NSSE 2019
Engagement Indicators

Illinois State University

About Your *Engagement Indicators* Report

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

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

Report Sections

Overview (p. 3)
Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)
Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

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

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

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

Comparisons with High-Performing Institutions (p. 15)
Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2018 and 2019 participating institutions.

Detailed Statistics (pp. 16-19)
Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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.

![NSSE national survey of student engagement]

Engagement Indicators: Overview

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

Use the following key:

▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Great Lakes Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2018 & 2019
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	△	△	△
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	△	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Seniors

| Theme	Engagement Indicator	Your seniors compared with Great Lakes Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2018 & 2019
Academic Challenge	Higher-Order Learning	△	△	--
	Reflective & Integrative Learning	△	△	▽
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	△	△	▲
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	△	△	△
Campus	Quality of Interactions	△	△	--

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

| | ISU | Your first-year students compared with | | | | | |
| | | Great Lakes Public | | Carnegie Class | | NSSE 2018 & 2019 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.7	37.4	.02	37.7	.00	38.0	-.02
Reflective & Integrative Learning	35.1	35.0	.01	35.1	.00	35.2	-.01
Learning Strategies	38.7	37.6	.08	37.4	.10	38.1	.04
Quantitative Reasoning	29.5	28.4	.08	27.9	.11	27.8	.11

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

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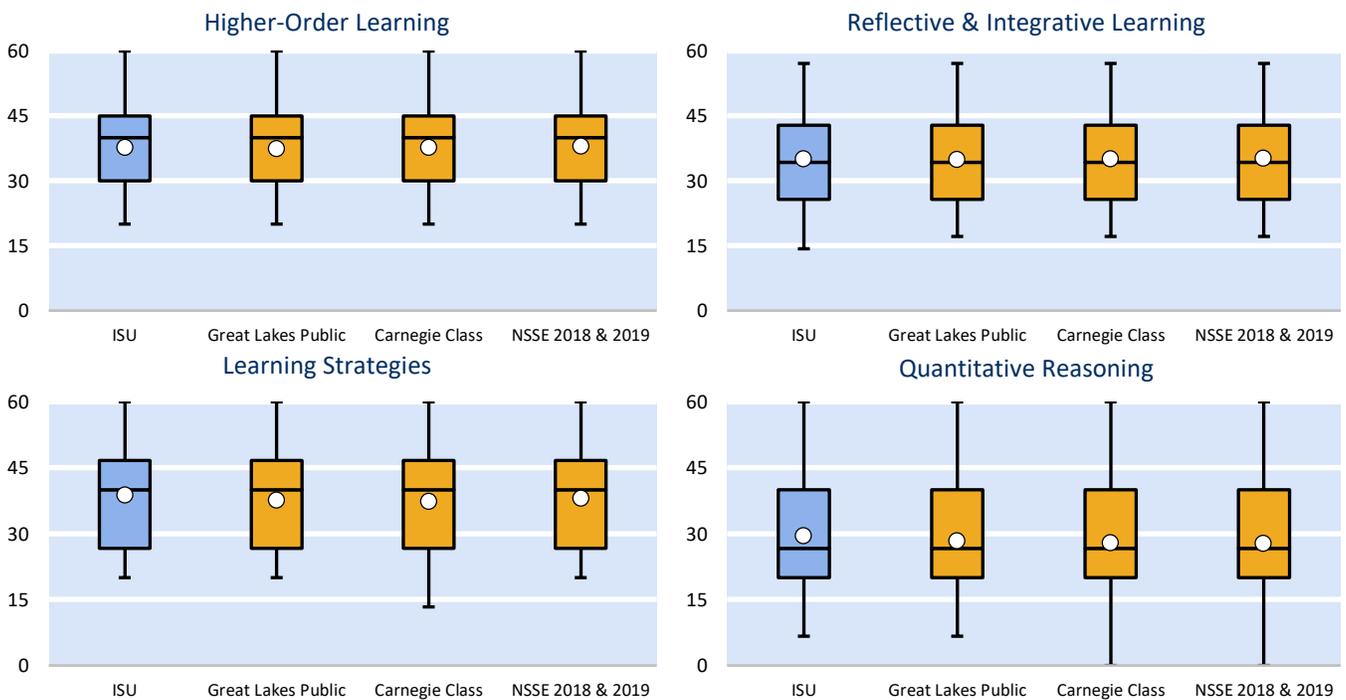
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

	ISU	Percentage point difference [a] between your FY students and		
Higher-Order Learning		Great Lakes Public	Carnegie Class	NSSE 2018 & 2019
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	74	+2	+4	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67	-1	-2	-2
4d. Evaluating a point of view, decision, or information source	71	+4	+2	+1
4e. Forming a new idea or understanding from various pieces of information	70	+4	+2	+1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	55	+1	+3	+3
2b. Connected your learning to societal problems or issues	51	+1	+0	-0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	+3	+1	+1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	+1	-1	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	-1	-2	-2
2f. Learned something that changed the way you understand an issue or concept	67	+2	+1	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	78	-0	+1	+0
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	79	+6	+6	+4
9b. Reviewed your notes after class	66	+2	+3	+1
9c. Summarized what you learned in class or from course materials	64	+1	+2	+0
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55	+2	+3	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	+5	+6	+5
6c. Evaluated what others have concluded from numerical information	44	+3	+4	+4

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

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

Academic Challenge: Seniors

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

Mean Comparisons

	ISU	Great Lakes Public		Carnegie Class		NSSE 2018 & 2019	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	40.8	39.0 **	.13	39.4 *	.10	40.0	.05
Reflective & Integrative Learning	39.7	37.3 ***	.19	37.6 ***	.17	38.0 **	.13
Learning Strategies	36.7	36.9	-.01	37.7	-.07	38.5 *	-.12
Quantitative Reasoning	29.4	29.7	-.02	29.8	-.03	29.8	-.03

Your seniors compared with

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

Score Distributions
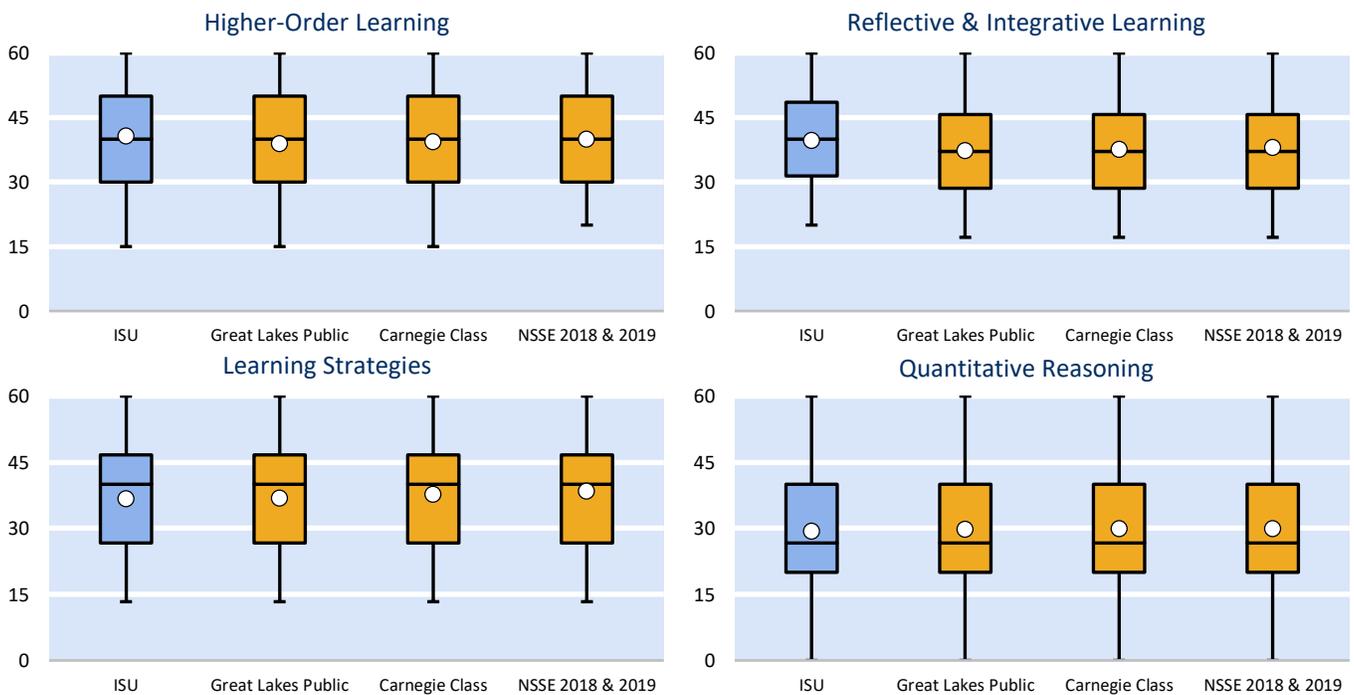
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Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

Higher-Order Learning	ISU	Percentage point difference [a] between your seniors and		
		Great Lakes Public	Carnegie Class	NSSE 2018 & 2019
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	79	+2	+2	+2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+4	+3	+2
4d. Evaluating a point of view, decision, or information source	73	+6	+5	+2
4e. Forming a new idea or understanding from various pieces of information	74	+5	+4	+2
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	77	+7	+7	+8
2b. Connected your learning to societal problems or issues	65	+6	+5	+4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	58	+8	+8	+5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	+3	+3	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	78	+6	+6	+5
2f. Learned something that changed the way you understand an issue or concept	73	+3	+2	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	85	+2	+2	+1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	77	+2	+0	-2
9b. Reviewed your notes after class	56	-1	-4	-6
9c. Summarized what you learned in class or from course materials	61	+1	-1	-3
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54	-2	-2	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	+2	+1	+1
6c. Evaluated what others have concluded from numerical information	43	-1	-1	-1

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

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

NSSE 2019 Engagement Indicators

Learning with Peers

Illinois State University
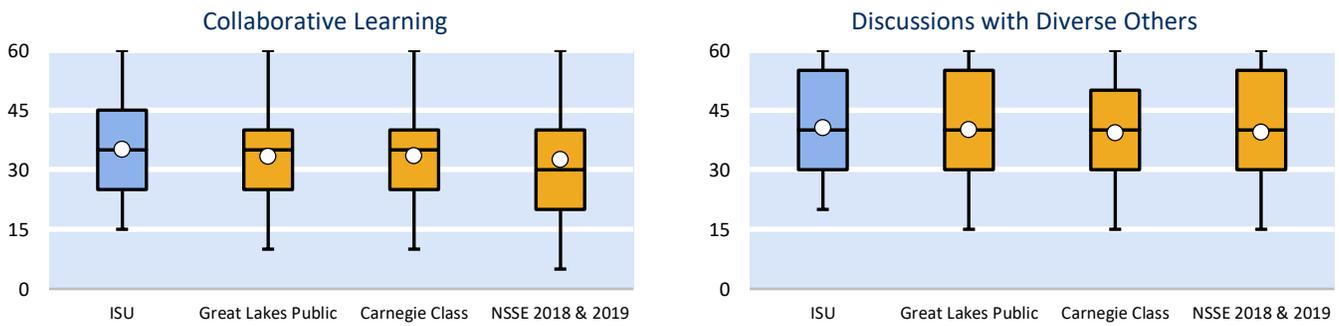
Learning with Peers: First-year students

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

Mean Comparisons

	ISU	*Your first-year students compared with*					
		Great Lakes Public		Carnegie Class		NSSE 2018 & 2019	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.0	33.3 *	.12	33.4 *	.12	32.4 ***	.18
Discussions with Diverse Others	40.4	39.9	.03	39.2	.07	39.4	.06

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

Score Distributions

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Performance on Indicator Items

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

Collaborative Learning	ISU	Percentage point difference [a] between your FY students and		
		Great Lakes Public	Carnegie Class	NSSE 2018 & 2019
Percentage of students who responded that they "Very often" or "Often"…	%			
1e. Asked another student to help you understand course material	61	+6	+6	+8
1f. Explained course material to one or more students	63	+2	+3	+5
1g. Prepared for exams by discussing or working through course material with other students	56	+7	+5	+6
1h. Worked with other students on course projects or assignments	58	+2	+1	+3

Discussions with Diverse Others	ISU			
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	72	+2	+3	+2
8b. People from an economic background other than your own	71	-1	+0	-0
8c. People with religious beliefs other than your own	67	-1	+1	+1
8d. People with political views other than your own	67	+0	+3	+3

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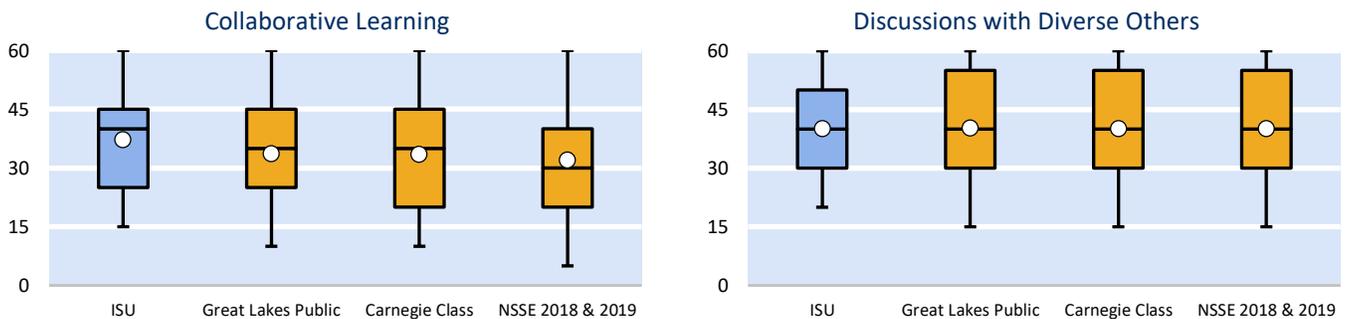
Learning with Peers: Seniors

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

Mean Comparisons

	ISU	*Your seniors compared with*					
		Great Lakes Public		**Carnegie Class**		**NSSE 2018 & 2019**	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	37.0	33.5 ***	.24	33.4 ***	.24	31.8 ***	.33
Discussions with Diverse Others	40.1	40.2	-.01	40.0	.01	40.1	.00

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

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	ISU	*Percentage point difference [a]* *between your seniors and*		
Collaborative Learning		**Great Lakes Public**	**Carnegie Class**	**NSSE 2018 & 2019**
Percentage of students who responded that they "Very often" or "Often"…	%			
1e. Asked another student to help you understand course material	54	+7	+8	+11
1f. Explained course material to one or more students	73	+10	+12	+16
1g. Prepared for exams by discussing or working through course material with other students	56	+9	+8	+10
1h. Worked with other students on course projects or assignments	74	+8	+9	+12
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	72	+2	+1	+0
8b. People from an economic background other than your own	76	+3	+3	+3
8c. People with religious beliefs other than your own	69	-1	+1	+1
8d. People with political views other than your own	64	-1	-1	-1

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NSSE 2019 Engagement Indicators

Experiences with Faculty
Illinois State University

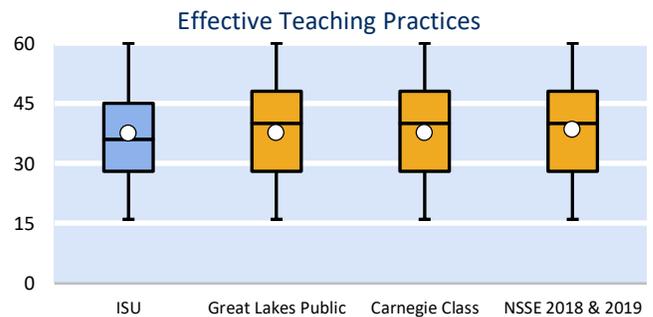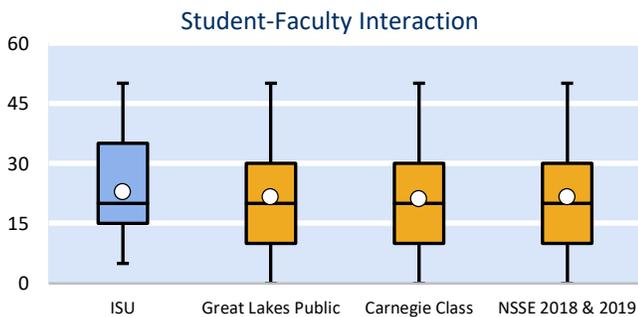## Experiences with Faculty: First-year students

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

	ISU	Great Lakes Public		Carnegie Class		NSSE 2018 & 2019	
			Your first-year students compared with				
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.8	21.5	.09	21.1 *	.12	21.7	.08
Effective Teaching Practices	37.4	37.7	-.02	37.6	-.01	38.5	-.08

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Performance on Indicator Items

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Student-Faculty Interaction	ISU	Great Lakes Public	Carnegie Class	NSSE 2018 & 2019
		Percentage point difference [a] between your FY students and		
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	42	+3	+4	+3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	+3	+4	+3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	+2	+3	+2
3d. Discussed your academic performance with a faculty member	34	+5	+5	+3
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	81	+5	+5	+4
5b. Taught course sessions in an organized way	76	+2	+3	+2
5c. Used examples or illustrations to explain difficult points	76	+1	+3	+2
5d. Provided feedback on a draft or work in progress	55	-6	-7	-9
5e. Provided prompt and detailed feedback on tests or completed assignments	48	-8	-8	-11

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NSSE 2019 Engagement Indicators

Experiences with Faculty

Illinois State University
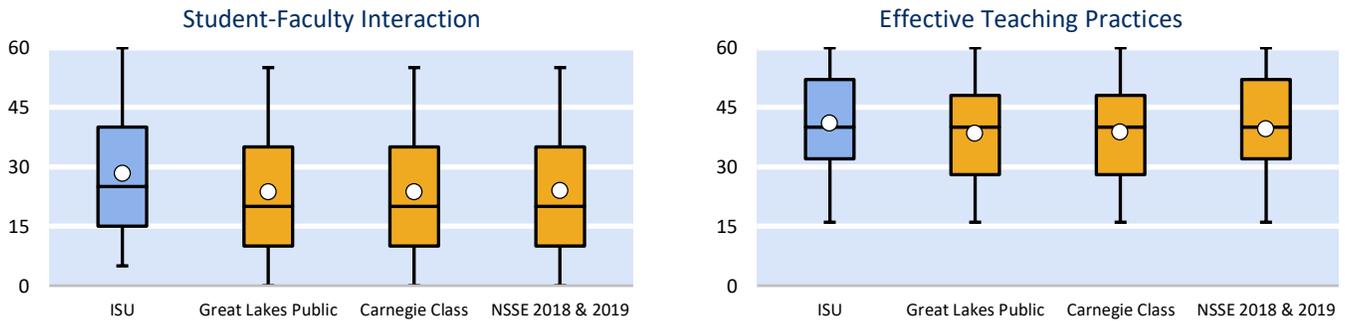
Experiences with Faculty: Seniors

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Mean Comparisons

			Your seniors compared with				
	ISU	**Great Lakes Public**		**Carnegie Class**		**NSSE 2018 & 2019**	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	28.3	23.6 ***	.30	23.7 ***	.29	24.1 ***	.26
Effective Teaching Practices	41.0	38.4 ***	.20	38.8 ***	.16	39.6 *	.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

Student-Faculty Interaction

Effective Teaching Practices

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Performance on Indicator Items

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		Percentage point difference [a] between your seniors and		
Student-Faculty Interaction	**ISU**	**Great Lakes Public**	**Carnegie Class**	**NSSE 2018 & 2019**
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	53	+10	+10	+9
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	36	+8	+8	+8
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	42	+11	+10	+10
3d. Discussed your academic performance with a faculty member	41	+11	+9	+7
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	82	+4	+3	+2
5b. Taught course sessions in an organized way	82	+6	+6	+5
5c. Used examples or illustrations to explain difficult points	79	+2	+2	+2
5d. Provided feedback on a draft or work in progress	65	+8	+6	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	68	+9	+7	+5

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

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

NSSE 2019 Engagement Indicators

Campus Environment

Illinois State University
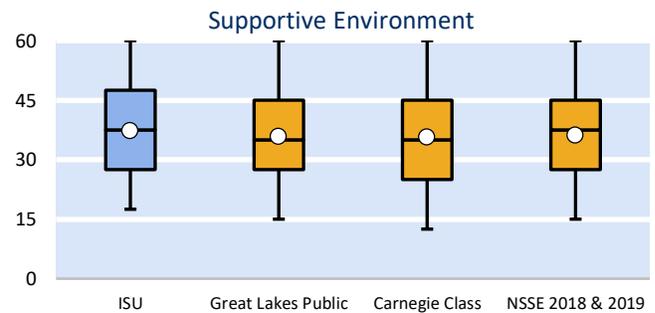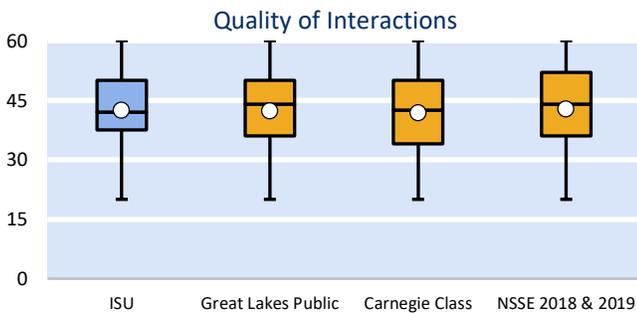
Campus Environment: First-year students

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

	ISU	Great Lakes Public		Carnegie Class		NSSE 2018 & 2019	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.4	42.2	.01	41.7	.05	42.7	-.02
Supportive Environment	37.2	35.8	.11	35.6	.12	36.1	.08

Your first-year students compared with

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

		Percentage point difference [a] between your FY students and		
Quality of Interactions	ISU	Great Lakes Public	Carnegie Class	NSSE 2018 & 2019
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	46	-4	-3	-5
13b. Academic advisors	57	+6	+7	+5
13c. Faculty	48	-0	+1	-3
13d. Student services staff (career services, student activities, housing, etc.)	44	-2	-0	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	-1	-0	-3
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	75	-0	+0	-1
14c. Using learning support services (tutoring services, writing center, etc.)	76	-0	-1	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	+1	+2	-0
14e. Providing opportunities to be involved socially	75	+4	+5	+4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	76	+8	+7	+7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	45	+6	+6	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	70	+6	+6	+6
14i. Attending events that address important social, economic, or political issues	45	-2	-3	-4

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

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

NSSE 2019 Engagement Indicators

Campus Environment

Illinois State University
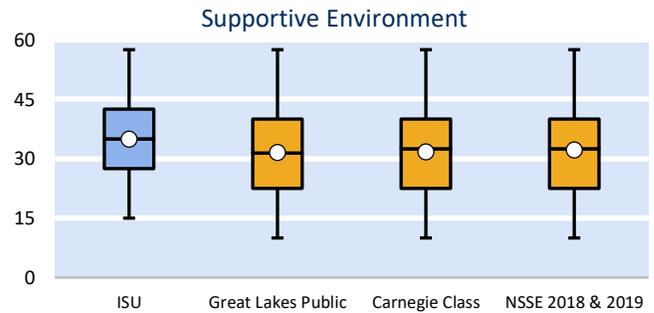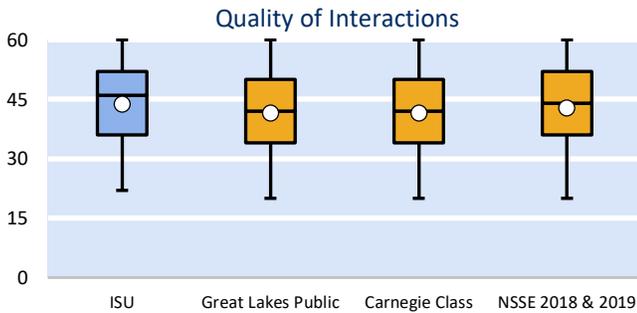
Campus Environment: Seniors

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

| | ISU | *Your seniors compared with* | | | | | |
| | | Great Lakes Public | | Carnegie Class | | NSSE 2018 & 2019 | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	43.7	41.4 ***	.19	41.4 ***	.19	42.8	.08
Supportive Environment	34.9	31.5 ***	.25	31.7 ***	.23	32.2 ***	.19

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

| | ISU | Percentage point difference [a] between your seniors and | | |
Quality of Interactions		Great Lakes Public	Carnegie Class	NSSE 2018 & 2019
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	61	+7	+7	+5
13b. Academic advisors	54	+7	+7	+1
13c. Faculty	61	+10	+8	+4
13d. Student services staff (career services, student activities, housing, etc.)	48	+8	+8	+4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	+8	+7	+3
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	74	+6	+5	+3
14c. Using learning support services (tutoring services, writing center, etc.)	62	-1	-3	-5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	+7	+7	+4
14e. Providing opportunities to be involved socially	77	+12	+13	+13
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	77	+18	+17	+17
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	+13	+11	+9
14h. Attending campus activities and events (performing arts, athletic events, etc.)	66	+12	+13	+14
14i. Attending events that address important social, economic, or political issues	47	+8	+7	+6

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

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

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NSSE 2019 Engagement Indicators

Comparisons with High-Performing Institutions
Illinois State University

Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see **nsse.indiana.edu/links/PNP**), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE[a] for their high average levels of student engagement:

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

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

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable[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

| | | ISU | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.7	39.3 *	-.13		41.0 ***	-.26	
	Reflective and Integrative Learning	35.1	36.8 *	-.14		38.8 ***	-.31	
	Learning Strategies	38.7	39.9	-.08	✓	42.5 ***	-.26	
	Quantitative Reasoning	29.5	29.3	.02	✓	30.8	-.08	✓
Learning with Peers	Collaborative Learning	35.0	35.4	-.03	✓	37.7 ***	-.19	
	Discussions with Diverse Others	40.4	41.3	-.06	✓	43.2 **	-.20	
Experiences with Faculty	Student-Faculty Interaction	22.8	24.9 *	-.14		28.0 ***	-.33	
	Effective Teaching Practices	37.4	40.6 ***	-.24		42.7 ***	-.38	
Campus Environment	Quality of Interactions	42.4	44.9 ***	-.22		47.1 ***	-.40	
	Supportive Environment	37.2	38.1	-.07	✓	40.1 ***	-.22	

Seniors

| | | ISU | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.8	41.8	-.08	✓	43.0 ***	-.17	
	Reflective and Integrative Learning	39.7	39.9	-.02	✓	41.6 ***	-.16	
	Learning Strategies	36.7	40.8 ***	-.29		42.6 ***	-.41	
	Quantitative Reasoning	29.4	31.3 *	-.12		32.7 ***	-.21	
Learning with Peers	Collaborative Learning	37.0	36.1	.06	✓	38.7 **	-.12	
	Discussions with Diverse Others	40.1	42.0 **	-.12		43.5 ***	-.22	
Experiences with Faculty	Student-Faculty Interaction	28.3	29.9 *	-.10		33.9 ***	-.36	
	Effective Teaching Practices	41.0	41.8	-.05	✓	43.5 ***	-.18	
Campus Environment	Quality of Interactions	43.7	45.2 **	-.12		47.4 ***	-.31	
	Supportive Environment	34.9	34.8	.01	✓	37.0 **	-.15	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2018 and 2019 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

NSSE 2019 Engagement Indicators

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												
ISU (N = 290)	37.7	12.0	.70	20	30	40	45	60				
Great Lakes Public	37.4	13.0	.14	20	30	40	45	60	311	.2	.736	.019
Carnegie Class	37.7	13.1	.10	20	30	40	45	60	301	.0	.992	-.001
NSSE 2018 & 2019	38.0	13.2	.04	20	30	40	45	60	291	-.3	.653	-.024
Top 50%	39.3	13.0	.06	20	30	40	50	60	47,721	-1.7	.029	-.129
Top 10%	41.0	13.0	.12	20	35	40	50	60	12,525	-3.3	.000	-.258
Reflective & Integrative Learning												
ISU (N = 305)	35.1	12.3	.70	14	26	34	43	57				
Great Lakes Public	35.0	11.9	.12	17	26	34	43	57	9,985	.2	.812	.014
Carnegie Class	35.1	11.9	.09	17	26	34	43	57	18,168	.0	.989	.001
NSSE 2018 & 2019	35.2	12.0	.04	17	26	34	43	57	95,066	-.1	.858	-.010
Top 50%	36.8	11.8	.05	17	29	37	46	57	48,069	-1.7	.014	-.141
Top 10%	38.8	11.8	.12	20	31	40	46	60	10,195	-3.6	.000	-.309
Learning Strategies												
ISU (N = 276)	38.7	13.4	.81	20	27	40	47	60				
Great Lakes Public	37.6	13.7	.15	20	27	40	47	60	8,886	1.1	.181	.082
Carnegie Class	37.4	13.8	.11	13	27	40	47	60	15,987	1.3	.112	.097
NSSE 2018 & 2019	38.1	13.8	.05	20	27	40	47	60	84,287	.6	.457	.045
Top 50%	39.9	13.7	.07	20	33	40	53	60	41,001	-1.1	.171	-.083
Top 10%	42.5	14.0	.14	20	33	40	53	60	293	-3.7	.000	-.265
Quantitative Reasoning												
ISU (N = 279)	29.5	15.2	.91	7	20	27	40	60				
Great Lakes Public	28.4	15.1	.16	7	20	27	40	60	9,026	1.2	.202	.078
Carnegie Class	27.9	15.2	.12	0	20	27	40	60	16,240	1.6	.076	.107
NSSE 2018 & 2019	27.8	15.3	.05	0	20	27	40	60	85,594	1.7	.063	.112
Top 50%	29.3	15.2	.07	7	20	27	40	60	49,724	.3	.763	.018
Top 10%	30.8	15.2	.13	7	20	33	40	60	13,312	-1.3	.172	-.083
Learning with Peers												
Collaborative Learning												
ISU (N = 320)	35.0	13.2	.74	15	25	35	45	60				
Great Lakes Public	33.3	14.1	.14	10	25	35	40	60	10,600	1.8	.028	.125
Carnegie Class	33.4	14.0	.10	10	25	35	40	60	19,375	1.6	.038	.117
NSSE 2018 & 2019	32.4	14.7	.05	5	20	30	40	60	321	2.6	.000	.178
Top 50%	35.4	13.7	.06	15	25	35	45	60	51,820	-.4	.608	-.029
Top 10%	37.7	13.6	.13	15	30	40	50	60	11,465	-2.6	.001	-.194
Discussions with Diverse Others												
ISU (N = 276)	40.4	15.0	.90	20	30	40	55	60				
Great Lakes Public	39.9	15.0	.16	15	30	40	55	60	8,922	.5	.601	.032
Carnegie Class	39.2	15.4	.12	15	30	40	50	60	16,126	1.1	.220	.074
NSSE 2018 & 2019	39.4	15.6	.05	15	30	40	55	60	84,913	1.0	.282	.065

NSSE 2019 Engagement Indicators

Detailed Statistics[a]
Illinois State University

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]
Top 50%	41.3	14.9	.07	20	30	40	55	60	49,221	-.9	.299	-.063
Top 10%	43.2	14.4	.14	20	35	40	60	60	11,316	-2.8	.001	-.197
Experiences with Faculty												
Student-Faculty Interaction												
ISU (N = 296)	22.8	14.5	.84	5	15	20	35	50				
Great Lakes Public	21.5	14.6	.15	0	10	20	30	50	9,610	1.3	.143	.086
Carnegie Class	21.1	14.6	.11	0	10	20	30	50	17,463	1.8	.039	.121
NSSE 2018 & 2019	21.7	14.7	.05	0	10	20	30	50	91,421	1.2	.177	.079
Top 50%	24.9	14.8	.08	5	15	20	35	55	32,260	-2.1	.014	-.144
Top 10%	28.0	15.5	.22	5	15	25	40	60	5,340	-5.1	.000	-.333
Effective Teaching Practices												
ISU (N = 287)	37.4	12.4	.73	16	28	36	45	60				
Great Lakes Public	37.7	12.9	.14	16	28	40	48	60	9,301	-.3	.724	-.021
Carnegie Class	37.6	13.0	.10	16	28	40	48	60	16,862	-.1	.848	-.011
NSSE 2018 & 2019	38.5	13.2	.04	16	28	40	48	60	88,567	-1.0	.186	-.078
Top 50%	40.6	13.2	.07	20	32	40	52	60	36,262	-3.2	.000	-.240
Top 10%	42.7	14.0	.14	20	32	44	56	60	308	-5.3	.000	-.376
Campus Environment												
Quality of Interactions												
ISU (N = 260)	42.4	11.2	.69	20	38	42	50	60				
Great Lakes Public	42.2	11.8	.13	20	36	44	50	60	8,355	.1	.886	.009
Carnegie Class	41.7	12.0	.10	20	34	43	50	60	269	.7	.348	.055
NSSE 2018 & 2019	42.7	12.1	.04	20	36	44	52	60	261	-.3	.668	-.025
Top 50%	44.9	11.4	.06	24	38	46	54	60	33,348	-2.5	.000	-.219
Top 10%	47.1	11.8	.13	24	40	50	58	60	277	-4.7	.000	-.402
Supportive Environment												
ISU (N = 262)	37.2	12.9	.80	18	28	38	48	60				
Great Lakes Public	35.8	13.2	.14	15	28	35	45	60	8,639	1.4	.087	.108
Carnegie Class	35.6	13.3	.11	13	25	35	45	60	15,561	1.6	.062	.116
NSSE 2018 & 2019	36.1	13.5	.05	15	28	38	45	60	81,801	1.1	.196	.080
Top 50%	38.1	13.2	.07	18	30	40	48	60	39,473	-1.0	.242	-.073
Top 10%	40.1	13.2	.15	18	30	40	50	60	8,423	-2.9	.000	-.220

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]

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												
ISU (N = 441)	40.8	13.2	.63	15	30	40	50	60				
Great Lakes Public	39.0	13.6	.10	15	30	40	50	60	18,592	1.8	.007	.131
Carnegie Class	39.4	13.7	.08	15	30	40	50	60	31,067	1.4	.037	.100
NSSE 2018 & 2019	40.0	13.6	.03	20	30	40	50	60	167,708	.7	.251	.055
Top 50%	41.8	13.5	.05	20	35	40	55	60	70,069	-1.0	.112	-.076
Top 10%	43.0	13.5	.10	20	35	40	55	60	19,540	-2.3	.000	-.168
Reflective & Integrative Learning												
ISU (N = 458)	39.7	12.1	.56	20	31	40	49	60				
Great Lakes Public	37.3	12.4	.09	17	29	37	46	60	19,640	2.3	.000	.189
Carnegie Class	37.6	12.5	.07	17	29	37	46	60	32,771	2.1	.000	.167
NSSE 2018 & 2019	38.0	12.4	.03	17	29	37	46	60	176,527	1.7	.004	.134
Top 50%	39.9	12.2	.05	20	31	40	49	60	66,920	-.2	.687	-.019
Top 10%	41.6	12.2	.11	20	34	40	51	60	13,526	-1.9	.001	-.157
Learning Strategies												
ISU (N = 432)	36.7	14.9	.72	13	27	40	47	60				
Great Lakes Public	36.9	14.5	.11	13	27	40	47	60	17,831	-.2	.773	-.014
Carnegie Class	37.7	14.6	.09	13	27	40	47	60	29,758	-1.0	.167	-.067
NSSE 2018 & 2019	38.5	14.5	.04	13	27	40	47	60	161,182	-1.8	.011	-.122
Top 50%	40.8	14.4	.05	20	33	40	53	60	73,696	-4.1	.000	-.285
Top 10%	42.6	14.3	.09	20	33	40	60	60	23,792	-5.9	.000	-.412
Quantitative Reasoning												
ISU (N = 434)	29.4	15.6	.75	0	20	27	40	60				
Great Lakes Public	29.7	15.9	.12	0	20	27	40	60	18,045	-.4	.632	-.023
Carnegie Class	29.8	16.2	.09	0	20	27	40	60	447	-.5	.534	-.029
NSSE 2018 & 2019	29.8	16.1	.04	0	20	27	40	60	163,178	-.5	.538	-.030
Top 50%	31.3	16.0	.05	7	20	33	40	60	90,560	-1.9	.013	-.120
Top 10%	32.7	15.8	.10	7	20	33	40	60	25,423	-3.4	.000	-.214
Learning with Peers												
Collaborative Learning												
ISU (N = 466)	37.0	13.8	.64	15	25	40	45	60				
Great Lakes Public	33.5	14.5	.10	10	25	35	45	60	20,369	3.5	.000	.241
Carnegie Class	33.4	15.0	.08	10	20	35	45	60	480	3.6	.000	.242
NSSE 2018 & 2019	31.8	15.7	.04	5	20	30	40	60	468	5.2	.000	.331
Top 50%	36.1	14.0	.05	15	25	35	45	60	78,321	.9	.169	.064
Top 10%	38.7	13.5	.12	15	30	40	50	60	12,444	-1.7	.009	-.124
Discussions with Diverse Others												
ISU (N = 431)	40.1	13.9	.67	20	30	40	50	60				
Great Lakes Public	40.2	15.3	.12	15	30	40	55	60	457	-.1	.892	-.006
Carnegie Class	40.0	15.8	.09	15	30	40	55	60	447	.1	.860	.008
NSSE 2018 & 2019	40.1	16.0	.04	15	30	40	55	60	434	.0	.960	.002

NSSE 2019 Engagement Indicators

Detailed Statistics[a]
Illinois State University

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]
Top 50%	42.0	15.6	.05	15	30	40	60	60	436	-1.9	.005	-.122
Top 10%	43.5	15.4	.10	20	35	45	60	60	450	-3.4	.000	-.221

Experiences with Faculty
Student-Faculty Interaction

	Mean	SD	SE	5th	25th	50th	75th	95th	Deg. of freedom	Mean diff.	Sig.	Effect size
ISU (N = 451)	28.3	16.3	.77	5	15	25	40	60				
Great Lakes Public	23.6	15.6	.11	0	10	20	35	55	19,017	4.6	.000	.296
Carnegie Class	23.7	15.9	.09	0	10	20	35	55	31,765	4.6	.000	.289
NSSE 2018 & 2019	24.1	16.1	.04	0	10	20	35	55	171,374	4.2	.000	.262
Top 50%	29.9	15.9	.08	5	20	30	40	60	36,306	-1.6	.033	-.101
Top 10%	33.9	15.8	.21	10	20	35	45	60	5,954	-5.6	.000	-.357

Effective Teaching Practices

	Mean	SD	SE	5th	25th	50th	75th	95th	Deg. of freedom	Mean diff.	Sig.	Effect size
ISU (N = 441)	41.0	13.0	.62	16	32	40	52	60				
Great Lakes Public	38.4	13.4	.10	16	28	40	48	60	18,569	2.6	.000	.197
Carnegie Class	38.8	13.7	.08	16	28	40	48	60	31,018	2.2	.001	.161
NSSE 2018 & 2019	39.6	13.8	.03	16	32	40	52	60	167,719	1.5	.025	.107
Top 50%	41.8	13.6	.06	20	32	40	52	60	58,512	-.7	.262	-.054
Top 10%	43.5	13.5	.11	20	36	44	56	60	16,409	-2.5	.000	-.184

Campus Environment
Quality of Interactions

	Mean	SD	SE	5th	25th	50th	75th	95th	Deg. of freedom	Mean diff.	Sig.	Effect size
ISU (N = 410)	43.7	11.0	.54	22	36	46	52	60				
Great Lakes Public	41.4	11.9	.09	20	34	42	50	60	434	2.3	.000	.191
Carnegie Class	41.4	12.3	.07	20	34	42	50	60	425	2.3	.000	.186
NSSE 2018 & 2019	42.8	12.2	.03	20	36	44	52	60	412	.9	.083	.077
Top 50%	45.2	11.8	.05	23	38	48	54	60	415	-1.5	.008	-.124
Top 10%	47.4	12.0	.08	24	40	50	58	60	428	-3.7	.000	-.307

Supportive Environment

	Mean	SD	SE	5th	25th	50th	75th	95th	Deg. of freedom	Mean diff.	Sig.	Effect size
ISU (N = 428)	34.9	12.5	.60	15	28	35	43	58				
Great Lakes Public	31.5	13.6	.10	10	23	31	40	58	453	3.4	.000	.253
Carnegie Class	31.7	14.0	.08	10	23	33	40	58	443	3.3	.000	.235
NSSE 2018 & 2019	32.2	14.1	.04	10	23	33	40	58	430	2.7	.000	.195
Top 50%	34.8	14.0	.06	13	25	35	45	60	434	.2	.777	.012
Top 10%	37.0	14.0	.13	13	28	38	48	60	466	-2.0	.001	-.145

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]

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.

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