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National Survey of Student Engagement 2021 Engagement Indicators (Main Campus)

National Survey of Student Engagement

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NSSE 2021

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:

 - 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 2020 and 2021 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. Your NSSE Tableau dashboards and Report Builder (released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

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

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

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

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

Theme	Engagement Indicator	Your first-year students	Your first-year students	Your first-year students
		compared with IUC Main Campus	compared with Great Lakes Public	compared with US Schools
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	Your seniors	Your seniors
		compared with IUC Main Campus	compared with Great Lakes Public	compared with US Schools
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

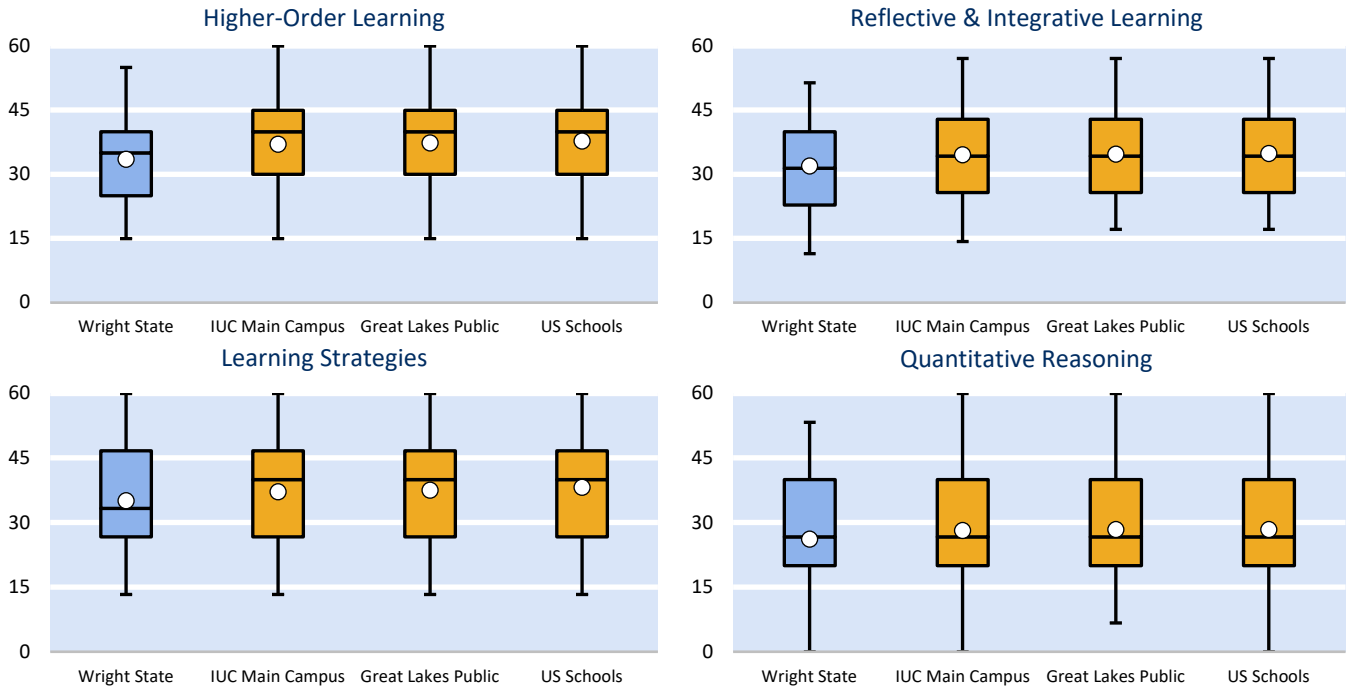
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 Main Campus		Great Lakes Public		US Schools	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	33.6	37.1 ***	-.27	37.4 ***	-.30	37.8 ***	-.32
Reflective & Integrative Learning	32.0	34.6 **	-.22	34.8 ***	-.23	34.9 ***	-.24
Learning Strategies	35.1	37.1 *	-.15	37.5 *	-.17	38.2 **	-.22
Quantitative Reasoning	26.1	28.2	-.14	28.4 *	-.15	28.4 *	-.15

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

Score Distributions



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

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.

Higher-Order Learning	Wright State	Percentage point difference ^a between your FY students and		
		IUC Main Campus	Great Lakes Public	US Schools
<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	63	-7	-7	-6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	61	-7	-8	-8
4d. Evaluating a point of view, decision, or information source	53	-12	-14	-16
4e. Forming a new idea or understanding from various pieces of information	56	-11	-12	-13
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	41	-12	-10	-8
2b. Connected your learning to societal problems or issues	44	-5	-6	-7
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	42	-7	-9	-9
2d. Examined the strengths and weaknesses of your own views on a topic or issue	55	-8	-7	-8
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	-2	-3	-3
2f. Learned something that changed the way you understand an issue or concept	58	-7	-7	-7
2g. Connected ideas from your courses to your prior experiences and knowledge	73	-4	-4	-4
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	61	-10	-12	-13
9b. Reviewed your notes after class	68	+5	+4	+2
9c. Summarized what you learned in class or from course materials	56	-7	-7	-8
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	51	-2	-1	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	36	-4	-5	-6
6c. Evaluated what others have concluded from numerical information	31	-9	-10	-9

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

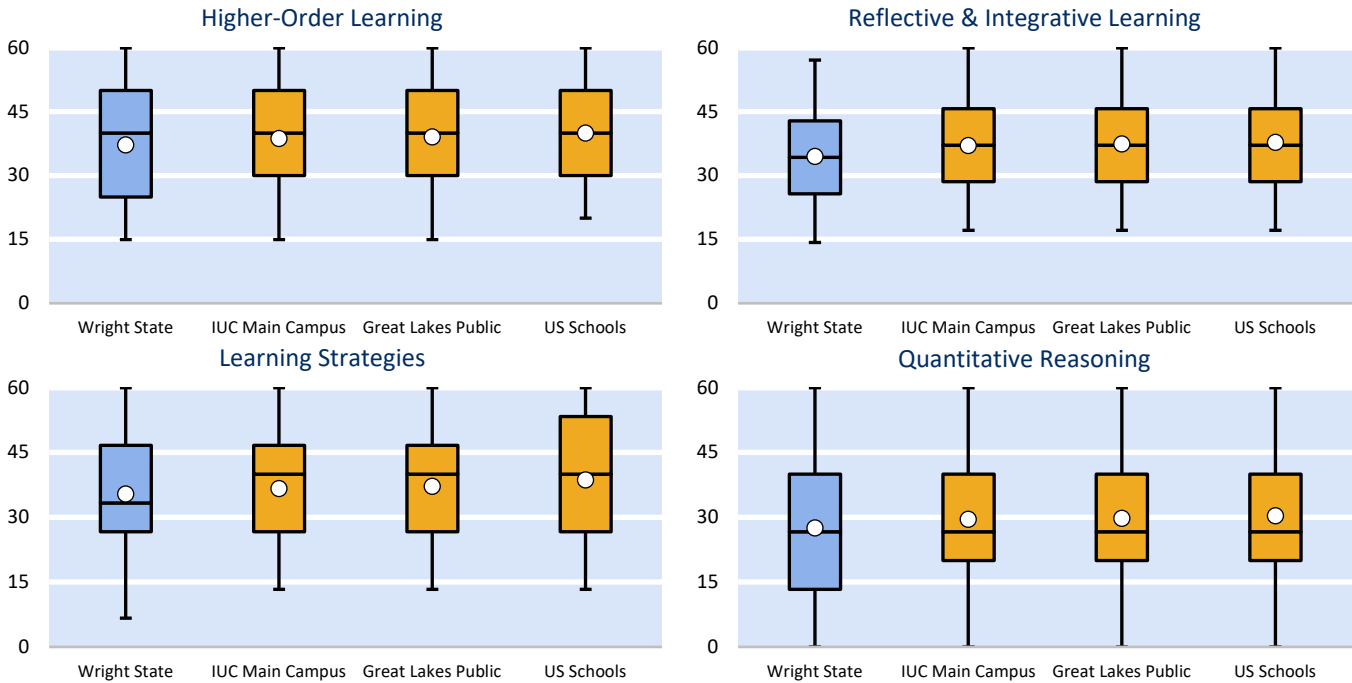
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Mean Comparisons

Engagement Indicator	Wright State Mean	Your seniors compared with					
		IUC Main Campus		Great Lakes Public		US Schools	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.2	38.7 *	-.11	39.0 **	-.14	39.9 ***	-.20
Reflective & Integrative Learning	34.5	37.0 ***	-.20	37.4 ***	-.24	37.8 ***	-.26
Learning Strategies	35.4	36.7	-.08	37.2 *	-.12	38.6 ***	-.22
Quantitative Reasoning	27.5	29.5 *	-.12	29.7 **	-.14	30.4 ***	-.17

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

Score Distributions



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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.

	Wright State	Percentage point difference ^a between your seniors and		
		IUC Main Campus	Great Lakes Public	US Schools
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	72	-3	-4	-4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68	-5	-5	-7
4d. Evaluating a point of view, decision, or information source	60	-7	-8	-11
4e. Forming a new idea or understanding from various pieces of information	65	-4	-5	-7
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	57	-11	-12	-10
2b. Connected your learning to societal problems or issues	49	-7	-10	-11
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	43	-6	-8	-10
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	-3	-4	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	-5	-5	-6
2f. Learned something that changed the way you understand an issue or concept	65	-5	-5	-6
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+1	-0	+0
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	65	-6	-9	-11
9b. Reviewed your notes after class	58	-1	-1	-5
9c. Summarized what you learned in class or from course materials	57	-5	-5	-8
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	50	-4	-4	-5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40	-3	-4	-6
6c. Evaluated what others have concluded from numerical information	40	-5	-5	-6

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

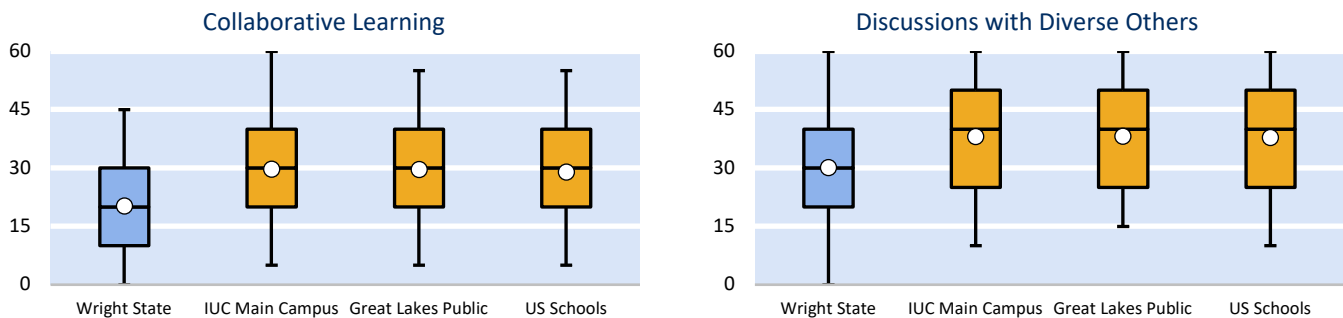
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Wright State Mean	Your first-year students compared with					
		IUC Main Campus		Great Lakes Public		US Schools	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	20.3	29.8 ***	-.63	29.6 ***	-.65	29.0 ***	-.57
Discussions with Diverse Others	30.1	38.1 ***	-.51	38.2 ***	-.53	37.9 ***	-.48

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

Score Distributions



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Performance on Indicator Items

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

	Wright State	Percentage point difference ^a between your FY students and		
		IUC Main Campus	Great Lakes Public	US Schools
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	29	-17	-18	-16
1c. Explained course material to one or more students	34	-17	-17	-14
1d. Prepared for exams by discussing or working through course material with other students	20	-22	-22	-21
1e. Worked with other students on course projects or assignments	22	-29	-26	-26
Discussions with Diverse Others				
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	48	-17	-18	-20
8b. People from an economic background other than your own	48	-20	-21	-20
8c. People with religious beliefs other than your own	49	-16	-16	-14
8d. People with political views other than your own	50	-15	-14	-11

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Learning with Peers: Seniors

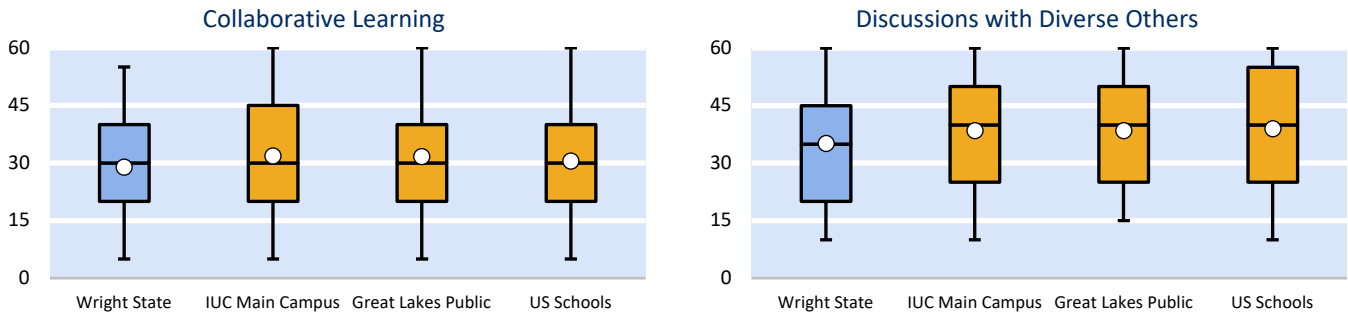
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Mean Comparisons

Engagement Indicator	Wright State Mean	Your seniors compared with					
		IUC Main Campus		Great Lakes Public		US Schools	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	28.9	31.9 ***	-.19	31.7 ***	-.18	30.6 *	-.10
Discussions with Diverse Others	35.2	38.6 ***	-.21	38.6 ***	-.21	39.0 ***	-.24

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

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	Wright State	Percentage point difference ^a between your seniors and		
		IUC Main Campus	Great Lakes Public	US Schools
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	42	-2	-1	+1
1c. Explained course material to one or more students	49	-8	-7	-5
1d. Prepared for exams by discussing or working through course material with other students	33	-12	-11	-10
1e. Worked with other students on course projects or assignments	57	-6	-6	-4
Discussions with Diverse Others				
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	55	-11	-12	-15
8b. People from an economic background other than your own	57	-12	-13	-14
8c. People with religious beliefs other than your own	58	-8	-8	-7
8d. People with political views other than your own	58	-5	-4	-4

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Experiences with Faculty: First-year students

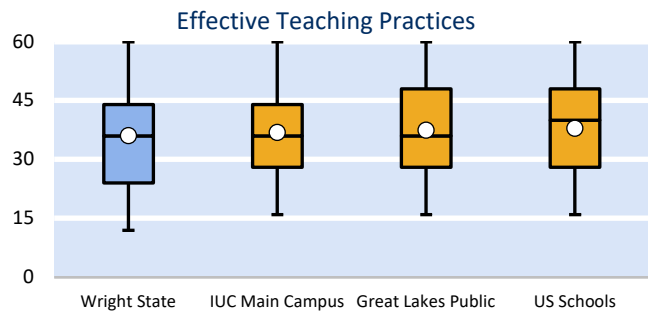
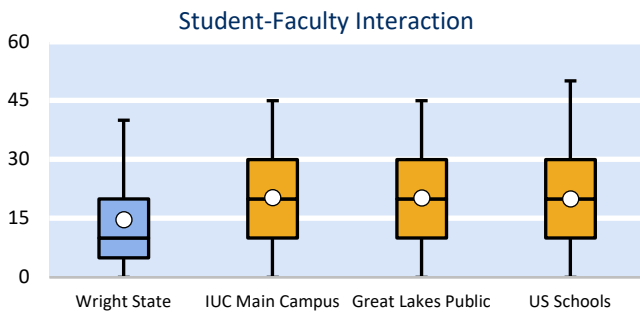
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 Main Campus		Great Lakes Public		US Schools	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	14.7	20.3 ***	-.40	20.3 ***	-.39	20.0 ***	-.36
Effective Teaching Practices	36.1	36.9	-.06	37.5	-.11	38.0 *	-.14

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 ^a between your FY students and		
		IUC Main Campus	Great Lakes Public	US Schools
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	24	-15	-13	-12
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	9	-10	-10	-10
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	12	-11	-11	-12
3d. Discussed your academic performance with a faculty member	23	-4	-3	-5
<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	71	-3	-5	-5
5b. Taught course sessions in an organized way	67	-3	-5	-5
5c. Used examples or illustrations to explain difficult points	66	-6	-7	-6
5d. Provided feedback on a draft or work in progress	58	-1	-3	-4
5e. Provided prompt and detailed feedback on tests or completed assignments	52	-3	-5	-7

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Experiences with Faculty: Seniors

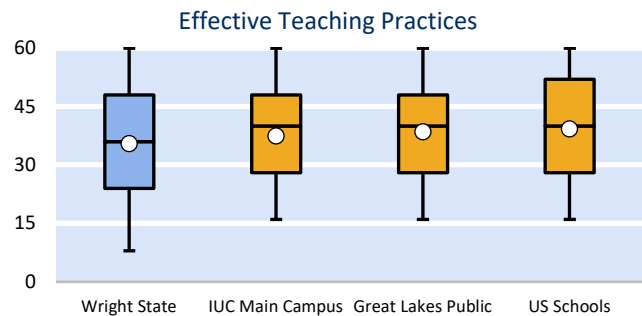
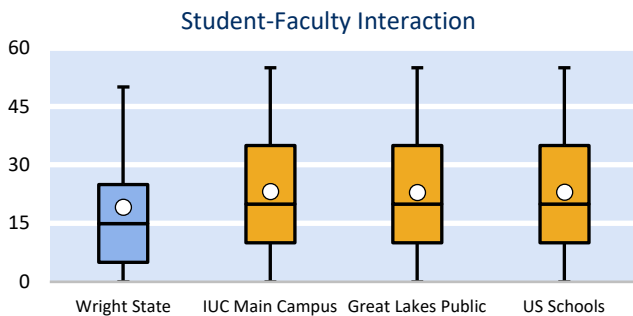
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.1	23.1 ***	-.26	22.9 ***	-.24	23.0 ***	-.24
Effective Teaching Practices	35.5	37.4 *	-.14	38.5 ***	-.22	39.2 ***	-.26

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

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Performance on Indicator Items

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Student-Faculty Interaction	Wright State	Percentage point difference ^a between your seniors and		
		IUC Main Campus	Great Lakes Public	US Schools
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	32	-9	-9	-9
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	17	-10	-9	-9
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	-7	-6	-7
3d. Discussed your academic performance with a faculty member	27	-2	-2	-4
<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	67	-8	-11	-12
5b. Taught course sessions in an organized way	61	-11	-13	-14
5c. Used examples or illustrations to explain difficult points	62	-12	-13	-13
5d. Provided feedback on a draft or work in progress	55	-1	-4	-7
5e. Provided prompt and detailed feedback on tests or completed assignments	53	-5	-8	-10

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

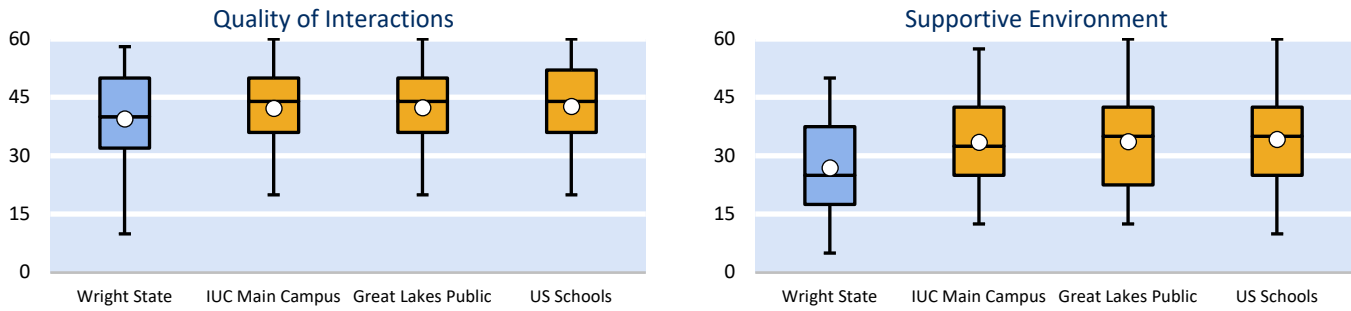
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Wright State Mean	Your first-year students compared with					
		IUC Main Campus		Great Lakes Public		US Schools	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.4	42.2 *	-.24	42.3 *	-.25	42.7 **	-.26
Supportive Environment	26.8	33.5 ***	-.50	33.6 ***	-.50	34.2 ***	-.53

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	Wright State %	Percentage point difference ^a between your FY students and		
		IUC Main Campus	Great Lakes Public	US Schools
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	39	-12	-9	-12
13b. Academic advisors	48	-6	-7	-6
13c. Faculty	47	-2	-3	-5
13d. Student services staff (career services, student activities, housing, etc.)	41	-3	-3	-6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	+3	+2	-2
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	62	-10	-10	-11
14c. Using learning support services (tutoring services, writing center, etc.)	72	+1	-1	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	42	-18	-16	-17
14e. Providing opportunities to be involved socially	40	-26	-25	-25
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	48	-18	-17	-17
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	22	-14	-14	-17
14h. Attending campus activities and events (performing arts, athletic events, etc.)	30	-25	-26	-26
14i. Attending events that address important social, economic, or political issues	26	-15	-16	-18

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

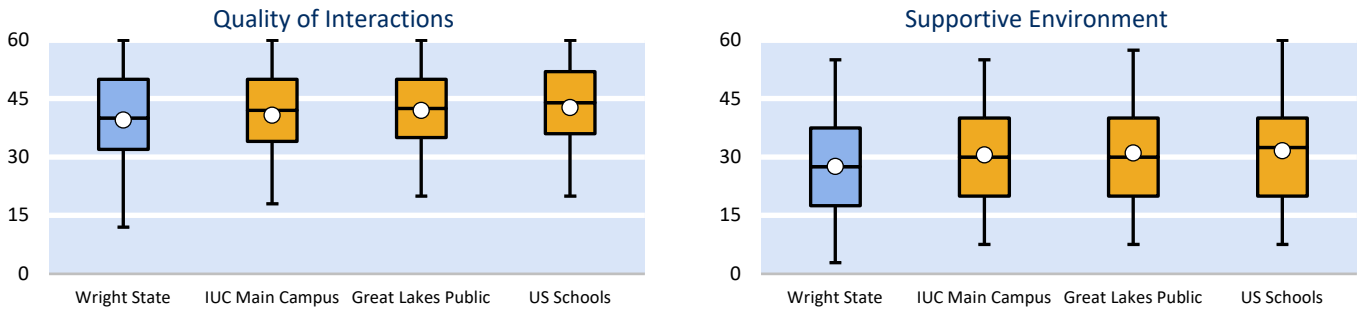
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Wright State Mean	Your seniors compared with					
		IUC Main Campus		Great Lakes Public		US Schools	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.6	40.8	-.10	42.0 **	-.20	42.8 ***	-.26
Supportive Environment	27.6	30.6 ***	-.22	31.1 ***	-.25	31.7 ***	-.28

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	Wright State %	Percentage point difference ^a between your seniors and		
		IUC Main Campus	Great Lakes Public	US Schools
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	51	-6	-6	-7
13b. Academic advisors	44	-2	-7	-9
13c. Faculty	47	-4	-7	-9
13d. Student services staff (career services, student activities, housing, etc.)	40	+1	-2	-4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	+3	-2	-5
<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	62	-1	-4	-6
14c. Using learning support services (tutoring services, writing center, etc.)	62	+2	-0	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	+0	-1	-3
14e. Providing opportunities to be involved socially	49	-13	-13	-13
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	52	-5	-6	-7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	23	-4	-5	-9
14h. Attending campus activities and events (performing arts, athletic events, etc.)	33	-20	-18	-18
14i. Attending events that address important social, economic, or political issues	29	-7	-10	-11

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2020 and 2021 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2020 and 2021 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

		Wright State Mean	Your first-year students compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	33.6	39.2 ***	-.43		41.9 ***	-.65	
Academic Challenge	Reflective and Integrative Learning	32.0	36.5 ***	-.38		39.1 ***	-.61	
	Learning Strategies	35.1	39.7 ***	-.33		43.0 ***	-.55	
	Quantitative Reasoning	26.1	29.7 ***	-.23		32.5 ***	-.41	
Learning with Peers	Collaborative Learning	20.3	33.9 ***	-.98		37.0 ***	-1.23	
	Discussions with Diverse Others	30.1	40.6 ***	-.69		43.8 ***	-.95	
Experiences with Faculty	Student-Faculty Interaction	14.7	23.2 ***	-.57		27.8 ***	-.86	
	Effective Teaching Practices	36.1	40.4 ***	-.32		43.2 ***	-.53	
Campus Environment	Quality of Interactions	39.4	45.1 ***	-.49		47.7 ***	-.67	
	Supportive Environment	26.8	36.8 ***	-.74		39.9 ***	-1.02	

Seniors

		Wright State Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	37.2	41.6 ***	-.32		43.9 ***	-.51	
Academic Challenge	Reflective and Integrative Learning	34.5	39.7 ***	-.43		42.5 ***	-.68	
	Learning Strategies	35.4	40.6 ***	-.35		43.5 ***	-.57	
	Quantitative Reasoning	27.5	31.6 ***	-.25		34.8 ***	-.46	
Learning with Peers	Collaborative Learning	28.9	35.0 ***	-.43		38.8 ***	-.73	
	Discussions with Diverse Others	35.2	41.2 ***	-.39		44.2 ***	-.60	
Experiences with Faculty	Student-Faculty Interaction	19.1	28.5 ***	-.59		33.6 ***	-.92	
	Effective Teaching Practices	35.5	41.5 ***	-.43		44.6 ***	-.68	
Campus Environment	Quality of Interactions	39.6	45.2 ***	-.47		48.2 ***	-.72	
	Supportive Environment	27.6	34.1 ***	-.46		37.2 ***	-.67	

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

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2020 and 2021 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	SE ^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 = 208)	33.6	12.6	.87	15	25	35	40	55				
IUC Main Campus	37.1	13.1	.18	15	30	40	45	60	5,725	-3.5	.000	-.270
Great Lakes Public	37.4	13.0	.09	15	30	40	45	60	20,382	-3.9	.000	-.297
US Schools	37.8	13.5	.03	15	30	40	45	60	169,797	-4.2	.000	-.315
Top 50%	39.2	13.2	.04	20	30	40	50	60	93,728	-5.7	.000	-.430
Top 10%	41.9	12.9	.12	20	35	40	55	60	11,570	-8.3	.000	-.646
Reflective & Integrative Learning												
Wright State (N = 227)	32.0	12.7	.84	11	23	31	40	51				
IUC Main Campus	34.6	11.9	.15	14	26	34	43	57	6,210	-2.6	.001	-.219
Great Lakes Public	34.8	11.9	.08	17	26	34	43	57	22,176	-2.8	.000	-.234
US Schools	34.9	12.2	.03	17	26	34	43	57	185,438	-2.9	.000	-.236
Top 50%	36.5	12.0	.04	17	29	37	46	57	91,013	-4.5	.000	-.375
Top 10%	39.1	11.8	.12	20	31	40	49	60	10,568	-7.1	.000	-.605
Learning Strategies												
Wright State (N = 201)	35.1	14.4	1.02	13	27	33	47	60				
IUC Main Campus	37.1	13.8	.19	13	27	40	47	60	5,378	-2.0	.042	-.146
Great Lakes Public	37.5	13.8	.10	13	27	40	47	60	19,108	-2.4	.014	-.174
US Schools	38.2	14.0	.04	13	27	40	47	60	158,520	-3.1	.002	-.220
Top 50%	39.7	14.0	.05	20	27	40	53	60	83,147	-4.6	.000	-.333
Top 10%	43.0	14.3	.12	20	33	40	60	60	14,941	-7.9	.000	-.551
Quantitative Reasoning												
Wright State (N = 202)	26.1	14.9	1.05	0	20	27	40	53				
IUC Main Campus	28.2	14.8	.20	0	20	27	40	60	5,456	-2.0	.059	-.135
Great Lakes Public	28.4	14.9	.11	7	20	27	40	60	19,417	-2.2	.035	-.149
US Schools	28.4	15.4	.04	0	20	27	40	60	161,132	-2.2	.039	-.145
Top 50%	29.7	15.3	.05	7	20	27	40	60	102,200	-3.6	.001	-.232
Top 10%	32.5	15.5	.13	7	20	33	40	60	13,542	-6.3	.000	-.407
Learning with Peers												
Collaborative Learning												
Wright State (N = 238)	20.3	13.5	.88	0	10	20	30	45				
IUC Main Campus	29.8	15.0	.19	5	20	30	40	60	259	-9.5	.000	-.635
Great Lakes Public	29.6	14.5	.09	5	20	30	40	55	23,913	-9.4	.000	-.645
US Schools	29.0	15.2	.03	5	20	30	40	55	238	-8.7	.000	-.571
Top 50%	33.9	13.9	.04	10	25	35	45	60	132,796	-13.6	.000	-.979
Top 10%	37.0	13.6	.08	15	25	40	45	60	26,407	-16.7	.000	-1.226
Discussions with Diverse Others												
Wright State (N = 197)	30.1	16.6	1.18	0	20	30	40	60				
IUC Main Campus	38.1	15.5	.21	10	25	40	50	60	5,424	-8.0	.000	-.514
Great Lakes Public	38.2	15.3	.11	15	25	40	50	60	19,257	-8.1	.000	-.525
US Schools	37.9	16.1	.04	10	25	40	50	60	159,668	-7.7	.000	-.479
Top 50%	40.6	15.2	.05	15	30	40	55	60	197	-10.5	.000	-.689
Top 10%	43.8	14.4	.12	20	35	45	60	60	200	-13.7	.000	-.949

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Wright State (N = 214)	14.7	12.4	.85	0	5	10	20	40				
IUC Main Campus	20.3	13.9	.18	0	10	20	30	45	233	-5.6	.000	-.404
Great Lakes Public	20.3	14.0	.10	0	10	20	30	45	218	-5.5	.000	-.393
US Schools	20.0	14.5	.03	0	10	20	30	50	214	-5.3	.000	-.364
Top 50%	23.2	14.7	.06	0	10	20	30	50	215	-8.4	.000	-.573
Top 10%	27.8	15.2	.18	5	15	25	40	60	233	-13.0	.000	-.861
Effective Teaching Practices												
Wright State (N = 208)	36.1	13.3	.92	12	24	36	44	60				
IUC Main Campus	36.9	13.1	.18	16	28	36	44	60	5,705	-.8	.381	-.062
Great Lakes Public	37.5	12.9	.09	16	28	36	48	60	20,287	-1.4	.117	-.109
US Schools	38.0	13.6	.03	16	28	40	48	60	168,902	-1.9	.041	-.142
Top 50%	40.4	13.5	.05	20	32	40	52	60	66,778	-4.3	.000	-.319
Top 10%	43.2	13.4	.14	20	36	44	56	60	9,377	-7.1	.000	-.529
Campus Environment												
Quality of Interactions												
Wright State (N = 162)	39.4	14.3	1.12	10	32	40	50	58				
IUC Main Campus	42.2	11.6	.17	20	36	44	50	60	168	-2.7	.016	-.235
Great Lakes Public	42.3	11.7	.09	20	36	44	50	60	163	-2.9	.011	-.247
US Schools	42.7	12.4	.03	20	36	44	52	60	161	-3.2	.004	-.261
Top 50%	45.1	11.5	.05	24	38	46	54	60	162	-5.7	.000	-.493
Top 10%	47.7	12.3	.11	24	40	50	58	60	164	-8.3	.000	-.669
Supportive Environment												
Wright State (N = 198)	26.8	13.7	.97	5	18	25	38	50				
IUC Main Campus	33.5	13.4	.19	13	25	33	43	58	5,231	-6.6	.000	-.496
Great Lakes Public	33.6	13.6	.10	13	23	35	43	60	18,548	-6.8	.000	-.501
US Schools	34.2	14.0	.04	10	25	35	43	60	153,241	-7.4	.000	-.526
Top 50%	36.8	13.5	.05	15	28	38	45	60	71,823	-10.0	.000	-.744
Top 10%	39.9	12.8	.13	18	33	40	50	60	9,622	-13.1	.000	-1.019

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Wright State (N = 417)	37.2	14.3	.70	15	25	40	50	60				
IUC Main Campus	38.7	13.7	.17	15	30	40	50	60	7,225	-1.5	.030	-.109
Great Lakes Public	39.0	13.6	.09	15	30	40	50	60	429	-1.9	.008	-.138
US Schools	39.9	13.8	.03	20	30	40	50	60	417	-2.8	.000	-.201
Top 50%	41.6	13.6	.05	20	35	40	55	60	87,991	-4.4	.000	-.324
Top 10%	43.9	13.0	.13	20	35	40	55	60	447	-6.7	.000	-.514
Reflective & Integrative Learning												
Wright State (N = 431)	34.5	12.7	.61	14	26	34	43	57				
IUC Main Campus	37.0	12.6	.15	17	29	37	46	60	7,680	-2.6	.000	-.204
Great Lakes Public	37.4	12.5	.08	17	29	37	46	60	26,591	-3.0	.000	-.236
US Schools	37.8	12.8	.03	17	29	37	46	60	222,207	-3.4	.000	-.263
Top 50%	39.7	12.4	.04	20	31	40	49	60	85,413	-5.3	.000	-.428
Top 10%	42.5	11.7	.14	23	34	43	51	60	7,434	-8.0	.000	-.682
Learning Strategies												
Wright State (N = 402)	35.4	15.6	.78	7	27	33	47	60				
IUC Main Campus	36.7	15.1	.19	13	27	40	47	60	6,889	-1.3	.107	-.083
Great Lakes Public	37.2	14.6	.10	13	27	40	47	60	413	-1.8	.024	-.121
US Schools	38.6	14.7	.03	13	27	40	53	60	403	-3.2	.000	-.220
Top 50%	40.6	14.6	.05	20	33	40	53	60	404	-5.2	.000	-.353
Top 10%	43.5	14.2	.12	20	33	40	60	60	422	-8.1	.000	-.566
Quantitative Reasoning												
Wright State (N = 401)	27.5	16.2	.81	0	13	27	40	60				
IUC Main Campus	29.5	16.3	.20	0	20	27	40	60	6,944	-2.0	.017	-.122
Great Lakes Public	29.7	16.1	.10	0	20	27	40	60	24,086	-2.2	.007	-.137
US Schools	30.4	16.4	.04	0	20	27	40	60	199,546	-2.8	.001	-.173
Top 50%	31.6	16.3	.05	0	20	33	40	60	122,537	-4.1	.000	-.250
Top 10%	34.8	15.8	.14	7	20	33	47	60	12,439	-7.3	.000	-.462
Learning with Peers												
Collaborative Learning												
Wright State (N = 443)	28.9	15.3	.73	5	20	30	40	55				
IUC Main Campus	31.9	15.5	.18	5	20	30	45	60	8,077	-3.0	.000	-.193
Great Lakes Public	31.7	15.2	.09	5	20	30	40	60	28,029	-2.8	.000	-.184
US Schools	30.6	15.9	.03	5	20	30	40	60	234,110	-1.6	.031	-.102
Top 50%	35.0	14.2	.04	10	25	35	45	60	445	-6.1	.000	-.429
Top 10%	38.8	13.4	.11	15	30	40	50	60	464	-9.9	.000	-.734
Discussions with Diverse Others												
Wright State (N = 406)	35.2	15.8	.78	10	20	35	45	60				
IUC Main Campus	38.6	15.8	.20	10	25	40	50	60	6,887	-3.4	.000	-.213
Great Lakes Public	38.6	15.7	.10	15	25	40	50	60	23,871	-3.4	.000	-.214
US Schools	39.0	16.3	.04	10	25	40	55	60	197,845	-3.8	.000	-.235
Top 50%	41.2	15.6	.04	15	30	40	60	60	128,110	-6.1	.000	-.388
Top 10%	44.2	15.0	.11	20	35	45	60	60	19,347	-9.0	.000	-.599

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Wright State (N = 415)	19.1	15.2	.74	0	5	15	25	50				
IUC Main Campus	23.1	15.9	.19	0	10	20	35	55	469	-4.0	.000	-.256
Great Lakes Public	22.9	15.7	.10	0	10	20	35	55	25,724	-3.8	.000	-.241
US Schools	23.0	16.0	.03	0	10	20	35	55	415	-3.9	.000	-.243
Top 50%	28.5	16.0	.07	5	15	25	40	60	422	-9.4	.000	-.589
Top 10%	33.6	15.9	.21	10	20	35	45	60	481	-14.5	.000	-.916
Effective Teaching Practices												
Wright State (N = 418)	35.5	16.0	.78	8	24	36	48	60				
IUC Main Campus	37.4	13.9	.17	16	28	40	48	60	456	-1.9	.015	-.139
Great Lakes Public	38.5	13.9	.09	16	28	40	48	60	427	-3.0	.000	-.219
US Schools	39.2	14.2	.03	16	28	40	52	60	418	-3.7	.000	-.264
Top 50%	41.5	13.9	.05	16	32	40	52	60	420	-6.0	.000	-.434
Top 10%	44.6	13.3	.14	20	36	44	56	60	444	-9.1	.000	-.675
Campus Environment												
Quality of Interactions												
Wright State (N = 345)	39.6	13.9	.75	12	32	40	50	60				
IUC Main Campus	40.8	12.1	.16	18	34	42	50	60	374	-1.3	.102	-.103
Great Lakes Public	42.0	12.0	.08	20	35	43	50	60	352	-2.4	.001	-.203
US Schools	42.8	12.5	.03	20	36	44	52	60	345	-3.2	.000	-.259
Top 50%	45.2	11.9	.04	22	38	48	54	60	346	-5.6	.000	-.469
Top 10%	48.2	11.9	.09	25	42	50	60	60	355	-8.6	.000	-.721
Supportive Environment												
Wright State (N = 393)	27.6	14.4	.73	3	18	28	38	55				
IUC Main Campus	30.6	13.8	.17	8	20	30	40	55	6,706	-3.0	.000	-.216
Great Lakes Public	31.1	13.9	.09	8	20	30	40	58	23,215	-3.5	.000	-.248
US Schools	31.7	14.4	.03	8	20	33	40	60	191,858	-4.0	.000	-.280
Top 50%	34.1	14.2	.05	10	23	35	43	60	77,376	-6.5	.000	-.457
Top 10%	37.2	14.3	.14	13	28	38	48	60	10,274	-9.5	.000	-.669

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.