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# NSSE 2021

## Engagement Indicators

Siena Heights 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

Theme	Engagement Indicator	Your first-year students compared with Catholic C&U	Your first-year students compared with Carnegie Class	Your first-year students compared with Private Institutions
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	▲	▲	▲
Learning with Peers	Collaborative Learning	--	--	▽
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

### Seniors

Theme	Engagement Indicator	Your seniors compared with Catholic C&U	Your seniors compared with Carnegie Class	Your seniors compared with Private Institutions
Academic Challenge	Higher-Order Learning	△	△	△
	Reflective & Integrative Learning	▲	▲	▲
	Learning Strategies	--	--	△
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▽	▽	▽
	Discussions with Diverse Others	△	▲	▲
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	△	△	--
Campus Environment	Quality of Interactions	▲	△	▲
	Supportive Environment	--	--	--

### Academic Challenge: First-year students

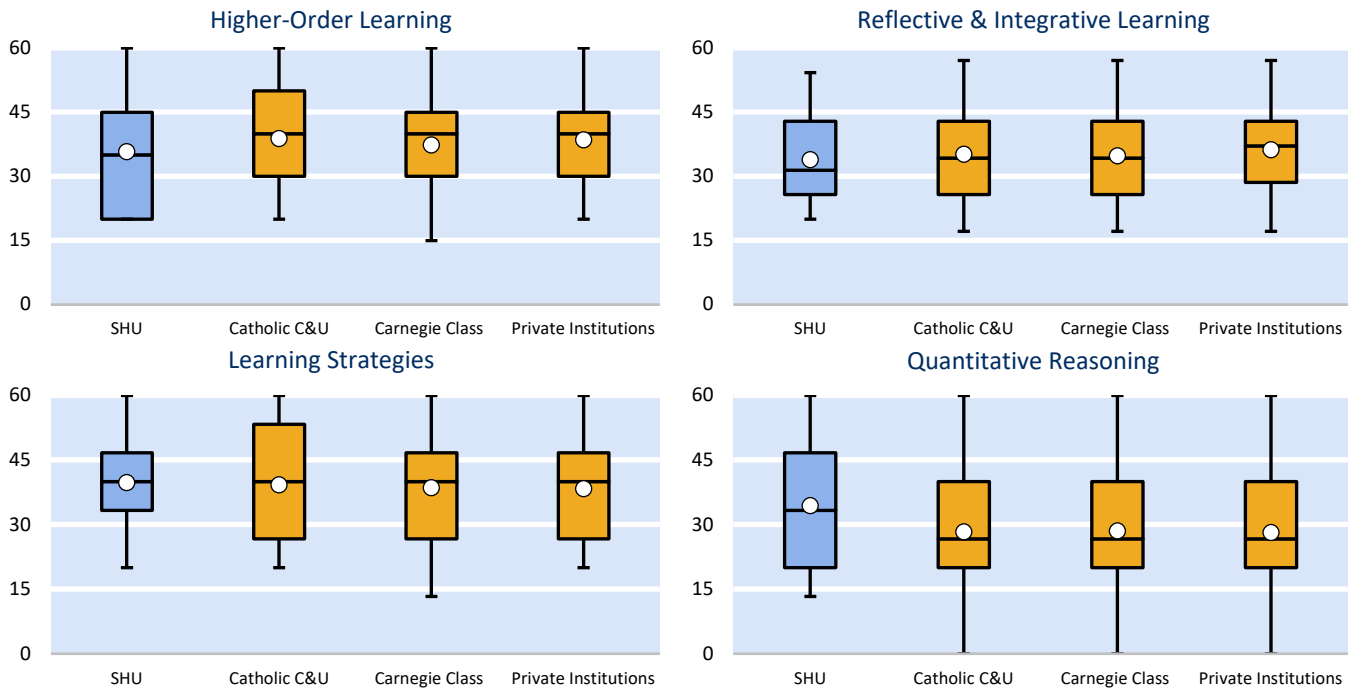
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	SHU Mean	Your first-year students compared with					
		Catholic C&U		Carnegie Class		Private Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	35.8	38.9	-.23	37.4	-.11	38.6	-.22
Reflective & Integrative Learning	33.9	35.3	-.11	34.9	-.07	36.2	-.20
Learning Strategies	39.8	39.2	.04	38.5	.09	38.3	.11
Quantitative Reasoning	34.4	28.3 *	.39	28.5 *	.38	28.2 *	.41

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 <sup>a</sup> between your FY students and		
		Catholic C&U	Carnegie Class	Private Institutions
<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	51	-20	-14	-21
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	61	-11	-4	-11
4d. Evaluating a point of view, decision, or information source	64	-10	-7	-7
4e. Forming a new idea or understanding from various pieces of information	69	-2	+1	-2
<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	46	-3	-0	-9
2b. Connected your learning to societal problems or issues	46	-8	-5	-8
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	-5	-5	-6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	78	+15	+16	+12
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	62	-8	-8	-10
2f. Learned something that changed the way you understand an issue or concept	46	-19	-16	-21
2g. Connected ideas from your courses to your prior experiences and knowledge	66	-11	-9	-14
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80	+4	+7	+3
9b. Reviewed your notes after class	47	-21	-19	-16
9c. Summarized what you learned in class or from course materials	73	+6	+8	+9
<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.)	58	+6	+7	+6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	52	+10	+9	+11
6c. Evaluated what others have concluded from numerical information	51	+12	+11	+11

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

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

### Academic Challenge: Seniors

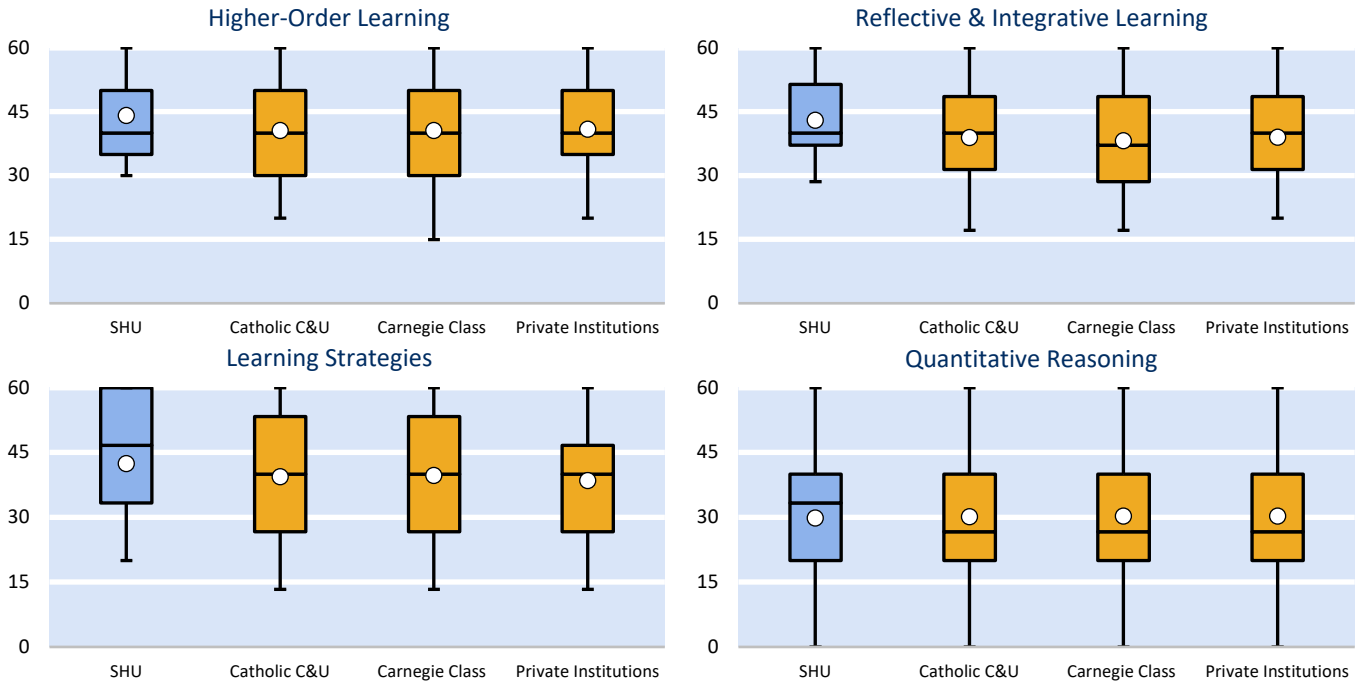
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	SHU Mean	Your seniors compared with					
		Catholic C&U		Carnegie Class		Private Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	44.1	40.6 **	.25	40.6 **	.25	40.9 *	.25
Reflective & Integrative Learning	43.0	38.9 ***	.32	38.2 ***	.37	39.0 ***	.33
Learning Strategies	42.4	39.3	.21	39.7	.19	38.5 *	.28
Quantitative Reasoning	29.9	30.1	-.01	30.3	-.03	30.3	-.03

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 <sup>a</sup> between your seniors and		
		Catholic C&U	Carnegie Class	Private Institutions
<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	80	+4	+3	+2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	88	+13	+14	+12
4d. Evaluating a point of view, decision, or information source	92	+18	+18	+18
4e. Forming a new idea or understanding from various pieces of information	92	+18	+19	+16
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	59	-9	-8	-10
2b. Connected your learning to societal problems or issues	80	+15	+18	+14
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	79	+18	+22	+21
2d. Examined the strengths and weaknesses of your own views on a topic or issue	90	+22	+25	+22
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	94	+20	+21	+19
2f. Learned something that changed the way you understand an issue or concept	87	+15	+18	+15
2g. Connected ideas from your courses to your prior experiences and knowledge	95	+12	+12	+11
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	86	+7	+7	+6
9b. Reviewed your notes after class	67	+2	-0	+7
9c. Summarized what you learned in class or from course materials	80	+12	+11	+14
<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.)	56	+1	+1	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	55	+8	+8	+9
6c. Evaluated what others have concluded from numerical information	54	+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.

## Learning with Peers: First-year students

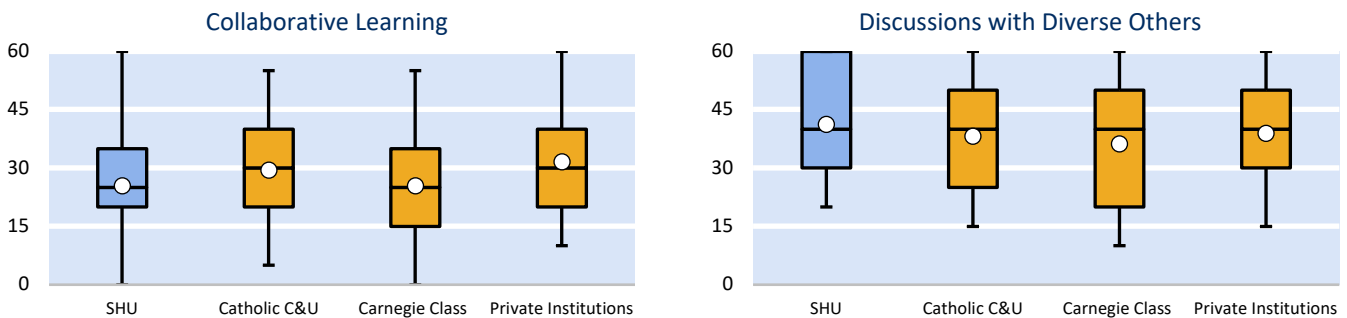
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		Catholic C&U		Carnegie Class		Private Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	25.4	29.5	-.28	25.5	.00	31.7 **	-.44
Discussions with Diverse Others	41.2	38.2	.20	36.3	.30	38.9	.16

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

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### Performance on Indicator Items

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Collaborative Learning	SHU	Percentage point difference <sup>a</sup> between your FY students and		
		Catholic C&U	Carnegie Class	Private Institutions
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	38	-7	-0	-12
1c. Explained course material to one or more students	46	-2	+6	-8
1d. Prepared for exams by discussing or working through course material with other students	35	-8	+3	-13
1e. Worked with other students on course projects or assignments	46	-3	+7	-9
<b>Discussions with Diverse Others</b>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	55	-14	-7	-15
8b. People from an economic background other than your own	70	+1	+8	-2
8c. People with religious beliefs other than your own	73	+10	+17	+10
8d. People with political views other than your own	55	-5	-6	-8

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## Learning with Peers: Seniors

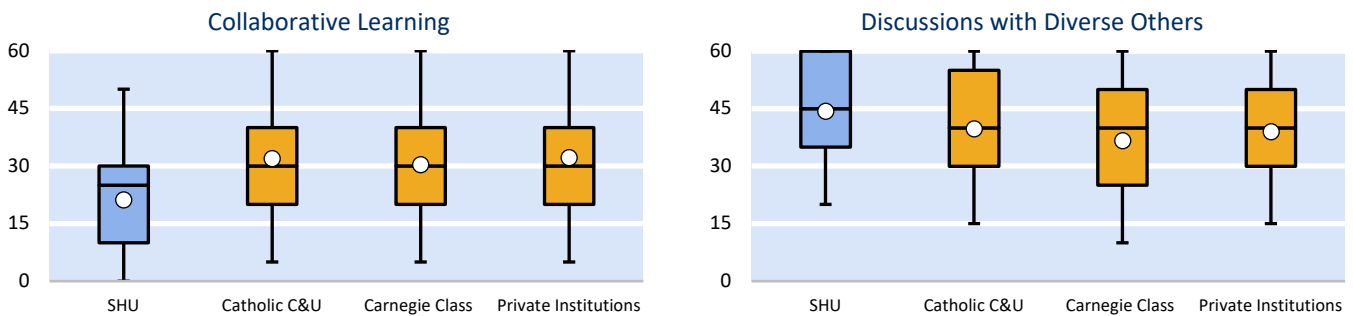
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean Comparisons

Engagement Indicator	SHU Mean	Your seniors compared with					
		Catholic C&U		Carnegie Class		Private Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	21.2	32.0 ***	-.72	30.4 ***	-.58	32.3 ***	-.74
Discussions with Diverse Others	44.3	39.8 *	.30	36.7 ***	.48	39.0 **	.36

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

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### Performance on Indicator Items

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

Collaborative Learning	SHU	Percentage point difference <sup>a</sup> between your seniors and		
		Catholic C&U	Carnegie Class	Private Institutions
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	19	-22	-24	-24
1c. Explained course material to one or more students	35	-21	-17	-23
1d. Prepared for exams by discussing or working through course material with other students	29	-17	-12	-18
1e. Worked with other students on course projects or assignments	40	-22	-16	-24
Discussions with Diverse Others		Percentage point difference <sup>a</sup> between your seniors and		
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	77	+5	+18	+8
8b. People from an economic background other than your own	74	+0	+8	+2
8c. People with religious beliefs other than your own	74	+6	+15	+10
8d. People with political views other than your own	72	+7	+6	+8

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## Experiences with Faculty: First-year students

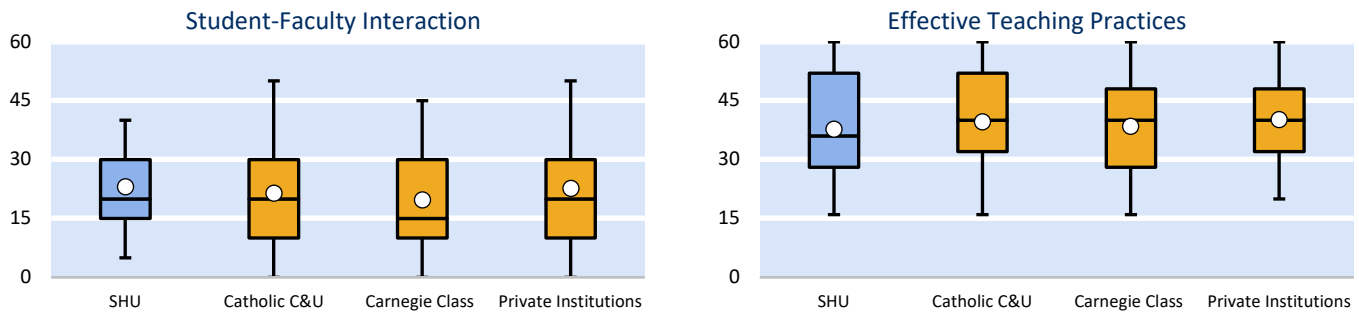
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		Catholic C&U		Carnegie Class		Private Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.1	21.4	.12	19.8	.24	22.7	.03
Effective Teaching Practices	37.8	39.6	-.14	38.5	-.05	40.2	-.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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Student-Faculty Interaction	SHU %	Percentage point difference <sup>a</sup> between your FY students and		
		Catholic C&U	Carnegie Class	Private Institutions
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	45	+8	+11	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	7	-14	-10	-15
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	-0	+4	-2
3d. Discussed your academic performance with a faculty member	36	+4	+7	+4
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	73	-5	-1	-6
5b. Taught course sessions in an organized way	69	-5	-1	-9
5c. Used examples or illustrations to explain difficult points	56	-17	-16	-22
5d. Provided feedback on a draft or work in progress	50	-19	-17	-19
5e. Provided prompt and detailed feedback on tests or completed assignments	50	-15	-10	-16

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### Experiences with Faculty: Seniors

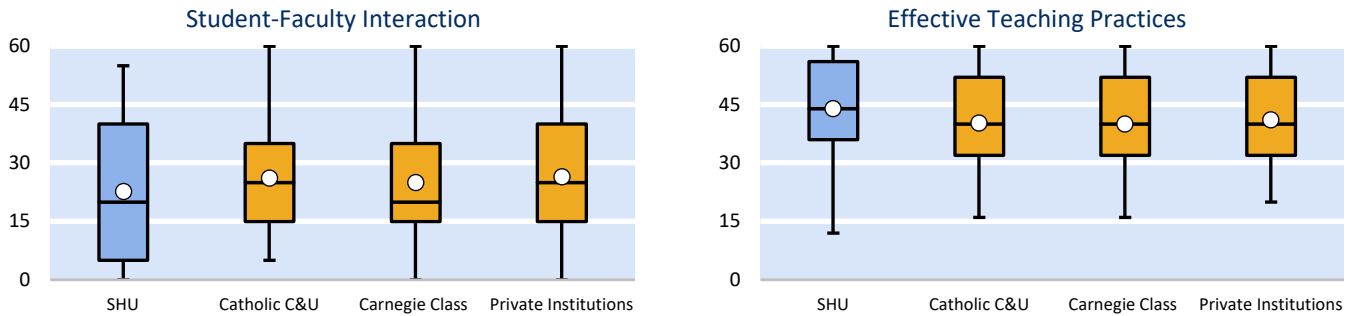
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Student-Faculty Interaction	SHU	Percentage point difference <sup>a</sup> between your seniors and		
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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	53	+5	+7	+4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	-5	-2	-6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	-6	-5	-8
3d. Discussed your academic performance with a faculty member	38	-0	+0	+2
<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	84	+5	+6	+2
5b. Taught course sessions in an organized way	87	+12	+12	+7
5c. Used examples or illustrations to explain difficult points	76	-0	+1	-3
5d. Provided feedback on a draft or work in progress	69	+3	+3	+0
5e. Provided prompt and detailed feedback on tests or completed assignments	83	+16	+17	+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: First-year students

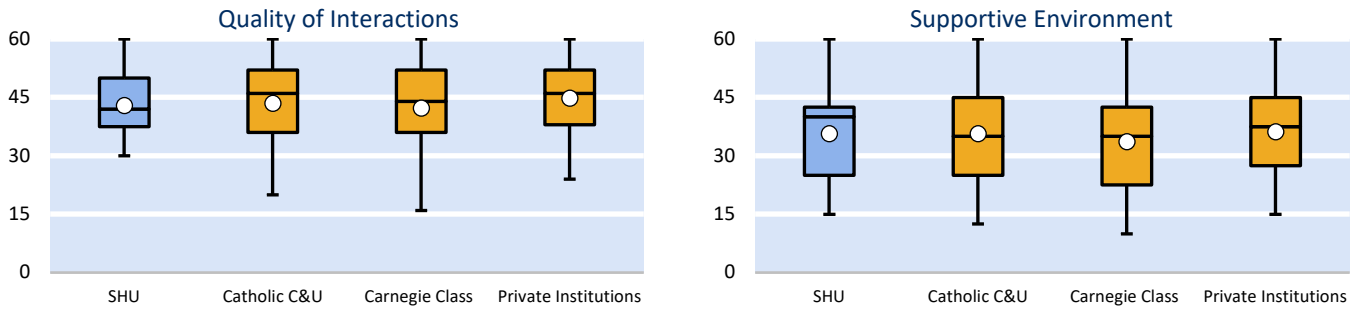
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	SHU Mean	Your first-year students compared with					
		Catholic C&U		Carnegie Class		Private Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.9	43.5	-.05	42.2	.06	44.8	-.17
Supportive Environment	35.6	35.6	.00	33.6	.14	36.2	-.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).

#### 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 <sup>a</sup> between your FY students and		
		Catholic C&U	Carnegie Class	Private Institutions
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	38	-14	-9	-18
13b. Academic advisors	52	-3	-1	-6
13c. Faculty	54	-2	+1	-7
13d. Student services staff (career services, student activities, housing, etc.)	29	-20	-19	-22
13e. Other administrative staff and offices (registrar, financial aid, etc.)	27	-22	-21	-25
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	73	-2	+3	-4
14c. Using learning support services (tutoring services, writing center, etc.)	66	-8	-4	-12
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	-6	-3	-5
14e. Providing opportunities to be involved socially	65	-4	+2	-6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	55	-11	-7	-13
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	-8	-3	-6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	57	-3	+2	-6
14i. Attending events that address important social, economic, or political issues	52	+1	+5	+1

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

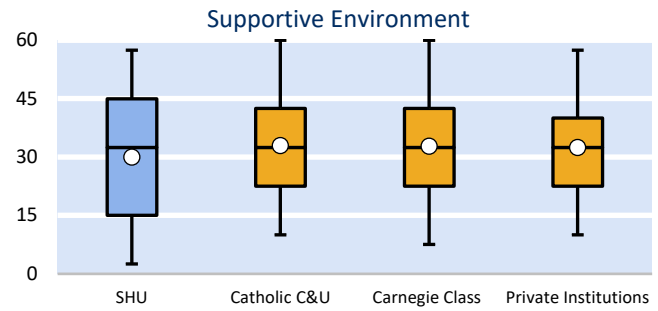
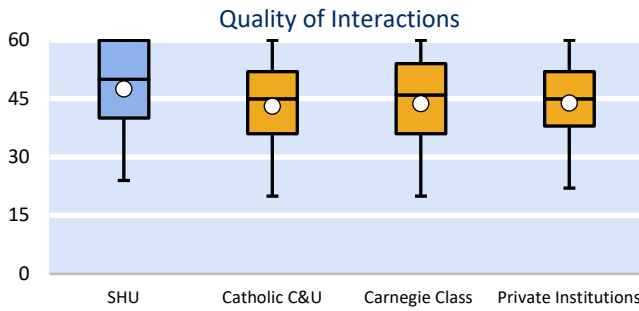
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	SHU Mean	Your seniors compared with					
		Catholic C&U		Carnegie Class		Private Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	47.6	43.1 **	.36	43.8 *	.30	44.0 *	.31
Supportive Environment	30.0	33.0	-.21	32.9	-.19	32.5	-.18

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 <sup>a</sup> between your seniors and		
		Catholic C&U	Carnegie Class	Private Institutions
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	60	+0	+1	+0
13b. Academic advisors	74	+18	+14	+14
13c. Faculty	67	+8	+8	+4
13d. Student services staff (career services, student activities, housing, etc.)	45	-1	-3	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	60	+15	+12	+14
<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	68	-1	-1	-4
14c. Using learning support services (tutoring services, writing center, etc.)	58	-9	-8	-10
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	66	+9	+11	+12
14e. Providing opportunities to be involved socially	55	-10	-10	-10
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	48	-11	-14	-10
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	30	-5	-4	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	39	-15	-14	-15
14i. Attending events that address important social, economic, or political issues	41	-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	SHU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	35.8	39.2	-.26		41.9 **	-.47	
Academic	Reflective and Integrative Learning	33.9	36.5	-.21		39.1 **	-.44	
Challenge	Learning Strategies	39.8	39.7	.00	✓	43.0	-.22	
	Quantitative Reasoning	34.4	29.7	.31	✓	32.5	.13	✓
Learning	Collaborative Learning	25.4	33.9 ***	-.61		37.0 ***	-.85	
with Peers	Discussions with Diverse Others	41.2	40.6	.04	✓	43.8	-.18	
Experiences	Student-Faculty Interaction	23.1	23.2	.00	✓	27.8 *	-.31	
with Faculty	Effective Teaching Practices	37.8	40.4	-.20		43.2 **	-.40	
Campus	Quality of Interactions	42.9	45.1	-.19		47.7 *	-.39	
Environment	Supportive Environment	35.6	36.8	-.09	✓	39.9 *	-.33	

#### Seniors

Theme	Engagement Indicator	SHU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	44.1	41.6	.18	✓	43.9	.01	✓
Academic	Reflective and Integrative Learning	43.0	39.7 **	.26	✓	42.5	.04	✓
Challenge	Learning Strategies	42.4	40.6	.13	✓	43.5	-.08	✓
	Quantitative Reasoning	29.9	31.6	-.11		34.8 *	-.31	
Learning	Collaborative Learning	21.2	35.0 ***	-.97		38.8 ***	-1.31	
with Peers	Discussions with Diverse Others	44.3	41.2	.20	✓	44.2	.01	✓
Experiences	Student-Faculty Interaction	22.6	28.5 **	-.37		33.6 ***	-.69	
with Faculty	Effective Teaching Practices	43.9	41.5	.18	✓	44.6	-.05	✓
Campus	Quality of Interactions	47.6	45.2	.20	✓	48.2	-.06	✓
Environment	Supportive Environment	30.0	34.1	-.29		37.2 **	-.50	

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>												
SHU (N = 41)	35.8	13.1	2.05	20	20	35	45	60				
Catholic C&U	38.9	13.3	.23	20	30	40	50	60	3,418	-3.1	.144	-.229
Carnegie Class	37.4	13.7	.34	15	30	40	45	60	1,620	-1.5	.475	-.113
Private Institutions	38.6	12.6	.20	20	30	40	45	60	4,122	-2.8	.162	-.219
Top 50%	39.2	13.2	.05	20	30	40	50	60	71,200	-3.4	.097	-.258
Top 10%	41.9	12.9	.14	20	35	40	55	60	8,686	-6.1	.003	-.470
<b>Reflective &amp; Integrative Learning</b>												
SHU (N = 42)	33.9	12.4	1.92	20	26	31	43	54				
Catholic C&U	35.3	12.1	.20	17	26	34	43	57	3,768	-1.3	.489	-.108
Carnegie Class	34.9	12.2	.29	17	26	34	43	57	1,760	-.9	.635	-.074
Private Institutions	36.2	11.6	.18	17	29	37	43	57	4,411	-2.3	.207	-.196
Top 50%	36.5	12.0	.05	17	29	37	46	57	69,120	-2.6	.167	-.213
Top 10%	39.1	11.8	.13	20	31	40	49	60	7,909	-5.2	.004	-.441
<b>Learning Strategies</b>												
SHU (N = 35)	39.8	12.3	2.06	20	33	40	47	60				
Catholic C&U	39.2	13.8	.25	20	27	40	53	60	3,206	.5	.816	.039
Carnegie Class	38.5	14.3	.37	13	27	40	47	60	37	1.2	.557	.087
Private Institutions	38.3	13.5	.22	20	27	40	47	60	3,892	1.5	.523	.108
Top 50%	39.7	14.0	.06	20	27	40	53	60	63,113	.0	.985	.003
Top 10%	43.0	14.3	.13	20	33	40	60	60	35	-3.2	.132	-.223
<b>Quantitative Reasoning</b>												
SHU (N = 35)	34.4	17.4	2.91	13	20	33	47	60				
Catholic C&U	28.3	15.6	.27	0	20	27	40	60	3,262	6.1	.020	.392
Carnegie Class	28.5	15.6	.41	0	20	27	40	60	1,500	5.9	.027	.377
Private Institutions	28.2	15.4	.25	0	20	27	40	60	3,942	6.3	.016	.406
Top 50%	29.7	15.3	.06	7	20	27	40	60	77,610	4.7	.067	.307
Top 10%	32.5	15.5	.15	7	20	33	40	60	10,150	2.0	.455	.126
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
SHU (N = 39)	25.4	15.4	2.47	0	20	25	35	60				
Catholic C&U	29.5	14.4	.23	5	20	30	40	55	4,117	-4.1	.080	-.282
Carnegie Class	25.5	14.9	.34	0	15	25	35	55	1,928	-.1	.983	-.003
Private Institutions	31.7	14.2	.21	10	20	30	40	60	4,724	-6.2	.006	-.439
Top 50%	33.9	13.9	.04	10	25	35	45	60	100,901	-8.4	.000	-.608
Top 10%	37.0	13.6	.10	15	25	40	45	60	19,951	-11.5	.000	-.848
<b>Discussions with Diverse Others</b>												
SHU (N = 35)	41.2	15.1	2.53	20	30	40	60	60				
Catholic C&U	38.2	15.6	.28	15	25	40	50	60	3,230	3.1	.245	.196
Carnegie Class	36.3	16.5	.43	10	20	40	50	60	1,502	5.0	.076	.302
Private Institutions	38.9	14.6	.23	15	30	40	50	60	3,911	2.3	.350	.158
Top 50%	40.6	15.2	.05	15	30	40	55	60	80,197	.6	.806	.041
Top 10%	43.8	14.4	.14	20	35	45	60	60	11,323	-2.6	.290	-.178



#### 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>												
SHU (N = 40)	23.1	12.6	2.00	5	15	20	30	40				
Catholic C&U	21.4	14.7	.25	0	10	20	30	50	3,591	1.7	.468	.115
Carnegie Class	19.8	14.2	.35	0	10	15	30	45	1,693	3.4	.138	.237
Private Institutions	22.7	14.0	.22	0	10	20	30	50	4,239	.5	.834	.033
Top 50%	23.2	14.7	.07	0	10	20	30	50	48,587	.0	.986	-.003
Top 10%	27.8	15.2	.21	5	15	25	40	60	40	-4.6	.026	-.306
<b>Effective Teaching Practices</b>												
SHU (N = 41)	37.8	15.5	2.41	16	28	36	52	60				
Catholic C&U	39.6	13.5	.23	16	32	40	52	60	3,405	-1.9	.375	-.139
Carnegie Class	38.5	13.9	.35	16	28	40	48	60	1,602	-.7	.743	-.052
Private Institutions	40.2	12.6	.20	20	32	40	48	60	41	-2.4	.318	-.194
Top 50%	40.4	13.5	.06	20	32	40	52	60	50,694	-2.6	.208	-.196
Top 10%	43.2	13.4	.16	20	36	44	56	60	7,018	-5.4	.010	-.405
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
SHU (N = 36)	42.9	9.3	1.56	30	38	42	50	60				
Catholic C&U	43.5	12.3	.23	20	36	46	52	60	2,986	-.6	.784	-.046
Carnegie Class	42.2	13.0	.36	16	36	44	52	60	39	.7	.658	.055
Private Institutions	44.8	10.9	.18	24	38	46	52	60	3,695	-1.9	.310	-.170
Top 50%	45.1	11.5	.05	24	38	46	54	60	44,206	-2.2	.255	-.190
Top 10%	47.7	12.3	.13	24	40	50	58	60	9,333	-4.8	.020	-.388
<b>Supportive Environment</b>												
SHU (N = 36)	35.6	13.7	2.28	15	25	40	43	60				
Catholic C&U	35.6	14.0	.25	13	25	35	45	60	3,123	.0	.998	.000
Carnegie Class	33.6	14.7	.39	10	23	35	43	60	1,442	2.1	.398	.143
Private Institutions	36.2	13.1	.21	15	28	38	45	60	3,776	-.5	.813	-.040
Top 50%	36.8	13.5	.06	15	28	38	45	60	54,499	-1.2	.594	-.089
Top 10%	39.9	12.8	.15	18	33	40	50	60	7,206	-4.3	.046	-.333

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>												
SHU (N = 65)	44.1	10.2	1.27	30	35	40	50	60				
Catholic C&U	40.6	14.0	.23	20	30	40	50	60	68	3.5	.008	.251
Carnegie Class	40.6	14.0	.34	15	30	40	50	60	73	3.5	.009	.254
Private Institutions	40.9	12.9	.20	20	35	40	50	60	4,394	3.2	.046	.249
Top 50%	41.6	13.6	.05	20	35	40	55	60	64	2.5	.052	.185
Top 10%	43.9	13.1	.15	20	35	40	55	60	66	.2	.881	.015
<b>Reflective &amp; Integrative Learning</b>												
SHU (N = 66)	43.0	9.3	1.15	29	37	40	51	60				
Catholic C&U	38.9	12.7	.20	17	31	40	49	60	69	4.1	.001	.320
Carnegie Class	38.2	13.2	.31	17	29	37	49	60	74	4.8	.000	.371
Private Institutions	39.0	12.1	.18	20	31	40	49	60	68	4.0	.001	.334
Top 50%	39.7	12.4	.05	20	31	40	49	60	65	3.3	.006	.263
Top 10%	42.5	11.7	.16	23	34	43	51	60	67	.5	.654	.045
<b>Learning Strategies</b>												
SHU (N = 62)	42.4	15.3	1.94	20	33	47	60	60				
Catholic C&U	39.3	14.4	.24	13	27	40	53	60	3,574	3.1	.098	.212
Carnegie Class	39.7	14.7	.36	13	27	40	53	60	1,692	2.7	.151	.186
Private Institutions	38.5	14.1	.22	13	27	40	47	60	4,200	3.9	.030	.278
Top 50%	40.6	14.6	.05	20	33	40	53	60	81,976	1.8	.321	.126
Top 10%	43.5	14.2	.14	20	33	40	60	60	10,671	-1.1	.549	-.076
<b>Quantitative Reasoning</b>												
SHU (N = 64)	29.9	16.7	2.08	0	20	33	40	60				
Catholic C&U	30.1	16.7	.28	0	20	27	40	60	3,603	-.2	.906	-.015
Carnegie Class	30.3	16.6	.41	0	20	27	40	60	1,713	-.4	.839	-.026
Private Institutions	30.3	16.4	.25	0	20	27	40	60	4,238	-.4	.838	-.026
Top 50%	31.6	16.3	.05	0	20	33	40	60	100,188	-1.7	.391	-.107
Top 10%	34.8	15.8	.16	7	20	33	47	60	9,932	-5.0	.012	-.315
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
SHU (N = 69)	21.2	15.5	1.87	0	10	25	30	50				
Catholic C&U	32.0	14.9	.23	5	20	30	40	60	4,356	-10.8	.000	-.721
Carnegie Class	30.4	15.8	.36	5	20	30	40	60	2,035	-9.2	.000	-.583
Private Institutions	32.3	14.8	.21	5	20	30	40	60	4,848	-11.0	.000	-.744
Top 50%	35.0	14.2	.04	10	25	35	45	60	104,726	-13.8	.000	-.975
Top 10%	38.8	13.4	.13	15	30	40	50	60	69	-17.6	.000	-1.312
<b>Discussions with Diverse Others</b>												
SHU (N = 62)	44.3	15.5	1.97	20	35	45	60	60				
Catholic C&U	39.8	15.3	.26	15	30	40	55	60	3,596	4.6	.021	.297
Carnegie Class	36.7	16.0	.40	10	25	40	50	60	1,699	7.6	.000	.476
Private Institutions	39.0	14.9	.23	15	30	40	50	60	4,215	5.3	.005	.355
Top 50%	41.2	15.6	.05	15	30	40	60	60	104,689	3.1	.118	.199
Top 10%	44.2	15.0	.12	20	35	45	60	60	15,527	.2	.922	.013

#### 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>												
SHU (N = 66)	22.6	17.9	2.20	0	5	20	40	55				
Catholic C&U	26.1	16.0	.26	5	15	25	35	60	3,906	-3.5	.079	-.218
Carnegie Class	25.0	16.5	.39	0	15	20	35	60	1,855	-2.3	.260	-.141
Private Institutions	26.4	15.8	.24	0	15	25	40	60	66	-3.8	.091	-.240
Top 50%	28.5	16.0	.08	5	15	25	40	60	38,901	-5.9	.003	-.367
Top 10%	33.6	15.9	.23	10	20	35	45	60	4,853	-11.0	.000	-.689
<b>Effective Teaching Practices</b>												
SHU (N = 64)	43.9	14.1	1.76	12	36	44	56	60				
Catholic C&U	40.2	14.3	.23	16	32	40	52	60	3,763	3.8	.037	.263
Carnegie Class	40.0	14.4	.35	16	32	40	52	60	1,795	3.9	.031	.274
Private Institutions	41.0	13.2	.20	20	32	40	52	60	4,388	2.9	.079	.221
Top 50%	41.5	13.9	.06	16	32	40	52	60	60,824	2.4	.161	.175
Top 10%	44.6	13.3	.16	20	36	44	56	60	7,391	-.6	.703	-.048
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
SHU (N = 57)	47.6	11.7	1.54	24	40	50	60	60				
Catholic C&U	43.1	12.5	.22	20	36	45	52	60	3,365	4.5	.007	.357
Carnegie Class	43.8	12.6	.32	20	36	46	54	60	1,566	3.8	.026	.300
Private Institutions	44.0	11.4	.18	22	38	45	52	60	3,987	3.6	.018	.314
Top 50%	45.2	11.9	.05	22	38	48	54	60	58,137	2.4	.132	.199
Top 10%	48.2	11.9	.11	25	42	50	60	60	12,978	-.7	.666	-.057
<b>Supportive Environment</b>												
SHU (N = 60)	30.0	17.6	2.27	3	15	33	45	58				
Catholic C&U	33.0	14.5	.25	10	23	33	43	60	60	-3.0	.194	-.205
Carnegie Class	32.9	14.8	.37	8	23	33	43	60	62	-2.8	.221	-.191
Private Institutions	32.5	13.8	.22	10	23	33	40	58	60	-2.5	.276	-.181
Top 50%	34.1	14.2	.06	10	23	35	43	60	59	-4.1	.077	-.288
Top 10%	37.2	14.3	.16	13	28	38	48	60	60	-7.1	.003	-.499

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.