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# NSSE 2016

## Engagement Indicators

New Mexico Highlands University

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### About Your Engagement Indicators Report

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

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

### Report Sections

- Overview (p. 3)** Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.
- Theme Reports (pp. 4-13)** Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

  - Mean Comparisons**  
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
  - Score Distributions**  
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
  - Performance on Indicator Items**  
Responses to each item in a given EI are summarized for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2015 and 2016 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

### Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

### How Engagement Indicators are Computed

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

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

## Engagement Indicators: Overview

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

Use the following key:

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

### First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Public masters	Your first-year students compared with Peer Institutions	Your first-year students compared with Open Enrollment
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 Public masters	Your seniors compared with Peer Institutions	Your seniors compared with Open Enrollment
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

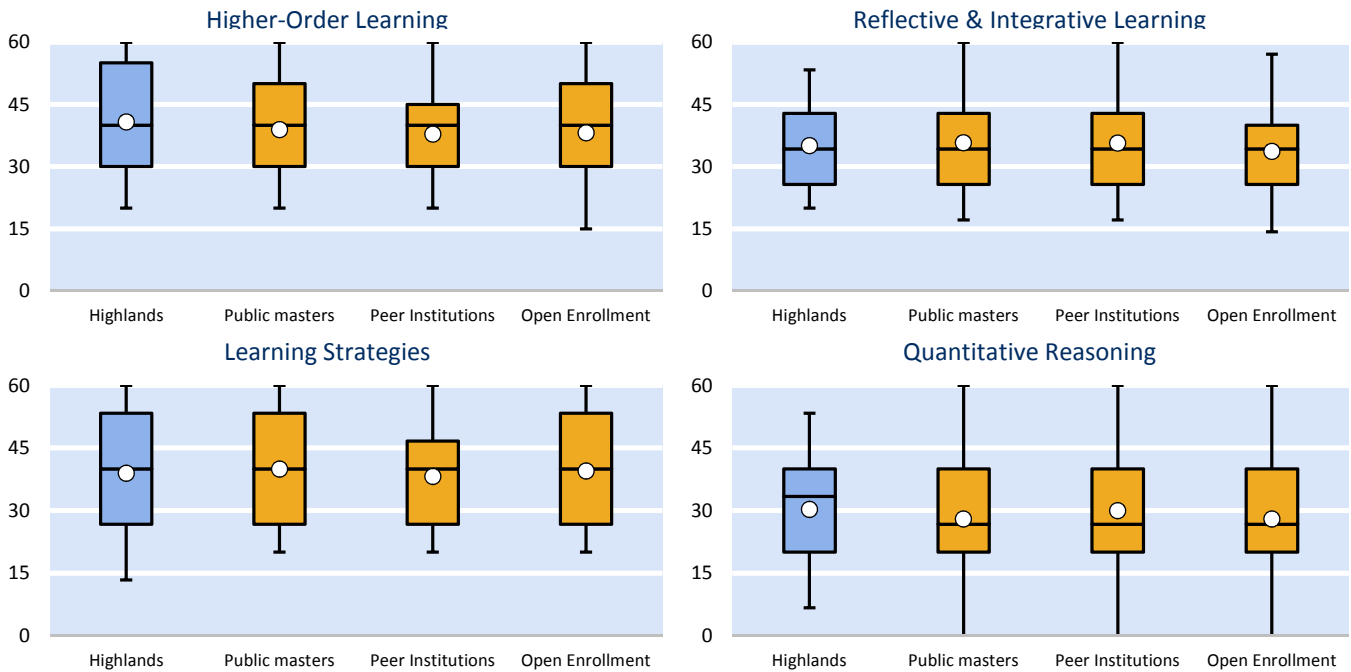
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Highlands Mean	Your first-year students compared with					
		Public masters		Peer Institutions		Open Enrollment	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.8	38.9	.14	37.9	.23	38.2	.19
Reflective & Integrative Learning	35.1	35.8	-.06	35.7	-.05	33.7	.11
Learning Strategies	39.0	40.0	-.07	38.1	.06	39.4	-.03
Quantitative Reasoning	30.2	28.0	.14	29.9	.02	28.0	.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.

## Academic Challenge: First-year students (continued)

### Performance on Indicator Items

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

	Highlands	Percentage point difference <sup>a</sup> between your FY students and		
		Public masters	Peer Institutions	Open Enrollment
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	77	+7 	+6 	+8 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+7 	+7 	+8 
4d. Evaluating a point of view, decision, or information source	73	+1 	+4 	+3 
4e. Forming a new idea or understanding from various pieces of information	77	+5 	+8 	+7 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	57	+3 	+1 	+9 
2b. Connected your learning to societal problems or issues	57	+3 	+2 	+9 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	34	-17 	-17 	-10 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	53	-11 	-12 	-8 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	60	-9 	-10 	-5 
2f. Learned something that changed the way you understand an issue or concept	72	+4 	+4 	+7 
2g. Connected ideas from your courses to your prior experiences and knowledge	76	-1 	-1 	+2 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81	+2 	+4 	+3 
9b. Reviewed your notes after class	67	-2 	+3 	-3 
9c. Summarized what you learned in class or from course materials	63	-2 	+2 	-1 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	61	+9 	+5 	+9 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	+4 	-1 	+5 
6c. Evaluated what others have concluded from numerical information	44	+6 	+0 	+7 

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

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

### Academic Challenge: Seniors

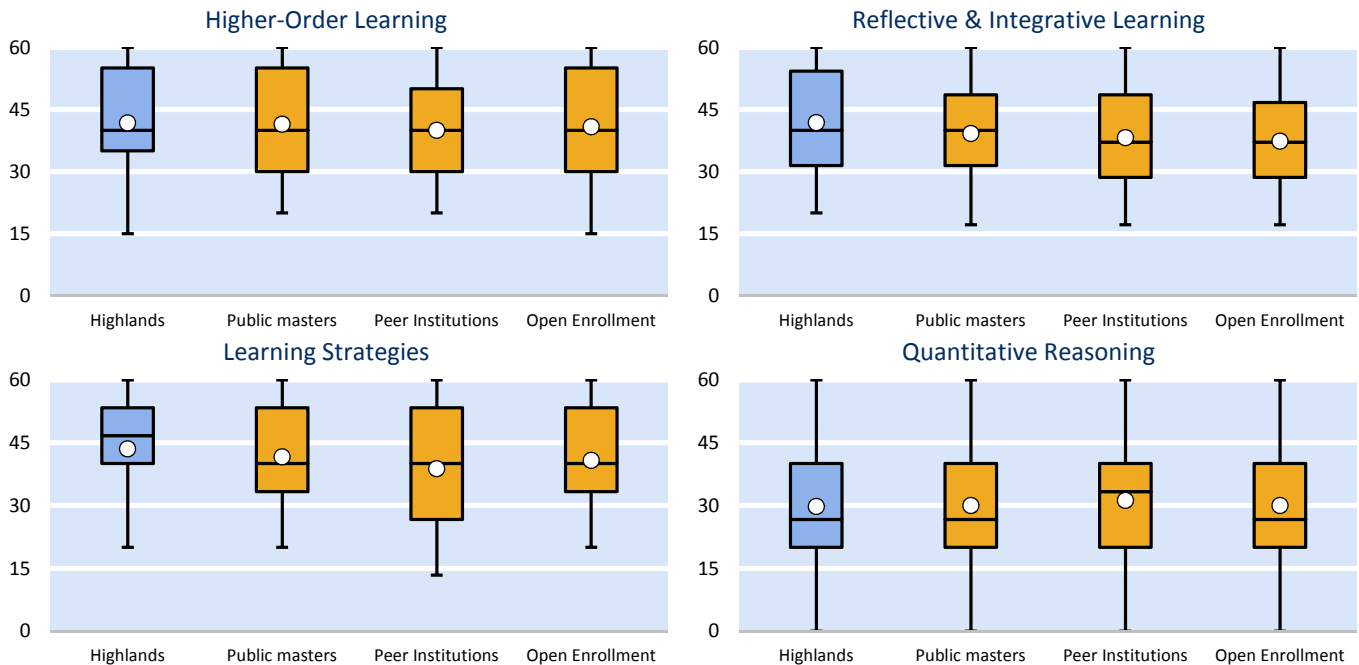
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Highlands Mean	Your seniors compared with					
		Public masters		Peer Institutions		Open Enrollment	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.8	41.5	.02	40.0	.13	40.9	.07
Reflective & Integrative Learning	41.9	39.2 **	.20	38.2 ***	.29	37.4 ***	.34
Learning Strategies	43.5	41.6	.13	38.7 ***	.33	40.7 *	.19
Quantitative Reasoning	29.7	30.0	-.02	31.2	-.09	30.0	-.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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	Highlands	Percentage point difference <sup>a</sup> between your seniors and		
		Public masters	Peer Institutions	Open Enrollment
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	82	+3 	+3 	+2 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	82	+5 	+6 	+5 
4d. Evaluating a point of view, decision, or information source	80	+6 	+12 	+9 
4e. Forming a new idea or understanding from various pieces of information	75	+1 	+4 	+3 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	73	+3 	+2 	+6 
2b. Connected your learning to societal problems or issues	77	+11 	+14 	+16 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	69	+12 	+18 	+21 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	77	+9 	+10 	+13 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	+1 	+3 	+6 
2f. Learned something that changed the way you understand an issue or concept	77	+6 	+7 	+9 
2g. Connected ideas from your courses to your prior experiences and knowledge	85	+2 	+1 	+5 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	89	+5 	+11 	+5 
9b. Reviewed your notes after class	80	+11 	+17 	+12 
9c. Summarized what you learned in class or from course materials	76	+7 	+13 	+9 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54	-1 	-3 	-2 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49	+4 	+2 	+4 
6c. Evaluated what others have concluded from numerical information	41	-2 	-5 	-1 

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.

### Learning with Peers: First-year students

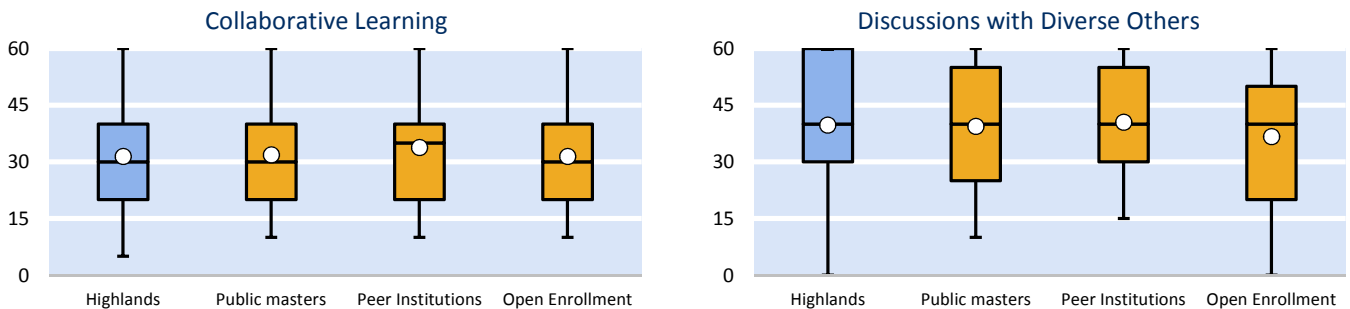
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	Highlands Mean	Your first-year students compared with					
		Public masters		Peer Institutions		Open Enrollment	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.4	31.8	-.03	33.7	-.16	31.4	.00
Discussions with Diverse Others	39.7	39.3	.02	40.4	-.05	36.7	.17

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

#### Score Distributions



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#### Performance on Indicator Items

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

Collaborative Learning	Highlands %	Percentage point difference <sup>a</sup> between your FY students and		
		Public masters	Peer Institutions	Open Enrollment
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	57	+7	+1	+10
1f. Explained course material to one or more students	58	+2	-3	+3
1g. Prepared for exams by discussing or working through course material with other students	39	-8	-17	-7
1h. Worked with other students on course projects or assignments	49	-4	-5	-3
<b>Discussions with Diverse Others</b>				
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	75	+5	+6	+12
8b. People from an economic background other than your own	73	+3	-0	+9
8c. People with religious beliefs other than your own	69	+4	-1	+7
8d. People with political views other than your own	69	+4	-2	+9

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### Learning with Peers: Seniors

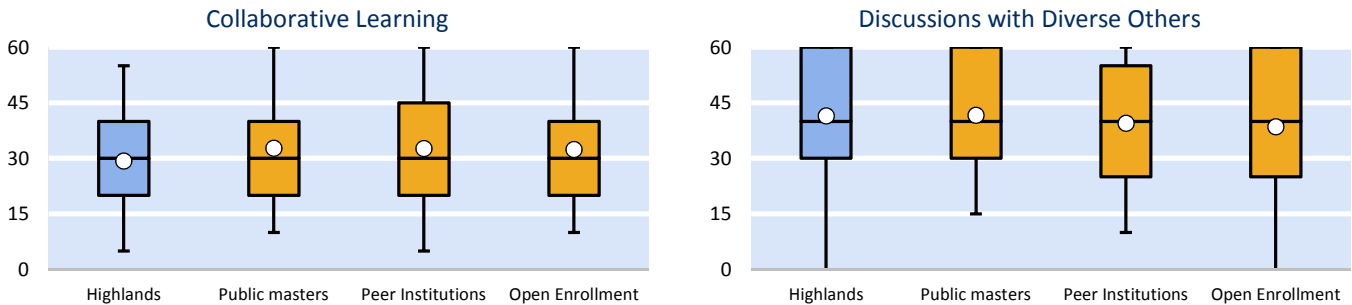
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	Highlands Mean	Your seniors compared with					
		Public masters Effect size		Peer Institutions Effect size		Open Enrollment Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.3	32.8 **	-.24	32.7 **	-.22	32.4 **	-.21
Discussions with Diverse Others	41.5	41.6	-.01	39.5	.12	38.5 *	.17

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

#### Score Distributions



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#### Performance on Indicator Items

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

Collaborative Learning	Highlands %	Percentage point difference <sup>a</sup> between your seniors and		
		Public masters	Peer Institutions	Open Enrollment
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	33	-8	-11	-7
1f. Explained course material to one or more students	53	-7	-7	-6
1g. Prepared for exams by discussing or working through course material with other students	42	-5	-6	-5
1h. Worked with other students on course projects or assignments	54	-10	-8	-9
<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	79	+5	+15	+12
8b. People from an economic background other than your own	75	+1	+5	+9
8c. People with religious beliefs other than your own	72	+2	+4	+7
8d. People with political views other than your own	66	-3	-3	+1

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### Experiences with Faculty: First-year students

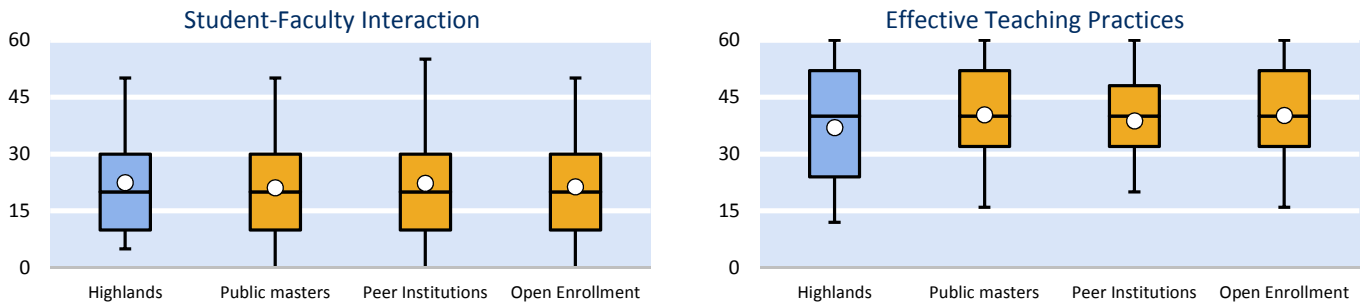
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Highlands Mean	Your first-year students compared with					
		Public masters		Peer Institutions		Open Enrollment	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.4	21.0	.09	22.2	.01	21.3	.07
Effective Teaching Practices	36.9	40.3	-.24	38.7	-.13	40.1	-.22

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Student-Faculty Interaction	Highlands %	Percentage point difference <sup>a</sup> between your FY students and		
		Public masters	Peer Institutions	Open Enrollment
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	34	-1	-5	-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	+1	-1	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	-2	-1	-3
3d. Discussed your academic performance with a faculty member	24	-8	-8	-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	63	-15	-17	-16
5b. Taught course sessions in an organized way	64	-12	-13	-12
5c. Used examples or illustrations to explain difficult points	60	-16	-17	-15
5d. Provided feedback on a draft or work in progress	67	-1	+4	+1
5e. Provided prompt and detailed feedback on tests or completed assignments	57	-7	-3	-6

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### Experiences with Faculty: Seniors

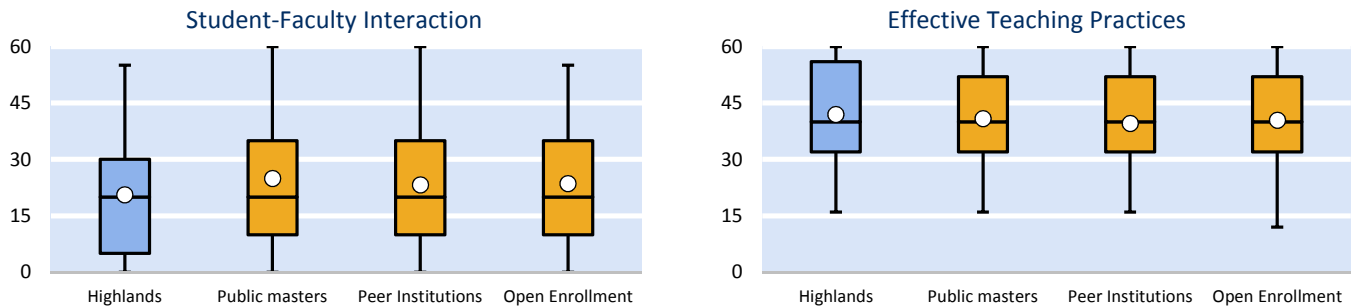
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Student-Faculty Interaction	20.6	24.9 ***	-.26	23.2 *	-.16	23.5 *	-.18
Effective Teaching Practices	41.9	40.8	.08	39.5 *	.18	40.4	.10

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

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Student-Faculty Interaction	Highlands %	Percentage point difference <sup>a</sup> between your seniors and		
		Public masters	Peer Institutions	Open Enrollment
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	38	-7	-4	-5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	-9	-7	-7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	-7	-3	-6
3d. Discussed your academic performance with a faculty member	32	-6	+2	-2
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	79	-2	-2	-1
5b. Taught course sessions in an organized way	78	+0	-1	+1
5c. Used examples or illustrations to explain difficult points	79	+2	+1	+3
5d. Provided feedback on a draft or work in progress	65	+1	+8	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	70	+2	+6	+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: First-year students

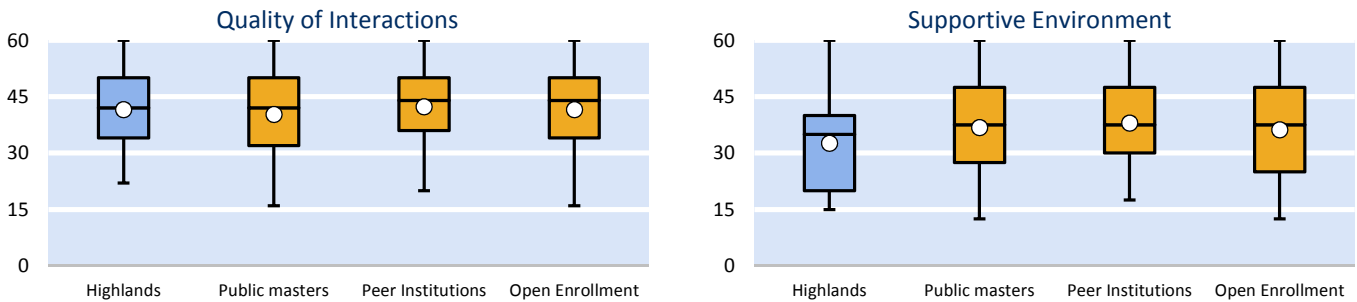
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Highlands Mean	Your first-year students compared with					
		Public masters Mean	Effect size	Peer Institutions Mean	Effect size	Open Enrollment Mean	Effect size
Quality of Interactions	41.6	40.3	.09	42.3	-.06	41.6	.00
Supportive Environment	32.6	36.8	-.29	37.9 **	-.41	36.2	-.24

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

#### Score Distributions



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

#### Performance on Indicator Items

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

Quality of Interactions	Highlands %	Percentage point difference <sup>a</sup> between your FY students and		
		Public masters	Peer Institutions	Open Enrollment
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	51	-0	-6	-3
13b. Academic advisors	42	-5	-9	-11
13c. Faculty	63	+16	+14	+12
13d. Student services staff (career services, student activities, housing, etc.)	42	+1	-3	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	+3	+0	-4
<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	-11	-15	-12
14c. Using learning support services (tutoring services, writing center, etc.)	81	+5	+2	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	49	-12	-13	-9
14e. Providing opportunities to be involved socially	60	-9	-15	-9
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	54	-16	-21	-13
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	-7	-10	-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	51	-14	-20	-13
14i. Attending events that address important social, economic, or political issues	40	-12	-14	-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.

### Campus Environment: Seniors

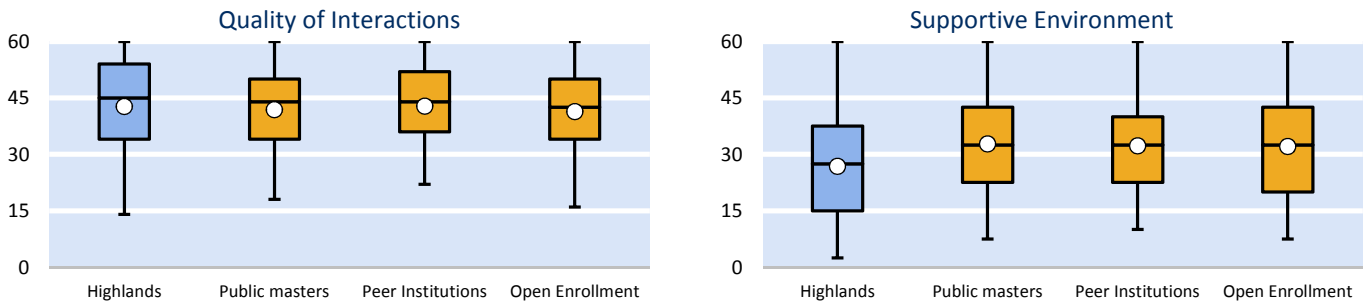
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Highlands Mean	Your seniors compared with					
		Public masters		Peer Institutions		Open Enrollment	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.7	41.9	.07	42.8	-.01	41.4	.10
Supportive Environment	26.8	32.7 ***	-.40	32.2 ***	-.38	32.1 ***	-.35

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

#### Score Distributions



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

#### Performance on Indicator Items

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

Quality of Interactions	Highlands %	Percentage point difference <sup>a</sup> between your seniors and		
		Public masters	Peer Institutions	Open Enrollment
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	66	+5	+6	+3
13b. Academic advisors	52	-1	-3	+1
13c. Faculty	64	+6	+6	+8
13d. Student services staff (career services, student activities, housing, etc.)	43	+1	-0	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	50	+10	+6	+10
<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	65	-5	-7	-4
14c. Using learning support services (tutoring services, writing center, etc.)	48	-17	-16	-16
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	+1	+8	+3
14e. Providing opportunities to be involved socially	48	-15	-15	-14
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	41	-19	-22	-15
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	27	-6	-5	-7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	29	-24	-25	-25
14i. Attending events that address important social, economic, or political issues	31	-15	-11	-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.

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

While NSSE's policy is not to rank institutions (see [nsse.indiana.edu/html/position\\_policies.cfm](http://nsse.indiana.edu/html/position_policies.cfm)), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2015 and 2016 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2015 and 2016 NSSE institutions.

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

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

#### First-Year Students

Theme	Engagement Indicator	Highlands Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	40.8	40.5	.02	✓	42.7	-.14	
Academic	Reflective and Integrative Learning	35.1	37.4	-.19		39.5 *	-.35	
Challenge	Learning Strategies	39.0	41.2	-.16		43.7 *	-.34	
	Quantitative Reasoning	30.2	29.4	.05	✓	31.3	-.06	✓
Learning	Collaborative Learning	31.4	35.2	-.28		37.3 **	-.43	
with Peers	Discussions with Diverse Others	39.7	42.7	-.20		44.3 *	-.31	
Experiences	Student-Faculty Interaction	22.4	23.8	-.09	✓	26.9	-.28	
with Faculty	Effective Teaching Practices	36.9	41.6	-.34		43.8 **	-.51	
Campus	Quality of Interactions	41.6	44.1	-.21		45.9 *	-.36	
Environment	Supportive Environment	32.6	39.2 **	-.49		40.9 ***	-.62	

#### Seniors

Theme	Engagement Indicator	Highlands Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	41.8	43.1	-.10	✓	44.7 **	-.21	
Academic	Reflective and Integrative Learning	41.9	41.0	.07	✓	42.9	-.08	✓
Challenge	Learning Strategies	43.5	42.2	.09	✓	44.5	-.07	✓
	Quantitative Reasoning	29.7	31.8	-.12		33.2 **	-.21	
Learning	Collaborative Learning	29.3	35.8 ***	-.47		37.9 ***	-.63	
with Peers	Discussions with Diverse Others	41.5	43.3	-.11		45.1 **	-.23	
Experiences	Student-Faculty Interaction	20.6	29.6 ***	-.56		33.0 ***	-.76	
with Faculty	Effective Teaching Practices	41.9	42.7	-.06	✓	44.5 *	-.19	
Campus	Quality of Interactions	42.7	45.3 *	-.23		46.9 ***	-.35	
Environment	Supportive Environment	26.8	35.7 ***	-.64		38.1 ***	-.81	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2015 and 2016 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Highlands (N = 44)	40.8	13.7	2.06	20	30	40	55	60				
Public masters	38.9	13.8	.15	20	30	40	50	60	8,234	1.9	.361	.138
Peer Institutions	37.9	13.1	.36	20	30	40	45	60	1,377	3.0	.139	.226
Open Enrollment	38.2	13.9	.31	15	30	40	50	60	2,053	2.6	.214	.189
Top 50%	40.5	13.6	.05	20	30	40	50	60	73,048	.3	.882	.022
Top 10%	42.7	13.7	.11	20	35	40	55	60	15,594	-1.9	.370	-.135
<b>Reflective &amp; Integrative Learning</b>												
Highlands (N = 49)	35.1	10.9	1.57	20	26	34	43	53				
Public masters	35.8	12.6	.14	17	26	34	43	60	8,656	-.7	.692	-.057
Peer Institutions	35.7	12.1	.32	17	26	34	43	60	1,428	-.6	.711	-.054
Open Enrollment	33.7	12.3	.27	14	26	34	40	57	2,149	1.4	.431	.114
Top 50%	37.4	12.5	.05	17	29	37	46	60	76,842	-2.3	.195	-.185
Top 10%	39.5	12.8	.11	20	31	40	49	60	14,658	-4.4	.015	-.349
<b>Learning Strategies</b>												
Highlands (N = 45)	39.0	13.9	2.09	13	27	40	53	60				
Public masters	40.0	14.1	.16	20	27	40	53	60	7,570	-1.0	.640	-.070
Peer Institutions	38.1	14.1	.39	20	27	40	47	60	1,334	.8	.703	.058
Open Enrollment	39.4	14.2	.33	20	27	40	53	60	1,877	-.5	.827	-.033
Top 50%	41.2	14.1	.06	20	33	40	53	60	64,162	-2.2	.298	-.156
Top 10%	43.7	14.3	.11	20	33	47	60	60	16,515	-4.8	.025	-.336
<b>Quantitative Reasoning</b>												
Highlands (N = 47)	30.2	14.1	2.05	7	20	33	40	53				
Public masters	28.0	16.2	.18	0	20	27	40	60	8,352	2.3	.337	.140
Peer Institutions	29.9	15.9	.43	0	20	27	40	60	1,406	.3	.892	.020
Open Enrollment	28.0	16.3	.36	0	20	27	40	60	2,087	2.3	.338	.141
Top 50%	29.4	16.1	.05	0	20	27	40	60	90,875	.8	.732	.050
Top 10%	31.3	16.2	.11	0	20	33	40	60	21,616	-1.0	.664	-.063
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Highlands (N = 50)	31.4	14.1	2.00	5	20	30	40	60				
Public masters	31.8	14.2	.15	10	20	30	40	60	8,893	-.4	.846	-.028
Peer Institutions	33.7	14.1	.38	10	20	35	40	60	1,446	-2.3	.256	-.164
Open Enrollment	31.4	13.9	.30	10	20	30	40	60	2,239	.1	.974	.005
Top 50%	35.2	13.8	.05	15	25	35	45	60	84,082	-3.8	.052	-.276
Top 10%	37.3	13.6	.10	15	25	40	45	60	17,751	-5.9	.002	-.434
<b>Discussions with Diverse Others</b>												
Highlands (N = 48)	39.7	18.6	2.69	0	30	40	60	60				
Public masters	39.3	16.7	.19	10	25	40	55	60	7,649	.4	.881	.022
Peer Institutions	40.4	15.7	.43	15	30	40	55	60	1,354	-.7	.757	-.046
Open Enrollment	36.7	17.5	.40	0	20	40	50	60	1,925	3.0	.238	.173
Top 50%	42.7	15.2	.06	20	35	40	60	60	74,949	-3.0	.176	-.195
Top 10%	44.3	15.1	.10	20	35	45	60	60	23,164	-4.6	.034	-.306



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Highlands (N = 48)	22.4	12.9	1.86	5	10	20	30	50				
Public masters	21.0	15.3	.17	0	10	20	30	50	8,455	1.3	.542	.088
Peer Institutions	22.2	15.0	.41	0	10	20	30	55	1,401	.2	.936	.012
Open Enrollment	21.3	15.0	.33	0	10	20	30	50	2,105	1.1	.618	.073
Top 50%	23.8	15.0	.07	0	15	20	35	55	51,528	-1.4	.511	-.095
Top 10%	26.9	16.0	.17	5	15	25	40	60	8,697	-4.5	.051	-.282
<b>Effective Teaching Practices</b>												
Highlands (N = 49)	36.9	16.3	2.34	12	24	40	52	60				
Public masters	40.3	13.8	.15	16	32	40	52	60	48	-3.3	.160	-.242
Peer Institutions	38.7	13.0	.35	20	32	40	48	60	50	-1.8	.459	-.134
Open Enrollment	40.1	14.1	.31	16	32	40	52	60	49	-3.2	.184	-.225
Top 50%	41.6	13.4	.05	20	32	40	52	60	48	-4.6	.054	-.344
Top 10%	43.8	13.5	.12	20	36	44	56	60	48	-6.9	.005	-.509
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Highlands (N = 45)	41.6	12.1	1.82	22	34	42	50	60				
Public masters	40.3	13.3	.16	16	32	42	50	60	7,320	1.2	.531	.094
Peer Institutions	42.3	11.8	.33	20	36	44	50	60	1,310	-.7	.683	-.062
Open Enrollment	41.6	13.0	.31	16	34	44	50	60	1,800	.0	.998	.000
Top 50%	44.1	11.8	.05	22	38	46	52	60	54,317	-2.5	.153	-.214
Top 10%	45.9	12.1	.11	22	40	48	56	60	11,593	-4.3	.017	-.357
<b>Supportive Environment</b>												
Highlands (N = 44)	32.6	14.0	2.11	15	20	35	40	60				
Public masters	36.8	14.3	.17	13	28	38	48	60	6,990	-4.1	.058	-.288
Peer Institutions	37.9	13.1	.37	18	30	38	48	60	1,293	-5.3	.009	-.405
Open Enrollment	36.2	14.6	.35	13	25	38	48	60	1,783	-3.6	.110	-.245
Top 50%	39.2	13.3	.05	18	30	40	50	60	62,232	-6.5	.001	-.490
Top 10%	40.9	13.3	.11	20	33	40	53	60	15,530	-8.2	.000	-.620

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

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

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

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

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

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

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

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Highlands (N = 166)	41.8	14.8	1.15	15	35	40	55	60				
Public masters	41.5	14.3	.12	20	30	40	55	60	14,525	.3	.784	.021
Peer Institutions	40.0	13.5	.28	20	30	40	50	60	2,558	1.8	.098	.133
Open Enrollment	40.9	14.6	.26	15	30	40	55	60	3,237	1.0	.407	.066
Top 50%	43.1	13.8	.05	20	35	40	55	60	89,012	-1.3	.218	-.096
Top 10%	44.7	13.7	.08	20	40	45	60	60	27,822	-2.9	.007	-.209
<b>Reflective &amp; Integrative Learning</b>												
Highlands (N = 171)	41.9	12.8	.98	20	31	40	54	60				
Public masters	39.2	13.1	.11	17	31	40	49	60	15,143	2.7	.008	.204
Peer Institutions	38.2	12.7	.26	17	29	37	49	60	2,622	3.6	.000	.288
Open Enrollment	37.4	13.2	.23	17	29	37	47	60	3,353	4.5	.000	.340
Top 50%	41.0	12.7	.04	20	31	40	51	60	93,089	.9	.347	.072
Top 10%	42.9	12.5	.08	20	34	43	54	60	23,323	-1.0	.297	-.080
<b>Learning Strategies</b>												
Highlands (N = 158)	43.5	13.5	1.07	20	40	47	53	60				
Public masters	41.6	14.5	.13	20	33	40	53	60	13,548	1.9	.100	.132
Peer Institutions	38.7	14.8	.31	13	27	40	53	60	184	4.8	.000	.325
Open Enrollment	40.7	14.6	.27	20	33	40	53	60	3,079	2.8	.019	.192
Top 50%	42.2	14.5	.04	20	33	40	60	60	158	1.3	.229	.090
Top 10%	44.5	14.2	.08	20	33	47	60	60	29,109	-.9	.411	-.066
<b>Quantitative Reasoning</b>												
Highlands (N = 166)	29.7	16.7	1.30	0	20	27	40	60				
Public masters	30.0	17.4	.14	0	20	27	40	60	14,738	-.3	.845	-.015
Peer Institutions	31.2	16.5	.34	0	20	33	40	60	2,588	-1.5	.256	-.091
Open Enrollment	30.0	16.8	.30	0	20	27	40	60	3,294	-.3	.825	-.018
Top 50%	31.8	16.9	.05	0	20	33	40	60	140,315	-2.0	.122	-.120
Top 10%	33.2	16.8	.09	0	20	33	47	60	38,786	-3.5	.008	-.208
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Highlands (N = 170)	29.3	14.4	1.10	5	20	30	40	55				
Public masters	32.8	14.5	.12	10	20	30	40	60	15,386	-3.5	.002	-.239
Peer Institutions	32.7	15.3	.31	5	20	30	45	60	2,643	-3.4	.005	-.221
Open Enrollment	32.4	14.4	.25	10	20	30	40	60	3,390	-3.1	.006	-.214
Top 50%	35.8	13.9	.04	15	25	35	45	60	119,357	-6.5	.000	-.466
Top 10%	37.9	13.7	.08	15	30	40	50	60	26,784	-8.6	.000	-.626
<b>Discussions with Diverse Others</b>												
Highlands (N = 160)	41.5	18.1	1.43	0	30	40	60	60				
Public masters	41.6	16.6	.14	15	30	40	60	60	13,651	-.1	.921	-.008
Peer Institutions	39.5	16.4	.34	10	25	40	55	60	2,476	2.0	.142	.120
Open Enrollment	38.5	17.8	.33	0	25	40	60	60	3,074	3.0	.038	.169
Top 50%	43.3	15.9	.04	15	35	45	60	60	131,802	-1.8	.151	-.114
Top 10%	45.1	15.8	.08	20	35	50	60	60	38,447	-3.6	.004	-.226

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Highlands (N = 168)	20.6	16.9	1.31	0	5	20	30	55				
Public masters	24.9	16.8	.14	0	10	20	35	60	14,790	-4.3	.001	-.257
Peer Institutions	23.2	16.0	.33	0	10	20	35	60	2,569	-2.6	.041	-.163
Open Enrollment	23.5	16.7	.30	0	10	20	35	55	3,270	-2.9	.027	-.175
Top 50%	29.6	16.1	.07	5	20	30	40	60	53,893	-9.0	.000	-.555
Top 10%	33.0	16.3	.17	5	20	30	45	60	8,997	-12.4	.000	-.762
<b>Effective Teaching Practices</b>												
Highlands (N = 170)	41.9	14.7	1.13	16	32	40	56	60				
Public masters	40.8	14.5	.12	16	32	40	52	60	14,923	1.1	.306	.079
Peer Institutions	39.5	13.7	.28	16	32	40	52	60	190	2.4	.037	.177
Open Enrollment	40.4	14.9	.26	12	32	40	52	60	3,330	1.5	.195	.102
Top 50%	42.7	13.7	.05	20	32	44	56	60	80,497	-.8	.452	-.058
Top 10%	44.5	13.4	.10	20	36	44	56	60	172	-2.6	.025	-.192
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Highlands (N = 152)	42.7	14.4	1.17	14	34	45	54	60				
Public masters	41.9	12.6	.11	18	34	44	50	60	153	.8	.479	.066
Peer Institutions	42.8	11.8	.25	22	36	44	52	60	165	-.1	.923	-.010
Open Enrollment	41.4	13.1	.25	16	34	43	50	60	2,956	1.4	.210	.104
Top 50%	45.3	11.5	.04	24	40	48	54	60	151	-2.6	.027	-.226
Top 10%	46.9	11.9	.08	24	40	50	56	60	152	-4.2	.000	-.350
<b>Supportive Environment</b>												
Highlands (N = 153)	26.8	15.8	1.28	3	15	28	38	60				
Public masters	32.7	14.9	.13	8	23	33	43	60	12,796	-5.9	.000	-.397
Peer Institutions	32.2	14.3	.30	10	23	33	40	60	2,399	-5.4	.000	-.375
Open Enrollment	32.1	15.1	.29	8	20	33	43	60	2,907	-5.3	.000	-.350
Top 50%	35.7	13.9	.05	13	25	35	45	60	152	-8.9	.000	-.638
Top 10%	38.1	13.9	.11	15	28	40	48	60	154	-11.2	.000	-.810

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.