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# **NSSE 2016**

## **Engagement Indicators**

Shippensburg University of Pennsylvania

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### 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 first-year and senior 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 2015 and 2016 participating institutions.

#### Detailed Statistics (pp. 16-19)

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

### Interpreting Comparisons

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

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

### How Engagement Indicators are Computed

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

For more information on EIs and their psychometric properties, refer to the NSSE website: [nsse.indiana.edu](http://nsse.indiana.edu)

## Engagement Indicators: Overview

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

Use the following key:

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

### First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with PASSHE	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2015 & 2016
<i>Academic Challenge</i>	Higher-Order Learning	▼	▼	▼
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	▼	▼	▼
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	△	--
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	▼	▼	▼
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

### Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with PASSHE	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2015 & 2016
<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

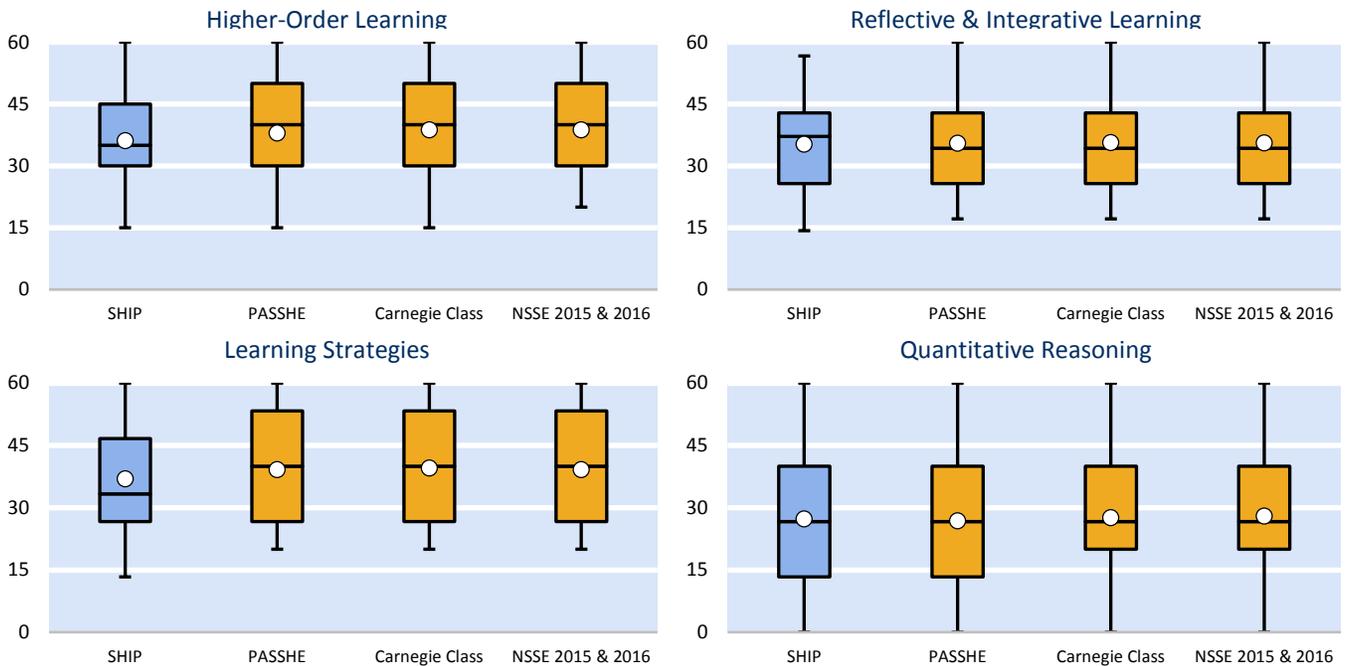
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	SHIP Mean	Your first-year students compared with					
		PASSHE Mean	PASSHE Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2015 & 2016 Mean	NSSE 2015 & 2016 Effect size
Higher-Order Learning	36.2	38.0 *	-.14	38.7 **	-.19	38.8 **	-.19
Reflective & Integrative Learning	35.3	35.5	-.02	35.7	-.03	35.6	-.03
Learning Strategies	37.0	39.2 *	-.16	39.6 **	-.19	39.2 *	-.16
Quantitative Reasoning	27.3	26.9	.03	27.7	-.02	28.0	-.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.

## 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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	SHIP	Percentage point difference <sup>a</sup> between your FY students and		
		PASSHE	Carnegie Class	NSSE 2015 & 2016
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	65	-7	-7	-8
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	66	-2	-5	-5
4d. Evaluating a point of view, decision, or information source	72	+3	+1	+2
4e. Forming a new idea or understanding from various pieces of information	68	+0	-1	-0
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	54	-2	+0	-0
2b. Connected your learning to societal problems or issues	53	+1	-1	-0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55	+6	+3	+4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	+5	+4	+4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	66	-1	-2	-2
2f. Learned something that changed the way you understand an issue or concept	68	+2	+2	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	80	+2	+4	+4
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	78	+2	-1	-1
9b. Reviewed your notes after class	60	-6	-7	-6
9c. Summarized what you learned in class or from course materials	58	-6	-7	-6
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55	+6	+3	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	+1	-0	-1
6c. Evaluated what others have concluded from numerical information	38	+2	+0	-1

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

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

### Academic Challenge: Seniors

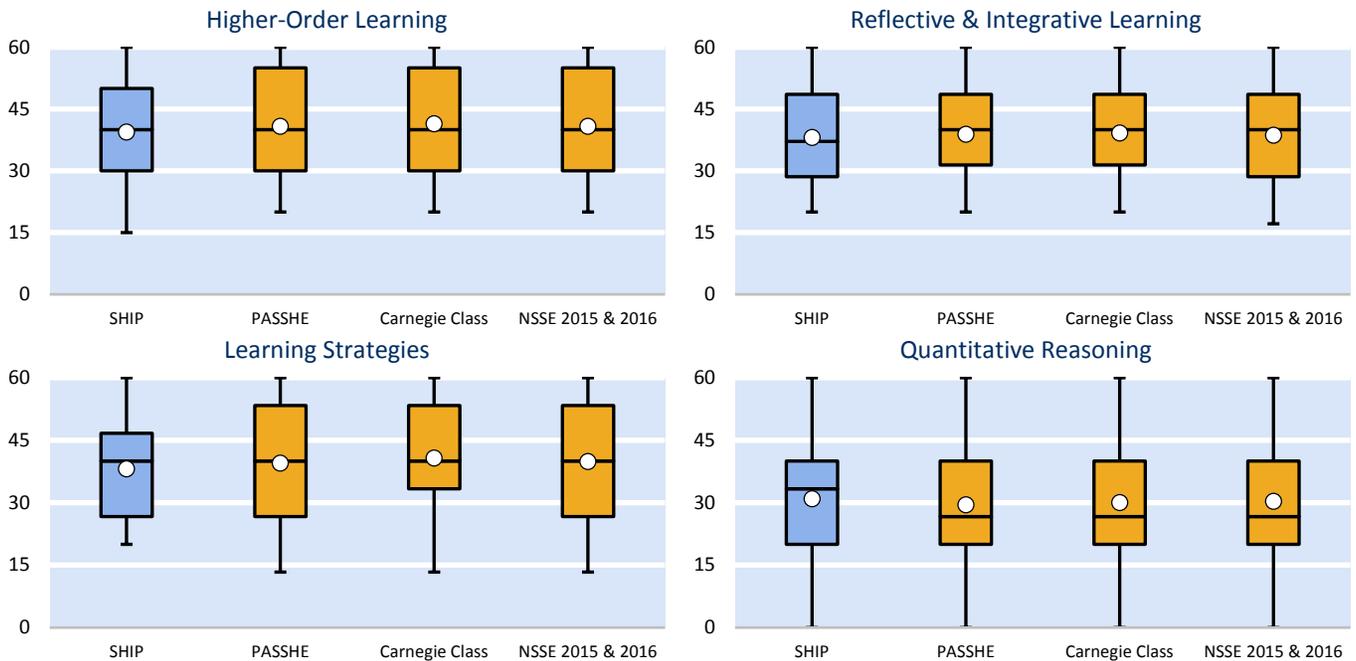
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#### Mean Comparisons

Engagement Indicator	SHIP Mean	Your seniors compared with					
		PASSHE Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2015 & 2016 Mean	Effect size
Higher-Order Learning	39.4	40.8	-.10	41.4 *	-.14	40.9	-.10
Reflective & Integrative Learning	38.1	38.9	-.06	39.2	-.08	38.7	-.04
Learning Strategies	38.1	39.5	-.09	40.7 **	-.18	39.9	-.12
Quantitative Reasoning	30.9	29.5	.08	30.0	.05	30.3	.03

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

#### Score Distributions



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

## Academic Challenge: 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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	SHIP	Percentage point difference <sup>a</sup> between your seniors and		
		PASSHE	Carnegie Class	NSSE 2015 & 2016
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	79	+0	-0	+0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+1	-0	+1
4d. Evaluating a point of view, decision, or information source	71	+0	-4	-1
4e. Forming a new idea or understanding from various pieces of information	69	-3	-5	-4
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	71	-4	+0	+0
2b. Connected your learning to societal problems or issues	65	-1	-1	+1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	-2	-4	-2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60	-6	-8	-7
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	-1	-3	-1
2f. Learned something that changed the way you understand an issue or concept	69	-1	-1	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	79	-6	-5	-4
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	77	-4	-6	-5
9b. Reviewed your notes after class	57	-7	-9	-6
9c. Summarized what you learned in class or from course materials	62	-4	-6	-4
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	59	+6	+4	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	+3	+1	+1
6c. Evaluated what others have concluded from numerical information	45	+1	+1	-1

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

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### Learning with Peers: First-year students

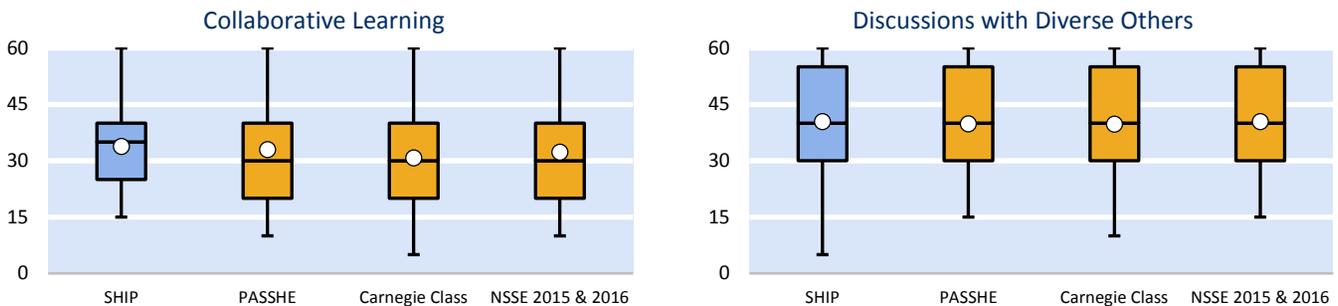
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	SHIP Mean	Your first-year students compared with					
		PASSHE Mean	PASSHE Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2015 & 2016 Mean	NSSE 2015 & 2016 Effect size
Collaborative Learning	33.8	32.9	.06	30.8 ***	.20	32.3	.10
Discussions with Diverse Others	40.4	39.8	.03	39.7	.04	40.4	.00

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

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Engagement Indicator	SHIP %	Percentage point difference <sup>a</sup> between your FY students and		
		PASSHE	Carnegie Class	NSSE 2015 & 2016
<b>Collaborative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	54	+2	+6	+3
1f. Explained course material to one or more students	59	+0	+5	+2
1g. Prepared for exams by discussing or working through course material with other students	54	+3	+8	+5
1h. Worked with other students on course projects or assignments	56	+1	+5	+3
<b>Discussions with Diverse Others</b>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	69	+0	-1	-2
8b. People from an economic background other than your own	73	+2	+2	+1
8c. People with religious beliefs other than your own	69	+2	+2	+1
8d. People with political views other than your own	73	+4	+6	+5

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### Learning with Peers: Seniors

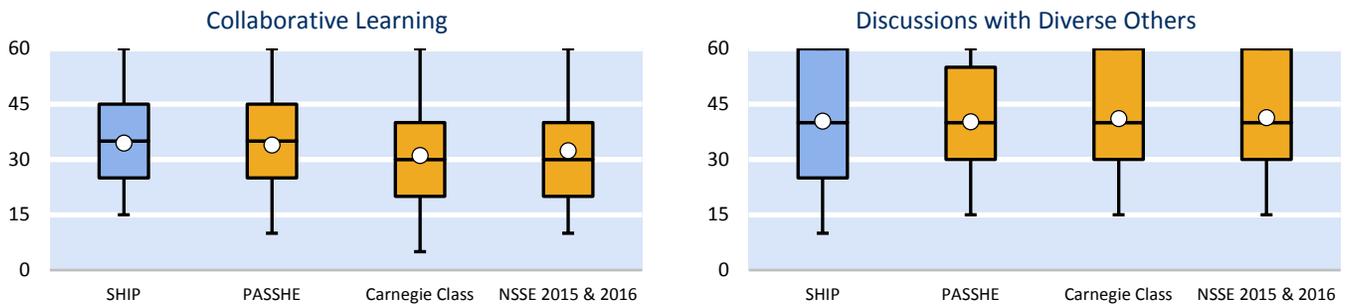
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	SHIP Mean	Your seniors compared with					
		PASSHE Mean	PASSHE Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2015 & 2016 Mean	NSSE 2015 & 2016 Effect size
Collaborative Learning	34.4	34.0	.03	31.1 ***	.22	32.4 *	.14
Discussions with Diverse Others	40.4	40.3	.01	41.1	-.04	41.3	-.06

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

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#### 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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Collaborative Learning	SHIP %	Percentage point difference <sup>a</sup> between your seniors and		
		PASSHE	Carnegie Class	NSSE 2015 & 2016
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	45	+0	+6	+3
1f. Explained course material to one or more students	63	-0	+7	+5
1g. Prepared for exams by discussing or working through course material with other students	51	+0	+7	+5
1h. Worked with other students on course projects or assignments	71	+3	+11	+7
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	69	+1	-3	-3
8b. People from an economic background other than your own	70	-1	-3	-4
8c. People with religious beliefs other than your own	63	-5	-6	-6
8d. People with political views other than your own	73	+3	+3	+3

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## Experiences with Faculty: First-year students

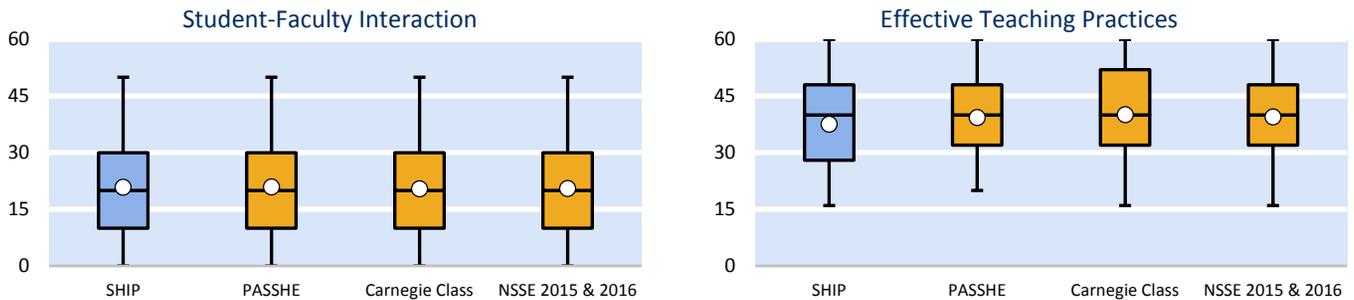
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	SHIP Mean	Your first-year students compared with					
		PASSHE		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.9	20.9	.00	20.4	.03	20.5	.03
Effective Teaching Practices	37.5	39.3 *	-.14	40.1 **	-.19	39.4 *	-.14

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

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Student-Faculty Interaction	SHIP	Percentage point difference <sup>a</sup> between your FY students and			
		PASSHE	Carnegie Class	NSSE 2015 & 2016	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
	%				
3a. Talked about career plans with a faculty member	34	+2	+1	+1	+1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	-3	-2	-2	-2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	+0	+2	+2	+2
3d. Discussed your academic performance with a faculty member	33	+3	+4	+4	+4
<i>Effective Teaching Practices</i>					
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>					
5a. Clearly explained course goals and requirements	76	-3	-3	-3	-3
5b. Taught course sessions in an organized way	73	-4	-5	-4	-4
5c. Used examples or illustrations to explain difficult points	70	-6	-5	-5	-5
5d. Provided feedback on a draft or work in progress	65	+2	-2	+1	+1
5e. Provided prompt and detailed feedback on tests or completed assignments	58	-1	-5	-3	-3

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### Experiences with Faculty: Seniors

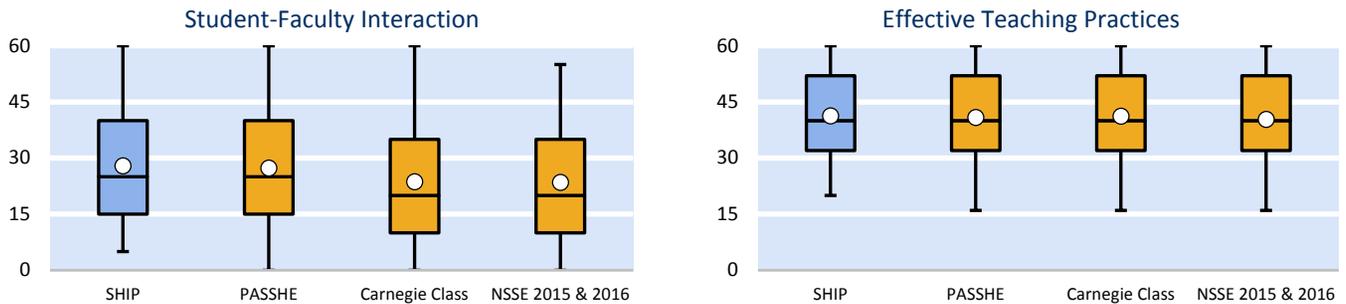
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
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Effective Teaching Practices	41.2	40.8	.03	41.1	.01	40.3	.07

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Student-Faculty Interaction	SHIP	Percentage point difference <sup>a</sup> between your seniors and			
		PASSHE	Carnegie Class	NSSE 2015 & 2016	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
	%				
3a. Talked about career plans with a faculty member	50	-0	+7	+8	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	36	+2	+10	+9	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	44	+5	+11	+12	
3d. Discussed your academic performance with a faculty member	38	-3	+4	+6	
<i>Effective Teaching Practices</i>					
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>					
5a. Clearly explained course goals and requirements	81	-1	-1	+0	
5b. Taught course sessions in an organized way	81	+1	+1	+2	
5c. Used examples or illustrations to explain difficult points	81	+2	+2	+3	
5d. Provided feedback on a draft or work in progress	69	+5	+5	+8	
5e. Provided prompt and detailed feedback on tests or completed assignments	71	+2	+2	+5	

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

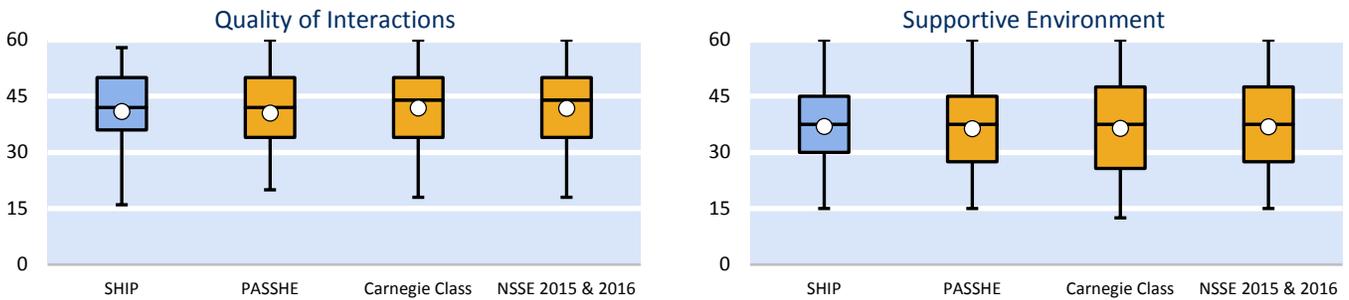
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	SHIP Mean	Your first-year students compared with					
		PASSHE Mean	PASSHE Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2015 & 2016 Mean	NSSE 2015 & 2016 Effect size
Quality of Interactions	41.0	40.5	.04	41.9	-.07	41.8	-.07
Supportive Environment	37.0	36.4	.04	36.4	.04	36.8	.01

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Quality of Interactions	SHIP	Percentage point difference <sup>a</sup> between your FY students and		
		PASSHE	Carnegie Class	NSSE 2015 & 2016
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	46	-7	-9	-9
13b. Academic advisors	50	+6	+0	-0
13c. Faculty	50	+5	-1	+0
13d. Student services staff (career services, student activities, housing, etc.)	43	+1	-2	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	+4	-3	-1
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	81	+6	+4	+4
14c. Using learning support services (tutoring services, writing center, etc.)	79	+5	+2	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	-1	-4	-4
14e. Providing opportunities to be involved socially	76	+4	+6	+5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	-1	+3	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	-4	-4	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	69	+4	+6	+3
14i. Attending events that address important social, economic, or political issues	57	+8	+6	+5

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

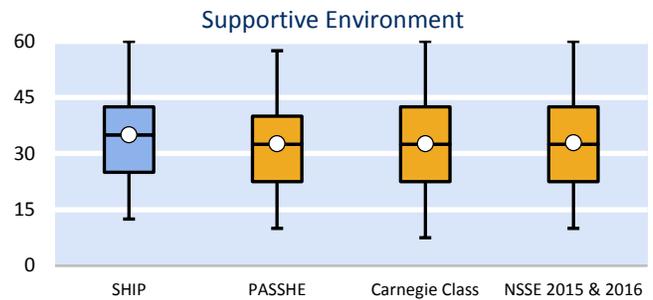
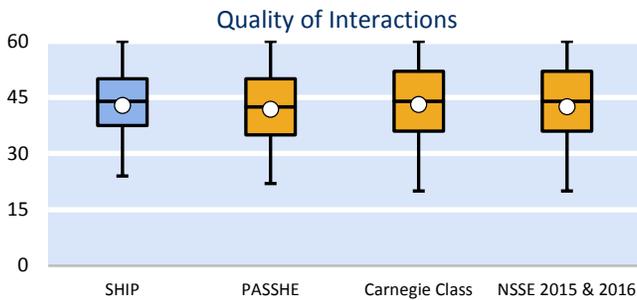
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	SHIP Mean	Your seniors compared with					
		PASSHE Mean	PASSHE Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2015 & 2016 Mean	NSSE 2015 & 2016 Effect size
Quality of Interactions	42.9	41.9	.09	43.1	-.02	42.6	.03
Supportive Environment	35.1	32.7 *	.17	32.7 *	.17	32.9 *	.15

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Quality of Interactions	SHIP %	Percentage point difference <sup>a</sup> between your seniors and		
		PASSHE	Carnegie Class	NSSE 2015 & 2016
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	52	-5	-10	-9
13b. Academic advisors	56	+3	+1	+3
13c. Faculty	64	+8	+3	+5
13d. Student services staff (career services, student activities, housing, etc.)	41	+2	-4	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	+7	+0	+3
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	74	+4	+2	+3
14c. Using learning support services (tutoring services, writing center, etc.)	68	+4	+1	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	+3	-1	-0
14e. Providing opportunities to be involved socially	76	+7	+12	+11
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	+1	+7	+6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	+3	+3	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	64	+7	+12	+8
14i. Attending events that address important social, economic, or political issues	48	+3	+4	+3

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

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

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### Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2015 and 2016 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2015 and 2016 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<sup>b</sup> 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		SHIP Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.2	40.5 ***	-.32		42.7 ***	-.48	
	Reflective and Integrative Learning	35.3	37.4 **	-.17		39.5 ***	-.33	
	Learning Strategies	37.0	41.2 ***	-.30		43.7 ***	-.48	
	Quantitative Reasoning	27.3	29.4 *	-.13		31.3 ***	-.25	
<i>Learning with Peers</i>	Collaborative Learning	33.8	35.2	-.10		37.3 ***	-.26	
	Discussions with Diverse Others	40.4	42.7 *	-.15		44.3 ***	-.26	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.9	23.8 **	-.20		26.9 ***	-.38	
	Effective Teaching Practices	37.5	41.6 ***	-.30		43.8 ***	-.46	
<i>Campus Environment</i>	Quality of Interactions	41.0	44.1 ***	-.26		45.9 ***	-.41	
	Supportive Environment	37.0	39.2 *	-.17		40.9 ***	-.29	
Seniors		SHIP Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.4	43.1 ***	-.27		44.7 ***	-.38	
	Reflective and Integrative Learning	38.1	41.0 ***	-.22		42.9 ***	-.38	
	Learning Strategies	38.1	42.2 ***	-.28		44.5 ***	-.45	
	Quantitative Reasoning	30.9	31.8	-.05	✓	33.2 *	-.14	
<i>Learning with Peers</i>	Collaborative Learning	34.4	35.8	-.10	✓	37.9 ***	-.25	
	Discussions with Diverse Others	40.4	43.3 **	-.18		45.1 ***	-.29	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	27.9	29.6	-.10		33.0 ***	-.31	
	Effective Teaching Practices	41.2	42.7	-.11		44.5 ***	-.24	
<i>Campus Environment</i>	Quality of Interactions	42.9	45.3 **	-.21		46.9 ***	-.34	
	Supportive Environment	35.1	35.7	-.04	✓	38.1 **	-.21	

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 2015 and 2016 institutions, separately for first-year and senior students. 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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
SHIP (N = 240)	36.2	13.5	.87	15	30	35	45	60				
PASSHE	38.0	13.8	.22	15	30	40	50	60	4,055	-1.9	.042	-.135
Carnegie Class	38.7	13.8	.06	15	30	40	50	60	51,900	-2.6	.004	-.187
NSSE 2015 & 2016	38.8	13.7	.03	20	30	40	50	60	190,805	-2.6	.003	-.189
Top 50%	40.5	13.6	.05	20	30	40	50	60	89,571	-4.4	.000	-.320
Top 10%	42.7	13.7	.10	20	35	40	55	60	19,257	-6.5	.000	-.475
<b>Reflective &amp; Integrative Learning</b>												
SHIP (N = 247)	35.3	12.5	.79	14	26	37	43	57				
PASSHE	35.5	12.3	.19	17	26	34	43	60	4,233	-.2	.797	-.017
Carnegie Class	35.7	12.6	.05	17	26	34	43	60	54,340	-.4	.639	-.030
NSSE 2015 & 2016	35.6	12.5	.03	17	26	34	43	60	199,566	-.3	.689	-.025
Top 50%	37.4	12.5	.04	17	29	37	46	60	94,159	-2.1	.009	-.167
Top 10%	39.5	12.8	.10	20	31	40	49	60	18,114	-4.2	.000	-.331
<b>Learning Strategies</b>												
SHIP (N = 202)	37.0	13.8	.97	13	27	33	47	60				
PASSHE	39.2	14.3	.24	20	27	40	53	60	3,779	-2.3	.029	-.158
Carnegie Class	39.6	14.2	.07	20	27	40	53	60	47,598	-2.6	.009	-.185
NSSE 2015 & 2016	39.2	14.1	.03	20	27	40	53	60	174,605	-2.2	.026	-.157
Top 50%	41.2	14.1	.05	20	33	40	53	60	78,612	-4.2	.000	-.298
Top 10%	43.7	14.3	.10	20	33	47	60	60	20,344	-6.8	.000	-.477
<b>Quantitative Reasoning</b>												
SHIP (N = 241)	27.3	16.4	1.05	0	13	27	40	60				
PASSHE	26.9	16.4	.26	0	13	27	40	60	4,106	.4	.688	.027
Carnegie Class	27.7	16.3	.07	0	20	27	40	60	52,493	-.4	.738	-.022
NSSE 2015 & 2016	28.0	16.2	.04	0	20	27	40	60	193,053	-.7	.506	-.043
Top 50%	29.4	16.1	.05	0	20	27	40	60	111,373	-2.1	.039	-.133
Top 10%	31.3	16.2	.10	0	20	33	40	60	26,618	-4.0	.000	-.245
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
SHIP (N = 264)	33.8	13.8	.85	15	25	35	40	60				
PASSHE	32.9	13.8	.22	10	20	30	40	60	4,356	.9	.323	.063
Carnegie Class	30.8	14.9	.06	5	20	30	40	60	56,045	3.1	.001	.205
NSSE 2015 & 2016	32.3	14.5	.03	10	20	30	40	60	206,574	1.5	.092	.104
Top 50%	35.2	13.8	.04	15	25	35	45	60	102,764	-1.4	.093	-.104
Top 10%	37.3	13.6	.09	15	25	40	45	60	21,912	-3.5	.000	-.259
<b>Discussions with Diverse Others</b>												
SHIP (N = 205)	40.4	16.2	1.13	5	30	40	55	60				
PASSHE	39.8	15.8	.26	15	30	40	55	60	3,819	.5	.633	.034
Carnegie Class	39.7	16.3	.07	10	30	40	55	60	48,227	.7	.555	.041
NSSE 2015 & 2016	40.4	16.0	.04	15	30	40	55	60	176,828	.0	.987	-.001
Top 50%	42.7	15.2	.05	20	35	40	60	60	91,802	-2.3	.030	-.152
Top 10%	44.3	15.1	.09	20	35	45	60	60	28,473	-4.0	.000	-.262

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
SHIP (N = 239)	20.9	14.1	.92	0	10	20	30	50				
PASSHE	20.9	15.0	.24	0	10	20	30	50	4,128	.0	.978	-.002
Carnegie Class	20.4	14.8	.06	0	10	20	30	50	52,997	.4	.661	.028
NSSE 2015 & 2016	20.5	14.7	.03	0	10	20	30	50	194,845	.4	.694	.026
Top 50%	23.8	15.0	.06	0	15	20	35	55	63,252	-3.0	.002	-.197
Top 10%	26.9	16.0	.16	5	15	25	40	60	251	-6.0	.000	-.378
<b>Effective Teaching Practices</b>												
SHIP (N = 242)	37.5	13.8	.89	16	28	40	48	60				
PASSHE	39.3	13.1	.21	20	32	40	48	60	4,149	-1.8	.040	-.136
Carnegie Class	40.1	13.5	.06	16	32	40	52	60	53,119	-2.5	.004	-.186
NSSE 2015 & 2016	39.4	13.4	.03	16	32	40	48	60	195,282	-1.9	.028	-.141
Top 50%	41.6	13.4	.05	20	32	40	52	60	79,261	-4.0	.000	-.298
Top 10%	43.8	13.5	.10	20	36	44	56	60	16,732	-6.2	.000	-.463
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
SHIP (N = 190)	41.0	12.0	.87	16	36	42	50	58				
PASSHE	40.5	11.7	.20	20	34	42	50	60	3,677	.4	.631	.036
Carnegie Class	41.9	12.8	.06	18	34	44	50	60	190	-.9	.309	-.070
NSSE 2015 & 2016	41.8	12.5	.03	18	34	44	50	60	167,947	-.8	.365	-.066
Top 50%	44.1	11.8	.05	22	38	46	52	60	66,560	-3.1	.000	-.264
Top 10%	45.9	12.1	.10	22	40	48	56	60	14,312	-4.9	.000	-.405
<b>Supportive Environment</b>												
SHIP (N = 180)	37.0	13.7	1.02	15	30	38	45	60				
PASSHE	36.4	13.6	.23	15	28	38	45	60	3,562	.6	.578	.043
Carnegie Class	36.4	14.2	.07	13	26	38	48	60	44,342	.5	.611	.038
NSSE 2015 & 2016	36.8	13.9	.03	15	28	38	48	60	162,942	.1	.903	.009
Top 50%	39.2	13.3	.05	18	30	40	50	60	76,231	-2.2	.026	-.166
Top 10%	40.9	13.3	.10	20	33	40	53	60	19,119	-3.9	.000	-.294

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).  
b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.  
c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.  
d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.  
e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.  
f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.  
g. Effect size is the mean difference divided by the pooled standard deviation.

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
SHIP (N = 266)	39.4	13.6	.84	15	30	40	50	60				
PASSHE	40.8	14.2	.21	20	30	40	55	60	300	-1.4	.105	-.099
Carnegie Class	41.4	14.1	.05	20	30	40	55	60	267	-2.0	.018	-.141
NSSE 2015 & 2016	40.9	14.1	.03	20	30	40	55	60	271,348	-1.4	.096	-.102
Top 50%	43.1	13.8	.04	20	35	40	55	60	266	-3.7	.000	-.270
Top 10%	44.7	13.7	.08	20	40	45	60	60	269	-5.3	.000	-.385
<b>Reflective &amp; Integrative Learning</b>												
SHIP (N = 271)	38.1	12.6	.76	20	29	37	49	60				
PASSHE	38.9	12.7	.19	20	31	40	49	60	4,839	-.8	.334	-.060
Carnegie Class	39.2	13.0	.05	20	31	40	49	60	78,332	-1.0	.198	-.078
NSSE 2015 & 2016	38.7	13.0	.02	17	29	40	49	60	282,030	-.6	.485	-.042
Top 50%	41.0	12.7	.04	20	31	40	51	60	102,105	-2.8	.000	-.223
Top 10%	42.9	12.5	.08	20	34	43	54	60	25,785	-4.7	.000	-.378
<b>Learning Strategies</b>												
SHIP (N = 242)	38.1	14.4	.93	20	27	40	47	60				
PASSHE	39.5	14.5	.22	13	27	40	53	60	4,415	-1.4	.153	-.094
Carnegie Class	40.7	14.7	.06	13	33	40	53	60	70,648	-2.6	.006	-.178
NSSE 2015 & 2016	39.9	14.8	.03	13	27	40	53	60	253,961	-1.8	.064	-.119
Top 50%	42.2	14.5	.04	20	33	40	60	60	118,429	-4.1	.000	-.285
Top 10%	44.5	14.2	.08	20	33	47	60	60	32,086	-6.4	.000	-.448
<b>Quantitative Reasoning</b>												
SHIP (N = 263)	30.9	15.1	.93	0	20	33	40	60				
PASSHE	29.5	17.1	.26	0	20	27	40	60	304	1.4	.140	.084
Carnegie Class	30.0	17.1	.06	0	20	27	40	60	265	.9	.333	.053
NSSE 2015 & 2016	30.3	17.0	.03	0	20	27	40	60	263	.6	.544	.033
Top 50%	31.8	16.9	.04	0	20	33	40	60	263	-.9	.358	-.051
Top 10%	33.2	16.8	.08	0	20	33	47	60	266	-2.3	.014	-.138
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
SHIP (N = 280)	34.4	13.2	.79	15	25	35	45	60				
PASSHE	34.0	14.2	.21	10	25	35	45	60	4,878	.5	.571	.035
Carnegie Class	31.1	15.3	.05	5	20	30	40	60	281	3.3	.000	.217
NSSE 2015 & 2016	32.4	14.9	.03	10	20	30	40	60	279	2.0	.012	.135
Top 50%	35.8	13.9	.04	15	25	35	45	60	130,384	-1.4	.104	-.097
Top 10%	37.9	13.7	.08	15	30	40	50	60	29,394	-3.4	.000	-.251
<b>Discussions with Diverse Others</b>												
SHIP (N = 250)	40.4	16.6	1.05	10	25	40	60	60				
PASSHE	40.3	15.9	.25	15	30	40	55	60	4,459	.2	.872	.011
Carnegie Class	41.1	16.3	.06	15	30	40	60	60	71,283	-.7	.504	-.042
NSSE 2015 & 2016	41.3	16.1	.03	15	30	40	60	60	256,249	-.9	.370	-.057
Top 50%	43.3	15.9	.04	15	35	45	60	60	144,435	-2.9	.004	-.182
Top 10%	45.1	15.8	.08	20	35	50	60	60	42,134	-4.7	.000	-.295

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
SHIP (N = 267)	27.9	16.4	1.00	5	15	25	40	60				
PASSHE	27.3	16.7	.25	0	15	25	40	60	4,718	.6	.541	.039
Carnegie Class	23.6	16.6	.06	0	10	20	35	60	76,628	4.3	.000	.257
NSSE 2015 & 2016	23.5	16.3	.03	0	10	20	35	55	275,834	4.4	.000	.271
Top 50%	29.6	16.1	.07	5	20	30	40	60	58,773	-1.7	.092	-.103
Top 10%	33.0	16.3	.17	5	20	30	45	60	9,926	-5.1	.000	-.314
<b>Effective Teaching Practices</b>												
SHIP (N = 267)	41.2	12.9	.79	20	32	40	52	60				
PASSHE	40.8	13.4	.20	16	32	40	52	60	4,749	.4	.651	.029
Carnegie Class	41.1	14.0	.05	16	32	40	52	60	77,211	.1	.908	.007
NSSE 2015 & 2016	40.3	13.9	.03	16	32	40	52	60	277,883	.9	.277	.067
Top 50%	42.7	13.7	.05	20	32	44	56	60	88,059	-1.5	.075	-.109
Top 10%	44.5	13.4	.09	20	36	44	56	60	20,400	-3.3	.000	-.244
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
SHIP (N = 233)	42.9	10.8	.71	24	38	44	50	60				
PASSHE	41.9	11.2	.18	22	35	43	50	60	4,276	1.0	.171	.092
Carnegie Class	43.1	12.2	.05	20	36	44	52	60	234	-.2	.749	-.019
NSSE 2015 & 2016	42.6	12.0	.02	20	36	44	52	60	232	.3	.664	.026
Top 50%	45.3	11.5	.04	24	40	48	54	60	83,072	-2.4	.001	-.213
Top 10%	46.9	11.9	.07	24	40	50	56	60	26,485	-4.0	.000	-.337
<b>Supportive Environment</b>												
SHIP (N = 232)	35.1	13.7	.90	13	25	35	43	60				
PASSHE	32.7	13.7	.22	10	23	33	40	58	4,242	2.4	.010	.173
Carnegie Class	32.7	14.7	.06	8	23	33	43	60	67,349	2.4	.012	.165
NSSE 2015 & 2016	32.9	14.4	.03	10	23	33	43	60	241,922	2.2	.021	.151
Top 50%	35.7	13.9	.05	13	25	35	45	60	89,609	-.6	.501	-.044
Top 10%	38.1	13.9	.10	15	28	40	48	60	18,031	-3.0	.001	-.214

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).  
 b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.  
 c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.  
 d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.  
 e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.  
 f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.  
 g. Effect size is the mean difference divided by the pooled standard deviation.