



NSSE 2017

Engagement Indicators

Gallaudet University

About Your Engagement Indicators Report

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

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

Report Sections

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

 - Mean Comparisons**
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
 - Score Distributions**
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
 - Performance on Indicator Items**
Responses to each item in a given EI are summarized for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2016 and 2017 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

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Mid East Private	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2016 & 2017
<i>Academic Challenge</i>	Higher-Order Learning	▽	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	▽	▽	▽
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	▼	▼	▼
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	△
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	▽	▽	▽

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Mid East Private	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2016 & 2017
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	▼	▼	▼
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	▽	--	--
	Discussions with Diverse Others	▼	▽	▼
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▽	--	--
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	▽	▼	▽
	Supportive Environment	▽	--	--

Academic Challenge: First-year students

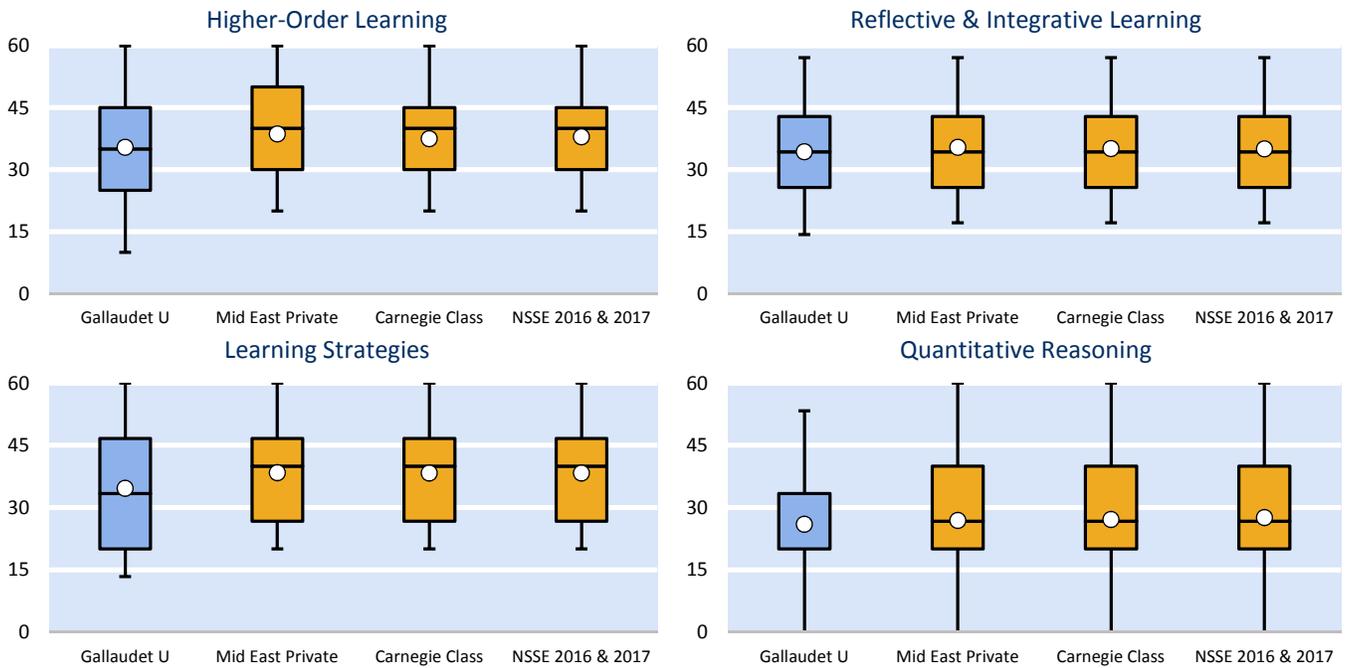
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Gallaudet U Mean	Your first-year students compared with					
		Mid East Private Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2016 & 2017 Mean	Effect size
Higher-Order Learning	35.4	38.7 *	-.25	37.5	-.16	37.9	-.19
Reflective & Integrative Learning	34.3	35.4	-.09	35.1	-.07	35.0	-.06
Learning Strategies	34.6	38.4 **	-.28	38.3 **	-.27	38.3 **	-.27
Quantitative Reasoning	26.0	26.9	-.06	27.1	-.08	27.6	-.11

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance^a 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.

	Gallaudet U	Percentage point difference between your FY students and		
		Mid East Private	Carnegie Class	NSSE 2016 & 2017
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	61	-12	-9	-11
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	55	-16	-13	-15
4d. Evaluating a point of view, decision, or information source	62	-8	-8	-7
4e. Forming a new idea or understanding from various pieces of information	65	-5	-3	-3
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	51	-2	-1	-1
2b. Connected your learning to societal problems or issues	46	-6	-6	-5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	+0	+1	+2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	-1	-1	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65	-4	-4	-4
2f. Learned something that changed the way you understand an issue or concept	64	-2	-2	-2
2g. Connected ideas from your courses to your prior experiences and knowledge	67	-11	-10	-10
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	64	-15	-13	-13
9b. Reviewed your notes after class	53	-12	-13	-12
9c. Summarized what you learned in class or from course materials	60	-3	-3	-2
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	38	-13	-13	-15
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37	-0	-1	-2
6c. Evaluated what others have concluded from numerical information	32	-6	-6	-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

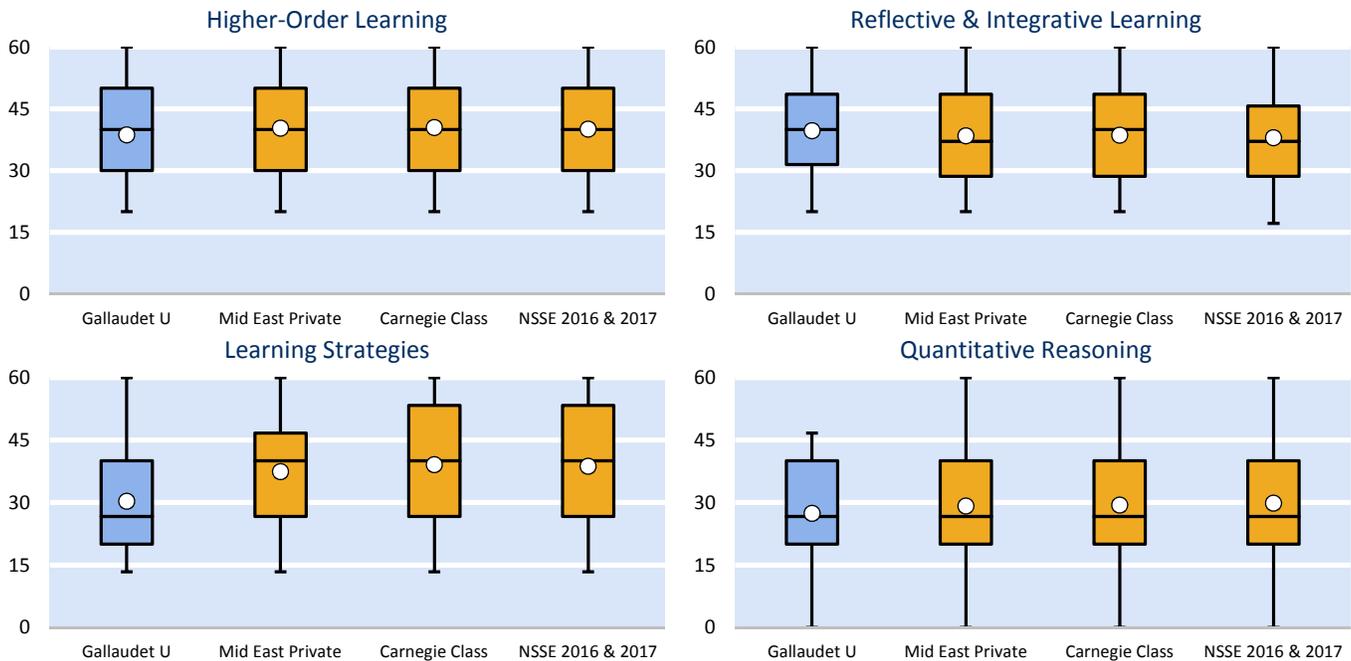
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Gallaudet U Mean	Your seniors compared with					
		Mid East Private Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2016 & 2017 Mean	Effect size
Higher-Order Learning	38.7	40.3	-.12	40.5	-.13	40.0	-.10
Reflective & Integrative Learning	39.7	38.5	.10	38.6	.09	38.0	.14
Learning Strategies	30.3	37.4 ***	-.49	39.1 ***	-.61	38.7 ***	-.58
Quantitative Reasoning	27.4	29.1	-.10	29.4	-.12	29.9	-.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).

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^a 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.

	Gallaudet U	Percentage point difference between your seniors and		
		Mid East Private	Carnegie Class	NSSE 2016 & 2017
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	63	-14	-15	-15
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68	-8	-8	-7
4d. Evaluating a point of view, decision, or information source	77	+6	+4	+7
4e. Forming a new idea or understanding from various pieces of information	72	-0	-0	+1
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	72	+1	+2	+3
2b. Connected your learning to societal problems or issues	70	+8	+6	+9
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	66	+10	+9	+13
2d. Examined the strengths and weaknesses of your own views on a topic or issue	72	+5	+5	+6
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	79	+6	+6	+7
2f. Learned something that changed the way you understand an issue or concept	75	+3	+4	+4
2g. Connected ideas from your courses to your prior experiences and knowledge	80	-3	-3	-3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	66	-14	-15	-14
9b. Reviewed your notes after class	36	-21	-28	-26
9c. Summarized what you learned in class or from course materials	46	-14	-19	-18
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.)	47	-7	-8	-9
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	+3	+1	+1
6c. Evaluated what others have concluded from numerical information	38	-6	-5	-6

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

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Learning with Peers: First-year students

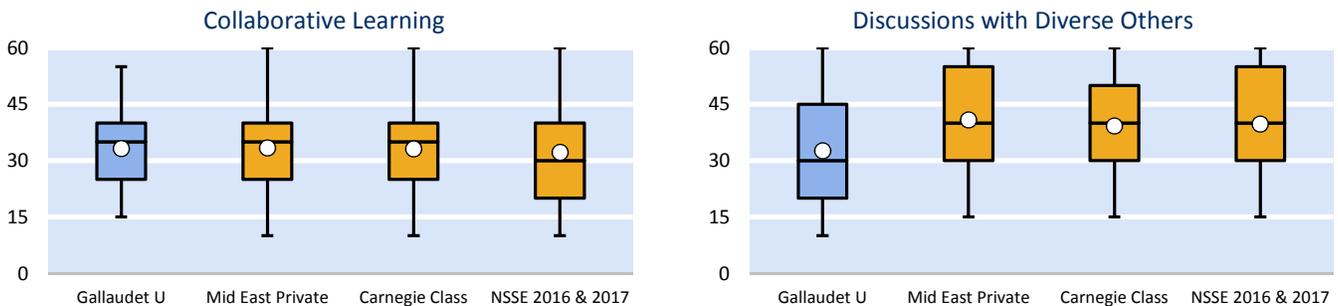
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Gallaudet U Mean	Your first-year students compared with					
		Mid East Private		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.2	33.4	-.01	33.1	.01	32.2	.07
Discussions with Diverse Others	32.5	40.8 ***	-.55	39.2 ***	-.44	39.7 ***	-.46

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Collaborative Learning	Gallaudet U %	Percentage point difference between your FY students and		
		Mid East Private	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	50	-3	-5	-2
1f. Explained course material to one or more students	63	+3	+4	+5
1g. Prepared for exams by discussing or working through course material with other students	48	-6	-4	-2
1h. Worked with other students on course projects or assignments	63	+6	+6	+9
Discussions with Diverse Others	Gallaudet U %	Percentage point difference between your FY students and		
<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	60	-14	-9	-11
8b. People from an economic background other than your own	54	-20	-17	-18
8c. People with religious beliefs other than your own	45	-25	-19	-22
8d. People with political views other than your own	50	-17	-18	-17

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Learning with Peers: Seniors

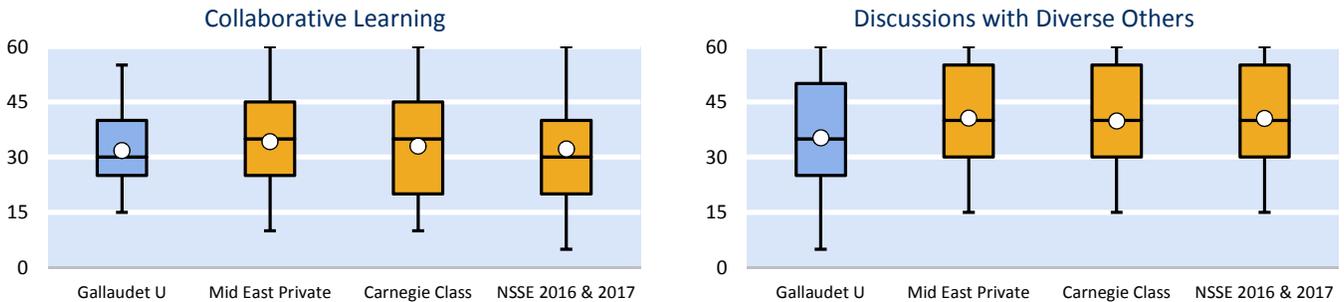
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Mean Comparisons

Engagement Indicator	Gallaudet U Mean	Your seniors compared with					
		Mid East Private		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.8	34.3 *	-.17	33.0	-.08	32.3	-.03
Discussions with Diverse Others	35.3	40.6 ***	-.36	39.9 **	-.30	40.5 ***	-.33

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	Gallaudet U %	Percentage point difference between your seniors and		
		Mid East Private	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	33	-13	-10	-10
1f. Explained course material to one or more students	69	+5	+8	+11
1g. Prepared for exams by discussing or working through course material with other students	43	-10	-6	-3
1h. Worked with other students on course projects or assignments	65	-1	+1	+2
<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	69	-3	-0	-3
8b. People from an economic background other than your own	61	-13	-11	-12
8c. People with religious beliefs other than your own	55	-14	-10	-13
8d. People with political views other than your own	48	-17	-20	-19

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Experiences with Faculty: First-year students

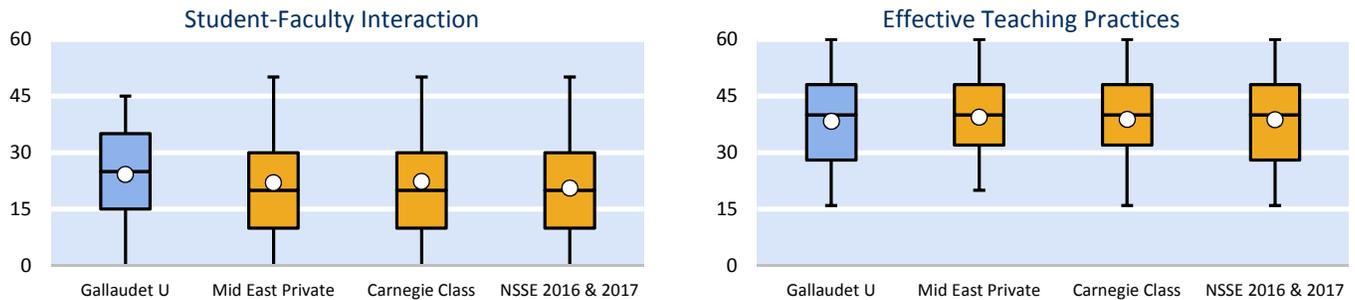
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Gallaudet U Mean	Your first-year students compared with					
		Mid East Private Mean	Mid East Private Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2016 & 2017 Mean	NSSE 2016 & 2017 Effect size
Student-Faculty Interaction	24.2	22.0	.16	22.3	.13	20.6 **	.25
Effective Teaching Practices	38.3	39.3	-.08	38.8	-.04	38.7	-.03

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	Gallaudet U %	Percentage point difference between your FY students and			
		Mid East Private	Carnegie Class	NSSE 2016 & 2017	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
3a. Talked about career plans with a faculty member	43	+8	+5	+8	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	32	+11	+9	+12	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	+5	+5	+8	
3d. Discussed your academic performance with a faculty member	39	+6	+5	+10	
<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	73	-5	-4	-4	
5b. Taught course sessions in an organized way	68	-8	-7	-8	
5c. Used examples or illustrations to explain difficult points	65	-10	-9	-10	
5d. Provided feedback on a draft or work in progress	64	-2	-2	+0	
5e. Provided prompt and detailed feedback on tests or completed assignments	60	-4	-2	+0	

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Experiences with Faculty: Seniors

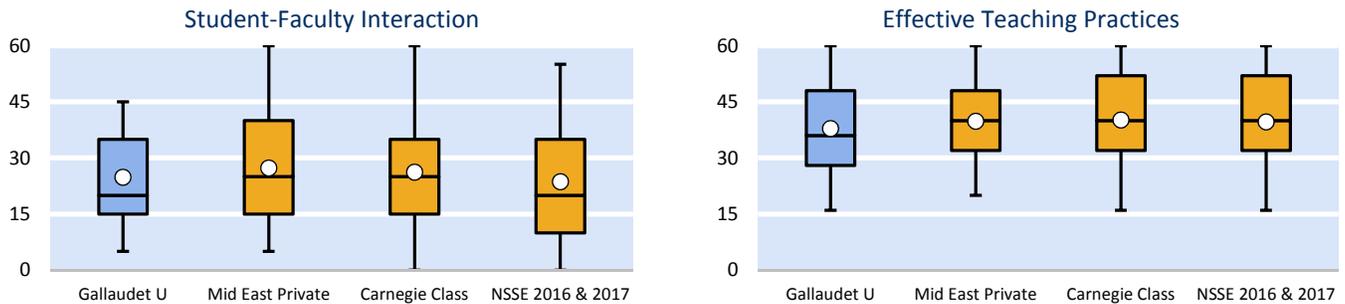
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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	43	-7	-7	+0
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	-11	-9	-5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	-15	-11	-6
3d. Discussed your academic performance with a faculty member	38	+0	-0	+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	84	+4	+3	+3
5b. Taught course sessions in an organized way	72	-6	-6	-6
5c. Used examples or illustrations to explain difficult points	63	-15	-14	-14
5d. Provided feedback on a draft or work in progress	60	-2	-3	-0
5e. Provided prompt and detailed feedback on tests or completed assignments	54	-12	-13	-10

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

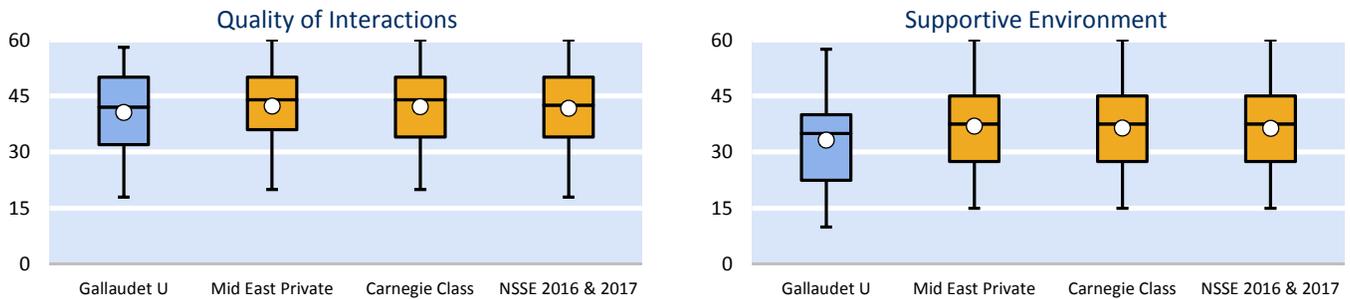
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Gallaudet U Mean	Your first-year students compared with					
		Mid East Private Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2016 & 2017 Mean	Effect size
Quality of Interactions	40.6	42.3	-.15	42.1	-.13	41.7	-.09
Supportive Environment	33.2	37.0 **	-.29	36.4 *	-.24	36.3 *	-.23

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^a 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	Gallaudet U	Percentage point difference between your FY students and		
		Mid East Private	Carnegie Class	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	35	-18	-17	-17
13b. Academic advisors	48	-3	-2	-1
13c. Faculty	36	-16	-14	-13
13d. Student services staff (career services, student activities, housing, etc.)	43	-1	-2	-1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	+4	+2	+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	59	-19	-17	-17
14c. Using learning support services (tutoring services, writing center, etc.)	57	-21	-19	-19
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	-5	-4	-4
14e. Providing opportunities to be involved socially	63	-10	-9	-8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	-11	-11	-12
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	52	+10	+9	+9
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	-1	-1	+0
14i. Attending events that address important social, economic, or political issues	43	-14	-10	-8

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

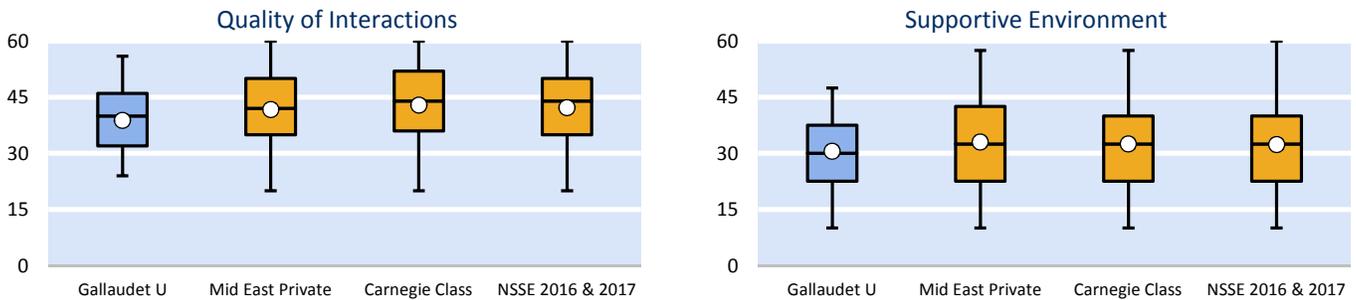
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Gallaudet U Mean	Your seniors compared with					
		Mid East Private		Carnegie Class		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	38.8	41.7 **	-.25	42.9 ***	-.34	42.3 ***	-.28
Supportive Environment	30.6	33.0 *	-.18	32.5	-.14	32.3	-.13

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

Score Distributions



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

Performance^a 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	Gallaudet U	Percentage point difference between your seniors and		
		Mid East Private	Carnegie Class	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	40	-17	-18	-18
13b. Academic advisors	43	-9	-12	-8
13c. Faculty	38	-20	-22	-19
13d. Student services staff (career services, student activities, housing, etc.)	23	-14	-19	-18
13e. Other administrative staff and offices (registrar, financial aid, etc.)	32	-4	-11	-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	59	-12	-13	-11
14c. Using learning support services (tutoring services, writing center, etc.)	41	-25	-25	-25
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	+1	+1	+1
14e. Providing opportunities to be involved socially	62	-4	-3	-3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	47	-14	-13	-14
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32	+1	+1	+1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	57	-0	+5	+4
14i. Attending events that address important social, economic, or political issues	46	-3	+2	+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.

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2016 and 2017 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 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		Gallaudet U Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	35.4	39.2 **	-.28		41.2 ***	-.43	
	Reflective and Integrative Learning	34.3	36.6 *	-.19		38.3 ***	-.32	
	Learning Strategies	34.6	39.8 ***	-.38		41.9 ***	-.52	
	Quantitative Reasoning	26.0	28.8 *	-.19		30.4 **	-.29	
<i>Learning with Peers</i>	Collaborative Learning	33.2	35.2	-.15		37.1 **	-.29	
	Discussions with Diverse Others	32.5	41.7 ***	-.62		43.8 ***	-.78	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	24.2	23.8	.03	✓	27.2 *	-.20	
	Effective Teaching Practices	38.3	40.7 *	-.19		42.6 ***	-.32	
<i>Campus Environment</i>	Quality of Interactions	40.6	43.8 **	-.28		46.1 ***	-.47	
	Supportive Environment	33.2	38.2 ***	-.38		40.0 ***	-.52	
Seniors		Gallaudet U Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.7	41.8 **	-.23		43.3 ***	-.34	
	Reflective and Integrative Learning	39.7	40.0	-.02	✓	42.0 *	-.19	
	Learning Strategies	30.3	40.7 ***	-.72		42.9 ***	-.88	
	Quantitative Reasoning	27.4	31.1 **	-.23		33.0 ***	-.35	
<i>Learning with Peers</i>	Collaborative Learning	31.8	35.8 ***	-.29		37.9 ***	-.45	
	Discussions with Diverse Others	35.3	42.3 ***	-.45		44.3 ***	-.59	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	24.8	29.2 ***	-.28		33.0 ***	-.51	
	Effective Teaching Practices	37.8	41.8 **	-.29		43.8 ***	-.45	
<i>Campus Environment</i>	Quality of Interactions	38.8	44.8 ***	-.52		46.9 ***	-.67	
	Supportive Environment	30.6	34.8 ***	-.31		37.2 ***	-.49	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2016 and 2017 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Gallaudet U (N = 117)	35.4	15.4	1.42	10	25	35	45	60				
Mid East Private	38.7	13.1	.07	20	30	40	50	60	117	-3.2	.025	-.248
Carnegie Class	37.5	13.1	.07	20	30	40	45	60	116	-2.1	.143	-.160
NSSE 2016 & 2017	37.9	13.3	.02	20	30	40	45	60	116	-2.5	.081	-.189
Top 50%	39.2	13.1	.02	20	30	40	50	60	116	-3.7	.010	-.284
Top 10%	41.2	13.3	.06	20	35	40	50	60	116	-5.7	.000	-.431
Reflective & Integrative Learning												
Gallaudet U (N = 120)	34.3	12.4	1.14	14	26	34	43	57				
Mid East Private	35.4	12.0	.07	17	26	34	43	57	33,257	-1.1	.321	-.091
Carnegie Class	35.1	11.9	.06	17	26	34	43	57	40,318	-.8	.461	-.067
NSSE 2016 & 2017	35.0	12.0	.02	17	26	34	43	57	574,928	-.7	.510	-.060
Top 50%	36.6	12.0	.02	17	29	37	46	57	292,587	-2.3	.039	-.189
Top 10%	38.3	12.3	.05	20	29	37	46	60	63,587	-3.9	.000	-.321
Learning Strategies												
Gallaudet U (N = 112)	34.6	13.2	1.25	13	20	33	47	60				
Mid East Private	38.4	13.5	.08	20	27	40	47	60	28,845	-3.8	.003	-.277
Carnegie Class	38.3	13.5	.07	20	27	40	47	60	34,718	-3.7	.004	-.272
NSSE 2016 & 2017	38.3	13.7	.02	20	27	40	47	60	491,546	-3.7	.005	-.266
Top 50%	39.8	13.7	.03	20	27	40	53	60	243,045	-5.2	.000	-.380
Top 10%	41.9	14.1	.06	20	33	40	53	60	61,682	-7.3	.000	-.521
Quantitative Reasoning												
Gallaudet U (N = 119)	26.0	14.9	1.37	0	20	20	33	53				
Mid East Private	26.9	15.5	.09	0	20	27	40	60	31,819	-.9	.520	-.059
Carnegie Class	27.1	15.2	.08	0	20	27	40	60	38,545	-1.2	.405	-.077
NSSE 2016 & 2017	27.6	15.4	.02	0	20	27	40	60	549,958	-1.6	.251	-.105
Top 50%	28.8	15.2	.03	0	20	27	40	60	339,212	-2.9	.040	-.188
Top 10%	30.4	15.2	.05	7	20	27	40	60	82,648	-4.4	.001	-.292
Learning with Peers												
Collaborative Learning												
Gallaudet U (N = 124)	33.2	12.0	1.08	15	25	35	40	55				
Mid East Private	33.4	13.6	.07	10	25	35	40	60	124	-.2	.875	-.013
Carnegie Class	33.1	13.7	.07	10	25	35	40	60	124	.1	.944	.006
NSSE 2016 & 2017	32.2	14.5	.02	10	20	30	40	60	123	1.0	.345	.071
Top 50%	35.2	13.6	.02	15	25	35	45	60	340,381	-2.0	.101	-.147
Top 10%	37.1	13.4	.05	15	25	40	45	60	83,458	-3.9	.001	-.290
Discussions with Diverse Others												
Gallaudet U (N = 114)	32.5	16.0	1.51	10	20	30	45	60				
Mid East Private	40.8	14.8	.09	15	30	40	55	60	29,137	-8.2	.000	-.554
Carnegie Class	39.2	15.1	.08	15	30	40	50	60	35,033	-6.6	.000	-.437
NSSE 2016 & 2017	39.7	15.5	.02	15	30	40	55	60	496,028	-7.1	.000	-.459
Top 50%	41.7	14.9	.03	20	30	40	55	60	310,549	-9.2	.000	-.617
Top 10%	43.8	14.5	.05	20	35	45	60	60	73,134	-11.2	.000	-.775

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Gallaudet U (N = 120)	24.2	13.4	1.22	0	15	25	35	45				
Mid East Private	22.0	14.2	.08	0	10	20	30	50	32,401	2.2	.086	.157
Carnegie Class	22.3	14.6	.07	0	10	20	30	50	39,222	1.9	.163	.128
NSSE 2016 & 2017	20.6	14.5	.02	0	10	20	30	50	560,732	3.6	.007	.248
Top 50%	23.8	14.7	.03	0	15	20	35	55	196,628	.4	.771	.027
Top 10%	27.2	15.6	.09	5	15	25	40	60	120	-3.0	.014	-.195
Effective Teaching Practices												
Gallaudet U (N = 120)	38.3	13.6	1.25	16	28	40	48	60				
Mid East Private	39.3	12.8	.07	20	32	40	48	60	32,312	-1.1	.370	-.082
Carnegie Class	38.8	13.0	.07	16	32	40	48	60	39,116	-.5	.684	-.037
NSSE 2016 & 2017	38.7	13.1	.02	16	28	40	48	60	557,913	-.4	.724	-.032
Top 50%	40.7	13.0	.03	20	32	40	52	60	220,799	-2.4	.041	-.186
Top 10%	42.6	13.6	.06	20	36	44	56	60	50,399	-4.3	.000	-.319
Campus Environment												
Quality of Interactions												
Gallaudet U (N = 110)	40.6	11.1	1.06	18	32	42	50	58				
Mid East Private	42.3	11.7	.07	20	36	44	50	60	27,965	-1.7	.124	-.147
Carnegie Class	42.1	12.1	.07	20	34	44	50	60	33,111	-1.5	.190	-.125
NSSE 2016 & 2017	41.7	12.4	.02	18	34	43	50	60	465,543	-1.2	.330	-.093
Top 50%	43.8	11.5	.03	22	38	46	52	60	203,783	-3.2	.003	-.280
Top 10%	46.1	11.7	.06	24	40	48	56	60	34,900	-5.5	.000	-.466
Supportive Environment												
Gallaudet U (N = 111)	33.2	12.6	1.20	10	23	35	40	58				
Mid East Private	37.0	13.2	.08	15	28	38	45	60	27,102	-3.8	.003	-.287
Carnegie Class	36.4	13.3	.07	15	28	38	45	60	32,381	-3.2	.011	-.242
NSSE 2016 & 2017	36.3	13.6	.02	15	28	38	45	60	458,266	-3.1	.015	-.232
Top 50%	38.2	13.1	.03	18	30	40	48	60	249,362	-5.0	.000	-.384
Top 10%	40.0	13.0	.05	18	31	40	50	60	59,342	-6.8	.000	-.523

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Gallaudet U (N = 125)	38.7	13.1	1.17	20	30	40	50	60				
Mid East Private	40.3	13.5	.08	20	30	40	50	60	30,329	-1.6	.172	-.123
Carnegie Class	40.5	13.6	.07	20	30	40	50	60	44,061	-1.8	.138	-.133
NSSE 2016 & 2017	40.0	13.7	.02	20	30	40	50	60	695,840	-1.4	.266	-.100
Top 50%	41.8	13.5	.03	20	35	40	55	60	276,177	-3.2	.009	-.234
Top 10%	43.3	13.4	.05	20	35	40	55	60	81,735	-4.6	.000	-.340
Reflective & Integrative Learning												
Gallaudet U (N = 127)	39.7	12.0	1.07	20	31	40	49	60				
Mid East Private	38.5	12.5	.07	20	29	37	49	60	31,366	1.3	.253	.102
Carnegie Class	38.6	12.5	.06	20	29	40	49	60	45,367	1.1	.327	.087
NSSE 2016 & 2017	38.0	12.6	.01	17	29	37	46	60	718,756	1.7	.126	.136
Top 50%	40.0	12.3	.02	20	31	40	49	60	284,472	-.3	.802	-.022
Top 10%	42.0	12.2	.05	20	34	43	51	60	59,324	-2.3	.037	-.185
Learning Strategies												
Gallaudet U (N = 118)	30.3	14.0	1.29	13	20	27	40	60				
Mid East Private	37.4	14.5	.09	13	27	40	47	60	27,879	-7.1	.000	-.489
Carnegie Class	39.1	14.4	.07	13	27	40	53	60	40,507	-8.8	.000	-.611
NSSE 2016 & 2017	38.7	14.5	.02	13	27	40	53	60	633,269	-8.4	.000	-.580
Top 50%	40.7	14.4	.02	20	33	40	53	60	333,656	-10.4	.000	-.724
Top 10%	42.9	14.3	.05	20	33	40	60	60	97,224	-12.6	.000	-.880
Quantitative Reasoning												
Gallaudet U (N = 124)	27.4	15.2	1.37	0	20	27	40	47				
Mid East Private	29.1	16.5	.10	0	20	27	40	60	30,312	-1.7	.249	-.104
Carnegie Class	29.4	16.4	.08	0	20	27	40	60	43,929	-2.0	.174	-.122
NSSE 2016 & 2017	29.9	16.3	.02	0	20	27	40	60	694,297	-2.5	.092	-.152
Top 50%	31.1	16.2	.02	0	20	33	40	60	420,717	-3.7	.010	-.232
Top 10%	33.0	15.9	.05	7	20	33	40	60	92,995	-5.6	.000	-.352
Learning with Peers												
Collaborative Learning												
Gallaudet U (N = 127)	31.8	11.7	1.04	15	25	30	40	55				
Mid East Private	34.3	13.8	.08	10	25	35	45	60	127	-2.4	.022	-.175
Carnegie Class	33.0	14.5	.07	10	20	35	45	60	127	-1.2	.261	-.081
NSSE 2016 & 2017	32.3	15.1	.02	5	20	30	40	60	126	-.4	.683	-.028
Top 50%	35.8	13.8	.02	15	25	35	45	60	126	-4.0	.000	-.288
Top 10%	37.9	13.4	.05	15	30	40	50	60	127	-6.1	.000	-.451
Discussions with Diverse Others												
Gallaudet U (N = 115)	35.3	15.4	1.44	5	25	35	50	60				
Mid East Private	40.6	14.9	.09	15	30	40	55	60	28,063	-5.3	.000	-.356
Carnegie Class	39.9	15.5	.08	15	30	40	55	60	40,762	-4.6	.002	-.295
NSSE 2016 & 2017	40.5	15.9	.02	15	30	40	55	60	637,215	-5.2	.000	-.329
Top 50%	42.3	15.6	.02	15	30	40	60	60	424,120	-7.0	.000	-.452
Top 10%	44.3	15.3	.05	20	35	45	60	60	91,692	-9.0	.000	-.588

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Gallaudet U (N = 124)	24.8	12.9	1.16	5	15	20	35	45				
Mid East Private	27.3	15.7	.09	5	15	25	40	60	125	-2.5	.034	-.159
Carnegie Class	26.1	16.0	.08	0	15	25	35	60	124	-1.4	.241	-.086
NSSE 2016 & 2017	23.6	16.0	.02	0	10	20	35	55	123	1.2	.305	.075
Top 50%	29.2	15.7	.04	5	20	30	40	60	123	-4.5	.000	-.284
Top 10%	33.0	16.0	.10	10	20	30	45	60	125	-8.2	.000	-.515
Effective Teaching Practices												
Gallaudet U (N = 126)	37.8	12.5	1.11	16	28	36	48	60				
Mid East Private	39.8	13.2	.08	20	32	40	48	60	30,694	-1.9	.103	-.146
Carnegie Class	40.1	13.7	.06	16	32	40	52	60	44,599	-2.3	.063	-.166
NSSE 2016 & 2017	39.6	13.7	.02	16	32	40	52	60	703,749	-1.8	.144	-.130
Top 50%	41.8	13.5	.03	20	32	40	52	60	241,150	-3.9	.001	-.291
Top 10%	43.8	13.4	.06	20	36	44	56	60	48,055	-6.0	.000	-.446
Campus Environment												
Quality of Interactions												
Gallaudet U (N = 114)	38.8	10.7	1.00	24	32	40	46	56				
Mid East Private	41.7	11.5	.07	20	35	42	50	60	27,267	-2.9	.007	-.253
Carnegie Class	42.9	11.9	.06	20	36	44	52	60	38,763	-4.1	.000	-.343
NSSE 2016 & 2017	42.3	12.1	.02	20	35	44	50	60	113	-3.4	.001	-.284
Top 50%	44.8	11.6	.02	23	38	46	54	60	229,477	-6.0	.000	-.515
Top 10%	46.9	12.1	.05	23	40	50	58	60	63,358	-8.1	.000	-.669
Supportive Environment												
Gallaudet U (N = 116)	30.6	11.4	1.06	10	23	30	38	48				
Mid East Private	33.0	13.5	.08	10	23	33	43	58	116	-2.5	.022	-.182
Carnegie Class	32.5	14.0	.07	10	23	33	40	58	116	-2.0	.065	-.141
NSSE 2016 & 2017	32.3	14.2	.02	10	23	33	40	60	115	-1.8	.096	-.125
Top 50%	34.8	13.7	.03	13	25	35	45	60	115	-4.2	.000	-.307
Top 10%	37.2	13.6	.06	13	28	38	48	60	116	-6.6	.000	-.486

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

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

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

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

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

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

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