



NSSE 2023

Engagement Indicators

New Mexico Highlands 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. The specific items within each EI are listed below, starting on page 5.

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 all current- and prior-year institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

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.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students		Your first-year students compared with Southwest Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2022 & 2023
Theme	Engagement Indicator			
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		Your seniors compared with Southwest Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2022 & 2023
Theme	Engagement Indicator			
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

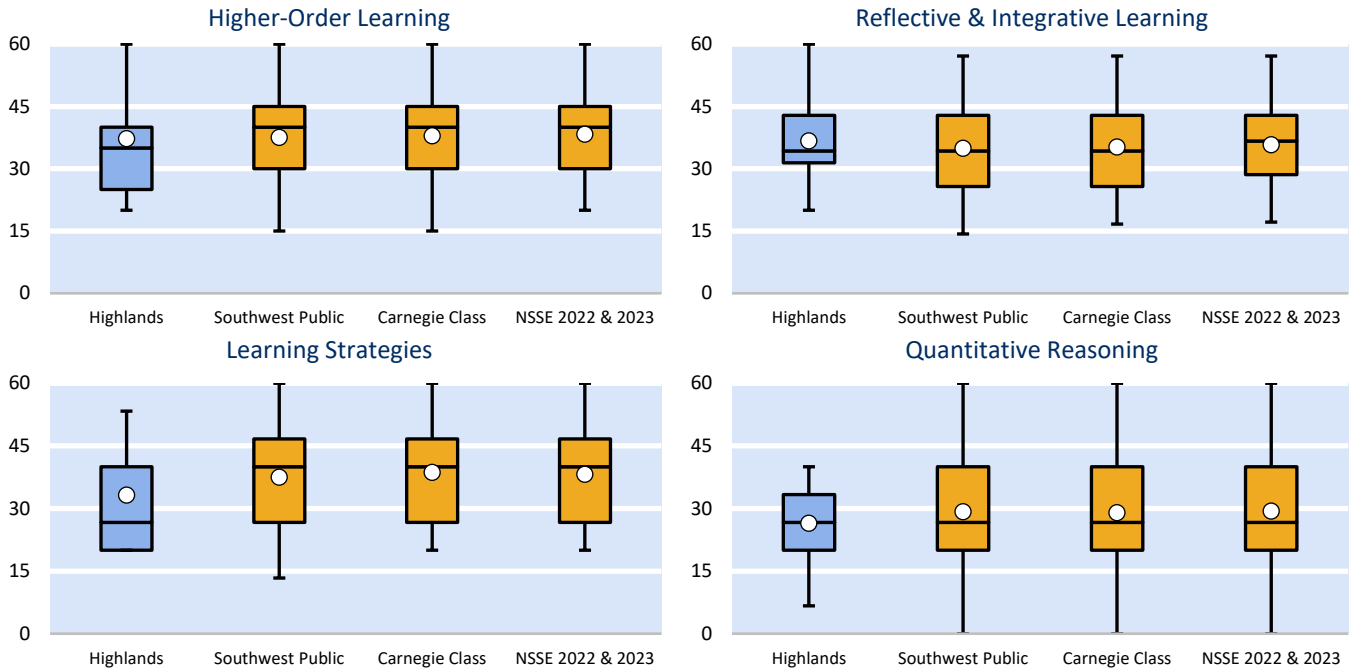
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		Southwest Public Mean	Southwest Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2022 & 2023 Mean	NSSE 2022 & 2023 Effect size
Higher-Order Learning	37.2	37.5	-.02	38.0	-.06	38.3	-.08
Reflective & Integrative Learning	36.7	35.0	.14	35.3	.12	35.8	.07
Learning Strategies	33.2	37.5	-.31	38.7	-.39	38.2	-.36
Quantitative Reasoning	26.4	29.2	-.18	29.0	-.16	29.4	-.19

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

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.

	Highlands	Percentage point difference ^a between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2022 & 2023
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	57	-10	-12	-14
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	+7	+6	+5
4d. Evaluating a point of view, decision, or information source	71	+2	+1	+1
4e. Forming a new idea or understanding from various pieces of information	63	-6	-8	-8
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	46	-4	-4	-7
2b. Connected your learning to societal problems or issues	47	-3	-5	-6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	59	+8	+7	+5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	79	+15	+15	+14
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	93	+22	+23	+22
2f. Learned something that changed the way you understand an issue or concept	66	-0	-1	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	79	+4	+2	+1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	73	+4	-0	+0
9b. Reviewed your notes after class	49	-17	-18	-17
9c. Summarized what you learned in class or from course materials	54	-9	-12	-11
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.)	57	+3	+3	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	32	-12	-12	-12
6c. Evaluated what others have concluded from numerical information	22	-19	-19	-21

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

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

Academic Challenge: Seniors

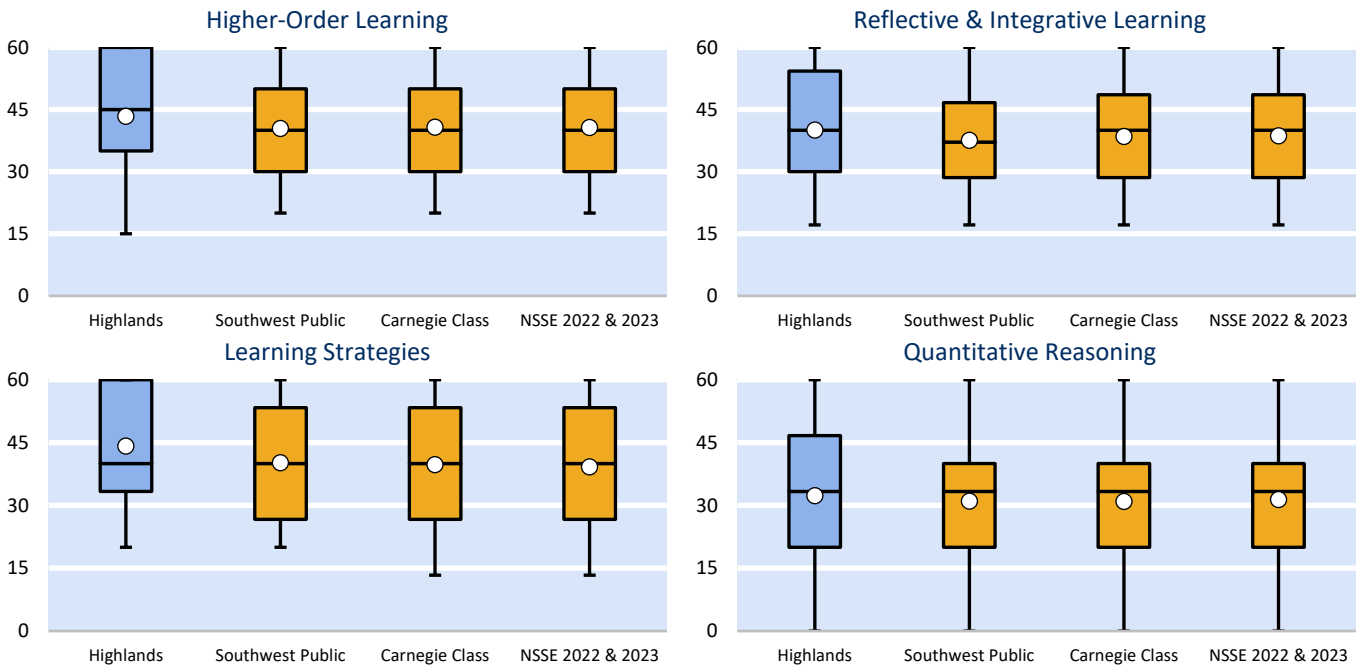
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Highlands Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	43.3	40.4 *	.21	40.7 *	.19	40.7 *	.19
Reflective & Integrative Learning	40.1	37.6	.19	38.5	.12	38.7	.11
Learning Strategies	44.2	40.2 **	.28	39.7 **	.30	39.2 ***	.34
Quantitative Reasoning	32.3	31.0	.08	31.0	.08	31.4	.05

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

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.

	Highlands	Percentage point difference ^a between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2022 & 2023
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	+6	+5	+5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	80	+5	+5	+5
4d. Evaluating a point of view, decision, or information source	78	+6	+5	+6
4e. Forming a new idea or understanding from various pieces of information	79	+5	+4	+5
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	64	-1	-3	-4
2b. Connected your learning to societal problems or issues	69	+11	+7	+6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	64	+13	+9	+8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	76	+10	+9	+9
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	74	+1	+0	+0
2f. Learned something that changed the way you understand an issue or concept	70	-1	-1	-2
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+1	-1	-1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	82	+5	+5	+5
9b. Reviewed your notes after class	76	+6	+9	+11
9c. Summarized what you learned in class or from course materials	80	+10	+12	+13
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.)	60	+2	+4	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	53	+5	+4	+4
6c. Evaluated what others have concluded from numerical information	46	-1	-1	-3

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

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Learning with Peers: First-year students

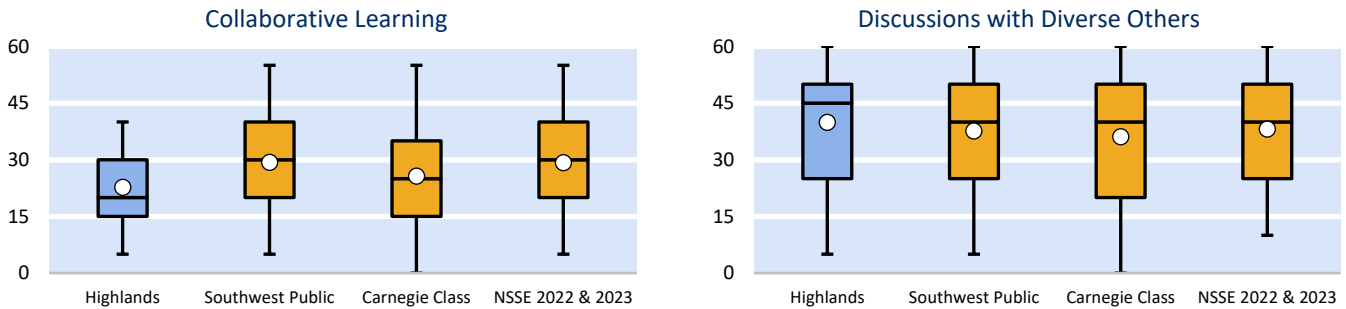
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		Southwest Public		Carnegie Class		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	22.7	29.3 *	-.46	25.6	-.18	29.2 *	-.44
Discussions with Diverse Others	39.9	37.6	.14	36.0	.23	38.1	.11

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Performance on Indicator Items

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Collaborative Learning	Highlands %	Percentage point difference ^a between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2022 & 2023
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	32	-13	-6	-12
1c. Explained course material to one or more students	44	-3	+3	-4
1d. Prepared for exams by discussing or working through course material with other students	15	-26	-20	-26
1e. Worked with other students on course projects or assignments	38	-13	-5	-12
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	87	+19	+23	+18
8b. People from economic backgrounds other than your own	60	-8	-5	-10
8c. People with religious beliefs other than your own	71	+8	+11	+7
8d. People with political views other than your own	52	-8	-4	-7

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Learning with Peers: Seniors

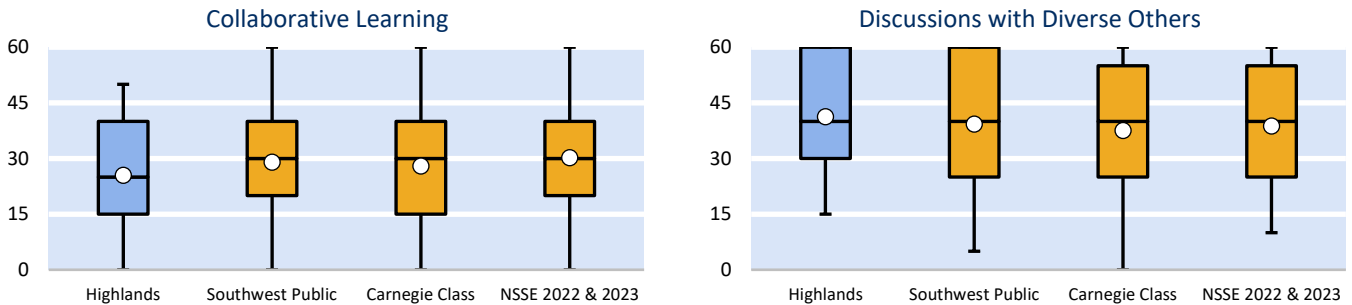
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		Southwest Public		Carnegie Class		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	25.5	29.1 *	-.22	28.0	-.15	30.3 ***	-.30
Discussions with Diverse Others	41.3	39.3	.11	37.6 *	.22	38.8	.15

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

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Collaborative Learning	Highlands %	Percentage point difference ^a between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2022 & 2023
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	25	-15	-13	-16
1c. Explained course material to one or more students	41	-7	-6	-10
1d. Prepared for exams by discussing or working through course material with other students	32	-6	-4	-8
1e. Worked with other students on course projects or assignments	47	-8	-7	-13
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	75	+4	+8	+6
8b. People from economic backgrounds other than your own	76	+5	+9	+6
8c. People with religious beliefs other than your own	67	-0	+5	+2
8d. People with political views other than your own	68	+5	+9	+7

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Experiences with Faculty: First-year students

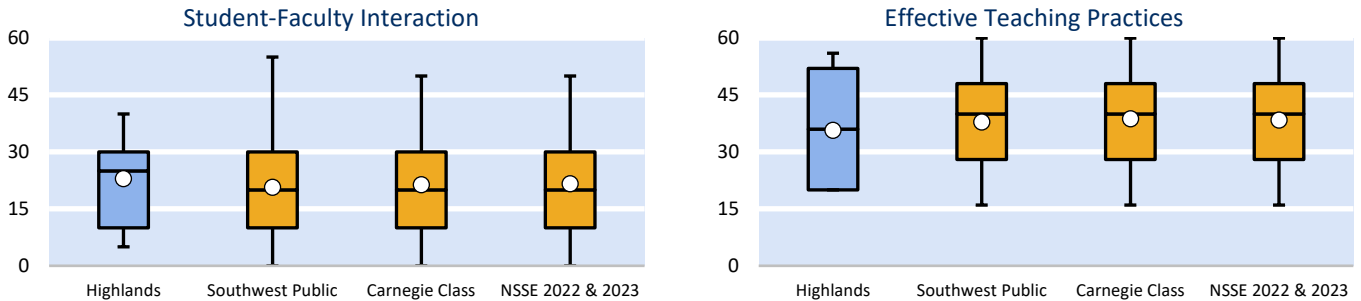
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2022 & 2023 Mean	Effect size
Student-Faculty Interaction	22.9	20.7	.14	21.3	.10	21.6	.09
Effective Teaching Practices	35.7	37.9	-.16	38.7	-.22	38.4	-.20

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

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Student-Faculty Interaction	Highlands %	Percentage point difference ^a between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2022 & 2023
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	43	+7	+6	+6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	+6	+7	+6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	-1	-1	-2
3d. Discussed your academic performance with a faculty member	31	+1	-2	-0
<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	50	-26	-27	-27
5b. Taught course sessions in an organized way	66	-6	-6	-7
5c. Used examples or illustrations to explain difficult points	66	-6	-6	-7
5d. Provided feedback on a draft or work in progress	72	+10	+7	+8
5e. Provided prompt and detailed feedback on tests or completed assignments	58	+1	-4	-2

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Experiences with Faculty: Seniors

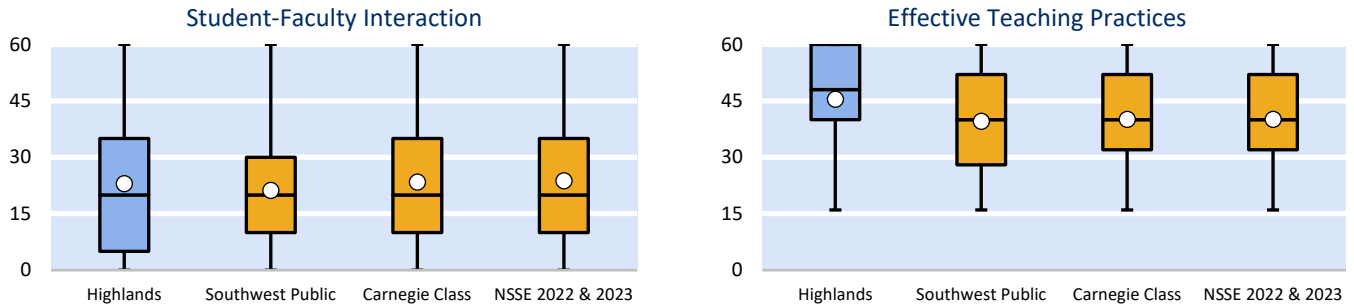
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Mean Comparisons

Engagement Indicator	Highlands Mean	Your seniors compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.0	21.2	.11	23.4	-.02	23.7	-.05
Effective Teaching Practices	45.4	39.5 ***	.40	40.1 ***	.37	40.0 ***	.38

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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	46	+9	+4	+4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	+3	+1	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	+1	-2	-4
3d. Discussed your academic performance with a faculty member	40	+10	+5	+6
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	85	+6	+6	+5
5b. Taught course sessions in an organized way	82	+8	+7	+6
5c. Used examples or illustrations to explain difficult points	83	+8	+8	+7
5d. Provided feedback on a draft or work in progress	79	+18	+14	+15
5e. Provided prompt and detailed feedback on tests or completed assignments	81	+19	+15	+16

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

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

Campus Environment: First-year students

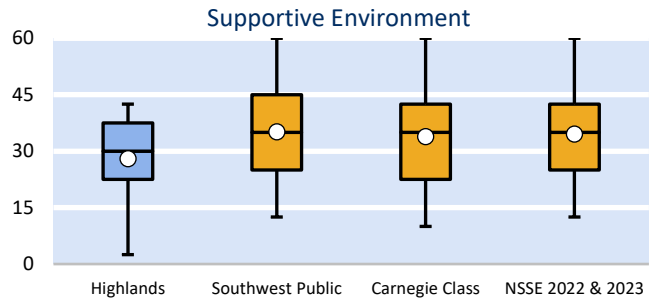
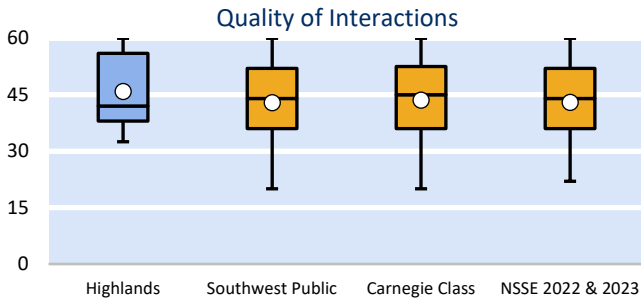
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Highlands Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.8	42.9	.24	43.6	.18	43.0	.24
Supportive Environment	28.0	35.2 *	-.52	33.9	-.42	34.6	-.49

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	Highlands	Percentage point difference ^a between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2022 & 2023
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	40	-11	-10	-11
13b. Academic advisors	49	-2	-8	-6
13c. Faculty	49	-3	-6	-3
13d. Student services staff (career services, student activities, housing, etc.)	52	+3	+2	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	-1	-4	+1
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	73	+3	+2	+2
14c. Using learning support services (tutoring services, writing center, etc.)	68	-5	-4	-5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	-1	+2	+1
14e. Providing opportunities to be involved socially	64	-5	-1	-5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	32	-33	-31	-32
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	19	-24	-23	-20
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	-5	+4	-2
14i. Attending events that address important social, economic, or political issues	11	-35	-32	-34

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

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

Campus Environment: Seniors

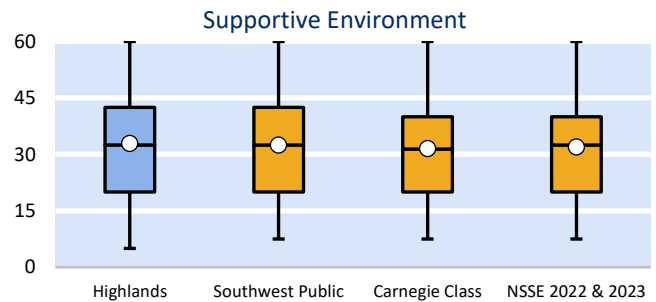
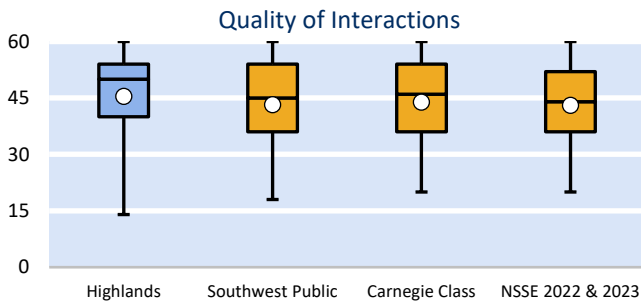
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Highlands Mean	Your seniors compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2022 & 2023 Mean	Effect size
Quality of Interactions	45.4	43.2	.17	43.9	.12	43.0 *	.19
Supportive Environment	32.9	32.5	.03	31.6	.09	32.0	.07

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	Highlands %	Percentage point difference ^a between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2022 & 2023
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	73	+12	+14	+14
13b. Academic advisors	67	+15	+10	+14
13c. Faculty	73	+17	+14	+15
13d. Student services staff (career services, student activities, housing, etc.)	52	+5	+3	+7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	55	+6	+4	+9
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	75	+8	+6	+7
14c. Using learning support services (tutoring services, writing center, etc.)	64	+0	-0	+0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	+3	+6	+6
14e. Providing opportunities to be involved socially	66	+3	+6	+3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	59	-0	+1	+1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	-1	+0	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	41	-14	-7	-13
14i. Attending events that address important social, economic, or political issues	37	-4	-2	-3

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2022 and 2023 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2022 and 2023 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		Highlands Mean	Your first-year students compared with						
			NSSE Top 50%			NSSE Top 10%			
			Mean	Effect size	✓	Mean	Effect size	✓	
Theme	Engagement Indicator								
	Higher-Order Learning	37.2	39.5	-.17		42.2	-.39		
Academic	Reflective and Integrative Learning	36.7	37.2	-.04	✓	39.8	-.27		
Challenge	Learning Strategies	33.2	39.8	-.47		42.8 **	-.69		
	Quantitative Reasoning	26.4	30.7	-.28		33.4	-.45		
Learning with Peers	Collaborative Learning	22.7	33.2 ***	-.76		36.5 ***	-1.01		
	Discussions with Diverse Others	39.9	40.5	-.04	✓	43.6	-.27		
Experiences with Faculty	Student-Faculty Interaction	22.9	25.4	-.16		29.3 *	-.42		
	Effective Teaching Practices	35.7	40.1	-.33		43.3 *	-.57		
Campus Environment	Quality of Interactions	45.8	45.2	.05	✓	48.1	-.19		
	Supportive Environment	28.0	36.8 **	-.67		39.6 ***	-.91		

Seniors		Highlands Mean	Your seniors compared with						
			NSSE Top 50%			NSSE Top 10%			
			Mean	Effect size	✓	Mean	Effect size	✓	
Theme	Engagement Indicator								
	Higher-Order Learning	43.3	42.1	.09	✓	44.7	-.11		
Academic	Reflective and Integrative Learning	40.1	40.6	-.04	✓	43.1 *	-.25		
Challenge	Learning Strategies	44.2	40.9 *	.22	✓	43.6	.04	✓	
	Quantitative Reasoning	32.3	32.7	-.02	✓	36.3 *	-.25		
Learning with Peers	Collaborative Learning	25.5	34.7 ***	-.65		38.1 ***	-.93		
	Discussions with Diverse Others	41.3	41.1	.02	✓	43.9	-.18		
Experiences with Faculty	Student-Faculty Interaction	23.0	29.6 ***	-.41		34.3 ***	-.71		
	Effective Teaching Practices	45.4	42.1 **	.24	✓	44.7	.05	✓	
Campus Environment	Quality of Interactions	45.4	45.4	.01	✓	47.9 *	-.19		
	Supportive Environment	32.9	34.6	-.11		37.7 ***	-.34		

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

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all current- and prior-year 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 positive or non-significant with an effect size > -.10.

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Highlands (N = 19)	37.2	12.1	2.78	20	25	35	40	60				
Southwest Public	37.5	13.8	.15	15	30	40	45	60	8,277	-.3	.922	-.023
Carnegie Class	38.0	13.6	.08	15	30	40	45	60	25,522	-.8	.810	-.055
NSSE 2022 & 2023	38.3	13.3	.04	20	30	40	45	60	100,834	-1.1	.727	-.080
Top 50%	39.5	13.2	.05	20	30	40	50	60	64,787	-2.3	.447	-.175
Top 10%	42.2	12.8	.14	20	35	40	55	60	7,873	-5.0	.089	-.392
Reflective & Integrative Learning												
Highlands (N = 28)	36.7	10.6	2.02	20	31	34	43	60				
Southwest Public	35.0	12.3	.13	14	26	34	43	57	9,100	1.7	.458	.141
Carnegie Class	35.3	12.4	.07	17	26	34	43	57	27,985	1.4	.538	.117
NSSE 2022 & 2023	35.8	12.2	.04	17	29	37	43	57	110,291	.9	.693	.075
Top 50%	37.2	12.0	.05	20	29	37	46	60	60,836	-.5	.816	-.044
Top 10%	39.8	11.8	.13	20	31	40	49	60	7,938	-3.1	.162	-.266
Learning Strategies												
Highlands (N = 15)	33.2	11.7	2.98	20	20	27	40	53				
Southwest Public	37.5	14.0	.16	13	27	40	47	60	7,620	-4.3	.228	-.308
Carnegie Class	38.7	14.2	.09	20	27	40	47	60	23,402	-5.5	.130	-.386
NSSE 2022 & 2023	38.2	13.9	.05	20	27	40	47	60	92,898	-5.0	.160	-.359
Top 50%	39.8	13.9	.06	20	27	40	53	60	52,062	-6.6	.063	-.474
Top 10%	42.8	14.0	.13	20	33	40	60	60	10,866	-9.6	.007	-.685
Quantitative Reasoning												
Highlands (N = 13)	26.4	10.2	2.80	7	20	27	33	40				
Southwest Public	29.2	15.8	.18	0	20	27	40	60	7,740	-2.8	.523	-.176
Carnegie Class	29.0	15.7	.10	0	20	27	40	60	23,851	-2.5	.556	-.162
NSSE 2022 & 2023	29.4	15.5	.05	0	20	27	40	60	94,533	-3.0	.484	-.192
Top 50%	30.7	15.3	.06	7	20	27	40	60	63,349	-4.2	.314	-.276
Top 10%	33.4	15.4	.15	7	20	33	40	60	10,176	-7.0	.099	-.452
Learning with Peers												
Collaborative Learning												
Highlands (N = 30)	22.7	11.6	2.12	5	15	20	30	40				
Southwest Public	29.3	14.6	.15	5	20	30	40	55	9,891	-6.7	.013	-.458
Carnegie Class	25.6	16.1	.09	0	15	25	35	55	30,283	-3.0	.316	-.184
NSSE 2022 & 2023	29.2	15.0	.04	5	20	30	40	55	120,023	-6.6	.017	-.436
Top 50%	33.2	13.9	.05	10	25	35	40	60	70,946	-10.6	.000	-.759
Top 10%	36.5	13.7	.11	15	25	35	45	60	14,251	-13.9	.000	-1.014
Discussions with Diverse Others												
Highlands (N = 15)	39.9	17.2	4.40	5	25	45	50	60				
Southwest Public	37.6	16.7	.19	5	25	40	50	60	7,687	2.3	.583	.140
Carnegie Class	36.0	17.0	.11	0	20	40	50	60	23,582	3.9	.372	.228
NSSE 2022 & 2023	38.1	15.8	.05	10	25	40	50	60	93,584	1.8	.654	.114
Top 50%	40.5	14.8	.06	20	30	40	55	60	57,410	-.6	.872	-.041
Top 10%	43.6	13.9	.17	20	35	40	60	60	6,746	-3.7	.295	-.268

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Highlands (N = 24)	22.9	13.9	2.86	5	10	25	30	40				
Southwest Public	20.7	15.6	.17	0	10	20	30	55	8,646	2.2	.491	.142
Carnegie Class	21.3	15.2	.09	0	10	20	30	50	26,710	1.6	.610	.105
NSSE 2022 & 2023	21.6	15.1	.05	0	10	20	30	50	105,160	1.3	.671	.087
Top 50%	25.4	15.3	.08	5	15	25	35	60	34,794	-2.5	.435	-.161
Top 10%	29.3	15.3	.22	5	20	25	40	60	4,958	-6.4	.044	-.415
Effective Teaching Practices												
Highlands (N = 18)	35.7	14.2	3.35	20	20	36	52	56				
Southwest Public	37.9	13.8	.15	16	28	40	48	60	8,245	-2.2	.507	-.157
Carnegie Class	38.7	13.9	.09	16	28	40	48	60	25,423	-3.0	.363	-.215
NSSE 2022 & 2023	38.4	13.3	.04	16	28	40	48	60	100,407	-2.7	.401	-.199
Top 50%	40.1	13.5	.06	16	32	40	52	60	44,864	-4.4	.166	-.327
Top 10%	43.3	13.3	.17	20	36	44	56	60	5,853	-7.5	.017	-.567
Campus Environment												
Quality of Interactions												
Highlands (N = 15)	45.8	9.3	2.38	33	38	42	56	60				
Southwest Public	42.9	12.5	.15	20	36	44	52	60	7,007	3.0	.352	.238
Carnegie Class	43.6	12.4	.09	20	36	45	53	60	20,771	2.3	.472	.184
NSSE 2022 & 2023	43.0	11.8	.04	22	36	44	52	60	85,526	2.8	.348	.239
Top 50%	45.2	11.5	.06	24	38	46	54	60	35,795	.6	.840	.052
Top 10%	48.1	12.1	.15	24	42	50	60	60	6,686	-2.3	.458	-.190
Supportive Environment												
Highlands (N = 15)	28.0	10.8	2.77	3	23	30	38	43				
Southwest Public	35.2	13.9	.16	13	25	35	45	60	7,344	-7.2	.042	-.520
Carnegie Class	33.9	14.1	.09	10	23	35	43	60	22,571	-5.9	.102	-.417
NSSE 2022 & 2023	34.6	13.5	.05	13	25	35	43	60	89,865	-6.6	.057	-.486
Top 50%	36.8	13.1	.07	15	28	38	45	60	39,148	-8.8	.009	-.672
Top 10%	39.6	12.8	.19	20	30	40	50	60	4,634	-11.7	.000	-.912

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Highlands (N = 125)	43.3	15.5	1.39	15	35	45	60	60				
Southwest Public	40.4	14.1	.10	20	30	40	50	60	21,011	2.9	.022	.206
Carnegie Class	40.7	13.9	.06	20	30	40	50	60	49,964	2.6	.037	.187
NSSE 2022 & 2023	40.7	13.8	.03	20	30	40	50	60	191,298	2.7	.031	.193
Top 50%	42.1	13.7	.05	20	35	40	55	60	88,852	1.3	.297	.094
Top 10%	44.7	12.8	.14	20	40	45	60	60	126	-1.4	.325	-.107
Reflective & Integrative Learning												
Highlands (N = 134)	40.1	15.1	1.31	17	30	40	54	60				
Southwest Public	37.6	13.2	.09	17	29	37	47	60	134	2.5	.061	.187
Carnegie Class	38.5	13.0	.06	17	29	40	49	60	133	1.6	.230	.121
NSSE 2022 & 2023	38.7	12.9	.03	17	29	40	49	60	133	1.4	.294	.107
Top 50%	40.6	12.5	.04	20	31	40	51	60	133	-.5	.676	-.044
Top 10%	43.1	11.8	.13	23	34	43	54	60	135	-3.0	.023	-.254
Learning Strategies												
Highlands (N = 108)	44.2	14.2	1.37	20	33	40	60	60				
Southwest Public	40.2	14.5	.10	20	27	40	53	60	19,810	4.0	.004	.277
Carnegie Class	39.7	14.7	.07	13	27	40	53	60	46,990	4.5	.002	.304
NSSE 2022 & 2023	39.2	14.6	.03	13	27	40	53	60	179,894	5.0	.000	.343
Top 50%	40.9	14.5	.05	20	33	40	53	60	95,177	3.2	.020	.223
Top 10%	43.6	14.1	.12	20	33	40	60	60	13,832	.6	.657	.043
Quantitative Reasoning												
Highlands (N = 117)	32.3	18.6	1.72	0	20	33	47	60				
Southwest Public	31.0	16.6	.12	0	20	33	40	60	117	1.3	.462	.077
Carnegie Class	31.0	16.6	.08	0	20	33	40	60	117	1.3	.440	.080
NSSE 2022 & 2023	31.4	16.6	.04	0	20	33	40	60	116	.9	.605	.054
Top 50%	32.7	16.5	.05	7	20	33	40	60	116	-.4	.820	-.024
Top 10%	36.3	16.2	.17	7	20	40	47	60	118	-4.0	.023	-.246
Learning with Peers												
Collaborative Learning												
Highlands (N = 133)	25.5	16.2	1.41	0	15	25	40	50				
Southwest Public	29.1	16.3	.11	0	20	30	40	60	23,358	-3.6	.012	-.220
Carnegie Class	28.0	16.8	.07	0	15	30	40	60	56,063	-2.5	.087	-.149
NSSE 2022 & 2023	30.3	16.0	.03	0	20	30	40	60	214,652	-4.8	.001	-.298
Top 50%	34.7	14.2	.05	10	25	35	45	60	132	-9.2	.000	-.650
Top 10%	38.1	13.6	.12	15	30	40	50	60	134	-12.6	.000	-.925
Discussions with Diverse Others												
Highlands (N = 112)	41.3	16.7	1.58	15	30	40	60	60				
Southwest Public	39.3	17.2	.12	5	25	40	60	60	19,925	2.0	.225	.115
Carnegie Class	37.6	17.1	.08	0	25	40	55	60	47,209	3.7	.021	.218
NSSE 2022 & 2023	38.8	16.2	.04	10	25	40	55	60	180,804	2.5	.105	.153
Top 50%	41.1	15.6	.05	15	30	40	55	60	98,312	.2	.872	.015
Top 10%	43.9	14.8	.14	20	35	45	60	60	113	-2.6	.101	-.178

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Highlands (N = 127)	23.0	19.0	1.69	0	5	20	35	60				
Southwest Public	21.2	16.8	.11	0	10	20	30	60	127	1.8	.289	.107
Carnegie Class	23.4	16.5	.07	0	10	20	35	60	127	-.4	.814	-.024
NSSE 2022 & 2023	23.7	16.5	.04	0	10	20	35	60	126	-.8	.643	-.048
Top 50%	29.6	16.2	.08	5	20	30	40	60	127	-6.6	.000	-.408
Top 10%	34.3	15.8	.23	10	20	35	45	60	131	-11.3	.000	-.709
Effective Teaching Practices												
Highlands (N = 121)	45.4	14.7	1.33	16	40	48	60	60				
Southwest Public	39.5	14.7	.10	16	28	40	52	60	21,029	5.9	.000	.399
Carnegie Class	40.1	14.6	.07	16	32	40	52	60	49,875	5.3	.000	.367
NSSE 2022 & 2023	40.0	14.1	.03	16	32	40	52	60	190,946	5.4	.000	.381
Top 50%	42.1	13.8	.05	20	32	40	56	60	65,959	3.3	.009	.238
Top 10%	44.7	13.4	.13	20	36	44	56	60	10,312	.7	.560	.053
Campus Environment												
Quality of Interactions												
Highlands (N = 106)	45.4	13.1	1.27	14	40	50	54	60				
Southwest Public	43.2	13.1	.10	18	36	45	54	60	17,696	2.2	.084	.169
Carnegie Class	43.9	12.8	.06	20	36	46	54	60	41,735	1.6	.202	.124
NSSE 2022 & 2023	43.0	12.4	.03	20	36	44	52	60	163,810	2.4	.046	.194
Top 50%	45.4	12.1	.05	22	38	48	55	60	70,892	.1	.949	.006
Top 10%	47.9	12.5	.09	22	40	50	60	60	17,669	-2.4	.046	-.195
Supportive Environment												
Highlands (N = 109)	32.9	15.7	1.50	5	20	33	43	60				
Southwest Public	32.5	15.1	.11	8	20	33	43	60	19,303	.5	.750	.031
Carnegie Class	31.6	14.9	.07	8	20	31	40	60	45,717	1.4	.335	.092
NSSE 2022 & 2023	32.0	14.5	.03	8	20	33	40	60	175,655	1.0	.484	.067
Top 50%	34.6	14.3	.06	10	25	35	45	60	64,925	-1.6	.243	-.112
Top 10%	37.7	13.9	.18	15	28	38	48	60	6,344	-4.7	.000	-.339

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

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

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

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

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

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

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