



NSSE 2017

Engagement Indicators

Fredonia State University of New York

About Your Engagement Indicators Report

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

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

Report Sections

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

 - Mean Comparisons**
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
 - Score Distributions**
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
 - Performance on Indicator Items**
Responses to each item in a given EI are summarized for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2016 and 2017 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Peer Institutions	Your first-year students compared with Aspirational Group	Your first-year students compared with Overlap Institutions
<i>Academic Challenge</i>	Higher-Order Learning	▼	▼	▼
	Reflective & Integrative Learning	▼	▼	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	▼	▼	▼
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	△	▲	△
	Effective Teaching Practices	▼	▼	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Peer Institutions	Your seniors compared with Aspirational Group	Your seniors compared with Overlap Institutions
<i>Academic Challenge</i>	Higher-Order Learning	▼	▼	--
	Reflective & Integrative Learning	--	--	△
	Learning Strategies	▼	▼	--
	Quantitative Reasoning	--	▼	▼
<i>Learning with Peers</i>	Collaborative Learning	--	△	△
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	△	▲
	Effective Teaching Practices	▼	▼	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Academic Challenge: First-year students

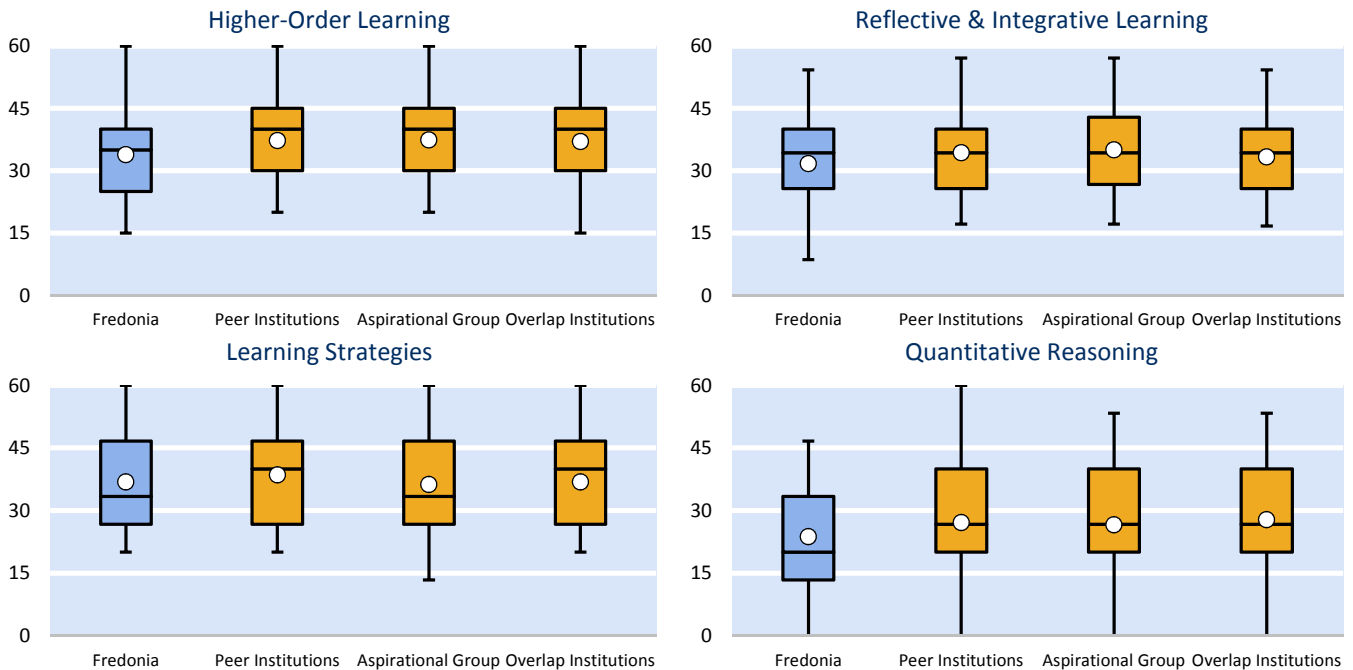
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Fredonia Mean	Your first-year students compared with					
		Peer Institutions		Aspirational Group		Overlap Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	33.9	37.3 **	-.27	37.4 **	-.28	37.0 **	-.24
Reflective & Integrative Learning	31.7	34.4 **	-.23	35.1 ***	-.29	33.3	-.14
Learning Strategies	36.9	38.5	-.12	36.2	.05	36.8	.00
Quantitative Reasoning	23.7	27.1 *	-.22	26.6 *	-.19	27.8 **	-.27

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 upper bar), 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^a 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.

	Fredonia	Percentage point difference between your FY students and		
		Peer Institutions	Aspirational Group	Overlap Institutions
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	59	-11	-11	-11
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	62	-7	-6	-7
4d. Evaluating a point of view, decision, or information source	63	-4	-8	-1
4e. Forming a new idea or understanding from various pieces of information	57	-9	-12	-8
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	40	-11	-12	-9
2b. Connected your learning to societal problems or issues	44	-6	-9	-2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	40	-9	-14	-6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	57	-3	-8	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64	-2	-6	-1
2f. Learned something that changed the way you understand an issue or concept	65	-1	-2	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	64	-15	-14	-10
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	70	-8	-5	-2
9b. Reviewed your notes after class	60	-7	-3	-4
9c. Summarized what you learned in class or from course materials	62	-3	+5	+0
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.)	34	-17	-16	-19
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35	-3	-3	-5
6c. Evaluated what others have concluded from numerical information	24	-13	-12	-15

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

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

Academic Challenge: Seniors

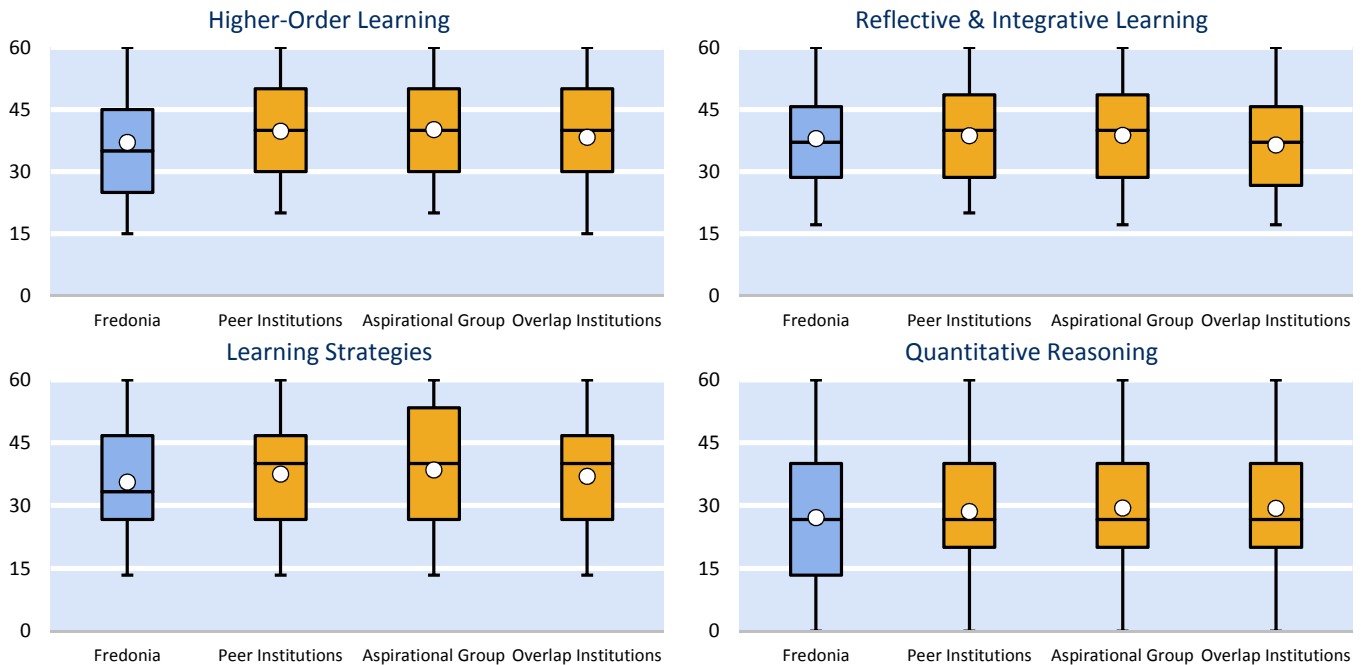
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Mean Comparisons

Engagement Indicator	Fredonia Mean	Your seniors compared with					
		Peer Institutions		Aspirational Group		Overlap Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.1	39.8 ***	-.20	40.1 ***	-.22	38.3	-.09
Reflective & Integrative Learning	38.0	38.7	-.05	38.8	-.06	36.5 *	.12
Learning Strategies	35.6	37.5 *	-.13	38.5 **	-.20	36.9	-.09
Quantitative Reasoning	27.1	28.6	-.09	29.4 *	-.14	29.3 *	-.14

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

Score Distributions



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Academic Challenge: Seniors (continued)

Performance^a 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.

	Fredonia	Percentage point difference between your seniors and		
		Peer Institutions	Aspirational Group	Overlap Institutions
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	72	-6	-8	-4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	65	-9	-10	-6
4d. Evaluating a point of view, decision, or information source	61	-10	-9	-2
4e. Forming a new idea or understanding from various pieces of information	66	-6	-6	-1
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	70	-0	-3	+2
2b. Connected your learning to societal problems or issues	60	-4	-3	+4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	60	+4	+5	+12
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	-2	-2	+5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	+0	-2	+2
2f. Learned something that changed the way you understand an issue or concept	71	+0	-1	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-1	-3	+3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	74	-5	-4	-1
9b. Reviewed your notes after class	56	-0	-6	-2
9c. Summarized what you learned in class or from course materials	57	-5	-6	-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.)	51	+1	-3	-3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	34	-10	-10	-9
6c. Evaluated what others have concluded from numerical information	34	-8	-9	-10

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

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Learning with Peers: First-year students

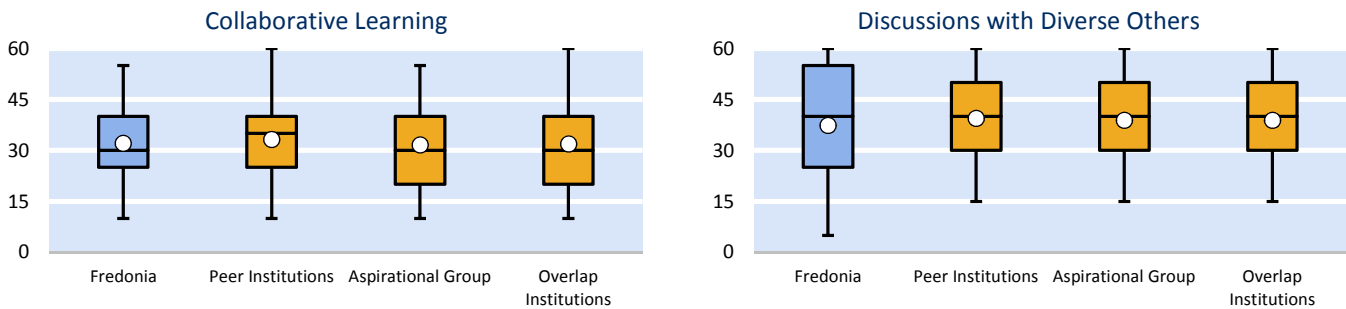
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Fredonia Mean	Your first-year students compared with					
		Peer Institutions		Aspirational Group		Overlap Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.0	33.2	-.08	31.6	.03	31.9	.01
Discussions with Diverse Others	37.3	39.4	-.14	38.9	-.10	38.8	-.10

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

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Indicator Item	Fredonia %	Percentage point difference between your FY students and		
		Peer Institutions	Aspirational Group	Overlap Institutions
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	54	-2	+1	+1
1f. Explained course material to one or more students	48	-11	-10	-8
1g. Prepared for exams by discussing or working through course material with other students	52	-1	+5	+3
1h. Worked with other students on course projects or assignments	54	-1	+1	+2
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	65	-1	-2	-4
8b. People from an economic background other than your own	63	-8	-6	-6
8c. People with religious beliefs other than your own	63	-3	-3	-3
8d. People with political views other than your own	61	-10	-9	-3

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Learning with Peers: Seniors

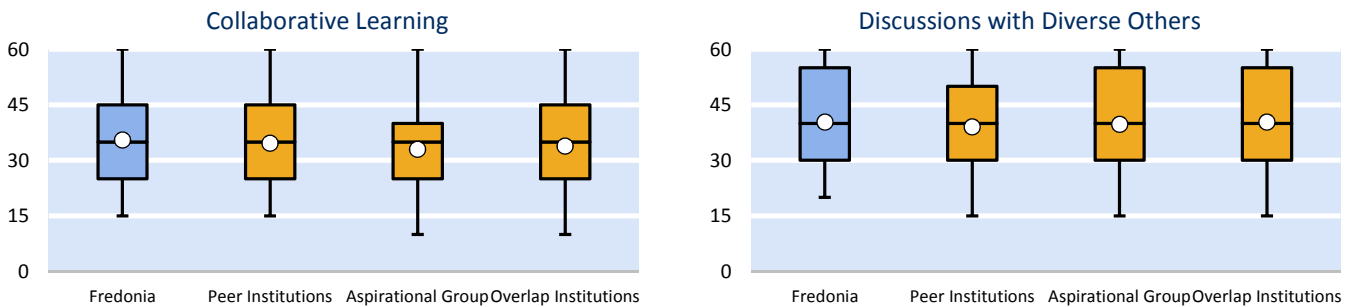
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Fredonia Mean	Your seniors compared with					
		Peer Institutions		Aspirational Group		Overlap Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.6	34.7	.06	33.0 **	.18	33.8 *	.12
Discussions with Diverse Others	40.4	39.0	.09	39.7	.04	40.3	.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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Collaborative Learning	Fredonia	Percentage point difference between your seniors and		
		Peer Institutions	Aspirational Group	Overlap Institutions
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1e. Asked another student to help you understand course material	51	+1	+7	+4
1f. Explained course material to one or more students	68	+2	+6	+5
1g. Prepared for exams by discussing or working through course material with other students	57	+6	+11	+7
1h. Worked with other students on course projects or assignments	66	-0	+0	+3
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	68	+2	-0	-5
8b. People from an economic background other than your own	75	+4	+3	+3
8c. People with religious beliefs other than your own	70	+2	+2	-1
8d. People with political views other than your own	67	+1	+1	+2

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Experiences with Faculty: First-year students

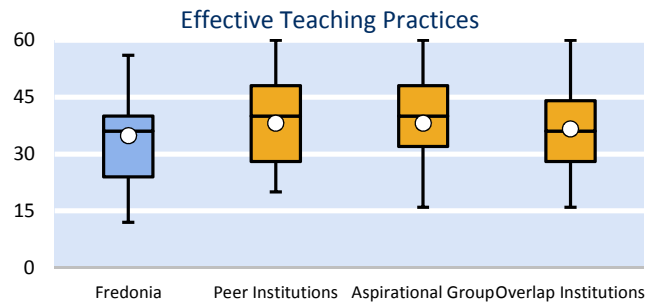
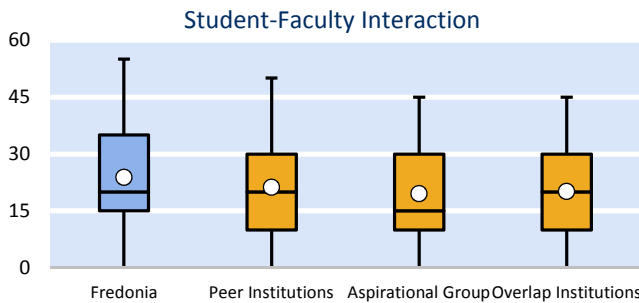
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	Fredonia Mean	Your first-year students compared with					
		Peer Institutions		Aspirational Group		Overlap Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.9	21.2 *	.18	19.5 ***	.30	20.1 **	.26
Effective Teaching Practices	34.8	38.1 **	-.27	38.1 **	-.26	36.6	-.14

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

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Student-Faculty Interaction	Fredonia %	Percentage point difference between your FY students and		
		Peer Institutions	Aspirational Group	Overlap Institutions
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	42	+8	+11	+9
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	-1	+1	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	34	+7	+10	+9
3d. Discussed your academic performance with a faculty member	45	+16	+19	+17
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	71	-8	-8	-4
5b. Taught course sessions in an organized way	68	-8	-10	-4
5c. Used examples or illustrations to explain difficult points	60	-14	-15	-12
5d. Provided feedback on a draft or work in progress	56	-6	-6	+1
5e. Provided prompt and detailed feedback on tests or completed assignments	50	-7	-8	-4

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Experiences with Faculty: Seniors

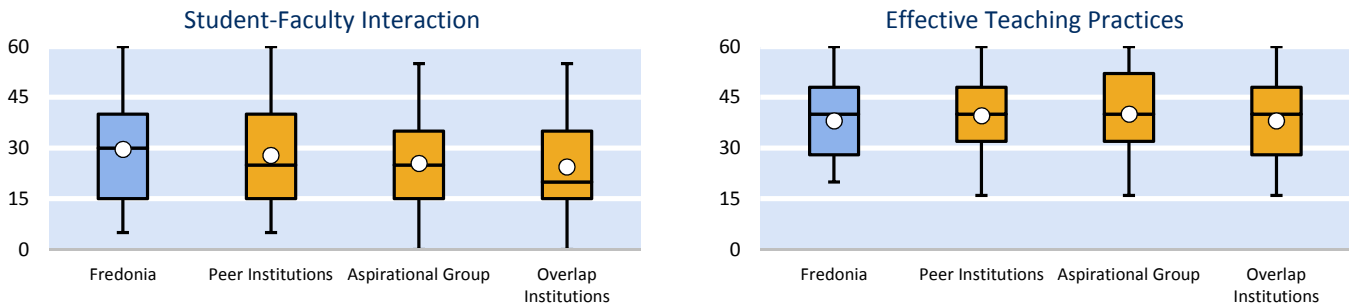
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Student-Faculty Interaction	29.6	27.8	.11	25.4 ***	.27	24.3 ***	.33
Effective Teaching Practices	38.0	39.5 *	-.11	39.9 *	-.14	37.9	.01

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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	55	+5	+8	+14
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	45	+10	+16	+15
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	40	-1	+5	+6
3d. Discussed your academic performance with a faculty member	40	-0	+4	+7
<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	76	-3	-5	-2
5b. Taught course sessions in an organized way	76	-3	-4	-0
5c. Used examples or illustrations to explain difficult points	72	-5	-6	-2
5d. Provided feedback on a draft or work in progress	58	-6	-3	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	62	-2	-4	+2

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

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

Campus Environment: First-year students

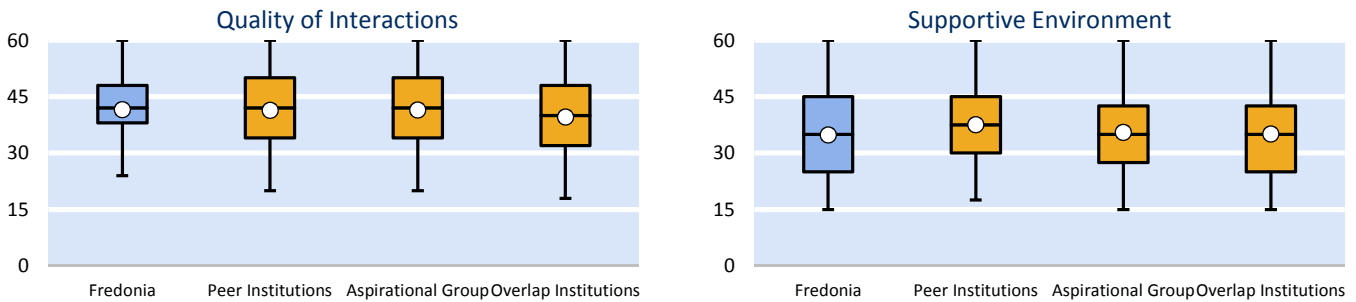
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Fredonia Mean	Your first-year students compared with					
		Peer Institutions Mean	Effect size	Aspirational Group Mean	Effect size	Overlap Institutions Mean	Effect size
Quality of Interactions	41.6	41.4	.02	41.4	.01	39.6	.16
Supportive Environment	34.8	37.6	-.21	35.5	-.06	35.1	-.02

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^a 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	Fredonia %	Percentage point difference between your FY students and		
		Peer Institutions	Aspirational Group	Overlap Institutions
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	50	-1	+0	+5
13b. Academic advisors	43	+0	+1	+5
13c. Faculty	48	+0	+2	+7
13d. Student services staff (career services, student activities, housing, etc.)	37	-8	-6	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	40	-2	-2	+3
<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	66	-13	-10	-4
14c. Using learning support services (tutoring services, writing center, etc.)	70	-9	-9	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	-1	+0	-0
14e. Providing opportunities to be involved socially	71	-6	+2	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	-9	-2	-0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	-9	-5	-6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	59	-12	+1	-4
14i. Attending events that address important social, economic, or political issues	55	-4	+5	+1

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

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

Campus Environment: Seniors

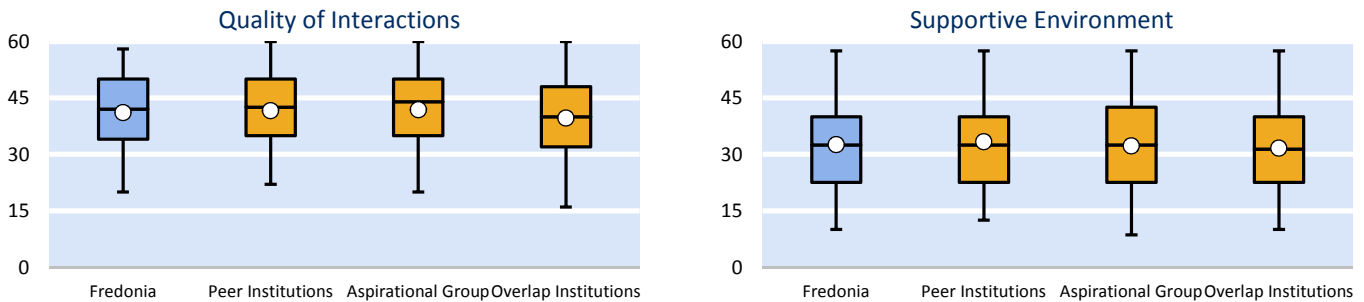
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Fredonia Mean	Your seniors compared with					
		Peer Institutions		Aspirational Group		Overlap Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.1	41.6	-.05	41.9	-.07	39.7	.11
Supportive Environment	32.6	33.4	-.06	32.3	.02	31.7	.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^a 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	Fredonia	Percentage point difference between your seniors and		
		Peer Institutions	Aspirational Group	Overlap Institutions
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	54	-1	-2	+3
13b. Academic advisors	47	-1	+2	+7
13c. Faculty	46	-9	-15	-1
13d. Student services staff (career services, student activities, housing, etc.)	36	-4	-8	+0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	-1	-4	+3
<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	67	-4	-6	-0
14c. Using learning support services (tutoring services, writing center, etc.)	59	-5	-10	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	+1	-2	-0
14e. Providing opportunities to be involved socially	71	+2	+7	+5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	-7	-5	-2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32	+1	+3	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	59	+0	+16	+3
14i. Attending events that address important social, economic, or political issues	50	-1	+5	+3

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

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

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see nsse.indiana.edu/html/position_policies.cfm), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2016 and 2017 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 NSSE institutions.

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

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

First-Year Students

Theme	Engagement Indicator	Fredonia Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	33.9	39.2 ***	-.40		41.2 ***	-.55	
	Reflective and Integrative Learning	31.7	36.6 ***	-.40		38.3 ***	-.53	
	Learning Strategies	36.9	39.8 *	-.21		41.9 ***	-.36	
	Quantitative Reasoning	23.7	28.8 ***	-.33		30.4 ***	-.44	
<i>Learning with Peers</i>	Collaborative Learning	32.0	35.2 **	-.23		37.1 ***	-.38	
	Discussions with Diverse Others	37.3	41.7 **	-.29		43.8 ***	-.44	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	23.9	23.8	.00	✓	27.2 *	-.22	
	Effective Teaching Practices	34.8	40.7 ***	-.46		42.6 ***	-.58	
<i>Campus Environment</i>	Quality of Interactions	41.6	43.8 *	-.19		46.1 ***	-.38	
	Supportive Environment	34.8	38.2 **	-.26		40.0 ***	-.40	

Seniors

Theme	Engagement Indicator	Fredonia Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.1	41.8 ***	-.35		43.3 ***	-.46	
	Reflective and Integrative Learning	38.0	40.0 **	-.16		42.0 ***	-.33	
	Learning Strategies	35.6	40.7 ***	-.36		42.9 ***	-.51	
	Quantitative Reasoning	27.1	31.1 ***	-.25		33.0 ***	-.37	
<i>Learning with Peers</i>	Collaborative Learning	35.6	35.8	-.02	✓	37.9 **	-.18	
	Discussions with Diverse Others	40.4	42.3 *	-.13		44.3 ***	-.26	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	29.6	29.2	.02	✓	33.0 ***	-.21	
	Effective Teaching Practices	38.0	41.8 ***	-.28		43.8 ***	-.43	
<i>Campus Environment</i>	Quality of Interactions	41.1	44.8 ***	-.32		46.9 ***	-.48	
	Supportive Environment	32.6	34.8 **	-.16		37.2 ***	-.34	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2016 and 2017 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Fredonia (N = 138)	33.9	12.5	1.06	15	25	35	40	60				
Peer Institutions	37.3	12.9	.32	20	30	40	45	60	1,805	-3.4	.003	-.268
Aspirational Group	37.4	12.7	.28	20	30	40	45	60	2,261	-3.6	.001	-.279
Overlap Institutions	37.0	13.2	.27	15	30	40	45	60	2,524	-3.2	.006	-.239
Top 50%	39.2	13.1	.03	20	30	40	50	60	143,489	-5.3	.000	-.403
Top 10%	41.2	13.3	.08	20	35	40	50	60	26,629	-7.3	.000	-.548
Reflective & Integrative Learning												
Fredonia (N = 146)	31.7	12.6	1.04	9	26	34	40	54				
Peer Institutions	34.4	11.6	.28	17	26	34	40	57	1,878	-2.6	.009	-.226
Aspirational Group	35.1	11.5	.24	17	27	34	43	57	2,361	-3.3	.001	-.287
Overlap Institutions	33.3	11.8	.24	17	26	34	40	54	2,639	-1.6	.111	-.135
Top 50%	36.6	12.0	.03	17	29	37	46	57	133,506	-4.8	.000	-.404
Top 10%	38.3	12.3	.07	20	29	37	46	60	29,085	-6.5	.000	-.531
Learning Strategies												
Fredonia (N = 112)	36.9	13.6	1.29	20	27	33	47	60				
Peer Institutions	38.5	13.4	.35	20	27	40	47	60	1,555	-1.7	.206	-.124
Aspirational Group	36.2	13.1	.30	13	27	33	47	60	1,981	.7	.595	.052
Overlap Institutions	36.8	13.3	.29	20	27	40	47	60	2,212	.0	.976	.003
Top 50%	39.8	13.7	.04	20	27	40	53	60	110,885	-2.9	.023	-.215
Top 10%	41.9	14.1	.08	20	33	40	53	60	28,186	-5.1	.000	-.359
Quantitative Reasoning												
Fredonia (N = 135)	23.7	13.7	1.18	0	13	20	33	47				
Peer Institutions	27.1	15.1	.37	0	20	27	40	60	1,795	-3.3	.013	-.223
Aspirational Group	26.6	14.9	.33	0	20	27	40	53	2,230	-2.9	.030	-.193
Overlap Institutions	27.8	14.8	.30	0	20	27	40	53	2,498	-4.0	.002	-.274
Top 50%	28.8	15.2	.04	0	20	27	40	60	154,755	-5.1	.000	-.334
Top 10%	30.4	15.2	.08	7	20	27	40	60	37,766	-6.7	.000	-.438
Learning with Peers												
Collaborative Learning												
Fredonia (N = 151)	32.0	13.3	1.09	10	25	30	40	55				
Peer Institutions	33.2	13.6	.32	10	25	35	40	60	1,945	-1.2	.317	-.085
Aspirational Group	31.6	13.2	.28	10	20	30	40	55	2,448	.4	.701	.032
Overlap Institutions	31.9	13.9	.27	10	20	30	40	60	2,721	.2	.877	.013
Top 50%	35.2	13.6	.03	15	25	35	45	60	155,303	-3.1	.004	-.232
Top 10%	37.1	13.4	.07	15	25	40	45	60	38,149	-5.0	.000	-.376
Discussions with Diverse Others												
Fredonia (N = 118)	37.3	17.8	1.64	5	25	40	55	60				
Peer Institutions	39.4	14.8	.39	15	30	40	50	60	130	-2.1	.220	-.138
Aspirational Group	38.9	15.0	.35	15	30	40	50	60	127	-1.5	.368	-.099
Overlap Institutions	38.8	15.1	.33	15	30	40	50	60	126	-1.5	.376	-.097
Top 50%	41.7	14.9	.04	20	30	40	55	60	117	-4.4	.009	-.294
Top 10%	43.8	14.5	.08	20	35	45	60	60	117	-6.4	.000	-.444

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Fredonia (N = 139)	23.9	15.1	1.28	0	15	20	35	55				
Peer Institutions	21.2	14.3	.35	0	10	20	30	50	1,835	2.6	.037	.184
Aspirational Group	19.5	14.4	.31	0	10	15	30	45	2,290	4.3	.001	.301
Overlap Institutions	20.1	14.2	.29	0	10	20	30	45	2,570	3.7	.003	.262
Top 50%	23.8	14.7	.05	0	15	20	35	55	89,658	.1	.960	.004
Top 10%	27.2	15.6	.13	5	15	25	40	60	14,643	-3.4	.011	-.217
Effective Teaching Practices												
Fredonia (N = 137)	34.8	12.9	1.10	12	24	36	40	56				
Peer Institutions	38.1	12.4	.30	20	28	40	48	60	1,814	-3.3	.003	-.269
Aspirational Group	38.1	12.7	.27	16	32	40	48	60	2,264	-3.3	.003	-.262
Overlap Institutions	36.6	12.8	.26	16	28	36	44	60	2,539	-1.8	.110	-.140
Top 50%	40.7	13.0	.04	20	32	40	52	60	100,763	-5.9	.000	-.455
Top 10%	42.6	13.6	.09	20	36	44	56	60	23,063	-7.8	.000	-.577
Campus Environment												
Quality of Interactions												
Fredonia (N = 111)	41.6	11.1	1.06	24	38	42	48	60				
Peer Institutions	41.4	11.5	.31	20	34	42	50	60	1,478	.2	.832	.021
Aspirational Group	41.4	11.8	.28	20	34	42	50	60	126	.1	.893	.013
Overlap Institutions	39.6	12.1	.27	18	32	40	48	60	124	2.0	.076	.163
Top 50%	43.8	11.5	.04	22	38	46	52	60	92,982	-2.2	.042	-.193
Top 10%	46.1	11.7	.09	24	40	48	56	60	111	-4.5	.000	-.380
Supportive Environment												
Fredonia (N = 100)	34.8	14.3	1.43	15	25	35	45	60				
Peer Institutions	37.6	12.8	.35	18	30	38	45	60	111	-2.7	.067	-.211
Aspirational Group	35.5	13.0	.31	15	28	35	43	60	1,844	-.7	.590	-.055
Overlap Institutions	35.1	13.4	.30	15	25	35	43	60	2,048	-.3	.832	-.022
Top 50%	38.2	13.1	.04	18	30	40	48	60	113,754	-3.4	.009	-.260
Top 10%	40.0	13.0	.08	18	31	40	50	60	99	-5.2	.000	-.398

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Fredonia (N = 335)	37.1	14.0	.76	15	25	35	45	60				
Peer Institutions	39.8	13.4	.26	20	30	40	50	60	3,026	-2.7	.000	-.204
Aspirational Group	40.1	13.8	.20	20	30	40	50	60	4,987	-3.1	.000	-.223
Overlap Institutions	38.3	14.0	.22	15	30	40	50	60	4,387	-1.3	.112	-.090
Top 50%	41.8	13.5	.03	20	35	40	55	60	178,596	-4.8	.000	-.354
Top 10%	43.3	13.4	.06	20	35	40	55	60	53,034	-6.2	.000	-.461
Reflective & Integrative Learning												
Fredonia (N = 341)	38.0	12.5	.68	17	29	37	46	60				
Peer Institutions	38.7	12.5	.24	20	29	40	49	60	3,130	-.7	.338	-.055
Aspirational Group	38.8	12.6	.18	17	29	40	49	60	5,176	-.8	.255	-.064
Overlap Institutions	36.5	12.7	.20	17	27	37	46	60	4,551	1.5	.035	.119
Top 50%	40.0	12.3	.03	20	31	40	49	60	184,040	-2.0	.003	-.163
Top 10%	42.0	12.2	.06	20	34	43	51	60	38,567	-4.0	.000	-.328
Learning Strategies												
Fredonia (N = 301)	35.6	14.1	.81	13	27	33	47	60				
Peer Institutions	37.5	14.5	.30	13	27	40	47	60	2,668	-1.9	.034	-.129
Aspirational Group	38.5	14.7	.23	13	27	40	53	60	4,561	-2.9	.001	-.196
Overlap Institutions	36.9	14.7	.24	13	27	40	47	60	3,924	-1.3	.130	-.091
Top 50%	40.7	14.4	.03	20	33	40	53	60	215,685	-5.2	.000	-.358
Top 10%	42.9	14.3	.06	20	33	40	60	60	63,007	-7.3	.000	-.512
Quantitative Reasoning												
Fredonia (N = 332)	27.1	16.8	.92	0	13	27	40	60				
Peer Institutions	28.6	16.2	.31	0	20	27	40	60	3,013	-1.5	.116	-.091
Aspirational Group	29.4	16.1	.24	0	20	27	40	60	4,941	-2.3	.012	-.143
Overlap Institutions	29.3	15.9	.25	0	20	27	40	60	4,332	-2.2	.014	-.140
Top 50%	31.1	16.2	.03	0	20	33	40	60	271,932	-4.1	.000	-.252
Top 10%	33.0	15.9	.06	7	20	33	40	60	60,303	-5.9	.000	-.372
Learning with Peers												
Collaborative Learning												
Fredonia (N = 349)	35.6	13.9	.74	15	25	35	45	60				
Peer Institutions	34.7	14.0	.26	15	25	35	45	60	3,207	.9	.276	.062
Aspirational Group	33.0	14.0	.20	10	25	35	40	60	5,325	2.5	.001	.180
Overlap Institutions	33.8	14.2	.22	10	25	35	45	60	4,646	1.7	.031	.120
Top 50%	35.8	13.8	.03	15	25	35	45	60	252,129	-.3	.719	-.019
Top 10%	37.9	13.4	.06	15	30	40	50	60	51,595	-2.4	.001	-.175
Discussions with Diverse Others												
Fredonia (N = 304)	40.4	14.1	.81	20	30	40	55	60				
Peer Institutions	39.0	15.1	.31	15	30	40	50	60	2,709	1.3	.146	.088
Aspirational Group	39.7	15.8	.24	15	30	40	55	60	359	.6	.448	.041
Overlap Institutions	40.3	15.3	.25	15	30	40	55	60	365	.0	.959	.003
Top 50%	42.3	15.6	.03	15	30	40	60	60	304	-1.9	.017	-.125
Top 10%	44.3	15.3	.06	20	35	45	60	60	307	-3.9	.000	-.256

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Fredonia (N = 332)	29.6	15.9	.87	5	15	30	40	60				
Peer Institutions	27.8	16.2	.31	5	15	25	40	60	3,070	1.8	.056	.111
Aspirational Group	25.4	15.7	.23	0	15	25	35	55	5,047	4.2	.000	.266
Overlap Institutions	24.3	15.7	.24	0	15	20	35	55	4,458	5.2	.000	.334
Top 50%	29.2	15.7	.05	5	20	30	40	60	109,318	.3	.689	.022
Top 10%	33.0	16.0	.12	10	20	30	45	60	17,162	-3.4	.000	-.214
Effective Teaching Practices												
Fredonia (N = 337)	38.0	12.9	.70	20	28	40	48	60				
Peer Institutions	39.5	13.3	.26	16	32	40	48	60	3,059	-1.5	.049	-.114
Aspirational Group	39.9	13.8	.20	16	32	40	52	60	5,039	-1.9	.013	-.140
Overlap Institutions	37.9	13.6	.21	16	28	40	48	60	4,412	.1	.924	.005
Top 50%	41.8	13.5	.03	20	32	40	52	60	155,979	-3.8	.000	-.279
Top 10%	43.8	13.4	.08	20	36	44	56	60	31,286	-5.8	.000	-.434
Campus Environment												
Quality of Interactions												
Fredonia (N = 293)	41.1	11.6	.68	20	34	42	50	58				
Peer Institutions	41.6	11.2	.23	22	35	43	50	60	2,592	-.5	.435	-.048
Aspirational Group	41.9	12.2	.19	20	35	44	50	60	4,316	-.8	.264	-.068
Overlap Institutions	39.7	12.1	.21	16	32	40	48	60	3,741	1.4	.060	.114
Top 50%	44.8	11.6	.03	23	38	46	54	60	148,404	-3.7	.000	-.318
Top 10%	46.9	12.1	.06	23	40	50	58	60	41,132	-5.8	.000	-.479
Supportive Environment												
Fredonia (N = 275)	32.6	13.5	.82	10	23	33	40	58				
Peer Institutions	33.4	13.3	.28	13	23	33	40	58	2,523	-.8	.372	-.057
Aspirational Group	32.3	13.9	.22	9	23	33	43	58	4,328	.3	.725	.022
Overlap Institutions	31.7	13.6	.23	10	23	31	40	58	3,729	.9	.296	.065
Top 50%	34.8	13.7	.03	13	25	35	45	60	177,115	-2.2	.009	-.158
Top 10%	37.2	13.6	.08	13	28	38	48	60	32,246	-4.6	.000	-.336

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

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

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

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

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

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

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