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Fall 2017

National Survey of Student Engagement 2017 Engagement Indicators

National Survey of Student Engagement

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NSSE 2017

Engagement Indicators

Wright State University

About Your Engagement Indicators Report

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

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

Report Sections

Overview (p. 3)	Displays how average EI scores for your students compare with those of students at your comparison group institutions.
Theme Reports (pp. 4-13)	Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores: <ul style="list-style-type: none"> 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 <i>within</i> your institution and comparison groups. Performance on Indicator Items Responses to each item in a given EI are summarized for your institution and comparison groups.
Comparisons with High-Performing Institutions (p. 15)	Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2016 and 2017 participating institutions.
Detailed Statistics (pp. 16-19)	Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with	Your first-year students compared with	Your first-year students compared with
		IUC Schools	Peers	Carnegie Class
Academic Challenge	Higher-Order Learning	▼	▼	▼
	Reflective & Integrative Learning	--	▼	▼
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▼	--	--
	Discussions with Diverse Others	▼	--	▼
Experiences with Faculty	Student-Faculty Interaction	▼	▼	▼
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	▼	--	▼

Seniors

Theme	Engagement Indicator	Your seniors compared with	Your seniors compared with	Your seniors compared with
		IUC Schools	Peers	Carnegie Class
Academic Challenge	Higher-Order Learning	--	--	▼
	Reflective & Integrative Learning	▼	▼	▼
	Learning Strategies	--	--	▼
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	▲	▲	--
Experiences with Faculty	Student-Faculty Interaction	▼	▼	▼
	Effective Teaching Practices	--	--	▼
Campus Environment	Quality of Interactions	--	--	▼
	Supportive Environment	▼	▼	▼

Academic Challenge: First-year students

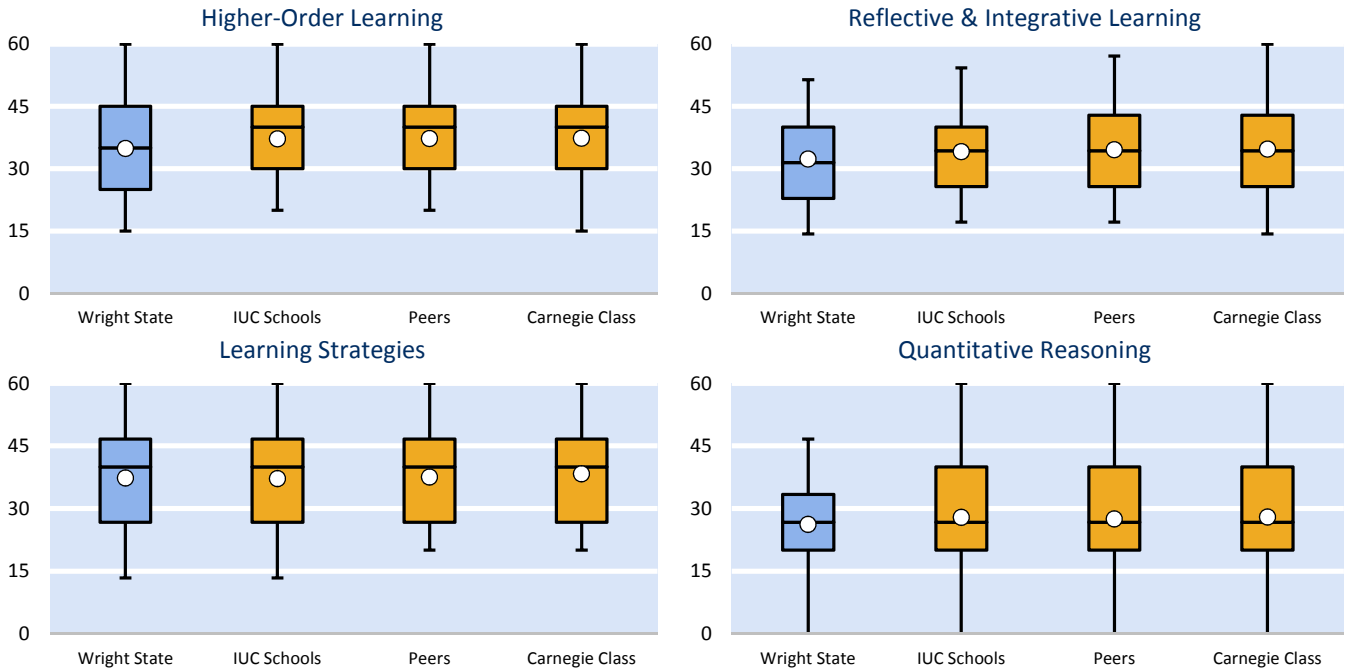
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Wright State Mean	Your first-year students compared with					
		IUC Schools		Peers		Carnegie Class	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	34.9	37.2 *	-.18	37.3 *	-.19	37.4 *	-.18
Reflective & Integrative Learning	32.3	34.1	-.16	34.6 *	-.19	34.7 *	-.19
Learning Strategies	37.3	37.2	.01	37.5	-.02	38.3	-.07
Quantitative Reasoning	26.2	27.9	-.11	27.5	-.08	28.0	-.11

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance^a on Indicator Items

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

	Wright State	Percentage point difference between your FY students and		
		IUC Schools	Peers	Carnegie Class
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	67	-7	-4	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	57	-12	-11	-11
4d. Evaluating a point of view, decision, or information source	55	-8	-12	-13
4e. Forming a new idea or understanding from various pieces of information	56	-9	-10	-9
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	48	-6	-3	-4
2b. Connected your learning to societal problems or issues	43	-5	-7	-7
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	42	-4	-8	-9
2d. Examined the strengths and weaknesses of your own views on a topic or issue	56	-5	-7	-6
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64	-3	-5	-4
2f. Learned something that changed the way you understand an issue or concept	61	-4	-3	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	70	-6	-5	-3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	75	+2	+1	+0
9b. Reviewed your notes after class	68	+5	+4	+3
9c. Summarized what you learned in class or from course materials	62	+2	+1	-1
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54	+0	+2	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35	-3	-4	-5
6c. Evaluated what others have concluded from numerical information	35	-3	-2	-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.

Academic Challenge: Seniors

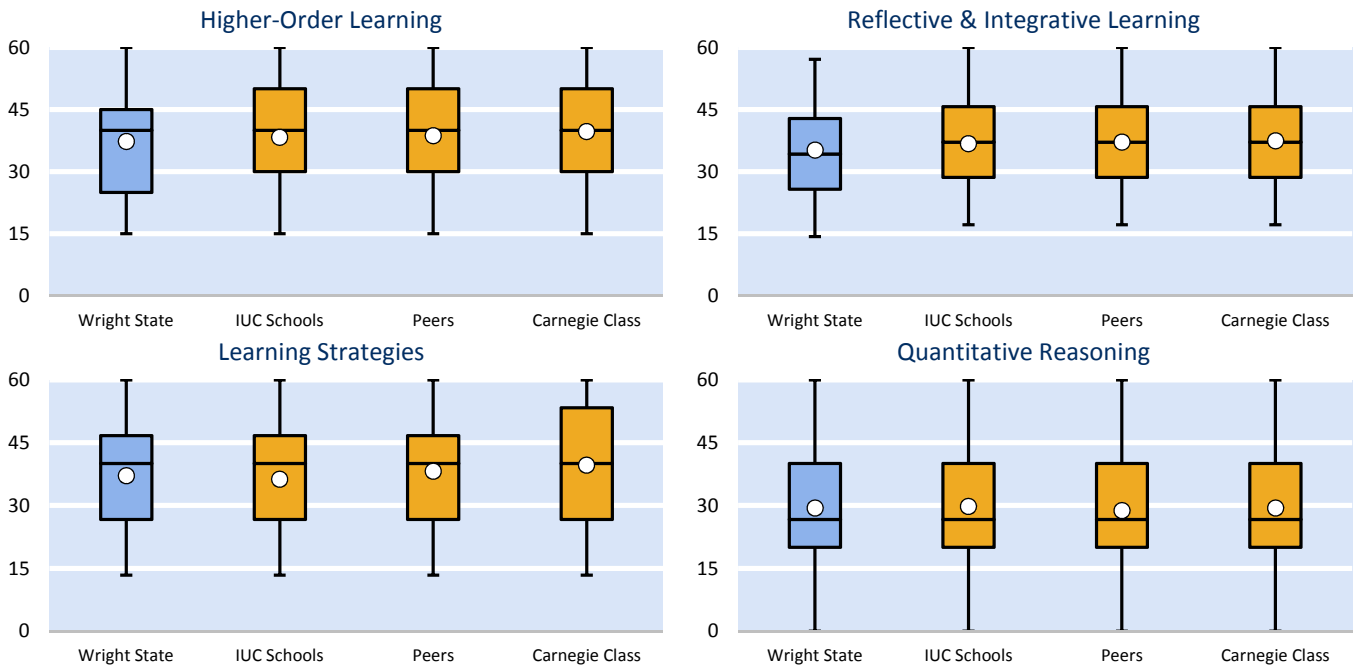
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Wright State Mean	Your seniors compared with					
		IUC Schools		Peers		Carnegie Class	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.3	38.3	-.07	38.7	-.10	39.7 **	-.17
Reflective & Integrative Learning	35.2	36.8 *	-.12	37.1 **	-.15	37.5 **	-.18
Learning Strategies	37.1	36.3	.06	38.2	-.07	39.6 **	-.17
Quantitative Reasoning	29.4	29.8	-.02	28.8	.04	29.4	.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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Academic Challenge: Seniors (continued)

Performance^a on Indicator Items

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

	Wright State	Percentage point difference between your seniors and		
		IUC Schools	Peers	Carnegie Class
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	77	+0 	+2 	+0 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	-0 	+0 	-2 
4d. Evaluating a point of view, decision, or information source	61	-3 	-5 	-8 
4e. Forming a new idea or understanding from various pieces of information	62	-4 	-6 	-8 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	64	-5 	-4 	-5 
2b. Connected your learning to societal problems or issues	51	-5 	-7 	-10 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	38	-9 	-11 	-13 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	-5 	-7 	-7 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	-2 	-4 	-3 
2f. Learned something that changed the way you understand an issue or concept	61	-6 	-7 	-6 
2g. Connected ideas from your courses to your prior experiences and knowledge	80	-2 	-2 	-2 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	72	-3 	-5 	-6 
9b. Reviewed your notes after class	56	-0 	-7 	-10 
9c. Summarized what you learned in class or from course materials	61	+3 	-2 	-5 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	57	+2 	+3 	+3 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	-3 	-3 	-4 
6c. Evaluated what others have concluded from numerical information	42	-4 	+0 	-1 

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

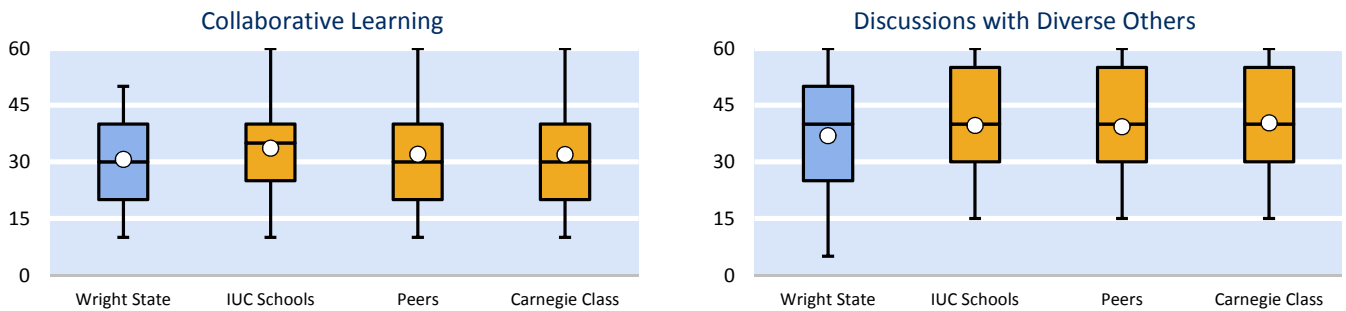
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Wright State Mean	Your first-year students compared with					
		IUC Schools		Peers		Carnegie Class	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.6	33.6 **	-.22	31.9	-.09	31.9	-.09
Discussions with Diverse Others	36.9	39.6 *	-.18	39.2	-.15	40.3 *	-.22

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^a on Indicator Items

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

	Wright State	Percentage point difference between your FY students and		
		IUC Schools	Peers	Carnegie Class
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1e. Asked another student to help you understand course material	52	-5	+0	+1
1f. Explained course material to one or more students	57	-4	-0	+0
1g. Prepared for exams by discussing or working through course material with other students	42	-10	-6	-6
1h. Worked with other students on course projects or assignments	45	-12	-6	-9
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	64	-1	-2	-7
8b. People from an economic background other than your own	63	-6	-6	-8
8c. People with religious beliefs other than your own	60	-7	-7	-7
8d. People with political views other than your own	64	-8	-6	-6

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Learning with Peers: Seniors

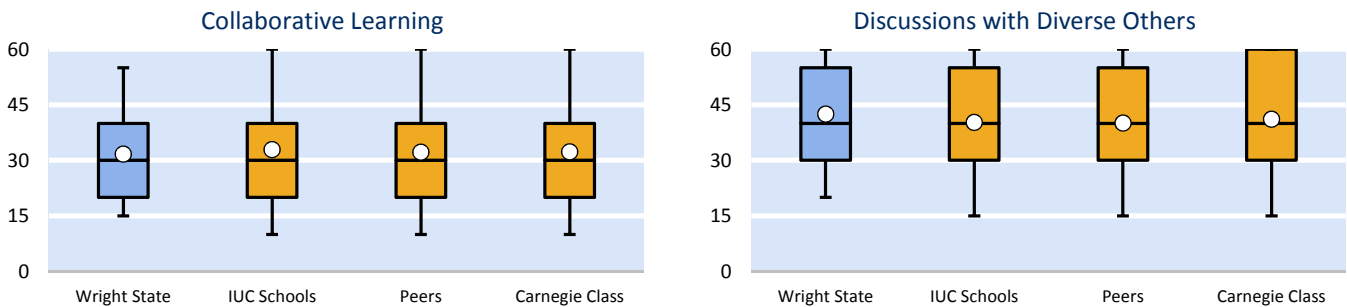
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Mean Comparisons

Engagement Indicator	Wright State Mean	Your seniors compared with					
		IUC Schools		Peers		Carnegie Class	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.7	32.9	-.08	32.2	-.04	32.3	-.04
Discussions with Diverse Others	42.5	40.2 *	.15	40.1 *	.15	41.1	.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).

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Collaborative Learning	Wright State	Percentage point difference between your seniors and		
		IUC Schools	Peers	Carnegie Class
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1e. Asked another student to help you understand course material	40	-5	-3	-3
1f. Explained course material to one or more students	62	-0	+2	+2
1g. Prepared for exams by discussing or working through course material with other students	41	-5	-5	-5
1h. Worked with other students on course projects or assignments	62	-3	+1	-2
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	75	+6	+5	+2
8b. People from an economic background other than your own	73	+2	+1	-1
8c. People with religious beliefs other than your own	76	+7	+7	+6
8d. People with political views other than your own	76	+4	+7	+5

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Experiences with Faculty: First-year students

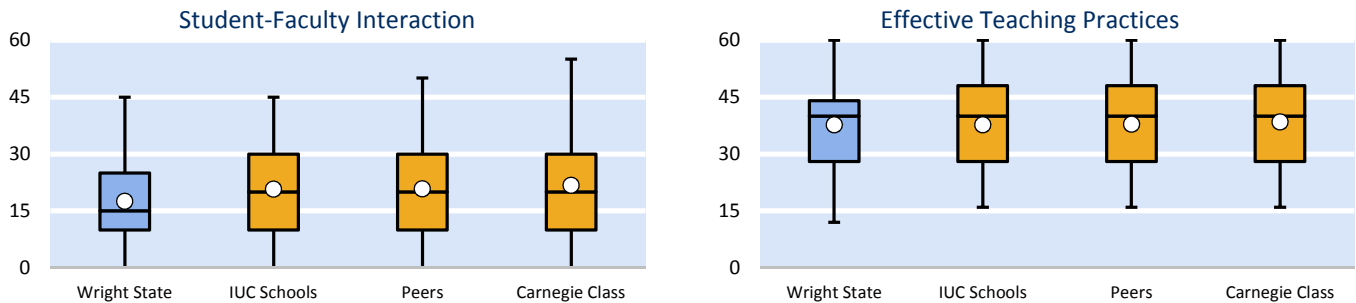
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Wright State Mean	Your first-year students compared with					
		IUC Schools		Peers		Carnegie Class	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	17.5	20.7 **	-.23	20.8 **	-.22	21.8 ***	-.28
Effective Teaching Practices	37.7	37.7	.00	37.8	-.01	38.4	-.06

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

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Student-Faculty Interaction	Wright State %	Percentage point difference between your FY students and		
		IUC Schools	Peers	Carnegie Class
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	27	-10	-10	-12
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	17	-3	-4	-6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	17	-7	-7	-9
3d. Discussed your academic performance with a faculty member	22	-5	-8	-11
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	74	-2	-1	-2
5b. Taught course sessions in an organized way	74	-2	+0	-0
5c. Used examples or illustrations to explain difficult points	77	+2	+5	+4
5d. Provided feedback on a draft or work in progress	65	+6	+2	+1
5e. Provided prompt and detailed feedback on tests or completed assignments	53	-3	-5	-7

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

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

Experiences with Faculty: Seniors

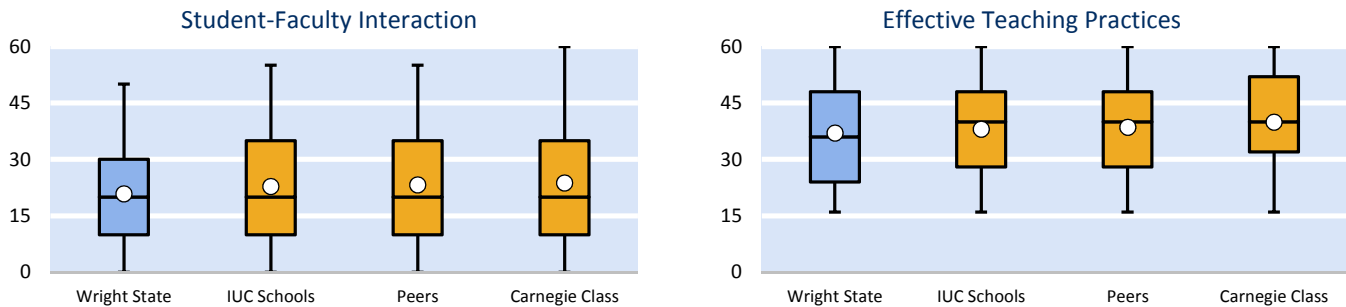
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	Wright State Mean	Your seniors compared with					
		IUC Schools		Peers		Carnegie Class	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.8	22.7 *	-.13	23.2 **	-.15	23.7 **	-.18
Effective Teaching Practices	37.0	38.0	-.07	38.5	-.11	39.9 ***	-.21

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

Score Distributions



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

Performance^a on Indicator Items

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

Student-Faculty Interaction	Wright State	Percentage point difference between your seniors and		
		IUC Schools	Peers	Carnegie Class
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	37	-3	-5	-6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	-7	-7	-7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	-2	-3	-6
3d. Discussed your academic performance with a faculty member	27	-1	-6	-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	77	-2	-1	-2
5b. Taught course sessions in an organized way	70	-7	-6	-7
5c. Used examples or illustrations to explain difficult points	71	-7	-5	-6
5d. Provided feedback on a draft or work in progress	53	+1	-4	-8
5e. Provided prompt and detailed feedback on tests or completed assignments	57	-1	-4	-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: First-year students

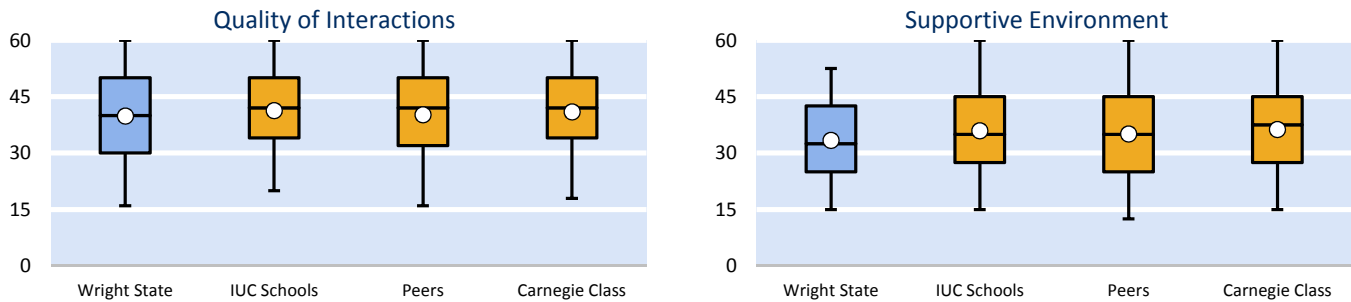
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Wright State Mean	Your first-year students compared with					
		IUC Schools		Peers		Carnegie Class	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.8	41.3	-.12	40.2	-.03	41.0	-.09
Supportive Environment	33.4	35.9 *	-.20	35.1	-.13	36.3 *	-.22

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

Score Distributions



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

Performance^a on Indicator Items

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

Quality of Interactions	Wright State	Percentage point difference between your FY students and		
		IUC Schools	Peers	Carnegie Class
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	45	-7	-2	-3
13b. Academic advisors	50	+2	+4	+1
13c. Faculty	47	-0	+3	+1
13d. Student services staff (career services, student activities, housing, etc.)	40	-1	-1	-4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	+2	+3	+3
Supportive Environment				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	70	-5	-2	-4
14c. Using learning support services (tutoring services, writing center, etc.)	76	+2	+2	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	-2	-3	-5
14e. Providing opportunities to be involved socially	64	-9	-4	-6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	-10	-7	-10
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	-5	-6	-10
14h. Attending campus activities and events (performing arts, athletic events, etc.)	52	-14	-9	-14
14i. Attending events that address important social, economic, or political issues	45	-4	-2	-6

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

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

Campus Environment: Seniors

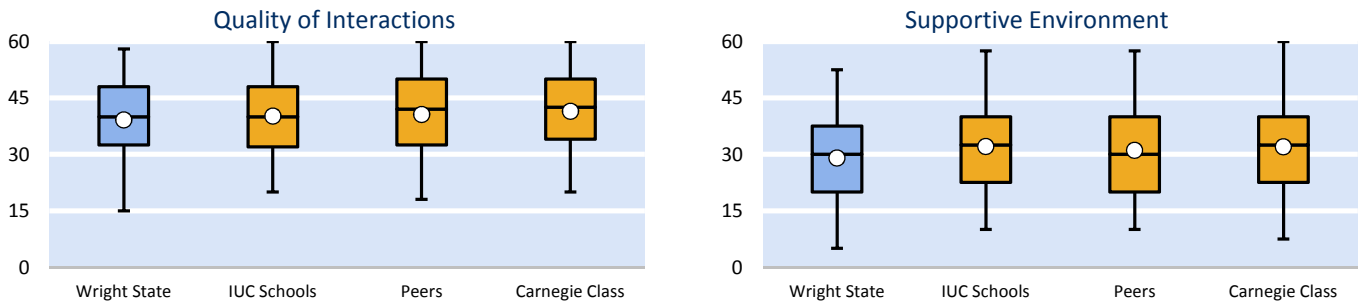
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Wright State Mean	Your seniors compared with					
		IUC Schools		Peers		Carnegie Class	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.2	40.2	-.09	40.6	-.11	41.4 **	-.19
Supportive Environment	29.1	32.1 ***	-.22	31.1 *	-.14	32.0 **	-.21

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

Score Distributions



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

Performance^a on Indicator Items

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

Quality of Interactions	Wright State	Percentage point difference between your seniors and		
		IUC Schools	Peers	Carnegie Class
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	51	-4	-3	-4
13b. Academic advisors	37	-7	-8	-11
13c. Faculty	45	-6	-7	-11
13d. Student services staff (career services, student activities, housing, etc.)	41	+6	+3	+0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	32	-1	-5	-6
Supportive Environment				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	64	-3	-2	-5
14c. Using learning support services (tutoring services, writing center, etc.)	64	+3	+1	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	+2	-1	-2
14e. Providing opportunities to be involved socially	54	-15	-9	-11
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	49	-15	-10	-11
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	19	-9	-9	-12
14h. Attending campus activities and events (performing arts, athletic events, etc.)	44	-16	-7	-9
14i. Attending events that address important social, economic, or political issues	40	-1	+1	-1

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/html/position_policies.cfm), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

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

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

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

First-Year Students

Theme	Engagement Indicator	Wright State 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	34.9	39.2 ***	-.33		41.2 ***	-.47	
	Reflective and Integrative Learning	32.3	36.6 ***	-.36		38.3 ***	-.49	
	Learning Strategies	37.3	39.8 *	-.18		41.9 ***	-.33	
	Quantitative Reasoning	26.2	28.8 *	-.17		30.4 ***	-.28	
<i>Learning with Peers</i>	Collaborative Learning	30.6	35.2 ***	-.34		37.1 ***	-.48	
	Discussions with Diverse Others	36.9	41.7 ***	-.32		43.8 ***	-.47	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	17.5	23.8 ***	-.43		27.2 ***	-.63	
	Effective Teaching Practices	37.7	40.7 **	-.23		42.6 ***	-.36	
<i>Campus Environment</i>	Quality of Interactions	39.8	43.8 ***	-.35		46.1 ***	-.53	
	Supportive Environment	33.4	38.2 ***	-.37		40.0 ***	-.51	

Seniors

Theme	Engagement Indicator	Wright State Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.3	41.8 ***	-.34		43.3 ***	-.44	
	Reflective and Integrative Learning	35.2	40.0 ***	-.39		42.0 ***	-.56	
	Learning Strategies	37.1	40.7 ***	-.25		42.9 ***	-.40	
	Quantitative Reasoning	29.4	31.1	-.11		33.0 ***	-.22	
<i>Learning with Peers</i>	Collaborative Learning	31.7	35.8 ***	-.30		37.9 ***	-.46	
	Discussions with Diverse Others	42.5	42.3	.01	✓	44.3	-.12	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.8	29.2 ***	-.54		33.0 ***	-.77	
	Effective Teaching Practices	37.0	41.8 ***	-.35		43.8 ***	-.51	
<i>Campus Environment</i>	Quality of Interactions	39.2	44.8 ***	-.48		46.9 ***	-.64	
	Supportive Environment	29.1	34.8 ***	-.41		37.2 ***	-.59	

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

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

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

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Wright State (N = 143)	34.9	13.9	1.16	15	25	35	45	60				
IUC Schools	37.2	12.8	.23	20	30	40	45	60	3,173	-2.3	.036	-.179
Peers	37.3	13.1	.25	20	30	40	45	60	2,916	-2.4	.029	-.187
Carnegie Class	37.4	13.7	.26	15	30	40	45	60	2,881	-2.5	.034	-.182
Top 50%	39.2	13.1	.06	20	30	40	50	60	55,290	-4.3	.000	-.329
Top 10%	41.2	13.3	.13	20	35	40	50	60	10,334	-6.3	.000	-.474
Reflective & Integrative Learning												
Wright State (N = 157)	32.3	11.4	.91	14	23	31	40	51				
IUC Schools	34.1	11.7	.21	17	26	34	40	54	3,311	-1.8	.055	-.157
Peers	34.6	12.0	.22	17	26	34	43	57	3,038	-2.3	.022	-.188
Carnegie Class	34.7	12.6	.24	14	26	34	43	60	3,006	-2.4	.019	-.193
Top 50%	36.6	12.0	.05	17	29	37	46	57	51,460	-4.3	.000	-.356
Top 10%	38.3	12.3	.12	20	29	37	46	60	11,289	-5.9	.000	-.485
Learning Strategies												
Wright State (N = 131)	37.3	14.6	1.27	13	27	40	47	60				
IUC Schools	37.2	13.6	.26	13	27	40	47	60	2,777	.2	.890	.012
Peers	37.5	13.6	.27	20	27	40	47	60	2,608	-.2	.865	-.015
Carnegie Class	38.3	14.0	.28	20	27	40	47	60	2,585	-1.0	.439	-.069
Top 50%	39.8	13.7	.07	20	27	40	53	60	42,744	-2.5	.038	-.182
Top 10%	41.9	14.1	.14	20	33	40	53	60	10,930	-4.6	.000	-.327
Quantitative Reasoning												
Wright State (N = 144)	26.2	14.4	1.20	0	20	27	33	47				
IUC Schools	27.9	14.8	.27	0	20	27	40	60	3,166	-1.6	.197	-.110
Peers	27.5	15.5	.29	0	20	27	40	60	2,913	-1.3	.321	-.085
Carnegie Class	28.0	15.9	.30	0	20	27	40	60	162	-1.8	.153	-.112
Top 50%	28.8	15.2	.06	0	20	27	40	60	59,626	-2.6	.040	-.171
Top 10%	30.4	15.2	.13	7	20	27	40	60	14,620	-4.2	.001	-.275
Learning with Peers												
Collaborative Learning												
Wright State (N = 164)	30.6	13.5	1.05	10	20	30	40	50				
IUC Schools	33.6	13.9	.24	10	25	35	40	60	3,437	-3.0	.007	-.216
Peers	31.9	14.1	.26	10	20	30	40	60	3,139	-1.3	.240	-.094
Carnegie Class	31.9	14.2	.26	10	20	30	40	60	3,105	-1.3	.247	-.093
Top 50%	35.2	13.6	.06	15	25	35	45	60	59,850	-4.6	.000	-.337
Top 10%	37.1	13.4	.11	15	25	40	45	60	14,781	-6.5	.000	-.482
Discussions with Diverse Others												
Wright State (N = 130)	36.9	16.3	1.43	5	25	40	50	60				
IUC Schools	39.6	15.1	.29	15	30	40	55	60	2,798	-2.7	.046	-.179
Peers	39.2	15.8	.32	15	30	40	55	60	2,631	-2.3	.100	-.148
Carnegie Class	40.3	15.5	.31	15	30	40	55	60	2,606	-3.4	.016	-.218
Top 50%	41.7	14.9	.06	20	30	40	55	60	54,585	-4.8	.000	-.324
Top 10%	43.8	14.5	.13	20	35	45	60	60	12,937	-6.9	.000	-.475

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Wright State (N = 150)	17.5	13.5	1.10	0	10	15	25	45				
IUC Schools	20.7	14.1	.25	0	10	20	30	45	3,236	-3.2	.006	-.230
Peers	20.8	14.7	.28	0	10	20	30	50	2,957	-3.3	.007	-.225
Carnegie Class	21.8	15.3	.29	0	10	20	30	55	170	-4.3	.000	-.281
Top 50%	23.8	14.7	.08	0	15	20	35	55	34,641	-6.3	.000	-.428
Top 10%	27.2	15.6	.21	5	15	25	40	60	160	-9.7	.000	-.627
Effective Teaching Practices												
Wright State (N = 146)	37.7	13.6	1.13	12	28	40	44	60				
IUC Schools	37.7	12.6	.23	16	28	40	48	60	3,207	.0	.985	.002
Peers	37.8	13.2	.25	16	28	40	48	60	2,950	-.1	.909	-.010
Carnegie Class	38.4	13.2	.25	16	28	40	48	60	2,924	-.8	.503	-.057
Top 50%	40.7	13.0	.07	20	32	40	52	60	38,856	-3.0	.005	-.230
Top 10%	42.6	13.6	.14	20	36	44	56	60	8,964	-4.9	.000	-.361
Campus Environment												
Quality of Interactions												
Wright State (N = 124)	39.8	12.9	1.16	16	30	40	50	60				
IUC Schools	41.3	11.7	.23	20	34	42	50	60	2,623	-1.4	.187	-.121
Peers	40.2	12.8	.27	16	32	42	50	60	2,469	-.4	.752	-.029
Carnegie Class	41.0	12.3	.25	18	34	42	50	60	2,493	-1.2	.310	-.093
Top 50%	43.8	11.5	.06	22	38	46	52	60	124	-4.0	.001	-.346
Top 10%	46.1	11.7	.15	24	40	48	56	60	6,225	-6.2	.000	-.529
Supportive Environment												
Wright State (N = 121)	33.4	11.9	1.08	15	25	33	43	53				
IUC Schools	35.9	13.1	.26	15	28	35	45	60	2,566	-2.6	.035	-.197
Peers	35.1	13.8	.29	13	25	35	45	60	2,428	-1.7	.179	-.125
Carnegie Class	36.3	13.6	.28	15	28	38	45	60	2,424	-3.0	.020	-.218
Top 50%	38.2	13.1	.06	18	30	40	48	60	43,843	-4.9	.000	-.372
Top 10%	40.0	13.0	.13	18	31	40	50	60	10,510	-6.6	.000	-.512

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Wright State (N = 300)	37.3	14.0	.81	15	25	40	45	60				
IUC Schools	38.3	13.7	.20	15	30	40	50	60	4,898	-1.0	.220	-.073
Peers	38.7	14.0	.22	15	30	40	50	60	4,463	-1.4	.095	-.100
Carnegie Class	39.7	14.1	.23	15	30	40	50	60	3,892	-2.4	.005	-.169
Top 50%	41.8	13.5	.06	20	35	40	55	60	52,970	-4.6	.000	-.337
Top 10%	43.3	13.4	.11	20	35	40	55	60	15,870	-6.0	.000	-.444
Reflective & Integrative Learning												
Wright State (N = 312)	35.2	12.7	.72	14	26	34	43	57				
IUC Schools	36.8	12.7	.18	17	29	37	46	60	5,097	-1.6	.034	-.124
Peers	37.1	12.7	.19	17	29	37	46	60	4,615	-1.9	.009	-.153
Carnegie Class	37.5	12.8	.21	17	29	37	46	60	4,021	-2.3	.002	-.179
Top 50%	40.0	12.3	.05	20	31	40	49	60	54,589	-4.8	.000	-.390
Top 10%	42.0	12.2	.11	20	34	43	51	60	11,606	-6.8	.000	-.556
Learning Strategies												
Wright State (N = 271)	37.1	14.8	.90	13	27	40	47	60				
IUC Schools	36.3	14.6	.23	13	27	40	47	60	4,314	.9	.349	.059
Peers	38.2	14.6	.24	13	27	40	47	60	4,040	-1.1	.247	-.073
Carnegie Class	39.6	14.7	.26	13	27	40	53	60	3,564	-2.5	.007	-.171
Top 50%	40.7	14.4	.06	20	33	40	53	60	63,910	-3.6	.000	-.251
Top 10%	42.9	14.3	.10	20	33	40	60	60	18,798	-5.7	.000	-.403
Quantitative Reasoning												
Wright State (N = 295)	29.4	16.8	.98	0	20	27	40	60				
IUC Schools	29.8	15.9	.24	0	20	27	40	60	328	-.4	.723	-.022
Peers	28.8	16.2	.25	0	20	27	40	60	4,443	.6	.511	.040
Carnegie Class	29.4	16.7	.28	0	20	27	40	60	3,903	.0	.993	.001
Top 50%	31.1	16.2	.06	0	20	33	40	60	80,544	-1.7	.066	-.107
Top 10%	33.0	15.9	.12	7	20	33	40	60	302	-3.6	.000	-.225
Learning with Peers												
Collaborative Learning												
Wright State (N = 321)	31.7	12.7	.71	15	20	30	40	55				
IUC Schools	32.9	14.3	.20	10	20	30	40	60	375	-1.2	.109	-.083
Peers	32.2	14.8	.22	10	20	30	40	60	387	-.5	.485	-.035
Carnegie Class	32.3	14.7	.24	10	20	30	40	60	397	-.6	.397	-.043
Top 50%	35.8	13.8	.05	15	25	35	45	60	324	-4.1	.000	-.299
Top 10%	37.9	13.4	.11	15	30	40	50	60	15,462	-6.2	.000	-.462
Discussions with Diverse Others												
Wright State (N = 269)	42.5	14.7	.90	20	30	40	55	60				
IUC Schools	40.2	15.0	.24	15	30	40	55	60	4,357	2.2	.018	.150
Peers	40.1	15.9	.26	15	30	40	55	60	4,058	2.4	.018	.150
Carnegie Class	41.1	16.3	.28	15	30	40	60	60	324	1.3	.161	.082
Top 50%	42.3	15.6	.05	15	30	40	60	60	80,901	.2	.865	.010
Top 10%	44.3	15.3	.12	20	35	45	60	60	17,472	-1.8	.052	-.119

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Wright State (N = 304)	20.8	15.2	.87	0	10	20	30	50				
IUC Schools	22.7	15.4	.22	0	10	20	35	55	4,971	-2.0	.032	-.127
Peers	23.2	15.7	.24	0	10	20	35	55	4,526	-2.4	.010	-.154
Carnegie Class	23.7	16.4	.27	0	10	20	35	60	364	-3.0	.001	-.182
Top 50%	29.2	15.7	.09	5	20	30	40	60	32,603	-8.5	.000	-.539
Top 10%	33.0	16.0	.23	10	20	30	45	60	345	-12.2	.000	-.767
Effective Teaching Practices												
Wright State (N = 300)	37.0	13.9	.80	16	24	36	48	60				
IUC Schools	38.0	13.0	.19	16	28	40	48	60	334	-1.0	.241	-.074
Peers	38.5	13.9	.21	16	28	40	48	60	4,505	-1.5	.077	-.106
Carnegie Class	39.9	13.9	.23	16	32	40	52	60	3,960	-2.9	.001	-.206
Top 50%	41.8	13.5	.06	20	32	40	52	60	46,287	-4.8	.000	-.354
Top 10%	43.8	13.4	.14	20	36	44	56	60	9,443	-6.8	.000	-.509
Campus Environment												
Quality of Interactions												
Wright State (N = 248)	39.2	12.2	.78	15	33	40	48	58				
IUC Schools	40.2	11.7	.19	20	32	40	48	60	4,048	-1.0	.193	-.085
Peers	40.6	12.4	.21	18	33	42	50	60	3,801	-1.4	.088	-.112
Carnegie Class	41.4	12.1	.22	20	34	43	50	60	3,358	-2.3	.005	-.186
Top 50%	44.8	11.6	.06	23	38	46	54	60	44,010	-5.6	.000	-.482
Top 10%	46.9	12.1	.11	23	40	50	58	60	12,313	-7.7	.000	-.637
Supportive Environment												
Wright State (N = 262)	29.1	13.6	.84	5	20	30	38	53				
IUC Schools	32.1	13.6	.22	10	23	33	40	58	4,066	-3.0	.001	-.221
Peers	31.1	13.8	.23	10	20	30	40	58	3,815	-2.0	.024	-.145
Carnegie Class	32.0	14.2	.25	8	23	33	40	60	3,380	-3.0	.001	-.209
Top 50%	34.8	13.7	.06	13	25	35	45	60	52,512	-5.7	.000	-.414
Top 10%	37.2	13.6	.14	13	28	38	48	60	9,707	-8.1	.000	-.593

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

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

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

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

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

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

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