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# NSSE 2020

## 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 2019 and 2020 participating institutions.

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

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

### Interpreting Comparisons

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

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

### How Engagement Indicators are Computed

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

For more information on EIs and their psychometric properties, refer to the NSSE website: [nsse.indiana.edu](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>	<b>Your first-year students</b> compared with Georgia System	<b>Your first-year students</b> compared with USG Peers 19	<b>Your first-year students</b> compared with SACSCOC Peers
<i>Academic Challenge</i>	Higher-Order Learning	--	△	--
	Reflective & Integrative Learning	△	--	△
	Learning Strategies	△	△	△
	Quantitative Reasoning	▼	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	▽	--
	Discussions with Diverse Others	--	▽	▽
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	△	△
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

### Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	<b>Your seniors</b> compared with Georgia System	<b>Your seniors</b> compared with USG Peers 19	<b>Your seniors</b> compared with SACSCOC Peers
<i>Academic Challenge</i>	Higher-Order Learning	--	△	△
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	△	△	△
	Quantitative Reasoning	--	△	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	△
	Discussions with Diverse Others	--	△	△
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	△
	Effective Teaching Practices	△	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

### Academic Challenge: First-year students

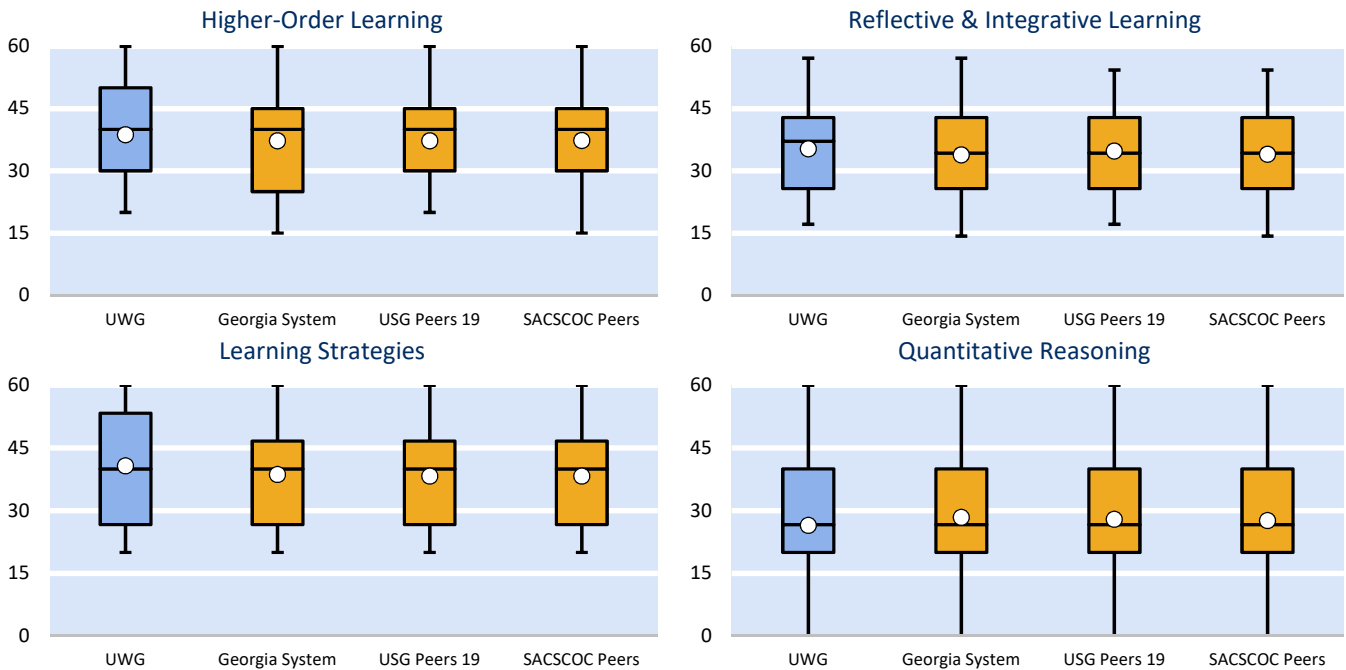
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	UWG Mean	Your first-year students compared with					
		Georgia System		USG Peers 19		SACSCOC Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.7	37.2	.10	37.2 *	.11	37.3	.10
Reflective & Integrative Learning	35.4	33.9 *	.12	34.8	.05	34.0 *	.11
Learning Strategies	40.8	38.7 **	.15	38.3 **	.18	38.2 **	.18
Quantitative Reasoning	26.5	28.4 *	-.12	28.0	-.10	27.6	-.07

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

#### 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.

		Percentage point difference <sup>a</sup> between your FY students and		
	UWG	Georgia System	USG Peers 19	SACSCOC Peers
<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	67	-0	-0	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68	+1	+2	+1
4d. Evaluating a point of view, decision, or information source	74	+6	+6	+6
4e. Forming a new idea or understanding from various pieces of information	73	+6	+4	+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	49	+2	-2	+2
2b. Connected your learning to societal problems or issues	53	+5	+3	+5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	56	+6	+6	+6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	+8	+5	+7
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	+3	+0	+2
2f. Learned something that changed the way you understand an issue or concept	67	+5	+2	+4
2g. Connected ideas from your courses to your prior experiences and knowledge	72	-1	-3	-1
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	75	+2	+1	+2
9b. Reviewed your notes after class	75	+5	+8	+6
9c. Summarized what you learned in class or from course materials	68	+3	+5	+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.)	50	-5	-1	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	36	-4	-5	-4
6c. Evaluated what others have concluded from numerical information	34	-6	-6	-5

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

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

### Academic Challenge: Seniors

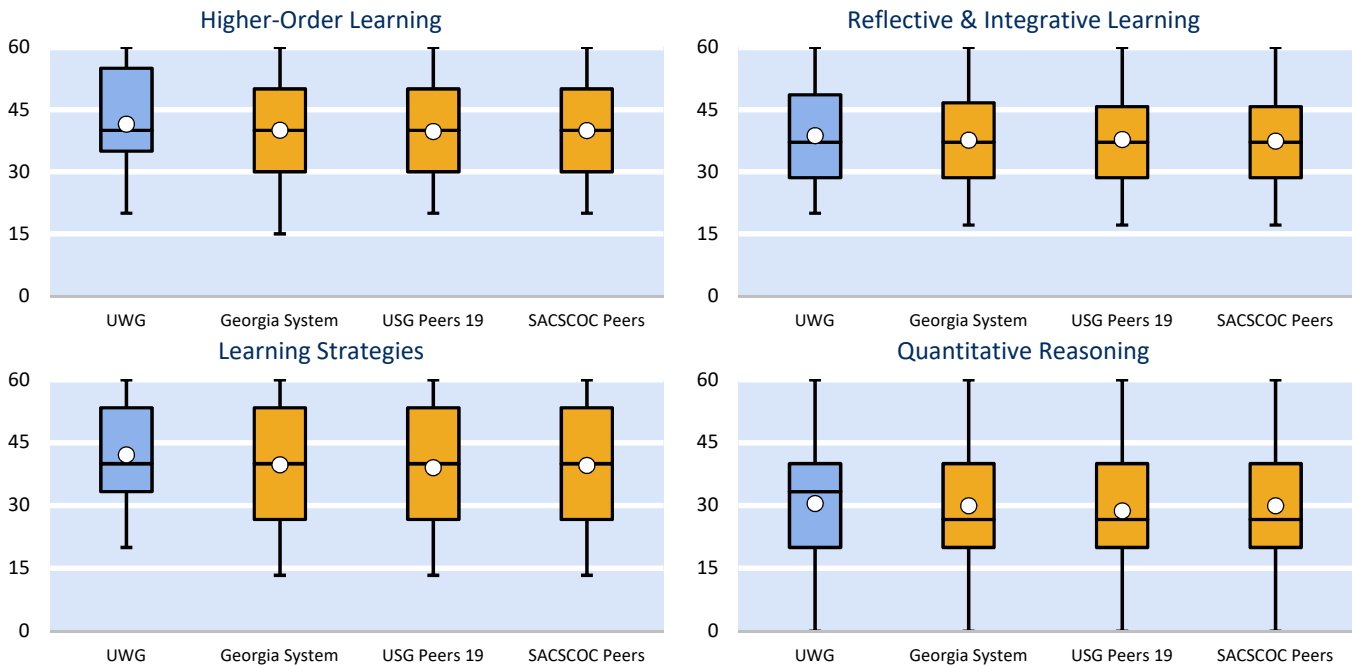
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#### Mean Comparisons

Engagement Indicator	UWG Mean	Your seniors compared with					
		Georgia System		USG Peers 19		SACSCOC Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.5	40.1	.10	39.8 *	.13	39.9 *	.12
Reflective & Integrative Learning	38.7	37.6	.09	37.8	.07	37.5	.10
Learning Strategies	42.1	39.7 **	.16	39.1 ***	.21	39.6 **	.17
Quantitative Reasoning	30.5	30.0	.03	28.7 *	.11	29.9	.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



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## 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		
		Georgia System	USG Peers 19	SACSCOC Peers
<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	78	-0	+1	-0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+2	+3	+2
4d. Evaluating a point of view, decision, or information source	76	+5	+5	+5
4e. Forming a new idea or understanding from various pieces of information	72	+0	-0	+0
<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	69	+2	+1	+2
2b. Connected your learning to societal problems or issues	64	+6	+4	+5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	56	+6	+3	+6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	+3	+3	+3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	78	+6	+5	+6
2f. Learned something that changed the way you understand an issue or concept	68	-2	-2	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+1	-0	+1
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	83	+6	+6	+6
9b. Reviewed your notes after class	70	+3	+3	+3
9c. Summarized what you learned in class or from course materials	71	+6	+6	+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.)	57	+1	+5	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	51	+6	+9	+5
6c. Evaluated what others have concluded from numerical information	49	+5	+7	+4

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

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### Learning with Peers: First-year students

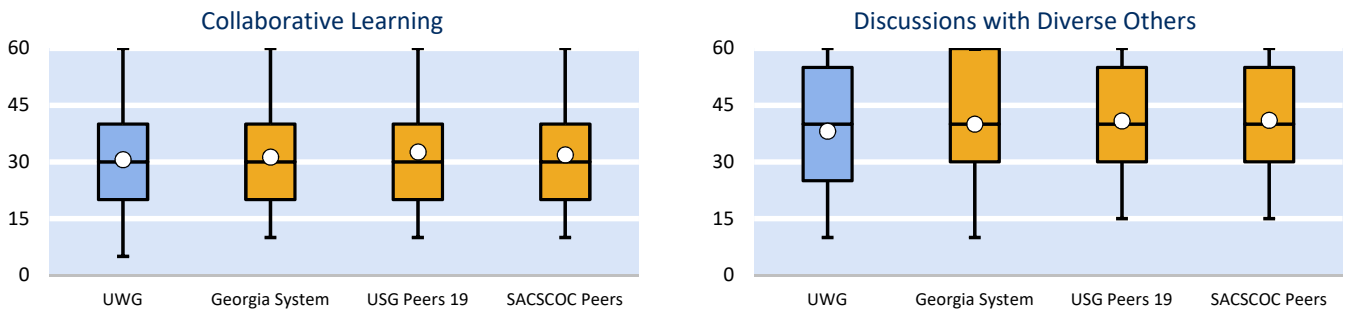
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		Georgia System		USG Peers 19		SACSCOC Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.6	31.2	-.04	32.6 **	-.14	31.8	-.09
Discussions with Diverse Others	38.1	39.9	-.11	40.8 **	-.17	41.0 **	-.18

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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	UWG	Percentage point difference <sup>a</sup> between your FY students and		
		Georgia System	USG Peers 19	SACSCOC Peers
<b>Collaborative Learning</b>				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1e. Asked another student to help you understand course material	49	-0	-4	-4
1f. Explained course material to one or more students	50	-5	-7	-5
1g. Prepared for exams by discussing or working through course material with other students	48	+2	-2	-0
1h. Worked with other students on course projects or assignments	46	-7	-7	-4
<b>Discussions with Diverse Others</b>				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	70	-3	-5	-4
8b. People from an economic background other than your own	65	-6	-9	-10
8c. People with religious beliefs other than your own	58	-8	-11	-10
8d. People with political views other than your own	57	-9	-12	-13

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### Learning with Peers: Seniors

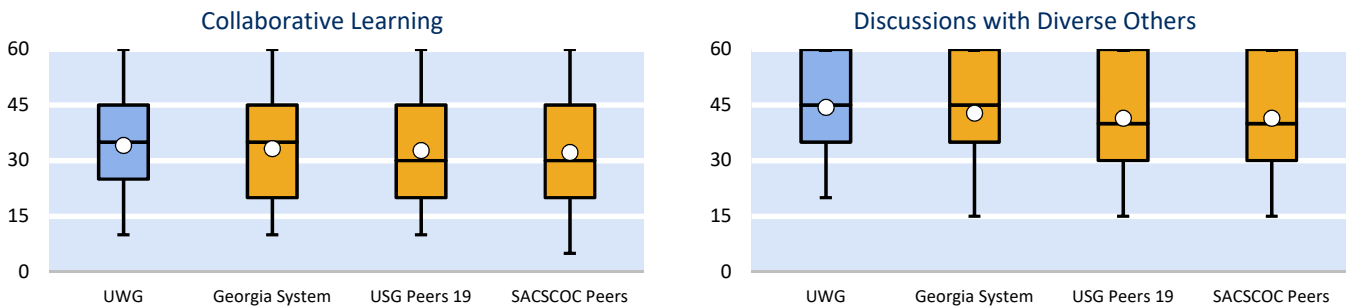
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Engagement Indicator	UWG Mean	Your seniors compared with					
		Georgia System		USG Peers 19		SACSCOC Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.2	33.3	.06	32.8	.09	32.2 *	.13
Discussions with Diverse Others	44.4	42.8	.10	41.5 ***	.18	41.5 ***	.18

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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	UWG	Percentage point difference <sup>a</sup> between your seniors and		
		Georgia System	USG Peers 19	SACSCOC Peers
<b>Collaborative Learning</b>				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1e. Asked another student to help you understand course material	49	+6	+5	+6
1f. Explained course material to one or more students	62	+3	+1	+5
1g. Prepared for exams by discussing or working through course material with other students	54	+7	+6	+8
1h. Worked with other students on course projects or assignments	62	-4	-1	-0
<b>Discussions with Diverse Others</b>				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	81	+2	+5	+7
8b. People from an economic background other than your own	80	+4	+4	+5
8c. People with religious beliefs other than your own	74	+3	+5	+5
8d. People with political views other than your own	76	+5	+7	+5

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## Experiences with Faculty: First-year students

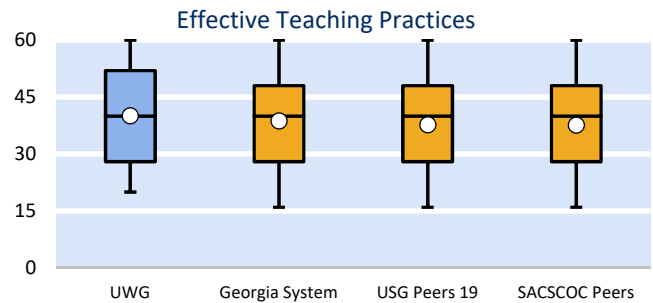
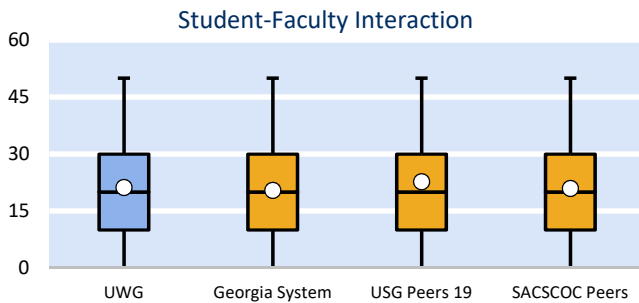
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		Georgia System Effect size		USG Peers 19 Effect size		SACSCOC Peers Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.2	20.4	.05	22.7	-.10	21.0	.02
Effective Teaching Practices	40.1	38.7	.10	37.7 **	.18	37.6 ***	.18

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Student-Faculty Interaction	UWG	Percentage point difference <sup>a</sup> between your FY students and		
		Georgia System	USG Peers 19	SACSCOC Peers
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	37	-1	-4	-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	+0	-4	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	+2	-0	+2
3d. Discussed your academic performance with a faculty member	34	+3	-1	+3
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	75	+0	-1	+1
5b. Taught course sessions in an organized way	73	-1	+2	+1
5c. Used examples or illustrations to explain difficult points	75	+2	+2	+3
5d. Provided feedback on a draft or work in progress	73	+9	+11	+12
5e. Provided prompt and detailed feedback on tests or completed assignments	66	+6	+9	+10

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### Experiences with Faculty: Seniors

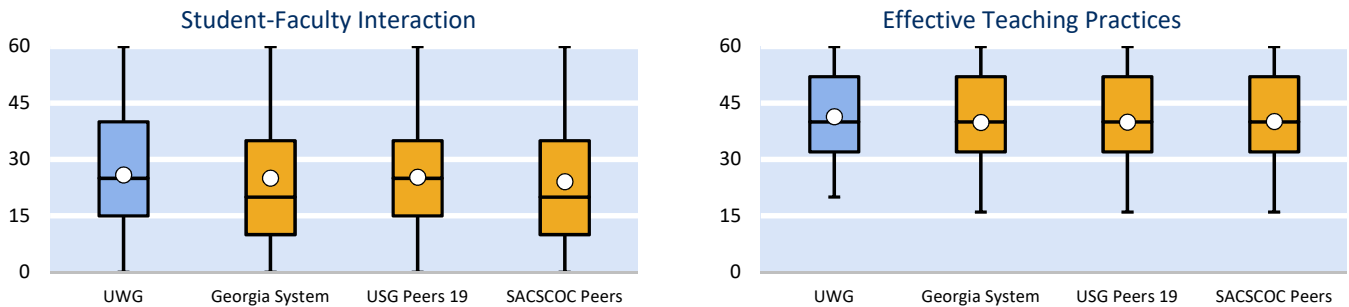
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Student-Faculty Interaction	UWG %	Percentage point difference <sup>a</sup> between your seniors and		
		Georgia System	USG Peers 19	SACSCOC Peers
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	49	+5	+1	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	29	+0	+0	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	36	+1	+2	+3
3d. Discussed your academic performance with a faculty member	37	+1	-1	+2
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	81	+2	+1	+1
5b. Taught course sessions in an organized way	76	+0	+0	-1
5c. Used examples or illustrations to explain difficult points	80	+4	+3	+4
5d. Provided feedback on a draft or work in progress	66	+4	+3	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	67	+2	+1	+1

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

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

### Campus Environment: First-year students

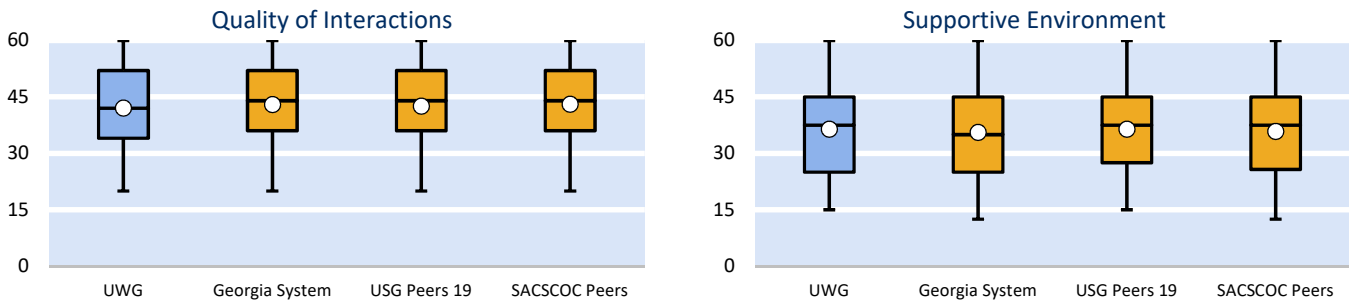
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UWG Mean	Your first-year students compared with					
		Georgia System		USG Peers 19		SACSCOC Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.1	43.0	-.07	42.5	-.04	43.0	-.08
Supportive Environment	36.4	35.6	.06	36.5	.00	35.8	.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.

#### 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		
		Georgia System	USG Peers 19	SACSCOC Peers
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	51	+2	+3	+3
13b. Academic advisors	53	-2	-0	-3
13c. Faculty	49	-3	+0	-1
13d. Student services staff (career services, student activities, housing, etc.)	43	-5	-5	-5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	-4	+1	-3
<b>Supportive Environment</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	74	+2	+1	+1
14c. Using learning support services (tutoring services, writing center, etc.)	80	+2	+5	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	-1	-4	-1
14e. Providing opportunities to be involved socially	65	-4	-7	-6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	-1	-5	-4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	+2	-1	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	66	+6	+0	+1
14i. Attending events that address important social, economic, or political issues	45	+0	-4	-1

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

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

### Campus Environment: Seniors

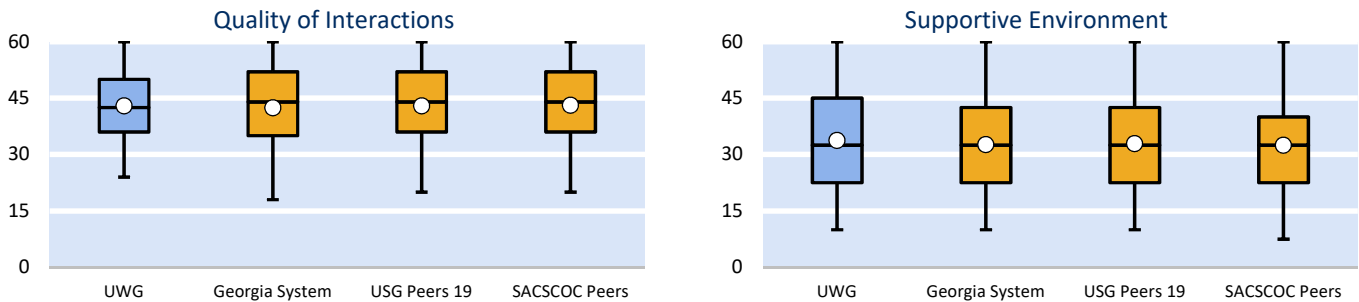
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UWG Mean	Your seniors compared with					
		Georgia System		USG Peers 19		SACSCOC Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.9	42.4	.04	43.0	-.01	43.1	-.02
Supportive Environment	33.8	32.7	.08	33.0	.06	32.5	.09

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

#### Score Distributions



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

#### Performance on Indicator Items

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

Quality of Interactions	UWG	Percentage point difference <sup>a</sup> between your seniors and		
		Georgia System	USG Peers 19	SACSCOC Peers
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	55	-1	-1	-1
13b. Academic advisors	52	+2	-0	-1
13c. Faculty	60	+0	+2	+0
13d. Student services staff (career services, student activities, housing, etc.)	44	+1	-1	-1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	-2	-3	-4
<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	74	+4	+4	+4
14c. Using learning support services (tutoring services, writing center, etc.)	70	+3	+5	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	+6	-0	+4
14e. Providing opportunities to be involved socially	65	-1	-1	+0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	+2	+4	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	+12	+6	+9
14h. Attending campus activities and events (performing arts, athletic events, etc.)	55	-0	+2	+2
14i. Attending events that address important social, economic, or political issues	40	-1	-2	-0

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

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

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

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

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

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable<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		UWG Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.7	39.3	-.05	✓	41.4 ***	-.21	
	Reflective and Integrative Learning	35.4	36.7 *	-.11		39.0 ***	-.31	
	Learning Strategies	40.8	39.9	.06	✓	42.3 *	-.11	
	Quantitative Reasoning	26.5	29.4 ***	-.19		31.4 ***	-.32	
<i>Learning with Peers</i>	Collaborative Learning	30.6	35.2 ***	-.33		37.4 ***	-.50	
	Discussions with Diverse Others	38.1	41.5 ***	-.22		43.6 ***	-.38	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	21.2	24.5 ***	-.22		28.1 ***	-.45	
	Effective Teaching Practices	40.1	40.5	-.03	✓	42.3 **	-.15	
<i>Campus Environment</i>	Quality of Interactions	42.1	45.2 ***	-.28		47.2 ***	-.44	
	Supportive Environment	36.4	37.9 *	-.11		40.0 ***	-.28	

Seniors		UWG Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	41.5	41.7	-.01	✓	43.2 *	-.12	
	Reflective and Integrative Learning	38.7	39.8	-.09	✓	41.8 ***	-.25	
	Learning Strategies	42.1	40.7	.10	✓	42.7	-.04	✓
	Quantitative Reasoning	30.5	31.4	-.06	✓	33.4 ***	-.18	
<i>Learning with Peers</i>	Collaborative Learning	34.2	35.9 **	-.13		38.4 ***	-.31	
	Discussions with Diverse Others	44.4	42.1 **	.15	✓	43.8	.04	✓
<i>Experiences with Faculty</i>	Student-Faculty Interaction	25.8	29.7 ***	-.24		33.2 ***	-.46	
	Effective Teaching Practices	41.3	41.8	-.03	✓	43.7 ***	-.18	
<i>Campus Environment</i>	Quality of Interactions	42.9	45.2 ***	-.20		47.4 ***	-.37	
	Supportive Environment	33.8	34.6	-.06	✓	36.8 ***	-.21	

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

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

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



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <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 = 350)	38.7	14.0	.75	20	30	40	50	60				
Georgia System	37.2	14.3	.20	15	25	40	45	60	5,486	1.5	.061	.104
USG Peers 19	37.2	13.2	.21	20	30	40	45	60	4,222	1.5	.043	.113
SACSCOC Peers	37.3	13.6	.17	15	30	40	45	60	6,526	1.4	.059	.104
Top 50%	39.3	13.1	.04	20	30	40	50	60	123,299	-.6	.385	-.047
Top 10%	41.4	12.8	.08	20	35	40	50	60	23,980	-2.7	.000	-.208
<b>Reflective &amp; Integrative Learning</b>												
UWG (N = 383)	35.4	12.6	.64	17	26	37	43	57				
Georgia System	33.9	12.8	.17	14	26	34	43	57	6,048	1.5	.029	.115
USG Peers 19	34.8	11.7	.18	17	26	34	43	54	4,529	.6	.362	.049
SACSCOC Peers	34.0	12.2	.15	14	26	34	43	54	7,168	1.3	.037	.110
Top 50%	36.7	11.8	.03	17	29	37	46	57	120,394	-1.3	.027	-.113
Top 10%	39.0	11.7	.09	20	31	40	49	60	19,287	-3.6	.000	-.307
<b>Learning Strategies</b>												
UWG (N = 336)	40.8	14.3	.78	20	27	40	53	60				
Georgia System	38.7	13.9	.20	20	27	40	47	60	5,037	2.1	.009	.148
USG Peers 19	38.3	13.6	.22	20	27	40	47	60	4,028	2.5	.002	.180
SACSCOC Peers	38.2	13.7	.18	20	27	40	47	60	6,118	2.5	.001	.183
Top 50%	39.9	13.7	.04	20	33	40	53	60	104,503	.9	.255	.062
Top 10%	42.3	14.1	.09	20	33	40	53	60	23,024	-1.6	.043	-.111
<b>Quantitative Reasoning</b>												
UWG (N = 339)	26.5	16.0	.87	0	20	27	40	60				
Georgia System	28.4	16.0	.23	0	20	27	40	60	5,168	-1.9	.033	-.120
USG Peers 19	28.0	14.9	.24	0	20	27	40	60	4,072	-1.5	.083	-.098
SACSCOC Peers	27.6	15.5	.20	0	20	27	40	60	6,208	-1.1	.190	-.073
Top 50%	29.4	15.2	.04	7	20	27	40	60	136,254	-2.9	.000	-.194
Top 10%	31.4	15.3	.09	7	20	33	40	60	29,011	-4.9	.000	-.320
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UWG (N = 407)	30.6	15.1	.75	5	20	30	40	60				
Georgia System	31.2	14.5	.18	10	20	30	40	60	6,839	-.6	.398	-.043
USG Peers 19	32.6	14.1	.21	10	20	30	40	60	4,763	-2.0	.007	-.140
SACSCOC Peers	31.8	14.3	.16	10	20	30	40	60	7,906	-1.2	.091	-.086
Top 50%	35.2	13.7	.03	15	25	35	45	60	408	-4.6	.000	-.334
Top 10%	37.4	13.5	.07	15	30	40	45	60	414	-6.8	.000	-.502
<b>Discussions with Diverse Others</b>												
UWG (N = 335)	38.1	17.3	.95	10	25	40	55	60				
Georgia System	39.9	16.6	.24	10	30	40	60	60	379	-1.8	.064	-.109
USG Peers 19	40.8	15.6	.26	15	30	40	55	60	385	-2.7	.006	-.170
SACSCOC Peers	41.0	15.6	.20	15	30	40	55	60	366	-2.8	.003	-.182
Top 50%	41.5	15.0	.04	20	30	40	55	60	336	-3.3	.001	-.222
Top 10%	43.6	14.5	.09	20	35	45	60	60	340	-5.5	.000	-.377



#### 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 = 361)	21.2	15.4	.81	0	10	20	30	50				
Georgia System	20.4	14.9	.20	0	10	20	30	50	5,718	.8	.330	.053
USG Peers 19	22.7	14.9	.24	0	10	20	30	50	4,336	-1.5	.074	-.098
SACSCOC Peers	21.0	14.8	.18	0	10	20	30	50	6,819	.2	.768	.016
Top 50%	24.5	14.7	.05	5	15	20	35	55	79,972	-3.3	.000	-.224
Top 10%	28.1	15.5	.15	5	15	25	40	60	10,885	-6.9	.000	-.448
<b>Effective Teaching Practices</b>												
UWG (N = 353)	40.1	14.2	.75	20	28	40	52	60				
Georgia System	38.7	14.0	.20	16	28	40	48	60	5,444	1.4	.070	.100
USG Peers 19	37.7	12.9	.21	16	28	40	48	60	408	2.4	.003	.181
SACSCOC Peers	37.6	13.7	.17	16	28	40	48	60	6,472	2.5	.001	.182
Top 50%	40.5	13.2	.04	20	32	40	52	60	355	-.4	.558	-.034
Top 10%	42.3	14.1	.09	16	32	44	56	60	25,211	-2.2	.004	-.155
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UWG (N = 321)	42.1	12.6	.70	20	34	42	52	60				
Georgia System	43.0	12.3	.19	20	36	44	52	60	4,690	-.9	.208	-.073
USG Peers 19	42.5	12.1	.20	20	36	44	52	60	3,840	-.5	.522	-.037
SACSCOC Peers	43.0	11.9	.16	20	36	44	52	60	5,683	-.9	.168	-.079
Top 50%	45.2	11.2	.04	24	38	46	54	60	322	-3.1	.000	-.276
Top 10%	47.2	11.6	.08	25	40	50	58	60	328	-5.1	.000	-.439
<b>Supportive Environment</b>												
UWG (N = 332)	36.4	13.8	.76	15	25	38	45	60				
Georgia System	35.6	14.4	.21	13	25	35	45	60	4,888	.8	.329	.055
USG Peers 19	36.5	13.4	.22	15	28	38	45	60	3,898	.0	.968	-.002
SACSCOC Peers	35.8	13.6	.18	13	26	38	45	60	5,896	.6	.454	.042
Top 50%	37.9	13.1	.04	18	30	38	48	60	101,763	-1.5	.042	-.112
Top 10%	40.0	12.9	.10	18	33	40	50	60	341	-3.6	.000	-.279

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 = 379)	41.5	13.2	.68	20	35	40	55	60				
Georgia System	40.1	14.2	.20	15	30	40	50	60	5,401	1.5	.051	.104
USG Peers 19	39.8	13.5	.18	20	30	40	50	60	5,724	1.8	.012	.133
SACSCOC Peers	39.9	13.9	.15	20	30	40	50	60	8,829	1.6	.027	.116
Top 50%	41.7	13.4	.04	20	35	40	55	60	136,629	-.2	.812	-.012
Top 10%	43.2	13.3	.07	20	35	40	55	60	33,601	-1.6	.018	-.122
<b>Reflective &amp; Integrative Learning</b>												
UWG (N = 395)	38.7	12.6	.63	20	29	37	49	60				
Georgia System	37.6	12.8	.17	17	29	37	47	60	5,841	1.1	.102	.085
USG Peers 19	37.8	12.6	.17	17	29	37	46	60	6,029	.9	.168	.072
SACSCOC Peers	37.5	12.7	.13	17	29	37	46	60	9,403	1.3	.056	.098
Top 50%	39.8	12.2	.03	20	31	40	49	60	135,668	-1.1	.071	-.091
Top 10%	41.8	12.0	.08	20	34	40	51	60	22,275	-3.1	.000	-.254
<b>Learning Strategies</b>												
UWG (N = 365)	42.1	14.1	.74	20	33	40	53	60				
Georgia System	39.7	15.0	.22	13	27	40	53	60	5,035	2.4	.004	.157
USG Peers 19	39.1	14.5	.20	13	27	40	53	60	5,538	3.0	.000	.207
SACSCOC Peers	39.6	14.6	.16	13	27	40	53	60	8,378	2.5	.001	.170
Top 50%	40.7	14.5	.04	20	33	40	53	60	151,385	1.4	.068	.096
Top 10%	42.7	14.4	.07	20	33	40	60	60	48,723	-.6	.416	-.043
<b>Quantitative Reasoning</b>												
UWG (N = 370)	30.5	16.5	.86	0	20	33	40	60				
Georgia System	30.0	16.3	.24	0	20	27	40	60	5,142	.5	.556	.032
USG Peers 19	28.7	15.9	.22	0	20	27	40	60	5,597	1.7	.042	.109
SACSCOC Peers	29.9	16.0	.18	0	20	27	40	60	8,520	.6	.507	.035
Top 50%	31.4	16.1	.04	7	20	33	40	60	193,588	-.9	.258	-.059
Top 10%	33.4	15.9	.08	7	20	33	40	60	38,255	-2.9	.000	-.182
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UWG (N = 406)	34.2	14.9	.74	10	25	35	45	60				
Georgia System	33.3	14.9	.19	10	20	35	45	60	6,335	.9	.243	.060
USG Peers 19	32.8	14.7	.19	10	20	30	45	60	6,208	1.4	.067	.094
SACSCOC Peers	32.2	15.5	.16	5	20	30	45	60	9,941	2.0	.013	.126
Top 50%	35.9	14.0	.03	15	25	35	45	60	179,614	-1.8	.010	-.128
Top 10%	38.4	13.6	.08	15	30	40	50	60	414	-4.2	.000	-.312
<b>Discussions with Diverse Others</b>												
UWG (N = 365)	44.4	15.4	.81	20	35	45	60	60				
Georgia System	42.8	15.7	.23	15	35	45	60	60	5,100	1.6	.062	.101
USG Peers 19	41.5	16.2	.22	15	30	40	60	60	5,564	2.9	.001	.182
SACSCOC Peers	41.5	16.3	.18	15	30	40	60	60	8,423	3.0	.001	.182
Top 50%	42.1	15.5	.04	15	30	40	60	60	192,439	2.4	.004	.152
Top 10%	43.8	15.3	.07	20	35	45	60	60	48,306	.6	.425	.042

#### 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 = 384)	25.8	16.2	.83	0	15	25	40	60				
Georgia System	24.9	16.9	.23	0	10	20	35	60	5,622	.9	.313	.053
USG Peers 19	25.3	16.2	.22	0	15	25	35	60	5,838	.6	.512	.035
SACSCOC Peers	24.0	16.4	.18	0	10	20	35	60	9,076	1.8	.035	.110
Top 50%	29.7	15.9	.06	5	20	30	40	60	72,258	-3.8	.000	-.240
Top 10%	33.2	16.0	.14	10	20	35	45	60	12,741	-7.4	.000	-.463
<b>Effective Teaching Practices</b>												
UWG (N = 380)	41.3	13.5	.69	20	32	40	52	60				
Georgia System	39.8	14.4	.20	16	32	40	52	60	5,360	1.5	.046	.106
USG Peers 19	39.9	13.8	.19	16	32	40	52	60	5,747	1.4	.053	.103
SACSCOC Peers	40.0	14.0	.15	16	32	40	52	60	8,803	1.3	.080	.092
Top 50%	41.8	13.7	.04	20	32	40	52	60	116,586	-.5	.520	-.033
Top 10%	43.7	13.4	.08	20	36	44	56	60	25,970	-2.4	.001	-.178
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UWG (N = 342)	42.9	11.2	.61	24	36	43	50	60				
Georgia System	42.4	12.3	.19	18	35	44	52	60	409	.5	.430	.041
USG Peers 19	43.0	12.0	.17	20	36	44	52	60	5,209	-.1	.920	-.006
SACSCOC Peers	43.1	12.1	.14	20	36	44	52	60	379	-.2	.746	-.017
Top 50%	45.2	11.7	.03	24	38	48	54	60	123,382	-2.3	.000	-.196
Top 10%	47.4	12.0	.06	24	40	50	58	60	39,696	-4.5	.000	-.370
<b>Supportive Environment</b>												
UWG (N = 356)	33.8	14.2	.75	10	23	33	45	60				
Georgia System	32.7	14.5	.21	10	23	33	43	60	4,896	1.1	.165	.076
USG Peers 19	33.0	14.4	.20	10	23	33	43	60	5,438	.8	.288	.058
SACSCOC Peers	32.5	14.2	.16	8	23	33	40	60	8,187	1.3	.093	.091
Top 50%	34.6	14.0	.04	13	25	35	45	60	128,204	-.8	.276	-.058
Top 10%	36.8	14.1	.09	13	28	38	48	60	23,308	-3.0	.000	-.213

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.