



NSSE 2020

Engagement Indicators

Northeastern Illinois University

About Your Engagement Indicators Report

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

Theme	Engagement Indicator
<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 2019 and 2020 participating institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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>	Your first-year students compared with Urban Master's	Your first-year students compared with Urban Peers	Your first-year students compared with NSSE 2020
<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>	Your seniors compared with Urban Master's	Your seniors compared with Urban Peers	Your seniors compared with NSSE 2020
<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

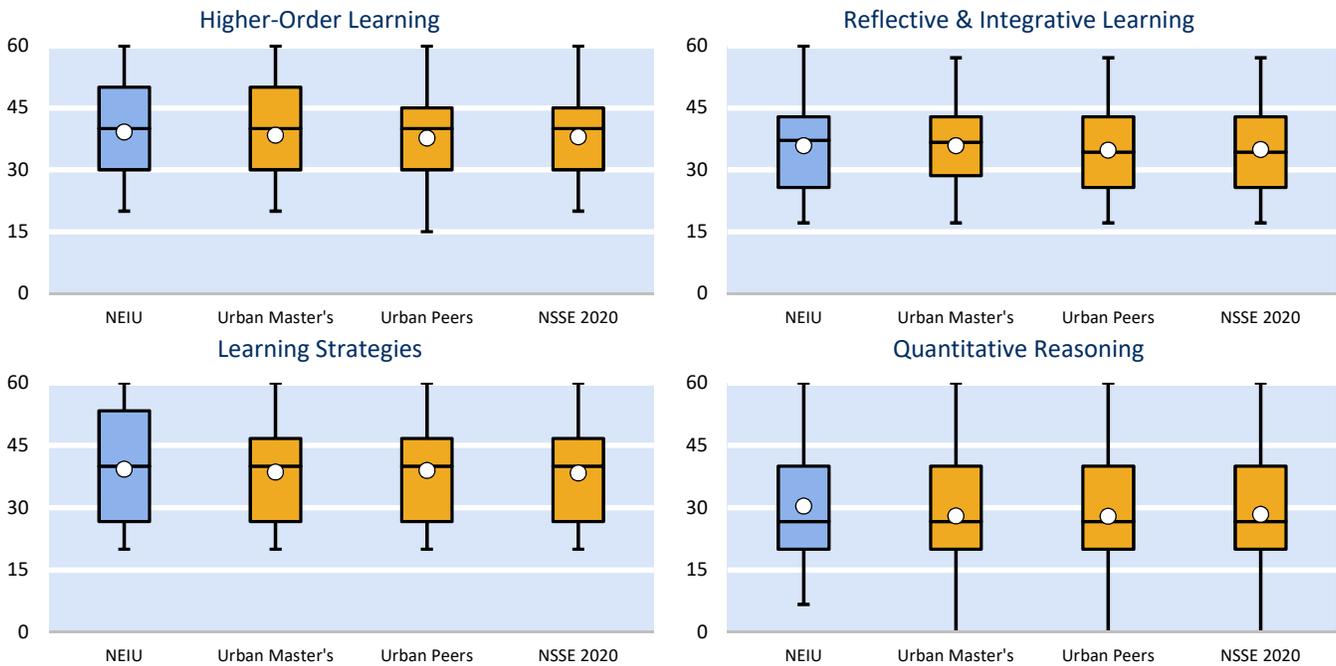
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	NEIU Mean	Your first-year students compared with					
		Urban Master's		Urban Peers		NSSE 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.2	38.4	.06	37.7	.11	38.0	.09
Reflective & Integrative Learning	35.9	35.9	.00	34.8	.09	35.0	.08
Learning Strategies	39.3	38.6	.05	39.0	.02	38.4	.07
Quantitative Reasoning	30.4	28.0	.15	27.9 *	.16	28.4	.13

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

		Percentage point difference ^a between your FY students and		
	NEIU	Urban Master's	Urban Peers	NSSE 2020
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	69	+1	+3	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	-1	+3	+0
4d. Evaluating a point of view, decision, or information source	72	-0	+1	+3
4e. Forming a new idea or understanding from various pieces of information	75	+3	+5	+5
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	50	-3	-2	-1
2b. Connected your learning to societal problems or issues	57	+4	+9	+7
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	-2	+5	+2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	-6	-4	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	-3	-0	-1
2f. Learned something that changed the way you understand an issue or concept	70	+1	+4	+4
2g. Connected ideas from your courses to your prior experiences and knowledge	74	-3	+1	-2
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	72	-4	-3	-2
9b. Reviewed your notes after class	68	+1	-1	+2
9c. Summarized what you learned in class or from course materials	66	+2	+0	+2
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	+1	+3	+0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	+6	+7	+6
6c. Evaluated what others have concluded from numerical information	45	+6	+7	+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.

Academic Challenge: Seniors

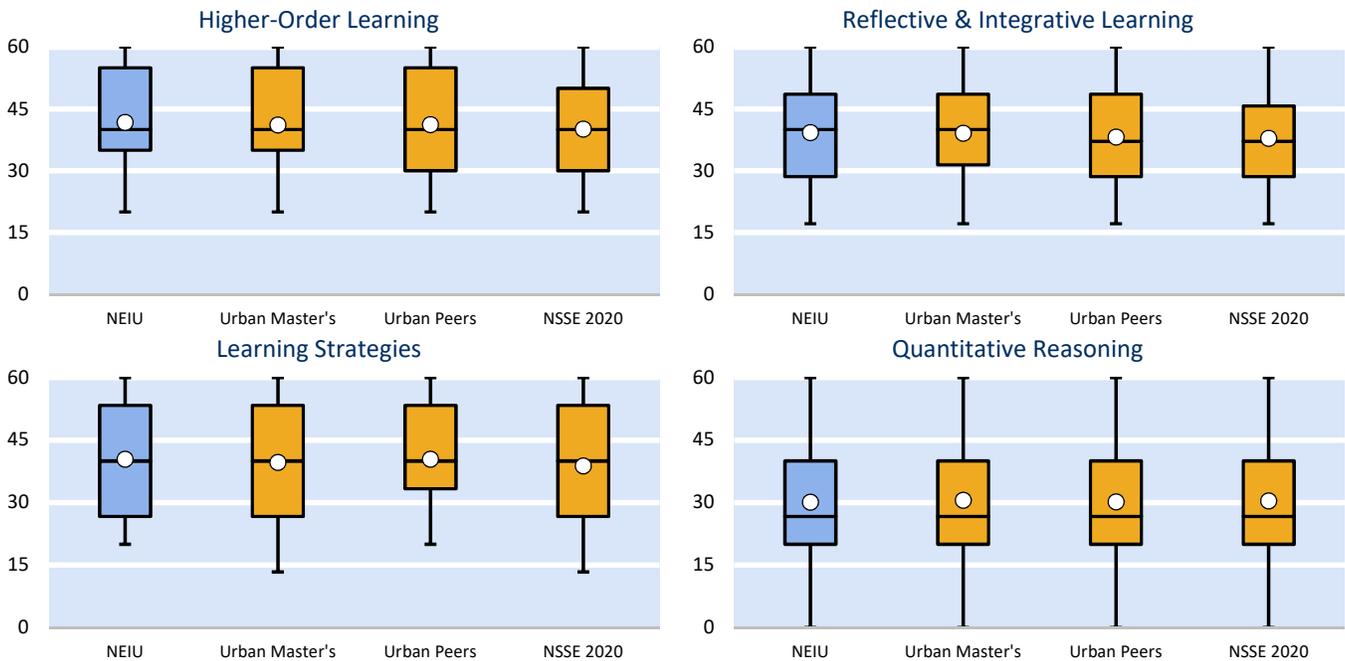
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Mean Comparisons

Engagement Indicator	NEIU Mean	Your seniors compared with					
		Urban Master's		Urban Peers		NSSE 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.7	41.1	.04	41.2	.03	40.1 **	.12
Reflective & Integrative Learning	39.3	39.1	.01	38.2 *	.08	37.9 **	.11
Learning Strategies	40.4	39.7	.05	40.4	.00	38.8 **	.11
Quantitative Reasoning	30.1	30.5	-.03	30.2	-.01	30.4	-.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: Seniors (continued)

Performance on Indicator Items

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

	NEIU	Percentage point difference ^a between your seniors and		
		Urban Master's	Urban Peers	NSSE 2020
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	78	+1 	+2 	+1 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+1 	+2 	+3 
4d. Evaluating a point of view, decision, or information source	77	+1 	+1 	+5 
4e. Forming a new idea or understanding from various pieces of information	77	+2 	+2 	+4 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	68	-0 	+2 	+0 
2b. Connected your learning to societal problems or issues	64	-0 	+2 	+4 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	58	-0 	+5 	+5 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	-0 	+2 	+2 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	75	-1 	+2 	+2 
2f. Learned something that changed the way you understand an issue or concept	75	+1 	+3 	+4 
2g. Connected ideas from your courses to your prior experiences and knowledge	84	-0 	+1 	+1 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	82	+2 	+2 	+4 
9b. Reviewed your notes after class	68	+2 	-2 	+5 
9c. Summarized what you learned in class or from course materials	69	+2 	-0 	+4 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55	-1 	-0 	-1 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	-2 	-1 	-1 
6c. Evaluated what others have concluded from numerical information	45	-1 	+1 	-1 

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

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Learning with Peers: First-year students

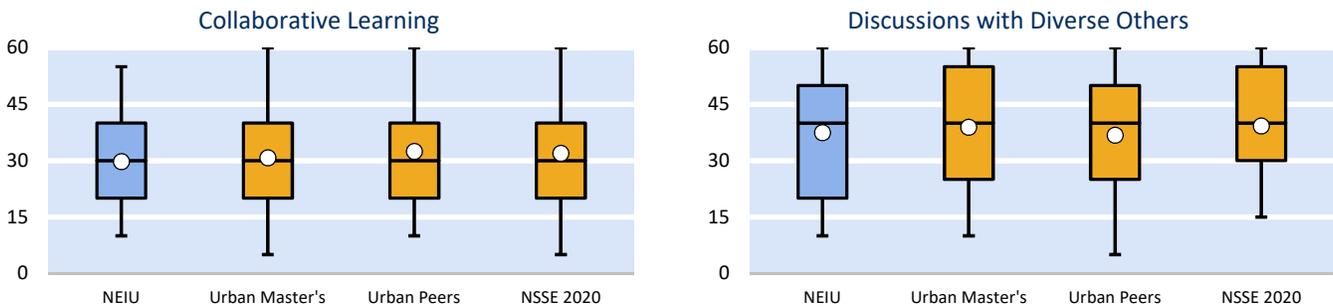
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	NEIU Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.8	30.8	-.07	32.5 **	-.19	31.9 *	-.15
Discussions with Diverse Others	37.4	38.8	-.09	36.8	.04	39.2	-.12

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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	NEIU	Percentage point difference ^a between your FY students and		
		Urban Master's	Urban Peers	NSSE 2020
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1e. Asked another student to help you understand course material	45	-3	-7	-7
1f. Explained course material to one or more students	50	-2	-5	-6
1g. Prepared for exams by discussing or working through course material with other students	43	-3	-5	-6
1h. Worked with other students on course projects or assignments	44	-10	-14	-11
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	70	-3	+4	-1
8b. People from an economic background other than your own	63	-8	-3	-8
8c. People with religious beliefs other than your own	64	-1	+3	-2
8d. People with political views other than your own	55	-4	-4	-8

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Learning with Peers: Seniors

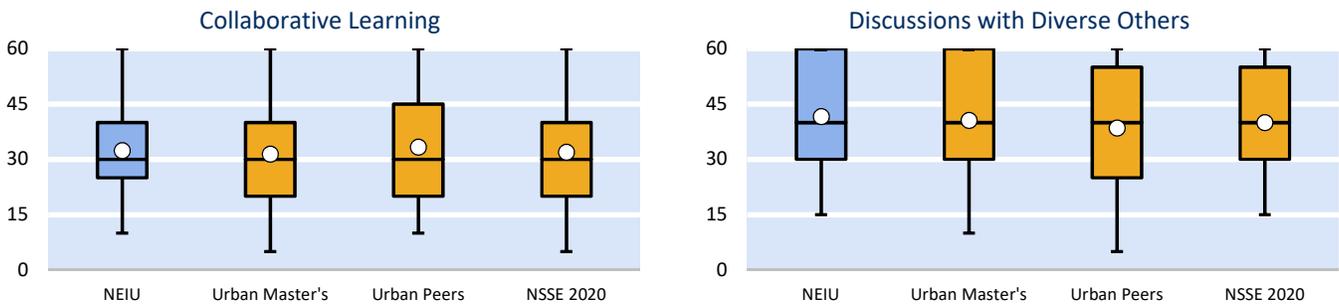
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Mean Comparisons

Engagement Indicator	NEIU Mean	Your seniors compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.4	31.4	.06	33.3	-.07	31.9	.03
Discussions with Diverse Others	41.6	40.6	.06	38.5 ***	.18	40.0 **	.10

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Engagement Indicator	NEIU %	Percentage point difference ^a between your seniors and		
		Urban Master's	Urban Peers	NSSE 2020
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	38	-1	-4	-5
1f. Explained course material to one or more students	56	+1	-3	-1
1g. Prepared for exams by discussing or working through course material with other students	48	+2	-2	+1
1h. Worked with other students on course projects or assignments	66	+4	+1	+3
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	82	+6	+13	+10
8b. People from an economic background other than your own	75	+1	+8	+2
8c. People with religious beliefs other than your own	74	+5	+9	+6
8d. People with political views other than your own	58	-3	-2	-6

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Experiences with Faculty: First-year students

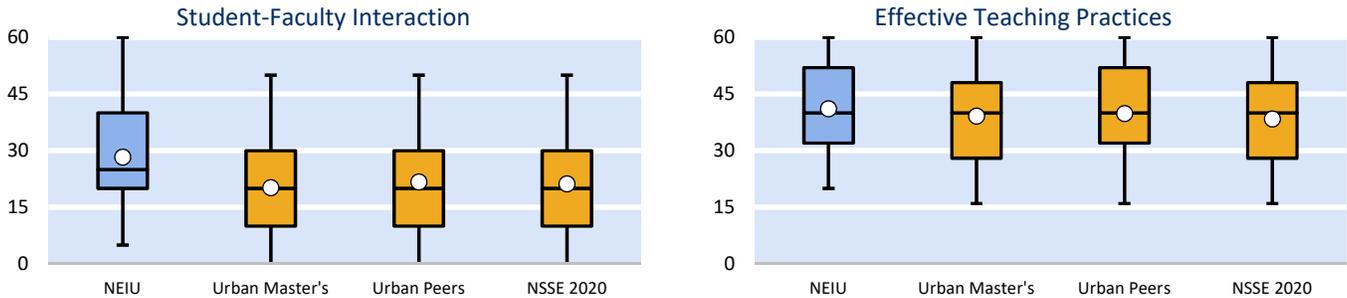
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	NEIU Mean	Your first-year students compared with					
		Urban Master's Effect size		Urban Peers Effect size		NSSE 2020 Effect size	
		Mean		Mean		Mean	
Student-Faculty Interaction	28.2	20.1 ***	.55	21.7 ***	.44	21.1 ***	.48
Effective Teaching Practices	41.0	39.2	.14	39.8	.08	38.4 *	.20

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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	NEIU	Percentage point difference ^a between your FY students and		
		Urban Master's	Urban Peers	NSSE 2020
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
3a. Talked about career plans with a faculty member	55	+20	+14	+18
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	36	+16	+15	+15
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	43	+19	+18	+17
3d. Discussed your academic performance with a faculty member	48	+19	+16	+18
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	81	+5	+4	+4
5b. Taught course sessions in an organized way	70	-3	-2	-4
5c. Used examples or illustrations to explain difficult points	78	+4	+3	+4
5d. Provided feedback on a draft or work in progress	71	+3	+2	+8
5e. Provided prompt and detailed feedback on tests or completed assignments	69	+6	+6	+9

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Experiences with Faculty: Seniors

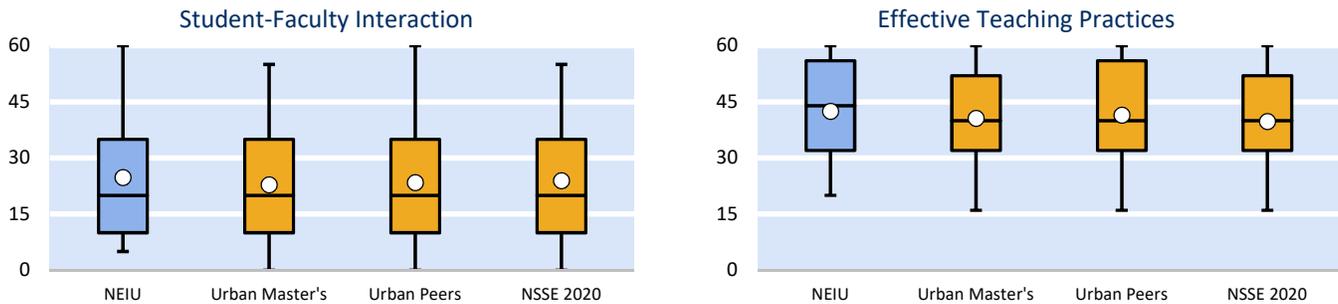
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		Mean		Mean		Mean	
Student-Faculty Interaction	24.8	22.8 ***	.12	23.4 *	.08	23.8	.06
Effective Teaching Practices	42.4	40.6 ***	.13	41.4 *	.07	39.7 ***	.20

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Student-Faculty Interaction	NEIU %	Percentage point difference ^a between your seniors and		
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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	45	+4	+2	+2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	+3	+2	+0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	+5	+4	+2
3d. Discussed your academic performance with a faculty member	39	+6	+4	+5
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	85	+4	+4	+5
5b. Taught course sessions in an organized way	79	+2	+3	+2
5c. Used examples or illustrations to explain difficult points	80	+2	+2	+3
5d. Provided feedback on a draft or work in progress	71	+6	+3	+9
5e. Provided prompt and detailed feedback on tests or completed assignments	73	+6	+5	+9

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

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

Campus Environment: First-year students

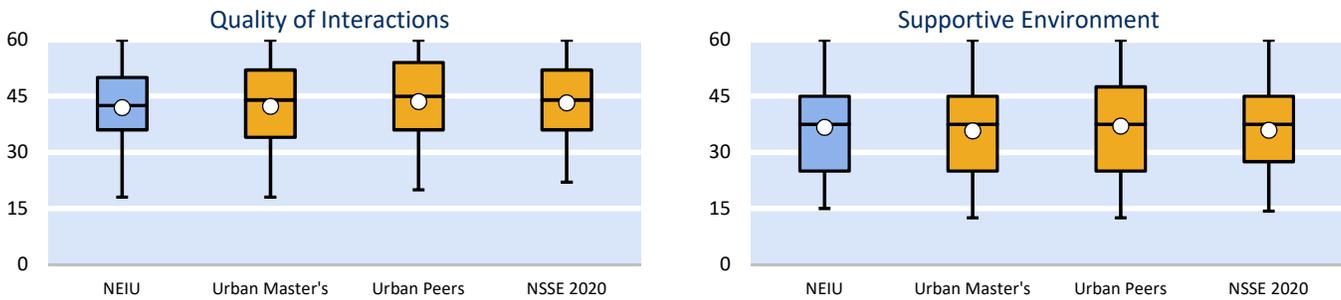
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	NEIU Mean	Your first-year students compared with					
		Urban Master's Effect size		Urban Peers Effect size		NSSE 2020 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.9	42.3	-.03	43.6	-.13	43.3	-.11
Supportive Environment	36.7	35.7	.07	37.0	-.02	35.9	.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.

Quality of Interactions	NEIU	Percentage point difference ^a between your FY students and		
		Urban Master's	Urban Peers	NSSE 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	46	-6	-6	-7
13b. Academic advisors	62	+12	+7	+8
13c. Faculty	50	-1	-3	-3
13d. Student services staff (career services, student activities, housing, etc.)	40	-6	-10	-8
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	-9	-12	-9
<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	72	-2	-2	-3
14c. Using learning support services (tutoring services, writing center, etc.)	74	-3	-2	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	66	+2	+3	+5
14e. Providing opportunities to be involved socially	65	-4	-6	-6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	69	+1	-1	-0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	50	+4	-1	+7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	56	-0	-7	-7
14i. Attending events that address important social, economic, or political issues	50	+2	-2	+3

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

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

Campus Environment: Seniors

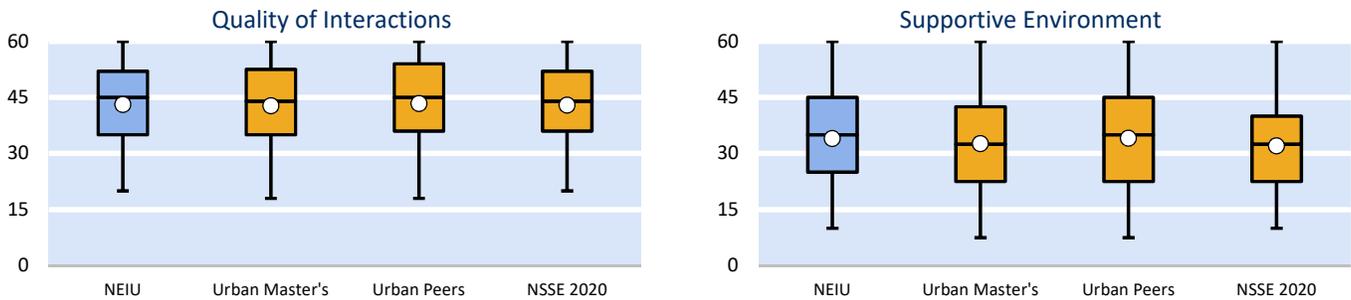
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	NEIU Mean	Your seniors compared with					
		Urban Master's Mean	Effect size	Urban Peers Mean	Effect size	NSSE 2020 Mean	Effect size
Quality of Interactions	43.1	42.8	.02	43.4	-.02	43.0	.01
Supportive Environment	34.1	32.7 *	.10	34.1	.00	32.1 ***	.14

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	NEIU	Percentage point difference ^a between your seniors and		
		Urban Master's	Urban Peers	NSSE 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	67	+7	+7	+8
13b. Academic advisors	54	+3	+2	+1
13c. Faculty	64	+6	+5	+6
13d. Student services staff (career services, student activities, housing, etc.)	48	+2	+0	+3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	-3	-6	-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	71	+1	+1	+1
14c. Using learning support services (tutoring services, writing center, etc.)	73	+5	+6	+7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	65	+5	+5	+11
14e. Providing opportunities to be involved socially	64	+1	-1	+0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	60	-0	-3	+0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	+0	-5	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	51	+5	-1	+0
14i. Attending events that address important social, economic, or political issues	49	+7	+3	+9

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

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

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see go.iu.edu/NSSE-PnP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2019 and 2020 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 NSSE institutions.

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

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

First-Year Students

Theme	Engagement Indicator	NEIU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.2	39.3	-.01	✓	41.4 *	-.17	
	Reflective and Integrative Learning	35.9	36.7	-.07	✓	39.0 ***	-.26	
	Learning Strategies	39.3	39.9	-.05	✓	42.3 **	-.22	
	Quantitative Reasoning	30.4	29.4	.06	✓	31.4	-.06	✓
<i>Learning with Peers</i>	Collaborative Learning	29.8	35.2 ***	-.39		37.4 ***	-.56	
	Discussions with Diverse Others	37.4	41.5 **	-.27		43.6 ***	-.43	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	28.2	24.5 **	.26	✓	28.1	.01	✓
	Effective Teaching Practices	41.0	40.5	.04	✓	42.3	-.09	✓
<i>Campus Environment</i>	Quality of Interactions	41.9	45.2 ***	-.29		47.2 ***	-.45	
	Supportive Environment	36.7	37.9	-.09	✓	40.0 **	-.25	

Seniors

Theme	Engagement Indicator	NEIU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	41.7	41.7	.00	✓	43.2 **	-.11	
	Reflective and Integrative Learning	39.3	39.8	-.04	✓	41.8 ***	-.21	
	Learning Strategies	40.4	40.7	-.02	✓	42.7 ***	-.16	
	Quantitative Reasoning	30.1	31.4 *	-.09		33.4 ***	-.21	
<i>Learning with Peers</i>	Collaborative Learning	32.4	35.9 ***	-.26		38.4 ***	-.44	
	Discussions with Diverse Others	41.6	42.1	-.03	✓	43.8 ***	-.14	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	24.8	29.7 ***	-.31		33.2 ***	-.53	
	Effective Teaching Practices	42.4	41.8	.05	✓	43.7 *	-.09	
<i>Campus Environment</i>	Quality of Interactions	43.1	45.2 ***	-.18		47.4 ***	-.35	
	Supportive Environment	34.1	34.6	-.04	✓	36.8 ***	-.19	

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 2019 and 2020 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
NEIU (N = 162)	39.2	13.1	1.03	20	30	40	50	60				
Urban Master's	38.4	13.4	.09	20	30	40	50	60	23,204	.8	.466	.058
Urban Peers	37.7	13.8	.19	15	30	40	45	60	5,415	1.5	.188	.105
NSSE 2020	38.0	13.3	.03	20	30	40	45	60	187,739	1.2	.265	.088
Top 50%	39.3	13.1	.03	20	30	40	50	60	186,211	-.1	.902	-.010
Top 10%	41.4	12.8	.07	20	35	40	50	60	35,849	-2.2	.030	-.171
Reflective & Integrative Learning												
NEIU (N = 171)	35.9	12.9	.99	17	26	37	43	60				
Urban Master's	35.9	12.1	.08	17	29	37	43	57	25,084	.0	.995	.000
Urban Peers	34.8	12.5	.17	17	26	34	43	57	5,895	1.1	.256	.088
NSSE 2020	35.0	12.1	.03	17	26	34	43	57	205,080	.9	.311	.078
Top 50%	36.7	11.8	.03	17	29	37	46	57	181,823	-.8	.380	-.067
Top 10%	39.0	11.7	.07	20	31	40	49	60	28,722	-3.1	.001	-.262
Learning Strategies												
NEIU (N = 155)	39.3	14.5	1.16	20	27	40	53	60				
Urban Master's	38.6	13.8	.09	20	27	40	47	60	21,789	.7	.524	.051
Urban Peers	39.0	13.8	.20	20	27	40	47	60	5,084	.3	.803	.020
NSSE 2020	38.4	13.8	.03	20	27	40	47	60	176,125	.9	.413	.066
Top 50%	39.9	13.7	.03	20	33	40	53	60	157,825	-.6	.564	-.046
Top 10%	42.3	14.1	.08	20	33	40	53	60	34,927	-3.0	.008	-.215
Quantitative Reasoning												
NEIU (N = 157)	30.4	15.1	1.21	7	20	27	40	60				
Urban Master's	28.0	15.6	.11	0	20	27	40	60	22,195	2.4	.053	.155
Urban Peers	27.9	15.6	.22	0	20	27	40	60	5,190	2.5	.049	.160
NSSE 2020	28.4	15.4	.04	0	20	27	40	60	179,447	2.0	.098	.132
Top 50%	29.4	15.2	.03	7	20	27	40	60	205,263	1.0	.418	.065
Top 10%	31.4	15.3	.07	7	20	33	40	60	43,459	-1.0	.427	-.064
Learning with Peers												
Collaborative Learning												
NEIU (N = 185)	29.8	13.6	1.00	10	20	30	40	55				
Urban Master's	30.8	14.9	.09	5	20	30	40	60	187	-1.0	.313	-.069
Urban Peers	32.5	14.0	.18	10	20	30	40	60	6,418	-2.7	.010	-.193
NSSE 2020	31.9	14.7	.03	5	20	30	40	60	184	-2.2	.033	-.146
Top 50%	35.2	13.7	.03	15	25	35	45	60	236,881	-5.4	.000	-.394
Top 10%	37.4	13.5	.06	15	30	40	45	60	49,747	-7.6	.000	-.563
Discussions with Diverse Others												
NEIU (N = 153)	37.4	16.7	1.35	10	20	40	50	60				
Urban Master's	38.8	16.1	.11	10	25	40	55	60	22,016	-1.4	.273	-.089
Urban Peers	36.8	16.6	.23	5	25	40	50	60	5,156	.6	.639	.038
NSSE 2020	39.2	15.8	.04	15	30	40	55	60	177,524	-1.8	.154	-.115
Top 50%	41.5	15.0	.03	20	30	40	55	60	152	-4.0	.003	-.271
Top 10%	43.6	14.5	.07	20	35	45	60	60	153	-6.2	.000	-.428

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
NEIU (N = 166)	28.2	15.9	1.23	5	20	25	40	60				
Urban Master's	20.1	14.8	.10	0	10	20	30	50	23,961	8.1	.000	.547
Urban Peers	21.7	14.8	.20	0	10	20	30	50	5,606	6.5	.000	.440
NSSE 2020	21.1	14.7	.03	0	10	20	30	50	165	7.1	.000	.484
Top 50%	24.5	14.7	.04	5	15	20	35	55	120,231	3.8	.001	.256
Top 10%	28.1	15.5	.12	5	15	25	40	60	15,894	.1	.917	.008
Effective Teaching Practices												
NEIU (N = 163)	41.0	13.9	1.09	20	32	40	52	60				
Urban Master's	39.2	13.6	.09	16	28	40	48	60	23,058	1.9	.081	.137
Urban Peers	39.8	14.1	.20	16	32	40	52	60	5,392	1.2	.287	.085
NSSE 2020	38.4	13.3	.03	16	28	40	48	60	186,635	2.6	.012	.198
Top 50%	40.5	13.2	.04	20	32	40	52	60	162	.5	.642	.039
Top 10%	42.3	14.1	.07	16	32	44	56	60	37,705	-1.2	.265	-.088
Campus Environment												
Quality of Interactions												
NEIU (N = 148)	41.9	12.5	1.03	18	36	43	50	60				
Urban Master's	42.3	12.9	.09	18	34	44	52	60	20,025	-.4	.716	-.030
Urban Peers	43.6	12.9	.19	20	36	45	54	60	4,789	-1.7	.124	-.129
NSSE 2020	43.3	11.8	.03	22	36	44	52	60	163,933	-1.3	.169	-.113
Top 50%	45.2	11.2	.03	24	38	46	54	60	127,520	-3.2	.000	-.290
Top 10%	47.2	11.6	.07	25	40	50	58	60	30,800	-5.3	.000	-.453
Supportive Environment												
NEIU (N = 150)	36.7	14.7	1.20	15	25	38	45	60				
Urban Master's	35.7	14.2	.10	13	25	38	45	60	21,026	1.0	.396	.070
Urban Peers	37.0	14.7	.21	13	25	38	48	60	4,903	-.3	.820	-.019
NSSE 2020	35.9	13.5	.03	14	28	38	45	60	170,000	.8	.458	.061
Top 50%	37.9	13.1	.03	18	30	38	48	60	149	-1.1	.341	-.088
Top 10%	40.0	12.9	.08	18	33	40	50	60	150	-3.3	.007	-.255

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
NEIU (N = 709)	41.7	13.5	.51	20	35	40	55	60				
Urban Master's	41.1	13.9	.07	20	35	40	55	60	40,178	.6	.280	.041
Urban Peers	41.2	14.2	.14	20	30	40	55	60	826	.5	.361	.034
NSSE 2020	40.1	13.6	.02	20	30	40	50	60	313,921	1.6	.002	.117
Top 50%	41.7	13.4	.03	20	35	40	55	60	233,865	.0	.990	.000
Top 10%	43.2	13.3	.06	20	35	40	55	60	57,576	-1.5	.004	-.109
Reflective & Integrative Learning												
NEIU (N = 736)	39.3	12.9	.47	17	29	40	49	60				
Urban Master's	39.1	12.6	.06	17	31	40	49	60	42,908	.2	.703	.014
Urban Peers	38.2	12.8	.12	17	29	37	49	60	11,379	1.1	.026	.085
NSSE 2020	37.9	12.5	.02	17	29	37	46	60	335,049	1.4	.003	.109
Top 50%	39.8	12.2	.03	20	31	40	49	60	739	-.5	.263	-.044
Top 10%	41.8	12.0	.06	20	34	40	51	60	761	-2.5	.000	-.206
Learning Strategies												
NEIU (N = 688)	40.4	14.1	.54	20	27	40	53	60				
Urban Master's	39.7	14.5	.07	13	27	40	53	60	38,508	.7	.204	.049
Urban Peers	40.4	14.4	.15	20	33	40	53	60	10,195	.0	.970	-.001
NSSE 2020	38.8	14.7	.03	13	27	40	53	60	299,229	1.6	.004	.109
Top 50%	40.7	14.5	.03	20	33	40	53	60	259,122	-.3	.569	-.022
Top 10%	42.7	14.4	.05	20	33	40	60	60	84,087	-2.3	.000	-.160
Quantitative Reasoning												
NEIU (N = 700)	30.1	16.5	.62	0	20	27	40	60				
Urban Master's	30.5	16.4	.08	0	20	27	40	60	39,012	-.5	.431	-.030
Urban Peers	30.2	16.6	.17	0	20	27	40	60	10,373	-.1	.870	-.006
NSSE 2020	30.4	16.3	.03	0	20	27	40	60	303,364	-.4	.552	-.022
Top 50%	31.4	16.1	.03	7	20	33	40	60	331,360	-1.4	.025	-.085
Top 10%	33.4	15.9	.06	7	20	33	40	60	713	-3.3	.000	-.208
Learning with Peers												
Collaborative Learning												
NEIU (N = 754)	32.4	13.8	.50	10	25	30	40	60				
Urban Master's	31.4	15.3	.07	5	20	30	40	60	786	.9	.066	.061
Urban Peers	33.3	14.5	.14	10	20	30	45	60	870	-.9	.069	-.065
NSSE 2020	31.9	15.6	.03	5	20	30	40	60	758	.4	.381	.028
Top 50%	35.9	14.0	.03	15	25	35	45	60	308,195	-3.6	.000	-.255
Top 10%	38.4	13.6	.06	15	30	40	50	60	54,235	-6.0	.000	-.443
Discussions with Diverse Others												
NEIU (N = 693)	41.6	15.7	.60	15	30	40	60	60				
Urban Master's	40.6	16.2	.08	10	30	40	60	60	38,647	1.0	.105	.062
Urban Peers	38.5	17.1	.17	5	25	40	55	60	815	3.1	.000	.182
NSSE 2020	40.0	16.1	.03	15	30	40	55	60	300,849	1.6	.008	.101
Top 50%	42.1	15.5	.03	15	30	40	60	60	329,392	-.4	.481	-.027
Top 10%	43.8	15.3	.05	20	35	45	60	60	83,379	-2.1	.000	-.140

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
NEIU (N = 718)	24.8	16.2	.61	5	10	20	35	60				
Urban Master's	22.8	16.2	.08	0	10	20	35	55	41,328	2.0	.001	.124
Urban Peers	23.4	16.3	.16	0	10	20	35	60	10,961	1.4	.031	.083
NSSE 2020	23.8	16.0	.03	0	10	20	35	55	323,686	.9	.123	.058
Top 50%	29.7	15.9	.05	5	20	30	40	60	123,744	-4.9	.000	-.308
Top 10%	33.2	16.0	.11	10	20	35	45	60	21,871	-8.5	.000	-.530
Effective Teaching Practices												
NEIU (N = 712)	42.4	13.7	.51	20	32	44	56	60				
Urban Master's	40.6	14.2	.07	16	32	40	52	60	40,253	1.9	.000	.132
Urban Peers	41.4	14.8	.15	16	32	40	56	60	834	1.1	.045	.073
NSSE 2020	39.7	13.9	.02	16	32	40	52	60	313,274	2.8	.000	.199
Top 50%	41.8	13.7	.03	20	32	40	52	60	199,558	.7	.187	.050
Top 10%	43.7	13.4	.06	20	36	44	56	60	44,515	-1.3	.013	-.094
Campus Environment												
Quality of Interactions												
NEIU (N = 648)	43.1	12.6	.50	20	35	45	52	60				
Urban Master's	42.8	12.9	.07	18	35	44	53	60	35,656	.3	.551	.024
Urban Peers	43.4	12.9	.14	18	36	45	54	60	9,581	-.3	.633	-.019
NSSE 2020	43.0	12.2	.02	20	36	44	52	60	275,427	.1	.759	.012
Top 50%	45.2	11.7	.03	24	38	48	54	60	650	-2.1	.000	-.179
Top 10%	47.4	12.0	.05	24	40	50	58	60	658	-4.3	.000	-.353
Supportive Environment												
NEIU (N = 676)	34.1	14.3	.55	10	25	35	45	60				
Urban Master's	32.7	14.8	.08	8	23	33	43	60	37,426	1.4	.013	.096
Urban Peers	34.1	15.6	.16	8	23	35	45	60	798	.0	.996	.000
NSSE 2020	32.1	14.3	.03	10	23	33	40	60	291,140	2.0	.000	.141
Top 50%	34.6	14.0	.03	13	25	35	45	60	219,444	-.5	.320	-.038
Top 10%	36.8	14.1	.07	13	28	38	48	60	39,964	-2.7	.000	-.194

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.