



NSSE 2018

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 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 Southeast Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2018
<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 Southeast Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2018
<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

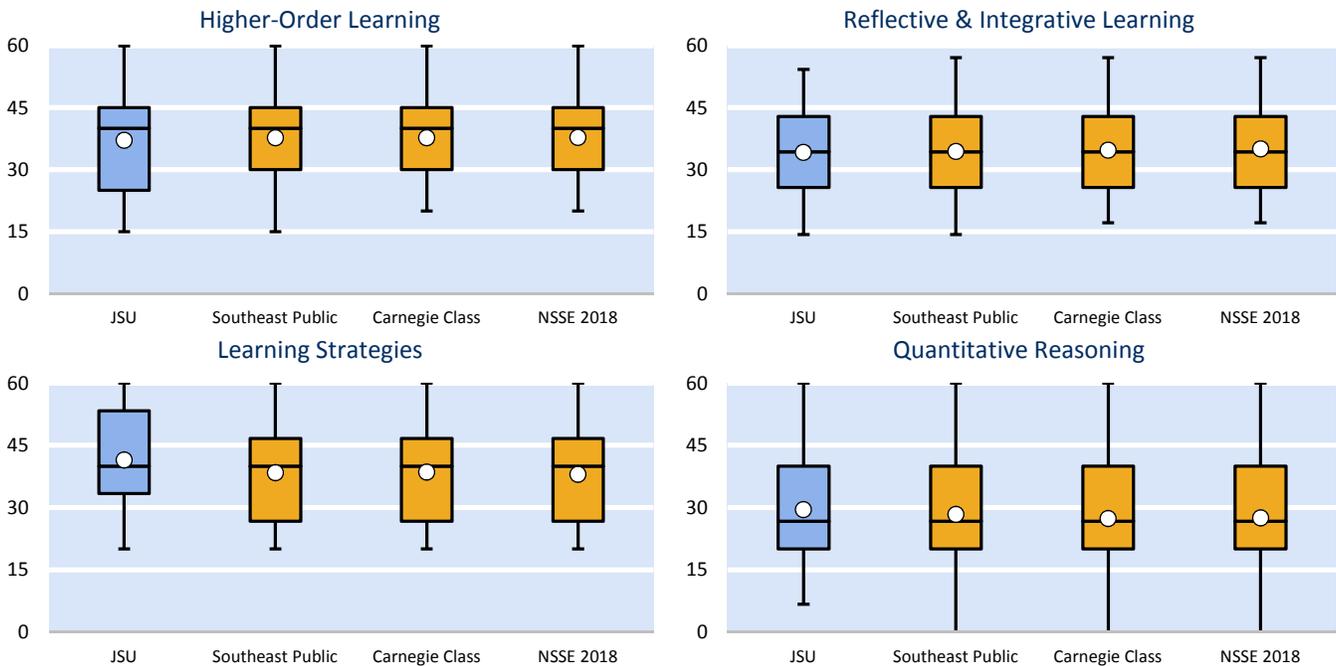
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	JSU Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.1	37.7	-.04	37.7	-.04	37.8	-.05
Reflective & Integrative Learning	34.2	34.4	-.02	34.8	-.05	35.0	-.07
Learning Strategies	41.5	38.4 ***	.22	38.5 ***	.21	38.0 ***	.25
Quantitative Reasoning	29.5	28.3	.08	27.4 *	.14	27.5 *	.13

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.

	JSU	Percentage point difference ^a between your FY students and		
		Southeast Public	Carnegie Class	NSSE 2018
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	69	-2	-0	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	+1	+1	+0
4d. Evaluating a point of view, decision, or information source	69	+1	-0	+0
4e. Forming a new idea or understanding from various pieces of information	65	-2	-3	-3
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	51	+1	+1	-0
2b. Connected your learning to societal problems or issues	49	+1	-2	-2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48	-1	-2	-3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	-0	-2	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	-0	-1	-2
2f. Learned something that changed the way you understand an issue or concept	63	-0	-3	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	74	-0	-2	-3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	77	+4	+2	+2
9b. Reviewed your notes after class	78	+10	+11	+13
9c. Summarized what you learned in class or from course materials	74	+10	+9	+11
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.)	60	+5	+9	+8
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	+3	+5	+5
6c. Evaluated what others have concluded from numerical information	43	+3	+5	+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.

Academic Challenge: Seniors

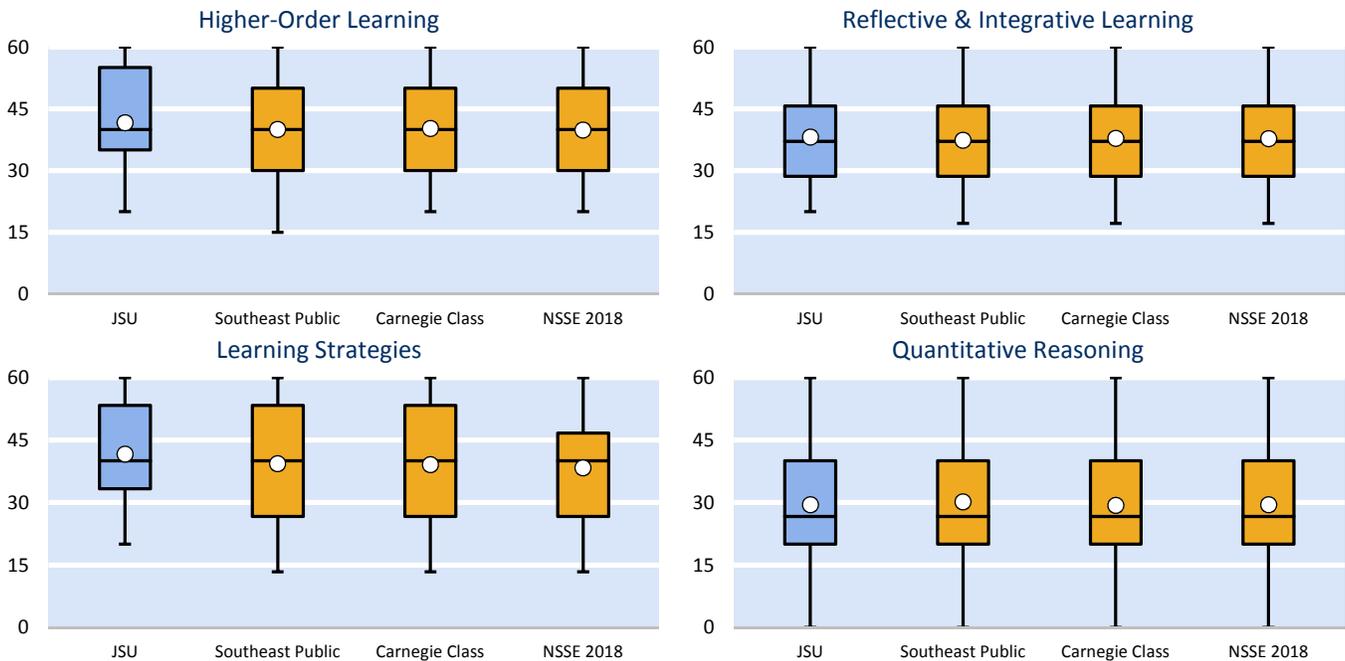
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.6	40.0 **	.12	40.3 *	.10	39.9 **	.13
Reflective & Integrative Learning	38.1	37.4	.06	37.9	.02	37.8	.03
Learning Strategies	41.6	39.3 ***	.16	39.1 ***	.17	38.3 ***	.22
Quantitative Reasoning	29.5	30.1	-.04	29.3	.01	29.5	.00

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

Score Distributions



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

Academic Challenge: 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.

	JSU	Percentage point difference ^a between your seniors and		
		Southeast Public	Carnegie Class	NSSE 2018
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	80	+2 	+2 	+3 
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	74	+5 	+2 	+4 
4e. Forming a new idea or understanding from various pieces of information	74	+4 	+2 	+3 
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	65	-4 	-2 	-3 
2b. Connected your learning to societal problems or issues	57	-1 	-4 	-3 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	+4 	+0 	+1 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	+5 	+3 	+4 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	+2 	+1 	+1 
2f. Learned something that changed the way you understand an issue or concept	70	+1 	-0 	-0 
2g. Connected ideas from your courses to your prior experiences and knowledge	85	+2 	+1 	+2 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	78	-0 	-2 	-1 
9b. Reviewed your notes after class	75	+9 	+10 	+13 
9c. Summarized what you learned in class or from course materials	74	+8 	+8 	+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.)	54	-2 	+1 	-0 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	+1 	+1 	+2 
6c. Evaluated what others have concluded from numerical information	41	-3 	-1 	-2 

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

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

Learning with Peers: First-year students

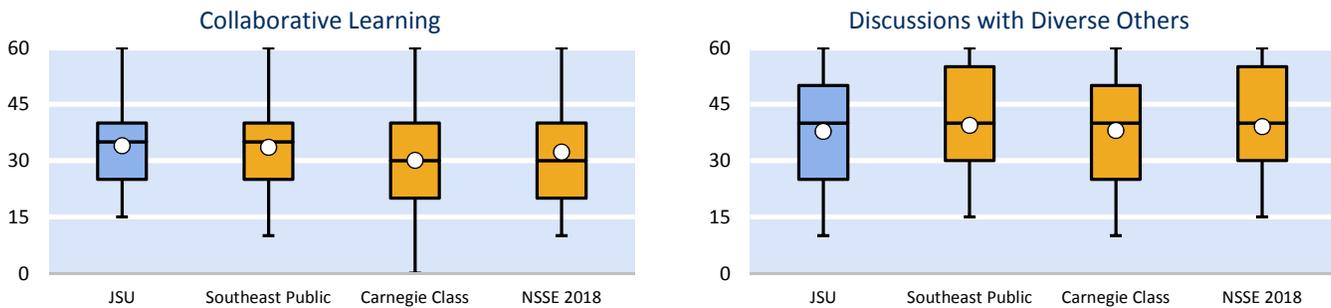
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.9	33.5	.03	30.0 ***	.26	32.3 *	.11
Discussions with Diverse Others	37.7	39.3	-.10	38.0	-.02	39.0	-.08

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.

	JSU	Percentage point difference ^a between your FY students and		
		Southeast Public	Carnegie Class	NSSE 2018
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	55	-0	+8	+3
1f. Explained course material to one or more students	61	+1	+8	+4
1g. Prepared for exams by discussing or working through course material with other students	59	+6	+13	+8
1h. Worked with other students on course projects or assignments	60	+3	+9	+5
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	66	-4	-1	-3
8b. People from an economic background other than your own	70	-1	+2	-1
8c. People with religious beliefs other than your own	62	-3	-1	-3
8d. People with political views other than your own	64	-1	+1	+1

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

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

Learning with Peers: Seniors

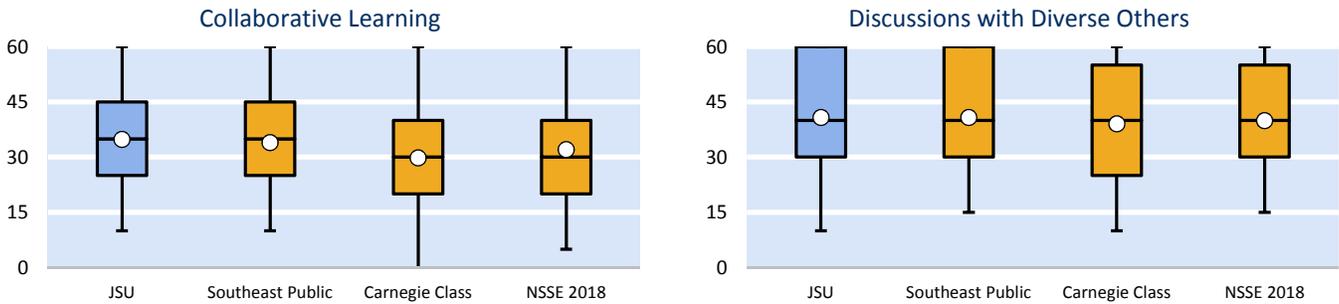
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	JSU Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.8	33.9	.06	29.8 ***	.30	32.0 ***	.18
Discussions with Diverse Others	40.8	40.8	.00	39.1 *	.10	39.9	.06

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

Score Distributions



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

Performance on Indicator Items

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

Engagement Indicator	JSU	Percentage point difference ^a between your seniors and		
		Southeast Public	Carnegie Class	NSSE 2018
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	49	+3	+10	+6
1f. Explained course material to one or more students	61	-1	+7	+3
1g. Prepared for exams by discussing or working through course material with other students	55	+3	+11	+8
1h. Worked with other students on course projects or assignments	66	-0	+9	+3
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	72	-1	+3	+1
8b. People from an economic background other than your own	74	-0	+4	+1
8c. People with religious beliefs other than your own	63	-5	-2	-4
8d. People with political views other than your own	71	+3	+6	+6

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.

Experiences with Faculty: First-year students

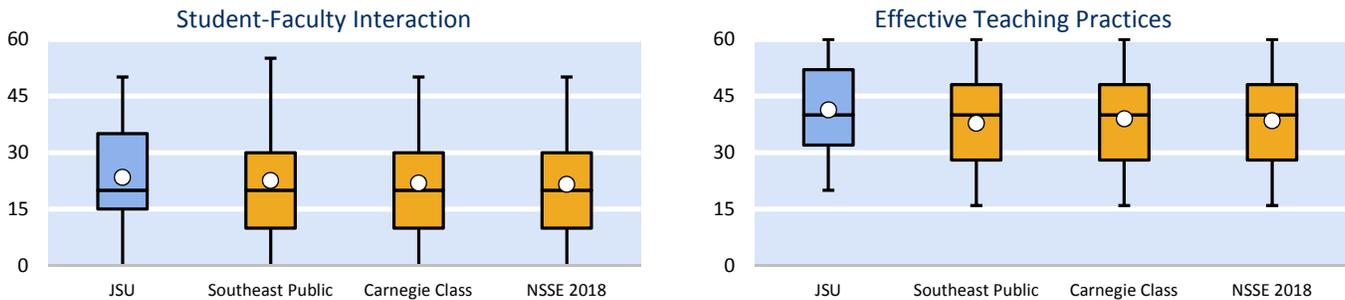
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	JSU Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2018	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.4	22.6	.05	21.9	.10	21.6 *	.12
Effective Teaching Practices	41.3	37.7 ***	.27	38.9 **	.18	38.4 ***	.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).

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.

Student-Faculty Interaction	JSU %	Percentage point difference ^a between your FY students and		
		Southeast Public	Carnegie Class	NSSE 2018
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	42	+1	+3	+4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	29	+5	+7	+7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	+2	+3	+3
3d. Discussed your academic performance with a faculty member	37	+2	+3	+5
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	85	+11	+8	+9
5b. Taught course sessions in an organized way	79	+7	+5	+5
5c. Used examples or illustrations to explain difficult points	80	+8	+7	+7
5d. Provided feedback on a draft or work in progress	71	+9	+6	+7
5e. Provided prompt and detailed feedback on tests or completed assignments	66	+8	+4	+6

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.

Experiences with Faculty: Seniors

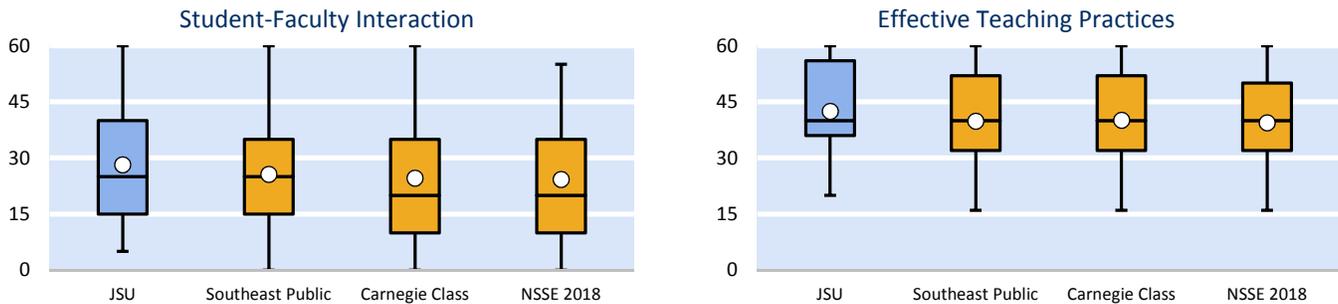
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Engagement Indicator	JSU Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	28.1	25.5 ***	.16	24.6 ***	.22	24.2 ***	.25
Effective Teaching Practices	42.4	39.8 ***	.19	40.0 ***	.17	39.3 ***	.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).

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.

Student-Faculty Interaction	JSU %	Percentage point difference ^a between your seniors and		
		Southeast Public	Carnegie Class	NSSE 2018
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	55	+7	+9	+10
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	33	+2	+5	+5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	40	+5	+7	+7
3d. Discussed your academic performance with a faculty member	44	+6	+6	+9
<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	82	+3	+2	+3
5b. Taught course sessions in an organized way	82	+6	+4	+5
5c. Used examples or illustrations to explain difficult points	79	+2	+2	+3
5d. Provided feedback on a draft or work in progress	69	+7	+6	+8
5e. Provided prompt and detailed feedback on tests or completed assignments	75	+11	+8	+12

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

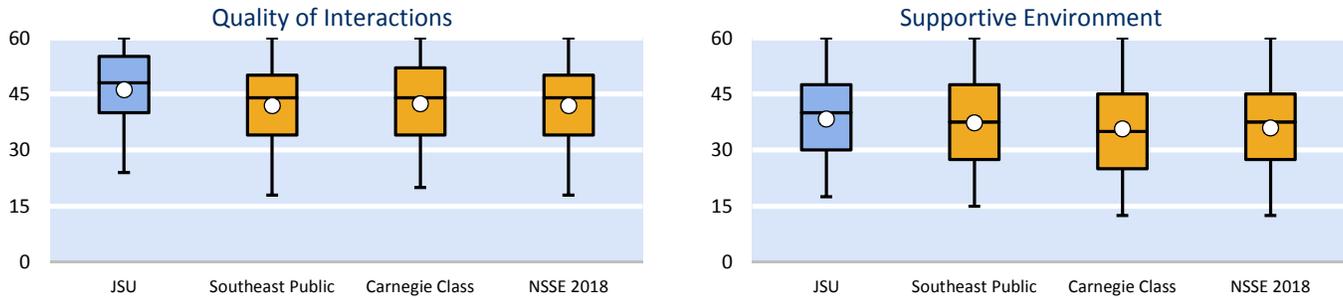
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	JSU Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	46.2	41.9 ***	.34	42.4 ***	.30	41.9 ***	.34
Supportive Environment	38.3	37.3	.07	35.7 **	.19	36.0 **	.17

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	JSU	Percentage point difference ^a between your FY students and		
		Southeast Public	Carnegie Class	NSSE 2018
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	62	+12	+12	+12
13b. Academic advisors	66	+14	+14	+16
13c. Faculty	59	+11	+7	+10
13d. Student services staff (career services, student activities, housing, etc.)	59	+13	+13	+14
13e. Other administrative staff and offices (registrar, financial aid, etc.)	55	+12	+8	+11
<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	80	+3	+4	+4
14c. Using learning support services (tutoring services, writing center, etc.)	83	+4	+6	+6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	+1	+3	+2
14e. Providing opportunities to be involved socially	76	+3	+7	+5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	74	+2	+6	+6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	49	+5	+6	+7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	74	+4	+14	+10
14i. Attending events that address important social, economic, or political issues	54	+2	+6	+5

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

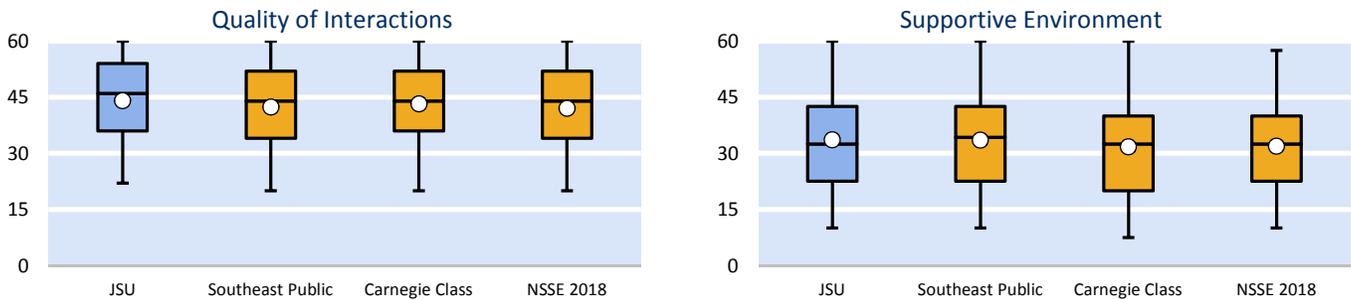
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	JSU Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.1	42.4 **	.14	43.2	.07	42.1 ***	.16
Supportive Environment	33.6	33.6	.00	31.8 **	.13	31.9 **	.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 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 ^a between your seniors and		
		Southeast Public	Carnegie Class	NSSE 2018
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	60	+3	+3	+4
13b. Academic advisors	62	+9	+7	+10
13c. Faculty	60	+4	+1	+4
13d. Student services staff (career services, student activities, housing, etc.)	47	+4	+1	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	+4	-2	+3
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	71	-1	-1	+1
14c. Using learning support services (tutoring services, writing center, etc.)	67	-1	-1	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	+0	+2	+2
14e. Providing opportunities to be involved socially	65	-2	+4	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	+1	+7	+6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	+3	+3	+5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	+1	+13	+9
14i. Attending events that address important social, economic, or political issues	44	-1	+4	+2

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

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

This page intentionally left blank.

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	JSU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	37.1	38.9 *	-.14		40.5 ***	-.25	
Academic	Reflective and Integrative Learning	34.2	36.5 ***	-.19		38.1 ***	-.32	
Challenge	Learning Strategies	41.5	39.5 *	.14	✓	41.6	-.01	✓
	Quantitative Reasoning	29.5	28.7	.06	✓	30.4	-.06	✓
Learning with Peers	Collaborative Learning	33.9	35.1	-.09	✓	37.2 ***	-.24	
	Discussions with Diverse Others	37.7	41.4 ***	-.25		43.4 ***	-.39	
Experiences with Faculty	Student-Faculty Interaction	23.4	24.3	-.06	✓	27.2 ***	-.24	
	Effective Teaching Practices	41.3	40.3	.08	✓	42.0	-.05	✓
Campus Environment	Quality of Interactions	46.2	43.9 ***	.20	✓	45.9	.03	✓
	Supportive Environment	38.3	37.9	.03	✓	39.7	-.11	

Seniors

Theme	Engagement Indicator	JSU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	41.6	41.3	.02	✓	42.5	-.06	✓
Academic	Reflective and Integrative Learning	38.1	39.6 **	-.12		41.1 ***	-.25	
Challenge	Learning Strategies	41.6	40.2 *	.10	✓	42.3	-.05	✓
	Quantitative Reasoning	29.5	30.7	-.07	✓	32.7 ***	-.20	
Learning with Peers	Collaborative Learning	34.8	35.7	-.06	✓	38.1 ***	-.24	
	Discussions with Diverse Others	40.8	41.9	-.07	✓	43.8 ***	-.20	
Experiences with Faculty	Student-Faculty Interaction	28.1	29.2	-.07	✓	33.3 ***	-.32	
	Effective Teaching Practices	42.4	41.1 *	.09	✓	43.1	-.05	✓
Campus Environment	Quality of Interactions	44.1	44.4	-.03	✓	46.5 ***	-.20	
	Supportive Environment	33.6	34.3	-.05	✓	36.4 ***	-.20	

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												
JSU (N = 312)	37.1	13.5	.77	15	25	40	45	60				
Southeast Public	37.7	13.6	.08	15	30	40	45	60	29,265	-.6	.448	-.043
Carnegie Class	37.7	13.4	.07	20	30	40	45	60	41,191	-.6	.455	-.042
NSSE 2018	37.8	13.3	.03	20	30	40	45	60	147,678	-.7	.377	-.050
Top 50%	38.9	13.1	.03	20	30	40	50	60	183,867	-1.8	.015	-.137
Top 10%	40.5	13.3	.06	20	30	40	50	60	43,930	-3.4	.000	-.252
Reflective & Integrative Learning												
JSU (N = 332)	34.2	11.8	.65	14	26	34	43	54				
Southeast Public	34.4	12.4	.07	14	26	34	43	57	31,782	-.2	.737	-.019
Carnegie Class	34.8	12.0	.06	17	26	34	43	57	44,237	-.6	.360	-.050
NSSE 2018	35.0	12.0	.03	17	26	34	43	57	158,410	-.9	.193	-.071
Top 50%	36.5	11.8	.03	17	29	37	43	57	172,605	-2.3	.000	-.193
Top 10%	38.1	12.0	.06	20	29	37	46	60	37,231	-3.9	.000	-.324
Learning Strategies												
JSU (N = 299)	41.5	13.2	.76	20	33	40	53	60				
Southeast Public	38.4	13.9	.08	20	27	40	47	60	27,422	3.1	.000	.220
Carnegie Class	38.5	13.9	.07	20	27	40	47	60	39,074	2.9	.000	.211
NSSE 2018	38.0	13.8	.04	20	27	40	47	60	139,558	3.5	.000	.250
Top 50%	39.5	13.7	.04	20	27	40	53	60	148,717	2.0	.014	.143
Top 10%	41.6	14.1	.07	20	33	40	53	60	35,879	-.1	.861	-.010
Quantitative Reasoning												
JSU (N = 304)	29.5	15.2	.87	7	20	27	40	60				
Southeast Public	28.3	15.5	.09	0	20	27	40	60	27,991	1.2	.189	.076
Carnegie Class	27.4	15.5	.08	0	20	27	40	60	39,772	2.2	.016	.139
NSSE 2018	27.5	15.4	.04	0	20	27	40	60	142,024	2.0	.023	.131
Top 50%	28.7	15.2	.03	0	20	27	40	60	194,129	.9	.328	.056
Top 10%	30.4	15.3	.07	7	20	27	40	60	47,756	-.9	.325	-.057
Learning with Peers												
Collaborative Learning												
JSU (N = 346)	33.9	13.7	.73	15	25	35	40	60				
Southeast Public	33.5	14.2	.08	10	25	35	40	60	34,384	.4	.586	.029
Carnegie Class	30.0	15.4	.07	0	20	30	40	60	352	3.9	.000	.256
NSSE 2018	32.3	14.6	.04	10	20	30	40	60	347	1.7	.023	.115
Top 50%	35.1	13.6	.03	15	25	35	45	60	202,577	-1.2	.105	-.087
Top 10%	37.2	13.6	.06	15	25	40	45	60	45,585	-3.3	.000	-.243
Discussions with Diverse Others												
JSU (N = 296)	37.7	16.1	.94	10	25	40	50	60				
Southeast Public	39.3	15.9	.10	15	30	40	55	60	27,723	-1.6	.082	-.101
Carnegie Class	38.0	16.3	.08	10	25	40	50	60	39,427	-.3	.734	-.020
NSSE 2018	39.0	15.8	.04	15	30	40	55	60	140,886	-1.3	.159	-.082
Top 50%	41.4	15.0	.03	15	30	40	55	60	185,762	-3.7	.000	-.246
Top 10%	43.4	14.8	.07	20	35	45	60	60	41,478	-5.7	.000	-.387

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 = 323)	23.4	14.2	.79	0	15	20	35	50				
Southeast Public	22.6	15.1	.09	0	10	20	30	55	30,402	.8	.327	.055
Carnegie Class	21.9	14.8	.07	0	10	20	30	50	42,504	1.5	.066	.103
NSSE 2018	21.6	14.7	.04	0	10	20	30	50	152,169	1.8	.026	.124
Top 50%	24.3	14.8	.04	5	15	20	35	55	114,973	-.9	.292	-.059
Top 10%	27.2	15.8	.11	5	15	25	40	60	336	-3.8	.000	-.244
Effective Teaching Practices												
JSU (N = 315)	41.3	12.6	.71	20	32	40	52	60				
Southeast Public	37.7	13.6	.08	16	28	40	48	60	29,182	3.6	.000	.265
Carnegie Class	38.9	13.6	.07	16	28	40	48	60	41,218	2.4	.002	.177
NSSE 2018	38.4	13.3	.03	16	28	40	48	60	147,441	2.9	.000	.221
Top 50%	40.3	13.1	.04	20	32	40	52	60	135,718	1.0	.159	.079
Top 10%	42.0	13.7	.07	20	32	40	52	60	320	-.6	.366	-.047
Campus Environment												
Quality of Interactions												
JSU (N = 285)	46.2	11.2	.66	24	40	48	55	60				
Southeast Public	41.9	12.5	.08	18	34	44	50	60	292	4.3	.000	.344
Carnegie Class	42.4	12.5	.07	20	34	44	52	60	289	3.8	.000	.301
NSSE 2018	41.9	12.4	.03	18	34	44	50	60	285	4.3	.000	.345
Top 50%	43.9	11.6	.03	22	38	46	52	60	110,244	2.3	.001	.198
Top 10%	45.9	12.1	.08	22	40	48	56	60	23,887	.3	.670	.025
Supportive Environment												
JSU (N = 289)	38.3	13.0	.76	18	30	40	48	60				
Southeast Public	37.3	13.6	.08	15	28	38	48	60	26,534	.9	.236	.070
Carnegie Class	35.7	13.7	.07	13	25	35	45	60	37,880	2.6	.001	.192
NSSE 2018	36.0	13.6	.04	13	28	38	45	60	135,345	2.3	.004	.171
Top 50%	37.9	13.2	.03	15	30	40	48	60	144,664	.3	.654	.026
Top 10%	39.7	13.1	.07	18	30	40	50	60	35,023	-1.4	.075	-.105

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												
JSU (N = 551)	41.6	13.9	.59	20	35	40	55	60				
Southeast Public	40.0	14.0	.07	15	30	40	50	60	42,992	1.6	.007	.116
Carnegie Class	40.3	13.6	.06	20	30	40	50	60	60,820	1.4	.018	.101
NSSE 2018	39.9	13.7	.03	20	30	40	50	60	212,107	1.8	.002	.129
Top 50%	41.3	13.5	.03	20	35	40	55	60	209,162	.3	.574	.024
Top 10%	42.5	13.7	.05	20	35	40	55	60	63,378	-.8	.168	-.059
Reflective & Integrative Learning												
JSU (N = 577)	38.1	12.2	.51	20	29	37	46	60				
Southeast Public	37.4	12.7	.06	17	29	37	46	60	45,669	.7	.166	.058
Carnegie Class	37.9	12.4	.05	17	29	37	46	60	64,024	.2	.635	.020
NSSE 2018	37.8	12.5	.03	17	29	37	46	60	223,709	.4	.491	.029
Top 50%	39.6	12.2	.03	20	31	40	49	60	204,641	-1.5	.004	-.119
Top 10%	41.1	12.2	.06	20	33	40	51	60	43,979	-3.0	.000	-.247
Learning Strategies												
JSU (N = 544)	41.6	14.4	.62	20	33	40	53	60				
Southeast Public	39.3	14.6	.07	13	27	40	53	60	40,988	2.3	.000	.157
Carnegie Class	39.1	14.5	.06	13	27	40	53	60	58,495	2.5	.000	.174
NSSE 2018	38.3	14.5	.03	13	27	40	47	60	203,111	3.3	.000	.224
Top 50%	40.2	14.4	.03	20	27	40	53	60	221,264	1.4	.020	.099
Top 10%	42.3	14.2	.06	20	33	40	53	60	60,230	-.7	.229	-.052
Quantitative Reasoning												
JSU (N = 548)	29.5	16.9	.72	0	20	27	40	60				
Southeast Public	30.1	16.3	.08	0	20	27	40	60	41,620	-.6	.365	-.039
Carnegie Class	29.3	16.1	.07	0	20	27	40	60	557	.2	.772	.013
NSSE 2018	29.5	16.2	.04	0	20	27	40	60	205,950	.0	.991	.000
Top 50%	30.7	16.0	.03	0	20	33	40	60	549	-1.2	.099	-.075
Top 10%	32.7	15.7	.06	7	20	33	40	60	556	-3.2	.000	-.202
Learning with Peers												
Collaborative Learning												
JSU (N = 598)	34.8	15.3	.63	10	25	35	45	60				
Southeast Public	33.9	14.9	.07	10	25	35	45	60	47,670	.9	.156	.058
Carnegie Class	29.8	16.4	.06	0	20	30	40	60	609	4.9	.000	.303
NSSE 2018	32.0	15.5	.03	5	20	30	40	60	231,848	2.8	.000	.178
Top 50%	35.7	13.8	.03	15	25	35	45	60	599	-.9	.154	-.065
Top 10%	38.1	13.5	.06	15	30	40	50	60	609	-3.3	.000	-.244
Discussions with Diverse Others												
JSU (N = 544)	40.8	16.8	.72	10	30	40	60	60				
Southeast Public	40.8	16.2	.08	15	30	40	60	60	41,247	.0	.982	-.001
Carnegie Class	39.1	16.7	.07	10	25	40	55	60	58,716	1.7	.018	.102
NSSE 2018	39.9	16.1	.04	15	30	40	55	60	546	.9	.219	.055
Top 50%	41.9	15.6	.03	15	30	40	60	60	545	-1.2	.107	-.074
Top 10%	43.8	15.5	.06	20	35	45	60	60	550	-3.0	.000	-.195

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 = 561)	28.1	16.5	.70	5	15	25	40	60				
Southeast Public	25.5	16.3	.08	0	15	25	35	60	44,044	2.6	.000	.158
Carnegie Class	24.6	16.1	.06	0	10	20	35	60	62,178	3.5	.000	.220
NSSE 2018	24.2	16.0	.03	0	10	20	35	55	563	4.0	.000	.247
Top 50%	29.2	15.8	.05	5	20	30	40	60	565	-1.1	.121	-.069
Top 10%	33.3	16.1	.13	10	20	35	45	60	15,237	-5.1	.000	-.319
Effective Teaching Practices												
JSU (N = 556)	42.4	13.5	.57	20	36	40	56	60				
Southeast Public	39.8	14.0	.07	16	32	40	52	60	42,987	2.7	.000	.190
Carnegie Class	40.0	13.9	.06	16	32	40	52	60	60,860	2.4	.000	.170
NSSE 2018	39.3	13.8	.03	16	32	40	50	60	212,038	3.1	.000	.222
Top 50%	41.1	13.6	.03	16	32	40	52	60	181,239	1.3	.028	.094
Top 10%	43.1	13.7	.07	20	36	44	56	60	37,097	-.7	.242	-.050
Campus Environment												
Quality of Interactions												
JSU (N = 513)	44.1	12.4	.55	22	36	46	54	60				
Southeast Public	42.4	12.5	.06	20	34	44	52	60	38,178	1.7	.002	.137
Carnegie Class	43.2	12.4	.05	20	36	44	52	60	54,168	.9	.111	.071
NSSE 2018	42.1	12.5	.03	20	34	44	52	60	189,095	2.0	.000	.161
Top 50%	44.4	11.9	.03	22	38	46	54	60	149,804	-.3	.569	-.025
Top 10%	46.5	12.3	.06	22	40	50	58	60	40,347	-2.4	.000	-.197
Supportive Environment												
JSU (N = 534)	33.6	14.5	.63	10	23	33	43	60				
Southeast Public	33.6	14.2	.07	10	23	34	43	60	39,916	.1	.929	.004
Carnegie Class	31.8	14.2	.06	8	20	33	40	60	57,205	1.9	.002	.132
NSSE 2018	31.9	14.1	.03	10	23	33	40	58	198,693	1.7	.004	.123
Top 50%	34.3	13.7	.03	13	25	35	43	60	536	-.6	.311	-.046
Top 10%	36.4	13.7	.07	13	28	38	45	60	547	-2.7	.000	-.197

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.