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# NSSE 2020

## Engagement Indicators

Albany State University

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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 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: <ul style="list-style-type: none"> <li><b>Mean Comparisons</b> Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).</li> <li><b>Score Distributions</b> Box-and-whisker charts show the variation in scores <i>within</i> your institution and comparison groups.</li> <li><b>Performance on Indicator Items</b> Responses to each item in a given EI are summarized for your institution and comparison groups.</li> </ul>
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 2019 and 2020 participating institutions.
Detailed Statistics (pp. 16-19)	Detailed information about EI score means, distributions, and tests of statistical significance.

### Interpreting Comparisons

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

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

### How Engagement Indicators are Computed

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

For more information on EIs and their psychometric properties, refer to the NSSE website: [nsse.indiana.edu](https://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 Georgia System	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2019 & 2020
<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 Georgia System	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2019 & 2020
<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

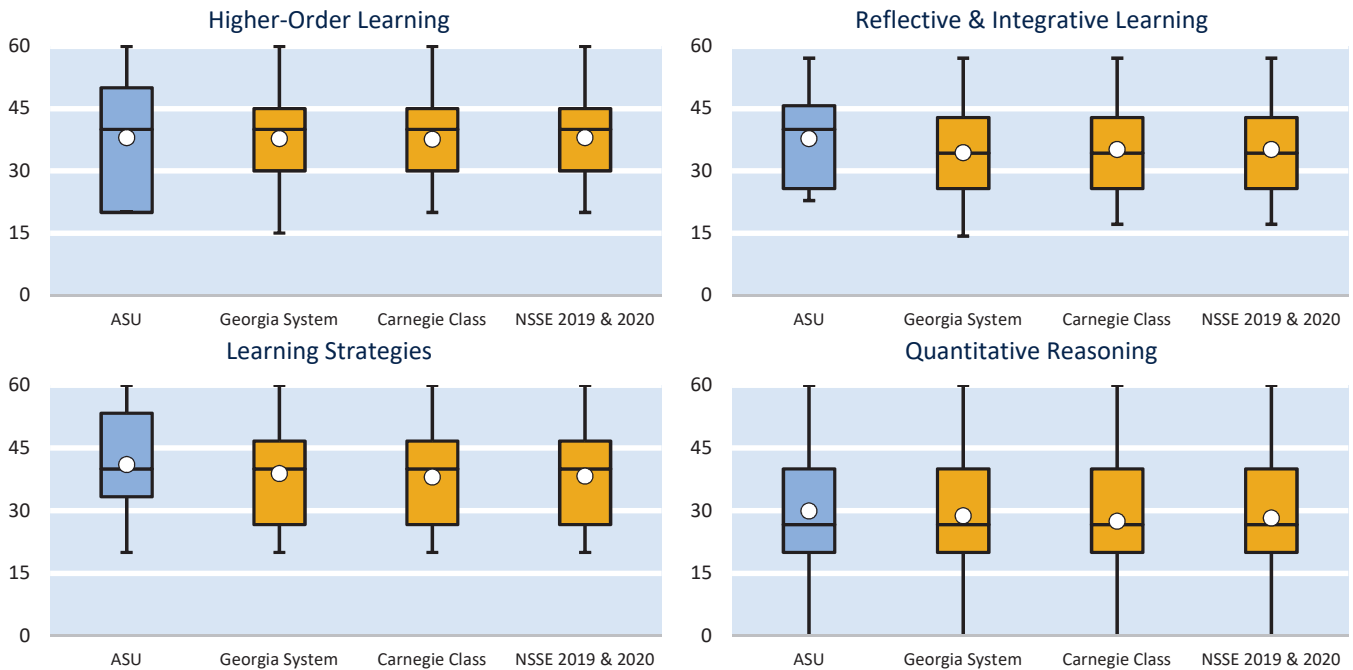
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	ASU Mean	Your first-year students compared with					
		Georgia System		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.1	37.8	.02	37.6	.03	38.1	.00
Reflective & Integrative Learning	37.8	34.4	.27	35.2	.22	35.2	.22
Learning Strategies	41.1	38.9	.16	38.1	.22	38.3	.20
Quantitative Reasoning	29.9	28.7	.07	27.5	.16	28.2	.11

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.

	ASU	Percentage point difference <sup>a</sup> between your FY students and		
		Georgia System	Carnegie Class	NSSE 2019 & 2020
<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	-5	-4	-6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	62	-6	-6	-7
4d. Evaluating a point of view, decision, or information source	59	-8	-10	-10
4e. Forming a new idea or understanding from various pieces of information	66	-1	-3	-3
<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	+7	+2	+2
2b. Connected your learning to societal problems or issues	66	+17	+15	+15
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	69	+18	+18	+18
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60	-1	-3	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	+5	+4	+4
2f. Learned something that changed the way you understand an issue or concept	64	+0	-3	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	69	-5	-7	-8
<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	+4	+4	+3
9b. Reviewed your notes after class	80	+11	+14	+14
9c. Summarized what you learned in class or from course materials	79	+14	+16	+16
<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.)	56	+2	+7	+4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+9	+11	+9
6c. Evaluated what others have concluded from numerical information	33	-8	-5	-8

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

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

### Academic Challenge: Seniors

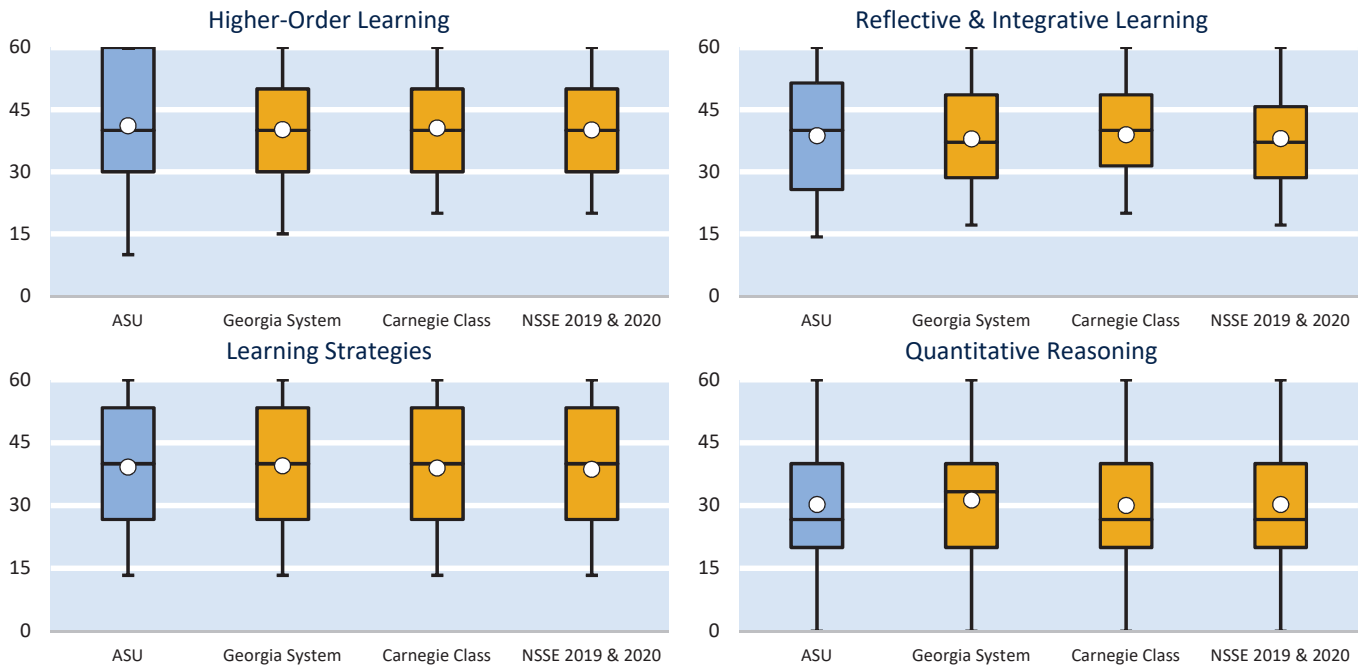
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	ASU Mean	Your seniors compared with					
		Georgia System		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.2	40.2	.07	40.6	.04	40.1	.08
Reflective & Integrative Learning	38.8	38.0	.06	38.9	-.01	38.1	.06
Learning Strategies	39.1	39.5	-.02	39.0	.01	38.6	.04
Quantitative Reasoning	30.2	31.3	-.07	30.0	.01	30.2	.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).

#### Score Distributions



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

### Academic Challenge: Seniors (continued)

#### Performance on Indicator Items

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

	ASU	Percentage point difference <sup>a</sup> between your seniors and		
		Georgia System	Carnegie Class	NSSE 2019 & 2020
<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	70	-9	-8	-8
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+1	+2	+2
4d. Evaluating a point of view, decision, or information source	84	+14	+10	+12
4e. Forming a new idea or understanding from various pieces of information	71	-2	-3	-2
<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	63	-4	-6	-5
2b. Connected your learning to societal problems or issues	59	+0	-6	-2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51	+0	-7	-2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	77	+11	+9	+10
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	-1	-1	+0
2f. Learned something that changed the way you understand an issue or concept	72	-0	-1	-0
2g. Connected ideas from your courses to your prior experiences and knowledge	76	-7	-8	-7
<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	-0	-1	+0
9b. Reviewed your notes after class	66	+1	+3	+3
9c. Summarized what you learned in class or from course materials	68	+2	+3	+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.)	51	-8	-3	-5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	-1	+0	+0
6c. Evaluated what others have concluded from numerical information	36	-13	-9	-10

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

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

### Learning with Peers: First-year students

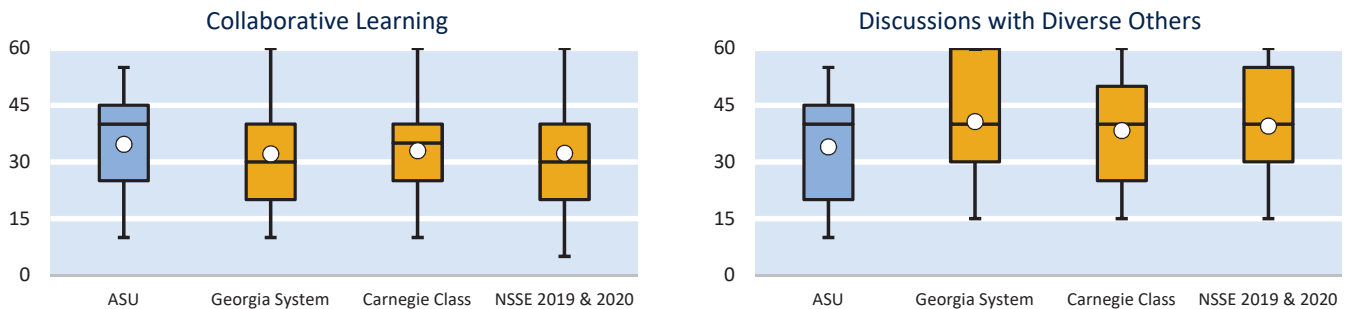
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	ASU Mean	Your first-year students compared with					
		Georgia System		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.7	32.1	.18	32.9	.12	32.3	.16
Discussions with Diverse Others	34.0	40.6 *	-.41	38.3	-.28	39.5 *	-.35

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

#### Score Distributions



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#### Performance on Indicator Items

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

Collaborative Learning	ASU	Percentage point difference <sup>a</sup> between your FY students and		
		Georgia System	Carnegie Class	NSSE 2019 & 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	50	-1	-2	-2
1f. Explained course material to one or more students	66	+10	+9	+9
1g. Prepared for exams by discussing or working through course material with other students	66	+18	+15	+16
1h. Worked with other students on course projects or assignments	70	+16	+11	+15
<b>Discussions with Diverse Others</b>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	45	-31	-22	-26
8b. People from an economic background other than your own	68	-5	-2	-4
8c. People with religious beliefs other than your own	61	-7	-1	-6
8d. People with political views other than your own	48	-18	-15	-17

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

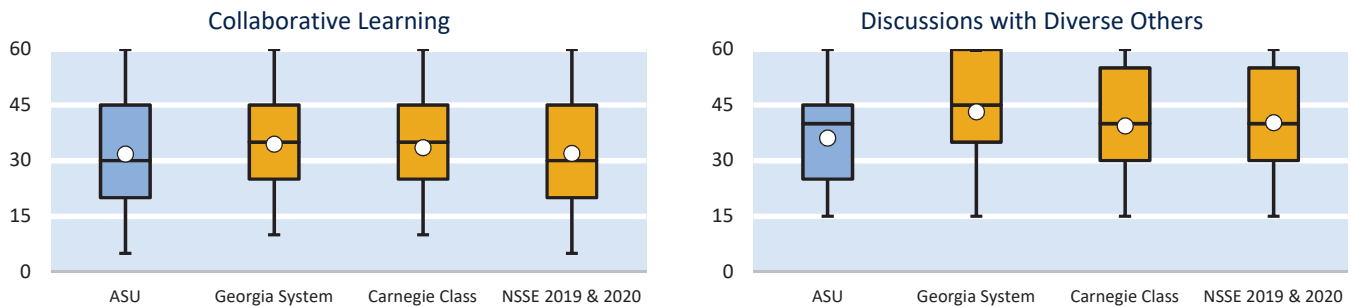
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	ASU Mean	Your seniors compared with					
		Georgia System		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.8	34.4	-.18	33.5	-.12	32.0	-.01
Discussions with Diverse Others	36.1	43.2 ***	-.46	39.4	-.22	40.2	-.26

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

Collaborative Learning	ASU	Percentage point difference <sup>a</sup> between your seniors and		
		Georgia System	Carnegie Class	NSSE 2019 & 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1e. Asked another student to help you understand course material	34	-13	-11	-9
1f. Explained course material to one or more students	53	-9	-8	-4
1g. Prepared for exams by discussing or working through course material with other students	46	-4	-4	-0
1h. Worked with other students on course projects or assignments	60	-9	-7	-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 of a race or ethnicity other than your own	62	-18	-7	-9
8b. People from an economic background other than your own	67	-11	-5	-6
8c. People with religious beliefs other than your own	56	-17	-8	-12
8d. People with political views other than your own	52	-18	-13	-13

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### Experiences with Faculty: First-year students

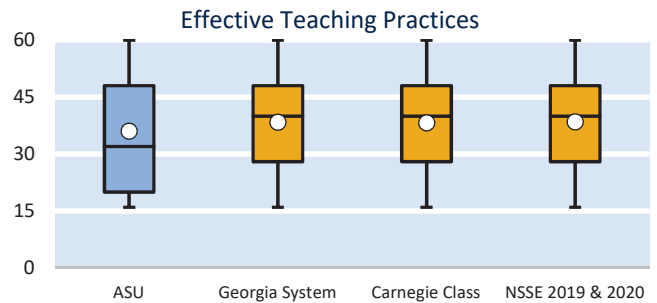
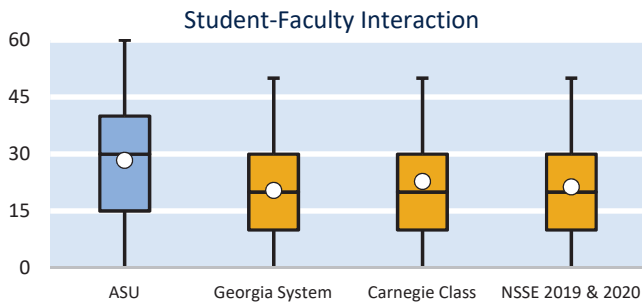
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	ASU Mean	Your first-year students compared with					
		Georgia System		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	28.3	20.4 ***	.53	22.7 *	.38	21.4 **	.48
Effective Teaching Practices	36.0	38.3	-.17	38.2	-.17	38.4	-.18

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	ASU	Percentage point difference <sup>a</sup> between your FY students and		
		Georgia System	Carnegie Class	NSSE 2019 & 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	48	+11	+7	+10
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	37	+17	+13	+16
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	42	+17	+14	+16
3d. Discussed your academic performance with a faculty member	56	+26	+23	+26
<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	59	-17	-17	-18
5b. Taught course sessions in an organized way	57	-16	-16	-17
5c. Used examples or illustrations to explain difficult points	57	-17	-16	-18
5d. Provided feedback on a draft or work in progress	54	-8	-10	-9
5e. Provided prompt and detailed feedback on tests or completed assignments	45	-13	-15	-14

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### Experiences with Faculty: Seniors

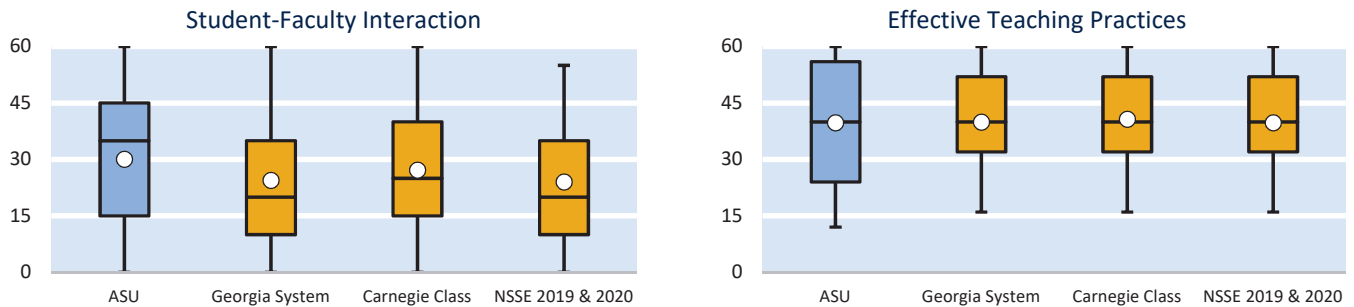
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Engagement Indicator	ASU Mean	Your seniors compared with					
		Georgia System Effect size		Carnegie Class Effect size		NSSE 2019 & 2020 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	30.0	24.4 *	.34	27.1	.17	23.9 *	.38
Effective Teaching Practices	39.7	39.9	-.01	40.6	-.07	39.7	.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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Student-Faculty Interaction	ASU %	Percentage point difference <sup>a</sup> between your seniors and			
		Georgia System	Carnegie Class	NSSE 2019 & 2020	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
3a. Talked about career plans with a faculty member	55	+12	+4	+11	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	41	+12	+7	+13	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	47	+12	+8	+14	
3d. Discussed your academic performance with a faculty member	46	+13	+7	+13	
<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	69	-11	-12	-12	
5b. Taught course sessions in an organized way	69	-7	-8	-8	
5c. Used examples or illustrations to explain difficult points	68	-10	-10	-9	
5d. Provided feedback on a draft or work in progress	63	+1	-4	+1	
5e. Provided prompt and detailed feedback on tests or completed assignments	60	-4	-8	-5	

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

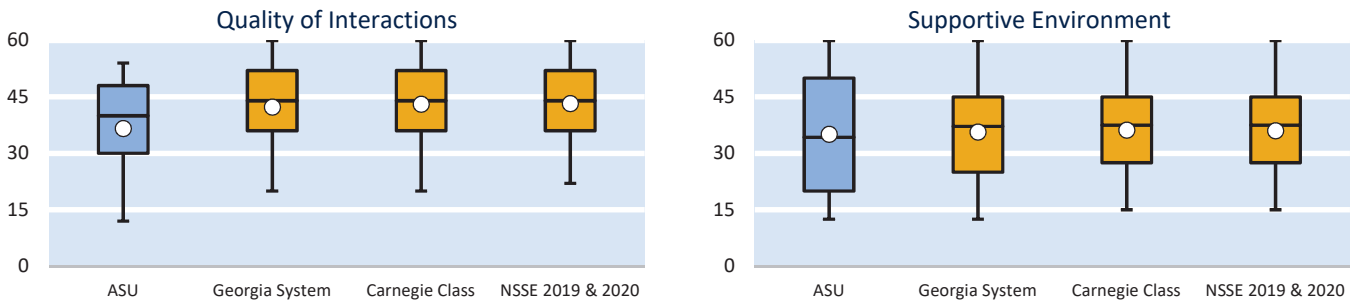
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	ASU Mean	Your first-year students compared with					
		Georgia System		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	36.6	42.3 **	-.46	43.0 **	-.53	43.2 **	-.56
Supportive Environment	35.1	35.7	-.04	36.2	-.08	36.0	-.07

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

#### Score Distributions



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

#### Performance 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	ASU	Percentage point difference <sup>a</sup> between your FY students and		
		Georgia System	Carnegie Class	NSSE 2019 & 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	50	-1	-3	-3
13b. Academic advisors	35	-18	-18	-19
13c. Faculty	37	-12	-15	-15
13d. Student services staff (career services, student activities, housing, etc.)	38	-8	-10	-10
13e. Other administrative staff and offices (registrar, financial aid, etc.)	22	-22	-25	-24
<b>Supportive Environment</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	61	-12	-14	-15
14c. Using learning support services (tutoring services, writing center, etc.)	71	-5	-5	-5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	-5	-5	-6
14e. Providing opportunities to be involved socially	56	-13	-15	-15
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	-8	-10	-10
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	+0	-3	-2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	56	-7	-8	-7
14i. Attending events that address important social, economic, or political issues	48	+2	-2	+1

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

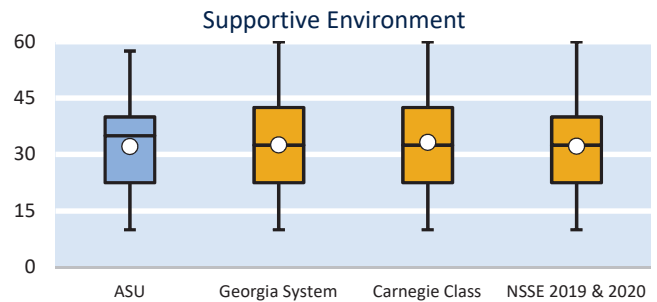
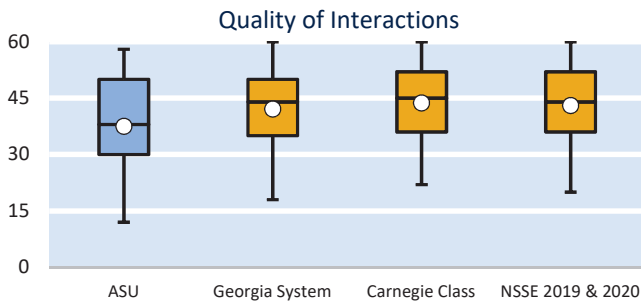
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	ASU Mean	Your seniors compared with					
		Georgia System Effect size		Carnegie Class Effect size		NSSE 2019 & 2020 Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	37.5	42.1 **	-.38	43.7 ***	-.53	43.0 **	-.46
Supportive Environment	32.2	32.6	-.03	33.3	-.08	32.2	.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).

#### 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	ASU	Percentage point difference <sup>a</sup> between your seniors and		
		Georgia System	Carnegie Class	NSSE 2019 & 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	50	-8	-9	-8
13b. Academic advisors	34	-16	-24	-20
13c. Faculty	44	-13	-17	-13
13d. Student services staff (career services, student activities, housing, etc.)	33	-9	-12	-12
13e. Other administrative staff and offices (registrar, financial aid, etc.)	25	-15	-21	-20
<b>Supportive Environment</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	66	-4	-6	-4
14c. Using learning support services (tutoring services, writing center, etc.)	71	+6	+3	+5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	43	-11	-12	-12
14e. Providing opportunities to be involved socially	64	-3	-3	-0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	53	-7	-8	-7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	29	+0	-5	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	69	+11	+14	+17
14i. Attending events that address important social, economic, or political issues	48	+8	+2	+8

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

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

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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](http://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<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2019 and 2020 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 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		ASU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	38.1	39.3	-.10	✓	41.4	-.26	
Academic	Reflective and Integrative Learning	37.8	36.7	.09	✓	39.0	-.10	✓
Challenge	Learning Strategies	41.1	39.9	.08	✓	42.3	-.09	✓
	Quantitative Reasoning	29.9	29.4	.03	✓	31.4	-.09	✓
Learning	Collaborative Learning	34.7	35.2	-.04	✓	37.4	-.20	
with Peers	Discussions with Diverse Others	34.0	41.5 **	-.50		43.6 ***	-.66	
Experiences	Student-Faculty Interaction	28.3	24.5	.26	✓	28.1	.02	✓
with Faculty	Effective Teaching Practices	36.0	40.5	-.34		42.3 **	-.44	
Campus	Quality of Interactions	36.6	45.2 **	-.76		47.2 ***	-.91	
Environment	Supportive Environment	35.1	37.9	-.21		40.0	-.38	

Seniors		ASU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	41.2	41.7	-.04	✓	43.2	-.15	
Academic	Reflective and Integrative Learning	38.8	39.8	-.09	✓	41.8	-.25	
Challenge	Learning Strategies	39.1	40.7	-.11		42.7	-.24	
	Quantitative Reasoning	30.2	31.4	-.07	✓	33.4	-.20	
Learning	Collaborative Learning	31.8	35.9 *	-.30		38.4 **	-.49	
with Peers	Discussions with Diverse Others	36.1	42.1 **	-.39		43.8 ***	-.50	
Experiences	Student-Faculty Interaction	30.0	29.7	.02	✓	33.2	-.20	
with Faculty	Effective Teaching Practices	39.7	41.8	-.15		43.7	-.30	
Campus	Quality of Interactions	37.5	45.2 ***	-.66		47.4 ***	-.82	
Environment	Supportive Environment	32.2	34.6	-.18		36.8 *	-.33	

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 2019 and 2020 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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <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>												
ASU (N = 37)	38.1	15.2	2.49	20	20	40	50	60				
Georgia System	37.8	14.2	.23	15	30	40	45	60	3,817	.3	.908	.019
Carnegie Class	37.6	13.2	.18	20	30	40	45	60	5,514	.5	.836	.034
NSSE 2019 & 2020	38.1	13.2	.05	20	30	40	45	60	84,926	.0	1.000	.000
Top 50%	39.3	13.1	.06	20	30	40	50	60	48,061	-1.3	.553	-.097
Top 10%	41.4	12.8	.13	20	35	40	50	60	9,247	-3.3	.114	-.260
<b>Reflective &amp; Integrative Learning</b>												
ASU (N = 40)	37.8	11.5	1.80	23	26	40	46	57				
Georgia System	34.4	12.8	.20	14	26	34	43	57	4,218	3.4	.093	.265
Carnegie Class	35.2	12.0	.16	17	26	34	43	57	5,976	2.6	.164	.220
NSSE 2019 & 2020	35.2	12.0	.04	17	26	34	43	57	91,910	2.6	.161	.221
Top 50%	36.7	11.8	.05	17	29	37	46	57	46,928	1.1	.547	.095
Top 10%	39.0	11.7	.14	20	31	40	49	60	7,368	-1.2	.527	-.100
<b>Learning Strategies</b>												
ASU (N = 32)	41.1	13.3	2.36	20	33	40	53	60				
Georgia System	38.9	14.1	.24	20	27	40	47	60	3,520	2.2	.379	.157
Carnegie Class	38.1	13.8	.19	20	27	40	47	60	5,198	3.0	.223	.218
NSSE 2019 & 2020	38.3	13.8	.05	20	27	40	47	60	80,280	2.8	.253	.203
Top 50%	39.9	13.7	.07	20	33	40	53	60	40,734	1.2	.633	.085
Top 10%	42.3	14.1	.15	20	33	40	53	60	8,973	-1.2	.623	-.088
<b>Quantitative Reasoning</b>												
ASU (N = 36)	29.9	17.2	2.84	0	20	27	40	60				
Georgia System	28.7	16.0	.27	0	20	27	40	60	3,600	1.2	.653	.075
Carnegie Class	27.5	15.3	.21	0	20	27	40	60	5,281	2.5	.333	.161
NSSE 2019 & 2020	28.2	15.3	.05	0	20	27	40	60	81,639	1.7	.494	.113
Top 50%	29.4	15.2	.07	7	20	27	40	60	52,978	.5	.838	.034
Top 10%	31.4	15.3	.14	7	20	33	40	60	11,211	-1.4	.571	-.094
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
ASU (N = 43)	34.7	12.7	1.92	10	25	40	45	55				
Georgia System	32.1	14.7	.22	10	20	30	40	60	4,717	2.6	.244	.177
Carnegie Class	32.9	14.0	.17	10	25	35	40	60	6,464	1.7	.413	.125
NSSE 2019 & 2020	32.3	14.7	.05	5	20	30	40	60	98,991	2.4	.278	.165
Top 50%	35.2	13.7	.06	15	25	35	45	60	61,091	-.5	.811	-.036
Top 10%	37.4	13.5	.12	15	30	40	45	60	12,834	-2.7	.186	-.201
<b>Discussions with Diverse Others</b>												
ASU (N = 32)	34.0	15.3	2.73	10	20	40	45	55				
Georgia System	40.6	16.2	.27	15	30	40	60	60	3,554	-6.6	.022	-.410
Carnegie Class	38.3	15.5	.21	15	25	40	50	60	5,232	-4.3	.122	-.276
NSSE 2019 & 2020	39.5	15.6	.05	15	30	40	55	60	80,868	-5.5	.047	-.354
Top 50%	41.5	15.0	.06	20	30	40	55	60	54,287	-7.5	.005	-.498
Top 10%	43.6	14.5	.14	20	35	45	60	60	11,263	-9.6	.000	-.663



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <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>												
ASU (N = 40)	28.3	16.4	2.58	0	15	30	40	60				
Georgia System	20.4	15.1	.24	0	10	20	30	50	3,990	8.0	.001	.527
Carnegie Class	22.7	14.8	.20	0	10	20	30	50	5,707	5.6	.016	.379
NSSE 2019 & 2020	21.4	14.6	.05	0	10	20	30	50	87,951	7.0	.002	.477
Top 50%	24.5	14.7	.08	5	15	20	35	55	31,031	3.9	.095	.263
Top 10%	28.1	15.5	.24	5	15	25	40	60	4,101	.2	.923	.015
<b>Effective Teaching Practices</b>												
ASU (N = 37)	36.0	16.0	2.62	16	20	32	48	60				
Georgia System	38.3	13.8	.23	16	28	40	48	60	37	-2.3	.383	-.169
Carnegie Class	38.2	13.3	.18	16	28	40	48	60	36	-2.2	.408	-.165
NSSE 2019 & 2020	38.4	13.2	.05	16	28	40	48	60	36	-2.4	.360	-.184
Top 50%	40.5	13.2	.07	20	32	40	52	60	36	-4.5	.094	-.342
Top 10%	42.3	14.1	.14	16	32	44	56	60	9,725	-6.3	.007	-.442
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
ASU (N = 33)	36.6	14.0	2.46	12	30	40	48	54				
Georgia System	42.3	12.4	.22	20	36	44	52	60	3,294	-5.7	.009	-.459
Carnegie Class	43.0	12.0	.17	20	36	44	52	60	4,938	-6.4	.002	-.532
NSSE 2019 & 2020	43.2	11.8	.04	22	36	44	52	60	75,101	-6.6	.001	-.561
Top 50%	45.2	11.2	.06	24	38	46	54	60	32	-8.6	.001	-.765
Top 10%	47.2	11.6	.13	25	40	50	58	60	7,943	-10.6	.000	-.908
<b>Supportive Environment</b>												
ASU (N = 33)	35.1	16.5	2.88	13	20	34	50	60				
Georgia System	35.7	14.1	.24	13	25	37	45	60	3,410	-.6	.804	-.044
Carnegie Class	36.2	13.6	.19	15	28	38	45	60	32	-1.1	.709	-.080
NSSE 2019 & 2020	36.0	13.5	.05	15	28	38	45	60	32	-.9	.757	-.067
Top 50%	37.9	13.1	.07	18	30	38	48	60	32	-2.8	.341	-.213
Top 10%	40.0	12.9	.15	18	33	40	50	60	32	-4.9	.098	-.382

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

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

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

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

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

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

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

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <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>												
ASU (N = 54)	41.2	15.9	2.16	10	30	40	60	60				
Georgia System	40.2	13.8	.17	15	30	40	50	60	6,382	1.0	.611	.069
Carnegie Class	40.6	13.4	.14	20	30	40	50	60	8,678	.6	.756	.042
NSSE 2019 & 2020	40.1	13.5	.03	20	30	40	50	60	166,758	1.1	.565	.078
Top 50%	41.7	13.4	.05	20	35	40	55	60	73,508	-.6	.759	-.042
Top 10%	43.2	13.3	.10	20	35	40	55	60	17,928	-2.0	.264	-.152
<b>Reflective &amp; Integrative Learning</b>												
ASU (N = 58)	38.8	15.2	2.00	14	26	40	51	60				
Georgia System	38.0	12.5	.15	17	29	37	49	60	58	.8	.692	.063
Carnegie Class	38.9	12.3	.13	20	31	40	49	60	58	-.2	.927	-.015
NSSE 2019 & 2020	38.1	12.5	.03	17	29	37	46	60	57	.7	.728	.056
Top 50%	39.8	12.2	.05	20	31	40	49	60	57	-1.1	.600	-.087
Top 10%	41.8	12.0	.11	20	34	40	51	60	58	-3.0	.138	-.249
<b>Learning Strategies</b>												
ASU (N = 53)	39.1	15.2	2.09	13	27	40	53	60				
Georgia System	39.5	14.7	.19	13	27	40	53	60	5,993	-.4	.858	-.025
Carnegie Class	39.0	14.5	.16	13	27	40	53	60	8,294	.2	.931	.012
NSSE 2019 & 2020	38.6	14.6	.04	13	27	40	53	60	159,679	.5	.795	.036
Top 50%	40.7	14.5	.05	20	33	40	53	60	81,447	-1.5	.438	-.106
Top 10%	42.7	14.4	.09	20	33	40	60	60	26,267	-3.5	.075	-.244
<b>Quantitative Reasoning</b>												
ASU (N = 56)	30.2	17.5	2.34	0	20	27	40	60				
Georgia System	31.3	16.4	.21	0	20	33	40	60	6,083	-1.1	.612	-.068
Carnegie Class	30.0	16.3	.18	0	20	27	40	60	8,424	.2	.920	.014
NSSE 2019 & 2020	30.2	16.2	.04	0	20	27	40	60	161,691	.0	.988	-.002
Top 50%	31.4	16.1	.05	0	20	33	40	60	104,154	-1.2	.576	-.075
Top 10%	33.4	15.9	.11	7	20	33	40	60	20,438	-3.1	.140	-.198
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
ASU (N = 65)	31.8	16.2	2.02	5	20	30	45	60				
Georgia System	34.4	14.5	.17	10	25	35	45	60	7,480	-2.6	.146	-.182
Carnegie Class	33.5	14.5	.15	10	25	35	45	60	9,578	-1.7	.349	-.117
NSSE 2019 & 2020	32.0	15.6	.04	5	20	30	45	60	184,902	-.2	.910	-.014
Top 50%	35.9	14.0	.04	15	25	35	45	60	96,700	-4.2	.017	-.297
Top 10%	38.4	13.6	.10	15	30	40	50	60	64	-6.6	.002	-.486
<b>Discussions with Diverse Others</b>												
ASU (N = 55)	36.1	14.5	1.95	15	25	40	45	60				
Georgia System	43.2	15.3	.20	15	35	45	60	60	6,026	-7.1	.001	-.465
Carnegie Class	39.4	15.3	.17	15	30	40	55	60	8,359	-3.3	.111	-.216
NSSE 2019 & 2020	40.2	15.9	.04	15	30	40	55	60	160,371	-4.1	.054	-.260
Top 50%	42.1	15.5	.05	15	30	40	60	60	103,590	-6.0	.004	-.385
Top 10%	43.8	15.3	.09	20	35	45	60	60	26,044	-7.7	.000	-.504

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <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>												
ASU (N = 57)	30.0	18.7	2.47	0	15	35	45	60				
Georgia System	24.4	16.4	.20	0	10	20	35	60	57	5.6	.029	.339
Carnegie Class	27.1	16.4	.17	0	15	25	40	60	57	2.9	.253	.175
NSSE 2019 & 2020	23.9	16.1	.04	0	10	20	35	55	56	6.0	.018	.376
Top 50%	29.7	15.9	.08	5	20	30	40	60	56	.3	.902	.019
Top 10%	33.2	16.0	.20	10	20	35	45	60	57	-3.3	.193	-.204
<b>Effective Teaching Practices</b>												
ASU (N = 56)	39.7	16.8	2.25	12	24	40	56	60				
Georgia System	39.9	13.9	.18	16	32	40	52	60	55	-.2	.927	-.015
Carnegie Class	40.6	13.9	.15	16	32	40	52	60	55	-.9	.681	-.067
NSSE 2019 & 2020	39.7	13.8	.03	16	32	40	52	60	55	.0	.985	-.003
Top 50%	41.8	13.7	.05	20	32	40	52	60	55	-2.1	.356	-.153
Top 10%	43.7	13.4	.11	20	36	44	56	60	55	-4.0	.079	-.300
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
ASU (N = 51)	37.5	12.6	1.77	12	30	38	50	58				
Georgia System	42.1	12.3	.16	18	35	44	50	60	5,628	-4.6	.008	-.376
Carnegie Class	43.7	11.8	.13	22	36	45	52	60	7,896	-6.2	.000	-.525
NSSE 2019 & 2020	43.0	12.1	.03	20	36	44	52	60	147,830	-5.5	.001	-.457
Top 50%	45.2	11.7	.05	24	38	48	54	60	66,248	-7.7	.000	-.661
Top 10%	47.4	12.0	.08	24	40	50	58	60	21,224	-9.9	.000	-.820
<b>Supportive Environment</b>												
ASU (N = 55)	32.2	13.7	1.85	10	23	35	40	58				
Georgia System	32.6	14.1	.19	10	23	33	43	60	5,829	-.4	.835	-.028
Carnegie Class	33.3	14.1	.16	10	23	33	43	60	8,142	-1.1	.557	-.080
NSSE 2019 & 2020	32.2	14.2	.04	10	23	33	40	60	155,903	-.1	.974	-.004
Top 50%	34.6	14.0	.05	13	25	35	45	60	69,030	-2.4	.194	-.175
Top 10%	36.8	14.1	.13	13	28	38	48	60	12,403	-4.6	.015	-.330

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

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

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

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

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

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

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