



NSSE 2021

Engagement Indicators

Indiana University-Purdue University Indianapolis

About Your Engagement Indicators Report

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

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

Report Sections

Overview (p. 3)

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

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2020 and 2021 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.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Official Peers	Your first-year students compared with All public doctoral	Your first-year students compared with All NSSE
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 Official Peers	Your seniors compared with All public doctoral	Your seniors compared with All NSSE
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	▽	▽	▽

Academic Challenge: First-year students

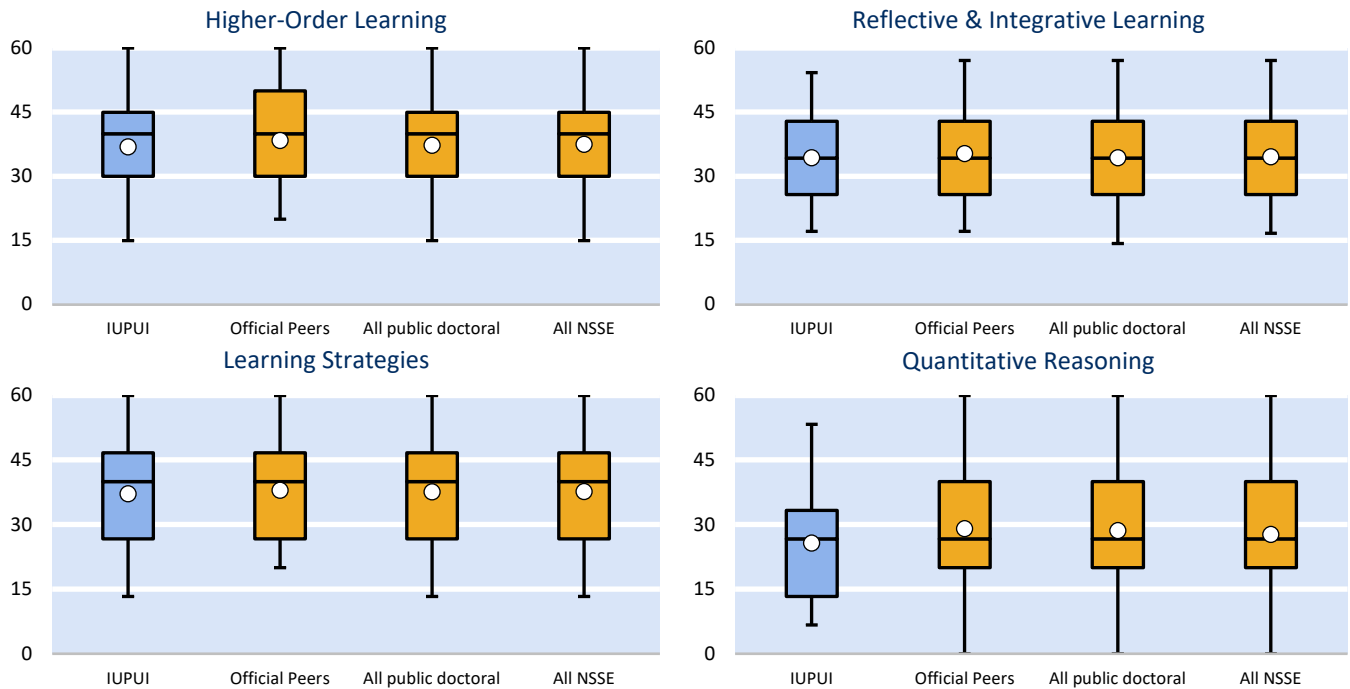
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	IUPUI Mean	Your first-year students compared with					
		Official Peers		All public doctoral		All NSSE	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.0	38.4 *	-.11	37.3	-.03	37.5	-.04
Reflective & Integrative Learning	34.4	35.4	-.08	34.4	.01	34.6	-.02
Learning Strategies	37.1	38.0	-.06	37.6	-.03	37.7	-.04
Quantitative Reasoning	25.7	29.1 ***	-.22	28.6 ***	-.19	27.7 **	-.13

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.

	IUPUI	Percentage point difference ^a between your FY students and		
		Official Peers	All public doctoral	All NSSE
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	69	-0	-0	-0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67	-3	-0	-1
4d. Evaluating a point of view, decision, or information source	64	-8	-4	-4
4e. Forming a new idea or understanding from various pieces of information	70	-1	+2	+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	50	-1	+2	+0
2b. Connected your learning to societal problems or issues	48	-5	-1	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	-5	-1	-0
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	-4	-2	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72	+2	+4	+3
2f. Learned something that changed the way you understand an issue or concept	64	-3	+0	-2
2g. Connected ideas from your courses to your prior experiences and knowledge	78	+1	+2	+1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	68	-7	-5	-6
9b. Reviewed your notes after class	66	+2	+1	+3
9c. Summarized what you learned in class or from course materials	64	+1	+1	+1
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	49	-5	-5	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	33	-10	-9	-7
6c. Evaluated what others have concluded from numerical information	32	-10	-9	-8

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

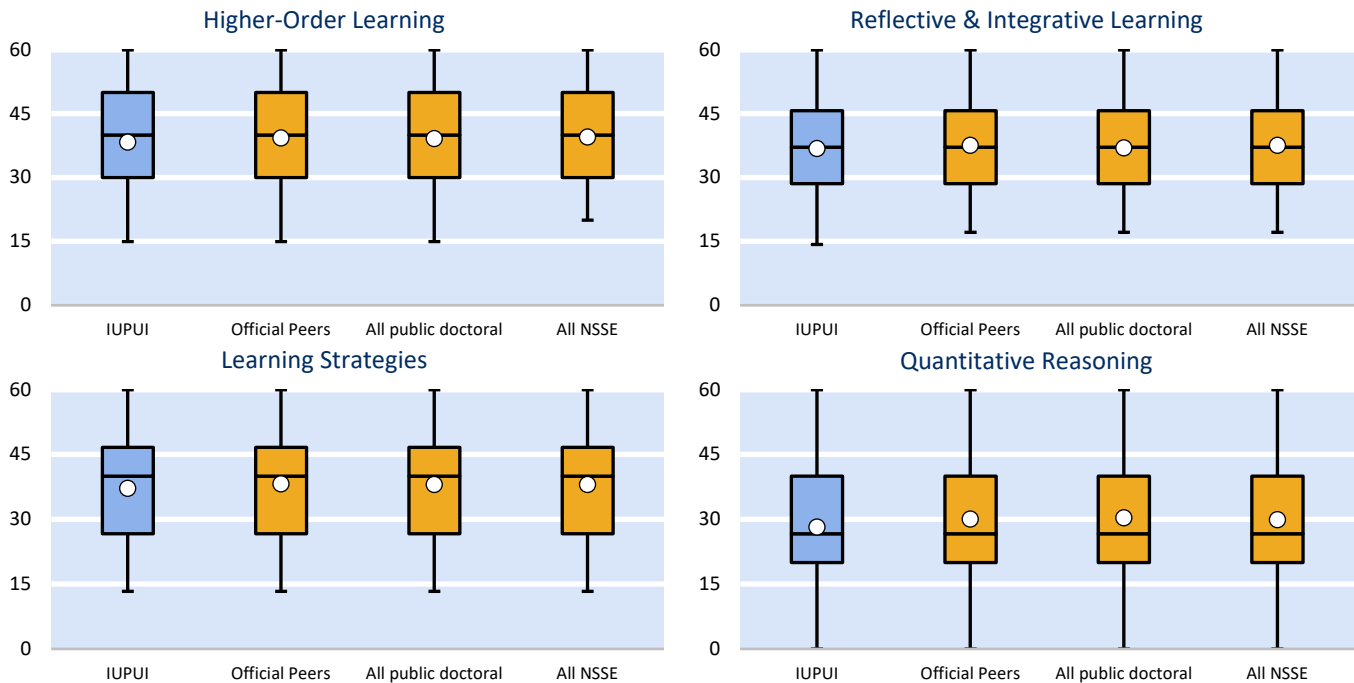
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	IUPUI Mean	Your seniors compared with					
		Official Peers		All public doctoral		All NSSE	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.3	39.3	-.07	39.2	-.06	39.5 *	-.09
Reflective & Integrative Learning	36.8	37.6	-.06	37.0	-.01	37.6	-.06
Learning Strategies	37.2	38.2	-.07	38.0	-.06	38.0	-.06
Quantitative Reasoning	28.2	30.1 **	-.12	30.4 ***	-.13	29.9 **	-.10

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

Score Distributions



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

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.

	IUPUI	Percentage point difference ^a between your seniors and		
		Official Peers	All public doctoral	All NSSE
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	73	-2	-3	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	-4	-3	-3
4d. Evaluating a point of view, decision, or information source	65	-4	-3	-5
4e. Forming a new idea or understanding from various pieces of information	69	-2	-2	-3
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	65	-3	-2	-2
2b. Connected your learning to societal problems or issues	58	-0	+1	-2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51	-0	+2	-1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	-2	-1	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	-3	-1	-2
2f. Learned something that changed the way you understand an issue or concept	69	-3	-1	-2
2g. Connected ideas from your courses to your prior experiences and knowledge	81	-0	+0	-1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	73	-3	-2	-3
9b. Reviewed your notes after class	61	-1	-1	+0
9c. Summarized what you learned in class or from course materials	63	-0	-0	-0
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	-3	-4	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	-3	-4	-3
6c. Evaluated what others have concluded from numerical information	42	-4	-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.

Learning with Peers: First-year students

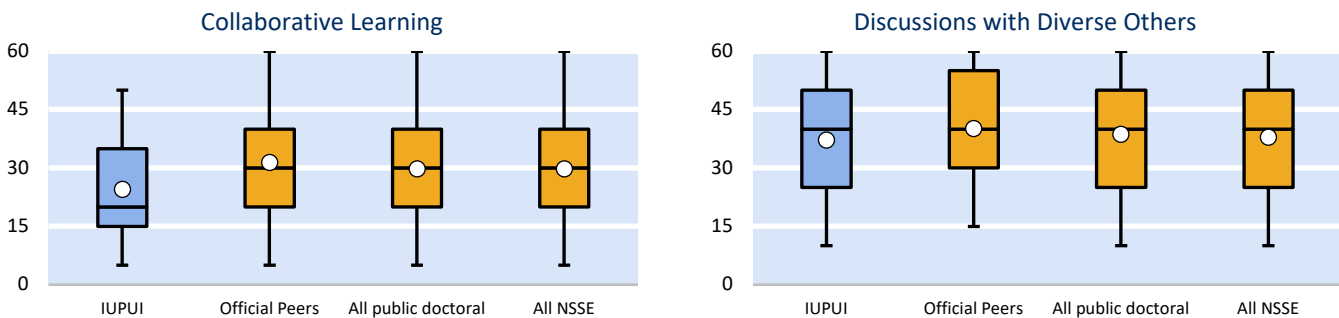
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	IUPUI Mean	Your first-year students compared with					
		Official Peers		All public doctoral		All NSSE	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	24.6	31.5 ***	-.47	29.8 ***	-.35	29.8 ***	-.34
Discussions with Diverse Others	37.2	40.2 ***	-.19	38.7 *	-.09	38.0	-.05

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	IUPUI	Percentage point difference ^a between your FY students and		
		Official Peers	All public doctoral	All NSSE
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1b. Asked another student to help you understand course material	35	-15	-12	-12
1c. Explained course material to one or more students	40	-16	-11	-11
1d. Prepared for exams by discussing or working through course material with other students	29	-18	-14	-15
1e. Worked with other students on course projects or assignments	34	-19	-14	-15
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	67	-7	-2	-1
8b. People from an economic background other than your own	65	-7	-4	-3
8c. People with religious beliefs other than your own	64	-7	-1	+1
8d. People with political views other than your own	61	-0	-2	+1

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Learning with Peers: Seniors

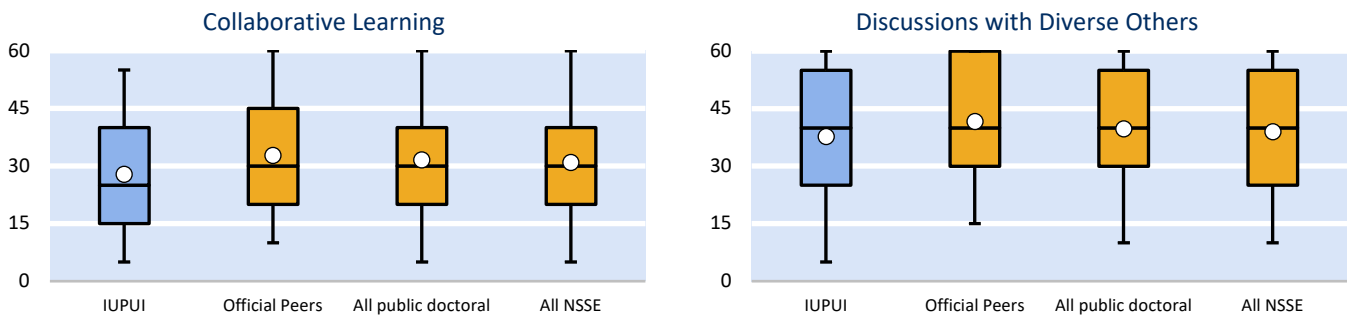
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Mean Comparisons

Engagement Indicator	IUPUI Mean	Your seniors compared with					
		Official Peers		All public doctoral		All NSSE	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	27.9	32.8 ***	-.33	31.7 ***	-.25	31.0 ***	-.20
Discussions with Diverse Others	37.8	41.7 ***	-.24	39.8 **	-.12	39.0 *	-.07

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

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Collaborative Learning	IUPUI	Percentage point difference ^a between your seniors and		
		Official Peers	All public doctoral	All NSSE
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	36	-9	-7	-6
1c. Explained course material to one or more students	46	-13	-9	-8
1d. Prepared for exams by discussing or working through course material with other students	33	-14	-12	-11
1e. Worked with other students on course projects or assignments	57	-8	-5	-4
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	64	-13	-7	-7
8b. People from an economic background other than your own	67	-7	-4	-3
8c. People with religious beliefs other than your own	65	-8	-3	-1
8d. People with political views other than your own	61	-1	-2	-0

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Experiences with Faculty: First-year students

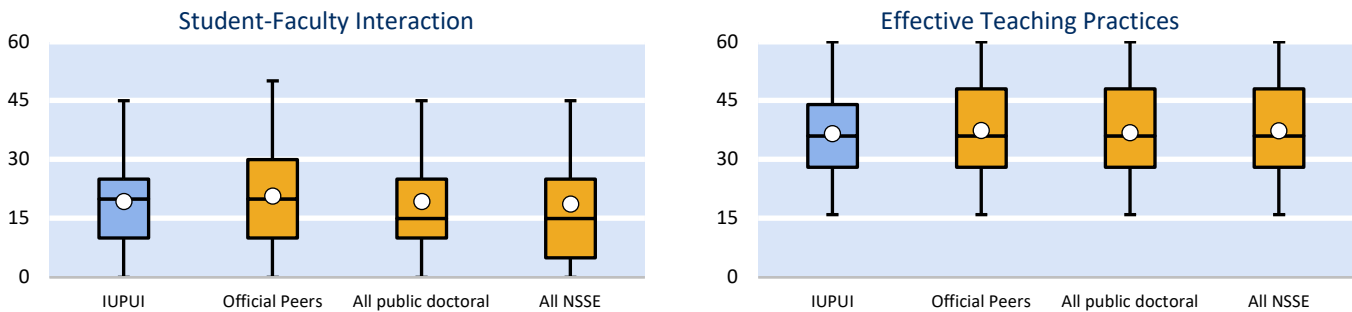
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	IUPUI Mean	Your first-year students compared with					
		Official Peers		All public doctoral		All NSSE	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.4	20.8 *	-.10	19.3	.00	18.7	.05
Effective Teaching Practices	36.6	37.4	-.06	36.9	-.02	37.3	-.05

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

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Student-Faculty Interaction	IUPUI	Percentage point difference ^a between your FY students and		
		Official Peers	All public doctoral	All NSSE
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	37	-2	+2	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	16	-4	-3	-2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	20	-4	-2	-3
3d. Discussed your academic performance with a faculty member	27	-2	+1	+1
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	77	+3	+3	+2
5b. Taught course sessions in an organized way	69	-2	-2	-3
5c. Used examples or illustrations to explain difficult points	72	-0	+1	-1
5d. Provided feedback on a draft or work in progress	58	-5	-1	-1
5e. Provided prompt and detailed feedback on tests or completed assignments	54	-3	+0	-2

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Experiences with Faculty: Seniors

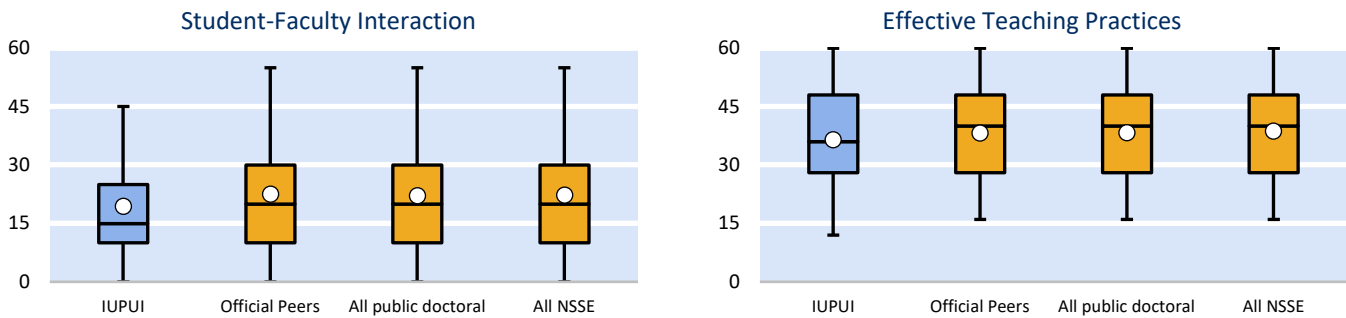
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.4	22.5 ***	-.20	22.1 ***	-.17	22.2 ***	-.18
Effective Teaching Practices	36.4	38.2 ***	-.12	38.2 ***	-.13	38.6 ***	-.16

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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	36	-4	-3	-3
3b. Worked w/faculty on activities other than coursework(committees, student groups, etc.)	18	-7	-8	-7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	21	-9	-7	-8
3d. Discussed your academic performance with a faculty member	25	-5	-4	-5
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	74	-3	-3	-4
5b. Taught course sessions in an organized way	68	-5	-6	-7
5c. Used examples or illustrations to explain difficult points	69	-6	-5	-6
5d. Provided feedback on a draft or work in progress	55	-3	-3	-4
5e. Provided prompt and detailed feedback on tests or completed assignments	56	-4	-4	-5

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

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

Campus Environment: First-year students

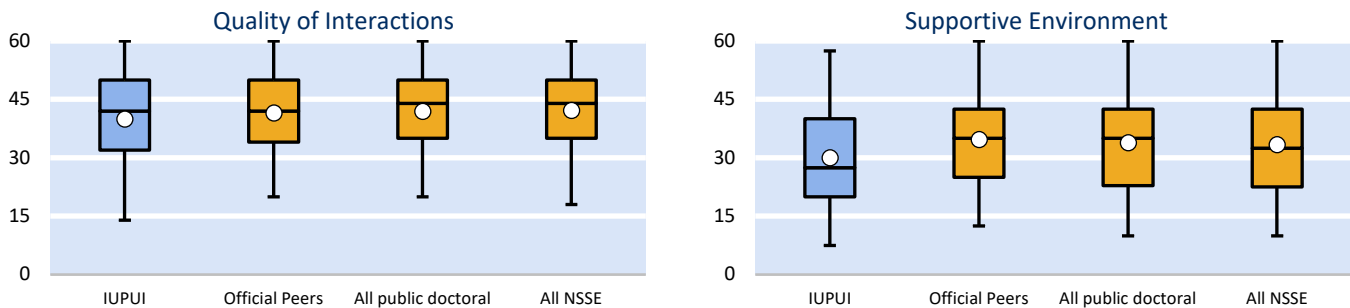
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	IUPUI Mean	Your first-year students compared with					
		Official Peers		All public doctoral		All NSSE	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.9	41.5 *	-.13	41.9 **	-.16	42.2 ***	-.18
Supportive Environment	30.0	34.6 ***	-.34	33.9 ***	-.28	33.3 ***	-.24

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	IUPUI	Percentage point difference ^a between your FY students and		
		Official Peers	All public doctoral	All NSSE
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	40	-9	-9	-11
13b. Academic advisors	53	-1	-1	+1
13c. Faculty	41	-6	-6	-8
13d. Student services staff (career services, student activities, housing, etc.)	37	-3	-8	-9
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	+2	-1	-4
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	66	-6	-5	-5
14c. Using learning support services (tutoring services, writing center, etc.)	72	-2	-1	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	-7	-2	-0
14e. Providing opportunities to be involved socially	50	-17	-15	-13
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	53	-13	-12	-10
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	30	-10	-8	-8
14h. Attending campus activities and events (performing arts, athletic events, etc.)	32	-26	-26	-22
14i. Attending events that address important social, economic, or political issues	34	-11	-9	-10

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

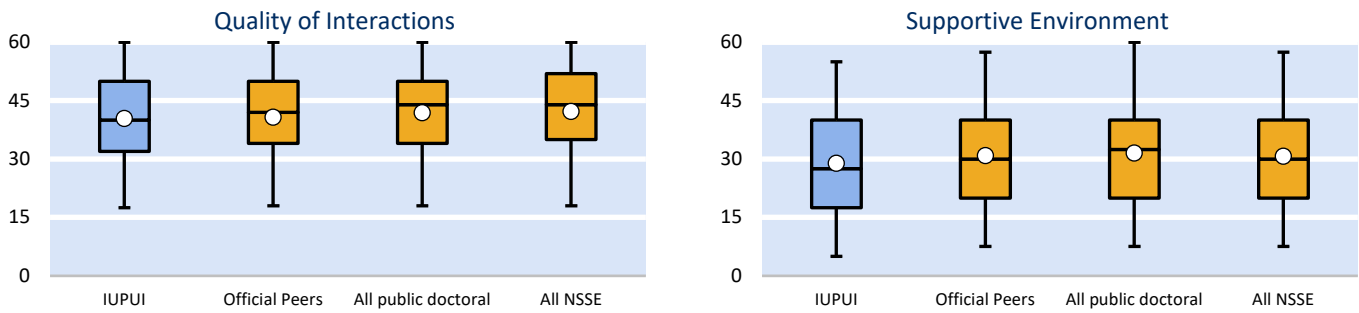
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	IUPUI Mean	Your seniors compared with					
		Official Peers		All public doctoral		All NSSE	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.5	40.8	-.02	42.0 **	-.12	42.3 ***	-.14
Supportive Environment	29.0	31.0 ***	-.14	31.6 ***	-.19	30.8 ***	-.13

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	IUPUI	Percentage point difference ^a between your seniors and		
		Official Peers	All public doctoral	All NSSE
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	51	-5	-6	-7
13b. Academic advisors	47	-2	-3	-4
13c. Faculty	51	-0	-2	-3
13d. Student services staff (career services, student activities, housing, etc.)	39	+0	-4	-4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	40	+5	-1	-3
<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	+0	-1	-1
14c. Using learning support services (tutoring services, writing center, etc.)	59	-1	-4	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	-3	+1	+3
14e. Providing opportunities to be involved socially	53	-7	-10	-8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	52	-5	-8	-5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	29	+0	-2	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	38	-12	-15	-11
14i. Attending events that address important social, economic, or political issues	38	-2	-1	-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.

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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 2020 and 2021 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2020 and 2021 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		IUPUI	Your first-year students compared with					
<i>Theme</i>	<i>Engagement Indicator</i>		NSSE Top 50%			NSSE Top 10%		
			<i>Mean</i>	<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>
	Higher-Order Learning	37.0	39.2 ***	-.17		41.9 ***	-.38	
<i>Academic Challenge</i>	Reflective and Integrative Learning	34.4	36.5 ***	-.17		39.1 ***	-.40	
	Learning Strategies	37.1	39.7 ***	-.19		43.0 ***	-.41	
	Quantitative Reasoning	25.7	29.7 ***	-.26		32.5 ***	-.44	
<i>Learning with Peers</i>	Collaborative Learning	24.6	33.9 ***	-.67		37.0 ***	-.91	
	Discussions with Diverse Others	37.2	40.6 ***	-.23		43.8 ***	-.46	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	19.4	23.2 ***	-.26		27.8 ***	-.56	
	Effective Teaching Practices	36.6	40.4 ***	-.28		43.2 ***	-.49	
<i>Campus Environment</i>	Quality of Interactions	39.9	45.1 ***	-.45		47.7 ***	-.63	
	Supportive Environment	30.0	36.8 ***	-.51		39.9 ***	-.77	

Seniors		IUPUI	Your seniors compared with					
<i>Theme</i>	<i>Engagement Indicator</i>		NSSE Top 50%			NSSE Top 10%		
			<i>Mean</i>	<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>
	Higher-Order Learning	38.3	41.6 ***	-.24		43.9 ***	-.42	
<i>Academic Challenge</i>	Reflective and Integrative Learning	36.8	39.7 ***	-.24		42.5 ***	-.48	
	Learning Strategies	37.2	40.6 ***	-.23		43.5 ***	-.44	
	Quantitative Reasoning	28.2	31.6 ***	-.21		34.8 ***	-.42	
<i>Learning with Peers</i>	Collaborative Learning	27.9	35.0 ***	-.51		38.8 ***	-.81	
	Discussions with Diverse Others	37.8	41.2 ***	-.22		44.2 ***	-.42	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	19.4	28.5 ***	-.57		33.6 ***	-.90	
	Effective Teaching Practices	36.4	41.5 ***	-.37		44.6 ***	-.61	
<i>Campus Environment</i>	Quality of Interactions	40.5	45.2 ***	-.39		48.2 ***	-.64	
	Supportive Environment	29.0	34.1 ***	-.36		37.2 ***	-.57	

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 2020 and 2021 institutions, separately by class.

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

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^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												
IUPUI (N = 566)	37.0	12.6	.53	15	30	40	45	60				
Official Peers	38.4	13.2	.17	20	30	40	50	60	6,477	-1.5	.011	-.112
All public doctoral	37.3	13.4	.05	15	30	40	45	60	63,775	-.4	.495	-.029
All NSSE	37.5	13.3	.03	15	30	40	45	60	191,431	-.5	.331	-.041
Top 50%	39.2	13.2	.05	20	30	40	50	60	83,961	-2.3	.000	-.173
Top 10%	41.9	12.9	.13	20	35	40	55	60	10,697	-4.9	.000	-.383
Reflective & Integrative Learning												
IUPUI (N = 610)	34.4	11.4	.46	17	26	34	43	54				
Official Peers	35.4	12.2	.15	17	26	34	43	57	7,051	-.9	.068	-.077
All public doctoral	34.4	12.2	.05	14	26	34	43	57	69,862	.1	.895	.005
All NSSE	34.6	12.1	.03	17	26	34	43	57	208,074	-.2	.645	-.019
Top 50%	36.5	12.0	.04	17	29	37	46	57	81,567	-2.1	.000	-.174
Top 10%	39.1	11.8	.12	20	31	40	49	60	9,831	-4.7	.000	-.402
Learning Strategies												
IUPUI (N = 527)	37.1	13.5	.59	13	27	40	47	60				
Official Peers	38.0	13.9	.19	20	27	40	47	60	6,121	-.8	.196	-.059
All public doctoral	37.6	13.9	.06	13	27	40	47	60	59,646	-.4	.501	-.029
All NSSE	37.7	14.0	.03	13	27	40	47	60	179,462	-.5	.389	-.038
Top 50%	39.7	14.0	.05	20	27	40	53	60	74,493	-2.6	.000	-.185
Top 10%	43.0	14.3	.12	20	33	40	60	60	575	-5.8	.000	-.408
Quantitative Reasoning												
IUPUI (N = 536)	25.7	14.2	.61	7	13	27	33	53				
Official Peers	29.1	15.4	.20	0	20	27	40	60	659	-3.3	.000	-.218
All public doctoral	28.6	15.2	.06	0	20	27	40	60	546	-2.9	.000	-.189
All NSSE	27.7	15.4	.04	0	20	27	40	60	538	-2.0	.002	-.127
Top 50%	29.7	15.3	.05	7	20	27	40	60	542	-4.0	.000	-.260
Top 10%	32.5	15.5	.14	7	20	33	40	60	594	-6.7	.000	-.436
Learning with Peers												
Collaborative Learning												
IUPUI (N = 679)	24.6	14.1	.54	5	15	20	35	50				
Official Peers	31.5	14.8	.18	5	20	30	40	60	831	-6.9	.000	-.467
All public doctoral	29.8	14.8	.05	5	20	30	40	60	692	-5.2	.000	-.355
All NSSE	29.8	15.1	.03	5	20	30	40	60	683	-5.2	.000	-.344
Top 50%	33.9	13.9	.04	10	25	35	45	60	118,885	-9.3	.000	-.668
Top 10%	37.0	13.6	.09	15	25	40	45	60	24,015	-12.4	.000	-.908
Discussions with Diverse Others												
IUPUI (N = 532)	37.2	15.8	.69	10	25	40	50	60				
Official Peers	40.2	15.6	.21	15	30	40	55	60	6,158	-3.0	.000	-.193
All public doctoral	38.7	15.8	.06	10	25	40	50	60	60,070	-1.5	.031	-.094
All NSSE	38.0	16.1	.04	10	25	40	50	60	180,704	-.8	.264	-.048
Top 50%	40.6	15.2	.05	15	30	40	55	60	94,520	-3.4	.000	-.225
Top 10%	43.8	14.4	.12	20	35	45	60	60	567	-6.6	.000	-.458

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												
IUPUI (N = 587)	19.4	13.4	.55	0	10	20	25	45				
Official Peers	20.8	14.6	.19	0	10	20	30	50	724	-1.4	.017	-.097
All public doctoral	19.3	14.4	.06	0	10	15	25	45	598	.0	.958	.002
All NSSE	18.7	14.5	.03	0	5	15	25	45	590	.7	.214	.048
Top 50%	23.2	14.7	.06	0	10	20	30	50	601	-3.8	.000	-.259
Top 10%	27.8	15.2	.19	5	15	25	40	60	733	-8.4	.000	-.558
Effective Teaching Practices												
IUPUI (N = 565)	36.6	12.8	.54	16	28	36	44	60				
Official Peers	37.4	13.2	.17	16	28	36	48	60	6,462	-.8	.175	-.060
All public doctoral	36.9	13.4	.05	16	28	36	48	60	63,443	-.2	.704	-.016
All NSSE	37.3	13.4	.03	16	28	36	48	60	190,615	-.7	.221	-.052
Top 50%	40.4	13.5	.06	20	32	40	52	60	59,928	-3.8	.000	-.280
Top 10%	43.2	13.4	.15	20	36	44	56	60	653	-6.6	.000	-.490
Campus Environment												
Quality of Interactions												
IUPUI (N = 456)	39.9	13.0	.61	14	32	42	50	60				
Official Peers	41.5	12.0	.17	20	34	42	50	60	527	-1.6	.011	-.133
All public doctoral	41.9	12.2	.05	20	35	44	50	60	462	-2.0	.001	-.162
All NSSE	42.2	12.5	.03	18	35	44	50	60	158,592	-2.3	.000	-.180
Top 50%	45.1	11.5	.05	24	38	46	54	60	462	-5.2	.000	-.451
Top 10%	47.7	12.3	.12	24	40	50	58	60	11,352	-7.8	.000	-.630
Supportive Environment												
IUPUI (N = 520)	30.0	14.0	.61	8	20	28	40	58				
Official Peers	34.6	13.5	.18	13	25	35	43	60	5,976	-4.7	.000	-.344
All public doctoral	33.9	13.9	.06	10	23	35	43	60	57,774	-3.9	.000	-.281
All NSSE	33.3	14.0	.03	10	23	33	43	60	173,669	-3.4	.000	-.240
Top 50%	36.8	13.5	.05	15	28	38	45	60	64,390	-6.9	.000	-.510
Top 10%	39.9	12.8	.14	18	33	40	50	60	574	-9.9	.000	-.771

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												
IUPUI (N = 832)	38.3	14.3	.50	15	30	40	50	60				
Official Peers	39.3	13.7	.16	15	30	40	50	60	1,008	-1.0	.062	-.070
All public doctoral	39.2	13.9	.05	15	30	40	50	60	82,836	-.9	.077	-.062
All NSSE	39.5	13.8	.03	20	30	40	50	60	837	-1.2	.014	-.089
Top 50%	41.6	13.6	.05	20	35	40	55	60	76,439	-3.3	.000	-.240
Top 10%	43.9	13.0	.14	20	35	40	55	60	974	-5.6	.000	-.424
Reflective & Integrative Learning												
IUPUI (N = 866)	36.8	13.3	.45	14	29	37	46	60				
Official Peers	37.6	12.8	.14	17	29	37	46	60	8,895	-.8	.097	-.059
All public doctoral	37.0	12.8	.04	17	29	37	46	60	88,757	-.2	.661	-.015
All NSSE	37.6	12.7	.03	17	29	37	46	60	223,406	-.8	.074	-.061
Top 50%	39.7	12.4	.05	20	31	40	49	60	883	-3.0	.000	-.239
Top 10%	42.5	11.7	.15	23	34	43	51	60	1,067	-5.7	.000	-.478
Learning Strategies												
IUPUI (N = 777)	37.2	14.7	.53	13	27	40	47	60				
Official Peers	38.2	14.6	.17	13	27	40	47	60	7,934	-1.0	.069	-.069
All public doctoral	38.0	14.8	.05	13	27	40	47	60	78,361	-.9	.095	-.060
All NSSE	38.0	14.7	.03	13	27	40	47	60	198,808	-.9	.093	-.060
Top 50%	40.6	14.6	.05	20	33	40	53	60	87,111	-3.4	.000	-.233
Top 10%	43.5	14.2	.13	20	33	40	60	60	12,015	-6.3	.000	-.444
Quantitative Reasoning												
IUPUI (N = 787)	28.2	16.5	.59	0	20	27	40	60				
Official Peers	30.1	16.2	.19	0	20	27	40	60	8,027	-1.9	.002	-.116
All public doctoral	30.4	16.3	.06	0	20	27	40	60	79,393	-2.2	.000	-.134
All NSSE	29.9	16.3	.04	0	20	27	40	60	201,434	-1.7	.003	-.104
Top 50%	31.6	16.3	.05	0	20	33	40	60	106,233	-3.4	.000	-.210
Top 10%	34.8	15.8	.15	7	20	33	47	60	11,179	-6.6	.000	-.419
Learning with Peers												
Collaborative Learning												
IUPUI (N = 916)	27.9	15.7	.52	5	15	25	40	55				
Official Peers	32.8	15.0	.16	10	20	30	45	60	1,102	-4.9	.000	-.328
All public doctoral	31.7	15.5	.05	5	20	30	40	60	93,896	-3.8	.000	-.247
All NSSE	31.0	15.7	.03	5	20	30	40	60	234,933	-3.1	.000	-.198
Top 50%	35.0	14.2	.04	10	25	35	45	60	927	-7.2	.000	-.505
Top 10%	38.8	13.4	.12	15	30	40	50	60	1,019	-11.0	.000	-.807
Discussions with Diverse Others												
IUPUI (N = 784)	37.8	16.9	.60	5	25	40	55	60				
Official Peers	41.7	15.9	.19	15	30	40	60	60	941	-3.8	.000	-.240
All public doctoral	39.8	16.3	.06	10	30	40	55	60	797	-1.9	.001	-.119
All NSSE	39.0	16.2	.04	10	25	40	55	60	788	-1.2	.048	-.074
Top 50%	41.2	15.6	.05	15	30	40	60	60	792	-3.4	.000	-.219
Top 10%	44.2	15.0	.12	20	35	45	60	60	842	-6.3	.000	-.421

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												
IUPUI (N = 846)	19.4	14.8	.51	0	10	15	25	45				
Official Peers	22.5	15.5	.18	0	10	20	30	55	1,058	-3.1	.000	-.200
All public doctoral	22.1	15.9	.05	0	10	20	30	55	864	-2.7	.000	-.168
All NSSE	22.2	15.9	.03	0	10	20	30	55	853	-2.8	.000	-.177
Top 50%	28.5	16.0	.08	5	15	25	40	60	886	-9.1	.000	-.571
Top 10%	33.6	15.9	.22	10	20	35	45	60	1,198	-14.2	.000	-.902
Effective Teaching Practices												
IUPUI (N = 827)	36.4	14.5	.50	12	28	36	48	60				
Official Peers	38.2	13.9	.16	16	28	40	48	60	8,313	-1.7	.001	-.124
All public doctoral	38.2	14.2	.05	16	28	40	48	60	82,602	-1.8	.000	-.128
All NSSE	38.6	14.1	.03	16	28	40	48	60	209,006	-2.2	.000	-.157
Top 50%	41.5	13.9	.05	16	32	40	52	60	64,885	-5.1	.000	-.367
Top 10%	44.6	13.3	.15	20	36	44	56	60	980	-8.1	.000	-.607
Campus Environment												
Quality of Interactions												
IUPUI (N = 662)	40.5	12.9	.50	18	32	40	50	60				
Official Peers	40.8	12.4	.15	18	34	42	50	60	7,197	-.3	.582	-.022
All public doctoral	42.0	12.5	.05	18	34	44	50	60	71,693	-1.4	.003	-.116
All NSSE	42.3	12.5	.03	18	35	44	52	60	179,993	-1.8	.000	-.143
Top 50%	45.2	11.9	.05	22	38	48	54	60	673	-4.7	.000	-.390
Top 10%	48.2	11.9	.10	25	42	50	60	60	717	-7.7	.000	-.643
Supportive Environment												
IUPUI (N = 765)	29.0	14.9	.54	5	18	28	40	55				
Official Peers	31.0	13.9	.17	8	20	30	40	58	917	-2.0	.000	-.143
All public doctoral	31.6	14.3	.05	8	20	33	40	60	779	-2.7	.000	-.186
All NSSE	30.8	14.4	.03	8	20	30	40	58	770	-1.8	.001	-.128
Top 50%	34.1	14.2	.06	10	23	35	43	60	780	-5.1	.000	-.363
Top 10%	37.2	14.3	.15	13	28	38	48	60	895	-8.2	.000	-.572

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.