


2019

## NSSE 2019 Engagement Indicators

National Survey of Student Engagement

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# NSSE 2019

## Engagement Indicators

University of Nebraska at Omaha

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### About Your Engagement Indicators Report

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

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

### Report Sections

#### Overview (p. 3)

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

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

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

##### 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 2018 and 2019 participating institutions.

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

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

### Interpreting Comparisons

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

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

### How Engagement Indicators are Computed

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

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



## Engagement Indicators: Overview

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

Use the following key:

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

### First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with CUMU Peers	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2018 & 2019
<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 CUMU Peers	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2018 & 2019
<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

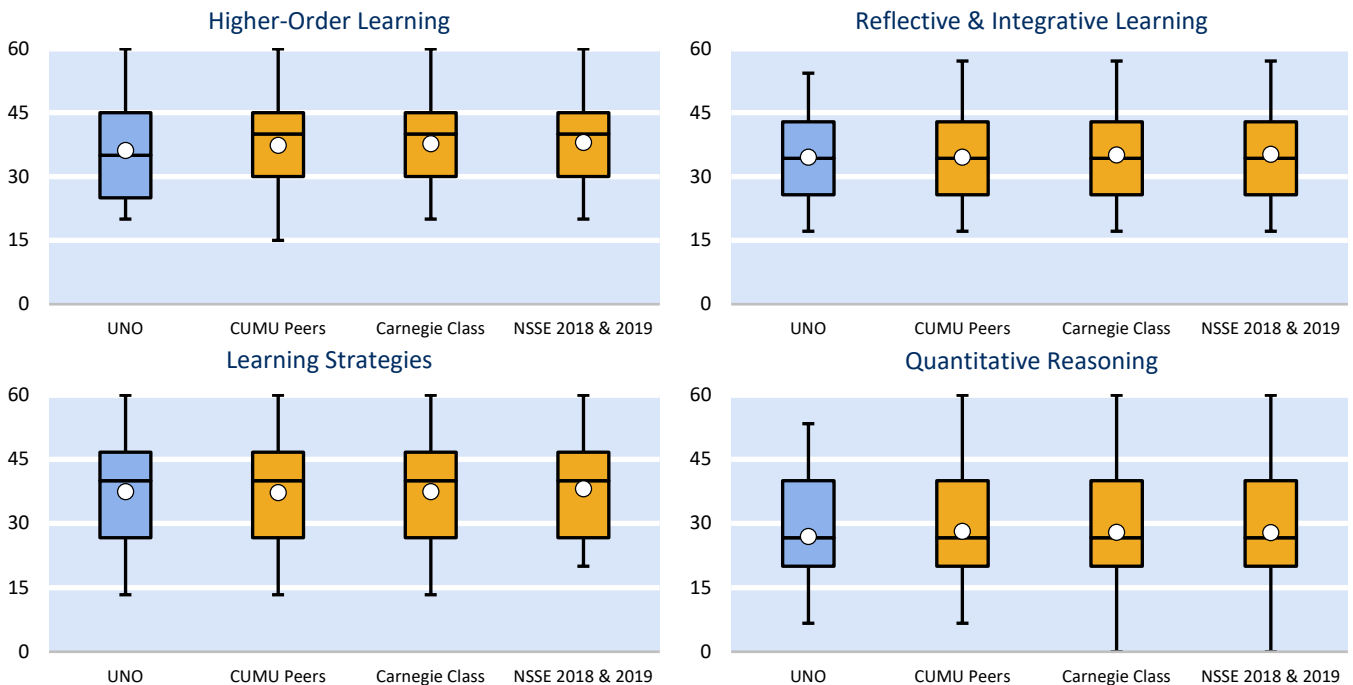
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UNO Mean	Your first-year students compared with					
		CUMU Peers Mean	CUMU Peers Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2018 & 2019 Mean	NSSE 2018 & 2019 Effect size
Higher-Order Learning	36.2	37.4	-.09	37.7 *	-.12	38.0 **	-.14
Reflective & Integrative Learning	34.6	34.5	.00	35.1	-.05	35.2	-.06
Learning Strategies	37.4	37.2	.02	37.4	.00	38.1	-.05
Quantitative Reasoning	27.0	28.1	-.08	27.9	-.06	27.8	-.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).

#### 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.

	UNO	Percentage point difference <sup>a</sup> between your FY students and		
		CUMU Peers	Carnegie Class	NSSE 2018 & 2019
<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	-6	-7	-7
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	64	-3	-5	-6
4d. Evaluating a point of view, decision, or information source	64	-3	-4	-5
4e. Forming a new idea or understanding from various pieces of information	66	-1	-2	-3
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	54	+3	+2	+2
2b. Connected your learning to societal problems or issues	54	+6	+3	+2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	+2	-0	-1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	-6	-6	-6
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	-2	-2	-1
2f. Learned something that changed the way you understand an issue or concept	64	-0	-2	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	74	-2	-3	-4
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	68	-4	-5	-7
9b. Reviewed your notes after class	61	-2	-2	-5
9c. Summarized what you learned in class or from course materials	63	+2	+2	+0
<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.)	48	-5	-5	-4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	-1	-0	-0
6c. Evaluated what others have concluded from numerical information	37	-2	-2	-2

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

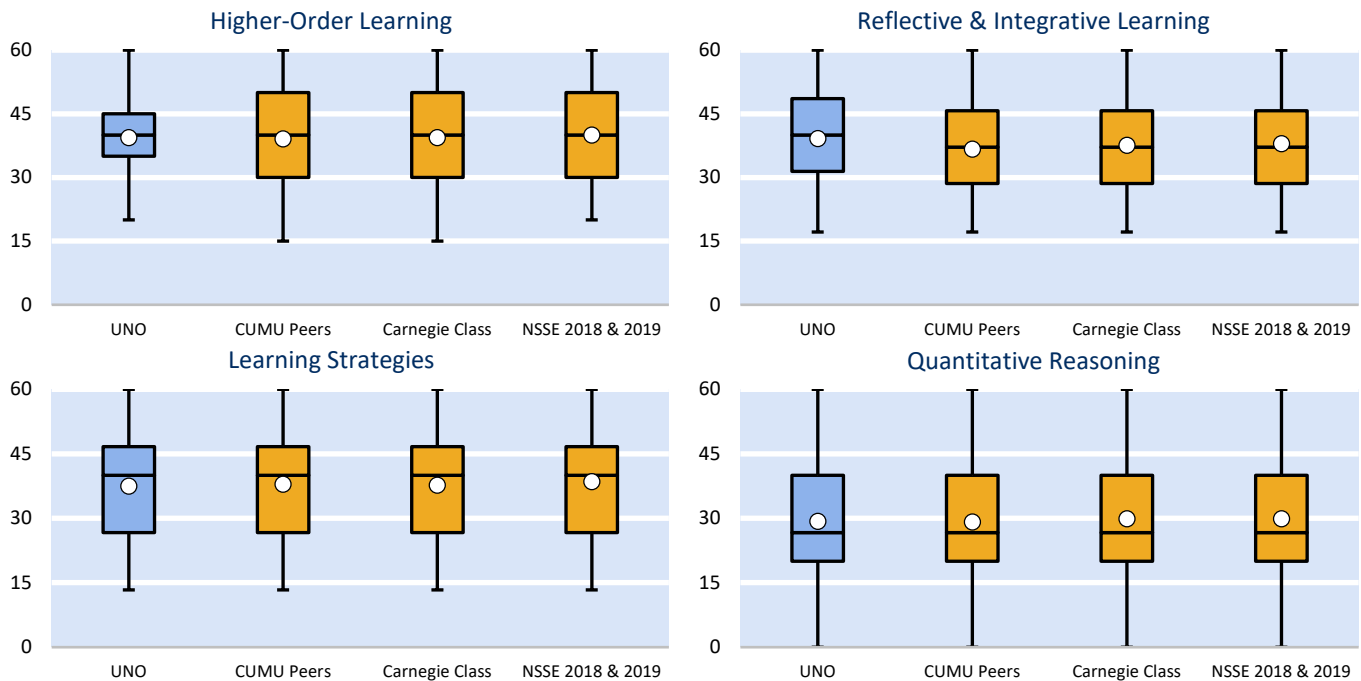
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UNO Mean	Your seniors compared with					
		CUMU Peers		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.4	39.1	.02	39.4	.00	40.0	-.05
Reflective & Integrative Learning	39.2	36.7 **	.19	37.6	.13	38.0	.09
Learning Strategies	37.5	37.9	-.03	37.7	-.01	38.5	-.07
Quantitative Reasoning	29.3	29.1	.01	29.8	-.03	29.8	-.03

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

#### Score Distributions



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

### Academic Challenge: Seniors (continued)

#### Performance on Indicator Items

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

	UNO	Percentage point difference <sup>a</sup> between your seniors and		
		CUMU Peers	Carnegie Class	NSSE 2018 & 2019
<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	78	+2	+1	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	+5	+5	+4
4d. Evaluating a point of view, decision, or information source	74	+7	+6	+3
4e. Forming a new idea or understanding from various pieces of information	73	+4	+3	+1
<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	70	+3	+1	+2
2b. Connected your learning to societal problems or issues	62	+7	+3	+1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	+5	+2	-0
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71	+8	+6	+5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	+4	+3	+2
2f. Learned something that changed the way you understand an issue or concept	73	+5	+3	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	88	+7	+5	+4
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	78	+3	+2	+0
9b. Reviewed your notes after class	62	-1	+2	-0
9c. Summarized what you learned in class or from course materials	61	-1	+0	-2
<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	+3	+2	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	-4	-5	-6
6c. Evaluated what others have concluded from numerical information	44	+2	-0	-0

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

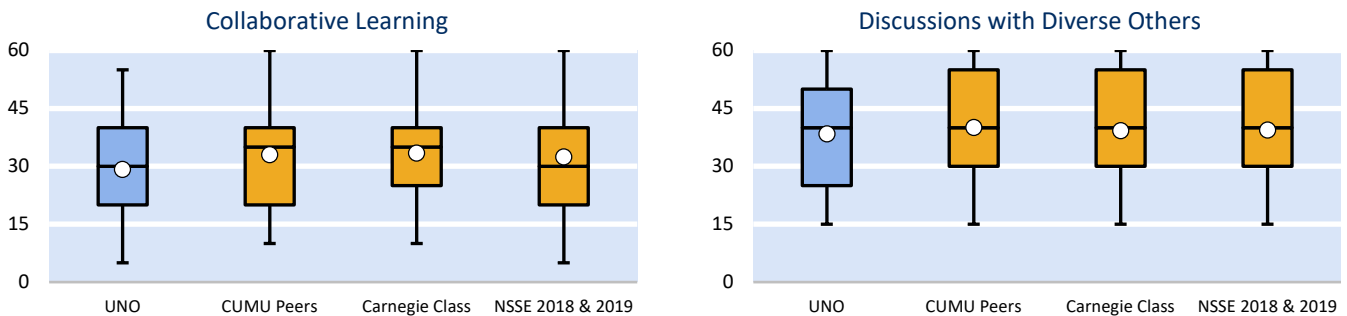
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean Comparisons

Engagement Indicator	UNO Mean	Your first-year students compared with					
		CUMU Peers		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.2	33.0 ***	-.27	33.5 ***	-.30	32.4 ***	-.22
Discussions with Diverse Others	38.4	40.1 *	-.10	39.3	-.06	39.4	-.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).

### Score Distributions



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### Performance on Indicator Items

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Collaborative Learning	UNO	Percentage point difference <sup>a</sup> between your FY students and		
		CUMU Peers	Carnegie Class	NSSE 2018 & 2019
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	42	-12	-14	-11
1f. Explained course material to one or more students	50	-9	-11	-8
1g. Prepared for exams by discussing or working through course material with other students	42	-9	-10	-8
1h. Worked with other students on course projects or assignments	45	-12	-12	-10
<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 a race or ethnicity other than your own	69	-6	-0	-2
8b. People from an economic background other than your own	69	-3	-2	-2
8c. People with religious beliefs other than your own	65	-3	-1	-1
8d. People with political views other than your own	66	-0	+1	+1

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

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

## Learning with Peers: Seniors

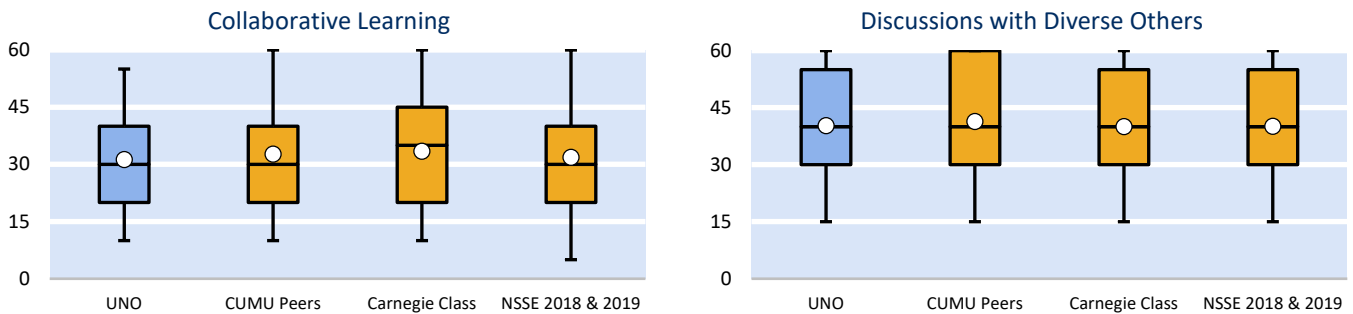
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### Mean Comparisons

Engagement Indicator	UNO Mean	Your seniors compared with					
		CUMU Peers		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.3	32.7	-.10	33.5 *	-.14	31.8	-.03
Discussions with Diverse Others	40.3	41.4	-.07	40.0	.02	40.1	.01

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

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Collaborative Learning	UNO	Percentage point difference <sup>a</sup> between your seniors and		
		CUMU Peers	Carnegie Class	NSSE 2018 & 2019
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	42	-2	-4	-1
1f. Explained course material to one or more students	55	-4	-7	-3
1g. Prepared for exams by discussing or working through course material with other students	43	-4	-6	-4
1h. Worked with other students on course projects or assignments	64	+1	-1	+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 a race or ethnicity other than your own	77	+1	+6	+5
8b. People from an economic background other than your own	72	-3	-1	-1
8c. People with religious beliefs other than your own	67	-5	-1	-1
8d. People with political views other than your own	63	-6	-3	-3

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## Experiences with Faculty: First-year students

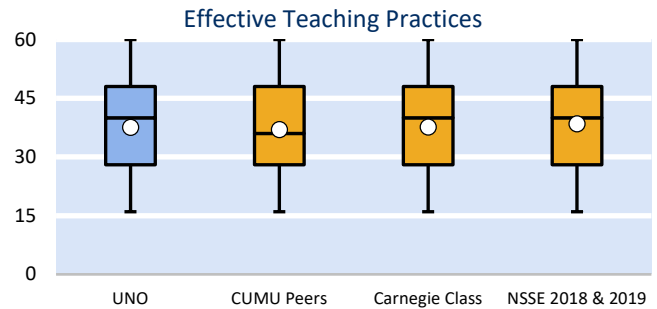
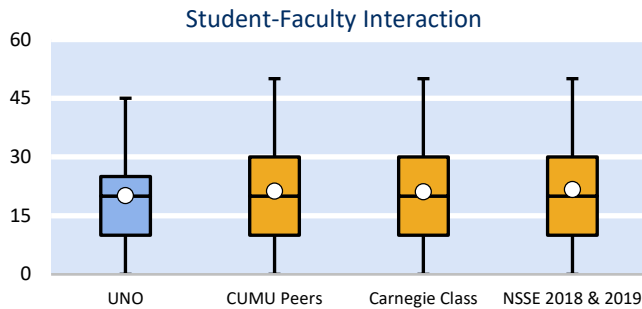
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	UNO Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.1	21.2	-.08	21.1	-.07	21.7 *	-.10
Effective Teaching Practices	37.6	36.9	.05	37.6	.00	38.5	-.07

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

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Engagement Indicator	UNO %	Percentage point difference <sup>a</sup> between your FY students and		
		CUMU Peers	Carnegie Class	NSSE 2018 & 2019
<b>Student-Faculty Interaction</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	41	-0	+3	+2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	-2	-2	-3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	21	-2	-4	-5
3d. Discussed your academic performance with a faculty member	26	-3	-3	-5
<b>Effective Teaching Practices</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	76	+2	+1	-1
5b. Taught course sessions in an organized way	73	+1	+0	-1
5c. Used examples or illustrations to explain difficult points	73	+1	-0	-1
5d. Provided feedback on a draft or work in progress	64	+4	+2	-0
5e. Provided prompt and detailed feedback on tests or completed assignments	56	+2	+1	-3

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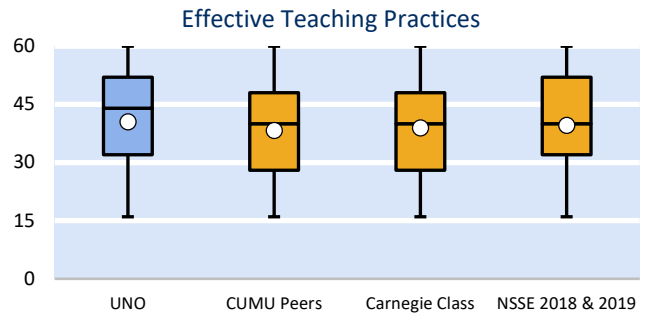
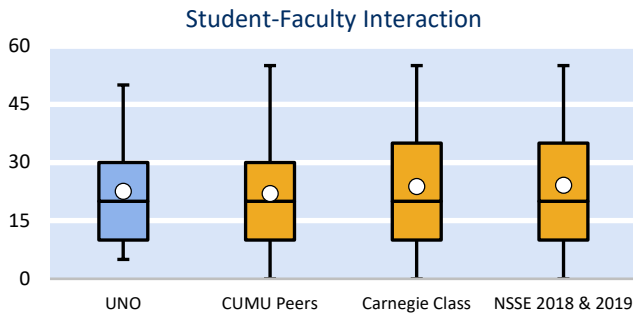
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		CUMU Peers		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.5	22.0	.04	23.8	-.08	24.1	-.10
Effective Teaching Practices	40.5	38.3 *	.16	38.8	.12	39.6	.07

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

#### Score Distributions



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

#### Performance on Indicator Items

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

Engagement Indicator	UNO %	Percentage point difference <sup>a</sup> between your seniors and		
		CUMU Peers	Carnegie Class	NSSE 2018 & 2019
<b>Student-Faculty Interaction</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	40	+1	-3	-4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	-2	-7	-7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	+1	-3	-3
3d. Discussed your academic performance with a faculty member	28	-2	-4	-6
<b>Effective Teaching Practices</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	79	+1	+0	-1
5b. Taught course sessions in an organized way	80	+5	+4	+2
5c. Used examples or illustrations to explain difficult points	79	+4	+2	+2
5d. Provided feedback on a draft or work in progress	70	+14	+12	+9
5e. Provided prompt and detailed feedback on tests or completed assignments	70	+10	+9	+6

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

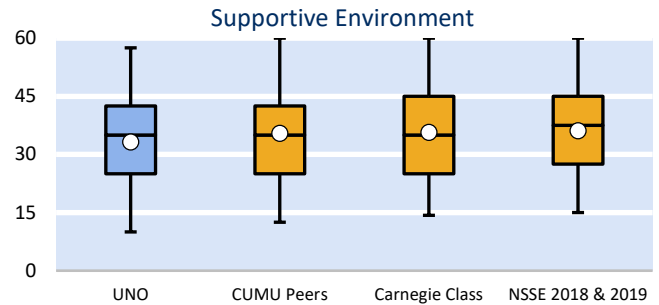
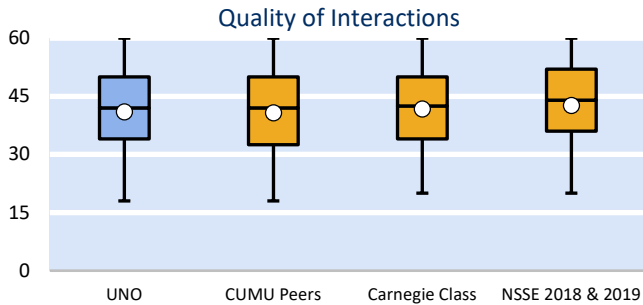
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UNO Mean	Your first-year students compared with					
		CUMU Peers		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.0	40.8	.02	41.7	-.06	42.7 *	-.13
Supportive Environment	33.3	35.5 **	-.16	35.7 ***	-.18	36.1 ***	-.21

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	UNO	Percentage point difference <sup>a</sup> between your FY students and		
		CUMU Peers	Carnegie Class	NSSE 2018 & 2019
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	44	-2	-6	-7
13b. Academic advisors	47	-3	-4	-6
13c. Faculty	46	+3	-2	-5
13d. Student services staff (career services, student activities, housing, etc.)	43	+1	-1	-3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	+4	+2	-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	71	-5	-4	-5
14c. Using learning support services (tutoring services, writing center, etc.)	74	-5	-3	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	-4	-0	-3
14e. Providing opportunities to be involved socially	62	-7	-9	-9
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	-4	-4	-4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	-5	-4	-6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	56	-3	-8	-7
14i. Attending events that address important social, economic, or political issues	41	-5	-7	-8

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Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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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### Campus Environment: Seniors

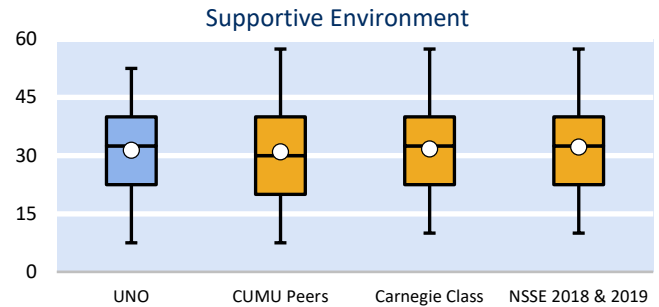
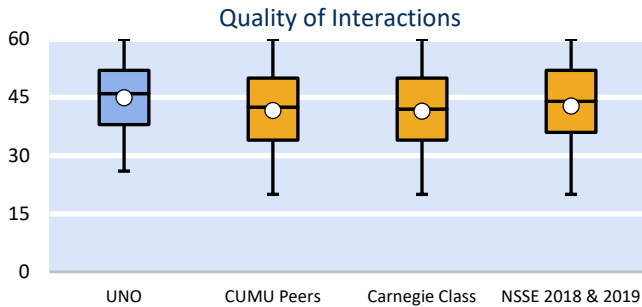
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UNO Mean	Your seniors compared with					
		CUMU Peers		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.9	41.6 ***	.27	41.4 ***	.29	42.8 **	.18
Supportive Environment	31.4	31.0	.03	31.7	-.02	32.2	-.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).

#### 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	UNO	Percentage point difference <sup>a</sup> between your seniors and		
		CUMU Peers	Carnegie Class	NSSE 2018 & 2019
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	56	+2	+1	-0
13b. Academic advisors	60	+11	+12	+7
13c. Faculty	57	+7	+4	+0
13d. Student services staff (career services, student activities, housing, etc.)	49	+8	+9	+6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	53	+12	+14	+9
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	70	+1	+1	-1
14c. Using learning support services (tutoring services, writing center, etc.)	66	+1	+1	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	-2	+1	-2
14e. Providing opportunities to be involved socially	59	-2	-5	-5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	57	-0	-2	-2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	29	+1	-0	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	57	+11	+4	+5
14i. Attending events that address important social, economic, or political issues	42	+5	+2	+1

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Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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/links/PNP](https://nsse.indiana.edu/links/PNP)), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2018 and 2019 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2018 and 2019 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.

<b>First-Year Students</b>		UNO Mean	Your first-year students compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	36.2	39.3 ***	-.24		41.0 ***	-.37	
	Reflective and Integrative Learning	34.6	36.8 ***	-.19		38.8 ***	-.36	
	Learning Strategies	37.4	39.9 **	-.18		42.5 ***	-.36	
	Quantitative Reasoning	27.0	29.3 **	-.15		30.8 ***	-.25	
Learning with Peers	Collaborative Learning	29.2	35.4 ***	-.45		37.7 ***	-.62	
	Discussions with Diverse Others	38.4	41.3 ***	-.19		43.2 ***	-.33	
Experiences with Faculty	Student-Faculty Interaction	20.1	24.9 ***	-.32		28.0 ***	-.51	
	Effective Teaching Practices	37.6	40.6 ***	-.23		42.7 ***	-.37	
Campus Environment	Quality of Interactions	41.0	44.9 ***	-.33		47.1 ***	-.51	
	Supportive Environment	33.3	38.1 ***	-.37		40.1 ***	-.52	
<b>Seniors</b>		UNO Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.4	41.8 **	-.18		43.0 ***	-.27	
	Reflective and Integrative Learning	39.2	39.9	-.06	✓	41.6 **	-.20	
	Learning Strategies	37.5	40.8 ***	-.23		42.6 ***	-.36	
	Quantitative Reasoning	29.3	31.3	-.12		32.7 **	-.22	
Learning with Peers	Collaborative Learning	31.3	36.1 ***	-.34		38.6 ***	-.54	
	Discussions with Diverse Others	40.3	42.0	-.11		43.5 **	-.21	
Experiences with Faculty	Student-Faculty Interaction	22.5	29.9 ***	-.46		33.9 ***	-.72	
	Effective Teaching Practices	40.5	41.8	-.09	✓	43.5 **	-.22	
Campus Environment	Quality of Interactions	44.9	45.2	-.02	✓	47.4 **	-.20	
	Supportive Environment	31.4	34.8 ***	-.24		37.0 ***	-.40	

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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 2018 and 2019 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.
  - b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size > -.10.
-

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UNO (N = 415)	36.2	13.3	.65	20	25	35	45	60				
CUMU Peers	37.4	13.3	.22	15	30	40	45	60	4,015	-1.2	.082	-.090
Carnegie Class	37.7	13.1	.07	20	30	40	45	60	37,051	-1.5	.019	-.116
NSSE 2018 & 2019	38.0	13.2	.03	20	30	40	45	60	194,261	-1.8	.005	-.138
Top 50%	39.3	13.0	.04	20	30	40	50	60	104,350	-3.2	.000	-.243
Top 10%	41.0	13.0	.08	20	35	40	50	60	27,227	-4.8	.000	-.372
<b>Reflective &amp; Integrative Learning</b>												
UNO (N = 444)	34.6	11.7	.55	17	26	34	43	54				
CUMU Peers	34.5	12.0	.19	17	26	34	43	57	4,331	.0	.988	.001
Carnegie Class	35.1	11.9	.06	17	26	34	43	57	39,813	-.6	.325	-.047
NSSE 2018 & 2019	35.2	12.0	.03	17	26	34	43	57	208,310	-.7	.226	-.058
Top 50%	36.8	11.8	.04	17	29	37	46	57	105,108	-2.2	.000	-.189
Top 10%	38.8	11.8	.08	20	31	40	46	60	22,117	-4.2	.000	-.357
<b>Learning Strategies</b>												
UNO (N = 393)	37.4	14.9	.75	13	27	40	47	60				
CUMU Peers	37.2	13.9	.24	13	27	40	47	60	473	.2	.775	.016
Carnegie Class	37.4	13.7	.07	13	27	40	47	60	399	.0	.957	-.003
NSSE 2018 & 2019	38.1	13.8	.03	20	27	40	47	60	393	-.7	.331	-.053
Top 50%	39.9	13.7	.05	20	33	40	53	60	395	-2.5	.001	-.180
Top 10%	42.5	14.0	.10	20	33	40	53	60	21,244	-5.1	.000	-.360
<b>Quantitative Reasoning</b>												
UNO (N = 398)	27.0	14.0	.70	7	20	27	40	53				
CUMU Peers	28.1	15.2	.26	7	20	27	40	60	509	-1.2	.118	-.078
Carnegie Class	27.9	15.3	.08	0	20	27	40	60	408	-1.0	.168	-.064
NSSE 2018 & 2019	27.8	15.3	.04	0	20	27	40	60	399	-.9	.218	-.056
Top 50%	29.3	15.2	.05	7	20	27	40	60	400	-2.3	.001	-.151
Top 10%	30.8	15.2	.09	7	20	33	40	60	410	-3.8	.000	-.250
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UNO (N = 474)	29.2	14.7	.68	5	20	30	40	55				
CUMU Peers	33.0	14.0	.22	10	20	35	40	60	4,611	-3.8	.000	-.272
Carnegie Class	33.5	14.0	.07	10	25	35	40	60	42,456	-4.2	.000	-.302
NSSE 2018 & 2019	32.4	14.7	.03	5	20	30	40	60	221,242	-3.2	.000	-.217
Top 50%	35.4	13.7	.04	15	25	35	45	60	476	-6.2	.000	-.452
Top 10%	37.7	13.6	.09	15	30	40	50	60	489	-8.5	.000	-.619
<b>Discussions with Diverse Others</b>												
UNO (N = 391)	38.4	15.3	.78	15	25	40	50	60				
CUMU Peers	40.1	15.6	.26	15	30	40	55	60	3,845	-1.6	.049	-.105
Carnegie Class	39.3	15.4	.08	15	30	40	55	60	35,339	-.8	.278	-.055
NSSE 2018 & 2019	39.4	15.6	.04	15	30	40	55	60	186,064	-1.0	.227	-.061
Top 50%	41.3	14.9	.05	20	30	40	55	60	108,245	-2.9	.000	-.194
Top 10%	43.2	14.4	.09	20	35	40	60	60	24,584	-4.8	.000	-.333

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UNO (N = 425)	20.1	14.0	.68	0	10	20	25	45				
CUMU Peers	21.2	14.8	.24	0	10	20	30	50	4,173	-1.1	.142	-.075
Carnegie Class	21.1	14.6	.07	0	10	20	30	50	38,267	-1.0	.179	-.066
NSSE 2018 & 2019	21.7	14.7	.03	0	10	20	30	50	426	-1.5	.025	-.104
Top 50%	24.9	14.8	.06	5	15	20	35	55	430	-4.8	.000	-.323
Top 10%	28.0	15.5	.15	5	15	25	40	60	465	-7.8	.000	-.507
<b>Effective Teaching Practices</b>												
UNO (N = 409)	37.6	13.1	.65	16	28	40	48	60				
CUMU Peers	36.9	12.9	.22	16	28	36	48	60	4,013	.6	.353	.048
Carnegie Class	37.6	13.0	.07	16	28	40	48	60	36,951	.0	.985	-.001
NSSE 2018 & 2019	38.5	13.2	.03	16	28	40	48	60	194,070	-.9	.169	-.068
Top 50%	40.6	13.2	.05	20	32	40	52	60	79,240	-3.0	.000	-.230
Top 10%	42.7	14.0	.10	20	32	44	56	60	427	-5.1	.000	-.366
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UNO (N = 355)	41.0	13.1	.70	18	34	42	50	60				
CUMU Peers	40.8	12.6	.22	18	33	42	50	60	3,604	.3	.719	.020
Carnegie Class	41.7	12.0	.07	20	34	43	50	60	360	-.7	.329	-.057
NSSE 2018 & 2019	42.7	12.1	.03	20	36	44	52	60	173,503	-1.6	.012	-.134
Top 50%	44.9	11.4	.04	24	38	46	54	60	356	-3.8	.000	-.335
Top 10%	47.1	11.8	.09	24	40	50	58	60	365	-6.0	.000	-.513
<b>Supportive Environment</b>												
UNO (N = 380)	33.3	13.3	.68	10	25	35	43	58				
CUMU Peers	35.5	13.5	.23	13	25	35	43	60	3,714	-2.2	.003	-.162
Carnegie Class	35.7	13.3	.07	14	25	35	45	60	34,100	-2.4	.000	-.180
NSSE 2018 & 2019	36.1	13.5	.03	15	28	38	45	60	179,243	-2.8	.000	-.209
Top 50%	38.1	13.2	.04	18	30	40	48	60	86,875	-4.8	.000	-.368
Top 10%	40.1	13.2	.10	18	30	40	50	60	18,266	-6.8	.000	-.516

#### Detailed Statistics: First-Year Students

Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
<i>Mean</i>	<i>SD<sup>b</sup></i>	<i>SE<sup>c</sup></i>	<i>5th</i>	<i>25th</i>	<i>50th</i>	<i>75th</i>	<i>95th</i>	<i>Deg. of freedom<sup>e</sup></i>	<i>Mean diff.</i>	<i>Sig.<sup>f</sup></i>	<i>Effect size<sup>g</sup></i>
<p>a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).</p> <p>b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.</p> <p>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.</p> <p>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.</p> <p>e. Degrees of freedom used to compute the <i>t</i>-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.</p> <p>f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.</p> <p>g. Effect size is the mean difference divided by the pooled standard deviation.</p>											

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UNO (N = 224)	39.4	12.3	.82	20	35	40	45	60				
CUMU Peers	39.1	13.8	.22	15	30	40	50	60	255	.3	.745	.020
Carnegie Class	39.4	13.7	.08	15	30	40	50	60	227	.0	.983	-.001
NSSE 2018 & 2019	40.0	13.6	.03	20	30	40	50	60	224	-.6	.452	-.046
Top 50%	41.8	13.5	.05	20	35	40	55	60	225	-2.4	.004	-.176
Top 10%	43.0	13.5	.10	20	35	40	55	60	229	-3.6	.000	-.269
<b>Reflective &amp; Integrative Learning</b>												
UNO (N = 235)	39.2	12.3	.80	17	31	40	49	60				
CUMU Peers	36.7	12.7	.19	17	29	37	46	60	4,513	2.5	.004	.195
Carnegie Class	37.6	12.5	.07	17	29	37	46	60	32,497	1.6	.054	.126
NSSE 2018 & 2019	38.0	12.4	.03	17	29	37	46	60	175,050	1.2	.149	.094
Top 50%	39.9	12.2	.05	20	31	40	49	60	66,360	-.7	.362	-.060
Top 10%	41.6	12.2	.11	20	34	40	51	60	13,194	-2.4	.003	-.198
<b>Learning Strategies</b>												
UNO (N = 210)	37.5	14.4	.99	13	27	40	47	60				
CUMU Peers	37.9	14.7	.24	13	27	40	47	60	4,073	-.5	.644	-.033
Carnegie Class	37.7	14.6	.09	13	27	40	47	60	29,509	-.2	.839	-.014
NSSE 2018 & 2019	38.5	14.5	.04	13	27	40	47	60	159,834	-1.0	.312	-.070
Top 50%	40.8	14.4	.05	20	33	40	53	60	72,861	-3.3	.001	-.232
Top 10%	42.6	14.3	.09	20	33	40	60	60	23,375	-5.1	.000	-.359
<b>Quantitative Reasoning</b>												
UNO (N = 215)	29.3	15.8	1.08	0	20	27	40	60				
CUMU Peers	29.1	16.3	.26	0	20	27	40	60	4,116	.2	.863	.012
Carnegie Class	29.8	16.2	.09	0	20	27	40	60	29,878	-.5	.625	-.033
NSSE 2018 & 2019	29.8	16.1	.04	0	20	27	40	60	161,813	-.6	.616	-.034
Top 50%	31.3	16.0	.05	7	20	33	40	60	89,586	-2.0	.068	-.125
Top 10%	32.7	15.8	.10	7	20	33	40	60	24,995	-3.5	.001	-.218
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UNO (N = 238)	31.3	14.3	.92	10	20	30	40	55				
CUMU Peers	32.7	14.5	.22	10	20	30	40	60	4,718	-1.4	.148	-.096
Carnegie Class	33.5	15.0	.08	10	20	35	45	60	33,808	-2.2	.026	-.144
NSSE 2018 & 2019	31.8	15.7	.04	5	20	30	40	60	181,436	-.5	.595	-.034
Top 50%	36.1	14.0	.05	15	25	35	45	60	77,904	-4.8	.000	-.344
Top 10%	38.6	13.5	.12	15	30	40	50	60	12,578	-7.3	.000	-.541
<b>Discussions with Diverse Others</b>												
UNO (N = 214)	40.3	15.4	1.06	15	30	40	55	60				
CUMU Peers	41.4	15.9	.26	15	30	40	60	60	4,091	-1.1	.325	-.069
Carnegie Class	40.0	15.8	.09	15	30	40	55	60	29,637	.3	.785	.019
NSSE 2018 & 2019	40.1	16.0	.04	15	30	40	55	60	160,440	.2	.848	.013
Top 50%	42.0	15.6	.05	15	30	40	60	60	88,850	-1.7	.105	-.111
Top 10%	43.5	15.4	.10	20	35	45	60	60	23,809	-3.2	.002	-.209



#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UNO (N = 233)	22.5	14.7	.96	5	10	20	30	50				
CUMU Peers	22.0	15.3	.24	0	10	20	30	55	4,392	.6	.585	.037
Carnegie Class	23.8	15.9	.09	0	10	20	35	55	236	-1.2	.208	-.077
NSSE 2018 & 2019	24.1	16.1	.04	0	10	20	35	55	233	-1.5	.112	-.096
Top 50%	29.9	15.9	.08	5	20	30	40	60	236	-7.3	.000	-.461
Top 10%	33.9	15.8	.21	10	20	35	45	60	256	-11.4	.000	-.723
<b>Effective Teaching Practices</b>												
UNO (N = 218)	40.5	13.5	.92	16	32	44	52	60				
CUMU Peers	38.3	14.1	.22	16	28	40	48	60	4,253	2.2	.023	.159
Carnegie Class	38.8	13.7	.08	16	28	40	48	60	30,759	1.6	.078	.120
NSSE 2018 & 2019	39.6	13.8	.03	16	32	40	52	60	166,316	.9	.321	.067
Top 50%	41.8	13.6	.06	20	32	40	52	60	58,022	-1.3	.168	-.094
Top 10%	43.5	13.5	.11	20	36	44	56	60	16,052	-3.0	.001	-.224
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UNO (N = 189)	44.9	10.4	.76	26	38	46	52	60				
CUMU Peers	41.6	12.4	.21	20	34	43	50	60	217	3.3	.000	.270
Carnegie Class	41.4	12.3	.07	20	34	42	50	60	191	3.5	.000	.285
NSSE 2018 & 2019	42.8	12.2	.03	20	36	44	52	60	188	2.2	.005	.178
Top 50%	45.2	11.8	.05	23	38	48	54	60	189	-.2	.774	-.019
Top 10%	47.4	12.0	.08	24	40	50	58	60	192	-2.4	.002	-.204
<b>Supportive Environment</b>												
UNO (N = 208)	31.4	13.0	.90	8	23	33	40	53				
CUMU Peers	31.0	14.0	.23	8	20	30	40	58	3,980	.4	.719	.026
Carnegie Class	31.7	13.9	.08	10	23	33	40	58	28,916	-.3	.721	-.025
NSSE 2018 & 2019	32.2	14.1	.04	10	23	33	40	58	156,607	-.8	.398	-.059
Top 50%	34.8	13.9	.06	13	25	35	45	60	62,814	-3.4	.000	-.244
Top 10%	37.0	14.0	.13	13	28	38	48	60	12,065	-5.6	.000	-.400

#### Detailed Statistics: Seniors

Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
<i>Mean</i>	<i>SD<sup>b</sup></i>	<i>SE<sup>c</sup></i>	<i>5th</i>	<i>25th</i>	<i>50th</i>	<i>75th</i>	<i>95th</i>	<i>Deg. of freedom<sup>e</sup></i>	<i>Mean diff.</i>	<i>Sig.<sup>f</sup></i>	<i>Effect size<sup>g</sup></i>
<p>a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).</p> <p>b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.</p> <p>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.</p> <p>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.</p> <p>e. Degrees of freedom used to compute the <i>t</i>-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.</p> <p>f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.</p> <p>g. Effect size is the mean difference divided by the pooled standard deviation.</p>											