



NSSE 2023

Engagement Indicators

Wright State University

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right. The specific items within each EI are listed below, starting on page 5.

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 all current- and prior-year institutions.

Detailed Statistics (pp. 16-19)

Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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

Engagement Indicators: Overview

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

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

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

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

Seniors

Theme	Engagement Indicator	Your seniors compared with IUC Main Campus	Your seniors compared with Great Lakes Public	Your seniors compared with US Schools
Academic Challenge	Higher-Order Learning	▽	--	▽
	Reflective & Integrative Learning	▽	▽	▽
	Learning Strategies	--	--	--
	Quantitative Reasoning	▽	▽	▽
Learning with Peers	Collaborative Learning	--	△	△
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	▽	▽	▽
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	▽	--	--

Academic Challenge: First-year students

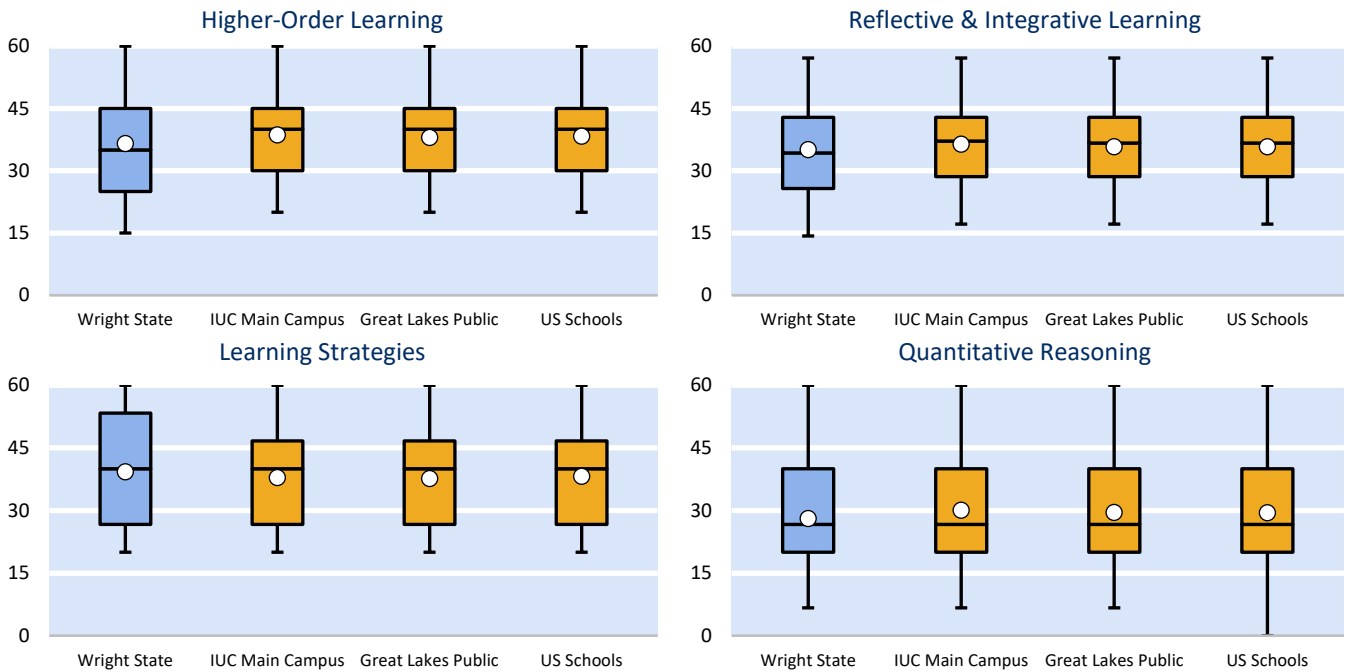
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Wright State Mean	Your first-year students compared with					
		IUC Main Campus		Great Lakes Public		US Schools	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.5	38.6 **	-.17	38.0	-.11	38.3 *	-.13
Reflective & Integrative Learning	35.1	36.4	-.11	35.8	-.06	35.8	-.06
Learning Strategies	39.3	37.9	.10	37.7	.12	38.2	.08
Quantitative Reasoning	28.0	30.1 *	-.14	29.5	-.10	29.4	-.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.

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	Percentage point difference ^a between your FY students and		
		IUC Main Campus	Great Lakes Public	US Schools
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	69	-6	-3	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67	-4	-2	-2
4d. Evaluating a point of view, decision, or information source	65	-2	-3	-5
4e. Forming a new idea or understanding from various pieces of information	64	-7	-6	-6
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	57	-3	+1	+4
2b. Connected your learning to societal problems or issues	52	-0	-1	-1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	46	-8	-8	-8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	-4	-2	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	74	+1	+3	+3
2f. Learned something that changed the way you understand an issue or concept	67	-2	-0	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	77	-4	-2	-1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	70	-1	-3	-3
9b. Reviewed your notes after class	72	+7	+7	+6
9c. Summarized what you learned in class or from course materials	71	+6	+7	+6
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	-4	-2	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	-5	-5	-5
6c. Evaluated what others have concluded from numerical information	41	-4	-2	-2

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

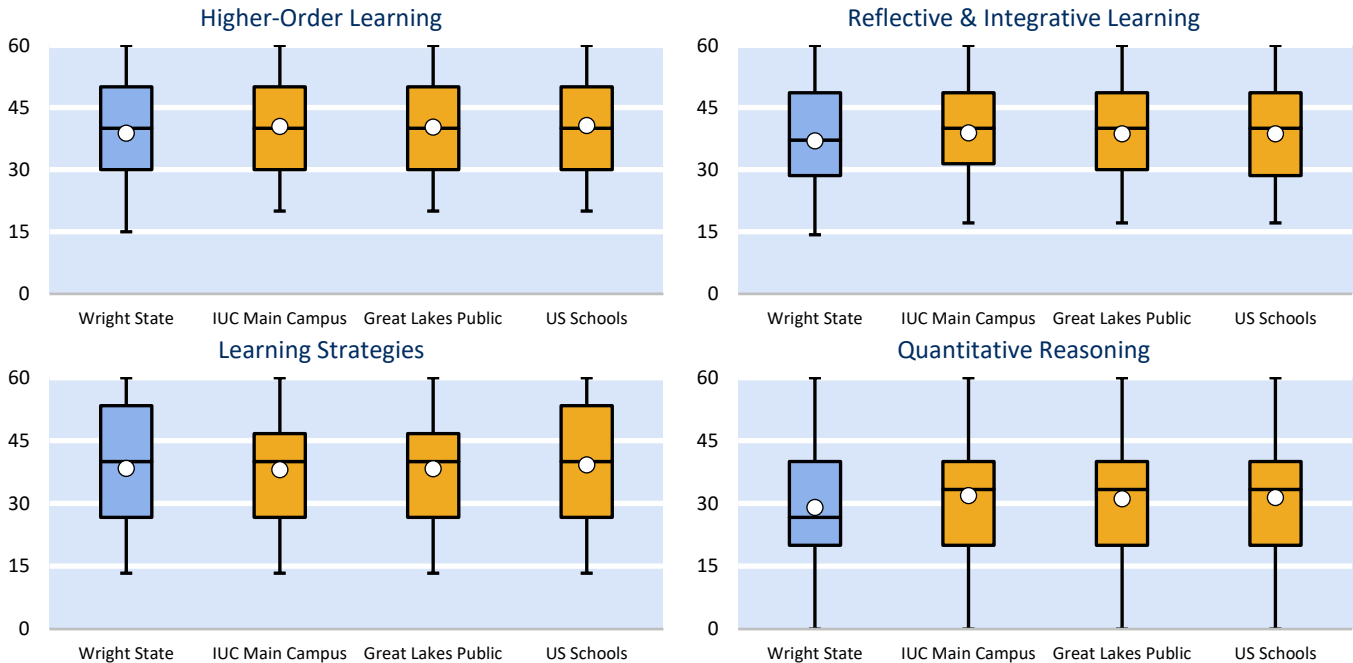
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Wright State Mean	Your seniors compared with					
		IUC Main Campus		Great Lakes Public		US Schools	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.8	40.4 *	-.12	40.3	-.11	40.7 *	-.13
Reflective & Integrative Learning	37.0	38.9 **	-.15	38.7 *	-.13	38.7 *	-.13
Learning Strategies	38.3	38.0	.02	38.2	.01	39.2	-.06
Quantitative Reasoning	29.0	31.9 **	-.17	31.1 *	-.12	31.4 *	-.14

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

Score Distributions



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	Percentage point difference ^a between your seniors and		
		IUC Main Campus	Great Lakes Public	US Schools
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	73	-6	-6	-4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	-6	-6	-6
4d. Evaluating a point of view, decision, or information source	61	-7	-8	-11
4e. Forming a new idea or understanding from various pieces of information	69	-4	-4	-5
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	69	-2	-2	+1
2b. Connected your learning to societal problems or issues	57	-4	-5	-5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51	-6	-5	-6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	-5	-5	-6
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	69	-6	-5	-5
2f. Learned something that changed the way you understand an issue or concept	66	-7	-6	-7
2g. Connected ideas from your courses to your prior experiences and knowledge	81	-3	-3	-2
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	71	-3	-4	-6
9b. Reviewed your notes after class	66	+4	+3	+1
9c. Summarized what you learned in class or from course materials	63	-2	-2	-4
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	52	-6	-5	-6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	-7	-5	-6
6c. Evaluated what others have concluded from numerical information	40	-11	-9	-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.

Learning with Peers: First-year students

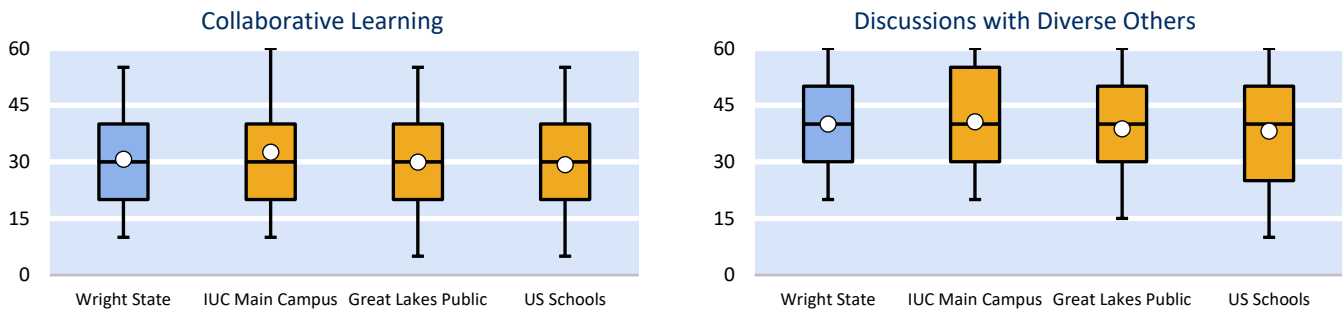
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Wright State Mean	Your first-year students compared with					
		IUC Main Campus		Great Lakes Public		US Schools	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.6	32.6 *	-.14	29.9	.05	29.2	.09
Discussions with Diverse Others	40.0	40.5	-.04	38.7	.09	38.1 *	.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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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.

Collaborative Learning	Wright State	Percentage point difference ^a between your FY students and		
		IUC Main Campus	Great Lakes Public	US Schools
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	46	-5	-0	+1
1c. Explained course material to one or more students	55	-3	+4	+7
1d. Prepared for exams by discussing or working through course material with other students	40	-7	-0	-1
1e. Worked with other students on course projects or assignments	50	-9	-1	-0
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	71	-2	+2	+2
8b. People from economic backgrounds other than your own	72	-2	+1	+2
8c. People with religious beliefs other than your own	71	+1	+5	+7
8d. People with political views other than your own	69	+4	+6	+10

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Learning with Peers: Seniors

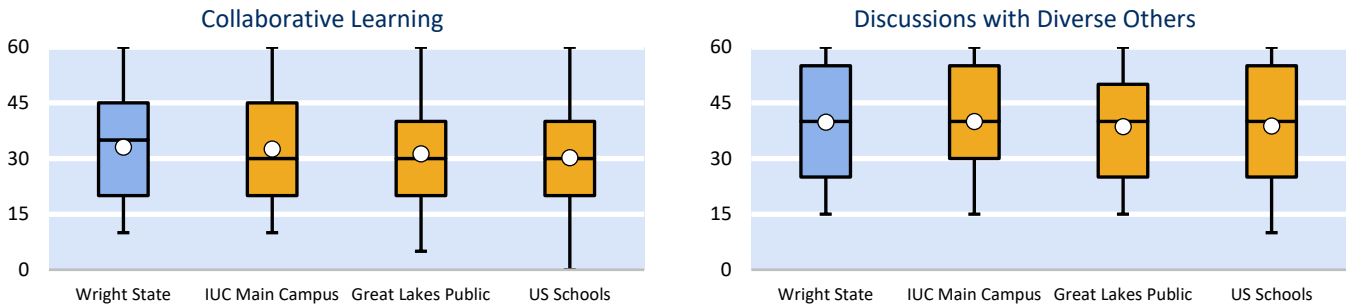
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Mean Comparisons

Engagement Indicator	Wright State Mean	Your seniors compared with					
		IUC Main Campus		Great Lakes Public		US Schools	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.1	32.5	.04	31.3 *	.12	30.2 **	.18
Discussions with Diverse Others	39.8	40.0	-.01	38.6	.08	38.8	.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).

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Collaborative Learning	Wright State	Percentage point difference ^a between your seniors and		
		IUC Main Campus	Great Lakes Public	US Schools
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	45	-1	+2	+4
1c. Explained course material to one or more students	60	+4	+7	+9
1d. Prepared for exams by discussing or working through course material with other students	48	+6	+8	+8
1e. Worked with other students on course projects or assignments	61	-6	-2	+2
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	70	-1	+3	+0
8b. People from economic backgrounds other than your own	70	-4	-1	-1
8c. People with religious beliefs other than your own	67	-1	+2	+3
8d. People with political views other than your own	65	+1	+3	+4

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Experiences with Faculty: First-year students

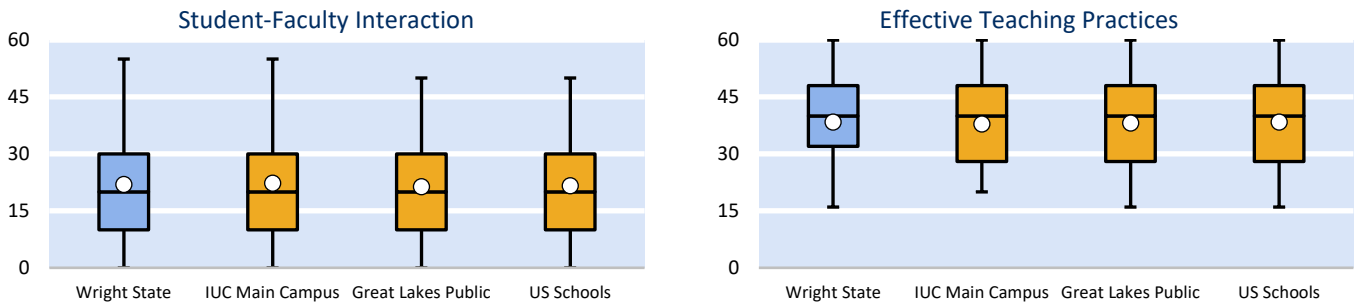
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	Wright State Mean	Your first-year students compared with					
		IUC Main Campus		Great Lakes Public		US Schools	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.9	22.3	-.02	21.3	.04	21.6	.02
Effective Teaching Practices	38.3	37.9	.04	38.1	.02	38.4	.00

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

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Student-Faculty Interaction	Wright State %	Percentage point difference ^a between your FY students and		
		IUC Main Campus	Great Lakes Public	US Schools
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	38	-3	-0	+1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	+1	+3	+3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	+2	+3	+2
3d. Discussed your academic performance with a faculty member	31	+1	+2	-0
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	77	-1	-1	+1
5b. Taught course sessions in an organized way	69	-5	-4	-4
5c. Used examples or illustrations to explain difficult points	72	-4	-3	-1
5d. Provided feedback on a draft or work in progress	65	+4	+2	+1
5e. Provided prompt and detailed feedback on tests or completed assignments	62	+7	+4	+2

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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Experiences with Faculty: Seniors

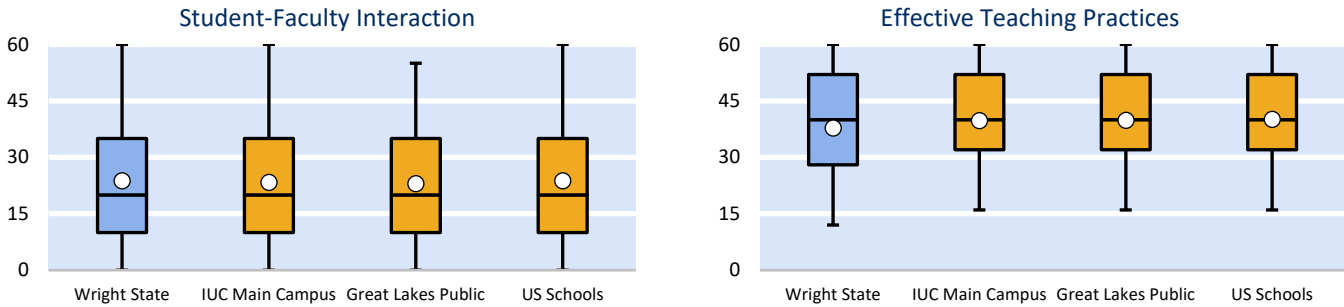
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Mean Comparisons

Engagement Indicator	Wright State Mean	Your seniors compared with					
		IUC Main Campus		Great Lakes Public		US Schools	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.7	23.3	.03	23.0	.05	23.7	.00
Effective Teaching Practices	37.7	39.7 *	-.14	39.8 *	-.15	40.0 **	-.16

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3a. Talked about career plans with a faculty member	43	+2	+1	-0
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	24	-3	-2	-3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	+0	+1	-0
3d. Discussed your academic performance with a faculty member	32	+3	+2	-2
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	74	-6	-6	-6
5b. Taught course sessions in an organized way	75	-2	-2	-1
5c. Used examples or illustrations to explain difficult points	73	-5	-4	-3
5d. Provided feedback on a draft or work in progress	59	-2	-3	-5
5e. Provided prompt and detailed feedback on tests or completed assignments	58	-3	-5	-6

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

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

Campus Environment: First-year students

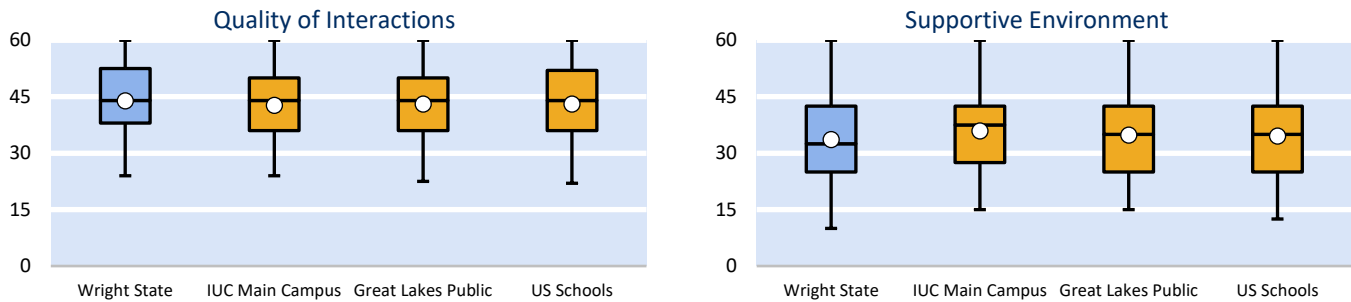
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Wright State Mean	Your first-year students compared with					
		IUC Main Campus		Great Lakes Public		US Schools	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.9	42.7	.11	43.1	.08	43.0	.08
Supportive Environment	33.7	35.9 *	-.18	34.8	-.09	34.6	-.07

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	Wright State %	Percentage point difference ^a between your FY students and		
		IUC Main Campus	Great Lakes Public	US Schools
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	51	-3	+0	-0
13b. Academic advisors	57	+2	+0	+2
13c. Faculty	51	+2	+2	-1
13d. Student services staff (career services, student activities, housing, etc.)	49	+6	+3	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	51	+10	+6	+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	72	-1	+0	+1
14c. Using learning support services (tutoring services, writing center, etc.)	71	-2	-3	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	-7	-3	-2
14e. Providing opportunities to be involved socially	66	-9	-5	-3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	-6	-3	-0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	-4	-2	-5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	62	-7	-2	-0
14i. Attending events that address important social, economic, or political issues	40	-6	-5	-5

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

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

Campus Environment: Seniors

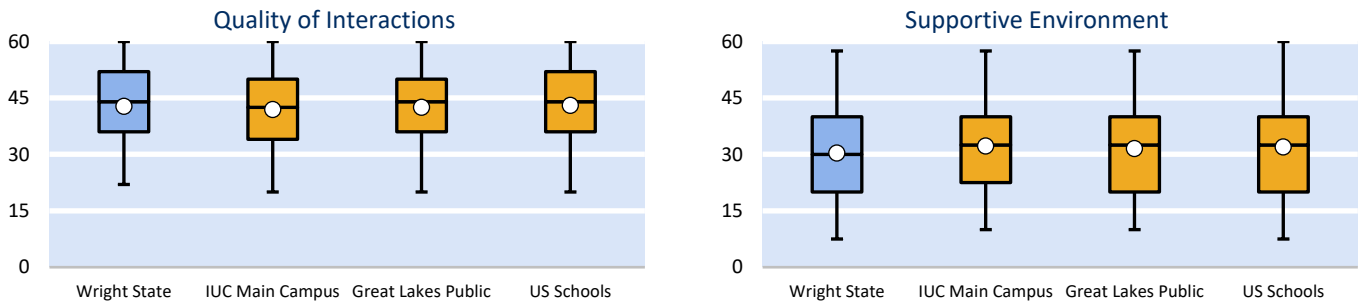
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Wright State Mean	Your seniors compared with					
		IUC Main Campus		Great Lakes Public		US Schools	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.8	41.9	.07	42.5	.02	43.1	-.02
Supportive Environment	30.4	32.3 *	-.14	31.5	-.08	32.0	-.11

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	Wright State	Percentage point difference ^a between your seniors and		
		IUC Main Campus	Great Lakes Public	US Schools
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	63	+4	+5	+5
13b. Academic advisors	39	-9	-10	-14
13c. Faculty	52	-1	-2	-5
13d. Student services staff (career services, student activities, housing, etc.)	45	+4	+1	-0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	48	+9	+5	+3
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	63	-2	-3	-5
14c. Using learning support services (tutoring services, writing center, etc.)	59	-1	-3	-6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	-2	+0	-2
14e. Providing opportunities to be involved socially	62	-6	-3	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	55	-5	-3	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	+2	+2	-2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	52	-10	-4	-3
14i. Attending events that address important social, economic, or political issues	35	-5	-5	-6

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2022 and 2023 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2022 and 2023 NSSE institutions.

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

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

First-Year Students		Wright State Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	36.5	39.5 ***	-.23		42.2 ***	-.45	
	Reflective and Integrative Learning	35.1	37.2 **	-.18		39.8 ***	-.40	
	Learning Strategies	39.3	39.8	-.03	✓	42.8 ***	-.25	
	Quantitative Reasoning	28.0	30.7 **	-.17		33.4 ***	-.35	
Learning with Peers	Collaborative Learning	30.6	33.2 ***	-.19		36.5 ***	-.43	
	Discussions with Diverse Others	40.0	40.5	-.03	✓	43.6 ***	-.26	
Experiences with Faculty	Student-Faculty Interaction	21.9	25.4 ***	-.22		29.3 ***	-.48	
	Effective Teaching Practices	38.3	40.1 *	-.13		43.3 ***	-.37	
Campus Environment	Quality of Interactions	43.9	45.3	-.11		48.1 ***	-.35	
	Supportive Environment	33.7	36.8 ***	-.24		39.6 ***	-.47	

Seniors		Wright State Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.8	42.1 ***	-.24		44.7 ***	-.46	
	Reflective and Integrative Learning	37.0	40.6 ***	-.29		43.1 ***	-.51	
	Learning Strategies	38.3	40.9 **	-.18		43.6 ***	-.37	
	Quantitative Reasoning	29.0	32.7 ***	-.22		36.3 ***	-.45	
Learning with Peers	Collaborative Learning	33.1	34.7	-.11		38.1 ***	-.37	
	Discussions with Diverse Others	39.8	41.1	-.08	✓	43.9 ***	-.28	
Experiences with Faculty	Student-Faculty Interaction	23.7	29.6 ***	-.36		34.3 ***	-.67	
	Effective Teaching Practices	37.7	42.1 ***	-.32		44.7 ***	-.52	
Campus Environment	Quality of Interactions	42.8	45.4 ***	-.21		47.9 ***	-.41	
	Supportive Environment	30.4	34.5 ***	-.29		37.7 ***	-.53	

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 current- and prior-year 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 positive or non-significant with an effect size > -.10.

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Wright State (N = 277)	36.5	13.4	.81	15	25	35	45	60				
IUC Main Campus	38.6	12.7	.15	20	30	40	45	60	7,831	-2.1	.007	-.165
Great Lakes Public	38.0	12.9	.09	20	30	40	45	60	21,404	-1.5	.059	-.114
US Schools	38.3	13.3	.03	20	30	40	45	60	206,112	-1.8	.027	-.133
Top 50%	39.5	13.2	.04	20	30	40	50	60	133,457	-3.0	.000	-.228
Top 10%	42.2	12.8	.10	20	35	40	55	60	16,430	-5.7	.000	-.447
Reflective & Integrative Learning												
Wright State (N = 298)	35.1	12.5	.72	14	26	34	43	57				
IUC Main Campus	36.4	11.6	.13	17	29	37	43	57	8,466	-1.3	.054	-.114
Great Lakes Public	35.8	11.8	.08	17	29	37	43	57	23,343	-.7	.325	-.057
US Schools	35.8	12.2	.03	17	29	37	43	57	225,431	-.7	.319	-.058
Top 50%	37.2	12.0	.03	20	29	37	46	60	125,393	-2.1	.002	-.178
Top 10%	39.8	11.8	.09	20	31	40	49	60	16,564	-4.7	.000	-.402
Learning Strategies												
Wright State (N = 259)	39.3	13.7	.85	20	27	40	53	60				
IUC Main Campus	37.9	13.7	.16	20	27	40	47	60	7,192	1.4	.104	.103
Great Lakes Public	37.7	13.6	.10	20	27	40	47	60	19,695	1.6	.056	.119
US Schools	38.2	13.9	.03	20	27	40	47	60	189,916	1.1	.190	.082
Top 50%	39.8	13.9	.04	20	27	40	53	60	107,022	-.5	.590	-.033
Top 10%	42.8	14.0	.09	20	33	40	60	60	22,572	-3.5	.000	-.250
Quantitative Reasoning												
Wright State (N = 256)	28.0	15.4	.96	7	20	27	40	60				
IUC Main Campus	30.1	15.1	.18	7	20	27	40	60	7,299	-2.1	.033	-.136
Great Lakes Public	29.5	15.0	.11	7	20	27	40	60	20,029	-1.5	.121	-.097
US Schools	29.4	15.5	.04	0	20	27	40	60	193,237	-1.4	.155	-.089
Top 50%	30.7	15.3	.04	7	20	27	40	60	130,491	-2.6	.006	-.171
Top 10%	33.4	15.4	.11	7	20	33	40	60	21,155	-5.4	.000	-.348
Learning with Peers												
Collaborative Learning												
Wright State (N = 326)	30.6	13.6	.76	10	20	30	40	55				
IUC Main Campus	32.6	14.2	.15	10	20	30	40	60	9,231	-1.9	.015	-.137
Great Lakes Public	29.9	14.3	.09	5	20	30	40	55	25,509	.7	.365	.050
US Schools	29.2	15.1	.03	5	20	30	40	55	326	1.4	.065	.093
Top 50%	33.2	13.9	.04	10	25	35	40	60	146,148	-2.6	.001	-.188
Top 10%	36.5	13.7	.08	15	25	35	45	60	29,570	-5.9	.000	-.432
Discussions with Diverse Others												
Wright State (N = 260)	40.0	14.2	.88	20	30	40	50	60				
IUC Main Campus	40.5	14.5	.17	20	30	40	55	60	7,238	-.5	.570	-.036
Great Lakes Public	38.7	15.0	.11	15	30	40	50	60	19,829	1.3	.165	.087
US Schools	38.1	15.8	.04	10	25	40	50	60	260	1.9	.034	.119
Top 50%	40.5	14.8	.04	20	30	40	55	60	118,051	-.5	.575	-.035
Top 10%	43.6	13.9	.12	20	35	40	60	60	14,101	-3.6	.000	-.261

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Wright State (N = 288)	21.9	15.0	.88	0	10	20	30	55				
IUC Main Campus	22.3	15.2	.17	0	10	20	30	55	8,055	-.3	.720	-.021
Great Lakes Public	21.3	14.8	.10	0	10	20	30	50	22,292	.6	.472	.043
US Schools	21.6	15.1	.03	0	10	20	30	50	214,945	.3	.716	.021
Top 50%	25.4	15.3	.06	5	15	25	35	60	71,785	-3.4	.000	-.224
Top 10%	29.3	15.3	.15	5	20	25	40	60	10,435	-7.3	.000	-.478
Effective Teaching Practices												
Wright State (N = 274)	38.3	12.8	.77	16	32	40	48	60				
IUC Main Campus	37.9	12.6	.15	20	28	40	48	60	7,747	.4	.563	.036
Great Lakes Public	38.1	12.7	.09	16	28	40	48	60	21,263	.2	.758	.019
US Schools	38.4	13.3	.03	16	28	40	48	60	205,244	.0	.968	-.002
Top 50%	40.1	13.5	.04	16	32	40	52	60	92,491	-1.8	.027	-.133
Top 10%	43.3	13.3	.12	20	36	44	56	60	12,275	-4.9	.000	-.371
Campus Environment												
Quality of Interactions												
Wright State (N = 236)	43.9	11.3	.73	24	38	44	53	60				
IUC Main Campus	42.7	10.7	.13	24	36	44	50	60	6,767	1.2	.094	.111
Great Lakes Public	43.1	11.0	.08	23	36	44	50	60	18,286	.9	.232	.078
US Schools	43.0	11.7	.03	22	36	44	52	60	174,916	.9	.237	.077
Top 50%	45.3	11.5	.04	24	38	46	54	60	73,606	-1.3	.078	-.115
Top 10%	48.1	12.1	.10	24	42	50	60	60	13,955	-4.2	.000	-.348
Supportive Environment												
Wright State (N = 253)	33.7	13.9	.88	10	25	33	43	60				
IUC Main Campus	35.9	12.8	.16	15	28	38	43	60	268	-2.3	.011	-.178
Great Lakes Public	34.8	13.0	.09	15	25	35	43	60	258	-1.2	.181	-.091
US Schools	34.6	13.5	.03	13	25	35	43	60	183,715	-.9	.277	-.068
Top 50%	36.8	13.1	.05	15	28	38	45	60	253	-3.1	.000	-.237
Top 10%	39.6	12.8	.13	20	30	40	50	60	263	-6.0	.000	-.467

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Wright State (N = 294)	38.8	14.0	.81	15	30	40	50	60				
IUC Main Campus	40.4	13.6	.15	20	30	40	50	60	8,534	-1.6	.044	-.120
Great Lakes Public	40.3	13.6	.09	20	30	40	50	60	22,087	-1.5	.068	-.107
US Schools	40.7	13.8	.03	20	30	40	50	60	209,108	-1.8	.022	-.134
Top 50%	42.1	13.7	.04	20	35	40	55	60	97,839	-3.2	.000	-.237
Top 10%	44.7	12.8	.13	20	40	45	60	60	9,623	-5.9	.000	-.458
Reflective & Integrative Learning												
Wright State (N = 310)	37.0	13.3	.76	14	29	37	49	60				
IUC Main Campus	38.9	12.7	.13	17	31	40	49	60	9,143	-1.9	.010	-.149
Great Lakes Public	38.7	12.8	.08	17	30	40	49	60	23,613	-1.7	.019	-.134
US Schools	38.7	12.9	.03	17	29	40	49	60	223,183	-1.7	.019	-.133
Top 50%	40.6	12.5	.04	20	31	40	51	60	88,690	-3.6	.000	-.292
Top 10%	43.1	11.8	.13	23	34	43	54	60	326	-6.1	.000	-.514
Learning Strategies												
Wright State (N = 287)	38.3	15.1	.89	13	27	40	53	60				
IUC Main Campus	38.0	14.7	.17	13	27	40	47	60	7,964	.3	.726	.021
Great Lakes Public	38.2	14.7	.10	13	27	40	47	60	20,746	.1	.922	.006
US Schools	39.2	14.6	.03	13	27	40	53	60	196,657	-.8	.331	-.057
Top 50%	40.9	14.5	.04	20	33	40	53	60	104,776	-2.6	.002	-.181
Top 10%	43.6	14.1	.11	20	33	40	60	60	15,472	-5.3	.000	-.371
Quantitative Reasoning												
Wright State (N = 291)	29.0	17.0	1.00	0	20	27	40	60				
IUC Main Campus	31.9	16.3	.18	0	20	33	40	60	8,067	-2.8	.004	-.174
Great Lakes Public	31.1	16.3	.11	0	20	33	40	60	20,983	-2.0	.035	-.124
US Schools	31.4	16.6	.04	0	20	33	40	60	199,346	-2.4	.015	-.142
Top 50%	32.7	16.5	.05	7	20	33	40	60	123,115	-3.6	.000	-.221
Top 10%	36.3	16.2	.16	7	20	40	47	60	10,138	-7.2	.000	-.447
Learning with Peers												
Collaborative Learning												
Wright State (N = 326)	33.1	15.1	.84	10	20	35	45	60				
IUC Main Campus	32.5	14.8	.15	10	20	30	45	60	9,799	.6	.497	.038
Great Lakes Public	31.3	15.2	.10	5	20	30	40	60	25,059	1.8	.032	.120
US Schools	30.2	16.1	.03	0	20	30	40	60	234,592	2.9	.001	.178
Top 50%	34.7	14.2	.05	10	25	35	45	60	327	-1.6	.054	-.114
Top 10%	38.1	13.6	.12	15	30	40	50	60	338	-5.0	.000	-.367
Discussions with Diverse Others												
Wright State (N = 289)	39.8	16.5	.97	15	25	40	55	60				
IUC Main Campus	40.0	14.9	.17	15	30	40	55	60	306	-.2	.875	-.010
Great Lakes Public	38.6	15.6	.11	15	25	40	50	60	20,812	1.2	.181	.079
US Schools	38.8	16.2	.04	10	25	40	55	60	197,645	1.0	.279	.064
Top 50%	41.1	15.6	.05	15	30	40	55	60	107,931	-1.2	.185	-.078
Top 10%	43.9	14.8	.14	20	35	45	60	60	300	-4.1	.000	-.276

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Wright State (N = 300)	23.7	16.3	.94	0	10	20	35	60				
IUC Main Campus	23.3	16.1	.17	0	10	20	35	60	8,807	.4	.642	.027
Great Lakes Public	23.0	16.0	.11	0	10	20	35	55	22,762	.7	.439	.045
US Schools	23.7	16.5	.04	0	10	20	35	60	215,536	.0	.960	-.003
Top 50%	29.6	16.2	.07	5	20	30	40	60	47,363	-5.9	.000	-.362
Top 10%	34.3	15.8	.22	10	20	35	45	60	5,658	-10.6	.000	-.665
Effective Teaching Practices												
Wright State (N = 298)	37.7	14.8	.86	12	28	40	52	60				
IUC Main Campus	39.7	13.5	.15	16	32	40	52	60	315	-1.9	.027	-.142
Great Lakes Public	39.8	13.8	.09	16	32	40	52	60	304	-2.1	.017	-.149
US Schools	40.0	14.1	.03	16	32	40	52	60	208,721	-2.3	.005	-.163
Top 50%	42.1	13.8	.05	20	32	40	56	60	72,710	-4.4	.000	-.319
Top 10%	44.7	13.4	.13	20	36	44	56	60	310	-7.0	.000	-.518
Campus Environment												
Quality of Interactions												
Wright State (N = 258)	42.8	11.5	.72	22	36	44	52	60				
IUC Main Campus	41.9	11.9	.14	20	34	43	50	60	7,254	.9	.250	.073
Great Lakes Public	42.5	11.9	.09	20	36	44	50	60	18,838	.3	.725	.022
US Schools	43.1	12.4	.03	20	36	44	52	60	179,091	-.3	.726	-.022
Top 50%	45.4	12.1	.04	22	38	48	55	60	78,087	-2.6	.001	-.214
Top 10%	47.9	12.5	.09	22	40	50	60	60	19,541	-5.1	.000	-.407
Supportive Environment												
Wright State (N = 281)	30.4	14.1	.84	8	20	30	40	58				
IUC Main Campus	32.3	13.6	.16	10	23	33	40	58	7,790	-1.9	.022	-.140
Great Lakes Public	31.5	13.9	.10	10	20	33	40	58	20,270	-1.2	.159	-.085
US Schools	32.0	14.5	.03	8	20	33	40	60	192,047	-1.6	.061	-.112
Top 50%	34.5	14.3	.05	10	25	35	45	60	71,558	-4.2	.000	-.292
Top 10%	37.7	13.9	.17	15	28	38	48	60	7,126	-7.3	.000	-.525

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.