



NSSE 2022

Engagement Indicators

Case Western Reserve University

About Your Engagement Indicators Report

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

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

Report Sections

Overview (p. 3)

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

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

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

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with AAU	Your first-year students compared with Peripheral Peers	Your first-year students compared with NSSE 2021 & 2022
	Higher-Order Learning	--	--	--
<i>Academic Challenge</i>	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 AAU	Your seniors compared with Peripheral Peers	Your seniors compared with NSSE 2021 & 2022
	Higher-Order Learning	--	--	--
<i>Academic Challenge</i>	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

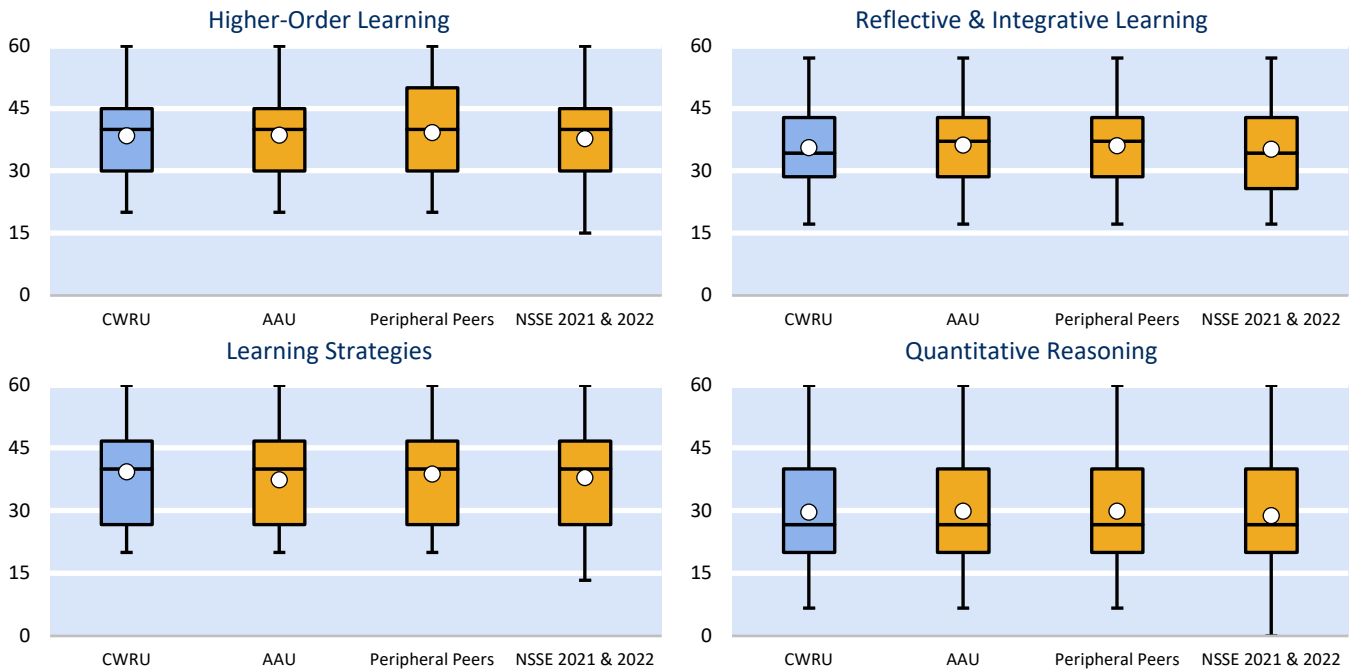
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	CWRU Mean	Your first-year students compared with					
		AAU Mean	AAU Effect size	Peripheral Peers Mean	Peripheral Peers Effect size	NSSE 2021 & 2022 Mean	NSSE 2021 & 2022 Effect size
Higher-Order Learning	38.5	38.6	-.01	39.2	-.06	37.8	.05
Reflective & Integrative Learning	35.6	36.3	-.05	36.1	-.04	35.3	.03
Learning Strategies	39.3	37.4 ***	.14	38.7	.04	37.9 **	.10
Quantitative Reasoning	29.6	29.8	-.01	29.8	-.01	28.7	.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.

	CWRU	Percentage point difference ^a between your FY students and		
		AAU	Peripheral Peers	NSSE 2021 & 2022
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	81	+7	+8	+12
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	+2	+1	+6
4d. Evaluating a point of view, decision, or information source	62	-7	-10	-8
4e. Forming a new idea or understanding from various pieces of information	69	-2	-4	-1
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	-0	+1	+4
2b. Connected your learning to societal problems or issues	46	-8	-12	-6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51	-6	-9	-2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	-1	-0	+0
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	-1	+1	+1
2f. Learned something that changed the way you understand an issue or concept	70	+1	+3	+5
2g. Connected ideas from your courses to your prior experiences and knowledge	80	-0	-0	+3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	73	-2	-6	+0
9b. Reviewed your notes after class	71	+9	+8	+6
9c. Summarized what you learned in class or from course materials	67	+4	+1	+3
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.)	58	+3	+3	+5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	-2	-3	-0
6c. Evaluated what others have concluded from numerical information	48	+3	+4	+7

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

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

Academic Challenge: Seniors

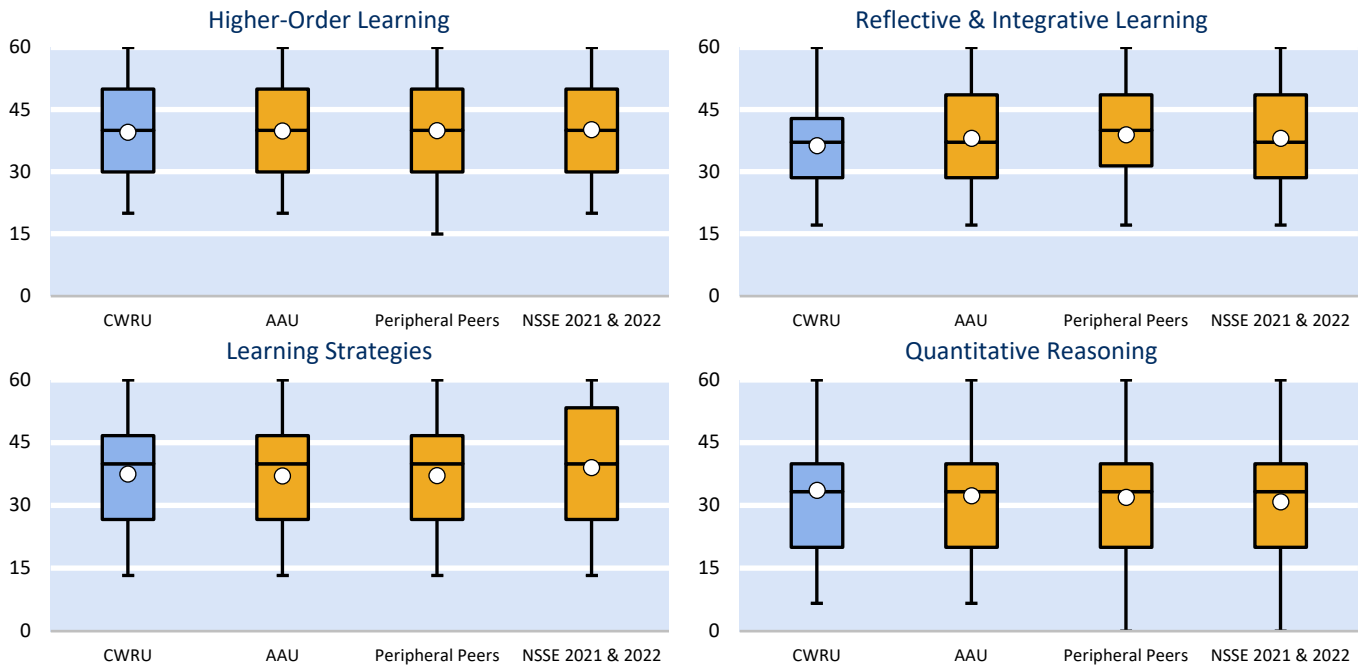
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	CWRU Mean	Your seniors compared with					
		AAU Mean	AAU Effect size	Peripheral Peers Mean	Peripheral Peers Effect size	NSSE 2021 & 2022 Mean	NSSE 2021 & 2022 Effect size
Higher-Order Learning	39.6	39.9	-.02	39.9	-.02	40.2	-.04
Reflective & Integrative Learning	36.4	38.1 *	-.14	39.0 ***	-.21	38.1 *	-.14
Learning Strategies	37.5	37.0	.03	37.1	.02	39.0	-.10
Quantitative Reasoning	33.6	32.3	.08	31.9	.10	30.9 **	.17

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

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.

	CWRU	Percentage point difference ^a between your seniors and		
		AAU	Peripheral Peers	NSSE 2021 & 2022
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	80	+2	+3	+4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	+1	+0	+1
4d. Evaluating a point of view, decision, or information source	62	-7	-8	-10
4e. Forming a new idea or understanding from various pieces of information	71	-1	-1	-2
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	-1	-3	+1
2b. Connected your learning to societal problems or issues	50	-11	-13	-11
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	44	-12	-15	-11
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	-4	-7	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	-1	-4	-3
2f. Learned something that changed the way you understand an issue or concept	72	-0	-1	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-1	-2	-0
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80	+5	+3	+4
9b. Reviewed your notes after class	60	+2	+3	-5
9c. Summarized what you learned in class or from course materials	67	+6	+6	+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.)	67	+9	+10	+11
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+0	+2	+3
6c. Evaluated what others have concluded from numerical information	55	+3	+4	+8

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Learning with Peers: First-year students

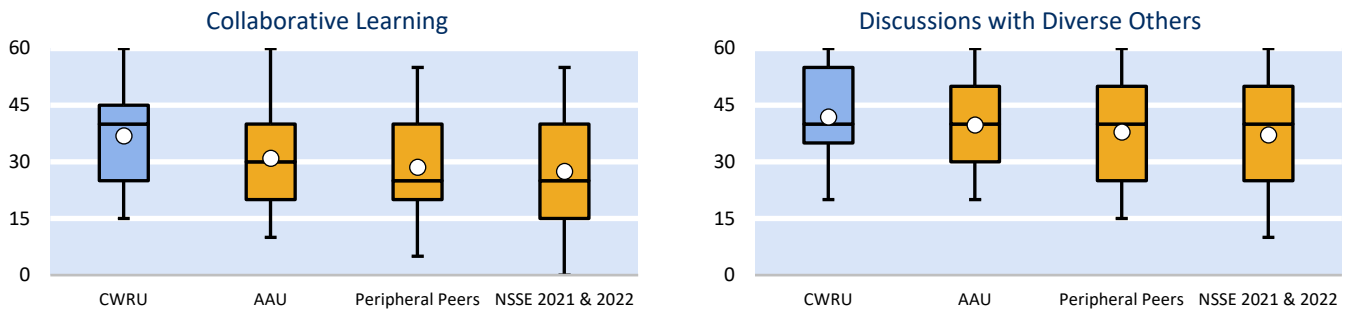
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	CWRU Mean	Your first-year students compared with					
		AAU Mean	AAU Effect size	Peripheral Peers Mean	Peripheral Peers Effect size	NSSE 2021 & 2022 Mean	NSSE 2021 & 2022 Effect size
Collaborative Learning	36.9	30.9 ***	.42	28.5 ***	.58	27.4 ***	.63
Discussions with Diverse Others	41.8	39.7 ***	.15	37.9 ***	.28	37.1 ***	.29

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Performance on Indicator Items

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	CWRU %	Percentage point difference ^a between your FY students and		
		AAU	Peripheral Peers	NSSE 2021 & 2022
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	66	+17	+24	+25
1c. Explained course material to one or more students	65	+13	+19	+21
1d. Prepared for exams by discussing or working through course material with other students	60	+16	+23	+23
1e. Worked with other students on course projects or assignments	66	+14	+15	+21
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	81	+8	+13	+15
8b. People from an economic background other than your own	76	+3	+7	+9
8c. People with religious beliefs other than your own	77	+7	+12	+16
8d. People with political views other than your own	52	-6	-1	-7

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

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Learning with Peers: Seniors

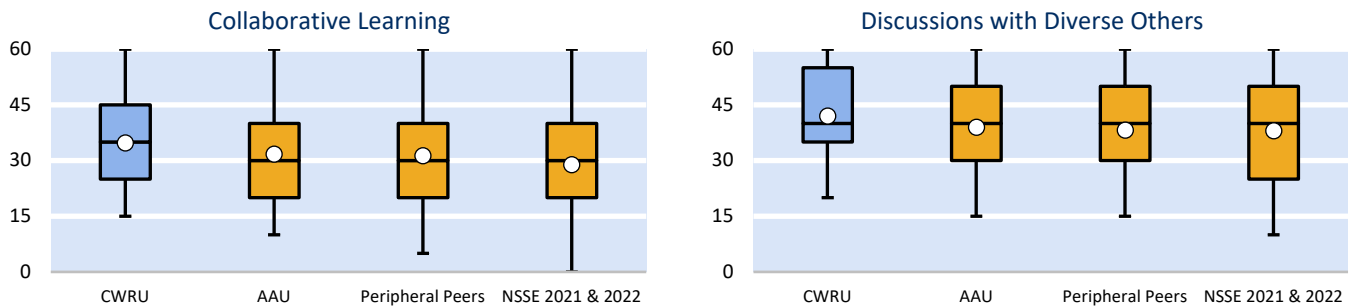
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	CWRU Mean	Your seniors compared with					
		AAU		Peripheral Peers		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.8	31.8 ***	.21	31.4 ***	.23	29.0 ***	.36
Discussions with Diverse Others	42.0	39.0 ***	.21	38.3 ***	.25	38.1 ***	.24

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Performance on Indicator Items

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Collaborative Learning	CWRU	Percentage point difference ^a between your seniors and		
		AAU	Peripheral Peers	NSSE 2021 & 2022
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	49	+4	+7	+10
1c. Explained course material to one or more students	57	+3	+3	+8
1d. Prepared for exams by discussing or working through course material with other students	47	+8	+8	+10
1e. Worked with other students on course projects or assignments	75	+11	+8	+19
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	83	+13	+14	+16
8b. People from an economic background other than your own	75	+4	+6	+7
8c. People with religious beliefs other than your own	77	+9	+11	+14
8d. People with political views other than your own	54	-2	-2	-7

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Experiences with Faculty: First-year students

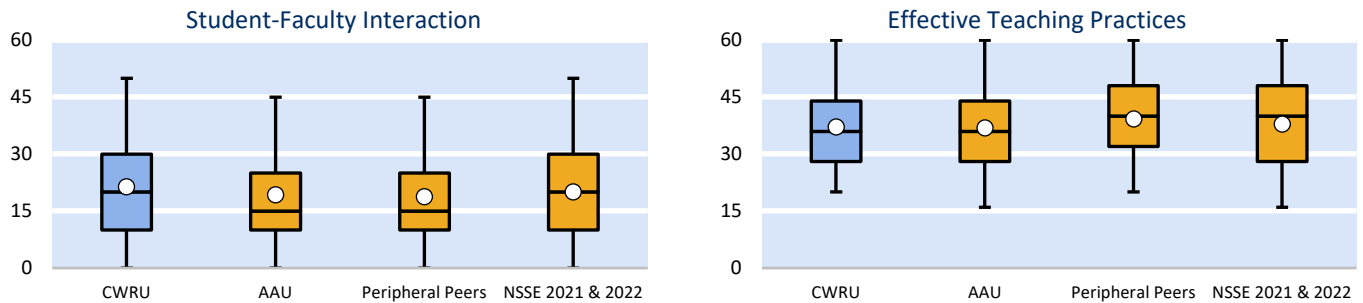
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	CWRU Mean	Your first-year students compared with					
		AAU Mean	AAU Effect size	Peripheral Peers Mean	Peripheral Peers Effect size	NSSE 2021 & 2022 Mean	NSSE 2021 & 2022 Effect size
Student-Faculty Interaction	21.3	19.2 ***	.15	18.7 ***	.19	20.0 *	.09
Effective Teaching Practices	37.1	36.9	.02	39.2 ***	-.16	37.9	-.06

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Student-Faculty Interaction	CWRU %	Percentage point difference ^a between your FY students and			
		AAU	Peripheral Peers	NSSE 2021 & 2022	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
3a. Talked about career plans with a faculty member	32	+2	+3	-2	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	+3	+5	+3	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	+5	+6	+5	
3d. Discussed your academic performance with a faculty member	26	+2	+2	-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	76	+1	-3	+1	
5b. Taught course sessions in an organized way	73	-0	-3	+1	
5c. Used examples or illustrations to explain difficult points	76	+3	+1	+5	
5d. Provided feedback on a draft or work in progress	56	-2	-7	-6	
5e. Provided prompt and detailed feedback on tests or completed assignments	56	+2	-7	-3	

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Experiences with Faculty: Seniors

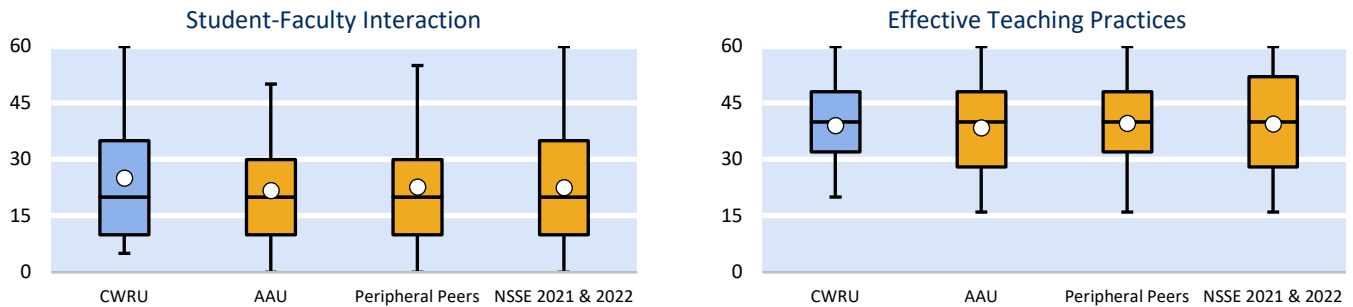
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		AAU Mean	AAU Effect size	Peripheral Peers Mean	Peripheral Peers Effect size	NSSE 2021 & 2022 Mean	NSSE 2021 & 2022 Effect size
Student-Faculty Interaction	25.0	21.7 ***	.22	22.6 **	.15	22.5 **	.15
Effective Teaching Practices	39.0	38.3	.05	39.6	-.04	39.4	-.03

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Student-Faculty Interaction	CWRU %	Percentage point difference ^a between your seniors and		
		AAU	Peripheral Peers	NSSE 2021 & 2022
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	40	+5	+3	+0
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	35	+9	+8	+9
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	+6	+6	+6
3d. Discussed your academic performance with a faculty member	26	+1	-2	-6
<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	+3	+2	+3
5b. Taught course sessions in an organized way	78	+2	+3	+3
5c. Used examples or illustrations to explain difficult points	81	+4	+5	+6
5d. Provided feedback on a draft or work in progress	57	-0	-6	-6
5e. Provided prompt and detailed feedback on tests or completed assignments	63	+6	-2	-1

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

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

Campus Environment: First-year students

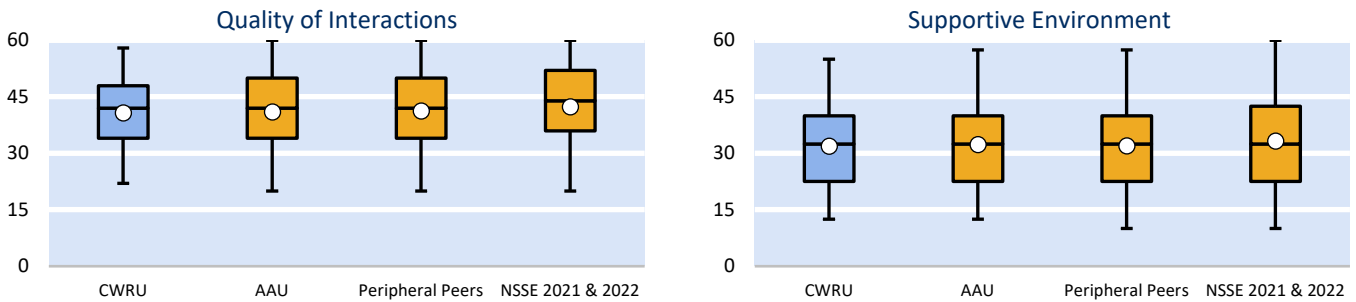
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CWRU Mean	Your first-year students compared with					
		AAU Mean	AAU Effect size	Peripheral Peers Mean	Peripheral Peers Effect size	NSSE 2021 & 2022 Mean	NSSE 2021 & 2022 Effect size
Quality of Interactions	40.8	41.0	-.02	41.3	-.04	42.4 ***	-.13
Supportive Environment	31.9	32.3	-.03	32.0	-.01	33.3 **	-.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	CWRU	Percentage point difference ^a between your FY students and			
		AAU	Peripheral Peers	NSSE 2021 & 2022	
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>					
	%				
13a. Students	54	+6	+5	+5	
13b. Academic advisors	39	-10	-11	-15	
13c. Faculty	45	-1	-6	-6	
13d. Student services staff (career services, student activities, housing, etc.)	42	+3	-1	-5	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	34	-1	-5	-12	
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>					
14b. Providing support to help students succeed academically	67	+1	-0	-3	
14c. Using learning support services (tutoring services, writing center, etc.)	68	+2	-1	-3	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	-1	-4	-1	
14e. Providing opportunities to be involved socially	63	-0	+0	-0	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	53	-6	-4	-9	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	30	-0	-0	-7	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	55	-6	+6	-1	
14i. Attending events that address important social, economic, or political issues	42	-0	-3	-1	

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

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

Campus Environment: Seniors

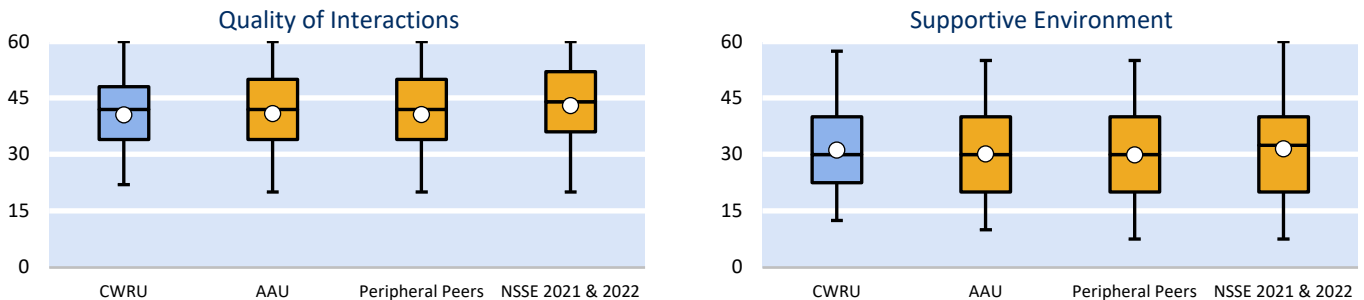
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CWRU Mean	Your seniors compared with					
		AAU Mean	AAU Effect size	Peripheral Peers Mean	Peripheral Peers Effect size	NSSE 2021 & 2022 Mean	NSSE 2021 & 2022 Effect size
Quality of Interactions	40.6	41.0	-.03	40.7	-.01	43.0 ***	-.19
Supportive Environment	31.2	30.2	.08	30.0	.09	31.6	-.02

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	CWRU	Percentage point difference ^a between your seniors and		
		AAU	Peripheral Peers	NSSE 2021 & 2022
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1= "Poor" to 7= "Excellent") with...</i>				
13a. Students	64	+10	+8	+6
13b. Academic advisors	38	-10	-7	-17
13c. Faculty	47	-4	-10	-10
13d. Student services staff (career services, student activities, housing, etc.)	34	-4	-5	-12
13e. Other administrative staff and offices (registrar, financial aid, etc.)	31	-4	-3	-15
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	65	+5	+2	-2
14c. Using learning support services (tutoring services, writing center, etc.)	59	+4	-3	-6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	+7	+7	+3
14e. Providing opportunities to be involved socially	61	-1	-0	+0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	56	+2	+5	-2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	26	+3	+1	-6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	47	-10	-3	-4
14i. Attending events that address important social, economic, or political issues	44	+7	+5	+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.

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 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

Theme	Engagement Indicator	CWRU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.5	39.3	-.06	✓	42.1 ***	-.27	
	Reflective and Integrative Learning	35.6	36.9 **	-.11		39.2 ***	-.30	
	Learning Strategies	39.3	39.6	-.02	✓	42.9 ***	-.26	
	Quantitative Reasoning	29.6	30.2	-.03	✓	33.3 ***	-.23	
Learning with Peers	Collaborative Learning	36.9	31.8 ***	.37	✓	35.4 **	.11 ✓	
	Discussions with Diverse Others	41.8	39.8 ***	.13	✓	42.6	-.05 ✓	
Experiences with Faculty	Student-Faculty Interaction	21.3	24.3 ***	-.20		27.8 ***	-.43	
	Effective Teaching Practices	37.1	40.3 ***	-.23		43.3 ***	-.45	
Campus Environment	Quality of Interactions	40.8	45.1 ***	-.36		48.2 ***	-.60	
	Supportive Environment	31.9	35.9 ***	-.30		39.1 ***	-.54	

Seniors

Theme	Engagement Indicator	CWRU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.6	41.9 **	-.17		44.2 ***	-.35	
	Reflective and Integrative Learning	36.4	40.3 ***	-.31		42.7 ***	-.54	
	Learning Strategies	37.5	41.1 ***	-.25		43.4 ***	-.42	
	Quantitative Reasoning	33.6	32.4	.07	✓	35.3	-.11	
Learning with Peers	Collaborative Learning	34.8	34.0	.06	✓	37.9 ***	-.22	
	Discussions with Diverse Others	42.0	40.4 *	.10	✓	43.2	-.08 ✓	
Experiences with Faculty	Student-Faculty Interaction	25.0	28.8 ***	-.23		33.2 ***	-.51	
	Effective Teaching Practices	39.0	41.9 ***	-.21		44.5 ***	-.41	
Campus Environment	Quality of Interactions	40.6	45.6 ***	-.41		48.0 ***	-.59	
	Supportive Environment	31.2	34.3 ***	-.20		37.4 ***	-.43	

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												
CWRU (N = 725)	38.5	12.2	.45	20	30	40	45	60				
AAU	38.6	12.8	.09	20	30	40	45	60	21,192	-.1	.766	-.011
Peripheral Peers	39.2	13.0	.18	20	30	40	50	60	6,250	-.8	.135	-.059
NSSE 2021 & 2022	37.8	13.5	.02	15	30	40	45	60	728	.7	.116	.053
Top 50%	39.3	13.3	.03	20	30	40	50	60	731	-.8	.090	-.058
Top 10%	42.1	13.0	.10	20	35	40	55	60	793	-3.6	.000	-.275
Reflective & Integrative Learning												
CWRU (N = 766)	35.6	11.6	.42	17	29	34	43	57				
AAU	36.3	11.8	.08	17	29	37	43	57	22,770	-.6	.146	-.053
Peripheral Peers	36.1	11.8	.15	17	29	37	43	57	6,875	-.5	.288	-.041
NSSE 2021 & 2022	35.3	12.3	.02	17	26	34	43	57	769	.4	.384	.030
Top 50%	36.9	12.1	.03	17	29	37	46	60	159,633	-1.3	.003	-.106
Top 10%	39.2	11.8	.08	20	31	40	49	60	22,490	-3.6	.000	-.304
Learning Strategies												
CWRU (N = 696)	39.3	13.1	.50	20	27	40	47	60				
AAU	37.4	13.6	.10	20	27	40	47	60	19,873	1.9	.000	.140
Peripheral Peers	38.7	13.5	.19	20	27	40	47	60	5,763	.6	.302	.042
NSSE 2021 & 2022	37.9	14.0	.03	13	27	40	47	60	699	1.4	.007	.097
Top 50%	39.6	14.1	.04	20	27	40	53	60	145,182	-.3	.607	-.020
Top 10%	42.9	14.3	.09	20	33	40	60	60	739	-3.7	.000	-.255
Quantitative Reasoning												
CWRU (N = 706)	29.6	14.8	.56	7	20	27	40	60				
AAU	29.8	14.9	.11	7	20	27	40	60	20,132	-.2	.762	-.012
Peripheral Peers	29.8	15.3	.21	7	20	27	40	60	5,820	-.2	.761	-.012
NSSE 2021 & 2022	28.7	15.5	.03	0	20	27	40	60	292,384	.9	.120	.059
Top 50%	30.2	15.3	.04	7	20	27	40	60	167,780	-.5	.363	-.034
Top 10%	33.3	15.5	.11	7	20	33	40	60	22,390	-3.6	.000	-.234
Learning with Peers												
Collaborative Learning												
CWRU (N = 791)	36.9	13.9	.49	15	25	40	45	60				
AAU	30.9	14.3	.09	10	20	30	40	60	24,366	5.9	.000	.416
Peripheral Peers	28.5	14.3	.17	5	20	25	40	55	7,465	8.3	.000	.585
NSSE 2021 & 2022	27.4	15.0	.02	0	15	25	40	55	794	9.4	.000	.627
Top 50%	31.8	13.8	.04	10	20	30	40	60	147,588	5.1	.000	.366
Top 10%	35.4	13.5	.08	15	25	35	45	60	26,980	1.5	.003	.108
Discussions with Diverse Others												
CWRU (N = 698)	41.8	13.2	.50	20	35	40	55	60				
AAU	39.7	14.4	.10	20	30	40	50	60	19,975	2.1	.000	.147
Peripheral Peers	37.9	14.5	.20	15	25	40	50	60	947	4.0	.000	.275
NSSE 2021 & 2022	37.1	16.1	.03	10	25	40	50	60	703	4.7	.000	.291
Top 50%	39.8	15.1	.04	15	30	40	55	60	707	2.0	.000	.134
Top 10%	42.6	14.3	.11	20	35	40	55	60	768	-.8	.131	-.054

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												
CWRU (N = 742)	21.3	14.1	.52	0	10	20	30	50				
AAU	19.2	14.3	.10	0	10	15	25	45	21,849	2.1	.000	.150
Peripheral Peers	18.7	13.7	.18	0	10	15	25	45	6,528	2.6	.000	.191
NSSE 2021 & 2022	20.0	14.8	.03	0	10	20	30	50	322,052	1.3	.014	.091
Top 50%	24.3	15.1	.05	5	15	20	35	55	757	-3.0	.000	-.199
Top 10%	27.8	15.3	.13	5	15	25	40	60	839	-6.5	.000	-.425
Effective Teaching Practices												
CWRU (N = 727)	37.1	12.3	.46	20	28	36	44	60				
AAU	36.9	12.6	.09	16	28	36	44	60	21,119	.3	.582	.021
Peripheral Peers	39.2	12.9	.17	20	32	40	48	60	6,173	-2.1	.000	-.160
NSSE 2021 & 2022	37.9	13.7	.02	16	28	40	48	60	730	-.8	.091	-.056
Top 50%	40.3	13.8	.04	16	32	40	52	60	738	-3.2	.000	-.230
Top 10%	43.3	13.7	.10	20	36	44	56	60	803	-6.2	.000	-.454
Campus Environment												
Quality of Interactions												
CWRU (N = 653)	40.8	10.5	.41	22	34	42	48	58				
AAU	41.0	11.4	.09	20	34	42	50	60	710	-.2	.571	-.021
Peripheral Peers	41.3	11.9	.18	20	34	42	50	60	910	-.5	.246	-.044
NSSE 2021 & 2022	42.4	12.4	.02	20	36	44	52	60	657	-1.6	.000	-.133
Top 50%	45.1	11.9	.04	22	38	48	54	60	665	-4.3	.000	-.365
Top 10%	48.2	12.5	.10	23	42	50	60	60	725	-7.4	.000	-.598
Supportive Environment												
CWRU (N = 679)	31.9	12.7	.49	13	23	33	40	55				
AAU	32.3	13.0	.10	13	23	33	40	58	19,299	-.4	.413	-.032
Peripheral Peers	32.0	13.4	.19	10	23	33	40	58	5,579	-.1	.800	-.010
NSSE 2021 & 2022	33.3	14.0	.03	10	23	33	43	60	682	-1.4	.004	-.101
Top 50%	35.9	13.6	.04	13	26	38	45	60	688	-4.0	.000	-.297
Top 10%	39.1	13.3	.12	18	30	40	50	60	770	-7.2	.000	-.543

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												
CWRU (N = 299)	39.6	12.9	.75	20	30	40	50	60				
AAU	39.9	13.3	.11	20	30	40	50	60	14,744	-.3	.716	-.021
Peripheral Peers	39.9	13.9	.25	15	30	40	50	60	3,495	-.3	.694	-.024
NSSE 2021 & 2022	40.2	14.0	.03	20	30	40	50	60	239,396	-.6	.460	-.043
Top 50%	41.9	13.7	.04	20	35	40	55	60	300	-2.3	.002	-.166
Top 10%	44.2	13.1	.14	20	35	45	60	60	9,036	-4.6	.000	-.353
Reflective & Integrative Learning												
CWRU (N = 312)	36.4	12.0	.68	17	29	37	43	60				
AAU	38.1	12.6	.10	17	29	37	49	60	15,758	-1.8	.013	-.142
Peripheral Peers	39.0	12.7	.22	17	31	40	49	60	3,724	-2.6	.000	-.209
NSSE 2021 & 2022	38.1	13.0	.03	17	29	37	49	60	311	-1.8	.010	-.135
Top 50%	40.3	12.5	.04	20	31	40	50	60	86,358	-3.9	.000	-.313
Top 10%	42.7	11.7	.13	23	34	43	51	60	8,496	-6.4	.000	-.544
Learning Strategies												
CWRU (N = 286)	37.5	14.1	.83	13	27	40	47	60				
AAU	37.0	14.5	.12	13	27	40	47	60	13,946	.5	.570	.034
Peripheral Peers	37.1	14.8	.27	13	27	40	47	60	3,238	.4	.688	.025
NSSE 2021 & 2022	39.0	14.8	.03	13	27	40	53	60	225,753	-1.5	.083	-.103
Top 50%	41.1	14.6	.05	20	33	40	53	60	103,636	-3.6	.000	-.246
Top 10%	43.4	14.2	.11	20	33	40	60	60	17,719	-5.9	.000	-.420
Quantitative Reasoning												
CWRU (N = 286)	33.6	15.1	.89	7	20	33	40	60				
AAU	32.3	16.1	.14	7	20	33	40	60	14,100	1.3	.161	.084
Peripheral Peers	31.9	16.7	.31	0	20	33	40	60	355	1.7	.073	.102
NSSE 2021 & 2022	30.9	16.6	.03	0	20	33	40	60	286	2.8	.002	.167
Top 50%	32.4	16.5	.05	7	20	33	40	60	287	1.2	.188	.072
Top 10%	35.3	16.0	.14	7	20	33	47	60	13,712	-1.7	.072	-.107
Learning with Peers												
Collaborative Learning												
CWRU (N = 328)	34.8	14.3	.79	15	25	35	45	60				
AAU	31.8	14.8	.12	10	20	30	40	60	16,647	3.1	.000	.206
Peripheral Peers	31.4	15.0	.25	5	20	30	40	60	4,034	3.5	.000	.232
NSSE 2021 & 2022	29.0	16.2	.03	0	20	30	40	60	328	5.8	.000	.360
Top 50%	34.0	14.6	.05	10	25	35	45	60	90,670	.8	.317	.055
Top 10%	37.9	13.7	.13	15	30	40	50	60	11,992	-3.0	.000	-.222
Discussions with Diverse Others												
CWRU (N = 283)	42.0	13.4	.80	20	35	40	55	60				
AAU	39.0	14.7	.13	15	30	40	50	60	13,990	3.0	.001	.206
Peripheral Peers	38.3	14.8	.27	15	30	40	50	60	3,236	3.7	.000	.254
NSSE 2021 & 2022	38.1	16.5	.03	10	25	40	50	60	283	4.0	.000	.240
Top 50%	40.4	15.9	.05	15	30	40	55	60	284	1.7	.040	.104
Top 10%	43.2	15.1	.15	20	35	45	60	60	302	-1.2	.142	-.079

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												
CWRU (N = 306)	25.0	16.1	.92	5	10	20	35	60				
AAU	21.7	15.3	.13	0	10	20	30	50	15,238	3.3	.000	.217
Peripheral Peers	22.6	15.5	.27	0	10	20	30	55	3,567	2.4	.010	.154
NSSE 2021 & 2022	22.5	16.3	.03	0	10	20	35	60	246,495	2.5	.007	.154
Top 50%	28.8	16.2	.08	5	15	25	40	60	45,129	-3.8	.000	-.234
Top 10%	33.2	16.1	.21	10	20	35	45	60	6,015	-8.3	.000	-.513
Effective Teaching Practices												
CWRU (N = 300)	39.0	12.4	.72	20	32	40	48	60				
AAU	38.3	13.3	.11	16	28	40	48	60	313	.6	.396	.046
Peripheral Peers	39.6	13.3	.24	16	32	40	48	60	368	-.6	.431	-.045
NSSE 2021 & 2022	39.4	14.5	.03	16	28	40	52	60	300	-.4	.551	-.030
Top 50%	41.9	14.1	.05	16	32	40	56	60	302	-3.0	.000	-.211
Top 10%	44.5	13.6	.12	20	36	44	56	60	317	-5.5	.000	-.406
Campus Environment												
Quality of Interactions												
CWRU (N = 281)	40.6	10.8	.65	22	34	42	48	60				
AAU	41.0	11.7	.10	20	34	42	50	60	12,870	-.4	.605	-.031
Peripheral Peers	40.7	11.8	.23	20	34	42	50	60	3,013	-.1	.877	-.010
NSSE 2021 & 2022	43.0	12.7	.03	20	36	44	52	60	281	-2.4	.000	-.193
Top 50%	45.6	12.3	.04	22	38	48	56	60	282	-5.0	.000	-.410
Top 10%	48.0	12.5	.08	22	40	50	60	60	289	-7.4	.000	-.591
Supportive Environment												
CWRU (N = 280)	31.2	12.7	.76	13	23	30	40	58				
AAU	30.2	13.4	.12	10	20	30	40	55	13,663	1.1	.189	.079
Peripheral Peers	30.0	13.8	.26	8	20	30	40	55	347	1.3	.111	.093
NSSE 2021 & 2022	31.6	14.7	.03	8	20	33	40	60	280	-.3	.676	-.022
Top 50%	34.3	14.7	.05	10	23	35	45	60	282	-3.0	.000	-.204
Top 10%	37.4	14.5	.17	13	28	38	48	60	308	-6.2	.000	-.428

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.