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# NSSE 2016

## Engagement Indicators

Middle Georgia State University

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### About Your Engagement Indicators Report

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

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

### Report Sections

- Overview (p. 3)** Displays how average EI scores for your first-year and senior 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 2015 and 2016 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

### Interpreting Comparisons

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

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

### How Engagement Indicators are Computed

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

For more information on EIs and their psychometric properties, refer to the NSSE website: [nsse.indiana.edu](http://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 Southeast Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2015 & 2016
<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 Southeast Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2015 & 2016
<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

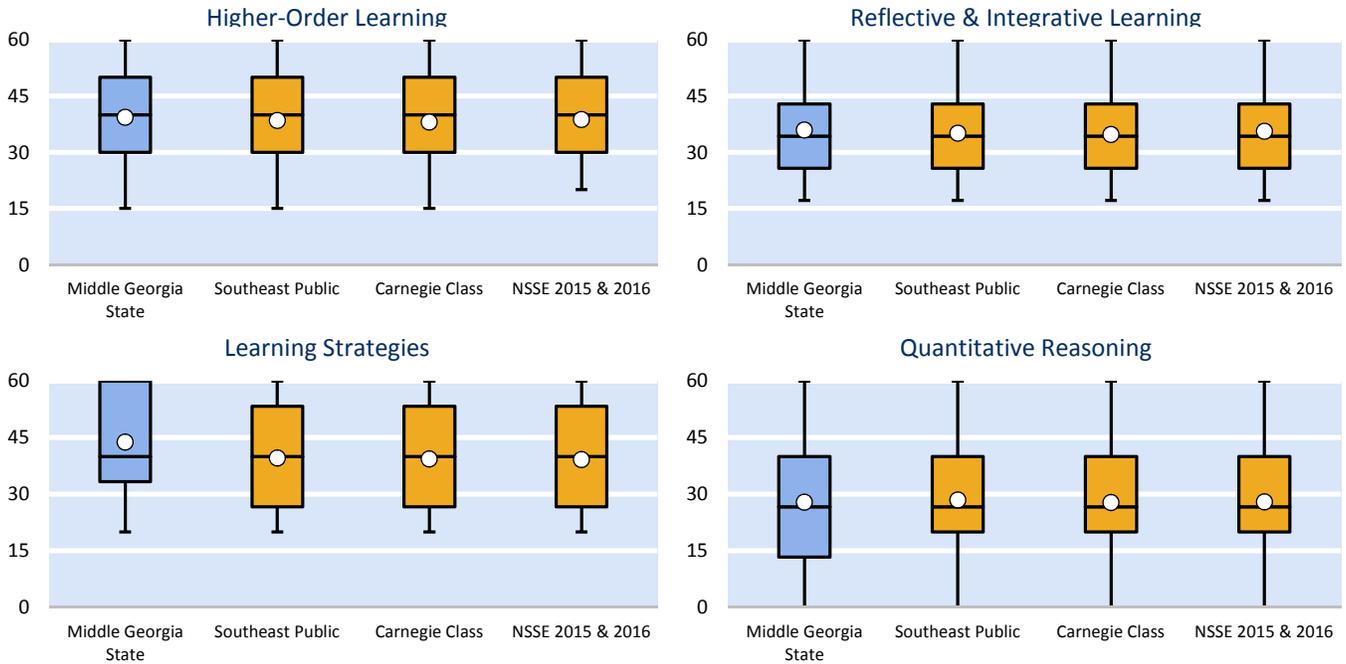
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Middle Georgia State Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.4	38.5	.06	38.1	.09	38.8	.04
Reflective & Integrative Learning	36.0	35.1	.07	34.8	.09	35.6	.03
Learning Strategies	43.8	39.6 ***	.30	39.4 ***	.32	39.2 ***	.33
Quantitative Reasoning	27.9	28.5	-.04	27.8	.00	28.0	-.01

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	Middle Georgia State	Percentage point difference <sup>a</sup> between your FY students and		
		Southeast Public	Carnegie Class	NSSE 2015 & 2016
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	73	+1 	+4 	+1 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	+5 	+7 	+4 
4d. Evaluating a point of view, decision, or information source	76	+6 	+6 	+6 
4e. Forming a new idea or understanding from various pieces of information	71	+4 	+3 	+2 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	52	-1 	+1 	-3 
2b. Connected your learning to societal problems or issues	54	+2 	+3 	+1 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	+1 	+2 	+0 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	-1 	-0 	-1 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72	+5 	+6 	+5 
2f. Learned something that changed the way you understand an issue or concept	68	+4 	+4 	+2 
2g. Connected ideas from your courses to your prior experiences and knowledge	77	+2 	+2 	+0 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	86	+8 	+8 	+8 
9b. Reviewed your notes after class	80	+12 	+12 	+14 
9c. Summarized what you learned in class or from course materials	77	+12 	+12 	+13 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	57	+3 	+5 	+4 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	+1 	+2 	+2 
6c. Evaluated what others have concluded from numerical information	35	-4 	-2 	-4 

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

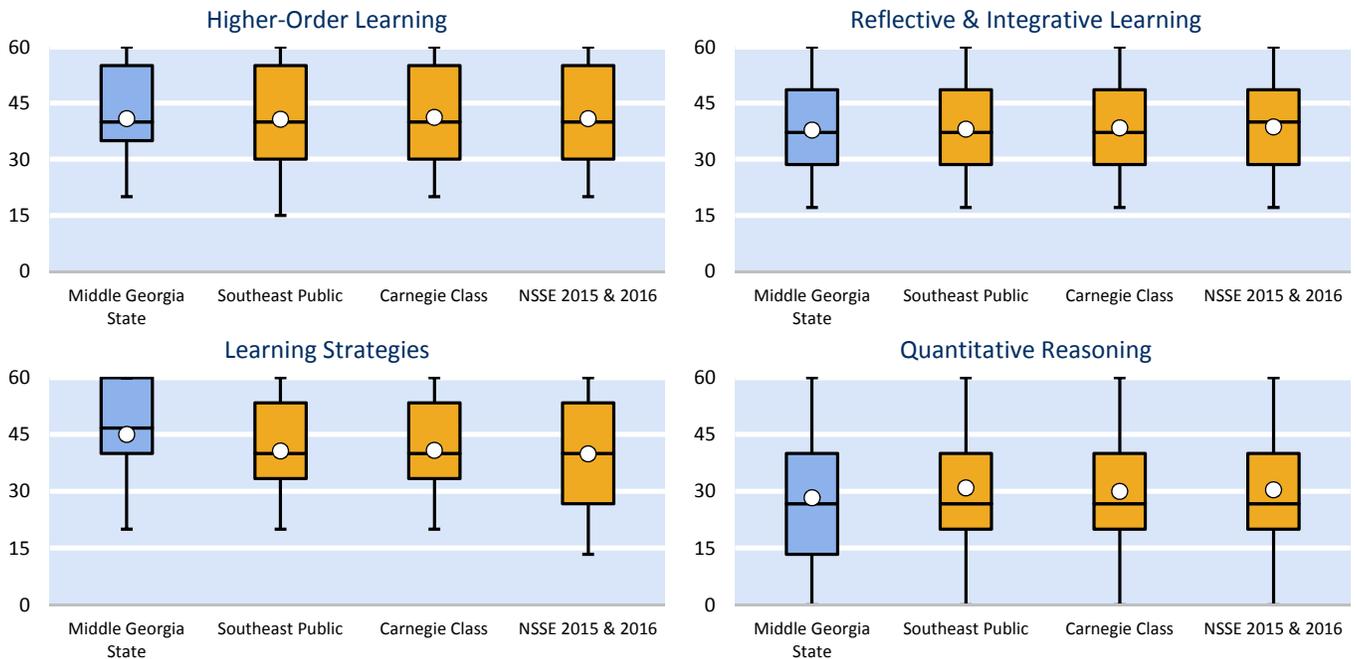
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Middle Georgia State Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.9	40.7	.01	41.2	-.02	40.9	.00
Reflective & Integrative Learning	37.8	38.0	-.02	38.4	-.05	38.7	-.07
Learning Strategies	45.0	40.6 ***	.29	40.8 ***	.29	39.9 ***	.35
Quantitative Reasoning	28.3	30.8 *	-.15	29.9	-.10	30.3	-.12

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: 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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	Middle Georgia State	Percentage point difference <sup>a</sup> between your seniors and		
		Southeast Public	Carnegie Class	NSSE 2015 & 2016
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	77	-3	-3	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	-2	-3	-2
4d. Evaluating a point of view, decision, or information source	75	+5	+1	+3
4e. Forming a new idea or understanding from various pieces of information	74	+4	+0	+2
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	65	-5	-4	-5
2b. Connected your learning to societal problems or issues	59	-3	-5	-5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	+2	-2	-2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	-2	-4	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	+0	-0	-1
2f. Learned something that changed the way you understand an issue or concept	63	-5	-6	-7
2g. Connected ideas from your courses to your prior experiences and knowledge	82	+1	-0	-1
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	88	+7	+5	+7
9b. Reviewed your notes after class	80	+13	+14	+17
9c. Summarized what you learned in class or from course materials	79	+11	+10	+13
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	57	-0	+2	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	-5	-4	-4
6c. Evaluated what others have concluded from numerical information	40	-6	-3	-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.

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### Learning with Peers: First-year students

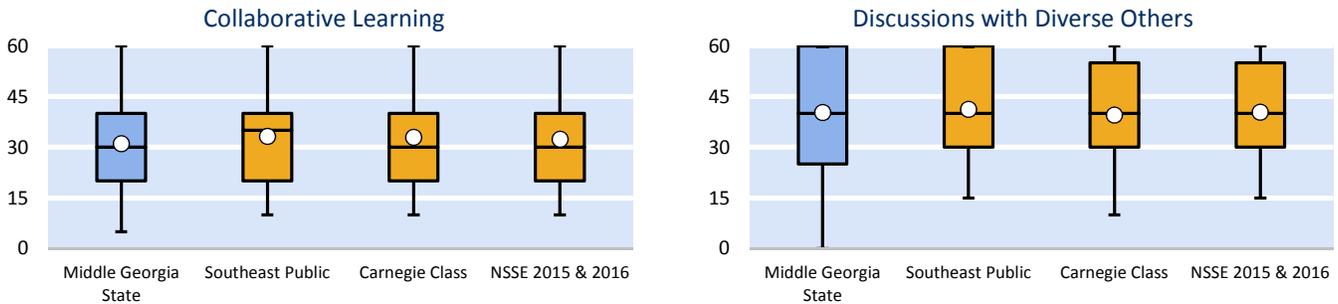
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	Middle Georgia State Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.0	33.2 *	-.15	32.9	-.13	32.3	-.09
Discussions with Diverse Others	40.3	41.2	-.06	39.5	.05	40.4	-.01

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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	Middle Georgia State	Percentage point difference <sup>a</sup> between your FY students and		
		Southeast Public	Carnegie Class	NSSE 2015 & 2016
<b>Collaborative Learning</b>				
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	43	-10	-6	-8
1f. Explained course material to one or more students	59	-1	+1	+2
1g. Prepared for exams by discussing or working through course material with other students	52	+1	+1	+3
1h. Worked with other students on course projects or assignments	45	-9	-11	-9
<b>Discussions with Diverse Others</b>				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	70	-2	+1	-1
8b. People from an economic background other than your own	68	-6	-3	-5
8c. People with religious beliefs other than your own	62	-7	-2	-5
8d. People with political views other than your own	70	-1	+4	+2

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### Learning with Peers: Seniors

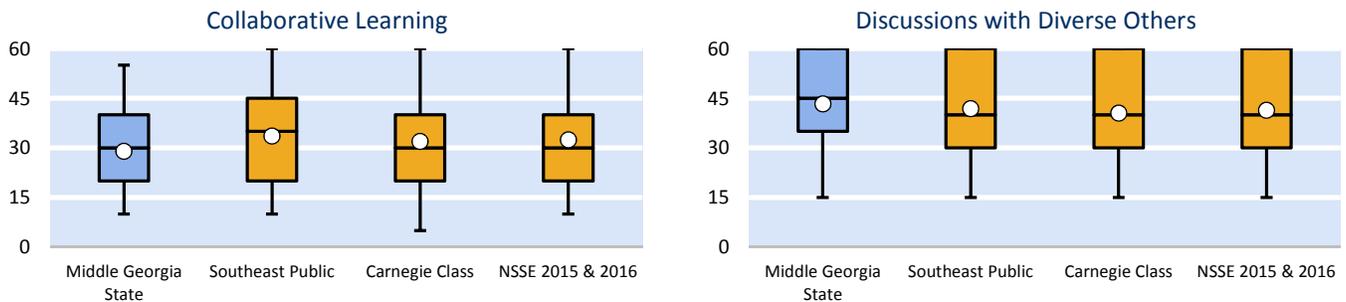
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

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Engagement Indicator	Middle Georgia State Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.0	33.6 ***	-.31	32.0 **	-.20	32.4 ***	-.23
Discussions with Diverse Others	43.3	41.9	.09	40.5 *	.17	41.3	.12

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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Collaborative Learning	Middle Georgia State	Percentage point difference <sup>a</sup> between your seniors and		
		Southeast Public	Carnegie Class	NSSE 2015 & 2016
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1e. Asked another student to help you understand course material	30	-15	-10	-12
1f. Explained course material to one or more students	48	-13	-10	-11
1g. Prepared for exams by discussing or working through course material with other students	36	-14	-12	-11
1h. Worked with other students on course projects or assignments	56	-9	-5	-8
<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	+10	+9
8b. People from an economic background other than your own	79	+5	+7	+6
8c. People with religious beliefs other than your own	70	+0	+3	+1
8d. People with political views other than your own	73	+1	+5	+3

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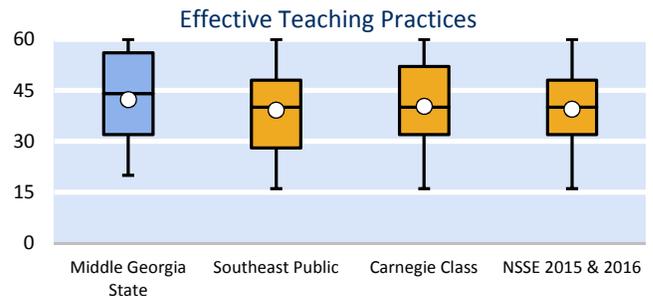
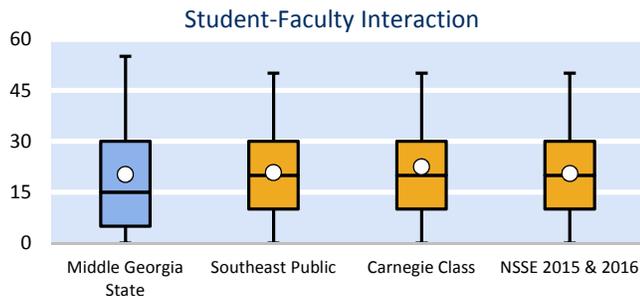
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Middle Georgia State Mean	Your first-year students compared with					
		Southeast Public Effect size		Carnegie Class Effect size		NSSE 2015 & 2016 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.2	20.8	-.03	22.5	-.15	20.5	-.02
Effective Teaching Practices	42.2	39.1 **	.23	40.2	.14	39.4 **	.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).

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Student-Faculty Interaction	Middle Georgia State %	Percentage point difference <sup>a</sup> between your FY students and		
		Southeast Public	Carnegie Class	NSSE 2015 & 2016
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	33	-0	-3	+0
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	+3	+0	+3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	+0	-4	-0
3d. Discussed your academic performance with a faculty member	37	+6	+2	+8
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	83	+5	+5	+5
5b. Taught course sessions in an organized way	79	+3	+4	+2
5c. Used examples or illustrations to explain difficult points	82	+7	+7	+7
5d. Provided feedback on a draft or work in progress	65	+2	-3	+1
5e. Provided prompt and detailed feedback on tests or completed assignments	71	+11	+5	+9

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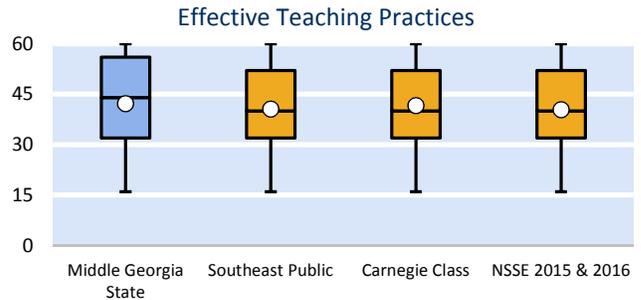
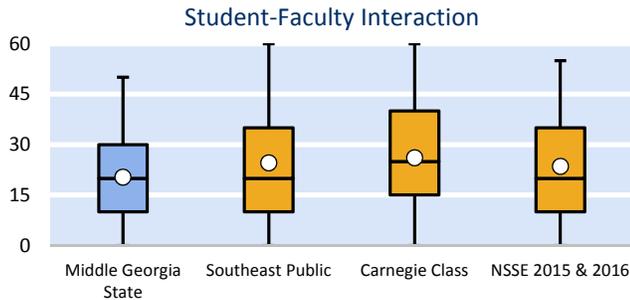
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Engagement Indicator	Middle Georgia State Mean	Your seniors compared with					
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Student-Faculty Interaction	20.3	24.6 ***	-.26	26.0 ***	-.35	23.5 ***	-.20
Effective Teaching Practices	42.1	40.5	.12	41.6	.04	40.3 *	.13

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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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Student-Faculty Interaction	Middle Georgia State	Percentage point difference <sup>a</sup> between your seniors and		
		Southeast Public	Carnegie Class	NSSE 2015 & 2016
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	34	-10	-14	-8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	-8	-10	-7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	-8	-12	-7
3d. Discussed your academic performance with a faculty member	30	-6	-9	-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	82	+1	-0	+1
5b. Taught course sessions in an organized way	78	-0	-1	-1
5c. Used examples or illustrations to explain difficult points	82	+3	+3	+3
5d. Provided feedback on a draft or work in progress	65	+3	-3	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	71	+5	+1	+5

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

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

### Campus Environment: First-year students

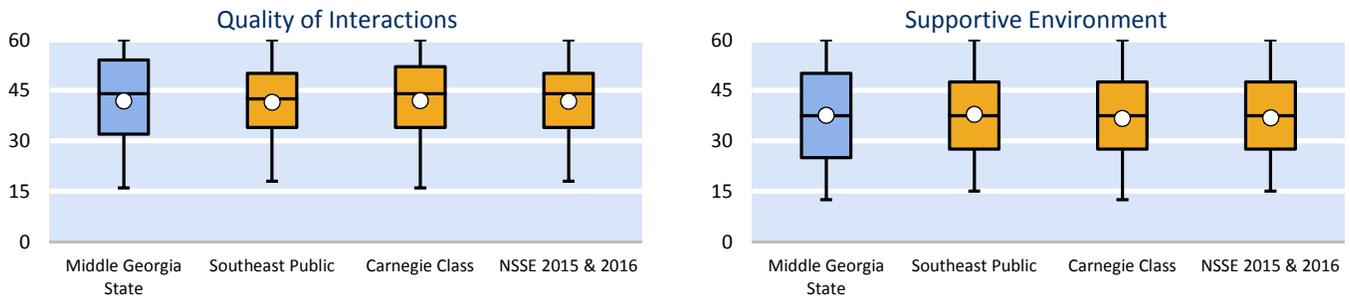
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Middle Georgia State Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2015 & 2016	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.9	41.5	.03	42.0	-.01	41.8	.01
Supportive Environment	37.6	37.8	-.02	36.7	.06	36.8	.06

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

#### 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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Quality of Interactions	Middle Georgia State	Percentage point difference <sup>a</sup> between your FY students and		
		Southeast Public	Carnegie Class	NSSE 2015 & 2016
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	51	-3	-4	-5
13b. Academic advisors	46	-4	-7	-4
13c. Faculty	57	+9	+4	+7
13d. Student services staff (career services, student activities, housing, etc.)	50	+6	+4	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	52	+11	+6	+9
<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	76	-1	-0	-1
14c. Using learning support services (tutoring services, writing center, etc.)	82	+2	+5	+4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	-2	-2	-2
14e. Providing opportunities to be involved socially	72	-2	+1	+0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	-9	-1	-5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	45	+1	-0	+1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	63	-8	-4	-3
14i. Attending events that address important social, economic, or political issues	52	-2	+0	-0

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

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

### Campus Environment: Seniors

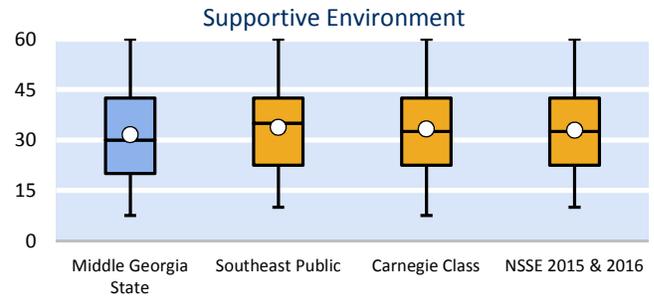
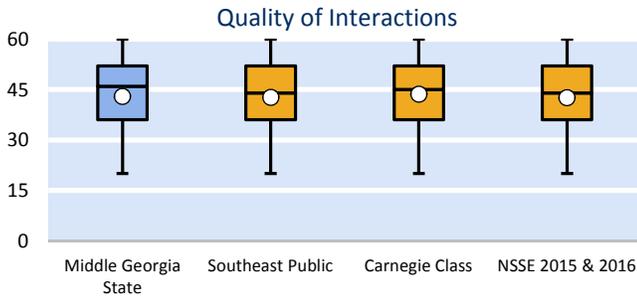
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Middle Georgia State Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.0	42.7	.03	43.6	-.05	42.6	.04
Supportive Environment	31.6	33.8 *	-.15	33.4	-.12	32.9	-.09

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

#### Score Distributions



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

#### Performance on Indicator Items

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

Quality of Interactions	Middle Georgia State	Percentage point difference <sup>a</sup> between your seniors and		
		Southeast Public	Carnegie Class	NSSE 2015 & 2016
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	61	-1	-1	+0
13b. Academic advisors	58	+4	-3	+5
13c. Faculty	62	+4	-0	+3
13d. Student services staff (career services, student activities, housing, etc.)	51	+8	+8	+9
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	+3	-2	+2
<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	69	-3	-6	-3
14c. Using learning support services (tutoring services, writing center, etc.)	69	+1	-1	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	49	-4	-6	-5
14e. Providing opportunities to be involved socially	57	-11	-10	-9
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	51	-14	-7	-10
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	29	-3	-5	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	54	-7	-4	-2
14i. Attending events that address important social, economic, or political issues	37	-9	-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.

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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](http://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<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2015 and 2016 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2015 and 2016 NSSE institutions.

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

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

First-Year Students		Middle Georgia State	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	39.4	40.5	-.09	✓	42.7 **	-.24	
	Reflective and Integrative Learning	36.0	37.4	-.11		39.5 ***	-.28	
	Learning Strategies	43.8	41.2 *	.19	✓	43.7	.01 ✓	
	Quantitative Reasoning	27.9	29.4	-.10	✓	31.3 **	-.21	
<i>Learning with Peers</i>	Collaborative Learning	31.0	35.2 ***	-.30		37.3 ***	-.46	
	Discussions with Diverse Others	40.3	42.7	-.16		44.3 **	-.27	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.2	23.8 **	-.24		26.9 ***	-.42	
	Effective Teaching Practices	42.2	41.5	.05	✓	43.8	-.12	
<i>Campus Environment</i>	Quality of Interactions	41.9	44.1	-.19		45.9 ***	-.33	
	Supportive Environment	37.6	39.2	-.12		40.9 **	-.24	

Seniors		Middle Georgia State	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.9	43.1 *	-.17		44.7 ***	-.28	
	Reflective and Integrative Learning	37.8	41.0 ***	-.25		42.9 ***	-.41	
	Learning Strategies	45.0	42.2 **	.19	✓	44.5	.04 ✓	
	Quantitative Reasoning	28.3	31.8 **	-.21		33.2 ***	-.30	
<i>Learning with Peers</i>	Collaborative Learning	29.0	35.8 ***	-.49		37.9 ***	-.65	
	Discussions with Diverse Others	43.3	43.3	.00	✓	45.1	-.11	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.3	29.6 ***	-.57		33.0 ***	-.78	
	Effective Teaching Practices	42.1	42.7	-.04	✓	44.5 *	-.18	
<i>Campus Environment</i>	Quality of Interactions	43.0	45.3 **	-.20		46.9 ***	-.33	
	Supportive Environment	31.6	35.7 ***	-.30		38.1 ***	-.47	

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 2015 and 2016 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Middle Georgia State (N = 185)	39.4	14.3	1.05	15	30	40	50	60				
Southeast Public	38.5	13.7	.08	15	30	40	50	60	30,995	.8	.404	.062
Carnegie Class	38.1	14.1	.15	15	30	40	50	60	8,520	1.3	.224	.090
NSSE 2015 & 2016	38.8	13.7	.03	20	30	40	50	60	176,675	.6	.550	.044
Top 50%	40.5	13.6	.05	20	30	40	50	60	82,716	-1.2	.246	-.085
Top 10%	42.7	13.7	.10	20	35	40	55	60	17,794	-3.3	.001	-.242
<b>Reflective &amp; Integrative Learning</b>												
Middle Georgia State (N = 196)	36.0	13.1	.94	17	26	34	43	60				
Southeast Public	35.1	12.6	.07	17	26	34	43	60	32,496	.9	.337	.069
Carnegie Class	34.8	12.5	.13	17	26	34	43	60	8,908	1.2	.199	.093
NSSE 2015 & 2016	35.6	12.5	.03	17	26	34	43	60	184,786	.4	.692	.028
Top 50%	37.4	12.5	.04	17	29	37	46	60	86,957	-1.4	.110	-.114
Top 10%	39.5	12.8	.10	20	31	40	49	60	16,740	-3.6	.000	-.278
<b>Learning Strategies</b>												
Middle Georgia State (N = 178)	43.8	13.5	1.01	20	33	40	60	60				
Southeast Public	39.6	14.1	.08	20	27	40	53	60	27,928	4.2	.000	.302
Carnegie Class	39.4	14.1	.16	20	27	40	53	60	7,727	4.5	.000	.318
NSSE 2015 & 2016	39.2	14.1	.04	20	27	40	53	60	161,674	4.7	.000	.330
Top 50%	41.2	14.1	.05	20	33	40	53	60	72,604	2.7	.012	.189
Top 10%	43.7	14.3	.11	20	33	47	60	60	18,651	.1	.940	.006
<b>Quantitative Reasoning</b>												
Middle Georgia State (N = 186)	27.9	16.8	1.24	0	13	27	40	60				
Southeast Public	28.5	16.2	.09	0	20	27	40	60	31,206	-.6	.617	-.037
Carnegie Class	27.8	16.3	.18	0	20	27	40	60	8,615	.1	.955	.004
NSSE 2015 & 2016	28.0	16.2	.04	0	20	27	40	60	178,756	-.1	.922	-.007
Top 50%	29.4	16.1	.05	0	20	27	40	60	102,902	-1.6	.185	-.097
Top 10%	31.3	16.2	.10	0	20	33	40	60	24,610	-3.4	.004	-.210
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Middle Georgia State (N = 201)	31.0	15.3	1.08	5	20	30	40	60				
Southeast Public	33.2	14.3	.08	10	20	35	40	60	33,787	-2.2	.031	-.152
Carnegie Class	32.9	13.8	.15	10	20	30	40	60	207	-1.8	.093	-.133
NSSE 2015 & 2016	32.3	14.5	.03	10	20	30	40	60	191,276	-1.3	.214	-.088
Top 50%	35.2	13.8	.04	15	25	35	45	60	200	-4.2	.000	-.304
Top 10%	37.3	13.6	.10	15	25	40	45	60	203	-6.3	.000	-.462
<b>Discussions with Diverse Others</b>												
Middle Georgia State (N = 177)	40.3	17.9	1.34	0	25	40	60	60				
Southeast Public	41.2	15.8	.09	15	30	40	60	60	178	-.9	.498	-.058
Carnegie Class	39.5	16.4	.19	10	30	40	55	60	183	.8	.558	.049
NSSE 2015 & 2016	40.4	16.0	.04	15	30	40	55	60	177	-.1	.946	-.006
Top 50%	42.7	15.2	.05	20	35	40	60	60	177	-2.4	.078	-.156
Top 10%	44.3	15.1	.09	20	35	45	60	60	178	-4.0	.003	-.267

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Middle Georgia State (N = 188)	20.2	16.5	1.21	0	5	15	30	55				
Southeast Public	20.8	14.9	.08	0	10	20	30	50	189	-.5	.676	-.034
Carnegie Class	22.5	14.9	.16	0	10	20	30	50	194	-2.2	.070	-.148
NSSE 2015 & 2016	20.5	14.7	.03	0	10	20	30	50	187	-.2	.841	-.016
Top 50%	23.8	15.0	.06	0	15	20	35	55	188	-3.6	.004	-.238
Top 10%	26.9	16.0	.16	5	15	25	40	60	9,981	-6.7	.000	-.416
<b>Effective Teaching Practices</b>												
Middle Georgia State (N = 192)	42.2	13.5	.97	20	32	44	56	60				
Southeast Public	39.1	13.4	.08	16	28	40	48	60	31,601	3.1	.001	.234
Carnegie Class	40.2	14.0	.15	16	32	40	52	60	8,717	2.0	.051	.143
NSSE 2015 & 2016	39.4	13.4	.03	16	32	40	48	60	180,820	2.8	.004	.210
Top 50%	41.5	13.4	.05	20	32	40	52	60	73,167	.7	.482	.051
Top 10%	43.8	13.5	.11	20	36	44	56	60	15,461	-1.6	.113	-.115
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Middle Georgia State (N = 166)	41.9	14.5	1.12	16	32	44	54	60				
Southeast Public	41.5	12.5	.08	18	34	43	50	60	167	.4	.749	.029
Carnegie Class	42.0	13.1	.15	16	34	44	52	60	171	-.1	.920	-.009
NSSE 2015 & 2016	41.8	12.5	.03	18	34	44	50	60	166	.1	.936	.007
Top 50%	44.1	11.8	.05	22	38	46	52	60	166	-2.2	.052	-.187
Top 10%	45.9	12.1	.11	22	40	48	56	60	168	-4.0	.000	-.329
<b>Supportive Environment</b>												
Middle Georgia State (N = 152)	37.6	15.1	1.23	13	25	38	50	60				
Southeast Public	37.8	13.8	.09	15	28	38	48	60	153	-.2	.842	-.018
Carnegie Class	36.7	14.2	.17	13	28	38	48	60	7,182	.9	.439	.063
NSSE 2015 & 2016	36.8	13.9	.04	15	28	38	48	60	151	.8	.532	.055
Top 50%	39.2	13.3	.05	18	30	40	50	60	152	-1.6	.202	-.118
Top 10%	40.9	13.3	.10	20	33	40	53	60	153	-3.2	.009	-.245

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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Middle Georgia State (N = 237)	40.9	14.5	.94	20	35	40	55	60				
Southeast Public	40.7	14.2	.07	15	30	40	55	60	41,371	.2	.851	.012
Carnegie Class	41.2	13.9	.14	20	30	40	55	60	9,634	-.3	.713	-.024
NSSE 2015 & 2016	40.9	14.1	.03	20	30	40	55	60	254,385	.0	.993	.001
Top 50%	43.1	13.8	.05	20	35	40	55	60	91,525	-2.3	.011	-.165
Top 10%	44.7	13.7	.08	20	40	45	60	60	28,601	-3.8	.000	-.279
<b>Reflective &amp; Integrative Learning</b>												
Middle Georgia State (N = 247)	37.8	12.8	.82	17	29	37	49	60				
Southeast Public	38.0	13.2	.06	17	29	37	49	60	43,071	-.3	.760	-.019
Carnegie Class	38.4	12.9	.13	17	29	37	49	60	10,004	-.6	.449	-.049
NSSE 2015 & 2016	38.7	13.0	.03	17	29	40	49	60	264,400	-.9	.264	-.071
Top 50%	41.0	12.7	.04	20	31	40	51	60	95,715	-3.2	.000	-.252
Top 10%	42.9	12.5	.08	20	34	43	54	60	24,166	-5.1	.000	-.407
<b>Learning Strategies</b>												
Middle Georgia State (N = 226)	45.0	13.5	.90	20	40	47	60	60				
Southeast Public	40.6	14.7	.08	20	33	40	53	60	38,356	4.3	.000	.295
Carnegie Class	40.8	14.6	.15	20	33	40	53	60	9,127	4.2	.000	.287
NSSE 2015 & 2016	39.9	14.8	.03	13	27	40	53	60	238,085	5.1	.000	.347
Top 50%	42.2	14.5	.04	20	33	40	60	60	226	2.7	.003	.189
Top 10%	44.5	14.2	.08	20	33	47	60	60	29,853	.5	.580	.037
<b>Quantitative Reasoning</b>												
Middle Georgia State (N = 243)	28.3	17.5	1.12	0	13	27	40	60				
Southeast Public	30.8	17.1	.08	0	20	27	40	60	41,911	-2.6	.019	-.151
Carnegie Class	29.9	16.9	.17	0	20	27	40	60	9,807	-1.7	.129	-.099
NSSE 2015 & 2016	30.3	17.0	.03	0	20	27	40	60	258,012	-2.1	.056	-.123
Top 50%	31.8	16.9	.04	0	20	33	40	60	143,974	-3.5	.001	-.208
Top 10%	33.2	16.8	.08	0	20	33	47	60	39,850	-5.0	.000	-.296
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Middle Georgia State (N = 247)	29.0	14.1	.90	10	20	30	40	55				
Southeast Public	33.6	14.8	.07	10	20	35	45	60	44,214	-4.6	.000	-.312
Carnegie Class	32.0	14.7	.15	5	20	30	40	60	10,094	-3.0	.002	-.204
NSSE 2015 & 2016	32.4	14.9	.03	10	20	30	40	60	270,777	-3.5	.000	-.233
Top 50%	35.8	13.9	.04	15	25	35	45	60	122,480	-6.8	.000	-.490
Top 10%	37.9	13.7	.08	15	30	40	50	60	27,541	-8.9	.000	-.650
<b>Discussions with Diverse Others</b>												
Middle Georgia State (N = 229)	43.3	16.2	1.07	15	35	45	60	60				
Southeast Public	41.9	16.2	.08	15	30	40	60	60	38,730	1.4	.190	.087
Carnegie Class	40.5	16.3	.17	15	30	40	60	60	9,167	2.8	.010	.171
NSSE 2015 & 2016	41.3	16.1	.03	15	30	40	60	60	240,231	2.0	.066	.122
Top 50%	43.3	15.9	.04	15	35	45	60	60	135,171	.0	.984	-.001
Top 10%	45.1	15.8	.08	20	35	50	60	60	39,495	-1.8	.087	-.113

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Middle Georgia State (N = 245)	20.3	15.0	.96	0	10	20	30	50				
Southeast Public	24.6	16.4	.08	0	10	20	35	60	248	-4.3	.000	-.261
Carnegie Class	26.0	16.6	.17	0	15	25	40	60	260	-5.8	.000	-.347
NSSE 2015 & 2016	23.5	16.3	.03	0	10	20	35	55	245	-3.2	.001	-.196
Top 50%	29.6	16.1	.07	5	20	30	40	60	247	-9.3	.000	-.575
Top 10%	33.0	16.3	.17	5	20	30	45	60	260	-12.7	.000	-.784
<b>Effective Teaching Practices</b>												
Middle Georgia State (N = 243)	42.1	14.7	.94	16	32	44	56	60				
Southeast Public	40.5	14.1	.07	16	32	40	52	60	42,327	1.6	.071	.116
Carnegie Class	41.6	14.1	.14	16	32	40	52	60	9,885	.5	.567	.037
NSSE 2015 & 2016	40.3	13.9	.03	16	32	40	52	60	260,512	1.8	.039	.133
Top 50%	42.7	13.7	.05	20	32	44	56	60	82,554	-.6	.515	-.042
Top 10%	44.5	13.4	.10	20	36	44	56	60	247	-2.4	.013	-.176
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Middle Georgia State (N = 220)	43.0	12.4	.84	20	36	46	52	60				
Southeast Public	42.7	12.0	.06	20	36	44	52	60	36,852	.4	.665	.029
Carnegie Class	43.6	12.1	.13	20	36	45	52	60	8,824	-.6	.457	-.051
NSSE 2015 & 2016	42.6	12.0	.03	20	36	44	52	60	228,136	.4	.596	.036
Top 50%	45.3	11.5	.04	24	40	48	54	60	220	-2.3	.006	-.202
Top 10%	46.9	11.9	.08	24	40	50	56	60	24,831	-3.9	.000	-.327
<b>Supportive Environment</b>												
Middle Georgia State (N = 218)	31.6	15.8	1.07	8	20	30	43	60				
Southeast Public	33.8	14.4	.08	10	23	35	43	60	220	-2.2	.040	-.153
Carnegie Class	33.4	14.7	.16	8	23	33	43	60	8,690	-1.8	.079	-.121
NSSE 2015 & 2016	32.9	14.4	.03	10	23	33	43	60	218	-1.3	.218	-.092
Top 50%	35.7	13.9	.05	13	25	35	45	60	218	-4.1	.000	-.296
Top 10%	38.1	13.9	.11	15	28	40	48	60	222	-6.5	.000	-.466

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.