



NSSE 2024

Engagement Indicators

Valparaiso 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-End)

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

Theme	Engagement Indicator	Your first-year students compared with Peer Group	Your first-year students compared with Top Cancel Schools	Your first-year students compared with NSSE 2023 & 2024
Academic Challenge	Higher-Order Learning	--	△	△
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	△
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	△
	Effective Teaching Practices	--	--	△
Campus Environment	Quality of Interactions	--	△	△
	Supportive Environment	--	△	△

Seniors

Theme	Engagement Indicator	Your seniors compared with Peer Group	Your seniors compared with Top Cancel Schools	Your seniors compared with NSSE 2023 & 2024
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

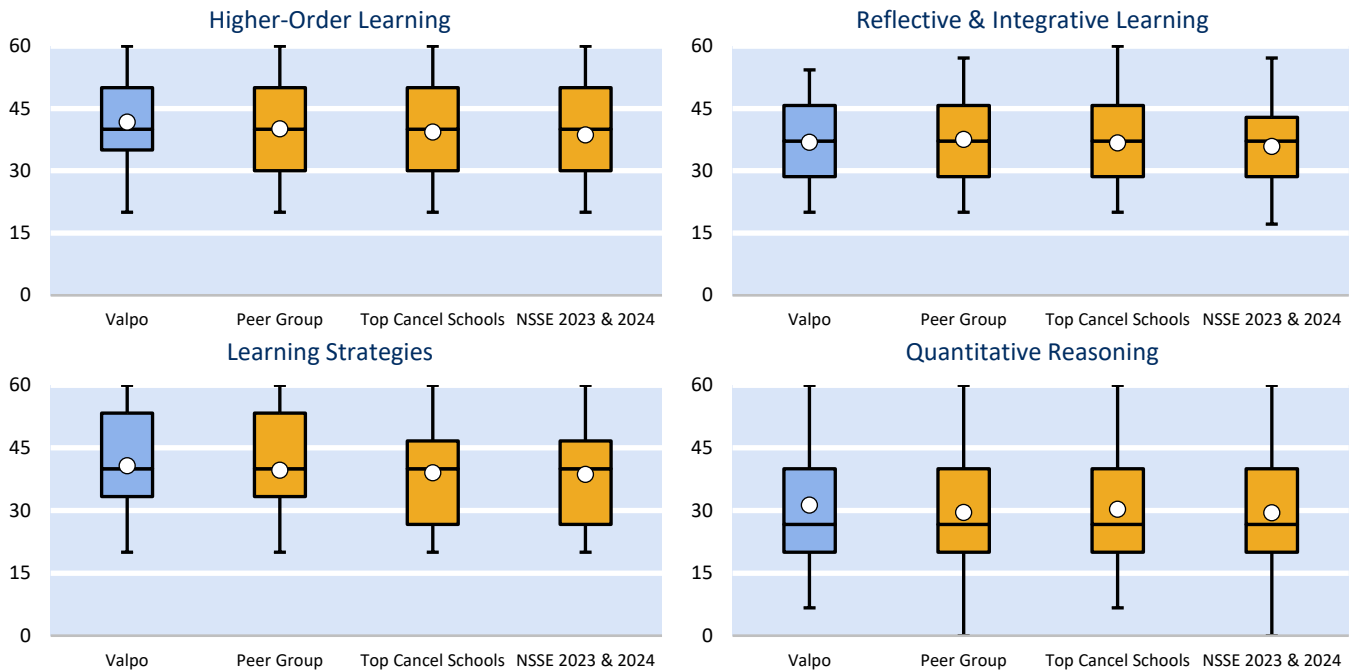
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Valpo Mean	Your first-year students compared with					
		Peer Group Mean	Peer Group Effect size	Top Cancel Schools Mean	Top Cancel Schools Effect size	NSSE 2023 & 2024 Mean	NSSE 2023 & 2024 Effect size
Higher-Order Learning	41.7	40.1	.13	39.3 *	.18	38.6 **	.23
Reflective & Integrative Learning	36.9	37.5	-.06	36.7	.01	35.8	.08
Learning Strategies	40.8	39.7	.08	39.1	.13	38.6	.15
Quantitative Reasoning	31.3	29.5	.12	30.3	.06	29.5	.12

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

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.

	Valpo	Percentage point difference ^a between your FY students and		
		Peer Group	Top Cancel Schools	NSSE 2023 & 2024
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	77	+3	+4	+6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+1	+4	+6
4d. Evaluating a point of view, decision, or information source	76	+1	+4	+5
4e. Forming a new idea or understanding from various pieces of information	77	+2	+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	52	-6	-6	-2
2b. Connected your learning to societal problems or issues	52	-7	-4	-1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	58	-3	+1	+4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	+1	+2	+3
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	74	-1	+2	+3
2f. Learned something that changed the way you understand an issue or concept	73	+2	+3	+5
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+1	+4	+5
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	83	+5	+7	+9
9b. Reviewed your notes after class	71	+4	+4	+5
9c. Summarized what you learned in class or from course materials	67	-1	-0	+1
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	58	+4	+3	+4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	-1	-3	-2
6c. Evaluated what others have concluded from numerical information	41	-3	-6	-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.

Academic Challenge: Seniors

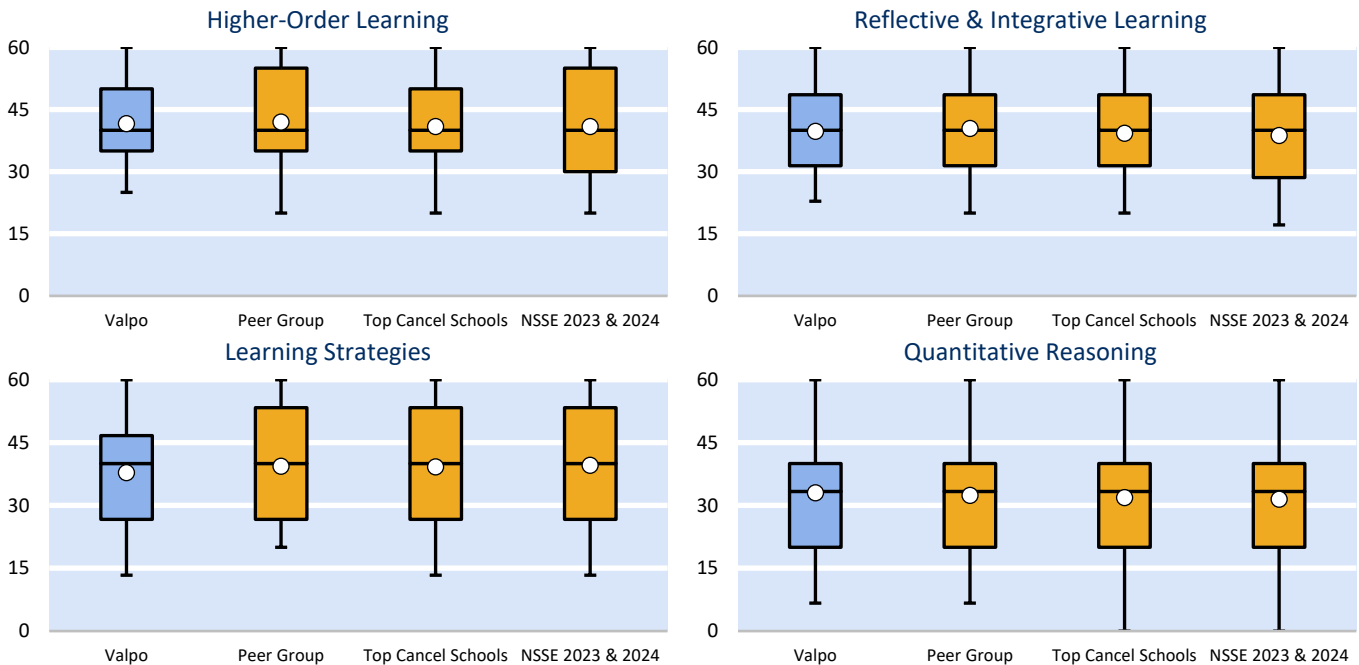
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Valpo Mean	Your seniors compared with					
		Peer Group Mean	Effect size	Top Cancel Schools Mean	Effect size	NSSE 2023 & 2024 Mean	Effect size
Higher-Order Learning	41.6	42.0	-.03	40.9	.05	40.9	.05
Reflective & Integrative Learning	39.7	40.4	-.06	39.3	.04	38.7	.08
Learning Strategies	37.8	39.3	-.11	39.1	-.09	39.5	-.12
Quantitative Reasoning	33.0	32.4	.04	31.9	.07	31.4	.09

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

Score Distributions



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

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.

	Valpo	Percentage point difference ^a between your seniors and		
		Peer Group	Top Cancel Schools	NSSE 2023 & 2024
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	84	+4	+4	+6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	-1	+0	+1
4d. Evaluating a point of view, decision, or information source	71	-6	-1	-1
4e. Forming a new idea or understanding from various pieces of information	78	+2	+4	+4
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	76	+3	+3	+7
2b. Connected your learning to societal problems or issues	65	-3	+1	+3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	62	-1	+5	+7
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	-4	-1	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	76	-2	+2	+3
2f. Learned something that changed the way you understand an issue or concept	71	-4	-2	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	85	-2	+0	+1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80	+1	+3	+3
9b. Reviewed your notes after class	58	-4	-5	-7
9c. Summarized what you learned in class or from course materials	63	-5	-5	-5
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.)	63	+6	+5	+6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49	-1	+0	+0
6c. Evaluated what others have concluded from numerical information	51	-2	+0	+2

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.

Learning with Peers: First-year students

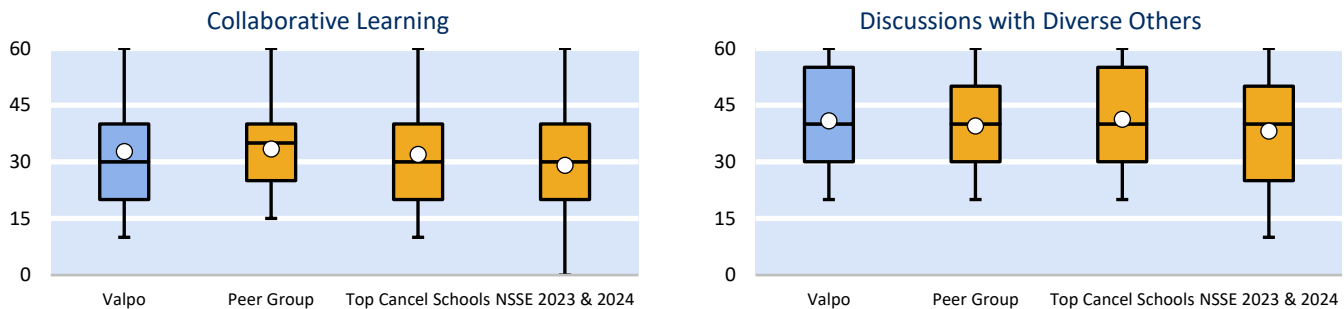
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Valpo Mean	Your first-year students compared with					
		Peer Group Mean	Peer Group Effect size	Top Cancel Schools Mean	Top Cancel Schools Effect size	NSSE 2023 & 2024 Mean	NSSE 2023 & 2024 Effect size
Collaborative Learning	32.7	33.4	-.05	32.0	.05	29.1 **	.24
Discussions with Diverse Others	40.8	39.4	.10	41.3	-.03	38.1	.17

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Performance on Indicator Items

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Engagement Indicator	Valpo %	Percentage point difference ^a between your FY students and		
		Peer Group	Top Cancel Schools	NSSE 2023 & 2024
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	58	+7	+9	+14
1c. Explained course material to one or more students	54	-3	+2	+6
1d. Prepared for exams by discussing or working through course material with other students	44	-7	-1	+3
1e. Worked with other students on course projects or assignments	58	-3	+1	+7
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	+1	-2	+6
8b. People from economic backgrounds other than your own	74	-1	-3	+3
8c. People with religious beliefs other than your own	71	+6	-2	+7
8d. People with political views other than your own	71	+11	+7	+13

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Learning with Peers: Seniors

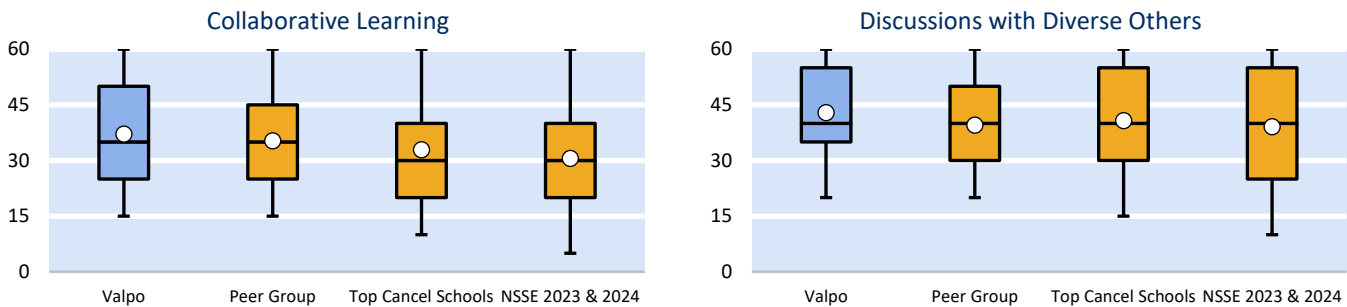
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Valpo Mean	Your seniors compared with					
		Peer Group Mean	Effect size	Top Cancel Schools Mean	Effect size	NSSE 2023 & 2024 Mean	Effect size
Collaborative Learning	37.2	35.3	.13	32.9 ***	.29	30.6 ***	.41
Discussions with Diverse Others	42.9	39.6 **	.24	40.8	.14	39.1 ***	.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).

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Collaborative Learning	Valpo %	Percentage point difference ^a between your seniors and		
		Peer Group	Top Cancel Schools	NSSE 2023 & 2024
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	52	+2	+7	+10
1c. Explained course material to one or more students	66	+2	+8	+14
1d. Prepared for exams by discussing or working through course material with other students	56	+6	+13	+16
1e. Worked with other students on course projects or assignments	77	+5	+9	+16
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of races or ethnicities other than your own	71	+1	-4	+1
8b. People from economic backgrounds other than your own	78	+4	+3	+6
8c. People with religious beliefs other than your own	80	+17	+9	+15
8d. People with political views other than your own	75	+11	+13	+15

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Experiences with Faculty: First-year students

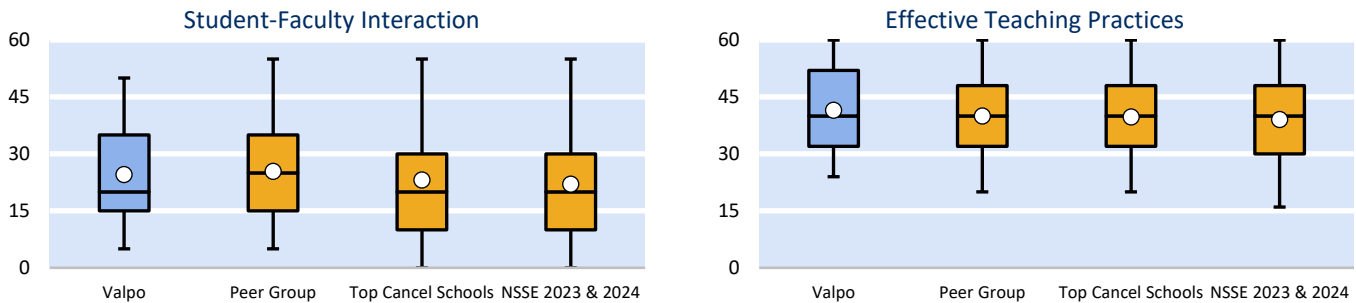
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Valpo Mean	Your first-year students compared with					
		Peer Group Mean	Peer Group Effect size	Top Cancel Schools Mean	Top Cancel Schools Effect size	NSSE 2023 & 2024 Mean	NSSE 2023 & 2024 Effect size
Student-Faculty Interaction	24.6	25.4	-.06	23.1	.10	22.0 *	.17
Effective Teaching Practices	41.5	40.0	.12	39.8	.14	39.0 *	.18

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Student-Faculty Interaction	Valpo	Percentage point difference ^a between your FY students and		
		Peer Group	Top Cancel Schools	NSSE 2023 & 2024
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	31	-15	-9	-7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	+3	+5	+7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	+1	+6	+7
3d. Discussed your academic performance with a faculty member	34	-2	+2	+2
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	81	-0	-0	+3
5b. Taught course sessions in an organized way	83	+5	+7	+9
5c. Used examples or illustrations to explain difficult points	83	+4	+7	+9
5d. Provided feedback on a draft or work in progress	73	+5	+6	+8
5e. Provided prompt and detailed feedback on tests or completed assignments	74	+10	+12	+13

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Experiences with Faculty: Seniors

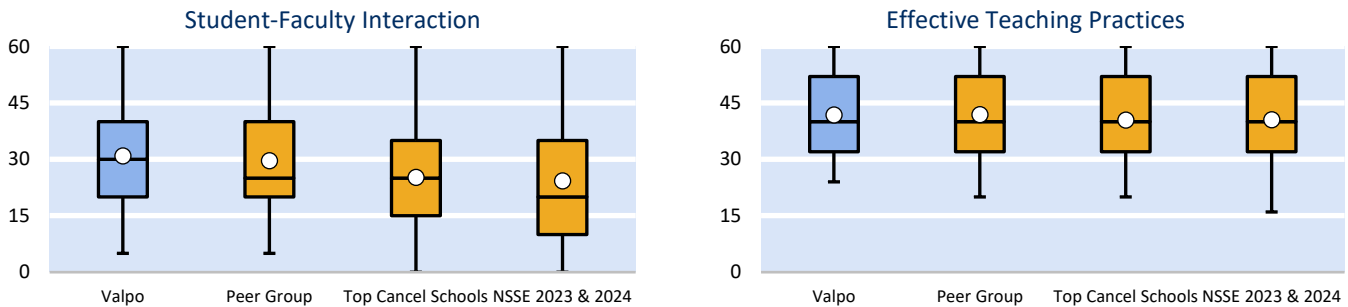
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Effective Teaching Practices	41.7	41.8	-.01	40.4	.10	40.4	.09

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		Peer Group	Top Cancel Schools	NSSE 2023 & 2024
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	56	-1	+10	+12
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	43	+5	+13	+15
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	50	+6	+15	+17
3d. Discussed your academic performance with a faculty member	44	+5	+11	+11
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	83	-0	+0	+2
5b. Taught course sessions in an organized way	84	+3	+5	+7
5c. Used examples or illustrations to explain difficult points	84	+2	+6	+7
5d. Provided feedback on a draft or work in progress	73	+3	+9	+8
5e. Provided prompt and detailed feedback on tests or completed assignments	69	-1	+3	+3

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

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

Campus Environment: First-year students

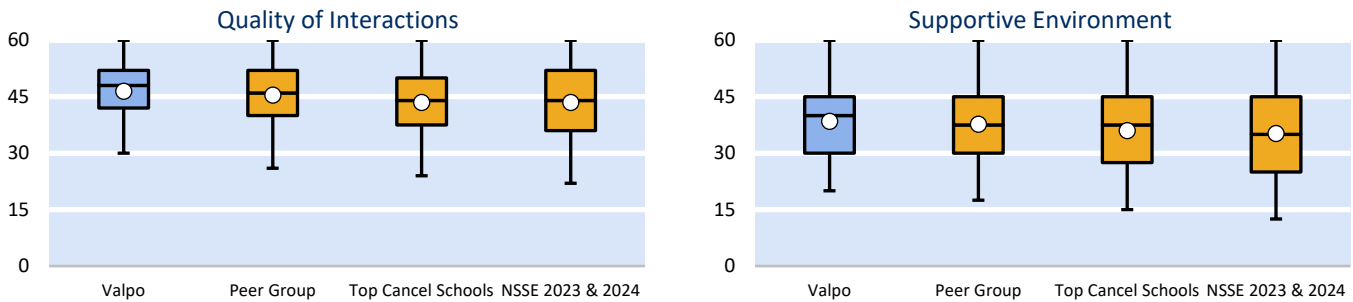
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Valpo Mean	Your first-year students compared with					
		Peer Group Mean	Effect size	Top Cancel Schools Mean	Effect size	NSSE 2023 & 2024 Mean	Effect size
Quality of Interactions	46.5	45.4	.10	43.5 ***	.28	43.5 ***	.25
Supportive Environment	38.5	37.7	.06	36.0 *	.19	35.2 **	.24

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	Valpo %	Percentage point difference ^a between your FY students and		
		Peer Group	Top Cancel Schools	NSSE 2023 & 2024
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	59	+2	+7	+8
13b. Academic advisors	69	+9	+12	+13
13c. Faculty	69	+7	+16	+15
13d. Student services staff (career services, student activities, housing, etc.)	54	+1	+8	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	55	+4	+11	+8
<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	86	+8	+11	+13
14c. Using learning support services (tutoring services, writing center, etc.)	83	+6	+8	+9
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	65	+0	+1	+4
14e. Providing opportunities to be involved socially	82	+5	+8	+12
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	77	+3	+7	+10
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	-0	+1	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	78	+6	+11	+15
14i. Attending events that address important social, economic, or political issues	59	+8	+12	+14

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

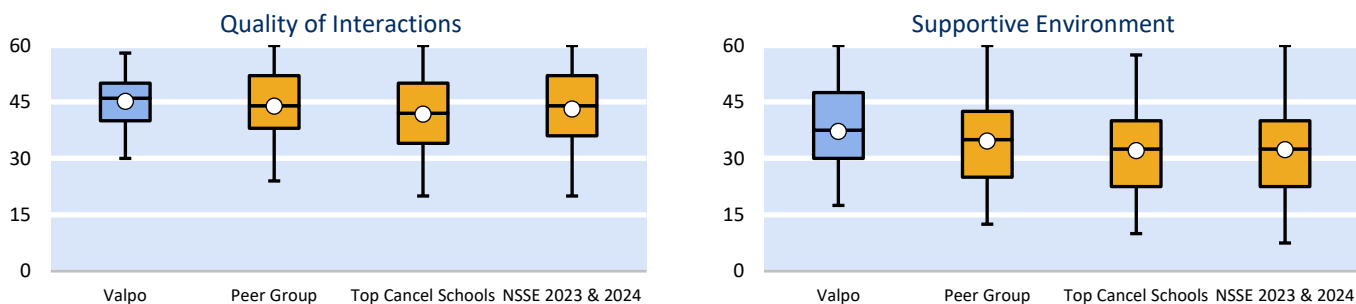
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Valpo Mean	Your seniors compared with					
		Peer Group Mean	Effect size	Top Cancel Schools Mean	Effect size	NSSE 2023 & 2024 Mean	Effect size
Quality of Interactions	45.2	43.9	.12	41.8 ***	.29	43.1 **	.17
Supportive Environment	37.2	34.6 *	.20	32.1 ***	.38	32.4 ***	.34

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	Valpo %	Percentage point difference ^a between your seniors and		
		Peer Group	Top Cancel Schools	NSSE 2023 & 2024
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	60	+1	+3	+2
13b. Academic advisors	65	+10	+19	+12
13c. Faculty	75	+10	+18	+16
13d. Student services staff (career services, student activities, housing, etc.)	45	-1	+4	-1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	-5	-0	-6
<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	82	+7	+14	+13
14c. Using learning support services (tutoring services, writing center, etc.)	80	+11	+15	+14
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	+4	+3	+3
14e. Providing opportunities to be involved socially	81	+9	+15	+17
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	+6	+14	+13
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	+1	+6	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	72	+6	+15	+17
14i. Attending events that address important social, economic, or political issues	49	+4	+9	+9

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2023 and 2024 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2023 and 2024 NSSE institutions.

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

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

First-Year Students

Theme	Engagement Indicator	Valpo Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	41.7	39.8	.14	✓	42.4	-.05	✓
Academic Challenge	Reflective and Integrative Learning	36.9	37.3	-.04	✓	39.9 **	-.26	
	Learning Strategies	40.8	40.2	.04	✓	43.1	-.17	
	Quantitative Reasoning	31.3	30.8	.03	✓	33.3	-.13	
Learning with Peers	Collaborative Learning	32.7	33.4	-.05	✓	36.7 ***	-.29	
	Discussions with Diverse Others	40.8	40.7	.01	✓	44.2 **	-.25	
Experiences with Faculty	Student-Faculty Interaction	24.6	25.4	-.05	✓	29.9 ***	-.34	
	Effective Teaching Practices	41.5	40.8	.06	✓	43.6 *	-.15	
Campus Environment	Quality of Interactions	46.5	45.7	.07	✓	48.7 **	-.19	
	Supportive Environment	38.5	37.1	.11	✓	40.4	-.15	

Seniors

Theme	Engagement Indicator	Valpo Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	41.6	42.4	-.06	✓	44.9 ***	-.26	
Academic Challenge	Reflective and Integrative Learning	39.7	40.6	-.07	✓	43.2 ***	-.29	
	Learning Strategies	37.8	41.2 **	-.23		44.1 ***	-.44	
	Quantitative Reasoning	33.0	32.8	.01	✓	36.2 *	-.20	
Learning with Peers	Collaborative Learning	37.2	34.7 *	.17	✓	38.0	-.06	✓
	Discussions with Diverse Others	42.9	41.4	.10	✓	44.1	-.08	✓
Experiences with Faculty	Student-Faculty Interaction	30.9	29.9	.06	✓	34.9 ***	-.25	
	Effective Teaching Practices	41.7	42.5	-.05	✓	45.2 ***	-.27	
Campus Environment	Quality of Interactions	45.2	45.4	-.02	✓	48.1 ***	-.24	
	Supportive Environment	37.2	34.6 **	.18	✓	38.0	-.06	✓

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												
Valpo (N = 131)	41.7	12.0	1.05	20	35	40	50	60				
Peer Group	40.1	12.6	.20	20	30	40	50	60	3,928	1.6	.146	.129
Top Cancel Schools	39.3	13.0	.13	20	30	40	50	60	10,729	2.4	.036	.184
NSSE 2023 & 2024	38.6	13.4	.03	20	30	40	50	60	226,085	3.1	.008	.232
Top 50%	39.8	13.2	.03	20	30	40	50	60	147,884	1.9	.098	.144
Top 10%	42.4	12.5	.10	20	35	40	55	60	17,011	-.7	.537	-.054
Reflective & Integrative Learning												
Valpo (N = 144)	36.9	11.0	.91	20	29	37	46	54				
Peer Group	37.5	11.4	.18	20	29	37	46	57	4,340	-.7	.490	-.059
Top Cancel Schools	36.7	11.9	.11	20	29	37	46	60	11,769	.1	.880	.013
NSSE 2023 & 2024	35.8	12.2	.02	17	29	37	43	57	248,902	1.0	.314	.084
Top 50%	37.3	12.0	.03	17	29	37	46	60	133,063	-.4	.668	-.036
Top 10%	39.9	11.7	.09	20	31	40	49	60	15,731	-3.0	.002	-.260
Learning Strategies												
Valpo (N = 127)	40.8	14.1	1.25	20	33	40	53	60				
Peer Group	39.7	13.4	.23	20	33	40	53	60	3,649	1.1	.376	.080
Top Cancel Schools	39.1	13.5	.14	20	27	40	47	60	9,952	1.7	.162	.125
NSSE 2023 & 2024	38.6	13.9	.03	20	27	40	47	60	206,207	2.1	.087	.152
Top 50%	40.2	13.9	.04	20	33	40	53	60	119,659	.6	.646	.041
Top 10%	43.1	14.5	.09	20	33	40	60	60	26,963	-2.4	.064	-.165
Quantitative Reasoning												
Valpo (N = 126)	31.3	15.5	1.38	7	20	27	40	60				
Peer Group	29.5	15.3	.26	0	20	27	40	60	3,686	1.8	.202	.116
Top Cancel Schools	30.3	15.4	.15	7	20	27	40	60	10,119	1.0	.482	.063
NSSE 2023 & 2024	29.5	15.7	.03	0	20	27	40	60	210,852	1.8	.195	.116
Top 50%	30.8	15.5	.04	7	20	33	40	60	141,418	.4	.752	.028
Top 10%	33.3	15.4	.09	7	20	33	40	60	26,815	-2.0	.147	-.130
Learning with Peers												
Collaborative Learning												
Valpo (N = 164)	32.7	14.0	1.10	10	20	30	40	60				
Peer Group	33.4	13.6	.20	15	25	35	40	60	4,801	-.7	.528	-.050
Top Cancel Schools	32.0	14.3	.13	10	20	30	40	60	12,810	.7	.520	.051
NSSE 2023 & 2024	29.1	15.3	.03	0	20	30	40	60	273,126	3.6	.002	.236
Top 50%	33.4	13.9	.03	10	25	35	40	60	162,271	-.7	.515	-.051
Top 10%	36.7	13.7	.08	15	25	35	45	60	30,463	-4.0	.000	-.293
Discussions with Diverse Others												
Valpo (N = 130)	40.8	14.9	1.31	20	30	40	55	60				
Peer Group	39.4	14.2	.24	20	30	40	50	60	3,673	1.4	.272	.098
Top Cancel Schools	41.3	14.7	.15	20	30	40	55	60	9,993	-.5	.722	-.031
NSSE 2023 & 2024	38.1	16.1	.04	10	25	40	50	60	208,168	2.7	.054	.169
Top 50%	40.7	14.9	.04	20	30	40	55	60	133,190	.1	.918	.009
Top 10%	44.2	13.8	.12	20	35	45	60	60	14,285	-3.4	.005	-.247

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												
Valpo (N = 137)	24.6	13.7	1.17	5	15	20	35	50				
Peer Group	25.4	14.6	.23	5	15	25	35	55	4,099	-.8	.512	-.057
Top Cancel Schools	23.1	15.1	.14	0	10	20	30	55	11,222	1.5	.262	.097
NSSE 2023 & 2024	22.0	15.3	.03	0	10	20	30	55	236,706	2.6	.049	.168
Top 50%	25.4	15.3	.05	5	15	25	35	60	136	-.8	.507	-.051
Top 10%	29.9	15.5	.15	5	20	30	40	60	141	-5.3	.000	-.341
Effective Teaching Practices												
Valpo (N = 133)	41.5	11.2	.98	24	32	40	52	60				
Peer Group	40.0	12.1	.20	20	32	40	48	60	3,906	1.5	.159	.124
Top Cancel Schools	39.8	12.5	.12	20	32	40	48	60	10,692	1.7	.112	.139
NSSE 2023 & 2024	39.0	13.4	.03	16	30	40	48	60	132	2.5	.013	.184
Top 50%	40.8	13.5	.04	20	32	40	52	60	132	.7	.448	.055
Top 10%	43.6	14.1	.10	20	36	44	56	60	134	-2.1	.038	-.146
Campus Environment												
Quality of Interactions												
Valpo (N = 119)	46.5	8.3	.76	30	42	48	52	60				
Peer Group	45.4	10.2	.18	26	40	46	52	60	131	1.0	.185	.103
Top Cancel Schools	43.5	10.9	.11	24	38	44	50	60	124	3.0	.000	.278
NSSE 2023 & 2024	43.5	11.7	.03	22	36	44	52	60	119	2.9	.000	.251
Top 50%	45.7	11.5	.04	24	40	48	54	60	119	.8	.314	.067
Top 10%	48.7	11.9	.10	24	42	52	60	60	122	-2.2	.004	-.188
Supportive Environment												
Valpo (N = 122)	38.5	11.7	1.06	20	30	40	45	60				
Peer Group	37.7	12.5	.21	18	30	38	45	60	3,529	.8	.489	.064
Top Cancel Schools	36.0	12.8	.13	15	28	38	45	60	124	2.5	.022	.194
NSSE 2023 & 2024	35.2	13.6	.03	13	25	35	45	60	121	3.2	.003	.239
Top 50%	37.1	13.0	.04	17	28	38	45	60	121	1.4	.195	.107
Top 10%	40.4	12.6	.14	20	33	40	50	60	125	-2.0	.071	-.155

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												
Valpo (N = 176)	41.6	11.7	.88	25	35	40	50	60				
Peer Group	42.0	12.9	.21	20	35	40	55	60	4,020	-.4	.710	-.029
Top Cancel Schools	40.9	13.4	.13	20	35	40	50	60	11,184	.7	.480	.054
NSSE 2023 & 2024	40.9	13.8	.03	20	30	40	55	60	175	.7	.457	.047
Top 50%	42.4	13.6	.04	20	35	40	55	60	176	-.8	.335	-.062
Top 10%	44.9	12.8	.12	20	40	45	60	60	181	-3.3	.000	-.259
Reflective & Integrative Learning												
Valpo (N = 187)	39.7	11.4	.84	23	31	40	49	60				
Peer Group	40.4	11.9	.19	20	31	40	49	60	4,289	-.7	.456	-.056
Top Cancel Schools	39.3	12.6	.12	20	31	40	49	60	11,897	.5	.606	.038
NSSE 2023 & 2024	38.7	12.9	.02	17	29	40	49	60	186	1.0	.230	.078
Top 50%	40.6	12.5	.04	20	31	40	51	60	117,294	-.9	.336	-.070
Top 10%	43.2	11.8	.11	23	34	43	54	60	11,500	-3.5	.000	-.292
Learning Strategies												
Valpo (N = 164)	37.8	13.9	1.08	13	27	40	47	60				
Peer Group	39.3	13.9	.23	20	27	40	53	60	3,767	-1.5	.185	-.106
Top Cancel Schools	39.1	14.4	.14	13	27	40	53	60	10,593	-1.3	.245	-.092
NSSE 2023 & 2024	39.5	14.6	.03	13	27	40	53	60	260,183	-1.7	.141	-.115
Top 50%	41.2	14.5	.04	20	33	40	53	60	142,709	-3.3	.003	-.230
Top 10%	44.1	14.2	.11	20	33	47	60	60	17,754	-6.2	.000	-.441
Quantitative Reasoning												
Valpo (N = 166)	33.0	15.5	1.20	7	20	33	40	60				
Peer Group	32.4	16.4	.27	7	20	33	40	60	3,831	.6	.638	.037
Top Cancel Schools	31.9	16.4	.16	0	20	33	40	60	10,768	1.1	.387	.068
NSSE 2023 & 2024	31.4	16.7	.03	0	20	33	40	60	264,457	1.5	.232	.093
Top 50%	32.8	16.5	.04	7	20	33	40	60	153,733	.2	.906	.009
Top 10%	36.2	16.2	.13	7	20	40	47	60	15,505	-3.2	.011	-.198
Learning with Peers												
Collaborative Learning												
Valpo (N = 195)	37.2	14.0	1.00	15	25	35	50	60				
Peer Group	35.3	13.9	.21	15	25	35	45	60	4,562	1.8	.072	.132
Top Cancel Schools	32.9	14.5	.13	10	20	30	40	60	12,551	4.3	.000	.294
NSSE 2023 & 2024	30.6	16.0	.03	5	20	30	40	60	194	6.6	.000	.411
Top 50%	34.7	14.2	.04	10	25	35	45	60	142,326	2.4	.017	.171
Top 10%	38.0	13.6	.10	15	30	40	50	60	18,153	-.8	.389	-.062
Discussions with Diverse Others												
Valpo (N = 165)	42.9	13.3	1.04	20	35	40	55	60				
Peer Group	39.6	14.2	.24	20	30	40	50	60	3,794	3.4	.003	.237
Top Cancel Schools	40.8	15.1	.15	15	30	40	55	60	10,622	2.2	.067	.144
NSSE 2023 & 2024	39.1	16.4	.03	10	25	40	55	60	164	3.8	.000	.234
Top 50%	41.4	15.6	.04	15	30	40	60	60	165	1.6	.130	.101
Top 10%	44.1	14.5	.11	20	35	45	60	60	17,273	-1.2	.306	-.080

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												
Valpo (N = 182)	30.9	15.2	1.13	5	20	30	40	60				
Peer Group	29.6	15.7	.25	5	20	25	40	60	4,132	1.3	.260	.085
Top Cancel Schools	25.1	16.0	.15	0	15	25	35	60	11,535	5.8	.000	.361
NSSE 2023 & 2024	24.2	16.5	.03	0	10	20	35	60	286,825	6.7	.000	.404
Top 50%	29.9	16.3	.06	5	20	30	40	60	64,228	1.0	.422	.060
Top 10%	34.9	16.1	.20	10	20	35	45	60	6,934	-4.0	.001	-.249
Effective Teaching Practices												
Valpo (N = 172)	41.7	11.4	.87	24	32	40	52	60				
Peer Group	41.8	12.8	.21	20	32	40	52	60	3,994	-1	.947	-.005
Top Cancel Schools	40.4	13.2	.13	20	32	40	52	60	11,198	1.4	.181	.103
NSSE 2023 & 2024	40.4	14.0	.03	16	32	40	52	60	171	1.3	.133	.094
Top 50%	42.5	13.8	.04	20	32	44	56	60	172	-.7	.403	-.053
Top 10%	45.2	13.1	.12	20	36	48	60	60	177	-3.5	.000	-.267
Campus Environment												
Quality of Interactions												
Valpo (N = 161)	45.2	8.7	.69	30	40	46	50	58				
Peer Group	43.9	10.9	.18	24	38	44	52	60	184	1.3	.069	.120
Top Cancel Schools	41.8	11.6	.12	20	34	42	50	60	169	3.4	.000	.291
NSSE 2023 & 2024	43.1	12.4	.03	20	36	44	52	60	160	2.1	.003	.168
Top 50%	45.4	12.0	.04	22	38	48	55	60	161	-.2	.748	-.018
Top 10%	48.1	12.3	.09	23	42	50	60	60	165	-2.9	.000	-.239
Supportive Environment												
Valpo (N = 162)	37.2	12.3	.97	18	30	38	48	60				
Peer Group	34.6	13.1	.22	13	25	35	43	60	3,721	2.5	.015	.195
Top Cancel Schools	32.1	13.6	.14	10	23	33	40	58	10,340	5.1	.000	.375
NSSE 2023 & 2024	32.4	14.4	.03	8	23	33	40	60	161	4.8	.000	.335
Top 50%	34.6	14.2	.04	10	25	35	45	60	161	2.5	.010	.179
Top 10%	38.0	13.7	.14	15	28	40	48	60	10,133	-.8	.466	-.058

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.