

2022

NSSE 2022 Engagement Indicators

National Survey of Student Engagement

Follow this and additional works at: <https://digitalcommons.unomaha.edu/oienesse>

Please take our feedback survey at: https://unomaha.az1.qualtrics.com/jfe/form/SV_8cchtFmpDyGfBLE

Recommended Citation

National Survey of Student Engagement, "NSSE 2022 Engagement Indicators" (2022). *NSSE*. 31.
<https://digitalcommons.unomaha.edu/oienesse/31>

This Report is brought to you for free and open access by the Surveys and Assessment at DigitalCommons@UNO. It has been accepted for inclusion in NSSE by an authorized administrator of DigitalCommons@UNO. For more information, please contact unodigitalcommons@unomaha.edu.



NSSE 2022

Engagement Indicators

University of Nebraska at Omaha

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right. The specific items within each EI are listed below, starting on page 5.

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

Report Sections

Overview (p. 3)

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

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2021 and 2022 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. Your NSSE Tableau dashboards and Report Builder (released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

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

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

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

Engagement Indicators: Overview

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

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

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with CUMU	Your first-year students compared with Board of Regents	Your first-year students compared with The Summit League
	Higher-Order Learning	--	--	--
Academic Challenge	Reflective & Integrative Learning	△	△	△
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	△	--	▽
	Discussions with Diverse Others	△	--	△
Experiences with Faculty	Student-Faculty Interaction	△	△	--
	Effective Teaching Practices	△	△	△
Campus Environment	Quality of Interactions	△	△	--
	Supportive Environment	--	--	△

Seniors

Theme	Engagement Indicator	Your seniors compared with CUMU	Your seniors compared with Board of Regents	Your seniors compared with The Summit League
	Higher-Order Learning	--	--	--
Academic Challenge	Reflective & Integrative Learning	△	△	△
	Learning Strategies	--	--	△
	Quantitative Reasoning	△	--	--
Learning with Peers	Collaborative Learning	▽	▽	▽
	Discussions with Diverse Others	--	--	△
Experiences with Faculty	Student-Faculty Interaction	△	△	▽
	Effective Teaching Practices	△	△	△
Campus Environment	Quality of Interactions	△	△	△
	Supportive Environment	--	--	△

Academic Challenge: First-year students

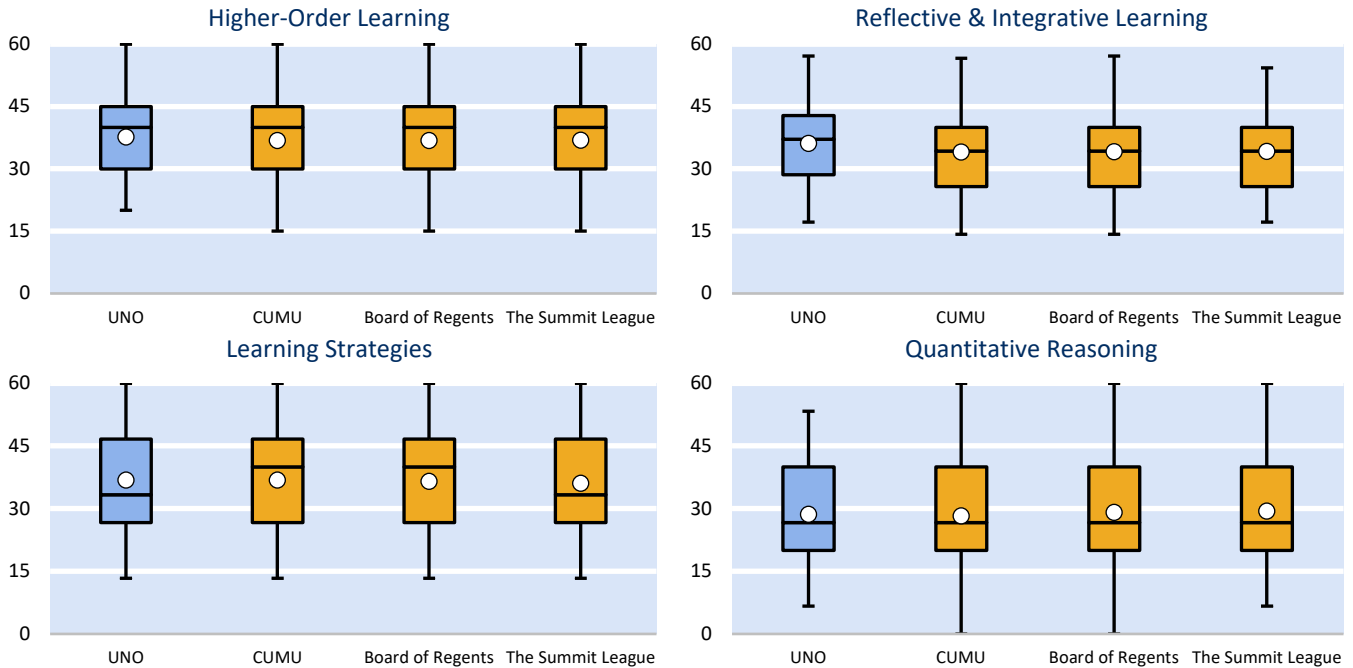
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	UNO Mean	Your first-year students compared with					
		CUMU Mean	CUMU Effect size	Board of Regents Mean	Board of Regents Effect size	The Summit League Mean	The Summit League Effect size
Higher-Order Learning	37.7	36.9	.06	36.8	.06	37.0	.05
Reflective & Integrative Learning	36.2	34.1 ***	.17	34.2 ***	.17	34.2 ***	.17
Learning Strategies	36.8	36.8	.00	36.5	.02	36.1	.05
Quantitative Reasoning	28.6	28.2	.03	29.0	-.03	29.4	-.05

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 ^a between your FY students and		
		CUMU	Board of Regents	The Summit League
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	67	-0	+1	-4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	+3	+3	+0
4d. Evaluating a point of view, decision, or information source	68	+1	-0	+3
4e. Forming a new idea or understanding from various pieces of information	70	+2	+3	+4
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	54	+7	+8	+3
2b. Connected your learning to societal problems or issues	57	+8	+7	+9
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57	+7	+6	+11
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	+4	+4	+4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72	+3	+3	+5
2f. Learned something that changed the way you understand an issue or concept	69	+5	+5	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	77	+1	+2	-1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	69	-1	-2	+1
9b. Reviewed your notes after class	61	-4	-2	-3
9c. Summarized what you learned in class or from course materials	62	-0	+1	+1
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	+0	-1	-3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	+1	-2	-0
6c. Evaluated what others have concluded from numerical information	39	+0	-2	-5

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

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

Academic Challenge: Seniors

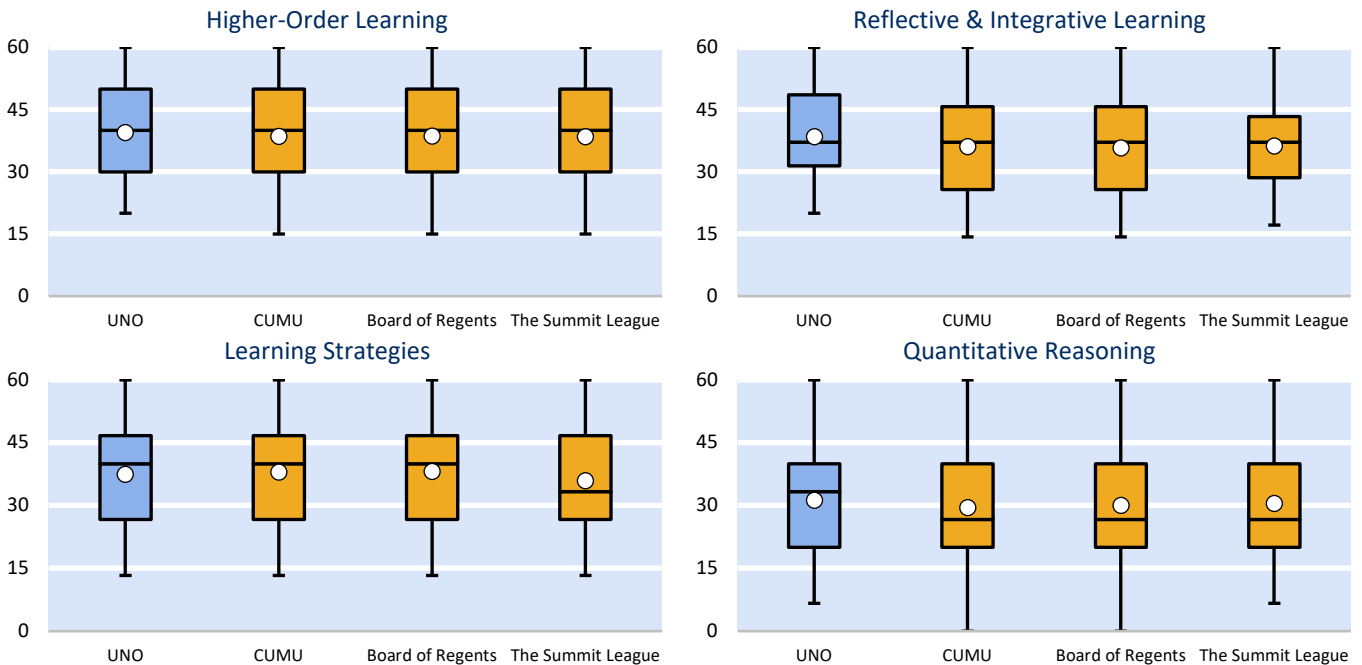
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 Mean	CUMU Effect size	Board of Regents Mean	Board of Regents Effect size	The Summit League Mean	The Summit League Effect size
Higher-Order Learning	39.5	38.6	.07	38.7	.06	38.5	.08
Reflective & Integrative Learning	38.5	36.1 ***	.18	35.8 ***	.20	36.3 ***	.18
Learning Strategies	37.4	37.9	-.04	38.1	-.04	35.9 *	.10
Quantitative Reasoning	31.2	29.4 *	.11	30.0	.08	30.5	.05

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 ^a between your seniors and		
		CUMU	Board of Regents	The Summit League
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	76	+2	+3	+0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	+2	+2	+3
4d. Evaluating a point of view, decision, or information source	72	+5	+5	+7
4e. Forming a new idea or understanding from various pieces of information	75	+6	+6	+7
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	67	+4	+5	-3
2b. Connected your learning to societal problems or issues	62	+8	+9	+4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	56	+7	+8	+9
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	+8	+8	+7
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	77	+7	+8	+9
2f. Learned something that changed the way you understand an issue or concept	72	+5	+5	+5
2g. Connected ideas from your courses to your prior experiences and knowledge	85	+5	+6	+3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	76	+3	+3	+7
9b. Reviewed your notes after class	60	-4	-5	+2
9c. Summarized what you learned in class or from course materials	62	-2	-2	+2
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	56	+1	-0	-0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	48	+4	+3	+3
6c. Evaluated what others have concluded from numerical information	48	+3	+2	+2

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

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

Learning with Peers: First-year students

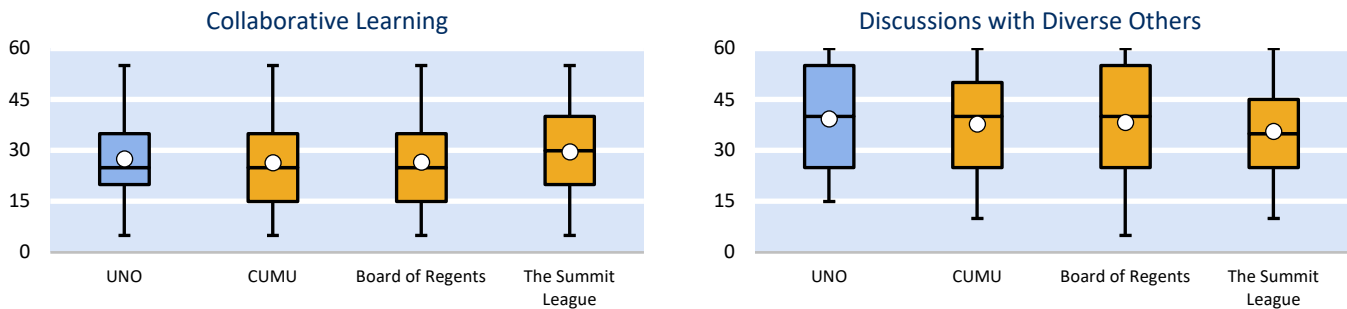
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UNO Mean	Your first-year students compared with					
		CUMU Mean	CUMU Effect size	Board of Regents Mean	Board of Regents Effect size	The Summit League Mean	The Summit League Effect size
Collaborative Learning	27.5	26.3 *	.08	26.6	.06	29.6 ***	-.15
Discussions with Diverse Others	39.2	37.7 *	.09	38.2	.06	35.6 ***	.24

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.

Indicator Item	UNO %	Percentage point difference ^a between your FY students and		
		CUMU	Board of Regents	The Summit League
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	40	+2	+1	-7
1c. Explained course material to one or more students	43	+2	+2	-9
1d. Prepared for exams by discussing or working through course material with other students	33	+0	-0	-9
1e. Worked with other students on course projects or assignments	46	+2	-1	-1
Discussions with Diverse Others				
<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	73	+3	+2	+15
8b. People from an economic background other than your own	70	+3	+2	+5
8c. People with religious beliefs other than your own	65	+2	+1	+7
8d. People with political views other than your own	62	+3	+2	+2

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

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

Learning with Peers: Seniors

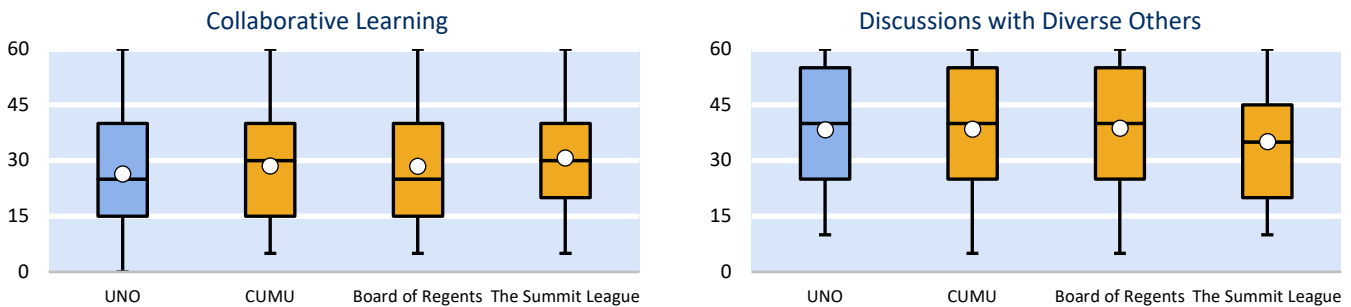
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UNO Mean	Your seniors compared with					
		CUMU		Board of Regents		The Summit League	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	26.4	28.6 **	-.14	28.5 **	-.13	30.8 ***	-.28
Discussions with Diverse Others	38.3	38.5	-.01	38.8	-.03	35.2 ***	.20

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.

Collaborative Learning	UNO %	Percentage point difference ^a between your seniors and		
		CUMU	Board of Regents	The Summit League
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	34	-4	-5	-9
1c. Explained course material to one or more students	44	-2	-1	-9
1d. Prepared for exams by discussing or working through course material with other students	29	-6	-6	-11
1e. Worked with other students on course projects or assignments	54	-2	-1	-9
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	67	-3	-5	+12
8b. People from an economic background other than your own	69	-0	-1	+7
8c. People with religious beliefs other than your own	65	-0	-1	+8
8d. People with political views other than your own	63	+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 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.

Experiences with Faculty: First-year students

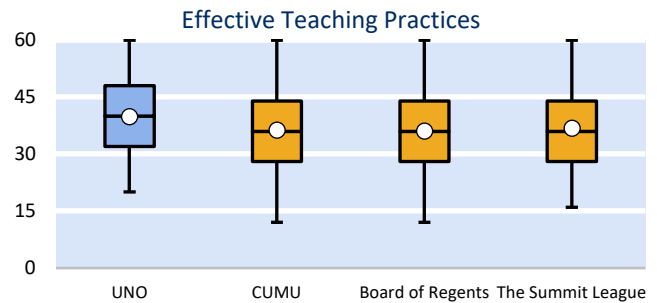
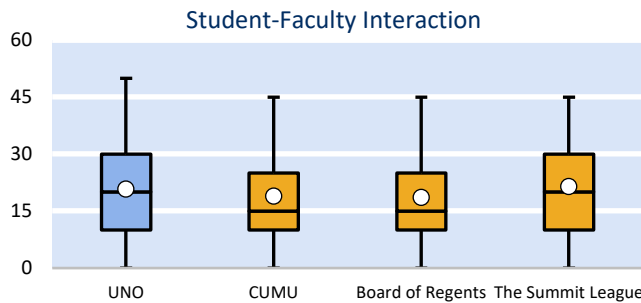
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		CUMU Mean	CUMU Effect size	Board of Regents Mean	Board of Regents Effect size	The Summit League Mean	The Summit League Effect size
Student-Faculty Interaction	20.8	18.9 ***	.13	18.5 ***	.16	21.4	-.04
Effective Teaching Practices	39.8	36.3 ***	.26	36.0 ***	.28	36.7 ***	.24

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.

Student-Faculty Interaction	UNO %	Percentage point difference ^a between your FY students and		
		CUMU	Board of Regents	The Summit League
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	37	+3	+5	-3
3b. Worked w/faculty on activities other than coursework(committees, student groups, etc.)	19	+2	+2	-2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	+1	+1	-3
3d. Discussed your academic performance with a faculty member	30	+4	+4	+0
<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	80	+6	+7	+5
5b. Taught course sessions in an organized way	75	+5	+5	+3
5c. Used examples or illustrations to explain difficult points	72	+4	+5	+2
5d. Provided feedback on a draft or work in progress	70	+11	+12	+10
5e. Provided prompt and detailed feedback on tests or completed assignments	64	+10	+11	+9

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

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

Experiences with Faculty: Seniors

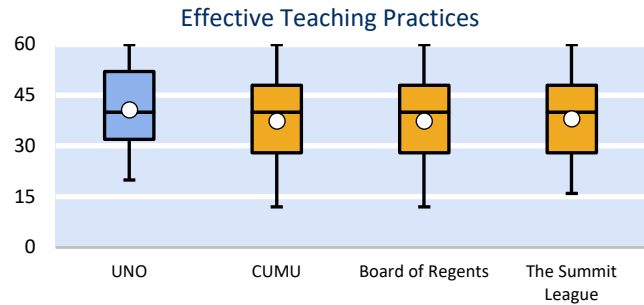
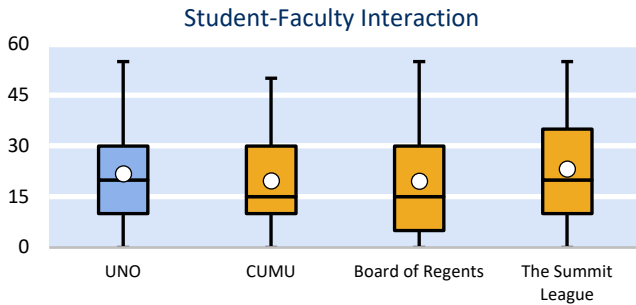
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 seniors compared with					
		CUMU		Board of Regents		The Summit League	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.7	19.7 **	.13	19.5 **	.14	23.2 *	-.10
Effective Teaching Practices	40.6	37.3 ***	.23	37.3 ***	.23	38.0 ***	.20

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.

Student-Faculty Interaction	UNO %	Percentage point difference ^a between your seniors and		
		CUMU	Board of Regents	The Summit League
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	38	+4	+6	-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	+6	+5	-2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	+2	+2	-4
3d. Discussed your academic performance with a faculty member	27	+0	+0	-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	81	+5	+5	+5
5b. Taught course sessions in an organized way	79	+9	+8	+5
5c. Used examples or illustrations to explain difficult points	76	+5	+6	+1
5d. Provided feedback on a draft or work in progress	67	+10	+12	+7
5e. Provided prompt and detailed feedback on tests or completed assignments	68	+10	+10	+9

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

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

Campus Environment: First-year students

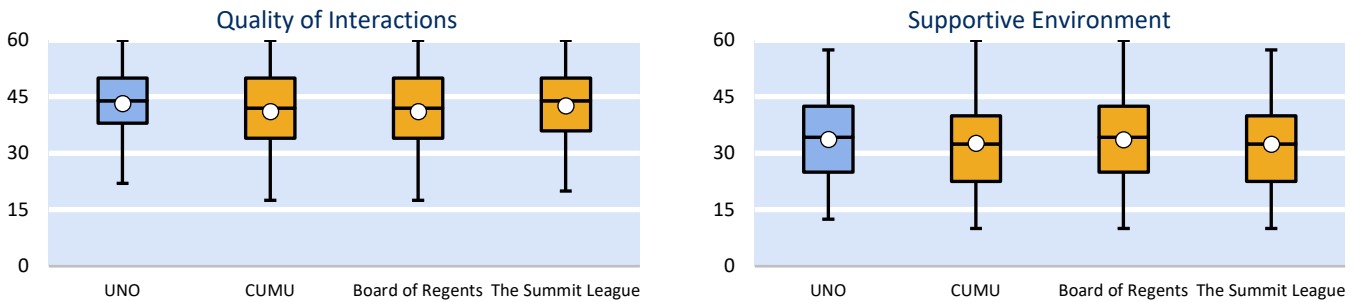
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNO Mean	Your first-year students compared with					
		CUMU Mean	Effect size	Board of Regents Mean	Effect size	The Summit League Mean	Effect size
Quality of Interactions	43.2	41.1 ***	.17	41.1 ***	.17	42.6	.05
Supportive Environment	33.8	32.7	.07	33.7	.01	32.4 *	.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. 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 ^a between your FY students and		
		CUMU	Board of Regents	The Summit League
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	48	+2	-0	-1
13b. Academic advisors	54	+3	+5	-5
13c. Faculty	55	+11	+11	+7
13d. Student services staff (career services, student activities, housing, etc.)	46	+3	+2	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	+6	+6	+2
<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	72	+4	+3	+3
14c. Using learning support services (tutoring services, writing center, etc.)	74	+3	+3	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	+3	+1	+10
14e. Providing opportunities to be involved socially	61	-0	-3	+0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	+5	+2	+4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	+1	-2	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	55	+2	-4	-2
14i. Attending events that address important social, economic, or political issues	40	+0	-2	-2

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

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

Campus Environment: Seniors

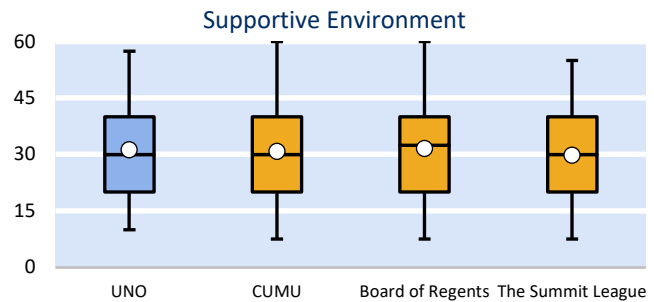
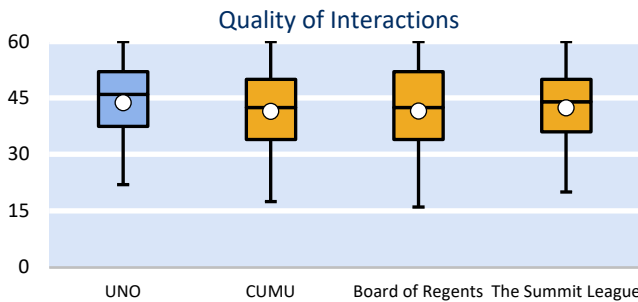
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNO Mean	Your seniors compared with					
		CUMU		Board of Regents		The Summit League	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.8	41.5 ***	.18	41.6 ***	.17	42.4 *	.12
Supportive Environment	31.3	30.9	.03	31.7	-.02	29.9 *	.11

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	UNO	Percentage point difference ^a between your seniors and		
		CUMU	Board of Regents	The Summit League
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1= "Poor" to 7= "Excellent") with...</i>	%			
13a. Students	54	+0	-0	-2
13b. Academic advisors	61	+13	+14	+8
13c. Faculty	57	+7	+7	+4
13d. Student services staff (career services, student activities, housing, etc.)	46	+1	+0	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	49	+5	+3	+5
<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	68	+3	+3	+6
14c. Using learning support services (tutoring services, writing center, etc.)	64	+1	-1	+6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	+1	-0	+11
14e. Providing opportunities to be involved socially	60	+1	-1	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	59	+0	-1	+0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	29	-2	-4	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	47	-1	-5	-7
14i. Attending events that address important social, economic, or political issues	39	-0	-1	+4

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

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

This page intentionally left blank.

Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2021 and 2022 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2021 and 2022 NSSE institutions.

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

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

First-Year Students		UNO Mean	Your first-year students compared with						
			NSSE Top 50%			NSSE Top 10%			
			Mean	Effect size	✓	Mean	Effect size	✓	
Theme	Engagement Indicator								
Academic Challenge	Higher-Order Learning	37.7	39.2 **	-.12		42.1 ***	-.34		
	Reflective and Integrative Learning	36.2	36.9	-.06	✓	39.2 ***	-.25		
	Learning Strategies	36.8	39.6 ***	-.20		42.9 ***	-.43		
	Quantitative Reasoning	28.6	30.2 **	-.10		33.3 ***	-.30		
Learning with Peers	Collaborative Learning	27.5	31.8 ***	-.32		35.4 ***	-.59		
	Discussions with Diverse Others	39.2	39.8	-.04	✓	42.6 ***	-.24		
Experiences with Faculty	Student-Faculty Interaction	20.8	24.3 ***	-.24		27.8 ***	-.46		
	Effective Teaching Practices	39.8	40.3	-.03	✓	43.3 ***	-.26		
Campus Environment	Quality of Interactions	43.2	45.1 ***	-.16		48.2 ***	-.40		
	Supportive Environment	33.8	35.9 ***	-.16		39.1 ***	-.40		
Seniors		UNO Mean	Your seniors compared with						
Theme			NSSE Top 50%			NSSE Top 10%			
			Mean	Effect size	✓	Mean	Effect size	✓	
Engagement Indicator									
Academic Challenge	Higher-Order Learning	39.5	41.9 ***	-.17		44.2 ***	-.36		
	Reflective and Integrative Learning	38.5	40.3 ***	-.14		42.7 ***	-.36		
	Learning Strategies	37.4	41.1 ***	-.25		43.4 ***	-.43		
	Quantitative Reasoning	31.2	32.5	-.07	✓	35.3 ***	-.26		
Learning with Peers	Collaborative Learning	26.4	34.0 ***	-.52		37.9 ***	-.83		
	Discussions with Diverse Others	38.3	40.4 **	-.13		43.2 ***	-.32		
Experiences with Faculty	Student-Faculty Interaction	21.7	28.8 ***	-.44		33.2 ***	-.72		
	Effective Teaching Practices	40.6	41.9 *	-.09		44.5 ***	-.28		
Campus Environment	Quality of Interactions	43.8	45.6 **	-.15		48.0 ***	-.33		
	Supportive Environment	31.3	34.3 ***	-.20		37.4 ***	-.42		

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

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2021 and 2022 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UNO (N = 746)	37.7	13.1	.48	20	30	40	45	60				
CUMU	36.9	13.4	.17	15	30	40	45	60	7,196	.8	.113	.061
Board of Regents	36.8	13.7	.20	15	30	40	45	60	5,384	.8	.121	.061
The Summit League	37.0	13.0	.23	15	30	40	45	60	3,965	.7	.185	.054
Top 50%	39.2	13.3	.04	20	30	40	50	60	140,335	-1.6	.001	-.118
Top 10%	42.1	13.0	.11	20	35	40	55	60	16,105	-4.4	.000	-.335
Reflective & Integrative Learning												
UNO (N = 787)	36.2	11.7	.42	17	29	37	43	57				
CUMU	34.1	12.1	.14	14	26	34	40	57	7,820	2.1	.000	.173
Board of Regents	34.2	12.3	.17	14	26	34	40	57	5,863	2.0	.000	.168
The Summit League	34.2	11.6	.20	17	26	34	40	54	4,247	2.0	.000	.169
Top 50%	36.9	12.1	.03	17	29	37	46	60	139,920	-.7	.105	-.058
Top 10%	39.2	11.8	.09	20	31	40	49	60	19,828	-3.0	.000	-.255
Learning Strategies												
UNO (N = 729)	36.8	14.0	.52	13	27	33	47	60				
CUMU	36.8	13.8	.18	13	27	40	47	60	6,742	.0	.961	.002
Board of Regents	36.5	14.0	.21	13	27	40	47	60	5,039	.3	.569	.023
The Summit League	36.1	13.3	.24	13	27	33	47	60	3,697	.7	.184	.055
Top 50%	39.6	14.1	.04	20	27	40	53	60	127,982	-2.7	.000	-.195
Top 10%	42.9	14.3	.09	20	33	40	60	60	23,946	-6.1	.000	-.427
Quantitative Reasoning												
UNO (N = 733)	28.6	14.1	.52	7	20	27	40	53				
CUMU	28.2	15.2	.20	0	20	27	40	60	949	.4	.474	.026
Board of Regents	29.0	15.4	.23	0	20	27	40	60	1,046	-.4	.472	-.027
The Summit League	29.4	14.3	.26	7	20	27	40	60	3,729	-.7	.219	-.051
Top 50%	30.2	15.4	.04	7	20	27	40	60	740	-1.5	.003	-.101
Top 10%	33.3	15.5	.11	7	20	33	40	60	801	-4.6	.000	-.300
Learning with Peers												
Collaborative Learning												
UNO (N = 813)	27.5	14.0	.49	5	20	25	35	55				
CUMU	26.3	14.5	.16	5	15	25	35	55	8,506	1.1	.033	.079
Board of Regents	26.6	14.6	.20	5	15	25	35	55	6,351	.9	.098	.062
The Summit League	29.6	14.2	.23	5	20	30	40	55	4,530	-2.1	.000	-.150
Top 50%	31.8	13.9	.04	10	20	30	40	60	130,175	-4.4	.000	-.316
Top 10%	35.4	13.5	.09	15	25	35	45	60	24,460	-8.0	.000	-.589
Discussions with Diverse Others												
UNO (N = 728)	39.2	15.6	.58	15	25	40	55	60				
CUMU	37.7	16.4	.21	10	25	40	50	60	6,782	1.5	.018	.093
Board of Regents	38.2	16.5	.25	5	25	40	55	60	5,064	1.0	.137	.060
The Summit League	35.6	14.8	.27	10	25	35	45	60	3,705	3.6	.000	.242
Top 50%	39.8	15.1	.04	15	30	40	55	60	117,322	-.6	.274	-.041
Top 10%	42.6	14.2	.12	20	35	40	55	60	786	-3.4	.000	-.235

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UNO (N = 769)	20.8	14.4	.52	0	10	20	30	50				
CUMU	18.9	14.2	.17	0	10	15	25	45	7,495	1.9	.000	.135
Board of Regents	18.5	14.3	.21	0	10	15	25	45	5,615	2.2	.000	.157
The Summit League	21.4	14.0	.24	0	10	20	30	45	4,072	-.6	.282	-.043
Top 50%	24.3	15.1	.06	5	15	20	35	55	787	-3.6	.000	-.236
Top 10%	27.8	15.3	.14	5	15	25	40	60	883	-7.1	.000	-.461
Effective Teaching Practices												
UNO (N = 751)	39.8	13.0	.47	20	32	40	48	60				
CUMU	36.3	13.6	.17	12	28	36	44	60	953	3.6	.000	.264
Board of Regents	36.0	13.9	.20	12	28	36	44	60	1,049	3.8	.000	.280
The Summit League	36.7	12.7	.22	16	28	36	44	60	3,935	3.1	.000	.242
Top 50%	40.3	13.8	.04	16	32	40	52	60	764	-.5	.312	-.035
Top 10%	43.3	13.7	.11	20	36	44	56	60	835	-3.5	.000	-.255
Campus Environment												
Quality of Interactions												
UNO (N = 658)	43.2	11.4	.45	22	38	44	50	60				
CUMU	41.1	12.7	.17	18	34	42	50	60	865	2.1	.000	.166
Board of Regents	41.1	12.7	.20	18	34	42	50	60	947	2.1	.000	.167
The Summit League	42.6	11.4	.22	20	36	44	50	60	3,483	.6	.231	.052
Top 50%	45.1	11.9	.04	22	38	48	54	60	669	-1.9	.000	-.161
Top 10%	48.2	12.5	.10	23	42	50	60	60	727	-5.0	.000	-.400
Supportive Environment												
UNO (N = 717)	33.8	13.2	.49	13	25	34	43	58				
CUMU	32.7	14.0	.18	10	23	33	40	60	921	1.0	.053	.073
Board of Regents	33.7	13.9	.21	10	25	34	43	60	4,939	.1	.883	.006
The Summit League	32.4	13.5	.25	10	23	33	40	58	3,602	1.3	.020	.097
Top 50%	35.9	13.6	.05	13	26	38	45	60	89,300	-2.2	.000	-.161
Top 10%	39.1	13.3	.13	18	30	40	50	60	10,694	-5.4	.000	-.403

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UNO (N = 544)	39.5	13.1	.56	20	30	40	50	60				
CUMU	38.6	14.3	.14	15	30	40	50	60	614	.9	.111	.065
Board of Regents	38.7	14.4	.17	15	30	40	50	60	648	.9	.148	.059
The Summit League	38.5	13.5	.22	15	30	40	50	60	4,219	1.1	.083	.080
Top 50%	41.9	13.7	.04	20	35	40	55	60	548	-2.4	.000	-.172
Top 10%	44.2	13.1	.12	20	35	45	60	60	590	-4.7	.000	-.359
Reflective & Integrative Learning												
UNO (N = 558)	38.5	12.0	.51	20	31	37	49	60				
CUMU	36.1	13.3	.13	14	26	37	46	60	630	2.4	.000	.184
Board of Regents	35.8	13.4	.15	14	26	37	46	60	664	2.7	.000	.204
The Summit League	36.3	12.5	.20	17	29	37	43	60	4,428	2.3	.000	.182
Top 50%	40.3	12.5	.04	20	31	40	50	60	125,492	-1.8	.001	-.140
Top 10%	42.7	11.7	.11	23	34	43	51	60	12,442	-4.2	.000	-.360
Learning Strategies												
UNO (N = 536)	37.4	13.9	.60	13	27	40	47	60				
CUMU	37.9	14.8	.15	13	27	40	47	60	10,101	-.5	.404	-.037
Board of Regents	38.1	15.0	.18	13	27	40	47	60	640	-.7	.288	-.045
The Summit League	35.9	14.6	.25	13	27	33	47	60	4,062	1.5	.025	.104
Top 50%	41.1	14.6	.04	20	33	40	53	60	150,594	-3.7	.000	-.253
Top 10%	43.4	14.2	.09	20	33	40	60	60	25,849	-6.0	.000	-.426
Quantitative Reasoning												
UNO (N = 536)	31.2	15.2	.65	7	20	33	40	60				
CUMU	29.4	16.2	.16	0	20	27	40	60	10,203	1.8	.012	.111
Board of Regents	30.0	16.1	.20	0	20	27	40	60	7,271	1.3	.081	.078
The Summit League	30.5	15.4	.26	7	20	27	40	60	4,073	.7	.294	.049
Top 50%	32.5	16.5	.04	7	20	33	40	60	539	-1.2	.067	-.073
Top 10%	35.3	16.0	.11	7	20	33	47	60	20,031	-4.1	.000	-.257
Learning with Peers												
Collaborative Learning												
UNO (N = 574)	26.4	15.6	.65	0	15	25	40	60				
CUMU	28.6	15.7	.15	5	15	30	40	60	11,888	-2.2	.001	-.140
Board of Regents	28.5	15.9	.18	5	15	25	40	60	8,494	-2.1	.002	-.133
The Summit League	30.8	15.6	.25	5	20	30	40	60	4,620	-4.4	.000	-.280
Top 50%	34.0	14.6	.04	10	25	35	45	60	577	-7.6	.000	-.522
Top 10%	37.9	13.7	.11	15	30	40	50	60	603	-11.4	.000	-.833
Discussions with Diverse Others												
UNO (N = 537)	38.3	16.5	.71	10	25	40	55	60				
CUMU	38.5	16.9	.17	5	25	40	55	60	10,136	-.2	.822	-.010
Board of Regents	38.8	17.1	.21	5	25	40	55	60	7,205	-.5	.524	-.029
The Summit League	35.2	15.7	.26	10	20	35	45	60	4,076	3.1	.000	.199
Top 50%	40.4	15.9	.04	15	30	40	55	60	150,764	-2.1	.003	-.130
Top 10%	43.2	15.1	.12	20	35	45	60	60	568	-4.9	.000	-.324

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UNO (N = 546)	21.7	15.7	.67	0	10	20	30	55				
CUMU	19.7	15.5	.15	0	10	15	30	50	10,985	2.0	.003	.131
Board of Regents	19.5	15.8	.19	0	5	15	30	55	7,834	2.2	.002	.137
The Summit League	23.2	15.6	.25	0	10	20	35	55	4,284	-1.5	.037	-.095
Top 50%	28.8	16.2	.06	5	15	25	40	60	555	-7.1	.000	-.436
Top 10%	33.2	16.1	.18	10	20	35	45	60	624	-11.6	.000	-.718
Effective Teaching Practices												
UNO (N = 545)	40.6	13.2	.57	20	32	40	52	60				
CUMU	37.3	14.5	.14	12	28	40	48	60	617	3.3	.000	.229
Board of Regents	37.3	14.6	.17	12	28	40	48	60	651	3.3	.000	.230
The Summit League	38.0	13.6	.22	16	28	40	48	60	4,215	2.7	.000	.196
Top 50%	41.9	14.1	.04	16	32	40	56	60	550	-1.3	.021	-.093
Top 10%	44.5	13.6	.10	20	36	44	56	60	18,019	-3.8	.000	-.283
Campus Environment												
Quality of Interactions												
UNO (N = 478)	43.8	11.7	.53	22	38	46	52	60				
CUMU	41.5	13.0	.14	18	34	43	50	60	546	2.3	.000	.179
Board of Regents	41.6	13.1	.17	16	34	43	52	60	580	2.2	.000	.172
The Summit League	42.4	11.5	.20	20	36	44	50	60	3,709	1.4	.014	.120
Top 50%	45.6	12.3	.04	22	38	48	56	60	115,908	-1.8	.001	-.146
Top 10%	48.0	12.5	.07	22	40	50	60	60	35,066	-4.2	.000	-.332
Supportive Environment												
UNO (N = 532)	31.3	13.9	.60	10	20	30	40	58				
CUMU	30.9	14.9	.15	8	20	30	40	60	603	.4	.510	.028
Board of Regents	31.7	14.9	.19	8	20	33	40	60	636	-.3	.589	-.023
The Summit League	29.9	13.6	.23	8	20	30	40	55	3,993	1.5	.022	.107
Top 50%	34.3	14.7	.04	10	23	35	45	60	537	-2.9	.000	-.200
Top 10%	37.4	14.5	.14	13	28	38	48	60	11,226	-6.1	.000	-.422

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

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

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

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

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

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

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