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# NSSE 2016

## Engagement Indicators

California State University-Chico

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### About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

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

### Report Sections

#### Overview (p. 3)

Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.

#### Theme Reports (pp. 4-13)

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

##### Mean Comparisons

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

##### Score Distributions

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

##### Performance on Indicator Items

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

#### Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2015 and 2016 participating institutions.

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

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

### Interpreting Comparisons

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

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

### How Engagement Indicators are Computed

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

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

## Engagement Indicators: Overview

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

Use the following key:

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

### First-Year Students

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

### Seniors

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

#### Academic Challenge: First-year students

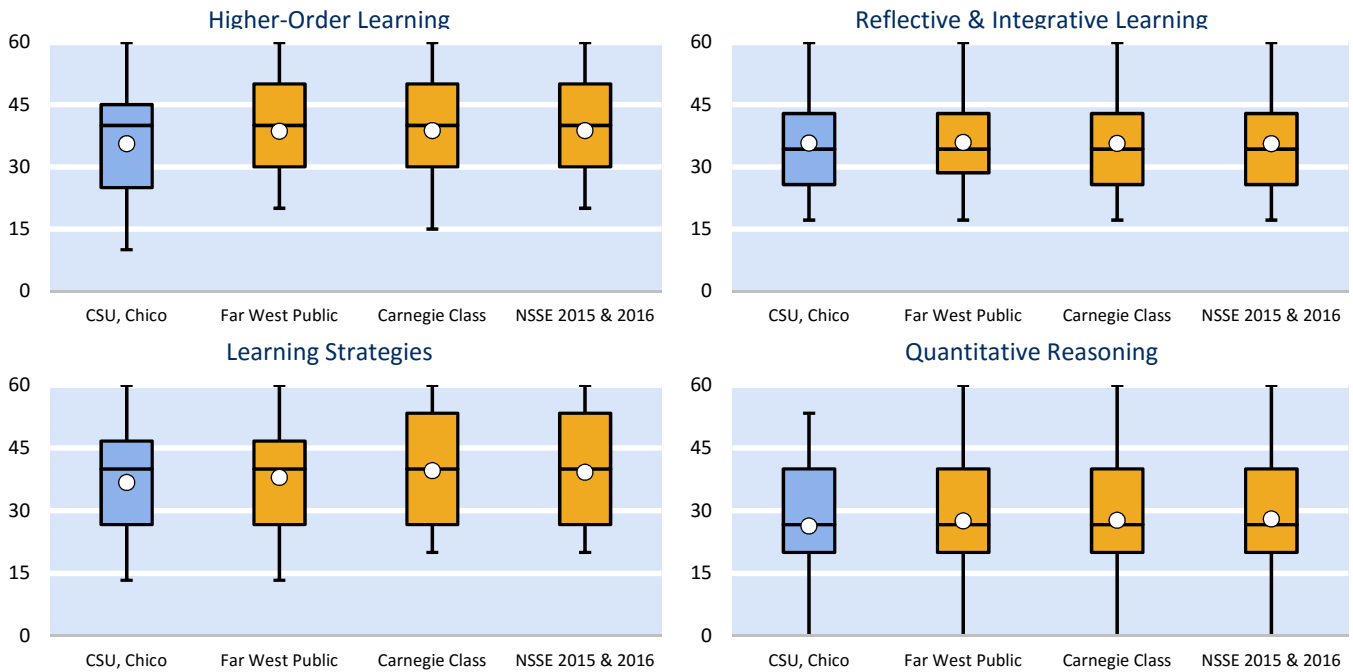
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	CSU, Chico Mean	Your first-year students compared with					
		Far West Public		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	35.6	38.6 ***	-.22	38.8 ***	-.23	38.8 ***	-.23
Reflective & Integrative Learning	35.8	35.9	-.01	35.7	.01	35.6	.01
Learning Strategies	36.8	37.9	-.08	39.6 **	-.20	39.2 **	-.17
Quantitative Reasoning	26.3	27.6	-.08	27.7	-.09	28.0 *	-.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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	CSU, Chico	Percentage point difference <sup>a</sup> between your FY students and		
		Far West Public	Carnegie Class	NSSE 2015 & 2016
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	64	-5	-7	-8
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	62	-9	-9	-10
4d. Evaluating a point of view, decision, or information source	62	-10	-9	-8
4e. Forming a new idea or understanding from various pieces of information	63	-6	-6	-6
<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	55	-1	+1	+0
2b. Connected your learning to societal problems or issues	56	+1	+2	+2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	-5	-4	-3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	-3	-3	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	+1	+1	+2
2f. Learned something that changed the way you understand an issue or concept	64	-4	-2	-2
2g. Connected ideas from your courses to your prior experiences and knowledge	76	-1	-1	-1
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	72	-6	-7	-6
9b. Reviewed your notes after class	66	+3	-1	-0
9c. Summarized what you learned in class or from course materials	56	-3	-9	-7
<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.)	49	-3	-3	-4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	34	-5	-6	-6
6c. Evaluated what others have concluded from numerical information	35	-2	-2	-3

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

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

### Academic Challenge: Seniors

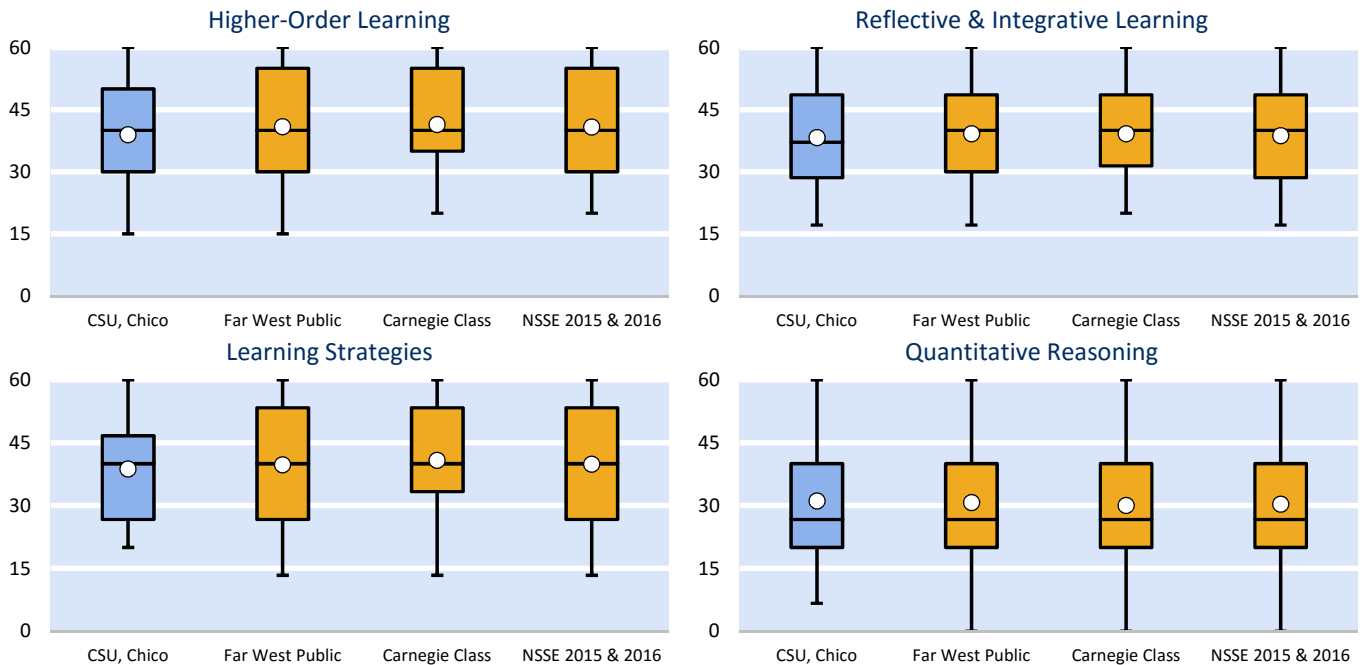
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	CSU, Chico Mean	Your seniors compared with					
		Far West Public		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.0	40.9 ***	-.14	41.4 ***	-.17	40.9 ***	-.13
Reflective & Integrative Learning	38.3	39.2	-.07	39.2	-.07	38.7	-.03
Learning Strategies	38.7	39.7	-.07	40.7 ***	-.14	39.9 *	-.08
Quantitative Reasoning	31.1	30.7	.02	30.0	.06	30.3	.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






















































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## Academic Challenge: Seniors (continued)

### Performance on Indicator Items

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

	CSU, Chico	Percentage point difference <sup>a</sup> between your seniors and		
		Far West Public	Carnegie Class	NSSE 2015 & 2016
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	75	 -4	 -5	 -4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	 -3	 -3	 -2
4d. Evaluating a point of view, decision, or information source	67	 -5	 -8	 -5
4e. Forming a new idea or understanding from various pieces of information	69	 -2	 -4	 -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	73	+1 	+3 	+3 
2b. Connected your learning to societal problems or issues	64	 -2	 -2	 -0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	 -6	 -7	 -5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	 -3	 -5	 -3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	 -2	 -1	 -0
2f. Learned something that changed the way you understand an issue or concept	70	 -1	 -1	+0 
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+1 	+1 	+1 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80	 -2	 -3	 -2
9b. Reviewed your notes after class	66	+3 	+0 	+3 
9c. Summarized what you learned in class or from course materials	61	 -2	 -7	 -5
<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.)	58	+1 	+3 	+2 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	48	+2 	+2 	+2 
6c. Evaluated what others have concluded from numerical information	45	 -2	+1 	 -0

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

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

### Learning with Peers: First-year students

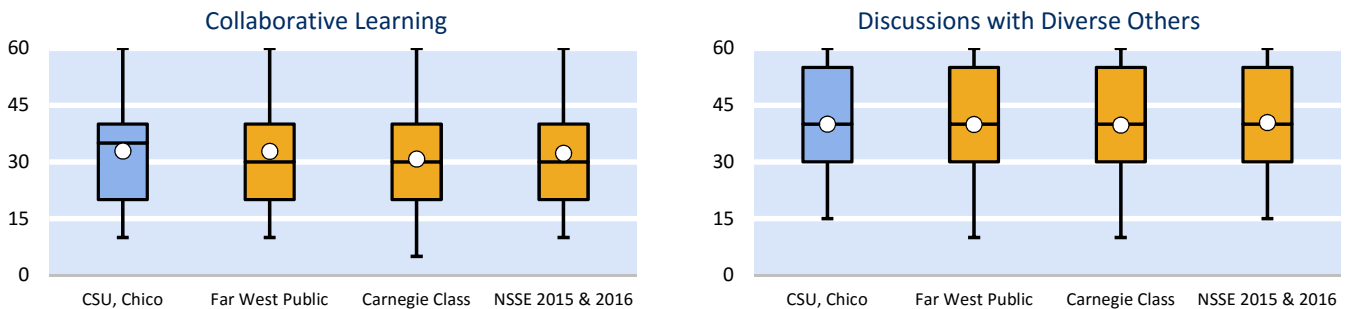
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	CSU, Chico Mean	Your first-year students compared with					
		Far West Public		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.8	32.8	.01	30.7 **	.14	32.3	.04
Discussions with Diverse Others	40.0	39.9	.01	39.7	.02	40.4	-.02

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

#### Score Distributions



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#### Performance on Indicator Items

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Collaborative Learning	CSU, Chico	Percentage point difference <sup>a</sup> between your FY students and		
		Far West Public	Carnegie Class	NSSE 2015 & 2016
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	52	-2	+4	+1
1f. Explained course material to one or more students	60	+3	+6	+3
1g. Prepared for exams by discussing or working through course material with other students	48	-1	+2	-1
1h. Worked with other students on course projects or assignments	57	+4	+7	+4
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	74	-0	+4	+3
8b. People from an economic background other than your own	70	-1	-0	-2
8c. People with religious beliefs other than your own	66	-2	-1	-2
8d. People with political views other than your own	61	-2	-6	-7

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

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### Learning with Peers: Seniors

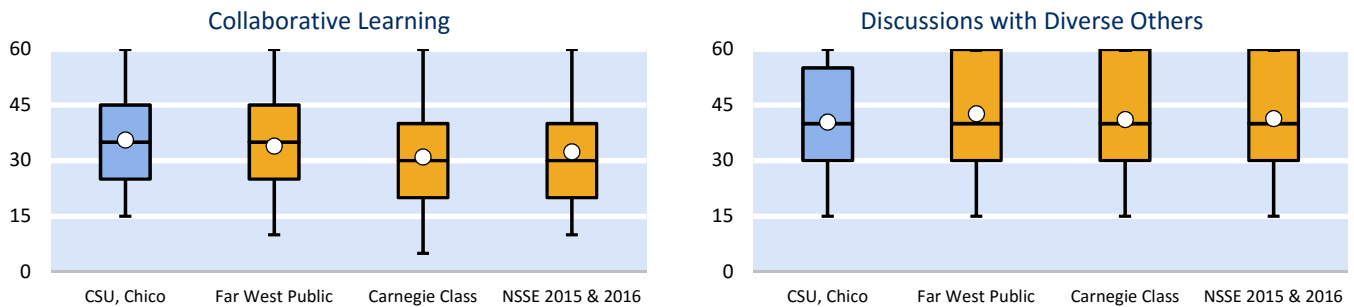
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#### Mean Comparisons

Engagement Indicator	CSU, Chico Mean	Your seniors compared with					
		Far West Public		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.6	33.9 ***	.12	31.1 ***	.30	32.4 ***	.21
Discussions with Diverse Others	40.4	42.7 ***	-.14	41.1	-.04	41.3	-.06

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

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	CSU, Chico	Percentage point difference <sup>a</sup> between your seniors and		
		Far West Public	Carnegie Class	NSSE 2015 & 2016
<b>Collaborative Learning</b>				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1e. Asked another student to help you understand course material	50	+6	+12	+9
1f. Explained course material to one or more students	66	+5	+10	+8
1g. Prepared for exams by discussing or working through course material with other students	53	+5	+9	+7
1h. Worked with other students on course projects or assignments	71	+4	+11	+7
<b>Discussions with Diverse Others</b>				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	72	-6	+0	-1
8b. People from an economic background other than your own	72	-5	-2	-2
8c. People with religious beliefs other than your own	67	-5	-1	-2
8d. People with political views other than your own	67	-1	-3	-3

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### Experiences with Faculty: First-year students

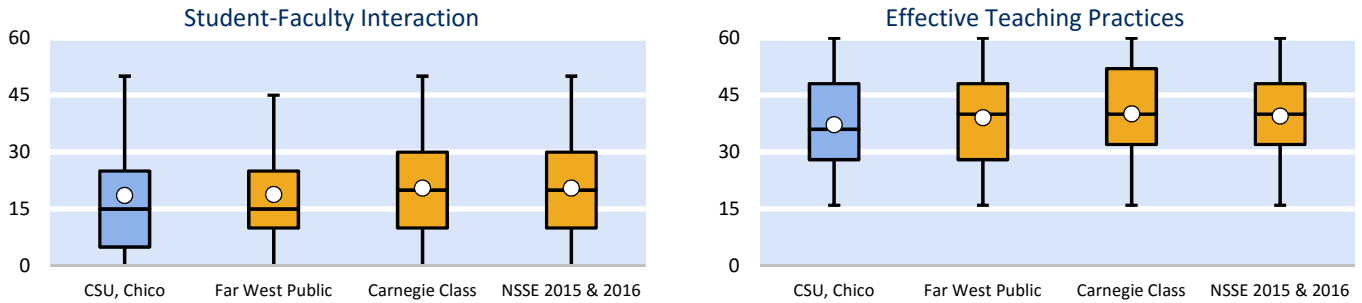
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	CSU, Chico Mean	Your first-year students compared with					
		Far West Public Effect size		Carnegie Class Effect size		NSSE 2015 & 2016 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	18.6	18.8	-.02	20.5 *	-.13	20.5 *	-.13
Effective Teaching Practices	37.2	39.1 *	-.14	40.1 ***	-.21	39.4 **	-.17

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Student-Faculty Interaction	CSU, Chico %	Percentage point difference <sup>a</sup> between your FY students and		
		Far West Public	Carnegie Class	NSSE 2015 & 2016
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	27	-2	-6	-6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	+0	-1	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	20	-2	-5	-5
3d. Discussed your academic performance with a faculty member	27	+1	-3	-3
<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	74	-3	-6	-5
5b. Taught course sessions in an organized way	72	-3	-5	-5
5c. Used examples or illustrations to explain difficult points	73	-1	-3	-3
5d. Provided feedback on a draft or work in progress	56	-10	-11	-9
5e. Provided prompt and detailed feedback on tests or completed assignments	51	-8	-13	-10

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### Experiences with Faculty: Seniors

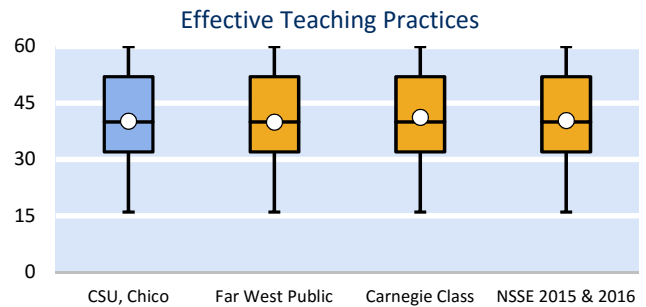
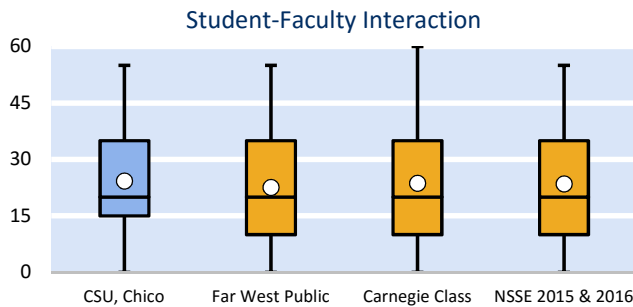
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#### Mean Comparisons

Engagement Indicator	CSU, Chico Mean	Your seniors compared with					
		Far West Public Effect size		Carnegie Class Effect size		NSSE 2015 & 2016 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.2	22.6 **	.10	23.6	.04	23.5	.05
Effective Teaching Practices	40.1	39.9	.02	41.1 *	-.08	40.3	-.02

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

#### Score Distributions



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

#### Performance on Indicator Items

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

Student-Faculty Interaction	CSU, Chico	Percentage point difference <sup>a</sup> between your seniors and			
		Far West Public	Carnegie Class	NSSE 2015 & 2016	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
	%				
3a. Talked about career plans with a faculty member	41	+3	-2	-1	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	+1	-0	-1	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	+4	+2	+2	
3d. Discussed your academic performance with a faculty member	33	+2	-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	82	+1	+0	+1	
5b. Taught course sessions in an organized way	80	+2	-0	+0	
5c. Used examples or illustrations to explain difficult points	82	+4	+3	+4	
5d. Provided feedback on a draft or work in progress	62	+1	-2	+1	
5e. Provided prompt and detailed feedback on tests or completed assignments	63	-0	-6	-3	

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

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

#### Campus Environment: First-year students

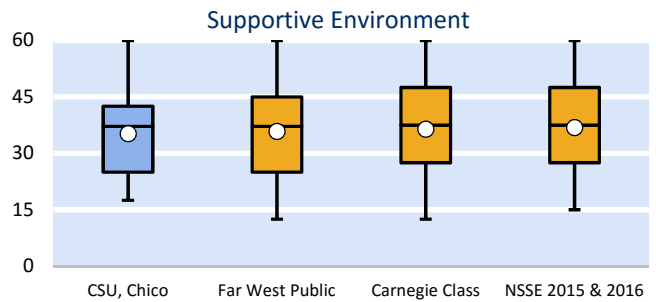
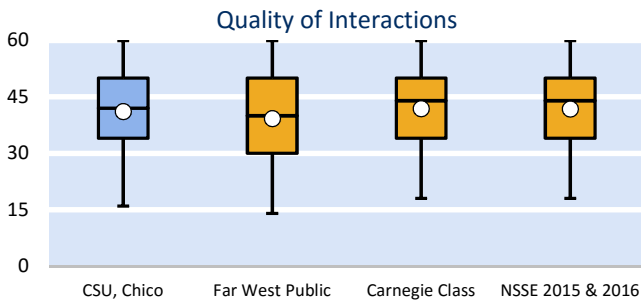
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	CSU, Chico Mean	Your first-year students compared with					
		Far West Public		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.1	39.3 *	.14	41.9	-.06	41.8	-.05
Supportive Environment	35.2	35.9	-.05	36.4	-.09	36.8	-.12

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

#### Score Distributions



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

#### Performance on Indicator Items

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

Quality of Interactions	CSU, Chico	Percentage point difference <sup>a</sup> between your FY students and		
		Far West Public	Carnegie Class	NSSE 2015 & 2016
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	50	-1	-5	-5
13b. Academic advisors	43	+0	-6	-7
13c. Faculty	47	+5	-5	-4
13d. Student services staff (career services, student activities, housing, etc.)	46	+7	+1	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	+10	+3	+4
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	74	+0	-2	-3
14c. Using learning support services (tutoring services, writing center, etc.)	77	+2	-0	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	-4	-4	-4
14e. Providing opportunities to be involved socially	69	+0	-2	-3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	-2	-2	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	-5	-5	-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	-2	-3	-6
14i. Attending events that address important social, economic, or political issues	42	-7	-9	-10

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

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

### Campus Environment: Seniors

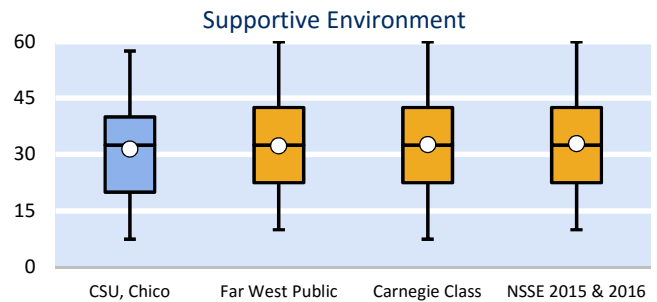
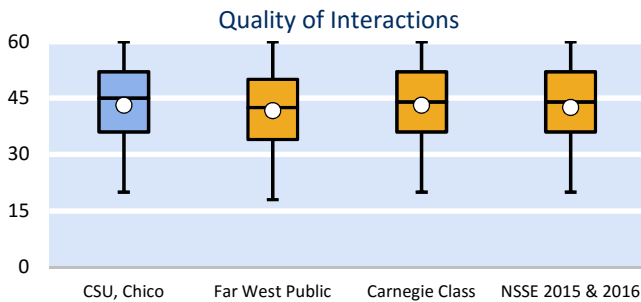
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	CSU, Chico Mean	Your seniors compared with					
		Far West Public		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.1	41.7 **	.12	43.1	.00	42.6	.05
Supportive Environment	31.5	32.3	-.06	32.7 *	-.08	32.9 *	-.10

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

#### Score Distributions



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

#### Performance on Indicator Items

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

Quality of Interactions	CSU, Chico	Percentage point difference <sup>a</sup> between your seniors and		
		Far West Public	Carnegie Class	NSSE 2015 & 2016
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	61	-0	-1	-0
13b. Academic advisors	53	+4	-2	-0
13c. Faculty	61	+5	-1	+2
13d. Student services staff (career services, student activities, housing, etc.)	45	+3	+0	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	+4	-1	+2
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	68	-1	-4	-3
14c. Using learning support services (tutoring services, writing center, etc.)	61	-3	-6	-6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	-1	-2	-1
14e. Providing opportunities to be involved socially	65	+2	+0	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	+4	+5	+4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	28	-3	-5	-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	45	-8	-7	-11
14i. Attending events that address important social, economic, or political issues	40	-3	-5	-5

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

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

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

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

- (a) institutions with average scores placing them in the top 50% of all 2015 and 2016 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2015 and 2016 NSSE institutions.

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

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

#### First-Year Students

Theme	Engagement Indicator	CSU, Chico 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	35.6	40.5 ***	-.36		42.7 ***	-.52	
	Reflective and Integrative Learning	35.8	37.4 *	-.13		39.5 ***	-.29	
	Learning Strategies	36.8	41.2 ***	-.31		43.7 ***	-.49	
	Quantitative Reasoning	26.3	29.4 ***	-.20		31.3 ***	-.31	
<i>Learning with Peers</i>	Collaborative Learning	32.8	35.2 **	-.17		37.3 ***	-.33	
	Discussions with Diverse Others	40.0	42.7 **	-.18		44.3 ***	-.29	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	18.6	23.8 ***	-.35		26.9 ***	-.52	
	Effective Teaching Practices	37.2	41.6 ***	-.32		43.8 ***	-.49	
<i>Campus Environment</i>	Quality of Interactions	41.1	44.1 ***	-.25		45.9 ***	-.39	
	Supportive Environment	35.2	39.2 ***	-.30		40.9 ***	-.42	

#### Seniors

Theme	Engagement Indicator	CSU, Chico Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.0	43.1 ***	-.30		44.7 ***	-.42	
	Reflective and Integrative Learning	38.3	41.0 ***	-.21		42.9 ***	-.37	
	Learning Strategies	38.7	42.2 ***	-.24		44.5 ***	-.40	
	Quantitative Reasoning	31.1	31.8	-.04	✓	33.2 ***	-.13	
<i>Learning with Peers</i>	Collaborative Learning	35.6	35.8	-.01	✓	37.9 ***	-.17	
	Discussions with Diverse Others	40.4	43.3 ***	-.18		45.1 ***	-.29	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	24.2	29.6 ***	-.33		33.0 ***	-.54	
	Effective Teaching Practices	40.1	42.7 ***	-.19		44.5 ***	-.33	
<i>Campus Environment</i>	Quality of Interactions	43.1	45.3 ***	-.19		46.9 ***	-.32	
	Supportive Environment	31.5	35.7 ***	-.30		38.1 ***	-.47	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2015 and 2016 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
CSU, Chico (N = 311)	35.6	13.9	.79	10	25	40	45	60				
Far West Public	38.6	13.7	.20	20	30	40	50	60	5,088	-3.0	.000	-.216
Carnegie Class	38.8	13.8	.09	15	30	40	50	60	22,277	-3.2	.000	-.229
NSSE 2015 & 2016	38.8	13.7	.05	20	30	40	50	60	81,903	-3.2	.000	-.231
Top 50%	40.5	13.6	.07	20	30	40	50	60	38,656	-4.9	.000	-.361
Top 10%	42.7	13.7	.15	20	35	40	55	60	8,473	-7.1	.000	-.516
<b>Reflective &amp; Integrative Learning</b>												
CSU, Chico (N = 328)	35.8	12.8	.70	17	26	34	43	60				
Far West Public	35.9	12.4	.17	17	29	34	43	60	5,380	-.1	.832	-.012
Carnegie Class	35.7	12.6	.08	17	26	34	43	60	23,325	.1	.869	.009
NSSE 2015 & 2016	35.6	12.5	.04	17	26	34	43	60	85,663	.2	.804	.014
Top 50%	37.4	12.5	.06	17	29	37	46	60	40,311	-1.6	.019	-.129
Top 10%	39.5	12.8	.15	20	31	40	49	60	7,997	-3.7	.000	-.293
<b>Learning Strategies</b>												
CSU, Chico (N = 263)	36.8	14.2	.87	13	27	40	47	60				
Far West Public	37.9	13.9	.21	13	27	40	47	60	4,725	-1.2	.181	-.085
Carnegie Class	39.6	14.2	.10	20	27	40	53	60	20,430	-2.8	.001	-.200
NSSE 2015 & 2016	39.2	14.1	.05	20	27	40	53	60	74,949	-2.4	.006	-.170
Top 50%	41.2	14.1	.08	20	33	40	53	60	33,920	-4.4	.000	-.311
Top 10%	43.7	14.3	.15	20	33	47	60	60	8,909	-7.0	.000	-.489
<b>Quantitative Reasoning</b>												
CSU, Chico (N = 312)	26.3	15.1	.85	0	20	27	40	53				
Far West Public	27.6	15.8	.23	0	20	27	40	60	5,189	-1.3	.168	-.081
Carnegie Class	27.7	16.3	.11	0	20	27	40	60	321	-1.4	.107	-.085
NSSE 2015 & 2016	28.0	16.2	.06	0	20	27	40	60	314	-1.7	.045	-.106
Top 50%	29.4	16.1	.07	0	20	27	40	60	316	-3.2	.000	-.196
Top 10%	31.3	16.2	.15	0	20	33	40	60	331	-5.0	.000	-.309
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
CSU, Chico (N = 349)	32.8	13.6	.73	10	20	35	40	60				
Far West Public	32.8	13.8	.19	10	20	30	40	60	5,505	.1	.915	.006
Carnegie Class	30.7	14.9	.10	5	20	30	40	60	361	2.1	.004	.141
NSSE 2015 & 2016	32.3	14.5	.05	10	20	30	40	60	88,672	.5	.490	.037
Top 50%	35.2	13.8	.07	15	25	35	45	60	44,460	-2.4	.001	-.174
Top 10%	37.3	13.6	.14	15	25	40	45	60	9,641	-4.5	.000	-.330
<b>Discussions with Diverse Others</b>												
CSU, Chico (N = 266)	40.0	15.8	.97	15	30	40	55	60				
Far West Public	39.9	16.4	.24	10	30	40	55	60	4,780	.1	.921	.006
Carnegie Class	39.7	16.3	.11	10	30	40	55	60	20,701	.3	.752	.019
NSSE 2015 & 2016	40.4	16.0	.06	15	30	40	55	60	75,903	-.4	.700	-.024
Top 50%	42.7	15.2	.08	20	35	40	60	60	39,584	-2.7	.004	-.175
Top 10%	44.3	15.1	.14	20	35	45	60	60	12,400	-4.3	.000	-.286



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
CSU, Chico (N = 322)	18.6	15.0	.83	0	5	15	25	50				
Far West Public	18.8	14.6	.21	0	10	15	25	45	5,254	-.3	.752	-.018
Carnegie Class	20.5	14.8	.10	0	10	20	30	50	22,748	-1.9	.021	-.129
NSSE 2015 & 2016	20.5	14.7	.05	0	10	20	30	50	83,637	-1.9	.018	-.132
Top 50%	23.8	15.0	.09	0	15	20	35	55	27,370	-5.3	.000	-.350
Top 10%	26.9	16.0	.24	5	15	25	40	60	376	-8.4	.000	-.524
<b>Effective Teaching Practices</b>												
CSU, Chico (N = 314)	37.2	13.5	.76	16	28	36	48	60				
Far West Public	39.1	13.4	.19	16	28	40	48	60	5,248	-1.9	.018	-.138
Carnegie Class	40.1	13.5	.09	16	32	40	52	60	22,800	-2.9	.000	-.212
NSSE 2015 & 2016	39.4	13.4	.05	16	32	40	48	60	83,825	-2.2	.003	-.166
Top 50%	41.6	13.4	.07	20	32	40	52	60	34,232	-4.3	.000	-.322
Top 10%	43.8	13.5	.16	20	36	44	56	60	7,391	-6.6	.000	-.487
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
CSU, Chico (N = 241)	41.1	12.5	.81	16	34	42	50	60				
Far West Public	39.3	13.3	.21	14	30	40	50	60	4,453	1.9	.033	.141
Carnegie Class	41.9	12.8	.09	18	34	44	50	60	19,633	-.7	.381	-.057
NSSE 2015 & 2016	41.8	12.5	.05	18	34	44	50	60	72,091	-.7	.418	-.052
Top 50%	44.1	11.8	.07	22	38	46	52	60	28,730	-2.9	.000	-.249
Top 10%	45.9	12.1	.16	22	40	48	56	60	6,302	-4.7	.000	-.391
<b>Supportive Environment</b>												
CSU, Chico (N = 236)	35.2	13.2	.86	18	25	37	43	60				
Far West Public	35.9	14.0	.22	13	25	37	45	60	4,414	-.6	.489	-.046
Carnegie Class	36.4	14.2	.10	13	28	38	48	60	19,033	-1.2	.191	-.086
NSSE 2015 & 2016	36.8	13.9	.05	15	28	38	48	60	69,942	-1.6	.074	-.116
Top 50%	39.2	13.3	.07	18	30	40	50	60	32,880	-4.0	.000	-.296
Top 10%	40.9	13.3	.15	20	33	40	53	60	8,365	-5.6	.000	-.425

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

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

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

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

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

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

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

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
CSU, Chico (N = 731)	39.0	13.6	.50	15	30	40	50	60				
Far West Public	40.9	14.3	.13	15	30	40	55	60	830	-1.9	.000	-.136
Carnegie Class	41.4	14.1	.07	20	35	40	55	60	44,647	-2.5	.000	-.175
NSSE 2015 & 2016	40.9	14.1	.04	20	30	40	55	60	160,839	-1.9	.000	-.134
Top 50%	43.1	13.8	.06	20	35	40	55	60	58,449	-4.2	.000	-.302
Top 10%	44.7	13.7	.10	20	40	45	60	60	18,664	-5.7	.000	-.417
<b>Reflective &amp; Integrative Learning</b>												
CSU, Chico (N = 773)	38.3	12.5	.45	17	29	37	49	60				
Far West Public	39.2	13.1	.12	17	30	40	49	60	13,424	-.9	.056	-.071
Carnegie Class	39.2	13.0	.06	20	31	40	49	60	46,430	-.9	.051	-.071
NSSE 2015 & 2016	38.7	13.0	.03	17	29	40	49	60	167,171	-.4	.343	-.034
Top 50%	41.0	12.7	.05	20	31	40	51	60	61,134	-2.7	.000	-.214
Top 10%	42.9	12.5	.10	20	34	43	54	60	15,896	-4.6	.000	-.369
<b>Learning Strategies</b>												
CSU, Chico (N = 666)	38.7	13.8	.54	20	27	40	47	60				
Far West Public	39.7	14.7	.14	13	27	40	53	60	754	-1.0	.079	-.066
Carnegie Class	40.7	14.7	.07	13	33	40	53	60	689	-2.0	.000	-.136
NSSE 2015 & 2016	39.9	14.8	.04	13	27	40	53	60	671	-1.1	.036	-.076
Top 50%	42.2	14.5	.05	20	33	40	60	60	679	-3.5	.000	-.241
Top 10%	44.5	14.2	.10	20	33	47	60	60	715	-5.7	.000	-.404
<b>Quantitative Reasoning</b>												
CSU, Chico (N = 741)	31.1	16.0	.59	7	20	27	40	60				
Far West Public	30.7	17.0	.15	0	20	27	40	60	843	.4	.556	.021
Carnegie Class	30.0	17.1	.08	0	20	27	40	60	768	1.1	.065	.064
NSSE 2015 & 2016	30.3	17.0	.04	0	20	27	40	60	748	.7	.207	.044
Top 50%	31.8	16.9	.06	0	20	33	40	60	754	-.7	.246	-.041
Top 10%	33.2	16.8	.11	0	20	33	47	60	25,782	-2.1	.001	-.127
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
CSU, Chico (N = 809)	35.6	13.1	.46	15	25	35	45	60				
Far West Public	33.9	14.3	.13	10	25	35	45	60	934	1.7	.000	.119
Carnegie Class	31.1	15.3	.07	5	20	30	40	60	847	4.6	.000	.298
NSSE 2015 & 2016	32.4	14.9	.04	10	20	30	40	60	818	3.2	.000	.215
Top 50%	35.8	13.9	.05	15	25	35	45	60	827	-.2	.698	-.013
Top 10%	37.9	13.7	.10	15	30	40	50	60	893	-2.3	.000	-.166
<b>Discussions with Diverse Others</b>												
CSU, Chico (N = 659)	40.4	15.9	.62	15	30	40	55	60				
Far West Public	42.7	16.2	.15	15	30	40	60	60	12,250	-2.3	.001	-.139
Carnegie Class	41.1	16.4	.08	15	30	40	60	60	42,252	-.7	.287	-.042
NSSE 2015 & 2016	41.3	16.1	.04	15	30	40	60	60	151,890	-.9	.152	-.056
Top 50%	43.3	15.9	.05	15	35	45	60	60	86,123	-2.9	.000	-.181
Top 10%	45.1	15.8	.10	20	35	50	60	60	25,485	-4.6	.000	-.294

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
CSU, Chico (N = 751)	24.2	15.5	.57	0	15	20	35	55				
Far West Public	22.6	16.1	.14	0	10	20	35	55	13,167	1.7	.006	.104
Carnegie Class	23.6	16.6	.08	0	10	20	35	60	779	.6	.308	.035
NSSE 2015 & 2016	23.5	16.3	.04	0	10	20	35	55	757	.8	.186	.046
Top 50%	29.6	16.1	.09	5	20	30	40	60	785	-5.3	.000	-.331
Top 10%	33.0	16.3	.22	5	20	30	45	60	979	-8.8	.000	-.543
<b>Effective Teaching Practices</b>												
CSU, Chico (N = 753)	40.1	13.3	.49	16	32	40	52	60				
Far West Public	39.9	13.9	.12	16	32	40	52	60	854	.2	.638	.017
Carnegie Class	41.1	14.1	.07	16	32	40	52	60	780	-1.1	.031	-.075
NSSE 2015 & 2016	40.3	13.9	.03	16	32	40	52	60	760	-.2	.656	-.016
Top 50%	42.7	13.7	.06	20	32	44	56	60	775	-2.6	.000	-.192
Top 10%	44.5	13.4	.12	20	36	44	56	60	12,686	-4.4	.000	-.330
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
CSU, Chico (N = 634)	43.1	11.8	.47	20	36	45	52	60				
Far West Public	41.7	12.3	.12	18	34	43	50	60	11,586	1.4	.005	.115
Carnegie Class	43.1	12.2	.06	20	36	44	52	60	40,108	.0	.957	.002
NSSE 2015 & 2016	42.6	12.0	.03	20	36	44	52	60	144,242	.6	.239	.047
Top 50%	45.3	11.5	.05	24	40	48	54	60	49,735	-2.2	.000	-.191
Top 10%	46.9	11.9	.10	24	40	50	56	60	16,194	-3.7	.000	-.316
<b>Supportive Environment</b>												
CSU, Chico (N = 615)	31.5	14.4	.58	8	20	33	40	58				
Far West Public	32.3	14.5	.14	10	23	33	43	60	11,538	-.8	.169	-.057
Carnegie Class	32.7	14.7	.07	8	23	33	43	60	39,920	-1.2	.046	-.081
NSSE 2015 & 2016	32.9	14.4	.04	10	23	33	43	60	143,397	-1.4	.014	-.099
Top 50%	35.7	13.9	.06	13	25	35	45	60	53,729	-4.2	.000	-.303
Top 10%	38.1	13.9	.14	15	28	40	48	60	11,164	-6.6	.000	-.473

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

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

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

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

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

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

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