



NSSE 2020

Engagement Indicators

University of North Carolina at Pembroke

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 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

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 Carnegie Master's L	Your first-year students compared with UNC Institutions	Your first-year students compared with Southeast Public
<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 Carnegie Master's L	Your seniors compared with UNC Institutions	Your seniors compared with Southeast Public
<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

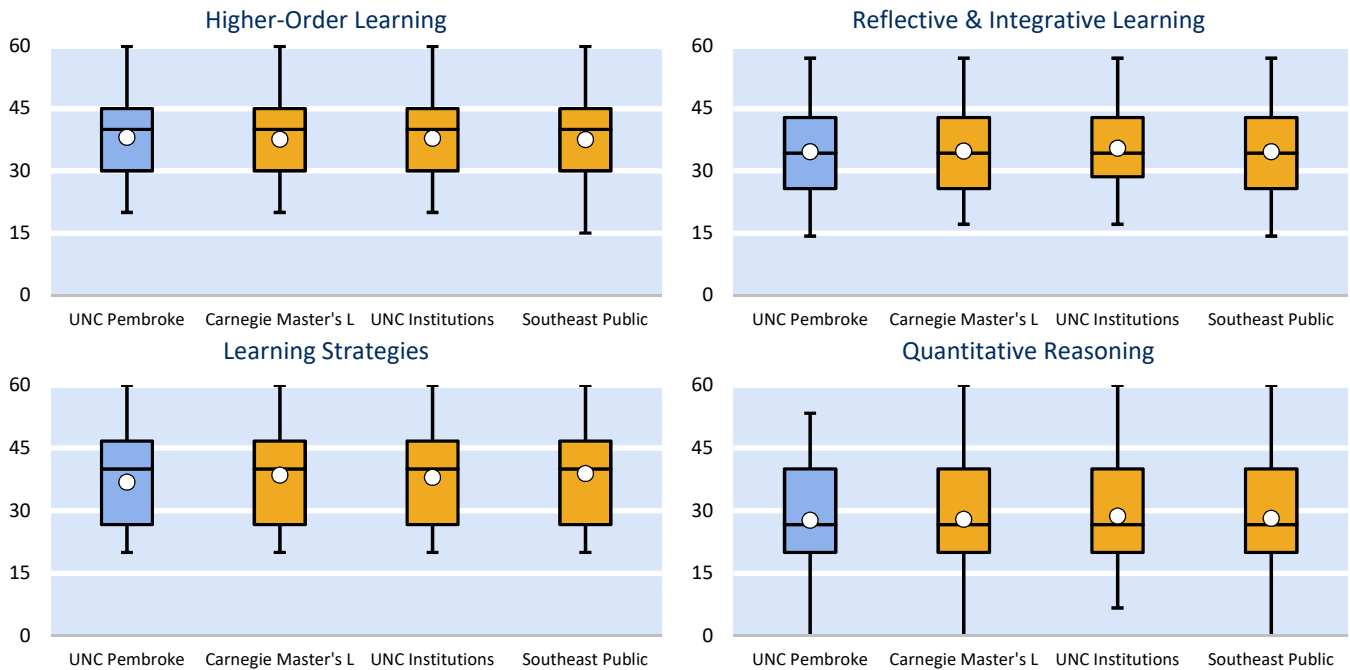
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UNC Pembroke Mean	Your first-year students compared with					
		Carnegie Master's L		UNC Institutions		Southeast Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.1	37.7	.03	37.8	.02	37.6	.04
Reflective & Integrative Learning	34.6	34.8	-.01	35.5	-.07	34.6	.00
Learning Strategies	36.9	38.5	-.12	38.0	-.08	38.9	-.15
Quantitative Reasoning	27.7	27.9	-.02	28.7	-.07	28.2	-.03

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

Score Distributions



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

Academic Challenge: 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.

	UNC Pembroke	Percentage point difference ^a between your FY students and		
		Carnegie Master's L	UNC Institutions	Southeast Public
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	66	-2	-6	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	64	-4	-4	-3
4d. Evaluating a point of view, decision, or information source	76	+6	+8	+7
4e. Forming a new idea or understanding from various pieces of information	78	+9	+11	+10
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	52	+1	-1	+2
2b. Connected your learning to societal problems or issues	52	+1	-0	+3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	+3	+1	+3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	+1	-1	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	-2	-4	-2
2f. Learned something that changed the way you understand an issue or concept	63	-3	-3	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	70	-6	-8	-5
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	74	-0	+1	+1
9b. Reviewed your notes after class	64	-4	-1	-6
9c. Summarized what you learned in class or from course materials	55	-10	-8	-11
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.)	46	-6	-7	-7
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	+7	+7	+7
6c. Evaluated what others have concluded from numerical information	41	+2	-1	+1

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

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

Academic Challenge: Seniors

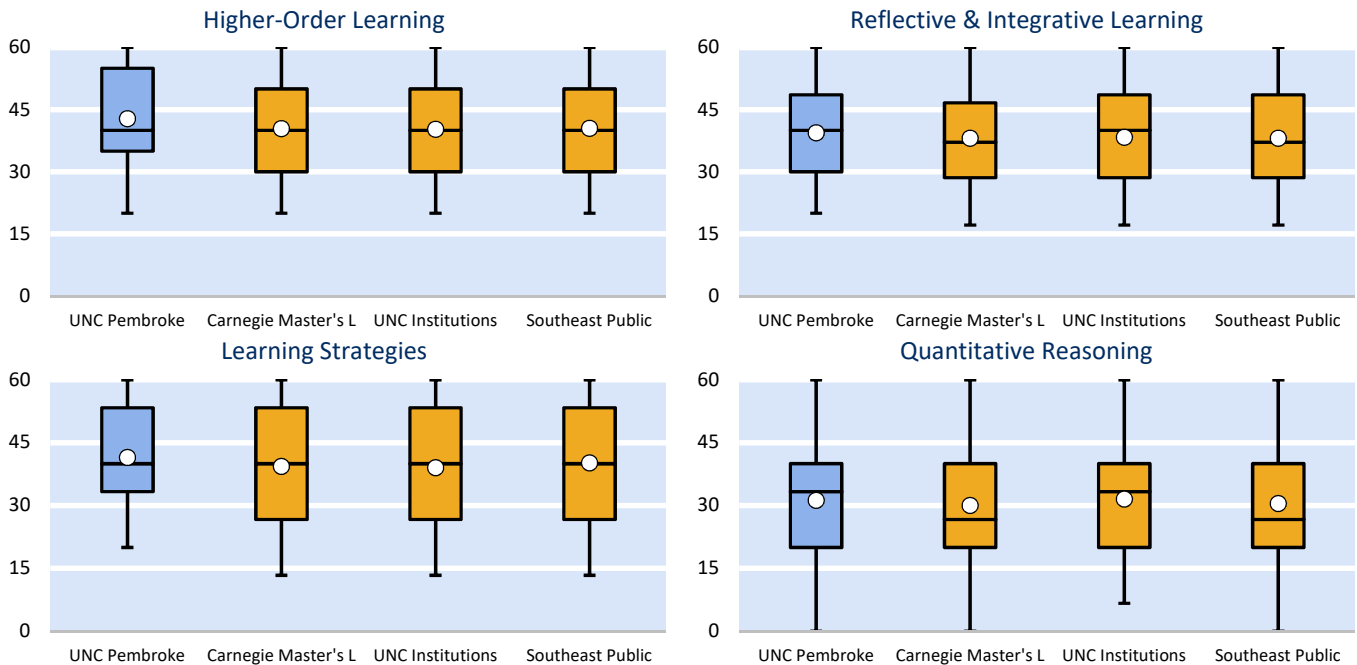
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Mean Comparisons

Engagement Indicator	UNC Pembroke Mean	Your seniors compared with					
		Carnegie Master's L		UNC Institutions		Southeast Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.8	40.4 **	.18	40.3 **	.19	40.5 *	.17
Reflective & Integrative Learning	39.5	38.1	.11	38.3	.09	38.1	.10
Learning Strategies	41.5	39.3 *	.15	39.0 *	.17	40.1	.09
Quantitative Reasoning	31.2	30.0	.08	31.6	-.02	30.5	.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.

	UNC Pembroke	Percentage point difference ^a between your seniors and		
		Carnegie Master's L	UNC Institutions	Southeast Public
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	78	+0	-2	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	+4	+4	+3
4d. Evaluating a point of view, decision, or information source	80	+6	+9	+7
4e. Forming a new idea or understanding from various pieces of information	78	+4	+6	+5
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	64	-2	-5	-3
2b. Connected your learning to societal problems or issues	66	+4	+5	+6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	61	+7	+7	+8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71	+5	+3	+5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	75	+1	+2	+1
2f. Learned something that changed the way you understand an issue or concept	74	+2	+1	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	83	-1	-1	-0
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79	-0	+3	+0
9b. Reviewed your notes after class	73	+8	+9	+5
9c. Summarized what you learned in class or from course materials	74	+7	+8	+5
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	59	+4	+0	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	53	+7	+4	+6
6c. Evaluated what others have concluded from numerical information	45	+1	-4	-0

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

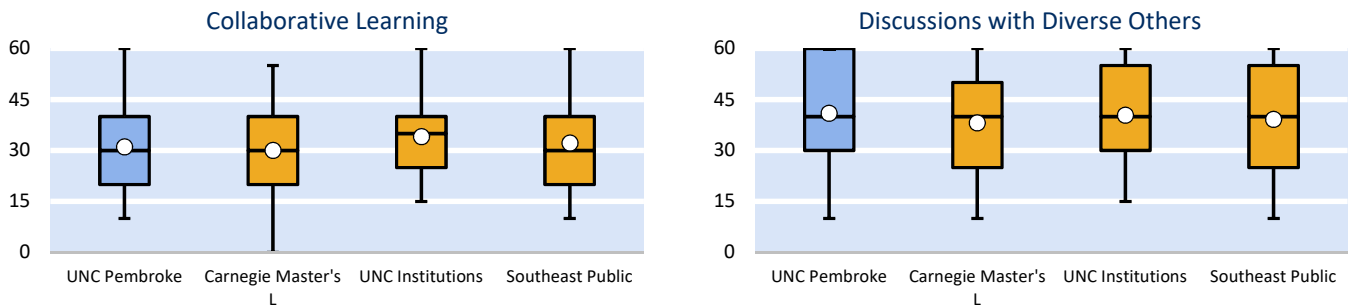
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UNC Pembroke Mean	Your first-year students compared with					
		Carnegie Master's L		UNC Institutions		Southeast Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.0	30.1	.06	34.1 ***	-.23	32.2	-.08
Discussions with Diverse Others	41.0	38.1 *	.17	40.4	.04	39.2	.11

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

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Performance on Indicator Items

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Collaborative Learning	UNC Pembroke	Percentage point difference ^a between your FY students and		
		Carnegie Master's L	UNC Institutions	Southeast Public
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	49	+1	-7	-3
1f. Explained course material to one or more students	55	+3	-6	-1
1g. Prepared for exams by discussing or working through course material with other students	48	+3	-5	-1
1h. Worked with other students on course projects or assignments	48	-3	-11	-6
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	79	+11	+8	+10
8b. People from an economic background other than your own	75	+6	+1	+4
8c. People with religious beliefs other than your own	62	-1	-6	-3
8d. People with political views other than your own	69	+7	+2	+4

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Learning with Peers: Seniors

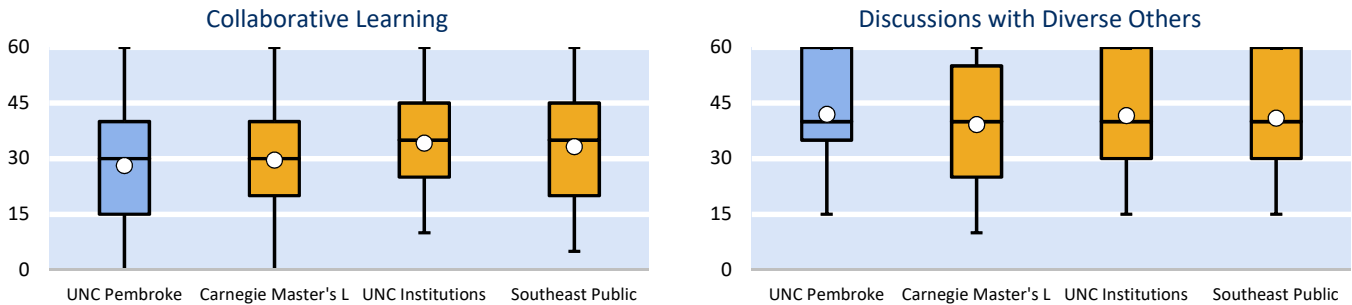
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Mean Comparisons

Engagement Indicator	UNC Pembroke Mean	Your seniors compared with					
		Carnegie Master's L		UNC Institutions		Southeast Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	28.1	29.6	-.09	34.2 ***	-.41	33.2 ***	-.33
Discussions with Diverse Others	42.0	39.2 **	.17	41.7	.02	40.9	.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).

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	UNC Pembroke	Percentage point difference ^a between your seniors and		
		Carnegie Master's L	UNC Institutions	Southeast Public
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1e. Asked another student to help you understand course material	40	+1	-7	-5
1f. Explained course material to one or more students	51	-1	-10	-8
1g. Prepared for exams by discussing or working through course material with other students	35	-7	-16	-15
1h. Worked with other students on course projects or assignments	49	-8	-22	-15
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	77	+7	+3	+5
8b. People from an economic background other than your own	77	+7	+2	+3
8c. People with religious beliefs other than your own	71	+5	-1	+2
8d. People with political views other than your own	71	+8	+3	+2

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Experiences with Faculty: First-year students

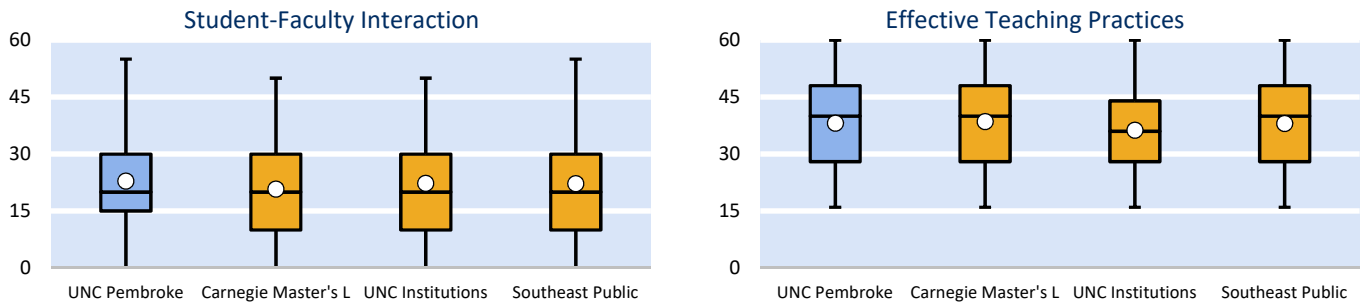
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	UNC Pembroke Mean	Your first-year students compared with					
		Carnegie Master's L		UNC Institutions		Southeast Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.9	20.8 *	.14	22.3	.04	22.2	.04
Effective Teaching Practices	38.1	38.6	-.03	36.3	.14	38.0	.01

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Student-Faculty Interaction	UNC Pembroke %	Percentage point difference ^a between your FY students and		
		Carnegie Master's L	UNC Institutions	Southeast Public
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	38	+0	-5	-3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	+2	+0	-0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	+1	+0	-1
3d. Discussed your academic performance with a faculty member	38	+7	+7	+4
<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	74	-3	+0	-0
5b. Taught course sessions in an organized way	65	-7	-4	-6
5c. Used examples or illustrations to explain difficult points	70	-3	-2	-2
5d. Provided feedback on a draft or work in progress	76	+11	+21	+12
5e. Provided prompt and detailed feedback on tests or completed assignments	58	-3	+5	-1

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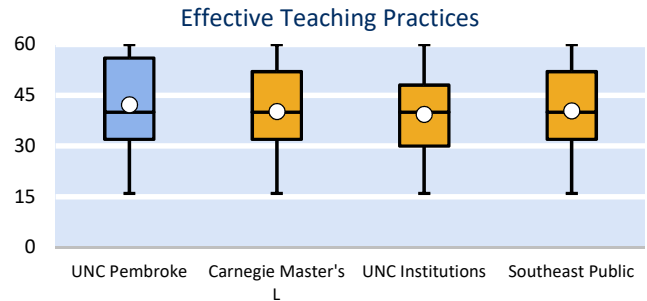
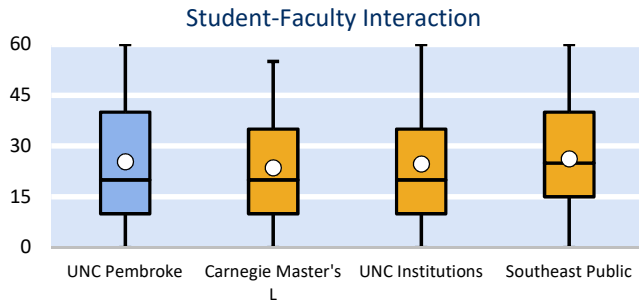
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.3	23.5	.11	24.6	.04	26.2	-.05
Effective Teaching Practices	42.1	40.2 *	.14	39.3 **	.20	40.4	.12

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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	45	+2	+1	-3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	+6	+1	-0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	34	+3	+1	-3
3d. Discussed your academic performance with a faculty member	44	+8	+8	+4
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	82	+1	+3	+2
5b. Taught course sessions in an organized way	76	-1	+0	+0
5c. Used examples or illustrations to explain difficult points	78	+1	+1	+1
5d. Provided feedback on a draft or work in progress	71	+8	+11	+7
5e. Provided prompt and detailed feedback on tests or completed assignments	72	+6	+10	+6

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

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

Campus Environment: First-year students

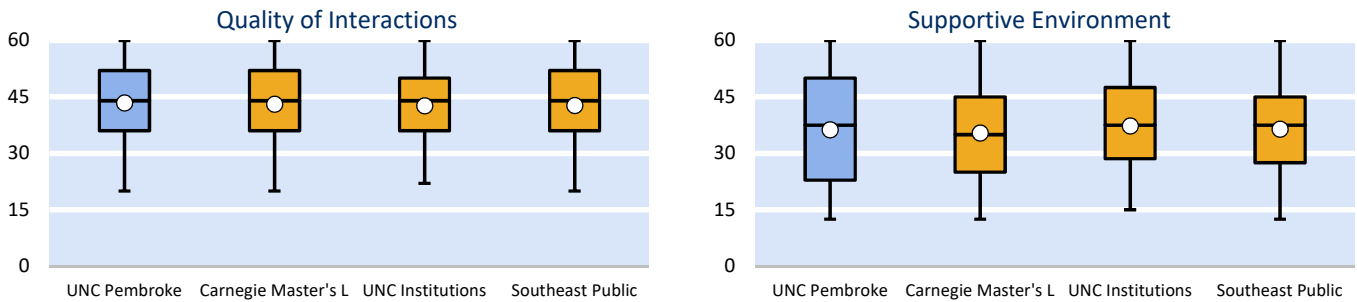
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNC Pembroke Mean	Your first-year students compared with					
		Carnegie Master's L		UNC Institutions		Southeast Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.4	43.0	.03	42.6	.07	42.7	.06
Supportive Environment	36.2	35.5	.06	37.3	-.08	36.5	-.02

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

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	UNC Pembroke	Percentage point difference ^a between your FY students and		
		Carnegie Master's L	UNC Institutions	Southeast Public
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	48	-3	-5	-2
13b. Academic advisors	56	+3	+4	+2
13c. Faculty	51	-2	+3	+0
13d. Student services staff (career services, student activities, housing, etc.)	50	+1	+3	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	-4	+2	-2
<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	71	-3	-5	-3
14c. Using learning support services (tutoring services, writing center, etc.)	70	-7	-9	-7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	+2	+2	+3
14e. Providing opportunities to be involved socially	70	+2	-5	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	-3	-11	-5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	46	+2	+5	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	+7	-7	-1
14i. Attending events that address important social, economic, or political issues	48	+1	-4	-2

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

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

Campus Environment: Seniors

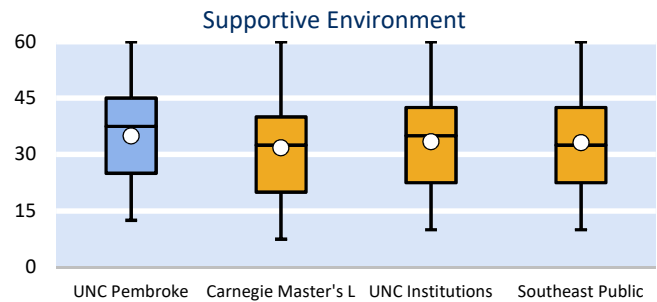
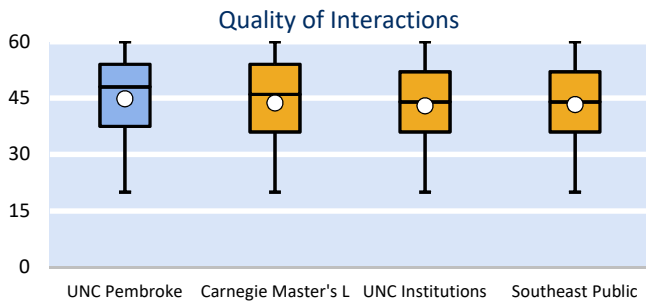
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNC Pembroke Mean	Your seniors compared with					
		Carnegie Master's L		UNC Institutions		Southeast Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.8	43.8	.09	43.0 *	.15	43.3	.12
Supportive Environment	35.0	31.8 ***	.22	33.4	.11	33.2	.12

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

Score Distributions



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

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	UNC Pembroke %	Percentage point difference ^a between your seniors and		
		Carnegie Master's L	UNC Institutions	Southeast Public
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	62	+4	+3	+5
13b. Academic advisors	63	+8	+13	+8
13c. Faculty	63	+3	+7	+4
13d. Student services staff (career services, student activities, housing, etc.)	55	+7	+10	+9
13e. Other administrative staff and offices (registrar, financial aid, etc.)	54	+5	+9	+9
<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	72	+1	+2	+1
14c. Using learning support services (tutoring services, writing center, etc.)	71	+4	+8	+5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	+9	+8	+9
14e. Providing opportunities to be involved socially	67	+6	-2	-0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	66	+7	-1	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	+3	+5	+5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	58	+13	-1	+1
14i. Attending events that address important social, economic, or political issues	47	+9	+4	+4

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 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

Theme	Engagement Indicator	UNC Pembroke Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	38.1	39.3	-.09	✓	41.4 ***	-.26	
Academic	Reflective and Integrative Learning	34.6	36.7 *	-.18		39.0 ***	-.37	
Challenge	Learning Strategies	36.9	39.9 **	-.22		42.3 ***	-.39	
	Quantitative Reasoning	27.7	29.4	-.11		31.4 **	-.24	
Learning with Peers	Collaborative Learning	31.0	35.2 ***	-.30		37.4 ***	-.47	
	Discussions with Diverse Others	41.0	41.5	-.03	✓	43.6 *	-.18	
Experiences with Faculty	Student-Faculty Interaction	22.9	24.5	-.11		28.1 ***	-.34	
	Effective Teaching Practices	38.1	40.5 *	-.18		42.3 ***	-.29	
Campus Environment	Quality of Interactions	43.4	45.2 *	-.16		47.2 ***	-.33	
	Supportive Environment	36.2	37.9	-.13		40.0 **	-.29	

Seniors

Theme	Engagement Indicator	UNC Pembroke Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	42.8	41.7	.08	✓	43.2	-.03	✓
Academic	Reflective and Integrative Learning	39.5	39.8	-.03	✓	41.8 **	-.19	
Challenge	Learning Strategies	41.5	40.7	.06	✓	42.7	-.08	✓
	Quantitative Reasoning	31.2	31.4	-.01	✓	33.4 *	-.13	
Learning with Peers	Collaborative Learning	28.1	35.9 ***	-.56		38.4 ***	-.75	
	Discussions with Diverse Others	42.0	42.1	.00	✓	43.8	-.12	
Experiences with Faculty	Student-Faculty Interaction	25.3	29.7 ***	-.27		33.2 ***	-.49	
	Effective Teaching Practices	42.1	41.8	.03	✓	43.7	-.12	
Campus Environment	Quality of Interactions	44.8	45.2	-.04	✓	47.4 **	-.21	
	Supportive Environment	35.0	34.6	.03	✓	36.8 *	-.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 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.

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												
UNC Pembroke (N = 181)	38.1	11.9	.89	20	30	40	45	60				
Carnegie Master's L	37.7	13.3	.06	20	30	40	45	60	182	.4	.636	.032
UNC Institutions	37.8	13.1	.23	20	30	40	45	60	205	.2	.792	.019
Southeast Public	37.6	13.7	.09	15	30	40	45	60	184	.5	.573	.037
Top 50%	39.3	13.1	.04	20	30	40	50	60	121,070	-1.2	.204	-.095
Top 10%	41.4	12.8	.08	20	35	40	50	60	23,383	-3.3	.001	-.257
Reflective & Integrative Learning												
UNC Pembroke (N = 203)	34.6	12.3	.86	14	26	34	43	57				
Carnegie Master's L	34.8	12.0	.05	17	26	34	43	57	53,707	-.2	.850	-.013
UNC Institutions	35.5	11.5	.19	17	29	34	43	57	3,764	-.8	.308	-.074
Southeast Public	34.6	12.3	.08	14	26	34	43	57	26,520	.0	.993	.001
Top 50%	36.7	11.8	.03	17	29	37	46	57	118,419	-2.1	.013	-.175
Top 10%	39.0	11.7	.09	20	31	40	49	60	18,765	-4.4	.000	-.370
Learning Strategies												
UNC Pembroke (N = 163)	36.9	14.0	1.09	20	27	40	47	60				
Carnegie Master's L	38.5	13.8	.06	20	27	40	47	60	46,602	-1.6	.135	-.117
UNC Institutions	38.0	13.5	.25	20	27	40	47	60	3,103	-1.1	.309	-.082
Southeast Public	38.9	13.9	.09	20	27	40	47	60	22,581	-2.0	.061	-.147
Top 50%	39.9	13.7	.04	20	33	40	53	60	102,777	-3.1	.005	-.222
Top 10%	42.3	14.1	.09	20	33	40	53	60	22,771	-5.4	.000	-.386
Quantitative Reasoning												
UNC Pembroke (N = 168)	27.7	14.9	1.14	0	20	27	40	53				
Carnegie Master's L	27.9	15.4	.07	0	20	27	40	60	47,535	-.3	.823	-.017
UNC Institutions	28.7	14.9	.27	7	20	27	40	60	3,182	-1.0	.388	-.068
Southeast Public	28.2	15.7	.10	0	20	27	40	60	23,031	-.5	.684	-.031
Top 50%	29.4	15.2	.04	7	20	27	40	60	133,625	-1.7	.136	-.115
Top 10%	31.4	15.3	.09	7	20	33	40	60	28,322	-3.7	.002	-.242
Learning with Peers												
Collaborative Learning												
UNC Pembroke (N = 232)	31.0	14.4	.94	10	20	30	40	60				
Carnegie Master's L	30.1	15.2	.06	0	20	30	40	55	57,841	1.0	.340	.063
UNC Institutions	34.1	13.3	.21	15	25	35	40	60	4,266	-3.1	.001	-.229
Southeast Public	32.2	14.4	.08	10	20	30	40	60	29,342	-1.2	.203	-.084
Top 50%	35.2	13.7	.03	15	25	35	45	60	154,126	-4.2	.000	-.304
Top 10%	37.4	13.5	.08	15	30	40	45	60	32,455	-6.4	.000	-.472
Discussions with Diverse Others												
UNC Pembroke (N = 165)	41.0	16.2	1.26	10	30	40	60	60				
Carnegie Master's L	38.1	16.2	.08	10	25	40	50	60	46,988	2.8	.025	.175
UNC Institutions	40.4	15.0	.27	15	30	40	55	60	3,150	.6	.616	.040
Southeast Public	39.2	16.1	.11	10	25	40	55	60	22,798	1.8	.159	.110
Top 50%	41.5	15.0	.04	20	30	40	55	60	136,675	-.5	.670	-.033
Top 10%	43.6	14.5	.09	20	35	45	60	60	28,461	-2.7	.019	-.183

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												
UNC Pembroke (N = 194)	22.9	14.8	1.06	0	15	20	30	55				
Carnegie Master's L	20.8	14.7	.06	0	10	20	30	50	51,330	2.1	.045	.144
UNC Institutions	22.3	14.4	.25	0	10	20	30	50	3,540	.6	.563	.043
Southeast Public	22.2	15.2	.10	0	10	20	30	55	25,177	.7	.534	.045
Top 50%	24.5	14.7	.05	5	15	20	35	55	78,171	-1.6	.135	-.108
Top 10%	28.1	15.5	.15	5	15	25	40	60	10,527	-5.2	.000	-.337
Effective Teaching Practices												
UNC Pembroke (N = 177)	38.1	14.1	1.06	16	28	40	48	60				
Carnegie Master's L	38.6	13.5	.06	16	28	40	48	60	49,342	-.4	.671	-.032
UNC Institutions	36.3	12.9	.23	16	28	36	44	60	3,324	1.8	.066	.142
Southeast Public	38.0	13.8	.09	16	28	40	48	60	24,041	.1	.906	.009
Top 50%	40.5	13.2	.04	20	32	40	52	60	88,785	-2.4	.016	-.181
Top 10%	42.3	14.1	.09	16	32	44	56	60	24,585	-4.1	.000	-.293
Campus Environment												
Quality of Interactions												
UNC Pembroke (N = 157)	43.4	11.4	.91	20	36	44	52	60				
Carnegie Master's L	43.0	12.4	.06	20	36	44	52	60	42,739	.4	.696	.031
UNC Institutions	42.6	11.3	.22	22	36	44	50	60	2,932	.8	.401	.069
Southeast Public	42.7	12.3	.09	20	36	44	52	60	21,179	.7	.470	.058
Top 50%	45.2	11.2	.04	24	38	46	54	60	82,971	-1.8	.049	-.157
Top 10%	47.2	11.6	.08	25	40	50	58	60	20,086	-3.8	.000	-.326
Supportive Environment												
UNC Pembroke (N = 154)	36.2	15.2	1.22	13	23	38	50	60				
Carnegie Master's L	35.5	13.9	.07	13	25	35	45	60	44,932	.8	.485	.056
UNC Institutions	37.3	13.0	.24	15	29	38	48	60	166	-1.1	.400	-.080
Southeast Public	36.5	13.9	.09	13	28	38	45	60	21,767	-.2	.845	-.016
Top 50%	37.9	13.1	.04	18	30	38	48	60	154	-1.6	.182	-.125
Top 10%	40.0	12.9	.10	18	33	40	50	60	155	-3.8	.002	-.293

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												
UNC Pembroke (N = 243)	42.8	13.4	.86	20	35	40	55	60				
Carnegie Master's L	40.4	13.7	.05	20	30	40	50	60	73,316	2.4	.006	.176
UNC Institutions	40.3	13.4	.20	20	30	40	50	60	4,559	2.6	.004	.190
Southeast Public	40.5	13.8	.08	20	30	40	50	60	27,330	2.3	.010	.165
Top 50%	41.7	13.4	.04	20	35	40	55	60	130,447	1.1	.194	.083
Top 10%	43.2	13.3	.07	20	35	40	55	60	31,719	-.3	.685	-.026
Reflective & Integrative Learning												
UNC Pembroke (N = 269)	39.5	12.2	.75	20	30	40	49	60				
Carnegie Master's L	38.1	12.6	.05	17	29	37	47	60	77,719	1.4	.076	.108
UNC Institutions	38.3	12.4	.18	17	29	40	49	60	4,839	1.1	.142	.092
Southeast Public	38.1	12.6	.07	17	29	37	49	60	29,094	1.3	.089	.104
Top 50%	39.8	12.2	.03	20	31	40	49	60	129,529	-.3	.640	-.029
Top 10%	41.8	12.0	.08	20	34	40	51	60	21,159	-2.3	.002	-.191
Learning Strategies												
UNC Pembroke (N = 236)	41.5	14.6	.95	20	33	40	53	60				
Carnegie Master's L	39.3	14.5	.05	13	27	40	53	60	70,306	2.1	.024	.147
UNC Institutions	39.0	14.5	.23	13	27	40	53	60	4,332	2.4	.012	.168
Southeast Public	40.1	14.6	.09	13	27	40	53	60	26,002	1.3	.158	.092
Top 50%	40.7	14.5	.04	20	33	40	53	60	144,535	.8	.392	.056
Top 10%	42.7	14.4	.07	20	33	40	60	60	46,754	-1.2	.208	-.082
Quantitative Reasoning												
UNC Pembroke (N = 240)	31.2	16.5	1.06	0	20	33	40	60				
Carnegie Master's L	30.0	16.2	.06	0	20	27	40	60	71,165	1.2	.242	.076
UNC Institutions	31.6	15.4	.24	7	20	33	40	60	4,413	-.3	.757	-.021
Southeast Public	30.5	16.2	.10	0	20	27	40	60	26,352	.8	.472	.047
Top 50%	31.4	16.1	.04	0	20	33	40	60	184,829	-.2	.860	-.011
Top 10%	33.4	15.9	.08	7	20	33	40	60	36,411	-2.1	.039	-.134
Learning with Peers												
Collaborative Learning												
UNC Pembroke (N = 278)	28.1	16.4	.98	0	15	30	40	60				
Carnegie Master's L	29.6	16.3	.06	0	20	30	40	60	81,170	-1.5	.136	-.090
UNC Institutions	34.2	14.6	.21	10	25	35	45	60	303	-6.1	.000	-.411
Southeast Public	33.2	15.3	.09	5	20	35	45	60	30,790	-5.1	.000	-.331
Top 50%	35.9	14.0	.03	15	25	35	45	60	277	-7.8	.000	-.557
Top 10%	38.4	13.6	.08	15	30	40	50	60	280	-10.2	.000	-.753
Discussions with Diverse Others												
UNC Pembroke (N = 238)	42.0	16.3	1.06	15	35	40	60	60				
Carnegie Master's L	39.2	16.7	.06	10	25	40	55	60	70,561	2.8	.010	.168
UNC Institutions	41.7	15.7	.24	15	30	40	60	60	4,362	.4	.733	.023
Southeast Public	40.9	16.1	.10	15	30	40	60	60	26,155	1.1	.289	.069
Top 50%	42.1	15.5	.04	15	30	40	60	60	183,731	.0	.967	-.003
Top 10%	43.8	15.3	.07	20	35	45	60	60	46,358	-1.8	.077	-.115

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												
UNC Pembroke (N = 258)	25.3	17.4	1.08	0	10	20	40	60				
Carnegie Master's L	23.5	16.1	.06	0	10	20	35	55	259	1.8	.102	.111
UNC Institutions	24.6	16.4	.25	0	10	20	35	60	4,692	.7	.497	.043
Southeast Public	26.2	16.7	.10	0	15	25	40	60	28,106	-.9	.404	-.052
Top 50%	29.7	15.9	.06	5	20	30	40	60	259	-4.3	.000	-.273
Top 10%	33.2	16.0	.15	10	20	35	45	60	267	-7.9	.000	-.494
Effective Teaching Practices												
UNC Pembroke (N = 250)	42.1	14.5	.92	16	32	40	56	60				
Carnegie Master's L	40.2	14.1	.05	16	32	40	52	60	73,327	2.0	.028	.140
UNC Institutions	39.3	13.8	.21	16	30	40	48	60	4,546	2.8	.002	.203
Southeast Public	40.4	14.3	.09	16	32	40	52	60	27,282	1.8	.051	.124
Top 50%	41.8	13.7	.04	20	32	40	52	60	111,311	.4	.672	.027
Top 10%	43.7	13.4	.09	20	36	44	56	60	253	-1.6	.089	-.117
Campus Environment												
Quality of Interactions												
UNC Pembroke (N = 209)	44.8	12.3	.85	20	38	48	54	60				
Carnegie Master's L	43.8	12.4	.05	20	36	46	54	60	63,832	1.1	.220	.085
UNC Institutions	43.0	12.0	.19	20	36	44	52	60	3,997	1.8	.035	.150
Southeast Public	43.3	12.2	.08	20	36	44	52	60	24,170	1.5	.078	.122
Top 50%	45.2	11.7	.03	24	38	48	54	60	117,473	-.4	.602	-.036
Top 10%	47.4	12.0	.06	24	40	50	58	60	37,783	-2.6	.002	-.214
Supportive Environment												
UNC Pembroke (N = 229)	35.0	14.6	.96	13	25	38	45	60				
Carnegie Master's L	31.8	14.4	.06	8	20	33	40	60	68,395	3.2	.001	.218
UNC Institutions	33.4	13.9	.22	10	23	35	43	60	4,233	1.5	.108	.109
Southeast Public	33.2	14.4	.09	10	23	33	43	60	25,272	1.7	.066	.122
Top 50%	34.6	14.0	.04	13	25	35	45	60	122,403	.4	.701	.025
Top 10%	36.8	14.1	.10	13	28	38	48	60	22,143	-1.8	.048	-.131

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.