020 & 2021	
		Mean	Mean	Effect size	Mean	Effect size	Mean
Higher-Order Learning	39.9	39.6	.02	40.4	-.04	39.9	.00
Reflective & Integrative Learning	38.5	36.9	.12	38.1	.04	37.8	.06
Learning Strategies	41.5	39.2	.16	39.3	.15	38.6 *	.20
Quantitative Reasoning	28.7	29.8	-.07	30.3	-.10	30.4	-.10

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

#### Score Distributions



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

## 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.

	SRSU	Percentage point difference <sup>a</sup> between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2020 & 2021
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	72	-3	-5	-4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	-5	-6	-6
4d. Evaluating a point of view, decision, or information source	75	+5	+2	+4
4e. Forming a new idea or understanding from various pieces of information	73	+1	-1	+0
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	65	+1	-2	-2
2b. Connected your learning to societal problems or issues	61	+4	-1	+1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	58	+8	+3	+5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	74	+9	+7	+8
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	78	+7	+5	+6
2f. Learned something that changed the way you understand an issue or concept	76	+6	+4	+5
2g. Connected ideas from your courses to your prior experiences and knowledge	85	+3	+1	+2
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	83	+8	+5	+7
9b. Reviewed your notes after class	71	+5	+6	+8
9c. Summarized what you learned in class or from course materials	70	+4	+4	+5
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55	+0	+0	-0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	+0	-1	-1
6c. Evaluated what others have concluded from numerical information	39	-5	-6	-7

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

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

### Learning with Peers: First-year students

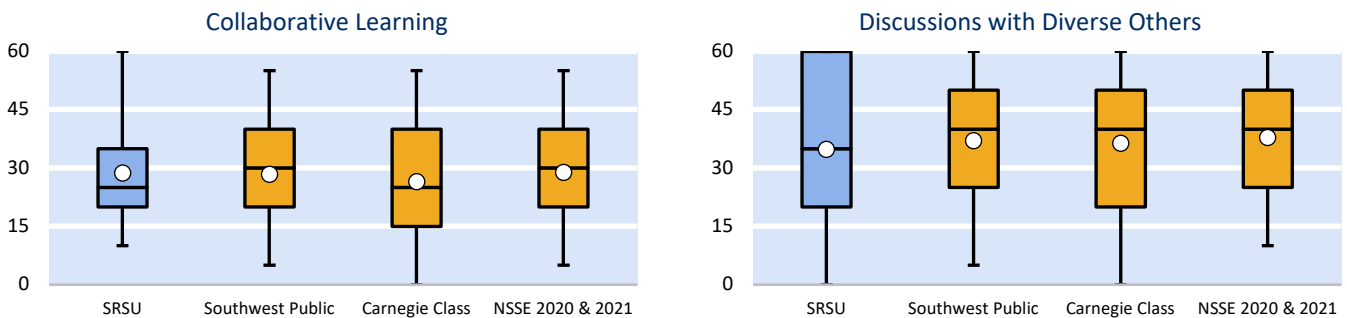
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	SRSU Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	28.7	28.4	.02	26.5	.14	29.0	-.01
Discussions with Diverse Others	34.8	37.1	-.14	36.4	-.09	37.9	-.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



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#### Performance on Indicator Items

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	SRSU	Percentage point difference <sup>a</sup> between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2020 & 2021
<b>Collaborative Learning</b>				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	44	+0	+4	-1
1c. Explained course material to one or more students	39	-7	-4	-9
1d. Prepared for exams by discussing or working through course material with other students	42	+2	+5	+1
1e. Worked with other students on course projects or assignments	42	-3	-2	-6
<b>Discussions with Diverse Others</b>				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	55	-12	-10	-13
8b. People from an economic background other than your own	55	-11	-10	-13
8c. People with religious beliefs other than your own	55	-7	-5	-8
8d. People with political views other than your own	55	-5	-4	-6

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

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



### Learning with Peers: Seniors

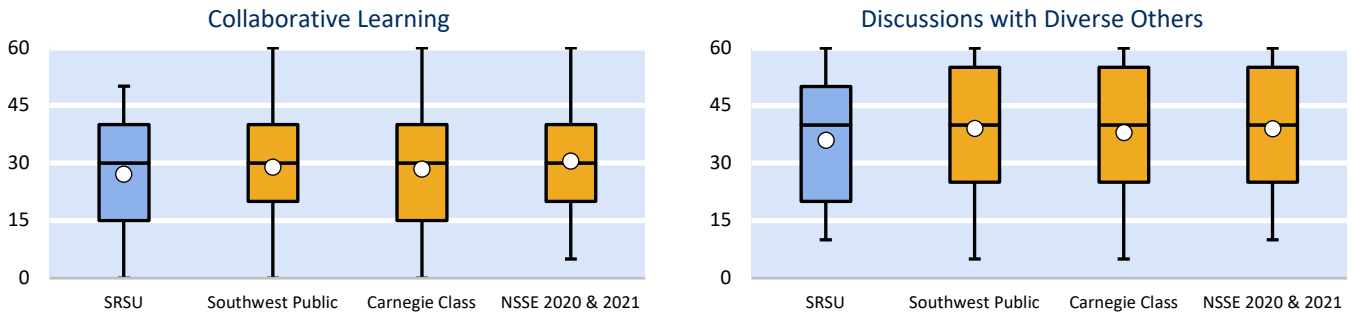
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	SRSU Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	27.1	29.0	-.12	28.5	-.08	30.6 *	-.22
Discussions with Diverse Others	36.0	39.1	-.18	38.0	-.12	39.0	-.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).

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	SRSU	Percentage point difference <sup>a</sup> between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2020 & 2021
<b>Collaborative Learning</b>				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	35	-4	-4	-7
1c. Explained course material to one or more students	47	-2	-4	-7
1d. Prepared for exams by discussing or working through course material with other students	41	+1	-0	-3
1e. Worked with other students on course projects or assignments	38	-16	-20	-22
<b>Discussions with Diverse Others</b>				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	61	-9	-8	-8
8b. People from an economic background other than your own	59	-10	-10	-12
8c. People with religious beliefs other than your own	66	-0	+2	+0
8d. People with political views other than your own	60	-3	-1	-2

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## Experiences with Faculty: First-year students

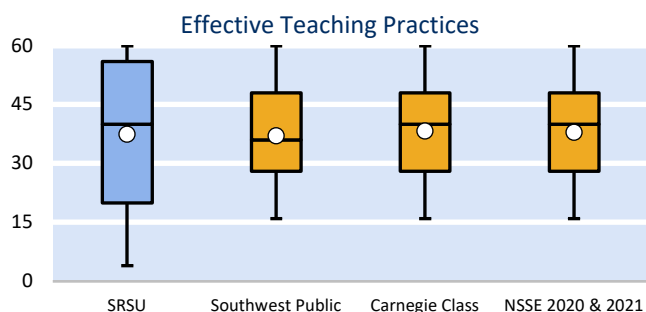
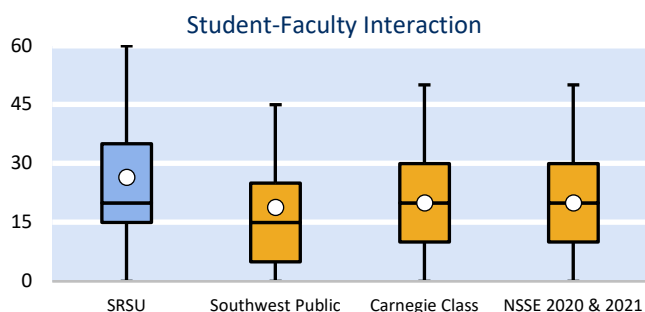
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

### Mean Comparisons

Engagement Indicator	SRSU Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	26.5	18.8 **	.52	20.0 *	.44	20.0 **	.45
Effective Teaching Practices	37.5	37.1	.03	38.4	-.06	38.0	-.04

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

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Student-Faculty Interaction	SRSU	Percentage point difference <sup>a</sup> between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2020 & 2021
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	52	+18	+16	+17
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	38	+20	+20	+19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	+11	+10	+10
3d. Discussed your academic performance with a faculty member	33	+8	+3	+5
<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	69	-5	-7	-7
5b. Taught course sessions in an organized way	62	-8	-10	-11
5c. Used examples or illustrations to explain difficult points	61	-9	-11	-11
5d. Provided feedback on a draft or work in progress	58	-2	-6	-4
5e. Provided prompt and detailed feedback on tests or completed assignments	57	+2	-5	-2

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### Experiences with Faculty: Seniors

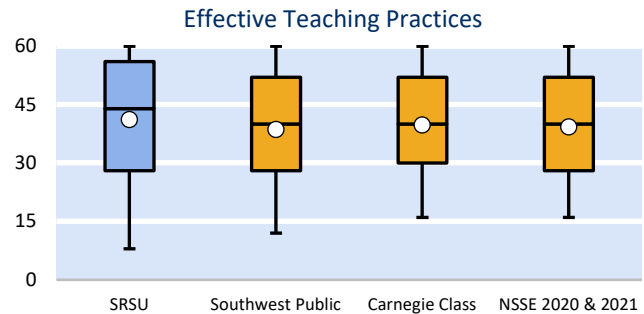
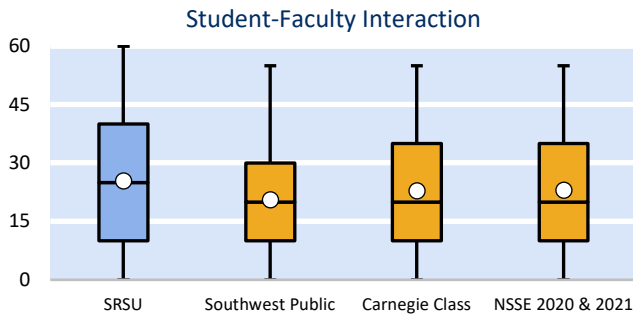
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Effective Teaching Practices	41.1	38.6	.17	39.7	.10	39.2	.13

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Student-Faculty Interaction	SRSU %	Percentage point difference <sup>a</sup> between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2020 & 2021
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	50	+14	+8	+8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	34	+11	+9	+8
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	40	+14	+10	+9
3d. Discussed your academic performance with a faculty member	43	+15	+9	+11
<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	83	+5	+3	+4
5b. Taught course sessions in an organized way	74	+1	-1	-1
5c. Used examples or illustrations to explain difficult points	72	-1	-4	-4
5d. Provided feedback on a draft or work in progress	71	+12	+7	+9
5e. Provided prompt and detailed feedback on tests or completed assignments	63	+3	-2	+0

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

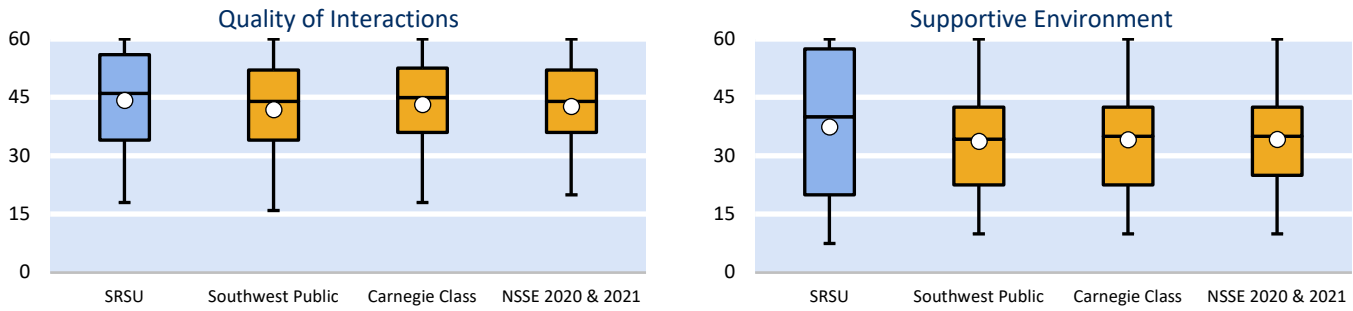
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	SRSU Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.2	41.8	.18	43.1	.09	42.7	.12
Supportive Environment	37.3	33.7	.26	34.1	.23	34.2	.22

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

#### 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	SRSU	Percentage point difference <sup>a</sup> between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2020 & 2021
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	59	+11	+9	+9
13b. Academic advisors	59	+6	+3	+4
13c. Faculty	53	+3	-1	+1
13d. Student services staff (career services, student activities, housing, etc.)	48	+1	-1	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	55	+9	+6	+9
<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	-0	-3	-2
14c. Using learning support services (tutoring services, writing center, etc.)	64	-9	-10	-10
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	+4	+2	+2
14e. Providing opportunities to be involved socially	63	+2	-1	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	-3	-4	-4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	59	+19	+16	+20
14h. Attending campus activities and events (performing arts, athletic events, etc.)	69	+15	+17	+13
14i. Attending events that address important social, economic, or political issues	56	+14	+12	+11

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

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

### Campus Environment: Seniors

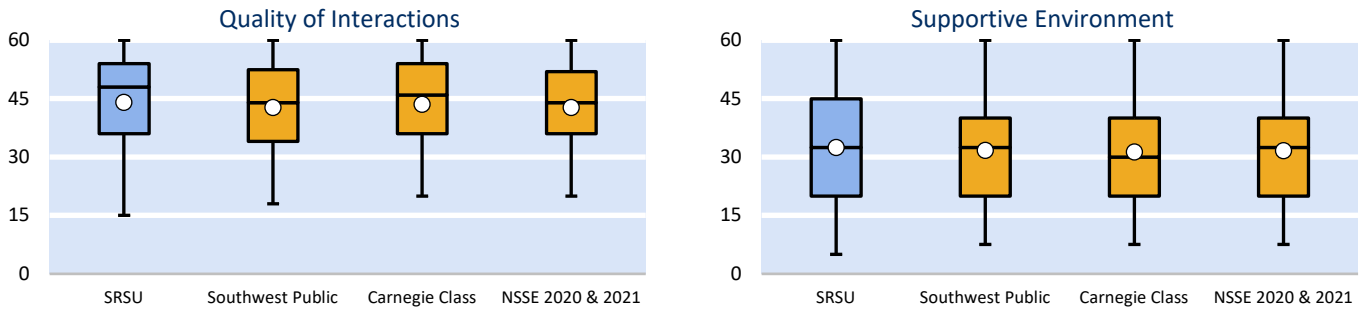
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	SRSU Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.1	42.8	.10	43.6	.04	42.8	.11
Supportive Environment	32.5	31.7	.05	31.4	.08	31.7	.06

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

#### Score Distributions



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

#### Performance on Indicator Items

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

Quality of Interactions	SRSU	Percentage point difference <sup>a</sup> between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2020 & 2021
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	53	-4	-5	-5
13b. Academic advisors	65	+12	+10	+12
13c. Faculty	67	+12	+9	+11
13d. Student services staff (career services, student activities, housing, etc.)	58	+12	+11	+14
13e. Other administrative staff and offices (registrar, financial aid, etc.)	54	+7	+7	+10
<b>Supportive Environment</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	68	+1	-1	-0
14c. Using learning support services (tutoring services, writing center, etc.)	62	-2	-3	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	-2	-1	+0
14e. Providing opportunities to be involved socially	60	-1	-1	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	55	-4	-4	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	+3	+3	+5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	54	+4	+9	+3
14i. Attending events that address important social, economic, or political issues	45	+5	+5	+4

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

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

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

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

- (a) institutions with average scores placing them in the top 50% of all 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<sup>b</sup> to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

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

#### First-Year Students

Theme	Engagement Indicator	SRSU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	35.3	39.2	-.30		41.9 **	-.51	
Academic Challenge	Reflective and Integrative Learning	32.8	36.5	-.31		39.1 **	-.54	
	Learning Strategies	36.7	39.7	-.21		43.0 **	-.43	
	Quantitative Reasoning	31.8	29.7	.14	✓	32.5	-.04	✓
Learning with Peers	Collaborative Learning	28.7	33.9 **	-.37		37.0 ***	-.60	
	Discussions with Diverse Others	34.8	40.6 *	-.38		43.8 **	-.63	
Experiences with Faculty	Student-Faculty Interaction	26.5	23.2	.23	✓	27.8	-.08	✓
	Effective Teaching Practices	37.5	40.4	-.22		43.2 *	-.42	
Campus Environment	Quality of Interactions	44.2	45.1	-.08	✓	47.7 *	-.28	
	Supportive Environment	37.3	36.8	.04	✓	39.9	-.20	

#### Seniors

Theme	Engagement Indicator	SRSU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	39.9	41.6	-.12		43.9 ***	-.31	
Academic Challenge	Reflective and Integrative Learning	38.5	39.7	-.10	✓	42.5 ***	-.34	
	Learning Strategies	41.5	40.6	.07	✓	43.5	-.14	
	Quantitative Reasoning	28.7	31.6	-.18		34.8 ***	-.39	
Learning with Peers	Collaborative Learning	27.1	35.0 ***	-.56		38.8 ***	-.87	
	Discussions with Diverse Others	36.0	41.2 ***	-.34		44.2 ***	-.54	
Experiences with Faculty	Student-Faculty Interaction	25.3	28.5 *	-.20		33.6 ***	-.52	
	Effective Teaching Practices	41.1	41.5	-.03	✓	44.6 *	-.26	
Campus Environment	Quality of Interactions	44.1	45.2	-.09	✓	48.2 **	-.34	
	Supportive Environment	32.5	34.1	-.11		37.2 **	-.33	

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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
SRSU (N = 52)	35.3	16.0	2.21	15	20	35	50	60				
Southwest Public	37.1	13.8	.11	15	25	40	45	60	16,400	-1.8	.358	-.127
Carnegie Class	37.7	13.6	.06	15	30	40	45	60	52	-2.4	.284	-.176
NSSE 2020 & 2021	37.8	13.5	.03	15	30	40	45	60	51	-2.5	.263	-.186
Top 50%	39.2	13.2	.04	20	30	40	50	60	51	-3.9	.080	-.298
Top 10%	41.9	12.9	.12	20	35	40	55	60	52	-6.6	.004	-.511
<b>Reflective &amp; Integrative Learning</b>												
SRSU (N = 58)	32.8	15.6	2.04	3	23	29	40	60				
Southwest Public	34.2	12.4	.09	14	26	34	43	57	57	-1.4	.488	-.115
Carnegie Class	34.7	12.3	.05	14	26	34	43	57	57	-1.9	.367	-.151
NSSE 2020 & 2021	34.9	12.2	.03	17	26	34	43	57	57	-2.1	.311	-.171
Top 50%	36.5	12.0	.04	17	29	37	46	57	57	-3.7	.074	-.309
Top 10%	39.1	11.8	.11	20	31	40	49	60	58	-6.3	.003	-.537
<b>Learning Strategies</b>												
SRSU (N = 53)	36.7	15.0	2.05	20	27	40	47	60				
Southwest Public	37.8	14.2	.12	13	27	40	47	60	15,243	-1.0	.605	-.071
Carnegie Class	38.6	14.2	.07	20	27	40	47	60	43,524	-1.9	.330	-.133
NSSE 2020 & 2021	38.2	14.0	.03	13	27	40	47	60	169,694	-1.4	.462	-.101
Top 50%	39.7	14.0	.05	20	27	40	53	60	88,847	-3.0	.118	-.214
Top 10%	43.0	14.3	.11	20	33	40	60	60	15,833	-6.2	.002	-.435
<b>Quantitative Reasoning</b>												
SRSU (N = 53)	31.8	17.2	2.37	0	20	27	40	60				
Southwest Public	28.3	15.3	.12	0	20	27	40	60	15,515	3.5	.100	.227
Carnegie Class	28.3	15.6	.07	0	20	27	40	60	44,358	3.5	.101	.226
NSSE 2020 & 2021	28.4	15.4	.04	0	20	27	40	60	172,490	3.4	.108	.221
Top 50%	29.7	15.3	.05	7	20	27	40	60	109,188	2.1	.320	.137
Top 10%	32.5	15.5	.13	7	20	33	40	60	14,281	-.7	.756	-.043
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
SRSU (N = 62)	28.7	13.6	1.72	10	20	25	35	60				
Southwest Public	28.4	15.0	.11	5	20	30	40	55	19,570	.3	.863	.022
Carnegie Class	26.5	15.9	.07	0	15	25	40	55	62	2.2	.200	.140
NSSE 2020 & 2021	29.0	15.2	.03	5	20	30	40	55	215,887	-.2	.916	-.013
Top 50%	33.9	13.9	.04	10	25	35	45	60	141,964	-5.1	.004	-.369
Top 10%	37.0	13.6	.08	15	25	40	45	60	28,076	-8.2	.000	-.604
<b>Discussions with Diverse Others</b>												
SRSU (N = 53)	34.8	21.1	2.89	0	20	35	60	60				
Southwest Public	37.1	16.9	.14	5	25	40	50	60	53	-2.3	.432	-.135
Carnegie Class	36.4	17.1	.08	0	20	40	50	60	53	-1.6	.585	-.093
NSSE 2020 & 2021	37.9	16.1	.04	10	25	40	50	60	52	-3.0	.296	-.189
Top 50%	40.6	15.2	.05	15	30	40	55	60	52	-5.8	.049	-.383
Top 10%	43.8	14.4	.11	20	35	45	60	60	53	-9.0	.003	-.625



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
SRSU (N = 56)	26.5	18.3	2.44	0	15	20	35	60				
Southwest Public	18.8	14.8	.11	0	5	15	25	45	55	7.7	.003	.521
Carnegie Class	20.0	14.7	.07	0	10	20	30	50	55	6.5	.010	.441
NSSE 2020 & 2021	20.0	14.5	.03	0	10	20	30	50	55	6.5	.010	.449
Top 50%	23.2	14.7	.06	0	10	20	30	50	55	3.4	.173	.229
Top 10%	27.8	15.2	.17	5	15	25	40	60	7,591	-1.2	.542	-.082
<b>Effective Teaching Practices</b>												
SRSU (N = 54)	37.5	18.5	2.52	4	20	40	56	60				
Southwest Public	37.1	14.0	.11	16	28	36	48	60	53	.4	.887	.026
Carnegie Class	38.4	13.9	.06	16	28	40	48	60	53	-.9	.732	-.062
NSSE 2020 & 2021	38.0	13.6	.03	16	28	40	48	60	53	-.5	.834	-.039
Top 50%	40.4	13.5	.05	20	32	40	52	60	53	-2.9	.254	-.216
Top 10%	43.2	13.4	.14	20	36	44	56	60	53	-5.7	.028	-.424
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
SRSU (N = 52)	44.2	13.9	1.94	18	34	46	56	60				
Southwest Public	41.8	13.2	.11	16	34	44	52	60	13,944	2.4	.198	.179
Carnegie Class	43.1	12.9	.07	18	36	45	53	60	38,947	1.1	.538	.086
NSSE 2020 & 2021	42.7	12.4	.03	20	36	44	52	60	155,131	1.5	.370	.125
Top 50%	45.1	11.5	.05	24	38	46	54	60	51	-.9	.653	-.076
Top 10%	47.7	12.3	.11	24	40	50	58	60	13,132	-3.5	.043	-.282
<b>Supportive Environment</b>												
SRSU (N = 51)	37.3	18.3	2.56	8	20	40	58	60				
Southwest Public	33.7	14.4	.12	10	23	34	43	60	50	3.7	.156	.256
Carnegie Class	34.1	14.3	.07	10	23	35	43	60	50	3.3	.208	.228
NSSE 2020 & 2021	34.2	14.0	.03	10	25	35	43	60	50	3.2	.224	.225
Top 50%	36.8	13.5	.05	15	28	38	45	60	50	.5	.846	.037
Top 10%	39.9	12.8	.13	18	33	40	50	60	50	-2.6	.320	-.200

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
SRSU (N = 118)	39.9	14.0	1.29	20	30	40	50	60				
Southwest Public	39.6	14.3	.08	15	30	40	50	60	29,385	.3	.845	.018
Carnegie Class	40.4	13.8	.05	20	30	40	50	60	66,716	-.5	.686	-.037
NSSE 2020 & 2021	39.9	13.8	.03	20	30	40	50	60	245,445	.0	.970	-.004
Top 50%	41.6	13.6	.04	20	35	40	55	60	103,489	-1.7	.177	-.125
Top 10%	43.9	13.0	.12	20	35	40	55	60	11,442	-4.0	.001	-.308
<b>Reflective &amp; Integrative Learning</b>												
SRSU (N = 120)	38.5	11.1	1.02	17	31	40	46	57				
Southwest Public	36.9	13.1	.07	17	29	37	46	60	120	1.6	.119	.122
Carnegie Class	38.1	12.8	.05	17	29	37	49	60	119	.5	.630	.038
NSSE 2020 & 2021	37.8	12.8	.02	17	29	37	46	60	119	.7	.471	.058
Top 50%	39.7	12.4	.04	20	31	40	49	60	100,431	-1.2	.287	-.097
Top 10%	42.5	11.7	.13	23	34	43	51	60	8,386	-3.9	.000	-.337
<b>Learning Strategies</b>												
SRSU (N = 109)	41.5	13.8	1.32	20	33	40	53	60				
Southwest Public	39.2	15.0	.09	13	27	40	53	60	27,815	2.4	.101	.157
Carnegie Class	39.3	14.7	.06	13	27	40	53	60	63,220	2.2	.119	.149
NSSE 2020 & 2021	38.6	14.7	.03	13	27	40	53	60	232,498	2.9	.041	.195
Top 50%	40.6	14.6	.04	20	33	40	53	60	118,037	1.0	.491	.066
Top 10%	43.5	14.2	.11	20	33	40	60	60	15,475	-2.0	.152	-.138
<b>Quantitative Reasoning</b>												
SRSU (N = 108)	28.7	17.7	1.71	0	20	27	40	60				
Southwest Public	29.8	16.7	.10	0	20	27	40	60	28,167	-1.1	.476	-.069
Carnegie Class	30.3	16.4	.06	0	20	27	40	60	64,070	-1.6	.312	-.097
NSSE 2020 & 2021	30.4	16.4	.03	0	20	27	40	60	235,540	-1.7	.286	-.103
Top 50%	31.6	16.3	.04	0	20	33	40	60	107	-2.9	.090	-.180
Top 10%	34.8	15.8	.13	7	20	33	47	60	108	-6.2	.001	-.389
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
SRSU (N = 123)	27.1	14.9	1.34	0	15	30	40	50				
Southwest Public	29.0	16.1	.09	0	20	30	40	60	33,259	-1.9	.195	-.117
Carnegie Class	28.5	16.7	.06	0	15	30	40	60	74,665	-1.3	.374	-.080
NSSE 2020 & 2021	30.6	15.9	.03	5	20	30	40	60	276,339	-3.4	.016	-.217
Top 50%	35.0	14.2	.04	10	25	35	45	60	150,818	-7.9	.000	-.558
Top 10%	38.8	13.4	.10	15	30	40	50	60	124	-11.7	.000	-.872
<b>Discussions with Diverse Others</b>												
SRSU (N = 107)	36.0	17.1	1.66	10	20	40	50	60				
Southwest Public	39.1	17.2	.10	5	25	40	55	60	27,917	-3.1	.061	-.181
Carnegie Class	38.0	17.0	.07	5	25	40	55	60	63,428	-2.0	.222	-.118
NSSE 2020 & 2021	39.0	16.3	.03	10	25	40	55	60	233,533	-3.0	.055	-.185
Top 50%	41.2	15.6	.04	15	30	40	60	60	150,847	-5.2	.001	-.336
Top 10%	44.2	15.0	.10	20	35	45	60	60	107	-8.2	.000	-.545

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
SRSU (N = 121)	25.3	17.2	1.57	0	10	25	40	60				
Southwest Public	20.5	16.2	.09	0	10	20	30	55	30,418	4.8	.001	.298
Carnegie Class	22.8	16.0	.06	0	10	20	35	55	68,790	2.5	.087	.156
NSSE 2020 & 2021	23.0	16.0	.03	0	10	20	35	55	253,120	2.4	.103	.148
Top 50%	28.5	16.0	.07	5	15	25	40	60	56,040	-3.2	.030	-.198
Top 10%	33.6	15.9	.19	10	20	35	45	60	7,014	-8.3	.000	-.519
<b>Effective Teaching Practices</b>												
SRSU (N = 117)	41.1	16.3	1.51	8	28	44	56	60				
Southwest Public	38.6	14.8	.09	12	28	40	52	60	29,349	2.5	.070	.168
Carnegie Class	39.7	14.4	.06	16	30	40	52	60	116	1.4	.352	.098
NSSE 2020 & 2021	39.2	14.2	.03	16	28	40	52	60	116	1.9	.216	.132
Top 50%	41.5	13.9	.05	16	32	40	52	60	116	-.4	.786	-.030
Top 10%	44.6	13.3	.13	20	36	44	56	60	118	-3.5	.024	-.259
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
SRSU (N = 101)	44.1	14.2	1.42	15	36	48	54	60				
Southwest Public	42.8	13.2	.08	18	34	44	53	60	24,998	1.4	.295	.104
Carnegie Class	43.6	12.7	.05	20	36	46	54	60	56,954	.5	.670	.042
NSSE 2020 & 2021	42.8	12.5	.03	20	36	44	52	60	212,760	1.3	.284	.107
Top 50%	45.2	11.9	.04	22	38	48	54	60	83,711	-1.0	.378	-.088
Top 10%	48.2	11.9	.09	25	42	50	60	60	101	-4.1	.005	-.342
<b>Supportive Environment</b>												
SRSU (N = 107)	32.5	16.6	1.60	5	20	33	45	60				
Southwest Public	31.7	15.1	.09	8	20	33	40	60	27,068	.8	.605	.050
Carnegie Class	31.4	14.7	.06	8	20	30	40	60	106	1.1	.486	.077
NSSE 2020 & 2021	31.7	14.4	.03	8	20	33	40	60	106	.8	.601	.058
Top 50%	34.1	14.2	.05	10	23	35	43	60	106	-1.6	.315	-.114
Top 10%	37.2	14.3	.13	13	28	38	48	60	107	-4.7	.005	-.327

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.