



NSSE 2018

Engagement Indicators

Northern Michigan 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 2017 and 2018 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder 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 State Peers	Your first-year students compared with State and Regional	Your first-year students compared with Crngie Size/Setting
<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 State Peers	Your seniors compared with State and Regional	Your seniors compared with Crngie Size/Setting
<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

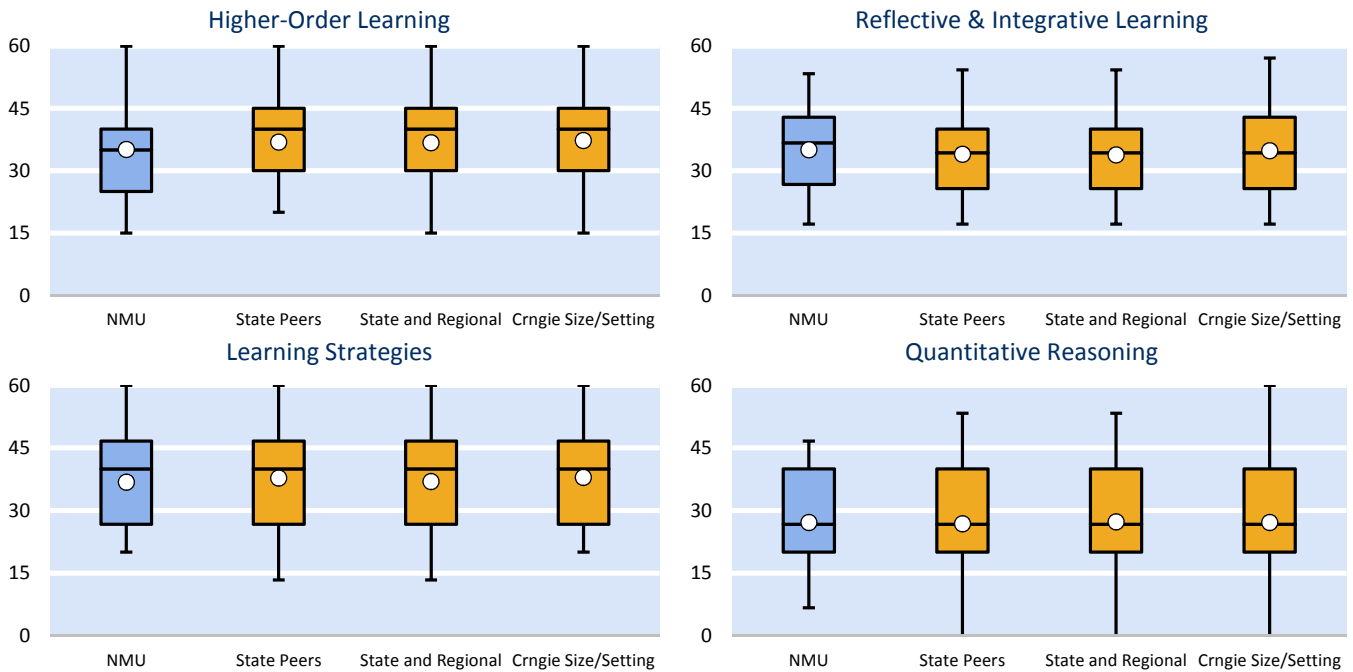
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	NMU Mean	Your first-year students compared with					
		State Peers		State and Regional		Crngie Size/Setting	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	35.1	36.9 *	-.14	36.8 *	-.13	37.2 **	-.16
Reflective & Integrative Learning	35.0	34.0	.09	33.9	.10	34.8	.02
Learning Strategies	36.8	37.8	-.07	36.9	-.01	37.9	-.08
Quantitative Reasoning	27.1	26.8	.02	27.3	-.01	27.1	.00

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.

	NMU	Percentage point difference ^a between your FY students and		
		State Peers	State and Regional	Cmgie Size/Setting
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	67	-3	-4	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	61	-5	-5	-6
4d. Evaluating a point of view, decision, or information source	64	-2	-3	-5
4e. Forming a new idea or understanding from various pieces of information	58	-7	-8	-9
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	55	+4	+3	+3
2b. Connected your learning to societal problems or issues	50	+5	+3	0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	+4	+4	-2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	+5	+6	+3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	+2	+4	+2
2f. Learned something that changed the way you understand an issue or concept	61	-4	-3	-5
2g. Connected ideas from your courses to your prior experiences and knowledge	80	+3	+3	+3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	68	-6	-6	-7
9b. Reviewed your notes after class	65	0	+2	0
9c. Summarized what you learned in class or from course materials	60	-2	+1	-3
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55	+3	+3	+4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	+3	+2	+1
6c. Evaluated what others have concluded from numerical information	35	0	-2	-2

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

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

Academic Challenge: Seniors

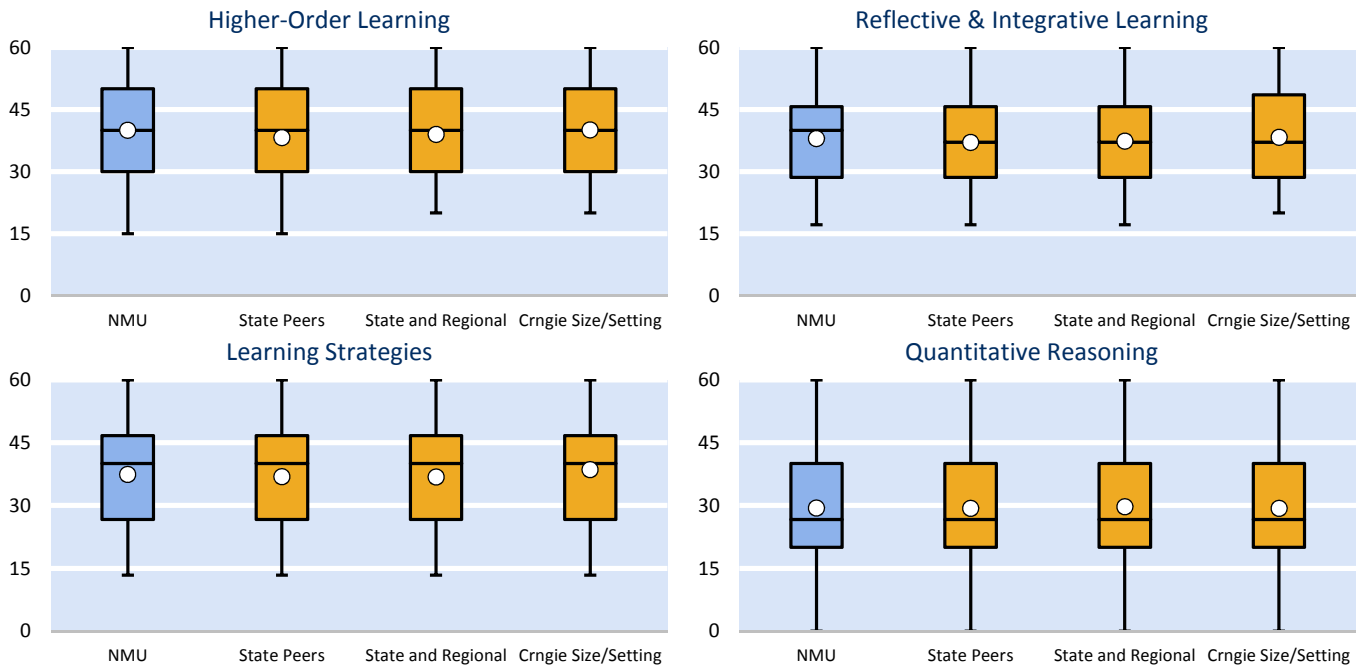
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	NMU Mean	Your seniors compared with					
		State Peers		State and Regional		Crngie Size/Setting	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.0	38.2 **	.13	39.0	.08	40.1	.00
Reflective & Integrative Learning	38.0	37.1	.07	37.4	.04	38.3	-.03
Learning Strategies	37.4	36.8	.04	36.8	.05	38.5	-.08
Quantitative Reasoning	29.4	29.3	.00	29.7	-.02	29.3	.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.

	NMU	Percentage point difference ^a between your seniors and		
		State Peers	State and Regional	Congie Size/Setting
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	79	+3	-0	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	+4	+1	-1
4d. Evaluating a point of view, decision, or information source	69	+5	+4	-2
4e. Forming a new idea or understanding from various pieces of information	72	+6	+4	+1
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	72	+1	-0	+1
2b. Connected your learning to societal problems or issues	62	+6	+4	+1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	+1	-0	-5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	-0	-1	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	+3	+3	+0
2f. Learned something that changed the way you understand an issue or concept	73	+3	+3	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	85	+3	+1	+1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79	+5	+5	+1
9b. Reviewed your notes after class	59	-1	-0	-4
9c. Summarized what you learned in class or from course materials	61	+0	+2	-3
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.)	52	-4	-4	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	-0	-1	-2
6c. Evaluated what others have concluded from numerical information	45	+3	+2	+2

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

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Learning with Peers: First-year students

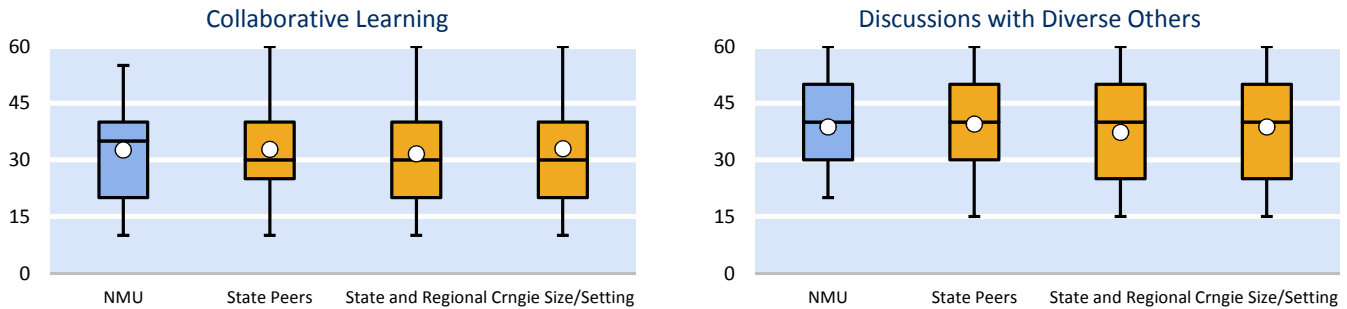
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	NMU Mean	Your first-year students compared with					
		State Peers		State and Regional		Crngie Size/Setting	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.6	32.8	-.01	31.6	.08	32.9	-.02
Discussions with Diverse Others	38.6	39.5	-.06	37.3	.09	38.7	.00

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Collaborative Learning	NMU	Percentage point difference ^a between your FY students and		
		State Peers	State and Regional	Crngie Size/Setting
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	55	+0	+3	+1
1f. Explained course material to one or more students	60	-0	+3	+1
1g. Prepared for exams by discussing or working through course material with other students	52	+4	+7	+1
1h. Worked with other students on course projects or assignments	52	-3	-0	-4
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	53	-14	-6	-14
8b. People from an economic background other than your own	72	+0	+6	+1
8c. People with religious beliefs other than your own	70	+3	+7	+6
8d. People with political views other than your own	73	+4	+7	+9

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Learning with Peers: Seniors

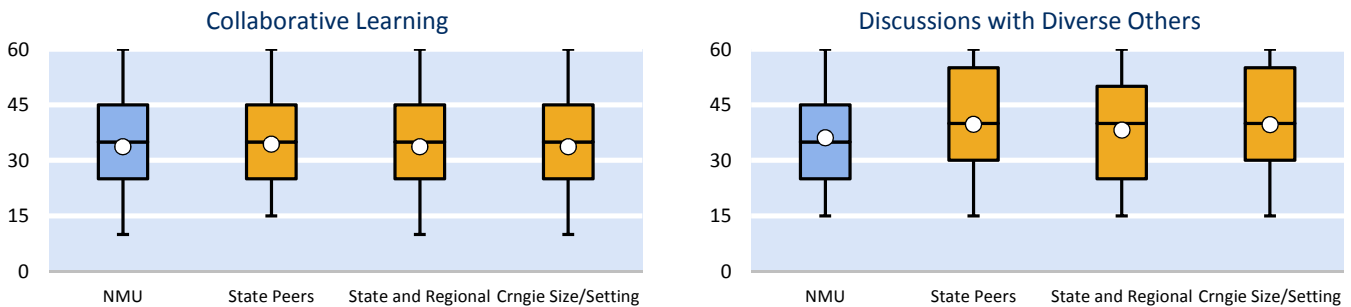
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	NMU Mean	Your seniors compared with					
		State Peers Effect size		State and Regional Effect size		Crngie Size/Setting Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.7	34.4	-.04	33.7	.00	33.7	.00
Discussions with Diverse Others	36.1	39.8 ***	-.24	38.2 **	-.13	39.7 ***	-.23

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Collaborative Learning	NMU %	Percentage point difference ^a between your seniors and		
		State Peers	State and Regional	Crngie Size/Setting
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	49	+3	+2	+3
1f. Explained course material to one or more students	64	-1	+1	+1
1g. Prepared for exams by discussing or working through course material with other students	49	+0	+2	-2
1h. Worked with other students on course projects or assignments	66	-5	-2	+0
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	48	-19	-11	-21
8b. People from an economic background other than your own	68	-4	+0	-4
8c. People with religious beliefs other than your own	63	-5	-3	-3
8d. People with political views other than your own	61	-8	-7	-6

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Experiences with Faculty: First-year students

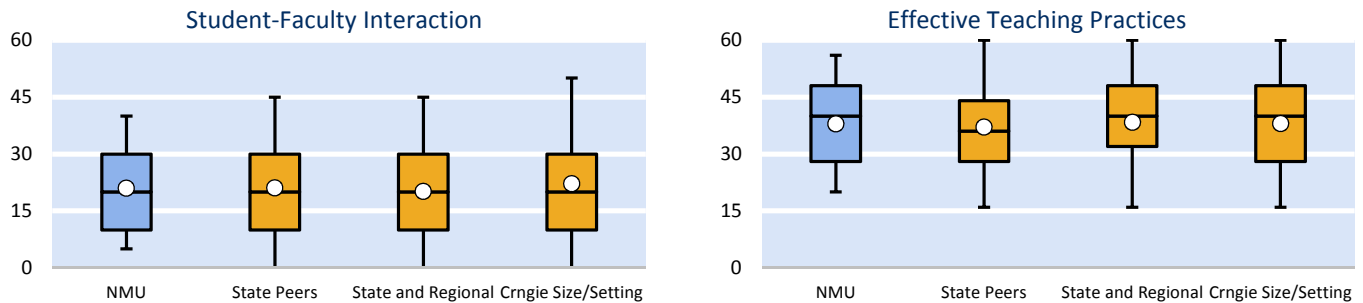
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	NMU Mean	Your first-year students compared with					
		State Peers		State and Regional		Crngie Size/Setting	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.0	21.1	-.01	20.2	.06	22.2	-.08
Effective Teaching Practices	38.0	37.1	.07	38.4	-.03	38.0	-.01

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Student-Faculty Interaction	NMU %	Percentage point difference ^a between your FY students and		
		State Peers	State and Regional	Crngie Size/Setting
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	44	+5	+9	+6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	-0	+0	-3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	+0	+0	-4
3d. Discussed your academic performance with a faculty member	27	-1	+1	-5
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	79	+3	+0	+3
5b. Taught course sessions in an organized way	76	+3	-1	+3
5c. Used examples or illustrations to explain difficult points	73	+1	-2	+1
5d. Provided feedback on a draft or work in progress	69	+9	+6	+5
5e. Provided prompt and detailed feedback on tests or completed assignments	60	+5	-0	+0

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Experiences with Faculty: Seniors

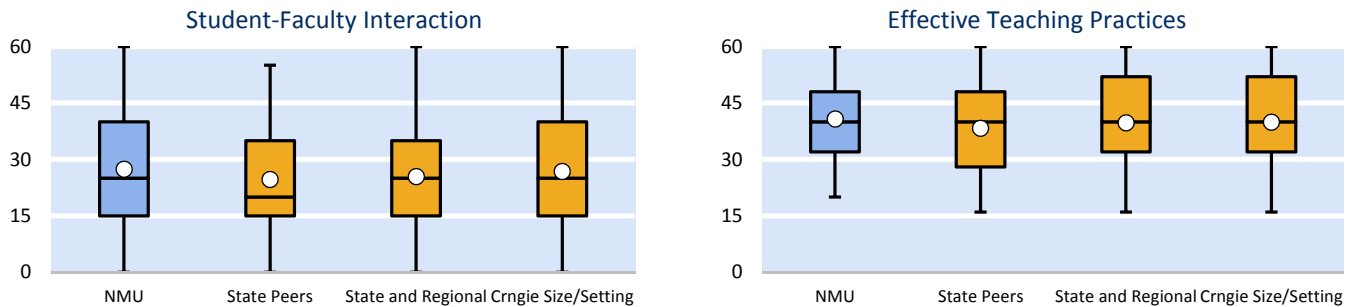
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	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	27.3	24.6 ***	.17	25.4 *	.12	26.8	.03
Effective Teaching Practices	40.7	38.2 ***	.19	39.7	.08	39.9	.06

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		State Peers	State and Regional	Crngie Size/Setting
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	52	+6	+5	+2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	34	+5	+3	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	41	+7	+5	+3
3d. Discussed your academic performance with a faculty member	40	+7	+6	-0
<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	81	+3	+1	+1
5b. Taught course sessions in an organized way	80	+5	+1	+2
5c. Used examples or illustrations to explain difficult points	80	+4	-0	+3
5d. Provided feedback on a draft or work in progress	69	+11	+8	+6
5e. Provided prompt and detailed feedback on tests or completed assignments	66	+5	+2	+1

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

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

Campus Environment: First-year students

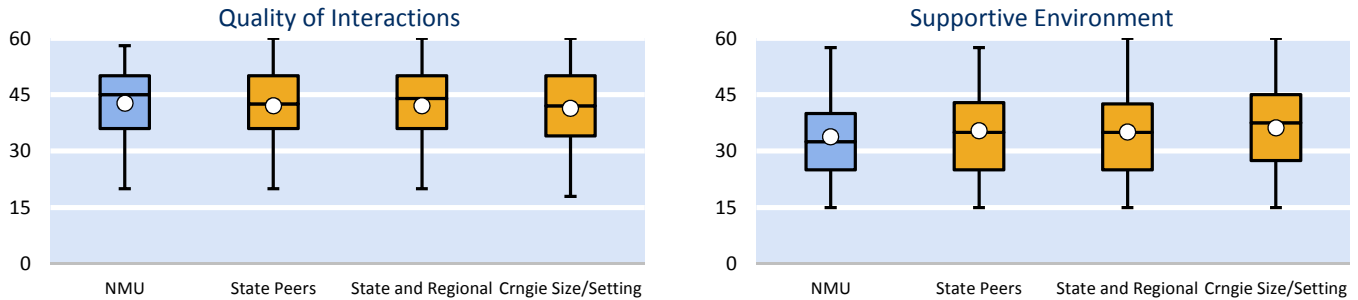
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	NMU Mean	Your first-year students compared with					
		State Peers Mean	Effect size	State and Regional Mean	Effect size	Crngie Size/Setting Mean	Effect size
Quality of Interactions	42.7	42.0	.06	42.1	.06	41.4	.11
Supportive Environment	33.8	35.4	-.12	35.1	-.09	36.2 **	-.17

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

Score Distributions



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

Performance 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	NMU	Percentage point difference ^a between your FY students and		
		State Peers	State and Regional	Crngie Size/Setting
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	42	-7	-8	-7
13b. Academic advisors	57	+6	+8	+9
13c. Faculty	48	+3	+1	+1
13d. Student services staff (career services, student activities, housing, etc.)	48	+3	+2	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	48	+4	+2	+6
<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	76	-1	-0	+1
14c. Using learning support services (tutoring services, writing center, etc.)	78	+1	+1	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	50	-9	-7	-11
14e. Providing opportunities to be involved socially	69	-2	-1	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	+0	-2	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32	-5	-8	-10
14h. Attending campus activities and events (performing arts, athletic events, etc.)	63	-2	+3	-3
14i. Attending events that address important social, economic, or political issues	39	-8	-8	-13

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

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

Campus Environment: Seniors

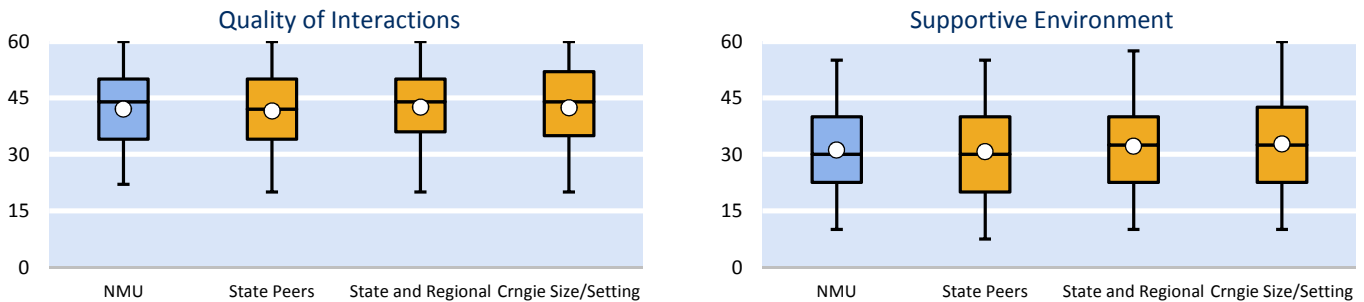
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	NMU Mean	Your seniors compared with					
		State Peers		State and Regional		Crngie Size/Setting	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.1	41.5	.05	42.6	-.04	42.4	-.03
Supportive Environment	31.2	30.8	.03	32.2	-.07	32.8 *	-.11

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

Score Distributions



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

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	NMU %	Percentage point difference ^a between your seniors and		
		State Peers	State and Regional	Crngie Size/Setting
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	54	-0	-2	-2
13b. Academic advisors	51	+5	+1	-1
13c. Faculty	55	+2	-3	-2
13d. Student services staff (career services, student activities, housing, etc.)	40	+0	-4	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	-1	-5	-3
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	70	+1	-3	-1
14c. Using learning support services (tutoring services, writing center, etc.)	69	+6	+2	+4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	42	-7	-8	-12
14e. Providing opportunities to be involved socially	65	+2	-1	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	+3	-4	-5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	30	+4	-1	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	55	+4	+5	+0
14i. Attending events that address important social, economic, or political issues	42	+2	+1	-4

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2017 and 2018 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2017 and 2018 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	NMU 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	35.1	38.9 ***	-.29		40.5 ***	-.41	
	Reflective and Integrative Learning	35.0	36.5 *	-.12		38.1 ***	-.25	
	Learning Strategies	36.8	39.5 **	-.20		41.6 ***	-.34	
	Quantitative Reasoning	27.1	28.7	-.10		30.4 ***	-.22	
<i>Learning with Peers</i>	Collaborative Learning	32.6	35.1 **	-.19		37.2 ***	-.34	
	Discussions with Diverse Others	38.6	41.4 **	-.18		43.4 ***	-.32	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	21.0	24.3 ***	-.22		27.2 ***	-.40	
	Effective Teaching Practices	38.0	40.3 **	-.18		42.0 ***	-.29	
<i>Campus Environment</i>	Quality of Interactions	42.7	43.9	-.10	✓	45.9 ***	-.26	
	Supportive Environment	33.8	37.9 ***	-.31		39.7 ***	-.44	

Seniors

Theme	Engagement Indicator	NMU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.0	41.3 *	-.10		42.5 ***	-.18	
	Reflective and Integrative Learning	38.0	39.6 **	-.13		41.1 ***	-.26	
	Learning Strategies	37.4	40.2 ***	-.19		42.3 ***	-.35	
	Quantitative Reasoning	29.4	30.7	-.08	✓	32.7 ***	-.21	
<i>Learning with Peers</i>	Collaborative Learning	33.7	35.7 **	-.14		38.1 ***	-.32	
	Discussions with Diverse Others	36.1	41.9 ***	-.37		43.8 ***	-.50	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	27.3	29.2 **	-.12		33.3 ***	-.37	
	Effective Teaching Practices	40.7	41.1	-.03	✓	43.1 ***	-.17	
<i>Campus Environment</i>	Quality of Interactions	42.1	44.4 ***	-.20		46.5 ***	-.36	
	Supportive Environment	31.2	34.3 ***	-.23		36.4 ***	-.38	

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 2017 and 2018 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
NMU (N = 262)	35.1	12.3	.76	15	25	35	40	60				
State Peers	36.9	12.7	.21	20	30	40	45	60	3,823	-1.8	.027	-.142
State and Regional	36.8	12.8	.18	15	30	40	45	60	5,204	-1.7	.039	-.131
Crngie Size/Setting	37.2	13.2	.07	15	30	40	45	60	37,846	-2.1	.009	-.162
Top 50%	38.9	13.1	.03	20	30	40	50	60	159,480	-3.8	.000	-.294
Top 10%	40.5	13.3	.07	20	30	40	50	60	38,097	-5.4	.000	-.405
Reflective & Integrative Learning												
NMU (N = 282)	35.0	10.8	.65	17	27	37	43	53				
State Peers	34.0	11.5	.19	17	26	34	40	54	4,018	1.1	.136	.092
State and Regional	33.9	11.5	.16	17	26	34	40	54	5,430	1.2	.096	.102
Crngie Size/Setting	34.8	11.9	.06	17	26	34	43	57	286	.2	.720	.019
Top 50%	36.5	11.8	.03	17	29	37	43	57	282	-1.4	.027	-.122
Top 10%	38.1	12.0	.07	20	29	37	46	60	287	-3.0	.000	-.253
Learning Strategies												
NMU (N = 238)	36.8	13.2	.85	20	27	40	47	60				
State Peers	37.8	13.5	.24	13	27	40	47	60	3,443	-1.0	.271	-.074
State and Regional	36.9	13.7	.20	13	27	40	47	60	4,728	-.1	.927	-.006
Crngie Size/Setting	37.9	13.7	.07	20	27	40	47	60	34,293	-1.1	.209	-.082
Top 50%	39.5	13.7	.04	20	27	40	53	60	129,237	-2.7	.002	-.197
Top 10%	41.6	14.1	.08	20	33	40	53	60	31,360	-4.8	.000	-.341
Quantitative Reasoning												
NMU (N = 253)	27.1	13.7	.86	7	20	27	40	47				
State Peers	26.8	14.6	.25	0	20	27	40	53	3,777	.2	.796	.017
State and Regional	27.3	14.6	.21	0	20	27	40	53	5,115	-.2	.855	-.012
Crngie Size/Setting	27.1	15.2	.08	0	20	27	40	60	36,970	.0	1.000	.000
Top 50%	28.7	15.2	.04	0	20	27	40	60	252	-1.6	.071	-.103
Top 10%	30.4	15.3	.08	7	20	27	40	60	255	-3.3	.000	-.215
Learning with Peers												
Collaborative Learning												
NMU (N = 299)	32.6	13.1	.76	10	20	35	40	55				
State Peers	32.8	13.4	.22	10	25	30	40	60	4,202	-.2	.827	-.013
State and Regional	31.6	13.5	.18	10	20	30	40	60	5,663	1.0	.191	.078
Crngie Size/Setting	32.9	13.8	.07	10	20	30	40	60	42,342	-.3	.739	-.019
Top 50%	35.1	13.6	.03	15	25	35	45	60	176,017	-2.5	.001	-.185
Top 10%	37.2	13.6	.07	15	25	40	45	60	39,540	-4.6	.000	-.341
Discussions with Diverse Others												
NMU (N = 248)	38.6	14.3	.91	20	30	40	50	60				
State Peers	39.5	14.6	.26	15	30	40	50	60	3,489	-.8	.401	-.055
State and Regional	37.3	15.2	.23	15	25	40	50	60	4,778	1.4	.159	.092
Crngie Size/Setting	38.7	15.5	.08	15	25	40	50	60	251	.0	.987	-.001
Top 50%	41.4	15.0	.04	15	30	40	55	60	161,123	-2.7	.004	-.183
Top 10%	43.4	14.8	.08	20	35	45	60	60	35,969	-4.8	.000	-.323

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
NMU (N = 266)	21.0	12.4	.76	5	10	20	30	40				
State Peers	21.1	14.1	.23	0	10	20	30	45	318	-.1	.922	-.006
State and Regional	20.2	14.1	.20	0	10	20	30	45	5,287	.8	.345	.059
Crngie Size/Setting	22.2	14.5	.07	0	10	20	30	50	270	-1.2	.130	-.080
Top 50%	24.3	14.8	.05	5	15	20	35	55	267	-3.3	.000	-.220
Top 10%	27.2	15.8	.12	5	15	25	40	60	279	-6.2	.000	-.397
Effective Teaching Practices												
NMU (N = 261)	38.0	11.9	.74	20	28	40	48	56				
State Peers	37.1	12.6	.21	16	28	36	44	60	3,848	.9	.274	.070
State and Regional	38.4	12.6	.18	16	32	40	48	60	5,206	-.4	.611	-.032
Crngie Size/Setting	38.0	13.2	.07	16	28	40	48	60	264	-.1	.907	-.007
Top 50%	40.3	13.1	.04	20	32	40	52	60	261	-2.3	.002	-.177
Top 10%	42.0	13.7	.08	20	32	40	52	60	265	-4.0	.000	-.294
Campus Environment												
Quality of Interactions												
NMU (N = 230)	42.7	11.3	.74	20	36	45	50	58				
State Peers	42.0	11.7	.21	20	36	43	50	60	3,265	.7	.375	.061
State and Regional	42.1	11.7	.18	20	36	44	50	60	4,492	.7	.394	.058
Crngie Size/Setting	41.4	12.4	.07	18	34	42	50	60	232	1.4	.063	.113
Top 50%	43.9	11.6	.04	22	38	46	52	60	95,627	-1.1	.135	-.099
Top 10%	45.9	12.1	.08	22	40	48	56	60	20,949	-3.1	.000	-.259
Supportive Environment												
NMU (N = 234)	33.8	11.9	.78	15	25	33	40	58				
State Peers	35.4	12.8	.24	15	25	35	43	58	278	-1.6	.053	-.124
State and Regional	35.1	13.1	.20	15	25	35	43	60	265	-1.2	.127	-.095
Crngie Size/Setting	36.2	13.4	.07	15	28	38	45	60	238	-2.3	.003	-.173
Top 50%	37.9	13.2	.04	15	30	40	48	60	234	-4.1	.000	-.310
Top 10%	39.7	13.1	.08	18	30	40	50	60	238	-5.8	.000	-.444

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
NMU (N = 463)	40.0	13.6	.63	15	30	40	50	60				
State Peers	38.2	13.5	.18	15	30	40	50	60	6,385	1.8	.005	.135
State and Regional	39.0	13.3	.17	20	30	40	50	60	6,676	1.0	.110	.077
Crngie Size/Setting	40.1	13.6	.07	20	30	40	50	60	42,964	-.1	.923	-.004
Top 50%	41.3	13.5	.03	20	35	40	55	60	164,560	-1.3	.040	-.096
Top 10%	42.5	13.7	.06	20	35	40	55	60	49,892	-2.4	.000	-.177
Reflective & Integrative Learning												
NMU (N = 492)	38.0	12.2	.55	17	29	40	46	60				
State Peers	37.1	12.4	.16	17	29	37	46	60	6,624	.9	.124	.072
State and Regional	37.4	12.3	.15	17	29	37	46	60	6,911	.6	.337	.045
Crngie Size/Setting	38.3	12.3	.06	20	29	37	49	60	44,782	-.3	.578	-.025
Top 50%	39.6	12.2	.03	20	31	40	49	60	161,041	-1.6	.003	-.132
Top 10%	41.1	12.2	.07	20	33	40	51	60	34,638	-3.2	.000	-.260
Learning Strategies												
NMU (N = 445)	37.4	14.5	.69	13	27	40	47	60				
State Peers	36.8	14.4	.20	13	27	40	47	60	5,868	.6	.404	.041
State and Regional	36.8	14.7	.19	13	27	40	47	60	6,116	.7	.353	.046
Crngie Size/Setting	38.5	14.4	.07	13	27	40	47	60	39,846	-1.1	.106	-.077
Top 50%	40.2	14.4	.03	20	33	40	53	60	174,526	-2.8	.000	-.192
Top 10%	42.3	14.2	.07	20	33	40	53	60	47,403	-4.9	.000	-.346
Quantitative Reasoning												
NMU (N = 450)	29.4	16.0	.76	0	20	27	40	60				
State Peers	29.3	15.8	.21	0	20	27	40	60	6,262	.1	.941	.004
State and Regional	29.7	15.6	.20	0	20	27	40	60	6,573	-.3	.673	-.021
Crngie Size/Setting	29.3	16.2	.08	0	20	27	40	60	42,152	.1	.908	.006
Top 50%	30.7	16.0	.03	0	20	33	40	60	225,523	-1.3	.089	-.080
Top 10%	32.7	15.7	.07	7	20	33	40	60	49,558	-3.3	.000	-.208
Learning with Peers												
Collaborative Learning												
NMU (N = 518)	33.7	14.2	.63	10	25	35	45	60				
State Peers	34.4	13.8	.17	15	25	35	45	60	6,831	-.6	.333	-.044
State and Regional	33.7	14.1	.17	10	25	35	45	60	7,087	.0	.961	.002
Crngie Size/Setting	33.7	14.5	.07	10	25	35	45	60	46,037	.1	.934	.004
Top 50%	35.7	13.9	.03	15	25	35	45	60	211,593	-1.9	.001	-.140
Top 10%	38.1	13.5	.07	15	30	40	50	60	35,652	-4.3	.000	-.322
Discussions with Diverse Others												
NMU (N = 449)	36.1	14.8	.70	15	25	35	45	60				
State Peers	39.8	15.4	.21	15	30	40	55	60	5,907	-3.7	.000	-.239
State and Regional	38.2	15.5	.20	15	25	40	50	60	6,171	-2.1	.006	-.134
Crngie Size/Setting	39.7	15.7	.08	15	30	40	55	60	40,051	-3.6	.000	-.228
Top 50%	41.9	15.6	.03	15	30	40	60	60	228,693	-5.8	.000	-.374
Top 10%	43.8	15.5	.07	20	35	45	60	60	55,375	-7.7	.000	-.498

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
NMU (N = 482)	27.3	16.5	.75	0	15	25	40	60				
State Peers	24.6	15.9	.21	0	15	20	35	55	6,506	2.7	.000	.169
State and Regional	25.4	16.0	.20	0	15	25	35	60	6,782	1.9	.013	.118
Crngie Size/Setting	26.8	16.2	.08	0	15	25	40	60	43,699	.5	.477	.033
Top 50%	29.2	15.8	.05	5	20	30	40	60	90,913	-1.9	.009	-.120
Top 10%	33.3	16.1	.15	10	20	35	45	60	12,028	-5.9	.000	-.369
Effective Teaching Practices												
NMU (N = 466)	40.7	12.6	.58	20	32	40	48	60				
State Peers	38.2	13.5	.18	16	28	40	48	60	553	2.5	.000	.185
State and Regional	39.7	13.4	.17	16	32	40	52	60	6,711	1.1	.096	.080
Crngie Size/Setting	39.9	13.7	.07	16	32	40	52	60	478	.9	.134	.064
Top 50%	41.1	13.6	.04	16	32	40	52	60	469	-.4	.478	-.030
Top 10%	43.1	13.7	.08	20	36	44	56	60	483	-2.4	.000	-.173
Campus Environment												
Quality of Interactions												
NMU (N = 427)	42.1	11.2	.54	22	34	44	50	60				
State Peers	41.5	11.7	.16	20	34	42	50	60	5,529	.5	.353	.047
State and Regional	42.6	11.6	.16	20	36	44	50	60	5,846	-.5	.388	-.043
Crngie Size/Setting	42.4	12.0	.06	20	35	44	52	60	37,867	-.4	.530	-.031
Top 50%	44.4	11.9	.03	22	38	46	54	60	118,286	-2.3	.000	-.196
Top 10%	46.5	12.3	.07	22	40	50	58	60	440	-4.5	.000	-.362
Supportive Environment												
NMU (N = 433)	31.2	12.7	.61	10	23	30	40	55				
State Peers	30.8	14.0	.19	8	20	30	40	55	523	.4	.522	.030
State and Regional	32.2	13.8	.19	10	23	33	40	58	516	-1.0	.125	-.072
Crngie Size/Setting	32.8	14.0	.07	10	23	33	43	60	444	-1.6	.011	-.113
Top 50%	34.3	13.7	.04	13	25	35	43	60	435	-3.1	.000	-.226
Top 10%	36.4	13.7	.08	13	28	38	45	60	447	-5.2	.000	-.377

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

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

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

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

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

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

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