
NSSE 2019

Engagement Indicators

University of Northern Colorado

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 2018 and 2019 participating institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

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

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder 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

Theme	Engagement Indicator	Your first-year students compared with Carnegie Comparable	Your first-year students compared with NCHEMS 27 Comparable	Your first-year students compared with Peer Benchmark
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 Carnegie Comparable	Your seniors compared with NCHEMS 27 Comparable	Your seniors compared with Peer Benchmark
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

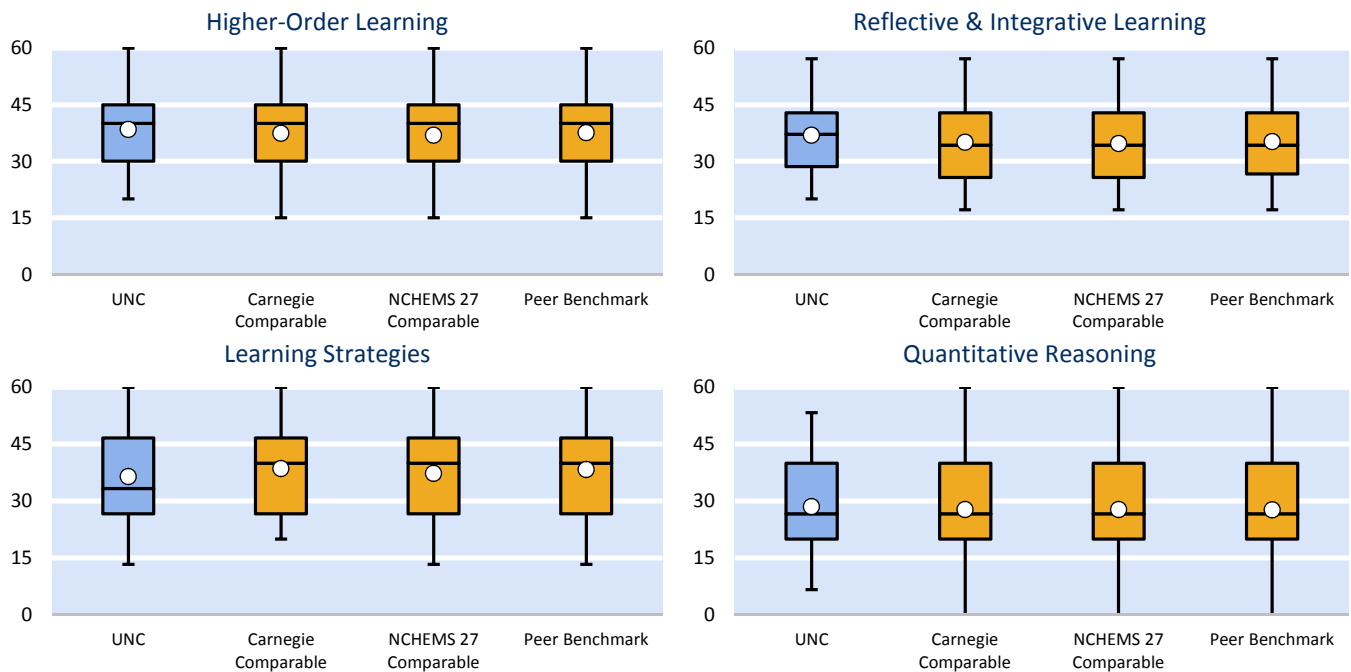
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UNC Mean	Your first-year students compared with					
		Carnegie Comparable Mean	Carnegie Comparable Effect size	NCHEMS 27 Comparable Mean	NCHEMS 27 Comparable Effect size	Peer Benchmark Mean	Peer Benchmark Effect size
Higher-Order Learning	38.5	37.5	.07	36.9 *	.12	37.6	.07
Reflective & Integrative Learning	36.9	35.1 **	.16	34.7 ***	.18	35.2 **	.14
Learning Strategies	36.5	38.6 **	-.15	37.4	-.06	38.3 **	-.13
Quantitative Reasoning	28.5	27.8	.05	27.8	.05	27.7	.05

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.

		Percentage point difference ^a between your FY students and		
	UNC	Carnegie Comparable	NCHEMS 27 Comparable	Peer Benchmark
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	70	+1 	+1 	+0 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	+3 	+3 	+3 
4d. Evaluating a point of view, decision, or information source	71	+2 	+4 	+1 
4e. Forming a new idea or understanding from various pieces of information	73	+7 	+7 	+6 
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	58	+7 	+4 	+4 
2b. Connected your learning to societal problems or issues	57	+8 	+7 	+7 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	+1 	+2 	+3 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	+6 	+7 	+6 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72	+1 	+2 	+1 
2f. Learned something that changed the way you understand an issue or concept	73	+6 	+9 	+6 
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+6 	+7 	+5 
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	71	 -4	 -2	 -4
9b. Reviewed your notes after class	65	 -4	+1 	 -2
9c. Summarized what you learned in class or from course materials	58	 -5	 -3	 -6
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54	+1 	+2 	+2 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	+4 	+4 	+4 
6c. Evaluated what others have concluded from numerical information	40	+2 	+1 	+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.

Academic Challenge: Seniors

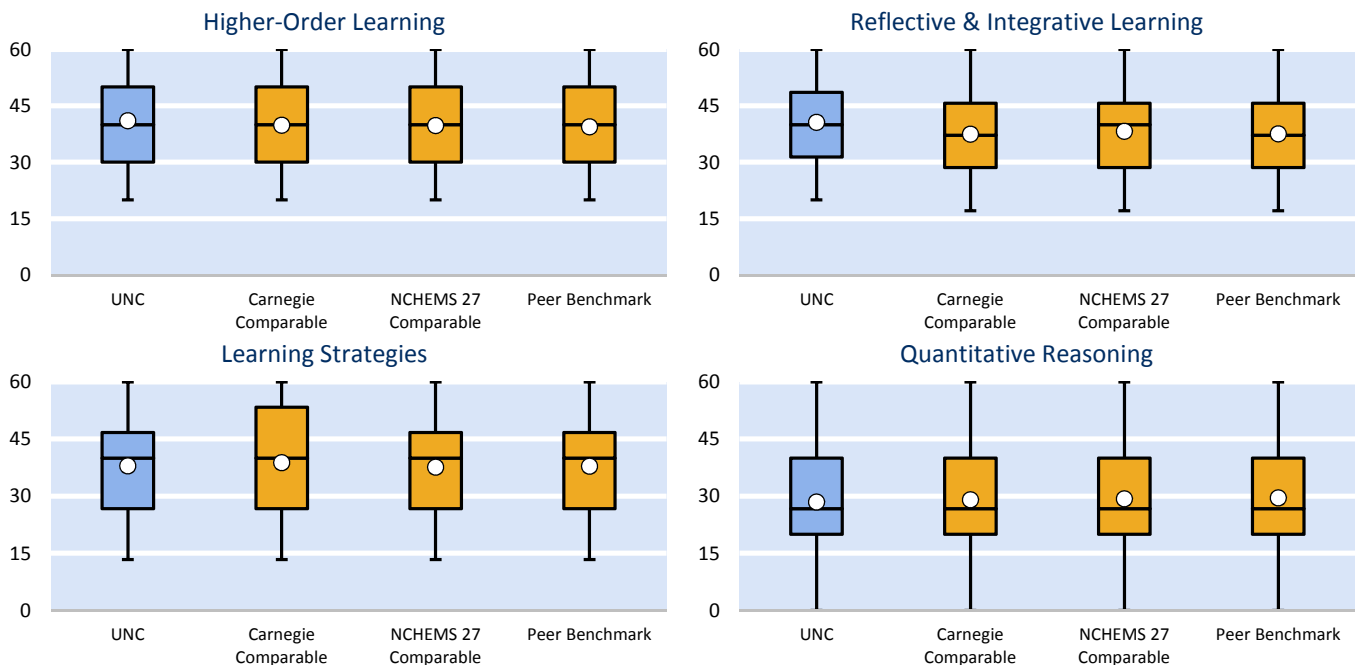
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UNC Mean	Your seniors compared with					
		Carnegie Comparable		NCHEMS 27 Comparable		Peer Benchmark	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.1	39.8 *	.09	39.8 *	.10	39.4 **	.12
Reflective & Integrative Learning	40.6	37.5 ***	.25	38.2 ***	.19	37.5 ***	.25
Learning Strategies	37.9	38.8	-.06	37.6	.02	37.9	.00
Quantitative Reasoning	28.5	29.0	-.03	29.3	-.05	29.5	-.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



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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.

		Percentage point difference ^a between your seniors and		
	UNC	Carnegie Comparable	NCHEMS 27 Comparable	Peer Benchmark
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	82	+4	+4	+5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	+3	+4	+4
4d. Evaluating a point of view, decision, or information source	69	-1	-1	+0
4e. Forming a new idea or understanding from various pieces of information	73	+3	+2	+2
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	78	+9	+7	+7
2b. Connected your learning to societal problems or issues	69	+10	+8	+10
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	58	+7	+5	+8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	+4	+3	+4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76	+4	+3	+4
2f. Learned something that changed the way you understand an issue or concept	78	+8	+7	+7
2g. Connected ideas from your courses to your prior experiences and knowledge	90	+8	+6	+7
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	78	+1	-0	+2
9b. Reviewed your notes after class	61	-4	+1	-1
9c. Summarized what you learned in class or from course materials	61	-3	-0	-2
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	51	-3	-3	-5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	+0	-1	-1
6c. Evaluated what others have concluded from numerical information	42	-0	-2	-3

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Learning with Peers: First-year students

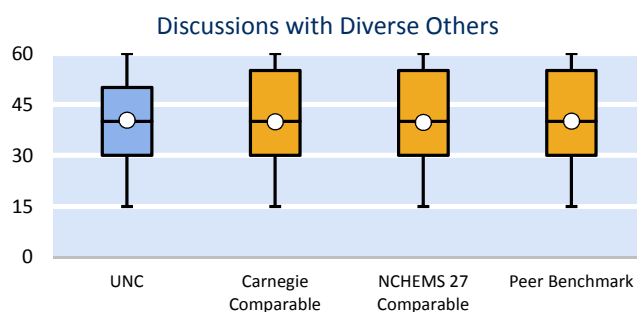
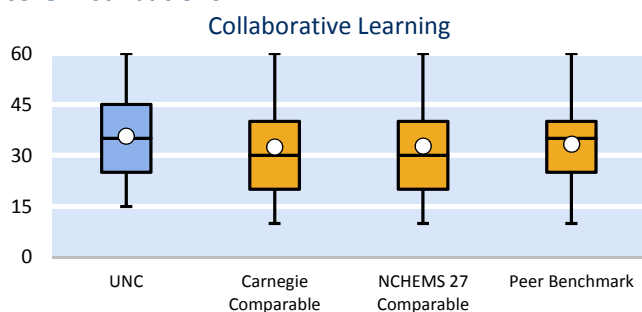
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UNC Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.6	32.5 ***	.22	32.7 ***	.21	33.3 ***	.16
Discussions with Diverse Others	40.4	39.8	.04	39.7	.05	40.0	.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).

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		Percentage point difference ^a between your FY students and			
	UNC	Carnegie Comparable	NCHEMS 27 Comparable	Peer Benchmark	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...	%				
1e. Asked another student to help you understand course material	62	+8 	+9 	+8 	
1f. Explained course material to one or more students	64	+7 	+6 	+2 	
1g. Prepared for exams by discussing or working through course material with other students	56	+7 	+7 	+5 	
1h. Worked with other students on course projects or assignments	64	+10 	+7 	+8 	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of a race or ethnicity other than your own	74	+3 	+4 	+3 	
8b. People from an economic background other than your own	76	+4 	+5 	+4 	
8c. People with religious beliefs other than your own	72	+6 	+5 	+5 	
8d. People with political views other than your own	65	-3 	-1 	-5 	

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Learning with Peers: Seniors

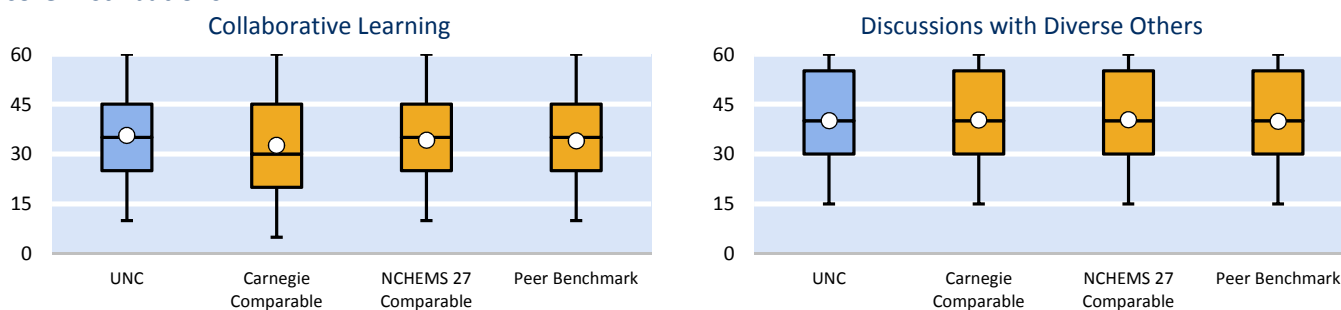
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Engagement Indicator	UNC Mean	Your seniors compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.6	32.7 ***	.20	34.2 **	.10	34.0 **	.11
Discussions with Diverse Others	40.0	40.2	-.01	40.3	-.02	39.9	.01

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		Percentage point difference ^a between your seniors and		
	UNC	Carnegie Comparable	NCHEMS 27 Comparable	Peer Benchmark
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	54	+8	+6	+7
1f. Explained course material to one or more students	68	+9	+4	+5
1g. Prepared for exams by discussing or working through course material with other students	51	+3	+0	+1
1h. Worked with other students on course projects or assignments	72	+9	+4	+5
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	69	-2	-3	-2
8b. People from an economic background other than your own	74	+2	+0	+2
8c. People with religious beliefs other than your own	68	+1	+1	+2
8d. People with political views other than your own	69	-1	+2	+0

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Experiences with Faculty: First-year students

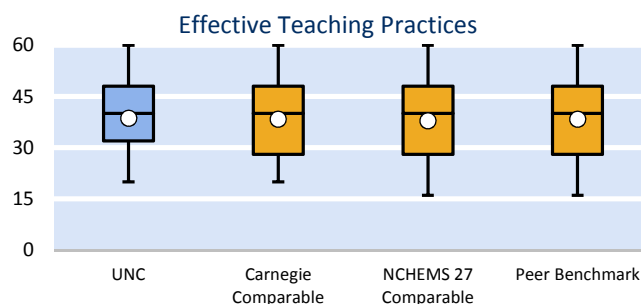
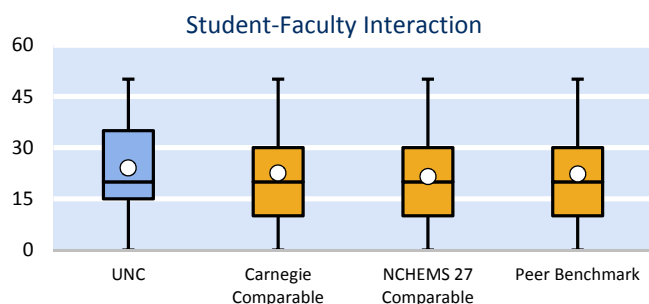
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	UNC Mean	Your first-year students compared with					
		Carnegie Comparable		NCHEMS 27 Comparable		Peer Benchmark	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.0	22.5 *	.10	21.5 ***	.17	22.2 **	.12
Effective Teaching Practices	38.6	38.3	.02	37.8	.06	38.3	.02

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		Percentage point difference ^a between your FY students and			
	UNC	Carnegie Comparable	NCHEMS 27 Comparable	Peer Benchmark	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...					
3a. Talked about career plans with a faculty member	45	+4	+7	+3	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	-2	-0	-1	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	+4	+5	+4	
3d. Discussed your academic performance with a faculty member	40	+6	+9	+7	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	78	+1	+2	+1	
5b. Taught course sessions in an organized way	71	-2	-3	-1	
5c. Used examples or illustrations to explain difficult points	71	-3	-2	-2	
5d. Provided feedback on a draft or work in progress	65	+2	+1	-0	
5e. Provided prompt and detailed feedback on tests or completed assignments	64	+4	+8	+5	

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Experiences with Faculty: Seniors

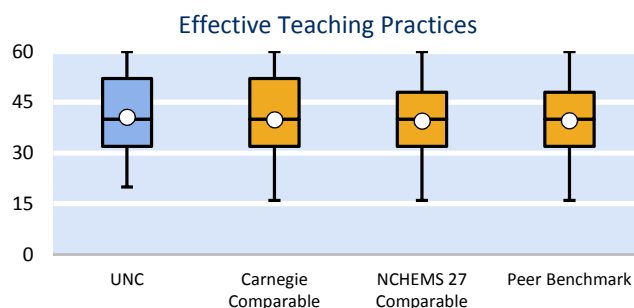
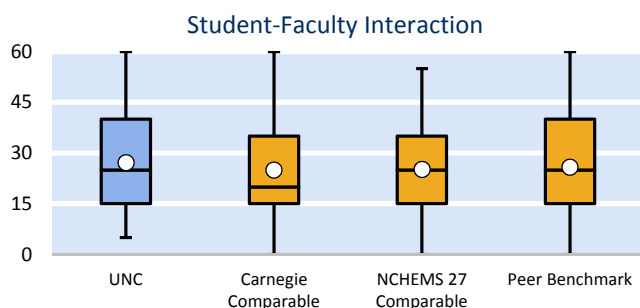
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Effective Teaching Practices	40.5	39.7	.06	39.4 *	.09	39.5 *	.08

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	UNC	Carnegie Comparable	NCHEMS 27 Comparable	Peer Benchmark
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	55	+9	+9	+7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	29	-0	-2	-3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	38	+5	+4	+3
3d. Discussed your academic performance with a faculty member	41	+6	+7	+5
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	81	+0	+1	+0
5b. Taught course sessions in an organized way	79	+1	+1	+1
5c. Used examples or illustrations to explain difficult points	80	+2	+2	+2
5d. Provided feedback on a draft or work in progress	65	+3	+5	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	67	+1	+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

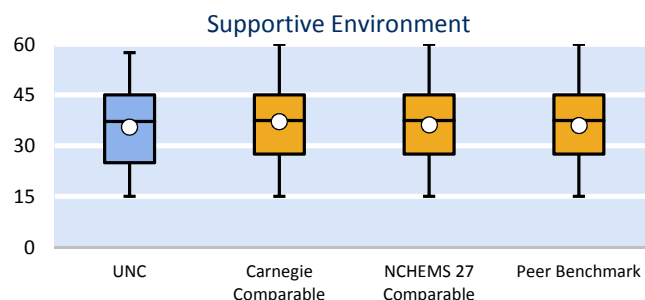
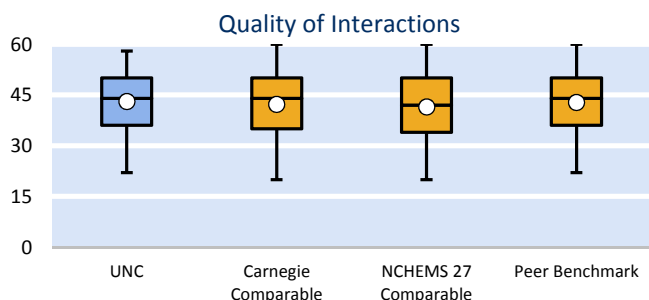
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNC Mean	Your first-year students compared with					
		Carnegie Comparable Mean	Effect size	NCHEMS 27 Comparable Mean	Effect size	Peer Benchmark Mean	Effect size
Quality of Interactions	43.1	42.3	.07	41.5 **	.14	42.8	.02
Supportive Environment	35.6	37.1 *	-.12	36.2	-.05	36.0	-.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.

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	UNC	Percentage point difference ^a between your FY students and			
		Carnegie Comparable	NCHEMS 27 Comparable	Peer Benchmark	
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%				
13a. Students	50	+2	+3	-0	
13b. Academic advisors	57	+4	+9	+5	
13c. Faculty	48	-0	+1	+0	
13d. Student services staff (career services, student activities, housing, etc.)	48	+2	+4	+0	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	+0	+4	-1	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	74	-2	-1	-1	
14c. Using learning support services (tutoring services, writing center, etc.)	75	-2	-1	-1	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62	-2	+1	+2	
14e. Providing opportunities to be involved socially	70	-4	-2	-3	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	70	-3	-1	+1	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	-7	-3	-1	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	-7	-8	-6	
14i. Attending events that address important social, economic, or political issues	48	-3	-1	+0	

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

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

Campus Environment: Seniors

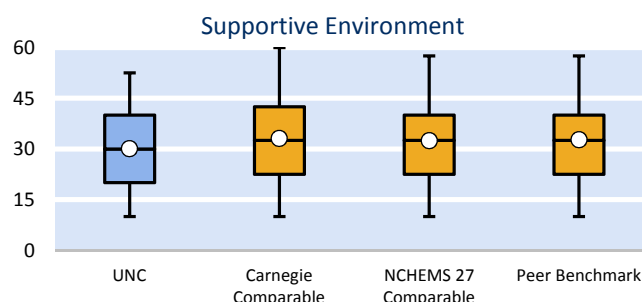
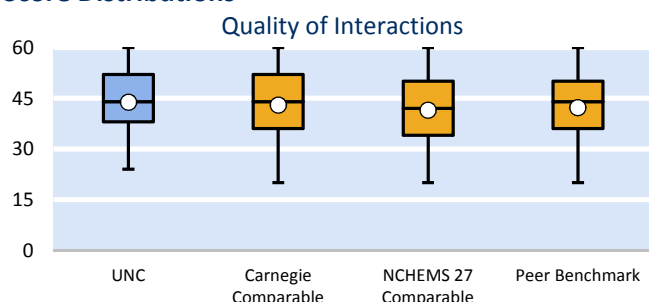
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNC Mean	Your seniors compared with					
		Carnegie Comparable		NCHEMS 27 Comparable		Peer Benchmark	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.8	43.0	.07	41.4 ***	.21	42.3 ***	.14
Supportive Environment	30.2	33.1 ***	-.21	32.5 ***	-.17	32.8 ***	-.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.

		Percentage point difference ^a between your seniors and		
Quality of Interactions	UNC	Carnegie Comparable	NCHEMS 27 Comparable	Peer Benchmark
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	58	+0	+4	+2
13b. Academic advisors	57	+5	+10	+9
13c. Faculty	61	+4	+7	+7
13d. Student services staff (career services, student activities, housing, etc.)	41	-4	+2	-1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	+1	+8	+4
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	69	-3	-1	-0
14c. Using learning support services (tutoring services, writing center, etc.)	57	-9	-8	-7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	-6	-0	-2
14e. Providing opportunities to be involved socially	61	-7	-6	-7
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	55	-10	-8	-8
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	23	-9	-6	-7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	46	-7	-10	-9
14i. Attending events that address important social, economic, or political issues	38	-6	-4	-6

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/links/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 2018 and 2019 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2018 and 2019 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	UNC Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.5	39.3	-.07	✓	41.0 ***	-.20	
	Reflective and Integrative Learning	36.9	36.8	.01	✓	38.8 ***	-.16	
	Learning Strategies	36.5	39.9 ***	-.24		42.5 ***	-.42	
	Quantitative Reasoning	28.5	29.3	-.05	✓	30.8 ***	-.15	
Learning with Peers	Collaborative Learning	35.6	35.4	.01	✓	37.7 ***	-.15	
	Discussions with Diverse Others	40.4	41.3	-.06	✓	43.2 ***	-.20	
Experiences with Faculty	Student-Faculty Interaction	24.0	24.9	-.06	✓	28.0 ***	-.25	
	Effective Teaching Practices	38.6	40.6 ***	-.16		42.7 ***	-.30	
Campus Environment	Quality of Interactions	43.1	44.9 **	-.16		47.1 ***	-.34	
	Supportive Environment	35.6	38.1 ***	-.19		40.1 ***	-.34	

Seniors

Theme	Engagement Indicator	UNC Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.1	41.8	-.05	✓	43.0 ***	-.14	
	Reflective and Integrative Learning	40.6	39.9	.06	✓	41.6 *	-.08	
	Learning Strategies	37.9	40.8 ***	-.20		42.6 ***	-.33	
	Quantitative Reasoning	28.5	31.3 ***	-.18		32.7 ***	-.27	
Learning with Peers	Collaborative Learning	35.6	36.1	-.04	✓	38.6 ***	-.22	
	Discussions with Diverse Others	40.0	42.0 ***	-.13		43.5 ***	-.23	
Experiences with Faculty	Student-Faculty Interaction	27.1	29.9 ***	-.17		33.9 ***	-.43	
	Effective Teaching Practices	40.5	41.8 *	-.09		43.5 ***	-.22	
Campus Environment	Quality of Interactions	43.8	45.2 **	-.11		47.4 ***	-.30	
	Supportive Environment	30.2	34.8 ***	-.33		37.0 ***	-.49	

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 2018 and 2019 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	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UNC (N = 462)	38.5	12.3	.57	20	30	40	45	60				
Carnegie Comparable	37.5	13.3	.17	15	30	40	45	60	550	1.0	.105	.073
NCHEMS 27 Comparable	36.9	13.1	.13	15	30	40	45	60	10,553	1.5	.013	.118
Peer Benchmark	37.6	13.0	.17	15	30	40	45	60	6,514	.8	.178	.065
Top 50%	39.3	13.0	.03	20	30	40	50	60	147,758	-.9	.141	-.069
Top 10%	41.0	13.0	.07	20	35	40	50	60	38,580	-2.6	.000	-.197
Reflective & Integrative Learning												
UNC (N = 477)	36.9	11.5	.52	20	29	37	43	57				
Carnegie Comparable	35.1	11.9	.15	17	26	34	43	57	6,762	1.8	.001	.155
NCHEMS 27 Comparable	34.7	11.8	.11	17	26	34	43	57	11,247	2.2	.000	.184
Peer Benchmark	35.2	11.7	.15	17	27	34	43	57	6,900	1.7	.003	.143
Top 50%	36.8	11.8	.03	17	29	37	46	57	148,795	.1	.816	.011
Top 10%	38.8	11.8	.07	20	31	40	46	60	31,289	-1.8	.001	-.157
Learning Strategies												
UNC (N = 448)	36.5	13.5	.64	13	27	33	47	60				
Carnegie Comparable	38.6	13.8	.18	20	27	40	47	60	6,054	-2.1	.002	-.150
NCHEMS 27 Comparable	37.4	13.8	.14	13	27	40	47	60	10,003	-.8	.208	-.061
Peer Benchmark	38.3	13.8	.18	13	27	40	47	60	6,302	-1.8	.007	-.132
Top 50%	39.9	13.7	.04	20	33	40	53	60	128,172	-3.4	.000	-.245
Top 10%	42.5	14.0	.08	20	33	40	53	60	30,091	-5.9	.000	-.424
Quantitative Reasoning												
UNC (N = 458)	28.5	14.2	.66	7	20	27	40	53				
Carnegie Comparable	27.8	15.2	.20	0	20	27	40	60	6,138	.7	.345	.046
NCHEMS 27 Comparable	27.8	15.3	.16	0	20	27	40	60	509	.7	.304	.046
Peer Benchmark	27.7	15.3	.20	0	20	27	40	60	544	.8	.232	.054
Top 50%	29.3	15.2	.04	7	20	27	40	60	461	-.7	.264	-.049
Top 10%	30.8	15.2	.07	7	20	33	40	60	469	-2.2	.001	-.148
Learning with Peers												
Collaborative Learning												
UNC (N = 497)	35.6	13.7	.61	15	25	35	45	60				
Carnegie Comparable	32.5	14.0	.17	10	20	30	40	60	7,128	3.1	.000	.225
NCHEMS 27 Comparable	32.7	13.9	.13	10	20	30	40	60	12,013	2.9	.000	.211
Peer Benchmark	33.3	14.1	.17	10	25	35	40	60	7,221	2.3	.000	.164
Top 50%	35.4	13.7	.03	15	25	35	45	60	161,427	.2	.741	.015
Top 10%	37.7	13.6	.07	15	30	40	50	60	35,220	-2.1	.001	-.151
Discussions with Diverse Others												
UNC (N = 454)	40.4	14.6	.68	15	30	40	50	60				
Carnegie Comparable	39.8	15.9	.21	15	30	40	55	60	544	.6	.438	.035
NCHEMS 27 Comparable	39.7	15.3	.16	15	30	40	55	60	502	.7	.306	.047
Peer Benchmark	40.0	15.0	.20	15	30	40	55	60	6,313	.4	.615	.024
Top 50%	41.3	14.9	.04	20	30	40	55	60	456	-.9	.167	-.063
Top 10%	43.2	14.4	.08	20	35	40	60	60	34,848	-2.9	.000	-.198

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												
UNC (N = 467)	24.0	14.8	.69	0	15	20	35	50				
Carnegie Comparable	22.5	14.6	.19	0	10	20	30	50	6,503	1.5	.033	.103
NCHEMS 27 Comparable	21.5	14.5	.14	0	10	20	30	50	10,824	2.5	.000	.171
Peer Benchmark	22.2	14.3	.18	0	10	20	30	50	6,674	1.8	.009	.125
Top 50%	24.9	14.8	.05	5	15	20	35	55	100,496	-.9	.187	-.061
Top 10%	28.0	15.5	.12	5	15	25	40	60	496	-3.9	.000	-.254
Effective Teaching Practices												
UNC (N = 464)	38.6	12.3	.57	20	32	40	48	60				
Carnegie Comparable	38.3	13.0	.17	20	28	40	48	60	6,300	.2	.705	.018
NCHEMS 27 Comparable	37.8	12.9	.13	16	28	40	48	60	10,506	.7	.242	.056
Peer Benchmark	38.3	12.9	.17	16	28	40	48	60	6,528	.3	.625	.024
Top 50%	40.6	13.2	.04	20	32	40	52	60	468	-2.1	.000	-.156
Top 10%	42.7	14.0	.08	20	32	44	56	60	483	-4.1	.000	-.296
Campus Environment												
Quality of Interactions												
UNC (N = 442)	43.1	10.9	.52	22	36	44	50	58				
Carnegie Comparable	42.3	12.1	.17	20	35	44	50	60	535	.8	.143	.067
NCHEMS 27 Comparable	41.5	11.8	.12	20	34	42	50	60	492	1.6	.003	.136
Peer Benchmark	42.8	11.4	.15	22	36	44	50	60	6,000	.3	.625	.024
Top 50%	44.9	11.4	.04	24	38	46	54	60	103,518	-1.8	.001	-.157
Top 10%	47.1	11.8	.07	24	40	50	58	60	458	-4.0	.000	-.341
Supportive Environment												
UNC (N = 446)	35.6	12.4	.59	15	25	37	45	58				
Carnegie Comparable	37.1	13.3	.18	15	28	38	45	60	5,903	-1.5	.019	-.116
NCHEMS 27 Comparable	36.2	13.2	.14	15	28	38	45	60	9,743	-.6	.337	-.047
Peer Benchmark	36.0	12.9	.17	15	28	38	45	60	6,145	-.5	.470	-.036
Top 50%	38.1	13.2	.04	18	30	40	48	60	123,411	-2.6	.000	-.195
Top 10%	40.1	13.2	.08	18	30	40	50	60	25,875	-4.5	.000	-.343

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 $\pm$ 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.

NSSE 2019 Engagement Indicators

Detailed Statistics^a

University of Northern Colorado

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												
UNC (N = 709)	41.1	12.9	.48	20	30	40	50	60				
Carnegie Comparable	39.8	13.7	.14	20	30	40	50	60	9,696	1.3	.018	.092
NCHEMS 27 Comparable	39.8	13.5	.12	20	30	40	50	60	13,991	1.3	.012	.097
Peer Benchmark	39.4	13.4	.15	20	30	40	50	60	8,371	1.6	.002	.122
Top 50%	41.8	13.5	.03	20	35	40	55	60	177,082	-.7	.166	-.052
Top 10%	43.0	13.5	.06	20	35	40	55	60	732	-2.0	.000	-.145
Reflective & Integrative Learning												
UNC (N = 721)	40.6	11.7	.44	20	31	40	49	60				
Carnegie Comparable	37.5	12.7	.13	17	29	37	46	60	857	3.1	.000	.247
NCHEMS 27 Comparable	38.2	12.3	.10	17	29	40	46	60	14,685	2.3	.000	.192
Peer Benchmark	37.5	12.3	.14	17	29	37	46	60	8,692	3.0	.000	.248
Top 50%	39.9	12.2	.03	20	31	40	49	60	169,122	.7	.123	.058
Top 10%	41.6	12.2	.07	20	34	40	51	60	754	-1.0	.025	-.081
Learning Strategies												
UNC (N = 700)	37.9	14.8	.56	13	27	40	47	60				
Carnegie Comparable	38.8	14.7	.16	13	27	40	53	60	9,330	-.9	.141	-.058
NCHEMS 27 Comparable	37.6	14.4	.13	13	27	40	47	60	13,505	.3	.551	.023
Peer Benchmark	37.9	14.4	.17	13	27	40	47	60	8,120	.0	.930	.003
Top 50%	40.8	14.4	.03	20	33	40	53	60	185,857	-2.9	.000	-.201
Top 10%	42.6	14.3	.06	20	33	40	60	60	59,739	-4.7	.000	-.328
Quantitative Reasoning												
UNC (N = 704)	28.5	16.2	.61	0	20	27	40	60				
Carnegie Comparable	29.0	15.8	.17	0	20	27	40	60	9,460	-.5	.389	-.034
NCHEMS 27 Comparable	29.3	16.2	.14	0	20	27	40	60	13,635	-.8	.182	-.052
Peer Benchmark	29.5	15.8	.18	0	20	27	40	60	8,174	-1.1	.080	-.069
Top 50%	31.3	16.0	.03	7	20	33	40	60	228,472	-2.8	.000	-.177
Top 10%	32.7	15.8	.06	7	20	33	40	60	63,860	-4.3	.000	-.271
Learning with Peers												
Collaborative Learning												
UNC (N = 736)	35.6	14.3	.53	10	25	35	45	60				
Carnegie Comparable	32.7	15.2	.15	5	20	30	45	60	865	3.0	.000	.198
NCHEMS 27 Comparable	34.2	14.7	.12	10	25	35	45	60	15,142	1.5	.007	.101
Peer Benchmark	34.0	14.7	.16	10	25	35	45	60	8,891	1.7	.003	.115
Top 50%	36.1	14.0	.03	15	25	35	45	60	197,936	-.5	.340	-.035
Top 10%	38.6	13.5	.08	15	30	40	50	60	766	-3.0	.000	-.221
Discussions with Diverse Others												
UNC (N = 701)	40.0	15.1	.57	15	30	40	55	60				
Carnegie Comparable	40.2	16.1	.17	15	30	40	55	60	834	-.2	.698	-.014
NCHEMS 27 Comparable	40.3	15.2	.13	15	30	40	55	60	13,580	-.3	.664	-.017
Peer Benchmark	39.9	15.7	.18	15	30	40	55	60	8,164	.1	.820	.009
Top 50%	42.0	15.6	.03	15	30	40	60	60	705	-2.0	.000	-.130
Top 10%	43.5	15.4	.06	20	35	45	60	60	717	-3.5	.000	-.229

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												
UNC (N = 713)	27.1	15.5	.58	5	15	25	40	60				
Carnegie Comparable	25.0	16.3	.17	0	15	20	35	60	9,799	2.1	.001	.132
NCHEMS 27 Comparable	25.1	15.9	.14	0	15	25	35	55	14,241	2.0	.001	.125
Peer Benchmark	25.7	16.2	.18	0	15	25	40	60	8,477	1.4	.031	.084
Top 50%	29.9	15.9	.05	5	20	30	40	60	92,469	-2.8	.000	-.174
Top 10%	33.9	15.8	.13	10	20	35	45	60	14,623	-6.8	.000	-.432
Effective Teaching Practices												
UNC (N = 711)	40.5	12.7	.48	20	32	40	52	60				
Carnegie Comparable	39.7	13.9	.15	16	32	40	52	60	849	.8	.102	.059
NCHEMS 27 Comparable	39.4	13.3	.12	16	32	40	48	60	13,988	1.2	.021	.089
Peer Benchmark	39.5	13.4	.15	16	32	40	48	60	8,379	1.1	.040	.081
Top 50%	41.8	13.6	.04	20	32	40	52	60	718	-1.2	.012	-.089
Top 10%	43.5	13.5	.07	20	36	44	56	60	738	-3.0	.000	-.220
Campus Environment												
Quality of Interactions												
UNC (N = 656)	43.8	10.8	.42	24	38	44	52	60				
Carnegie Comparable	43.0	12.0	.13	20	36	44	52	60	792	.8	.068	.068
NCHEMS 27 Comparable	41.4	11.7	.11	20	34	42	50	60	741	2.4	.000	.206
Peer Benchmark	42.3	11.6	.14	20	36	44	50	60	805	1.6	.000	.135
Top 50%	45.2	11.8	.03	23	38	48	54	60	661	-1.3	.002	-.112
Top 10%	47.4	12.0	.05	24	40	50	58	60	675	-3.5	.000	-.296
Supportive Environment												
UNC (N = 689)	30.2	13.0	.49	10	20	30	40	53				
Carnegie Comparable	33.1	14.0	.15	10	23	33	43	60	825	-3.0	.000	-.214
NCHEMS 27 Comparable	32.5	13.6	.12	10	23	33	40	58	13,273	-2.3	.000	-.172
Peer Benchmark	32.8	13.6	.16	10	23	33	40	58	8,004	-2.6	.000	-.194
Top 50%	34.8	13.9	.03	13	25	35	45	60	695	-4.6	.000	-.331
Top 10%	37.0	14.0	.08	13	28	38	48	60	726	-6.8	.000	-.487

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 $\pm$ 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.