



NSSE 2018

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.

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 2017 and 2018 participating institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

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

Seniors

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

Academic Challenge: First-year students

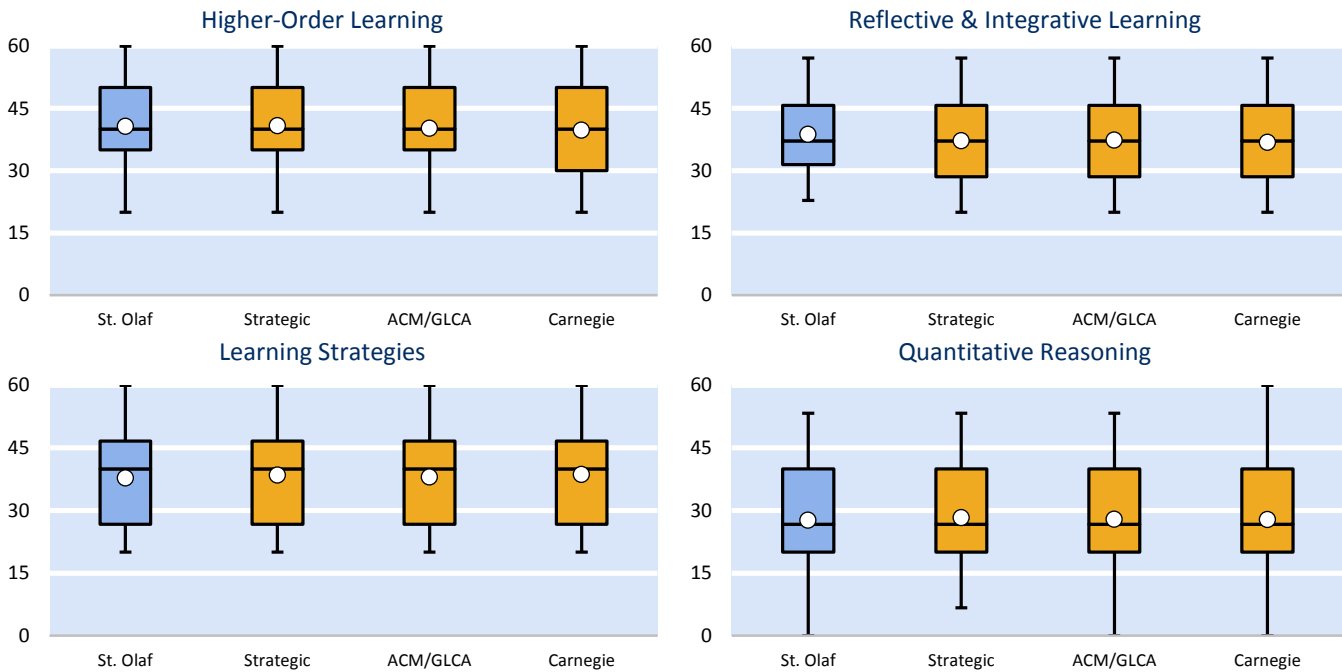
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	St. Olaf Mean	Your first-year students compared with					
		Strategic		ACM/GLCA		Carnegie	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.7	40.8	-.01	40.2	.04	39.7	.08
Reflective & Integrative Learning	38.8	37.2 *	.14	37.3 *	.13	36.8 ***	.17
Learning Strategies	37.8	38.5	-.05	38.0	-.02	38.6	-.06
Quantitative Reasoning	27.6	28.2	-.04	27.9	-.02	27.8	-.01

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.

	St. Olaf	Percentage point difference ^a between your FY students and		
Higher-Order Learning		Strategic	ACM/GLCA	Carnegie
<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	76	-4	-0	+2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	-1	+1	+3
4d. Evaluating a point of view, decision, or information source	79	+3	+4	+4
4e. Forming a new idea or understanding from various pieces of information	76	-0	+1	+2
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	56	+2	+1	+2
2b. Connected your learning to societal problems or issues	64	+1	+2	+5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	68	+9	+8	+10
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	+3	+2	+2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	80	+9	+5	+7
2f. Learned something that changed the way you understand an issue or concept	79	+6	+7	+9
2g. Connected ideas from your courses to your prior experiences and knowledge	89	+5	+6	+7
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	87	+1	+3	+5
9b. Reviewed your notes after class	55	-4	-3	-7
9c. Summarized what you learned in class or from course materials	55	-5	-6	-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.)	50	-0	+0	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37	-1	-2	-2
6c. Evaluated what others have concluded from numerical information	42	-2	+1	+2

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

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

Academic Challenge: Seniors

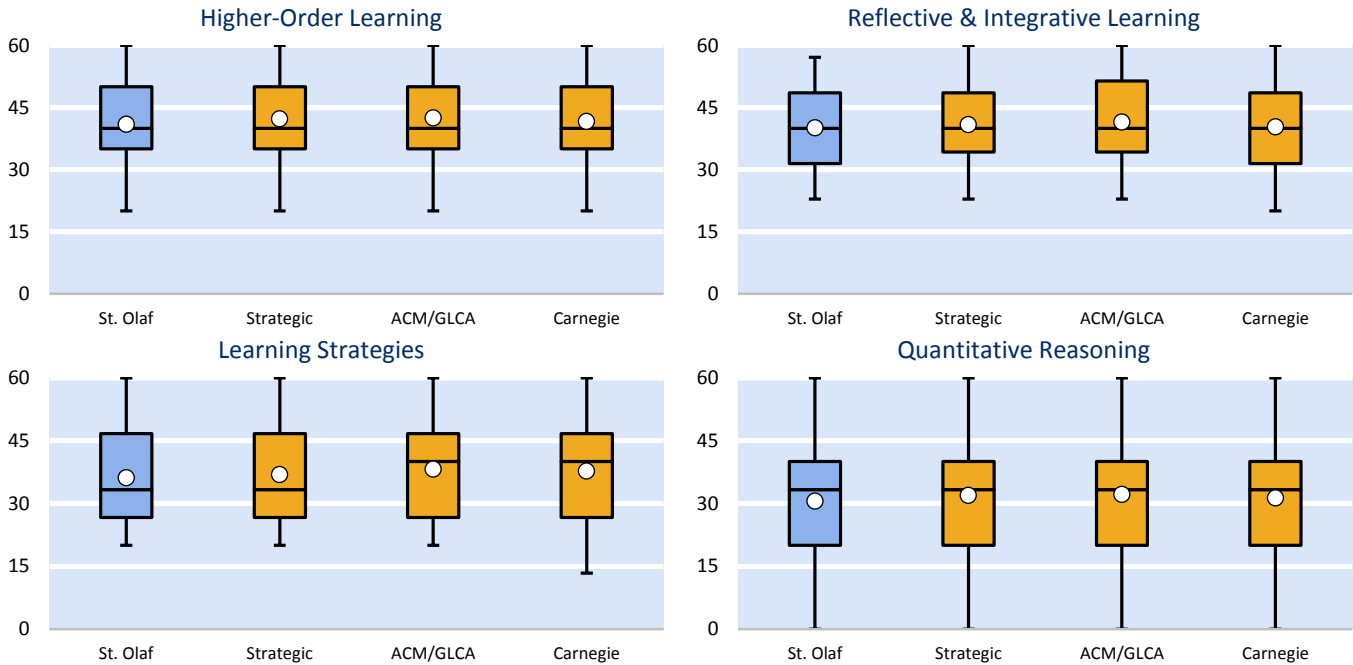
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Mean Comparisons

Engagement Indicator	St. Olaf Mean	Your seniors compared with					
		Strategic Mean	Strategic Effect size	ACM/GLCA Mean	ACM/GLCA Effect size	Carnegie Mean	Carnegie Effect size
Higher-Order Learning	41.0	42.3	-.11	42.5 *	-.13	41.6	-.05
Reflective & Integrative Learning	40.0	40.8	-.07	41.4	-.12	40.3	-.02
Learning Strategies	36.1	36.9	-.06	38.2 *	-.16	37.7	-.11
Quantitative Reasoning	30.5	31.9	-.09	32.2	-.10	31.3	-.05

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

Score Distributions



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

Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

		Percentage point difference ^a between your seniors and		
	St. Olaf	Strategic	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	-4	-4	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	82	+0	+1	+3
4d. Evaluating a point of view, decision, or information source	79	+0	+0	+2
4e. Forming a new idea or understanding from various pieces of information	75	-4	-5	-2
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	71	-3	-5	-2
2b. Connected your learning to societal problems or issues	72	-2	-2	+2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	64	-2	-1	+1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	75	+2	+0	+4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	77	+1	-1	+1
2f. Learned something that changed the way you understand an issue or concept	72	-8	-6	-4
2g. Connected ideas from your courses to your prior experiences and knowledge	87	-3	-1	+0
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	88	-2	+0	+2
9b. Reviewed your notes after class	45	+1	-5	-7
9c. Summarized what you learned in class or from course materials	52	-3	-8	-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.)	51	-6	-7	-5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	-4	-6	-3
6c. Evaluated what others have concluded from numerical information	55	-1	-0	+3

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Learning with Peers: First-year students

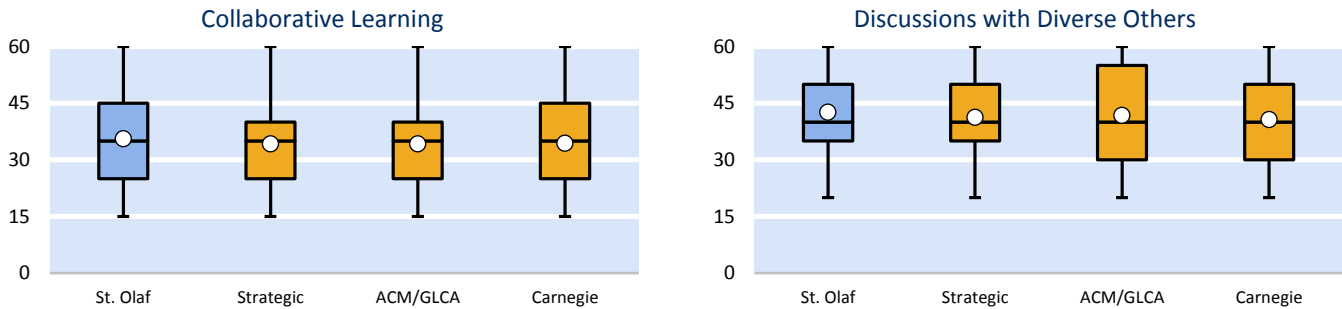
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	St. Olaf Mean	Your first-year students compared with					
		Strategic		ACM/GLCA		Carnegie	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.6	34.2	.10	34.1 *	.11	34.4	.09
Discussions with Diverse Others	42.6	41.2	.11	41.7	.07	40.6 **	.14

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	St. Olaf	Percentage point difference ^a between your FY students and		
		Strategic	ACM/GLCA	Carnegie
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1e. Asked another student to help you understand course material	61	+5	+4	+4
1f. Explained course material to one or more students	62	+0	+2	+1
1g. Prepared for exams by discussing or working through course material with other students	58	+2	+4	+2
1h. Worked with other students on course projects or assignments	58	+2	-1	-0
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	80	+5	+3	+7
8b. People from an economic background other than your own	83	+6	+6	+7
8c. People with religious beliefs other than your own	84	+13	+9	+14
8d. People with political views other than your own	56	-6	-3	-7

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Learning with Peers: Seniors

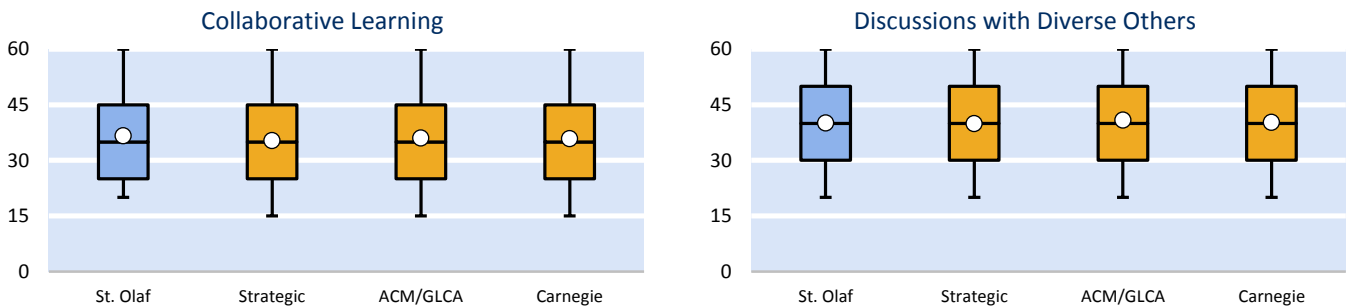
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Engagement Indicator	St. Olaf Mean	Your seniors compared with					
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Collaborative Learning	36.7	35.3	.10	36.1	.04	35.8	.06
Discussions with Diverse Others	40.1	39.9	.01	40.8	-.06	40.3	-.01

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Engagement Indicator	St. Olaf %	Percentage point difference ^a between your seniors and		
		Strategic	ACM/GLCA	Carnegie
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	55	+6	+4	+4
1f. Explained course material to one or more students	66	+2	-2	-1
1g. Prepared for exams by discussing or working through course material with other students	58	-1	-0	+0
1h. Worked with other students on course projects or assignments	79	+13	+10	+11
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	76	+2	+2	+5
8b. People from an economic background other than your own	80	+4	+0	+4
8c. People with religious beliefs other than your own	76	+13	+4	+8
8d. People with political views other than your own	40	-19	-14	-20

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Experiences with Faculty: First-year students

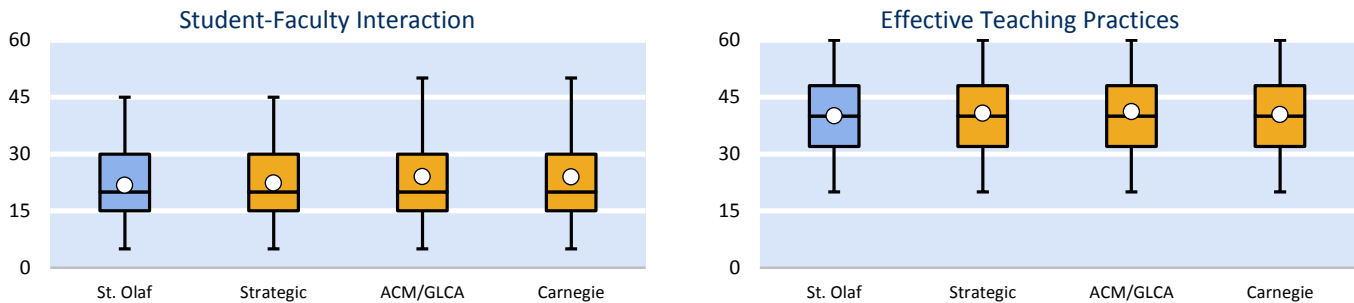
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		Strategic		ACM/GLCA		Carnegie	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.8	22.3	-.04	24.0 **	-.17	23.9 **	-.16
Effective Teaching Practices	40.1	40.7	-.06	41.1	-.09	40.4	-.02

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Student-Faculty Interaction	St. Olaf %	Percentage point difference ^a between your FY students and		
		Strategic	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	34	+4	-3	-4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	17	-1	-6	-6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	-3	-4	-3
3d. Discussed your academic performance with a faculty member	27	-4	-8	-8
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	83	+1	-0	+2
5b. Taught course sessions in an organized way	87	+2	+4	+7
5c. Used examples or illustrations to explain difficult points	81	+0	+1	+3
5d. Provided feedback on a draft or work in progress	64	-2	-6	-6
5e. Provided prompt and detailed feedback on tests or completed assignments	64	-3	-7	-4

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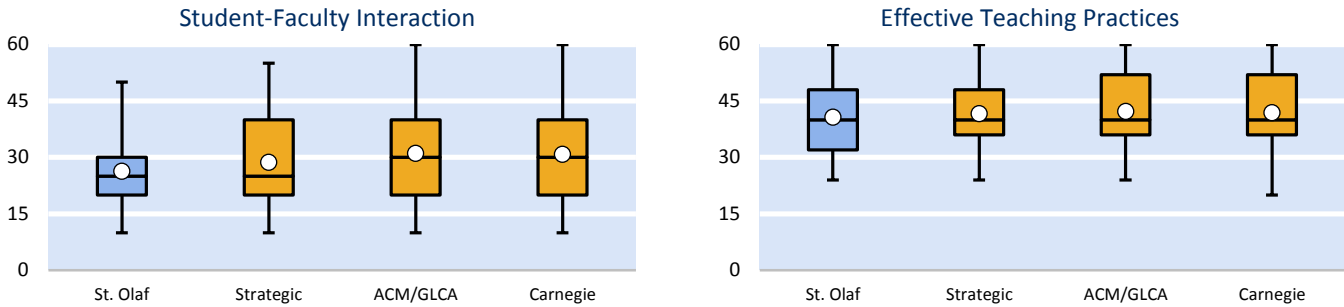
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Effective Teaching Practices	40.6	41.5	-.08	42.1 *	-.13	41.8	-.10

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3a. Talked about career plans with a faculty member	51	+1	-7	-6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	-8	-16	-14
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	38	-10	-14	-12
3d. Discussed your academic performance with a faculty member	26	-9	-15	-16
<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	88	+1	+3	+4
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5d. Provided feedback on a draft or work in progress	63	-2	-7	-6
5e. Provided prompt and detailed feedback on tests or completed assignments	64	-10	-10	-9

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

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

Campus Environment: First-year students

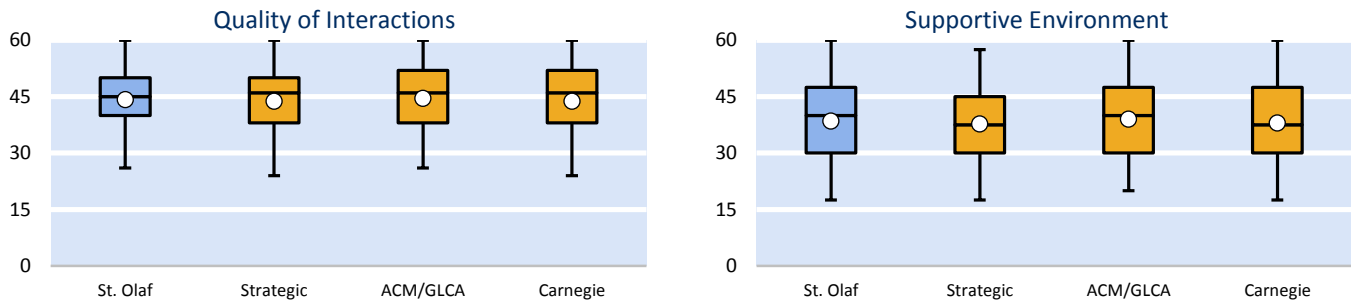
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	St. Olaf Mean	Your first-year students compared with					
		Strategic		ACM/GLCA		Carnegie	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.2	43.8	.04	44.6	-.03	43.8	.04
Supportive Environment	38.5	37.7	.06	39.0	-.05	38.0	.04

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		
		Strategic	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	58	+5	+3	+5
13b. Academic advisors	46	-2	-11	-7
13c. Faculty	65	+0	+4	+5
13d. Student services staff (career services, student activities, housing, etc.)	51	+1	+1	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	53	+6	+3	+5
<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	85	+4	+1	+4
14c. Using learning support services (tutoring services, writing center, etc.)	82	+5	-1	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	70	+5	+1	+6
14e. Providing opportunities to be involved socially	76	-2	-1	+1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	-1	-1	+1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	+2	-2	-2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	69	+5	-1	+1
14i. Attending events that address important social, economic, or political issues	62	-6	-7	-2

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

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

Campus Environment: Seniors

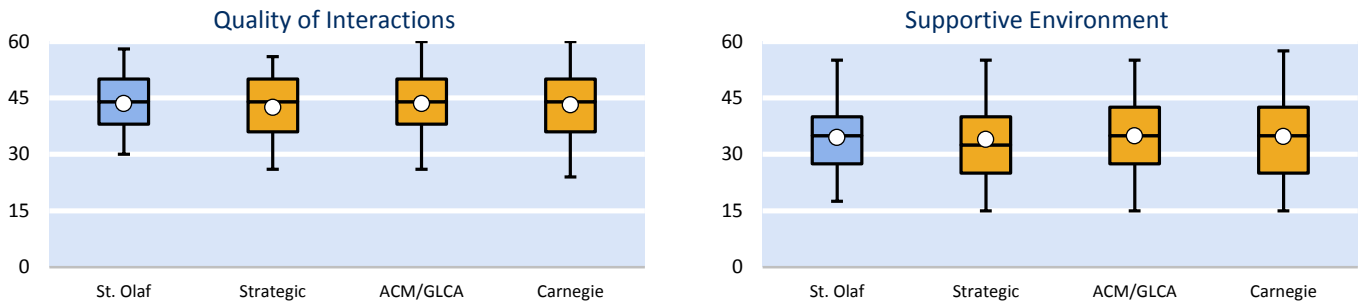
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	St. Olaf Mean	Your seniors compared with					
		Strategic Effect size		ACM/GLCA Effect size		Carnegie Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.5	42.5	.11	43.5	.00	43.2	.04
Supportive Environment	34.5	34.0	.05	34.9	-.03	34.7	-.01

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		
		Strategic	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	49	-6	-6	-6
13b. Academic advisors	62	+4	-5	+0
13c. Faculty	62	-6	-4	-3
13d. Student services staff (career services, student activities, housing, etc.)	43	+8	+6	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	+4	-1	-0
<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	79	+3	+0	+2
14c. Using learning support services (tutoring services, writing center, etc.)	69	+4	-6	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	+2	-2	-1
14e. Providing opportunities to be involved socially	73	+5	+4	+4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	66	+1	+5	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	24	+0	-4	-5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	64	+5	+1	+2
14i. Attending events that address important social, economic, or political issues	64	-0	-1	+3

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2017 and 2018 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2017 and 2018 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	St. Olaf Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.7	38.9 **	.13	✓	40.5	.01	✓
	Reflective and Integrative Learning	38.8	36.5 ***	.19	✓	38.1	.06	✓
	Learning Strategies	37.8	39.5 *	-.13		41.6 ***	-.27	
	Quantitative Reasoning	27.6	28.7	-.07	✓	30.4 ***	-.18	
<i>Learning with Peers</i>	Collaborative Learning	35.6	35.1	.03	✓	37.2 *	-.12	
	Discussions with Diverse Others	42.6	41.4	.08	✓	43.4	-.06	✓
<i>Experiences with Faculty</i>	Student-Faculty Interaction	21.8	24.3 ***	-.17		27.2 ***	-.35	
	Effective Teaching Practices	40.1	40.3	-.02	✓	42.0 **	-.14	
<i>Campus Environment</i>	Quality of Interactions	44.2	43.9	.03	✓	45.9 **	-.14	
	Supportive Environment	38.5	37.9	.04	✓	39.7	-.09	✓

Seniors

Theme	Engagement Indicator	St. Olaf Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	41.0	41.3	-.03	✓	42.5 *	-.11	
	Reflective and Integrative Learning	40.0	39.6	.04	✓	41.1	-.09	✓
	Learning Strategies	36.1	40.2 ***	-.28		42.3 ***	-.44	
	Quantitative Reasoning	30.5	30.7	-.01	✓	32.7 *	-.14	
<i>Learning with Peers</i>	Collaborative Learning	36.7	35.7	.07	✓	38.1	-.11	
	Discussions with Diverse Others	40.1	41.9 *	-.12		43.8 ***	-.24	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	26.2	29.2 ***	-.19		33.3 ***	-.44	
	Effective Teaching Practices	40.6	41.1	-.04	✓	43.1 ***	-.18	
<i>Campus Environment</i>	Quality of Interactions	43.5	44.4	-.07	✓	46.5 ***	-.24	
	Supportive Environment	34.5	34.3	.02	✓	36.4 *	-.13	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2017 and 2018 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
St. Olaf (N = 345)	40.7	11.4	.61	20	35	40	50	60				
Strategic	40.8	11.5	.23	20	35	40	50	60	2,832	-.1	.823	-.013
ACM/GLCA	40.2	11.9	.21	20	35	40	50	60	3,686	.5	.463	.042
Carnegie	39.7	12.4	.08	20	30	40	50	60	22,041	1.0	.151	.078
Top 50%	38.9	13.1	.03	20	30	40	50	60	345	1.7	.005	.133
Top 10%	40.5	13.3	.05	20	30	40	50	60	349	.2	.780	.013
Reflective & Integrative Learning												
St. Olaf (N = 357)	38.8	10.4	.55	23	31	37	46	57				
Strategic	37.2	11.3	.22	20	29	37	46	57	2,954	1.6	.012	.142
ACM/GLCA	37.3	11.2	.19	20	29	37	46	57	3,855	1.4	.019	.130
Carnegie	36.8	11.5	.08	20	29	37	46	57	370	2.0	.000	.171
Top 50%	36.5	11.8	.02	17	29	37	43	57	357	2.3	.000	.195
Top 10%	38.1	12.0	.05	20	29	37	46	60	362	.7	.207	.058
Learning Strategies												
St. Olaf (N = 342)	37.8	12.9	.70	20	27	40	47	60				
Strategic	38.5	12.8	.27	20	27	40	47	60	2,626	-.7	.357	-.053
ACM/GLCA	38.0	12.9	.23	20	27	40	47	60	3,489	-.2	.786	-.015
Carnegie	38.6	13.1	.09	20	27	40	47	60	20,467	-.8	.243	-.064
Top 50%	39.5	13.7	.03	20	27	40	53	60	212,378	-1.7	.019	-.127
Top 10%	41.6	14.1	.06	20	33	40	53	60	346	-3.8	.000	-.273
Quantitative Reasoning												
St. Olaf (N = 338)	27.6	14.8	.81	0	20	27	40	53				
Strategic	28.2	14.3	.29	7	20	27	40	53	2,797	-.6	.460	-.043
ACM/GLCA	27.9	14.9	.26	0	20	27	40	53	3,612	-.3	.743	-.019
Carnegie	27.8	15.0	.10	0	20	27	40	60	21,525	-.1	.858	-.010
Top 50%	28.7	15.2	.03	0	20	27	40	60	277,230	-1.0	.215	-.067
Top 10%	30.4	15.3	.06	7	20	27	40	60	68,103	-2.7	.001	-.180
Learning with Peers												
Collaborative Learning												
St. Olaf (N = 365)	35.6	13.0	.68	15	25	35	45	60				
Strategic	34.2	13.1	.25	15	25	35	40	60	3,080	1.3	.065	.103
ACM/GLCA	34.1	12.9	.22	15	25	35	40	60	3,961	1.4	.045	.110
Carnegie	34.4	13.2	.09	15	25	35	45	60	24,169	1.2	.085	.091
Top 50%	35.1	13.6	.03	15	25	35	45	60	289,295	.4	.537	.032
Top 10%	37.2	13.6	.05	15	25	40	45	60	64,970	-1.7	.019	-.123
Discussions with Diverse Others												
St. Olaf (N = 340)	42.6	12.2	.66	20	35	40	50	60				
Strategic	41.2	12.8	.27	20	35	40	50	60	2,644	1.4	.060	.109
ACM/GLCA	41.7	13.4	.24	20	30	40	55	60	432	.9	.195	.068
Carnegie	40.6	13.9	.10	20	30	40	50	60	354	2.0	.003	.141
Top 50%	41.4	15.0	.03	15	30	40	55	60	340	1.2	.069	.080
Top 10%	43.4	14.8	.06	20	35	45	60	60	345	-.8	.210	-.056

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
St. Olaf (N = 354)	21.8	12.4	.66	5	15	20	30	45				
Strategic	22.3	13.2	.26	5	15	20	30	45	2,885	-.6	.449	-.043
ACM/GLCA	24.0	13.3	.23	5	15	20	30	50	3,784	-2.2	.002	-.170
Carnegie	23.9	13.9	.09	5	15	20	30	50	367	-2.2	.001	-.157
Top 50%	24.3	14.8	.04	5	15	20	35	55	355	-2.5	.000	-.168
Top 10%	27.2	15.8	.10	5	15	25	40	60	368	-5.5	.000	-.348
Effective Teaching Practices												
St. Olaf (N = 349)	40.1	11.2	.60	20	32	40	48	60				
Strategic	40.7	11.4	.23	20	32	40	48	60	2,846	-.6	.330	-.056
ACM/GLCA	41.1	11.6	.20	20	32	40	48	60	3,705	-1.1	.099	-.093
Carnegie	40.4	12.1	.08	20	32	40	48	60	22,080	-.3	.653	-.024
Top 50%	40.3	13.1	.03	20	32	40	52	60	350	-.2	.699	-.018
Top 10%	42.0	13.7	.06	20	32	40	52	60	355	-1.9	.002	-.140
Campus Environment												
Quality of Interactions												
St. Olaf (N = 326)	44.2	9.5	.53	26	40	45	50	60				
Strategic	43.8	10.4	.22	24	38	46	50	60	447	.5	.426	.044
ACM/GLCA	44.6	10.2	.18	26	38	46	52	60	3,388	-.3	.570	-.033
Carnegie	43.8	11.0	.08	24	38	46	52	60	340	.5	.389	.042
Top 50%	43.9	11.6	.03	22	38	46	52	60	327	.3	.509	.030
Top 10%	45.9	12.1	.07	22	40	48	56	60	335	-1.6	.002	-.136
Supportive Environment												
St. Olaf (N = 332)	38.5	11.8	.65	18	30	40	48	60				
Strategic	37.7	11.8	.25	18	30	38	45	58	2,519	.7	.290	.062
ACM/GLCA	39.0	11.8	.21	20	30	40	48	60	3,349	-.5	.422	-.046
Carnegie	38.0	12.5	.09	18	30	38	48	60	19,654	.5	.508	.037
Top 50%	37.9	13.2	.03	15	30	40	48	60	332	.5	.428	.039
Top 10%	39.7	13.1	.06	18	30	40	50	60	336	-1.2	.063	-.092

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
St. Olaf (N = 251)	41.0	10.7	.68	20	35	40	50	60				
Strategic	42.3	11.6	.27	20	35	40	50	60	2,132	-1.3	.091	-.114
ACM/GLCA	42.5	11.8	.24	20	35	40	50	60	316	-1.5	.033	-.132
Carnegie	41.6	12.3	.10	20	35	40	50	60	261	-.7	.331	-.054
Top 50%	41.3	13.5	.03	20	35	40	55	60	251	-.4	.595	-.027
Top 10%	42.5	13.7	.05	20	35	40	55	60	253	-1.5	.030	-.109
Reflective & Integrative Learning												
St. Olaf (N = 257)	40.0	10.4	.65	23	31	40	49	57				
Strategic	40.8	11.1	.25	23	34	40	49	60	2,185	-.8	.272	-.073
ACM/GLCA	41.4	11.3	.23	23	34	40	51	60	2,723	-1.4	.058	-.124
Carnegie	40.3	11.8	.09	20	31	40	49	60	267	-.3	.661	-.025
Top 50%	39.6	12.2	.03	20	31	40	49	60	257	.5	.466	.039
Top 10%	41.1	12.2	.06	20	33	40	51	60	260	-1.1	.093	-.090
Learning Strategies												
St. Olaf (N = 246)	36.1	12.8	.82	20	27	33	47	60				
Strategic	36.9	13.1	.31	20	27	33	47	60	1,999	-.8	.390	-.059
ACM/GLCA	38.2	13.2	.28	20	27	40	47	60	2,491	-2.1	.020	-.156
Carnegie	37.7	13.7	.12	13	27	40	47	60	14,183	-1.6	.076	-.114
Top 50%	40.2	14.4	.03	20	33	40	53	60	224,413	-4.1	.000	-.284
Top 10%	42.3	14.2	.06	20	33	40	53	60	247	-6.2	.000	-.439
Quantitative Reasoning												
St. Olaf (N = 246)	30.5	15.9	1.01	0	20	33	40	60				
Strategic	31.9	16.6	.39	0	20	33	40	60	2,104	-1.4	.201	-.087
ACM/GLCA	32.2	16.9	.35	0	20	33	40	60	2,581	-1.7	.138	-.099
Carnegie	31.3	16.5	.14	0	20	33	40	60	14,785	-.8	.453	-.048
Top 50%	30.7	16.0	.03	0	20	33	40	60	289,830	-.2	.854	-.012
Top 10%	32.7	15.7	.06	7	20	33	40	60	63,484	-2.2	.031	-.138
Learning with Peers												
Collaborative Learning												
St. Olaf (N = 256)	36.7	12.4	.78	20	25	35	45	60				
Strategic	35.3	13.3	.30	15	25	35	45	60	2,236	1.4	.122	.103
ACM/GLCA	36.1	13.1	.26	15	25	35	45	60	2,762	.6	.494	.045
Carnegie	35.8	13.2	.11	15	25	35	45	60	16,040	.8	.318	.063
Top 50%	35.7	13.9	.03	15	25	35	45	60	256	1.0	.211	.070
Top 10%	38.1	13.5	.06	15	30	40	50	60	45,500	-1.4	.092	-.106
Discussions with Diverse Others												
St. Olaf (N = 245)	40.1	12.9	.83	20	30	40	50	60				
Strategic	39.9	12.6	.30	20	30	40	50	60	2,020	.2	.836	.014
ACM/GLCA	40.8	13.1	.27	20	30	40	50	60	2,515	-.7	.404	-.056
Carnegie	40.3	13.7	.12	20	30	40	50	60	14,298	-.2	.841	-.013
Top 50%	41.9	15.6	.03	15	30	40	60	60	244	-1.8	.029	-.117
Top 10%	43.8	15.5	.06	20	35	45	60	60	246	-3.7	.000	-.239

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
St. Olaf (N = 249)	26.2	12.6	.80	10	20	25	30	50				
Strategic	28.6	14.1	.32	10	20	25	40	55	334	-2.4	.006	-.171
ACM/GLCA	31.0	14.4	.29	10	20	30	40	60	319	-4.8	.000	-.335
Carnegie	30.8	14.7	.12	10	20	30	40	60	260	-4.6	.000	-.312
Top 50%	29.2	15.8	.05	5	20	30	40	60	250	-3.0	.000	-.189
Top 10%	33.3	16.1	.13	10	20	35	45	60	262	-7.1	.000	-.439
Effective Teaching Practices												
St. Olaf (N = 252)	40.6	10.9	.69	24	32	40	48	60				
Strategic	41.5	11.2	.26	24	36	40	48	60	2,136	-.9	.205	-.085
ACM/GLCA	42.1	11.6	.24	24	36	40	52	60	2,634	-1.5	.044	-.133
Carnegie	41.8	12.1	.10	20	36	40	52	60	262	-1.2	.082	-.100
Top 50%	41.1	13.6	.03	16	32	40	52	60	252	-.6	.416	-.041
Top 10%	43.1	13.7	.07	20	36	44	56	60	256	-2.5	.000	-.183
Campus Environment												
Quality of Interactions												
St. Olaf (N = 239)	43.5	9.1	.59	30	38	44	50	58				
Strategic	42.5	9.5	.23	26	36	44	50	56	1,994	1.1	.100	.114
ACM/GLCA	43.5	9.9	.21	26	38	44	50	60	301	.0	.969	.002
Carnegie	43.2	10.3	.09	24	36	44	50	60	249	.4	.543	.035
Top 50%	44.4	11.9	.03	22	38	46	54	60	239	-.9	.145	-.072
Top 10%	46.5	12.3	.06	22	40	50	58	60	243	-3.0	.000	-.243
Supportive Environment												
St. Olaf (N = 239)	34.5	11.1	.72	18	28	35	40	55				
Strategic	34.0	11.7	.28	15	25	33	40	55	1,966	.5	.505	.046
ACM/GLCA	34.9	12.1	.26	15	28	35	43	55	303	-.4	.637	-.030
Carnegie	34.7	12.5	.11	15	25	35	43	58	249	-.2	.802	-.015
Top 50%	34.3	13.8	.03	13	25	35	43	60	239	.2	.735	.018
Top 10%	36.4	13.7	.07	13	28	38	45	60	243	-1.8	.012	-.134

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

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

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

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

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

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

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