



NSSE 2023

Engagement Indicators

Wright State University-Lake Campus

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 Regional 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 Regional 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

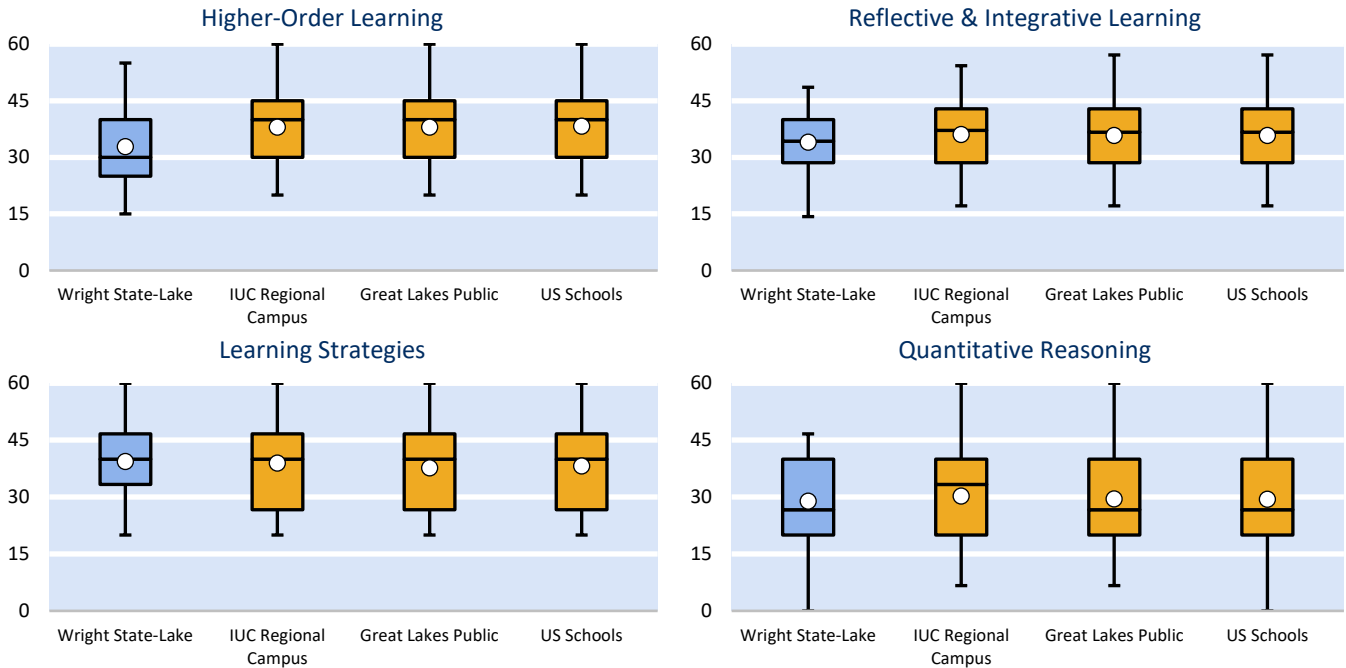
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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-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	32.9	38.0 **	-.39	38.0 **	-.40	38.3 **	-.41
Reflective & Integrative Learning	34.0	36.1	-.17	35.8	-.15	35.8	-.15
Learning Strategies	39.4	39.0	.03	37.7	.12	38.2	.09
Quantitative Reasoning	29.0	30.3	-.09	29.5	-.04	29.4	-.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).

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 ^a between your FY students and		
		IUC Regional 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	62	-9	-11	-9
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	56	-13	-13	-13
4d. Evaluating a point of view, decision, or information source	48	-24	-21	-22
4e. Forming a new idea or understanding from various pieces of information	58	-13	-12	-13
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	45	-6	-11	-8
2b. Connected your learning to societal problems or issues	53	+2	+1	-0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	-4	-2	-2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	55	-10	-9	-10
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	66	-7	-5	-5
2f. Learned something that changed the way you understand an issue or concept	62	-6	-4	-5
2g. Connected ideas from your courses to your prior experiences and knowledge	78	-2	-1	-0
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	70	-6	-3	-3
9b. Reviewed your notes after class	72	+5	+7	+7
9c. Summarized what you learned in class or from course materials	74	+5	+9	+8
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	61	+3	+6	+7
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	-2	+3	+3
6c. Evaluated what others have concluded from numerical information	49	+2	+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.

Academic Challenge: Seniors

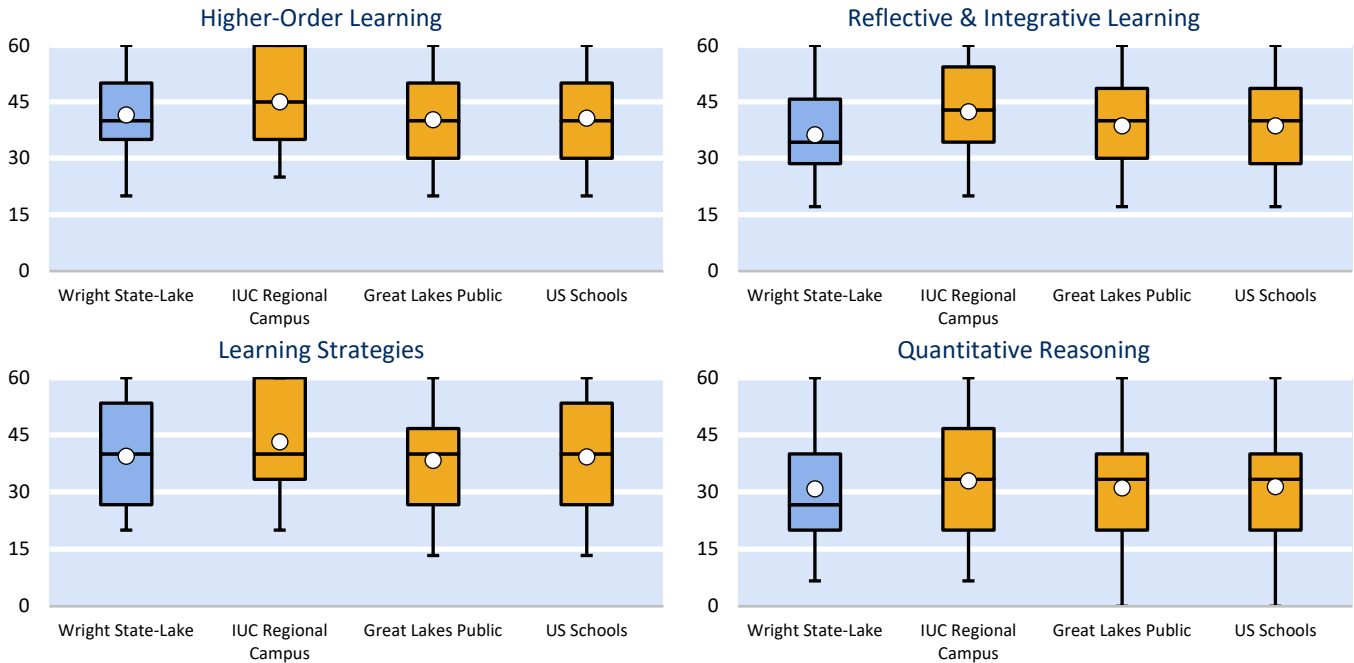
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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-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	41.5	45.0 *	-.28	40.3	.09	40.7	.06
Reflective & Integrative Learning	36.3	42.4 ***	-.47	38.7	-.19	38.7	-.19
Learning Strategies	39.4	43.1	-.26	38.2	.08	39.2	.02
Quantitative Reasoning	30.8	32.9	-.13	31.0	-.01	31.4	-.04

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 ^a between your seniors and		
		IUC Regional 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	82	-3	+3	+5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	80	-5	+5	+4
4d. Evaluating a point of view, decision, or information source	66	-19	-3	-6
4e. Forming a new idea or understanding from various pieces of information	71	-12	-2	-3
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	66	-7	-4	-2
2b. Connected your learning to societal problems or issues	55	-11	-6	-7
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	42	-24	-13	-14
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	-9	+3	+2
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	73	-6	-0	-0
2f. Learned something that changed the way you understand an issue or concept	65	-14	-6	-7
2g. Connected ideas from your courses to your prior experiences and knowledge	77	-15	-8	-7
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	71	-12	-4	-6
9b. Reviewed your notes after class	67	-6	+4	+2
9c. Summarized what you learned in class or from course materials	70	-5	+4	+3
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.)	58	+1	+1	+0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	-12	-6	-7
6c. Evaluated what others have concluded from numerical information	38	-12	-10	-10

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

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

Learning with Peers: First-year students

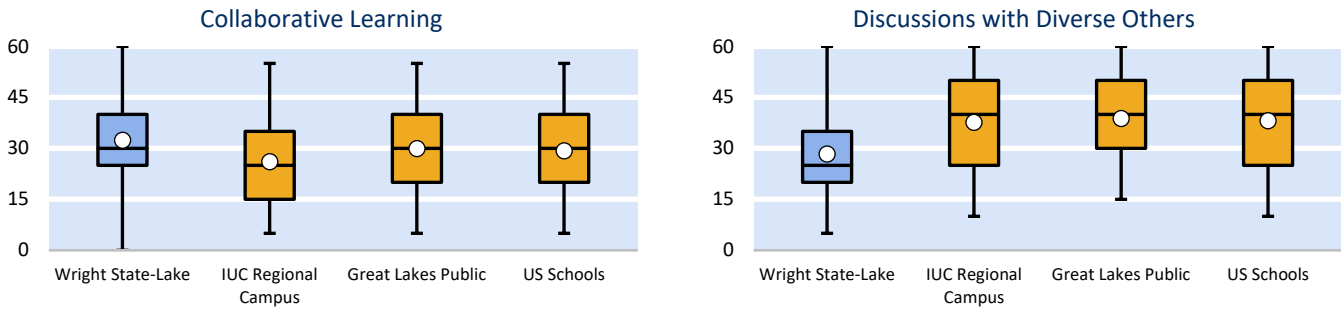
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Wright State-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	32.3	26.1 ***	.45	29.9	.17	29.2	.21
Discussions with Diverse Others	28.4	37.7 ***	-.60	38.8 ***	-.70	38.1 ***	-.62

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.

Collaborative Learning	Wright State-Lake %	Percentage point difference ^a between your FY students and		
		IUC Regional 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	48	+11	+2	+3
1c. Explained course material to one or more students	50	+9	-0	+2
1d. Prepared for exams by discussing or working through course material with other students	52	+20	+11	+11
1e. Worked with other students on course projects or assignments	60	+18	+9	+10
Discussions with Diverse Others	Wright State-Lake %	Percentage point difference ^a between your FY students and		
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	29	-40	-40	-40
8b. People from economic backgrounds other than your own	38	-28	-33	-32
8c. People with religious beliefs other than your own	39	-27	-27	-25
8d. People with political views other than your own	37	-27	-26	-22

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: Seniors

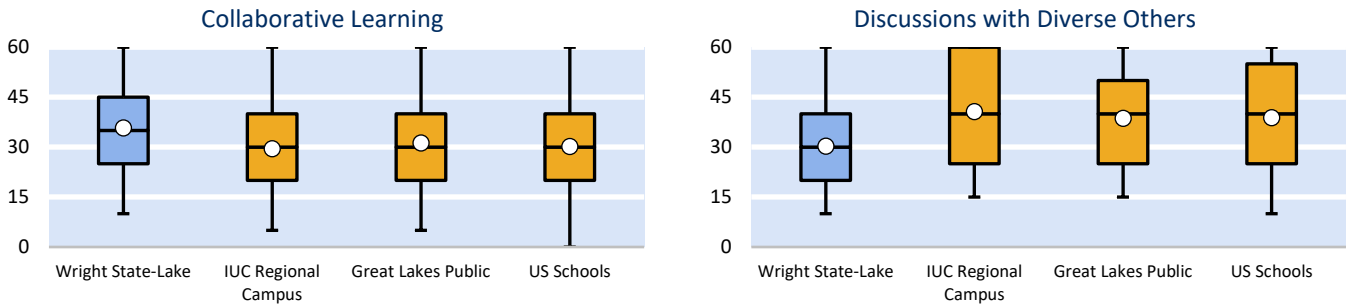
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Wright State-Lake Mean	Your seniors compared with					
		IUC Regional Campus		Great Lakes Public		US Schools	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.8	29.5 **	.42	31.3 *	.29	30.2 **	.34
Discussions with Diverse Others	30.3	40.7 ***	-.65	38.6 ***	-.53	38.8 ***	-.52

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.

Collaborative Learning	Wright State-Lake %	Percentage point difference ^a between your seniors and		
		IUC Regional 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	52	+16	+9	+11
1c. Explained course material to one or more students	71	+21	+17	+19
1d. Prepared for exams by discussing or working through course material with other students	46	+11	+6	+6
1e. Worked with other students on course projects or assignments	66	+5	+2	+7
Discussions with Diverse Others	Wright State-Lake %	Percentage point difference ^a between your seniors and		
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	33	-33	-33	-36
8b. People from economic backgrounds other than your own	47	-25	-24	-24
8c. People with religious beliefs other than your own	45	-21	-20	-20
8d. People with political views other than your own	52	-16	-10	-9

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

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

Experiences with Faculty: First-year students

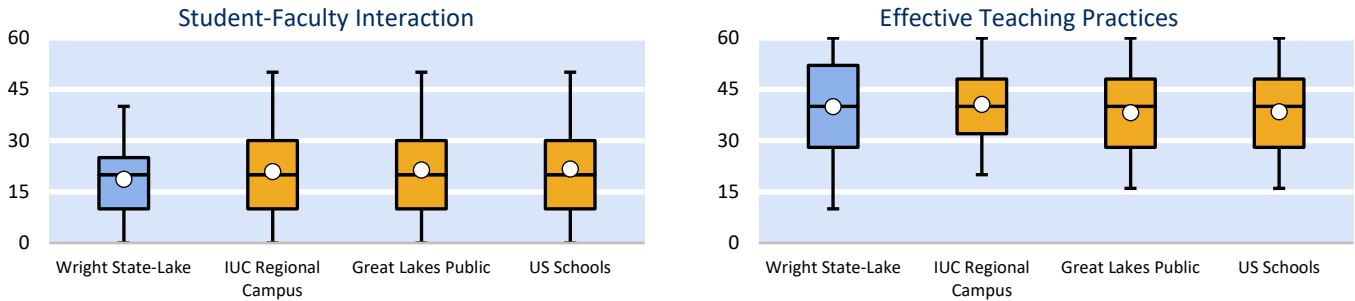
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	18.6	20.9	-.15	21.3	-.18	21.6	-.20
Effective Teaching Practices	39.9	40.5	-.05	38.1	.15	38.4	.12

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

Score Distributions



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

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 ^a 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	30	-7	-8	-7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	15	-7	-6	-7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	-4	-2	-4
3d. Discussed your academic performance with a faculty member	21	-11	-8	-10
<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	80	-3	+2	+3
5b. Taught course sessions in an organized way	79	+3	+5	+6
5c. Used examples or illustrations to explain difficult points	70	-9	-5	-3
5d. Provided feedback on a draft or work in progress	67	-4	+4	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	68	-1	+10	+8

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.

Experiences with Faculty: Seniors

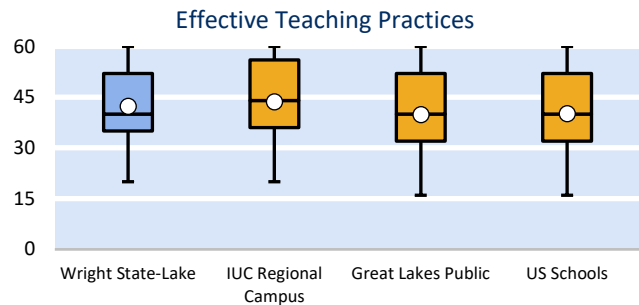
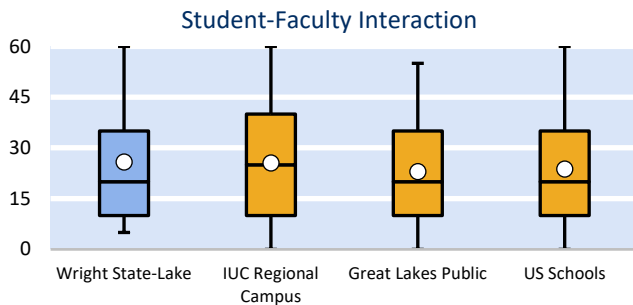
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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.

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
Student-Faculty Interaction	25.8	25.5	.02	23.0	.18	23.7	.13
Effective Teaching Practices	42.3	43.5	-.10	39.8	.18	40.0	.16

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

Score Distributions



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

Performance on Indicator Items

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

Student-Faculty Interaction	Wright State-Lake %	Percentage point difference ^a 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	45	+1	+4	+2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	29	+2	+2	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	-4	+0	-1
3d. Discussed your academic performance with a faculty member	28	-12	-2	-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	79	-6	-1	-1
5b. Taught course sessions in an organized way	79	-4	+3	+3
5c. Used examples or illustrations to explain difficult points	79	-3	+2	+3
5d. Provided feedback on a draft or work in progress	79	+7	+16	+15
5e. Provided prompt and detailed feedback on tests or completed assignments	64	-8	+1	-0

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

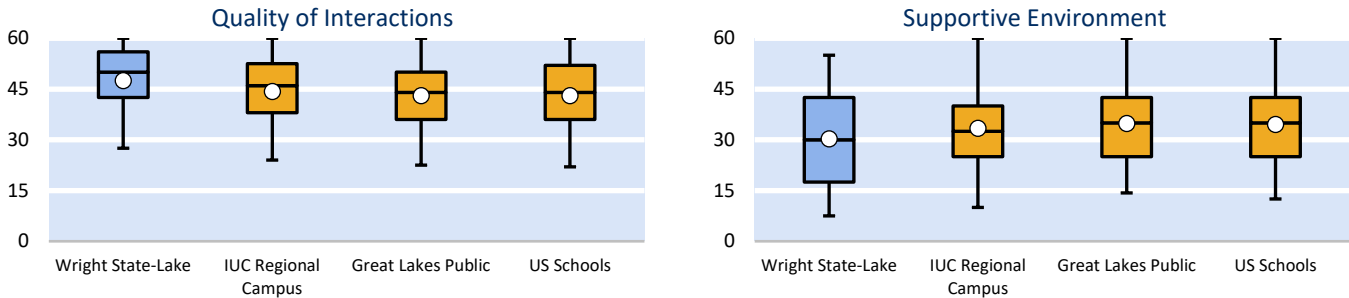
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your 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	47.5	44.3	.28	43.1 **	.41	43.0 **	.38
Supportive Environment	30.3	33.5	-.23	34.8 *	-.35	34.6 *	-.32

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 ^a 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	63	+12	+13	+13
13b. Academic advisors	68	+12	+12	+14
13c. Faculty	61	+1	+11	+8
13d. Student services staff (career services, student activities, housing, etc.)	65	+15	+18	+18
13e. Other administrative staff and offices (registrar, financial aid, etc.)	74	+20	+28	+27
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	72	+2	+0	+1
14c. Using learning support services (tutoring services, writing center, etc.)	64	-9	-9	-8
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	39	-25	-22	-20
14e. Providing opportunities to be involved socially	57	-5	-14	-11
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	+3	-0	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	44	+6	+7	+5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	35	-16	-29	-27
14i. Attending events that address important social, economic, or political issues	32	-10	-14	-14

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

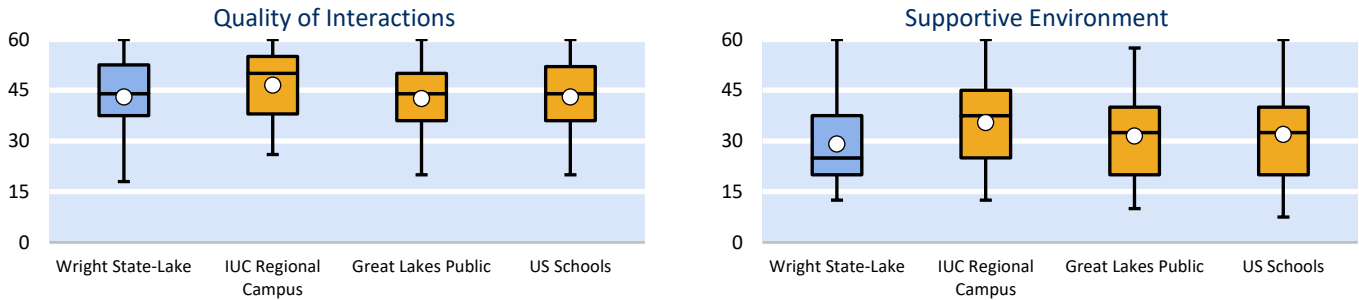
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Wright State-Lake Mean	Your seniors compared with					
		IUC Regional Campus		Great Lakes Public		US Schools	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.0	46.5 *	-.30	42.5	.04	43.1	.00
Supportive Environment	29.2	35.5 **	-.44	31.5	-.17	32.0	-.19

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 ^a 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	73	+9	+14	+14
13b. Academic advisors	40	-12	-9	-13
13c. Faculty	60	-8	+6	+3
13d. Student services staff (career services, student activities, housing, etc.)	45	-17	+1	-1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	-18	+3	+1
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	68	-7	+1	+0
14c. Using learning support services (tutoring services, writing center, etc.)	47	-23	-15	-17
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	41	-23	-12	-14
14e. Providing opportunities to be involved socially	51	-19	-14	-12
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	46	-29	-12	-12
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	-3	+6	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	31	-23	-24	-23
14i. Attending events that address important social, economic, or political issues	28	-25	-11	-13

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.

This page intentionally left blank.

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-Lake Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	32.9	39.5 ***	-.50		42.2 ***	-.73	
	Reflective and Integrative Learning	34.0	37.2 *	-.27		39.8 ***	-.49	
	Learning Strategies	39.4	39.8	-.03	✓	42.8	-.25	
	Quantitative Reasoning	29.0	30.7	-.11		33.4 *	-.29	
<i>Learning with Peers</i>	Collaborative Learning	32.3	33.2	-.06	✓	36.5 *	-.31	
	Discussions with Diverse Others	28.4	40.5 ***	-.82		43.6 ***	-1.10	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	18.6	25.4 ***	-.44		29.3 ***	-.70	
	Effective Teaching Practices	39.9	40.1	-.01	✓	43.3	-.25	
<i>Campus Environment</i>	Quality of Interactions	47.5	45.2	.20	✓	48.1	-.05	✓
	Supportive Environment	30.3	36.8 **	-.49		39.6 ***	-.73	

Seniors		Wright State-Lake Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	41.5	42.1	-.04	✓	44.7	-.25	
	Reflective and Integrative Learning	36.3	40.6 **	-.35		43.1 ***	-.57	
	Learning Strategies	39.4	40.9	-.11		43.6 *	-.30	
	Quantitative Reasoning	30.8	32.7	-.11		36.3 **	-.34	
<i>Learning with Peers</i>	Collaborative Learning	35.8	34.7	.07	✓	38.1	-.17	
	Discussions with Diverse Others	30.3	41.1 ***	-.69		43.9 ***	-.92	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	25.8	29.6	-.23		34.3 ***	-.53	
	Effective Teaching Practices	42.3	42.1	.01	✓	44.7	-.18	
<i>Campus Environment</i>	Quality of Interactions	43.0	45.4	-.19		47.9 **	-.39	
	Supportive Environment	29.2	34.5 **	-.38		37.7 ***	-.61	

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-Lake (N = 56)	32.9	11.1	1.48	15	25	30	40	55				
IUC Regional Campus	38.0	13.0	.40	20	30	40	45	60	1,131	-5.1	.004	-.395
Great Lakes Public	38.0	12.9	.08	20	30	40	45	60	28,001	-5.1	.003	-.396
US Schools	38.3	13.3	.03	20	30	40	45	60	269,630	-5.4	.002	-.406
Top 50%	39.5	13.2	.03	20	30	40	50	60	174,279	-6.6	.000	-.504
Top 10%	42.2	12.8	.09	20	35	40	55	60	21,187	-9.3	.000	-.732
Reflective & Integrative Learning												
Wright State-Lake (N = 59)	34.0	9.9	1.30	14	29	34	40	49				
IUC Regional Campus	36.1	11.8	.34	17	29	37	43	54	1,245	-2.0	.200	-.172
Great Lakes Public	35.8	11.8	.07	17	29	37	43	57	30,538	-1.7	.260	-.147
US Schools	35.8	12.2	.02	17	29	37	43	57	294,903	-1.8	.266	-.145
Top 50%	37.2	12.0	.03	20	29	37	46	60	163,705	-3.2	.041	-.267
Top 10%	39.8	11.8	.08	20	31	40	49	60	21,339	-5.8	.000	-.493
Learning Strategies												
Wright State-Lake (N = 54)	39.4	12.2	1.66	20	33	40	47	60				
IUC Regional Campus	39.0	13.3	.42	20	27	40	47	60	1,049	.4	.847	.027
Great Lakes Public	37.7	13.6	.08	20	27	40	47	60	25,765	1.7	.368	.123
US Schools	38.2	13.9	.03	20	27	40	47	60	248,443	1.2	.528	.086
Top 50%	39.8	13.9	.04	20	27	40	53	60	140,003	-.4	.832	-.029
Top 10%	42.8	14.0	.08	20	33	40	60	60	29,243	-3.4	.072	-.245
Quantitative Reasoning												
Wright State-Lake (N = 54)	29.0	13.1	1.78	0	20	27	40	47				
IUC Regional Campus	30.3	15.1	.48	7	20	33	40	60	1,057	-1.4	.516	-.091
Great Lakes Public	29.5	15.0	.09	7	20	27	40	60	26,202	-.5	.794	-.036
US Schools	29.4	15.5	.03	0	20	27	40	60	252,788	-.5	.826	-.030
Top 50%	30.7	15.3	.04	7	20	27	40	60	170,370	-1.7	.412	-.112
Top 10%	33.4	15.4	.09	7	20	33	40	60	27,393	-4.5	.034	-.289
Learning with Peers												
Collaborative Learning												
Wright State-Lake (N = 61)	32.3	14.7	1.89	0	25	30	40	60				
IUC Regional Campus	26.1	14.0	.39	5	15	25	35	55	1,383	6.3	.001	.445
Great Lakes Public	29.9	14.3	.08	5	20	30	40	55	33,371	2.4	.185	.170
US Schools	29.2	15.1	.03	5	20	30	40	55	320,899	3.1	.106	.207
Top 50%	33.2	13.9	.03	10	25	35	40	60	190,761	-.9	.612	-.065
Top 10%	36.5	13.7	.07	15	25	35	45	60	38,317	-4.2	.016	-.307
Discussions with Diverse Others												
Wright State-Lake (N = 54)	28.4	14.9	2.02	5	20	25	35	60				
IUC Regional Campus	37.7	15.5	.49	10	25	40	50	60	1,043	-9.3	.000	-.602
Great Lakes Public	38.8	15.0	.09	15	30	40	50	60	25,940	-10.4	.000	-.696
US Schools	38.1	15.8	.03	10	25	40	50	60	250,262	-9.8	.000	-.619
Top 50%	40.5	14.8	.04	20	30	40	55	60	154,485	-12.2	.000	-.823
Top 10%	43.6	13.9	.10	20	35	40	60	60	18,162	-15.3	.000	-1.102

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-Lake (N = 56)	18.6	12.3	1.65	0	10	20	25	40				
IUC Regional Campus	20.9	15.1	.45	0	10	20	30	50	63	-2.3	.192	-.150
Great Lakes Public	21.3	14.8	.09	0	10	20	30	50	29,163	-2.7	.171	-.184
US Schools	21.6	15.1	.03	0	10	20	30	50	281,185	-3.0	.138	-.199
Top 50%	25.4	15.3	.05	5	15	25	35	60	55	-6.7	.000	-.442
Top 10%	29.3	15.3	.13	5	20	25	40	60	55	-10.7	.000	-.696
Effective Teaching Practices												
Wright State-Lake (N = 57)	39.9	15.0	1.98	10	28	40	52	60				
IUC Regional Campus	40.5	11.9	.36	20	32	40	48	60	60	-.6	.768	-.050
Great Lakes Public	38.1	12.7	.08	16	28	40	48	60	27,817	1.8	.271	.146
US Schools	38.4	13.3	.03	16	28	40	48	60	268,494	1.6	.371	.118
Top 50%	40.1	13.5	.04	16	32	40	52	60	120,636	-.2	.915	-.014
Top 10%	43.3	13.3	.11	20	36	44	56	60	15,757	-3.3	.060	-.249
Campus Environment												
Quality of Interactions												
Wright State-Lake (N = 49)	47.5	10.8	1.54	28	43	50	56	60				
IUC Regional Campus	44.3	11.3	.38	24	38	46	53	60	919	3.2	.053	.285
Great Lakes Public	43.1	11.0	.07	23	36	44	50	60	23,921	4.5	.004	.407
US Schools	43.0	11.7	.02	22	36	44	52	60	228,820	4.5	.007	.384
Top 50%	45.2	11.5	.04	24	38	46	54	60	96,289	2.3	.161	.200
Top 10%	48.1	12.1	.09	24	42	50	60	60	17,947	-.6	.732	-.049
Supportive Environment												
Wright State-Lake (N = 53)	30.3	15.4	2.12	8	18	30	43	55				
IUC Regional Campus	33.5	14.0	.45	10	25	33	40	60	1,016	-3.2	.110	-.225
Great Lakes Public	34.8	13.0	.08	14	25	35	43	60	52	-4.5	.037	-.349
US Schools	34.6	13.5	.03	13	25	35	43	60	52	-4.3	.048	-.317
Top 50%	36.8	13.1	.04	15	28	38	45	60	52	-6.5	.004	-.495
Top 10%	39.6	12.8	.11	20	30	40	50	60	52	-9.4	.000	-.731

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-Lake (N = 57)	41.5	12.2	1.62	20	35	40	50	60				
IUC Regional Campus	45.0	12.5	.56	25	35	45	60	60	555	-3.5	.046	-.281
Great Lakes Public	40.3	13.6	.07	20	30	40	50	60	37,090	1.3	.490	.092
US Schools	40.7	13.8	.02	20	30	40	50	60	351,133	.8	.644	.061
Top 50%	42.1	13.7	.03	20	35	40	55	60	163,798	-.6	.760	-.040
Top 10%	44.7	12.8	.10	20	40	45	60	60	15,722	-3.2	.060	-.250
Reflective & Integrative Learning												
Wright State-Lake (N = 60)	36.3	13.6	1.76	17	29	34	46	60				
IUC Regional Campus	42.4	12.8	.56	20	34	43	54	60	591	-6.1	.001	-.472
Great Lakes Public	38.7	12.8	.06	17	30	40	49	60	39,651	-2.4	.149	-.186
US Schools	38.7	12.9	.02	17	29	40	49	60	374,768	-2.4	.148	-.187
Top 50%	40.6	12.5	.03	20	31	40	51	60	148,468	-4.3	.007	-.347
Top 10%	43.1	11.8	.10	23	34	43	54	60	15,106	-6.8	.000	-.575
Learning Strategies												
Wright State-Lake (N = 57)	39.4	15.1	2.00	20	27	40	53	60				
IUC Regional Campus	43.1	14.0	.65	20	33	40	60	60	516	-3.7	.061	-.264
Great Lakes Public	38.2	14.7	.08	13	27	40	47	60	34,838	1.2	.551	.079
US Schools	39.2	14.6	.03	13	27	40	53	60	330,226	.2	.903	.016
Top 50%	40.9	14.5	.03	20	33	40	53	60	175,458	-1.5	.419	-.107
Top 10%	43.6	14.1	.09	20	33	40	60	60	25,557	-4.2	.026	-.295
Quantitative Reasoning												
Wright State-Lake (N = 59)	30.8	15.9	2.07	7	20	27	40	60				
IUC Regional Campus	32.9	16.5	.76	7	20	33	47	60	525	-2.1	.347	-.130
Great Lakes Public	31.0	16.3	.09	0	20	33	40	60	35,237	-.2	.909	-.015
US Schools	31.4	16.6	.03	0	20	33	40	60	334,740	-.6	.781	-.036
Top 50%	32.7	16.5	.04	7	20	33	40	60	206,305	-1.9	.379	-.115
Top 10%	36.3	16.2	.13	7	20	40	47	60	16,596	-5.5	.009	-.339
Learning with Peers												
Collaborative Learning												
Wright State-Lake (N = 60)	35.8	13.9	1.79	10	25	35	45	60				
IUC Regional Campus	29.5	15.2	.65	5	20	30	40	60	611	6.3	.002	.416
Great Lakes Public	31.3	15.2	.07	5	20	30	40	60	42,080	4.5	.022	.295
US Schools	30.2	16.1	.03	0	20	30	40	60	393,925	5.5	.008	.344
Top 50%	34.7	14.2	.04	10	25	35	45	60	164,810	1.1	.565	.074
Top 10%	38.1	13.6	.09	15	30	40	50	60	22,371	-2.3	.183	-.172
Discussions with Diverse Others												
Wright State-Lake (N = 59)	30.3	15.1	1.96	10	20	30	40	60				
IUC Regional Campus	40.7	16.0	.75	15	25	40	60	60	518	-10.4	.000	-.651
Great Lakes Public	38.6	15.6	.08	15	25	40	50	60	34,949	-8.3	.000	-.531
US Schools	38.8	16.2	.03	10	25	40	55	60	331,884	-8.5	.000	-.522
Top 50%	41.1	15.6	.04	15	30	40	55	60	181,296	-10.7	.000	-.688
Top 10%	43.9	14.8	.11	20	35	45	60	60	19,349	-13.6	.000	-.920

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-Lake (N = 59)	25.8	17.5	2.28	5	10	20	35	60				
IUC Regional Campus	25.5	17.0	.75	0	10	25	40	60	576	.3	.886	.020
Great Lakes Public	23.0	16.0	.08	0	10	20	35	55	38,223	2.8	.174	.178
US Schools	23.7	16.5	.03	0	10	20	35	60	361,926	2.1	.333	.126
Top 50%	29.6	16.2	.06	5	20	30	40	60	79,087	-3.7	.077	-.231
Top 10%	34.3	15.8	.17	10	20	35	45	60	9,057	-8.4	.000	-.532
Effective Teaching Practices												
Wright State-Lake (N = 59)	42.3	12.0	1.56	20	35	40	52	60				
IUC Regional Campus	43.5	13.4	.60	20	36	44	56	60	553	-1.3	.484	-.096
Great Lakes Public	39.8	13.8	.07	16	32	40	52	60	36,978	2.5	.169	.179
US Schools	40.0	14.1	.02	16	32	40	52	60	350,482	2.2	.227	.157
Top 50%	42.1	13.8	.04	20	32	40	56	60	121,595	.1	.945	.009
Top 10%	44.7	13.4	.10	20	36	44	56	60	19,070	-2.4	.162	-.182
Campus Environment												
Quality of Interactions												
Wright State-Lake (N = 50)	43.0	13.1	1.85	18	38	44	53	60				
IUC Regional Campus	46.5	11.3	.56	26	38	50	55	60	449	-3.5	.043	-.305
Great Lakes Public	42.5	11.9	.07	20	36	44	50	60	31,633	.5	.765	.042
US Schools	43.1	12.4	.02	20	36	44	52	60	300,729	.0	.988	-.002
Top 50%	45.4	12.1	.03	22	38	48	55	60	130,740	-2.3	.171	-.194
Top 10%	47.9	12.5	.07	22	40	50	60	60	32,430	-4.9	.006	-.387
Supportive Environment												
Wright State-Lake (N = 58)	29.2	14.4	1.89	13	20	25	38	60				
IUC Regional Campus	35.5	14.5	.69	13	25	38	45	60	504	-6.3	.002	-.436
Great Lakes Public	31.5	13.9	.08	10	20	33	40	58	34,039	-2.4	.198	-.169
US Schools	32.0	14.5	.03	8	20	33	40	60	322,484	-2.8	.140	-.194
Top 50%	34.5	14.3	.04	10	25	35	45	60	119,747	-5.4	.004	-.375
Top 10%	37.7	13.9	.13	15	28	38	48	60	11,554	-8.5	.000	-.611

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.