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# **NSSE 2019**

## **Engagement Indicators**

University of West Georgia

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### 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 2018 and 2019 participating institutions.

#### Detailed Statistics (pp. 16-19)

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

### Interpreting Comparisons

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

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

### How Engagement Indicators are Computed

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

For more information on EIs and their psychometric properties, refer to the NSSE website: [nsse.indiana.edu](https://nsse.indiana.edu)

## Engagement Indicators: Overview

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

Use the following key:

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

### First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Peers_19	Your first-year students compared with SACSCOC-Aspirants	Your first-year students compared with Southeast Public
<i>Academic Challenge</i>	Higher-Order Learning	△	--	--
	Reflective & Integrative Learning	△	△	△
	Learning Strategies	△	△	△
	Quantitative Reasoning	--	△	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	△	△	△
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	▲	▲	△

### Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Peers_19	Your seniors compared with SACSCOC-Aspirants	Your seniors compared with Southeast Public
<i>Academic Challenge</i>	Higher-Order Learning	△	△	△
	Reflective & Integrative Learning	△	△	△
	Learning Strategies	△	△	△
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	△	△	△
	Discussions with Diverse Others	△	△	△
<i>Experiences with Faculty</i>	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	△	--	△
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	△	△	△

### Academic Challenge: First-year students

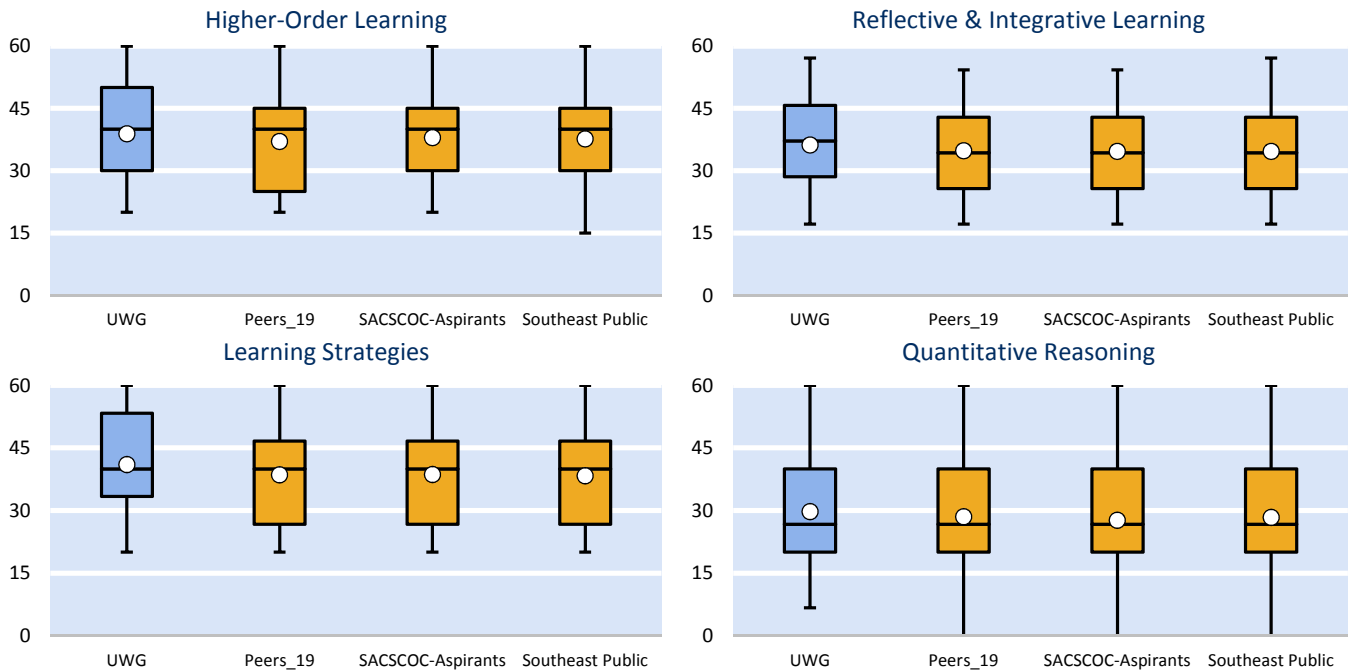
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	UWG Mean	Your first-year students compared with					
		Peers_19 Mean	Effect size	SACSCOC-Aspirants Mean	Effect size	Southeast Public Mean	Effect size
Higher-Order Learning	38.9	37.1 **	.14	37.9	.07	37.7	.09
Reflective & Integrative Learning	36.2	34.8 *	.12	34.7 *	.13	34.7 *	.12
Learning Strategies	41.0	38.5 ***	.18	38.6 ***	.18	38.3 ***	.19
Quantitative Reasoning	29.7	28.5	.08	27.7 *	.13	28.3	.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 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.

	UWG	Percentage point difference <sup>a</sup> between your FY students and		
		Peers_19	SACSCOC-Aspirants	Southeast Public
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	69	+2 	+2 	-1 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	+4 	+2 	+1 
4d. Evaluating a point of view, decision, or information source	73	+6 	+3 	+5 
4e. Forming a new idea or understanding from various pieces of information	72	+5 	+2 	+5 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	52	-1 	+3 	+2 
2b. Connected your learning to societal problems or issues	55	+4 	+6 	+7 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	59	+9 	+9 	+10 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	+6 	+6 	+6 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	+0 	+1 	+2 
2f. Learned something that changed the way you understand an issue or concept	71	+6 	+6 	+6 
2g. Connected ideas from your courses to your prior experiences and knowledge	77	+2 	+2 	+2 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	77	+4 	+2 	+4 
9b. Reviewed your notes after class	72	+5 	+3 	+5 
9c. Summarized what you learned in class or from course materials	70	+5 	+5 	+5 
<b>Quantitative Reasoning</b>				
<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.)	58	+8 	+6 	+4 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	+1 	+2 	+3 
6c. Evaluated what others have concluded from numerical information	40	-2 	+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.

### Academic Challenge: Seniors

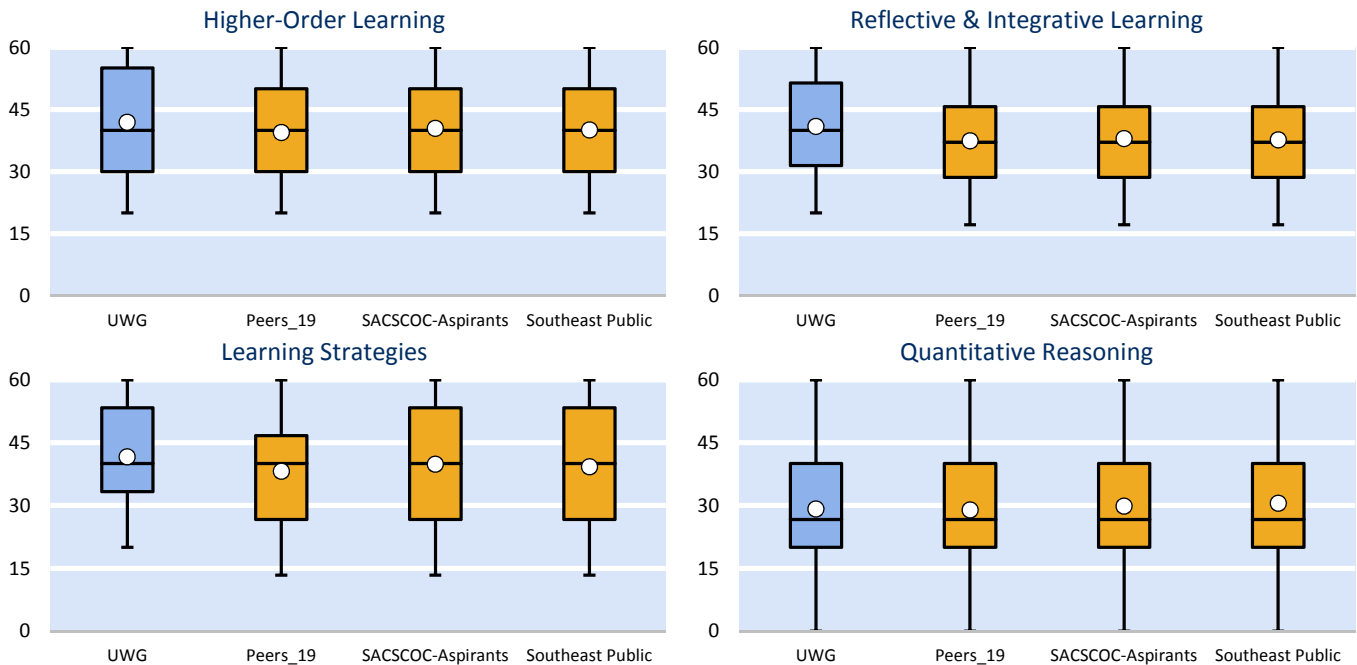
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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_19 Effect size		SACSCOC-Aspirants Effect size		Southeast Public Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.9	39.5 **	.19	40.5 *	.11	40.1 **	.13
Reflective & Integrative Learning	40.9	37.4 ***	.28	38.0 ***	.24	37.7 ***	.26
Learning Strategies	41.6	38.2 ***	.24	39.9 *	.12	39.3 **	.16
Quantitative Reasoning	29.1	28.9	.01	29.8	-.04	30.5	-.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 upper bar), and 95th (top of whisker) 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.

	UWG	Percentage point difference <sup>a</sup> between your seniors and		
		Peers_19	SACSCOC-Aspirants	Southeast Public
<b>Higher-Order Learning</b>				
<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	77	+0	-3	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+3	+1	+3
4d. Evaluating a point of view, decision, or information source	74	+4	+2	+5
4e. Forming a new idea or understanding from various pieces of information	74	+3	+1	+3
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	71	+2	+3	+2
2b. Connected your learning to societal problems or issues	67	+10	+4	+7
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	61	+11	+8	+11
2d. Examined the strengths and weaknesses of your own views on a topic or issue	73	+8	+6	+8
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	80	+8	+7	+8
2f. Learned something that changed the way you understand an issue or concept	79	+10	+9	+10
2g. Connected ideas from your courses to your prior experiences and knowledge	85	+3	+2	+3
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	84	+9	+7	+7
9b. Reviewed your notes after class	69	+5	+1	+4
9c. Summarized what you learned in class or from course materials	70	+7	+2	+4
<b>Quantitative Reasoning</b>				
<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.)	53	-1	-2	-4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	+5	+1	+0
6c. Evaluated what others have concluded from numerical information	43	+0	-2	-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: First-year students

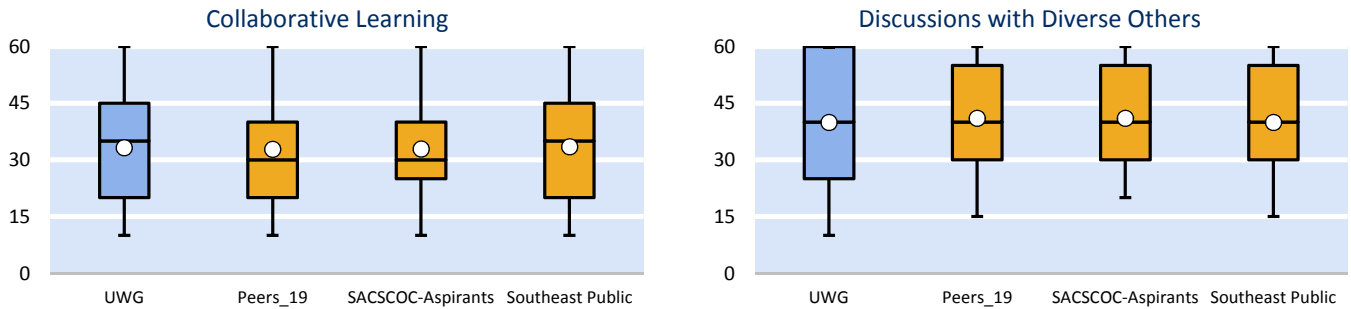
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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_19 Mean	Peers_19 Effect size	SACSCOC-Aspirants Mean	SACSCOC-Aspirants Effect size	Southeast Public Mean	Southeast Public Effect size
Collaborative Learning	33.2	32.8	.03	32.8	.02	33.4	-.02
Discussions with Diverse Others	39.8	41.0	-.07	41.0	-.08	39.9	.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



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#### Performance on Indicator Items

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

Engagement Indicator	UWG %	Percentage point difference <sup>a</sup> between your FY students and		
		Peers_19	SACSCOC-Aspirants	Southeast Public
<b>Collaborative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	58	+5	+2	+3
1f. Explained course material to one or more students	56	-1	-3	-4
1g. Prepared for exams by discussing or working through course material with other students	57	+6	+6	+4
1h. Worked with other students on course projects or assignments	52	-3	-1	-4
<b>Discussions with Diverse Others</b>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	73	-2	+0	+3
8b. People from an economic background other than your own	74	-1	-2	+1
8c. People with religious beliefs other than your own	65	-4	-3	-1
8d. People with political views other than your own	62	-9	-10	-6

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



### Learning with Peers: Seniors

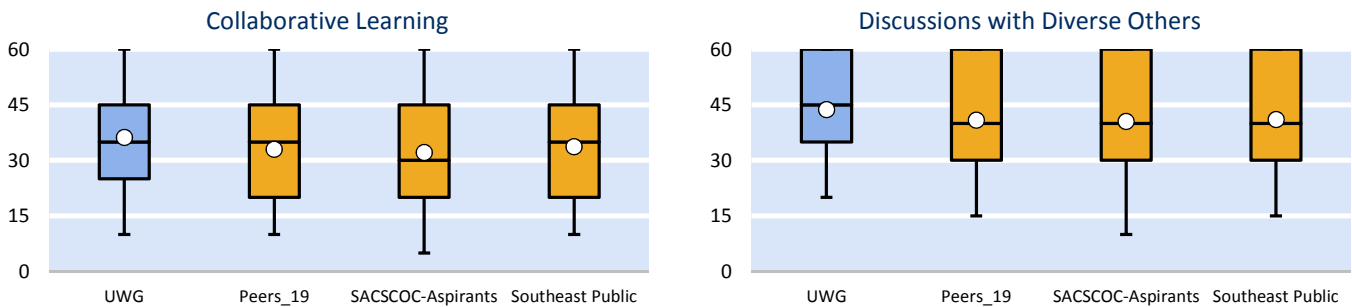
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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_19 Effect size		SACSCOC-Aspirants Effect size		Southeast Public Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.2	33.0 ***	.21	32.2 ***	.26	33.7 ***	.17
Discussions with Diverse Others	43.7	40.9 ***	.18	40.5 ***	.20	41.1 **	.16

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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#### 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.

Collaborative Learning	UWG %	Percentage point difference <sup>a</sup> between your seniors and		
		Peers_19	SACSCOC-Aspirants	Southeast Public
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	56	+11	+13	+10
1f. Explained course material to one or more students	70	+8	+11	+8
1g. Prepared for exams by discussing or working through course material with other students	55	+7	+7	+5
1h. Worked with other students on course projects or assignments	63	-2	+3	-2
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	82	+8	+11	+10
8b. People from an economic background other than your own	79	+4	+4	+4
8c. People with religious beliefs other than your own	71	+3	+4	+2
8d. People with political views other than your own	70	+2	+0	-0

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## Experiences with Faculty: First-year students

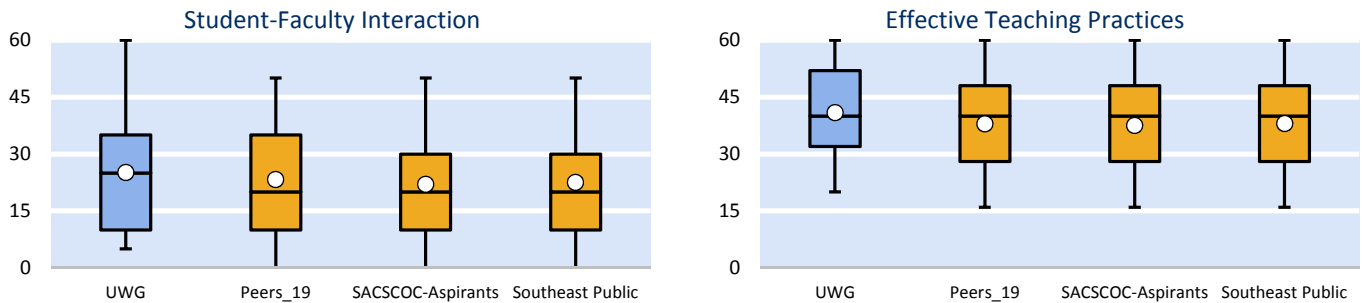
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	UWG Mean	Your first-year students compared with					
		Peers_19		SACSCOC-Aspirants		Southeast Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.1	23.3 *	.12	22.0 ***	.21	22.5 ***	.17
Effective Teaching Practices	40.9	37.9 ***	.23	37.5 ***	.25	38.0 ***	.21

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Student-Faculty Interaction	UWG %	Percentage point difference <sup>a</sup> between your FY students and		
		Peers_19	SACSCOC-Aspirants	Southeast Public
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	50	+6	+9	+8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	+3	+6	+5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	+5	+5	+6
3d. Discussed your academic performance with a faculty member	42	+5	+7	+8
<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	+3	+5	+3
5b. Taught course sessions in an organized way	70	-1	-1	-2
5c. Used examples or illustrations to explain difficult points	76	+2	+3	+3
5d. Provided feedback on a draft or work in progress	77	+14	+16	+15
5e. Provided prompt and detailed feedback on tests or completed assignments	69	+11	+13	+11

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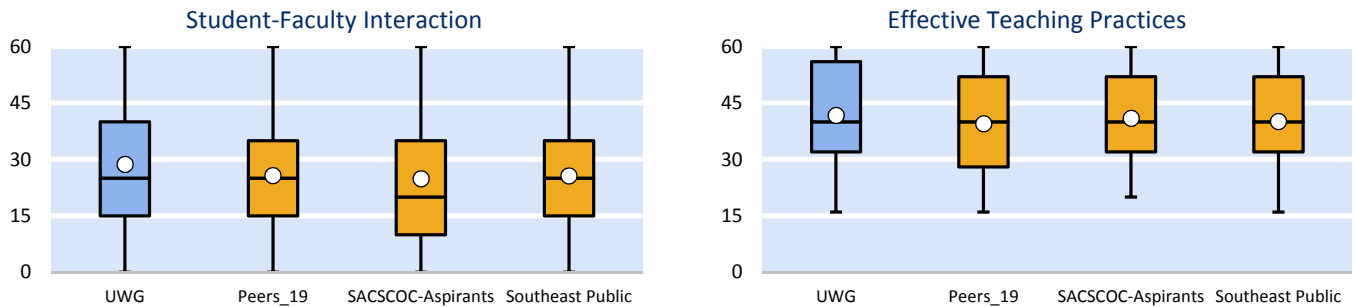
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Student-Faculty Interaction	UWG %	Percentage point difference <sup>a</sup> between your seniors and		
		Peers_19	SACSCOC-Aspirants	Southeast Public
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	57	+10	+10	+10
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	35	+4	+7	+5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	41	+5	+8	+6
3d. Discussed your academic performance with a faculty member	44	+8	+8	+7
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	84	+5	+3	+4
5b. Taught course sessions in an organized way	74	-1	-4	-3
5c. Used examples or illustrations to explain difficult points	82	+6	+3	+5
5d. Provided feedback on a draft or work in progress	71	+9	+6	+9
5e. Provided prompt and detailed feedback on tests or completed assignments	69	+5	+1	+5

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

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

### Campus Environment: First-year students

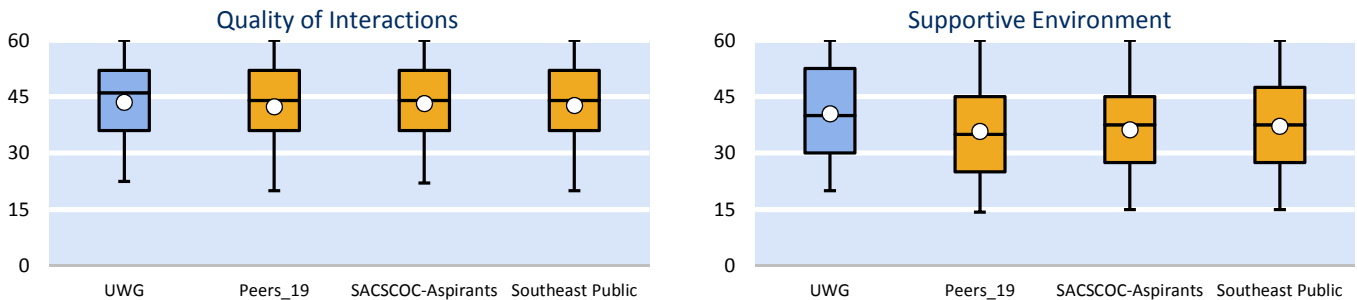
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UWG Mean	Your first-year students compared with					
		Peers_19 Mean	Effect size	SACSCOC-Aspirants Mean	Effect size	Southeast Public Mean	Effect size
Quality of Interactions	43.6	42.3	.10	43.1	.04	42.6	.08
Supportive Environment	40.5	35.8 ***	.35	36.2 ***	.32	37.1 ***	.25

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	UWG %	Percentage point difference <sup>a</sup> between your FY students and		
		Peers_19	SACSCOC-Aspirants	Southeast Public
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	49	+3	+2	-2
13b. Academic advisors	54	-2	-0	-0
13c. Faculty	55	+7	+6	+6
13d. Student services staff (career services, student activities, housing, etc.)	52	+4	+2	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	50	+7	+5	+6
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	80	+6	+6	+3
14c. Using learning support services (tutoring services, writing center, etc.)	82	+6	+6	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	66	+4	+5	+5
14e. Providing opportunities to be involved socially	77	+7	+3	+4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	80	+11	+10	+8
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	56	+15	+14	+13
14h. Attending campus activities and events (performing arts, athletic events, etc.)	74	+10	+7	+4
14i. Attending events that address important social, economic, or political issues	59	+11	+11	+9

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

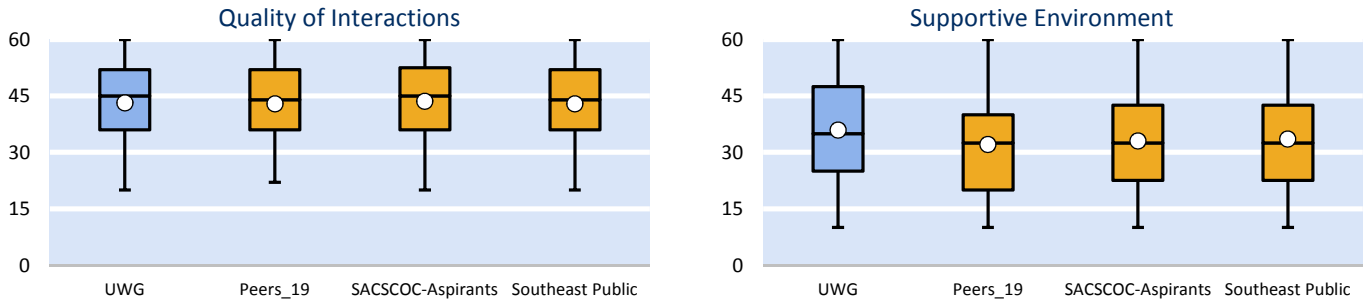
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UWG Mean	Your seniors compared with					
		Peers_19		SACSCOC-Aspirants		Southeast Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.2	42.9	.02	43.6	-.04	42.9	.02
Supportive Environment	35.9	32.1 ***	.27	33.1 ***	.20	33.6 **	.16

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	UWG	Percentage point difference <sup>a</sup> between your seniors and		
		Peers_19	SACSCOC-Aspirants	Southeast Public
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	58	+4	+2	+0
13b. Academic advisors	54	-1	+0	+0
13c. Faculty	62	+5	+1	+5
13d. Student services staff (career services, student activities, housing, etc.)	49	+5	+3	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	+1	-2	+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	+7	+5	+5
14c. Using learning support services (tutoring services, writing center, etc.)	73	+8	+6	+5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	+5	+3	+6
14e. Providing opportunities to be involved socially	74	+10	+7	+6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	70	+11	+7	+6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	+9	+6	+8
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	+10	+8	+2
14i. Attending events that address important social, economic, or political issues	45	+5	+4	+2

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

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

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### Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see [nsse.indiana.edu/links/PNP](https://nsse.indiana.edu/links/PNP)), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2018 and 2019 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2018 and 2019 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<sup>b</sup> 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	38.9	39.3	-.03	✓	41.0 **	-.16	
	Reflective and Integrative Learning	36.2	36.8	-.05	✓	38.8 ***	-.22	
	Learning Strategies	41.0	39.9	.08	✓	42.5 *	-.10	
	Quantitative Reasoning	29.7	29.3	.03	✓	30.8	-.07	✓
<i>Learning with Peers</i>	Collaborative Learning	33.2	35.4 **	-.16		37.7 ***	-.33	
	Discussions with Diverse Others	39.8	41.3	-.10		43.2 ***	-.24	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	25.1	24.9	.01	✓	28.0 ***	-.19	
	Effective Teaching Practices	40.9	40.6	.02	✓	42.7 **	-.13	
<i>Campus Environment</i>	Quality of Interactions	43.6	44.9 *	-.11		47.1 ***	-.30	
	Supportive Environment	40.5	38.1 ***	.18	✓	40.1	.03	✓

#### 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	41.9	41.8	.01	✓	43.0	-.08	✓
	Reflective and Integrative Learning	40.9	39.9	.09	✓	41.6	-.05	✓
	Learning Strategies	41.6	40.8	.06	✓	42.6	-.07	✓
	Quantitative Reasoning	29.1	31.3 *	-.13		32.7 ***	-.23	
<i>Learning with Peers</i>	Collaborative Learning	36.2	36.1	.00	✓	38.6 **	-.18	
	Discussions with Diverse Others	43.7	42.0 *	.11	✓	43.5	.01	✓
<i>Experiences with Faculty</i>	Student-Faculty Interaction	28.7	29.9	-.08	✓	33.9 ***	-.33	
	Effective Teaching Practices	41.7	41.8	-.01	✓	43.5 **	-.14	
<i>Campus Environment</i>	Quality of Interactions	43.2	45.2 **	-.17		47.4 ***	-.35	
	Supportive Environment	35.9	34.8	.08	✓	37.0	-.08	✓

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 2018 and 2019 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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UWG (N = 412)	38.9	13.6	.67	20	30	40	50	60				
Peers_19	37.1	13.1	.28	20	25	40	45	60	2,621	1.8	.009	.140
SACSCOC-Aspirants	37.9	13.3	.24	20	30	40	45	60	3,528	1.0	.166	.073
Southeast Public	37.7	13.5	.07	15	30	40	45	60	36,212	1.2	.062	.092
Top 50%	39.3	13.0	.04	20	30	40	50	60	102,879	-.4	.502	-.033
Top 10%	41.0	13.0	.08	20	35	40	50	60	26,952	-2.1	.001	-.161
<b>Reflective &amp; Integrative Learning</b>												
UWG (N = 446)	36.2	12.2	.58	17	29	37	46	57				
Peers_19	34.8	11.7	.24	17	26	34	43	54	2,838	1.4	.024	.117
SACSCOC-Aspirants	34.7	11.7	.20	17	26	34	43	54	3,800	1.5	.012	.127
Southeast Public	34.7	12.2	.06	17	26	34	43	57	39,341	1.5	.010	.123
Top 50%	36.8	11.8	.04	17	29	37	46	57	103,602	-.6	.267	-.053
Top 10%	38.8	11.8	.08	20	31	40	46	60	21,899	-2.6	.000	-.220
<b>Learning Strategies</b>												
UWG (N = 399)	41.0	14.1	.70	20	33	40	53	60				
Peers_19	38.5	13.7	.30	20	27	40	47	60	2,509	2.5	.001	.183
SACSCOC-Aspirants	38.6	13.5	.25	20	27	40	47	60	3,367	2.4	.001	.180
Southeast Public	38.3	13.8	.08	20	27	40	47	60	34,183	2.7	.000	.195
Top 50%	39.9	13.7	.05	20	33	40	53	60	88,931	1.2	.091	.085
Top 10%	42.5	14.0	.10	20	33	40	53	60	20,639	-1.5	.040	-.104
<b>Quantitative Reasoning</b>												
UWG (N = 408)	29.7	16.2	.80	7	20	27	40	60				
Peers_19	28.5	15.2	.33	0	20	27	40	60	2,536	1.2	.144	.079
SACSCOC-Aspirants	27.7	15.7	.29	0	20	27	40	60	3,403	2.1	.013	.131
Southeast Public	28.3	15.5	.08	0	20	27	40	60	34,842	1.4	.069	.090
Top 50%	29.3	15.2	.05	7	20	27	40	60	107,852	.5	.541	.030
Top 10%	30.8	15.2	.09	7	20	33	40	60	29,283	-1.0	.168	-.069
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UWG (N = 467)	33.2	15.5	.72	10	20	35	45	60				
Peers_19	32.8	14.2	.28	10	20	30	40	60	621	.4	.602	.028
SACSCOC-Aspirants	32.8	14.0	.24	10	25	30	40	60	571	.3	.649	.024
Southeast Public	33.4	14.3	.07	10	20	35	45	60	475	-.2	.731	-.017
Top 50%	35.4	13.7	.04	15	25	35	45	60	469	-2.2	.002	-.162
Top 10%	37.7	13.6	.09	15	30	40	50	60	480	-4.5	.000	-.328
<b>Discussions with Diverse Others</b>												
UWG (N = 404)	39.8	17.0	.84	10	25	40	60	60				
Peers_19	41.0	15.6	.34	15	30	40	55	60	539	-1.1	.211	-.072
SACSCOC-Aspirants	41.0	15.0	.27	20	30	40	55	60	492	-1.2	.192	-.076
Southeast Public	39.9	15.7	.09	15	30	40	55	60	411	-.1	.932	-.005
Top 50%	41.3	14.9	.05	20	30	40	55	60	405	-1.5	.075	-.101
Top 10%	43.2	14.4	.09	20	35	40	60	60	413	-3.4	.000	-.236



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UWG (N = 428)	25.1	15.9	.77	5	10	25	35	60				
Peers_19	23.3	14.8	.31	0	10	20	35	50	575	1.8	.029	.121
SACSCOC-Aspirants	22.0	14.6	.26	0	10	20	30	50	527	3.1	.000	.210
Southeast Public	22.5	14.9	.08	0	10	20	30	50	436	2.6	.001	.174
Top 50%	24.9	14.8	.06	5	15	20	35	55	432	.2	.839	.011
Top 10%	28.0	15.5	.15	5	15	25	40	60	11,370	-2.9	.000	-.185
<b>Effective Teaching Practices</b>												
UWG (N = 417)	40.9	12.8	.63	20	32	40	52	60				
Peers_19	37.9	12.8	.27	16	28	40	48	60	2,615	2.9	.000	.230
SACSCOC-Aspirants	37.5	13.2	.24	16	28	40	48	60	3,511	3.3	.000	.254
Southeast Public	38.0	13.5	.07	16	28	40	48	60	36,131	2.9	.000	.214
Top 50%	40.6	13.2	.05	20	32	40	52	60	78,031	.3	.700	.019
Top 10%	42.7	14.0	.10	20	32	44	56	60	437	-1.8	.004	-.131
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UWG (N = 383)	43.6	12.0	.61	23	36	46	52	60				
Peers_19	42.3	12.3	.27	20	36	44	52	60	2,389	1.2	.076	.099
SACSCOC-Aspirants	43.1	11.6	.22	22	36	44	52	60	3,127	.4	.518	.035
Southeast Public	42.6	12.1	.07	20	36	44	52	60	32,286	.9	.139	.076
Top 50%	44.9	11.4	.04	24	38	46	54	60	71,769	-1.3	.025	-.115
Top 10%	47.1	11.8	.09	24	40	50	58	60	18,360	-3.5	.000	-.300
<b>Supportive Environment</b>												
UWG (N = 393)	40.5	13.4	.67	20	30	40	53	60				
Peers_19	35.8	13.4	.30	14	25	35	45	60	2,430	4.7	.000	.348
SACSCOC-Aspirants	36.2	13.1	.24	15	28	38	45	60	3,251	4.2	.000	.323
Southeast Public	37.1	13.5	.07	15	28	38	48	60	33,066	3.4	.000	.250
Top 50%	38.1	13.2	.05	18	30	40	48	60	85,617	2.4	.000	.179
Top 10%	40.1	13.2	.10	18	30	40	50	60	17,705	.4	.533	.032

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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UWG (N = 391)	41.9	14.1	.71	20	30	40	55	60				
Peers_19	39.5	13.3	.24	20	30	40	50	60	483	2.5	.001	.185
SACSCOC-Aspirants	40.5	13.4	.18	20	30	40	50	60	443	1.5	.048	.109
Southeast Public	40.1	13.9	.06	20	30	40	50	60	56,286	1.8	.009	.132
Top 50%	41.8	13.5	.04	20	35	40	55	60	134,542	.2	.808	.012
Top 10%	43.0	13.5	.07	20	35	40	55	60	37,064	-1.1	.112	-.081
<b>Reflective &amp; Integrative Learning</b>												
UWG (N = 410)	40.9	12.9	.64	20	31	40	51	60				
Peers_19	37.4	12.5	.22	17	29	37	46	60	3,643	3.5	.000	.279
SACSCOC-Aspirants	38.0	12.5	.17	17	29	37	46	60	6,036	3.0	.000	.235
Southeast Public	37.7	12.7	.05	17	29	37	46	60	59,666	3.2	.000	.255
Top 50%	39.9	12.2	.03	20	31	40	49	60	412	1.0	.103	.086
Top 10%	41.6	12.2	.08	20	34	40	51	60	25,095	-.7	.275	-.054
<b>Learning Strategies</b>												
UWG (N = 378)	41.6	14.3	.74	20	33	40	53	60				
Peers_19	38.2	14.6	.27	13	27	40	47	60	3,339	3.5	.000	.239
SACSCOC-Aspirants	39.9	14.4	.20	13	27	40	53	60	5,563	1.8	.020	.124
Southeast Public	39.3	14.6	.06	13	27	40	53	60	53,797	2.4	.002	.163
Top 50%	40.8	14.4	.04	20	33	40	53	60	140,677	.8	.252	.059
Top 10%	42.6	14.3	.07	20	33	40	60	60	45,234	-1.0	.196	-.067
<b>Quantitative Reasoning</b>												
UWG (N = 374)	29.1	17.6	.91	0	20	27	40	60				
Peers_19	28.9	16.0	.29	0	20	27	40	60	453	.2	.826	.013
SACSCOC-Aspirants	29.8	15.8	.22	0	20	27	40	60	417	-.7	.459	-.043
Southeast Public	30.5	16.3	.07	0	20	27	40	60	377	-1.4	.139	-.083
Top 50%	31.3	16.0	.04	7	20	33	40	60	374	-2.1	.019	-.134
Top 10%	32.7	15.8	.07	7	20	33	40	60	378	-3.6	.000	-.227
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UWG (N = 429)	36.2	15.2	.73	10	25	35	45	60				
Peers_19	33.0	14.9	.26	10	20	35	45	60	3,754	3.2	.000	.212
SACSCOC-Aspirants	32.2	15.3	.20	5	20	30	45	60	6,267	4.0	.000	.262
Southeast Public	33.7	15.1	.06	10	20	35	45	60	62,366	2.5	.001	.166
Top 50%	36.1	14.0	.04	15	25	35	45	60	430	.1	.935	.004
Top 10%	38.6	13.5	.09	15	30	40	50	60	441	-2.4	.001	-.180
<b>Discussions with Diverse Others</b>												
UWG (N = 386)	43.7	14.8	.75	20	35	45	60	60				
Peers_19	40.9	15.9	.29	15	30	40	60	60	3,367	2.8	.001	.180
SACSCOC-Aspirants	40.5	16.5	.23	10	30	40	60	60	5,582	3.2	.000	.195
Southeast Public	41.1	16.0	.07	15	30	40	60	60	54,137	2.6	.001	.165
Top 50%	42.0	15.6	.04	15	30	40	60	60	171,628	1.7	.037	.106
Top 10%	43.5	15.4	.07	20	35	45	60	60	45,688	.2	.834	.011

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UWG (N = 392)	28.7	17.5	.88	0	15	25	40	60				
Peers_19	25.7	16.2	.29	0	15	25	35	60	479	3.0	.001	.182
SACSCOC-Aspirants	24.8	16.3	.22	0	10	20	35	60	441	3.9	.000	.235
Southeast Public	25.6	16.4	.07	0	15	25	35	60	396	3.1	.000	.190
Top 50%	29.9	15.9	.06	5	20	30	40	60	395	-1.2	.178	-.075
Top 10%	33.9	15.8	.15	10	20	35	45	60	415	-5.2	.000	-.331
<b>Effective Teaching Practices</b>												
UWG (N = 391)	41.7	14.0	.71	16	32	40	56	60				
Peers_19	39.4	14.0	.25	16	28	40	52	60	3,479	2.2	.003	.161
SACSCOC-Aspirants	40.9	13.6	.18	20	32	40	52	60	5,761	.8	.258	.059
Southeast Public	40.0	14.0	.06	16	32	40	52	60	56,293	1.6	.022	.116
Top 50%	41.8	13.6	.04	20	32	40	52	60	112,350	-.1	.882	-.008
Top 10%	43.5	13.5	.08	20	36	44	56	60	31,052	-1.9	.007	-.138
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UWG (N = 364)	43.2	11.8	.62	20	36	45	52	60				
Peers_19	42.9	12.0	.23	22	36	44	52	60	3,149	.3	.660	.025
SACSCOC-Aspirants	43.6	11.9	.17	20	36	45	53	60	5,203	-.4	.492	-.037
Southeast Public	42.9	12.2	.05	20	36	44	52	60	50,206	.3	.648	.024
Top 50%	45.2	11.8	.03	23	38	48	54	60	124,933	-2.0	.001	-.169
Top 10%	47.4	12.0	.06	24	40	50	58	60	41,147	-4.2	.000	-.350
<b>Supportive Environment</b>												
UWG (N = 368)	35.9	14.5	.76	10	25	35	48	60				
Peers_19	32.1	14.2	.26	10	20	33	40	60	3,280	3.8	.000	.267
SACSCOC-Aspirants	33.1	14.1	.20	10	23	33	43	60	5,464	2.8	.000	.200
Southeast Public	33.6	14.2	.06	10	23	33	43	60	52,447	2.3	.002	.164
Top 50%	34.8	13.9	.04	13	25	35	45	60	121,225	1.1	.117	.082
Top 10%	37.0	14.0	.09	13	28	38	48	60	23,328	-1.1	.149	-.076

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.