



NSSE 2024

Engagement Indicators

Albany State University

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. The specific items within each EI are listed below, starting on page 5.

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

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions

Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of all current- and prior-year institutions.

Detailed Statistics (pp. 16-End)

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

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.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Geographic region	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2023 & 2024
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	▲	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	▼	▼	▼
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	▼
	Supportive Environment	--	--	--

Seniors

Theme	Engagement Indicator	Your seniors compared with Geographic region	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2023 & 2024
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	△	△
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	▲	▲
Learning with Peers	Collaborative Learning	--	▲	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	▲	▲	▲
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	▲	▲	▲

Academic Challenge: First-year students

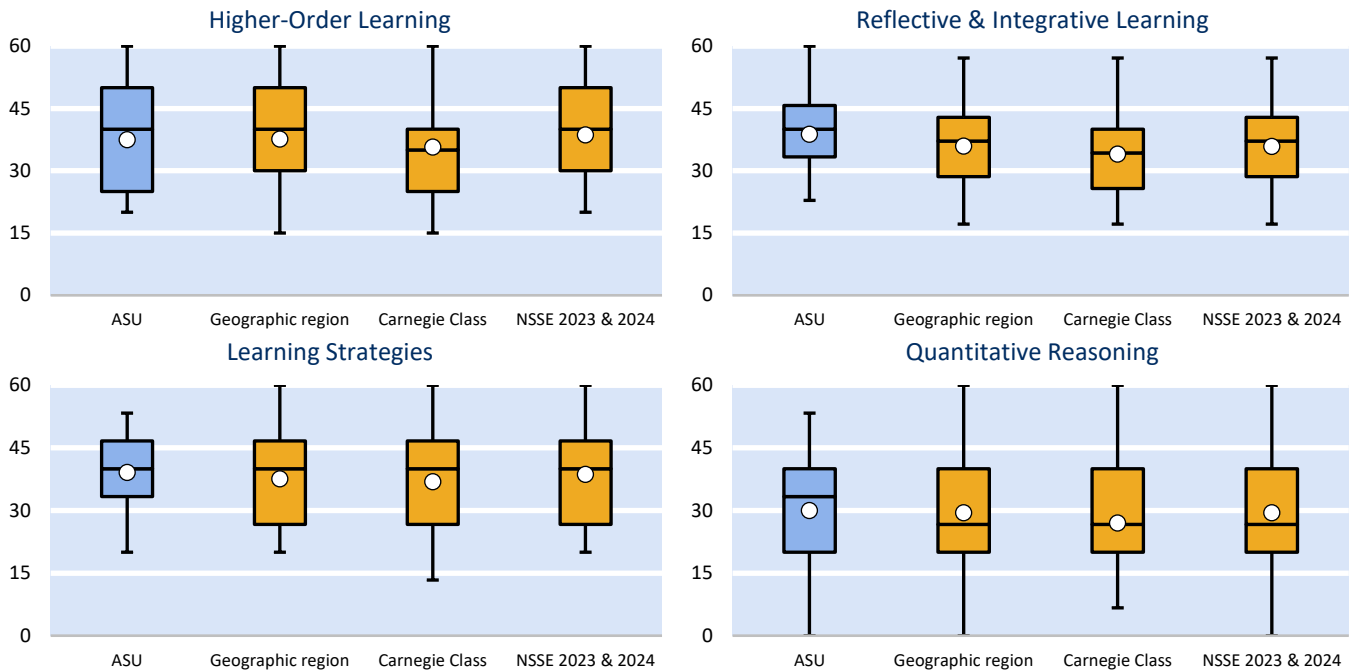
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	ASU Mean	Your first-year students compared with					
		Geographic region		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.5	37.6	-.01	35.7	.14	38.6	-.08
Reflective & Integrative Learning	38.8	35.9	.24	34.0 *	.40	35.8	.24
Learning Strategies	39.1	37.6	.11	36.9	.16	38.6	.03
Quantitative Reasoning	30.0	29.5	.03	27.0	.21	29.5	.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. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	ASU	Percentage point difference ^a between your FY students and		
		Geographic region	Carnegie Class	NSSE 2023 & 2024
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	74	+7	+18	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	63	-4	-0	-8
4d. Evaluating a point of view, decision, or information source	68	-6	-0	-3
4e. Forming a new idea or understanding from various pieces of information	67	-2	-0	-4
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	62	+13	+12	+8
2b. Connected your learning to societal problems or issues	67	+12	+20	+15
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	65	+5	+16	+11
2d. Examined the strengths and weaknesses of your own views on a topic or issue	73	+5	+12	+8
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	76	+3	+10	+5
2f. Learned something that changed the way you understand an issue or concept	72	+4	+16	+4
2g. Connected ideas from your courses to your prior experiences and knowledge	82	+9	+5	+3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	74	+1	+3	-0
9b. Reviewed your notes after class	83	+20	+17	+16
9c. Summarized what you learned in class or from course materials	83	+18	+23	+17
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	60	+7	+10	+5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	+1	+8	+1
6c. Evaluated what others have concluded from numerical information	50	+5	+17	+6

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

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

Academic Challenge: Seniors

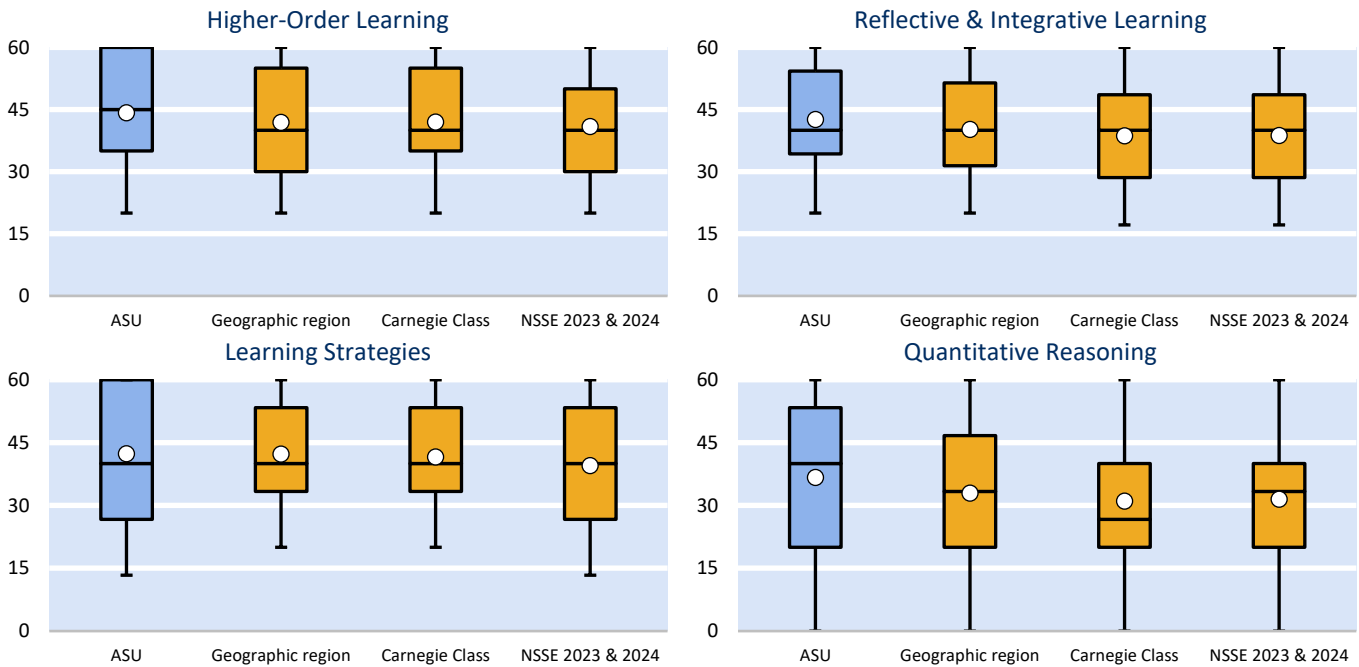
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		Geographic region		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	44.2	41.9	.16	42.0	.16	40.9	.24
Reflective & Integrative Learning	42.6	40.2	.18	38.6 *	.30	38.7 **	.30
Learning Strategies	42.3	42.2	.01	41.6	.05	39.5	.19
Quantitative Reasoning	36.7	32.9	.21	31.0 *	.33	31.4 **	.31

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 ^a between your seniors and		
		Geographic region	Carnegie Class	NSSE 2023 & 2024
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	83	+6	+5	+5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	-6	-8	-8
4d. Evaluating a point of view, decision, or information source	79	+4	+2	+6
4e. Forming a new idea or understanding from various pieces of information	77	+2	+2	+3
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	72	+6	+9	+3
2b. Connected your learning to societal problems or issues	72	+8	+8	+10
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	71	+12	+12	+16
2d. Examined the strengths and weaknesses of your own views on a topic or issue	79	+7	+10	+11
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	79	+2	+4	+6
2f. Learned something that changed the way you understand an issue or concept	75	-0	+6	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	81	-2	-1	-3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	78	-4	-6	+1
9b. Reviewed your notes after class	72	-1	+1	+7
9c. Summarized what you learned in class or from course materials	73	-1	+2	+5
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	66	+7	+13	+9
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	59	+7	+8	+10
6c. Evaluated what others have concluded from numerical information	55	+7	+12	+7

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

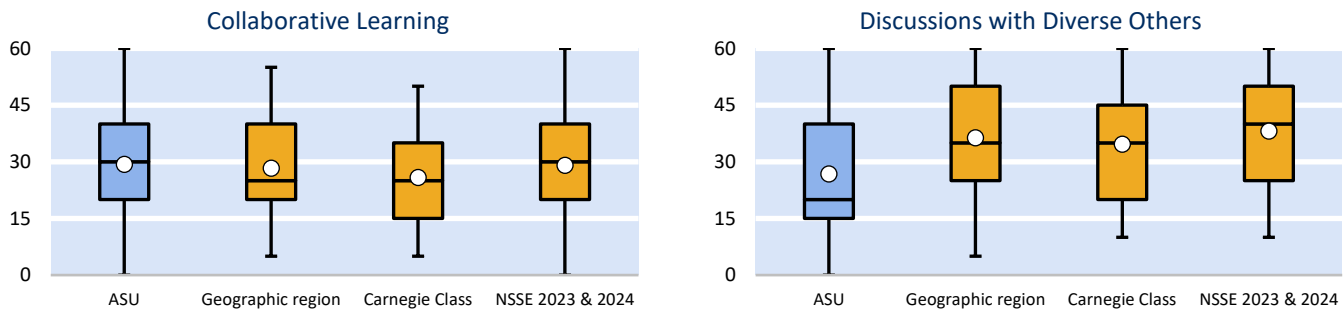
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		Geographic region		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.3	28.3	.07	25.9	.23	29.1	.02
Discussions with Diverse Others	26.7	36.3 **	-.58	34.6 *	-.48	38.1 ***	-.71

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Score Distributions



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Performance on Indicator Items

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Collaborative Learning	ASU	Percentage point difference ^a between your FY students and		
		Geographic region	Carnegie Class	NSSE 2023 & 2024
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	35	-7	+1	-9
1c. Explained course material to one or more students	54	+9	+10	+6
1d. Prepared for exams by discussing or working through course material with other students	40	+2	+10	-1
1e. Worked with other students on course projects or assignments	53	+6	+15	+2
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of races or ethnicities other than your own	41	-23	-20	-28
8b. People from economic backgrounds other than your own	45	-23	-14	-26
8c. People with religious beliefs other than your own	48	-12	-6	-16
8d. People with political views other than your own	28	-20	-22	-30

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.

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Learning with Peers: Seniors

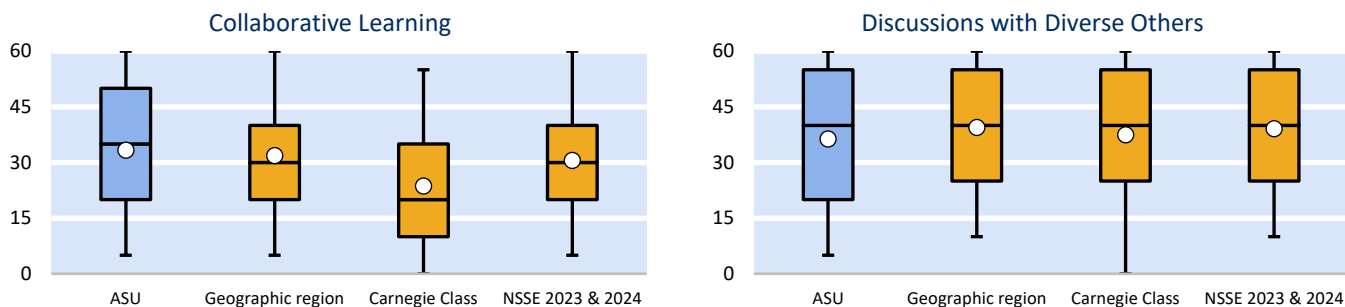
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		Geographic region		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.4	31.9	.10	23.7 ***	.58	30.6	.17
Discussions with Diverse Others	36.4	39.5	-.18	37.5	-.06	39.1	-.17

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

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Collaborative Learning	ASU %	Percentage point difference ^a between your seniors and		
		Geographic region	Carnegie Class	NSSE 2023 & 2024
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	42	+1	+16	+1
1c. Explained course material to one or more students	61	+4	+22	+9
1d. Prepared for exams by discussing or working through course material with other students	49	+8	+22	+8
1e. Worked with other students on course projects or assignments	55	-7	+18	-5
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of races or ethnicities other than your own	65	-9	-0	-6
8b. People from economic backgrounds other than your own	61	-11	-7	-11
8c. People with religious beliefs other than your own	54	-8	-9	-11
8d. People with political views other than your own	58	+2	-3	-3

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Experiences with Faculty: First-year students

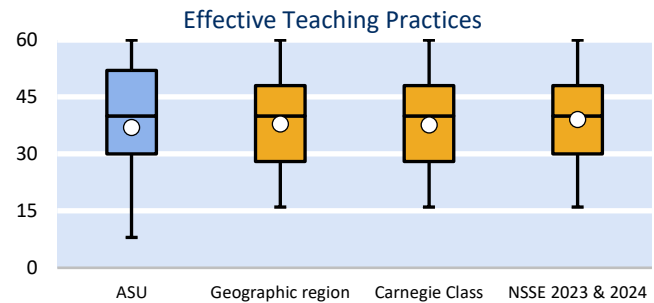
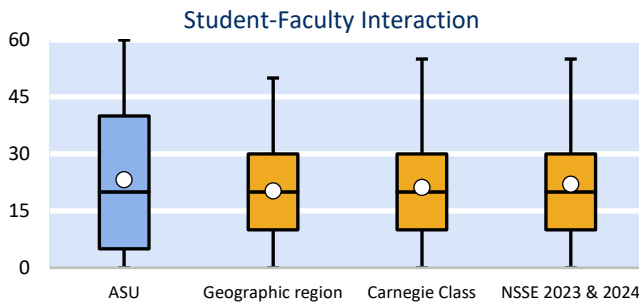
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	ASU Mean	Your first-year students compared with					
		Geographic region Effect size		Carnegie Class Effect size		NSSE 2023 & 2024 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.2	20.2	.19	21.2	.12	22.0	.08
Effective Teaching Practices	36.9	37.8	-.06	37.6	-.05	39.0	-.16

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 ^a between your FY students and		
		Geographic region	Carnegie Class	NSSE 2023 & 2024
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	41	+6	+1	+3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	+4	+9	+5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	42	+15	+19	+13
3d. Discussed your academic performance with a faculty member	33	+3	-1	+1
<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	70	-5	-2	-8
5b. Taught course sessions in an organized way	65	-1	-7	-10
5c. Used examples or illustrations to explain difficult points	58	-13	-12	-17
5d. Provided feedback on a draft or work in progress	77	+11	+9	+12
5e. Provided prompt and detailed feedback on tests or completed assignments	77	+20	+12	+15

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Experiences with Faculty: Seniors

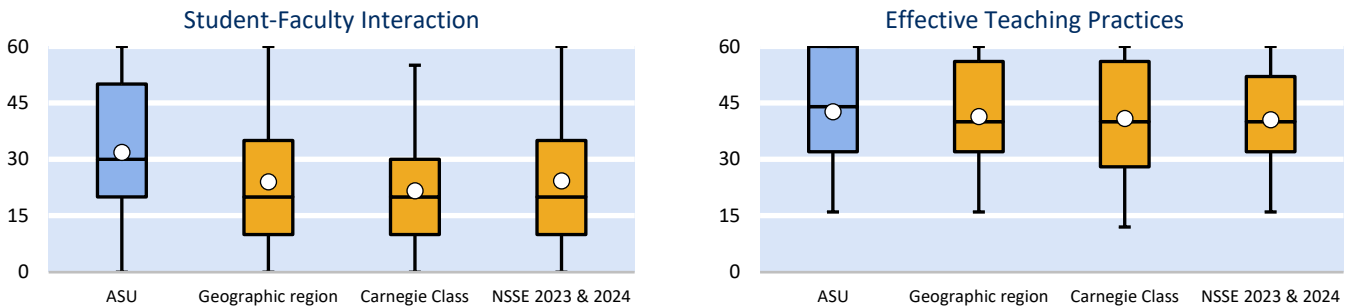
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Mean Comparisons

Engagement Indicator	ASU Mean	Your seniors compared with					
		Geographic region		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	31.8	24.0 ***	.44	21.6 ***	.61	24.2 ***	.46
Effective Teaching Practices	42.6	41.3	.09	40.8	.11	40.4	.16

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 ^a between your seniors and		
		Geographic region	Carnegie Class	NSSE 2023 & 2024
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	59	+20	+16	+16
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	42	+15	+20	+13
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	39	+7	+12	+6
3d. Discussed your academic performance with a faculty member	58	+21	+24	+24
<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	82	+1	+3	+1
5b. Taught course sessions in an organized way	73	-2	-1	-4
5c. Used examples or illustrations to explain difficult points	78	+1	+5	+1
5d. Provided feedback on a draft or work in progress	67	-1	+0	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	76	+9	+8	+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.

Campus Environment: First-year students

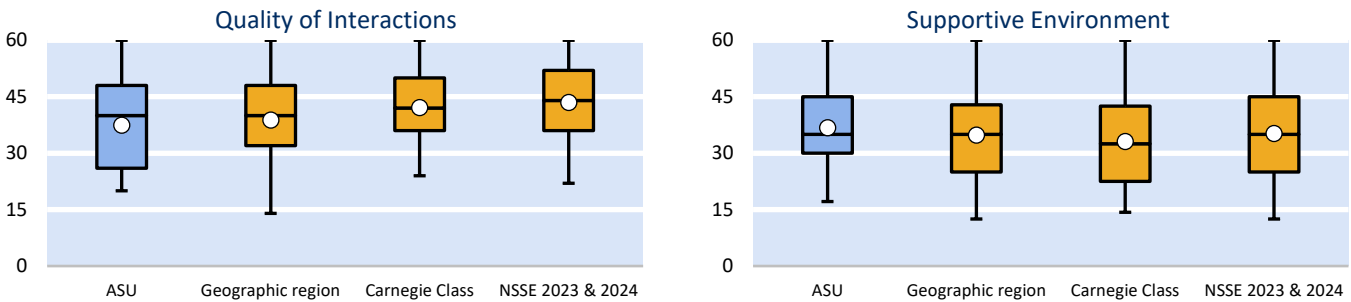
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	ASU Mean	Your first-year students compared with					
		Geographic region		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	37.5	38.8	-.11	42.1	-.40	43.5 **	-.52
Supportive Environment	36.8	34.8	.14	33.1	.27	35.2	.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.

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 ^a between your FY students and		
		Geographic region	Carnegie Class	NSSE 2023 & 2024
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	34	-4	-1	-17
13b. Academic advisors	42	-2	-15	-14
13c. Faculty	47	+7	+1	-7
13d. Student services staff (career services, student activities, housing, etc.)	30	-4	-7	-19
13e. Other administrative staff and offices (registrar, financial aid, etc.)	35	+1	-6	-13
Supportive Environment	ASU %	Percentage point difference ^a between your FY students and		
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	75	+9	+8	+3
14c. Using learning support services (tutoring services, writing center, etc.)	86	+18	+21	+12
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	-9	-2	-7
14e. Providing opportunities to be involved socially	70	-2	+9	+0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	69	+8	+10	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	53	+15	+16	+11
14h. Attending campus activities and events (performing arts, athletic events, etc.)	71	+3	+11	+8
14i. Attending events that address important social, economic, or political issues	59	+9	+15	+14

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

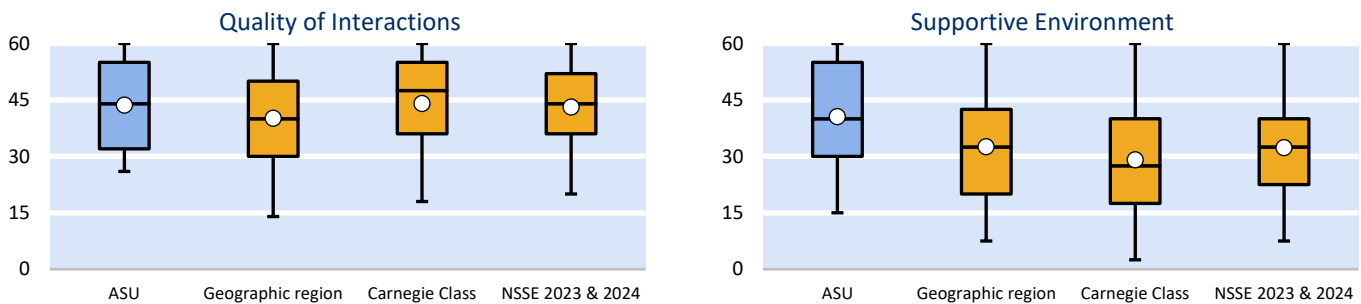
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	ASU Mean	Your seniors compared with					
		Geographic region Effect size		Carnegie Class Effect size		NSSE 2023 & 2024 Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.6	40.1	.25	44.1	-.04	43.1	.04
Supportive Environment	40.6	32.6 ***	.52	29.1 ***	.73	32.4 ***	.57

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 ^a between your seniors and		
		Geographic region	Carnegie Class	NSSE 2023 & 2024
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	55	-1	-3	-4
13b. Academic advisors	51	+9	-14	-2
13c. Faculty	58	+1	+0	-1
13d. Student services staff (career services, student activities, housing, etc.)	51	+12	+3	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	+7	-11	-0
Supportive Environment				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	77	+13	+14	+8
14c. Using learning support services (tutoring services, writing center, etc.)	78	+17	+16	+13
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	75	+15	+24	+19
14e. Providing opportunities to be involved socially	87	+28	+36	+23
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	75	+21	+26	+16
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	58	+24	+29	+24
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	+16	+24	+13
14i. Attending events that address important social, economic, or political issues	62	+16	+25	+22

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2023 and 2024 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2023 and 2024 NSSE institutions.

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

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

First-Year Students

Theme	Engagement Indicator	ASU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.5	39.8	-.17		42.4 *	-.39	
	Reflective and Integrative Learning	38.8	37.3	.12	✓	39.9	-.10	✓
	Learning Strategies	39.1	40.2	-.08	✓	43.1	-.28	
	Quantitative Reasoning	30.0	30.8	-.05	✓	33.3	-.21	
<i>Learning with Peers</i>	Collaborative Learning	29.3	33.4	-.29		36.7 ***	-.54	
	Discussions with Diverse Others	26.7	40.7 ***	-.94		44.2 ***	-1.26	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	23.2	25.4	-.14		29.9	-.43	
	Effective Teaching Practices	36.9	40.8	-.28		43.6 **	-.47	
<i>Campus Environment</i>	Quality of Interactions	37.5	45.7 ***	-.72		48.7 ***	-.94	
	Supportive Environment	36.8	37.1	-.02	✓	40.4	-.29	

Seniors

Theme	Engagement Indicator	ASU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	44.2	42.4	.13	✓	44.9	-.05	✓
	Reflective and Integrative Learning	42.6	40.6	.16	✓	43.2	-.05	✓
	Learning Strategies	42.3	41.2	.08	✓	44.1	-.13	
	Quantitative Reasoning	36.7	32.8	.23	✓	36.2	.03	✓
<i>Learning with Peers</i>	Collaborative Learning	33.4	34.7	-.10	✓	38.0 *	-.34	
	Discussions with Diverse Others	36.4	41.4 *	-.32		44.1 ***	-.53	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	31.8	29.9	.12	✓	34.9	-.19	
	Effective Teaching Practices	42.6	42.5	.01	✓	45.2	-.20	
<i>Campus Environment</i>	Quality of Interactions	43.6	45.4	-.15		48.1 **	-.37	
	Supportive Environment	40.6	34.6 ***	.42	✓	37.9	.19	✓

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

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all current- and prior-year 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 positive or non-significant with an effect size > -.10.

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
ASU (N = 37)	37.5	13.8	2.26	20	25	40	50	60				
Geographic region	37.6	14.4	.51	15	30	40	50	60	835	-.1	.963	-.008
Carnegie Class	35.7	13.5	1.06	15	25	35	40	60	198	1.8	.454	.136
NSSE 2023 & 2024	38.6	13.4	.05	20	30	40	50	60	74,376	-1.1	.618	-.082
Top 50%	39.8	13.2	.06	20	30	40	50	60	48,687	-2.3	.287	-.174
Top 10%	42.4	12.5	.17	20	35	40	55	60	5,632	-4.9	.018	-.388
Reflective & Integrative Learning												
ASU (N = 40)	38.8	12.8	2.02	23	33	40	46	60				
Geographic region	35.9	12.2	.40	17	29	37	43	57	946	2.9	.143	.236
Carnegie Class	34.0	11.6	.85	17	26	34	40	57	225	4.8	.021	.404
NSSE 2023 & 2024	35.8	12.2	.04	17	29	37	43	57	81,882	3.0	.125	.242
Top 50%	37.3	12.0	.06	17	29	37	46	60	43,774	1.5	.429	.125
Top 10%	39.9	11.7	.16	20	31	40	49	60	5,167	-1.1	.547	-.095
Learning Strategies												
ASU (N = 29)	39.1	11.9	2.21	20	33	40	47	53				
Geographic region	37.6	14.0	.52	20	27	40	47	60	31	1.5	.515	.108
Carnegie Class	36.9	13.5	1.11	13	27	40	47	60	176	2.2	.418	.165
NSSE 2023 & 2024	38.6	13.9	.05	20	27	40	47	60	28	.5	.832	.034
Top 50%	40.2	13.9	.07	20	33	40	53	60	28	-1.1	.628	-.078
Top 10%	43.1	14.5	.15	20	33	40	60	60	28	-4.0	.079	-.279
Quantitative Reasoning												
ASU (N = 30)	30.0	14.0	2.55	0	20	33	40	53				
Geographic region	29.5	15.7	.59	0	20	27	40	60	741	.5	.854	.034
Carnegie Class	27.0	14.6	1.18	7	20	27	40	60	182	3.0	.302	.206
NSSE 2023 & 2024	29.5	15.7	.06	0	20	27	40	60	69,364	.6	.842	.036
Top 50%	30.8	15.5	.07	7	20	33	40	60	46,522	-.8	.775	-.052
Top 10%	33.3	15.4	.16	7	20	33	40	60	8,809	-3.2	.249	-.211
Learning with Peers												
Collaborative Learning												
ASU (N = 44)	29.3	17.1	2.58	0	20	30	40	60				
Geographic region	28.3	14.7	.45	5	20	25	40	55	1,104	1.0	.656	.069
Carnegie Class	25.9	14.1	.97	5	15	25	35	50	252	3.4	.158	.234
NSSE 2023 & 2024	29.1	15.3	.05	0	20	30	40	60	89,851	.2	.916	.016
Top 50%	33.4	13.9	.06	10	25	35	40	60	53,426	-4.1	.051	-.294
Top 10%	36.7	13.7	.14	15	25	35	45	60	10,011	-7.4	.000	-.539
Discussions with Diverse Others												
ASU (N = 31)	26.7	17.7	3.19	0	15	20	40	60				
Geographic region	36.3	16.5	.62	5	25	35	50	60	742	-9.6	.002	-.581
Carnegie Class	34.6	16.3	1.32	10	20	35	45	60	181	-7.9	.017	-.477
NSSE 2023 & 2024	38.1	16.1	.06	10	25	40	50	60	68,481	-11.4	.000	-.708
Top 50%	40.7	14.9	.07	20	30	40	55	60	43,846	-14.0	.000	-.938
Top 10%	44.2	13.8	.20	20	35	45	60	60	30	-17.5	.000	-1.264

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
ASU (N = 34)	23.2	19.7	3.36	0	5	20	40	60				
Geographic region	20.2	15.4	.53	0	10	20	30	50	35	2.9	.395	.188
Carnegie Class	21.2	15.4	1.16	0	10	20	30	55	42	2.0	.578	.123
NSSE 2023 & 2024	22.0	15.3	.05	0	10	20	30	55	33	1.2	.733	.076
Top 50%	25.4	15.3	.09	5	15	25	35	60	33	-2.2	.519	-.143
Top 10%	29.9	15.5	.27	5	20	30	40	60	34	-6.7	.055	-.430
Effective Teaching Practices												
ASU (N = 35)	36.9	16.3	2.75	8	30	40	52	60				
Geographic region	37.8	14.4	.51	16	28	40	48	60	827	-9	.714	-.063
Carnegie Class	37.6	13.6	1.06	16	28	40	48	60	199	-6	.808	-.045
NSSE 2023 & 2024	39.0	13.4	.05	16	30	40	48	60	73,942	-2.1	.351	-.157
Top 50%	40.8	13.5	.07	20	32	40	52	60	35,430	-3.8	.092	-.284
Top 10%	43.6	14.1	.18	20	36	44	56	60	6,505	-6.6	.005	-.469
Campus Environment												
Quality of Interactions												
ASU (N = 27)	37.5	14.0	2.68	20	26	40	48	60				
Geographic region	38.8	12.7	.50	14	32	40	48	60	671	-1.3	.592	-.105
Carnegie Class	42.1	11.0	.94	24	36	42	50	60	162	-4.6	.059	-.400
NSSE 2023 & 2024	43.5	11.7	.05	22	36	44	52	60	61,977	-6.0	.007	-.516
Top 50%	45.7	11.5	.07	24	40	48	54	60	26,446	-8.2	.000	-.716
Top 10%	48.7	11.9	.17	24	42	52	60	60	5,109	-11.2	.000	-.940
Supportive Environment												
ASU (N = 28)	36.8	14.0	2.64	17	30	35	45	60				
Geographic region	34.8	13.8	.54	13	25	35	43	60	689	2.0	.455	.144
Carnegie Class	33.1	13.7	1.15	14	23	33	43	60	168	3.6	.201	.266
NSSE 2023 & 2024	35.2	13.6	.05	13	25	35	45	60	65,335	1.5	.550	.113
Top 50%	37.1	13.0	.07	17	28	38	45	60	31,909	-3	.896	-.025
Top 10%	40.4	12.6	.24	20	33	40	50	60	2,701	-3.7	.128	-.289

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 ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
ASU (N = 74)	44.2	15.1	1.76	20	35	45	60	60				
Geographic region	41.9	14.9	.51	20	30	40	55	60	929	2.4	.191	.159
Carnegie Class	42.0	14.0	1.07	20	35	40	55	60	243	2.2	.267	.155
NSSE 2023 & 2024	40.9	13.8	.05	20	30	40	50	60	73	3.3	.063	.240
Top 50%	42.4	13.6	.07	20	35	40	55	60	73	1.8	.306	.133
Top 10%	44.9	12.7	.21	20	40	45	60	60	75	-.7	.711	-.052
Reflective & Integrative Learning												
ASU (N = 83)	42.6	13.6	1.49	20	34	40	54	60				
Geographic region	40.2	13.4	.44	20	31	40	51	60	1,030	2.4	.122	.177
Carnegie Class	38.6	13.3	.97	17	29	40	49	60	267	4.0	.026	.296
NSSE 2023 & 2024	38.7	12.9	.04	17	29	40	49	60	93,225	3.9	.007	.299
Top 50%	40.6	12.4	.06	20	31	40	51	60	36,790	2.0	.149	.159
Top 10%	43.2	11.8	.20	23	34	43	54	60	84	-.6	.683	-.052
Learning Strategies												
ASU (N = 65)	42.3	16.4	2.03	13	27	40	60	60				
Geographic region	42.2	14.1	.50	20	33	40	53	60	73	.1	.972	.005
Carnegie Class	41.6	14.2	1.12	20	33	40	53	60	226	.7	.740	.049
NSSE 2023 & 2024	39.5	14.6	.05	13	27	40	53	60	81,610	2.8	.127	.189
Top 50%	41.2	14.5	.07	20	33	40	53	60	44,711	1.1	.537	.076
Top 10%	44.1	14.2	.19	20	33	47	60	60	5,582	-1.8	.307	-.127
Quantitative Reasoning												
ASU (N = 68)	36.7	18.2	2.20	0	20	40	53	60				
Geographic region	32.9	17.9	.63	0	20	33	47	60	863	3.8	.095	.211
Carnegie Class	31.0	17.2	1.34	0	20	27	40	60	231	5.7	.025	.326
NSSE 2023 & 2024	31.4	16.7	.06	0	20	33	40	60	82,951	5.2	.010	.314
Top 50%	32.8	16.5	.08	7	20	33	40	60	48,220	3.8	.055	.233
Top 10%	36.2	16.1	.23	7	20	40	47	60	4,810	.5	.801	.031
Learning with Peers												
Collaborative Learning												
ASU (N = 92)	33.4	18.1	1.89	5	20	35	50	60				
Geographic region	31.9	15.5	.49	5	20	30	40	60	104	1.5	.439	.096
Carnegie Class	23.7	16.1	1.15	0	10	20	35	55	286	9.7	.000	.578
NSSE 2023 & 2024	30.6	16.0	.05	5	20	30	40	60	92	2.8	.145	.174
Top 50%	34.7	14.2	.07	10	25	35	45	60	92	-1.4	.472	-.096
Top 10%	38.0	13.6	.18	15	30	40	50	60	93	-4.6	.016	-.338
Discussions with Diverse Others												
ASU (N = 69)	36.4	17.6	2.12	5	20	40	55	60				
Geographic region	39.5	17.2	.61	10	25	40	55	60	863	-3.1	.157	-.177
Carnegie Class	37.5	17.2	1.35	0	25	40	55	60	230	-1.1	.659	-.063
NSSE 2023 & 2024	39.1	16.4	.06	10	25	40	55	60	82,112	-2.7	.168	-.166
Top 50%	41.4	15.6	.07	15	30	40	60	60	68	-5.0	.022	-.319
Top 10%	44.1	14.5	.20	20	35	45	60	60	69	-7.7	.001	-.530

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
ASU (N = 76)	31.8	18.3	2.09	0	20	30	50	60				
Geographic region	24.0	17.7	.59	0	10	20	35	60	984	7.8	.000	.442
Carnegie Class	21.6	16.1	1.21	0	10	20	30	55	252	10.2	.000	.608
NSSE 2023 & 2024	24.2	16.5	.06	0	10	20	35	60	89,968	7.6	.000	.460
Top 50%	29.9	16.3	.11	5	20	30	40	60	76	1.9	.368	.116
Top 10%	34.9	16.1	.35	10	20	35	45	60	80	-3.1	.151	-.190
Effective Teaching Practices												
ASU (N = 74)	42.6	15.2	1.76	16	32	44	60	60				
Geographic region	41.3	15.0	.51	16	32	40	56	60	930	1.3	.476	.086
Carnegie Class	40.8	15.8	1.21	12	28	40	56	60	243	1.8	.411	.114
NSSE 2023 & 2024	40.4	14.0	.05	16	32	40	52	60	86,916	2.2	.176	.157
Top 50%	42.5	13.8	.08	20	32	44	56	60	33,168	.2	.921	.012
Top 10%	45.2	13.1	.21	20	36	48	60	60	75	-2.6	.145	-.199
Campus Environment												
Quality of Interactions												
ASU (N = 59)	43.6	13.0	1.69	26	32	44	55	60				
Geographic region	40.1	14.0	.53	14	30	40	50	60	749	3.5	.064	.251
Carnegie Class	44.1	13.7	1.12	18	36	48	55	60	206	-.5	.813	-.036
NSSE 2023 & 2024	43.1	12.4	.05	20	36	44	52	60	74,112	.5	.749	.042
Top 50%	45.4	12.0	.07	22	38	48	55	60	32,384	-1.8	.253	-.149
Top 10%	48.1	12.3	.16	23	42	50	60	60	6,300	-4.5	.005	-.365
Supportive Environment												
ASU (N = 63)	40.6	14.1	1.79	15	30	40	55	60				
Geographic region	32.6	15.5	.56	8	20	33	43	60	816	8.0	.000	.519
Carnegie Class	29.1	16.3	1.29	3	18	28	40	60	219	11.5	.000	.733
NSSE 2023 & 2024	32.4	14.4	.05	8	23	33	40	60	79,540	8.2	.000	.570
Top 50%	34.6	14.2	.08	10	25	35	43	60	33,827	5.9	.001	.418
Top 10%	37.9	13.7	.25	15	28	38	48	60	3,177	2.7	.128	.194

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.