



NSSE 2024

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. The specific items within each EI are listed below, starting on page 5.

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

Report Sections

Overview (p. 3)

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

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of all current- and prior-year institutions.

Detailed Statistics (pp. 16-End)

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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

Engagement Indicators: Overview

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

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

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with 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

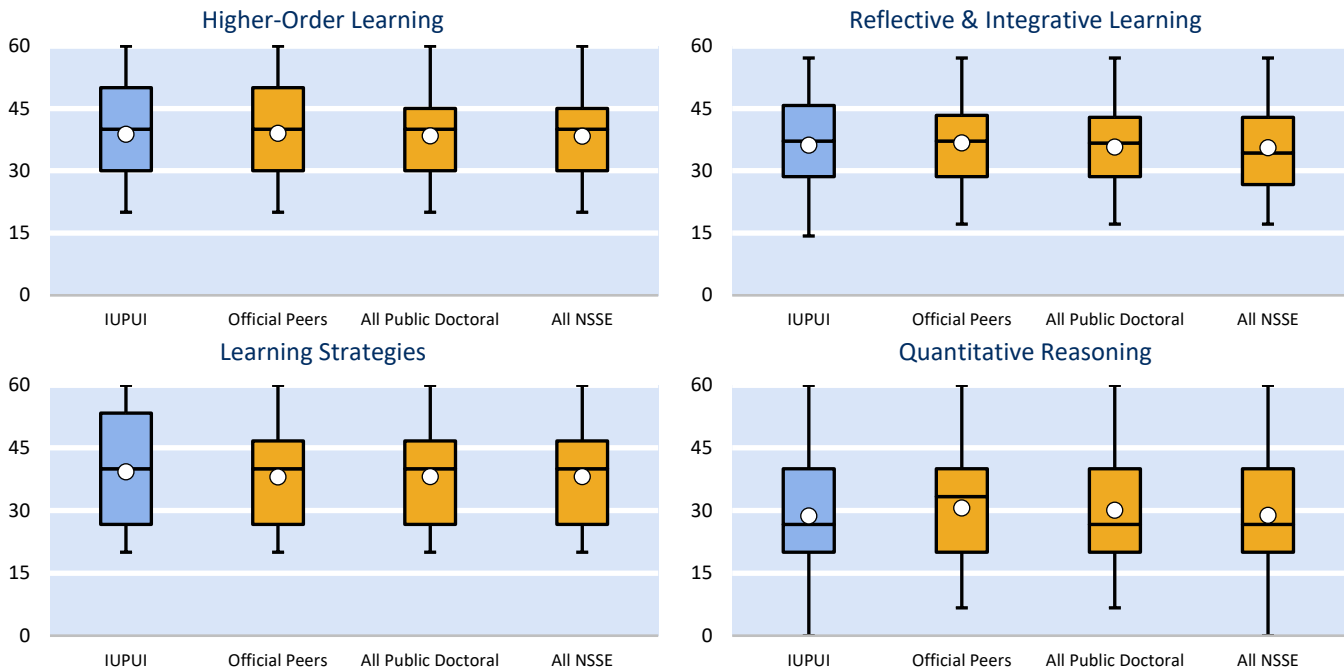
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 Mean	Effect size	All Public Doctoral Mean	Effect size	All NSSE Mean	Effect size
Higher-Order Learning	38.8	39.0	-.02	38.4	.03	38.3	.03
Reflective & Integrative Learning	36.2	36.7	-.04	35.7	.04	35.5	.06
Learning Strategies	39.3	38.0	.09	38.1	.08	38.1	.08
Quantitative Reasoning	28.7	30.6 *	-.12	30.1	-.09	28.8	-.01

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

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	74	+1	+3	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	-2	+1	+0
4d. Evaluating a point of view, decision, or information source	66	-6	-4	-3
4e. Forming a new idea or understanding from various pieces of information	74	+2	+3	+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	61	+4	+6	+7
2b. Connected your learning to societal problems or issues	50	-5	-1	-2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	-9	-3	-2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	-3	-1	-0
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	73	+0	+2	+3
2f. Learned something that changed the way you understand an issue or concept	74	+5	+6	+6
2g. Connected ideas from your courses to your prior experiences and knowledge	80	+3	+2	+2
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	71	-3	-2	-3
9b. Reviewed your notes after class	72	+8	+6	+7
9c. Summarized what you learned in class or from course materials	68	+3	+3	+3
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54	-2	-2	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	-5	-4	-1
6c. Evaluated what others have concluded from numerical information	43	-4	-2	+1

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

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

Academic Challenge: Seniors

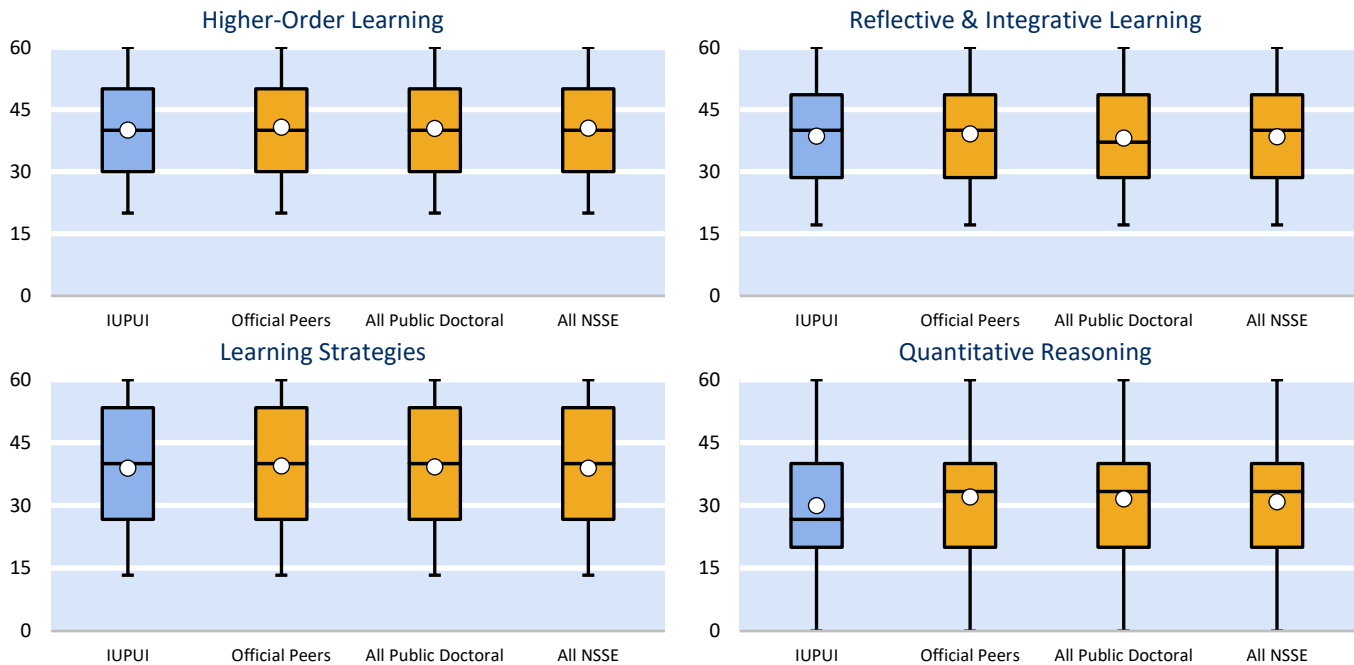
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	40.1	40.8	-.05	40.4	-.03	40.5	-.03
Reflective & Integrative Learning	38.6	39.1	-.04	38.2	.04	38.4	.02
Learning Strategies	38.9	39.4	-.03	39.1	-.02	38.9	.00
Quantitative Reasoning	29.9	32.0 *	-.12	31.5 *	-.10	30.9	-.05

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

Score Distributions



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

Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	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	79	+0	+1	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+1	+2	+2
4d. Evaluating a point of view, decision, or information source	67	-3	-3	-4
4e. Forming a new idea or understanding from various pieces of information	69	-5	-4	-5
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	70	+1	+1	+2
2b. Connected your learning to societal problems or issues	62	+1	+3	+1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	-4	-0	-2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	-2	+0	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	75	+1	+3	+3
2f. Learned something that changed the way you understand an issue or concept	72	-2	-0	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	83	-1	-1	-1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	74	-3	-1	-2
9b. Reviewed your notes after class	62	-4	-4	-2
9c. Summarized what you learned in class or from course materials	67	-1	-0	+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.)	56	-3	-2	-0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	-7	-6	-5
6c. Evaluated what others have concluded from numerical information	44	-6	-5	-3

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

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

Learning with Peers: First-year students

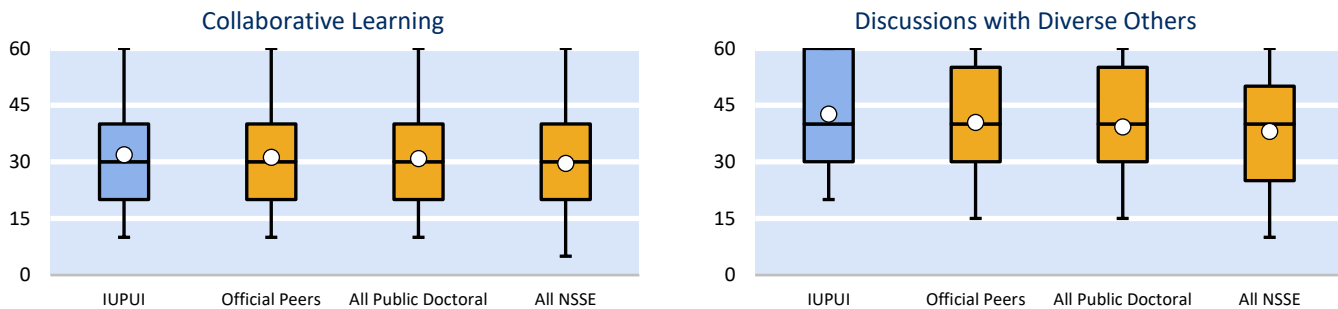
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	IUPUI Mean	Your first-year students compared with					
		Official Peers		All Public Doctoral		All NSSE	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.9	31.2	.05	30.8	.07	29.6 **	.15
Discussions with Diverse Others	42.6	40.4 *	.14	39.2 ***	.21	38.0 ***	.29

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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Performance on Indicator Items

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

Collaborative Learning	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>				
1b. Asked another student to help you understand course material	49	+1	+1	+3
1c. Explained course material to one or more students	53	+0	+2	+4
1d. Prepared for exams by discussing or working through course material with other students	47	+2	+3	+5
1e. Worked with other students on course projects or assignments	58	+3	+4	+6
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of races or ethnicities other than your own	80	+4	+8	+10
8b. People from economic backgrounds other than your own	78	+2	+5	+8
8c. People with religious beliefs other than your own	74	+3	+6	+9
8d. People with political views other than your own	67	+10	+6	+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.

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Learning with Peers: Seniors

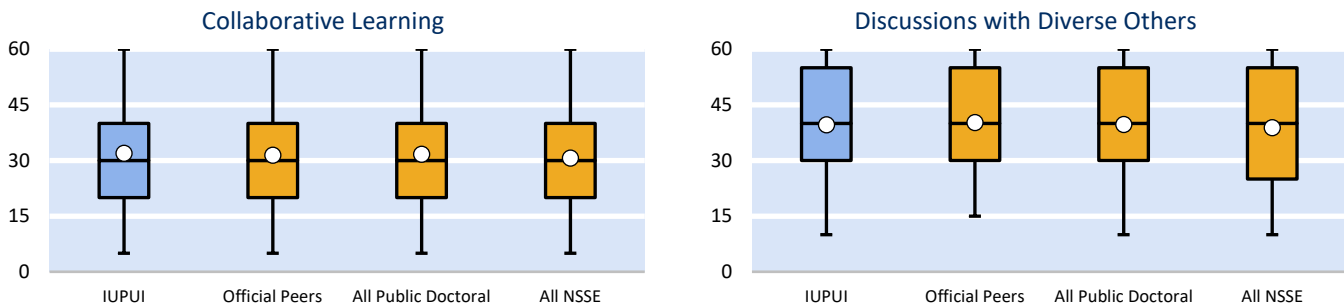
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	IUPUI Mean	Your seniors compared with					
		Official Peers		All Public Doctoral		All NSSE	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.0	31.4	.04	31.7	.02	30.7	.08
Discussions with Diverse Others	39.6	40.2	-.04	39.8	-.01	38.9	.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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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	45	+1	+1	+3
1c. Explained course material to one or more students	56	+3	+3	+4
1d. Prepared for exams by discussing or working through course material with other students	42	+2	-1	+1
1e. Worked with other students on course projects or assignments	65	+2	+2	+4
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of races or ethnicities other than your own	73	-2	+1	+3
8b. People from economic backgrounds other than your own	72	-2	-1	+1
8c. People with religious beliefs other than your own	70	+1	+2	+5
8d. People with political views other than your own	64	+6	+3	+5

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Experiences with Faculty: First-year students

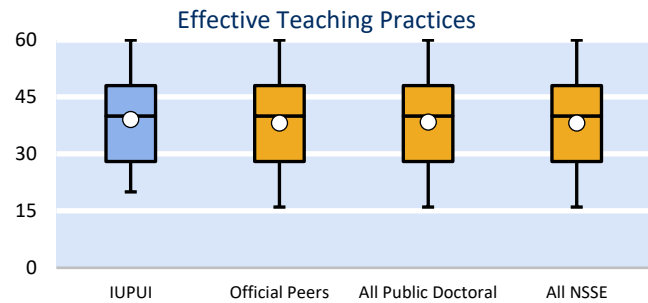
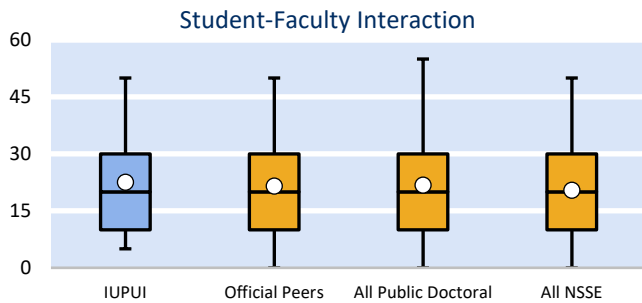
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 Mean	Effect size	All Public Doctoral Mean	Effect size	All NSSE Mean	Effect size
Student-Faculty Interaction	22.5	21.5	.07	21.8	.05	20.4 **	.14
Effective Teaching Practices	39.1	38.1	.07	38.4	.05	38.1	.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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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	44	+6	+6	+10
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	-1	-2	-0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	-0	-1	-0
3d. Discussed your academic performance with a faculty member	31	+1	+1	+3
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	79	+4	+2	+2
5b. Taught course sessions in an organized way	75	+3	+1	+2
5c. Used examples or illustrations to explain difficult points	74	+1	-0	+0
5d. Provided feedback on a draft or work in progress	65	+1	+2	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	64	+5	+5	+5

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Experiences with Faculty: Seniors

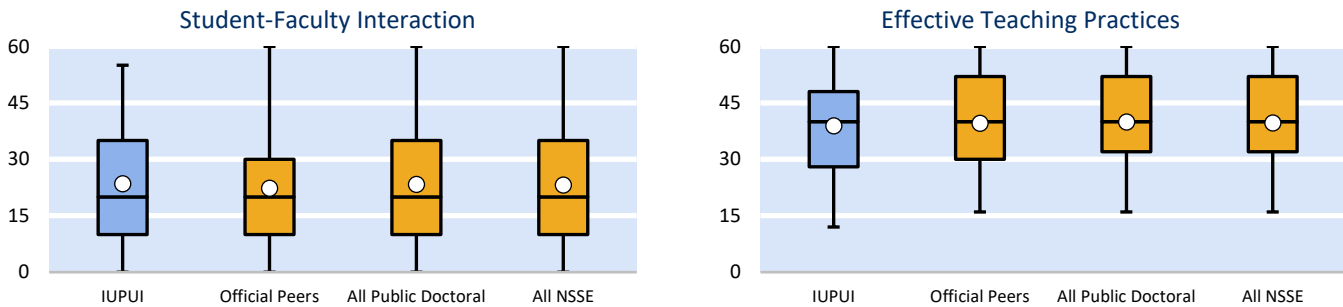
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	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.4	22.2	.07	23.3	.01	23.1	.02
Effective Teaching Practices	38.9	39.5	-.04	39.9	-.07	39.6	-.06

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3a. Talked about career plans with a faculty member	42	+4	+1	+1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	29	+5	+1	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	+2	+0	-0
3d. Discussed your academic performance with a faculty member	32	+2	+1	+0
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	81	+1	+0	+1
5b. Taught course sessions in an organized way	75	+0	-1	-1
5c. Used examples or illustrations to explain difficult points	76	-1	-2	-1
5d. Provided feedback on a draft or work in progress	57	-4	-5	-5
5e. Provided prompt and detailed feedback on tests or completed assignments	62	+0	-1	-1

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

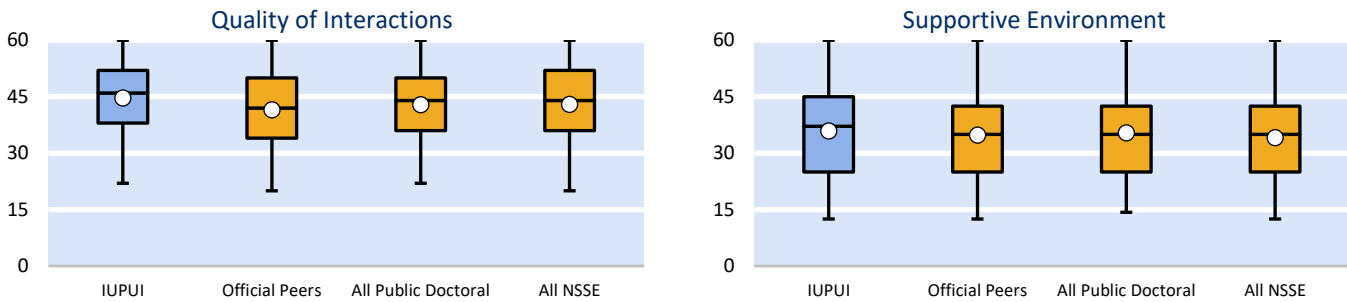
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your 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	44.7	41.5 ***	.27	42.9 **	.16	42.9 **	.15
Supportive Environment	35.9	34.9	.08	35.4	.04	34.1 *	.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 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	58	+10	+7	+7
13b. Academic advisors	58	+5	+4	+5
13c. Faculty	53	+5	+2	+1
13d. Student services staff (career services, student activities, housing, etc.)	50	+11	+4	+3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	54	+17	+10	+8
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	76	+6	+4	+5
14c. Using learning support services (tutoring services, writing center, etc.)	76	+4	+2	+5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	66	+1	+5	+7
14e. Providing opportunities to be involved socially	72	+3	+1	+5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	+8	+5	+9
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	+3	+1	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	56	-7	-10	-4
14i. Attending events that address important social, economic, or political issues	40	-5	-4	-3

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

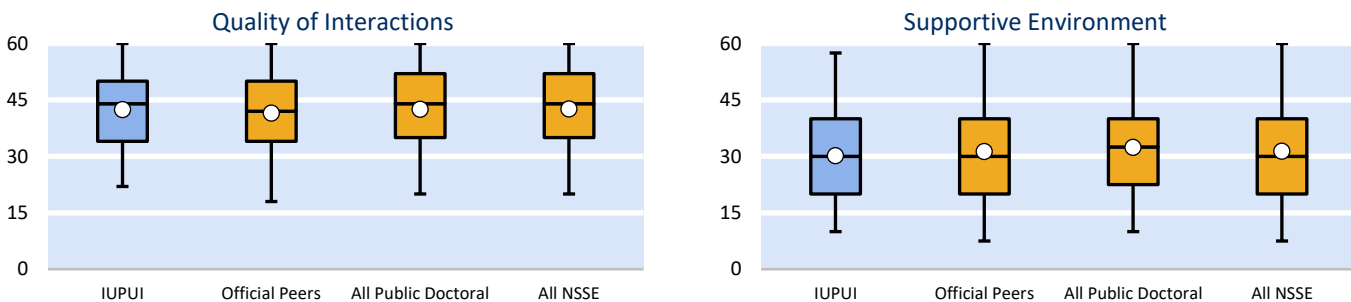
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	IUPUI Mean	Your seniors compared with					
		Official Peers Effect size		All Public Doctoral Effect size		All NSSE Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.5	41.5	.08	42.6	-.01	42.6	-.01
Supportive Environment	30.2	31.3	-.08	32.4 **	-.16	31.4	-.09

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	58	+2	-0	+0
13b. Academic advisors	50	+1	-0	-1
13c. Faculty	54	+0	-2	-2
13d. Student services staff (career services, student activities, housing, etc.)	43	+2	-2	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	+5	+1	-0
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	67	+3	-0	+1
14c. Using learning support services (tutoring services, writing center, etc.)	64	+4	-0	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	-5	-2	+0
14e. Providing opportunities to be involved socially	58	-2	-7	-4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	56	-0	-4	-1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	27	-3	-6	-5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	41	-10	-17	-12
14i. Attending events that address important social, economic, or political issues	30	-10	-10	-9

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

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

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NSSE 2024 Engagement Indicators

Comparisons with High-Performing Institutions

Indiana University-Purdue University Indianapolis

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 2023 and 2024 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2023 and 2024 NSSE institutions.

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

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

First-Year Students

Theme	Engagement Indicator	IUPUI Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.8	39.8	-.08	✓	42.4 ***	-.29	
	Reflective and Integrative Learning	36.2	37.3	-.09	✓	39.9 ***	-.32	
	Learning Strategies	39.3	40.2	-.07	✓	43.1 ***	-.27	
	Quantitative Reasoning	28.7	30.8 *	-.14		33.3 ***	-.30	
<i>Learning with Peers</i>	Collaborative Learning	31.9	33.4 *	-.11		36.7 ***	-.35	
	Discussions with Diverse Others	42.6	40.7 *	.13	✓	44.3	-.13	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	22.5	25.4 ***	-.18		29.9 ***	-.47	
	Effective Teaching Practices	39.1	40.8 *	-.13		43.6 ***	-.32	
<i>Campus Environment</i>	Quality of Interactions	44.7	45.7	-.09	✓	48.7 ***	-.34	
	Supportive Environment	35.9	37.1	-.09	✓	40.4 ***	-.36	

Seniors

Theme	Engagement Indicator	IUPUI Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.1	42.4 ***	-.17		44.9 ***	-.37	
	Reflective and Integrative Learning	38.6	40.6 ***	-.16		43.2 ***	-.38	
	Learning Strategies	38.9	41.2 **	-.16		44.1 ***	-.37	
	Quantitative Reasoning	29.9	32.8 ***	-.17		36.2 ***	-.39	
<i>Learning with Peers</i>	Collaborative Learning	32.0	34.7 ***	-.19		38.0 ***	-.44	
	Discussions with Diverse Others	39.6	41.4 *	-.11		44.1 ***	-.31	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	23.4	29.9 ***	-.40		34.9 ***	-.72	
	Effective Teaching Practices	38.9	42.5 ***	-.26		45.2 ***	-.48	
<i>Campus Environment</i>	Quality of Interactions	42.5	45.4 ***	-.24		48.1 ***	-.46	
	Supportive Environment	30.2	34.6 ***	-.31		38.0 ***	-.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 current- and prior-year institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
IUPUI (N = 354)	38.8	13.3	.70	20	30	40	50	60				
Official Peers	39.0	13.3	.21	20	30	40	50	60	4,340	-.2	.760	-.017
All Public Doctoral	38.4	13.3	.06	20	30	40	45	60	48,358	.4	.580	.029
All NSSE	38.3	13.3	.04	20	30	40	45	60	136,559	.5	.518	.034
Top 50%	39.8	13.2	.05	20	30	40	50	60	71,460	-1.0	.142	-.078
Top 10%	42.4	12.5	.14	20	35	40	55	60	8,574	-3.6	.000	-.286
Reflective & Integrative Learning												
IUPUI (N = 384)	36.2	12.5	.64	14	29	37	46	57				
Official Peers	36.7	11.9	.18	17	29	37	43	57	4,731	-.5	.428	-.042
All Public Doctoral	35.7	12.1	.05	17	29	37	43	57	53,073	.5	.436	.040
All NSSE	35.5	12.2	.03	17	27	34	43	57	149,678	.7	.276	.056
Top 50%	37.3	12.0	.05	17	29	37	46	60	64,299	-1.1	.073	-.092
Top 10%	39.9	11.7	.13	20	31	40	49	60	418	-3.7	.000	-.316
Learning Strategies												
IUPUI (N = 334)	39.3	14.0	.77	20	27	40	53	60				
Official Peers	38.0	13.7	.23	20	27	40	47	60	3,950	1.2	.125	.088
All Public Doctoral	38.1	13.8	.07	20	27	40	47	60	44,154	1.2	.127	.084
All NSSE	38.1	13.9	.04	20	27	40	47	60	125,103	1.1	.149	.079
Top 50%	40.2	13.9	.06	20	33	40	53	60	57,821	-.9	.215	-.068
Top 10%	43.1	14.5	.13	20	33	40	60	60	13,301	-3.9	.000	-.270
Quantitative Reasoning												
IUPUI (N = 341)	28.7	16.0	.87	0	20	27	40	60				
Official Peers	30.6	15.5	.25	7	20	33	40	60	4,031	-1.9	.032	-.121
All Public Doctoral	30.1	15.4	.07	7	20	27	40	60	45,192	-1.3	.109	-.087
All NSSE	28.8	15.7	.04	0	20	27	40	60	127,718	-.1	.908	-.006
Top 50%	30.8	15.5	.06	7	20	33	40	60	68,677	-2.1	.012	-.137
Top 10%	33.3	15.4	.14	7	20	33	40	60	13,237	-4.5	.000	-.296
Learning with Peers												
Collaborative Learning												
IUPUI (N = 420)	31.9	14.2	.70	10	20	30	40	60				
Official Peers	31.2	14.6	.21	10	20	30	40	60	5,202	.7	.363	.046
All Public Doctoral	30.8	14.4	.06	10	20	30	40	60	58,289	1.0	.141	.072
All NSSE	29.6	15.3	.04	5	20	30	40	60	163,613	2.3	.002	.151
Top 50%	33.4	13.9	.05	10	25	35	40	60	78,412	-1.5	.024	-.110
Top 10%	36.7	13.7	.11	15	25	35	45	60	15,060	-4.8	.000	-.352
Discussions with Diverse Others												
IUPUI (N = 339)	42.6	16.0	.87	20	30	40	60	60				
Official Peers	40.4	15.0	.25	15	30	40	55	60	395	2.2	.016	.145
All Public Doctoral	39.2	15.6	.07	15	30	40	55	60	44,615	3.3	.000	.215
All NSSE	38.0	16.0	.05	10	25	40	50	60	126,148	4.6	.000	.287
Top 50%	40.7	14.9	.06	20	30	40	55	60	341	1.9	.029	.128
Top 10%	44.3	13.7	.17	20	35	45	60	60	364	-1.7	.050	-.126

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 = 368)	22.5	14.6	.76	5	10	20	30	50				
Official Peers	21.5	14.9	.23	0	10	20	30	50	4,504	1.0	.196	.070
All Public Doctoral	21.8	15.3	.07	0	10	20	30	55	50,500	.8	.341	.050
All NSSE	20.4	15.4	.04	0	10	20	30	50	142,666	2.2	.007	.141
Top 50%	25.4	15.3	.08	5	15	25	35	60	41,314	-2.8	.000	-.184
Top 10%	29.9	15.5	.22	5	20	30	40	60	430	-7.3	.000	-.474
Effective Teaching Practices												
IUPUI (N = 356)	39.1	12.9	.68	20	28	40	48	60				
Official Peers	38.1	13.2	.21	16	28	40	48	60	4,310	.9	.206	.070
All Public Doctoral	38.4	13.1	.06	16	28	40	48	60	48,081	.7	.316	.053
All NSSE	38.1	13.3	.04	16	28	40	48	60	135,875	1.0	.174	.072
Top 50%	40.8	13.5	.06	20	32	40	52	60	51,991	-1.7	.017	-.127
Top 10%	43.6	14.1	.14	20	36	44	56	60	387	-4.5	.000	-.320
Campus Environment												
Quality of Interactions												
IUPUI (N = 312)	44.7	11.3	.64	22	38	46	52	60				
Official Peers	41.5	11.7	.20	20	34	42	50	60	3,629	3.2	.000	.272
All Public Doctoral	42.9	11.4	.06	22	36	44	50	60	40,739	1.8	.005	.160
All NSSE	42.9	11.9	.04	20	36	44	52	60	109,964	1.8	.009	.147
Top 50%	45.7	11.5	.06	24	40	48	54	60	38,807	-1.0	.121	-.088
Top 10%	48.7	11.9	.14	24	42	52	60	60	7,778	-4.0	.000	-.337
Supportive Environment												
IUPUI (N = 330)	35.9	13.5	.75	13	25	37	45	60				
Official Peers	34.9	13.4	.23	13	25	35	43	60	3,802	1.1	.172	.079
All Public Doctoral	35.4	13.3	.06	14	25	35	43	60	42,609	.5	.463	.041
All NSSE	34.1	13.7	.04	13	25	35	43	60	120,688	1.8	.019	.129
Top 50%	37.1	13.0	.06	18	28	38	45	60	46,872	-1.2	.095	-.092
Top 10%	40.4	12.6	.20	20	33	40	50	60	379	-4.5	.000	-.356

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 = 454)	40.1	14.0	.66	20	30	40	50	60				
Official Peers	40.8	13.8	.21	20	30	40	50	60	4,846	-.7	.313	-.050
All Public Doctoral	40.4	13.9	.06	20	30	40	50	60	51,863	-.4	.562	-.027
All NSSE	40.5	13.8	.04	20	30	40	50	60	125,991	-.5	.467	-.034
Top 50%	42.4	13.6	.06	20	35	40	55	60	45,170	-2.4	.000	-.174
Top 10%	44.9	12.8	.19	20	40	45	60	60	5,124	-4.8	.000	-.374
Reflective & Integrative Learning												
IUPUI (N = 479)	38.6	12.8	.58	17	29	40	49	60				
Official Peers	39.1	13.2	.19	17	29	40	49	60	5,172	-.5	.456	-.036
All Public Doctoral	38.2	13.0	.06	17	29	37	49	60	55,379	.5	.438	.036
All NSSE	38.4	12.9	.04	17	29	40	49	60	134,601	.2	.722	.016
Top 50%	40.6	12.4	.06	20	31	40	51	60	45,249	-2.0	.000	-.161
Top 10%	43.2	11.8	.18	23	34	43	54	60	4,796	-4.6	.000	-.384
Learning Strategies												
IUPUI (N = 423)	38.9	14.9	.73	13	27	40	53	60				
Official Peers	39.4	14.5	.23	13	27	40	53	60	4,527	-.5	.503	-.034
All Public Doctoral	39.1	14.6	.07	13	27	40	53	60	48,650	-.3	.713	-.018
All NSSE	38.9	14.7	.04	13	27	40	53	60	118,099	.0	.974	.002
Top 50%	41.2	14.5	.06	20	33	40	53	60	54,831	-2.3	.001	-.158
Top 10%	44.1	14.2	.17	20	33	47	60	60	7,136	-5.2	.000	-.366
Quantitative Reasoning												
IUPUI (N = 436)	29.9	15.8	.76	0	20	27	40	60				
Official Peers	32.0	16.6	.26	0	20	33	40	60	4,586	-2.1	.014	-.124
All Public Doctoral	31.5	16.5	.07	0	20	33	40	60	49,395	-1.6	.048	-.095
All NSSE	30.9	16.6	.05	0	20	33	40	60	120,000	-.9	.256	-.055
Top 50%	32.8	16.5	.07	7	20	33	40	60	59,114	-2.9	.000	-.175
Top 10%	36.2	16.2	.21	7	20	40	47	60	6,289	-6.2	.000	-.386
Learning with Peers												
Collaborative Learning												
IUPUI (N = 498)	32.0	15.2	.68	5	20	30	40	60				
Official Peers	31.4	15.2	.22	5	20	30	40	60	5,437	.6	.420	.038
All Public Doctoral	31.7	15.4	.06	5	20	30	40	60	58,567	.3	.656	.020
All NSSE	30.7	15.8	.04	5	20	30	40	60	142,065	1.3	.067	.082
Top 50%	34.7	14.2	.06	10	25	35	45	60	505	-2.7	.000	-.192
Top 10%	38.0	13.6	.16	15	30	40	50	60	556	-6.0	.000	-.438
Discussions with Diverse Others												
IUPUI (N = 431)	39.6	16.3	.78	10	30	40	55	60				
Official Peers	40.2	15.7	.24	15	30	40	55	60	4,563	-.6	.458	-.038
All Public Doctoral	39.8	16.2	.07	10	30	40	55	60	48,958	-.1	.881	-.007
All NSSE	38.9	16.3	.05	10	25	40	55	60	118,729	.8	.337	.046
Top 50%	41.4	15.6	.07	15	30	40	60	60	56,236	-1.7	.021	-.112
Top 10%	44.1	14.5	.18	20	35	45	60	60	6,960	-4.5	.000	-.306

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 = 469)	23.4	15.7	.73	0	10	20	35	55				
Official Peers	22.2	16.0	.24	0	10	20	30	60	5,014	1.2	.124	.075
All Public Doctoral	23.3	16.4	.07	0	10	20	35	60	53,490	.1	.893	.006
All NSSE	23.1	16.5	.05	0	10	20	35	60	129,953	.3	.689	.018
Top 50%	29.9	16.3	.10	5	20	30	40	60	24,984	-6.5	.000	-.399
Top 10%	34.9	16.1	.32	10	20	35	45	60	3,045	-11.5	.000	-.716
Effective Teaching Practices												
IUPUI (N = 455)	38.9	14.3	.67	12	28	40	48	60				
Official Peers	39.5	14.0	.21	16	30	40	52	60	4,824	-.6	.370	-.044
All Public Doctoral	39.9	14.0	.06	16	32	40	52	60	51,727	-1.0	.123	-.073
All NSSE	39.6	14.0	.04	16	32	40	52	60	125,644	-.8	.239	-.055
Top 50%	42.5	13.8	.07	20	32	44	56	60	40,817	-3.6	.000	-.260
Top 10%	45.2	13.1	.19	20	36	48	60	60	5,391	-6.4	.000	-.482
Campus Environment												
Quality of Interactions												
IUPUI (N = 372)	42.5	12.0	.62	22	34	44	50	60				
Official Peers	41.5	12.8	.21	18	34	42	50	60	4,022	1.0	.159	.077
All Public Doctoral	42.6	12.3	.06	20	35	44	52	60	44,142	-.1	.890	-.007
All NSSE	42.6	12.4	.04	20	35	44	52	60	105,284	-.1	.849	-.010
Top 50%	45.4	12.0	.06	22	38	48	55	60	39,781	-2.9	.000	-.244
Top 10%	48.1	12.3	.14	23	42	50	60	60	7,966	-5.6	.000	-.460
Supportive Environment												
IUPUI (N = 414)	30.2	13.8	.68	10	20	30	40	58				
Official Peers	31.3	14.4	.23	8	20	30	40	60	4,410	-1.2	.115	-.081
All Public Doctoral	32.4	14.3	.07	10	23	33	40	60	47,503	-2.3	.001	-.158
All NSSE	31.4	14.4	.04	8	20	30	40	60	115,156	-1.2	.081	-.086
Top 50%	34.6	14.2	.07	10	25	35	45	60	41,579	-4.5	.000	-.314
Top 10%	38.0	13.7	.22	15	28	40	48	60	4,281	-7.8	.000	-.567

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.