



NSSE 2024

Engagement Indicators

North Dakota State University

About Your Engagement Indicators Report

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

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

Report Sections

Overview (p. 3)

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

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

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

Detailed Statistics (pp. 16-End)

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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

Engagement Indicators: Overview

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

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

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with NDSU Peers	Your first-year students compared with Very High Research	Your first-year students compared with NSSE 2023 & 2024
Academic Challenge	Higher-Order Learning	▽	▽	▽
	Reflective & Integrative Learning	▽	▽	▽
	Learning Strategies	--	▽	▽
	Quantitative Reasoning	--	▽	▽
Learning with Peers	Collaborative Learning	△	--	△
	Discussions with Diverse Others	▽	▼	▽
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	▽	▽
Campus Environment	Quality of Interactions	△	△	--
	Supportive Environment	--	--	--

Seniors

Theme	Engagement Indicator	Your seniors compared with NDSU Peers	Your seniors compared with Very High Research	Your seniors compared with NSSE 2023 & 2024
Academic Challenge	Higher-Order Learning	▽	▽	▽
	Reflective & Integrative Learning	▽	▼	▼
	Learning Strategies	▽	▼	▼
	Quantitative Reasoning	▽	▽	▽
Learning with Peers	Collaborative Learning	--	--	△
	Discussions with Diverse Others	▽	▼	▽
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	▽
Campus Environment	Quality of Interactions	--	△	--
	Supportive Environment	--	--	--

Academic Challenge: First-year students

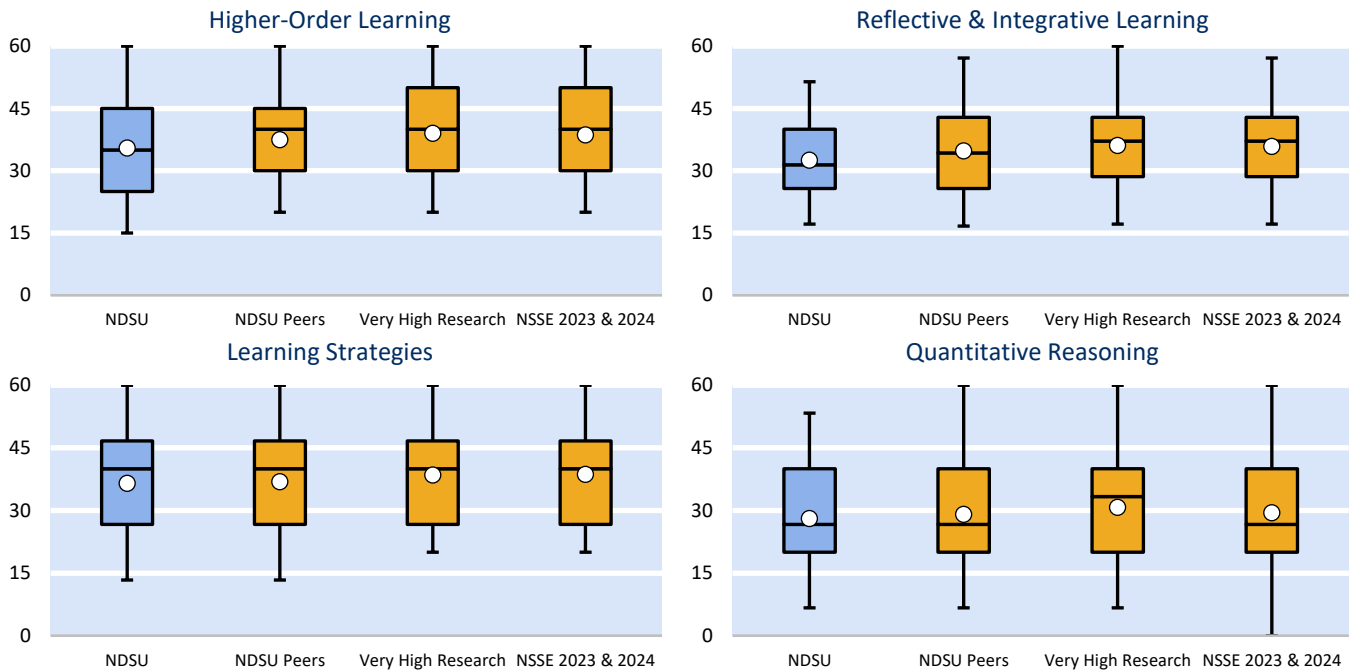
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	NDSU Mean	Your first-year students compared with					
		NDSU Peers Mean	Effect size	Very High Research Mean	Effect size	NSSE 2023 & 2024 Mean	Effect size
Higher-Order Learning	35.5	37.5 **	-.15	39.0 ***	-.27	38.6 ***	-.23
Reflective & Integrative Learning	32.6	34.8 ***	-.18	36.1 ***	-.29	35.9 ***	-.27
Learning Strategies	36.5	36.9	-.03	38.5 **	-.14	38.6 **	-.15
Quantitative Reasoning	28.1	29.1	-.07	30.8 ***	-.17	29.5 *	-.09

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

Score Distributions



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

Academic Challenge: 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.

	NDSU	Percentage point difference ^a between your FY students and		
		NDSU Peers	Very High Research	NSSE 2023 & 2024
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	70	+0	-4	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	64	-4	-8	-6
4d. Evaluating a point of view, decision, or information source	57	-9	-12	-13
4e. Forming a new idea or understanding from various pieces of information	64	-5	-8	-8
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	54	+1	-2	+0
2b. Connected your learning to societal problems or issues	36	-12	-16	-16
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	35	-13	-18	-18
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	-5	-7	-7
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	62	-8	-9	-9
2f. Learned something that changed the way you understand an issue or concept	65	-1	-4	-4
2g. Connected ideas from your courses to your prior experiences and knowledge	80	+2	+0	+1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	63	-7	-11	-11
9b. Reviewed your notes after class	67	+3	+1	+1
9c. Summarized what you learned in class or from course materials	64	+1	-3	-3
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.)	57	+1	-1	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	-4	-8	-5
6c. Evaluated what others have concluded from numerical information	36	-6	-11	-7

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

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

Academic Challenge: Seniors

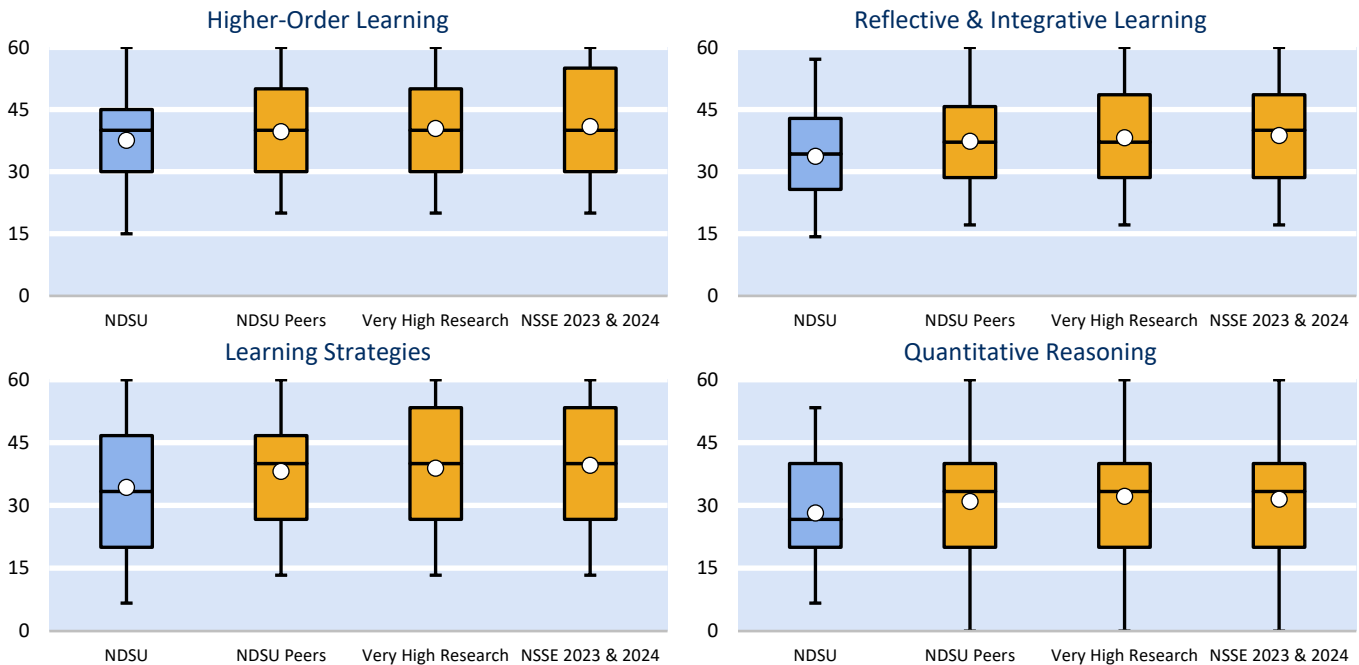
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	NDSU Mean	Your seniors compared with					
		NDSU Peers		Very High Research		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.6	39.7 **	-.15	40.4 ***	-.21	40.9 ***	-.24
Reflective & Integrative Learning	33.7	37.4 ***	-.29	38.2 ***	-.35	38.8 ***	-.39
Learning Strategies	34.3	38.1 ***	-.26	38.9 ***	-.31	39.5 ***	-.36
Quantitative Reasoning	28.2	30.9 ***	-.17	32.2 ***	-.24	31.4 ***	-.20

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.

	NDSU	Percentage point difference ^a between your seniors and		
		NDSU Peers	Very High Research	NSSE 2023 & 2024
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	79	+2	+1	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	-3	-5	-5
4d. Evaluating a point of view, decision, or information source	61	-7	-9	-12
4e. Forming a new idea or understanding from various pieces of information	62	-10	-11	-13
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	71	+1	+2	+2
2b. Connected your learning to societal problems or issues	47	-9	-13	-15
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	33	-15	-20	-22
2d. Examined the strengths and weaknesses of your own views on a topic or issue	54	-10	-12	-14
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	60	-11	-12	-14
2f. Learned something that changed the way you understand an issue or concept	66	-5	-6	-6
2g. Connected ideas from your courses to your prior experiences and knowledge	78	-4	-5	-6
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	62	-10	-13	-15
9b. Reviewed your notes after class	54	-9	-10	-11
9c. Summarized what you learned in class or from course materials	57	-8	-9	-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.)	54	-4	-6	-4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	36	-11	-14	-13
6c. Evaluated what others have concluded from numerical information	39	-8	-12	-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.

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Learning with Peers: First-year students

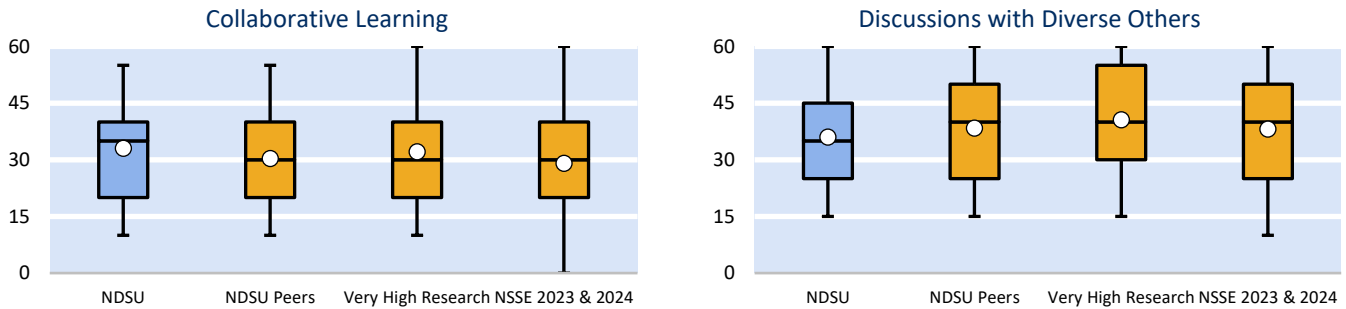
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	NDSU Mean	Your first-year students compared with					
		NDSU Peers		Very High Research		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.0	30.3 ***	.19	32.1	.06	29.0 ***	.26
Discussions with Diverse Others	36.0	38.3 **	-.15	40.6 ***	-.31	38.1 **	-.13

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Performance on Indicator Items

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Collaborative Learning	NDSU	Percentage point difference ^a between your FY students and		
		NDSU Peers	Very High Research	NSSE 2023 & 2024
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	58	+10	+8	+14
1c. Explained course material to one or more students	57	+7	+4	+10
1d. Prepared for exams by discussing or working through course material with other students	50	+7	+2	+9
1e. Worked with other students on course projects or assignments	60	+9	+4	+10
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of races or ethnicities other than your own	51	-17	-24	-18
8b. People from economic backgrounds other than your own	66	-6	-10	-5
8c. People with religious beliefs other than your own	60	-5	-11	-4
8d. People with political views other than your own	63	+2	+1	+5

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Learning with Peers: Seniors

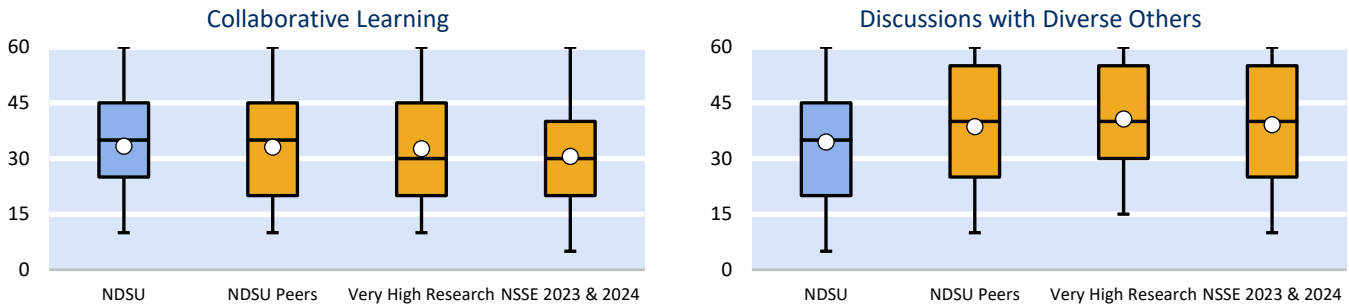
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	NDSU Mean	Your seniors compared with					
		NDSU Peers		Very High Research		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.4	33.1	.02	32.6	.05	30.6 ***	.17
Discussions with Diverse Others	34.5	38.6 ***	-.26	40.7 ***	-.40	39.1 ***	-.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).

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Performance on Indicator Items

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Collaborative Learning	NDSU	Percentage point difference ^a between your seniors and		
		NDSU Peers	Very High Research	NSSE 2023 & 2024
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	50	+2	+5	+9
1c. Explained course material to one or more students	56	+0	+0	+4
1d. Prepared for exams by discussing or working through course material with other students	47	+1	+3	+6
1e. Worked with other students on course projects or assignments	71	+6	+6	+11
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of races or ethnicities other than your own	50	-17	-25	-21
8b. People from economic backgrounds other than your own	62	-9	-13	-10
8c. People with religious beliefs other than your own	58	-6	-12	-8
8d. People with political views other than your own	60	-2	-2	-0

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Experiences with Faculty: First-year students

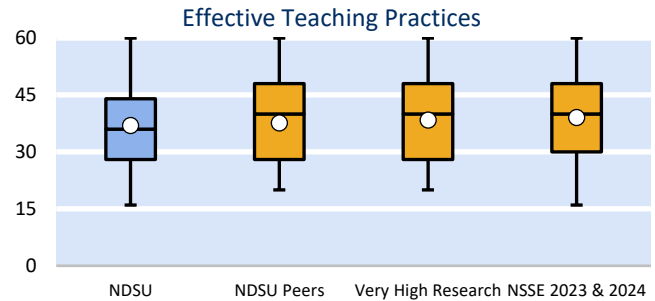
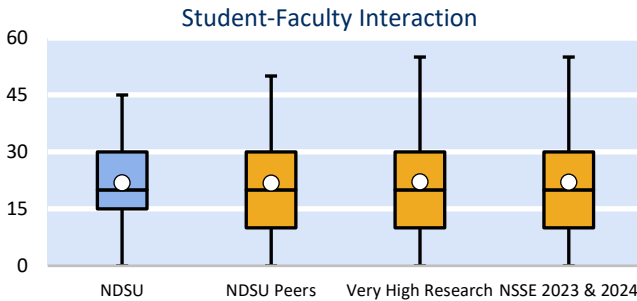
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	NDSU Mean	Your first-year students compared with					
		NDSU Peers		Very High Research		NSSE 2023 & 2024	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.8	21.8	.00	22.1	-.02	22.0	-.01
Effective Teaching Practices	36.9	37.6	-.06	38.4 *	-.11	39.0 ***	-.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).

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Student-Faculty Interaction	NDSU %	Percentage point difference ^a between your FY students and		
		NDSU Peers	Very High Research	NSSE 2023 & 2024
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	44	+4	+5	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	-4	-4	-3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	-2	-4	-4
3d. Discussed your academic performance with a faculty member	29	-0	-1	-3
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	77	+1	-1	-1
5b. Taught course sessions in an organized way	74	+0	-2	-1
5c. Used examples or illustrations to explain difficult points	73	-0	-2	-1
5d. Provided feedback on a draft or work in progress	58	-3	-4	-7
5e. Provided prompt and detailed feedback on tests or completed assignments	56	-1	-2	-6

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Experiences with Faculty: Seniors

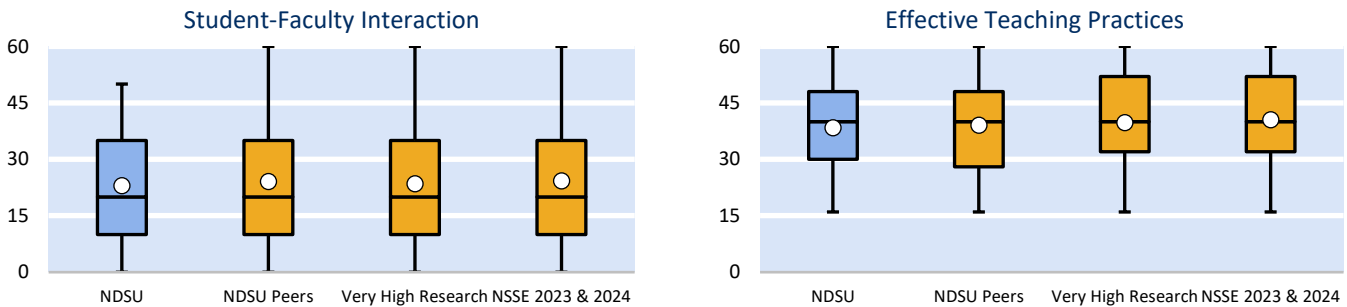
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.0	24.1	-.07	23.5	-.03	24.2	-.08
Effective Teaching Practices	38.3	39.0	-.05	39.7	-.10	40.4 **	-.15

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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Student-Faculty Interaction	NDSU	Percentage point difference ^a between your seniors and		
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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	44	+1	+3	+0
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	-5	-4	-4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	-2	-1	-2
3d. Discussed your academic performance with a faculty member	29	-2	-1	-5
<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	78	-0	-3	-3
5b. Taught course sessions in an organized way	75	+0	-2	-2
5c. Used examples or illustrations to explain difficult points	76	-1	-2	-2
5d. Provided feedback on a draft or work in progress	60	-2	-1	-5
5e. Provided prompt and detailed feedback on tests or completed assignments	61	-0	-1	-4

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

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

Campus Environment: First-year students

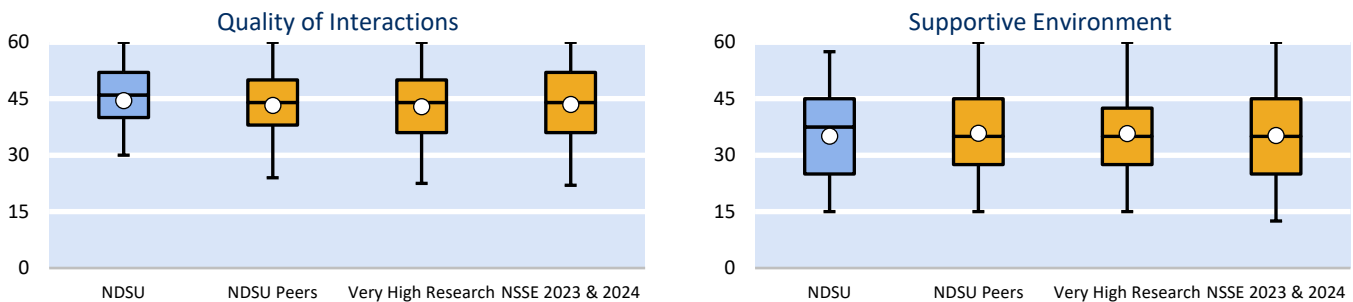
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	NDSU Mean	Your first-year students compared with					
		NDSU Peers Mean	Effect size	Very High Research Mean	Effect size	NSSE 2023 & 2024 Mean	Effect size
Quality of Interactions	44.5	43.3 *	.12	42.9 **	.14	43.5	.08
Supportive Environment	35.1	35.8	-.06	35.8	-.06	35.2	-.01

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	NDSU %	Percentage point difference ^a between your FY students and		
		NDSU Peers	Very High Research	NSSE 2023 & 2024
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	53	+3	+0	+1
13b. Academic advisors	66	+11	+12	+10
13c. Faculty	47	-1	-3	-7
13d. Student services staff (career services, student activities, housing, etc.)	49	+2	+3	+0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	51	+7	+10	+4
<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	-1	-1
14c. Using learning support services (tutoring services, writing center, etc.)	73	-2	-2	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	-9	-11	-9
14e. Providing opportunities to be involved socially	72	-0	+0	+3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	69	-1	+0	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	-4	-2	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	70	+2	+1	+7
14i. Attending events that address important social, economic, or political issues	41	-4	-5	-5

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

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

Campus Environment: Seniors

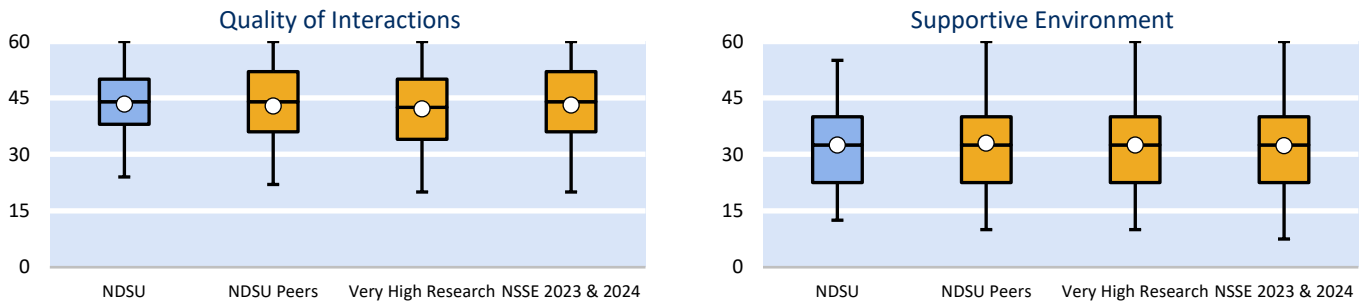
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	NDSU Mean	Your seniors compared with					
		NDSU Peers Mean	Effect size	Very High Research Mean	Effect size	NSSE 2023 & 2024 Mean	Effect size
Quality of Interactions	43.4	42.9	.04	42.1 *	.11	43.1	.03
Supportive Environment	32.5	33.0	-.04	32.5	.00	32.4	.01

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	NDSU %	Percentage point difference ^a between your seniors and		
		NDSU Peers	Very High Research	NSSE 2023 & 2024
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	59	-1	+0	+0
13b. Academic advisors	54	+3	+7	+2
13c. Faculty	50	-4	-4	-8
13d. Student services staff (career services, student activities, housing, etc.)	48	+3	+5	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	+3	+7	+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	66	-2	-1	-2
14c. Using learning support services (tutoring services, writing center, etc.)	62	-2	-1	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	47	-8	-10	-9
14e. Providing opportunities to be involved socially	72	+4	+6	+8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	+5	+7	+8
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	28	-5	-3	-5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	69	+7	+8	+14
14i. Attending events that address important social, economic, or political issues	38	-1	-1	-2

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

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

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

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

First-Year Students

Theme	Engagement Indicator	NDSU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	35.5	39.8 ***	-.33		42.4 ***	-.55	
Academic Challenge	Reflective and Integrative Learning	32.6	37.3 ***	-.39		39.9 ***	-.63	
	Learning Strategies	36.5	40.2 ***	-.26		43.1 ***	-.46	
	Quantitative Reasoning	28.1	30.8 ***	-.18		33.3 ***	-.34	
Learning with Peers	Collaborative Learning	33.0	33.4	-.03	✓	36.7 ***	-.27	
	Discussions with Diverse Others	36.0	40.7 ***	-.32		44.2 ***	-.60	
Experiences with Faculty	Student-Faculty Interaction	21.8	25.4 ***	-.23		29.9 ***	-.52	
	Effective Teaching Practices	36.9	40.8 ***	-.28		43.6 ***	-.47	
Campus Environment	Quality of Interactions	44.5	45.7 *	-.10		48.7 ***	-.35	
	Supportive Environment	35.1	37.1 **	-.16		40.4 ***	-.42	

Seniors

Theme	Engagement Indicator	NDSU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	37.6	42.4 ***	-.35		44.9 ***	-.57	
Academic Challenge	Reflective and Integrative Learning	33.7	40.6 ***	-.55		43.2 ***	-.80	
	Learning Strategies	34.3	41.2 ***	-.47		44.1 ***	-.69	
	Quantitative Reasoning	28.2	32.8 ***	-.28		36.2 ***	-.50	
Learning with Peers	Collaborative Learning	33.4	34.8	-.10	✓	38.0 ***	-.34	
	Discussions with Diverse Others	34.5	41.4 ***	-.44		44.1 ***	-.66	
Experiences with Faculty	Student-Faculty Interaction	23.0	29.9 ***	-.43		34.9 ***	-.75	
	Effective Teaching Practices	38.3	42.5 ***	-.30		45.2 ***	-.53	
Campus Environment	Quality of Interactions	43.4	45.4 **	-.17		48.1 ***	-.38	
	Supportive Environment	32.5	34.6 **	-.15		38.0 ***	-.40	

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

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

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
NDSU (N = 395)	35.5	12.6	.63	15	25	35	45	60				
NDSU Peers	37.5	12.9	.19	20	30	40	45	60	5,118	-2.0	.003	-.153
Very High Research	39.0	13.1	.07	20	30	40	50	60	36,276	-3.5	.000	-.268
NSSE 2023 & 2024	38.6	13.4	.04	20	30	40	50	60	131,924	-3.1	.000	-.233
Top 50%	39.8	13.2	.04	20	30	40	50	60	86,687	-4.3	.000	-.327
Top 10%	42.4	12.5	.13	20	35	40	55	60	10,320	-6.9	.000	-.549
Reflective & Integrative Learning												
NDSU (N = 416)	32.6	10.8	.53	17	26	31	40	51				
NDSU Peers	34.8	12.0	.17	17	26	34	43	57	501	-2.2	.000	-.184
Very High Research	36.1	12.0	.06	17	29	37	43	60	426	-3.5	.000	-.292
NSSE 2023 & 2024	35.9	12.2	.03	17	29	37	43	57	418	-3.3	.000	-.269
Top 50%	37.3	12.0	.04	17	29	37	46	60	420	-4.7	.000	-.394
Top 10%	39.9	11.7	.12	20	31	40	49	60	9,510	-7.4	.000	-.630
Learning Strategies												
NDSU (N = 366)	36.5	13.7	.72	13	27	40	47	60				
NDSU Peers	36.9	13.7	.21	13	27	40	47	60	4,689	-.4	.633	-.026
Very High Research	38.5	13.7	.08	20	27	40	47	60	33,038	-1.9	.007	-.142
NSSE 2023 & 2024	38.6	13.9	.04	20	27	40	47	60	120,325	-2.1	.004	-.152
Top 50%	40.2	13.9	.05	20	33	40	53	60	70,188	-3.7	.000	-.264
Top 10%	43.1	14.5	.12	20	33	40	60	60	384	-6.6	.000	-.459
Quantitative Reasoning												
NDSU (N = 380)	28.1	13.4	.69	7	20	27	40	53				
NDSU Peers	29.1	15.1	.23	7	20	27	40	60	465	-1.0	.168	-.067
Very High Research	30.8	15.4	.08	7	20	33	40	60	390	-2.6	.000	-.172
NSSE 2023 & 2024	29.5	15.7	.04	0	20	27	40	60	382	-1.4	.049	-.087
Top 50%	30.8	15.5	.05	7	20	33	40	60	384	-2.7	.000	-.177
Top 10%	33.3	15.4	.12	7	20	33	40	60	404	-5.2	.000	-.337
Learning with Peers												
Collaborative Learning												
NDSU (N = 436)	33.0	13.6	.65	10	20	35	40	55				
NDSU Peers	30.3	14.3	.19	10	20	30	40	55	6,137	2.7	.000	.190
Very High Research	32.1	14.4	.07	10	20	30	40	60	43,721	.9	.183	.064
NSSE 2023 & 2024	29.0	15.4	.04	0	20	30	40	60	438	4.0	.000	.260
Top 50%	33.4	13.9	.05	10	25	35	40	60	94,687	-.4	.595	-.026
Top 10%	36.7	13.7	.10	15	25	35	45	60	18,115	-3.7	.000	-.267
Discussions with Diverse Others												
NDSU (N = 376)	36.0	14.6	.75	15	25	35	45	60				
NDSU Peers	38.3	15.4	.23	15	25	40	50	60	4,756	-2.3	.004	-.153
Very High Research	40.6	15.0	.08	15	30	40	55	60	33,389	-4.6	.000	-.306
NSSE 2023 & 2024	38.1	16.1	.05	10	25	40	50	60	378	-2.1	.005	-.132
Top 50%	40.7	14.9	.05	20	30	40	55	60	78,094	-4.7	.000	-.316
Top 10%	44.2	13.8	.15	20	35	45	60	60	8,635	-8.2	.000	-.596

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												
NDSU (N = 405)	21.8	13.2	.66	0	15	20	30	45				
NDSU Peers	21.8	14.8	.21	0	10	20	30	50	491	.1	.934	.004
Very High Research	22.1	15.3	.08	0	10	20	30	55	416	-.3	.700	-.017
NSSE 2023 & 2024	22.0	15.3	.04	0	10	20	30	55	407	-.2	.783	-.012
Top 50%	25.4	15.3	.07	5	15	25	35	60	413	-3.5	.000	-.230
Top 10%	29.9	15.5	.20	5	20	30	40	60	482	-8.0	.000	-.522
Effective Teaching Practices												
NDSU (N = 396)	36.9	12.6	.63	16	28	36	44	60				
NDSU Peers	37.6	12.5	.18	20	28	40	48	60	5,090	-.7	.282	-.056
Very High Research	38.4	12.8	.07	20	28	40	48	60	35,978	-1.5	.024	-.114
NSSE 2023 & 2024	39.0	13.4	.04	16	30	40	48	60	397	-2.1	.001	-.158
Top 50%	40.8	13.5	.05	20	32	40	52	60	400	-3.8	.000	-.284
Top 10%	43.6	14.1	.13	20	36	44	56	60	430	-6.6	.000	-.471
Campus Environment												
Quality of Interactions												
NDSU (N = 342)	44.5	9.9	.53	30	40	46	52	60				
NDSU Peers	43.3	10.8	.17	24	38	44	50	60	414	1.2	.028	.115
Very High Research	42.9	11.1	.06	23	36	44	50	60	351	1.6	.003	.142
NSSE 2023 & 2024	43.5	11.7	.04	22	36	44	52	60	344	1.0	.066	.084
Top 50%	45.7	11.5	.05	24	40	48	54	60	348	-1.2	.027	-.104
Top 10%	48.7	11.9	.13	24	42	52	60	60	380	-4.2	.000	-.353
Supportive Environment												
NDSU (N = 355)	35.1	13.0	.69	15	25	38	45	58				
NDSU Peers	35.8	13.1	.20	15	28	35	45	60	4,545	-.7	.316	-.055
Very High Research	35.8	13.0	.07	15	28	35	43	60	31,909	-.7	.298	-.056
NSSE 2023 & 2024	35.2	13.6	.04	13	25	35	45	60	115,889	-.2	.814	-.012
Top 50%	37.1	13.0	.05	17	28	38	45	60	56,956	-2.0	.003	-.156
Top 10%	40.4	12.6	.18	20	33	40	50	60	5,099	-5.4	.000	-.424

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												
NDSU (N = 350)	37.6	12.8	.68	15	30	40	45	60				
NDSU Peers	39.7	13.5	.17	20	30	40	50	60	6,420	-2.0	.006	-.152
Very High Research	40.4	13.7	.06	20	30	40	50	60	47,192	-2.8	.000	-.206
NSSE 2023 & 2024	40.9	13.8	.03	20	30	40	55	60	161,157	-3.3	.000	-.241
Top 50%	42.4	13.6	.05	20	35	40	55	60	353	-4.8	.000	-.354
Top 10%	44.9	12.8	.15	20	40	45	60	60	7,444	-7.3	.000	-.569
Reflective & Integrative Learning												
NDSU (N = 371)	33.7	12.7	.66	14	26	34	43	57				
NDSU Peers	37.4	12.7	.16	17	29	37	46	60	6,896	-3.6	.000	-.288
Very High Research	38.2	12.8	.06	17	29	37	49	60	50,550	-4.5	.000	-.349
NSSE 2023 & 2024	38.8	12.9	.03	17	29	40	49	60	172,293	-5.0	.000	-.391
Top 50%	40.6	12.4	.05	20	31	40	51	60	68,366	-6.9	.000	-.555
Top 10%	43.2	11.8	.15	23	34	43	54	60	6,929	-9.5	.000	-.798
Learning Strategies												
NDSU (N = 325)	34.3	15.0	.83	7	20	33	47	60				
NDSU Peers	38.1	14.5	.19	13	27	40	47	60	6,032	-3.8	.000	-.262
Very High Research	38.9	14.5	.07	13	27	40	53	60	44,104	-4.6	.000	-.314
NSSE 2023 & 2024	39.5	14.6	.04	13	27	40	53	60	150,829	-5.2	.000	-.357
Top 50%	41.2	14.5	.05	20	33	40	53	60	82,958	-6.9	.000	-.473
Top 10%	44.1	14.2	.14	20	33	47	60	60	10,521	-9.8	.000	-.689
Quantitative Reasoning												
NDSU (N = 332)	28.2	14.8	.81	7	20	27	40	53				
NDSU Peers	30.9	16.4	.21	0	20	33	40	60	380	-2.8	.001	-.171
Very High Research	32.2	16.5	.08	0	20	33	40	60	338	-4.0	.000	-.244
NSSE 2023 & 2024	31.4	16.7	.04	0	20	33	40	60	333	-3.3	.000	-.197
Top 50%	32.8	16.5	.06	7	20	33	40	60	335	-4.7	.000	-.283
Top 10%	36.2	16.2	.17	7	20	40	47	60	362	-8.0	.000	-.498
Learning with Peers												
Collaborative Learning												
NDSU (N = 385)	33.4	14.8	.75	10	25	35	45	60				
NDSU Peers	33.1	15.1	.18	10	20	35	45	60	7,253	.3	.684	.021
Very High Research	32.6	15.1	.07	10	20	30	45	60	53,831	.7	.338	.049
NSSE 2023 & 2024	30.6	16.0	.04	5	20	30	40	60	386	2.8	.000	.174
Top 50%	34.8	14.2	.05	10	25	35	45	60	82,507	-1.4	.061	-.096
Top 10%	38.0	13.6	.13	15	30	40	50	60	408	-4.6	.000	-.339
Discussions with Diverse Others												
NDSU (N = 328)	34.5	16.1	.89	5	20	35	45	60				
NDSU Peers	38.6	16.1	.21	10	25	40	55	60	6,087	-4.1	.000	-.256
Very High Research	40.7	15.6	.07	15	30	40	55	60	44,386	-6.2	.000	-.399
NSSE 2023 & 2024	39.1	16.4	.04	10	25	40	55	60	151,756	-4.7	.000	-.284
Top 50%	41.4	15.6	.05	15	30	40	60	60	85,736	-6.9	.000	-.444
Top 10%	44.1	14.5	.15	20	35	45	60	60	344	-9.6	.000	-.663

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												
NDSU (N = 358)	23.0	15.1	.80	0	10	20	35	50				
NDSU Peers	24.1	16.3	.21	0	10	20	35	60	6,613	-1.1	.218	-.067
Very High Research	23.5	16.2	.07	0	10	20	35	60	48,694	-.5	.558	-.031
NSSE 2023 & 2024	24.2	16.5	.04	0	10	20	35	60	359	-1.2	.120	-.075
Top 50%	29.9	16.3	.08	5	20	30	40	60	365	-7.0	.000	-.427
Top 10%	34.9	16.1	.26	10	20	35	45	60	4,271	-11.9	.000	-.745
Effective Teaching Practices												
NDSU (N = 344)	38.3	12.8	.69	16	30	40	48	60				
NDSU Peers	39.0	13.8	.18	16	28	40	48	60	6,410	-.7	.347	-.052
Very High Research	39.7	13.7	.06	16	32	40	52	60	46,988	-1.3	.068	-.099
NSSE 2023 & 2024	40.4	14.0	.04	16	32	40	52	60	345	-2.1	.002	-.150
Top 50%	42.5	13.8	.06	20	32	44	56	60	347	-4.1	.000	-.300
Top 10%	45.2	13.1	.15	20	36	48	60	60	7,842	-6.9	.000	-.528
Campus Environment												
Quality of Interactions												
NDSU (N = 313)	43.4	10.9	.61	24	38	44	50	60				
NDSU Peers	42.9	11.7	.16	22	36	44	52	60	357	.5	.437	.042
Very High Research	42.1	12.1	.06	20	34	43	50	60	318	1.3	.030	.111
NSSE 2023 & 2024	43.1	12.4	.03	20	36	44	52	60	314	.3	.611	.025
Top 50%	45.4	12.0	.05	22	38	48	55	60	316	-2.0	.001	-.166
Top 10%	48.1	12.3	.11	23	42	50	60	60	334	-4.7	.000	-.383
Supportive Environment												
NDSU (N = 322)	32.5	12.3	.69	13	23	33	40	55				
NDSU Peers	33.0	13.9	.19	10	23	33	40	60	369	-.5	.474	-.037
Very High Research	32.5	14.0	.07	10	23	33	40	60	327	.0	.974	.002
NSSE 2023 & 2024	32.4	14.4	.04	8	23	33	40	60	323	.1	.846	.009
Top 50%	34.6	14.2	.06	10	25	35	45	60	325	-2.1	.002	-.151
Top 10%	38.0	13.7	.18	15	28	40	48	60	365	-5.5	.000	-.401

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.