



NSSE 2018

Engagement Indicators

The University of North Carolina at Greensboro

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 2017 and 2018 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 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

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Peers	Your first-year students compared with Pub Research Higher	Your first-year students compared with NSSE 2017 & 2018
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	▽	▽	▽
<i>Learning with Peers</i>	Collaborative Learning	▽	▽	▽
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	▲	▲	▲

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Peers	Your seniors compared with Pub Research Higher	Your seniors compared with NSSE 2017 & 2018
<i>Academic Challenge</i>	Higher-Order Learning	--	▲	--
	Reflective & Integrative Learning	▲	▲	▲
	Learning Strategies	--	▲	▲
	Quantitative Reasoning	▽	▽	▽
<i>Learning with Peers</i>	Collaborative Learning	--	▽	▽
	Discussions with Diverse Others	▲	▲	▲
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	▽	▽
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	▲	▲	▲

Academic Challenge: First-year students

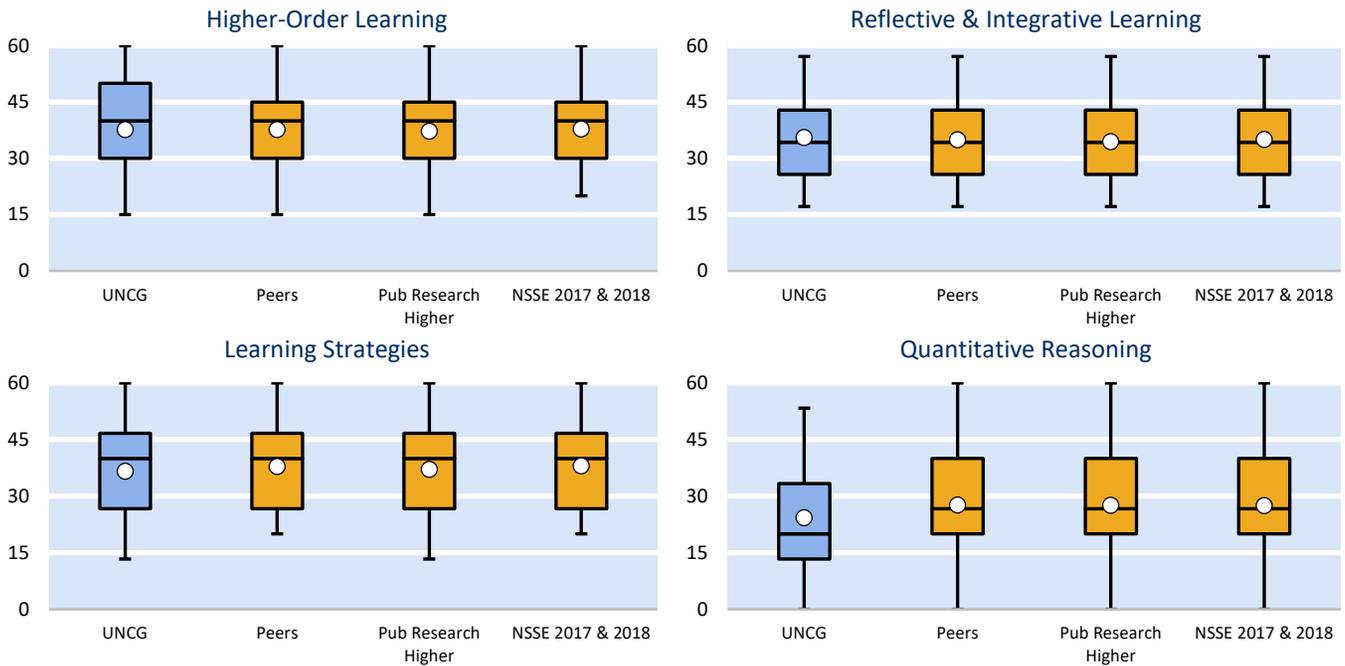
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	UNCG Mean	Your first-year students compared with					
		Peers Mean	Peers Effect size	Pub Research Higher Mean	Pub Research Higher Effect size	NSSE 2017 & 2018 Mean	NSSE 2017 & 2018 Effect size
Higher-Order Learning	37.7	37.7	.00	37.2	.03	37.8	-.01
Reflective & Integrative Learning	35.5	34.9	.05	34.5	.09	35.1	.04
Learning Strategies	36.6	37.9	-.09	37.1	-.03	38.0	-.11
Quantitative Reasoning	24.3	27.7 ***	-.22	27.6 ***	-.22	27.5 ***	-.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.

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.

	UNCG	Percentage point difference ^a between your FY students and		
		Peers	Pub Research Higher	NSSE 2017 & 2018
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	64	-7	-6	-7
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	66	-2	-2	-3
4d. Evaluating a point of view, decision, or information source	72	+3	+5	+3
4e. Forming a new idea or understanding from various pieces of information	67	-0	+1	-1
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	56	+5	+5	+5
2b. Connected your learning to societal problems or issues	55	+4	+6	+4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	59	+9	+10	+8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	-2	+0	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	-2	-1	-2
2f. Learned something that changed the way you understand an issue or concept	61	-5	-3	-5
2g. Connected ideas from your courses to your prior experiences and knowledge	74	-1	-1	-3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	78	+4	+6	+2
9b. Reviewed your notes after class	59	-6	-4	-6
9c. Summarized what you learned in class or from course materials	57	-6	-4	-6
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.)	45	-8	-8	-7
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	33	-6	-6	-6
6c. Evaluated what others have concluded from numerical information	30	-8	-8	-8

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

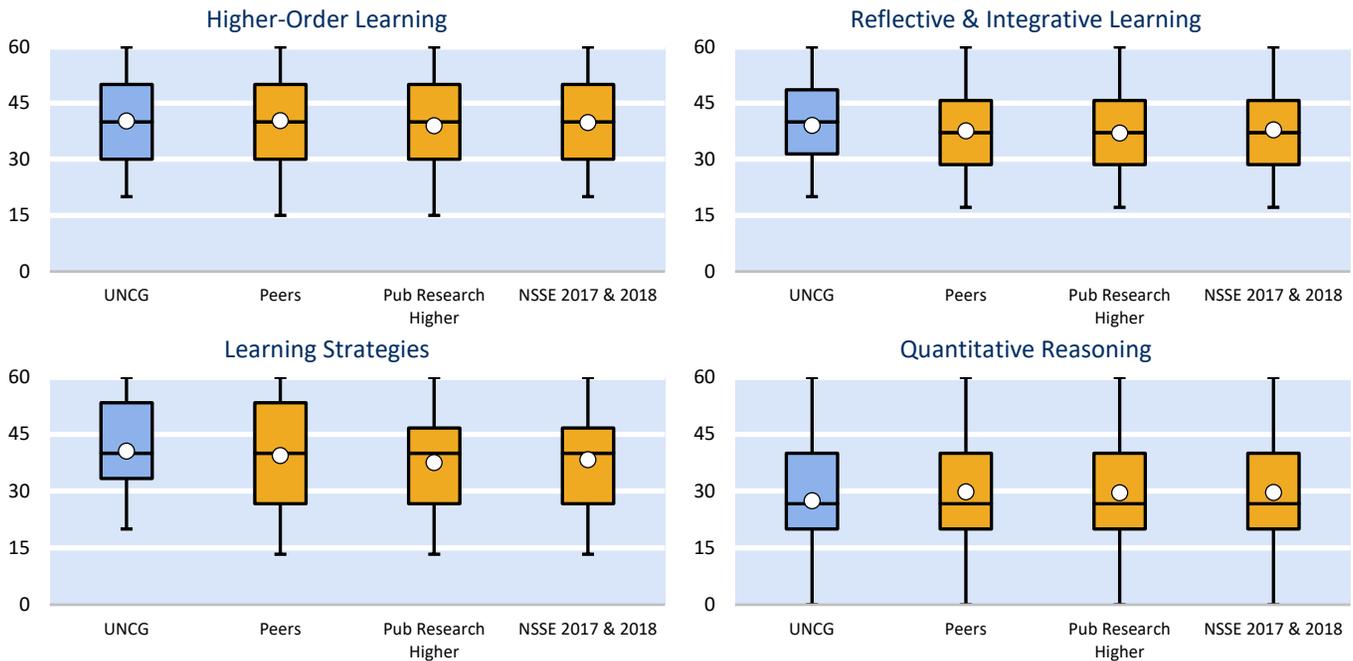
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UNCG Mean	Your seniors compared with					
		Peers Mean	Peers Effect size	Pub Research Higher Mean	Pub Research Higher Effect size	NSSE 2017 & 2018 Mean	NSSE 2017 & 2018 Effect size
Higher-Order Learning	40.3	40.4	-.01	39.0 *	.09	39.8	.03
Reflective & Integrative Learning	39.0	37.6 **	.11	37.0 ***	.16	37.8 *	.10
Learning Strategies	40.6	39.4	.08	37.5 ***	.21	38.3 ***	.16
Quantitative Reasoning	27.4	29.8 ***	-.15	29.6 **	-.14	29.6 ***	-.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).

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.

	UNCG	Percentage point difference ^a between your seniors and		
		Peers	Pub Research Higher	NSSE 2017 & 2018
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	80	+2 	+3 	+2 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	+0 	+3 	+1 
4d. Evaluating a point of view, decision, or information source	71	+0 	+5 	+1 
4e. Forming a new idea or understanding from various pieces of information	70	 -2	+2 	 -1
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	68	+1 	 -1	 -0
2b. Connected your learning to societal problems or issues	66	+6 	+8 	+5 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	59	+9 	+12 	+7 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	+3 	+5 	+3 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	77	+4 	+7 	+5 
2f. Learned something that changed the way you understand an issue or concept	73	+2 	+3 	+2 
2g. Connected ideas from your courses to your prior experiences and knowledge	85	+2 	+3 	+2 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	86	+7 	+10 	+7 
9b. Reviewed your notes after class	65	 -0	+5 	+4 
9c. Summarized what you learned in class or from course materials	68	+1 	+6 	+4 
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	 -7	 -6	 -6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40	 -4	 -3	 -4
6c. Evaluated what others have concluded from numerical information	41	 -2	 -2	 -3

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

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Learning with Peers: First-year students

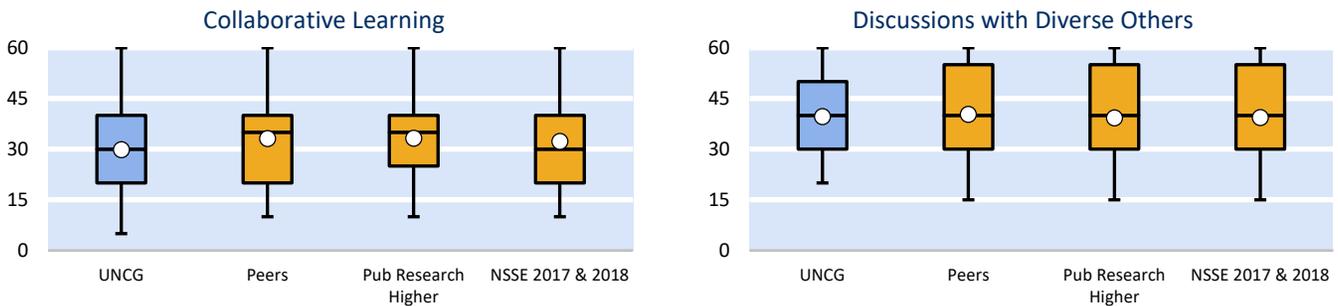
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UNCG Mean	Your first-year students compared with					
		Peers		Pub Research Higher		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.8	33.2 ***	-.23	33.2 ***	-.24	32.3 **	-.17
Discussions with Diverse Others	39.6	40.2	-.04	39.2	.03	39.4	.02

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Collaborative Learning	UNCG	Percentage point difference ^a between your FY students and		
		Peers	Pub Research Higher	NSSE 2017 & 2018
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	49	-6	-8	-4
1f. Explained course material to one or more students	52	-6	-7	-5
1g. Prepared for exams by discussing or working through course material with other students	42	-8	-9	-8
1h. Worked with other students on course projects or assignments	48	-8	-7	-6
<i>Discussions with Diverse Others</i>				
<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	79	+7	+12	+9
8b. People from an economic background other than your own	69	-3	-1	-2
8c. People with religious beliefs other than your own	66	-1	-0	+0
8d. People with political views other than your own	53	-13	-13	-12

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Learning with Peers: Seniors

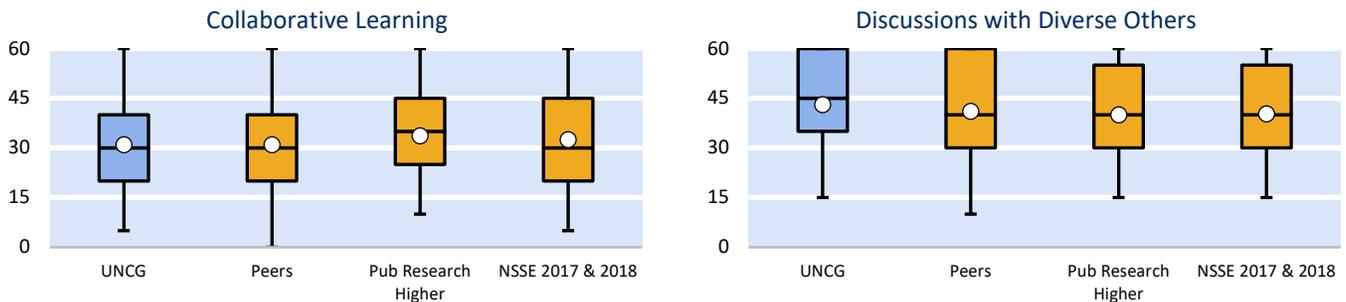
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UNCG Mean	Your seniors compared with					
		Peers Mean	Peers Effect size	Pub Research Higher Mean	Pub Research Higher Effect size	NSSE 2017 & 2018 Mean	NSSE 2017 & 2018 Effect size
Collaborative Learning	31.0	31.0	.00	33.7 ***	-.19	32.5 **	-.10
Discussions with Diverse Others	43.1	41.0 **	.13	40.0 ***	.20	40.3 ***	.18

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Performance on Indicator Items

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Collaborative Learning	UNCG %	Percentage point difference ^a between your seniors and		
		Peers	Pub Research Higher	NSSE 2017 & 2018
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	39	-1	-8	-5
1f. Explained course material to one or more students	54	-1	-8	-5
1g. Prepared for exams by discussing or working through course material with other students	41	-4	-8	-6
1h. Worked with other students on course projects or assignments	61	-0	-5	-3
<i>Discussions with Diverse Others</i>				
<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	82	+8	+13	+10
8b. People from an economic background other than your own	79	+5	+6	+6
8c. People with religious beliefs other than your own	73	+3	+5	+5
8d. People with political views other than your own	64	-3	-3	-2

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Experiences with Faculty: First-year students

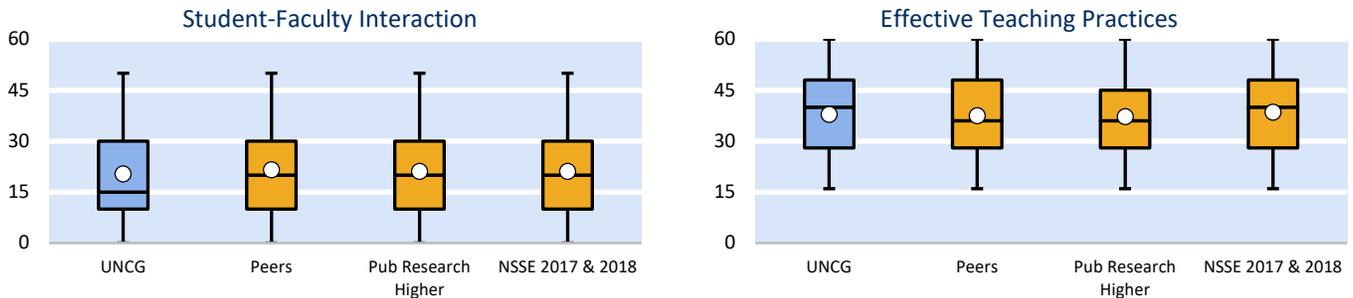
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	UNCG Mean	Your first-year students compared with					
		Peers Mean	Effect size	Pub Research Higher Mean	Effect size	NSSE 2017 & 2018 Mean	Effect size
Student-Faculty Interaction	20.3	21.5	-.08	21.1	-.05	21.1	-.05
Effective Teaching Practices	37.8	37.4	.03	37.2	.05	38.5	-.05

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Student-Faculty Interaction	UNCG %	Percentage point difference ^a between your FY students and		
		Peers	Pub Research Higher	NSSE 2017 & 2018
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	36	-4	-2	-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	-1	-1	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	22	-3	-3	-3
3d. Discussed your academic performance with a faculty member	27	-4	-2	-3
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	75	-1	+0	-3
5b. Taught course sessions in an organized way	71	-1	-2	-4
5c. Used examples or illustrations to explain difficult points	73	+1	+1	-1
5d. Provided feedback on a draft or work in progress	64	+2	+3	-0
5e. Provided prompt and detailed feedback on tests or completed assignments	51	-3	-4	-8

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Experiences with Faculty: Seniors

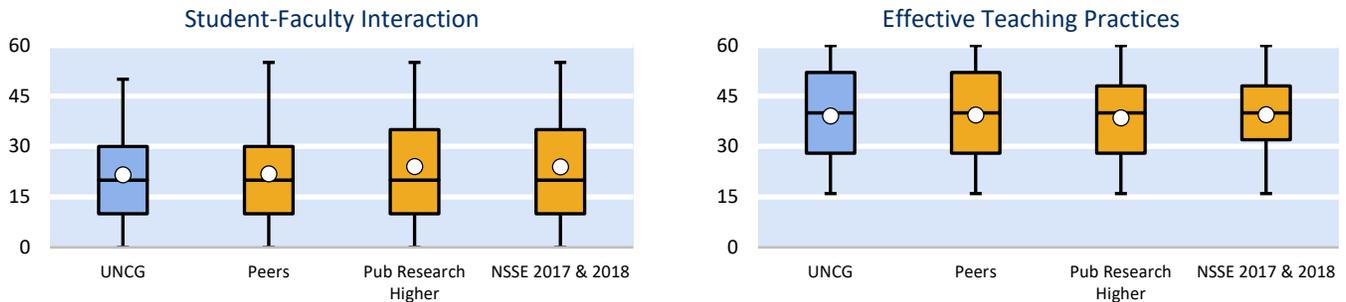
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		Peers Mean	Peers Effect size	Pub Research Higher Mean	Pub Research Higher Effect size	NSSE 2017 & 2018 Mean	NSSE 2017 & 2018 Effect size
Student-Faculty Interaction	21.5	21.8	-.02	24.0 ***	-.15	23.9 ***	-.15
Effective Teaching Practices	39.1	39.3	-.02	38.5	.04	39.4	-.02

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Student-Faculty Interaction	UNCG %	Percentage point difference ^a between your seniors and		
		Peers	Pub Research Higher	NSSE 2017 & 2018
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	38	-1	-5	-5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	-2	-7	-6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	-0	-4	-5
3d. Discussed your academic performance with a faculty member	30	-0	-3	-3
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	78	-2	+0	-1
5b. Taught course sessions in an organized way	74	-3	-1	-3
5c. Used examples or illustrations to explain difficult points	75	-1	-1	-2
5d. Provided feedback on a draft or work in progress	62	+3	+5	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	61	-1	+1	-2

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

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

Campus Environment: First-year students

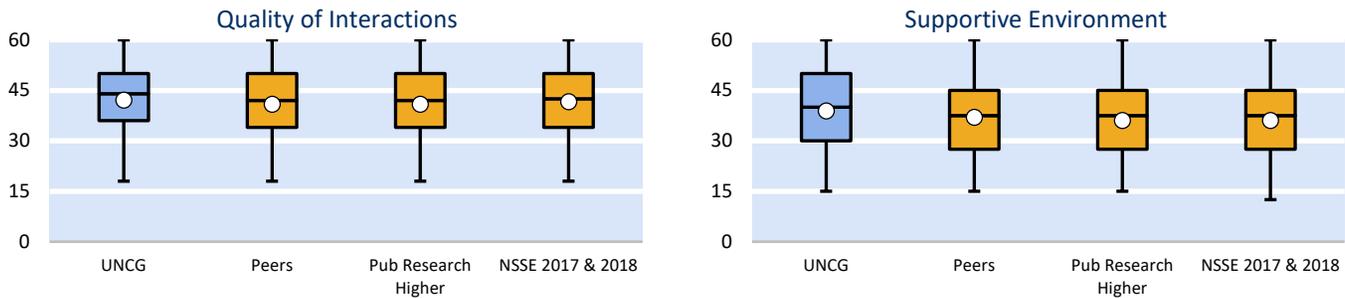
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNCG Mean	Your first-year students compared with					
		Peers Mean	Effect size	Pub Research Mean	Higher Effect size	NSSE 2017 & 2018 Mean	Effect size
Quality of Interactions	42.1	40.9	.09	40.9	.09	41.7	.03
Supportive Environment	38.9	37.0 *	.14	36.1 ***	.21	36.1 ***	.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 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	UNCG %	Percentage point difference ^a between your FY students and		
		Peers	Pub Research Higher	NSSE 2017 & 2018
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	43	-4	-5	-7
13b. Academic advisors	53	+4	+5	+3
13c. Faculty	52	+7	+8	+4
13d. Student services staff (career services, student activities, housing, etc.)	49	+8	+7	+6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	+5	+3	+0
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	80	+4	+5	+4
14c. Using learning support services (tutoring services, writing center, etc.)	80	+2	+3	+4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	65	-1	+5	+3
14e. Providing opportunities to be involved socially	72	-0	+1	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	76	+4	+5	+7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	-4	-2	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	74	+9	+9	+10
14i. Attending events that address important social, economic, or political issues	56	+4	+6	+5

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

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

Campus Environment: Seniors

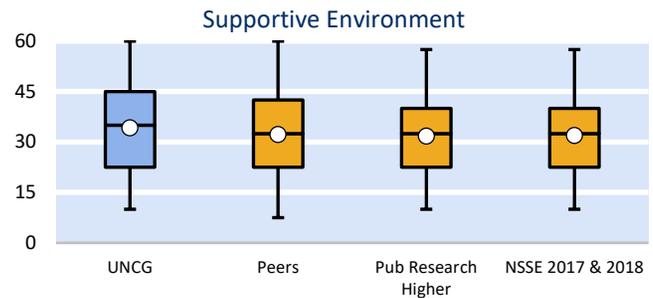
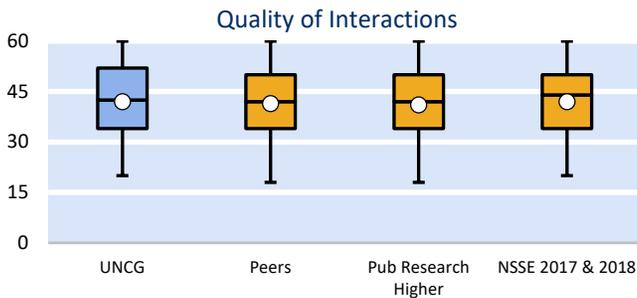
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNCG Mean	Your seniors compared with					
		Peers Mean	Effect size	Pub Research Higher Mean	Effect size	NSSE 2017 & 2018 Mean	Effect size
Quality of Interactions	42.0	41.4	.04	41.0	.08	42.0	.00
Supportive Environment	34.2	32.2 **	.13	31.8 ***	.18	32.0 ***	.16

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	UNCG %	Percentage point difference ^a between your seniors and		
		Peers	Pub Research Higher	NSSE 2017 & 2018
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	51	-5	-4	-5
13b. Academic advisors	52	+4	+6	+2
13c. Faculty	54	+1	+3	-1
13d. Student services staff (career services, student activities, housing, etc.)	44	+3	+5	+3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	+4	+5	+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	72	+2	+4	+2
14c. Using learning support services (tutoring services, writing center, etc.)	71	+6	+7	+6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	+5	+11	+9
14e. Providing opportunities to be involved socially	65	+2	+1	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	+7	+6	+7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	26	-5	-2	-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	+10	+7	+9
14i. Attending events that address important social, economic, or political issues	50	+7	+9	+8

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 2017 and 2018 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2017 and 2018 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	UNCG 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	37.7	38.9	-.10	✓	40.5 **	-.21	
	Reflective and Integrative Learning	35.5	36.5	-.08	✓	38.1 ***	-.21	
	Learning Strategies	36.6	39.5 ***	-.21		41.6 ***	-.36	
	Quantitative Reasoning	24.3	28.7 ***	-.29		30.4 ***	-.40	
<i>Learning with Peers</i>	Collaborative Learning	29.8	35.1 ***	-.39		37.2 ***	-.54	
	Discussions with Diverse Others	39.6	41.4	-.12		43.4 ***	-.26	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.3	24.3 ***	-.26		27.2 ***	-.44	
	Effective Teaching Practices	37.8	40.3 **	-.19		42.0 ***	-.31	
<i>Campus Environment</i>	Quality of Interactions	42.1	43.9 *	-.16		45.9 ***	-.31	
	Supportive Environment	38.9	37.9	.07	✓	39.7	-.06	✓

Seniors

Theme	Engagement Indicator	UNCG Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.3	41.3	-.08	✓	42.5 ***	-.16	
	Reflective and Integrative Learning	39.0	39.6	-.04	✓	41.1 ***	-.17	
	Learning Strategies	40.6	40.2	.03	✓	42.4 **	-.13	
	Quantitative Reasoning	27.4	30.7 ***	-.21		32.7 ***	-.34	
<i>Learning with Peers</i>	Collaborative Learning	31.0	35.7 ***	-.34		38.1 ***	-.53	
	Discussions with Diverse Others	43.1	41.9	.08	✓	43.8	-.04	✓
<i>Experiences with Faculty</i>	Student-Faculty Interaction	21.5	29.2 ***	-.49		33.3 ***	-.73	
	Effective Teaching Practices	39.1	41.1 ***	-.15		43.1 ***	-.29	
<i>Campus Environment</i>	Quality of Interactions	42.0	44.4 ***	-.20		46.5 ***	-.37	
	Supportive Environment	34.2	34.3	-.01	✓	36.4 ***	-.16	

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 2017 and 2018 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												
UNCG (N = 290)	37.7	14.5	.85	15	30	40	50	60				
Peers	37.7	13.2	.18	15	30	40	45	60	315	-.1	.951	-.004
Pub Research Higher	37.2	13.1	.10	15	30	40	45	60	297	.4	.606	.034
NSSE 2017 & 2018	37.8	13.2	.03	20	30	40	45	60	290	-.2	.848	-.012
Top 50%	38.9	13.1	.04	20	30	40	50	60	290	-1.3	.133	-.098
Top 10%	40.5	13.3	.09	20	30	40	50	60	296	-2.8	.001	-.213
Reflective & Integrative Learning												
UNCG (N = 323)	35.5	12.4	.69	17	26	34	43	57				
Peers	34.9	12.0	.16	17	26	34	43	57	6,069	.6	.401	.048
Pub Research Higher	34.5	11.9	.09	17	26	34	43	57	19,087	1.0	.120	.087
NSSE 2017 & 2018	35.1	11.9	.03	17	26	34	43	57	154,283	.5	.481	.039
Top 50%	36.5	11.8	.04	17	29	37	43	57	81,340	-.9	.158	-.079
Top 10%	38.1	12.0	.09	20	29	37	46	60	17,744	-2.5	.000	-.211
Learning Strategies												
UNCG (N = 267)	36.6	14.3	.87	13	27	40	47	60				
Peers	37.9	13.7	.20	20	27	40	47	60	5,158	-1.3	.132	-.095
Pub Research Higher	37.1	13.7	.11	13	27	40	47	60	16,351	-.5	.575	-.035
NSSE 2017 & 2018	38.0	13.7	.04	20	27	40	47	60	133,316	-1.4	.086	-.105
Top 50%	39.5	13.7	.05	20	27	40	53	60	70,485	-2.9	.001	-.212
Top 10%	41.6	14.1	.11	20	33	40	53	60	17,207	-5.0	.000	-.356
Quantitative Reasoning												
UNCG (N = 272)	24.3	15.4	.93	0	13	20	33	53				
Peers	27.7	15.3	.21	0	20	27	40	60	5,521	-3.4	.000	-.222
Pub Research Higher	27.6	15.1	.11	0	20	27	40	60	17,490	-3.3	.000	-.220
NSSE 2017 & 2018	27.5	15.3	.04	0	20	27	40	60	142,744	-3.2	.001	-.210
Top 50%	28.7	15.2	.05	0	20	27	40	60	91,932	-4.4	.000	-.289
Top 10%	30.4	15.3	.10	7	20	27	40	60	22,676	-6.1	.000	-.400
Learning with Peers												
Collaborative Learning												
UNCG (N = 353)	29.8	14.3	.76	5	20	30	40	60				
Peers	33.2	14.2	.18	10	20	35	40	60	6,458	-3.3	.000	-.233
Pub Research Higher	33.2	14.0	.10	10	25	35	40	60	20,261	-3.3	.000	-.239
NSSE 2017 & 2018	32.3	14.4	.04	10	20	30	40	60	162,095	-2.5	.001	-.171
Top 50%	35.1	13.6	.04	15	25	35	45	60	96,002	-5.3	.000	-.388
Top 10%	37.2	13.6	.09	15	25	40	45	60	21,712	-7.4	.000	-.544
Discussions with Diverse Others												
UNCG (N = 268)	39.6	14.5	.89	20	30	40	50	60				
Peers	40.2	15.8	.22	15	30	40	55	60	5,206	-.6	.539	-.039
Pub Research Higher	39.2	15.6	.12	15	30	40	55	60	16,533	.4	.658	.027
NSSE 2017 & 2018	39.4	15.5	.04	15	30	40	55	60	134,457	.3	.783	.017
Top 50%	41.4	15.0	.05	15	30	40	55	60	87,569	-1.8	.056	-.117
Top 10%	43.4	14.8	.11	20	35	45	60	60	19,711	-3.8	.000	-.256

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												
UNCG (N = 299)	20.3	14.7	.85	0	10	15	30	50				
Peers	21.5	14.9	.20	0	10	20	30	50	5,832	-1.2	.189	-.078
Pub Research Higher	21.1	14.5	.11	0	10	20	30	50	18,441	-.8	.358	-.054
NSSE 2017 & 2018	21.1	14.6	.04	0	10	20	30	50	149,372	-.8	.365	-.052
Top 50%	24.3	14.8	.06	5	15	20	35	55	54,584	-3.9	.000	-.265
Top 10%	27.2	15.8	.17	5	15	25	40	60	321	-6.9	.000	-.438
Effective Teaching Practices												
UNCG (N = 286)	37.8	14.1	.84	16	28	40	48	60				
Peers	37.4	13.1	.18	16	28	36	48	60	311	.4	.682	.027
Pub Research Higher	37.2	13.0	.10	16	28	36	45	60	293	.6	.449	.049
NSSE 2017 & 2018	38.5	13.1	.03	16	28	40	48	60	286	-.7	.415	-.052
Top 50%	40.3	13.1	.05	20	32	40	52	60	287	-2.5	.003	-.190
Top 10%	42.0	13.7	.11	20	32	40	52	60	16,901	-4.2	.000	-.305
Campus Environment												
Quality of Interactions												
UNCG (N = 255)	42.1	12.4	.78	18	36	44	50	60				
Peers	40.9	12.3	.18	18	34	42	50	60	4,846	1.2	.141	.095
Pub Research Higher	40.9	12.3	.10	18	34	42	50	60	15,494	1.2	.132	.095
NSSE 2017 & 2018	41.7	12.5	.04	18	34	43	50	60	125,649	.4	.597	.033
Top 50%	43.9	11.6	.05	22	38	46	52	60	52,052	-1.8	.013	-.156
Top 10%	45.9	12.1	.11	22	40	48	56	60	11,533	-3.8	.000	-.313
Supportive Environment												
UNCG (N = 261)	38.9	13.5	.84	15	30	40	50	60				
Peers	37.0	13.5	.20	15	28	38	45	60	4,868	1.9	.024	.143
Pub Research Higher	36.1	13.4	.11	15	28	38	45	60	15,546	2.9	.001	.214
NSSE 2017 & 2018	36.1	13.6	.04	13	28	38	45	60	126,686	2.8	.001	.209
Top 50%	37.9	13.2	.05	15	30	40	48	60	68,304	1.0	.238	.073
Top 10%	39.7	13.1	.10	18	30	40	50	60	16,399	-.8	.343	-.059

- 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												
UNCG (N = 616)	40.3	13.6	.55	20	30	40	50	60				
Peers	40.4	14.1	.14	15	30	40	50	60	11,268	-.1	.871	-.007
Pub Research Higher	39.0	13.8	.09	15	30	40	50	60	26,786	1.3	.020	.095
NSSE 2017 & 2018	39.8	13.7	.03	20	30	40	50	60	212,801	.4	.431	.032
Top 50%	41.3	13.5	.04	20	35	40	55	60	99,679	-1.1	.051	-.079
Top 10%	42.5	13.7	.08	20	35	40	55	60	30,556	-2.2	.000	-.160
Reflective & Integrative Learning												
UNCG (N = 651)	39.0	12.2	.48	20	31	40	49	60				
Peers	37.6	12.6	.12	17	29	37	46	60	11,857	1.4	.005	.114
Pub Research Higher	37.0	12.5	.08	17	29	37	46	60	28,060	2.1	.000	.164
NSSE 2017 & 2018	37.8	12.4	.03	17	29	37	46	60	221,709	1.2	.014	.097
Top 50%	39.6	12.2	.04	20	31	40	49	60	97,249	-.5	.273	-.043
Top 10%	41.1	12.2	.09	20	33	40	51	60	21,333	-2.1	.000	-.171
Learning Strategies												
UNCG (N = 587)	40.6	14.0	.58	20	33	40	53	60				
Peers	39.4	14.6	.15	13	27	40	53	60	10,416	1.2	.056	.081
Pub Research Higher	37.5	14.6	.09	13	27	40	47	60	617	3.0	.000	.209
NSSE 2017 & 2018	38.3	14.5	.03	13	27	40	47	60	197,153	2.3	.000	.156
Top 50%	40.2	14.4	.04	20	33	40	53	60	105,446	.4	.519	.027
Top 10%	42.4	14.2	.09	20	33	40	53	60	28,443	-1.8	.002	-.128
Quantitative Reasoning												
UNCG (N = 594)	27.4	15.6	.64	0	20	27	40	60				
Peers	29.8	16.4	.16	0	20	27	40	60	670	-2.4	.000	-.147
Pub Research Higher	29.6	16.0	.10	0	20	27	40	60	26,147	-2.2	.001	-.135
NSSE 2017 & 2018	29.6	16.1	.04	0	20	27	40	60	208,861	-2.2	.001	-.138
Top 50%	30.7	16.0	.04	0	20	33	40	60	136,928	-3.3	.000	-.205
Top 10%	32.7	15.7	.09	7	20	33	40	60	30,340	-5.3	.000	-.335
Learning with Peers												
Collaborative Learning												
UNCG (N = 682)	31.0	14.6	.56	5	20	30	40	60				
Peers	31.0	16.1	.15	0	20	30	40	60	780	.0	.971	-.001
Pub Research Higher	33.7	14.7	.09	10	25	35	45	60	29,009	-2.7	.000	-.186
NSSE 2017 & 2018	32.5	15.0	.03	5	20	30	45	60	228,101	-1.5	.008	-.101
Top 50%	35.7	13.9	.04	15	25	35	45	60	128,536	-4.7	.000	-.340
Top 10%	38.1	13.5	.09	15	30	40	50	60	718	-7.1	.000	-.527
Discussions with Diverse Others												
UNCG (N = 590)	43.1	15.3	.63	15	35	45	60	60				
Peers	41.0	16.6	.17	10	30	40	60	60	10,488	2.1	.003	.127
Pub Research Higher	40.0	16.0	.10	15	30	40	55	60	24,929	3.1	.000	.195
NSSE 2017 & 2018	40.3	15.8	.04	15	30	40	55	60	198,216	2.8	.000	.179
Top 50%	41.9	15.6	.04	15	30	40	60	60	138,254	1.2	.063	.077
Top 10%	43.8	15.5	.09	20	35	45	60	60	33,270	-.7	.284	-.045

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												
UNCG (N = 626)	21.5	14.6	.59	0	10	20	30	50				
Peers	21.8	16.1	.15	0	10	20	30	55	714	-.3	.669	-.016
Pub Research Higher	24.0	15.8	.10	0	10	20	35	55	660	-2.4	.000	-.153
NSSE 2017 & 2018	23.9	15.9	.03	0	10	20	35	55	629	-2.4	.000	-.150
Top 50%	29.2	15.8	.07	5	20	30	40	60	641	-7.7	.000	-.486
Top 10%	33.3	16.1	.19	10	20	35	45	60	767	-11.7	.000	-.733
Effective Teaching Practices												
UNCG (N = 617)	39.1	13.9	.56	16	28	40	52	60				
Peers	39.3	14.1	.14	16	28	40	52	60	11,293	-.3	.655	-.019
Pub Research Higher	38.5	13.7	.08	16	28	40	48	60	26,818	.6	.301	.042
NSSE 2017 & 2018	39.4	13.7	.03	16	32	40	48	60	213,478	-.3	.583	-.022
Top 50%	41.1	13.6	.05	16	32	40	52	60	86,988	-2.1	.000	-.153
Top 10%	43.1	13.7	.10	20	36	44	56	60	18,295	-4.0	.000	-.295
Campus Environment												
Quality of Interactions												
UNCG (N = 547)	42.0	12.3	.52	20	34	43	52	60				
Peers	41.4	12.7	.14	18	34	42	50	60	9,343	.6	.314	.044
Pub Research Higher	41.0	12.2	.08	18	34	42	50	60	23,279	1.0	.060	.081
NSSE 2017 & 2018	42.0	12.3	.03	20	34	44	50	60	184,504	.0	.941	.003
Top 50%	44.4	11.9	.04	22	38	46	54	60	71,937	-2.4	.000	-.200
Top 10%	46.5	12.3	.09	22	40	50	58	60	19,529	-4.5	.000	-.367
Supportive Environment												
UNCG (N = 574)	34.2	14.5	.61	10	23	35	45	60				
Peers	32.2	14.7	.15	8	23	33	43	60	9,972	2.0	.002	.135
Pub Research Higher	31.8	13.9	.09	10	23	33	40	58	23,867	2.5	.000	.177
NSSE 2017 & 2018	32.0	14.1	.03	10	23	33	40	58	189,995	2.2	.000	.156
Top 50%	34.3	13.7	.05	13	25	35	43	60	580	-.1	.903	-.005
Top 10%	36.4	13.7	.10	13	28	38	45	60	607	-2.2	.001	-.156

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.