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# **NSSE 2021**

## **Engagement Indicators**

Wright State University-Lake Campus

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### About Your Engagement Indicators Report

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

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

### Report Sections

- Overview (p. 3)** Displays how average EI scores for your students compare with those of students at your comparison group institutions.
- Theme Reports (pp. 4-13)** Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

  - Mean Comparisons**  
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
  - Score Distributions**  
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
  - Performance on Indicator Items**  
Responses to each item in a given EI are summarized for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2020 and 2021 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

### Interpreting Comparisons

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

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

### How Engagement Indicators are Computed

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

For more information on EIs and their psychometric properties, refer to the NSSE website: [nsse.indiana.edu](https://nsse.indiana.edu)

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

## Engagement Indicators: Overview

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

Use the following key:

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

### First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	<b>Your first-year students</b> compared with IUC Regional Campus	<b>Your first-year students</b> compared with Great Lakes Public	<b>Your first-year students</b> compared with US Schools
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	▼	▼	▼
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	▼	▼	▼
	Supportive Environment	▼	▼	▼

### Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	<b>Your seniors</b> compared with IUC Regional Campus	<b>Your seniors</b> compared with Great Lakes Public	<b>Your seniors</b> compared with US Schools
<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

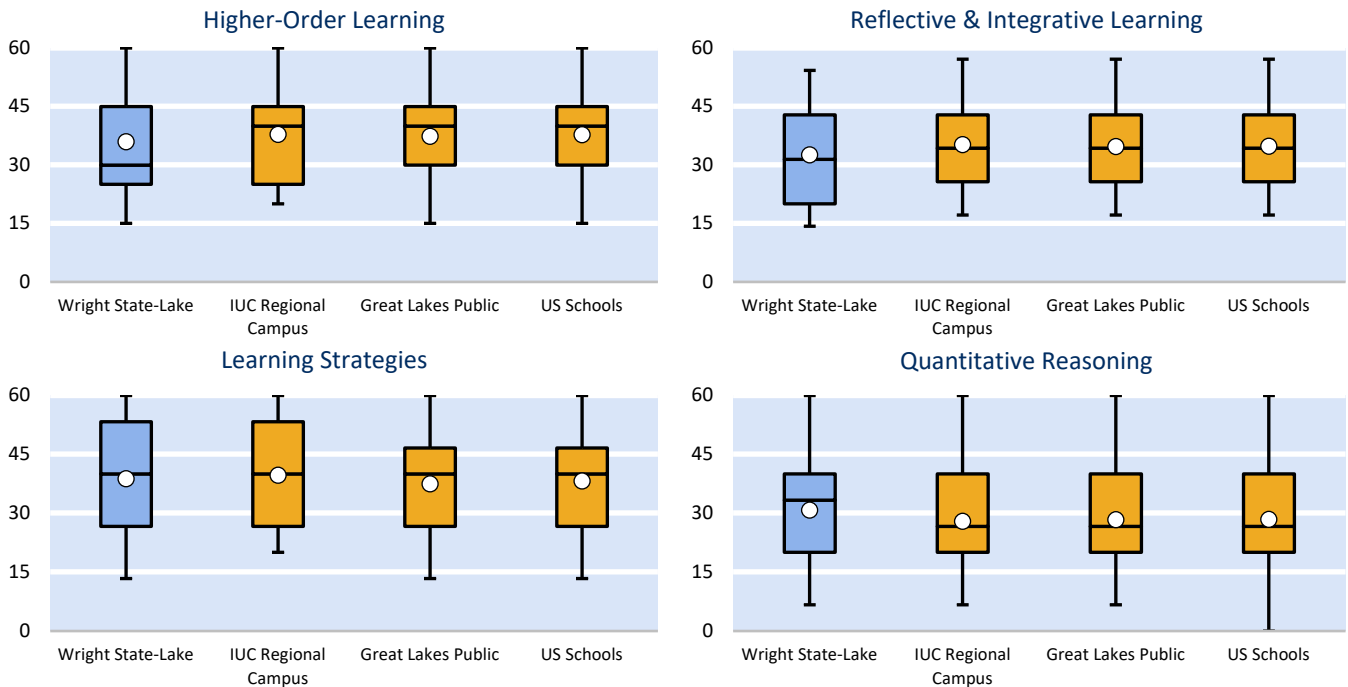
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Wright State-Lake Mean	Your first-year students compared with					
		IUC Regional Campus		Great Lakes Public		US Schools	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.0	37.9	-.13	37.4	-.10	37.8	-.13
Reflective & Integrative Learning	32.6	35.2	-.22	34.8	-.18	34.9	-.19
Learning Strategies	38.7	39.6	-.06	37.5	.09	38.2	.04
Quantitative Reasoning	30.8	27.9	.19	28.3	.16	28.4	.15

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

#### Score Distributions



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

#### Academic Challenge: First-year students (continued)

##### Performance on Indicator Items

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

	Wright State-Lake	Percentage point difference <sup>a</sup> between your FY students and		
		IUC Regional Campus	Great Lakes Public	US Schools
<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	54	-13	-16	-15
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	51	-14	-18	-18
4d. Evaluating a point of view, decision, or information source	64	-8	-3	-5
4e. Forming a new idea or understanding from various pieces of information	66	-1	-3	-4
<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	48	+0	-3	-1
2b. Connected your learning to societal problems or issues	47	-6	-4	-4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	39	-12	-11	-12
2d. Examined the strengths and weaknesses of your own views on a topic or issue	45	-18	-17	-18
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	56	-17	-14	-14
2f. Learned something that changed the way you understand an issue or concept	55	-10	-10	-10
2g. Connected ideas from your courses to your prior experiences and knowledge	74	+1	-2	-2
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	66	-10	-7	-8
9b. Reviewed your notes after class	78	+10	+15	+13
9c. Summarized what you learned in class or from course materials	64	-2	+2	+0
<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.)	68	+20	+16	+16
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	55	+14	+14	+14
6c. Evaluated what others have concluded from numerical information	49	+11	+8	+9

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

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

### Academic Challenge: Seniors

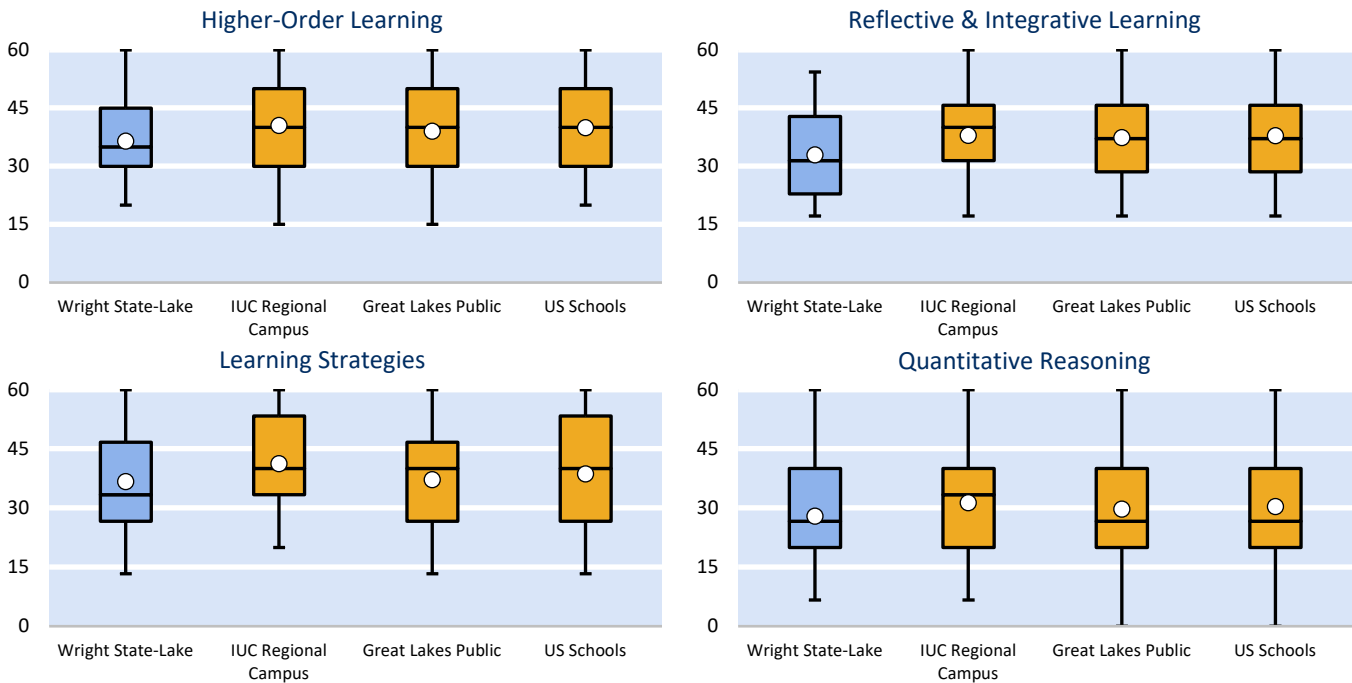
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#### Mean Comparisons

Engagement Indicator	Wright State-Lake Mean	Your seniors compared with					
		IUC Regional Campus		Great Lakes Public		US Schools	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.4	40.5	-.29	39.0	-.19	39.9	-.25
Reflective & Integrative Learning	32.9	38.0 **	-.40	37.4 *	-.35	37.8 **	-.38
Learning Strategies	36.7	41.2 *	-.31	37.1	-.03	38.6	-.13
Quantitative Reasoning	27.9	31.3	-.20	29.7	-.11	30.4	-.15

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

#### Score Distributions



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

#### Academic Challenge: Seniors (continued)

##### Performance on Indicator Items

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

	Wright State-Lake	Percentage point difference <sup>a</sup> between your seniors and		
		IUC Regional Campus	Great Lakes Public	US Schools
<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	70	-9	-6	-6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	64	-12	-8	-10
4d. Evaluating a point of view, decision, or information source	63	-11	-5	-8
4e. Forming a new idea or understanding from various pieces of information	63	-9	-7	-10
<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	55	-12	-14	-12
2b. Connected your learning to societal problems or issues	38	-23	-21	-22
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	28	-23	-23	-24
2d. Examined the strengths and weaknesses of your own views on a topic or issue	53	-13	-11	-13
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65	-11	-6	-7
2f. Learned something that changed the way you understand an issue or concept	59	-13	-11	-12
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-4	-1	-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	65	-15	-10	-12
9b. Reviewed your notes after class	64	-4	+4	+1
9c. Summarized what you learned in class or from course materials	62	-10	+1	-3
<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.)	46	-10	-8	-10
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	-4	+2	+0
6c. Evaluated what others have concluded from numerical information	31	-15	-14	-15

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

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### Learning with Peers: First-year students

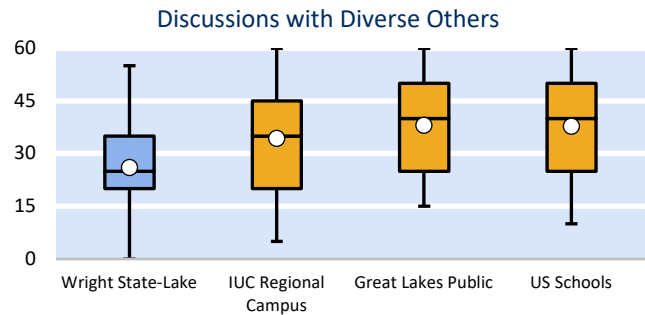
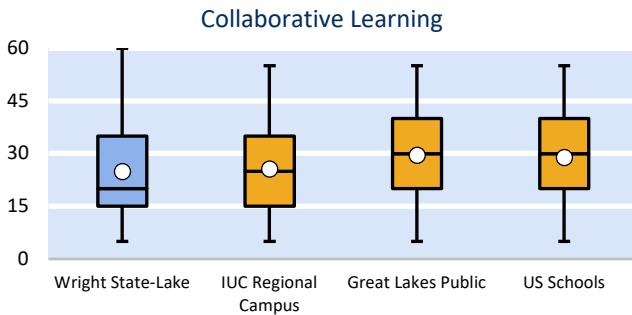
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	Wright State-Lake Mean	Your first-year students compared with					
		IUC Regional Campus		Great Lakes Public		US Schools	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	24.9	25.6	-.04	29.6	-.32	29.0	-.26
Discussions with Diverse Others	26.1	34.4 **	-.51	38.1 ***	-.79	37.9 ***	-.73

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

	Wright State-Lake %	Percentage point difference <sup>a</sup> between your FY students and		
		IUC Regional Campus	Great Lakes Public	US Schools
<b>Collaborative Learning</b>				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	42	+6	-4	-3
1c. Explained course material to one or more students	33	-7	-18	-16
1d. Prepared for exams by discussing or working through course material with other students	25	-7	-16	-16
1e. Worked with other students on course projects or assignments	33	-7	-15	-14
<b>Discussions with Diverse Others</b>				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	29	-27	-37	-38
8b. People from an economic background other than your own	30	-28	-38	-38
8c. People with religious beliefs other than your own	34	-23	-31	-29
8d. People with political views other than your own	49	-8	-14	-12

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

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### Learning with Peers: Seniors

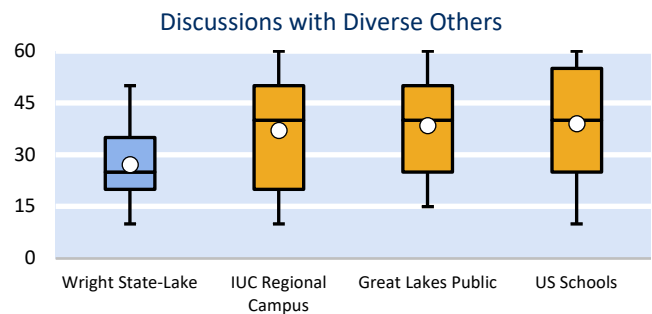
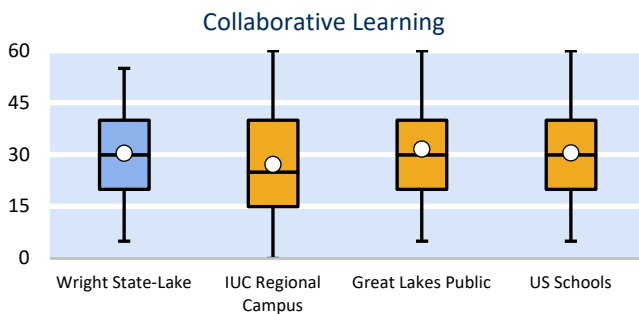
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	Wright State-Lake Mean	Your seniors compared with					
		IUC Regional Campus		Great Lakes Public		US Schools	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.4	27.2	.21	31.7	-.08	30.6	-.01
Discussions with Diverse Others	27.2	37.1 ***	-.60	38.5 ***	-.72	39.0 ***	-.73

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

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	Wright State-Lake %	Percentage point difference <sup>a</sup> between your seniors and		
		IUC Regional Campus	Great Lakes Public	US Schools
<b>Collaborative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	47	+17	+4	+6
1c. Explained course material to one or more students	53	+5	-3	-0
1d. Prepared for exams by discussing or working through course material with other students	41	+6	-3	-3
1e. Worked with other students on course projects or assignments	62	+12	-1	+2
<b>Discussions with Diverse Others</b>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	22	-39	-44	-48
8b. People from an economic background other than your own	30	-36	-40	-41
8c. People with religious beliefs other than your own	33	-32	-34	-33
8d. People with political views other than your own	41	-26	-21	-22

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#### Experiences with Faculty: First-year students

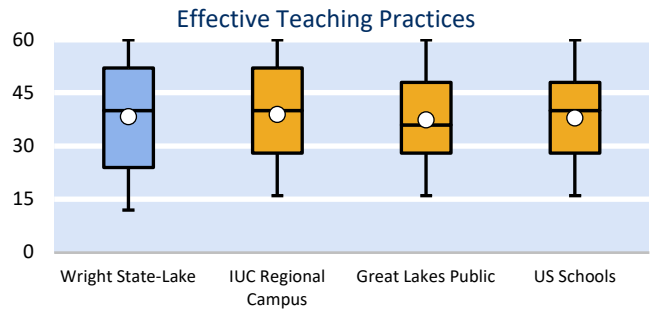
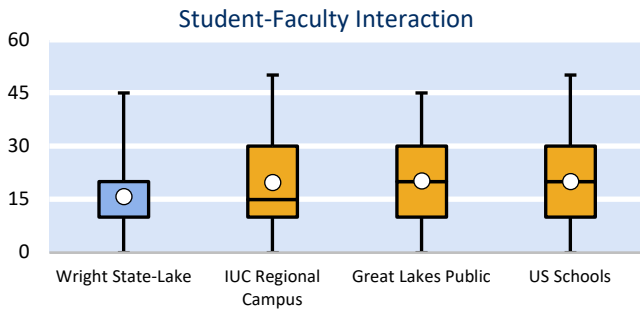
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

#### Mean Comparisons

Engagement Indicator	Wright State-Lake Mean	Your first-year students compared with					
		IUC Regional Campus		Great Lakes Public		US Schools	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	15.8	19.8	-.26	20.2	-.31	20.0	-.29
Effective Teaching Practices	38.4	39.0	-.04	37.5	.07	38.0	.03

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

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Student-Faculty Interaction	Wright State-Lake %	Percentage point difference <sup>a</sup> between your FY students and		
		IUC Regional Campus	Great Lakes Public	US Schools
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	34	-2	-2	-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	4	-14	-15	-15
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	-1	+0	-1
3d. Discussed your academic performance with a faculty member	13	-13	-13	-15
<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	86	+10	+10	+11
5b. Taught course sessions in an organized way	64	-5	-8	-8
5c. Used examples or illustrations to explain difficult points	63	-9	-9	-9
5d. Provided feedback on a draft or work in progress	58	-8	-3	-5
5e. Provided prompt and detailed feedback on tests or completed assignments	53	-12	-3	-5

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### Experiences with Faculty: Seniors

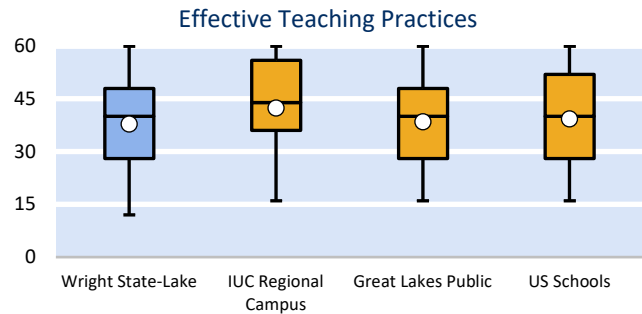
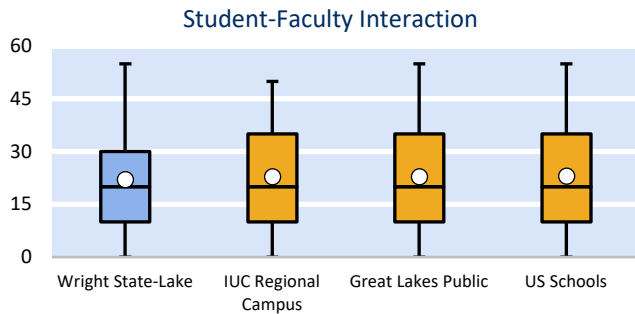
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

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Student-Faculty Interaction	22.0	22.8	-.05	22.8	-.05	23.0	-.06
Effective Teaching Practices	37.8	42.4 *	-.32	38.5	-.05	39.2	-.10

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.

Student-Faculty Interaction	Wright State-Lake	Percentage point difference <sup>a</sup> between your seniors and		
		IUC Regional Campus	Great Lakes Public	US Schools
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	48	+9	+7	+7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	-3	-6	-6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	34	+4	+4	+4
3d. Discussed your academic performance with a faculty member	26	-9	-3	-6
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	71	-14	-7	-8
5b. Taught course sessions in an organized way	73	-6	-1	-2
5c. Used examples or illustrations to explain difficult points	66	-15	-9	-10
5d. Provided feedback on a draft or work in progress	65	-3	+6	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	67	-4	+5	+4

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

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

#### Campus Environment: First-year students

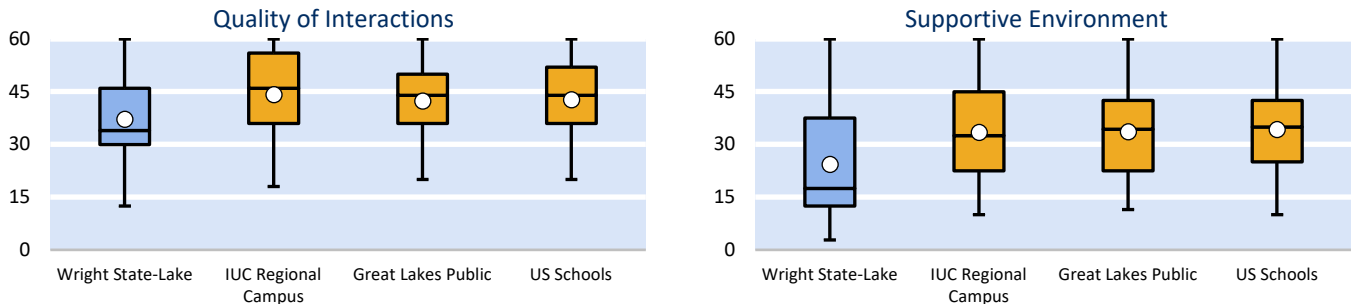
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Wright State-Lake Mean	Your first-year students compared with					
		IUC Regional Campus Mean	IUC Regional Campus Effect size	Great Lakes Public Mean	Great Lakes Public Effect size	US Schools Mean	US Schools Effect size
Quality of Interactions	37.1	44.1 *	-.52	42.3 *	-.44	42.7 *	-.45
Supportive Environment	24.3	33.4 **	-.61	33.6 **	-.68	34.2 ***	-.71

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

#### Score Distributions



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

#### Performance on Indicator Items

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

Quality of Interactions	Wright State-Lake %	Percentage point difference <sup>a</sup> between your FY students and		
		IUC Regional Campus	Great Lakes Public	US Schools
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	45	-4	-3	-6
13b. Academic advisors	33	-24	-22	-21
13c. Faculty	46	-10	-3	-6
13d. Student services staff (career services, student activities, housing, etc.)	26	-28	-18	-21
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	-14	-2	-5
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	50	-21	-22	-23
14c. Using learning support services (tutoring services, writing center, etc.)	55	-17	-17	-18
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	43	-13	-15	-16
14e. Providing opportunities to be involved socially	42	-19	-23	-23
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	34	-28	-30	-31
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	26	-14	-10	-13
14h. Attending campus activities and events (performing arts, athletic events, etc.)	25	-17	-30	-31
14i. Attending events that address important social, economic, or political issues	30	-9	-12	-15

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

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

### Campus Environment: Seniors

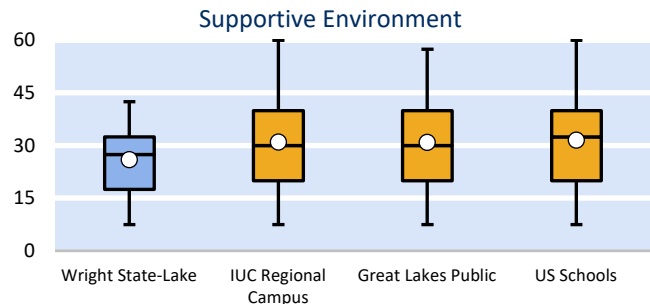
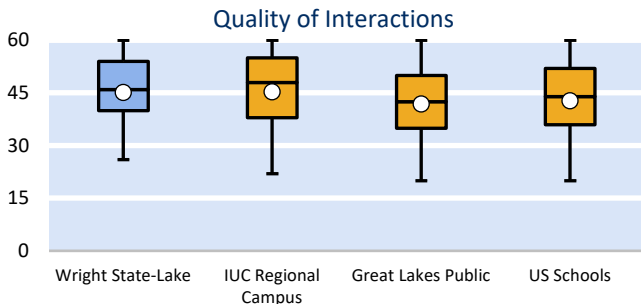
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Wright State-Lake Mean	Your seniors compared with					
		IUC Regional Campus Mean	IUC Regional Campus Effect size	Great Lakes Public Mean	Great Lakes Public Effect size	US Schools Mean	US Schools Effect size
Quality of Interactions	45.2	45.4	-.01	42.0	.27	42.8	.19
Supportive Environment	26.1	31.0 *	-.34	31.0 *	-.36	31.7 *	-.39

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

#### Score Distributions



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

#### Performance on Indicator Items

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

Quality of Interactions	Wright State-Lake %	Percentage point difference <sup>a</sup> between your seniors and			
		IUC Regional Campus	Great Lakes Public	US Schools	
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>					
13a. Students	66	+6	+10	+8	
13b. Academic advisors	49	-5	-2	-4	
13c. Faculty	68	+2	+14	+12	
13d. Student services staff (career services, student activities, housing, etc.)	48	-9	+6	+3	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	53	-3	+12	+8	
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>					
14b. Providing support to help students succeed academically	66	-5	-0	-2	
14c. Using learning support services (tutoring services, writing center, etc.)	69	+3	+7	+4	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	35	-21	-17	-19	
14e. Providing opportunities to be involved socially	43	-13	-19	-19	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	44	-10	-13	-14	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	23	-11	-5	-9	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	25	-14	-26	-26	
14i. Attending events that address important social, economic, or political issues	20	-17	-19	-20	

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

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

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

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

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

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable<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.

<b>First-Year Students</b>		Your first-year students compared with						
Theme	Engagement Indicator	Wright State-Lake	NSSE Top 50%			NSSE Top 10%		
		Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	36.0	39.2	-.24		41.9 *	-.46	
	Reflective and Integrative Learning	32.6	36.5	-.32		39.1 **	-.55	
	Learning Strategies	38.7	39.7	-.07	✓	43.0	-.30	
	Quantitative Reasoning	30.8	29.7	.07	✓	32.5	-.11	
Learning with Peers	Collaborative Learning	24.9	33.9 ***	-.64		37.0 ***	-.88	
	Discussions with Diverse Others	26.1	40.6 ***	-.96		43.8 ***	-1.23	
Experiences with Faculty	Student-Faculty Interaction	15.8	23.2 **	-.50		27.8 ***	-.78	
	Effective Teaching Practices	38.4	40.4	-.15		43.2	-.36	
Campus Environment	Quality of Interactions	37.1	45.1 **	-.69		47.7 ***	-.86	
	Supportive Environment	24.3	36.8 ***	-.93		39.9 ***	-1.22	

<b>Seniors</b>		Your seniors compared with						
Theme	Engagement Indicator	Wright State-Lake	NSSE Top 50%			NSSE Top 10%		
		Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	36.4	41.6 *	-.38		43.9 ***	-.57	
	Reflective and Integrative Learning	32.9	39.7 ***	-.55		42.5 ***	-.82	
	Learning Strategies	36.7	40.6	-.27		43.5 **	-.48	
	Quantitative Reasoning	27.9	31.6	-.23		34.8 **	-.44	
Learning with Peers	Collaborative Learning	30.4	35.0 *	-.32		38.8 ***	-.63	
	Discussions with Diverse Others	27.2	41.2 ***	-.90		44.2 ***	-1.14	
Experiences with Faculty	Student-Faculty Interaction	22.0	28.5 **	-.41		33.6 ***	-.73	
	Effective Teaching Practices	37.8	41.5	-.27		44.6 ***	-.51	
Campus Environment	Quality of Interactions	45.2	45.2	.00	✓	48.2	-.25	
	Supportive Environment	26.1	34.1 ***	-.57		37.2 ***	-.78	

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

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2020 and 2021 institutions, separately by class.

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

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



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Wright State-Lake (N = 31)	36.0	14.5	2.60	15	25	30	45	60				
IUC Regional Campus	37.9	13.8	.63	20	25	40	45	60	507	-1.9	.467	-.134
Great Lakes Public	37.4	13.0	.09	15	30	40	45	60	21,372	-1.4	.557	-.105
US Schools	37.8	13.5	.03	15	30	40	45	60	178,041	-1.8	.459	-.132
Top 50%	39.2	13.2	.04	20	30	40	50	60	98,092	-3.2	.172	-.244
Top 10%	41.9	12.9	.12	20	35	40	55	60	11,945	-5.9	.011	-.456
<b>Reflective &amp; Integrative Learning</b>												
Wright State-Lake (N = 34)	32.6	12.4	2.12	14	20	31	43	54				
IUC Regional Campus	35.2	11.9	.52	17	26	34	43	57	553	-2.6	.215	-.220
Great Lakes Public	34.8	11.9	.08	17	26	34	43	57	23,253	-2.1	.295	-.180
US Schools	34.9	12.2	.03	17	26	34	43	57	194,442	-2.3	.280	-.185
Top 50%	36.5	12.0	.04	17	29	37	46	57	95,228	-3.9	.059	-.324
Top 10%	39.1	11.8	.11	20	31	40	49	60	10,877	-6.5	.001	-.554
<b>Learning Strategies</b>												
Wright State-Lake (N = 30)	38.7	15.4	2.80	13	27	40	53	60				
IUC Regional Campus	39.6	14.0	.65	20	27	40	53	60	490	-.9	.736	-.063
Great Lakes Public	37.5	13.8	.10	13	27	40	47	60	20,036	1.3	.610	.093
US Schools	38.2	14.0	.03	13	27	40	47	60	166,217	.6	.819	.042
Top 50%	39.7	14.0	.05	20	27	40	53	60	86,974	-1.0	.697	-.071
Top 10%	43.0	14.3	.11	20	33	40	60	60	15,486	-4.2	.106	-.295
<b>Quantitative Reasoning</b>												
Wright State-Lake (N = 30)	30.8	15.7	2.86	7	20	33	40	60				
IUC Regional Campus	27.9	15.0	.69	7	20	27	40	60	499	2.9	.309	.192
Great Lakes Public	28.3	14.9	.10	7	20	27	40	60	20,360	2.4	.371	.163
US Schools	28.4	15.4	.04	0	20	27	40	60	168,955	2.4	.397	.155
Top 50%	29.7	15.3	.05	7	20	27	40	60	106,951	1.1	.703	.069
Top 10%	32.5	15.5	.13	7	20	33	40	60	14,018	-1.7	.550	-.109
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Wright State-Lake (N = 37)	24.9	16.6	2.71	5	15	20	35	60				
IUC Regional Campus	25.6	14.9	.63	5	15	25	35	55	596	-.7	.791	-.045
Great Lakes Public	29.6	14.5	.09	5	20	30	40	55	25,074	-4.6	.052	-.318
US Schools	29.0	15.2	.03	5	20	30	40	55	211,463	-4.0	.107	-.264
Top 50%	33.9	13.9	.04	10	25	35	45	60	139,031	-8.9	.000	-.644
Top 10%	37.0	13.6	.08	15	25	40	45	60	27,477	-12.0	.000	-.884
<b>Discussions with Diverse Others</b>												
Wright State-Lake (N = 30)	26.1	14.7	2.68	0	20	25	35	55				
IUC Regional Campus	34.4	16.4	.76	5	20	35	45	60	495	-8.3	.007	-.511
Great Lakes Public	38.1	15.4	.11	15	25	40	50	60	20,192	-12.1	.000	-.785
US Schools	37.9	16.1	.04	10	25	40	50	60	167,420	-11.8	.000	-.730
Top 50%	40.6	15.2	.05	15	30	40	55	60	110,546	-14.5	.000	-.957
Top 10%	43.8	14.4	.12	20	35	45	60	60	15,585	-17.7	.000	-1.234



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Wright State-Lake (N = 32)	15.8	14.4	2.54	0	10	10	20	45				
IUC Regional Campus	19.8	15.4	.69	0	10	15	30	50	536	-3.9	.160	-.256
Great Lakes Public	20.2	14.0	.09	0	10	20	30	45	22,177	-4.4	.078	-.311
US Schools	20.0	14.5	.03	0	10	20	30	50	185,162	-4.2	.103	-.287
Top 50%	23.2	14.7	.06	0	10	20	30	50	66,988	-7.3	.005	-.498
Top 10%	27.8	15.2	.18	5	15	25	40	60	7,467	-11.9	.000	-.784
<b>Effective Teaching Practices</b>												
Wright State-Lake (N = 31)	38.4	16.4	2.94	12	24	40	52	60				
IUC Regional Campus	39.0	14.0	.64	16	28	40	52	60	514	-.6	.810	-.044
Great Lakes Public	37.5	12.9	.09	16	28	36	48	60	30	.9	.767	.068
US Schools	38.0	13.6	.03	16	28	40	48	60	30	.3	.908	.025
Top 50%	40.4	13.5	.05	20	32	40	52	60	30	-2.0	.494	-.151
Top 10%	43.2	13.4	.14	20	36	44	56	60	30	-4.8	.110	-.360
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Wright State-Lake (N = 22)	37.1	13.6	2.86	13	30	34	46	60				
IUC Regional Campus	44.1	13.5	.68	18	36	46	56	60	412	-7.0	.017	-.518
Great Lakes Public	42.3	11.8	.09	20	36	44	50	60	18,383	-5.2	.037	-.440
US Schools	42.7	12.4	.03	20	36	44	52	60	151,952	-5.5	.034	-.446
Top 50%	45.1	11.5	.05	24	38	46	54	60	60,892	-8.0	.001	-.693
Top 10%	47.7	12.3	.11	24	40	50	58	60	12,834	-10.6	.000	-.856
<b>Supportive Environment</b>												
Wright State-Lake (N = 29)	24.3	16.9	3.14	3	13	18	38	60				
IUC Regional Campus	33.4	14.8	.71	10	23	33	45	60	465	-9.1	.002	-.612
Great Lakes Public	33.6	13.6	.10	11	23	34	43	60	28	-9.3	.006	-.683
US Schools	34.2	14.0	.03	10	25	35	43	60	160,682	-9.9	.000	-.707
Top 50%	36.8	13.5	.05	15	28	38	45	60	28	-12.6	.000	-.933
Top 10%	39.9	12.8	.13	18	33	40	50	60	28	-15.6	.000	-1.218

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

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

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

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

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

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

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

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Wright State-Lake (N = 45)	36.4	12.0	1.79	20	30	35	45	60				
IUC Regional Campus	40.5	14.2	.70	15	30	40	50	60	459	-4.1	.063	-.292
Great Lakes Public	39.0	13.6	.08	15	30	40	50	60	32,701	-2.6	.200	-.191
US Schools	39.9	13.8	.03	20	30	40	50	60	271,613	-3.5	.087	-.255
Top 50%	41.6	13.6	.04	20	35	40	55	60	114,438	-5.2	.011	-.380
Top 10%	43.9	13.0	.12	20	35	40	55	60	12,577	-7.5	.000	-.574
<b>Reflective &amp; Integrative Learning</b>												
Wright State-Lake (N = 48)	32.9	12.0	1.74	17	23	31	43	54				
IUC Regional Campus	38.0	12.8	.61	17	31	40	46	60	488	-5.0	.010	-.395
Great Lakes Public	37.4	12.5	.07	17	29	37	46	60	34,734	-4.4	.014	-.354
US Schools	37.8	12.8	.02	17	29	37	46	60	290,253	-4.9	.008	-.382
Top 50%	39.7	12.4	.04	20	31	40	49	60	111,054	-6.8	.000	-.551
Top 10%	42.5	11.7	.12	23	34	43	51	60	9,196	-9.6	.000	-.816
<b>Learning Strategies</b>												
Wright State-Lake (N = 44)	36.7	15.5	2.32	13	27	33	47	60				
IUC Regional Campus	41.2	14.4	.72	20	33	40	53	60	445	-4.5	.049	-.312
Great Lakes Public	37.1	14.7	.08	13	27	40	47	60	31,073	-.5	.835	-.031
US Schools	38.6	14.7	.03	13	27	40	53	60	257,285	-2.0	.376	-.133
Top 50%	40.6	14.6	.04	20	33	40	53	60	130,665	-3.9	.078	-.265
Top 10%	43.5	14.2	.11	20	33	40	60	60	17,048	-6.8	.002	-.478
<b>Quantitative Reasoning</b>												
Wright State-Lake (N = 43)	27.9	15.5	2.36	7	20	27	40	60				
IUC Regional Campus	31.3	16.6	.83	7	20	33	40	60	440	-3.3	.209	-.202
Great Lakes Public	29.7	16.1	.09	0	20	27	40	60	31,463	-1.8	.470	-.110
US Schools	30.4	16.4	.03	0	20	27	40	60	260,652	-2.4	.329	-.149
Top 50%	31.6	16.3	.04	0	20	33	40	60	159,580	-3.7	.138	-.226
Top 10%	34.8	15.8	.13	7	20	33	47	60	15,768	-6.9	.004	-.437
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Wright State-Lake (N = 49)	30.4	14.4	2.06	5	20	30	40	55				
IUC Regional Campus	27.2	15.5	.72	0	15	25	40	60	509	3.2	.162	.210
Great Lakes Public	31.7	15.2	.08	5	20	30	40	60	36,612	-1.3	.560	-.083
US Schools	30.6	15.9	.03	5	20	30	40	60	305,801	-.1	.954	-.008
Top 50%	35.0	14.2	.03	10	25	35	45	60	166,809	-4.6	.023	-.324
Top 10%	38.8	13.4	.10	15	30	40	50	60	18,294	-8.4	.000	-.625
<b>Discussions with Diverse Others</b>												
Wright State-Lake (N = 44)	27.2	13.8	2.08	10	20	25	35	50				
IUC Regional Campus	37.1	16.7	.84	10	20	40	50	60	441	-9.9	.000	-.604
Great Lakes Public	38.5	15.7	.09	15	25	40	50	60	31,182	-11.4	.000	-.724
US Schools	39.0	16.3	.03	10	25	40	55	60	258,431	-11.9	.000	-.727
Top 50%	41.2	15.6	.04	15	30	40	60	60	166,856	-14.1	.000	-.902
Top 10%	44.2	15.0	.10	20	35	45	60	60	24,786	-17.0	.000	-1.136

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Wright State-Lake (N = 47)	22.0	15.8	2.31	0	10	20	30	55				
IUC Regional Campus	22.8	14.9	.72	0	10	20	35	50	468	-.8	.734	-.052
Great Lakes Public	22.8	15.7	.09	0	10	20	35	55	33,602	-.8	.720	-.052
US Schools	23.0	16.0	.03	0	10	20	35	55	280,107	-1.0	.674	-.061
Top 50%	28.5	16.0	.06	5	15	25	40	60	61,928	-6.5	.005	-.408
Top 10%	33.6	15.9	.18	10	20	35	45	60	7,676	-11.6	.000	-.731
<b>Effective Teaching Practices</b>												
Wright State-Lake (N = 45)	37.8	13.7	2.04	12	28	40	48	60				
IUC Regional Campus	42.4	14.4	.71	16	36	44	56	60	454	-4.5	.045	-.315
Great Lakes Public	38.5	13.9	.08	16	28	40	48	60	32,604	-.7	.754	-.047
US Schools	39.2	14.2	.03	16	28	40	52	60	270,917	-1.4	.507	-.099
Top 50%	41.5	13.9	.04	16	32	40	52	60	96,963	-3.7	.074	-.266
Top 10%	44.6	13.3	.12	20	36	44	56	60	11,823	-6.7	.001	-.506
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Wright State-Lake (N = 37)	45.2	10.3	1.70	26	40	46	54	60				
IUC Regional Campus	45.4	12.1	.65	22	38	48	55	60	386	-.2	.934	-.014
Great Lakes Public	42.0	12.0	.07	20	35	43	50	60	28,425	3.2	.102	.269
US Schools	42.8	12.5	.03	20	36	44	52	60	235,443	2.4	.243	.193
Top 50%	45.2	11.9	.04	22	38	48	54	60	92,636	.0	.989	.002
Top 10%	48.2	11.9	.08	25	42	50	60	60	20,717	-3.0	.126	-.253
<b>Supportive Environment</b>												
Wright State-Lake (N = 43)	26.1	12.6	1.92	8	18	28	33	43				
IUC Regional Campus	31.0	14.8	.75	8	20	30	40	60	433	-5.0	.034	-.341
Great Lakes Public	31.0	13.9	.08	8	20	30	40	58	30,325	-5.0	.019	-.357
US Schools	31.7	14.4	.03	8	20	33	40	60	250,611	-5.6	.011	-.387
Top 50%	34.1	14.2	.04	10	23	35	43	60	100,601	-8.1	.000	-.567
Top 10%	37.2	14.3	.13	13	28	38	48	60	12,950	-11.1	.000	-.779

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

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

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

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

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

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

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