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**NSSE 2021**  
**Engagement Indicators**  
Malone University

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### 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](https://nsse.indiana.edu)

## 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 CCCU Institutions	Your first-year students compared with AICUO	Your first-year students compared with Carnegie Master's M
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 CCCU Institutions	Your seniors compared with AICUO	Your seniors compared with Carnegie Master's M
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

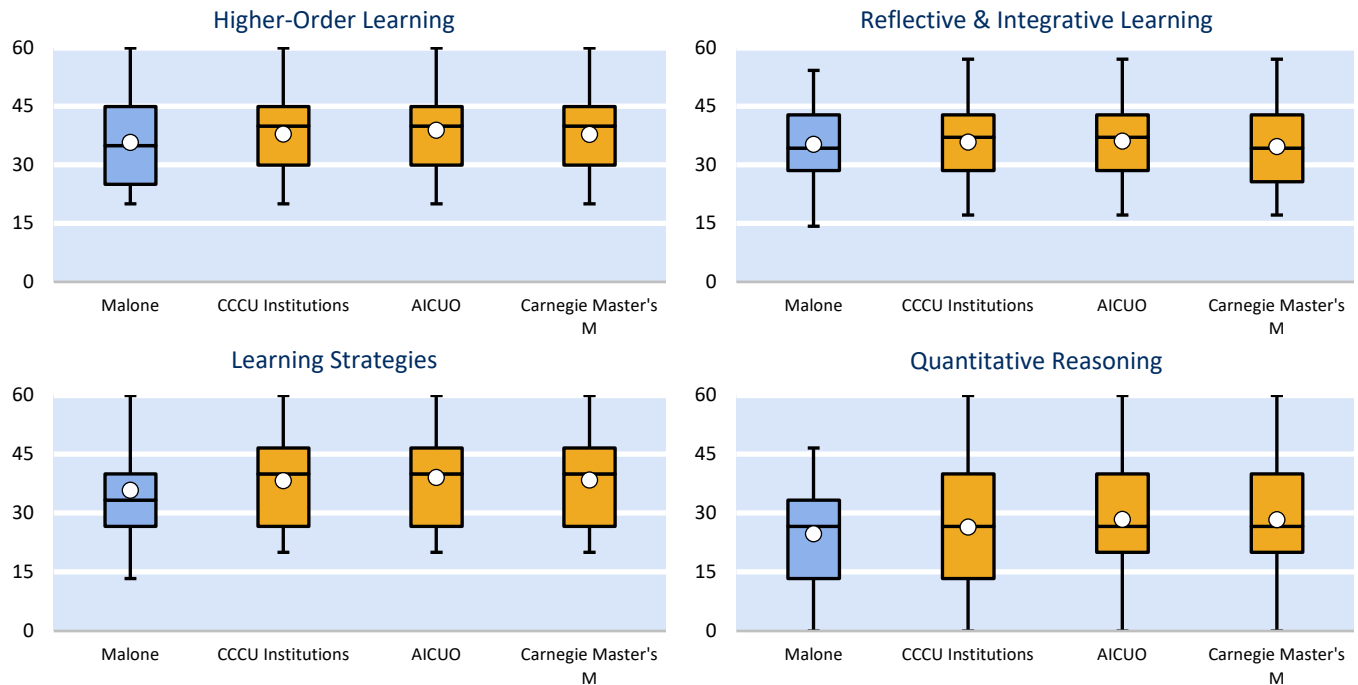
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Malone Mean	Your first-year students compared with					
		CCCU Institutions		AICUO		Carnegie Master's M	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	35.8	37.9	-.16	39.0 *	-.25	37.9	-.16
Reflective & Integrative Learning	35.3	36.0	-.06	36.2	-.08	34.8	.04
Learning Strategies	35.8	38.2	-.18	39.1 *	-.24	38.5	-.20
Quantitative Reasoning	24.7	26.4	-.11	28.4 **	-.24	28.3 **	-.23

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.

		Percentage point difference <sup>a</sup> between your FY students and		
	Malone	CCCU Institutions	AICUO	Carnegie Master's M
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	64	<div><div></div><div></div></div> -5	<div><div></div><div></div></div> -11	<div><div></div><div></div></div> -8
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	64	<div><div></div><div></div></div> -5	<div><div></div><div></div></div> -9	<div><div></div><div></div></div> -5
4d. Evaluating a point of view, decision, or information source	66	<div><div></div><div></div></div> -5	<div><div></div><div></div></div> -5	<div><div></div><div></div></div> -4
4e. Forming a new idea or understanding from various pieces of information	60	<div><div></div><div></div></div> -11	<div><div></div><div></div></div> -12	<div><div></div><div></div></div> -11
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	54	<div><div></div><div></div></div> +3	<div><div></div><div></div></div> -2	<div><div></div><div></div></div> +2
2b. Connected your learning to societal problems or issues	48	<div><div></div><div></div></div> -5	<div><div></div><div></div></div> -4	<div><div></div><div></div></div> -2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	59	<div><div></div><div></div></div> +2	<div><div></div><div></div></div> +5	<div><div></div><div></div></div> +7
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	<div><div></div><div></div></div> +1	<div><div></div><div></div></div> +2	<div><div></div><div></div></div> +5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	75	<div><div></div><div></div></div> +2	<div><div></div><div></div></div> +4	<div><div></div><div></div></div> +5
2f. Learned something that changed the way you understand an issue or concept	64	<div><div></div><div></div></div> -3	<div><div></div><div></div></div> -6	<div><div></div><div></div></div> -2
2g. Connected ideas from your courses to your prior experiences and knowledge	77	<div><div></div><div></div></div> -2	<div><div></div><div></div></div> -4	<div><div></div><div></div></div> +1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	73	<div><div></div><div></div></div> -5	<div><div></div><div></div></div> -5	<div><div></div><div></div></div> -2
9b. Reviewed your notes after class	57	<div><div></div><div></div></div> -6	<div><div></div><div></div></div> -9	<div><div></div><div></div></div> -9
9c. Summarized what you learned in class or from course materials	58	<div><div></div><div></div></div> -5	<div><div></div><div></div></div> -7	<div><div></div><div></div></div> -8
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	40	<div><div></div><div></div></div> -7	<div><div></div><div></div></div> -13	<div><div></div><div></div></div> -14
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	30	<div><div></div><div></div></div> -6	<div><div></div><div></div></div> -10	<div><div></div><div></div></div> -11
6c. Evaluated what others have concluded from numerical information	30	<div><div></div><div></div></div> -6	<div><div></div><div></div></div> -12	<div><div></div><div></div></div> -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.

## 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

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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.7	41.1 **	-.26	40.9 *	-.25	40.7 *	-.22
Reflective & Integrative Learning	37.2	40.0 *	-.23	38.3	-.09	38.7	-.12
Learning Strategies	37.8	38.7	-.07	38.5	-.05	39.2	-.09
Quantitative Reasoning	25.0	29.0 **	-.24	31.3 ***	-.39	30.5 ***	-.34

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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### Academic Challenge: Seniors (continued)

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situations	73	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></di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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

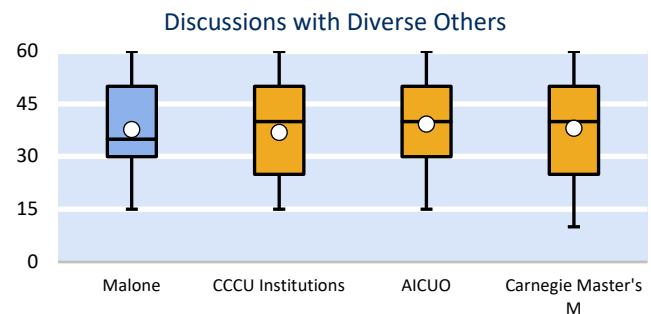
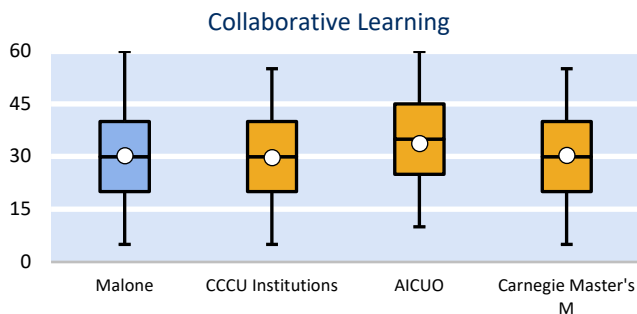
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean Comparisons

Engagement Indicator	Malone Mean	Your first-year students compared with					
		CCCU Institutions		AICUO		Carnegie Master's M	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.3	29.7	.03	33.8 **	-.25	30.4	-.01
Discussions with Diverse Others	37.8	36.9	.06	39.4	-.11	38.1	-.02

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

### Score Distributions



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

### Performance on Indicator Items

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

		Percentage point difference <sup>a</sup> between your FY students and			
	Malone	CCCU Institutions	AICUO	Carnegie Master's M	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
1b. Asked another student to help you understand course material	49	+2	-6	+2	
1c. Explained course material to one or more students	42	-7	-17	-10	
1d. Prepared for exams by discussing or working through course material with other students	48	+2	-6	+1	
1e. Worked with other students on course projects or assignments	55	+6	-5	+2	
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	64	-6	-7	-6	
8b. People from an economic background other than your own	64	-5	-9	-6	
8c. People with religious beliefs other than your own	54	+10	-11	-6	
8d. People with political views other than your own	71	+7	+10	+6	

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

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



## Learning with Peers: Seniors

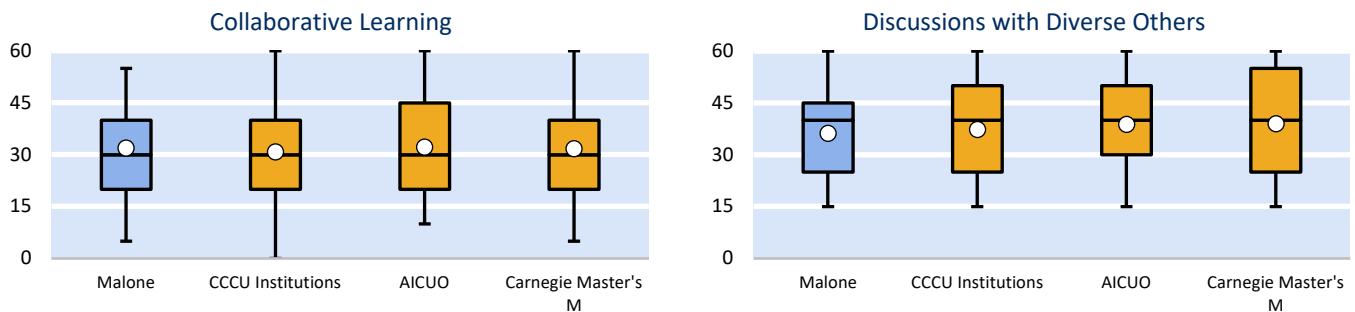
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean Comparisons

Engagement Indicator	Malone Mean	Your seniors compared with					
		CCCU Institutions		AICUO		Carnegie Master's M	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.9	30.9	.07	32.2	-.02	31.8	.01
Discussions with Diverse Others	36.3	37.4	-.08	38.9	-.17	39.0	-.18

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.

		Percentage point difference <sup>a</sup> between your seniors and			
	Malone	CCCU Institutions	AICUO	Carnegie Master's M	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...	%				
1b. Asked another student to help you understand course material	43	+1	-1	+1	
1c. Explained course material to one or more students	53	-2	-4	-4	
1d. Prepared for exams by discussing or working through course material with other students	49	+4	+3	+3	
1e. Worked with other students on course projects or assignments	60	+2	-5	-1	
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	61	-9	-9	-7	
8b. People from an economic background other than your own	65	-6	-6	-5	
8c. People with religious beliefs other than your own	45	+2	-20	-17	
8d. People with political views other than your own	74	+7	+13	+6	

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

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

## Experiences with Faculty: First-year students

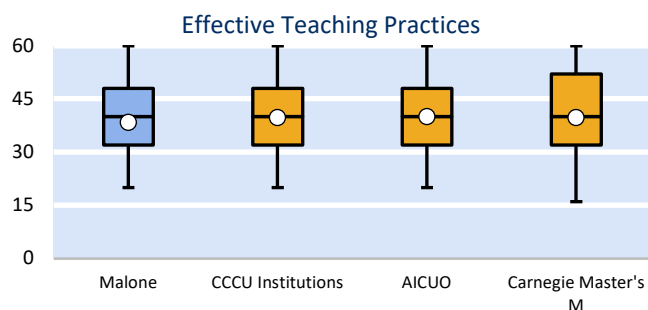
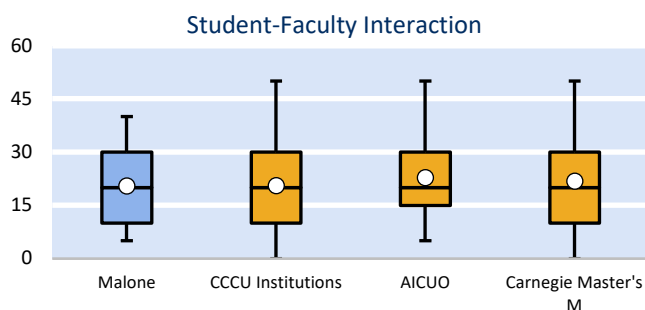
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

### Mean Comparisons

Engagement Indicator	Malone	Your first-year students compared with					
		CCCU Institutions		AICUO		Carnegie Master's M	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.5	20.6	-.01	22.9	-.17	21.9	-.10
Effective Teaching Practices	38.4	39.8	-.10	40.1	-.13	39.8	-.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



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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.

Student-Faculty Interaction	Malone	Percentage point difference <sup>a</sup> between your FY students and			
		CCCU Institutions	AICUO	Carnegie Master's M	
Percentage of students who responded that they "Very often" or "Often"...	%				
3a. Talked about career plans with a faculty member	45	+9	+7	+6	
3b. Worked w/faculty on activities other than coursework(committees, student groups, etc.)	18	-1	-4	-4	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	21	-4	-11	-6	
3d. Discussed your academic performance with a faculty member	24	-3	-9	-9	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	77	-3	-3	-3	
5b. Taught course sessions in an organized way	78	-0	-1	+1	
5c. Used examples or illustrations to explain difficult points	74	-3	-5	-2	
5d. Provided feedback on a draft or work in progress	66	-0	-1	-1	
5e. Provided prompt and detailed feedback on tests or completed assignments	62	-2	-4	-3	

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## Experiences with Faculty: Seniors

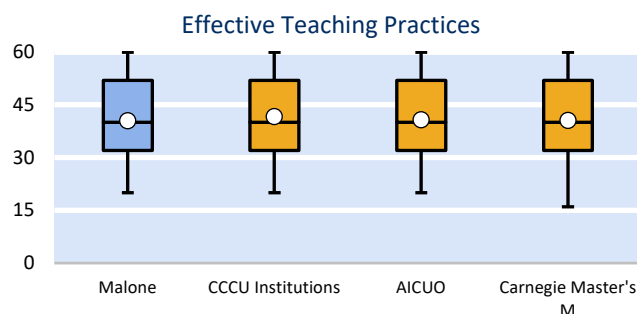
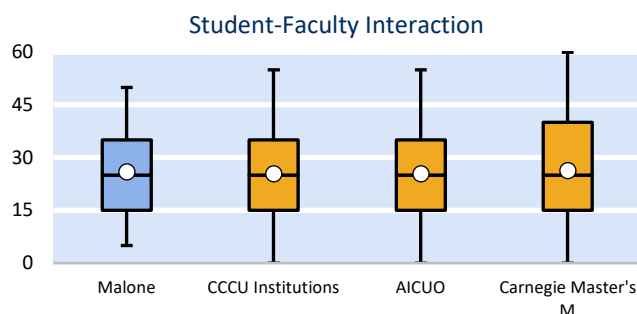
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### Mean Comparisons

Engagement Indicator	Malone	Your seniors compared with					
		CCCU Institutions		AICUO		Carnegie Master's M	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.9	25.3	.04	25.4	.03	26.2	-.02
Effective Teaching Practices	40.4	41.6	-.09	40.7	-.02	40.5	-.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).

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	Malone	CCCU Institutions	AICUO	Carnegie Master's M
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	55	+8	+7	+8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	-3	-5	-6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	-6	-5	-7
3d. Discussed your academic performance with a faculty member	29	-5	-6	-11
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	80	-3	+0	+0
5b. Taught course sessions in an organized way	76	-5	-3	-2
5c. Used examples or illustrations to explain difficult points	75	-4	-4	-2
5d. Provided feedback on a draft or work in progress	68	+1	+3	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	74	+3	+5	+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

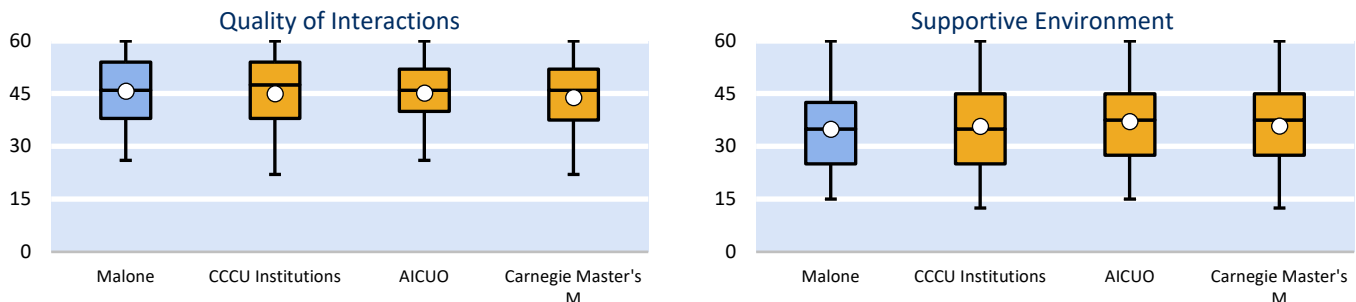
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

### Mean Comparisons

Engagement Indicator	Malone Mean	Your first-year students compared with					
		CCCU Institutions		AICUO		Carnegie Master's M	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.7	44.9	.07	45.2	.05	43.8	.15
Supportive Environment	34.8	35.6	-.06	37.0	-.17	35.7	-.06

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

### Score Distributions



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

### 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.

		Percentage point difference <sup>a</sup> between your FY students and		
Quality of Interactions	Malone	CCCU Institutions	AICUO	Carnegie Master's M
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	53	-6	-5	+1
13b. Academic advisors	68	+11	+9	+11
13c. Faculty	65	+4	+4	+8
13d. Student services staff (career services, student activities, housing, etc.)	60	+6	+8	+10
13e. Other administrative staff and offices (registrar, financial aid, etc.)	54	-1	+2	+3
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	78	+2	-2	+3
14c. Using learning support services (tutoring services, writing center, etc.)	73	-2	-6	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	-4	-4	-6
14e. Providing opportunities to be involved socially	74	+5	+1	+6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	74	+6	+5	+6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	-1	-3	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	-1	-7	-1
14i. Attending events that address important social, economic, or political issues	46	-1	-9	-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.

### Campus Environment: Seniors

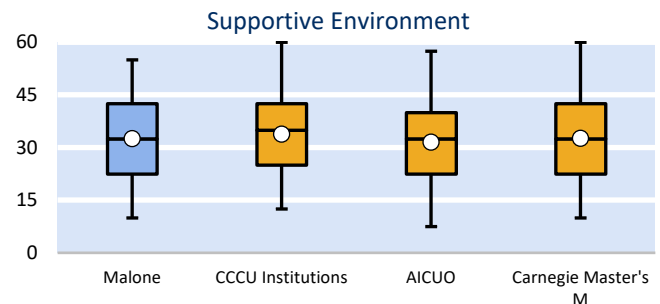
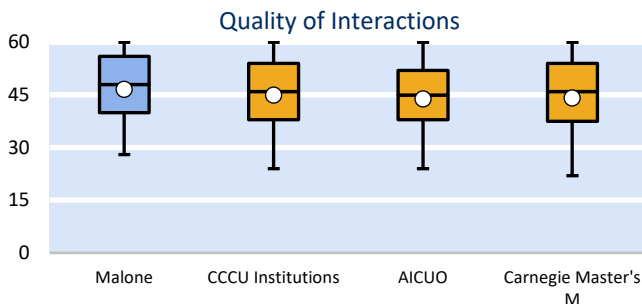
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Malone	Your seniors compared with					
		CCCU Institutions		AICUO		Carnegie Master's M	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	46.7	45.1	.14	43.9 *	.24	44.2	.21
Supportive Environment	32.7	33.9	-.09	31.6	.08	32.7	-.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.

#### 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.

		Percentage point difference <sup>a</sup> between your seniors and		
	Malone	CCCU Institutions	AICUO	Carnegie Master's M
Quality of Interactions				
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	59	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div>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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](https://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<sup>a</sup> 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<sup>b</sup> 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	Malone Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	35.8	39.2 *	-.26		41.9 ***	-.47	
	Reflective and Integrative Learning	35.3	36.5	-.10	✓	39.1 ***	-.32	
	Learning Strategies	35.8	39.7 **	-.28		43.0 ***	-.50	
	Quantitative Reasoning	24.7	29.7 ***	-.33		32.5 ***	-.50	
Learning with Peers	Collaborative Learning	30.3	33.9 **	-.26		37.0 ***	-.49	
	Discussions with Diverse Others	37.8	40.6	-.19		43.8 ***	-.42	
Experiences with Faculty	Student-Faculty Interaction	20.5	23.2 *	-.18		27.8 ***	-.48	
	Effective Teaching Practices	38.4	40.4	-.15		43.2 ***	-.36	
Campus Environment	Quality of Interactions	45.7	45.1	.05	✓	47.7	-.16	
	Supportive Environment	34.8	36.8	-.15		39.9 ***	-.39	

### Seniors

Theme	Engagement Indicator	Malone Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.7	41.6 **	-.29		43.9 ***	-.48	
	Reflective and Integrative Learning	37.2	39.7 *	-.20		42.5 ***	-.45	
	Learning Strategies	37.8	40.6	-.19		43.5 ***	-.40	
	Quantitative Reasoning	25.0	31.6 ***	-.40		34.8 ***	-.62	
Learning with Peers	Collaborative Learning	31.9	35.0 *	-.22		38.8 ***	-.51	
	Discussions with Diverse Others	36.3	41.2 ***	-.32		44.2 ***	-.53	
Experiences with Faculty	Student-Faculty Interaction	25.9	28.5	-.16		33.6 ***	-.49	
	Effective Teaching Practices	40.4	41.5	-.08	✓	44.6 **	-.31	
Campus Environment	Quality of Interactions	46.7	45.2	.13	✓	48.2	-.13	
	Supportive Environment	32.7	34.1	-.10		37.2 **	-.31	

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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Malone (N = 99)	35.8	13.3	1.33	20	25	35	45	60				
CCCU Institutions	37.9	13.1	.14	20	30	40	45	60	9,235	-2.1	.111	-.161
AICUO	39.0	12.6	.18	20	30	40	45	60	4,808	-3.1	.014	-.249
Carnegie Master's M	37.9	12.8	.18	20	30	40	45	60	5,062	-2.1	.108	-.163
Top 50%	39.2	13.2	.03	20	30	40	50	60	223,937	-3.4	.010	-.257
Top 10%	41.9	12.9	.08	20	35	40	55	60	27,296	-6.0	.000	-.469
<b>Reflective &amp; Integrative Learning</b>												
Malone (N = 103)	35.3	12.3	1.21	14	29	34	43	54				
CCCU Institutions	36.0	11.5	.12	17	29	37	43	57	10,015	-.6	.577	-.055
AICUO	36.2	11.6	.16	17	29	37	43	57	5,105	-.9	.448	-.075
Carnegie Master's M	34.8	11.8	.16	17	26	34	43	57	5,527	.5	.655	.044
Top 50%	36.5	12.0	.03	17	29	37	46	57	217,293	-1.2	.313	-.099
Top 10%	39.1	11.8	.07	20	31	40	49	60	24,856	-3.8	.001	-.325
<b>Learning Strategies</b>												
Malone (N = 97)	35.8	12.3	1.25	13	27	33	40	60				
CCCU Institutions	38.2	13.7	.15	20	27	40	47	60	8,664	-2.4	.082	-.177
AICUO	39.1	13.4	.20	20	27	40	47	60	4,587	-3.2	.018	-.242
Carnegie Master's M	38.5	13.6	.20	20	27	40	47	60	4,760	-2.7	.055	-.196
Top 50%	39.7	14.0	.03	20	27	40	53	60	198,628	-3.9	.006	-.281
Top 10%	43.0	14.3	.08	20	33	40	60	60	97	-7.1	.000	-.501
<b>Quantitative Reasoning</b>												
Malone (N = 99)	24.7	13.3	1.34	0	13	27	33	47				
CCCU Institutions	26.4	15.5	.17	0	13	27	40	60	101	-1.7	.205	-.111
AICUO	28.4	15.5	.23	0	20	27	40	60	104	-3.7	.007	-.240
Carnegie Master's M	28.3	15.5	.22	0	20	27	40	60	104	-3.6	.009	-.234
Top 50%	29.7	15.3	.03	7	20	27	40	60	98	-5.0	.000	-.326
Top 10%	32.5	15.5	.09	7	20	33	40	60	99	-7.8	.000	-.500
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Malone (N = 108)	30.3	13.9	1.34	5	20	30	40	60				
CCCU Institutions	29.7	15.1	.15	5	20	30	40	55	10,753	.5	.723	.034
AICUO	33.8	13.9	.19	10	25	35	45	60	5,394	-3.5	.009	-.253
Carnegie Master's M	30.4	14.5	.19	5	20	30	40	55	6,006	-.1	.918	-.010
Top 50%	33.9	13.9	.02	10	25	35	45	60	317,271	-3.6	.007	-.260
Top 10%	37.0	13.6	.05	15	25	40	45	60	62,745	-6.7	.000	-.493
<b>Discussions with Diverse Others</b>												
Malone (N = 98)	37.8	14.7	1.49	15	30	35	50	60				
CCCU Institutions	36.9	14.7	.16	15	25	40	50	60	8,730	.8	.574	.057
AICUO	39.4	14.3	.21	15	30	40	50	60	4,599	-1.6	.279	-.110
Carnegie Master's M	38.1	15.5	.23	10	25	40	50	60	4,785	-.3	.828	-.022
Top 50%	40.6	15.2	.03	15	30	40	55	60	252,366	-2.8	.064	-.187
Top 10%	43.8	14.4	.08	20	35	45	60	60	35,607	-6.0	.000	-.419



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Malone (N = 102)	20.5	12.1	1.20	5	10	20	30	40				
CCCU Institutions	20.6	14.3	.15	0	10	20	30	50	9,611	-.2	.910	-.011
AICUO	22.9	14.1	.20	5	15	20	30	50	4,945	-2.4	.085	-.172
Carnegie Master's M	21.9	14.7	.21	0	10	20	30	50	107	-1.4	.246	-.097
Top 50%	23.2	14.7	.04	0	10	20	30	50	102	-2.7	.027	-.183
Top 10%	27.8	15.2	.12	5	15	25	40	60	103	-7.3	.000	-.481
<b>Effective Teaching Practices</b>												
Malone (N = 100)	38.4	11.1	1.11	20	32	40	48	60				
CCCU Institutions	39.8	13.0	.14	20	32	40	48	60	9,201	-1.4	.299	-.104
AICUO	40.1	12.5	.18	20	32	40	48	60	4,784	-1.7	.187	-.133
Carnegie Master's M	39.8	13.4	.19	16	32	40	52	60	105	-1.4	.229	-.103
Top 50%	40.4	13.5	.03	20	32	40	52	60	99	-2.0	.076	-.148
Top 10%	43.2	13.4	.09	20	36	44	56	60	101	-4.8	.000	-.357
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Malone (N = 96)	45.7	10.9	1.11	26	38	46	54	60				
CCCU Institutions	44.9	11.9	.13	22	38	48	54	60	8,115	.8	.521	.066
AICUO	45.2	10.6	.16	26	40	46	52	60	4,360	.5	.627	.050
Carnegie Master's M	43.8	12.0	.18	22	38	46	52	60	4,429	1.9	.134	.155
Top 50%	45.1	11.5	.03	24	38	46	54	60	138,943	.6	.604	.053
Top 10%	47.7	12.3	.07	24	40	50	58	60	29,343	-2.0	.113	-.162
<b>Supportive Environment</b>												
Malone (N = 98)	34.8	13.3	1.34	15	25	35	43	60				
CCCU Institutions	35.6	13.7	.15	13	25	35	45	60	8,388	-.8	.582	-.056
AICUO	37.0	12.9	.20	15	28	38	45	60	4,451	-2.1	.105	-.165
Carnegie Master's M	35.7	13.9	.21	13	28	38	45	60	4,566	-.9	.529	-.064
Top 50%	36.8	13.5	.03	15	28	38	45	60	171,434	-2.0	.143	-.148
Top 10%	39.9	12.8	.09	18	33	40	50	60	22,656	-5.1	.000	-.395

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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Malone (N = 98)	37.7	13.7	1.38	20	25	40	45	60				
CCCU Institutions	41.1	13.2	.15	20	35	40	50	60	7,794	-3.5	.010	-.263
AICUO	40.9	13.0	.20	20	35	40	50	60	4,191	-3.2	.016	-.246
Carnegie Master's M	40.7	13.4	.21	20	30	40	50	60	4,348	-3.0	.029	-.224
Top 50%	41.6	13.6	.03	20	35	40	55	60	180,253	-3.9	.004	-.288
Top 10%	43.9	13.0	.09	20	35	40	55	60	19,835	-6.2	.000	-.478
<b>Reflective &amp; Integrative Learning</b>												
Malone (N = 102)	37.2	12.1	1.20	17	29	40	46	54				
CCCU Institutions	40.0	11.9	.13	20	31	40	49	60	8,272	-2.8	.020	-.232
AICUO	38.3	12.1	.19	20	31	37	46	60	4,387	-1.1	.359	-.092
Carnegie Master's M	38.7	12.3	.18	20	30	40	49	60	4,631	-1.5	.213	-.125
Top 50%	39.7	12.4	.03	20	31	40	49	60	174,924	-2.5	.038	-.205
Top 10%	42.5	11.7	.10	23	34	43	51	60	14,510	-5.3	.000	-.450
<b>Learning Strategies</b>												
Malone (N = 91)	37.8	13.4	1.40	20	27	40	47	60				
CCCU Institutions	38.7	14.2	.17	13	27	40	47	60	7,419	-.9	.537	-.065
AICUO	38.5	14.3	.23	13	27	40	47	60	4,026	-.7	.658	-.047
Carnegie Master's M	39.2	14.5	.23	13	27	40	53	60	4,124	-1.4	.379	-.093
Top 50%	40.6	14.6	.03	20	33	40	53	60	205,805	-2.7	.072	-.188
Top 10%	43.5	14.2	.09	20	33	40	60	60	26,871	-5.7	.000	-.399
<b>Quantitative Reasoning</b>												
Malone (N = 91)	25.0	13.8	1.44	0	13	27	33	47				
CCCU Institutions	29.0	16.5	.19	0	20	27	40	60	93	-4.0	.008	-.241
AICUO	31.3	16.3	.26	0	20	33	40	60	96	-6.3	.000	-.389
Carnegie Master's M	30.5	16.4	.26	0	20	27	40	60	96	-5.5	.000	-.337
Top 50%	31.6	16.3	.03	0	20	33	40	60	90	-6.6	.000	-.404
Top 10%	34.8	15.8	.10	7	20	33	47	60	24,856	-9.8	.000	-.621
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Malone (N = 106)	31.9	15.0	1.46	5	20	30	40	55				
CCCU Institutions	30.9	16.2	.18	0	20	30	40	60	8,547	1.1	.501	.066
AICUO	32.2	14.9	.22	10	20	30	45	60	4,553	-.3	.826	-.022
Carnegie Master's M	31.8	15.5	.23	5	20	30	40	60	4,850	.2	.916	.010
Top 50%	35.0	14.2	.03	10	25	35	45	60	262,735	-3.1	.024	-.219
Top 10%	38.8	13.4	.08	15	30	40	50	60	28,841	-6.9	.000	-.515
<b>Discussions with Diverse Others</b>												
Malone (N = 88)	36.3	13.6	1.45	15	25	40	45	60				
CCCU Institutions	37.4	14.2	.17	15	25	40	50	60	7,448	-1.1	.465	-.078
AICUO	38.9	14.9	.24	15	30	40	50	60	4,042	-2.6	.108	-.173
Carnegie Master's M	39.0	15.5	.24	15	25	40	55	60	4,143	-2.8	.099	-.178
Top 50%	41.2	15.6	.03	15	30	40	60	60	87	-5.0	.001	-.318
Top 10%	44.2	15.0	.08	20	35	45	60	60	87	-7.9	.000	-.526

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Malone (N = 98)	25.9	14.0	1.42	5	15	25	35	50				
CCCU Institutions	25.3	15.8	.18	0	15	25	35	55	100	.6	.684	.037
AICUO	25.4	15.9	.25	0	15	25	35	55	103	.5	.711	.034
Carnegie Master's M	26.2	16.5	.25	0	15	25	40	60	104	-.3	.816	-.020
Top 50%	28.5	16.0	.05	5	15	25	40	60	98	-2.6	.066	-.164
Top 10%	33.6	15.9	.15	10	20	35	45	60	99	-7.7	.000	-.486
<b>Effective Teaching Practices</b>												
Malone (N = 97)	40.4	13.4	1.37	20	32	40	52	60				
CCCU Institutions	41.6	13.3	.15	20	32	40	52	60	7,761	-1.2	.378	-.090
AICUO	40.7	13.3	.21	20	32	40	52	60	4,200	-.3	.822	-.023
Carnegie Master's M	40.5	14.1	.22	16	32	40	52	60	4,345	-.1	.946	-.007
Top 50%	41.5	13.9	.04	16	32	40	52	60	152,636	-1.1	.440	-.079
Top 10%	44.6	13.3	.10	20	36	44	56	60	18,646	-4.1	.002	-.311
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Malone (N = 88)	46.7	10.9	1.17	28	40	48	56	60				
CCCU Institutions	45.1	11.4	.14	24	38	46	54	60	7,047	1.6	.181	.144
AICUO	43.9	11.3	.18	24	38	45	52	60	3,839	2.8	.024	.244
Carnegie Master's M	44.2	12.1	.20	22	38	46	54	60	3,883	2.5	.056	.207
Top 50%	45.2	11.9	.03	22	38	48	54	60	145,892	1.5	.234	.127
Top 10%	48.2	11.9	.07	25	42	50	60	60	32,570	-1.5	.229	-.129
<b>Supportive Environment</b>												
Malone (N = 90)	32.7	13.9	1.46	10	23	33	43	55				
CCCU Institutions	33.9	13.8	.16	13	25	35	43	60	7,236	-1.2	.393	-.091
AICUO	31.6	14.0	.23	8	23	33	40	58	3,964	1.1	.471	.077
Carnegie Master's M	32.7	14.2	.23	10	23	33	43	60	4,015	-.1	.962	-.005
Top 50%	34.1	14.2	.04	10	23	35	43	60	158,367	-1.4	.334	-.102
Top 10%	37.2	14.3	.10	13	28	38	48	60	20,418	-4.5	.003	-.315

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  $\pm$  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.