



NSSE 2020

Engagement Indicators

Siena Heights University

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 2019 and 2020 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. The Report Builder and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

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

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

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Great Lakes Private	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2019 & 2020
<i>Academic Challenge</i>	Higher-Order Learning	▼	--	--
	Reflective & Integrative Learning	▽	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	▼	--	--

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Great Lakes Private	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2019 & 2020
<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

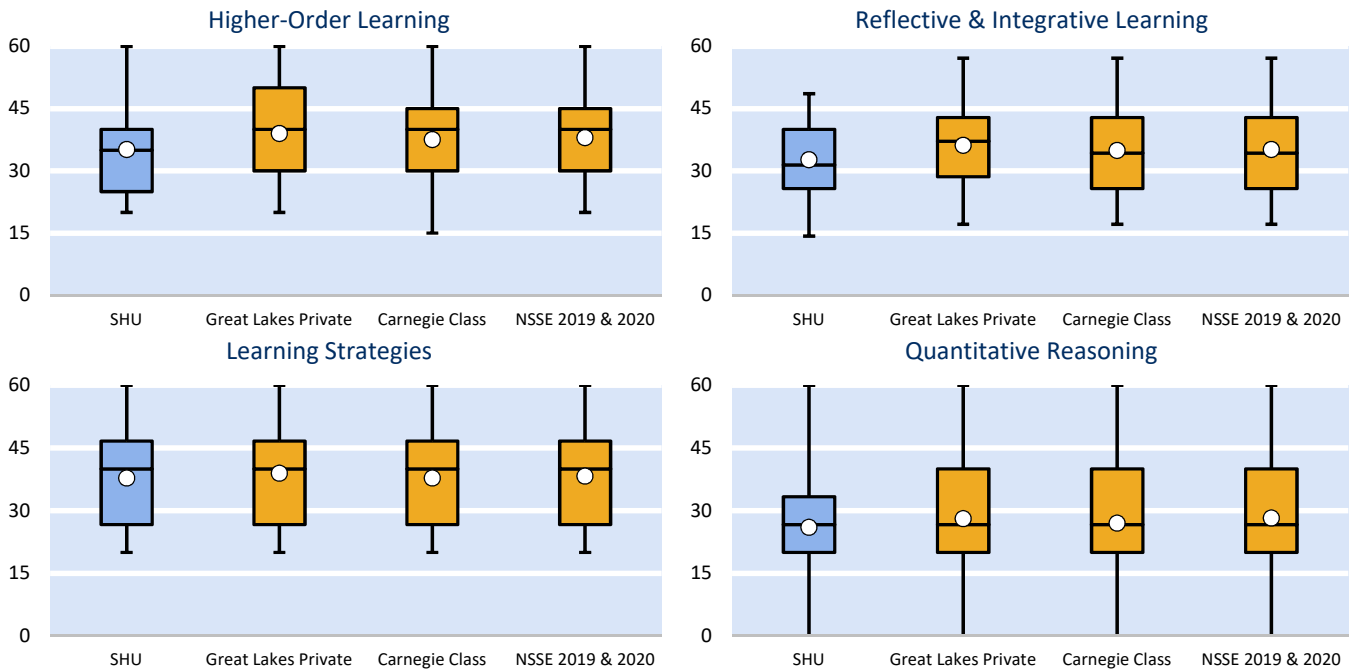
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	SHU Mean	Your first-year students compared with					
		Great Lakes Private		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	35.2	39.0 *	-.30	37.5	-.18	38.1	-.22
Reflective & Integrative Learning	32.7	36.2 *	-.30	34.9	-.18	35.2	-.20
Learning Strategies	37.8	39.0	-.09	37.8	.00	38.3	-.03
Quantitative Reasoning	26.0	28.1	-.14	27.0	-.07	28.2	-.14

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

Score Distributions



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

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.

	SHU	Percentage point difference ^a between your FY students and		
		Great Lakes Private	Carnegie Class	NSSE 2019 & 2020
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	58	-15	-10	-12
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	55	-17	-13	-14
4d. Evaluating a point of view, decision, or information source	71	-1	+2	+2
4e. Forming a new idea or understanding from various pieces of information	59	-13	-9	-10
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	46	-8	-6	-5
2b. Connected your learning to societal problems or issues	38	-17	-12	-13
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	45	-10	-4	-6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	-4	-1	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65	-8	-5	-6
2f. Learned something that changed the way you understand an issue or concept	60	-9	-6	-7
2g. Connected ideas from your courses to your prior experiences and knowledge	78	-2	+1	+1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	84	+5	+10	+9
9b. Reviewed your notes after class	61	-5	-5	-5
9c. Summarized what you learned in class or from course materials	63	-2	-0	-1
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.)	51	-2	+1	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	36	-5	-2	-5
6c. Evaluated what others have concluded from numerical information	28	-12	-9	-12

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

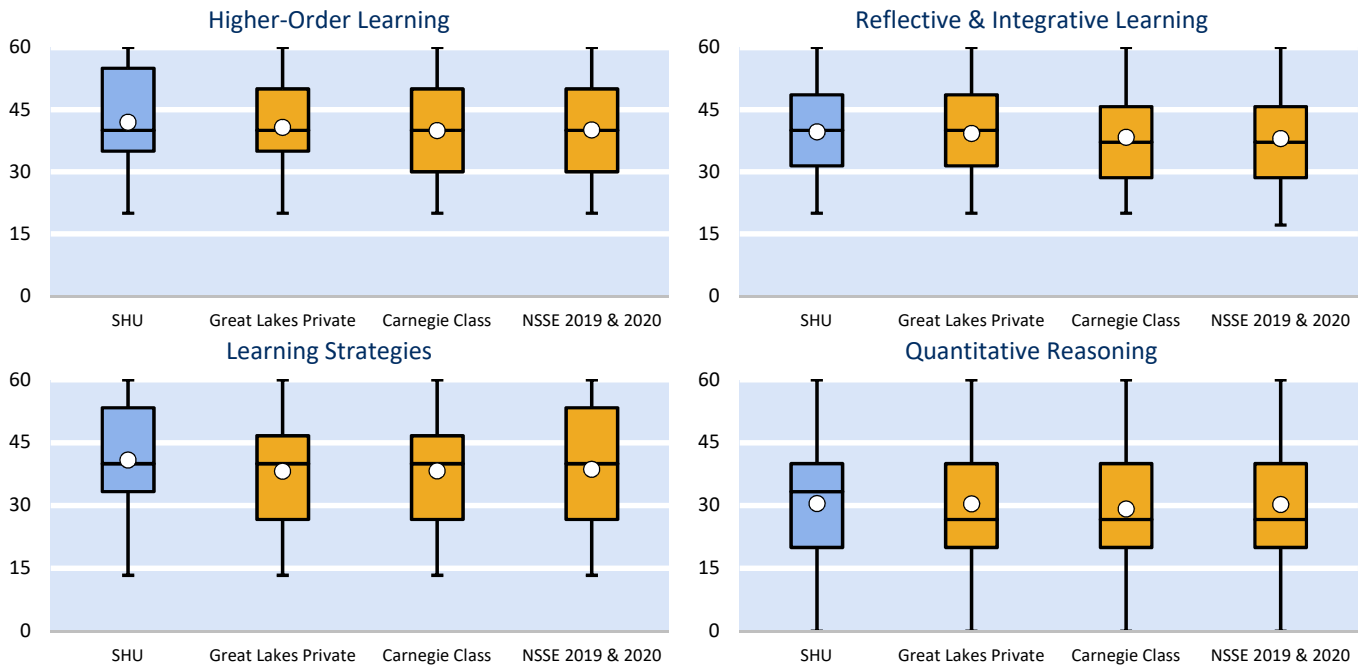
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Mean Comparisons

Engagement Indicator	SHU Mean	Your seniors compared with					
		Great Lakes Private		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.0	40.7	.09	40.0	.15	40.1	.14
Reflective & Integrative Learning	39.7	39.3	.03	38.3	.11	38.1	.13
Learning Strategies	40.9	38.1 *	.19	38.3 *	.18	38.6	.15
Quantitative Reasoning	30.5	30.4	.01	29.2	.08	30.2	.01

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.

	SHU	Percentage point difference ^a between your seniors and		
		Great Lakes Private	Carnegie Class	NSSE 2019 & 2020
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	75	-4	-2	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+0	+3	+2
4d. Evaluating a point of view, decision, or information source	79	+5	+7	+8
4e. Forming a new idea or understanding from various pieces of information	81	+6	+8	+8
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	61	-10	-9	-7
2b. Connected your learning to societal problems or issues	73	+7	+11	+12
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	67	+8	+13	+14
2d. Examined the strengths and weaknesses of your own views on a topic or issue	78	+9	+12	+12
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	81	+5	+8	+8
2f. Learned something that changed the way you understand an issue or concept	74	+1	+2	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	87	+2	+3	+3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	86	+6	+9	+8
9b. Reviewed your notes after class	68	+9	+6	+5
9c. Summarized what you learned in class or from course materials	73	+10	+10	+9
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	61	+6	+8	+5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	48	+2	+4	+2
6c. Evaluated what others have concluded from numerical information	40	-7	-3	-6

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

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Learning with Peers: First-year students

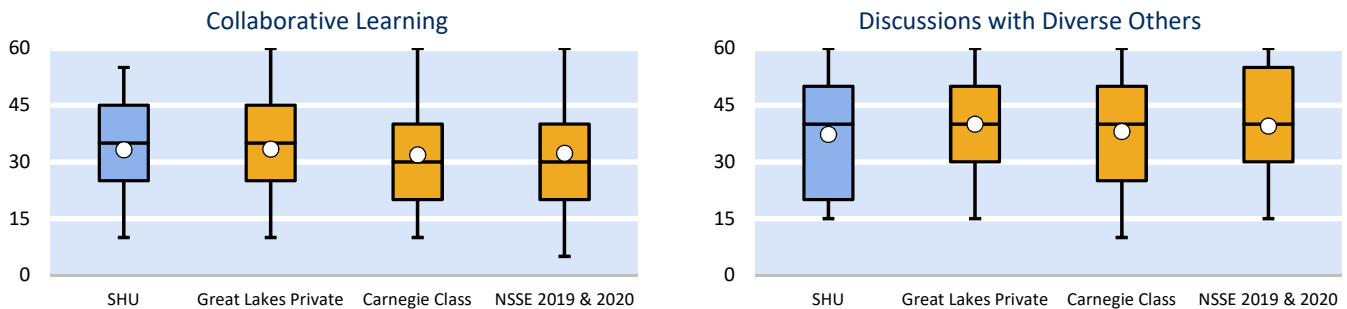
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	SHU Mean	Your first-year students compared with					
		Great Lakes Private		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.2	33.3	-.01	31.8	.09	32.3	.06
Discussions with Diverse Others	37.3	40.0	-.18	38.1	-.05	39.5	-.14

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	SHU %	Percentage point difference ^a between your FY students and		
		Great Lakes Private	Carnegie Class	NSSE 2019 & 2020
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	56	+2	+6	+4
1f. Explained course material to one or more students	62	+2	+6	+4
1g. Prepared for exams by discussing or working through course material with other students	59	+6	+11	+9
1h. Worked with other students on course projects or assignments	55	-3	+0	+0
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	68	-5	+4	-3
8b. People from an economic background other than your own	65	-9	-4	-7
8c. People with religious beliefs other than your own	58	-8	-5	-9
8d. People with political views other than your own	59	-6	-5	-6

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Learning with Peers: Seniors

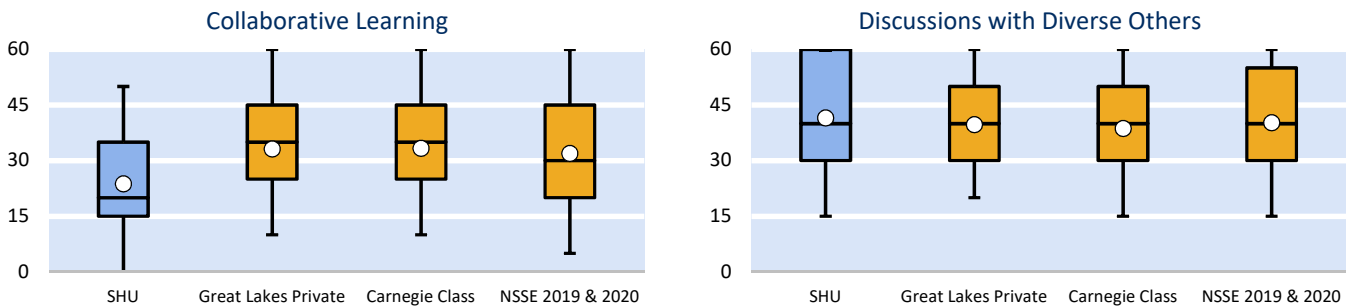
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Mean Comparisons

Engagement Indicator	SHU Mean	Your seniors compared with					
		Great Lakes Private		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	23.8	33.1 ***	-.64	33.3 ***	-.67	32.0 ***	-.53
Discussions with Diverse Others	41.6	39.8	.12	38.7 *	.19	40.2	.09

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	SHU	Percentage point difference ^a between your seniors and		
		Great Lakes Private	Carnegie Class	NSSE 2019 & 2020
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	24	-21	-21	-19
1f. Explained course material to one or more students	31	-30	-31	-26
1g. Prepared for exams by discussing or working through course material with other students	27	-21	-21	-19
1h. Worked with other students on course projects or assignments	42	-24	-24	-21
Discussions with Diverse Others				
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	69	-2	+4	-3
8b. People from an economic background other than your own	75	+2	+5	+2
8c. People with religious beliefs other than your own	71	+5	+6	+3
8d. People with political views other than your own	74	+10	+9	+8

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Experiences with Faculty: First-year students

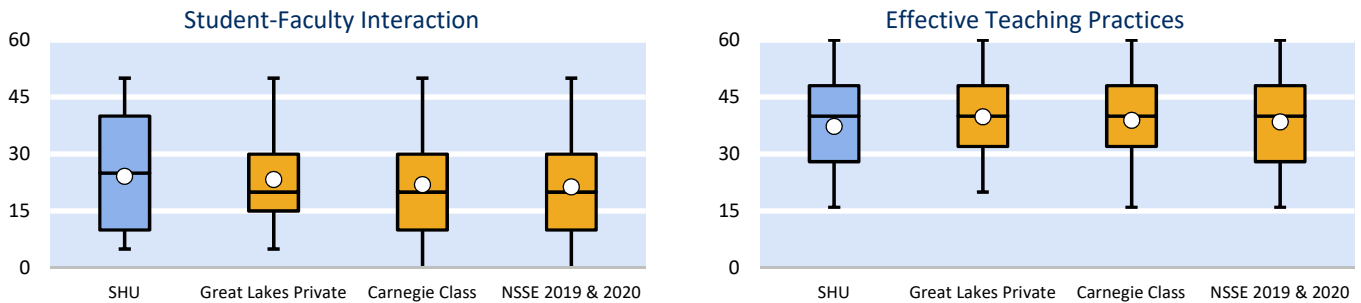
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	SHU Mean	Your first-year students compared with					
		Great Lakes Private Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2019 & 2020 Mean	Effect size
Student-Faculty Interaction	24.1	23.3	.06	21.9	.15	21.4	.19
Effective Teaching Practices	37.2	39.8	-.21	38.9	-.13	38.4	-.09

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Student-Faculty Interaction	SHU %	Percentage point difference ^a between your FY students and		
		Great Lakes Private	Carnegie Class	NSSE 2019 & 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	53	+12	+15	+15
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	35	+11	+13	+14
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	-2	+1	+2
3d. Discussed your academic performance with a faculty member	40	+7	+8	+9
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	67	-12	-10	-10
5b. Taught course sessions in an organized way	67	-11	-8	-7
5c. Used examples or illustrations to explain difficult points	64	-13	-10	-10
5d. Provided feedback on a draft or work in progress	69	+1	+4	+6
5e. Provided prompt and detailed feedback on tests or completed assignments	62	-3	+1	+3

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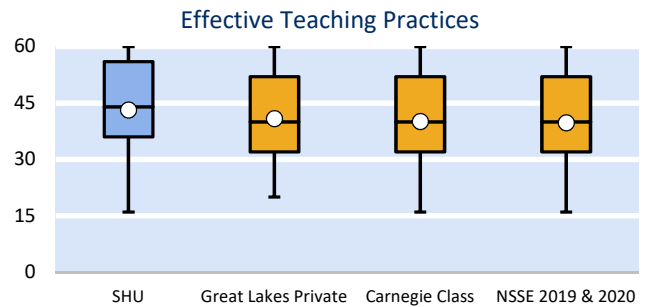
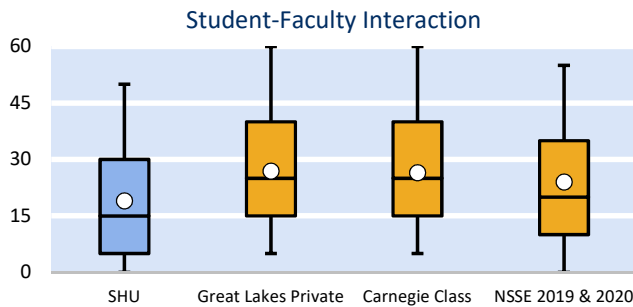
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.0	26.8 ***	-.50	26.5 ***	-.47	23.9 ***	-.31
Effective Teaching Practices	43.1	40.8	.17	40.0 *	.22	39.7 **	.25

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	%			
3a. Talked about career plans with a faculty member	42	-9	-8	-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	17	-16	-15	-11
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	21	-17	-16	-11
3d. Discussed your academic performance with a faculty member	30	-6	-8	-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	86	+4	+6	+5
5b. Taught course sessions in an organized way	83	+3	+6	+6
5c. Used examples or illustrations to explain difficult points	81	+2	+2	+4
5d. Provided feedback on a draft or work in progress	68	+2	+4	+7
5e. Provided prompt and detailed feedback on tests or completed assignments	79	+11	+13	+15

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

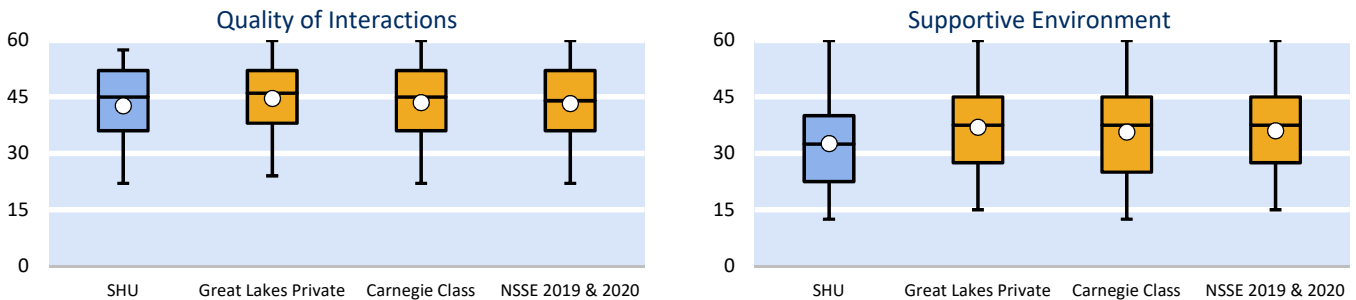
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	SHU Mean	Your first-year students compared with					
		Great Lakes Private		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.6	44.6	-.18	43.5	-.07	43.2	-.05
Supportive Environment	32.6	36.9 *	-.33	35.7	-.23	36.0	-.25

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

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	SHU %	Percentage point difference ^a between your FY students and		
		Great Lakes Private	Carnegie Class	NSSE 2019 & 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	60	+3	+7	+7
13b. Academic advisors	59	+2	+4	+5
13c. Faculty	63	+4	+8	+10
13d. Student services staff (career services, student activities, housing, etc.)	39	-11	-10	-9
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	-6	-3	-1
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	72	-7	-2	-3
14c. Using learning support services (tutoring services, writing center, etc.)	59	-20	-17	-17
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	-7	-3	-5
14e. Providing opportunities to be involved socially	61	-12	-9	-10
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	52	-18	-16	-17
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	-4	-3	-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	-5	-4	-2
14i. Attending events that address important social, economic, or political issues	34	-17	-14	-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

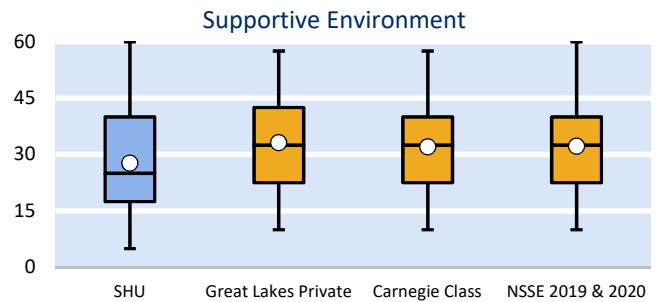
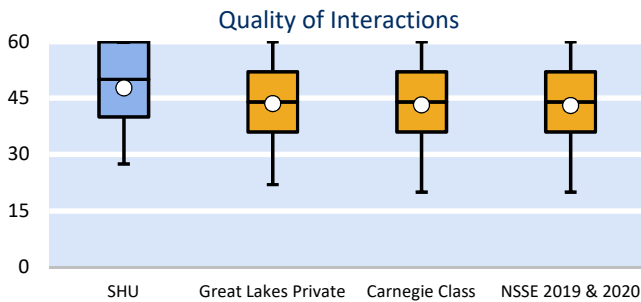
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	SHU Mean	Your seniors compared with					
		Great Lakes Private		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	47.8	43.6 ***	.37	43.2 ***	.38	43.0 ***	.39
Supportive Environment	27.7	33.2 ***	-.40	32.1 ***	-.31	32.2 ***	-.32

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	SHU %	Percentage point difference ^a between your seniors and		
		Great Lakes Private	Carnegie Class	NSSE 2019 & 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	67	+8	+8	+9
13b. Academic advisors	72	+15	+17	+19
13c. Faculty	70	+7	+10	+12
13d. Student services staff (career services, student activities, housing, etc.)	57	+14	+14	+13
13e. Other administrative staff and offices (registrar, financial aid, etc.)	60	+15	+16	+16
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	66	-8	-4	-4
14c. Using learning support services (tutoring services, writing center, etc.)	49	-20	-17	-17
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62	+6	+11	+7
14e. Providing opportunities to be involved socially	52	-15	-14	-12
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	40	-20	-17	-19
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	-0	-0	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	28	-28	-27	-24
14i. Attending events that address important social, economic, or political issues	29	-18	-14	-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.

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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 2019 and 2020 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 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	SHU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	35.2	39.3 *	-.32		41.4 ***	-.48	
	Reflective and Integrative Learning	32.7	36.7 *	-.34		39.0 ***	-.53	
	Learning Strategies	37.8	39.9	-.15		42.3 *	-.32	
	Quantitative Reasoning	26.0	29.4	-.23		31.4 *	-.35	
<i>Learning with Peers</i>	Collaborative Learning	33.2	35.2	-.15		37.4 *	-.31	
	Discussions with Diverse Others	37.3	41.5	-.28		43.6 **	-.44	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	24.1	24.5	-.02	✓	28.1	-.26	
	Effective Teaching Practices	37.2	40.5	-.25		42.3 **	-.36	
<i>Campus Environment</i>	Quality of Interactions	42.6	45.2	-.23		47.2 **	-.39	
	Supportive Environment	32.6	37.9 **	-.40		40.0 ***	-.57	

Seniors

Theme	Engagement Indicator	SHU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	42.0	41.7	.02	✓	43.2	-.09	✓
	Reflective and Integrative Learning	39.7	39.8	-.01	✓	41.8 *	-.17	
	Learning Strategies	40.9	40.7	.01	✓	42.7	-.12	
	Quantitative Reasoning	30.5	31.4	-.06	✓	33.4 *	-.18	
<i>Learning with Peers</i>	Collaborative Learning	23.8	35.9 ***	-.87		38.4 ***	-1.07	
	Discussions with Diverse Others	41.6	42.1	-.03	✓	43.8	-.14	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	19.0	29.7 ***	-.67		33.2 ***	-.89	
	Effective Teaching Practices	43.1	41.8	.10	✓	43.7	-.04	✓
<i>Campus Environment</i>	Quality of Interactions	47.8	45.2 *	.22	✓	47.4	.03	✓
	Supportive Environment	27.7	34.6 ***	-.49		36.8 ***	-.64	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2019 and 2020 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												
SHU (N = 52)	35.2	13.4	1.85	20	25	35	40	60				
Great Lakes Private	39.0	12.6	.15	20	30	40	50	60	6,757	-3.8	.029	-.304
Carnegie Class	37.5	13.2	.18	15	30	40	45	60	5,727	-2.3	.203	-.177
NSSE 2019 & 2020	38.1	13.2	.03	20	30	40	45	60	170,626	-2.9	.116	-.218
Top 50%	39.3	13.1	.04	20	30	40	50	60	96,612	-4.1	.022	-.317
Top 10%	41.4	12.8	.09	20	35	40	50	60	18,557	-6.2	.000	-.484
Reflective & Integrative Learning												
SHU (N = 53)	32.7	10.6	1.45	14	26	31	40	49				
Great Lakes Private	36.2	11.6	.14	17	29	37	43	57	7,214	-3.5	.030	-.298
Carnegie Class	34.9	12.0	.15	17	26	34	43	57	6,214	-2.2	.185	-.182
NSSE 2019 & 2020	35.2	12.0	.03	17	26	34	43	57	184,657	-2.4	.138	-.203
Top 50%	36.7	11.8	.04	17	29	37	46	57	94,338	-4.0	.014	-.336
Top 10%	39.0	11.7	.10	20	31	40	49	60	14,858	-6.2	.000	-.531
Learning Strategies												
SHU (N = 49)	37.8	12.9	1.84	20	27	40	47	60				
Great Lakes Private	39.0	13.6	.17	20	27	40	47	60	6,430	-1.2	.548	-.086
Carnegie Class	37.8	13.7	.19	20	27	40	47	60	5,384	.0	.996	-.001
NSSE 2019 & 2020	38.3	13.8	.03	20	27	40	47	60	161,292	-.5	.817	-.033
Top 50%	39.9	13.7	.05	20	33	40	53	60	81,889	-2.1	.286	-.152
Top 10%	42.3	14.1	.11	20	33	40	53	60	18,080	-4.5	.026	-.318
Quantitative Reasoning												
SHU (N = 48)	26.0	15.4	2.22	0	20	27	33	60				
Great Lakes Private	28.1	15.2	.19	0	20	27	40	60	6,515	-2.1	.340	-.139
Carnegie Class	27.0	15.1	.20	0	20	27	40	60	5,455	-1.0	.654	-.065
NSSE 2019 & 2020	28.2	15.3	.04	0	20	27	40	60	164,022	-2.2	.318	-.145
Top 50%	29.4	15.2	.05	7	20	27	40	60	106,487	-3.4	.119	-.226
Top 10%	31.4	15.3	.10	7	20	33	40	60	22,501	-5.4	.015	-.352
Learning with Peers												
Collaborative Learning												
SHU (N = 67)	33.2	14.1	1.72	10	25	35	45	55				
Great Lakes Private	33.3	14.4	.17	10	25	35	45	60	7,683	-.2	.924	-.012
Carnegie Class	31.8	14.1	.17	10	20	30	40	60	6,758	1.3	.443	.094
NSSE 2019 & 2020	32.3	14.7	.03	5	20	30	40	60	198,884	.9	.613	.062
Top 50%	35.2	13.7	.04	15	25	35	45	60	122,739	-2.0	.229	-.147
Top 10%	37.4	13.5	.08	15	30	40	45	60	25,767	-4.2	.011	-.313
Discussions with Diverse Others												
SHU (N = 48)	37.3	16.5	2.37	15	20	40	50	60				
Great Lakes Private	40.0	14.7	.18	15	30	40	50	60	6,471	-2.7	.211	-.180
Carnegie Class	38.1	15.7	.21	10	25	40	50	60	5,414	-.8	.735	-.049
NSSE 2019 & 2020	39.5	15.6	.04	15	30	40	55	60	162,473	-2.2	.323	-.142
Top 50%	41.5	15.0	.05	20	30	40	55	60	109,054	-4.2	.053	-.278
Top 10%	43.6	14.5	.10	20	35	45	60	60	22,616	-6.3	.002	-.435

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												
SHU (N = 51)	24.1	14.7	2.05	5	10	25	40	50				
Great Lakes Private	23.3	14.4	.17	5	15	20	30	50	6,952	.8	.693	.055
Carnegie Class	21.9	14.9	.19	0	10	20	30	50	5,951	2.2	.293	.147
NSSE 2019 & 2020	21.4	14.6	.03	0	10	20	30	50	176,704	2.7	.179	.187
Top 50%	24.5	14.7	.06	5	15	20	35	55	62,346	-.4	.860	-.025
Top 10%	28.1	15.5	.17	5	15	25	40	60	8,292	-4.0	.065	-.259
Effective Teaching Practices												
SHU (N = 53)	37.2	13.4	1.83	16	28	40	48	60				
Great Lakes Private	39.8	12.5	.15	20	32	40	48	60	6,744	-2.6	.130	-.208
Carnegie Class	38.9	13.1	.17	16	32	40	48	60	5,692	-1.7	.357	-.127
NSSE 2019 & 2020	38.4	13.2	.03	16	28	40	48	60	169,981	-1.2	.501	-.092
Top 50%	40.5	13.2	.05	20	32	40	52	60	70,724	-3.3	.068	-.250
Top 10%	42.3	14.1	.10	16	32	44	56	60	19,520	-5.0	.009	-.357
Campus Environment												
Quality of Interactions												
SHU (N = 43)	42.6	12.5	1.90	22	36	45	52	58				
Great Lakes Private	44.6	11.0	.14	24	38	46	52	60	6,142	-2.0	.244	-.178
Carnegie Class	43.5	11.9	.17	22	36	45	52	60	5,002	-.9	.640	-.072
NSSE 2019 & 2020	43.2	11.8	.03	22	36	44	52	60	150,887	-.6	.729	-.053
Top 50%	45.2	11.2	.04	24	38	46	54	60	66,092	-2.6	.133	-.229
Top 10%	47.2	11.6	.09	25	40	50	58	60	15,937	-4.6	.010	-.395
Supportive Environment												
SHU (N = 46)	32.6	13.6	2.01	13	23	33	40	60				
Great Lakes Private	36.9	12.9	.16	15	28	38	45	60	6,264	-4.3	.025	-.333
Carnegie Class	35.7	13.5	.19	13	25	38	45	60	5,172	-3.1	.128	-.226
NSSE 2019 & 2020	36.0	13.5	.03	15	28	38	45	60	156,079	-3.3	.094	-.249
Top 50%	37.9	13.1	.05	18	30	38	48	60	79,740	-5.2	.007	-.399
Top 10%	40.0	12.9	.11	18	33	40	50	60	14,102	-7.4	.000	-.572

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												
SHU (N = 129)	42.0	13.8	1.22	20	35	40	55	60				
Great Lakes Private	40.7	12.9	.15	20	35	40	50	60	7,537	1.2	.291	.094
Carnegie Class	40.0	13.5	.16	20	30	40	50	60	6,995	2.0	.096	.148
NSSE 2019 & 2020	40.1	13.5	.03	20	30	40	50	60	252,442	1.9	.118	.137
Top 50%	41.7	13.4	.04	20	35	40	55	60	111,279	.2	.836	.018
Top 10%	43.2	13.3	.08	20	35	40	55	60	27,187	-1.2	.300	-.091
Reflective & Integrative Learning												
SHU (N = 139)	39.7	12.7	1.07	20	31	40	49	60				
Great Lakes Private	39.3	11.9	.14	20	31	40	49	60	7,940	.4	.687	.034
Carnegie Class	38.3	12.2	.14	20	29	37	46	60	7,453	1.3	.199	.110
NSSE 2019 & 2020	38.1	12.5	.02	17	29	37	46	60	267,607	1.6	.127	.129
Top 50%	39.8	12.2	.04	20	31	40	49	60	110,497	-.1	.893	-.011
Top 10%	41.8	12.0	.09	20	34	40	51	60	17,959	-2.1	.041	-.174
Learning Strategies												
SHU (N = 126)	40.9	14.7	1.31	13	33	40	53	60				
Great Lakes Private	38.1	14.2	.17	13	27	40	47	60	7,266	2.7	.034	.191
Carnegie Class	38.3	14.5	.18	13	27	40	47	60	6,640	2.6	.046	.180
NSSE 2019 & 2020	38.6	14.6	.03	13	27	40	53	60	241,726	2.3	.084	.154
Top 50%	40.7	14.5	.04	20	33	40	53	60	123,297	.2	.879	.014
Top 10%	42.7	14.4	.07	20	33	40	60	60	39,809	-1.8	.164	-.124
Quantitative Reasoning												
SHU (N = 127)	30.5	16.8	1.49	0	20	33	40	60				
Great Lakes Private	30.4	16.1	.19	0	20	27	40	60	7,326	.1	.942	.007
Carnegie Class	29.2	16.1	.20	0	20	27	40	60	6,735	1.3	.361	.082
NSSE 2019 & 2020	30.2	16.2	.03	0	20	27	40	60	244,771	.2	.867	.015
Top 50%	31.4	16.1	.04	0	20	33	40	60	157,671	-.9	.515	-.058
Top 10%	33.4	15.9	.09	7	20	33	40	60	30,982	-2.9	.042	-.181
Learning with Peers												
Collaborative Learning												
SHU (N = 144)	23.8	13.9	1.16	0	15	20	35	50				
Great Lakes Private	33.1	14.6	.16	10	25	35	45	60	8,238	-9.3	.000	-.643
Carnegie Class	33.3	14.4	.16	10	25	35	45	60	7,826	-9.5	.000	-.665
NSSE 2019 & 2020	32.0	15.6	.03	5	20	30	45	60	144	-8.2	.000	-.527
Top 50%	35.9	14.0	.04	15	25	35	45	60	146,434	-12.1	.000	-.869
Top 10%	38.4	13.6	.09	15	30	40	50	60	25,591	-14.6	.000	-1.075
Discussions with Diverse Others												
SHU (N = 126)	41.6	15.9	1.41	15	30	40	60	60				
Great Lakes Private	39.8	14.7	.17	20	30	40	50	60	7,299	1.8	.169	.124
Carnegie Class	38.7	15.2	.19	15	30	40	50	60	6,700	2.8	.038	.187
NSSE 2019 & 2020	40.2	15.9	.03	15	30	40	55	60	242,773	1.4	.339	.085
Top 50%	42.1	15.5	.04	15	30	40	60	60	156,734	-.5	.726	-.031
Top 10%	43.8	15.3	.08	20	35	45	60	60	39,469	-2.2	.107	-.144

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												
SHU (N = 135)	19.0	16.0	1.38	0	5	15	30	50				
Great Lakes Private	26.8	15.6	.18	5	15	25	40	60	7,713	-7.9	.000	-.504
Carnegie Class	26.5	15.9	.19	5	15	25	40	60	7,217	-7.5	.000	-.471
NSSE 2019 & 2020	23.9	16.1	.03	0	10	20	35	55	259,179	-5.0	.000	-.310
Top 50%	29.7	15.9	.07	5	20	30	40	60	58,673	-10.7	.000	-.674
Top 10%	33.2	16.0	.16	10	20	35	45	60	10,199	-14.3	.000	-.894
Effective Teaching Practices												
SHU (N = 127)	43.1	14.2	1.26	16	36	44	56	60				
Great Lakes Private	40.8	13.1	.15	20	32	40	52	60	7,522	2.3	.052	.174
Carnegie Class	40.0	13.8	.17	16	32	40	52	60	6,971	3.1	.012	.225
NSSE 2019 & 2020	39.7	13.8	.03	16	32	40	52	60	252,151	3.4	.005	.247
Top 50%	41.8	13.7	.04	20	32	40	52	60	94,955	1.4	.260	.100
Top 10%	43.7	13.4	.09	20	36	44	56	60	20,842	-.6	.631	-.043
Campus Environment												
Quality of Interactions												
SHU (N = 103)	47.8	12.4	1.22	28	40	50	60	60				
Great Lakes Private	43.6	11.3	.14	22	36	44	52	60	6,933	4.2	.000	.368
Carnegie Class	43.2	12.0	.15	20	36	44	52	60	6,233	4.6	.000	.379
NSSE 2019 & 2020	43.0	12.1	.03	20	36	44	52	60	223,788	4.7	.000	.390
Top 50%	45.2	11.7	.04	24	38	48	54	60	100,212	2.5	.027	.218
Top 10%	47.4	12.0	.07	24	40	50	58	60	32,053	.4	.750	.031
Supportive Environment												
SHU (N = 122)	27.7	15.3	1.39	5	18	25	40	60				
Great Lakes Private	33.2	13.7	.16	10	23	33	43	58	7,147	-5.4	.000	-.396
Carnegie Class	32.1	14.0	.18	10	23	33	40	58	6,471	-4.4	.001	-.310
NSSE 2019 & 2020	32.2	14.2	.03	10	23	33	40	60	236,009	-4.5	.000	-.316
Top 50%	34.6	14.0	.04	13	25	35	45	60	104,540	-6.9	.000	-.492
Top 10%	36.8	14.1	.10	13	28	38	48	60	18,816	-9.1	.000	-.644

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.