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# **NSSE 2016**

## **Engagement Indicators**

University of North Carolina at Charlotte

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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 first-year and senior 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 2015 and 2016 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, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

### How Engagement Indicators are Computed

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

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

<i>Theme</i>	<i>Engagement Indicator</i>	<b>Your first-year students</b> compared with Peer Institutions	<b>Your first-year students</b> compared with Carnegie Class	<b>Your first-year students</b> compared with Doc with High TR's
<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	--	--	▼

### Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	<b>Your seniors</b> compared with Peer Institutions	<b>Your seniors</b> compared with Carnegie Class	<b>Your seniors</b> compared with Doc with High TR's
<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	--	▼	▼

### Academic Challenge: First-year students

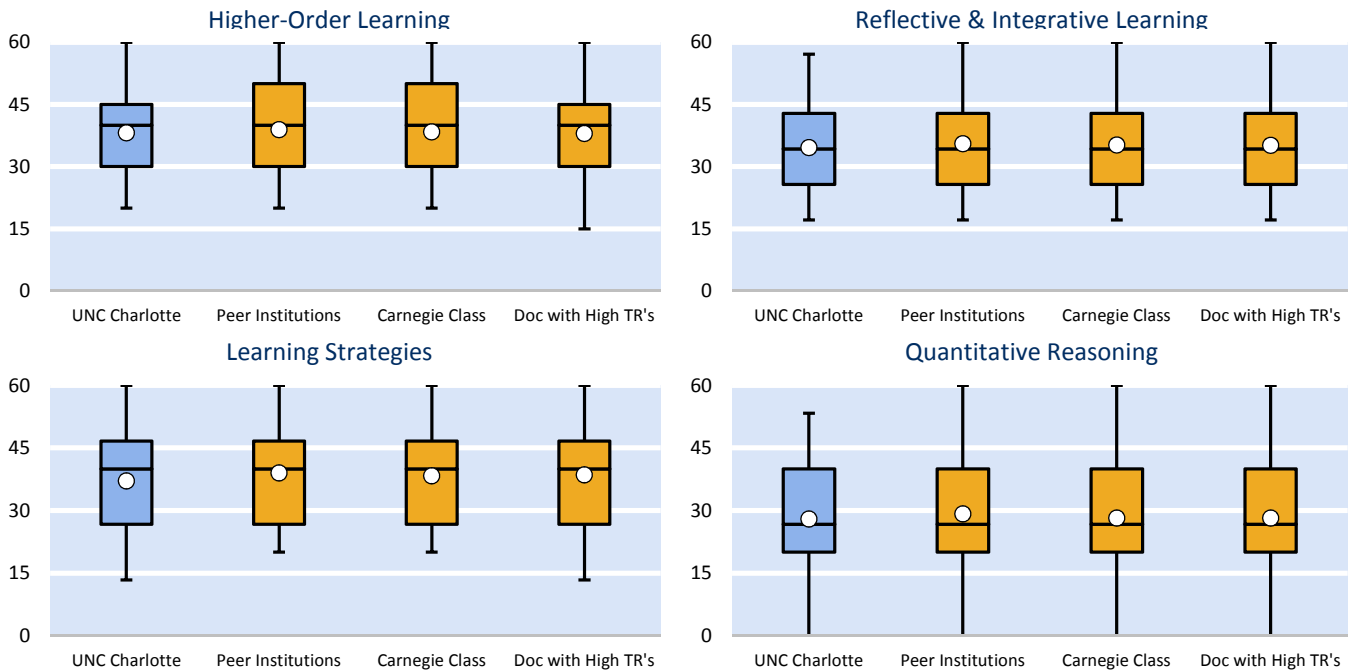
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UNC Charlotte Mean	Your first-year students compared with					
		Peer Institutions Mean	Peer Institutions Effect size	Carnegie Class Mean	Carnegie Class Effect size	Doc with High TR's Mean	Doc with High TR's Effect size
Higher-Order Learning	38.2	38.9	-.05	38.4	-.01	38.1	.01
Reflective & Integrative Learning	34.6	35.6	-.08	35.2	-.05	35.2	-.05
Learning Strategies	37.1	39.0 **	-.14	38.3 *	-.09	38.6 *	-.11
Quantitative Reasoning	27.9	29.2 *	-.08	28.2	-.02	28.2	-.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.

## 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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	UNC Charlotte	Percentage point difference <sup>a</sup> between your FY students and		
		Peer Institutions	Carnegie Class	Doc with High TR's
<b>Higher-Order Learning</b>				
<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	75	+1 	+2 	+4 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	 -1	 -0	+1 
4d. Evaluating a point of view, decision, or information source	68	 -2	 -0	 -1
4e. Forming a new idea or understanding from various pieces of information	68	 -1	+1 	+1 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	52	 -3	 -2	 -1
2b. Connected your learning to societal problems or issues	49	 -3	 -2	 -3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	+1 	+2 	+1 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	 -0	+1 	+1 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	+0 	+1 	+0 
2f. Learned something that changed the way you understand an issue or concept	62	 -5	 -3	 -2
2g. Connected ideas from your courses to your prior experiences and knowledge	74	 -2	 -2	 -1
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	73	 -4	 -4	 -3
9b. Reviewed your notes after class	63	 -2	 -1	 -2
9c. Summarized what you learned in class or from course materials	60	 -3	 -1	 -2
<b>Quantitative Reasoning</b>				
<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.)	57	+1 	+2 	+2 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	 -1	+1 	+1 
6c. Evaluated what others have concluded from numerical information	35	 -6	 -4	 -4

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

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

### Academic Challenge: Seniors

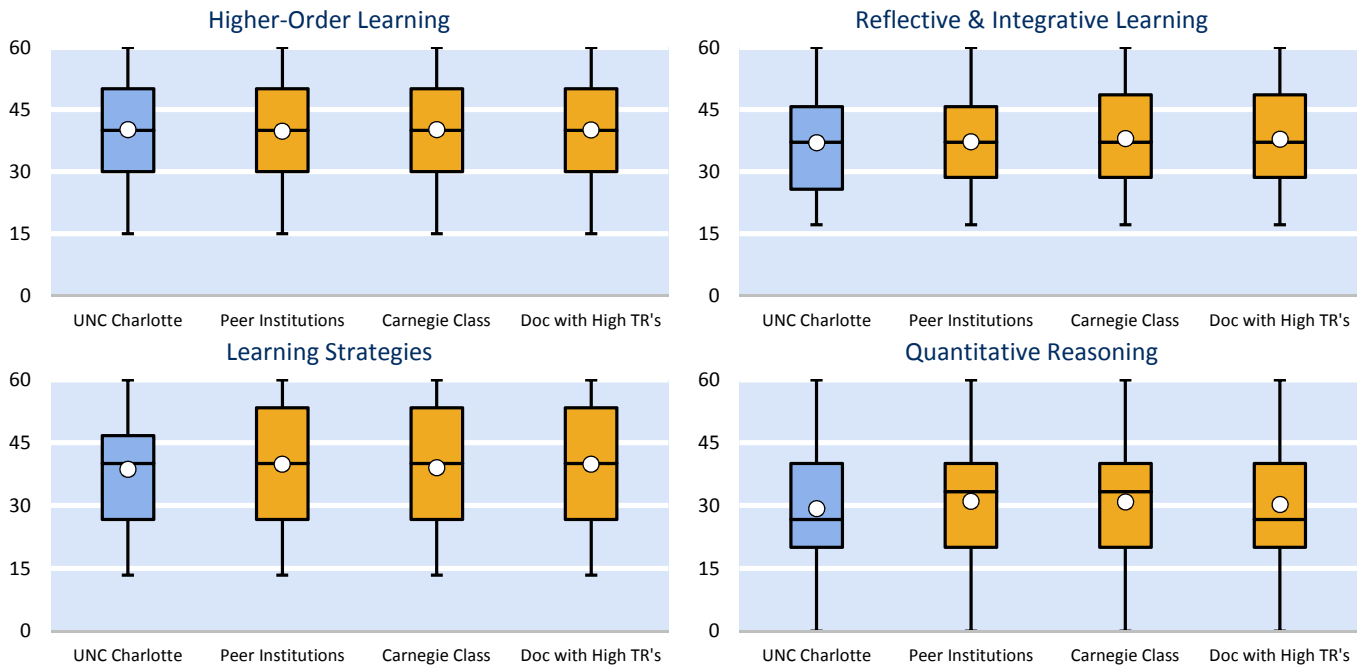
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#### Mean Comparisons

Engagement Indicator	UNC Charlotte Mean	Your seniors compared with					
		Peer Institutions		Carnegie Class		Doc with High TR's	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.2	39.8	.03	40.2	.00	40.1	.00
Reflective & Integrative Learning	37.0	37.2	-.01	38.0	-.08	37.8	-.06
Learning Strategies	38.6	39.8	-.08	39.0	-.02	39.8	-.08
Quantitative Reasoning	29.2	30.9 *	-.10	30.8 *	-.09	30.2	-.06

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

#### Score Distributions






















































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## 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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	UNC Charlotte	Percentage point difference <sup>a</sup> between your seniors and		
		Peer Institutions	Carnegie Class	Doc with High TR's
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	80	+2 	+1 	+2 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	+2 	+1 	+1 
4d. Evaluating a point of view, decision, or information source	70	+2 	+2 	+1 
4e. Forming a new idea or understanding from various pieces of information	68	-3 	-2 	-2 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	69	+0 	-2 	-2 
2b. Connected your learning to societal problems or issues	60	+1 	-2 	-1 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	+0 	-1 	-0 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	-1 	-2 	-2 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	-2 	-3 	-2 
2f. Learned something that changed the way you understand an issue or concept	67	-1 	-1 	-1 
2g. Connected ideas from your courses to your prior experiences and knowledge	79	-2 	-3 	-3 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	77	-3 	-3 	-3 
9b. Reviewed your notes after class	61	-5 	-1 	-4 
9c. Summarized what you learned in class or from course materials	63	-2 	+1 	-2 
<b>Quantitative Reasoning</b>				
<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.)	55	-3 	-2 	-1 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	-3 	-2 	-1 
6c. Evaluated what others have concluded from numerical information	46	-0 	-1 	+1 

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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

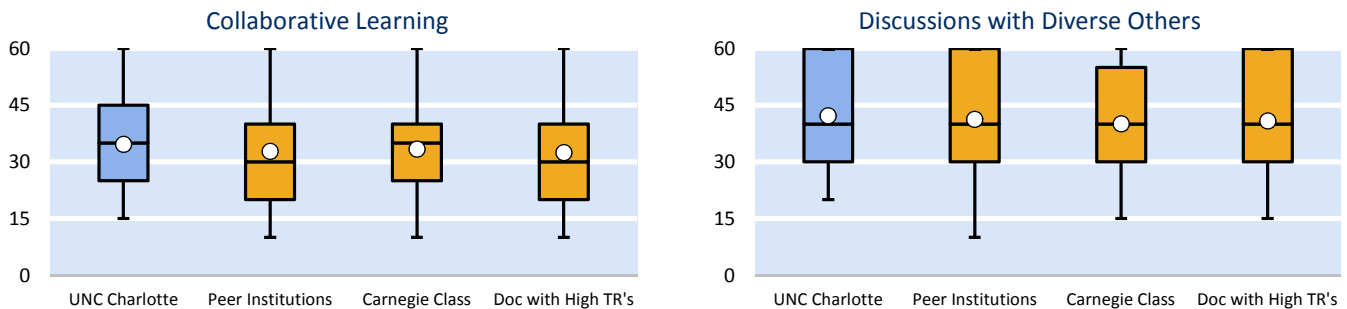
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean Comparisons

Engagement Indicator	UNC Charlotte Mean	Your first-year students compared with					
		Peer Institutions Effect size		Carnegie Class Effect size		Doc with High TR's Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.6	32.7 ***	.13	33.3 *	.09	32.4 ***	.16
Discussions with Diverse Others	42.1	41.2	.06	40.0 **	.13	40.8	.08

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Collaborative Learning	UNC Charlotte %	Percentage point difference <sup>a</sup> between your FY students and		
		Peer Institutions	Carnegie Class	Doc with High TR's
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	55	+4	+1	+3
1f. Explained course material to one or more students	63	+6	+4	+6
1g. Prepared for exams by discussing or working through course material with other students	56	+5	+4	+6
1h. Worked with other students on course projects or assignments	62	+8	+7	+10
<b>Discussions with Diverse Others</b>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	78	+3	+8	+6
8b. People from an economic background other than your own	75	+2	+3	+2
8c. People with religious beliefs other than your own	71	+2	+4	+2
8d. People with political views other than your own	73	+4	+5	+3

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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

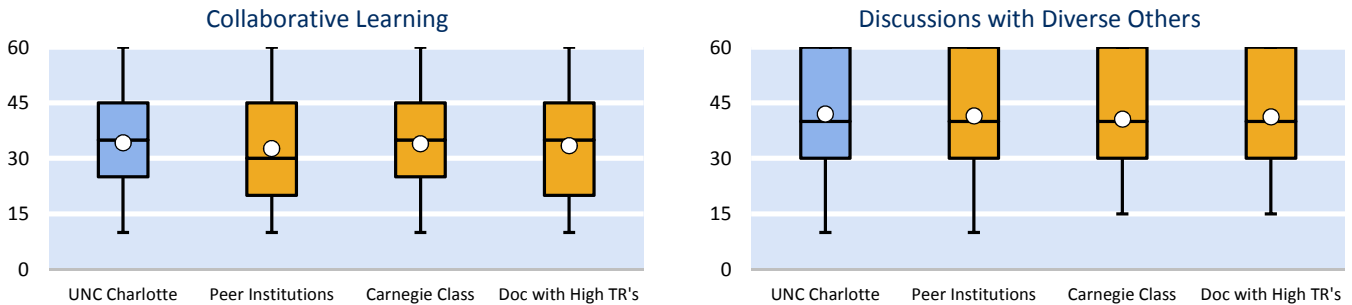
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	UNC Charlotte Mean	Your seniors compared with					
		Peer Institutions Effect size		Carnegie Class Effect size		Doc with High TR's Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.2	32.7 *	.10	34.0	.02	33.4	.05
Discussions with Diverse Others	42.0	41.5	.03	40.6	.08	41.3	.05

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

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Collaborative Learning	UNC Charlotte	Percentage point difference <sup>a</sup> between your seniors and		
		Peer Institutions	Carnegie Class	Doc with High TR's
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	47	+5	+2	+2
1f. Explained course material to one or more students	62	+3	-0	+1
1g. Prepared for exams by discussing or working through course material with other students	50	+2	+0	+1
1h. Worked with other students on course projects or assignments	68	+5	+2	+4
<b>Discussions with Diverse Others</b>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	76	+1	+6	+4
8b. People from an economic background other than your own	76	+2	+3	+2
8c. People with religious beliefs other than your own	71	+0	+3	+1
8d. People with political views other than your own	72	+2	+2	-0

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### Experiences with Faculty: First-year students

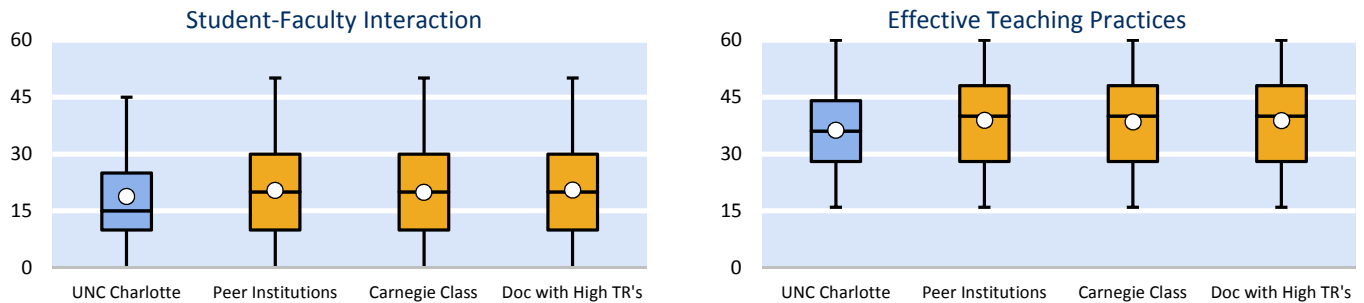
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

#### Mean Comparisons

Engagement Indicator	UNC Charlotte Mean	Your first-year students compared with					
		Peer Institutions		Carnegie Class		Doc with High TR's	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	18.8	20.4 **	-.11	19.9 *	-.07	20.5 **	-.11
Effective Teaching Practices	36.2	38.9 ***	-.20	38.4 ***	-.17	38.7 ***	-.19

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

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Student-Faculty Interaction	UNC Charlotte	Percentage point difference <sup>a</sup> between your FY students and		
		Peer Institutions	Carnegie Class	Doc with High TR's
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	31	-4	-1	-4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	15	-4	-3	-5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	20	-5	-4	-4
3d. Discussed your academic performance with a faculty member	26	-5	-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	76	-2	-1	-1
5b. Taught course sessions in an organized way	71	-4	-5	-5
5c. Used examples or illustrations to explain difficult points	72	-2	-2	-2
5d. Provided feedback on a draft or work in progress	53	-11	-9	-11
5e. Provided prompt and detailed feedback on tests or completed assignments	51	-8	-7	-8

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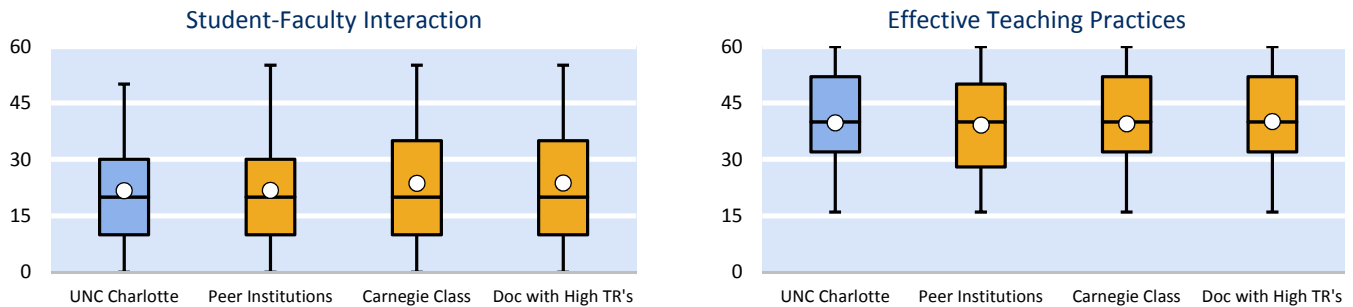
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Effective Teaching Practices	39.7	39.1	.05	39.5	.02	40.0	-.02

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Student-Faculty Interaction	UNC Charlotte	Percentage point difference <sup>a</sup> between your seniors and		
		Peer Institutions	Carnegie Class	Doc with High TR's
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	35	-2	-6	-7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	-2	-6	-4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	-1	-4	-4
3d. Discussed your academic performance with a faculty member	31	+0	-1	-2
<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	82	+2	+2	+1
5b. Taught course sessions in an organized way	79	+2	+1	+1
5c. Used examples or illustrations to explain difficult points	77	+1	-1	-1
5d. Provided feedback on a draft or work in progress	60	+4	+2	-0
5e. Provided prompt and detailed feedback on tests or completed assignments	64	+2	+1	-0

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

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

### Campus Environment: First-year students

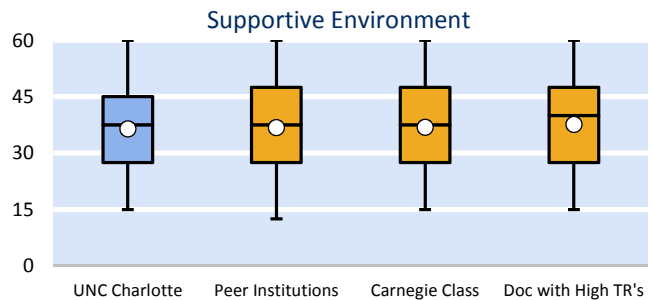
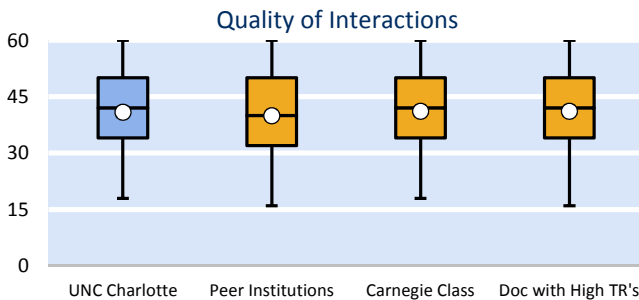
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UNC Charlotte Mean	Your first-year students compared with					
		Peer Institutions		Carnegie Class		Doc with High TR's	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.9	39.9	.08	41.1	-.02	41.1	-.02
Supportive Environment	36.4	36.8	-.02	36.9	-.03	37.6 *	-.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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Quality of Interactions	UNC Charlotte	Percentage point difference <sup>a</sup> between your FY students and		
		Peer Institutions	Carnegie Class	Doc with High TR's
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	52	+1	-3	-2
13b. Academic advisors	45	-0	-3	-4
13c. Faculty	38	-4	-8	-8
13d. Student services staff (career services, student activities, housing, etc.)	45	+6	+2	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	-0	-3	-3
<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	80	+5	+4	+3
14c. Using learning support services (tutoring services, writing center, etc.)	81	+4	+4	+4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	+1	+3	+0
14e. Providing opportunities to be involved socially	72	+2	-0	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	+2	+2	+0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	-8	-6	-10
14h. Attending campus activities and events (performing arts, athletic events, etc.)	67	+3	-1	-3
14i. Attending events that address important social, economic, or political issues	47	-3	-5	-7

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

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

### Campus Environment: Seniors

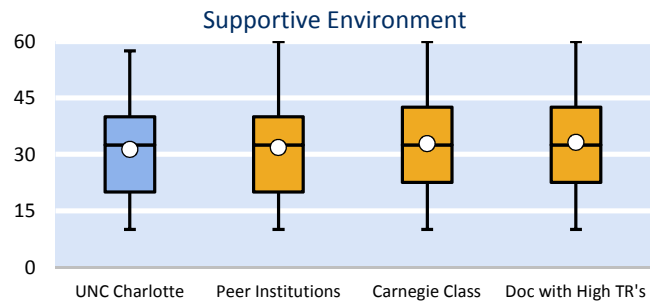
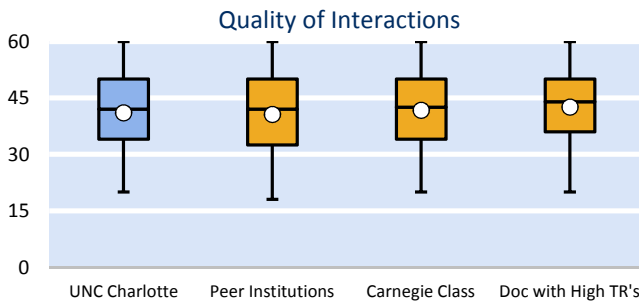
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UNC Charlotte Mean	Your seniors compared with					
		Peer Institutions Mean	Effect size	Carnegie Class Mean	Effect size	Doc with High TR's Mean	Effect size
Quality of Interactions	41.1	40.6	.04	41.7	-.06	42.6 **	-.13
Supportive Environment	31.3	31.8	-.03	32.9 **	-.11	33.2 **	-.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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Quality of Interactions	UNC Charlotte %	Percentage point difference <sup>a</sup> between your seniors and		
		Peer Institutions	Carnegie Class	Doc with High TR's
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	53	-5	-8	-9
13b. Academic advisors	41	-4	-7	-10
13c. Faculty	49	-2	-7	-8
13d. Student services staff (career services, student activities, housing, etc.)	41	+3	+1	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	38	+1	-0	-3
<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	69	+1	-1	-1
14c. Using learning support services (tutoring services, writing center, etc.)	64	-2	-2	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	-2	+1	-1
14e. Providing opportunities to be involved socially	62	-0	-4	-4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	60	+1	-3	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	27	-2	-4	-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	53	+1	-5	-6
14i. Attending events that address important social, economic, or political issues	38	-5	-7	-6

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

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

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### Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see [nsse.indiana.edu/html/position\\_policies.cfm](http://nsse.indiana.edu/html/position_policies.cfm)), 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 2015 and 2016 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2015 and 2016 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		UNC Charlotte	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.2	40.5 ***	-.17		42.7 ***	-.33	
	Reflective and Integrative Learning	34.6	37.4 ***	-.22		39.5 ***	-.39	
	Learning Strategies	37.1	41.2 ***	-.29		43.7 ***	-.47	
	Quantitative Reasoning	27.9	29.5 *	-.09		31.3 ***	-.21	
<i>Learning with Peers</i>	Collaborative Learning	34.6	35.2	-.04	✓	37.3 ***	-.20	
	Discussions with Diverse Others	42.1	42.7	-.04	✓	44.3 ***	-.15	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	18.8	23.8 ***	-.33		26.9 ***	-.51	
	Effective Teaching Practices	36.2	41.6 ***	-.40		43.8 ***	-.56	
<i>Campus Environment</i>	Quality of Interactions	40.9	44.1 ***	-.27		45.9 ***	-.41	
	Supportive Environment	36.4	39.2 ***	-.21		40.9 ***	-.33	
Seniors		UNC Charlotte	Your seniors compared with					
Theme	Engagement Indicator	Mean	NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.2	43.1 ***	-.22		44.7 ***	-.33	
	Reflective and Integrative Learning	37.0	41.0 ***	-.31		42.9 ***	-.47	
	Learning Strategies	38.6	42.2 ***	-.25		44.5 ***	-.41	
	Quantitative Reasoning	29.2	31.8 ***	-.15		33.2 ***	-.24	
<i>Learning with Peers</i>	Collaborative Learning	34.2	35.8 **	-.11		37.9 ***	-.27	
	Discussions with Diverse Others	42.0	43.3 *	-.08		45.1 ***	-.19	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	21.7	29.6 ***	-.49		33.0 ***	-.70	
	Effective Teaching Practices	39.7	42.7 ***	-.22		44.5 ***	-.36	
<i>Campus Environment</i>	Quality of Interactions	41.1	45.3 ***	-.37		46.9 ***	-.49	
	Supportive Environment	31.3	35.7 ***	-.31		38.1 ***	-.49	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2015 and 2016 institutions, separately for first-year and senior students. 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>	SEM <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>												
UNC Charlotte (N = 630)	38.2	13.1	.52	20	30	40	45	60				
Peer Institutions	38.9	13.6	.20	20	30	40	50	60	5,127	-.7	.222	-.052
Carnegie Class	38.4	13.5	.08	20	30	40	50	60	27,947	-.2	.721	-.014
Doc with High TR's	38.1	13.6	.15	15	30	40	45	60	8,479	.2	.780	.012
Top 50%	40.5	13.6	.05	20	30	40	50	60	78,508	-2.3	.000	-.170
Top 10%	42.7	13.7	.11	20	35	40	55	60	682	-4.5	.000	-.327
<b>Reflective &amp; Integrative Learning</b>												
UNC Charlotte (N = 663)	34.6	11.9	.46	17	26	34	43	57				
Peer Institutions	35.6	12.5	.18	17	26	34	43	60	879	-1.0	.050	-.079
Carnegie Class	35.2	12.4	.07	17	26	34	43	60	695	-.6	.179	-.051
Doc with High TR's	35.2	12.4	.14	17	26	34	43	60	781	-.6	.236	-.046
Top 50%	37.4	12.5	.04	17	29	37	46	60	673	-2.8	.000	-.224
Top 10%	39.5	12.8	.10	20	31	40	49	60	727	-4.9	.000	-.388
<b>Learning Strategies</b>												
UNC Charlotte (N = 568)	37.1	14.2	.59	13	27	40	47	60				
Peer Institutions	39.0	14.1	.22	20	27	40	47	60	4,658	-1.9	.002	-.137
Carnegie Class	38.3	14.0	.09	20	27	40	47	60	25,439	-1.3	.033	-.091
Doc with High TR's	38.6	14.2	.17	13	27	40	47	60	7,665	-1.5	.016	-.105
Top 50%	41.2	14.1	.05	20	33	40	53	60	68,926	-4.1	.000	-.289
Top 10%	43.7	14.3	.11	20	33	47	60	60	18,128	-6.7	.000	-.468
<b>Quantitative Reasoning</b>												
UNC Charlotte (N = 633)	27.9	14.8	.59	0	20	27	40	53				
Peer Institutions	29.2	15.8	.23	0	20	27	40	60	843	-1.2	.049	-.080
Carnegie Class	28.2	15.9	.10	0	20	27	40	60	666	-.3	.644	-.017
Doc with High TR's	28.2	16.0	.18	0	20	27	40	60	754	-.3	.638	-.018
Top 50%	29.5	16.1	.05	0	20	27	40	60	642	-1.5	.010	-.095
Top 10%	31.3	16.2	.11	0	20	33	40	60	674	-3.3	.000	-.207
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UNC Charlotte (N = 681)	34.6	13.3	.51	15	25	35	45	60				
Peer Institutions	32.7	14.3	.21	10	20	30	40	60	917	1.9	.001	.133
Carnegie Class	33.3	14.0	.08	10	25	35	40	60	715	1.3	.013	.092
Doc with High TR's	32.4	14.0	.15	10	20	30	40	60	806	2.2	.000	.159
Top 50%	35.2	13.8	.05	15	25	35	45	60	89,589	-.6	.249	-.044
Top 10%	37.3	13.6	.10	15	25	40	45	60	19,553	-2.7	.000	-.199
<b>Discussions with Diverse Others</b>												
UNC Charlotte (N = 577)	42.1	15.0	.63	20	30	40	60	60				
Peer Institutions	41.2	16.3	.25	10	30	40	60	60	777	.9	.167	.058
Carnegie Class	40.0	15.7	.10	15	30	40	55	60	25,726	2.1	.002	.133
Doc with High TR's	40.8	15.9	.19	15	30	40	60	60	7,735	1.3	.054	.083
Top 50%	42.7	15.2	.05	20	35	40	60	60	79,854	-.6	.384	-.036
Top 10%	44.3	15.1	.10	20	35	45	60	60	25,221	-2.2	.001	-.146



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <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>												
UNC Charlotte (N = 642)	18.8	13.5	.53	0	10	15	25	45				
Peer Institutions	20.4	14.9	.22	0	10	20	30	50	873	-1.6	.005	-.109
Carnegie Class	19.9	14.5	.09	0	10	20	30	50	675	-1.1	.048	-.074
Doc with High TR's	20.5	14.7	.16	0	10	20	30	50	767	-1.7	.003	-.113
Top 50%	23.8	15.0	.06	0	15	20	35	55	660	-5.0	.000	-.334
Top 10%	26.9	16.0	.17	5	15	25	40	60	772	-8.1	.000	-.510
<b>Effective Teaching Practices</b>												
UNC Charlotte (N = 641)	36.2	12.4	.49	16	28	36	44	60				
Peer Institutions	38.9	13.4	.20	16	28	40	48	60	861	-2.6	.000	-.197
Carnegie Class	38.4	13.1	.08	16	28	40	48	60	673	-2.2	.000	-.167
Doc with High TR's	38.7	13.3	.15	16	28	40	48	60	761	-2.5	.000	-.191
Top 50%	41.6	13.4	.05	20	32	40	52	60	654	-5.3	.000	-.397
Top 10%	43.8	13.5	.11	20	36	44	56	60	708	-7.6	.000	-.563
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UNC Charlotte (N = 541)	40.9	11.5	.49	18	34	42	50	60				
Peer Institutions	39.9	13.0	.21	16	32	40	50	60	746	1.0	.066	.077
Carnegie Class	41.1	12.3	.08	18	34	42	50	60	569	-.2	.641	-.019
Doc with High TR's	41.1	12.6	.15	16	34	42	50	60	648	-.2	.678	-.017
Top 50%	44.1	11.8	.05	22	38	46	52	60	58,403	-3.2	.000	-.269
Top 10%	45.9	12.1	.11	22	40	48	56	60	12,853	-5.0	.000	-.411
<b>Supportive Environment</b>												
UNC Charlotte (N = 514)	36.4	12.8	.57	15	28	38	45	60				
Peer Institutions	36.8	14.3	.23	13	28	38	48	60	698	-.3	.588	-.024
Carnegie Class	36.9	13.7	.09	15	28	38	48	60	540	-.5	.414	-.034
Doc with High TR's	37.6	13.9	.17	15	28	40	48	60	612	-1.2	.041	-.088
Top 50%	39.2	13.3	.05	18	30	40	50	60	66,815	-2.7	.000	-.206
Top 10%	40.9	13.3	.10	20	33	40	53	60	17,025	-4.4	.000	-.334

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 SEM) 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>	SEM <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>												
UNC Charlotte (N = 648)	40.2	14.0	.55	15	30	40	50	60				
Peer Institutions	39.8	14.4	.18	15	30	40	50	60	6,988	.4	.483	.029
Carnegie Class	40.2	14.1	.08	15	30	40	50	60	34,490	.0	.967	-.002
Doc with High TR's	40.1	14.1	.15	15	30	40	50	60	9,567	.1	.926	.004
Top 50%	43.1	13.8	.05	20	35	40	55	60	75,794	-3.0	.000	-.215
Top 10%	44.7	13.7	.09	20	40	45	60	60	23,996	-4.5	.000	-.329
<b>Reflective &amp; Integrative Learning</b>												
UNC Charlotte (N = 665)	37.0	13.5	.52	17	26	37	46	60				
Peer Institutions	37.2	13.2	.16	17	29	37	46	60	7,255	-.2	.761	-.012
Carnegie Class	38.0	13.1	.07	17	29	37	49	60	35,871	-1.0	.054	-.075
Doc with High TR's	37.8	13.1	.14	17	29	37	49	60	9,921	-.8	.135	-.060
Top 50%	41.0	12.7	.05	20	31	40	51	60	674	-3.9	.000	-.311
Top 10%	42.9	12.5	.09	20	34	43	54	60	703	-5.9	.000	-.465
<b>Learning Strategies</b>												
UNC Charlotte (N = 595)	38.6	14.5	.60	13	27	40	47	60				
Peer Institutions	39.8	14.7	.19	13	27	40	53	60	6,543	-1.2	.057	-.082
Carnegie Class	39.0	14.8	.08	13	27	40	53	60	32,156	-.4	.558	-.024
Doc with High TR's	39.8	14.7	.16	13	27	40	53	60	8,893	-1.2	.053	-.082
Top 50%	42.2	14.5	.05	20	33	40	60	60	91,801	-3.6	.000	-.250
Top 10%	44.5	14.2	.09	20	33	47	60	60	25,169	-5.8	.000	-.412
<b>Quantitative Reasoning</b>												
UNC Charlotte (N = 653)	29.2	17.0	.67	0	20	27	40	60				
Peer Institutions	30.9	16.8	.21	0	20	33	40	60	7,087	-1.7	.012	-.103
Carnegie Class	30.8	16.9	.09	0	20	33	40	60	35,018	-1.6	.018	-.093
Doc with High TR's	30.2	17.0	.18	0	20	27	40	60	9,700	-1.0	.148	-.059
Top 50%	31.8	16.9	.05	0	20	33	40	60	118,968	-2.5	.000	-.151
Top 10%	33.2	16.8	.09	0	20	33	47	60	33,256	-4.0	.000	-.239
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UNC Charlotte (N = 675)	34.2	14.2	.55	10	25	35	45	60				
Peer Institutions	32.7	15.0	.18	10	20	30	45	60	7,411	1.5	.010	.103
Carnegie Class	34.0	14.6	.08	10	25	35	45	60	36,922	.3	.627	.019
Doc with High TR's	33.4	14.7	.15	10	20	35	45	60	10,188	.8	.173	.054
Top 50%	35.8	13.9	.04	15	25	35	45	60	100,619	-1.6	.003	-.113
Top 10%	37.9	13.7	.09	15	30	40	50	60	23,142	-3.7	.000	-.267
<b>Discussions with Diverse Others</b>												
UNC Charlotte (N = 599)	42.0	17.0	.69	10	30	40	60	60				
Peer Institutions	41.5	16.9	.22	10	30	40	60	60	6,593	.5	.480	.030
Carnegie Class	40.6	16.1	.09	15	30	40	60	60	618	1.4	.051	.085
Doc with High TR's	41.3	16.3	.18	15	30	40	60	60	8,946	.8	.268	.047
Top 50%	43.3	15.9	.05	15	35	45	60	60	111,269	-1.3	.045	-.082
Top 10%	45.1	15.8	.09	20	35	50	60	60	617	-3.1	.000	-.194

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <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>												
UNC Charlotte (N = 639)	21.7	15.3	.61	0	10	20	30	50				
Peer Institutions	21.8	16.0	.20	0	10	20	30	55	7,073	-.1	.901	-.005
Carnegie Class	23.6	16.0	.09	0	10	20	35	55	664	-1.9	.002	-.121
Doc with High TR's	23.7	16.1	.17	0	10	20	35	55	742	-2.0	.002	-.125
Top 50%	29.6	16.1	.08	5	20	30	40	60	658	-7.9	.000	-.488
Top 10%	33.0	16.3	.19	5	20	30	45	60	767	-11.3	.000	-.699
<b>Effective Teaching Practices</b>												
UNC Charlotte (N = 658)	39.7	13.4	.52	16	32	40	52	60				
Peer Institutions	39.1	14.0	.17	16	28	40	50	60	7,151	.7	.246	.048
Carnegie Class	39.5	13.8	.07	16	32	40	52	60	35,353	.3	.624	.019
Doc with High TR's	40.0	13.9	.15	16	32	40	52	60	9,783	-.3	.573	-.023
Top 50%	42.7	13.7	.05	20	32	44	56	60	68,614	-3.0	.000	-.218
Top 10%	44.5	13.4	.11	20	36	44	56	60	16,194	-4.8	.000	-.356
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UNC Charlotte (N = 567)	41.1	11.4	.48	20	34	42	50	60				
Peer Institutions	40.6	12.3	.16	18	33	42	50	60	706	.5	.347	.039
Carnegie Class	41.7	11.8	.07	20	34	43	50	60	30,953	-.7	.190	-.056
Doc with High TR's	42.6	11.8	.13	20	36	44	50	60	8,518	-1.5	.003	-.128
Top 50%	45.3	11.5	.05	24	40	48	54	60	64,494	-4.3	.000	-.370
Top 10%	46.9	11.9	.08	24	40	50	56	60	20,825	-5.8	.000	-.490
<b>Supportive Environment</b>												
UNC Charlotte (N = 562)	31.3	13.7	.58	10	20	33	40	58				
Peer Institutions	31.8	14.1	.19	10	20	33	40	60	6,214	-.5	.432	-.035
Carnegie Class	32.9	14.0	.08	10	23	33	43	60	30,501	-1.6	.008	-.113
Doc with High TR's	33.2	14.2	.16	10	23	33	43	60	8,386	-1.9	.002	-.135
Top 50%	35.7	13.9	.05	13	25	35	45	60	69,714	-4.4	.000	-.314
Top 10%	38.1	13.9	.12	15	28	40	48	60	14,297	-6.7	.000	-.486

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 SEM) 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.