



NSSE 2020

Engagement Indicators

University of Illinois at Chicago

About Your Engagement Indicators Report

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

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning Reflective & Integrative Learning Learning Strategies Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction Effective Teaching Practices
<i>Campus Environment</i>	Quality of Interactions Supportive Environment

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions

Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2019 and 2020 participating institutions.

Detailed Statistics (pp. 16-19)

Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

Theme	Engagement Indicator	Your first-year students	Your first-year students	Your first-year students
		compared with BOT	compared with USU	compared with AAU
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	Your seniors	Your seniors
		compared with BOT	compared with USU	compared with AAU
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

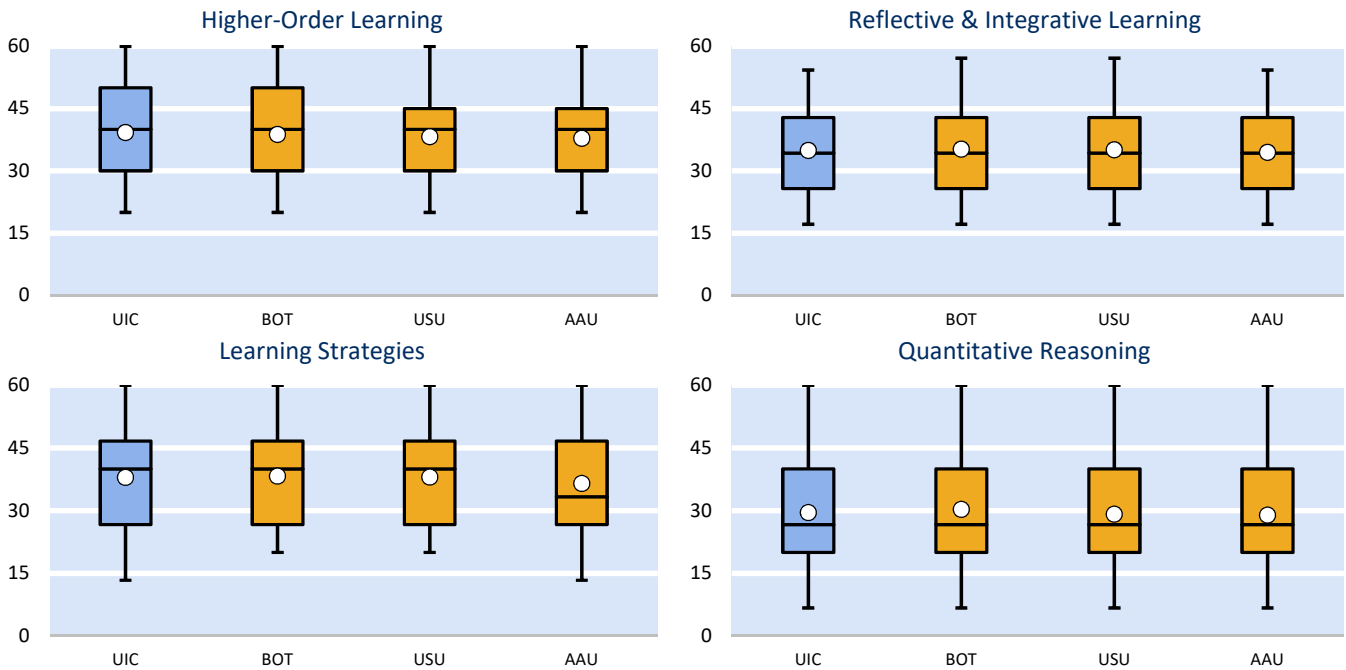
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UIC Mean	Your first-year students compared with					
		BOT		USU		AAU	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.2	38.8	.03	38.2 *	.08	37.8 **	.11
Reflective & Integrative Learning	34.9	35.3	-.03	35.1	-.01	34.5	.04
Learning Strategies	38.0	38.3	-.02	38.1	-.01	36.5 **	.11
Quantitative Reasoning	29.6	30.3	-.05	29.2	.02	28.9	.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.

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.

		Percentage point difference ^a between your FY students and		
	UIC	BOT	USU	AAU
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	71	-3	-0	-5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	+0	+3	+2
4d. Evaluating a point of view, decision, or information source	71	+2	+2	+8
4e. Forming a new idea or understanding from various pieces of information	73	+2	+4	+5
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	48	-6	-3	-3
2b. Connected your learning to societal problems or issues	54	+2	+4	+4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55	+3	+4	+7
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	-4	-4	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	-2	-3	+1
2f. Learned something that changed the way you understand an issue or concept	66	-1	-1	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	78	+2	+2	+0
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	77	+4	+3	+5
9b. Reviewed your notes after class	63	-3	-2	+3
9c. Summarized what you learned in class or from course materials	63	-2	-1	+4
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	56	-1	+1	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	-0	+2	+4
6c. Evaluated what others have concluded from numerical information	45	-1	+2	+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.

Academic Challenge: Seniors

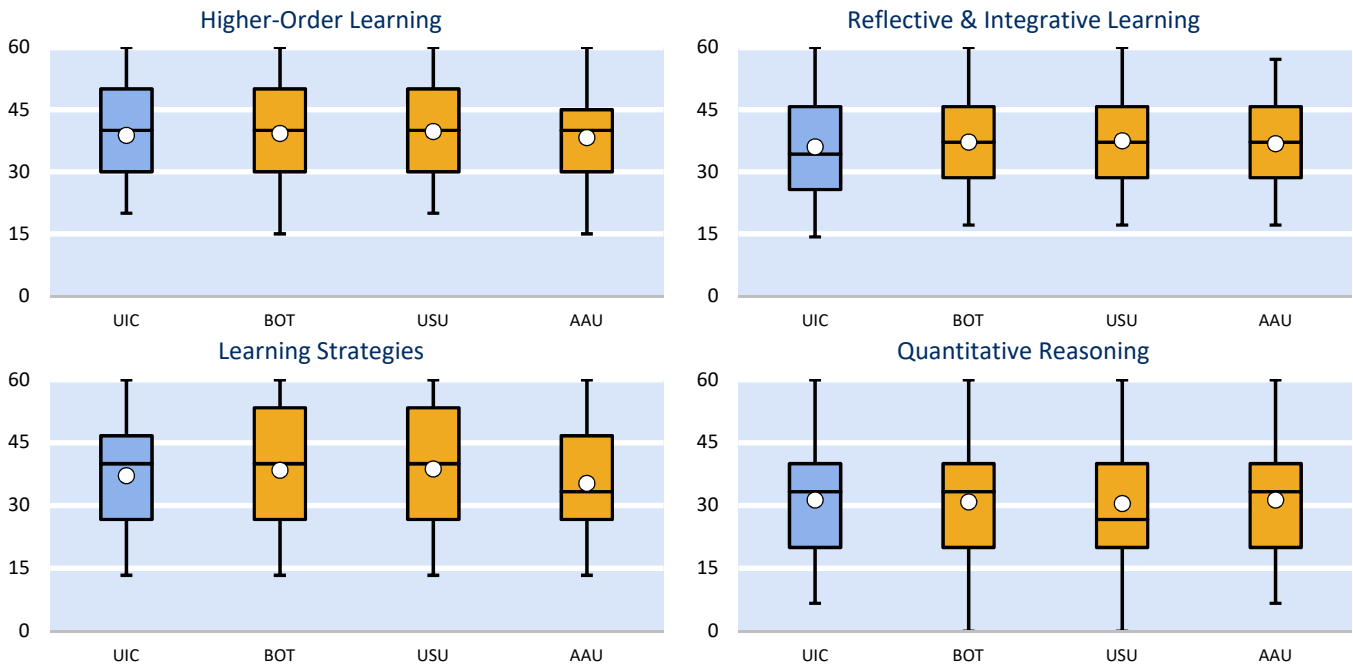
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Mean Comparisons

Engagement Indicator	UIC Mean	Your seniors compared with					
		BOT		USU		AAU	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.8	39.3	-.03	39.7	-.06	38.3	.04
Reflective & Integrative Learning	36.0	37.2 *	-.09	37.5 **	-.11	36.8	-.06
Learning Strategies	37.1	38.4 *	-.09	38.7 **	-.11	35.3 **	.13
Quantitative Reasoning	31.3	30.9	.03	30.5	.05	31.3	.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



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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.

		Percentage point difference ^a between your seniors and			
	UIC	BOT	USU	AAU	
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	74	-3	-2	-3	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	-1	-2	-0	
4d. Evaluating a point of view, decision, or information source	67	-0	-2	+5	
4e. Forming a new idea or understanding from various pieces of information	69	-2	-2	+2	
Reflective & Integrative Learning					
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
2a. Combined ideas from different courses when completing assignments	66	-2	-1	-2	
2b. Connected your learning to societal problems or issues	52	-5	-6	-4	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	44	-5	-7	-4	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60	-5	-5	-3	
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	-4	-5	-2	
2f. Learned something that changed the way you understand an issue or concept	71	+0	-0	+0	
2g. Connected ideas from your courses to your prior experiences and knowledge	78	-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	73	-2	-3	+0	
9b. Reviewed your notes after class	60	-3	-4	+7	
9c. Summarized what you learned in class or from course materials	60	-5	-5	+4	
Quantitative Reasoning					
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	59	+1	+2	-0	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	+0	+0	+1	
6c. Evaluated what others have concluded from numerical information	49	+1	+2	-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.

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Learning with Peers: First-year students

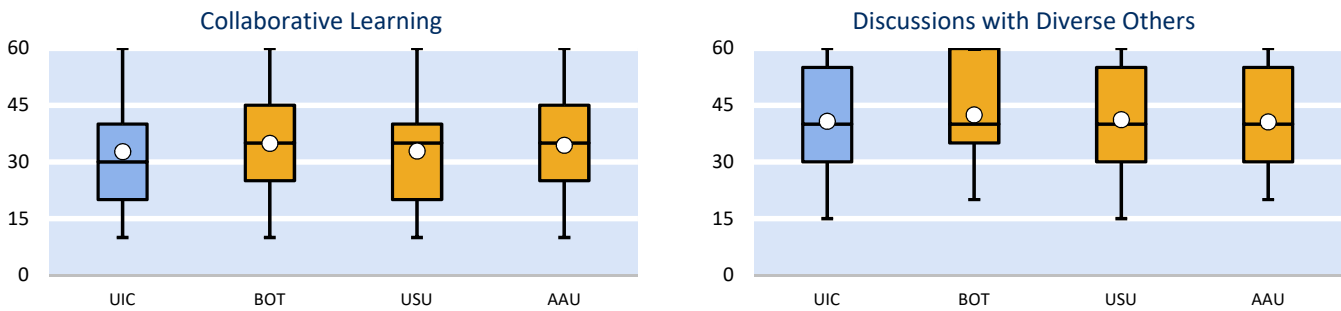
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UIC Mean	Your first-year students compared with					
		BOT		USU		AAU	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.7	34.9 ***	-.16	32.9	-.01	34.4 ***	-.12
Discussions with Diverse Others	40.7	42.4 **	-.11	41.2	-.03	40.6	.01

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	UIC	Percentage point difference ^a between your FY students and			
		BOT	USU	AAU	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
1e. Asked another student to help you understand course material	54	-4	+1	-5	
1f. Explained course material to one or more students	60	-2	+2	-2	
1g. Prepared for exams by discussing or working through course material with other students	50	-6	-1	-4	
1h. Worked with other students on course projects or assignments	51	-12	-4	-5	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of a race or ethnicity other than your own	79	+2	+3	+6	
8b. People from an economic background other than your own	75	-2	+1	+1	
8c. People with religious beliefs other than your own	73	-2	+2	+1	
8d. People with political views other than your own	55	-14	-10	-9	

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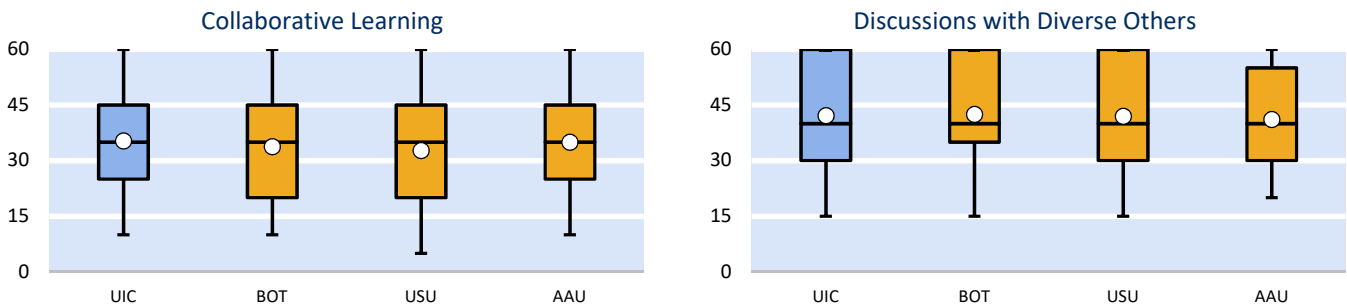
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Engagement Indicator	UIC Mean	Your seniors compared with					
		BOT		USU		AAU	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.3	33.7 **	.10	32.7 ***	.17	35.0	.02
Discussions with Diverse Others	42.1	42.5	-.02	42.0	.01	41.2	.07

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Engagement Indicator	UIC %	Percentage point difference ^a between your seniors and			
		BOT	USU	AAU	
Collaborative Learning					
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
1e. Asked another student to help you understand course material	52	+5	+7	+0	
1f. Explained course material to one or more students	64	+4	+6	+1	
1g. Prepared for exams by discussing or working through course material with other students	53	+2	+5	+2	
1h. Worked with other students on course projects or assignments	70	+2	+6	+0	
Discussions with Diverse Others					
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>					
8a. People of a race or ethnicity other than your own	80	+3	+3	+7	
8b. People from an economic background other than your own	75	-2	-1	+1	
8c. People with religious beliefs other than your own	76	+1	+3	+3	
8d. People with political views other than your own	58	-10	-8	-7	

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Experiences with Faculty: First-year students

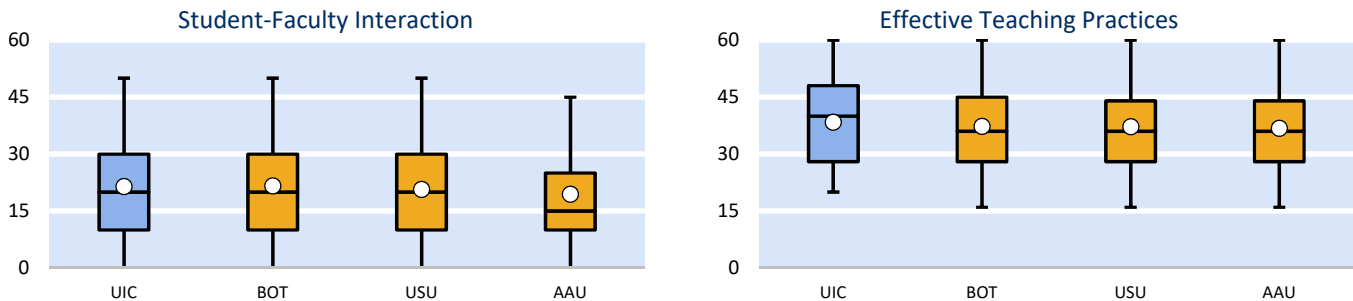
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	UIC Mean	Your first-year students compared with					
		BOT		USU		AAU	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.4	21.6	-.01	20.7	.05	19.4 ***	.15
Effective Teaching Practices	38.3	37.3 *	.08	37.2 *	.09	36.8 **	.13

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	UIC	Percentage point difference ^a between your FY students and		
		BOT	USU	AAU
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
3a. Talked about career plans with a faculty member	38	-3	+0	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	+0	+1	+3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	+2	+2	+5
3d. Discussed your academic performance with a faculty member	29	-1	+1	+6
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	73	-2	-2	-4
5b. Taught course sessions in an organized way	69	-4	-2	-6
5c. Used examples or illustrations to explain difficult points	72	-3	-1	-4
5d. Provided feedback on a draft or work in progress	71	+13	+13	+19
5e. Provided prompt and detailed feedback on tests or completed assignments	60	+5	+5	+8

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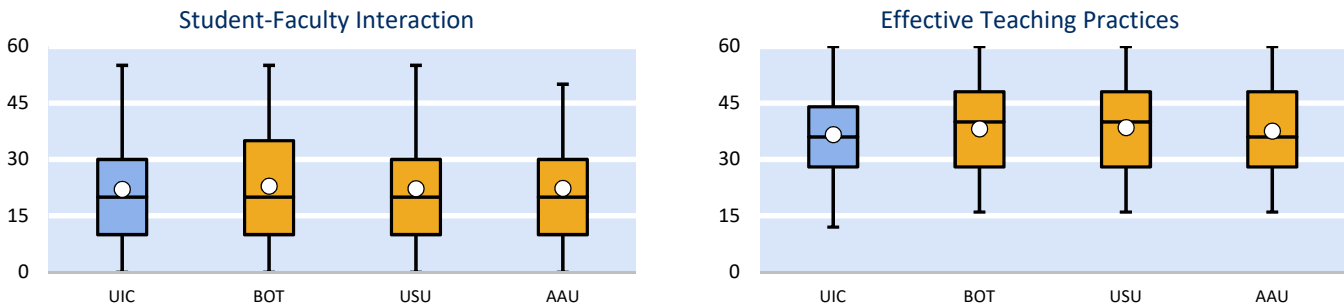
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Student-Faculty Interaction	UIC	Percentage point difference ^a between your seniors and			
		BOT	USU	AAU	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%				
3a. Talked about career plans with a faculty member	38	-2	-0	+1	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	-2	+1	-2	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	+0	+1	+1	
3d. Discussed your academic performance with a faculty member	28	-2	-2	+4	
<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	74	-4	-4	-5	
5b. Taught course sessions in an organized way	66	-8	-9	-12	
5c. Used examples or illustrations to explain difficult points	74	-2	-2	-5	
5d. Provided feedback on a draft or work in progress	55	-2	-2	+5	
5e. Provided prompt and detailed feedback on tests or completed assignments	56	-2	-4	+2	

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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

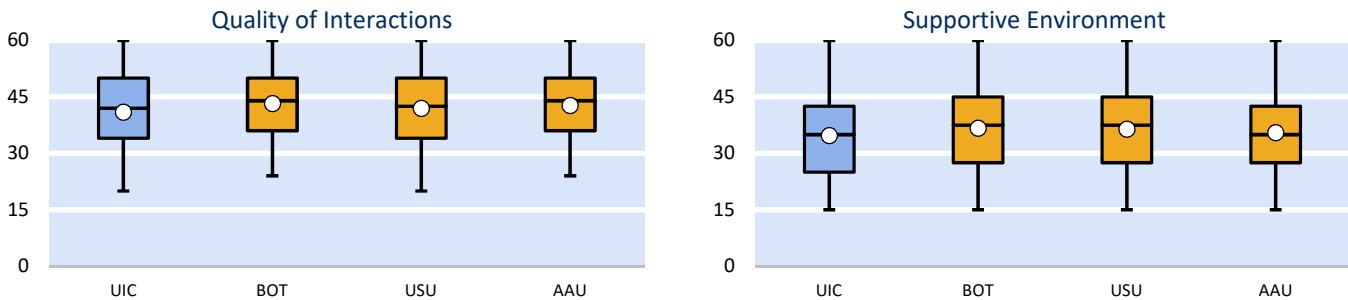
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UIC Mean	Your first-year students compared with					
		BOT		USU		AAU	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.9	43.3 ***	-.21	41.9 *	-.08	42.7 ***	-.16
Supportive Environment	34.7	36.7 ***	-.15	36.4 ***	-.13	35.5	-.06

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	UIC	Percentage point difference ^a between your FY students and			
		BOT	USU	AAU	
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>					
	%				
13a. Students	47	-9	-5	-5	
13b. Academic advisors	53	-4	+2	+1	
13c. Faculty	45	-6	-2	-4	
13d. Student services staff (career services, student activities, housing, etc.)	37	-8	-6	-7	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	36	-7	-5	-7	
<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	71	-5	-3	-4	
14c. Using learning support services (tutoring services, writing center, etc.)	76	+0	+0	+1	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	67	+0	+2	+7	
14e. Providing opportunities to be involved socially	65	-8	-7	-8	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	-12	-9	-8	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	39	-5	-5	+3	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	56	-11	-11	-12	
14i. Attending events that address important social, economic, or political issues	44	-3	-4	-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

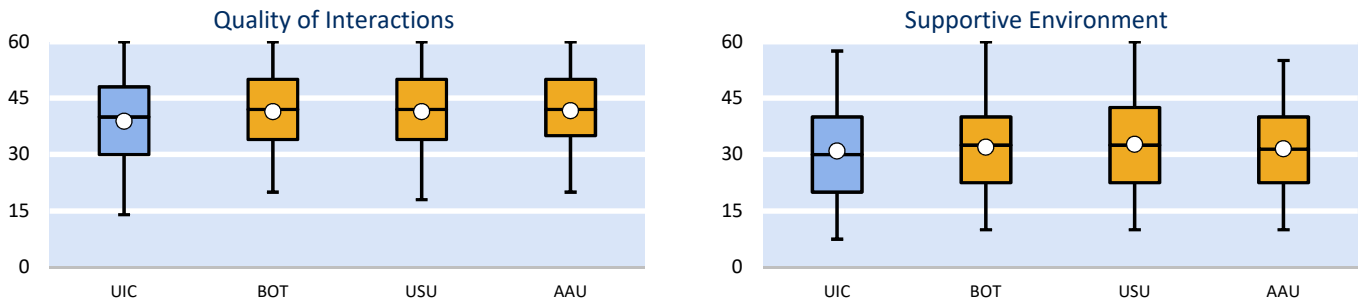
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UIC Mean	Your seniors compared with					
		BOT		USU		AAU	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	38.9	41.4 ***	-.21	41.4 ***	-.20	41.7 ***	-.25
Supportive Environment	31.0	32.0	-.07	32.8 **	-.12	31.5	-.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	UIC	Percentage point difference ^a between your seniors and			
		BOT	USU	AAU	
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%				
13a. Students	52	-5	-4	-5	
13b. Academic advisors	40	-9	-7	-9	
13c. Faculty	46	-6	-5	-3	
13d. Student services staff (career services, student activities, housing, etc.)	38	-3	-3	-2	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	32	-6	-7	-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	65	-2	-3	-2	
14c. Using learning support services (tutoring services, writing center, etc.)	62	+0	-1	+0	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	+4	+2	+11	
14e. Providing opportunities to be involved socially	58	-6	-8	-8	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	55	-5	-6	-4	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	+2	-2	+7	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	45	-10	-11	-14	
14i. Attending events that address important social, economic, or political issues	38	-1	-4	+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.

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2019 and 2020 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 NSSE institutions.

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

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

First-Year Students

Theme	Engagement Indicator	UIC Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	39.2	39.3	-.01	✓	41.4 ***	-.17	
Academic	Reflective and Integrative Learning	34.9	36.7 ***	-.15		39.0 ***	-.35	
Challenge	Learning Strategies	38.0	39.9 ***	-.14		42.3 ***	-.31	
	Quantitative Reasoning	29.6	29.4	.01	✓	31.4 **	-.12	
Learning	Collaborative Learning	32.7	35.2 ***	-.18		37.4 ***	-.35	
with Peers	Discussions with Diverse Others	40.7	41.5	-.05	✓	43.6 ***	-.20	
Experiences	Student-Faculty Interaction	21.4	24.5 ***	-.21		28.1 ***	-.43	
with Faculty	Effective Teaching Practices	38.3	40.5 ***	-.17		42.3 ***	-.28	
Campus	Quality of Interactions	40.9	45.2 ***	-.38		47.2 ***	-.54	
Environment	Supportive Environment	34.7	37.9 ***	-.24		40.0 ***	-.41	

Seniors

Theme	Engagement Indicator	UIC Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	38.8	41.7 ***	-.21		43.2 ***	-.33	
Academic	Reflective and Integrative Learning	36.0	39.8 ***	-.31		41.8 ***	-.48	
Challenge	Learning Strategies	37.1	40.7 ***	-.25		42.7 ***	-.39	
	Quantitative Reasoning	31.3	31.4	-.01	✓	33.4 ***	-.13	
Learning	Collaborative Learning	35.3	35.9	-.05	✓	38.4 ***	-.23	
with Peers	Discussions with Diverse Others	42.1	42.1	.00	✓	43.8 **	-.11	
Experiences	Student-Faculty Interaction	22.0	29.7 ***	-.48		33.2 ***	-.71	
with Faculty	Effective Teaching Practices	36.6	41.8 ***	-.38		43.7 ***	-.53	
Campus	Quality of Interactions	38.9	45.2 ***	-.54		47.4 ***	-.71	
Environment	Supportive Environment	31.0	34.6 ***	-.26		36.8 ***	-.41	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2019 and 2020 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UIC (N = 816)	39.2	12.8	.45	20	30	40	50	60				
BOT	38.8	13.1	.17	20	30	40	50	60	6,500	.5	.353	.035
USU	38.2	13.3	.10	20	30	40	45	60	17,520	1.0	.036	.075
AAU	37.8	12.6	.13	20	30	40	45	60	9,951	1.4	.002	.111
Top 50%	39.3	13.1	.04	20	30	40	50	60	111,460	-.1	.860	-.006
Top 10%	41.4	12.8	.09	20	35	40	50	60	22,176	-2.1	.000	-.167
Reflective & Integrative Learning												
UIC (N = 887)	34.9	11.7	.39	17	26	34	43	54				
BOT	35.3	12.1	.15	17	26	34	43	57	7,055	-.3	.430	-.028
USU	35.1	12.0	.09	17	26	34	43	57	18,970	-.2	.690	-.014
AAU	34.5	11.7	.12	17	26	34	43	54	10,744	.4	.285	.037
Top 50%	36.7	11.8	.04	17	29	37	46	57	109,720	-1.8	.000	-.151
Top 10%	39.0	11.7	.09	20	31	40	49	60	17,976	-4.1	.000	-.346
Learning Strategies												
UIC (N = 756)	38.0	13.9	.51	13	27	40	47	60				
BOT	38.3	13.9	.19	20	27	40	47	60	6,107	-.3	.578	-.022
USU	38.1	13.9	.11	20	27	40	47	60	16,650	-.1	.888	-.005
AAU	36.5	13.7	.15	13	27	33	47	60	9,469	1.5	.004	.109
Top 50%	39.9	13.7	.04	20	33	40	53	60	95,225	-1.9	.000	-.140
Top 10%	42.3	14.1	.10	20	33	40	53	60	21,569	-4.3	.000	-.307
Quantitative Reasoning												
UIC (N = 779)	29.6	14.8	.53	7	20	27	40	60				
BOT	30.3	15.5	.21	7	20	27	40	60	6,215	-.7	.233	-.046
USU	29.2	15.4	.12	7	20	27	40	60	16,926	.4	.505	.024
AAU	28.9	14.8	.16	7	20	27	40	60	9,581	.6	.266	.042
Top 50%	29.4	15.2	.04	7	20	27	40	60	122,864	.1	.808	.009
Top 10%	31.4	15.3	.10	7	20	33	40	60	26,698	-1.8	.001	-.119
Learning with Peers												
Collaborative Learning												
UIC (N = 936)	32.7	14.0	.46	10	20	30	40	60				
BOT	34.9	14.1	.17	10	25	35	45	60	7,606	-2.2	.000	-.156
USU	32.9	14.2	.10	10	20	35	40	60	20,332	-.2	.677	-.014
AAU	34.4	14.2	.14	10	25	35	45	60	11,558	-1.7	.000	-.121
Top 50%	35.2	13.7	.04	15	25	35	45	60	142,615	-2.5	.000	-.183
Top 10%	37.4	13.5	.08	15	30	40	45	60	30,602	-4.7	.000	-.349
Discussions with Diverse Others												
UIC (N = 770)	40.7	15.5	.56	15	30	40	55	60				
BOT	42.4	14.9	.20	20	35	40	60	60	6,140	-1.7	.003	-.114
USU	41.2	15.5	.12	15	30	40	55	60	16,765	-.4	.464	-.027
AAU	40.6	14.5	.15	20	30	40	55	60	890	.2	.754	.013
Top 50%	41.5	15.0	.04	20	30	40	55	60	125,826	-.7	.184	-.048
Top 10%	43.6	14.5	.09	20	35	45	60	60	26,820	-2.9	.000	-.198

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UIC (N = 838)	21.4	14.4	.50	0	10	20	30	50				
BOT	21.6	14.7	.19	0	10	20	30	50	6,740	-.2	.735	-.013
USU	20.7	14.9	.11	0	10	20	30	50	18,185	.8	.143	.052
AAU	19.4	13.8	.14	0	10	15	25	45	980	2.0	.000	.145
Top 50%	24.5	14.7	.05	5	15	20	35	55	72,805	-3.0	.000	-.206
Top 10%	28.1	15.5	.16	5	15	25	40	60	1,015	-6.7	.000	-.434
Effective Teaching Practices												
UIC (N = 809)	38.3	13.1	.46	20	28	40	48	60				
BOT	37.3	12.9	.17	16	28	36	45	60	6,459	1.0	.034	.080
USU	37.2	13.1	.10	16	28	36	44	60	17,495	1.1	.018	.085
AAU	36.8	12.2	.13	16	28	36	44	60	938	1.6	.001	.126
Top 50%	40.5	13.2	.05	20	32	40	52	60	82,384	-2.2	.000	-.167
Top 10%	42.3	14.1	.09	16	32	44	56	60	877	-3.9	.000	-.280
Campus Environment												
Quality of Interactions												
UIC (N = 694)	40.9	12.1	.46	20	34	42	50	60				
BOT	43.3	11.2	.16	24	36	44	50	60	866	-2.3	.000	-.205
USU	41.9	12.0	.10	20	34	43	50	60	15,485	-1.0	.029	-.085
AAU	42.7	10.9	.12	24	36	44	50	60	790	-1.8	.000	-.161
Top 50%	45.2	11.2	.04	24	38	46	54	60	704	-4.2	.000	-.379
Top 10%	47.2	11.6	.09	25	40	50	58	60	19,041	-6.3	.000	-.538
Supportive Environment												
UIC (N = 732)	34.7	13.1	.48	15	25	35	43	60				
BOT	36.7	13.2	.18	15	28	38	45	60	5,935	-1.9	.000	-.145
USU	36.4	13.4	.11	15	28	38	45	60	16,212	-1.7	.001	-.126
AAU	35.5	12.6	.14	15	28	35	43	60	9,240	-.8	.102	-.063
Top 50%	37.9	13.1	.04	18	30	38	48	60	92,724	-3.1	.000	-.239
Top 10%	40.0	12.9	.10	18	33	40	50	60	16,958	-5.3	.000	-.409

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UIC (N = 740)	38.8	13.7	.50	20	30	40	50	60				
BOT	39.3	13.7	.16	15	30	40	50	60	7,746	-.5	.386	-.034
USU	39.7	13.8	.09	20	30	40	50	60	26,736	-.9	.090	-.063
AAU	38.3	13.1	.12	15	30	40	45	60	11,981	.6	.247	.044
Top 50%	41.7	13.4	.04	20	35	40	55	60	93,656	-2.9	.000	-.214
Top 10%	43.2	13.3	.09	20	35	40	55	60	23,333	-4.3	.000	-.325
Reflective & Integrative Learning												
UIC (N = 791)	36.0	13.1	.46	14	26	34	46	60				
BOT	37.2	12.7	.15	17	29	37	46	60	8,287	-1.2	.012	-.094
USU	37.5	12.7	.08	17	29	37	46	60	28,414	-1.5	.001	-.115
AAU	36.8	12.1	.11	17	29	37	46	57	883	-.8	.098	-.065
Top 50%	39.8	12.2	.04	20	31	40	49	60	802	-3.8	.000	-.312
Top 10%	41.8	12.0	.10	20	34	40	51	60	863	-5.7	.000	-.475
Learning Strategies												
UIC (N = 706)	37.1	15.0	.56	13	27	40	47	60				
BOT	38.4	14.8	.18	13	27	40	53	60	7,417	-1.3	.029	-.087
USU	38.7	14.7	.09	13	27	40	53	60	25,576	-1.6	.004	-.109
AAU	35.3	14.2	.14	13	27	33	47	60	791	1.8	.002	.126
Top 50%	40.7	14.5	.05	20	33	40	53	60	714	-3.6	.000	-.247
Top 10%	42.7	14.4	.08	20	33	40	60	60	33,841	-5.6	.000	-.385
Quantitative Reasoning												
UIC (N = 720)	31.3	15.8	.59	7	20	33	40	60				
BOT	30.9	16.2	.20	0	20	33	40	60	7,501	.4	.495	.027
USU	30.5	16.2	.10	0	20	27	40	60	25,884	.8	.178	.051
AAU	31.3	15.6	.15	7	20	33	40	60	11,569	.0	.965	-.002
Top 50%	31.4	16.1	.04	0	20	33	40	60	131,652	-.1	.834	-.008
Top 10%	33.4	15.9	.10	7	20	33	40	60	26,484	-2.1	.001	-.130
Learning with Peers												
Collaborative Learning												
UIC (N = 838)	35.3	14.9	.51	10	25	35	45	60				
BOT	33.7	15.0	.17	10	20	35	45	60	8,746	1.6	.004	.104
USU	32.7	15.1	.09	5	20	35	45	60	29,722	2.6	.000	.171
AAU	35.0	14.3	.13	10	25	35	45	60	13,418	.3	.503	.024
Top 50%	35.9	14.0	.04	15	25	35	45	60	847	-.6	.213	-.046
Top 10%	38.4	13.6	.09	15	30	40	50	60	892	-3.1	.000	-.227
Discussions with Diverse Others												
UIC (N = 710)	42.1	16.0	.60	15	30	40	60	60				
BOT	42.5	15.5	.19	15	35	40	60	60	7,451	-.3	.573	-.022
USU	42.0	16.0	.10	15	30	40	60	60	25,637	.1	.816	.009
AAU	41.2	14.3	.14	20	30	40	55	60	786	1.0	.113	.068
Top 50%	42.1	15.5	.04	15	30	40	60	60	130,870	.1	.898	.005
Top 10%	43.8	15.3	.08	20	35	45	60	60	33,561	-1.6	.005	-.107

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UIC (N = 760)	22.0	15.7	.57	0	10	20	30	55				
BOT	22.9	15.7	.18	0	10	20	35	55	7,986	-.9	.126	-.058
USU	22.2	15.8	.10	0	10	20	30	55	27,441	-.2	.768	-.011
AAU	22.3	15.1	.14	0	10	20	30	50	12,277	-.3	.605	-.019
Top 50%	29.7	15.9	.07	5	20	30	40	60	49,639	-7.7	.000	-.483
Top 10%	33.2	16.0	.17	10	20	35	45	60	908	-11.3	.000	-.706
Effective Teaching Practices												
UIC (N = 745)	36.6	13.9	.51	12	28	36	44	60				
BOT	38.1	13.9	.17	16	28	40	48	60	7,744	-1.5	.004	-.110
USU	38.5	14.0	.09	16	28	40	48	60	26,724	-1.9	.000	-.136
AAU	37.5	12.6	.12	16	28	36	48	60	827	-.9	.070	-.075
Top 50%	41.8	13.7	.05	20	32	40	52	60	80,031	-5.2	.000	-.381
Top 10%	43.7	13.4	.10	20	36	44	56	60	18,147	-7.1	.000	-.532
Campus Environment												
Quality of Interactions												
UIC (N = 646)	38.9	12.9	.51	14	30	40	48	60				
BOT	41.4	12.1	.15	20	34	42	50	60	770	-2.6	.000	-.210
USU	41.4	12.6	.08	18	34	42	50	60	23,430	-2.5	.000	-.202
AAU	41.7	11.3	.11	20	35	42	50	60	710	-2.9	.000	-.250
Top 50%	45.2	11.7	.04	24	38	48	54	60	653	-6.4	.000	-.545
Top 10%	47.4	12.0	.07	24	40	50	58	60	673	-8.5	.000	-.707
Supportive Environment												
UIC (N = 691)	31.0	14.1	.54	8	20	30	40	58				
BOT	32.0	14.0	.17	10	23	33	40	60	7,222	-1.0	.066	-.074
USU	32.8	14.3	.09	10	23	33	43	60	24,897	-1.8	.001	-.124
AAU	31.5	13.0	.13	10	23	31	40	55	768	-.5	.326	-.042
Top 50%	34.6	14.0	.05	13	25	35	45	60	87,877	-3.6	.000	-.259
Top 10%	36.8	14.1	.11	13	28	38	48	60	16,299	-5.8	.000	-.413

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.