
NSSE 2021

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 2020 and 2021 participating institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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
<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

Theme	Engagement Indicator	Your seniors compared with Carnegie Comparable	Your seniors compared with NCHEMS 27 Comparable	Your seniors compared with Peer Benchmark
<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

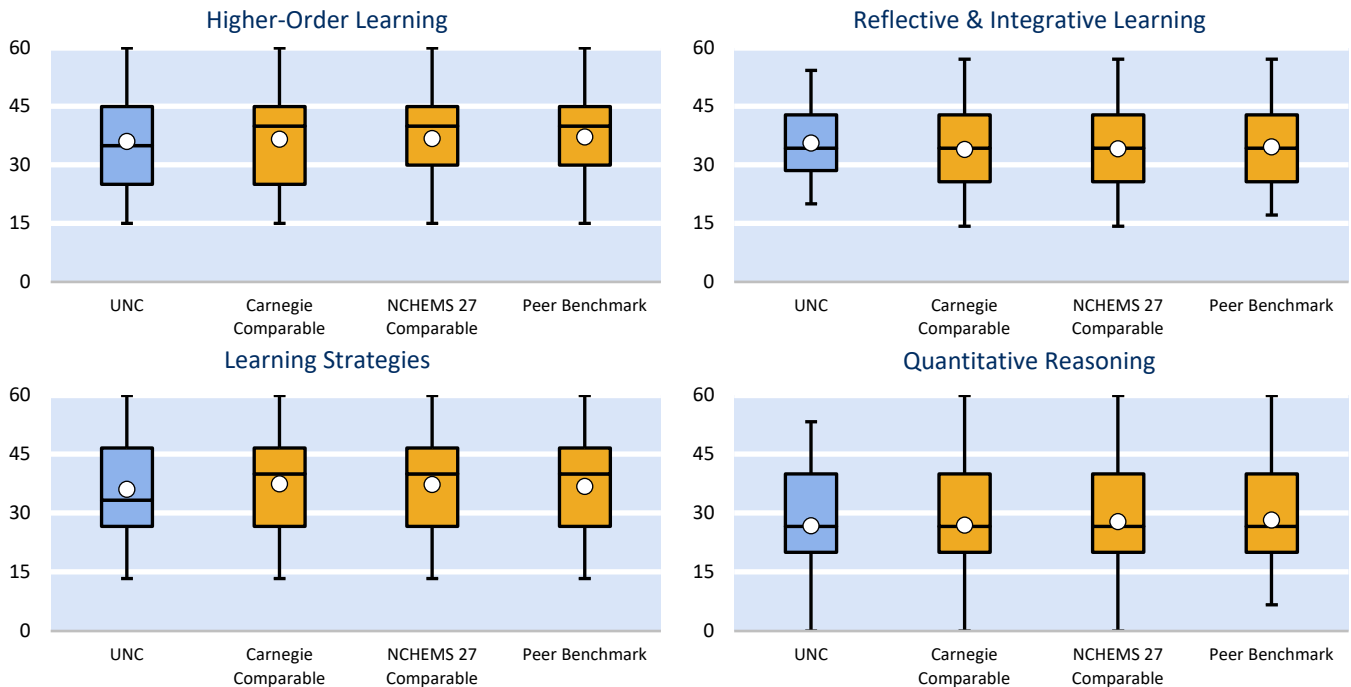
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UNC Mean	Your first-year students compared with					
		Carnegie Comparable		NCHEMS 27 Comparable		Peer Benchmark	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.1	36.6	-.04	36.8	-.06	37.2	-.09
Reflective & Integrative Learning	35.7	34.0 **	.14	34.2 *	.12	34.7	.08
Learning Strategies	36.1	37.5	-.10	37.3	-.09	36.8	-.05
Quantitative Reasoning	26.7	26.9	-.01	27.8	-.07	28.3	-.10

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

Score Distributions



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

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	67	+1	-0	-0	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	63	-3	-3	-4	
4d. Evaluating a point of view, decision, or information source	68	-1	+1	-2	
4e. Forming a new idea or understanding from various pieces of information	69	+1	+2	+1	
Reflective & Integrative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
2a. Combined ideas from different courses when completing assignments	51	+2	+3	+2	
2b. Connected your learning to societal problems or issues	50	+4	+1	-2	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55	+7	+4	+3	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	+4	+3	+3	
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	+4	+6	+4	
2f. Learned something that changed the way you understand an issue or concept	66	+4	+4	+2	
2g. Connected ideas from your courses to your prior experiences and knowledge	78	+6	+4	+4	
Learning Strategies					
Percentage of students who responded that they "Very often" or "Often"...					
9a. Identified key information from reading assignments	70	+0	-1	-2	
9b. Reviewed your notes after class	61	-5	-4	-1	
9c. Summarized what you learned in class or from course materials	59	-3	-2	-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.)	48	-3	-3	-5	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	36	-2	-4	-5	
6c. Evaluated what others have concluded from numerical information	39	+2	-0	-0	

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

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

Academic Challenge: Seniors

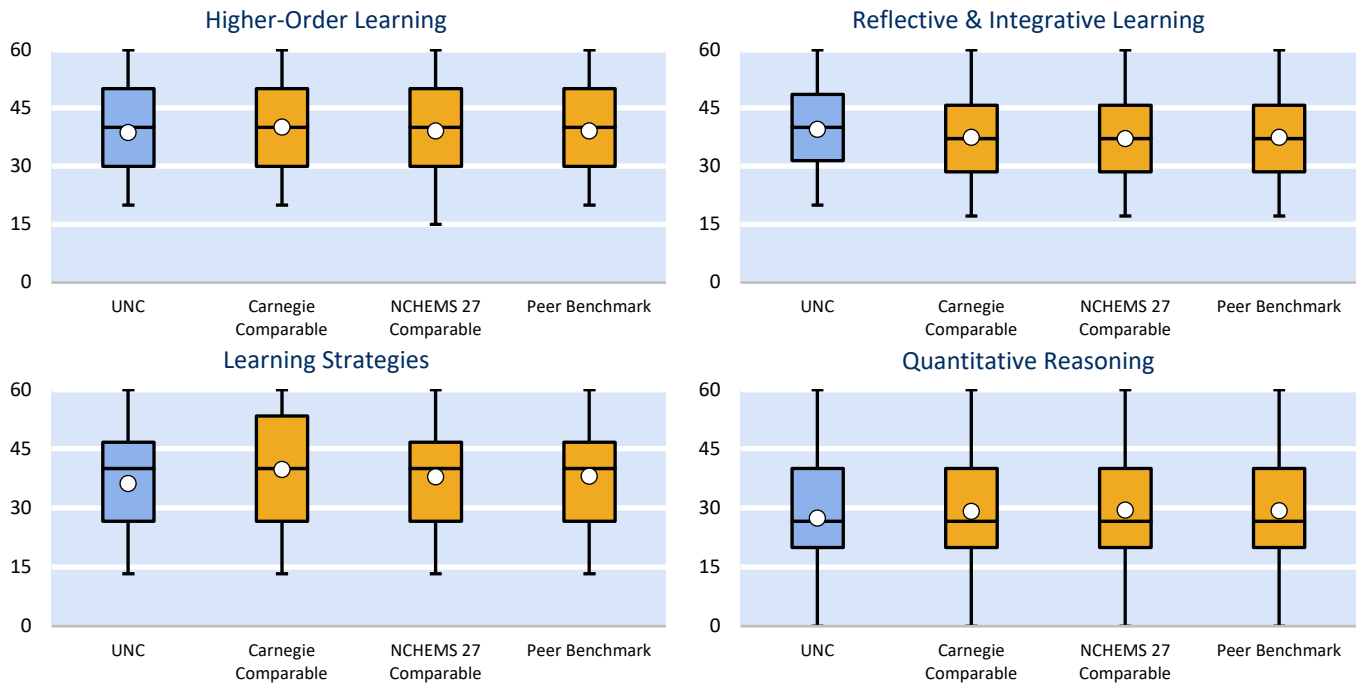
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.7	40.1 *	-.10	39.1	-.03	39.1	-.03
Reflective & Integrative Learning	39.5	37.4 ***	.17	37.1 ***	.19	37.5 ***	.16
Learning Strategies	36.2	39.7 ***	-.24	37.8 **	-.11	38.0 **	-.13
Quantitative Reasoning	27.4	29.1 *	-.11	29.5 **	-.13	29.3 **	-.12

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

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situations	74	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></di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Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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

Learning with Peers: First-year students

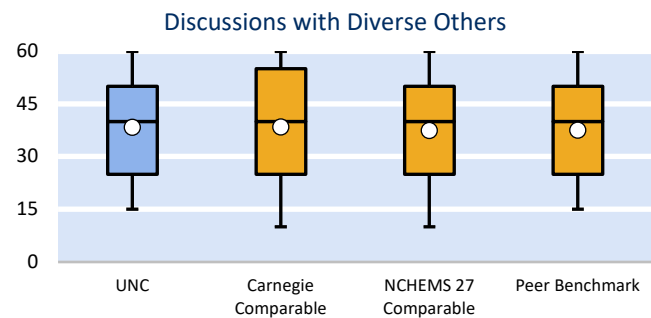
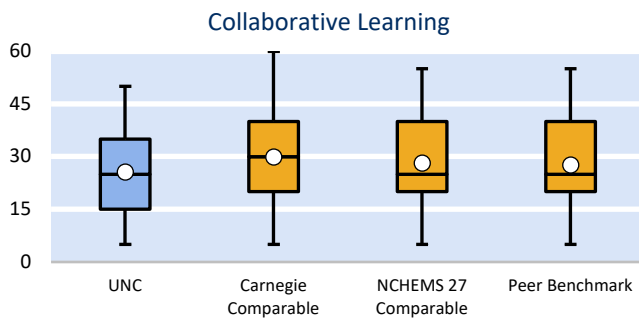
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		Carnegie Comparable		NCHEMS 27 Comparable		Peer Benchmark	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	25.7	29.9 ***	-.28	28.2 ***	-.17	27.7 **	-.14
Discussions with Diverse Others	38.4	38.5	-.01	37.5	.06	37.6	.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.

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
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	40	<div><div></div><div></div></div> -7	<div><div></div><div></div></div> -4	<div><div></div><div></div></div> -3
1c. Explained course material to one or more students	39	<div><div></div><div></div></div> -11	<div><div></div><div></div></div> -7	<div><div></div><div></div></div> -6
1d. Prepared for exams by discussing or working through course material with other students	33	<div><div></div><div></div></div> -8	<div><div></div><div></div></div> -5	<div><div></div><div></div></div> -4
1e. Worked with other students on course projects or assignments	39	<div><div></div><div></div></div> -9	<div><div></div><div></div></div> -5	<div><div></div><div></div></div> -4
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	70	<div><div></div><div></div></div> -2	<div><div></div><div></div></div> +5	<div><div></div><div></div></div> +4
8b. People from an economic background other than your own	70	<div><div></div><div></div></div> +0	<div><div></div><div></div></div> +4	<div><div></div><div></div></div> +4
8c. People with religious beliefs other than your own	62	<div><div></div><div></div></div> -1	<div><div></div><div></div></div> -1	<div><div></div><div></div></div> +2
8d. People with political views other than your own	61	<div><div></div><div></div></div> -1	<div><div></div><div></div></div> -1	<div><div></div><div></div></div> -3

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

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

Learning with Peers: Seniors

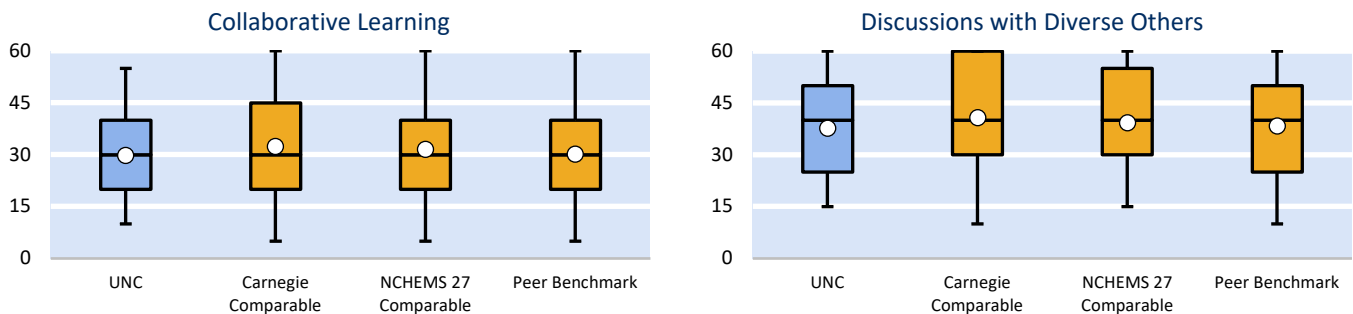
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UNC Mean	Your seniors compared with					
		Carnegie Comparable		NCHEMS 27 Comparable		Peer Benchmark	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.9	32.4 ***	-.17	31.6 **	-.11	30.2	-.02
Discussions with Diverse Others	37.7	40.8 ***	-.19	39.3 *	-.10	38.4	-.04

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

Score Distributions



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

Performance on Indicator Items

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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"...					
1b. Asked another student to help you understand course material	42	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div>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Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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

Experiences with Faculty: First-year students

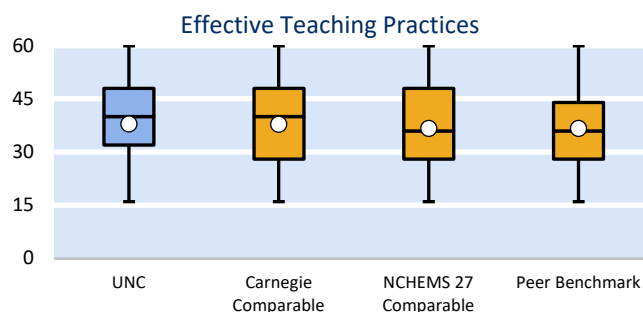
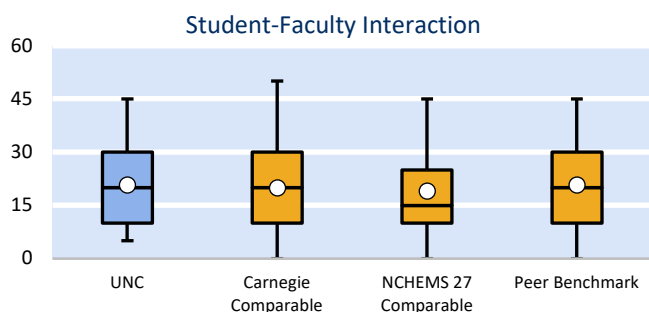
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	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	20.8	19.9	.06	19.1 *	.12	20.8	.00
Effective Teaching Practices	38.0	37.9	.01	36.7	.09	36.7	.09

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

Score Distributions



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

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	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...	%				
3a. Talked about career plans with a faculty member	40	+4	+6	+2	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	-2	-0	-3	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	-1	+1	-0	
3d. Discussed your academic performance with a faculty member	34	+5	+8	+4	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	77	+2	+4	+3	
5b. Taught course sessions in an organized way	70	-1	+0	+0	
5c. Used examples or illustrations to explain difficult points	70	-1	+1	+3	
5d. Provided feedback on a draft or work in progress	69	+6	+8	+7	
5e. Provided prompt and detailed feedback on tests or completed assignments	60	+1	+4	+4	

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

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

Experiences with Faculty: Seniors

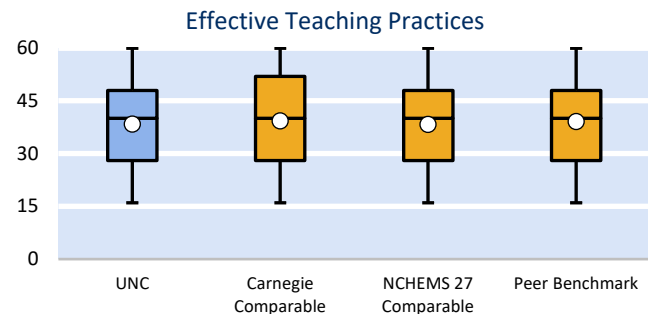
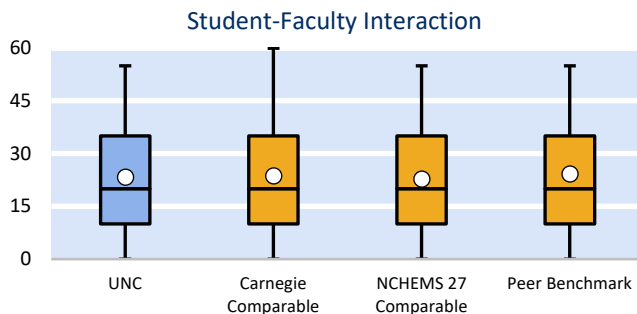
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	UNC Mean	Your seniors compared with					
		Carnegie Comparable		NCHEMS 27 Comparable		Peer Benchmark	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.2	23.6	-.02	22.7	.03	24.1	-.06
Effective Teaching Practices	38.4	39.3	-.07	38.2	.01	39.1	-.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.

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
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	47	+4	+7	+3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	-4	-4	-6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	-3	-2	-5
3d. Discussed your academic performance with a faculty member	32	-1	+1	-2
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	76	-4	-1	-3
5b. Taught course sessions in an organized way	70	-4	-3	-5
5c. Used examples or illustrations to explain difficult points	70	-5	-4	-5
5d. Provided feedback on a draft or work in progress	65	+4	+6	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	64	+1	+3	-0

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

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

Campus Environment: First-year students

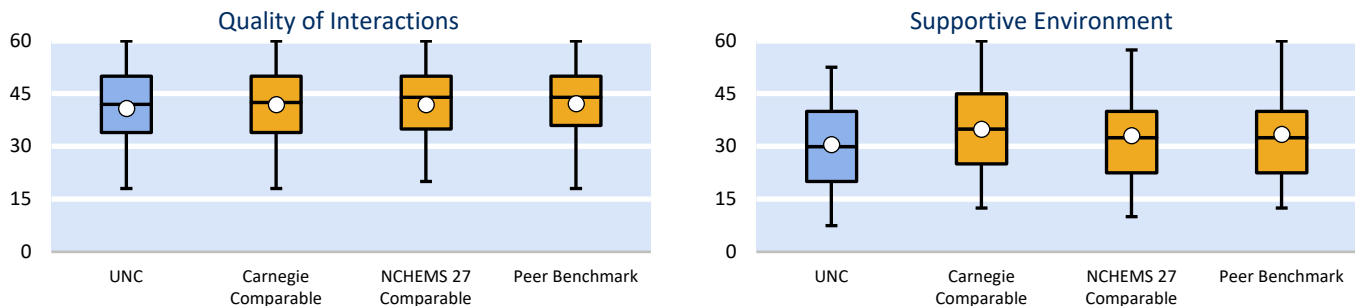
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	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	40.7	41.8	-.09	41.9	-.10	42.1	-.12
Supportive Environment	30.4	34.8 ***	-.31	33.0 **	-.19	33.4 ***	-.22

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 FY students 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	39	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -8	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -8	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -7	
13b. Academic advisors	55	+3 <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	+2 <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	+0 <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	
13c. Faculty	48	+1 <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	+1 <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -0	
13d. Student services staff (career services, student activities, housing, etc.)	38	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -6	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -7	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -8	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -5	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -3	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -3	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	68	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -6	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -1	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -2	
14c. Using learning support services (tutoring services, writing center, etc.)	67	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -8	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -3	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -3	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	+1 <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	+2 <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	+0 <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	
14e. Providing opportunities to be involved socially	53	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -12	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -11	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -11	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -8	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -5	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -8	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -5	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -0	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -3	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	38	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -22	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -17	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -15	
14i. Attending events that address important social, economic, or political issues	38	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -4	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -3	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> -6	

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

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

Campus Environment: Seniors

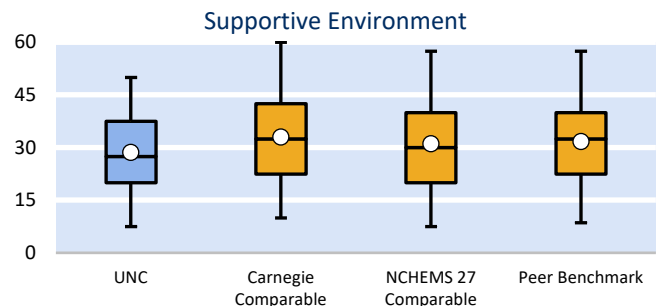
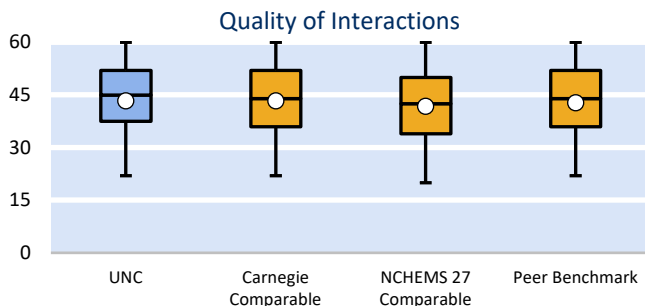
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNC Mean	Your seniors compared with					
		Carnegie Comparable Mean	Effect size	NCHEMS 27 Comparable Mean	Effect size	Peer Benchmark Mean	Effect size
Quality of Interactions	43.4	43.4	.00	41.8 **	.13	42.8	.05
Supportive Environment	28.8	33.1 ***	-.30	31.2 ***	-.18	31.8 ***	-.22

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 seniors 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	55	-3	+0	-2	
13b. Academic advisors	56	+5	+6	+5	
13c. Faculty	60	+3	+8	+5	
13d. Student services staff (career services, student activities, housing, etc.)	43	-1	+1	-3	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	+1	+5	+3	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	66	-6	-0	-2	
14c. Using learning support services (tutoring services, writing center, etc.)	54	-12	-9	-9	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	-5	+1	-3	
14e. Providing opportunities to be involved socially	54	-12	-10	-11	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	56	-8	-3	-5	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	23	-14	-7	-9	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	38	-15	-15	-14	
14i. Attending events that address important social, economic, or political issues	34	-8	-4	-6	

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

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

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^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	36.1	39.2 ***	-.24		41.9 ***	-.45	
	Reflective and Integrative Learning	35.7	36.5	-.07	✓	39.1 ***	-.29	
	Learning Strategies	36.1	39.7 ***	-.26		43.0 ***	-.48	
	Quantitative Reasoning	26.7	29.7 ***	-.19		32.5 ***	-.37	
Learning with Peers	Collaborative Learning	25.7	33.9 ***	-.59		37.0 ***	-.83	
	Discussions with Diverse Others	38.4	40.6 **	-.15		43.8 ***	-.38	
Experiences with Faculty	Student-Faculty Interaction	20.8	23.2 **	-.16		27.8 ***	-.46	
	Effective Teaching Practices	38.0	40.4 ***	-.18		43.2 ***	-.39	
Campus Environment	Quality of Interactions	40.7	45.1 ***	-.38		47.7 ***	-.57	
	Supportive Environment	30.4	36.8 ***	-.48		39.9 ***	-.74	

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	38.7	41.6 ***	-.21		43.9 ***	-.40	
	Reflective and Integrative Learning	39.5	39.7	-.02	✓	42.5 ***	-.25	
	Learning Strategies	36.2	40.6 ***	-.30		43.5 ***	-.51	
	Quantitative Reasoning	27.4	31.6 ***	-.26		34.8 ***	-.47	
Learning with Peers	Collaborative Learning	29.9	35.0 ***	-.37		38.8 ***	-.67	
	Discussions with Diverse Others	37.7	41.2 ***	-.23		44.2 ***	-.43	
Experiences with Faculty	Student-Faculty Interaction	23.2	28.5 ***	-.33		33.6 ***	-.65	
	Effective Teaching Practices	38.4	41.5 ***	-.23		44.6 ***	-.47	
Campus Environment	Quality of Interactions	43.4	45.2 ***	-.15		48.2 ***	-.41	
	Supportive Environment	28.8	34.1 ***	-.38		37.2 ***	-.59	

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

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

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

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^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 = 321)	36.1	12.7	.71	15	25	35	45	60				
Carnegie Comparable	36.6	13.6	.21	15	25	40	45	60	4,410	-.6	.466	-.042
NCHEMS 27 Comparable	36.8	13.5	.12	15	30	40	45	60	13,384	-.8	.298	-.059
Peer Benchmark	37.2	13.2	.18	15	30	40	45	60	5,731	-1.2	.114	-.091
Top 50%	39.2	13.2	.03	20	30	40	50	60	157,304	-3.2	.000	-.241
Top 10%	41.9	12.9	.09	20	35	40	55	60	19,394	-5.8	.000	-.453
Reflective & Integrative Learning												
UNC (N = 346)	35.7	11.2	.60	20	29	34	43	54				
Carnegie Comparable	34.0	12.4	.18	14	26	34	43	57	412	1.7	.008	.136
NCHEMS 27 Comparable	34.2	12.2	.10	14	26	34	43	57	14,597	1.5	.028	.120
Peer Benchmark	34.7	12.0	.16	17	26	34	43	57	6,177	1.0	.146	.080
Top 50%	36.5	12.0	.03	17	29	37	46	57	152,393	-.8	.195	-.070
Top 10%	39.1	11.8	.09	20	31	40	49	60	17,705	-3.5	.000	-.295
Learning Strategies												
UNC (N = 320)	36.1	14.0	.78	13	27	33	47	60				
Carnegie Comparable	37.5	14.2	.23	13	27	40	47	60	4,199	-1.4	.094	-.097
NCHEMS 27 Comparable	37.3	13.7	.12	13	27	40	47	60	12,569	-1.2	.109	-.091
Peer Benchmark	36.8	14.1	.20	13	27	40	47	60	5,454	-.8	.351	-.054
Top 50%	39.7	14.0	.04	20	27	40	53	60	139,555	-3.6	.000	-.261
Top 10%	43.0	14.3	.09	20	33	40	60	60	25,065	-6.9	.000	-.481
Quantitative Reasoning												
UNC (N = 319)	26.7	15.2	.85	0	20	27	40	53				
Carnegie Comparable	26.9	15.5	.25	0	20	27	40	60	4,219	-.2	.817	-.013
NCHEMS 27 Comparable	27.8	15.1	.14	0	20	27	40	60	12,666	-1.1	.210	-.071
Peer Benchmark	28.3	14.9	.21	7	20	27	40	60	5,506	-1.5	.073	-.103
Top 50%	29.7	15.3	.04	7	20	27	40	60	171,533	-3.0	.001	-.194
Top 10%	32.5	15.5	.10	7	20	33	40	60	22,713	-5.7	.000	-.369
Learning with Peers												
Collaborative Learning												
UNC (N = 365)	25.7	13.5	.71	5	15	25	35	50				
Carnegie Comparable	29.9	15.3	.22	5	20	30	40	60	437	-4.3	.000	-.281
NCHEMS 27 Comparable	28.2	14.8	.12	5	20	25	40	55	385	-2.5	.000	-.172
Peer Benchmark	27.7	14.2	.18	5	20	25	40	55	6,531	-2.0	.008	-.142
Top 50%	33.9	13.9	.03	10	25	35	45	60	222,876	-8.2	.000	-.592
Top 10%	37.0	13.6	.06	15	25	40	45	60	44,294	-11.3	.000	-.832
Discussions with Diverse Others												
UNC (N = 321)	38.4	15.3	.85	15	25	40	50	60				
Carnegie Comparable	38.5	16.6	.27	10	25	40	55	60	385	-.1	.887	-.008
NCHEMS 27 Comparable	37.5	15.9	.14	10	25	40	50	60	12,618	.9	.320	.056
Peer Benchmark	37.6	15.7	.22	15	25	40	50	60	5,484	.8	.360	.053
Top 50%	40.6	15.2	.04	15	30	40	55	60	176,922	-2.2	.008	-.148
Top 10%	43.8	14.4	.09	20	35	45	60	60	25,224	-5.4	.000	-.377

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 = 339)	20.8	13.5	.74	5	10	20	30	45				
Carnegie Comparable	19.9	14.8	.23	0	10	20	30	50	4,647	.8	.309	.057
NCHEMS 27 Comparable	19.1	14.3	.12	0	10	15	25	45	13,917	1.7	.029	.120
Peer Benchmark	20.8	14.3	.19	0	10	20	30	45	5,965	.0	.968	-.002
Top 50%	23.2	14.7	.04	0	10	20	30	50	107,527	-2.4	.003	-.162
Top 10%	27.8	15.2	.14	5	15	25	40	60	363	-7.0	.000	-.461
Effective Teaching Practices												
UNC (N = 330)	38.0	13.0	.71	16	32	40	48	60				
Carnegie Comparable	37.9	13.8	.22	16	28	40	48	60	4,410	.1	.907	.007
NCHEMS 27 Comparable	36.7	13.4	.12	16	28	36	48	60	13,316	1.3	.090	.095
Peer Benchmark	36.7	13.2	.18	16	28	36	44	60	5,735	1.3	.095	.095
Top 50%	40.4	13.5	.04	20	32	40	52	60	112,075	-2.4	.001	-.181
Top 10%	43.2	13.4	.11	20	36	44	56	60	15,723	-5.2	.000	-.391
Campus Environment												
Quality of Interactions												
UNC (N = 300)	40.7	12.5	.72	18	34	42	50	60				
Carnegie Comparable	41.8	12.5	.21	18	34	43	50	60	3,879	-1.1	.138	-.089
NCHEMS 27 Comparable	41.9	12.0	.11	20	35	44	50	60	11,592	-1.2	.095	-.098
Peer Benchmark	42.1	12.2	.18	18	36	44	50	60	5,036	-1.4	.052	-.116
Top 50%	45.1	11.5	.04	24	38	46	54	60	97,744	-4.4	.000	-.380
Top 10%	47.7	12.3	.09	24	40	50	58	60	20,811	-7.0	.000	-.565
Supportive Environment												
UNC (N = 312)	30.4	13.2	.75	8	20	30	40	53				
Carnegie Comparable	34.8	14.2	.23	13	25	35	45	60	4,069	-4.4	.000	-.311
NCHEMS 27 Comparable	33.0	13.7	.13	10	23	33	40	58	12,201	-2.6	.001	-.188
Peer Benchmark	33.4	13.7	.19	13	23	33	40	60	5,287	-3.0	.000	-.218
Top 50%	36.8	13.5	.04	15	28	38	45	60	120,543	-6.4	.000	-.476
Top 10%	39.9	12.8	.10	18	33	40	50	60	16,132	-9.5	.000	-.739

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.

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 = 604)	38.7	13.5	.55	20	30	40	50	60				
Carnegie Comparable	40.1	13.8	.17	20	30	40	50	60	7,282	-1.4	.017	-.101
NCHEMS 27 Comparable	39.1	13.9	.11	15	30	40	50	60	17,223	-.5	.428	-.033
Peer Benchmark	39.1	13.7	.17	20	30	40	50	60	7,209	-.4	.468	-.031
Top 50%	41.6	13.6	.03	20	35	40	55	60	156,031	-2.9	.000	-.215
Top 10%	43.9	13.0	.10	20	35	40	55	60	17,632	-5.2	.000	-.402
Reflective & Integrative Learning												
UNC (N = 625)	39.5	12.2	.49	20	31	40	49	60				
Carnegie Comparable	37.4	12.7	.15	17	29	37	46	60	7,715	2.1	.000	.167
NCHEMS 27 Comparable	37.1	12.8	.10	17	29	37	46	60	673	2.4	.000	.191
Peer Benchmark	37.5	12.7	.15	17	29	37	46	60	7,623	2.1	.000	.163
Top 50%	39.7	12.4	.03	20	31	40	49	60	150,826	-.2	.663	-.017
Top 10%	42.5	11.7	.10	23	34	43	51	60	13,055	-3.0	.000	-.252
Learning Strategies												
UNC (N = 586)	36.2	14.1	.58	13	27	40	47	60				
Carnegie Comparable	39.7	14.7	.18	13	27	40	53	60	6,939	-3.6	.000	-.245
NCHEMS 27 Comparable	37.8	14.7	.12	13	27	40	47	60	16,317	-1.7	.007	-.114
Peer Benchmark	38.0	14.7	.18	13	27	40	47	60	6,927	-1.8	.004	-.126
Top 50%	40.6	14.6	.03	20	33	40	53	60	178,063	-4.4	.000	-.301
Top 10%	43.5	14.2	.09	20	33	40	60	60	23,690	-7.3	.000	-.515
Quantitative Reasoning												
UNC (N = 595)	27.4	16.1	.66	0	20	27	40	60				
Carnegie Comparable	29.1	16.3	.20	0	20	27	40	60	7,059	-1.8	.011	-.109
NCHEMS 27 Comparable	29.5	16.5	.13	0	20	27	40	60	16,501	-2.1	.002	-.127
Peer Benchmark	29.3	16.4	.20	0	20	27	40	60	6,995	-1.9	.007	-.115
Top 50%	31.6	16.3	.03	0	20	33	40	60	217,361	-4.2	.000	-.260
Top 10%	34.8	15.8	.11	7	20	33	47	60	21,960	-7.5	.000	-.472
Learning with Peers												
Collaborative Learning												
UNC (N = 641)	29.9	13.7	.54	10	20	30	40	55				
Carnegie Comparable	32.4	15.2	.18	5	20	30	45	60	783	-2.5	.000	-.168
NCHEMS 27 Comparable	31.6	15.3	.11	5	20	30	40	60	695	-1.7	.002	-.115
Peer Benchmark	30.2	15.3	.18	5	20	30	40	60	786	-.4	.508	-.025
Top 50%	35.0	14.2	.03	10	25	35	45	60	227,221	-5.2	.000	-.365
Top 10%	38.8	13.4	.09	15	30	40	50	60	25,431	-9.0	.000	-.669
Discussions with Diverse Others												
UNC (N = 592)	37.7	15.8	.65	15	25	40	50	60				
Carnegie Comparable	40.8	16.6	.21	10	30	40	60	60	7,027	-3.1	.000	-.186
NCHEMS 27 Comparable	39.3	15.8	.13	15	30	40	55	60	16,428	-1.6	.016	-.101
Peer Benchmark	38.4	15.9	.20	10	25	40	50	60	6,939	-.6	.346	-.041
Top 50%	41.2	15.6	.03	15	30	40	60	60	227,242	-3.5	.000	-.226
Top 10%	44.2	15.0	.08	20	35	45	60	60	34,210	-6.4	.000	-.430

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 = 607)	23.2	14.8	.60	0	10	20	35	55				
Carnegie Comparable	23.6	16.3	.20	0	10	20	35	60	740	-.4	.558	-.023
NCHEMS 27 Comparable	22.7	16.0	.12	0	10	20	35	55	657	.5	.408	.032
Peer Benchmark	24.1	16.1	.20	0	10	20	35	55	740	-.9	.165	-.055
Top 50%	28.5	16.0	.06	5	15	25	40	60	617	-5.3	.000	-.330
Top 10%	33.6	15.9	.16	10	20	35	45	60	691	-10.4	.000	-.654
Effective Teaching Practices												
UNC (N = 608)	38.4	13.7	.56	16	28	40	48	60				
Carnegie Comparable	39.3	14.1	.17	16	28	40	52	60	7,277	-1.0	.110	-.068
NCHEMS 27 Comparable	38.2	14.0	.11	16	28	40	48	60	17,186	.1	.839	.008
Peer Benchmark	39.1	14.0	.17	16	28	40	48	60	7,229	-.7	.222	-.052
Top 50%	41.5	13.9	.04	16	32	40	52	60	132,293	-3.2	.000	-.228
Top 10%	44.6	13.3	.11	20	36	44	56	60	16,611	-6.2	.000	-.467
Campus Environment												
Quality of Interactions												
UNC (N = 550)	43.4	11.3	.48	22	38	45	52	60				
Carnegie Comparable	43.4	11.9	.16	22	36	44	52	60	669	.0	.965	-.002
NCHEMS 27 Comparable	41.8	12.2	.10	20	34	43	50	60	599	1.5	.002	.126
Peer Benchmark	42.8	11.9	.16	22	36	44	52	60	6,363	.6	.283	.048
Top 50%	45.2	11.9	.03	22	38	48	54	60	554	-1.8	.000	-.152
Top 10%	48.2	11.9	.07	25	42	50	60	60	28,650	-4.9	.000	-.406
Supportive Environment												
UNC (N = 582)	28.8	13.0	.54	8	20	28	38	50				
Carnegie Comparable	33.1	14.5	.18	10	23	33	43	60	724	-4.3	.000	-.301
NCHEMS 27 Comparable	31.2	14.0	.11	8	20	30	40	58	634	-2.5	.000	-.176
Peer Benchmark	31.8	14.0	.18	9	23	33	40	58	713	-3.1	.000	-.219
Top 50%	34.1	14.2	.04	10	23	35	43	60	587	-5.4	.000	-.378
Top 10%	37.2	14.3	.11	13	28	38	48	60	628	-8.4	.000	-.591

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.