



NSSE 2017

Engagement Indicators

Embry Riddle Aeronautical University-Worldwide

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 2016 and 2017 participating institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

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

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder—Institution Version 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 AITU	Your first-year students compared with NSSE 2016 & 2017
<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 AITU	Your seniors compared with NSSE 2016 & 2017
<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

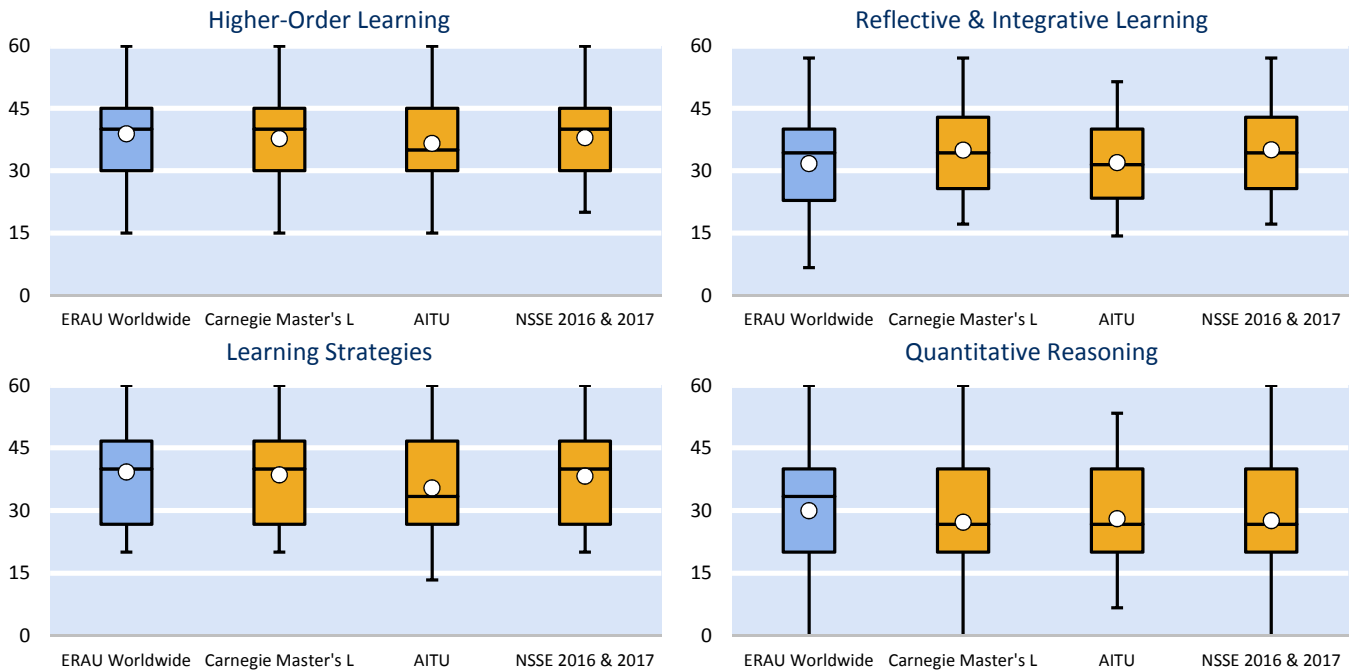
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	ERAU Worldwide Mean	Your first-year students compared with					
		Carnegie Master's L		AITU		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.9	37.8	.08	36.6	.18	37.9	.07
Reflective & Integrative Learning	31.7	34.9 **	-.27	32.0	-.02	35.0 **	-.28
Learning Strategies	39.2	38.5	.05	35.4 *	.29	38.3	.07
Quantitative Reasoning	30.0	27.2	.18	28.0	.13	27.6	.16

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance^a 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.

	ERAU Worldwide	Percentage point difference between your FY students and		
		Carnegie Master's L	AITU	NSSE 2016 & 2017
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	75	+5	-4	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	+7	+7	+6
4d. Evaluating a point of view, decision, or information source	75	+5	+21	+6
4e. Forming a new idea or understanding from various pieces of information	69	+1	+7	+1
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	45	-6	-4	-7
2b. Connected your learning to societal problems or issues	47	-5	+11	-5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	30	-21	-3	-21
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	-5	+3	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	-2	+5	-2
2f. Learned something that changed the way you understand an issue or concept	63	-3	+1	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	79	+3	+4	+2
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	75	-2	+7	-2
9b. Reviewed your notes after class	66	-1	+5	+1
9c. Summarized what you learned in class or from course materials	73	+10	+16	+10
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.)	66	+14	+5	+13
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	51	+13	+19	+13
6c. Evaluated what others have concluded from numerical information	42	+5	+2	+4

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

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

Academic Challenge: Seniors

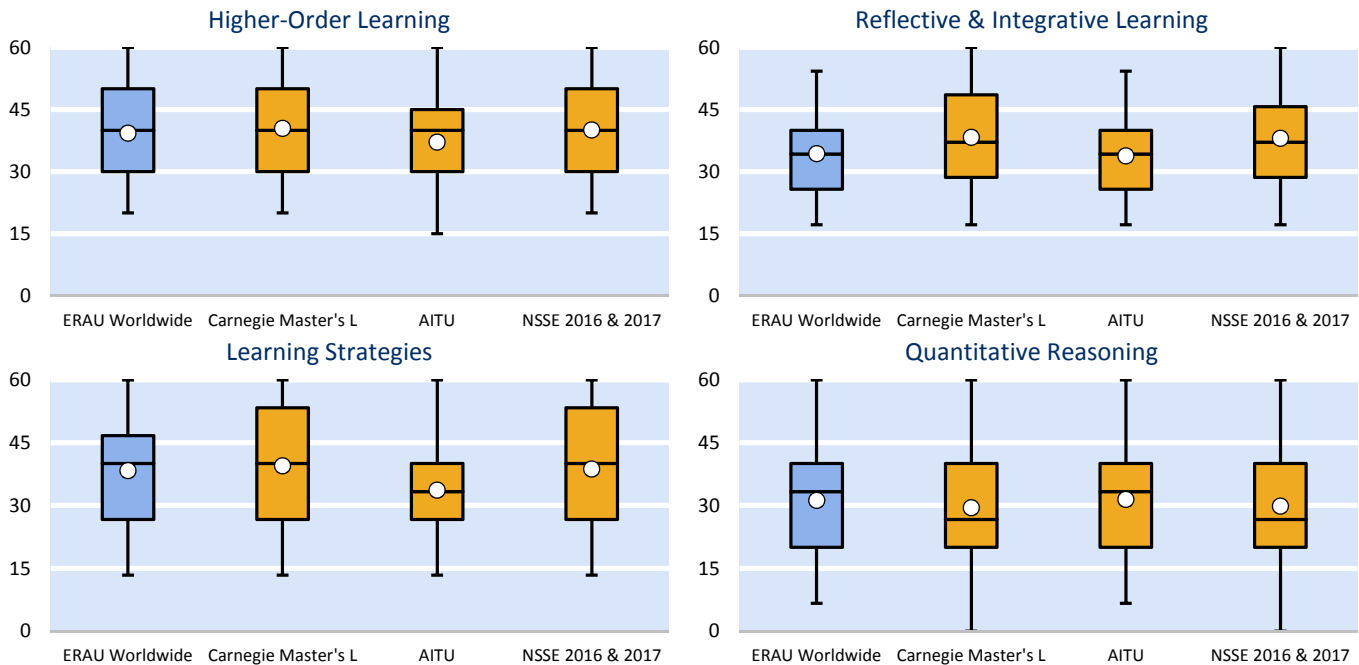
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	ERAU Worldwide Mean	Your seniors compared with					
		Carnegie Master's L		AITU		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.3	40.5 *	-.09	37.1 **	.17	40.0	-.05
Reflective & Integrative Learning	34.4	38.3 ***	-.31	33.8	.05	38.0 ***	-.29
Learning Strategies	38.3	39.4	-.08	33.6 ***	.33	38.7	-.03
Quantitative Reasoning	31.2	29.5 **	.11	31.5	-.02	29.9 *	.08

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

Score Distributions



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

Academic Challenge: Seniors (continued)

Performance^a 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.

	ERAU Worldwide	Percentage point difference between your seniors and		
		Carnegie Master's L	AITU	NSSE 2016 & 2017
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	-1	-1	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	-1	+3	-0
4d. Evaluating a point of view, decision, or information source	75	+2	+20	+5
4e. Forming a new idea or understanding from various pieces of information	73	+0	+10	+1
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	58	-10	-10	-11
2b. Connected your learning to societal problems or issues	51	-11	+8	-10
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	39	-15	+7	-14
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	-4	+7	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	-5	+5	-4
2f. Learned something that changed the way you understand an issue or concept	63	-9	-3	-8
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-2	+4	-1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	83	+2	+17	+3
9b. Reviewed your notes after class	63	-1	+12	+1
9c. Summarized what you learned in class or from course materials	67	+1	+15	+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.)	65	+10	-2	+9
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49	+5	+8	+5
6c. Evaluated what others have concluded from numerical information	42	-1	-6	-2

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Learning with Peers: First-year students

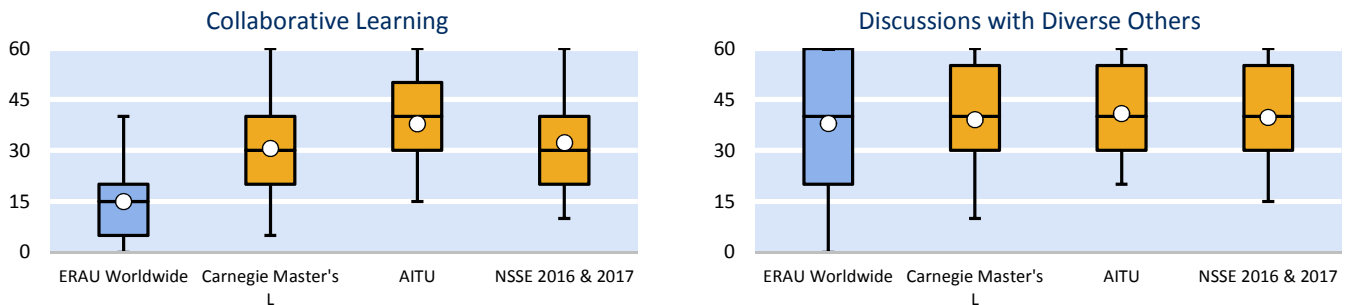
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	ERAU Worldwide Mean	Your first-year students compared with					
		Carnegie Master's L		AITU		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	14.9	30.6 ***	-1.06	37.8 ***	-1.71	32.2 ***	-1.20
Discussions with Diverse Others	37.9	39.0	-.07	40.8	-.19	39.7	-.11

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Engagement Indicator	ERAU Worldwide %	Percentage point difference between your FY students and		
		Carnegie Master's L	AITU	NSSE 2016 & 2017
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	10	-39	-57	-43
1f. Explained course material to one or more students	16	-38	-54	-41
1g. Prepared for exams by discussing or working through course material with other students	16	-30	-44	-34
1h. Worked with other students on course projects or assignments	25	-26	-44	-29
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	66	-3	-7	-5
8b. People from an economic background other than your own	66	-3	-8	-5
8c. People with religious beliefs other than your own	61	-5	-12	-6
8d. People with political views other than your own	67	+0	-0	-1

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Learning with Peers: Seniors

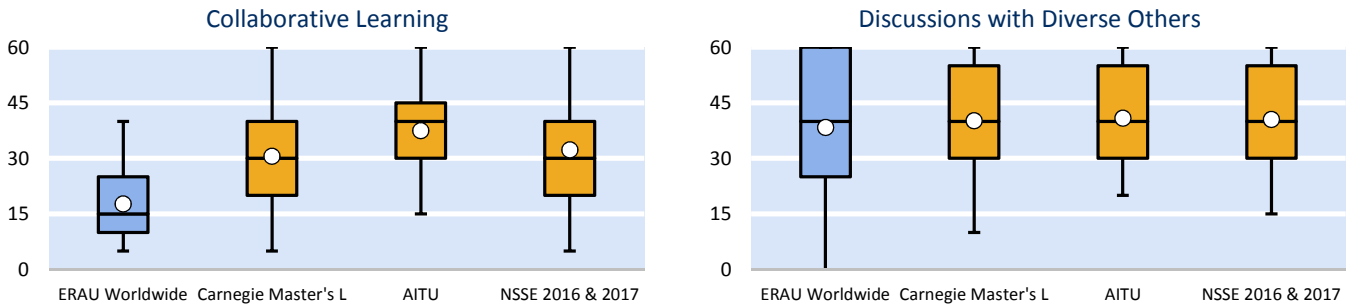
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	ERAU Worldwide Mean	Your seniors compared with					
		Carnegie Master's L		AITU		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	17.8	30.6 ***	-.82	37.5 ***	-1.57	32.3 ***	-.97
Discussions with Diverse Others	38.3	40.1 *	-.11	40.9 **	-.16	40.5 **	-.14

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Collaborative Learning	ERAU Worldwide %	Percentage point difference between your seniors and		
		Carnegie Master's L	AITU	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	8	-32	-48	-35
1f. Explained course material to one or more students	21	-34	-49	-38
1g. Prepared for exams by discussing or working through course material with other students	12	-32	-45	-35
1h. Worked with other students on course projects or assignments	38	-21	-40	-25
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	72	+1	-3	+1
8b. People from an economic background other than your own	67	-4	-7	-5
8c. People with religious beliefs other than your own	63	-5	-9	-5
8d. People with political views other than your own	68	+0	+4	-0

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Experiences with Faculty: First-year students

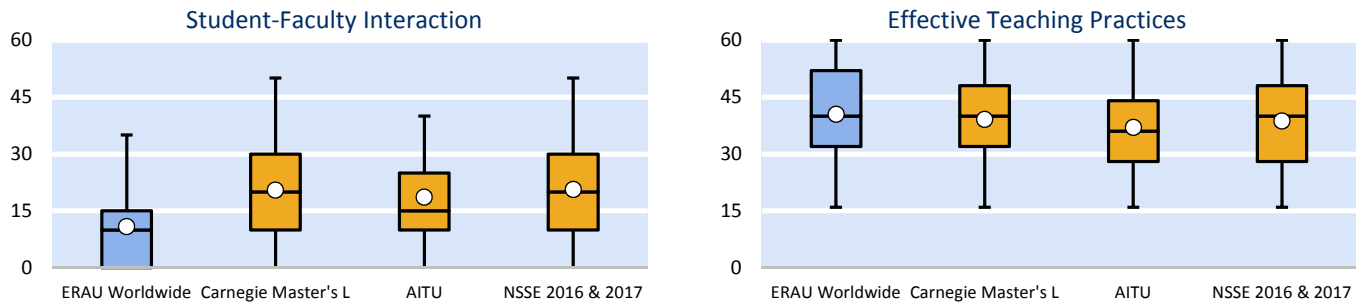
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	ERAU Worldwide Mean	Your first-year students compared with					
		Carnegie Master's L		AITU		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	10.9	20.4 ***	-.66	18.6 ***	-.61	20.6 ***	-.67
Effective Teaching Practices	40.4	39.1	.10	37.0 *	.28	38.7	.13

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Student-Faculty Interaction	ERAU Worldwide %	Percentage point difference between your FY students and		
		Carnegie Master's L	AITU	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	17	-18	-8	-17
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	8	-11	-7	-12
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	8	-17	-15	-17
3d. Discussed your academic performance with a faculty member	19	-11	-4	-11
<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	+1	+0
5b. Taught course sessions in an organized way	84	+8	+6	+8
5c. Used examples or illustrations to explain difficult points	74	-0	-2	-0
5d. Provided feedback on a draft or work in progress	67	+1	+16	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	75	+13	+18	+15

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Experiences with Faculty: Seniors

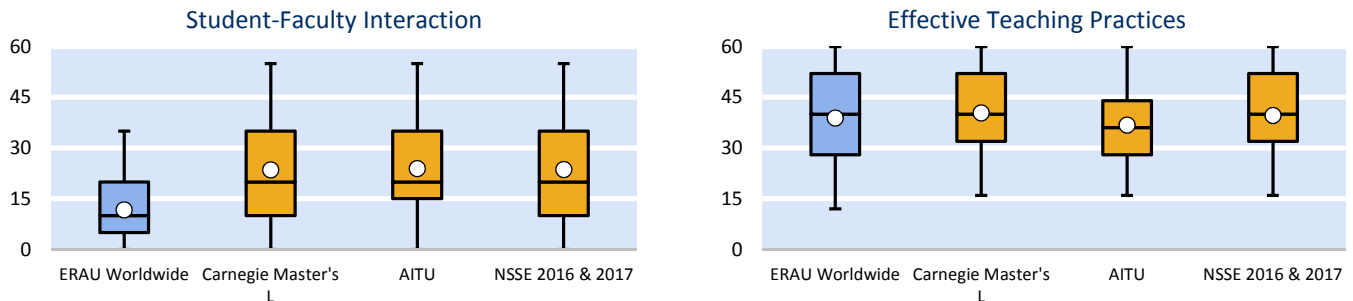
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	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	11.7	23.5 ***	-.73	23.8 ***	-.88	23.6 ***	-.75
Effective Teaching Practices	38.8	40.3 *	-.11	36.7 **	.15	39.6	-.06

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Student-Faculty Interaction	ERAU Worldwide	Percentage point difference between your seniors and		
		Carnegie Master's L	AITU	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	16	-27	-22	-26
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	7	-19	-21	-20
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	7	-24	-28	-25
3d. Discussed your academic performance with a faculty member	14	-20	-14	-19
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	80	-1	+5	-0
5b. Taught course sessions in an organized way	82	+3	+7	+4
5c. Used examples or illustrations to explain difficult points	68	-9	-8	-9
5d. Provided feedback on a draft or work in progress	60	-3	+10	-0
5e. Provided prompt and detailed feedback on tests or completed assignments	64	-3	+6	-0

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

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

Campus Environment: First-year students

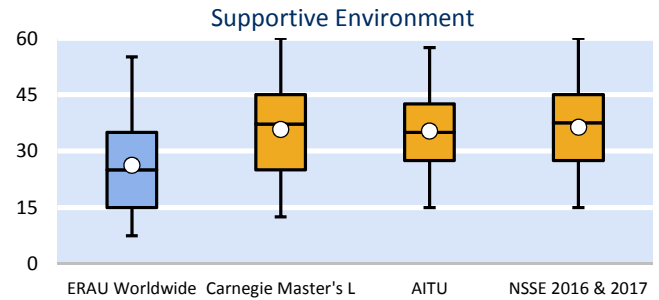
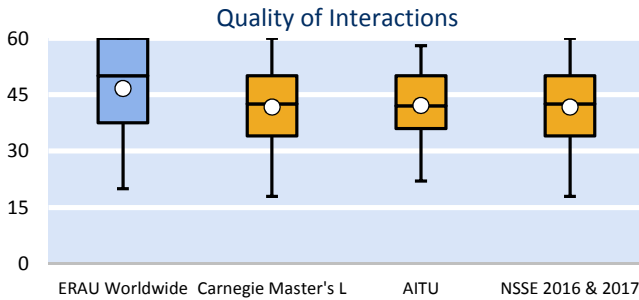
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	ERAU Worldwide Mean	Your first-year students compared with					
		Carnegie Master's L		AITU		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	46.7	41.7 **	.39	42.2 *	.40	41.7 **	.40
Supportive Environment	26.3	35.7 ***	-.68	35.3 ***	-.69	36.4 ***	-.74

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^a 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	ERAU Worldwide	Percentage point difference between your FY students and		
		Carnegie Master's L	AITU	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	56	+5	-1	+4
13b. Academic advisors	71	+22	+23	+22
13c. Faculty	63	+13	+16	+14
13d. Student services staff (career services, student activities, housing, etc.)	55	+11	+12	+11
13e. Other administrative staff and offices (registrar, financial aid, etc.)	62	+18	+21	+19
<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	65	-10	-18	-11
14c. Using learning support services (tutoring services, writing center, etc.)	66	-10	-14	-11
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	+2	+6	+2
14e. Providing opportunities to be involved socially	48	-22	-21	-23
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	41	-27	-28	-29
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	-13	-6	-13
14h. Attending campus activities and events (performing arts, athletic events, etc.)	28	-33	-31	-37
14i. Attending events that address important social, economic, or political issues	32	-18	-11	-20

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

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

Campus Environment: Seniors

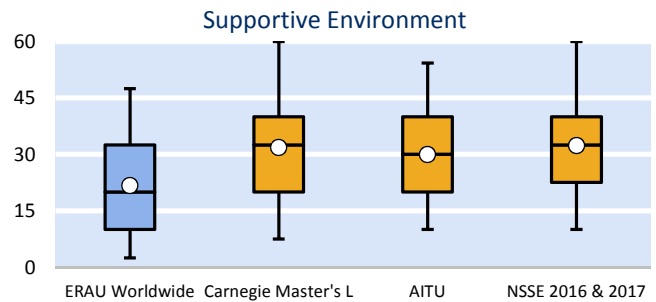
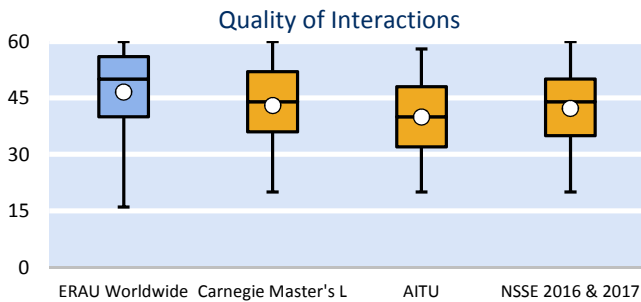
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	ERAU Worldwide Mean	Your seniors compared with					
		Carnegie Master's L		AITU		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	46.5	43.0 ***	.29	39.9 ***	.54	42.2 ***	.35
Supportive Environment	21.7	31.8 ***	-.71	30.0 ***	-.62	32.4 ***	-.75

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^a 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	ERAU Worldwide	Percentage point difference between your seniors and		
		Carnegie Master's L	AITU	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	56	-2	+2	-1
13b. Academic advisors	73	+20	+30	+22
13c. Faculty	61	+1	+13	+4
13d. Student services staff (career services, student activities, housing, etc.)	59	+14	+25	+17
13e. Other administrative staff and offices (registrar, financial aid, etc.)	65	+20	+30	+24
<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	63	-8	-5	-8
14c. Using learning support services (tutoring services, writing center, etc.)	49	-17	-13	-17
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	49	-6	+4	-5
14e. Providing opportunities to be involved socially	35	-27	-25	-29
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	28	-31	-30	-32
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	21	-11	-5	-10
14h. Attending campus activities and events (performing arts, athletic events, etc.)	17	-31	-32	-36
14i. Attending events that address important social, economic, or political issues	18	-24	-14	-25

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2016 and 2017 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 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		ERAU Worldwide Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.9	39.2	-.02	✓	41.2	-.17	
	Reflective and Integrative Learning	31.7	36.6 ***	-.40		38.3 ***	-.53	
	Learning Strategies	39.2	39.8	-.05	✓	41.9	-.20	
	Quantitative Reasoning	30.0	28.8	.08	✓	30.4	-.03	✓
<i>Learning with Peers</i>	Collaborative Learning	14.9	35.2 ***	-1.50		37.1 ***	-1.65	
	Discussions with Diverse Others	37.9	41.7	-.26		43.8 **	-.40	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	10.9	23.8 ***	-.88		27.2 ***	-1.06	
	Effective Teaching Practices	40.4	40.7	-.02	✓	42.6	-.16	
<i>Campus Environment</i>	Quality of Interactions	46.7	43.8	.25	✓	46.0	.05	✓
	Supportive Environment	26.3	38.2 ***	-.91		40.0 ***	-1.05	

Seniors		ERAU Worldwide Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.3	41.8 ***	-.19		43.3 ***	-.29	
	Reflective and Integrative Learning	34.4	40.0 ***	-.45		42.0 ***	-.62	
	Learning Strategies	38.3	40.7 ***	-.17		42.9 ***	-.32	
	Quantitative Reasoning	31.2	31.1	.01	✓	33.1 **	-.11	
<i>Learning with Peers</i>	Collaborative Learning	17.8	35.8 ***	-1.31		37.9 ***	-1.51	
	Discussions with Diverse Others	38.3	42.3 ***	-.25		44.3 ***	-.39	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	11.7	29.2 ***	-1.12		33.0 ***	-1.37	
	Effective Teaching Practices	38.8	41.8 ***	-.22		43.8 ***	-.37	
<i>Campus Environment</i>	Quality of Interactions	46.5	44.8 *	.15	✓	46.9	-.03	✓
	Supportive Environment	21.7	34.8 ***	-.95		37.2 ***	-1.13	

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 2016 and 2017 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
ERAU Worldwide (N = 102)	38.9	14.2	1.41	15	30	40	45	60				
Carnegie Master's L	37.8	13.4	.11	15	30	40	45	60	15,228	1.1	.394	.085
AITU	36.6	12.6	.61	15	30	35	45	60	531	2.3	.111	.176
NSSE 2016 & 2017	37.9	13.3	.06	20	30	40	45	60	52,543	1.0	.467	.072
Top 50%	39.2	13.1	.08	20	30	40	50	60	29,923	-.3	.836	-.021
Top 10%	41.2	13.3	.18	20	35	40	50	60	5,630	-2.3	.089	-.171
Reflective & Integrative Learning												
ERAU Worldwide (N = 102)	31.7	13.2	1.31	7	23	34	40	57				
Carnegie Master's L	34.9	12.0	.10	17	26	34	43	57	15,855	-3.2	.008	-.266
AITU	32.0	11.3	.53	14	23	31	40	51	545	-.2	.854	-.020
NSSE 2016 & 2017	35.0	12.0	.05	17	26	34	43	57	54,723	-3.3	.006	-.275
Top 50%	36.6	12.0	.07	17	29	37	46	57	27,939	-4.8	.000	-.404
Top 10%	38.3	12.3	.16	20	29	37	46	60	6,141	-6.5	.000	-.531
Learning Strategies												
ERAU Worldwide (N = 86)	39.2	13.2	1.42	20	27	40	47	60				
Carnegie Master's L	38.5	13.8	.12	20	27	40	47	60	13,592	.7	.651	.049
AITU	35.4	13.1	.67	13	27	33	47	60	466	3.8	.016	.288
NSSE 2016 & 2017	38.3	13.7	.06	20	27	40	47	60	46,787	.9	.533	.067
Top 50%	39.8	13.7	.09	20	27	40	53	60	23,122	-.6	.667	-.046
Top 10%	41.9	14.1	.18	20	33	40	53	60	5,945	-2.7	.073	-.195
Quantitative Reasoning												
ERAU Worldwide (N = 100)	30.0	16.1	1.61	0	20	33	40	60				
Carnegie Master's L	27.2	15.4	.13	0	20	27	40	60	15,157	2.8	.072	.180
AITU	28.0	14.5	.70	7	20	27	40	53	525	2.0	.228	.134
NSSE 2016 & 2017	27.6	15.4	.07	0	20	27	40	60	52,347	2.4	.118	.156
Top 50%	28.8	15.2	.08	0	20	27	40	60	32,275	1.1	.451	.075
Top 10%	30.4	15.2	.17	7	20	27	40	60	7,854	-.4	.774	-.029
Learning with Peers												
Collaborative Learning												
ERAU Worldwide (N = 100)	14.9	12.6	1.26	0	5	15	20	40				
Carnegie Master's L	30.6	14.9	.12	5	20	30	40	60	101	-15.7	.000	-1.055
AITU	37.8	13.6	.63	15	30	40	50	60	559	-22.9	.000	-1.708
NSSE 2016 & 2017	32.2	14.5	.06	10	20	30	40	60	100	-17.3	.000	-1.198
Top 50%	35.2	13.6	.08	15	25	35	45	60	32,486	-20.3	.000	-1.498
Top 10%	37.1	13.4	.15	15	25	40	45	60	8,031	-22.2	.000	-1.654
Discussions with Diverse Others												
ERAU Worldwide (N = 86)	37.9	18.8	2.02	0	20	40	60	60				
Carnegie Master's L	39.0	15.9	.14	10	30	40	55	60	86	-1.1	.599	-.067
AITU	40.8	14.4	.73	20	30	40	55	60	108	-2.9	.177	-.191
NSSE 2016 & 2017	39.7	15.5	.07	15	30	40	55	60	85	-1.8	.389	-.113
Top 50%	41.7	14.9	.09	20	30	40	55	60	85	-3.8	.063	-.256
Top 10%	43.8	14.5	.17	20	35	45	60	60	86	-5.9	.005	-.404

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
ERAU Worldwide (N = 103)	10.9	11.3	1.11	0	0	10	15	35				
Carnegie Master's L	20.4	14.5	.12	0	10	20	30	50	104	-9.6	.000	-.662
AITU	18.6	12.9	.62	0	10	15	25	40	535	-7.7	.000	-.614
NSSE 2016 & 2017	20.6	14.5	.06	0	10	20	30	50	102	-9.8	.000	-.674
Top 50%	23.8	14.7	.11	0	15	20	35	55	104	-12.9	.000	-.879
Top 10%	27.2	15.6	.28	5	15	25	40	60	115	-16.4	.000	-1.059
Effective Teaching Practices												
ERAU Worldwide (N = 102)	40.4	13.8	1.37	16	32	40	52	60				
Carnegie Master's L	39.1	13.2	.11	16	32	40	48	60	15,387	1.3	.317	.100
AITU	37.0	11.9	.58	16	28	36	44	60	138	3.5	.022	.281
NSSE 2016 & 2017	38.7	13.1	.06	16	28	40	48	60	53,104	1.7	.182	.133
Top 50%	40.7	13.0	.09	20	32	40	52	60	21,004	-.3	.834	-.021
Top 10%	42.6	13.6	.20	20	36	44	56	60	4,784	-2.2	.103	-.163
Campus Environment												
Quality of Interactions												
ERAU Worldwide (N = 62)	46.7	13.5	1.71	20	38	50	60	60				
Carnegie Master's L	41.7	12.6	.11	18	34	43	50	60	12,791	5.0	.002	.393
AITU	42.2	10.8	.57	22	36	42	50	58	75	4.5	.015	.402
NSSE 2016 & 2017	41.7	12.4	.06	18	34	43	50	60	44,311	5.0	.002	.400
Top 50%	43.8	11.5	.08	22	38	46	52	60	62	2.9	.098	.250
Top 10%	46.0	11.7	.21	24	40	48	56	60	63	.6	.711	.055
Supportive Environment												
ERAU Worldwide (N = 79)	26.3	14.6	1.64	8	15	25	35	55				
Carnegie Master's L	35.7	13.8	.12	13	25	37	45	60	12,657	-9.5	.000	-.683
AITU	35.3	12.7	.67	15	28	35	43	58	106	-9.1	.000	-.692
NSSE 2016 & 2017	36.4	13.6	.07	15	28	38	45	60	43,619	-10.1	.000	-.742
Top 50%	38.2	13.1	.09	18	30	40	48	60	23,802	-12.0	.000	-.910
Top 10%	40.0	13.0	.17	18	31	40	50	60	5,715	-13.7	.000	-1.054

- a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).
- b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.
- c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.
- d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.
- e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.
- f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.
- g. Effect size is the mean difference divided by the pooled standard deviation.

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
ERAU Worldwide (N = 558)	39.3	13.2	.56	20	30	40	50	60				
Carnegie Master's L	40.5	13.7	.07	20	30	40	50	60	574	-1.2	.038	-.085
AITU	37.1	13.2	.41	15	30	40	45	60	1,569	2.2	.002	.167
NSSE 2016 & 2017	40.0	13.7	.04	20	30	40	50	60	562	-.7	.188	-.054
Top 50%	41.8	13.5	.06	20	35	40	55	60	570	-2.5	.000	-.187
Top 10%	43.3	13.4	.11	20	35	40	55	60	601	-3.9	.000	-.293
Reflective & Integrative Learning												
ERAU Worldwide (N = 570)	34.4	11.3	.47	17	26	34	40	54				
Carnegie Master's L	38.3	12.6	.06	17	29	37	49	60	589	-3.9	.000	-.310
AITU	33.8	11.8	.36	17	26	34	40	54	1,615	.6	.316	.052
NSSE 2016 & 2017	38.0	12.6	.03	17	29	37	46	60	576	-3.6	.000	-.289
Top 50%	40.0	12.3	.05	20	31	40	49	60	584	-5.6	.000	-.455
Top 10%	42.0	12.2	.12	20	34	43	51	60	641	-7.6	.000	-.624
Learning Strategies												
ERAU Worldwide (N = 519)	38.3	14.0	.61	13	27	40	47	60				
Carnegie Master's L	39.4	14.5	.08	13	27	40	53	60	534	-1.1	.070	-.078
AITU	33.6	14.2	.47	13	27	33	40	60	1,440	4.7	.000	.332
NSSE 2016 & 2017	38.7	14.5	.04	13	27	40	53	60	523	-.4	.495	-.029
Top 50%	40.7	14.4	.06	20	33	40	53	60	527	-2.4	.000	-.168
Top 10%	42.9	14.3	.11	20	33	40	60	60	550	-4.6	.000	-.320
Quantitative Reasoning												
ERAU Worldwide (N = 559)	31.2	14.4	.61	7	20	33	40	60				
Carnegie Master's L	29.5	16.3	.08	0	20	27	40	60	579	1.7	.005	.107
AITU	31.5	15.5	.49	7	20	33	40	60	1,223	-.3	.744	-.017
NSSE 2016 & 2017	29.9	16.3	.05	0	20	27	40	60	564	1.4	.026	.084
Top 50%	31.1	16.2	.06	0	20	33	40	60	569	.1	.894	.005
Top 10%	33.1	16.0	.12	7	20	33	40	60	606	-1.8	.003	-.115
Learning with Peers												
Collaborative Learning												
ERAU Worldwide (N = 575)	17.8	10.6	.44	5	10	15	25	40				
Carnegie Master's L	30.6	15.8	.08	5	20	30	40	60	610	-12.8	.000	-.818
AITU	37.5	13.5	.41	15	30	40	45	60	1,427	-19.7	.000	-1.572
NSSE 2016 & 2017	32.3	15.1	.04	5	20	30	40	60	584	-14.6	.000	-.967
Top 50%	35.8	13.8	.05	15	25	35	45	60	590	-18.1	.000	-1.313
Top 10%	37.9	13.4	.11	15	30	40	50	60	649	-20.1	.000	-1.510
Discussions with Diverse Others												
ERAU Worldwide (N = 519)	38.3	18.3	.80	0	25	40	60	60				
Carnegie Master's L	40.1	16.3	.09	10	30	40	55	60	530	-1.8	.026	-.111
AITU	40.9	14.8	.48	20	30	40	55	60	898	-2.6	.006	-.159
NSSE 2016 & 2017	40.5	15.9	.05	15	30	40	55	60	521	-2.2	.007	-.137
Top 50%	42.3	15.6	.06	15	30	40	60	60	523	-4.0	.000	-.255
Top 10%	44.3	15.3	.12	20	35	45	60	60	541	-5.9	.000	-.385

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
ERAU Worldwide (N = 563)	11.7	11.4	.48	0	5	10	20	35				
Carnegie Master's L	23.5	16.1	.08	0	10	20	35	55	594	-11.7	.000	-.734
AITU	23.8	14.9	.46	0	15	20	35	55	1,418	-12.1	.000	-.883
NSSE 2016 & 2017	23.6	15.9	.04	0	10	20	35	55	572	-11.9	.000	-.748
Top 50%	29.2	15.7	.09	5	20	30	40	60	602	-17.5	.000	-1.120
Top 10%	33.0	16.0	.23	10	20	30	45	60	847	-21.3	.000	-1.365
Effective Teaching Practices												
ERAU Worldwide (N = 561)	38.8	15.0	.63	12	28	40	52	60				
Carnegie Master's L	40.3	13.8	.07	16	32	40	52	60	573	-1.5	.021	-.107
AITU	36.7	12.6	.40	16	28	36	44	60	997	2.1	.005	.154
NSSE 2016 & 2017	39.6	13.7	.04	16	32	40	52	60	564	-.8	.208	-.059
Top 50%	41.8	13.5	.06	20	32	40	52	60	571	-3.0	.000	-.218
Top 10%	43.8	13.4	.14	20	36	44	56	60	618	-5.0	.000	-.370
Campus Environment												
Quality of Interactions												
ERAU Worldwide (N = 348)	46.5	13.8	.74	16	40	50	56	60				
Carnegie Master's L	43.0	12.3	.07	20	36	44	52	60	34,038	3.5	.000	.288
AITU	39.9	11.5	.38	20	32	40	48	58	542	6.6	.000	.543
NSSE 2016 & 2017	42.2	12.1	.04	20	35	44	50	60	349	4.3	.000	.354
Top 50%	44.8	11.6	.06	23	38	46	54	60	351	1.8	.018	.151
Top 10%	46.9	12.0	.11	23	40	50	58	60	364	-.4	.639	-.029
Supportive Environment												
ERAU Worldwide (N = 482)	21.7	14.1	.64	3	10	20	33	48				
Carnegie Master's L	31.8	14.4	.08	8	20	33	40	60	34,853	-10.1	.000	-.706
AITU	30.0	13.1	.44	10	20	30	40	54	928	-8.3	.000	-.616
NSSE 2016 & 2017	32.4	14.1	.04	10	23	33	40	60	110,284	-10.7	.000	-.755
Top 50%	34.8	13.7	.06	13	25	35	45	60	50,611	-13.0	.000	-.952
Top 10%	37.2	13.6	.14	13	28	38	48	60	9,544	-15.5	.000	-1.133

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).
b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.
c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.
d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.
e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.
f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.
g. Effect size is the mean difference divided by the pooled standard deviation.