
NSSE 2017

Engagement Indicators

Jacksonville State 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 2016 and 2017 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—Institution Version 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

Rocconi, L., & Gonyea, R. M. (2015, May). *Contextualizing student engagement effect sizes: An empirical analysis*. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Southeast Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2016 & 2017
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	△	△	△
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	△	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	△	△	△
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Seniors

Theme	Engagement Indicator	Your seniors compared with Southeast Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2016 & 2017
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

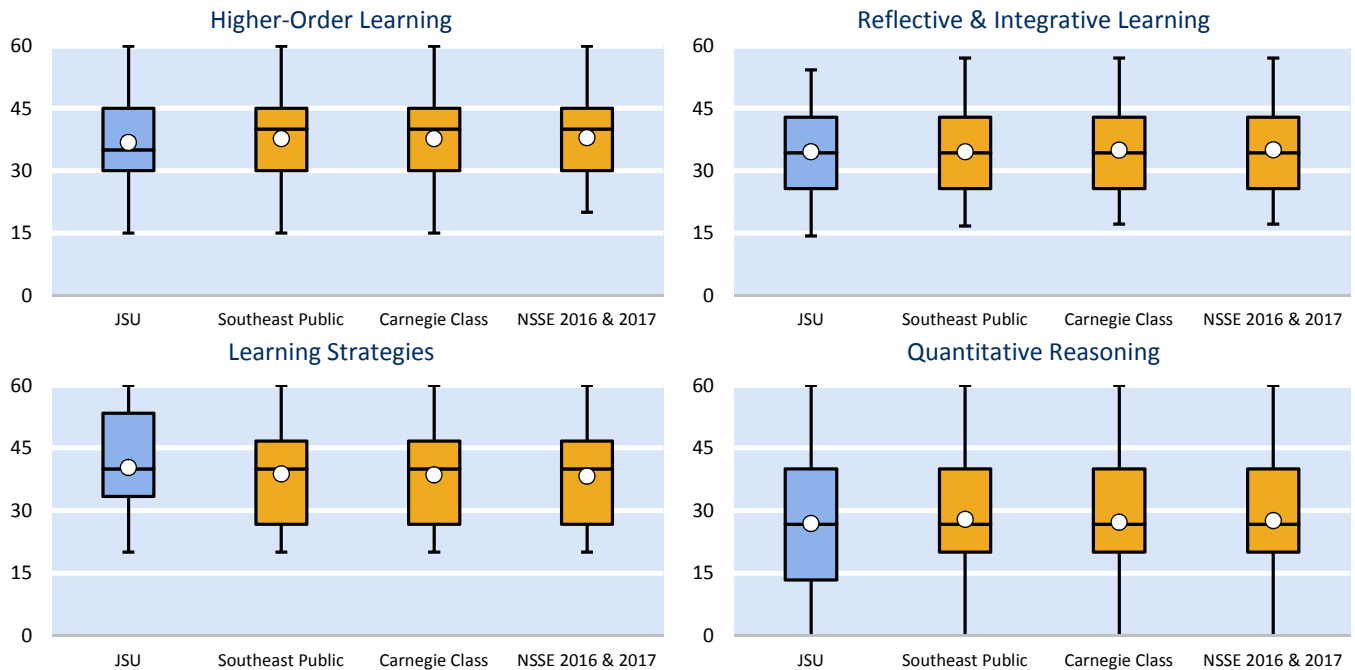
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	JSU Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.8	37.8	-.07	37.8	-.07	37.9	-.08
Reflective & Integrative Learning	34.6	34.6	.00	34.9	-.03	35.0	-.04
Learning Strategies	40.3	38.7 *	.11	38.5 *	.13	38.3 **	.15
Quantitative Reasoning	26.9	27.9	-.07	27.2	-.02	27.6	-.05

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^a 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 between your FY students and		
	JSU	Southeast Public	Carnegie Class	NSSE 2016 & 2017
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	64	<div><div></div></div> -7	<div><div></div></div> -6	<div><div></div></div> -7
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67	<div><div></div></div> -2	<div><div></div></div> -2	<div><div></div></div> -3
4d. Evaluating a point of view, decision, or information source	64	<div><div></div></div> -4	<div><div></div></div> -6	<div><div></div></div> -5
4e. Forming a new idea or understanding from various pieces of information	67	<div><div></div></div> -0	<div><div></div></div> -2	<div><div></div></div> -1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	49	<div><div></div></div> -0	<div><div></div></div> -2	<div><div></div></div> -2
2b. Connected your learning to societal problems or issues	48	<div><div></div></div> -2	<div><div></div></div> -4	<div><div></div></div> -3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	<div><div></div></div> -1	<div><div></div></div> -2	<div><div></div></div> -2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	+1 <div><div></div></div>	+1 <div><div></div></div>	+1 <div><div></div></div>
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	+1 <div><div></div></div>	<div><div></div></div> -0	<div><div></div></div> -0
2f. Learned something that changed the way you understand an issue or concept	63	<div><div></div></div> -1	<div><div></div></div> -3	<div><div></div></div> -3
2g. Connected ideas from your courses to your prior experiences and knowledge	78	+3 <div><div></div></div>	+2 <div><div></div></div>	+1 <div><div></div></div>
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	80	+4 <div><div></div></div>	+3 <div><div></div></div>	+3 <div><div></div></div>
9b. Reviewed your notes after class	71	+4 <div><div></div></div>	+5 <div><div></div></div>	+6 <div><div></div></div>
9c. Summarized what you learned in class or from course materials	67	+2 <div><div></div></div>	+3 <div><div></div></div>	+4 <div><div></div></div>
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	52	<div><div></div></div> -1	+1 <div><div></div></div>	<div><div></div></div> -0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	36	<div><div></div></div> -3	<div><div></div></div> -2	<div><div></div></div> -3
6c. Evaluated what others have concluded from numerical information	35	<div><div></div></div> -3	<div><div></div></div> -2	<div><div></div></div> -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.

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

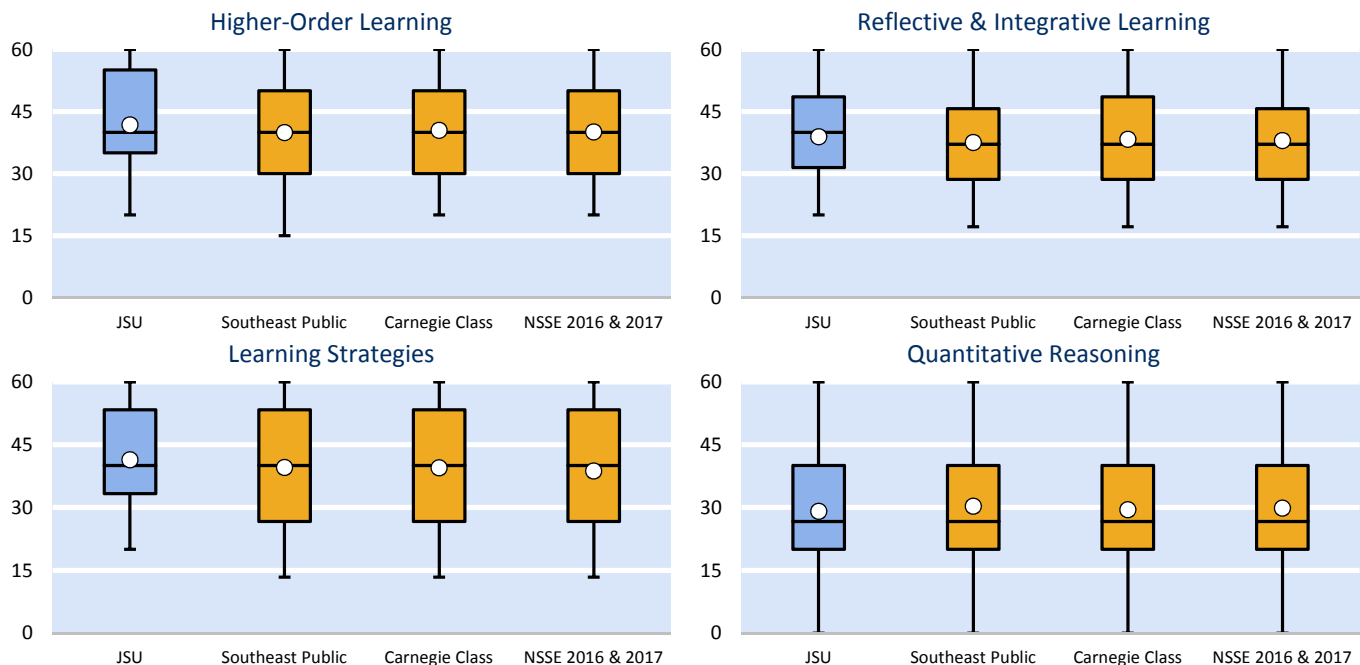
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	JSU Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.8	39.9 **	.14	40.5 *	.10	40.0 **	.13
Reflective & Integrative Learning	38.9	37.5 *	.11	38.3	.05	38.0	.07
Learning Strategies	41.4	39.5 **	.13	39.4 **	.14	38.7 ***	.18
Quantitative Reasoning	29.0	30.3	-.08	29.5	-.03	29.9	-.05

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^a 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 between your seniors and		
	JSU	Southeast Public	Carnegie Class	NSSE 2016 & 2017
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	80	+2	+2	+2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+2	+1	+2
4d. Evaluating a point of view, decision, or information source	77	+9	+5	+7
4e. Forming a new idea or understanding from various pieces of information	76	+6	+3	+4
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	66	-3	-3	-3
2b. Connected your learning to societal problems or issues	64	+5	+1	+3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	58	+8	+3	+5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71	+6	+4	+5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	+3	+2	+2
2f. Learned something that changed the way you understand an issue or concept	70	-0	-2	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	85	+3	+1	+2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	82	+3	+1	+2
9b. Reviewed your notes after class	74	+9	+10	+12
9c. Summarized what you learned in class or from course materials	72	+6	+7	+9
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54	-4	-1	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	-0	+1	+1
6c. Evaluated what others have concluded from numerical information	42	-3	-1	-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.

Learning with Peers: First-year students

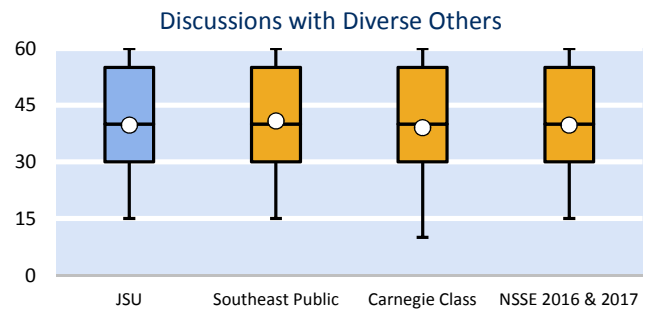
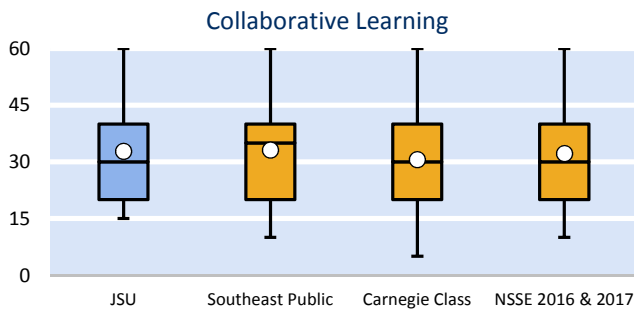
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	JSU Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.7	33.1	-.02	30.6 **	.15	32.2	.04
Discussions with Diverse Others	39.7	40.8	-.07	39.0	.04	39.7	.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).








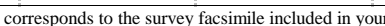
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		Percentage point difference between your FY students and			
	JSU	Southeast Public	Carnegie Class	NSSE 2016 & 2017	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...	%				
1e. Asked another student to help you understand course material	48		-6	-1	-4
1f. Explained course material to one or more students	59		-1	+5	+1
1g. Prepared for exams by discussing or working through course material with other students	53		+1	+6	+3
1h. Worked with other students on course projects or assignments	57		+3	+6	+4
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	71		-1	+2	+1
8b. People from an economic background other than your own	72		-1	+3	+1
8c. People with religious beliefs other than your own	63		-5	-3	-4
8d. People with political views other than your own	72		+2	+6	+5

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Learning with Peers: Seniors

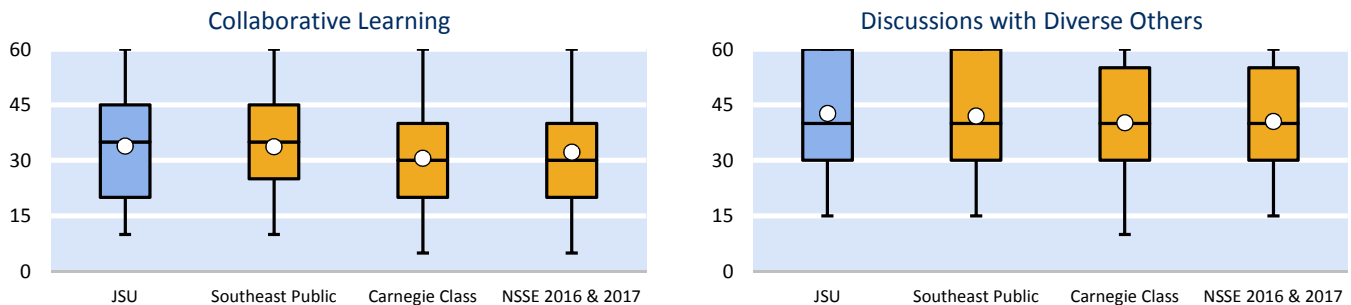
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Mean Comparisons

Engagement Indicator	JSU	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2016 & 2017	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.9	33.8	.01	30.6 ***	.21	32.3 *	.11
Discussions with Diverse Others	42.7	42.0	.05	40.1 ***	.16	40.5 **	.14

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

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	JSU	Southeast Public	Carnegie Class	NSSE 2016 & 2017
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Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	50	+4	+10	+7
1f. Explained course material to one or more students	59	-3	+4	+1
1g. Prepared for exams by discussing or working through course material with other students	52	+2	+9	+6
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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	77	+2	+6	+5
8b. People from an economic background other than your own	77	+2	+6	+4
8c. People with religious beliefs other than your own	66	-4	-2	-2
8d. People with political views other than your own	76	+4	+9	+8

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Experiences with Faculty: First-year students

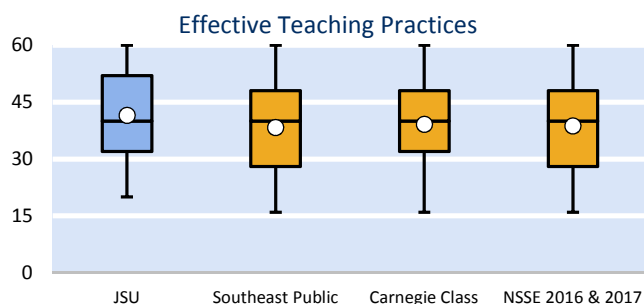
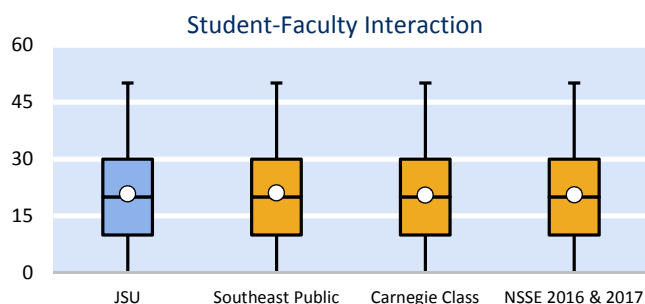
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

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Student-Faculty Interaction	20.8	21.0	-.01	20.4	.03	20.6	.02
Effective Teaching Practices	41.5	38.3 ***	.24	39.1 ***	.18	38.7 ***	.21

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		Percentage point difference between your FY students and		
	JSU	Southeast Public	Carnegie Class	NSSE 2016 & 2017
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
3a. Talked about career plans with a faculty member	36	<div><div></div></div> -0	+1 <div><div></div></div>	+1 <div><div></div></div>
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	<div><div></div></div> -0	+1 <div><div></div></div>	+0 <div><div></div></div>
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	22	<div><div></div></div> -3	-2 <div><div></div></div>	<div><div></div></div> -3
3d. Discussed your academic performance with a faculty member	31	<div><div></div></div> -0	+1 <div><div></div></div>	+1 <div><div></div></div>
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	84	+7 <div><div></div></div>	+6 <div><div></div></div>	+6 <div><div></div></div>
5b. Taught course sessions in an organized way	83	+8 <div><div></div></div>	+7 <div><div></div></div>	+7 <div><div></div></div>
5c. Used examples or illustrations to explain difficult points	81	+7 <div><div></div></div>	+6 <div><div></div></div>	+6 <div><div></div></div>
5d. Provided feedback on a draft or work in progress	68	+5 <div><div></div></div>	+2 <div><div></div></div>	+5 <div><div></div></div>
5e. Provided prompt and detailed feedback on tests or completed assignments	66	+8 <div><div></div></div>	+4 <div><div></div></div>	+6 <div><div></div></div>

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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.

Experiences with Faculty: Seniors

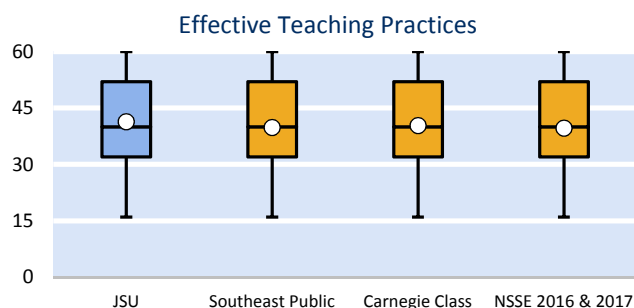
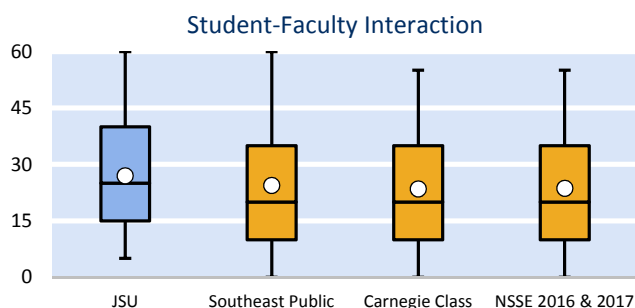
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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

Mean Comparisons	JSU	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	26.9	24.4 ***	.16	23.4 ***	.22	23.6 ***	.21
Effective Teaching Practices	41.3	39.8 *	.11	40.3	.07	39.6 **	.12

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^a 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 between your seniors and		
	JSU	Southeast Public	Carnegie Class	NSSE 2016 & 2017
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	54	+10	+11	+11
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	32	+4	+6	+5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	+1	+3	+3
3d. Discussed your academic performance with a faculty member	39	+5	+5	+6
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	82	+1	+0	+1
5b. Taught course sessions in an organized way	80	+2	+1	+2
5c. Used examples or illustrations to explain difficult points	79	+1	+1	+1
5d. Provided feedback on a draft or work in progress	63	+3	+1	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	73	+9	+6	+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.

Campus Environment: First-year students

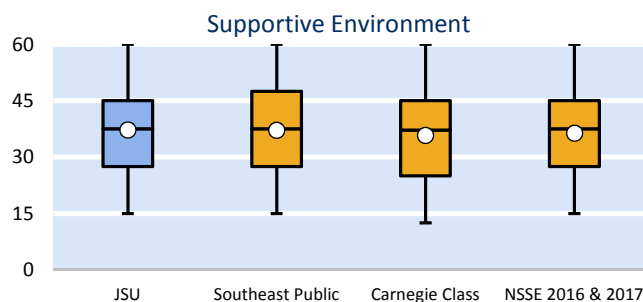
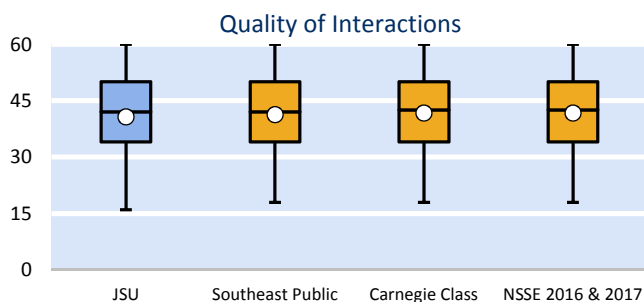
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	JSU Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.7	41.3	-.05	41.7	-.08	41.7	-.09
Supportive Environment	37.2	37.1	.01	35.7	.11	36.3	.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^a 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 between your FY students and		
	JSU	Southeast Public	Carnegie Class	NSSE 2016 & 2017
Quality of Interactions				
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	50	 -1	 -1	 -2
13b. Academic advisors	56	 +6	 +7	 +6
13c. Faculty	49	 +2	 -1	 -0
13d. Student services staff (career services, student activities, housing, etc.)	43	 -1	 -2	 -1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	35	 -6	 -9	 -8
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	76	 +0	 +1	 -0
14c. Using learning support services (tutoring services, writing center, etc.)	78	 +1	 +2	 +2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	 -3	 -2	 -3
14e. Providing opportunities to be involved socially	71	 -1	 +2	 +0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	71	 -2	 +3	 +1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	42	 -1	 -1	 -1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	73	 +3	 +12	 +8
14i. Attending events that address important social, economic, or political issues	50	 -2	 -0	 -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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Campus Environment: Seniors

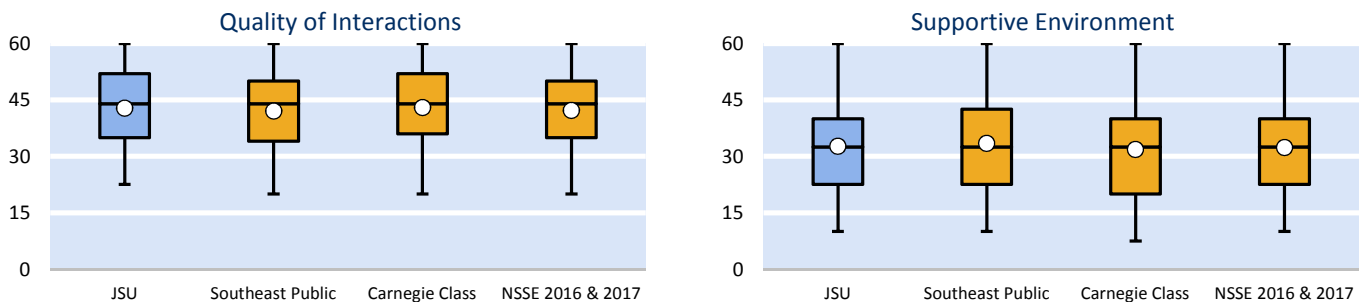
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	JSU Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.8	42.1	.06	43.0	-.01	42.2	.05
Supportive Environment	32.7	33.5	-.05	31.8	.06	32.3	.03

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

Score Distributions



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

Performance^a 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	JSU	Percentage point difference between your seniors and		
		Southeast Public	Carnegie Class	NSSE 2016 & 2017
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	59	+1	+1	+2
13b. Academic advisors	58	+7	+4	+6
13c. Faculty	61	+5	+2	+4
13d. Student services staff (career services, student activities, housing, etc.)	42	-1	-2	+0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	34	-5	-11	-7
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	70	-1	-1	-0
14c. Using learning support services (tutoring services, writing center, etc.)	68	+2	+2	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	+2	+2	+3
14e. Providing opportunities to be involved socially	65	-3	+3	+1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	56	-10	-3	-5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	-1	-1	-0
14h. Attending campus activities and events (performing arts, athletic events, etc.)	57	-3	+9	+4
14i. Attending events that address important social, economic, or political issues	39	-5	-3	-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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NSSE 2017 Engagement Indicators

Comparisons with High-Performing Institutions

Jacksonville State University

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 2016 and 2017 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 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	JSU Mean	Your first-year students compared with						
			NSSE Top 50%			NSSE Top 10%			
			Mean	Effect size	✓	Mean	Effect size	✓	
Academic Challenge	Higher-Order Learning	36.8	39.2 ***	-.18		41.2 ***	-.32		
	Reflective and Integrative Learning	34.6	36.6 **	-.16		38.3 ***	-.30		
	Learning Strategies	40.3	39.8	.03	✓	41.9 *	-.12		
	Quantitative Reasoning	26.9	28.8 *	-.13		30.4 ***	-.23		
Learning with Peers	Collaborative Learning	32.7	35.2 ***	-.18		37.1 ***	-.32		
	Discussions with Diverse Others	39.7	41.7 **	-.14		43.8 ***	-.28		
Experiences with Faculty	Student-Faculty Interaction	20.8	23.8 ***	-.20		27.2 ***	-.41		
	Effective Teaching Practices	41.5	40.7	.06	✓	42.6	-.08	✓	
Campus Environment	Quality of Interactions	40.7	43.8 ***	-.27		46.1 ***	-.46		
	Supportive Environment	37.2	38.2	-.08	✓	40.0 ***	-.21		

Seniors

Theme	Engagement Indicator	JSU Mean	Your seniors compared with						
			NSSE Top 50%			NSSE Top 10%			
			Mean	Effect size	✓	Mean	Effect size	✓	
Academic Challenge	Higher-Order Learning	41.8	41.8	.00	✓	43.3 *	-.11		
	Reflective and Integrative Learning	38.9	40.0	-.09	✓	42.0 ***	-.25		
	Learning Strategies	41.4	40.7	.05	✓	42.9 *	-.10		
	Quantitative Reasoning	29.0	31.1 **	-.13		33.0 ***	-.25		
Learning with Peers	Collaborative Learning	33.9	35.8 **	-.14		37.9 ***	-.30		
	Discussions with Diverse Others	42.7	42.3	.03	✓	44.3 *	-.10		
Experiences with Faculty	Student-Faculty Interaction	26.9	29.2 **	-.15		33.0 ***	-.38		
	Effective Teaching Practices	41.3	41.8	-.04	✓	43.8 ***	-.19		
Campus Environment	Quality of Interactions	42.8	44.8 ***	-.17		46.9 ***	-.34		
	Supportive Environment	32.7	34.8 **	-.15		37.2 ***	-.33		

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 2016 and 2017 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.

NSSE 2017 Engagement Indicators

Detailed Statistics^a

Jacksonville State University

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												
JSU (N = 374)	36.8	13.4	.69	15	30	35	45	60				
Southeast Public	37.8	13.5	.05	15	30	40	45	60	68,612	-.9	.182	-.069
Carnegie Class	37.8	13.4	.04	15	30	40	45	60	94,435	-.9	.182	-.069
NSSE 2016 & 2017	37.9	13.3	.02	20	30	40	45	60	328,007	-1.1	.109	-.083
Top 50%	39.2	13.1	.03	20	30	40	50	60	187,175	-2.3	.001	-.177
Top 10%	41.2	13.3	.07	20	35	40	50	60	34,896	-4.3	.000	-.325
Reflective & Integrative Learning												
JSU (N = 382)	34.6	12.2	.63	14	26	34	43	54				
Southeast Public	34.6	12.2	.05	17	26	34	43	57	71,883	.0	.943	.004
Carnegie Class	34.9	12.0	.04	17	26	34	43	57	98,348	-.3	.593	-.027
NSSE 2016 & 2017	35.0	12.0	.02	17	26	34	43	57	341,618	-.4	.484	-.036
Top 50%	36.6	12.0	.03	17	29	37	46	57	174,163	-2.0	.001	-.164
Top 10%	38.3	12.3	.06	20	29	37	46	60	38,093	-3.6	.000	-.297
Learning Strategies												
JSU (N = 348)	40.3	13.4	.72	20	33	40	53	60				
Southeast Public	38.7	13.8	.06	20	27	40	47	60	59,961	1.5	.037	.112
Carnegie Class	38.5	13.8	.05	20	27	40	47	60	84,324	1.8	.017	.128
NSSE 2016 & 2017	38.3	13.7	.03	20	27	40	47	60	292,073	2.0	.006	.147
Top 50%	39.8	13.7	.04	20	27	40	53	60	144,349	.5	.536	.033
Top 10%	41.9	14.1	.07	20	33	40	53	60	36,932	-1.7	.029	-.118
Quantitative Reasoning												
JSU (N = 367)	26.9	16.1	.84	0	13	27	40	60				
Southeast Public	27.9	15.6	.06	0	20	27	40	60	68,134	-1.0	.208	-.066
Carnegie Class	27.2	15.4	.05	0	20	27	40	60	93,999	-.3	.671	-.022
NSSE 2016 & 2017	27.6	15.4	.03	0	20	27	40	60	326,781	-.7	.368	-.047
Top 50%	28.8	15.2	.03	0	20	27	40	60	201,853	-2.0	.014	-.129
Top 10%	30.4	15.2	.07	7	20	27	40	60	49,404	-3.5	.000	-.233
Learning with Peers												
Collaborative Learning												
JSU (N = 386)	32.7	13.9	.71	15	20	30	40	60				
Southeast Public	33.1	14.1	.05	10	20	35	40	60	75,198	-.3	.662	-.022
Carnegie Class	30.6	14.9	.05	5	20	30	40	60	101,804	2.2	.004	.147
NSSE 2016 & 2017	32.2	14.5	.02	10	20	30	40	60	354,136	.6	.428	.040
Top 50%	35.2	13.6	.03	15	25	35	45	60	202,564	-2.4	.000	-.180
Top 10%	37.1	13.4	.06	15	25	40	45	60	49,902	-4.3	.000	-.323
Discussions with Diverse Others												
JSU (N = 350)	39.7	15.8	.84	15	30	40	55	60				
Southeast Public	40.8	15.6	.06	15	30	40	55	60	60,602	-1.1	.180	-.072
Carnegie Class	39.0	15.9	.05	10	30	40	55	60	85,076	.7	.422	.043
NSSE 2016 & 2017	39.7	15.5	.03	15	30	40	55	60	294,736	.0	1.000	.000
Top 50%	41.7	14.9	.03	20	30	40	55	60	184,809	-2.1	.010	-.139
Top 10%	43.8	14.5	.07	20	35	45	60	60	43,738	-4.1	.000	-.285

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												
JSU (N = 374)	20.8	15.0	.77	0	10	20	30	50				
Southeast Public	21.0	14.8	.06	0	10	20	30	50	69,862	-.2	.786	-.014
Carnegie Class	20.4	14.5	.05	0	10	20	30	50	95,887	.4	.603	.027
NSSE 2016 & 2017	20.6	14.5	.03	0	10	20	30	50	333,183	.2	.760	.016
Top 50%	23.8	14.7	.04	0	15	20	35	55	117,208	-3.0	.000	-.202
Top 10%	27.2	15.6	.11	5	15	25	40	60	389	-6.4	.000	-.412
Effective Teaching Practices												
JSU (N = 376)	41.5	13.0	.67	20	32	40	52	60				
Southeast Public	38.3	13.3	.05	16	28	40	48	60	69,256	3.2	.000	.239
Carnegie Class	39.1	13.2	.04	16	32	40	48	60	95,430	2.4	.001	.179
NSSE 2016 & 2017	38.7	13.1	.02	16	28	40	48	60	331,508	2.8	.000	.212
Top 50%	40.7	13.0	.04	20	32	40	52	60	131,126	.8	.254	.059
Top 10%	42.6	13.6	.08	20	36	44	56	60	30,251	-1.1	.107	-.084
Campus Environment												
Quality of Interactions												
JSU (N = 340)	40.7	13.1	.71	16	34	42	50	60				
Southeast Public	41.3	12.6	.05	18	34	42	50	60	57,097	-.6	.366	-.049
Carnegie Class	41.7	12.6	.04	18	34	43	50	60	79,472	-1.0	.128	-.083
NSSE 2016 & 2017	41.7	12.4	.02	18	34	43	50	60	276,622	-1.1	.113	-.086
Top 50%	43.8	11.5	.03	22	38	46	52	60	341	-3.1	.000	-.272
Top 10%	46.1	11.7	.08	24	40	48	56	60	348	-5.4	.000	-.457
Supportive Environment												
JSU (N = 334)	37.2	13.1	.72	15	28	38	45	60				
Southeast Public	37.1	13.6	.06	15	28	38	48	60	55,418	.1	.919	.006
Carnegie Class	35.7	13.8	.05	13	25	37	45	60	78,530	1.5	.053	.106
NSSE 2016 & 2017	36.3	13.6	.03	15	28	38	45	60	272,298	.9	.245	.064
Top 50%	38.2	13.1	.03	18	30	40	48	60	148,103	-1.0	.151	-.079
Top 10%	40.0	13.0	.07	18	31	40	50	60	35,528	-2.8	.000	-.214

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.

NSSE 2017 Engagement Indicators

Detailed Statistics^a

Jacksonville State University

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												
JSU (N = 488)	41.8	13.5	.61	20	35	40	55	60				
Southeast Public	39.9	13.9	.05	15	30	40	50	60	78,333	1.9	.003	.135
Carnegie Class	40.5	13.7	.04	20	30	40	50	60	120,708	1.3	.035	.096
NSSE 2016 & 2017	40.0	13.7	.02	20	30	40	50	60	389,183	1.7	.005	.128
Top 50%	41.8	13.5	.03	20	35	40	55	60	154,395	.0	.945	-.003
Top 10%	43.3	13.4	.06	20	35	40	55	60	46,131	-1.5	.017	-.109
Reflective & Integrative Learning												
JSU (N = 498)	38.9	12.6	.56	20	31	40	49	60				
Southeast Public	37.5	12.7	.04	17	29	37	46	60	81,096	1.4	.013	.111
Carnegie Class	38.3	12.6	.04	17	29	37	49	60	124,530	.7	.242	.053
NSSE 2016 & 2017	38.0	12.6	.02	17	29	37	46	60	402,000	.9	.101	.074
Top 50%	40.0	12.3	.03	20	31	40	49	60	159,105	-1.1	.055	-.086
Top 10%	42.0	12.2	.07	20	34	43	51	60	33,606	-3.0	.000	-.249
Learning Strategies												
JSU (N = 462)	41.4	14.4	.67	20	33	40	53	60				
Southeast Public	39.5	14.6	.06	13	27	40	53	60	70,299	1.9	.006	.128
Carnegie Class	39.4	14.5	.04	13	27	40	53	60	110,363	2.0	.004	.136
NSSE 2016 & 2017	38.7	14.5	.02	13	27	40	53	60	354,187	2.7	.000	.184
Top 50%	40.7	14.4	.03	20	33	40	53	60	186,548	.7	.322	.046
Top 10%	42.9	14.3	.06	20	33	40	60	60	54,772	-1.5	.026	-.104
Quantitative Reasoning												
JSU (N = 482)	29.0	16.1	.73	0	20	27	40	60				
Southeast Public	30.3	16.4	.06	0	20	27	40	60	78,051	-1.2	.097	-.076
Carnegie Class	29.5	16.3	.05	0	20	27	40	60	120,325	-.4	.552	-.027
NSSE 2016 & 2017	29.9	16.3	.03	0	20	27	40	60	388,321	-.8	.271	-.050
Top 50%	31.1	16.2	.03	0	20	33	40	60	235,719	-2.1	.004	-.130
Top 10%	33.0	15.9	.07	7	20	33	40	60	52,424	-3.9	.000	-.248
Learning with Peers												
Collaborative Learning												
JSU (N = 506)	33.9	15.6	.69	10	20	35	45	60				
Southeast Public	33.8	14.8	.05	10	25	35	45	60	510	.2	.809	.011
Carnegie Class	30.6	15.8	.04	5	20	30	40	60	126,796	3.3	.000	.211
NSSE 2016 & 2017	32.3	15.1	.02	5	20	30	40	60	410,893	1.6	.014	.109
Top 50%	35.8	13.8	.03	15	25	35	45	60	507	-1.9	.006	-.138
Top 10%	37.9	13.4	.06	15	30	40	50	60	514	-4.0	.000	-.296
Discussions with Diverse Others												
JSU (N = 464)	42.7	16.3	.75	15	30	40	60	60				
Southeast Public	42.0	15.8	.06	15	30	40	60	60	70,720	.7	.315	.047
Carnegie Class	40.1	16.3	.05	10	30	40	55	60	110,902	2.6	.001	.159
NSSE 2016 & 2017	40.5	15.9	.03	15	30	40	55	60	356,394	2.2	.003	.140
Top 50%	42.3	15.6	.03	15	30	40	60	60	465	.4	.585	.027
Top 10%	44.3	15.3	.07	20	35	45	60	60	471	-1.5	.042	-.101

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												
JSU (N = 488)	26.9	16.2	.73	5	15	25	40	60				
Southeast Public	24.4	16.1	.06	0	10	20	35	60	79,285	2.5	.000	.159
Carnegie Class	23.4	16.1	.05	0	10	20	35	55	122,039	3.5	.000	.217
NSSE 2016 & 2017	23.6	15.9	.03	0	10	20	35	55	393,776	3.4	.000	.211
Top 50%	29.2	15.7	.05	5	20	30	40	60	94,682	-2.3	.001	-.147
Top 10%	33.0	16.0	.13	10	20	30	45	60	15,064	-6.1	.000	-.379
Effective Teaching Practices												
JSU (N = 490)	41.3	14.0	.63	16	32	40	52	60				
Southeast Public	39.8	13.8	.05	16	32	40	52	60	79,178	1.5	.014	.111
Carnegie Class	40.3	13.8	.04	16	32	40	52	60	122,032	1.0	.108	.073
NSSE 2016 & 2017	39.6	13.7	.02	16	32	40	52	60	393,607	1.7	.006	.123
Top 50%	41.8	13.5	.04	20	32	40	52	60	134,804	-.5	.432	-.036
Top 10%	43.8	13.4	.08	20	36	44	56	60	27,296	-2.5	.000	-.188
Campus Environment												
Quality of Interactions												
JSU (N = 447)	42.8	11.9	.56	23	35	44	52	60				
Southeast Public	42.1	12.2	.05	20	34	44	50	60	66,713	.7	.205	.060
Carnegie Class	43.0	12.3	.04	20	36	44	52	60	102,938	-.2	.758	-.015
NSSE 2016 & 2017	42.2	12.1	.02	20	35	44	50	60	333,743	.6	.328	.046
Top 50%	44.8	11.6	.03	23	38	46	54	60	128,729	-2.0	.000	-.170
Top 10%	46.9	12.1	.06	23	40	50	58	60	35,819	-4.1	.000	-.337
Supportive Environment												
JSU (N = 449)	32.7	14.3	.68	10	23	33	40	60				
Southeast Public	33.5	14.2	.06	10	23	33	43	60	66,691	-.8	.252	-.054
Carnegie Class	31.8	14.4	.04	8	20	33	40	60	105,017	.9	.200	.061
NSSE 2016 & 2017	32.3	14.2	.02	10	23	33	40	60	336,959	.4	.570	.027
Top 50%	34.8	13.7	.04	13	25	35	45	60	153,613	-2.0	.002	-.149
Top 10%	37.2	13.6	.08	13	28	38	48	60	28,139	-4.5	.000	-.327

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.