



NSSE 2023

Engagement Indicators

St. Olaf College

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right. The specific items within each EI are listed below, starting on page 5.

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

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions

Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of all current- and prior-year institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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

Engagement Indicators: Overview

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

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

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Criterion	Your first-year students compared with ACM/GLCA	Your first-year students compared with Carnegie
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 Criterion	Your seniors compared with ACM/GLCA	Your seniors compared with Carnegie
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

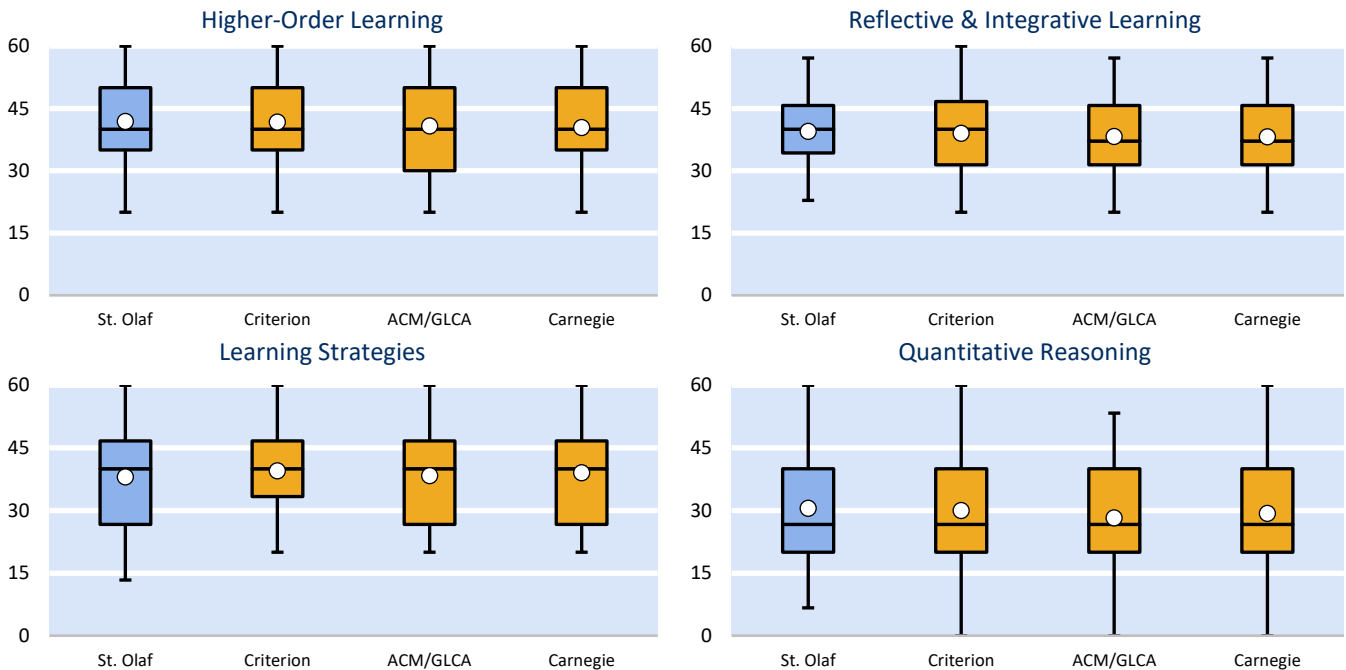
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	St. Olaf Mean	Your first-year students compared with					
		Criterion Mean	Effect size	ACM/GLCA Mean	Effect size	Carnegie Mean	Effect size
Higher-Order Learning	41.9	41.7	.01	40.8	.10	40.4 *	.12
Reflective & Integrative Learning	39.5	39.0	.04	38.3 *	.11	38.1 *	.12
Learning Strategies	38.0	39.5 *	-.12	38.4	-.03	39.0	-.08
Quantitative Reasoning	30.5	30.0	.04	28.3 *	.15	29.3	.08

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.

		Percentage point difference ^a between your FY students and		
	St. Olaf	Criterion	ACM/GLCA	Carnegie
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	-2	-0	+2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	81	+1	+4	+5
4d. Evaluating a point of view, decision, or information source	82	+4	+8	+7
4e. Forming a new idea or understanding from various pieces of information	84	+5	+8	+8
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	60	+1	+3	+3
2b. Connected your learning to societal problems or issues	70	+3	+7	+7
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	78	+9	+12	+12
2d. Examined the strengths and weaknesses of your own views on a topic or issue	73	+3	+4	+4
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	75	+0	+3	+1
2f. Learned something that changed the way you understand an issue or concept	72	-1	-0	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	88	+1	+2	+4
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	85	+0	+2	+4
9b. Reviewed your notes after class	56	-7	-4	-8
9c. Summarized what you learned in class or from course materials	64	-2	+1	-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.)	50	-4	-0	-3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	+0	+5	+1
6c. Evaluated what others have concluded from numerical information	51	+5	+9	+7

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

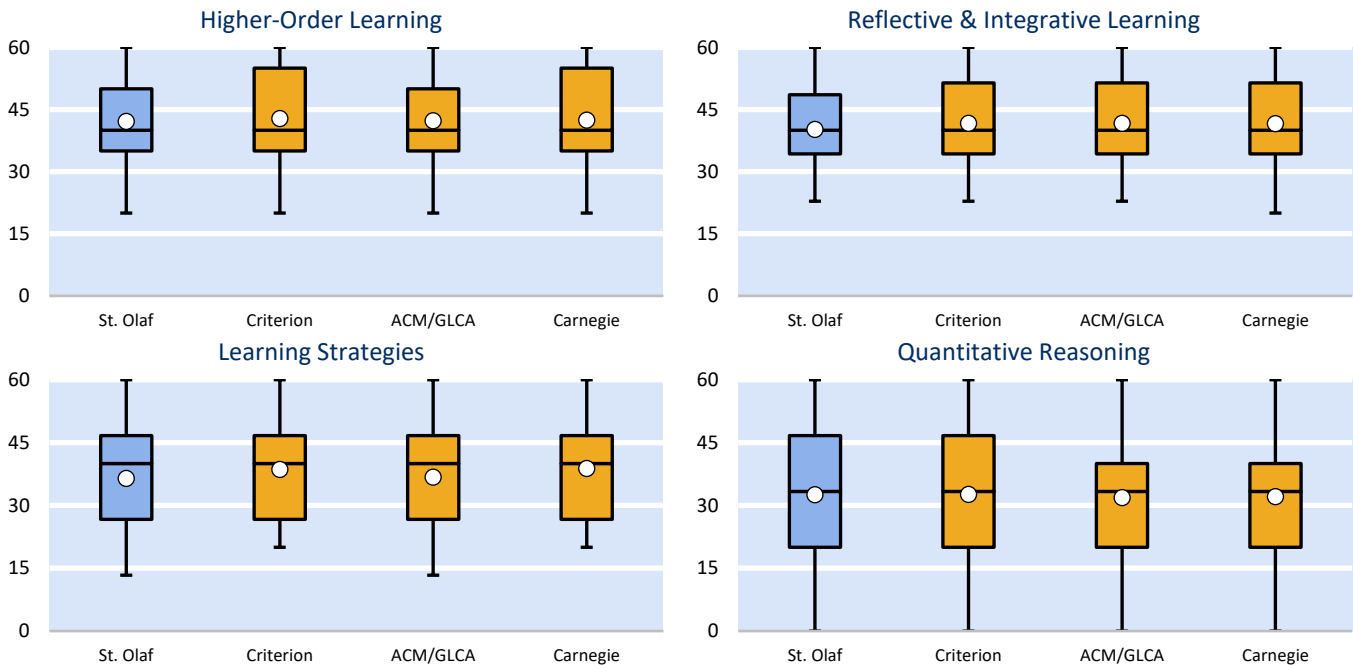
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	St. Olaf Mean	Your seniors compared with					
		Criterion		ACM/GLCA		Carnegie	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.2	42.8	-.06	42.3	-.01	42.4	-.02
Reflective & Integrative Learning	40.2	41.7	-.13	41.6	-.12	41.6	-.12
Learning Strategies	36.4	38.6 *	-.16	36.8	-.02	38.8 *	-.17
Quantitative Reasoning	32.5	32.6	-.01	31.8	.04	32.0	.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).

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.

		Percentage point difference ^a between your seniors and		
	St. Olaf	Criterion	ACM/GLCA	Carnegie
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	79	-1	-0	-0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	84	+2	+4	+3
4d. Evaluating a point of view, decision, or information source	83	+5	+4	+5
4e. Forming a new idea or understanding from various pieces of information	79	-2	-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	68	-7	-5	-6
2b. Connected your learning to societal problems or issues	74	-1	-2	-0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	72	+2	-0	+2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	-3	-4	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	78	+2	+1	+1
2f. Learned something that changed the way you understand an issue or concept	76	-2	-1	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	86	-3	-3	-2
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	84	-3	-3	-1
9b. Reviewed your notes after class	49	-4	+1	-7
9c. Summarized what you learned in class or from course materials	57	-7	-0	-7
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.)	56	-1	+1	-0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49	-0	+1	-0
6c. Evaluated what others have concluded from numerical information	52	-3	+1	-1

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

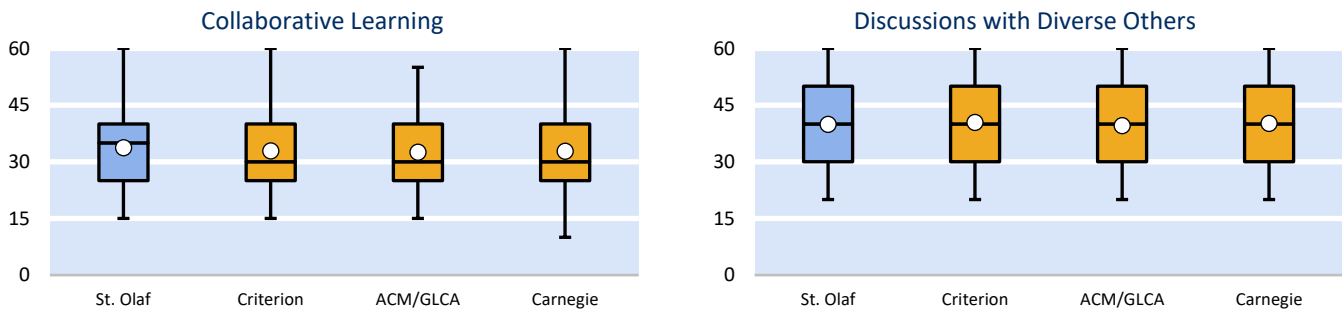
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	St. Olaf Mean	Your first-year students compared with					
		Criterion Mean	Effect size	ACM/GLCA Mean	Effect size	Carnegie Mean	Effect size
Collaborative Learning	33.7	32.9	.06	32.5	.10	32.8	.07
Discussions with Diverse Others	39.9	40.4	-.04	39.5	.03	40.1	-.02

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

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	St. Olaf	Percentage point difference ^a between your FY students and		
	%	Criterion	ACM/GLCA	Carnegie
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	58	+9	+9	+8
1c. Explained course material to one or more students	58	+1	+3	+2
1d. Prepared for exams by discussing or working through course material with other students	49	-1	+2	+0
1e. Worked with other students on course projects or assignments	63	+6	+3	+5
Discussions with Diverse Others				
<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	80	+4	+6	+6
8b. People from economic backgrounds other than your own	78	+1	+1	+2
8c. People with religious beliefs other than your own	75	+1	+3	+4
8d. People with political views other than your own	39	-12	-10	-17

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Learning with Peers: Seniors

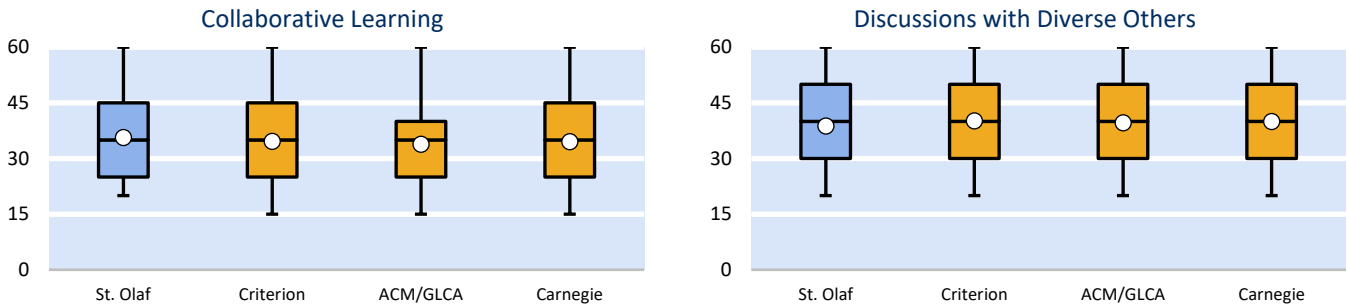
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Mean Comparisons

Engagement Indicator	St. Olaf Mean	Your seniors compared with					
		Criterion		ACM/GLCA		Carnegie	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.7	34.7	.07	33.9	.13	34.5	.09
Discussions with Diverse Others	38.8	40.2	-.11	39.6	-.06	40.0	-.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).

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Engagement Indicator	St. Olaf %	Percentage point difference ^a between your seniors and		
		Criterion	ACM/GLCA	Carnegie
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	47	-0	+2	+0
1c. Explained course material to one or more students	61	-1	-1	-2
1d. Prepared for exams by discussing or working through course material with other students	52	+2	+5	+3
1e. Worked with other students on course projects or assignments	77	+9	+9	+9
Discussions with Diverse Others				
<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	73	-3	-1	+0
8b. People from economic backgrounds other than your own	74	-3	-2	-2
8c. People with religious beliefs other than your own	71	+1	+5	+3
8d. People with political views other than your own	41	-10	-9	-15

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Experiences with Faculty: First-year students

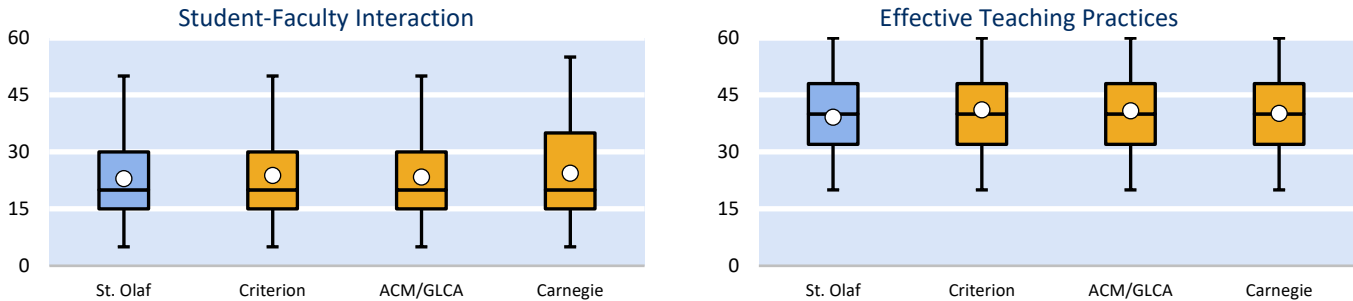
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	St. Olaf Mean	Your first-year students compared with					
		Criterion		ACM/GLCA		Carnegie	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.9	23.7	-.06	23.4	-.03	24.4	-.10
Effective Teaching Practices	39.2	41.1 **	-.17	40.8 *	-.14	40.2	-.08

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Student-Faculty Interaction	St. Olaf %	Percentage point difference ^a between your FY students and		
		Criterion	ACM/GLCA	Carnegie
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	31	-2	-2	-8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	+1	+2	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	-5	-3	-3
3d. Discussed your academic performance with a faculty member	33	-0	+1	-3
<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	80	-2	-3	+0
5b. Taught course sessions in an organized way	79	-3	-2	+0
5c. Used examples or illustrations to explain difficult points	78	-1	+0	+2
5d. Provided feedback on a draft or work in progress	62	-7	-10	-8
5e. Provided prompt and detailed feedback on tests or completed assignments	65	-5	-5	-2

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Experiences with Faculty: Seniors

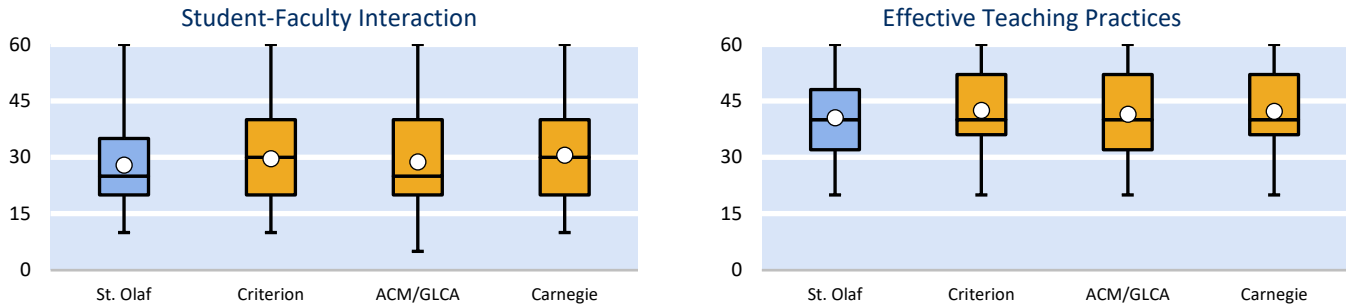
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	27.9	29.6	-.11	28.8	-.06	30.5 **	-.18
Effective Teaching Practices	40.5	42.4 *	-.17	41.4	-.07	42.2 *	-.14

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3a. Talked about career plans with a faculty member	46	-5	-3	-9
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	37	-0	+1	-3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	40	-9	-5	-9
3d. Discussed your academic performance with a faculty member	31	-7	-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	82	-3	-1	-2
5b. Taught course sessions in an organized way	80	-5	-2	-3
5c. Used examples or illustrations to explain difficult points	84	+1	+3	+2
5d. Provided feedback on a draft or work in progress	65	-8	-6	-8
5e. Provided prompt and detailed feedback on tests or completed assignments	68	-5	-1	-4

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

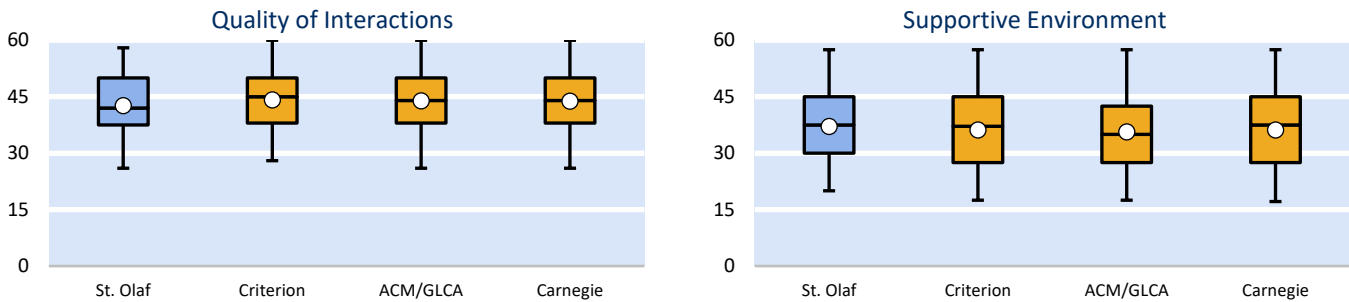
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	St. Olaf Mean	Your first-year students compared with					
		Criterion Mean	Effect size	ACM/GLCA Mean	Effect size	Carnegie Mean	Effect size
Quality of Interactions	42.6	44.2 **	-.17	43.9 *	-.13	43.9 *	-.12
Supportive Environment	37.1	36.1	.08	35.7 *	.12	36.1	.08

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	St. Olaf	Percentage point difference ^a between your FY students and		
		Criterion	ACM/GLCA	Carnegie
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	51	-2	-6	-1
13b. Academic advisors	44	-10	-10	-11
13c. Faculty	55	-9	-6	-5
13d. Student services staff (career services, student activities, housing, etc.)	43	-4	-1	-4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	-2	-0	-2
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	87	+9	+8	+10
14c. Using learning support services (tutoring services, writing center, etc.)	88	+8	+10	+9
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	69	+9	+8	+8
14e. Providing opportunities to be involved socially	72	-1	-2	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	71	+5	+7	+5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	+2	+5	+0
14h. Attending campus activities and events (performing arts, athletic events, etc.)	63	-4	-2	-4
14i. Attending events that address important social, economic, or political issues	54	-3	-1	-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.

Campus Environment: Seniors

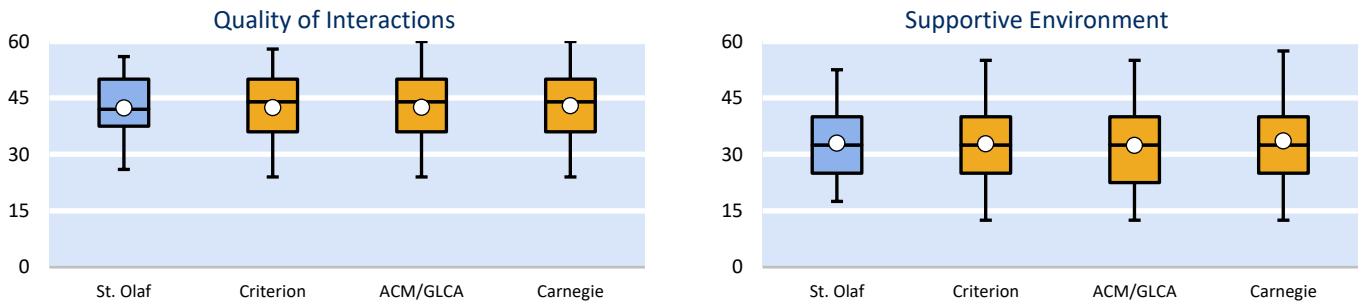
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	St. Olaf Mean	Your seniors compared with					
		Criterion Mean	Effect size	ACM/GLCA Mean	Effect size	Carnegie Mean	Effect size
Quality of Interactions	42.4	42.5	-.01	42.5	-.02	42.9	-.06
Supportive Environment	33.0	32.8	.01	32.4	.05	33.6	-.05

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

Score Distributions



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

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	St. Olaf %	Percentage point difference ^a between your seniors and		
		Criterion	ACM/GLCA	Carnegie
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	51	-1	-0	-2
13b. Academic advisors	56	-1	-6	-4
13c. Faculty	59	-7	-3	-6
13d. Student services staff (career services, student activities, housing, etc.)	32	-5	-4	-6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	31	-5	-7	-7
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	79	+5	+7	+6
14c. Using learning support services (tutoring services, writing center, etc.)	78	+8	+8	+7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	+6	+3	+3
14e. Providing opportunities to be involved socially	62	-4	-6	-7
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	55	-1	+4	-2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	21	-4	-2	-6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	-1	+1	-3
14i. Attending events that address important social, economic, or political issues	48	-6	-3	-5

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2022 and 2023 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2022 and 2023 NSSE institutions.

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

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

First-Year Students		St. Olaf Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.9	39.5 ***	.18	✓	42.2	-.03	✓
	Reflective and Integrative Learning	39.5	37.2 ***	.19	✓	39.9	-.03	✓
	Learning Strategies	38.0	39.8 *	-.13		42.8 ***	-.34	
	Quantitative Reasoning	30.5	30.7	-.01	✓	33.4 ***	-.19	
Learning with Peers	Collaborative Learning	33.7	33.2	.03	✓	36.5 ***	-.21	
	Discussions with Diverse Others	39.9	40.5	-.04	✓	43.6 ***	-.27	
Experiences with Faculty	Student-Faculty Interaction	22.9	25.4 ***	-.16		29.3 ***	-.41	
	Effective Teaching Practices	39.2	40.1	-.07	✓	43.3 ***	-.31	
Campus Environment	Quality of Interactions	42.6	45.2 ***	-.23		48.1 ***	-.46	
	Supportive Environment	37.1	36.8	.03	✓	39.6 ***	-.20	

Seniors		St. Olaf Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	42.2	42.1	.01	✓	44.7 **	-.20	
	Reflective and Integrative Learning	40.2	40.6	-.03	✓	43.1 ***	-.24	
	Learning Strategies	36.4	40.9 ***	-.31		43.6 ***	-.51	
	Quantitative Reasoning	32.5	32.7	-.01	✓	36.3 ***	-.23	
Learning with Peers	Collaborative Learning	35.7	34.7	.07	✓	38.1 **	-.18	
	Discussions with Diverse Others	38.8	41.1 *	-.14		43.9 ***	-.35	
Experiences with Faculty	Student-Faculty Interaction	27.9	29.6	-.11		34.3 ***	-.40	
	Effective Teaching Practices	40.5	42.1 *	-.12		44.7 ***	-.32	
Campus Environment	Quality of Interactions	42.4	45.4 ***	-.25		47.9 ***	-.44	
	Supportive Environment	33.0	34.6 *	-.11		37.7 ***	-.34	

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

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

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
St. Olaf (N = 342)	41.9	11.4	.62	20	35	40	50	60				
Criterion	41.7	11.7	.15	20	35	40	50	60	6,665	.1	.819	.013
ACM/GLCA	40.8	11.8	.27	20	30	40	50	60	2,312	1.1	.105	.095
Carnegie	40.4	12.4	.10	20	35	40	50	60	14,596	1.4	.032	.117
Top 50%	39.5	13.2	.03	20	30	40	50	60	342	2.4	.000	.179
Top 10%	42.2	12.8	.08	20	35	40	55	60	352	-.4	.570	-.028
Reflective & Integrative Learning												
St. Olaf (N = 363)	39.5	10.5	.55	23	34	40	46	57				
Criterion	39.0	11.2	.14	20	31	40	47	60	408	.5	.393	.043
ACM/GLCA	38.3	11.3	.25	20	31	37	46	57	519	1.2	.040	.111
Carnegie	38.1	11.6	.09	20	31	37	46	57	383	1.3	.016	.117
Top 50%	37.2	12.0	.03	20	29	37	46	60	364	2.2	.000	.188
Top 10%	39.9	11.8	.07	20	31	40	49	60	375	-.4	.516	-.031
Learning Strategies												
St. Olaf (N = 314)	38.0	13.4	.76	13	27	40	47	60				
Criterion	39.5	12.9	.17	20	33	40	47	60	6,168	-1.5	.044	-.117
ACM/GLCA	38.4	12.9	.30	20	27	40	47	60	2,171	-.4	.655	-.027
Carnegie	39.0	13.2	.11	20	27	40	47	60	13,510	-1.0	.177	-.077
Top 50%	39.8	13.9	.03	20	27	40	53	60	174,639	-1.7	.026	-.126
Top 10%	42.8	14.0	.07	20	33	40	60	60	36,725	-4.8	.000	-.341
Quantitative Reasoning												
St. Olaf (N = 323)	30.5	14.5	.81	7	20	27	40	60				
Criterion	30.0	15.2	.20	0	20	27	40	60	6,234	.6	.521	.037
ACM/GLCA	28.3	14.8	.34	0	20	27	40	53	2,205	2.3	.011	.153
Carnegie	29.3	15.3	.13	0	20	27	40	60	13,707	1.2	.155	.080
Top 50%	30.7	15.3	.03	7	20	27	40	60	212,518	-.1	.862	-.010
Top 10%	33.4	15.4	.08	7	20	33	40	60	34,426	-2.9	.001	-.187
Learning with Peers												
Collaborative Learning												
St. Olaf (N = 382)	33.7	13.1	.67	15	25	35	40	60				
Criterion	32.9	13.1	.15	15	25	30	40	60	7,644	.8	.233	.063
ACM/GLCA	32.5	12.4	.26	15	25	30	40	55	2,596	1.2	.086	.095
Carnegie	32.8	13.2	.10	10	25	30	40	60	16,986	.9	.167	.071
Top 50%	33.2	13.9	.03	10	25	35	40	60	382	.5	.471	.035
Top 10%	36.5	13.7	.06	15	25	35	45	60	48,103	-2.8	.000	-.206
Discussions with Diverse Others												
St. Olaf (N = 316)	39.9	12.6	.71	20	30	40	50	60				
Criterion	40.4	13.2	.17	20	30	40	50	60	354	-.5	.509	-.036
ACM/GLCA	39.5	13.0	.30	20	30	40	50	60	2,183	.4	.636	.029
Carnegie	40.1	13.8	.12	20	30	40	50	60	334	-.2	.751	-.017
Top 50%	40.5	14.8	.03	20	30	40	55	60	317	-.6	.387	-.041
Top 10%	43.6	13.9	.09	20	35	40	60	60	326	-3.7	.000	-.268

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
St. Olaf (N = 350)	22.9	13.6	.73	5	15	20	30	50				
Criterion	23.7	13.8	.17	5	15	20	30	50	6,880	-.8	.284	-.059
ACM/GLCA	23.4	13.5	.30	5	15	20	30	50	2,357	-.5	.547	-.035
Carnegie	24.4	14.2	.12	5	15	20	35	55	15,089	-1.5	.059	-.102
Top 50%	25.4	15.3	.04	5	15	25	35	60	351	-2.4	.001	-.159
Top 10%	29.3	15.3	.12	5	20	25	40	60	368	-6.3	.000	-.414
Effective Teaching Practices												
St. Olaf (N = 338)	39.2	11.3	.62	20	32	40	48	60				
Criterion	41.1	11.5	.14	20	32	40	48	60	6,606	-1.9	.003	-.167
ACM/GLCA	40.8	11.4	.26	20	32	40	48	60	2,311	-1.6	.015	-.143
Carnegie	40.2	12.3	.10	20	32	40	48	60	14,518	-1.0	.141	-.081
Top 50%	40.1	13.5	.03	16	32	40	52	60	339	-1.0	.117	-.072
Top 10%	43.3	13.3	.09	20	36	44	56	60	353	-4.1	.000	-.308
Campus Environment												
Quality of Interactions												
St. Olaf (N = 306)	42.6	10.1	.57	26	38	42	50	58				
Criterion	44.2	9.5	.13	28	38	45	50	60	5,939	-1.6	.005	-.166
ACM/GLCA	43.9	9.6	.23	26	38	44	50	60	2,084	-1.3	.034	-.131
Carnegie	43.9	10.3	.09	26	38	44	50	60	12,953	-1.2	.037	-.120
Top 50%	45.2	11.5	.03	24	38	46	54	60	307	-2.6	.000	-.230
Top 10%	48.1	12.1	.08	24	42	50	60	60	317	-5.5	.000	-.458
Supportive Environment												
St. Olaf (N = 310)	37.1	11.1	.63	20	30	38	45	58				
Criterion	36.1	12.1	.16	18	28	37	45	58	350	1.0	.124	.083
ACM/GLCA	35.7	12.1	.28	18	28	35	43	58	444	1.5	.034	.122
Carnegie	36.1	12.4	.11	17	28	38	45	58	328	1.0	.118	.081
Top 50%	36.8	13.1	.04	15	28	38	45	60	311	.4	.536	.030
Top 10%	39.6	12.8	.10	20	30	40	50	60	326	-2.5	.000	-.196

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												
St. Olaf (N = 231)	42.2	12.1	.80	20	35	40	50	60				
Criterion	42.8	12.1	.18	20	35	40	55	60	4,620	-.7	.404	-.056
ACM/GLCA	42.3	12.5	.33	20	35	40	50	60	1,622	-.1	.872	-.011
Carnegie	42.4	12.4	.13	20	35	40	55	60	10,000	-.3	.744	-.022
Top 50%	42.1	13.7	.03	20	35	40	55	60	231	.1	.902	.007
Top 10%	44.7	12.8	.10	20	40	45	60	60	237	-2.6	.002	-.199
Reflective & Integrative Learning												
St. Olaf (N = 233)	40.2	11.5	.75	23	34	40	49	60				
Criterion	41.7	11.6	.17	23	34	40	51	60	4,882	-1.5	.061	-.126
ACM/GLCA	41.6	11.7	.31	23	34	40	51	60	1,695	-1.4	.085	-.122
Carnegie	41.6	11.8	.12	20	34	40	51	60	10,617	-1.4	.078	-.117
Top 50%	40.6	12.5	.03	20	31	40	51	60	233	-.4	.622	-.030
Top 10%	43.1	11.8	.10	23	34	43	54	60	240	-2.9	.000	-.241
Learning Strategies												
St. Olaf (N = 212)	36.4	12.8	.88	13	27	40	47	60				
Criterion	38.6	13.4	.21	20	27	40	47	60	4,353	-2.1	.023	-.160
ACM/GLCA	36.8	13.2	.36	13	27	40	47	60	1,532	-.3	.745	-.024
Carnegie	38.8	13.5	.14	20	27	40	47	60	9,426	-2.3	.013	-.174
Top 50%	40.9	14.5	.03	20	33	40	53	60	211	-4.5	.000	-.312
Top 10%	43.6	14.1	.09	20	33	40	60	60	215	-7.1	.000	-.505
Quantitative Reasoning												
St. Olaf (N = 213)	32.5	16.9	1.16	0	20	33	47	60				
Criterion	32.6	17.0	.26	0	20	33	47	60	4,393	-.1	.908	-.008
ACM/GLCA	31.8	16.9	.46	0	20	33	40	60	1,553	.7	.594	.039
Carnegie	32.0	16.9	.18	0	20	33	40	60	9,532	.4	.702	.026
Top 50%	32.7	16.5	.04	7	20	33	40	60	205,149	-.2	.871	-.011
Top 10%	36.3	16.2	.13	7	20	40	47	60	16,662	-3.8	.001	-.233
Learning with Peers												
Collaborative Learning												
St. Olaf (N = 246)	35.7	12.7	.81	20	25	35	45	60				
Criterion	34.7	13.6	.20	15	25	35	45	60	5,118	1.0	.261	.073
ACM/GLCA	33.9	13.5	.35	15	25	35	40	60	1,753	1.8	.055	.132
Carnegie	34.5	13.5	.13	15	25	35	45	60	11,105	1.1	.185	.085
Top 50%	34.7	14.2	.04	10	25	35	45	60	246	1.0	.241	.067
Top 10%	38.1	13.6	.09	15	30	40	50	60	22,439	-2.4	.005	-.180
Discussions with Diverse Others												
St. Olaf (N = 210)	38.8	13.0	.90	20	30	40	50	60				
Criterion	40.2	13.1	.20	20	30	40	50	60	4,382	-1.4	.135	-.106
ACM/GLCA	39.6	13.4	.37	20	30	40	50	60	1,544	-.8	.420	-.060
Carnegie	40.0	13.5	.14	20	30	40	50	60	9,488	-1.2	.200	-.089
Top 50%	41.1	15.6	.04	15	30	40	55	60	210	-2.3	.013	-.145
Top 10%	43.9	14.8	.11	20	35	45	60	60	215	-5.1	.000	-.348

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												
St. Olaf (N = 230)	27.9	14.1	.93	10	20	25	35	60				
Criterion	29.6	15.1	.23	10	20	30	40	60	4,720	-1.7	.097	-.112
ACM/GLCA	28.8	14.8	.39	5	20	25	40	60	1,645	-.9	.390	-.061
Carnegie	30.5	15.2	.15	10	20	30	40	60	242	-2.7	.005	-.176
Top 50%	29.6	16.2	.06	5	20	30	40	60	231	-1.7	.067	-.105
Top 10%	34.3	15.8	.17	10	20	35	45	60	245	-6.4	.000	-.404
Effective Teaching Practices												
St. Olaf (N = 225)	40.5	11.9	.79	20	32	40	48	60				
Criterion	42.4	11.9	.18	20	36	40	52	60	4,588	-2.0	.015	-.166
ACM/GLCA	41.4	12.4	.33	20	32	40	52	60	1,611	-.9	.306	-.074
Carnegie	42.2	12.4	.13	20	36	40	52	60	9,954	-1.7	.041	-.138
Top 50%	42.1	13.8	.04	20	32	40	56	60	225	-1.7	.036	-.122
Top 10%	44.7	13.4	.10	20	36	44	56	60	231	-4.2	.000	-.317
Campus Environment												
Quality of Interactions												
St. Olaf (N = 213)	42.4	9.9	.68	26	38	42	50	56				
Criterion	42.5	10.1	.16	24	36	44	50	58	4,311	-.1	.866	-.012
ACM/GLCA	42.5	10.4	.29	24	36	44	50	60	1,509	-.2	.831	-.016
Carnegie	42.9	10.2	.11	24	36	44	50	60	9,309	-.6	.421	-.056
Top 50%	45.4	12.1	.03	22	38	48	55	60	213	-3.0	.000	-.249
Top 10%	47.9	12.5	.07	22	40	50	60	60	216	-5.5	.000	-.442
Supportive Environment												
St. Olaf (N = 211)	33.0	10.4	.71	18	25	33	40	53				
Criterion	32.8	12.1	.19	13	25	33	40	55	241	.2	.808	.015
ACM/GLCA	32.4	12.6	.35	13	23	33	40	55	320	.6	.467	.047
Carnegie	33.6	12.6	.13	13	25	33	40	58	225	-.6	.411	-.048
Top 50%	34.6	14.3	.04	10	25	35	45	60	212	-1.6	.030	-.109
Top 10%	37.7	13.9	.13	15	28	38	48	60	225	-4.7	.000	-.337

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.