



NSSE 2020

Engagement Indicators

North Dakota 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 2019 and 2020 participating institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Regional RU/High	Your first-year students compared with ADM Competitors	Your first-year students compared with IPEDS Peers
<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 Regional RU/High	Your seniors compared with ADM Competitors	Your seniors compared with IPEDS Peers
<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	NDSU Mean	Your first-year students compared with					
		Regional RU/High		ADM Competitors		IPEDS Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	34.3	35.1	-.06	35.1	-.07	37.3 ***	-.24
Reflective & Integrative Learning	31.2	32.8 **	-.13	32.4 *	-.10	34.4 ***	-.28
Learning Strategies	34.3	36.1 **	-.13	35.4	-.08	36.9 ***	-.19
Quantitative Reasoning	27.3	27.3	.00	27.1	.01	29.1 **	-.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.

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.

	NDSU	Percentage point difference ^a between your FY students and		
		Regional RU/High	ADM Competitors	IPEDS Peers
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	71	+5	+4	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	61	-1	-0	-8
4d. Evaluating a point of view, decision, or information source	51	-9	-10	-13
4e. Forming a new idea or understanding from various pieces of information	59	-5	-4	-8
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	52	+3	+2	-3
2b. Connected your learning to societal problems or issues	37	-5	-5	-11
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	31	-11	-11	-15
2d. Examined the strengths and weaknesses of your own views on a topic or issue	51	-8	-5	-9
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	56	-12	-7	-12
2f. Learned something that changed the way you understand an issue or concept	60	+2	+0	-5
2g. Connected ideas from your courses to your prior experiences and knowledge	72	-2	-2	-5
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	61	-6	-6	-10
9b. Reviewed your notes after class	61	-1	-1	-2
9c. Summarized what you learned in class or from course materials	54	-7	-3	-7
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.)	51	-0	+2	-5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	36	-2	-1	-6
6c. Evaluated what others have concluded from numerical information	36	+1	-2	-7

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

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

Academic Challenge: Seniors

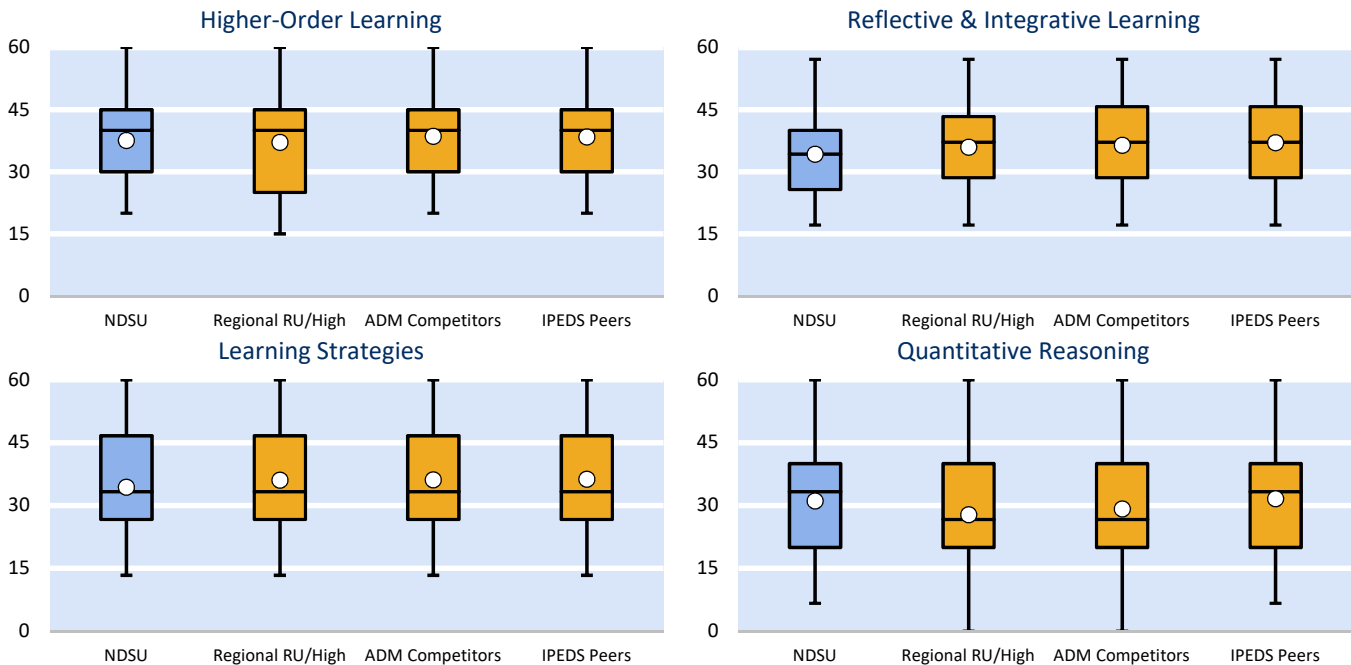
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Mean Comparisons

Engagement Indicator	NDSU Mean	Your seniors compared with					
		Regional RU/High		ADM Competitors		IPEDS Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.5	37.1	.03	38.6	-.08	38.5	-.07
Reflective & Integrative Learning	34.3	36.0 **	-.14	36.4 ***	-.18	37.1 ***	-.23
Learning Strategies	34.3	36.1 **	-.12	36.1 **	-.13	36.2 **	-.13
Quantitative Reasoning	31.0	27.8 ***	.20	29.1 **	.12	31.6	-.03

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

Score Distributions



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

Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	NDSU	Percentage point difference ^a between your seniors and		
		Regional RU/High	ADM Competitors	IPEDS Peers
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	75	+1	-1	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	+1	-1	-2
4d. Evaluating a point of view, decision, or information source	58	-3	-8	-6
4e. Forming a new idea or understanding from various pieces of information	64	-1	-5	-4
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	72	+6	+4	+2
2b. Connected your learning to societal problems or issues	46	-10	-10	-12
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	35	-11	-11	-12
2d. Examined the strengths and weaknesses of your own views on a topic or issue	54	-9	-8	-10
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	62	-5	-5	-9
2f. Learned something that changed the way you understand an issue or concept	63	-4	-5	-7
2g. Connected ideas from your courses to your prior experiences and knowledge	79	-2	-4	-4
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	67	-6	-7	-8
9b. Reviewed your notes after class	55	-2	-3	-2
9c. Summarized what you learned in class or from course materials	55	-3	-4	-3
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	62	+9	+8	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	+9	+5	-0
6c. Evaluated what others have concluded from numerical information	47	+7	+4	-2

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

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Learning with Peers: First-year students

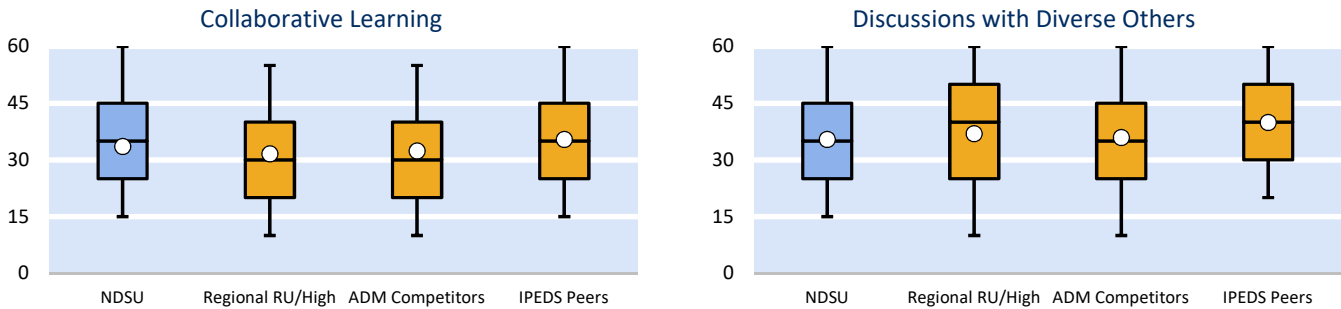
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	NDSU Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.6	31.6 ***	.14	32.3 *	.09	35.4 ***	-.13
Discussions with Diverse Others	35.4	36.9 *	-.10	35.9	-.03	39.8 ***	-.30

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

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Collaborative Learning	NDSU	Percentage point difference ^a between your FY students and		
		Regional RU/High	ADM Competitors	IPEDS Peers
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	55	+2	+1	-6
1f. Explained course material to one or more students	59	+2	+2	-5
1g. Prepared for exams by discussing or working through course material with other students	52	+4	+2	-6
1h. Worked with other students on course projects or assignments	61	+11	+5	-0
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	49	-9	-8	-18
8b. People from an economic background other than your own	62	-3	-1	-11
8c. People with religious beliefs other than your own	61	-4	-0	-8
8d. People with political views other than your own	63	-1	-1	-6

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Learning with Peers: Seniors

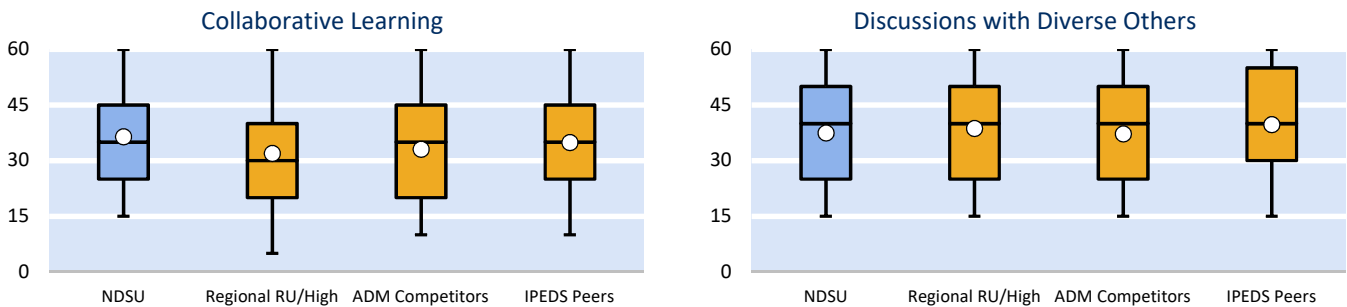
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Engagement Indicator	NDSU Mean	Your seniors compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.5	32.0 ***	.30	33.1 ***	.23	34.9 **	.11
Discussions with Diverse Others	37.5	38.7	-.08	37.2	.02	39.7 ***	-.15

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

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Collaborative Learning	NDSU	Percentage point difference ^a between your seniors and		
		Regional RU/High	ADM Competitors	IPEDS Peers
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1e. Asked another student to help you understand course material	55	+10	+8	+3
1f. Explained course material to one or more students	68	+8	+9	+3
1g. Prepared for exams by discussing or working through course material with other students	57	+11	+9	+5
1h. Worked with other students on course projects or assignments	78	+19	+12	+9
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	56	-7	-2	-10
8b. People from an economic background other than your own	65	-4	-1	-7
8c. People with religious beliefs other than your own	65	-3	+2	-3
8d. People with political views other than your own	69	+2	+4	-1

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Experiences with Faculty: First-year students

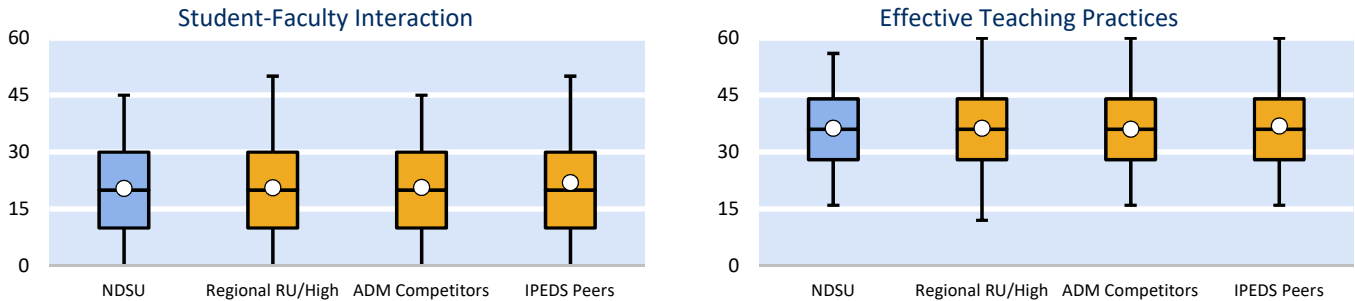
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	NDSU Mean	Your first-year students compared with					
		Regional RU/High Effect size		ADM Competitors Effect size		IPEDS Peers Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.4	20.6	-.01	20.7	-.02	21.9 **	-.10
Effective Teaching Practices	36.2	36.3	.00	36.0	.01	36.8	-.05

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Student-Faculty Interaction	NDSU %	Percentage point difference ^a between your FY students and		
		Regional RU/High	ADM Competitors	IPEDS Peers
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	37	+0	-1	-3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	+2	+1	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	21	-2	-2	-4
3d. Discussed your academic performance with a faculty member	23	-6	-4	-7
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	75	+1	+2	-1
5b. Taught course sessions in an organized way	74	+4	+3	-0
5c. Used examples or illustrations to explain difficult points	77	+6	+6	+2
5d. Provided feedback on a draft or work in progress	53	-6	-5	-3
5e. Provided prompt and detailed feedback on tests or completed assignments	54	+0	-0	+0

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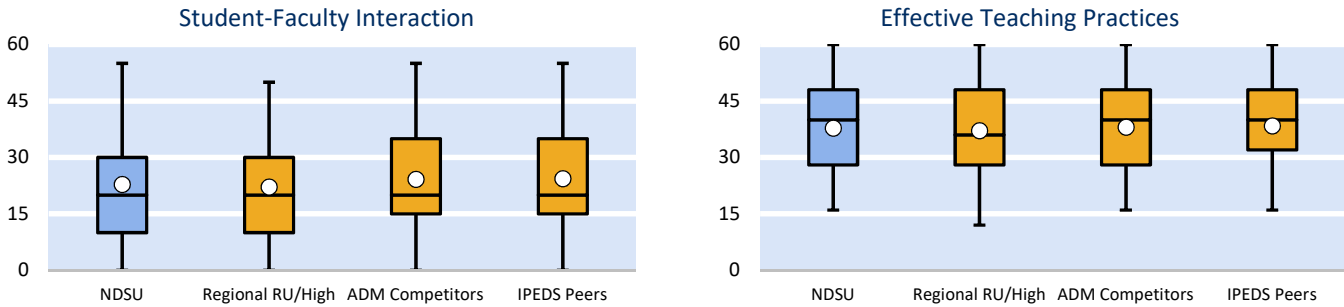
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Student-Faculty Interaction	22.8	22.1	.05	24.1	-.09	24.3 *	-.10
Effective Teaching Practices	37.8	37.1	.05	38.0	-.02	38.4	-.05

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3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	+1	-3	-4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	-0	-5	-5
3d. Discussed your academic performance with a faculty member	30	+2	-2	-1
<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	77	-0	-0	-3
5b. Taught course sessions in an organized way	78	+4	+3	-0
5c. Used examples or illustrations to explain difficult points	79	+4	+4	-0
5d. Provided feedback on a draft or work in progress	52	-1	-6	-4
5e. Provided prompt and detailed feedback on tests or completed assignments	59	+1	-1	-0

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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

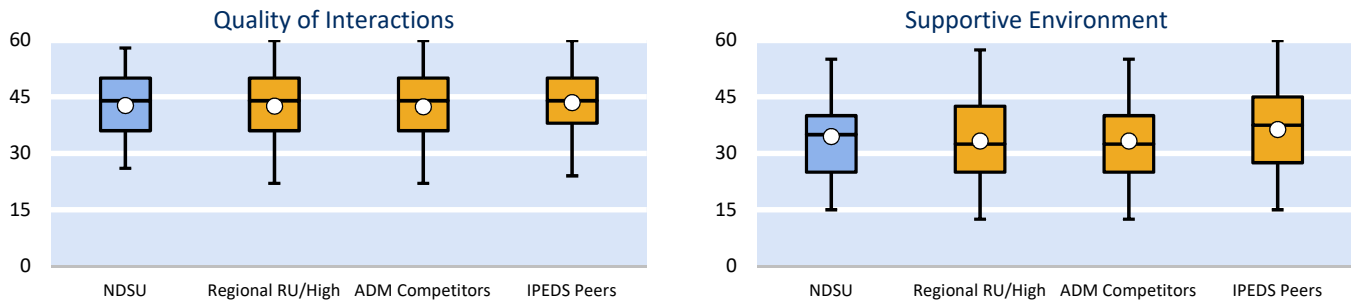
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	NDSU Mean	Your first-year students compared with					
		Regional RU/High Effect size		ADM Competitors Effect size		IPEDS Peers Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.8	42.6	.02	42.4	.03	43.5	-.07
Supportive Environment	34.5	33.3 *	.09	33.3 *	.09	36.4 ***	-.15

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	NDSU %	Percentage point difference ^a between your FY students and		
		Regional RU/High	ADM Competitors	IPEDS Peers
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	52	+2	+2	-1
13b. Academic advisors	56	-0	+4	-1
13c. Faculty	45	-5	-2	-3
13d. Student services staff (career services, student activities, housing, etc.)	46	+1	+3	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	+0	-1	-1
<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	78	+6	+8	+1
14c. Using learning support services (tutoring services, writing center, etc.)	77	+2	+9	+0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	46	-6	-8	-14
14e. Providing opportunities to be involved socially	74	+9	+5	-0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	+7	+6	+1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	39	+5	+2	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	66	+6	+3	-3
14i. Attending events that address important social, economic, or political issues	34	-4	-6	-15

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

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

Campus Environment: Seniors

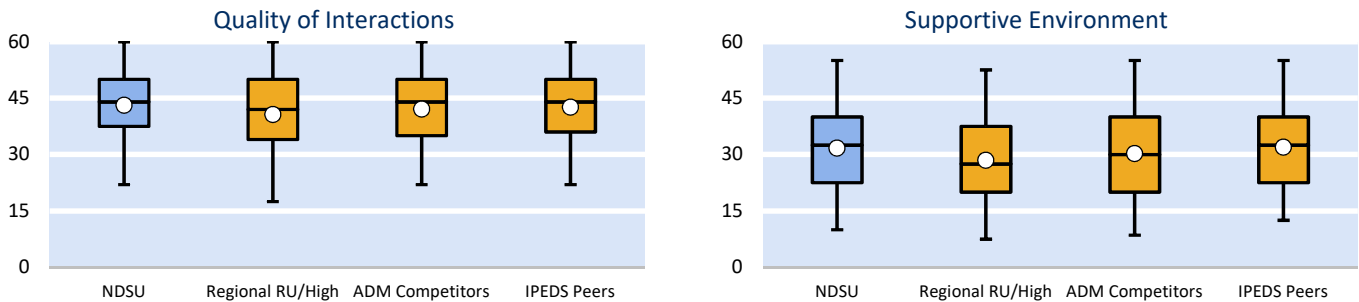
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	NDSU Mean	Your seniors compared with					
		Regional RU/High Effect size		ADM Competitors Effect size		IPEDS Peers Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.1	40.7 ***	.20	42.2	.08	42.6	.04
Supportive Environment	31.8	28.5 ***	.24	30.3 *	.11	32.0	-.02

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	NDSU	Percentage point difference ^a between your seniors and		
		Regional RU/High	ADM Competitors	IPEDS Peers
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	61	+6	+3	+3
13b. Academic advisors	49	+2	-2	-2
13c. Faculty	47	-4	-5	-6
13d. Student services staff (career services, student activities, housing, etc.)	47	+10	+8	+4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	48	+7	+5	+5
<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	72	+10	+6	+2
14c. Using learning support services (tutoring services, writing center, etc.)	69	+10	+9	+4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	44	+2	-4	-5
14e. Providing opportunities to be involved socially	70	+14	+8	+3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	+11	+8	+4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	27	+5	-1	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	56	+10	+5	-3
14i. Attending events that address important social, economic, or political issues	30	-1	-6	-10

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

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

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

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

First-Year Students		NDSU Mean	Your first-year students compared with					
<i>Theme</i>	<i>Engagement Indicator</i>		NSSE Top 50%			NSSE Top 10%		
			<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
<i>Academic Challenge</i>	Higher-Order Learning	34.3	39.3 ***	-.38		41.4 ***	-.55	
	Reflective and Integrative Learning	31.2	36.7 ***	-.46		39.0 ***	-.66	
	Learning Strategies	34.3	39.9 ***	-.40		42.3 ***	-.56	
	Quantitative Reasoning	27.3	29.4 ***	-.14		31.4 ***	-.27	
<i>Learning with Peers</i>	Collaborative Learning	33.6	35.2 **	-.12		37.4 ***	-.28	
	Discussions with Diverse Others	35.4	41.5 ***	-.40		43.6 ***	-.57	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.4	24.5 ***	-.28		28.1 ***	-.50	
	Effective Teaching Practices	36.2	40.5 ***	-.33		42.3 ***	-.43	
<i>Campus Environment</i>	Quality of Interactions	42.8	45.2 ***	-.22		47.2 ***	-.38	
	Supportive Environment	34.5	37.9 ***	-.26		40.0 ***	-.43	

Seniors		NDSU Mean	Your seniors compared with					
<i>Theme</i>	<i>Engagement Indicator</i>		NSSE Top 50%			NSSE Top 10%		
			<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.5	41.7 ***	-.31		43.2 ***	-.42	
	Reflective and Integrative Learning	34.3	39.8 ***	-.46		41.8 ***	-.62	
	Learning Strategies	34.3	40.7 ***	-.44		42.7 ***	-.58	
	Quantitative Reasoning	31.0	31.4	-.02	✓	33.4 ***	-.15	
<i>Learning with Peers</i>	Collaborative Learning	36.5	35.9	.04	✓	38.4 ***	-.14	
	Discussions with Diverse Others	37.5	42.1 ***	-.30		43.8 ***	-.41	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	22.8	29.7 ***	-.43		33.2 ***	-.66	
	Effective Teaching Practices	37.8	41.8 ***	-.29		43.7 ***	-.44	
<i>Campus Environment</i>	Quality of Interactions	43.1	45.2 ***	-.18		47.4 ***	-.36	
	Supportive Environment	31.8	34.6 ***	-.20		36.8 ***	-.36	

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

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

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
NDSU (N = 647)	34.3	12.7	.50	15	25	35	40	60				
Regional RU/High	35.1	12.8	.25	15	25	35	40	60	3,263	-.8	.150	-.063
ADM Competitors	35.1	12.2	.21	15	25	35	40	60	4,190	-.8	.116	-.067
IPEDS Peers	37.3	12.6	.12	20	30	40	45	60	10,943	-3.0	.000	-.239
Top 50%	39.3	13.1	.03	20	30	40	50	60	157,743	-5.0	.000	-.384
Top 10%	41.4	12.8	.07	20	35	40	50	60	30,754	-7.1	.000	-.553
Reflective & Integrative Learning												
NDSU (N = 677)	31.2	11.3	.44	14	23	31	37	51				
Regional RU/High	32.8	11.9	.22	14	23	31	40	54	3,526	-1.6	.002	-.133
ADM Competitors	32.4	11.3	.18	14	23	31	40	51	4,490	-1.1	.016	-.100
IPEDS Peers	34.4	11.5	.11	17	26	34	40	54	11,607	-3.2	.000	-.277
Top 50%	36.7	11.8	.03	17	29	37	46	57	154,071	-5.4	.000	-.462
Top 10%	39.0	11.7	.08	20	31	40	49	60	24,764	-7.7	.000	-.659
Learning Strategies												
NDSU (N = 633)	34.3	13.3	.53	13	27	33	40	60				
Regional RU/High	36.1	13.4	.27	13	27	33	47	60	3,102	-1.8	.003	-.131
ADM Competitors	35.4	13.2	.23	13	27	33	40	60	4,011	-1.0	.067	-.079
IPEDS Peers	36.9	13.5	.14	13	27	40	47	60	10,535	-2.5	.000	-.187
Top 50%	39.9	13.7	.04	20	33	40	53	60	133,781	-5.6	.000	-.404
Top 10%	42.3	14.1	.08	20	33	40	53	60	663	-8.0	.000	-.565
Quantitative Reasoning												
NDSU (N = 637)	27.3	14.1	.56	7	20	27	40	53				
Regional RU/High	27.3	14.7	.29	0	20	27	40	60	3,169	.0	.963	-.002
ADM Competitors	27.1	13.9	.24	7	20	27	40	53	4,062	.2	.796	.011
IPEDS Peers	29.1	14.6	.15	7	20	27	40	60	10,682	-1.8	.003	-.123
Top 50%	29.4	15.2	.04	7	20	27	40	60	642	-2.1	.000	-.140
Top 10%	31.4	15.3	.08	7	20	33	40	60	663	-4.1	.000	-.267
Learning with Peers												
Collaborative Learning												
NDSU (N = 707)	33.6	13.8	.52	15	25	35	45	60				
Regional RU/High	31.6	14.2	.26	10	20	30	40	55	3,763	2.0	.001	.139
ADM Competitors	32.3	13.9	.22	10	20	30	40	55	4,801	1.2	.031	.088
IPEDS Peers	35.4	13.7	.13	15	25	35	45	60	12,210	-1.8	.001	-.134
Top 50%	35.2	13.7	.03	15	25	35	45	60	199,687	-1.6	.002	-.119
Top 10%	37.4	13.5	.07	15	30	40	45	60	42,519	-3.8	.000	-.284
Discussions with Diverse Others												
NDSU (N = 634)	35.4	14.2	.57	15	25	35	45	60				
Regional RU/High	36.9	15.7	.31	10	25	40	50	60	1,059	-1.5	.019	-.099
ADM Competitors	35.9	15.0	.26	10	25	35	45	60	4,037	-.5	.424	-.035
IPEDS Peers	39.8	14.7	.15	20	30	40	50	60	10,613	-4.4	.000	-.303
Top 50%	41.5	15.0	.04	20	30	40	55	60	638	-6.0	.000	-.404
Top 10%	43.6	14.5	.08	20	35	45	60	60	37,350	-8.2	.000	-.566

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
NDSU (N = 659)	20.4	13.7	.53	0	10	20	30	45				
Regional RU/High	20.6	14.2	.27	0	10	20	30	50	3,384	-.2	.783	-.012
ADM Competitors	20.7	13.6	.23	0	10	20	30	45	4,310	-.2	.674	-.018
IPEDS Peers	21.9	14.0	.14	0	10	20	30	50	11,216	-1.5	.009	-.105
Top 50%	24.5	14.7	.05	5	15	20	35	55	668	-4.0	.000	-.275
Top 10%	28.1	15.5	.13	5	15	25	40	60	743	-7.7	.000	-.500
Effective Teaching Practices												
NDSU (N = 652)	36.2	11.3	.44	16	28	36	44	56				
Regional RU/High	36.3	13.4	.26	12	28	36	44	60	1,152	-.1	.905	-.005
ADM Competitors	36.0	12.3	.21	16	28	36	44	60	960	.2	.718	.015
IPEDS Peers	36.8	12.4	.12	16	28	36	44	60	753	-.6	.177	-.050
Top 50%	40.5	13.2	.04	20	32	40	52	60	661	-4.3	.000	-.326
Top 10%	42.3	14.1	.08	16	32	44	56	60	694	-6.0	.000	-.429
Campus Environment												
Quality of Interactions												
NDSU (N = 606)	42.8	9.9	.40	26	36	44	50	58				
Regional RU/High	42.6	11.5	.24	22	36	44	50	60	1,070	.2	.670	.018
ADM Competitors	42.4	11.1	.20	22	36	44	50	60	915	.4	.424	.033
IPEDS Peers	43.5	10.7	.11	24	38	44	50	60	10,030	-.8	.083	-.073
Top 50%	45.2	11.2	.03	24	38	46	54	60	614	-2.4	.000	-.216
Top 10%	47.2	11.6	.07	25	40	50	58	60	645	-4.5	.000	-.384
Supportive Environment												
NDSU (N = 611)	34.5	12.1	.49	15	25	35	40	55				
Regional RU/High	33.3	13.0	.27	13	25	33	43	58	1,000	1.2	.031	.094
ADM Competitors	33.3	12.4	.22	13	25	33	40	55	3,889	1.1	.036	.092
IPEDS Peers	36.4	12.7	.13	15	28	38	45	60	10,254	-1.9	.000	-.149
Top 50%	37.9	13.1	.04	18	30	38	48	60	617	-3.4	.000	-.260
Top 10%	40.0	12.9	.09	18	33	40	50	60	23,482	-5.5	.000	-.431

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
NDSU (N = 618)	37.5	12.8	.52	20	30	40	45	60				
Regional RU/High	37.1	14.0	.28	15	25	40	45	60	1,010	.4	.486	.030
ADM Competitors	38.6	13.1	.26	20	30	40	45	60	3,133	-1.0	.074	-.080
IPEDS Peers	38.5	13.1	.15	20	30	40	45	60	7,947	-.9	.098	-.069
Top 50%	41.7	13.4	.04	20	35	40	55	60	98,914	-4.2	.000	-.311
Top 10%	43.2	13.3	.09	20	35	40	55	60	24,519	-5.6	.000	-.423
Reflective & Integrative Learning												
NDSU (N = 651)	34.3	12.0	.47	17	26	34	40	57				
Regional RU/High	36.0	12.7	.25	17	29	37	43	57	3,317	-1.7	.002	-.139
ADM Competitors	36.4	12.1	.23	17	29	37	46	57	3,320	-2.1	.000	-.177
IPEDS Peers	37.1	12.1	.14	17	29	37	46	57	8,349	-2.8	.000	-.233
Top 50%	39.8	12.2	.04	20	31	40	49	60	98,255	-5.6	.000	-.457
Top 10%	41.8	12.0	.10	20	34	40	51	60	16,391	-7.5	.000	-.624
Learning Strategies												
NDSU (N = 592)	34.3	14.0	.57	13	27	33	47	60				
Regional RU/High	36.1	14.8	.30	13	27	33	47	60	947	-1.7	.007	-.119
ADM Competitors	36.1	14.2	.29	13	27	33	47	60	3,027	-1.8	.006	-.125
IPEDS Peers	36.2	14.4	.17	13	27	33	47	60	7,661	-1.9	.002	-.133
Top 50%	40.7	14.5	.04	20	33	40	53	60	109,503	-6.3	.000	-.439
Top 10%	42.7	14.4	.08	20	33	40	60	60	35,645	-8.3	.000	-.578
Quantitative Reasoning												
NDSU (N = 593)	31.0	15.5	.64	7	20	33	40	60				
Regional RU/High	27.8	15.8	.32	0	20	27	40	60	3,009	3.2	.000	.204
ADM Competitors	29.1	15.5	.31	0	20	27	40	60	3,055	1.9	.007	.123
IPEDS Peers	31.6	15.4	.18	7	20	33	40	60	7,734	-.5	.416	-.035
Top 50%	31.4	16.1	.04	0	20	33	40	60	139,275	-.4	.564	-.024
Top 10%	33.4	15.9	.10	7	20	33	40	60	27,848	-2.3	.000	-.147
Learning with Peers												
Collaborative Learning												
NDSU (N = 665)	36.5	13.4	.52	15	25	35	45	60				
Regional RU/High	32.0	15.0	.28	5	20	30	40	60	1,100	4.5	.000	.304
ADM Competitors	33.1	14.7	.28	10	20	35	45	60	1,082	3.4	.000	.232
IPEDS Peers	34.9	14.2	.16	10	25	35	45	60	8,629	1.6	.006	.110
Top 50%	35.9	14.0	.04	15	25	35	45	60	129,221	.5	.335	.037
Top 10%	38.4	13.6	.09	15	30	40	50	60	23,143	-1.9	.000	-.142
Discussions with Diverse Others												
NDSU (N = 598)	37.5	14.4	.59	15	25	40	50	60				
Regional RU/High	38.7	15.6	.32	15	25	40	50	60	979	-1.3	.060	-.082
ADM Competitors	37.2	15.2	.31	15	25	40	50	60	3,042	.3	.713	.017
IPEDS Peers	39.7	14.8	.18	15	30	40	55	60	7,711	-2.3	.000	-.154
Top 50%	42.1	15.5	.04	15	30	40	60	60	603	-4.6	.000	-.296
Top 10%	43.8	15.3	.08	20	35	45	60	60	620	-6.3	.000	-.413

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
NDSU (N = 629)	22.8	14.9	.59	0	10	20	30	55				
Regional RU/High	22.1	15.3	.30	0	10	20	30	50	3,216	.7	.295	.047
ADM Competitors	24.1	15.3	.30	0	15	20	35	55	3,208	-1.3	.055	-.085
IPEDS Peers	24.3	15.3	.18	0	15	20	35	55	8,119	-1.5	.015	-.101
Top 50%	29.7	15.9	.07	5	20	30	40	60	645	-6.9	.000	-.432
Top 10%	33.2	16.0	.17	10	20	35	45	60	733	-10.4	.000	-.656
Effective Teaching Practices												
NDSU (N = 613)	37.8	12.5	.50	16	28	40	48	60				
Regional RU/High	37.1	13.8	.28	12	28	36	48	60	1,015	.7	.239	.050
ADM Competitors	38.0	13.3	.26	16	28	40	48	60	3,136	-.2	.700	-.017
IPEDS Peers	38.4	12.7	.15	16	32	40	48	60	7,927	-.6	.262	-.047
Top 50%	41.8	13.7	.05	20	32	40	52	60	623	-4.0	.000	-.292
Top 10%	43.7	13.4	.10	20	36	44	56	60	660	-5.9	.000	-.443
Campus Environment												
Quality of Interactions												
NDSU (N = 575)	43.1	11.0	.46	22	38	44	50	60				
Regional RU/High	40.7	12.6	.27	18	34	42	50	60	1,005	2.4	.000	.197
ADM Competitors	42.2	11.6	.24	22	35	44	50	60	2,853	.9	.077	.083
IPEDS Peers	42.6	11.0	.14	22	36	44	50	60	7,266	.5	.346	.041
Top 50%	45.2	11.7	.04	24	38	48	54	60	582	-2.1	.000	-.182
Top 10%	47.4	12.0	.07	24	40	50	58	60	602	-4.3	.000	-.357
Supportive Environment												
NDSU (N = 584)	31.8	12.3	.51	10	23	33	40	55				
Regional RU/High	28.5	13.6	.28	8	20	28	38	53	972	3.2	.000	.241
ADM Competitors	30.3	13.3	.27	9	20	30	40	55	944	1.5	.012	.111
IPEDS Peers	32.0	12.9	.16	13	23	33	40	55	695	-.2	.712	-.015
Top 50%	34.6	14.0	.05	13	25	35	45	60	592	-2.9	.000	-.204
Top 10%	36.8	14.1	.11	13	28	38	48	60	637	-5.1	.000	-.360

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

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

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

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

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

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

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