



NSSE 2023

Engagement Indicators

Washington 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. The specific items within each EI are listed below, starting on page 5.

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 all current- and prior-year 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. Your NSSE Tableau dashboards and Report Builder (released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

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

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

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

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.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Public RUVH - WICHE	Your first-year students compared with RUVH Land-grant	Your first-year students compared with Public RUVH
Academic Challenge	Higher-Order Learning	△	△	--
	Reflective & Integrative Learning	--	△	--
	Learning Strategies	△	--	▽
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	△	▽	▽
Experiences with Faculty	Student-Faculty Interaction	△	△	--
	Effective Teaching Practices	--	--	▽
Campus Environment	Quality of Interactions	--	▽	▽
	Supportive Environment	△	▽	▽

Seniors

Theme	Engagement Indicator	Your seniors compared with Public RUVH - WICHE	Your seniors compared with RUVH Land-grant	Your seniors compared with Public RUVH
Academic Challenge	Higher-Order Learning	△	△	△
	Reflective & Integrative Learning	△	△	△
	Learning Strategies	△	△	△
	Quantitative Reasoning	△	△	△
Learning with Peers	Collaborative Learning	△	△	△
	Discussions with Diverse Others	△	△	--
Experiences with Faculty	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	△	△	△
Campus Environment	Quality of Interactions	△	--	△
	Supportive Environment	△	▽	▽

Academic Challenge: First-year students

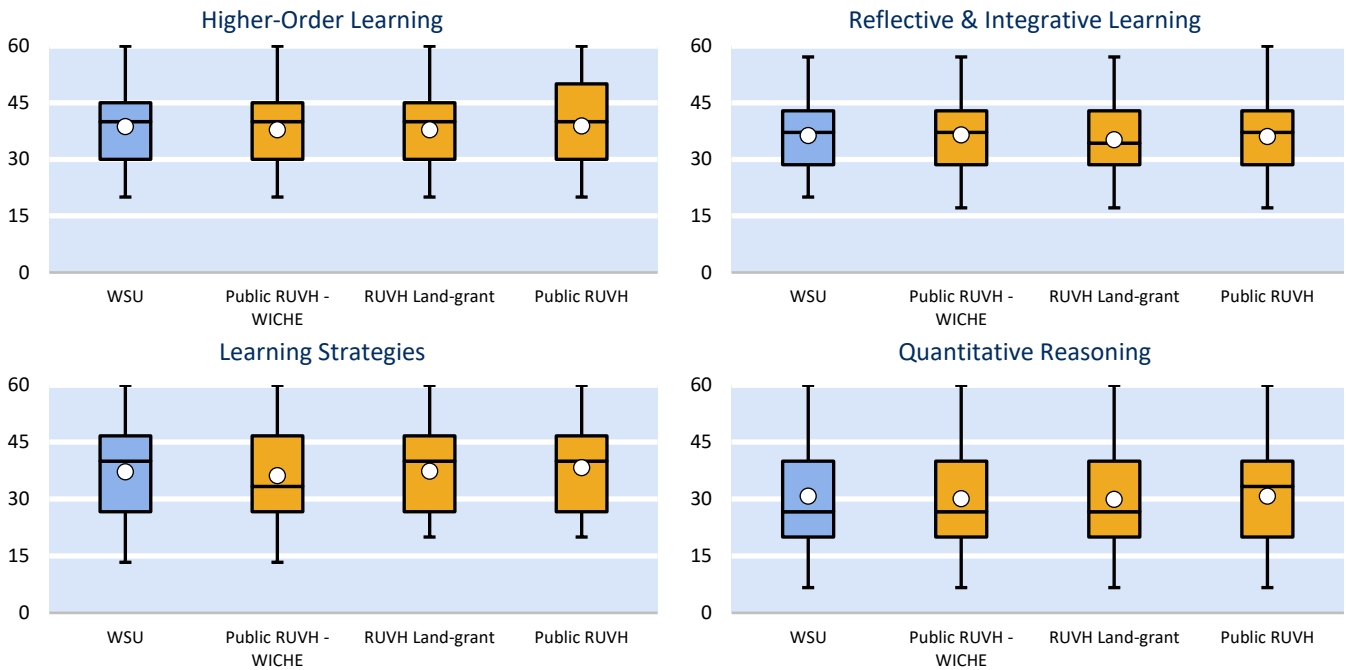
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	WSU Mean	Your first-year students compared with					
		Public RUVH - WICHE		RUVH Land-grant		Public RUVH	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.7	37.9 *	.06	37.8 *	.06	38.9	-.02
Reflective & Integrative Learning	36.4	36.5	-.01	35.2 ***	.10	36.0	.03
Learning Strategies	37.2	36.2 *	.08	37.3	-.01	38.3 *	-.08
Quantitative Reasoning	30.8	30.1	.05	30.0	.06	30.8	.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: 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.

	WSU	Percentage point difference ^a between your FY students and		
		Public RUVH - WICHE	RUVH Land-grant	Public RUVH
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	74	+2	+0	+0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	-0	-0	-2
4d. Evaluating a point of view, decision, or information source	72	+5	+8	+3
4e. Forming a new idea or understanding from various pieces of information	73	+4	+6	+2
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	62	+4	+9	+6
2b. Connected your learning to societal problems or issues	55	-1	+5	+2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	58	+1	+8	+4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	+1	+4	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	72	+0	+2	+1
2f. Learned something that changed the way you understand an issue or concept	69	+0	+2	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	79	-1	-1	-0
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	76	+5	+5	+3
9b. Reviewed your notes after class	62	+2	-2	-4
9c. Summarized what you learned in class or from course materials	62	+2	-0	-4
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	60	+5	+2	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	+0	+1	-2
6c. Evaluated what others have concluded from numerical information	48	+2	+2	-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.

Academic Challenge: Seniors

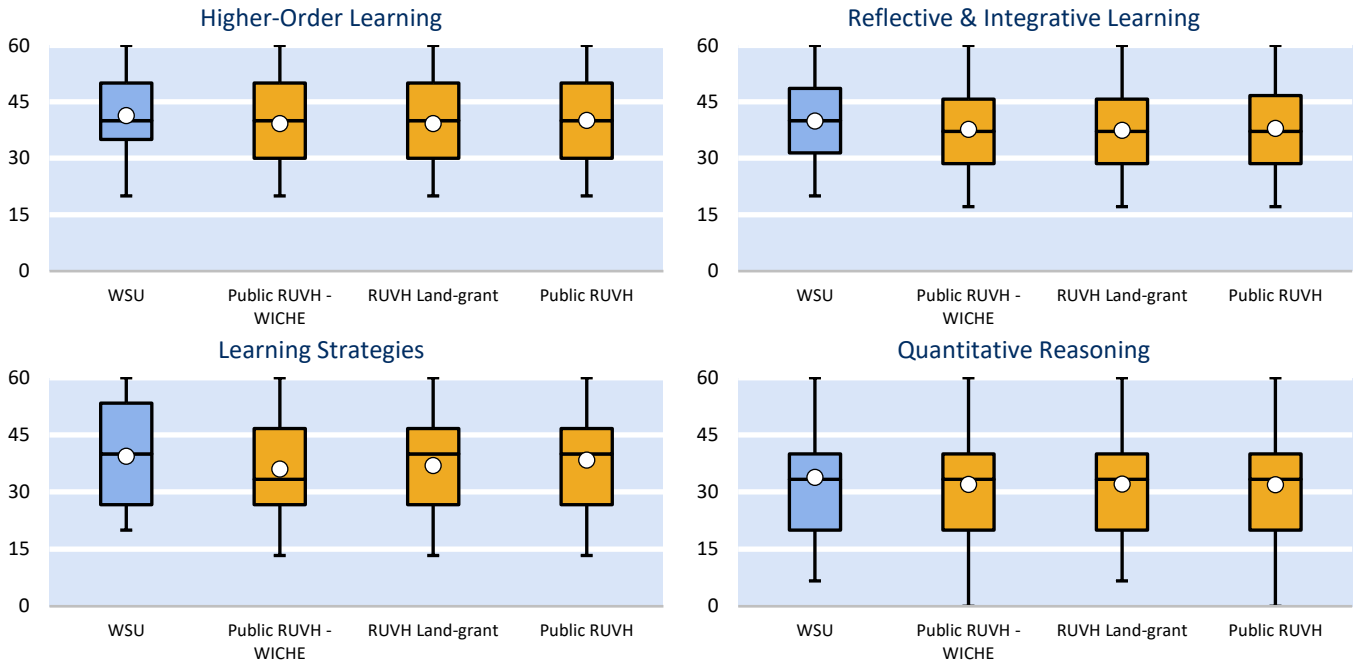
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	WSU Mean	Your seniors compared with					
		Public RUVH - WICHE		RUVH Land-grant		Public RUVH	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.4	39.2 ***	.16	39.3 ***	.16	40.1 ***	.10
Reflective & Integrative Learning	39.9	37.7 ***	.18	37.4 ***	.20	38.0 ***	.15
Learning Strategies	39.3	36.0 ***	.23	36.9 ***	.17	38.3 **	.07
Quantitative Reasoning	33.9	32.0 ***	.12	32.0 ***	.11	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.

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.

	WSU	Percentage point difference ^a between your seniors and		
		Public RUVH - WICHE	RUVH Land-grant	Public RUVH
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	+4	+2	+2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	+5	+5	+3
4d. Evaluating a point of view, decision, or information source	72	+6	+7	+4
4e. Forming a new idea or understanding from various pieces of information	77	+6	+8	+5
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	76	+7	+7	+7
2b. Connected your learning to societal problems or issues	66	+6	+9	+7
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57	+4	+7	+4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	72	+9	+9	+7
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	75	+6	+5	+4
2f. Learned something that changed the way you understand an issue or concept	78	+6	+7	+6
2g. Connected ideas from your courses to your prior experiences and knowledge	86	+3	+3	+3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	77	+6	+6	+3
9b. Reviewed your notes after class	67	+10	+7	+4
9c. Summarized what you learned in class or from course materials	69	+10	+6	+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.)	66	+7	+7	+7
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	54	+4	+4	+4
6c. Evaluated what others have concluded from numerical information	54	+3	+3	+4

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

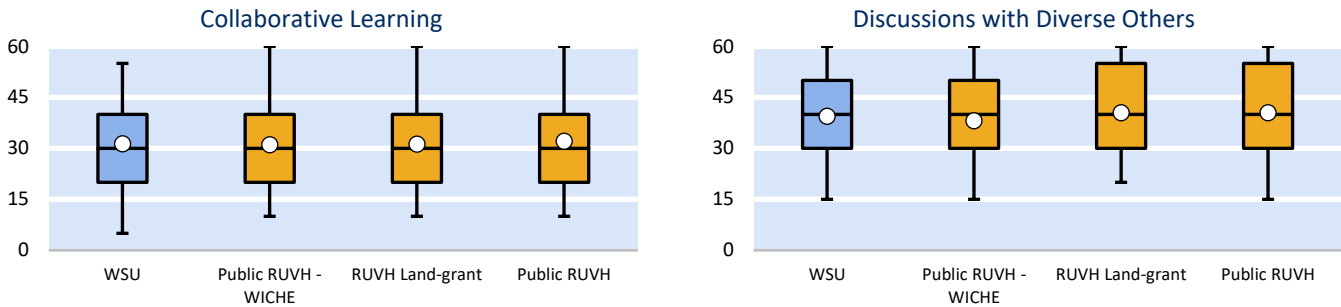
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	WSU Mean	Your first-year students compared with					
		Public RUVH - WICHE		RUVH Land-grant		Public RUVH	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.3	31.1	.02	31.3	.01	32.1	-.05
Discussions with Diverse Others	39.4	38.1 **	.09	40.5 *	-.07	40.5 *	-.07

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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	WSU	Percentage point difference ^a between your FY students and		
		Public RUVH - WICHE	RUVH Land-grant	Public RUVH
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	53	+4	+4	+3
1c. Explained course material to one or more students	50	-3	-4	-4
1d. Prepared for exams by discussing or working through course material with other students	47	+3	+2	-1
1e. Worked with other students on course projects or assignments	57	+5	+6	+2
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	73	+6	-0	-1
8b. People from economic backgrounds other than your own	74	+3	-0	-1
8c. People with religious beliefs other than your own	67	+0	-3	-3
8d. People with political views other than your own	64	+7	-2	+1

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

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Learning with Peers: Seniors

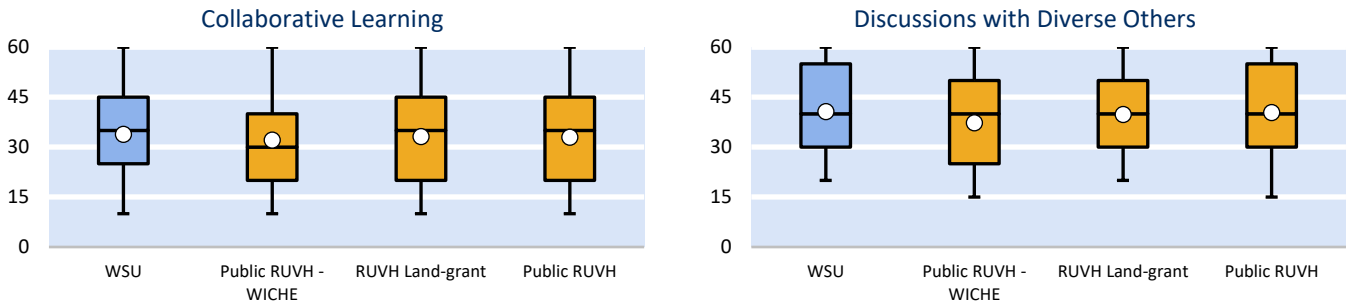
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Engagement Indicator	WSU Mean	Your seniors compared with					
		Public RUVH - WICHE		RUVH Land-grant		Public RUVH	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.9	32.1 ***	.12	33.1 *	.05	33.0 **	.06
Discussions with Diverse Others	40.7	37.3 ***	.23	39.8 *	.06	40.4	.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).

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	WSU	Percentage point difference ^a between your seniors and		
		Public RUVH - WICHE	RUVH Land-grant	Public RUVH
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1b. Asked another student to help you understand course material	51	+6	+3	+4
1c. Explained course material to one or more students	58	+2	+0	+0
1d. Prepared for exams by discussing or working through course material with other students	47	+6	+4	+3
1e. Worked with other students on course projects or assignments	70	+6	+3	+5
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of races or ethnicities other than your own	74	+10	+4	+0
8b. People from economic backgrounds other than your own	76	+9	+3	+1
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Experiences with Faculty: First-year students

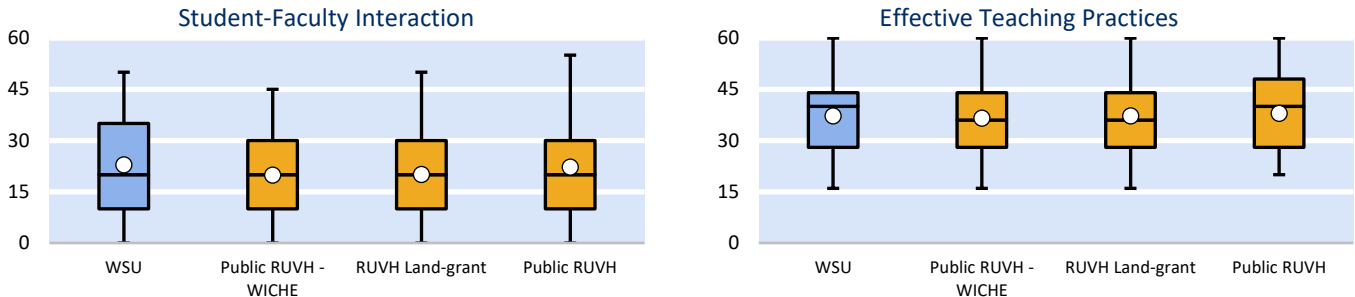
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	WSU Mean	Your first-year students compared with					
		Public RUVH - WICHE		RUVH Land-grant		Public RUVH	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.9	19.8 ***	.21	20.1 ***	.19	22.2	.04
Effective Teaching Practices	37.2	36.5	.05	37.2	.00	38.0 *	-.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).

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Student-Faculty Interaction	WSU %	Percentage point difference ^a between your FY students and		
		Public RUVH - WICHE	RUVH Land-grant	Public RUVH
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	44	+11	+10	+4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	+6	+5	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	+5	+5	+1
3d. Discussed your academic performance with a faculty member	32	+7	+8	+2
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	76	+2	-1	-2
5b. Taught course sessions in an organized way	73	+0	-2	-2
5c. Used examples or illustrations to explain difficult points	74	+1	-1	-1
5d. Provided feedback on a draft or work in progress	64	+7	+6	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	56	+2	+2	-1

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Experiences with Faculty: Seniors

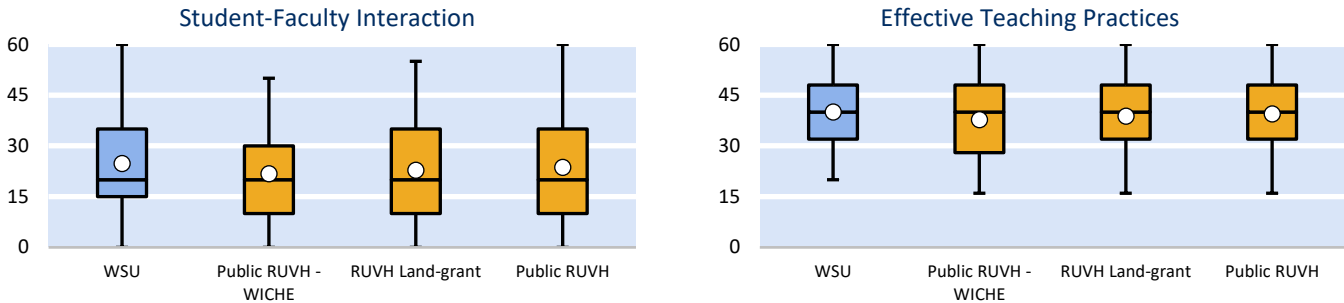
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Mean Comparisons

Engagement Indicator	WSU Mean	Your seniors compared with					
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	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.8	21.7 ***	.20	22.8 ***	.13	23.6 ***	.08
Effective Teaching Practices	40.0	37.7 ***	.17	38.8 ***	.09	39.4 *	.05

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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	45	+9	+7	+4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	+6	+2	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	+4	+2	+1
3d. Discussed your academic performance with a faculty member	33	+6	+5	+2
<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	79	+2	-1	-1
5b. Taught course sessions in an organized way	78	+4	+0	+1
5c. Used examples or illustrations to explain difficult points	78	+2	-2	+0
5d. Provided feedback on a draft or work in progress	66	+10	+8	+5
5e. Provided prompt and detailed feedback on tests or completed assignments	66	+8	+7	+5

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

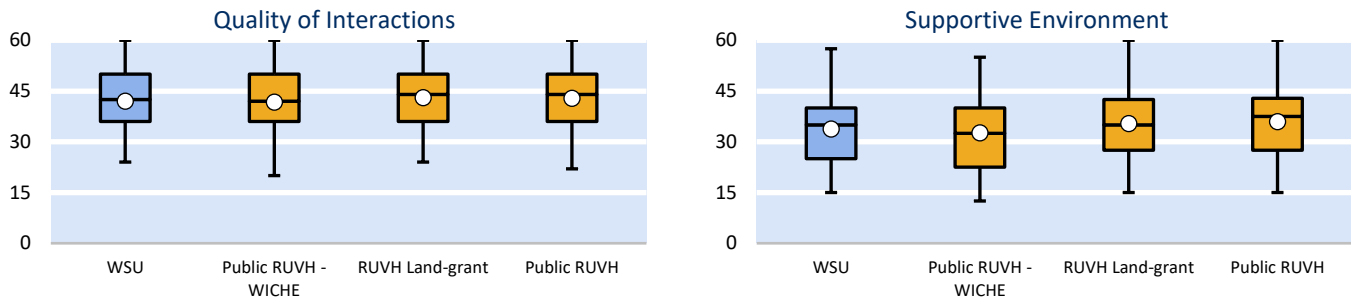
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	WSU Mean	Your first-year students compared with					
		Public RUVH - WICHE		RUVH Land-grant		Public RUVH	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.0	41.7	.02	43.0 **	-.10	42.9 **	-.08
Supportive Environment	33.7	32.6 **	.09	35.4 ***	-.13	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	WSU %	Percentage point difference ^a between your FY students and		
		Public RUVH - WICHE	RUVH Land-grant	Public RUVH
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	44	-5	-9	-8
13b. Academic advisors	56	+5	+1	+1
13c. Faculty	46	-1	-2	-3
13d. Student services staff (career services, student activities, housing, etc.)	41	-2	-6	-5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	38	-0	-5	-4
<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	+4	-2	-2
14c. Using learning support services (tutoring services, writing center, etc.)	74	+5	+1	-0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	+0	-4	-7
14e. Providing opportunities to be involved socially	68	+3	-7	-6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	+3	-4	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	+5	+1	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	67	+3	-5	-3
14i. Attending events that address important social, economic, or political issues	42	+1	-0	-5

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

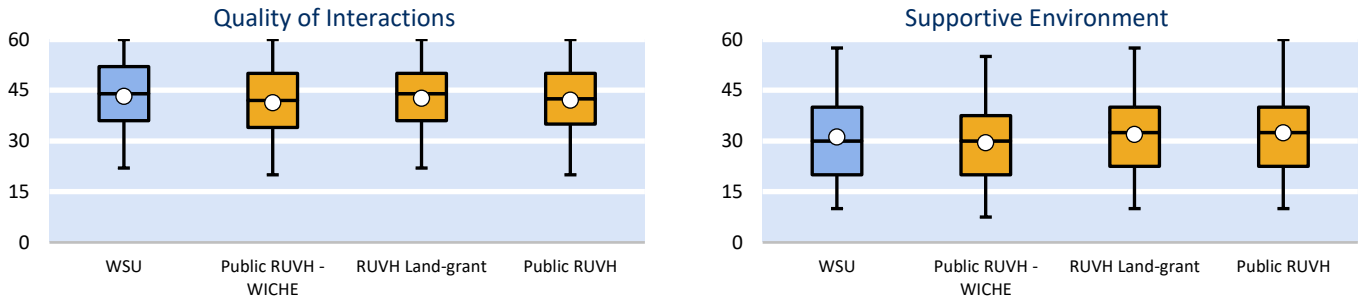
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	WSU Mean	Your seniors compared with					
		Public RUVH - WICHE		RUVH Land-grant		Public RUVH	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.2	41.3 ***	.16	42.6	.05	42.1 ***	.09
Supportive Environment	31.2	29.5 ***	.12	32.0 *	-.06	32.4 ***	-.09

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	WSU	Percentage point difference ^a between your seniors and		
		Public RUVH - WICHE	RUVH Land-grant	Public RUVH
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	60	+8	+1	+1
13b. Academic advisors	55	+3	+3	+7
13c. Faculty	55	+4	+2	+2
13d. Student services staff (career services, student activities, housing, etc.)	46	+4	+1	+3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	+8	+5	+6
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	67	+5	+1	+1
14c. Using learning support services (tutoring services, writing center, etc.)	60	+3	-2	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	+6	+3	-2
14e. Providing opportunities to be involved socially	62	+5	-5	-4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	56	+1	-3	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	+7	+4	-0
14h. Attending campus activities and events (performing arts, athletic events, etc.)	56	+3	-8	-5
14i. Attending events that address important social, economic, or political issues	38	+3	+2	-1

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

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

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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 2022 and 2023 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2022 and 2023 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		WSU Mean	Your first-year students compared with						
			NSSE Top 50%			NSSE Top 10%			
			Mean	Effect size	✓	Mean	Effect size	✓	
Theme	Engagement Indicator								
Academic Challenge	Higher-Order Learning	38.7	39.5 *	-.07		42.2 ***	-.28		
	Reflective and Integrative Learning	36.4	37.3 **	-.07		39.8 ***	-.30		
	Learning Strategies	37.2	39.8 ***	-.18		42.8 ***	-.40		
	Quantitative Reasoning	30.8	30.7	.01	✓	33.4 ***	-.17		
Learning with Peers	Collaborative Learning	31.3	33.2 ***	-.14		36.5 ***	-.38		
	Discussions with Diverse Others	39.4	40.5 *	-.08		43.6 ***	-.30		
Experiences with Faculty	Student-Faculty Interaction	22.9	25.4 ***	-.17		29.3 ***	-.42		
	Effective Teaching Practices	37.2	40.1 ***	-.22		43.3 ***	-.46		
Campus Environment	Quality of Interactions	42.0	45.2 ***	-.29		48.1 ***	-.51		
	Supportive Environment	33.7	36.8 ***	-.23		39.6 ***	-.46		

Seniors		WSU Mean	Your seniors compared with						
			NSSE Top 50%			NSSE Top 10%			
			Mean	Effect size	✓	Mean	Effect size	✓	
Theme	Engagement Indicator								
Academic Challenge	Higher-Order Learning	41.4	42.1 *	-.05		44.7 ***	-.26		
	Reflective and Integrative Learning	39.9	40.6 **	-.06		43.1 ***	-.27		
	Learning Strategies	39.3	41.0 ***	-.11		43.6 ***	-.30		
	Quantitative Reasoning	33.9	32.7 ***	.07	✓	36.3 ***	-.15		
Learning with Peers	Collaborative Learning	33.9	34.7 *	-.06		38.1 ***	-.31		
	Discussions with Diverse Others	40.7	41.1	-.02	✓	43.9 ***	-.22		
Experiences with Faculty	Student-Faculty Interaction	24.8	29.6 ***	-.30		34.3 ***	-.60		
	Effective Teaching Practices	40.0	42.1 ***	-.15		44.7 ***	-.35		
Campus Environment	Quality of Interactions	43.2	45.4 ***	-.18		47.9 ***	-.38		
	Supportive Environment	31.2	34.5 ***	-.23		37.7 ***	-.47		

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 were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all current- and prior-year 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 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												
WSU (N = 1198)	38.7	12.3	.35	20	30	40	45	60				
Public RUVH - WICHE	37.9	12.7	.14	20	30	40	45	60	1,623	.8	.035	.064
RUVH Land-grant	37.8	12.8	.11	20	30	40	45	60	1,418	.8	.025	.065
Public RUVH	38.9	13.1	.07	20	30	40	50	60	1,302	-.2	.543	-.017
Top 50%	39.5	13.2	.03	20	30	40	50	60	1,218	-.9	.016	-.065
Top 10%	42.2	12.8	.09	20	35	40	55	60	1,367	-3.6	.000	-.279
Reflective & Integrative Learning												
WSU (N = 1262)	36.4	11.4	.32	20	29	37	43	57				
Public RUVH - WICHE	36.5	11.7	.13	17	29	37	43	57	9,474	-.1	.707	-.011
RUVH Land-grant	35.2	11.7	.09	17	29	34	43	57	17,507	1.2	.001	.098
Public RUVH	36.0	12.0	.06	17	29	37	43	60	1,365	.3	.340	.026
Top 50%	37.3	12.0	.03	20	29	37	46	60	1,286	-.9	.005	-.075
Top 10%	39.8	11.8	.09	20	31	40	49	60	1,448	-3.5	.000	-.297
Learning Strategies												
WSU (N = 1138)	37.2	13.5	.40	13	27	40	47	60				
Public RUVH - WICHE	36.2	13.3	.16	13	27	33	47	60	8,450	1.1	.013	.079
RUVH Land-grant	37.3	13.4	.12	20	27	40	47	60	14,682	-.1	.760	-.009
Public RUVH	38.3	13.5	.08	20	27	40	47	60	29,983	-1.0	.011	-.077
Top 50%	39.8	13.9	.04	20	27	40	53	60	125,667	-2.5	.000	-.184
Top 10%	42.8	14.0	.09	20	33	40	60	60	1,248	-5.6	.000	-.398
Quantitative Reasoning												
WSU (N = 1145)	30.8	14.6	.43	7	20	27	40	60				
Public RUVH - WICHE	30.1	14.7	.17	7	20	27	40	60	8,539	.7	.120	.049
RUVH Land-grant	30.0	14.7	.13	7	20	27	40	60	14,907	.8	.063	.057
Public RUVH	30.8	15.2	.09	7	20	33	40	60	1,244	.0	.984	-.001
Top 50%	30.7	15.4	.04	7	20	27	40	60	1,164	.1	.730	.010
Top 10%	33.4	15.4	.10	7	20	33	40	60	1,269	-2.6	.000	-.169
Learning with Peers												
Collaborative Learning												
WSU (N = 1325)	31.3	14.2	.39	5	20	30	40	55				
Public RUVH - WICHE	31.1	14.0	.15	10	20	30	40	60	10,003	.2	.561	.017
RUVH Land-grant	31.3	14.1	.10	10	20	30	40	60	19,569	.1	.844	.006
Public RUVH	32.1	14.4	.07	10	20	30	40	60	39,467	-.8	.056	-.053
Top 50%	33.2	13.9	.03	10	25	35	40	60	169,677	-1.9	.000	-.138
Top 10%	36.5	13.7	.07	15	25	35	45	60	35,353	-5.2	.000	-.380
Discussions with Diverse Others												
WSU (N = 1133)	39.4	14.9	.44	15	30	40	50	60				
Public RUVH - WICHE	38.1	14.4	.17	15	30	40	50	60	8,479	1.3	.004	.092
RUVH Land-grant	40.5	14.5	.12	20	30	40	55	60	14,763	-1.1	.018	-.073
Public RUVH	40.5	15.0	.09	15	30	40	55	60	30,254	-1.1	.016	-.073
Top 50%	40.5	14.8	.04	20	30	40	55	60	137,362	-1.1	.011	-.076
Top 10%	43.6	13.9	.11	20	35	40	60	60	17,238	-4.2	.000	-.303

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												
WSU (N = 1225)	22.9	14.7	.42	0	10	20	35	50				
Public RUVH - WICHE	19.8	14.2	.16	0	10	20	30	45	1,595	3.1	.000	.214
RUVH Land-grant	20.1	14.4	.12	0	10	20	30	50	1,417	2.8	.000	.194
Public RUVH	22.2	15.3	.08	0	10	20	30	55	34,120	.6	.148	.042
Top 50%	25.4	15.3	.05	5	15	25	35	60	83,193	-2.5	.000	-.166
Top 10%	29.3	15.3	.14	5	20	25	40	60	1,513	-6.4	.000	-.419
Effective Teaching Practices												
WSU (N = 1198)	37.2	12.3	.35	16	28	40	44	60				
Public RUVH - WICHE	36.5	12.8	.15	16	28	36	44	60	1,626	.6	.094	.051
RUVH Land-grant	37.2	12.4	.10	16	28	36	44	60	15,849	.0	.931	.003
Public RUVH	38.0	12.8	.07	20	28	40	48	60	1,298	-.8	.028	-.062
Top 50%	40.1	13.5	.04	16	32	40	52	60	1,229	-3.0	.000	-.219
Top 10%	43.3	13.3	.11	20	36	44	56	60	1,449	-6.1	.000	-.459
Campus Environment												
Quality of Interactions												
WSU (N = 1084)	42.0	10.4	.32	24	36	43	50	60				
Public RUVH - WICHE	41.7	11.3	.14	20	36	42	50	60	1,519	.2	.494	.021
RUVH Land-grant	43.0	10.9	.10	24	36	44	50	60	1,296	-1.1	.001	-.099
Public RUVH	42.9	11.1	.07	22	36	44	50	60	1,185	-.9	.005	-.081
Top 50%	45.2	11.5	.04	24	38	46	54	60	1,117	-3.3	.000	-.286
Top 10%	48.1	12.1	.10	24	42	50	60	60	1,290	-6.2	.000	-.514
Supportive Environment												
WSU (N = 1113)	33.7	12.3	.37	15	25	35	40	58				
Public RUVH - WICHE	32.6	12.5	.15	13	23	33	40	55	8,216	1.1	.005	.091
RUVH Land-grant	35.4	12.6	.11	15	28	35	43	60	14,285	-1.6	.000	-.129
Public RUVH	36.0	12.8	.08	15	28	38	43	60	1,210	-2.2	.000	-.175
Top 50%	36.8	13.1	.04	15	28	38	45	60	1,142	-3.0	.000	-.230
Top 10%	39.6	12.8	.12	20	30	40	50	60	12,167	-5.9	.000	-.463

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												
WSU (N = 1964)	41.4	13.0	.29	20	35	40	50	60				
Public RUVH - WICHE	39.2	13.3	.15	20	30	40	50	60	9,463	2.2	.000	.163
RUVH Land-grant	39.3	13.4	.10	20	30	40	50	60	19,103	2.1	.000	.159
Public RUVH	40.1	13.6	.07	20	30	40	50	60	40,855	1.3	.000	.096
Top 50%	42.1	13.7	.04	20	35	40	55	60	2,032	-.7	.018	-.051
Top 10%	44.7	12.8	.12	20	40	45	60	60	14,084	-3.3	.000	-.260
Reflective & Integrative Learning												
WSU (N = 2033)	39.9	12.1	.27	20	31	40	49	60				
Public RUVH - WICHE	37.7	12.8	.14	17	29	37	46	60	3,289	2.2	.000	.175
RUVH Land-grant	37.4	12.6	.09	17	29	37	46	60	2,537	2.5	.000	.197
Public RUVH	38.0	12.8	.06	17	29	37	47	60	2,258	1.9	.000	.150
Top 50%	40.6	12.5	.04	20	31	40	51	60	2,110	-.7	.010	-.056
Top 10%	43.1	11.8	.11	23	34	43	54	60	13,674	-3.2	.000	-.267
Learning Strategies												
WSU (N = 1914)	39.3	14.0	.32	20	27	40	53	60				
Public RUVH - WICHE	36.0	14.4	.17	13	27	33	47	60	3,081	3.3	.000	.234
RUVH Land-grant	36.9	14.6	.12	13	27	40	47	60	2,447	2.4	.000	.168
Public RUVH	38.3	14.5	.08	13	27	40	47	60	2,135	1.0	.002	.069
Top 50%	41.0	14.5	.04	20	33	40	53	60	1,972	-1.6	.000	-.112
Top 10%	43.6	14.1	.10	20	33	40	60	60	2,310	-4.2	.000	-.299
Quantitative Reasoning												
WSU (N = 1927)	33.9	15.8	.36	7	20	33	40	60				
Public RUVH - WICHE	32.0	16.2	.19	0	20	33	40	60	9,213	1.9	.000	.116
RUVH Land-grant	32.0	16.0	.13	7	20	33	40	60	18,072	1.8	.000	.114
Public RUVH	31.9	16.4	.09	0	20	33	40	60	2,150	2.0	.000	.121
Top 50%	32.7	16.5	.04	7	20	33	40	60	1,978	1.2	.001	.073
Top 10%	36.3	16.2	.14	7	20	40	47	60	2,573	-2.4	.000	-.149
Learning with Peers												
Collaborative Learning												
WSU (N = 2085)	33.9	15.1	.33	10	25	35	45	60				
Public RUVH - WICHE	32.1	14.9	.16	10	20	30	40	60	10,350	1.8	.000	.117
RUVH Land-grant	33.1	14.8	.10	10	20	35	45	60	22,041	.7	.028	.050
Public RUVH	33.0	14.9	.07	10	20	35	45	60	46,582	.9	.008	.059
Top 50%	34.7	14.2	.04	10	25	35	45	60	2,146	-.8	.012	-.059
Top 10%	38.1	13.6	.10	15	30	40	50	60	2,511	-4.2	.000	-.306
Discussions with Diverse Others												
WSU (N = 1911)	40.7	15.4	.35	20	30	40	55	60				
Public RUVH - WICHE	37.3	15.0	.18	15	25	40	50	60	9,139	3.4	.000	.226
RUVH Land-grant	39.8	14.8	.12	20	30	40	50	60	2,351	.9	.012	.063
Public RUVH	40.4	15.5	.08	15	30	40	55	60	38,399	.3	.407	.019
Top 50%	41.1	15.6	.04	15	30	40	55	60	140,226	-.3	.349	-.022
Top 10%	43.9	14.8	.12	20	35	45	60	60	16,835	-3.2	.000	-.216

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												
WSU (N = 2002)	24.8	15.9	.36	0	15	20	35	60				
Public RUVH - WICHE	21.7	15.2	.17	0	10	20	30	50	3,021	3.1	.000	.201
RUVH Land-grant	22.8	15.9	.12	0	10	20	35	55	19,787	2.0	.000	.126
Public RUVH	23.6	16.2	.08	0	10	20	35	60	42,204	1.2	.001	.076
Top 50%	29.6	16.2	.07	5	20	30	40	60	2,139	-4.8	.000	-.296
Top 10%	34.3	15.8	.19	10	20	35	45	60	8,964	-9.5	.000	-.597
Effective Teaching Practices												
WSU (N = 1975)	40.0	13.2	.30	20	32	40	48	60				
Public RUVH - WICHE	37.7	13.3	.15	16	28	40	48	60	9,493	2.3	.000	.171
RUVH Land-grant	38.8	13.1	.10	16	32	40	48	60	18,987	1.2	.000	.093
Public RUVH	39.4	13.5	.07	16	32	40	48	60	40,686	.6	.039	.048
Top 50%	42.1	13.8	.04	20	32	40	56	60	2,065	-2.1	.000	-.155
Top 10%	44.7	13.4	.11	20	36	44	56	60	2,549	-4.7	.000	-.351
Campus Environment												
Quality of Interactions												
WSU (N = 1742)	43.2	11.7	.28	22	36	44	52	60				
Public RUVH - WICHE	41.3	12.0	.15	20	34	42	50	60	8,345	1.9	.000	.156
RUVH Land-grant	42.6	11.3	.09	22	36	44	50	60	2,142	.6	.060	.049
Public RUVH	42.1	11.9	.07	20	35	43	50	60	35,126	1.1	.000	.094
Top 50%	45.4	12.1	.04	22	38	48	55	60	102,859	-2.2	.000	-.180
Top 10%	47.9	12.5	.08	22	40	50	60	60	2,029	-4.7	.000	-.376
Supportive Environment												
WSU (N = 1868)	31.2	13.5	.31	10	20	30	40	58				
Public RUVH - WICHE	29.5	13.4	.16	8	20	30	38	55	8,958	1.7	.000	.125
RUVH Land-grant	32.0	13.3	.11	10	23	33	40	58	17,426	-.8	.016	-.059
Public RUVH	32.4	13.8	.07	10	23	33	40	60	37,328	-1.2	.000	-.086
Top 50%	34.5	14.3	.05	10	25	35	45	60	1,952	-3.3	.000	-.232
Top 10%	37.7	13.9	.15	15	28	38	48	60	10,762	-6.5	.000	-.466

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.