NSSE 2020
Engagement Indicators
Regent University

About Your *Engagement Indicators* Report

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

Theme	Engagement Indicator
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

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 2019 and 2020 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, 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. 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**

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.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Southeast Private	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2019 & 2020
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 Southeast Private	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2019 & 2020
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

| | Regent | Your first-year students compared with | | | | | |
| | | Southeast Private | | Carnegie Class | | NSSE 2019 & 2020 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.9	39.1	-.01	38.8	.01	38.1	.07
Reflective & Integrative Learning	37.1	36.2	.07	35.8	.11	35.2	.16
Learning Strategies	40.6	39.7	.07	39.9	.05	38.3 *	.17
Quantitative Reasoning	22.0	28.2 ***	-.40	27.8 ***	-.37	28.2 ***	-.41

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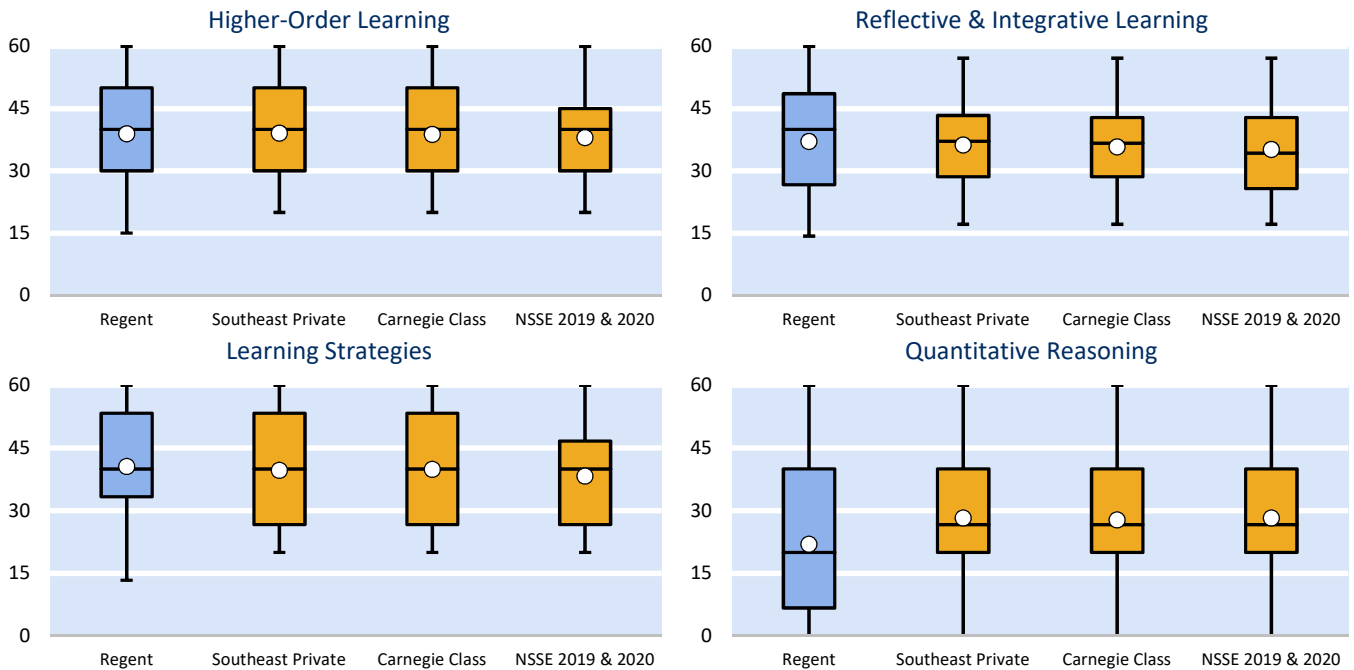
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

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.

	Regent	*Percentage point difference [a] between your FY students and*		
Higher-Order Learning		**Southeast Private**	**Carnegie Class**	**NSSE 2019 & 2020**
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	67	-5	-4	-4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	+1	+2	+3
4d. Evaluating a point of view, decision, or information source	75	+2	+2	+6
4e. Forming a new idea or understanding from various pieces of information	73	+0	+1	+3
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	37	-16	-14	-15
2b. Connected your learning to societal problems or issues	54	+0	+2	+4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	61	+6	+9	+11
2d. Examined the strengths and weaknesses of your own views on a topic or issue	73	+6	+7	+10
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76	+3	+3	+5
2f. Learned something that changed the way you understand an issue or concept	78	+10	+10	+11
2g. Connected ideas from your courses to your prior experiences and knowledge	80	+2	+2	+3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	76	-3	-1	+1
9b. Reviewed your notes after class	69	+0	-2	+3
9c. Summarized what you learned in class or from course materials	72	+5	+4	+8
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	41	-12	-11	-12
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	29	-13	-12	-12
6c. Evaluated what others have concluded from numerical information	27	-13	-12	-13

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

| | Regent | | *Your seniors compared with* | | | | |
| | | Southeast Private | | Carnegie Class | | NSSE 2019 & 2020 | |
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Higher-Order Learning	42.1	41.6	.04	41.2	.07	40.1 *	.15
Reflective & Integrative Learning	39.9	39.6	.02	38.8	.09	38.1 **	.15
Learning Strategies	43.2	40.5 **	.19	40.4 **	.19	38.6 ***	.31
Quantitative Reasoning	24.4	29.6 ***	-.31	29.6 ***	-.32	30.3 ***	-.36

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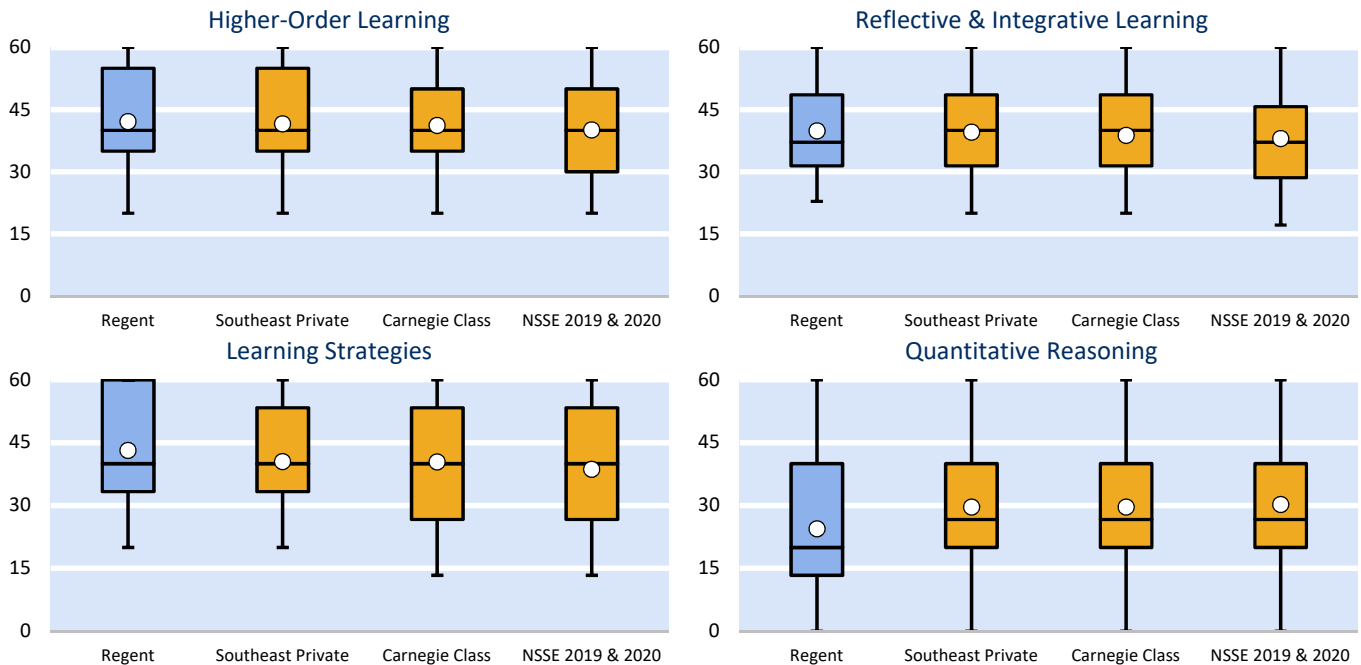
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

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.

	Regent	Percentage point difference [a] between your seniors and		
Higher-Order Learning		Southeast Private	Carnegie Class	NSSE 2019 & 2020
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	73	-6	-6	-5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	+0	+2	+3
4d. Evaluating a point of view, decision, or information source	81	+4	+5	+10
4e. Forming a new idea or understanding from various pieces of information	78	+1	+2	+5
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	59	-6	-6	-9
2b. Connected your learning to societal problems or issues	71	+5	+7	+10
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	68	+7	+10	+15
2d. Examined the strengths and weaknesses of your own views on a topic or issue	75	+3	+6	+9
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	77	+1	+2	+4
2f. Learned something that changed the way you understand an issue or concept	75	+2	+3	+3
2g. Connected ideas from your courses to your prior experiences and knowledge	87	+1	+2	+4
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	90	+6	+9	+12
9b. Reviewed your notes after class	71	+6	+5	+8
9c. Summarized what you learned in class or from course materials	74	+5	+5	+10
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	42	-13	-12	-14
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	33	-12	-13	-13
6c. Evaluated what others have concluded from numerical information	33	-10	-10	-13

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.

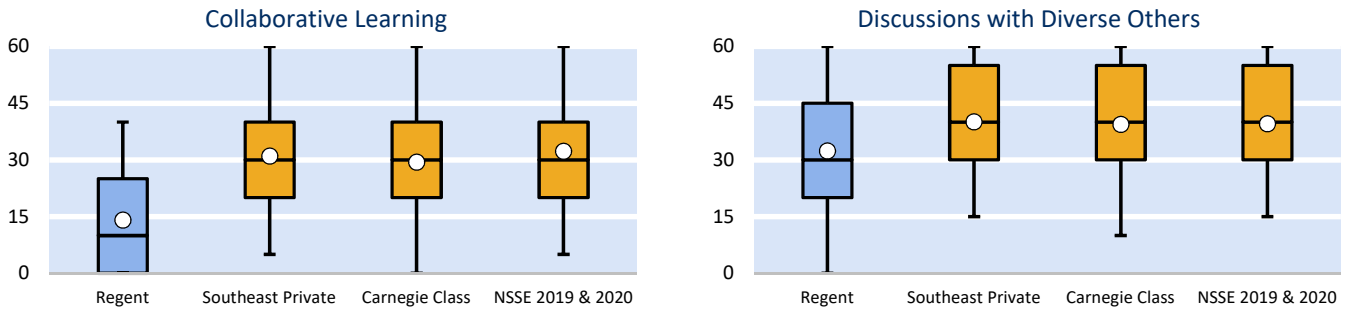## Learning with Peers: First-year students

Collaborating with others in mastering difficult material and 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

| | Regent | *Your first-year students compared with* | | | | | |
| | | Southeast Private | | Carnegie Class | | NSSE 2019 & 2020 | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	14.1	31.0 ***	-1.10	29.4 ***	-.95	32.3 ***	-1.24
Discussions with Diverse Others	32.3	40.1 ***	-.50	39.4 ***	-.43	39.5 ***	-.46

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.

| | Regent | *Percentage point difference [a] between your FY students and* | | |
Collaborative Learning		Southeast Private	Carnegie Class	NSSE 2019 & 2020
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	13	-36	-33	-40
1f. Explained course material to one or more students	25	-30	-26	-32
1g. Prepared for exams by discussing or working through course material with other students	18	-30	-27	-32
1h. Worked with other students on course projects or assignments	20	-33	-29	-35
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	63	-9	-8	-7
8b. People from an economic background other than your own	62	-12	-9	-10
8c. People with religious beliefs other than your own	38	-26	-27	-28
8d. People with political views other than your own	44	-21	-21	-20

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.
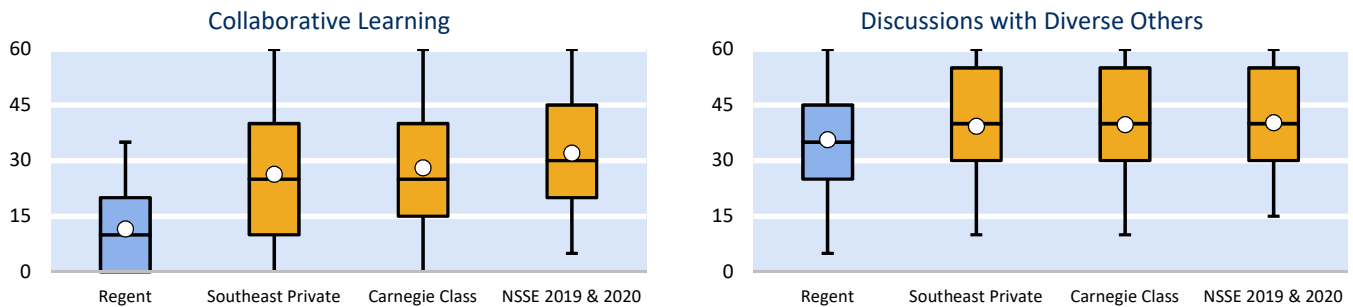
Learning with Peers: Seniors

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

	Regent	Your seniors compared with					
		Southeast Private		Carnegie Class		NSSE 2019 & 2020	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	11.6	26.3 ***	-.83	28.0 ***	-1.00	32.0 ***	-1.31
Discussions with Diverse Others	35.7	39.3 ***	-.22	39.7 ***	-.24	40.2 ***	-.28

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.

Collaborative Learning	Regent	Percentage point difference [a] between your seniors and		
		Southeast Private	Carnegie Class	NSSE 2019 & 2020
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	5	-29	-29	-38
1f. Explained course material to one or more students	13	-33	-34	-44
1g. Prepared for exams by discussing or working through course material with other students	8	-31	-31	-39
1h. Worked with other students on course projects or assignments	16	-33	-41	-47

Discussions with Diverse Others	Regent	Southeast Private	Carnegie Class	NSSE 2019 & 2020
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	73	+1	+1	+1
8b. People from an economic background other than your own	72	-1	-0	-1
8c. People with religious beliefs other than your own	39	-21	-25	-29
8d. People with political views other than your own	53	-11	-13	-12

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.

NSSE 2020 Engagement Indicators

Experiences with Faculty

Regent University

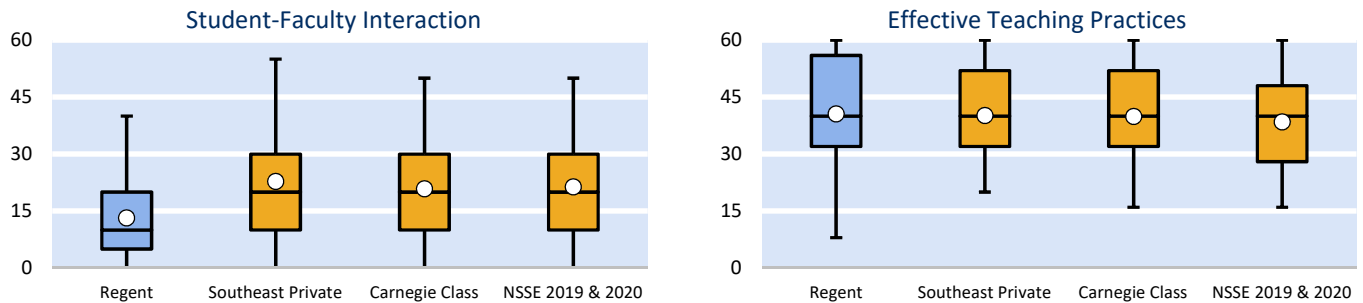## Experiences with Faculty: First-year students

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

	Regent							
		Your first-year students compared with						
		Southeast Private		**Carnegie Class**		**NSSE 2019 & 2020**		
			Effect		Effect		Effect	
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Student-Faculty Interaction	13.2	22.8 ***	-.63	20.9 ***	-.52	21.4 ***	-.56
Effective Teaching Practices	40.6	40.2	.03	39.9	.05	38.4	.16

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.

	Regent	Percentage point difference [a] between your FY students and		
Student-Faculty Interaction		**Southeast Private**	**Carnegie Class**	**NSSE 2019 & 2020**
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	17	-23	-22	-21
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	8	-16	-12	-13
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	13	-16	-11	-13
3d. Discussed your academic performance with a faculty member	16	-18	-15	-15
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	80	+1	+1	+3
5b. Taught course sessions in an organized way	78	+1	+2	+4
5c. Used examples or illustrations to explain difficult points	69	-7	-6	-6
5d. Provided feedback on a draft or work in progress	73	+4	+6	+10
5e. Provided prompt and detailed feedback on tests or completed assignments	70	+4	+6	+11

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.
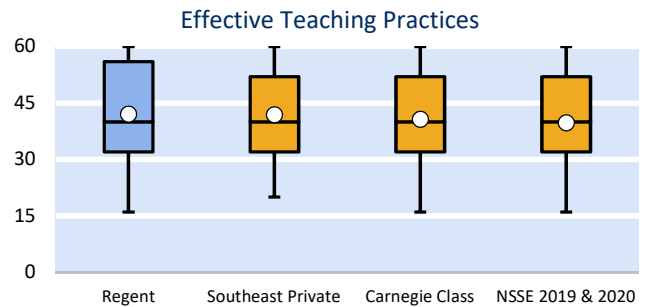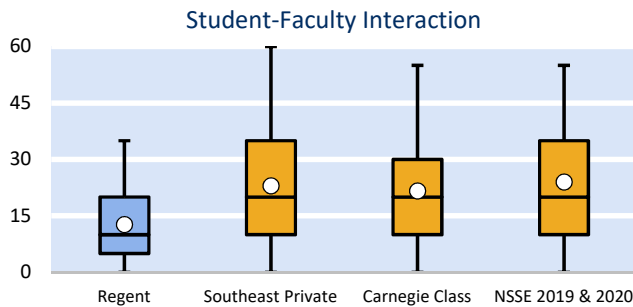
Experiences with Faculty: Seniors

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

	Regent							
		Your seniors compared with						
		Southeast Private		Carnegie Class		NSSE 2019 & 2020		
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size	
Student-Faculty Interaction	12.7	23.0 ***	-.61	21.6 ***	-.56	23.9 ***	-.70	
Effective Teaching Practices	42.0	41.9	.01	40.6	.09	39.7 **	.16	

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.

	Regent	Percentage point difference [a] between your seniors and		
Student-Faculty Interaction		Southeast Private	Carnegie Class	NSSE 2019 & 2020
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	18	-25	-22	-25
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	6	-20	-17	-21
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	10	-22	-17	-22
3d. Discussed your academic performance with a faculty member	14	-19	-16	-19
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	84	+1	+3	+4
5b. Taught course sessions in an organized way	85	+3	+6	+8
5c. Used examples or illustrations to explain difficult points	71	-6	-5	-6
5d. Provided feedback on a draft or work in progress	66	-2	+2	+5
5e. Provided prompt and detailed feedback on tests or completed assignments	71	-1	+3	+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.
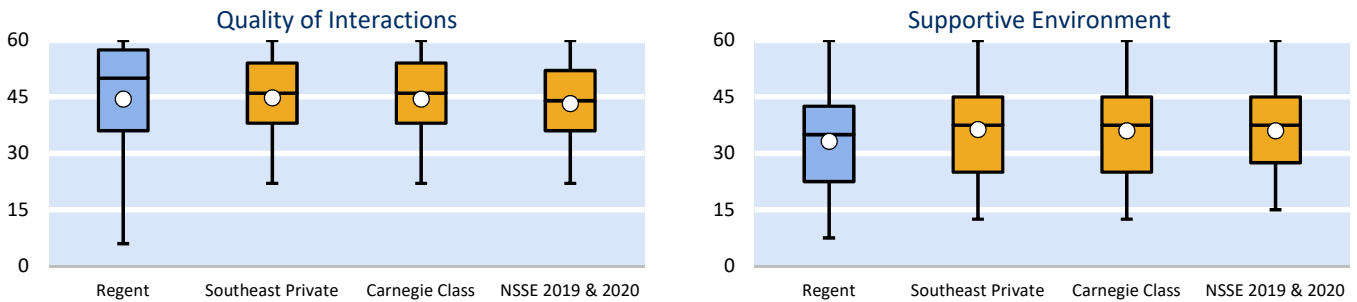
Campus Environment: First-year students

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

	Regent	Southeast Private		Carnegie Class		NSSE 2019 & 2020	
				Your first-year students compared with			
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Quality of Interactions	44.5	44.8	-.03	44.4	.00	43.2	.11
Supportive Environment	33.2	36.3 *	-.22	36.0 *	-.20	36.0 *	-.21

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	Regent	Southeast Private	Carnegie Class	NSSE 2019 & 2020
		Percentage point difference [a] between your FY students and		
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	60	+3	+5	+7
13b. Academic advisors	60	+3	+2	+6
13c. Faculty	61	+1	+4	+9
13d. Student services staff (career services, student activities, housing, etc.)	58	+7	+7	+10
13e. Other administrative staff and offices (registrar, financial aid, etc.)	63	+11	+12	+16
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	70	-6	-7	-5
14c. Using learning support services (tutoring services, writing center, etc.)	74	-2	-4	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	-10	-11	-9
14e. Providing opportunities to be involved socially	64	-8	-7	-7
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	66	-1	-2	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	-3	-3	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	46	-18	-14	-18
14i. Attending events that address important social, economic, or political issues	39	-11	-8	-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.
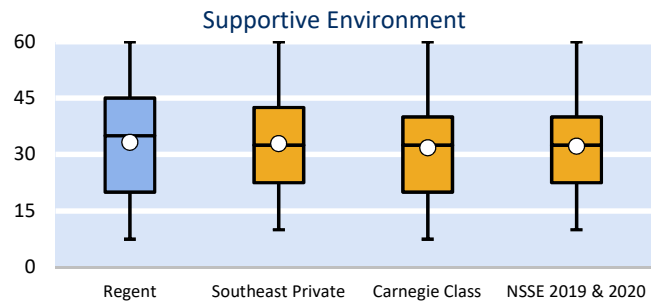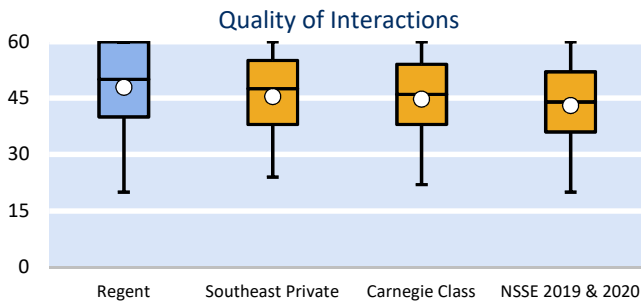
Campus Environment: Seniors

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

	Regent						Your seniors compared with
		Southeast Private		Carnegie Class		NSSE 2019 & 2020	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	47.9	45.4 **	.21	44.8 ***	.26	43.0 ***	.40
Supportive Environment	33.2	32.9	.02	31.9	.09	32.2	.07

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

Score Distributions

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

Performance on Indicator Items

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

		Percentage point difference [a] between your seniors and		
Quality of Interactions	Regent	Southeast Private	Carnegie Class	NSSE 2019 & 2020
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	64	+3	+3	+6
13b. Academic advisors	62	+1	+4	+9
13c. Faculty	74	+8	+11	+17
13d. Student services staff (career services, student activities, housing, etc.)	62	+12	+13	+18
13e. Other administrative staff and offices (registrar, financial aid, etc.)	69	+15	+17	+25
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	79	+4	+6	+9
14c. Using learning support services (tutoring services, writing center, etc.)	73	+2	+4	+6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	+2	+2	+5
14e. Providing opportunities to be involved socially	60	-5	-1	-4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	59	+3	+2	-0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	42	+7	+6	+9
14h. Attending campus activities and events (performing arts, athletic events, etc.)	42	-9	-3	-10
14i. Attending events that address important social, economic, or political issues	38	-5	-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.

This page intentionally left blank.

NSSE 2020 Engagement Indicators
Comparisons with High-Performing Institutions
Regent University

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 2019 and 2020 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 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

| | | Regent | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.9	39.3	-.03	✓	41.4 *	-.19	
	Reflective and Integrative Learning	37.1	36.7	.04	✓	39.0	-.16	
	Learning Strategies	40.6	39.9	.05	✓	42.3	-.12	
	Quantitative Reasoning	22.0	29.4 ***	-.49		31.4 ***	-.61	
Learning with Peers	Collaborative Learning	14.1	35.2 ***	-1.54		37.4 ***	-1.72	
	Discussions with Diverse Others	32.3	41.5 ***	-.61		43.6 ***	-.78	
Experiences with Faculty	Student-Faculty Interaction	13.2	24.5 ***	-.77		28.1 ***	-.97	
	Effective Teaching Practices	40.6	40.5	.00	✓	42.3	-.12	
Campus Environment	Quality of Interactions	44.5	45.2	-.06	✓	47.2 *	-.23	
	Supportive Environment	33.2	37.9 ***	-.36		40.0 ***	-.53	

Seniors

| | | Regent | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	42.1	41.7	.03	✓	43.2	-.08	✓
	Reflective and Integrative Learning	39.9	39.8	.01	✓	41.8 **	-.15	
	Learning Strategies	43.2	40.7 **	.17	✓	42.7	.03	✓
	Quantitative Reasoning	24.4	31.4 ***	-.43		33.4 ***	-.56	
Learning with Peers	Collaborative Learning	11.6	35.9 ***	-1.74		38.4 ***	-1.97	
	Discussions with Diverse Others	35.7	42.1 ***	-.41		43.8 ***	-.53	
Experiences with Faculty	Student-Faculty Interaction	12.7	29.7 ***	-1.07		33.2 ***	-1.29	
	Effective Teaching Practices	42.0	41.8	.02	✓	43.7 *	-.13	
Campus Environment	Quality of Interactions	47.9	45.2 ***	.23	✓	47.4	.04	✓
	Supportive Environment	33.2	34.6	-.10	✓	36.8 ***	-.25	

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 2019 and 2020 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.

NSSE 2020 Engagement Indicators

Detailed Statistics[a]
Regent University

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												
Regent (N = 165)	38.9	14.9	1.16	15	30	40	50	60				
Southeast Private	39.1	13.4	.11	20	30	40	50	60	16,277	-.2	.865	-.013
Carnegie Class	38.8	13.5	.08	20	30	40	50	60	29,924	.1	.915	.008
NSSE 2019 & 2020	38.1	13.2	.03	20	30	40	45	60	259,592	.9	.397	.066
Top 50%	39.3	13.1	.03	20	30	40	50	60	164	-.4	.729	-.031
Top 10%	41.4	12.8	.08	20	35	40	50	60	166	-2.5	.035	-.192
Reflective & Integrative Learning												
Regent (N = 177)	37.1	13.4	1.01	14	27	40	49	60				
Southeast Private	36.2	12.2	.09	17	29	37	43	57	17,636	.9	.354	.070
Carnegie Class	35.8	12.2	.07	17	29	37	43	57	177	1.3	.205	.106
NSSE 2019 & 2020	35.2	12.0	.02	17	26	34	43	57	176	1.9	.056	.162
Top 50%	36.7	11.8	.03	17	29	37	46	57	176	.4	.681	.035
Top 10%	39.0	11.7	.08	20	31	40	49	60	178	-1.9	.066	-.159
Learning Strategies												
Regent (N = 155)	40.6	14.9	1.20	13	33	40	53	60				
Southeast Private	39.7	13.8	.11	20	27	40	53	60	15,467	.9	.416	.066
Carnegie Class	39.9	14.0	.08	20	27	40	53	60	28,573	.7	.532	.050
NSSE 2019 & 2020	38.3	13.8	.03	20	27	40	47	60	245,392	2.3	.035	.169
Top 50%	39.9	13.7	.04	20	33	40	53	60	124,513	.7	.529	.051
Top 10%	42.3	14.1	.09	20	33	40	53	60	27,588	-1.7	.133	-.121
Quantitative Reasoning												
Regent (N = 159)	22.0	18.1	1.43	0	7	20	40	60				
Southeast Private	28.2	15.7	.13	0	20	27	40	60	160	-6.2	.000	-.396
Carnegie Class	27.8	15.7	.09	0	20	27	40	60	159	-5.8	.000	-.373
NSSE 2019 & 2020	28.2	15.3	.03	0	20	27	40	60	158	-6.2	.000	-.408
Top 50%	29.4	15.2	.04	7	20	27	40	60	158	-7.5	.000	-.491
Top 10%	31.4	15.3	.08	7	20	33	40	60	159	-9.4	.000	-.615
Learning with Peers												
Collaborative Learning												
Regent (N = 189)	14.1	15.0	1.09	0	0	10	25	40				
Southeast Private	31.0	15.4	.11	5	20	30	40	60	18,909	-17.0	.000	-1.098
Carnegie Class	29.4	16.2	.09	0	20	30	40	60	34,366	-15.4	.000	-.946
NSSE 2019 & 2020	32.3	14.7	.03	5	20	30	40	60	302,585	-18.2	.000	-1.239
Top 50%	35.2	13.7	.03	15	25	35	45	60	188	-21.1	.000	-1.539
Top 10%	37.4	13.5	.07	15	30	40	45	60	189	-23.3	.000	-1.722
Discussions with Diverse Others												
Regent (N = 153)	32.3	17.7	1.43	0	20	30	45	60				
Southeast Private	40.1	15.6	.13	15	30	40	55	60	155	-7.8	.000	-.496
Carnegie Class	39.4	16.3	.10	10	30	40	55	60	154	-7.0	.000	-.433
NSSE 2019 & 2020	39.5	15.6	.03	15	30	40	55	60	153	-7.2	.000	-.461
Top 50%	41.5	15.0	.04	20	30	40	55	60	153	-9.1	.000	-.610
Top 10%	43.6	14.5	.08	20	35	45	60	60	153	-11.3	.000	-.777

NSSE 2020 Engagement Indicators

Detailed Statistics[a]
Regent University

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												
Regent (N = 169)	13.2	12.0	.92	0	5	10	20	40				
Southeast Private	22.8	15.2	.12	0	10	20	30	55	174	-9.6	.000	-.631
Carnegie Class	20.9	14.7	.08	0	10	20	30	50	171	-7.7	.000	-.523
NSSE 2019 & 2020	21.4	14.6	.03	0	10	20	30	50	168	-8.2	.000	-.559
Top 50%	24.5	14.7	.05	5	15	20	35	55	169	-11.3	.000	-.767
Top 10%	28.1	15.5	.14	5	15	25	40	60	176	-14.9	.000	-.967
Effective Teaching Practices												
Regent (N = 167)	40.6	16.2	1.26	8	32	40	56	60				
Southeast Private	40.2	13.5	.11	20	32	40	52	60	168	.4	.731	.032
Carnegie Class	39.9	13.8	.08	16	32	40	52	60	167	.7	.582	.050
NSSE 2019 & 2020	38.4	13.2	.03	16	28	40	48	60	166	2.1	.090	.163
Top 50%	40.5	13.2	.04	20	32	40	52	60	166	.1	.962	.005
Top 10%	42.3	14.1	.08	16	32	44	56	60	29,784	-1.7	.125	-.119
Campus Environment												
Quality of Interactions												
Regent (N = 136)	44.5	16.0	1.37	6	36	50	58	60				
Southeast Private	44.8	11.6	.10	22	38	46	54	60	137	-.3	.828	-.026
Carnegie Class	44.4	12.1	.07	22	38	46	54	60	136	.1	.968	.005
NSSE 2019 & 2020	43.2	11.8	.02	22	36	44	52	60	135	1.2	.366	.105
Top 50%	45.2	11.2	.04	24	38	46	54	60	136	-.7	.609	-.063
Top 10%	47.2	11.6	.07	25	40	50	58	60	136	-2.7	.048	-.234
Supportive Environment												
Regent (N = 155)	33.2	16.2	1.30	8	23	35	43	60				
Southeast Private	36.3	14.1	.12	13	25	38	45	60	157	-3.1	.019	-.219
Carnegie Class	36.0	13.9	.08	13	25	38	45	60	156	-2.8	.032	-.202
NSSE 2019 & 2020	36.0	13.5	.03	15	28	38	45	60	154	-2.8	.034	-.206
Top 50%	37.9	13.1	.04	18	30	38	48	60	155	-4.7	.000	-.356
Top 10%	40.0	12.9	.09	18	33	40	50	60	156	-6.8	.000	-.527

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												
Regent (N = 282)	42.1	13.6	.81	20	35	40	55	60				
Southeast Private	41.6	13.1	.09	20	35	40	55	60	19,886	.5	.529	.038
Carnegie Class	41.2	13.5	.06	20	35	40	50	60	47,658	.9	.246	.069
NSSE 2019 & 2020	40.1	13.5	.02	20	30	40	50	60	352,090	2.0	.012	.149
Top 50%	41.7	13.4	.03	20	35	40	55	60	155,206	.4	.617	.030
Top 10%	43.2	13.3	.07	20	35	40	55	60	38,022	-1.1	.182	-.080
Reflective & Integrative Learning												
Regent (N = 294)	39.9	11.1	.64	23	31	37	49	60				
Southeast Private	39.6	12.1	.08	20	31	40	49	60	20,865	.3	.671	.025
Carnegie Class	38.8	12.4	.06	20	31	40	49	60	298	1.1	.090	.089
NSSE 2019 & 2020	38.1	12.5	.02	17	29	37	46	60	294	1.8	.004	.148
Top 50%	39.8	12.2	.03	20	31	40	49	60	154,115	.1	.888	.008
Top 10%	41.8	12.0	.08	20	34	40	51	60	302	-1.9	.005	-.154
Learning Strategies												
Regent (N = 276)	43.2	14.1	.85	20	33	40	60	60				
Southeast Private	40.5	14.4	.10	20	33	40	53	60	19,283	2.7	.002	.187
Carnegie Class	40.4	14.7	.07	13	27	40	53	60	45,967	2.8	.002	.190
NSSE 2019 & 2020	38.6	14.6	.03	13	27	40	53	60	337,145	4.5	.000	.311
Top 50%	40.7	14.5	.03	20	33	40	53	60	171,968	2.5	.004	.172
Top 10%	42.7	14.4	.06	20	33	40	60	60	55,348	.5	.565	.035
Quantitative Reasoning												
Regent (N = 276)	24.4	18.0	1.09	0	13	20	40	60				
Southeast Private	29.6	16.5	.12	0	20	27	40	60	282	-5.2	.000	-.313
Carnegie Class	29.6	16.3	.08	0	20	27	40	60	278	-5.2	.000	-.317
NSSE 2019 & 2020	30.3	16.2	.03	0	20	27	40	60	275	-5.8	.000	-.359
Top 50%	31.4	16.1	.03	0	20	33	40	60	276	-7.0	.000	-.433
Top 10%	33.4	15.9	.08	7	20	33	40	60	278	-8.9	.000	-.562
Learning with Peers												
Collaborative Learning												
Regent (N = 302)	11.6	12.1	.70	0	0	10	20	35				
Southeast Private	26.3	17.8	.12	0	10	25	40	60	319	-14.7	.000	-.829
Carnegie Class	28.0	16.4	.07	0	15	25	40	60	307	-16.5	.000	-1.002
NSSE 2019 & 2020	32.0	15.6	.02	5	20	30	45	60	301	-20.4	.000	-1.310
Top 50%	35.9	14.0	.03	15	25	35	45	60	302	-24.3	.000	-1.742
Top 10%	38.4	13.6	.07	15	30	40	50	60	307	-26.8	.000	-1.975
Discussions with Diverse Others												
Regent (N = 276)	35.7	15.7	.95	5	25	35	45	60				
Southeast Private	39.3	16.3	.12	10	30	40	55	60	19,284	-3.6	.000	-.221
Carnegie Class	39.7	16.7	.08	10	30	40	55	60	46,109	-4.0	.000	-.241
NSSE 2019 & 2020	40.2	15.9	.03	15	30	40	55	60	338,605	-4.5	.000	-.285
Top 50%	42.1	15.5	.03	15	30	40	60	60	218,880	-6.4	.000	-.411
Top 10%	43.8	15.3	.07	20	35	45	60	60	55,151	-8.1	.000	-.530

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												
Regent (N = 288)	12.7	11.7	.69	0	5	10	20	35				
Southeast Private	23.0	17.0	.12	0	10	20	35	60	305	-10.3	.000	-.609
Carnegie Class	21.6	16.1	.07	0	10	20	30	55	294	-8.9	.000	-.556
NSSE 2019 & 2020	23.9	16.1	.03	0	10	20	35	55	288	-11.3	.000	-.702
Top 50%	29.7	15.9	.06	5	20	30	40	60	291	-17.0	.000	-1.070
Top 10%	33.2	16.0	.13	10	20	35	45	60	310	-20.6	.000	-1.294
Effective Teaching Practices												
Regent (N = 283)	42.0	14.0	.83	16	32	40	56	60				
Southeast Private	41.9	13.6	.10	20	32	40	52	60	19,929	.1	.884	.009
Carnegie Class	40.6	14.1	.06	16	32	40	52	60	47,709	1.3	.111	.095
NSSE 2019 & 2020	39.7	13.8	.02	16	32	40	52	60	351,685	2.3	.006	.163
Top 50%	41.8	13.7	.04	20	32	40	52	60	132,438	.2	.801	.015
Top 10%	43.7	13.4	.08	20	36	44	56	60	29,353	-1.7	.031	-.129
Campus Environment												
Quality of Interactions												
Regent (N = 230)	47.9	12.7	.84	20	40	50	60	60				
Southeast Private	45.4	11.7	.09	24	38	48	55	60	17,386	2.5	.001	.212
Carnegie Class	44.8	12.3	.06	22	38	46	54	60	41,474	3.2	.000	.257
NSSE 2019 & 2020	43.0	12.1	.02	20	36	44	52	60	312,127	4.9	.000	.403
Top 50%	45.2	11.7	.03	24	38	48	54	60	139,770	2.7	.000	.231
Top 10%	47.4	12.0	.06	24	40	50	58	60	44,706	.5	.502	.044
Supportive Environment												
Regent (N = 266)	33.2	16.1	.99	8	20	35	45	60				
Southeast Private	32.9	14.5	.11	10	23	33	43	60	271	.3	.756	.021
Carnegie Class	31.9	14.7	.07	8	20	33	40	60	268	1.4	.163	.094
NSSE 2019 & 2020	32.2	14.2	.02	10	23	33	40	60	266	1.0	.306	.072
Top 50%	34.6	14.0	.04	13	25	35	45	60	266	-1.4	.165	-.099
Top 10%	36.8	14.1	.09	13	28	38	48	60	269	-3.6	.000	-.253

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.