



NSSE 2018

Engagement Indicators

University of Minnesota Duluth

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 UMD Peers	Your first-year students compared with UMD Competitors	Your first-year students compared with NSSE Carnegie
<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 UMD Peers	Your seniors compared with UMD Competitors	Your seniors compared with NSSE Carnegie
<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

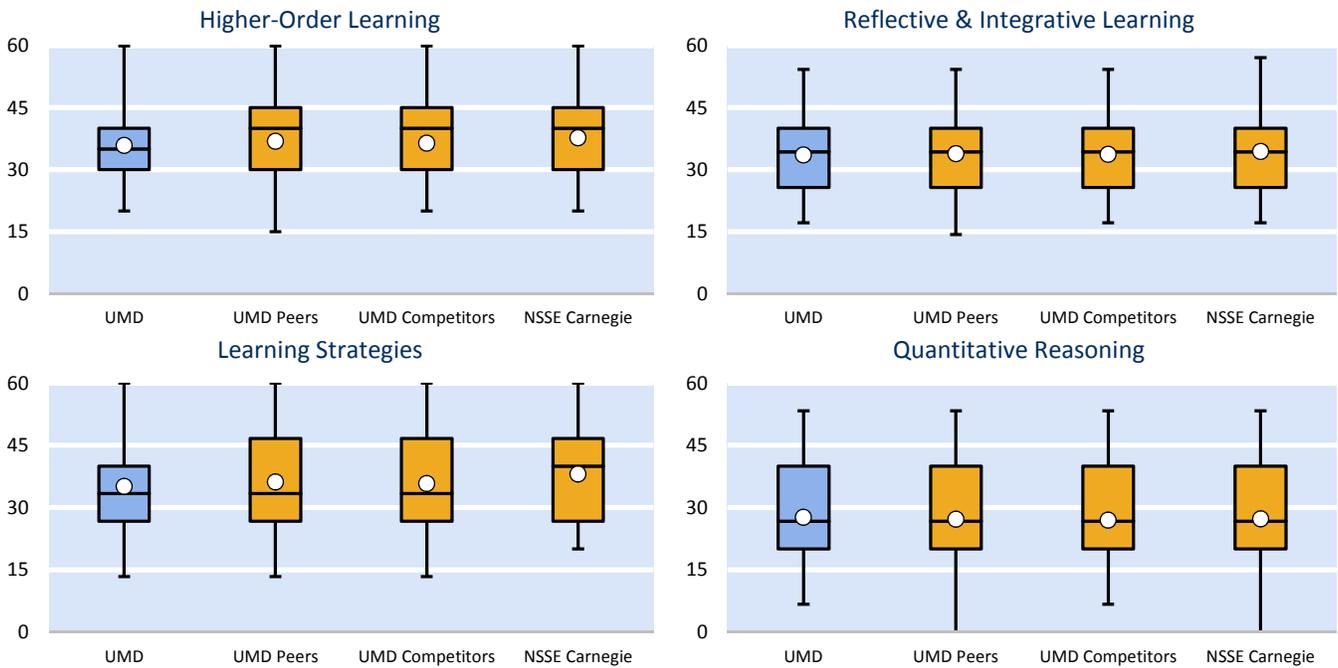
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UMD Mean	Your first-year students compared with					
		UMD Peers Effect size		UMD Competitors Effect size		NSSE Carnegie Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	35.9	36.9 *	-.08	36.4	-.04	37.7 ***	-.14
Reflective & Integrative Learning	33.6	33.9	-.03	33.7	-.01	34.4	-.07
Learning Strategies	35.1	36.2 *	-.08	35.8	-.05	38.1 ***	-.22
Quantitative Reasoning	27.6	27.2	.03	27.0	.05	27.2	.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: 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.

	UMD	Percentage point difference ^a between your FY students and		
		UMD Peers	UMD Competitors	NSSE Carnegie
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	73	+0	+2	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68	+1	+1	-3
4d. Evaluating a point of view, decision, or information source	62	-2	-3	-7
4e. Forming a new idea or understanding from various pieces of information	62	-4	-3	-6
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	52	+1	+1	+0
2b. Connected your learning to societal problems or issues	43	-4	-5	-8
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	44	-2	-3	-6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	-1	+0	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	+0	+2	+1
2f. Learned something that changed the way you understand an issue or concept	65	+1	+0	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	79	+3	+3	+2
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	71	-0	-2	-5
9b. Reviewed your notes after class	58	-3	-2	-8
9c. Summarized what you learned in class or from course materials	55	-3	-2	-8
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.)	54	+2	+4	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	38	+2	+2	-0
6c. Evaluated what others have concluded from numerical information	38	+1	+1	-0

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

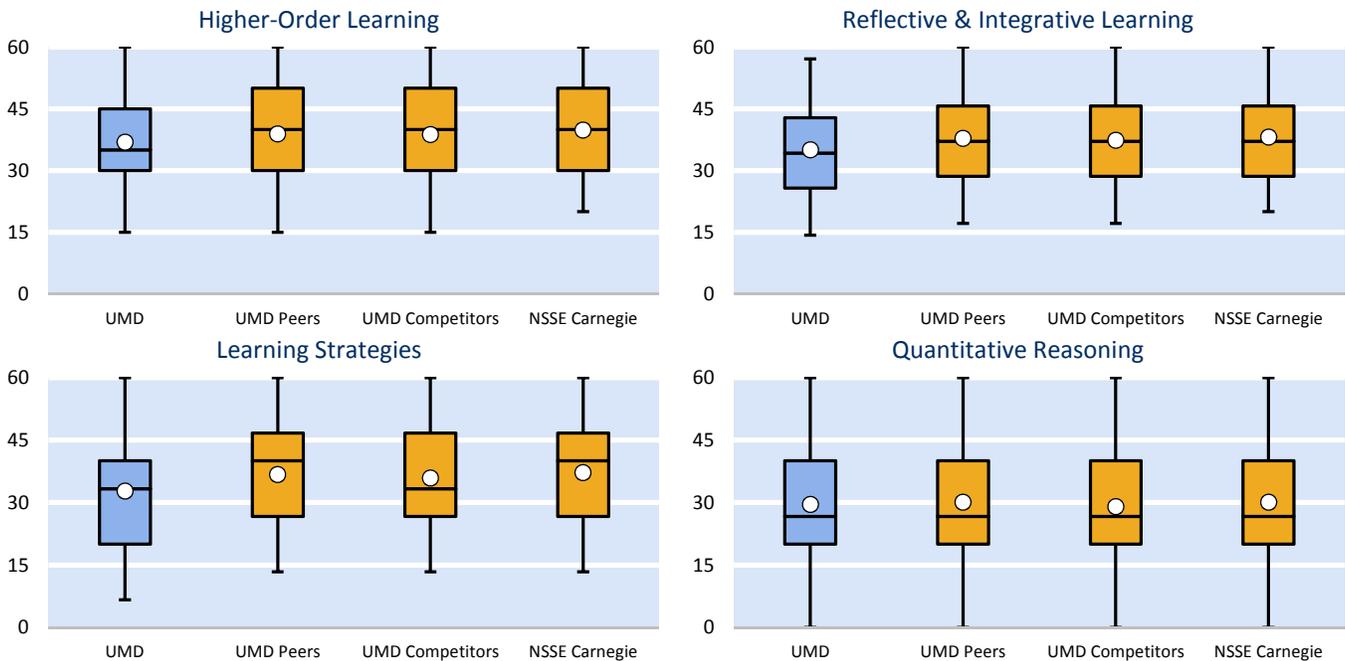
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UMD Mean	Your seniors compared with					
		UMD Peers Effect size		UMD Competitors Effect size		NSSE Carnegie Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.9	38.9 ***	-.15	38.8 ***	-.14	39.8 ***	-.23
Reflective & Integrative Learning	35.0	37.9 ***	-.23	37.4 ***	-.19	38.1 ***	-.26
Learning Strategies	32.7	36.7 ***	-.27	35.9 ***	-.22	37.1 ***	-.31
Quantitative Reasoning	29.5	30.1	-.04	29.0	.04	30.1	-.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.

	UMD	Percentage point difference ^a between your seniors and		
		UMD Peers	UMD Competitors	NSSE Carnegie
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	76	-2	-3	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	-2	-2	-5
4d. Evaluating a point of view, decision, or information source	60	-5	-6	-10
4e. Forming a new idea or understanding from various pieces of information	62	-5	-5	-8
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	71	-1	-3	-2
2b. Connected your learning to societal problems or issues	52	-7	-7	-11
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	42	-8	-9	-12
2d. Examined the strengths and weaknesses of your own views on a topic or issue	56	-9	-8	-9
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65	-7	-5	-7
2f. Learned something that changed the way you understand an issue or concept	65	-7	-5	-8
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-2	-2	-3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	69	-7	-6	-10
9b. Reviewed your notes after class	47	-10	-9	-10
9c. Summarized what you learned in class or from course materials	52	-7	-5	-10
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	-1	+3	-0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	+0	+0	-3
6c. Evaluated what others have concluded from numerical information	44	-1	+1	-3

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

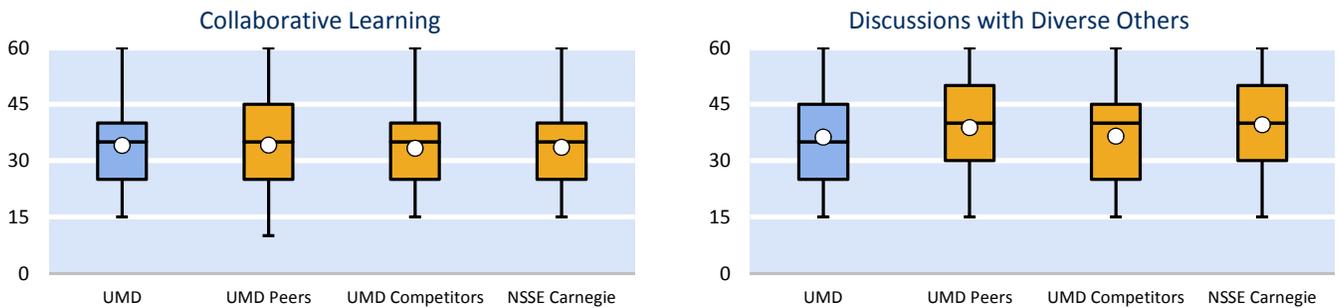
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UMD Mean	Your first-year students compared with					
		UMD Peers Effect size		UMD Competitors Effect size		NSSE Carnegie Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.0	34.1	-.01	33.3	.06	33.5	.04
Discussions with Diverse Others	36.2	38.8 ***	-.17	36.4	-.02	39.5 ***	-.22

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

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Collaborative Learning	UMD %	Percentage point difference ^a between your FY students and		
		UMD Peers	UMD Competitors	NSSE Carnegie
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	60	+1	+3	+4
1f. Explained course material to one or more students	62	-0	+2	+2
1g. Prepared for exams by discussing or working through course material with other students	55	+2	+4	+2
1h. Worked with other students on course projects or assignments	59	+1	+2	+1
<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	56	-11	+1	-10
8b. People from an economic background other than your own	64	-6	+1	-7
8c. People with religious beliefs other than your own	62	-6	-0	-6
8d. People with political views other than your own	63	-3	-6	-8

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Learning with Peers: Seniors

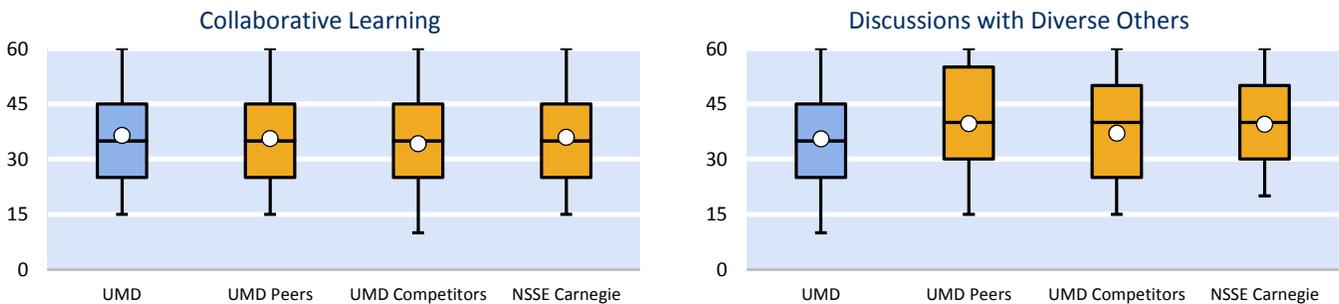
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

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Engagement Indicator	UMD Mean	Your seniors compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.5	35.6	.07	34.2 ***	.16	36.0	.04
Discussions with Diverse Others	35.5	39.7 ***	-.28	37.1 **	-.11	39.5 ***	-.27

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	UMD %	Percentage point difference ^a between your seniors and		
		UMD Peers	UMD Competitors	NSSE Carnegie
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	57	+5	+7	+4
1f. Explained course material to one or more students	67	+1	+3	-0
1g. Prepared for exams by discussing or working through course material with other students	55	+2	+6	-0
1h. Worked with other students on course projects or assignments	74	+3	+5	+2
<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	52	-16	-3	-14
8b. People from an economic background other than your own	64	-8	-0	-6
8c. People with religious beliefs other than your own	61	-8	-2	-7
8d. People with political views other than your own	63	-1	-4	-7

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Experiences with Faculty: First-year students

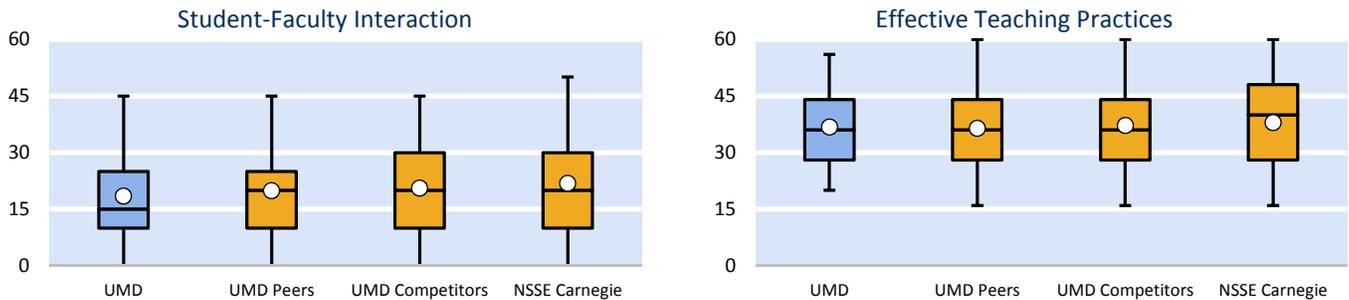
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	UMD Mean	Your first-year students compared with					
		UMD Peers		UMD Competitors		NSSE Carnegie	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	18.5	19.9 **	-.10	20.6 ***	-.15	21.8 ***	-.24
Effective Teaching Practices	36.7	36.5	.02	37.2	-.04	37.9 **	-.10

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Student-Faculty Interaction	UMD %	Percentage point difference ^a between your FY students and		
		UMD Peers	UMD Competitors	NSSE Carnegie
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	32	-3	-5	-8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	-1	-2	-4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	20	-3	-3	-6
3d. Discussed your academic performance with a faculty member	20	-5	-5	-11
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	80	+3	+2	+2
5b. Taught course sessions in an organized way	74	+1	-1	-2
5c. Used examples or illustrations to explain difficult points	75	+2	+2	+0
5d. Provided feedback on a draft or work in progress	60	+4	+2	-2
5e. Provided prompt and detailed feedback on tests or completed assignments	53	-1	-4	-5

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Experiences with Faculty: Seniors

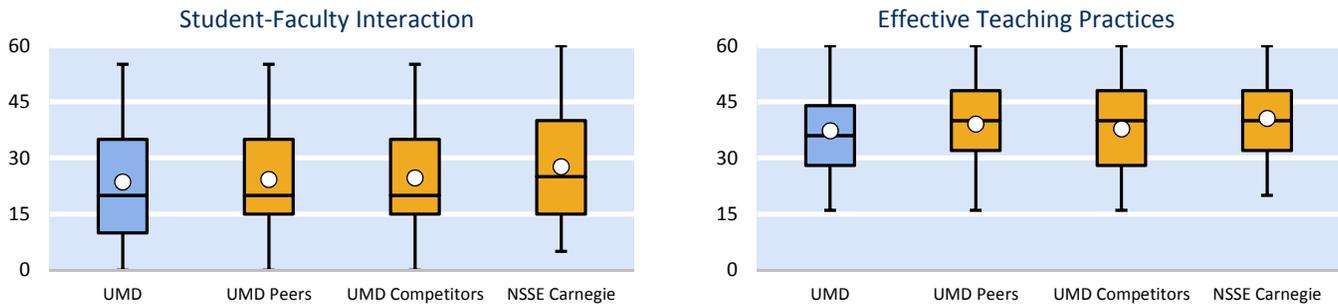
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Effective Teaching Practices	37.2	39.0 ***	-.14	37.7	-.04	40.5 ***	-.27

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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	41	-1	-4	-10
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	+2	-0	-6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	-2	-2	-10
3d. Discussed your academic performance with a faculty member	27	-4	-5	-11
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	75	-6	-2	-8
5b. Taught course sessions in an organized way	76	-2	-1	-5
5c. Used examples or illustrations to explain difficult points	77	-1	+0	-5
5d. Provided feedback on a draft or work in progress	56	-4	-1	-8
5e. Provided prompt and detailed feedback on tests or completed assignments	60	-3	+1	-7

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

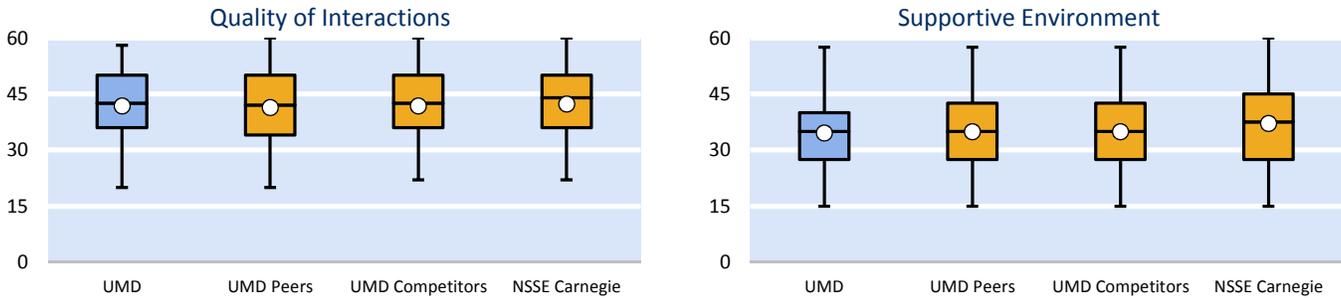
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UMD Mean	Your first-year students compared with					
		UMD Peers		UMD Competitors		NSSE Carnegie	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.8	41.4	.03	41.8	.00	42.3	-.05
Supportive Environment	34.6	34.9	-.03	34.9	-.03	37.1 ***	-.20

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	UMD	Percentage point difference ^a between your FY students and		
		UMD Peers	UMD Competitors	NSSE Carnegie
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	49	-2	-1	-4
13b. Academic advisors	45	-4	-2	-5
13c. Faculty	45	+2	+1	-3
13d. Student services staff (career services, student activities, housing, etc.)	45	+4	+1	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	40	+1	-2	-2
<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	75	-1	+2	-3
14c. Using learning support services (tutoring services, writing center, etc.)	75	-1	+2	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	+2	+3	+0
14e. Providing opportunities to be involved socially	74	+3	+4	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	+1	+0	-2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	-1	-6	-8
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	+1	-3	-7
14i. Attending events that address important social, economic, or political issues	42	-3	-8	-10

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

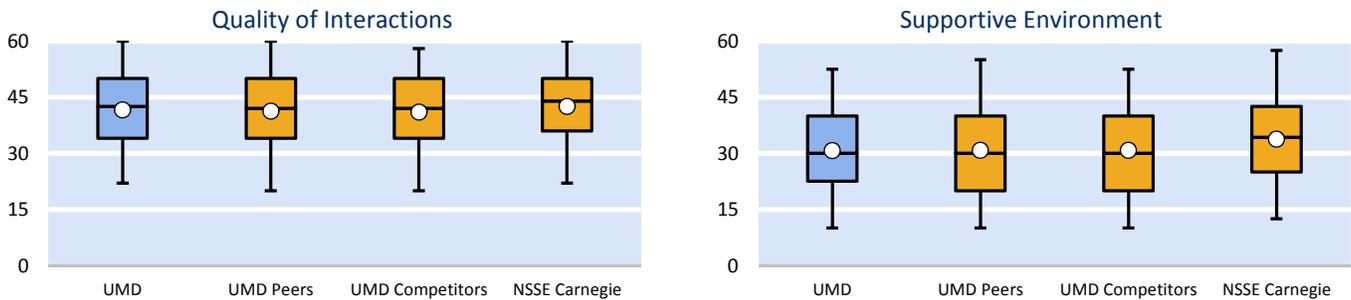
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UMD Mean	Your seniors compared with					
		UMD Peers		UMD Competitors		NSSE Carnegie	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.7	41.3	.03	41.0	.06	42.6	-.08
Supportive Environment	30.7	30.8	-.01	30.8	-.01	33.8 ***	-.24

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	UMD %	Percentage point difference ^a between your seniors and		
		UMD Peers	UMD Competitors	NSSE Carnegie
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	57	+1	+2	-1
13b. Academic advisors	43	-3	-2	-3
13c. Faculty	47	-7	-4	-11
13d. Student services staff (career services, student activities, housing, etc.)	41	+3	+2	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	+5	+5	+2
<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	69	+1	+1	-6
14c. Using learning support services (tutoring services, writing center, etc.)	63	+3	+3	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	46	-3	-1	-5
14e. Providing opportunities to be involved socially	65	+1	+1	-8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	+4	+1	-4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	28	+2	+0	-5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	51	+2	+1	-9
14i. Attending events that address important social, economic, or political issues	38	-3	-2	-8

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	UMD 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	35.9	38.9 ***	-.23		40.5 ***	-.35	
	Reflective and Integrative Learning	33.6	36.5 ***	-.24		38.1 ***	-.37	
	Learning Strategies	35.1	39.5 ***	-.32		41.6 ***	-.47	
	Quantitative Reasoning	27.6	28.7 *	-.07		30.4 ***	-.18	
<i>Learning with Peers</i>	Collaborative Learning	34.0	35.1 *	-.08		37.2 ***	-.24	
	Discussions with Diverse Others	36.2	41.4 ***	-.35		43.4 ***	-.49	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	18.5	24.3 ***	-.39		27.2 ***	-.56	
	Effective Teaching Practices	36.7	40.3 ***	-.27		42.0 ***	-.38	
<i>Campus Environment</i>	Quality of Interactions	41.8	43.9 ***	-.18		45.9 ***	-.34	
	Supportive Environment	34.6	37.9 ***	-.26		39.7 ***	-.39	

Seniors

Theme	Engagement Indicator	UMD Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.9	41.3 ***	-.33		42.5 ***	-.41	
	Reflective and Integrative Learning	35.0	39.6 ***	-.37		41.1 ***	-.50	
	Learning Strategies	32.7	40.2 ***	-.52		42.3 ***	-.68	
	Quantitative Reasoning	29.5	30.7	-.07	✓	32.7 ***	-.20	
<i>Learning with Peers</i>	Collaborative Learning	36.5	35.7	.06	✓	38.1 **	-.12	
	Discussions with Diverse Others	35.5	41.9 ***	-.41		43.8 ***	-.54	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	23.5	29.2 ***	-.36		33.3 ***	-.61	
	Effective Teaching Practices	37.2	41.1 ***	-.29		43.1 ***	-.43	
<i>Campus Environment</i>	Quality of Interactions	41.7	44.4 ***	-.23		46.5 ***	-.39	
	Supportive Environment	30.7	34.3 ***	-.26		36.4 ***	-.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 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												
UMD (N = 821)	35.9	11.7	.41	20	30	35	40	60				
UMD Peers	36.9	12.8	.14	15	30	40	45	60	1,026	-1.0	.026	-.076
UMD Competitors	36.4	12.5	.18	20	30	40	45	60	1,166	-.5	.236	-.043
NSSE Carnegie	37.7	12.7	.14	20	30	40	45	60	1,030	-1.8	.000	-.145
Top 50%	38.9	13.1	.03	20	30	40	50	60	827	-3.0	.000	-.233
Top 10%	40.5	13.3	.06	20	30	40	50	60	851	-4.6	.000	-.346
Reflective & Integrative Learning												
UMD (N = 851)	33.6	10.9	.37	17	26	34	40	54				
UMD Peers	33.9	11.7	.13	14	26	34	40	54	1,054	-.3	.436	-.026
UMD Competitors	33.7	11.4	.16	17	26	34	40	54	5,791	-.1	.831	-.008
NSSE Carnegie	34.4	11.6	.13	17	26	34	40	57	9,315	-.8	.055	-.069
Top 50%	36.5	11.8	.03	17	29	37	43	57	858	-2.8	.000	-.240
Top 10%	38.1	12.0	.06	20	29	37	46	60	888	-4.4	.000	-.370
Learning Strategies												
UMD (N = 796)	35.1	13.3	.47	13	27	33	40	60				
UMD Peers	36.2	13.6	.16	13	27	33	47	60	8,028	-1.1	.028	-.082
UMD Competitors	35.8	13.2	.20	13	27	33	47	60	5,167	-.7	.167	-.053
NSSE Carnegie	38.1	13.6	.16	20	27	40	47	60	8,104	-3.0	.000	-.220
Top 50%	39.5	13.7	.03	20	27	40	53	60	192,519	-4.4	.000	-.324
Top 10%	41.6	14.1	.07	20	33	40	53	60	826	-6.5	.000	-.465
Quantitative Reasoning												
UMD (N = 805)	27.6	14.4	.51	7	20	27	40	53				
UMD Peers	27.2	14.7	.16	0	20	27	40	53	8,776	.4	.432	.029
UMD Competitors	27.0	14.1	.21	7	20	27	40	53	5,524	.7	.222	.047
NSSE Carnegie	27.2	15.0	.17	0	20	27	40	53	8,461	.4	.480	.026
Top 50%	28.7	15.2	.03	0	20	27	40	60	810	-1.0	.045	-.067
Top 10%	30.4	15.3	.06	7	20	27	40	60	828	-2.7	.000	-.179
Learning with Peers												
Collaborative Learning												
UMD (N = 880)	34.0	13.1	.44	15	25	35	40	60				
UMD Peers	34.1	13.9	.14	10	25	35	45	60	1,077	-.1	.820	-.008
UMD Competitors	33.3	13.3	.19	15	25	35	40	60	5,978	.7	.129	.055
NSSE Carnegie	33.5	13.4	.14	15	25	35	40	60	9,821	.5	.289	.037
Top 50%	35.1	13.6	.03	15	25	35	45	60	261,158	-1.1	.013	-.084
Top 10%	37.2	13.6	.06	15	25	40	45	60	908	-3.3	.000	-.240
Discussions with Diverse Others												
UMD (N = 803)	36.2	14.2	.50	15	25	35	45	60				
UMD Peers	38.8	14.7	.17	15	30	40	50	60	8,108	-2.6	.000	-.174
UMD Competitors	36.4	14.3	.22	15	25	40	45	60	5,187	-.2	.676	-.016
NSSE Carnegie	39.5	14.9	.17	15	30	40	50	60	8,158	-3.3	.000	-.223
Top 50%	41.4	15.0	.03	15	30	40	55	60	808	-5.2	.000	-.346
Top 10%	43.4	14.8	.06	20	35	45	60	60	828	-7.2	.000	-.488

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												
UMD (N = 826)	18.5	13.3	.46	0	10	15	25	45				
UMD Peers	19.9	13.7	.15	0	10	20	25	45	9,174	-1.4	.005	-.102
UMD Competitors	20.6	13.9	.20	0	10	20	30	45	5,658	-2.1	.000	-.152
NSSE Carnegie	21.8	14.0	.16	0	10	20	30	50	1,021	-3.4	.000	-.243
Top 50%	24.3	14.8	.04	5	15	20	35	55	837	-5.8	.000	-.391
Top 10%	27.2	15.8	.10	5	15	25	40	60	904	-8.8	.000	-.559
Effective Teaching Practices												
UMD (N = 828)	36.7	11.3	.39	20	28	36	44	56				
UMD Peers	36.5	12.3	.14	16	28	36	44	60	1,036	.3	.498	.023
UMD Competitors	37.2	12.3	.18	16	28	36	44	60	1,193	-.4	.321	-.035
NSSE Carnegie	37.9	12.4	.14	16	28	40	48	60	1,049	-1.2	.004	-.097
Top 50%	40.3	13.1	.03	20	32	40	52	60	837	-3.6	.000	-.271
Top 10%	42.0	13.7	.06	20	32	40	52	60	872	-5.2	.000	-.384
Campus Environment												
Quality of Interactions												
UMD (N = 762)	41.8	11.2	.40	20	36	43	50	58				
UMD Peers	41.4	11.5	.14	20	34	42	50	60	955	.3	.414	.030
UMD Competitors	41.8	11.0	.17	22	36	43	50	60	4,983	-.1	.899	-.005
NSSE Carnegie	42.3	11.5	.14	22	36	44	50	60	7,764	-.6	.194	-.050
Top 50%	43.9	11.6	.03	22	38	46	52	60	770	-2.1	.000	-.182
Top 10%	45.9	12.1	.07	22	40	48	56	60	806	-4.1	.000	-.339
Supportive Environment												
UMD (N = 784)	34.6	12.0	.43	15	28	35	40	58				
UMD Peers	34.9	12.6	.15	15	28	35	43	58	994	-.4	.437	-.028
UMD Competitors	34.9	12.5	.19	15	28	35	43	58	4,978	-.4	.463	-.029
NSSE Carnegie	37.1	13.1	.16	15	28	38	45	60	1,002	-2.6	.000	-.199
Top 50%	37.9	13.2	.03	15	30	40	48	60	791	-3.4	.000	-.256
Top 10%	39.7	13.1	.06	18	30	40	50	60	817	-5.1	.000	-.390

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												
UMD (N = 706)	36.9	12.9	.49	15	30	35	45	60				
UMD Peers	38.9	13.5	.14	15	30	40	50	60	9,666	-2.0	.000	-.151
UMD Competitors	38.8	13.5	.21	15	30	40	50	60	4,992	-1.9	.001	-.140
NSSE Carnegie	39.8	12.9	.17	20	30	40	50	60	6,624	-2.9	.000	-.227
Top 50%	41.3	13.5	.03	20	35	40	55	60	185,142	-4.4	.000	-.327
Top 10%	42.5	13.7	.06	20	35	40	55	60	725	-5.6	.000	-.407
Reflective & Integrative Learning												
UMD (N = 723)	35.0	12.1	.45	14	26	34	43	57				
UMD Peers	37.9	12.4	.13	17	29	37	46	60	10,064	-2.8	.000	-.228
UMD Competitors	37.4	12.2	.18	17	29	37	46	60	5,127	-2.4	.000	-.193
NSSE Carnegie	38.1	12.0	.15	20	29	37	46	60	6,909	-3.1	.000	-.256
Top 50%	39.6	12.2	.03	20	31	40	49	60	180,664	-4.5	.000	-.370
Top 10%	41.1	12.2	.06	20	33	40	51	60	38,994	-6.1	.000	-.498
Learning Strategies												
UMD (N = 683)	32.7	14.2	.54	7	20	33	40	60				
UMD Peers	36.7	14.5	.16	13	27	40	47	60	8,837	-4.0	.000	-.274
UMD Competitors	35.9	14.3	.23	13	27	33	47	60	4,657	-3.2	.000	-.221
NSSE Carnegie	37.1	14.1	.19	13	27	40	47	60	6,256	-4.4	.000	-.312
Top 50%	40.2	14.4	.03	20	33	40	53	60	195,791	-7.4	.000	-.519
Top 10%	42.3	14.2	.06	20	33	40	53	60	53,313	-9.6	.000	-.676
Quantitative Reasoning												
UMD (N = 684)	29.5	15.4	.59	0	20	27	40	60				
UMD Peers	30.1	16.0	.17	0	20	27	40	60	9,469	-.6	.369	-.036
UMD Competitors	29.0	15.7	.24	0	20	27	40	60	4,929	.6	.389	.035
NSSE Carnegie	30.1	16.2	.21	0	20	27	40	60	871	-.6	.369	-.035
Top 50%	30.7	16.0	.03	0	20	33	40	60	252,258	-1.2	.057	-.073
Top 10%	32.7	15.7	.07	7	20	33	40	60	55,724	-3.1	.000	-.200
Learning with Peers												
Collaborative Learning												
UMD (N = 741)	36.5	13.5	.50	15	25	35	45	60				
UMD Peers	35.6	14.2	.14	15	25	35	45	60	10,423	.9	.085	.066
UMD Competitors	34.2	13.9	.21	10	25	35	45	60	5,247	2.3	.000	.164
NSSE Carnegie	36.0	13.5	.17	15	25	35	45	60	7,158	.5	.299	.040
Top 50%	35.7	13.9	.03	15	25	35	45	60	236,569	.8	.107	.059
Top 10%	38.1	13.5	.07	15	30	40	50	60	40,119	-1.6	.002	-.117
Discussions with Diverse Others												
UMD (N = 684)	35.5	14.5	.55	10	25	35	45	60				
UMD Peers	39.7	15.0	.17	15	30	40	55	60	8,888	-4.2	.000	-.280
UMD Competitors	37.1	15.1	.24	15	25	40	50	60	956	-1.6	.008	-.107
NSSE Carnegie	39.5	14.6	.20	20	30	40	50	60	6,256	-4.0	.000	-.274
Top 50%	41.9	15.6	.03	15	30	40	60	60	687	-6.4	.000	-.412
Top 10%	43.8	15.5	.06	20	35	45	60	60	701	-8.3	.000	-.537

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												
UMD (N = 707)	23.5	15.4	.58	0	10	20	35	55				
UMD Peers	24.2	15.4	.16	0	15	20	35	55	9,852	-.7	.249	-.045
UMD Competitors	24.6	15.4	.23	0	15	20	35	55	5,042	-1.1	.071	-.073
NSSE Carnegie	27.6	15.6	.20	5	15	25	40	60	6,750	-4.1	.000	-.265
Top 50%	29.2	15.8	.05	5	20	30	40	60	102,601	-5.7	.000	-.361
Top 10%	33.3	16.1	.14	10	20	35	45	60	792	-9.8	.000	-.607
Effective Teaching Practices												
UMD (N = 707)	37.2	12.2	.46	16	28	36	44	60				
UMD Peers	39.0	13.0	.14	16	32	40	48	60	838	-1.8	.000	-.142
UMD Competitors	37.7	13.2	.20	16	28	40	48	60	998	-.5	.288	-.041
NSSE Carnegie	40.5	12.4	.16	20	32	40	48	60	6,628	-3.3	.000	-.270
Top 50%	41.1	13.6	.03	16	32	40	52	60	714	-4.0	.000	-.291
Top 10%	43.1	13.7	.08	20	36	44	56	60	745	-5.9	.000	-.433
Campus Environment												
Quality of Interactions												
UMD (N = 646)	41.7	11.4	.45	22	34	43	50	60				
UMD Peers	41.3	11.4	.13	20	34	42	50	60	8,318	.3	.468	.030
UMD Competitors	41.0	11.4	.19	20	34	42	50	58	4,429	.7	.166	.059
NSSE Carnegie	42.6	11.0	.15	22	36	44	50	60	6,018	-.9	.053	-.081
Top 50%	44.4	11.9	.03	22	38	46	54	60	132,741	-2.7	.000	-.228
Top 10%	46.5	12.3	.07	22	40	50	58	60	673	-4.8	.000	-.394
Supportive Environment												
UMD (N = 667)	30.7	12.5	.48	10	23	30	40	53				
UMD Peers	30.8	13.6	.15	10	20	30	40	55	806	-.1	.823	-.008
UMD Competitors	30.8	13.0	.21	10	20	30	40	53	4,509	-.1	.894	-.006
NSSE Carnegie	33.8	12.9	.18	13	25	34	43	58	6,092	-3.0	.000	-.237
Top 50%	34.3	13.7	.03	13	25	35	43	60	673	-3.6	.000	-.259
Top 10%	36.4	13.7	.08	13	28	38	45	60	700	-5.6	.000	-.411

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.