



NSSE 2017

Engagement Indicators

University of West Georgia

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning Reflective & Integrative Learning Learning Strategies Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction Effective Teaching Practices
<i>Campus Environment</i>	Quality of Interactions Supportive Environment

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions

Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2016 and 2017 participating institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are Computed

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

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

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with	Your first-year students compared with	Your first-year students compared with
		Peers_17	Peers_14	Aspirants
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	Your seniors compared with	Your seniors compared with
		Peers_17	Peers_14	Aspirants
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

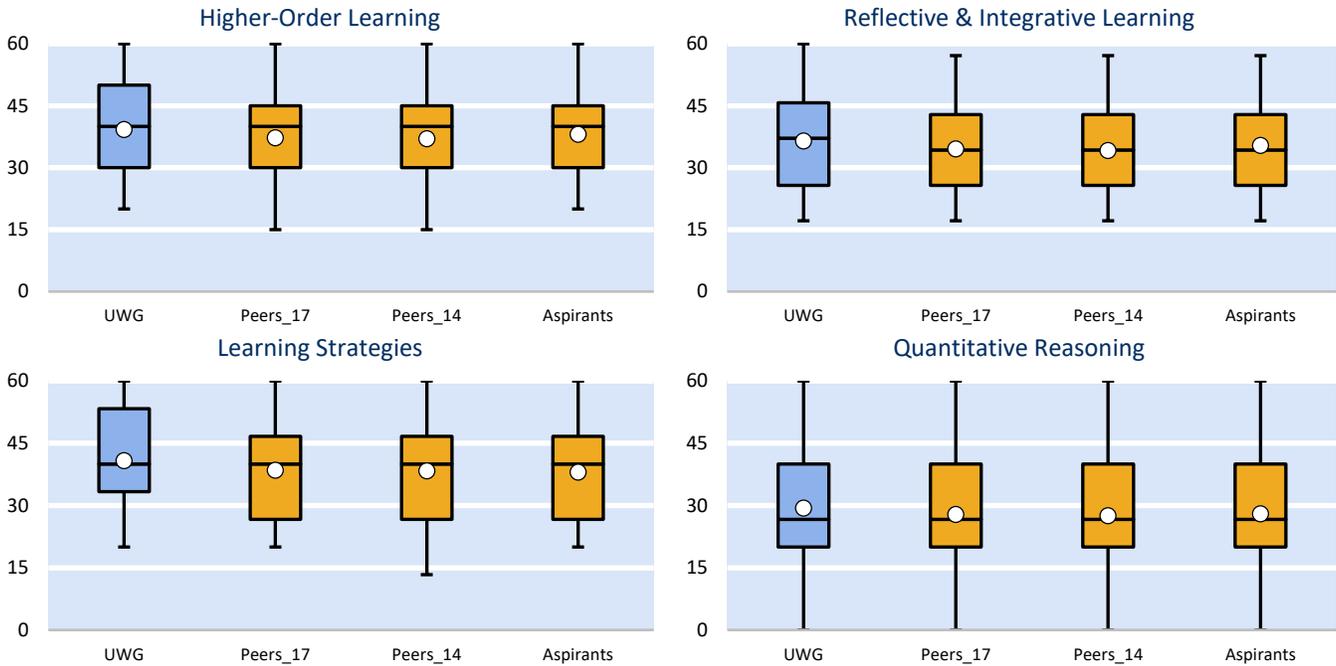
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UWG Mean	Your first-year students compared with					
		Peers_17		Peers_14		Aspirants	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.2	37.3 ***	.14	37.1 ***	.16	38.1 **	.09
Reflective & Integrative Learning	36.5	34.5 ***	.16	34.2 ***	.18	35.4 *	.08
Learning Strategies	40.8	38.5 ***	.17	38.3 ***	.18	38.1 ***	.20
Quantitative Reasoning	29.3	27.9 **	.09	27.5 **	.12	28.0 *	.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.

Academic Challenge: First-year students (continued)

Performance^a on Indicator Items

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

		Percentage point difference between your FY students and		
	UWG	Peers_17	Peers_14	Aspirants
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	+2 	+3 	-0 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	+6 	+6 	+2 
4d. Evaluating a point of view, decision, or information source	75	+7 	+7 	+3 
4e. Forming a new idea or understanding from various pieces of information	73	+7 	+7 	+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	49	-0 	+0 	-5 
2b. Connected your learning to societal problems or issues	55	+4 	+5 	+0 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	58	+7 	+8 	+6 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	+4 	+4 	+3 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	+5 	+5 	+4 
2f. Learned something that changed the way you understand an issue or concept	71	+7 	+8 	+4 
2g. Connected ideas from your courses to your prior experiences and knowledge	76	+2 	+2 	-0 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80	+4 	+5 	+3 
9b. Reviewed your notes after class	72	+7 	+6 	+8 
9c. Summarized what you learned in class or from course materials	70	+6 	+7 	+8 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	59	+6 	+7 	+7 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	+6 	+6 	+5 
6c. Evaluated what others have concluded from numerical information	44	+4 	+5 	+4 

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

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

Academic Challenge: Seniors

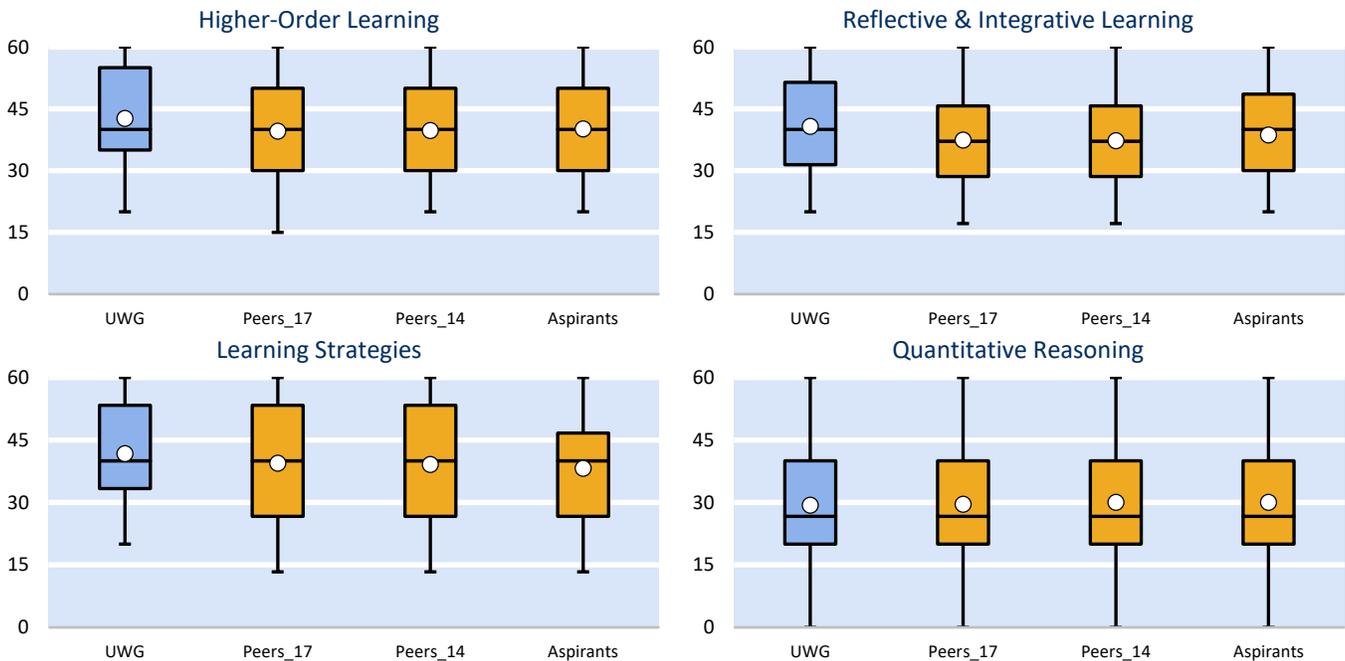
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	UWG Mean	Your seniors compared with					
		Peers_17		Peers_14		Aspirants	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.7	39.6 ***	.22	39.7 ***	.22	40.2 ***	.19
Reflective & Integrative Learning	40.8	37.4 ***	.26	37.3 ***	.28	38.7 ***	.17
Learning Strategies	41.7	39.4 ***	.16	39.1 ***	.18	38.1 ***	.26
Quantitative Reasoning	29.3	29.6	-.02	30.0	-.04	30.0	-.04

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

Score Distributions



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

Academic Challenge: Seniors (continued)

Performance^a on Indicator Items

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

Higher-Order Learning	UWG	Percentage point difference between your seniors and		
		Peers_17	Peers_14	Aspirants
<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	79	+2	+1	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	80	+6	+5	+5
4d. Evaluating a point of view, decision, or information source	76	+6	+8	+3
4e. Forming a new idea or understanding from various pieces of information	77	+7	+6	+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	+6	+6	+6
2b. Connected your learning to societal problems or issues	65	+5	+5	+0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	63	+13	+13	+6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	72	+7	+7	+5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	78	+6	+7	+4
2f. Learned something that changed the way you understand an issue or concept	76	+6	+7	+4
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+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	82	+3	+3	+2
9b. Reviewed your notes after class	67	+1	+2	+5
9c. Summarized what you learned in class or from course materials	71	+5	+5	+9
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55	-2	-2	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	-1	-1	-3
6c. Evaluated what others have concluded from numerical information	45	+1	+1	-0

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

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

Learning with Peers: First-year students

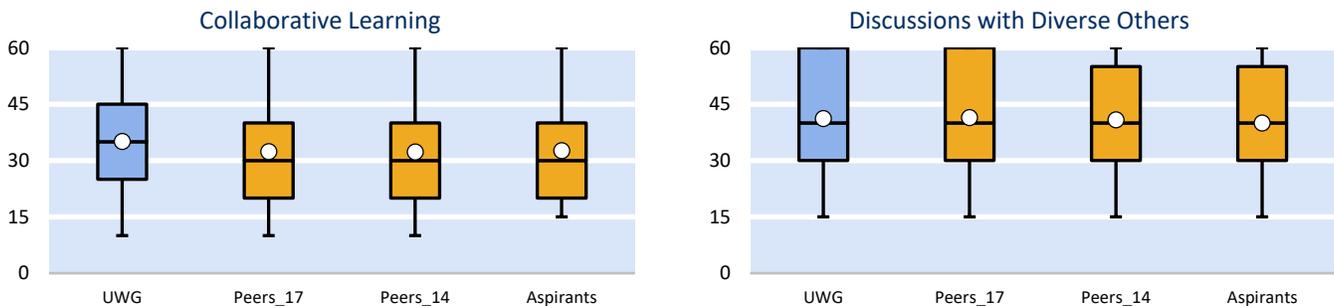
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UWG Mean	Your first-year students compared with					
		Peers_17		Peers_14		Aspirants	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.1	32.3 ***	.20	32.2 ***	.21	32.6 ***	.19
Discussions with Diverse Others	41.2	41.4	-.01	40.8	.02	40.0 *	.08

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

Score Distributions



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

Performance^a on Indicator Items

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

Collaborative Learning	UWG	Percentage point difference between your FY students and		
		Peers_17	Peers_14	Aspirants
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	61	+9	+8	+7
1f. Explained course material to one or more students	61	+2	+3	+3
1g. Prepared for exams by discussing or working through course material with other students	62	+12	+12	+14
1h. Worked with other students on course projects or assignments	57	+3	+5	+2
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	78	+3	+6	+8
8b. People from an economic background other than your own	76	+2	+3	+4
8c. People with religious beliefs other than your own	66	-2	-1	-1
8d. People with political views other than your own	71	-2	-1	+3

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

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

Learning with Peers: Seniors

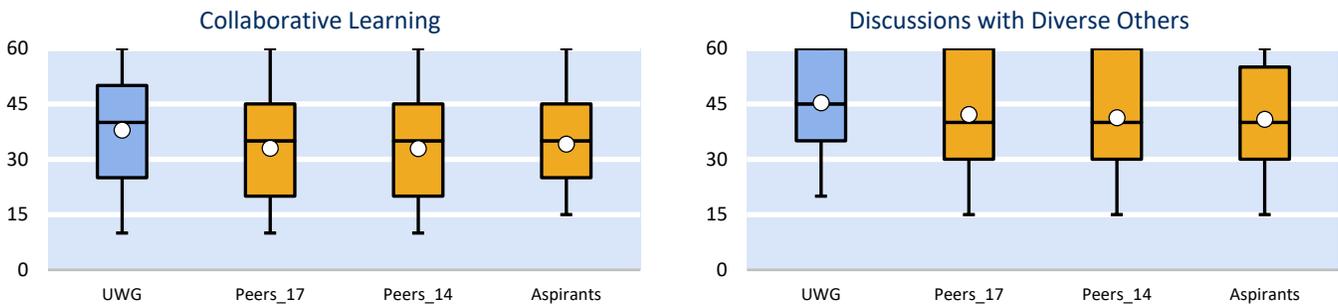
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UWG Mean	Your seniors compared with					
		Peers_17		Peers_14		Aspirants	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	37.9	33.0 ***	.34	32.9 ***	.34	34.1 ***	.28
Discussions with Diverse Others	45.3	42.2 ***	.20	41.3 ***	.26	40.9 ***	.29

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

Score Distributions



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

Performance^a on Indicator Items

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

Collaborative Learning	UWG	Percentage point difference between your seniors and		
		Peers_17	Peers_14	Aspirants
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	54	+11	+10	+7
1f. Explained course material to one or more students	71	+11	+10	+10
1g. Prepared for exams by discussing or working through course material with other students	64	+16	+16	+14
1h. Worked with other students on course projects or assignments	73	+7	+8	+4
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	85	+8	+12	+11
8b. People from an economic background other than your own	84	+8	+10	+10
8c. People with religious beliefs other than your own	75	+3	+5	+5
8d. People with political views other than your own	79	+5	+5	+13

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

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

Experiences with Faculty: First-year students

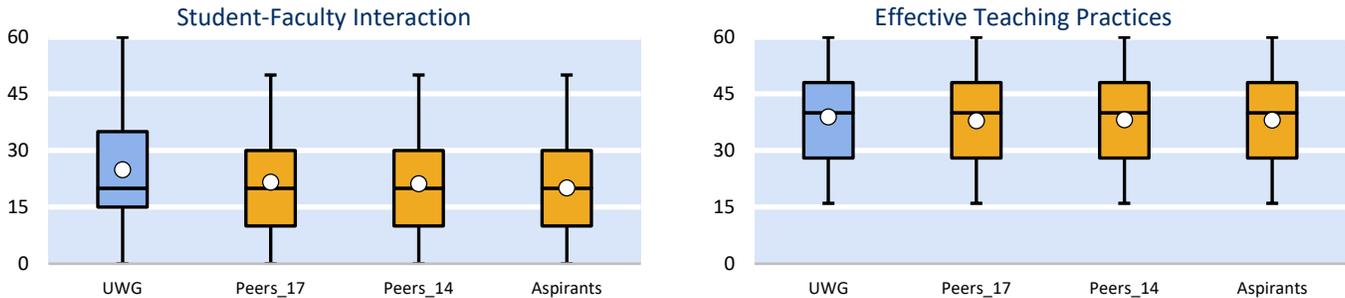
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	UWG Mean	Your first-year students compared with					
		Peers_17		Peers_14		Aspirants	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.9	21.6 ***	.22	21.2 ***	.25	20.0 ***	.33
Effective Teaching Practices	38.8	37.9 *	.07	38.2	.05	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).

Score Distributions



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

Performance^a on Indicator Items

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

Student-Faculty Interaction	UWG %	Percentage point difference between your FY students and		
		Peers_17	Peers_14	Aspirants
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	48	+10	+11	+13
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	+4	+4	+7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	34	+8	+9	+11
3d. Discussed your academic performance with a faculty member	41	+9	+10	+14
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	76	+1	-0	-2
5b. Taught course sessions in an organized way	71	-2	-4	-3
5c. Used examples or illustrations to explain difficult points	71	-2	-3	-5
5d. Provided feedback on a draft or work in progress	71	+8	+7	+8
5e. Provided prompt and detailed feedback on tests or completed assignments	63	+5	+4	+5

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

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

Experiences with Faculty: Seniors

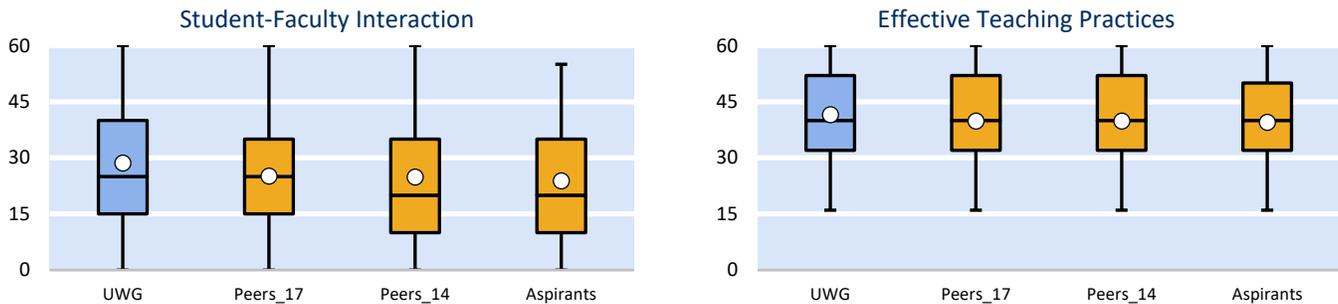
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	UWG Mean	Your seniors compared with					
		Peers_17		Peers_14		Aspirants	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	28.5	25.1 ***	.21	24.8 ***	.22	23.8 ***	.30
Effective Teaching Practices	41.5	39.8 **	.12	39.8 **	.12	39.5 ***	.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^a on Indicator Items

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

Student-Faculty Interaction	UWG %	Percentage point difference between your seniors and		
		Peers_17	Peers_14	Aspirants
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	53	+7	+8	+12
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	35	+7	+6	+9
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	44	+9	+9	+11
3d. Discussed your academic performance with a faculty member	43	+6	+7	+11
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	86	+5	+5	+5
5b. Taught course sessions in an organized way	75	-2	-3	-1
5c. Used examples or illustrations to explain difficult points	77	-0	-1	-2
5d. Provided feedback on a draft or work in progress	66	+3	+5	+5
5e. Provided prompt and detailed feedback on tests or completed assignments	69	+4	+3	+6

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

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

Campus Environment: First-year students

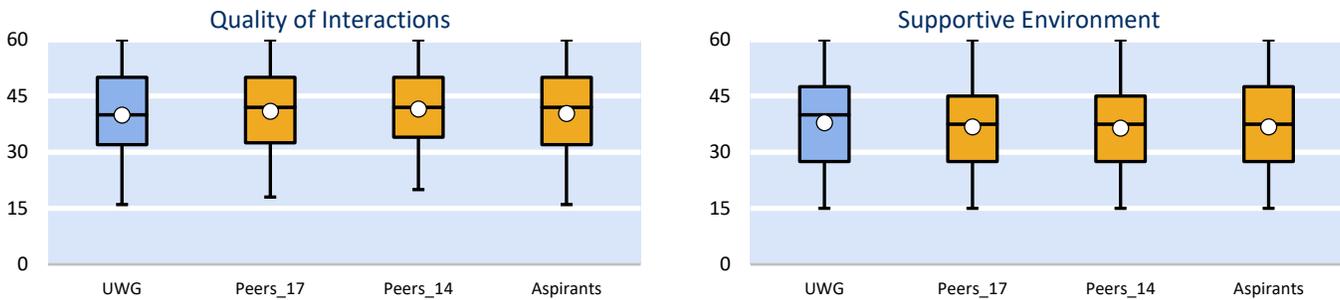
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UWG Mean	Your first-year students compared with					
		Peers_17 Effect size		Peers_14 Effect size		Aspirants Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.9	40.9 *	-.08	41.5 ***	-.13	40.3	-.03
Supportive Environment	37.9	36.8 *	.08	36.4 **	.11	36.7 *	.08

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

Score Distributions



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

Performance^a on Indicator Items

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

Quality of Interactions	UWG	Percentage point difference between your FY students and		
		Peers_17	Peers_14	Aspirants
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	42	-3	-5	-10
13b. Academic advisors	48	+0	-1	+5
13c. Faculty	44	-1	-2	-2
13d. Student services staff (career services, student activities, housing, etc.)	44	+1	-1	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	-2	-5	-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	77	+2	+3	+1
14c. Using learning support services (tutoring services, writing center, etc.)	78	+3	+2	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	66	+2	+4	+3
14e. Providing opportunities to be involved socially	71	-1	-1	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	75	+3	+3	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	52	+6	+8	+6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	-0	+1	+4
14i. Attending events that address important social, economic, or political issues	56	+5	+5	+4

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

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

Campus Environment: Seniors

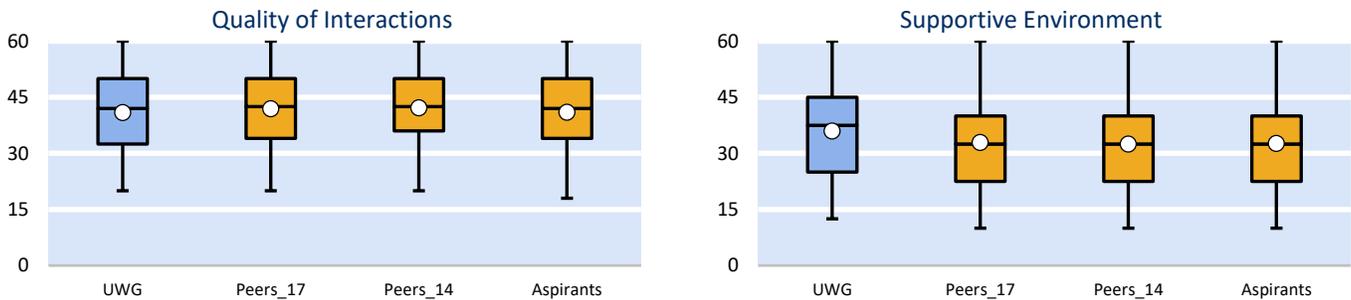
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UWG Mean	Your seniors compared with					
		Peers_17 Effect size		Peers_14 Effect size		Aspirants Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.9	41.9	-.08	42.2 *	-.11	41.0	-.01
Supportive Environment	36.0	32.9 ***	.22	32.5 ***	.25	32.7 ***	.24

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

Score Distributions



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

Performance^a on Indicator Items

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

Quality of Interactions	UWG	Percentage point difference between your seniors and		
		Peers_17	Peers_14	Aspirants
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	52	-3	-4	-5
13b. Academic advisors	44	-5	-6	-1
13c. Faculty	56	-1	-1	+1
13d. Student services staff (career services, student activities, housing, etc.)	38	-3	-1	-1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	-3	-4	-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	77	+8	+7	+8
14c. Using learning support services (tutoring services, writing center, etc.)	72	+7	+7	+9
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	+7	+10	+6
14e. Providing opportunities to be involved socially	71	+4	+5	+5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	71	+7	+9	+7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	+5	+7	+7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	64	+9	+9	+11
14i. Attending events that address important social, economic, or political issues	48	+5	+6	+2

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

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

This page intentionally left blank.

Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see nsse.indiana.edu/html/position_policies.cfm), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2016 and 2017 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 NSSE institutions.

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

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

First-Year Students

Theme	Engagement Indicator	UWG Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.2	39.2	.01	✓	41.2 ***	-.15	
	Reflective and Integrative Learning	36.5	36.6	-.01	✓	38.3 ***	-.15	
	Learning Strategies	40.8	39.8 *	.07	✓	41.9 *	-.08	
	Quantitative Reasoning	29.3	28.8	.03	✓	30.4 *	-.07	
<i>Learning with Peers</i>	Collaborative Learning	35.1	35.2	-.01	✓	37.1 ***	-.15	
	Discussions with Diverse Others	41.2	41.7	-.04	✓	43.8 ***	-.18	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	24.9	23.8 *	.07	✓	27.2 ***	-.15	
	Effective Teaching Practices	38.8	40.7 ***	-.14		42.6 ***	-.28	
<i>Campus Environment</i>	Quality of Interactions	39.9	43.8 ***	-.34		46.1 ***	-.52	
	Supportive Environment	37.9	38.2	-.03	✓	40.0 ***	-.16	

Seniors

Theme	Engagement Indicator	UWG Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	42.7	41.8	.06	✓	43.3	-.04	✓
	Reflective and Integrative Learning	40.8	40.0	.06	✓	42.0 *	-.10	
	Learning Strategies	41.7	40.7	.07	✓	42.9	-.08	✓
	Quantitative Reasoning	29.3	31.1 *	-.11		33.0 ***	-.23	
<i>Learning with Peers</i>	Collaborative Learning	37.9	35.8 **	.15	✓	37.9	.00	✓
	Discussions with Diverse Others	45.3	42.3 ***	.20	✓	44.3	.07	✓
<i>Experiences with Faculty</i>	Student-Faculty Interaction	28.5	29.2	-.05	✓	33.0 ***	-.28	
	Effective Teaching Practices	41.5	41.8	-.02	✓	43.8 ***	-.17	
<i>Campus Environment</i>	Quality of Interactions	40.9	44.8 ***	-.33		46.9 ***	-.49	
	Supportive Environment	36.0	34.8	.09	✓	37.2	-.09	✓

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2016 and 2017 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UWG (N = 957)	39.2	13.6	.44	20	30	40	50	60				
Peers_17	37.3	13.9	.12	15	30	40	45	60	1,110	2.0	.000	.142
Peers_14	37.1	13.8	.13	15	30	40	45	60	11,877	2.2	.000	.158
Aspirants	38.1	13.0	.15	20	30	40	45	60	8,089	1.2	.010	.089
Top 50%	39.2	13.1	.03	20	30	40	50	60	237,953	.1	.877	.005
Top 10%	41.2	13.3	.06	20	35	40	50	60	44,933	-1.9	.000	-.146
Reflective & Integrative Learning												
UWG (N = 989)	36.5	12.5	.40	17	26	37	46	60				
Peers_17	34.5	12.3	.11	17	26	34	43	57	14,230	1.9	.000	.156
Peers_14	34.2	12.2	.11	17	26	34	43	57	12,359	2.3	.000	.185
Aspirants	35.4	12.0	.14	17	26	34	43	57	8,430	1.0	.012	.085
Top 50%	36.6	12.0	.03	17	29	37	46	57	996	-.1	.770	-.010
Top 10%	38.3	12.3	.06	20	29	37	46	60	49,027	-1.8	.000	-.146
Learning Strategies												
UWG (N = 843)	40.8	13.8	.48	20	33	40	53	60				
Peers_17	38.5	13.8	.13	20	27	40	47	60	11,965	2.3	.000	.167
Peers_14	38.3	14.0	.14	13	27	40	47	60	10,426	2.5	.000	.176
Aspirants	38.1	13.6	.17	20	27	40	47	60	7,258	2.7	.000	.201
Top 50%	39.8	13.7	.03	20	27	40	53	60	183,876	1.0	.044	.070
Top 10%	41.9	14.1	.07	20	33	40	53	60	47,445	-1.2	.018	-.082
Quantitative Reasoning												
UWG (N = 942)	29.3	16.6	.54	0	20	27	40	60				
Peers_17	27.9	15.7	.14	0	20	27	40	60	1,069	1.5	.008	.095
Peers_14	27.5	15.7	.15	0	20	27	40	60	1,091	1.8	.001	.116
Aspirants	28.0	15.1	.18	0	20	27	40	60	1,156	1.3	.019	.088
Top 50%	28.8	15.2	.03	0	20	27	40	60	947	.5	.347	.033
Top 10%	30.4	15.2	.06	7	20	27	40	60	965	-1.1	.049	-.070
Learning with Peers												
Collaborative Learning												
UWG (N = 1011)	35.1	14.4	.45	10	25	35	45	60				
Peers_17	32.3	13.9	.12	10	20	30	40	60	14,665	2.8	.000	.199
Peers_14	32.2	13.8	.13	10	20	30	40	60	12,740	2.8	.000	.205
Aspirants	32.6	13.2	.15	15	20	30	40	60	1,240	2.5	.000	.190
Top 50%	35.2	13.5	.03	15	25	35	45	60	1,017	-.1	.847	-.006
Top 10%	37.1	13.4	.05	15	25	40	45	60	1,039	-2.0	.000	-.148
Discussions with Diverse Others												
UWG (N = 846)	41.2	15.3	.53	15	30	40	60	60				
Peers_17	41.4	15.6	.15	15	30	40	60	60	12,071	-.2	.674	-.015
Peers_14	40.8	15.4	.16	15	30	40	55	60	10,556	.4	.512	.024
Aspirants	40.0	15.2	.19	15	30	40	55	60	7,291	1.2	.025	.082
Top 50%	41.7	14.9	.03	20	30	40	55	60	234,969	-.5	.303	-.036
Top 10%	43.8	14.5	.06	20	35	45	60	60	56,115	-2.6	.000	-.179

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UWG (N = 969)	24.9	15.7	.51	0	15	20	35	60				
Peers_17	21.6	14.8	.13	0	10	20	30	50	1,102	3.2	.000	.217
Peers_14	21.2	14.7	.14	0	10	20	30	50	1,121	3.6	.000	.247
Aspirants	20.0	14.5	.17	0	10	20	30	50	1,197	4.8	.000	.330
Top 50%	23.8	14.7	.04	0	15	20	35	55	979	1.1	.037	.072
Top 10%	27.2	15.6	.10	5	15	25	40	60	25,046	-2.4	.000	-.153
Effective Teaching Practices												
UWG (N = 964)	38.8	14.1	.46	16	28	40	48	60				
Peers_17	37.9	13.2	.12	16	28	40	48	60	1,093	.9	.046	.071
Peers_14	38.2	13.1	.13	16	28	40	48	60	1,113	.7	.147	.052
Aspirants	38.0	12.9	.15	16	28	40	48	60	1,186	.8	.101	.061
Top 50%	40.7	13.0	.03	20	32	40	52	60	973	-1.9	.000	-.143
Top 10%	42.6	13.6	.07	20	36	44	56	60	39,020	-3.8	.000	-.277
Campus Environment												
Quality of Interactions												
UWG (N = 826)	39.9	13.0	.45	16	32	40	50	60				
Peers_17	40.9	12.5	.12	18	33	42	50	60	11,502	-1.0	.025	-.081
Peers_14	41.5	12.1	.13	20	34	42	50	60	957	-1.6	.001	-.130
Aspirants	40.3	13.0	.17	16	32	42	50	60	6,883	-.4	.395	-.032
Top 50%	43.8	11.5	.03	22	38	46	52	60	832	-3.9	.000	-.338
Top 10%	46.1	11.7	.07	24	40	48	56	60	867	-6.1	.000	-.521
Supportive Environment												
UWG (N = 805)	37.9	14.0	.49	15	28	40	48	60				
Peers_17	36.8	13.5	.13	15	28	38	45	60	11,173	1.1	.028	.081
Peers_14	36.4	13.4	.14	15	28	38	45	60	9,801	1.5	.003	.111
Aspirants	36.7	13.7	.18	15	28	38	48	60	6,796	1.1	.026	.083
Top 50%	38.2	13.1	.03	18	30	40	48	60	810	-.3	.479	-.027
Top 10%	40.0	13.0	.06	18	31	40	50	60	829	-2.1	.000	-.161

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UWG (N = 522)	42.7	14.1	.62	20	35	40	55	60				
Peers_17	39.6	13.9	.12	15	30	40	50	60	12,945	3.1	.000	.223
Peers_14	39.7	13.7	.12	20	30	40	50	60	564	3.0	.000	.217
Aspirants	40.2	13.6	.13	20	30	40	50	60	568	2.5	.000	.186
Top 50%	41.8	13.5	.03	20	35	40	55	60	524	.9	.170	.063
Top 10%	43.3	13.4	.06	20	35	40	55	60	57,972	-.6	.336	-.042
Reflective & Integrative Learning												
UWG (N = 536)	40.8	12.9	.56	20	31	40	51	60				
Peers_17	37.4	12.6	.11	17	29	37	46	60	13,296	3.3	.000	.264
Peers_14	37.3	12.6	.11	17	29	37	46	60	13,179	3.5	.000	.278
Aspirants	38.7	12.5	.12	20	30	40	49	60	11,978	2.1	.000	.169
Top 50%	40.0	12.3	.03	20	31	40	49	60	200,256	.8	.143	.063
Top 10%	42.0	12.2	.06	20	34	43	51	60	42,207	-1.2	.023	-.099
Learning Strategies												
UWG (N = 451)	41.7	14.8	.70	20	33	40	53	60				
Peers_17	39.4	14.5	.14	13	27	40	53	60	11,585	2.4	.001	.162
Peers_14	39.1	14.6	.14	13	27	40	53	60	11,577	2.6	.000	.179
Aspirants	38.1	14.0	.14	13	27	40	47	60	487	3.6	.000	.256
Top 50%	40.7	14.4	.03	20	33	40	53	60	234,797	1.0	.143	.069
Top 10%	42.9	14.3	.05	20	33	40	60	60	68,809	-1.2	.087	-.081
Quantitative Reasoning												
UWG (N = 517)	29.3	17.1	.75	0	20	27	40	60				
Peers_17	29.6	16.1	.14	0	20	27	40	60	12,881	-.2	.731	-.015
Peers_14	30.0	16.1	.15	0	20	27	40	60	12,799	-.7	.368	-.040
Aspirants	30.0	16.1	.15	0	20	27	40	60	11,482	-.7	.349	-.042
Top 50%	31.1	16.2	.03	0	20	33	40	60	296,597	-1.8	.010	-.113
Top 10%	33.0	15.9	.06	7	20	33	40	60	523	-3.7	.000	-.231
Learning with Peers												
Collaborative Learning												
UWG (N = 544)	37.9	15.1	.65	10	25	40	50	60				
Peers_17	33.0	14.4	.13	10	20	35	45	60	13,539	4.9	.000	.338
Peers_14	32.9	14.8	.13	10	20	35	45	60	13,431	5.0	.000	.338
Aspirants	34.1	13.6	.13	15	25	35	45	60	585	3.8	.000	.276
Top 50%	35.8	13.8	.03	15	25	35	45	60	545	2.1	.001	.153
Top 10%	37.9	13.4	.06	15	30	40	50	60	552	.0	.990	.001
Discussions with Diverse Others												
UWG (N = 457)	45.3	15.0	.70	20	35	45	60	60				
Peers_17	42.2	16.0	.15	15	30	40	60	60	11,699	3.2	.000	.198
Peers_14	41.3	15.8	.15	15	30	40	60	60	11,656	4.0	.000	.255
Aspirants	40.9	15.2	.15	15	30	40	55	60	10,427	4.5	.000	.294
Top 50%	42.3	15.6	.03	15	30	40	60	60	298,482	3.0	.000	.196
Top 10%	44.3	15.3	.06	20	35	45	60	60	64,466	1.1	.127	.072

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UWG (N = 518)	28.5	16.6	.73	0	15	25	40	60				
Peers_17	25.1	16.4	.15	0	15	25	35	60	13,045	3.4	.000	.210
Peers_14	24.8	16.5	.15	0	10	20	35	60	12,925	3.7	.000	.223
Aspirants	23.8	15.6	.15	0	10	20	35	55	560	4.7	.000	.301
Top 50%	29.2	15.7	.05	5	20	30	40	60	521	-.7	.323	-.046
Top 10%	33.0	16.0	.12	10	20	30	45	60	18,865	-4.5	.000	-.281
Effective Teaching Practices												
UWG (N = 527)	41.5	13.9	.61	16	32	40	52	60				
Peers_17	39.8	13.8	.12	16	32	40	52	60	13,065	1.7	.005	.124
Peers_14	39.8	13.7	.12	16	32	40	52	60	12,965	1.7	.005	.125
Aspirants	39.5	13.4	.13	16	32	40	50	60	11,658	2.1	.001	.154
Top 50%	41.8	13.5	.03	20	32	40	52	60	169,670	-.3	.665	-.019
Top 10%	43.8	13.4	.07	20	36	44	56	60	34,266	-2.3	.000	-.171
Campus Environment												
Quality of Interactions												
UWG (N = 431)	40.9	12.2	.59	20	33	42	50	60				
Peers_17	41.9	12.1	.12	20	34	43	50	60	10,937	-1.0	.096	-.082
Peers_14	42.2	11.7	.11	20	36	43	50	60	10,974	-1.2	.031	-.106
Aspirants	41.0	12.4	.13	18	34	42	50	60	9,877	-.1	.870	-.008
Top 50%	44.8	11.6	.03	23	38	46	54	60	161,892	-3.8	.000	-.331
Top 10%	46.9	12.1	.06	23	40	50	58	60	44,951	-5.9	.000	-.491
Supportive Environment												
UWG (N = 431)	36.0	13.8	.66	13	25	38	45	60				
Peers_17	32.9	14.1	.14	10	23	33	40	60	10,968	3.0	.000	.215
Peers_14	32.5	14.0	.14	10	23	33	40	60	11,095	3.5	.000	.251
Aspirants	32.7	13.9	.14	10	23	33	40	60	9,915	3.3	.000	.239
Top 50%	34.8	13.7	.03	13	25	35	45	60	192,778	1.2	.063	.090
Top 10%	37.2	13.6	.07	13	28	38	48	60	35,283	-1.2	.073	-.087

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

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

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

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

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

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

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