



NSSE 2018

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 2017 and 2018 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 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

Theme	Engagement Indicator	Your first-year students compared with	Your first-year students compared with	Your first-year students compared with
		Large Public Masters	Urban Peers	NSSE 2017 & 2018
Academic Challenge	Higher-Order Learning	△	--	△
	Reflective & Integrative Learning	△	△	△
	Learning Strategies	△	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▽	▽	▽
	Discussions with Diverse Others	--	--	▽
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	▲	△	▲
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Seniors

Theme	Engagement Indicator	Your seniors compared with	Your seniors compared with	Your seniors compared with
		Large Public Masters	Urban Peers	NSSE 2017 & 2018
Academic Challenge	Higher-Order Learning	△	△	△
	Reflective & Integrative Learning	△	△	△
	Learning Strategies	△	△	△
	Quantitative Reasoning	△	△	△
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	△	--
Experiences with Faculty	Student-Faculty Interaction	--	△	--
	Effective Teaching Practices	▲	▲	▲
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	△	△	△

Academic Challenge: First-year students

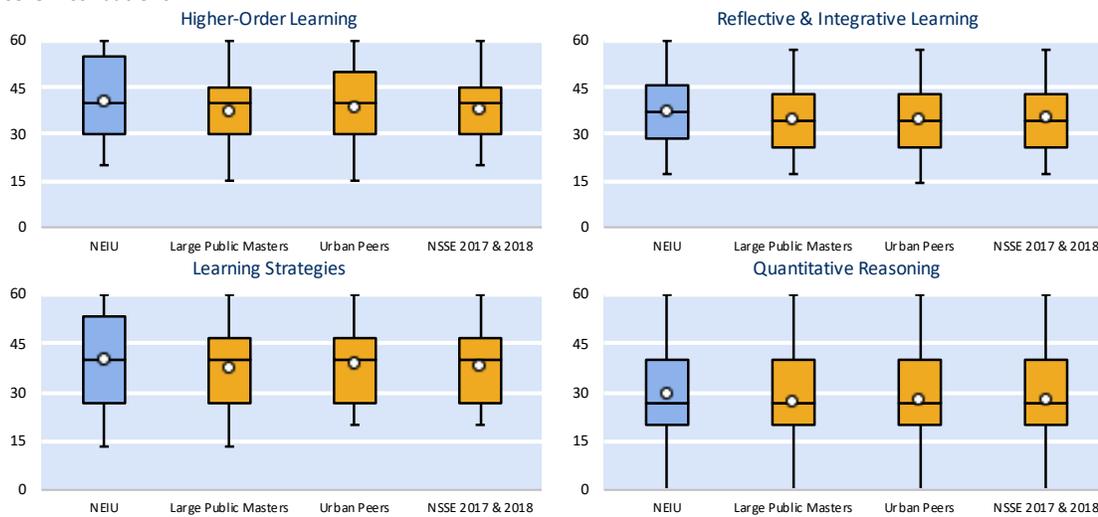
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	NEIU Mean	Your first-year students compared with					
		Large Public Masters		Urban Peers		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.1	37.3 **	.22	38.3	.13	37.8 *	.18
Reflective & Integrative Learning	37.1	34.6 *	.20	34.7 *	.19	35.1 *	.17
Learning Strategies	40.2	37.7 *	.18	38.7	.11	38.0	.16
Quantitative Reasoning	29.2	27.2	.13	27.3	.12	27.5	.11

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.

	NEIU	Percentage point difference ^a between your FY students and		
		Large Public Masters	Urban Peers	NSSE 2017 & 2018
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	71	+2	+4	+0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	+4	+6	+3
4d. Evaluating a point of view, decision, or information source	77	+8	+6	+8
4e. Forming a new idea or understanding from various pieces of information	78	+11	+8	+10
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	51	-0	+0	-1
2b. Connected your learning to societal problems or issues	59	+8	+11	+8
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55	+5	+7	+4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	+5	+6	+4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	+5	+3	+4
2f. Learned something that changed the way you understand an issue or concept	69	+3	+2	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	76	+0	+2	-1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79	+4	+4	+3
9b. Reviewed your notes after class	72	+6	+3	+7
9c. Summarized what you learned in class or from course materials	69	+7	+5	+6
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.)	52	+1	-2	-0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+11	+11	+11
6c. Evaluated what others have concluded from numerical information	41	+4	+4	+3

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

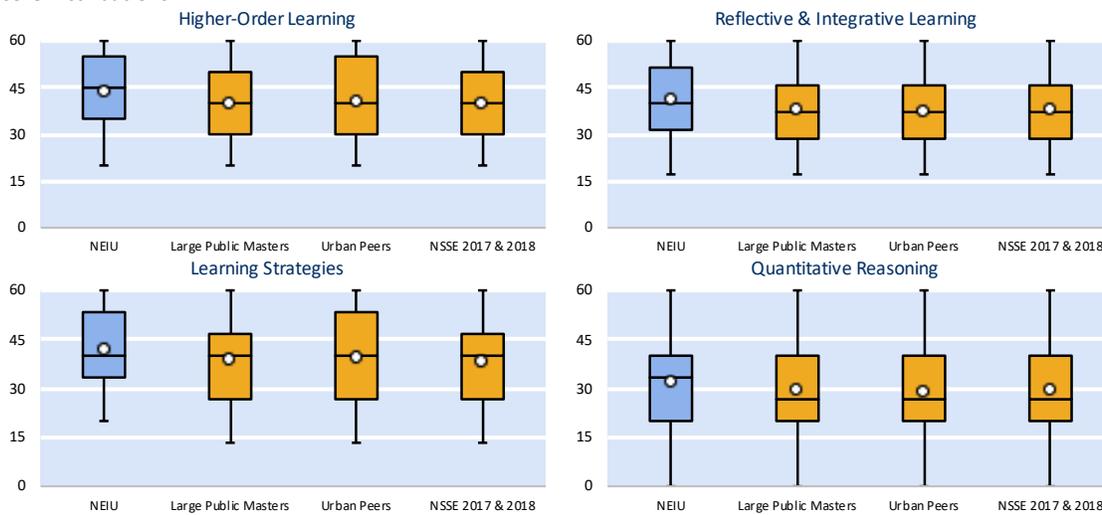
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 seniors compared with					
		Large Public Masters		Urban Peers		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	43.3	39.9 ***	.25	40.4 **	.20	39.8 ***	.25
Reflective & Integrative Learning	40.7	38.0 ***	.22	37.0 ***	.28	37.8 ***	.23
Learning Strategies	41.9	38.6 ***	.23	39.5 *	.16	38.3 ***	.25
Quantitative Reasoning	31.7	29.2 **	.16	28.9 **	.17	29.6 *	.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: 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		
		Large Public Masters	Urban Peers	NSSE 2017 & 2018
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	82	+5	+6	+5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	81	+6	+5	+6
4d. Evaluating a point of view, decision, or information source	78	+7	+6	+8
4e. Forming a new idea or understanding from various pieces of information	81	+10	+7	+10
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	69	-1	+3	+1
2b. Connected your learning to societal problems or issues	66	+5	+8	+6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	66	+13	+16	+14
2d. Examined the strengths and weaknesses of your own views on a topic or issue	72	+6	+9	+6
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	81	+8	+10	+8
2f. Learned something that changed the way you understand an issue or concept	78	+7	+9	+7
2g. Connected ideas from your courses to your prior experiences and knowledge	87	+3	+6	+4
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	87	+8	+8	+8
9b. Reviewed your notes after class	70	+7	+3	+9
9c. Summarized what you learned in class or from course materials	72	+8	+7	+9
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.)	58	+4	+4	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+8	+8	+7
6c. Evaluated what others have concluded from numerical information	50	+7	+9	+6

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Learning with Peers: First-year students

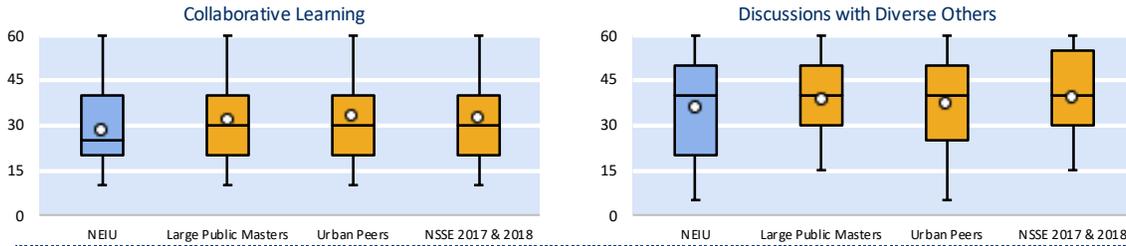
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		Large Public Masters		Urban Peers		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	28.3	32.0 ***	-.27	32.8 ***	-.33	32.3 ***	-.28
Discussions with Diverse Others	35.9	38.9	-.19	36.9	-.06	39.4 *	-.22

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Item	NEIU %	Percentage point difference ^a between your FY students and		
		Large Public Masters	Urban Peers	NSSE 2017 & 2018
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	41	-11	-10	-12
1f. Explained course material to one or more students	43	-14	-13	-14
1g. Prepared for exams by discussing or working through course material with other students	40	-7	-9	-10
1h. Worked with other students on course projects or assignments	42	-12	-18	-12
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	66	-3	+1	-4
8b. People from an economic background other than your own	60	-9	-5	-11
8c. People with religious beliefs other than your own	56	-10	-5	-10
8d. People with political views other than your own	49	-16	-10	-16

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Learning with Peers: Seniors

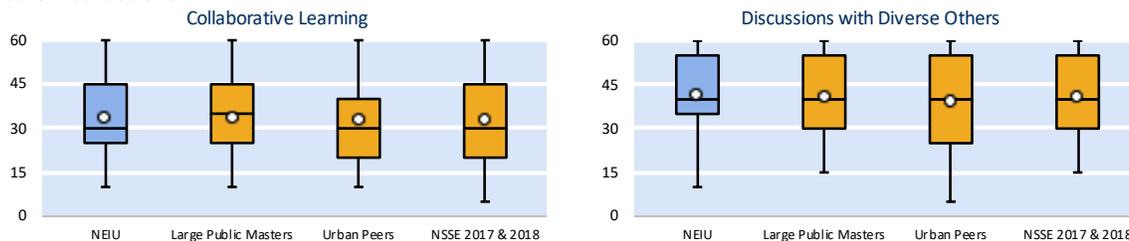
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	NEIU Mean	Your seniors compared with					
		Large Public Masters		Urban Peers		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.2	33.4	-.01	33.0	.02	32.5	.05
Discussions with Diverse Others	41.6	40.4	.08	38.9 **	.16	40.3	.08

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Collaborative Learning	NEIU %	Percentage point difference ^a between your seniors and		
		Large Public Masters	Urban Peers	NSSE 2017 & 2018
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	40	-5	-1	-4
1f. Explained course material to one or more students	60	-0	+2	+2
1g. Prepared for exams by discussing or working through course material with other students	46	-2	-1	-1
1h. Worked with other students on course projects or assignments	68	+1	+2	+4
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	78	+6	+8	+6
8b. People from an economic background other than your own	77	+4	+9	+4
8c. People with religious beliefs other than your own	74	+5	+8	+6
8d. People with political views other than your own	62	-5	+0	-4

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Experiences with Faculty: First-year students

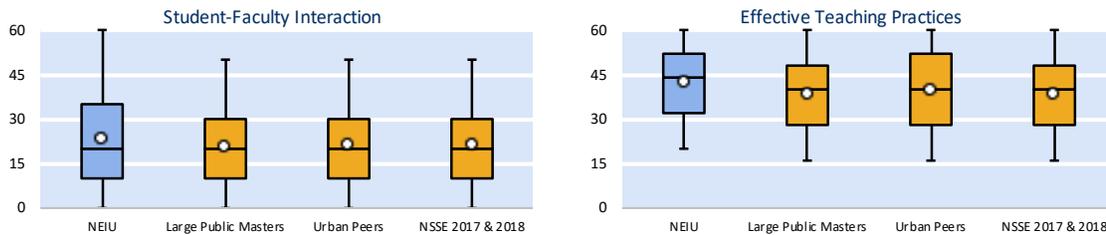
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		Large Public Masters		Urban Peers		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.4	20.9	.18	21.2	.15	21.1	.16
Effective Teaching Practices	42.5	38.4 ***	.32	39.8 *	.19	38.5 ***	.31

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Student-Faculty Interaction	NEIU	Percentage point difference ^a between your FY students and		
		Large Public Masters	Urban Peers	NSSE 2017 & 2018
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	43	+6	+6	+6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	+2	+1	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	+3	+4	+2
3d. Discussed your academic performance with a faculty member	41	+11	+10	+11
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	79	+2	+3	+2
5b. Taught course sessions in an organized way	71	-2	-2	-4
5c. Used examples or illustrations to explain difficult points	75	+1	-0	+1
5d. Provided feedback on a draft or work in progress	78	+14	+9	+14
5e. Provided prompt and detailed feedback on tests or completed assignments	74	+14	+13	+14

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Experiences with Faculty: Seniors

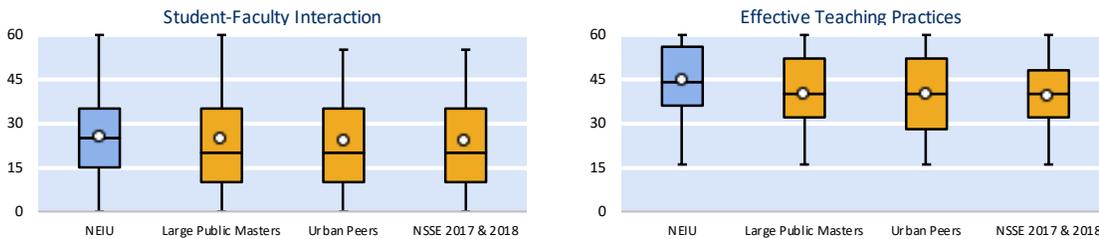
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.7	24.6	.07	23.7 *	.13	23.9	.11
Effective Teaching Practices	44.4	39.8 ***	.34	39.7 ***	.32	39.4 ***	.37

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		Large Public Masters	Urban Peers	NSSE 2017 & 2018
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	50	+5	+6	+6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	-2	+1	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	+1	+4	+3
3d. Discussed your academic performance with a faculty member	41	+6	+5	+8
<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	88	+8	+9	+8
5b. Taught course sessions in an organized way	84	+6	+10	+6
5c. Used examples or illustrations to explain difficult points	82	+4	+7	+5
5d. Provided feedback on a draft or work in progress	76	+14	+12	+16
5e. Provided prompt and detailed feedback on tests or completed assignments	77	+13	+14	+14

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

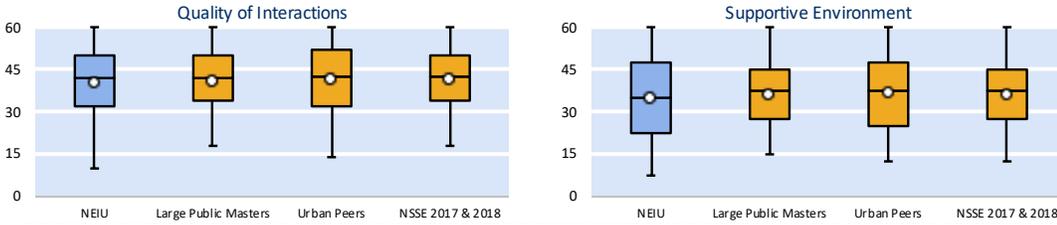
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	NEIU Mean	Your first-year students compared with					
		Large Public Masters Mean	Large Public Masters Effect size	Urban Peers Mean	Urban Peers Effect size	NSSE 2017 & 2018 Mean	NSSE 2017 & 2018 Effect size
Quality of Interactions	40.0	41.0	-.09	41.1	-.08	41.7	-.14
Supportive Environment	34.8	36.2	-.10	36.9	-.14	36.1	-.09

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	NEIU %	Percentage point difference ^a between your FY students and		
		Large Public Masters	Urban Peers	NSSE 2017 & 2018
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	38	-10	-11	-12
13b. Academic advisors	53	+6	+3	+3
13c. Faculty	55	+9	+9	+7
13d. Student services staff (career services, student activities, housing, etc.)	30	-13	-16	-14
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	-1	-5	-2
<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	64	-10	-10	-11
14c. Using learning support services (tutoring services, writing center, etc.)	74	-2	-4	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	-4	-6	-3
14e. Providing opportunities to be involved socially	57	-14	-14	-14
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	-9	-7	-8
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	47	+3	-1	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	49	-14	-13	-14
14i. Attending events that address important social, economic, or political issues	48	-3	-4	-3

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

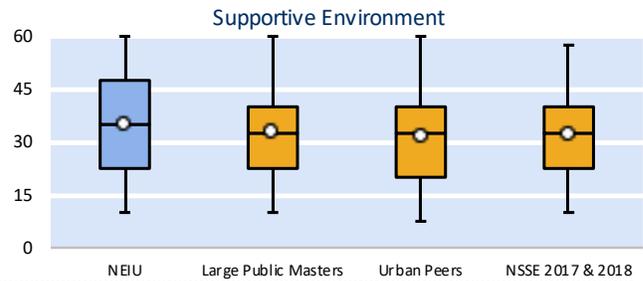
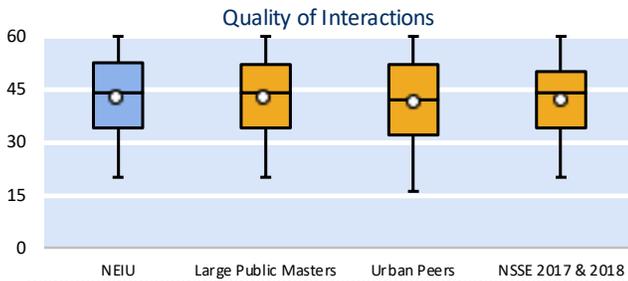
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	NEIU Mean	Your seniors compared with					
		Large Public Masters		Urban Peers		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.7	42.2	.05	41.1	.12	42.0	.06
Supportive Environment	35.1	32.5 **	.18	31.7 ***	.22	32.0 **	.22

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

Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...

	NEIU %	Percentage point difference ^a between your seniors and		
		Large Public Masters	Urban Peers	NSSE 2017 & 2018
13a. Students	65	+9	+8	+9
13b. Academic advisors	56	+6	+11	+5
13c. Faculty	61	+5	+7	+5
13d. Student services staff (career services, student activities, housing, etc.)	40	-2	+2	-1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	+0	+3	+1

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	NEIU %	Percentage point difference ^a between your seniors and		
		Large Public Masters	Urban Peers	NSSE 2017 & 2018
14b. Providing support to help students succeed academically	76	+6	+10	+6
14c. Using learning support services (tutoring services, writing center, etc.)	71	+6	+9	+5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	70	+13	+14	+15
14e. Providing opportunities to be involved socially	64	-2	+3	+0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	+0	+6	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	+9	+6	+10
14h. Attending campus activities and events (performing arts, athletic events, etc.)	44	-7	-3	-7
14i. Attending events that address important social, economic, or political issues	53	+9	+10	+11

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), 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 2017 and 2018 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2017 and 2018 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	✓
Academic Challenge	Higher-Order Learning	40.1	38.9	.09	✓	40.5	-.03	✓
	Reflective and Integrative Learning	37.1	36.5	.05	✓	38.1	-.08	✓
	Learning Strategies	40.2	39.5	.05	✓	41.6	-.10	
	Quantitative Reasoning	29.2	28.7	.04	✓	30.4	-.08	✓
Learning with Peers	Collaborative Learning	28.3	35.1 ***	-.50		37.2 ***	-.66	
	Discussions with Diverse Others	35.9	41.4 ***	-.37		43.4 ***	-.51	
Experiences with Faculty	Student-Faculty Interaction	23.4	24.3	-.06	✓	27.2 **	-.24	
	Effective Teaching Practices	42.5	40.3 *	.17	✓	42.0	.04	✓
Campus Environment	Quality of Interactions	40.0	43.9 **	-.34		45.9 ***	-.49	
	Supportive Environment	34.8	37.9 *	-.24		39.7 **	-.37	

Seniors

Theme	Engagement Indicator	NEIU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	43.3	41.3 *	.15	✓	42.4	.06	✓
	Reflective and Integrative Learning	40.7	39.6	.09	✓	41.1	-.04	✓
	Learning Strategies	41.9	40.2	.12	✓	42.3	-.03	✓
	Quantitative Reasoning	31.7	30.7	.07	✓	32.7	-.06	✓
Learning with Peers	Collaborative Learning	33.2	35.7 **	-.18		38.1 ***	-.36	
	Discussions with Diverse Others	41.6	41.9	-.02	✓	43.8 *	-.14	
Experiences with Faculty	Student-Faculty Interaction	25.7	29.2 ***	-.22		33.3 ***	-.47	
	Effective Teaching Practices	44.4	41.1 ***	.24	✓	43.1	.10	✓
Campus Environment	Quality of Interactions	42.7	44.4 *	-.14		46.5 ***	-.31	
	Supportive Environment	35.1	34.3	.06	✓	36.4	-.09	✓

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 2017 and 2018 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	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
NEIU (N = 142)	40.1	14.3	1.20	20	30	40	55	60				
Large Public Masters	37.3	13.2	.06	15	30	40	45	60	42,972	2.9	.010	.218
Urban Peers	38.3	14.0	.27	15	30	40	50	60	2,781	1.8	.125	.132
NSSE 2017 & 2018	37.8	13.2	.03	20	30	40	45	60	209,469	2.3	.036	.176
Top 50%	38.9	13.1	.04	20	30	40	50	60	124,198	1.2	.271	.092
Top 10%	40.5	13.3	.08	20	30	40	50	60	29,512	-.4	.750	-.027
Reflective & Integrative Learning												
NEIU (N = 153)	37.1	13.1	1.06	17	29	37	46	60				
Large Public Masters	34.6	11.9	.06	17	26	34	43	57	45,353	2.4	.012	.205
Urban Peers	34.7	12.7	.24	14	26	34	43	57	2,933	2.4	.023	.189
NSSE 2017 & 2018	35.1	11.9	.03	17	26	34	43	57	221,096	2.0	.036	.169
Top 50%	36.5	11.8	.03	17	29	37	43	57	116,565	.6	.516	.053
Top 10%	38.1	12.0	.08	20	30	37	46	60	24,966	-1.0	.309	-.083
Learning Strategies												
NEIU (N = 138)	40.2	14.9	1.26	13	27	40	53	60				
Large Public Masters	37.7	13.7	.07	13	27	40	47	60	39,028	2.5	.033	.182
Urban Peers	38.7	14.1	.29	20	27	40	47	60	2,549	1.5	.228	.106
NSSE 2017 & 2018	38.0	13.7	.03	20	27	40	47	60	191,049	2.1	.066	.156
Top 50%	39.5	13.7	.04	20	27	40	53	60	100,626	.7	.563	.049
Top 10%	41.6	14.0	.09	20	33	40	53	60	24,276	-1.4	.233	-.102
Quantitative Reasoning												
NEIU (N = 140)	29.2	17.1	1.44	0	20	27	40	60				
Large Public Masters	27.2	15.2	.07	0	20	27	40	60	139	2.0	.159	.135
Urban Peers	27.3	16.1	.32	0	20	27	40	60	2,719	1.9	.165	.121
NSSE 2017 & 2018	27.5	15.3	.03	0	20	27	40	60	139	1.7	.231	.114
Top 50%	28.7	15.2	.04	0	20	27	40	60	139	.6	.702	.036
Top 10%	30.4	15.3	.09	7	20	27	40	60	140	-1.2	.423	-.076
Learning with Peers												
Collaborative Learning												
NEIU (N = 166)	28.3	14.0	1.08	10	20	25	40	60				
Large Public Masters	32.0	13.7	.06	10	20	30	40	60	47,516	-3.7	.001	-.270
Urban Peers	32.8	13.8	.26	10	20	30	40	60	3,075	-4.5	.000	-.328
NSSE 2017 & 2018	32.3	14.4	.03	10	20	30	40	60	232,290	-4.0	.000	-.278
Top 50%	35.1	13.6	.04	15	25	35	45	60	137,236	-6.8	.000	-.502
Top 10%	37.2	13.6	.08	15	25	40	45	60	30,776	-9.0	.000	-.659
Discussions with Diverse Others												
NEIU (N = 132)	35.9	17.3	1.50	5	20	40	50	60				
Large Public Masters	38.9	15.6	.08	15	30	40	50	60	132	-3.0	.051	-.191
Urban Peers	36.9	17.0	.34	5	25	40	50	60	2,549	-1.0	.528	-.056
NSSE 2017 & 2018	39.4	15.5	.04	15	30	40	55	60	131	-3.5	.022	-.224
Top 50%	41.4	15.0	.04	15	30	40	55	60	131	-5.5	.000	-.367
Top 10%	43.4	14.8	.09	20	35	45	60	60	132	-7.5	.000	-.509

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^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 = 147)	23.4	16.3	1.35	0	10	20	35	60				
Large Public Masters	20.9	14.6	.07	0	10	20	30	50	146	2.6	.060	.175
Urban Peers	21.2	15.3	.29	0	10	20	30	50	2,843	2.3	.083	.147
NSSE 2017 & 2018	21.1	14.6	.03	0	10	20	30	50	146	2.3	.088	.159
Top 50%	24.3	14.8	.05	5	15	20	35	55	146	-9	.528	-.057
Top 10%	27.2	15.8	.14	5	15	25	40	60	13,162	-3.8	.004	-.242
Effective Teaching Practices												
NEIU (N = 142)	42.5	13.8	1.16	20	32	44	52	60				
Large Public Masters	38.4	13.0	.06	16	28	40	48	60	43,117	4.1	.000	.315
Urban Peers	39.8	13.8	.27	16	28	40	52	60	2,794	2.6	.027	.191
NSSE 2017 & 2018	38.5	13.1	.03	16	28	40	48	60	209,943	4.0	.000	.306
Top 50%	40.3	13.1	.04	20	32	40	52	60	91,831	2.2	.046	.168
Top 10%	42.0	13.7	.09	20	32	40	52	60	23,812	.5	.654	.038
Campus Environment												
Quality of Interactions												
NEIU (N = 127)	40.0	14.2	1.28	10	32	42	50	60				
Large Public Masters	41.0	12.6	.07	18	34	42	50	60	36,748	-1.1	.347	-.085
Urban Peers	41.1	14.2	.30	14	32	43	52	60	2,364	-1.2	.375	-.082
NSSE 2017 & 2018	41.7	12.5	.03	18	34	43	50	60	180,061	-1.7	.128	-.138
Top 50%	43.9	11.6	.04	22	38	46	52	60	121	-3.9	.003	-.339
Top 10%	45.9	12.1	.10	22	40	48	56	60	122	-5.9	.000	-.488
Supportive Environment												
NEIU (N = 125)	34.8	16.4	1.47	8	23	35	48	60				
Large Public Masters	36.2	13.6	.07	15	28	38	45	60	124	-1.4	.341	-.103
Urban Peers	36.9	14.8	.31	13	25	38	48	60	135	-2.1	.158	-.143
NSSE 2017 & 2018	36.1	13.5	.03	13	28	38	45	60	124	-1.3	.390	-.093
Top 50%	37.9	13.2	.04	15	30	40	48	60	124	-3.1	.035	-.237
Top 10%	39.7	13.1	.09	18	30	40	50	60	125	-4.9	.001	-.370

- 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 ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
NEIU (N = 276)	43.3	13.8	.83	20	35	45	55	60				
Large Public Masters	39.9	13.7	.05	20	30	40	50	60	76,480	3.4	.000	.250
Urban Peers	40.4	14.3	.20	20	30	40	55	60	5,283	2.9	.001	.201
NSSE 2017 & 2018	39.8	13.7	.02	20	30	40	50	60	352,938	3.5	.000	.253
Top 50%	41.3	13.5	.03	20	35	40	55	60	165,321	2.0	.016	.145
Top 10%	42.4	13.7	.06	20	35	40	55	60	49,658	.8	.309	.061
Reflective & Integrative Learning												
NEIU (N = 291)	40.7	13.4	.78	17	31	40	51	60				
Large Public Masters	38.0	12.5	.04	17	29	37	46	60	79,431	2.7	.000	.216
Urban Peers	37.0	12.9	.18	17	29	37	46	60	5,531	3.7	.000	.284
NSSE 2017 & 2018	37.8	12.4	.02	17	29	37	46	60	367,711	2.9	.000	.230
Top 50%	39.6	12.2	.03	20	31	40	49	60	291	1.1	.147	.093
Top 10%	41.1	12.2	.07	20	33	40	51	60	294	-.4	.575	-.036
Learning Strategies												
NEIU (N = 261)	41.9	14.1	.88	20	33	40	53	60				
Large Public Masters	38.6	14.5	.05	13	27	40	47	60	70,578	3.3	.000	.227
Urban Peers	39.5	14.8	.22	13	27	40	53	60	4,785	2.3	.014	.157
NSSE 2017 & 2018	38.3	14.5	.03	13	27	40	47	60	326,984	3.6	.000	.246
Top 50%	40.2	14.4	.03	20	27	40	53	60	174,886	1.7	.059	.117
Top 10%	42.3	14.2	.07	20	33	40	53	60	47,436	-.5	.586	-.034
Quantitative Reasoning												
NEIU (N = 268)	31.7	16.6	1.01	0	20	33	40	60				
Large Public Masters	29.2	16.2	.06	0	20	27	40	60	75,254	2.6	.010	.158
Urban Peers	28.9	16.5	.23	0	20	27	40	60	5,224	2.9	.006	.174
NSSE 2017 & 2018	29.6	16.1	.03	0	20	27	40	60	346,403	2.1	.031	.132
Top 50%	30.7	16.0	.03	0	20	33	40	60	226,114	1.1	.279	.066
Top 10%	32.7	15.7	.07	7	20	33	40	60	49,604	-.9	.337	-.059
Learning with Peers												
Collaborative Learning												
NEIU (N = 292)	33.2	14.1	.83	10	25	30	45	60				
Large Public Masters	33.4	14.4	.05	10	25	35	45	60	81,266	-.1	.865	-.010
Urban Peers	33.0	13.7	.19	10	20	30	40	60	5,650	.3	.750	.019
NSSE 2017 & 2018	32.5	15.0	.02	5	20	30	45	60	378,312	.8	.389	.050
Top 50%	35.7	13.9	.03	15	25	35	45	60	212,343	-2.4	.003	-.177
Top 10%	38.1	13.5	.07	15	30	40	50	60	35,589	-4.8	.000	-.359
Discussions with Diverse Others												
NEIU (N = 265)	41.6	15.7	.96	10	35	40	55	60				
Large Public Masters	40.4	15.9	.06	15	30	40	55	60	70,961	1.2	.210	.077
Urban Peers	38.9	17.2	.25	5	25	40	55	60	302	2.8	.005	.163
NSSE 2017 & 2018	40.3	15.8	.03	15	30	40	55	60	328,748	1.3	.167	.085
Top 50%	41.9	15.6	.03	15	30	40	60	60	229,299	-.3	.761	-.019
Top 10%	43.8	15.5	.07	20	35	45	60	60	55,445	-2.2	.023	-.140

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^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 = 285)	25.7	16.5	.97	0	15	25	35	60				
Large Public Masters	24.6	16.1	.06	0	10	20	35	60	77,630	1.1	.244	.069
Urban Peers	23.7	16.0	.22	0	10	20	35	55	5,397	2.0	.039	.125
NSSE 2017 & 2018	23.9	15.9	.03	0	10	20	35	55	358,594	1.8	.056	.113
Top 50%	29.2	15.8	.05	5	20	30	40	60	91,619	-3.5	.000	-.221
Top 10%	33.3	16.1	.15	10	20	35	45	60	11,885	-7.5	.000	-.468
Effective Teaching Practices												
NEIU (N = 278)	44.4	13.9	.83	16	36	44	56	60				
Large Public Masters	39.8	13.7	.05	16	32	40	52	60	76,757	4.6	.000	.337
Urban Peers	39.7	14.7	.21	16	28	40	52	60	5,330	4.7	.000	.323
NSSE 2017 & 2018	39.4	13.7	.02	16	32	40	48	60	354,060	5.1	.000	.371
Top 50%	41.1	13.6	.04	16	32	40	52	60	143,251	3.3	.000	.242
Top 10%	43.1	13.7	.08	20	36	44	56	60	29,321	1.4	.098	.100
Campus Environment												
Quality of Interactions												
NEIU (N = 256)	42.7	12.9	.81	20	34	44	53	60				
Large Public Masters	42.2	12.3	.05	20	34	44	52	60	66,228	.6	.465	.046
Urban Peers	41.1	13.4	.20	16	32	42	52	60	4,579	1.6	.059	.122
NSSE 2017 & 2018	42.0	12.3	.02	20	34	44	50	60	306,007	.7	.336	.060
Top 50%	44.4	11.9	.03	22	38	46	54	60	256	-1.7	.037	-.142
Top 10%	46.5	12.3	.07	22	40	50	58	60	31,740	-3.8	.000	-.309
Supportive Environment												
NEIU (N = 260)	35.1	15.6	.96	10	23	35	48	60				
Large Public Masters	32.5	14.1	.05	10	23	33	40	60	261	2.6	.008	.183
Urban Peers	31.7	15.1	.23	8	20	33	40	60	4,557	3.4	.000	.223
NSSE 2017 & 2018	32.0	14.1	.03	10	23	33	40	58	260	3.1	.001	.220
Top 50%	34.3	13.7	.04	13	25	35	43	60	260	.8	.387	.061
Top 10%	36.4	13.7	.08	13	28	38	45	60	263	-1.2	.200	-.090

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.