NSSE 2017
Engagement Indicators
Dalton State College

About Your *Engagement Indicators* Report

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

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

Report Sections

Overview (p. 3)
Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)
Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

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

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

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

Comparisons with High-Performing Institutions (p. 15)
Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 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**

Rocconi, L., & Gonyea, R. M. (2015, May). *Contextualizing student engagement effect sizes: An empirical analysis.* Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

NSSE 2017 Engagement Indicators

Overview

Dalton State College

Engagement Indicators: Overview

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

Use the following key:

▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with USG Recommended	Your first-year students compared with noresponse from VPs	Your first-year students compared with NSSE 2016 & 2017
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

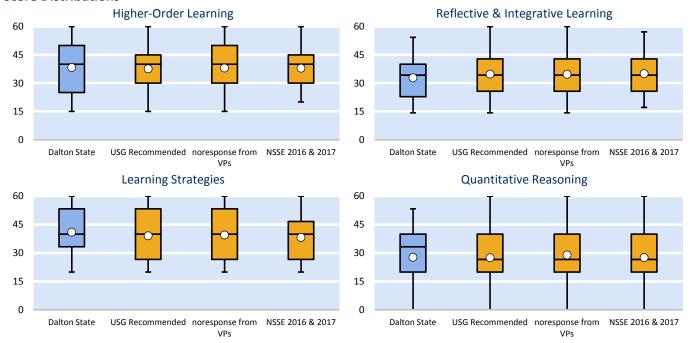| Theme	Engagement Indicator	Your seniors compared with USG Recommended	Your seniors compared with noresponse from VPs	Your seniors compared with NSSE 2016 & 2017
Academic Challenge	Higher-Order Learning	--	--	△
	Reflective & Integrative Learning	△	△	△
	Learning Strategies	△	--	▲
	Quantitative Reasoning	--	--	--
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

| | Dalton State | Your first-year students compared with | | | | | |
| | | USG Recommended | | noresponse from VPs | | NSSE 2016 & 2017 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.3	37.7	.05	38.0	.02	37.9	.03
Reflective & Integrative Learning	32.9	34.8	-.16	34.8	-.15	35.0	-.18
Learning Strategies	41.0	39.1	.14	39.5	.11	38.3	.20
Quantitative Reasoning	27.8	27.6	.02	29.0	-.07	27.6	.02

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

Score Distributions

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

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.

	Dalton State	Percentage point difference between your FY students and		
Higher-Order Learning		USG Recommended	noresponse from VPs	NSSE 2016 & 2017
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	70	+3	+5	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	+6	+5	+2
4d. Evaluating a point of view, decision, or information source	68	-3	-4	-1
4e. Forming a new idea or understanding from various pieces of information	67	-2	-4	-1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	42	-10	-7	-10
2b. Connected your learning to societal problems or issues	42	-7	-5	-9
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51	+0	-2	+0
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	-4	-4	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64	-5	-6	-5
2f. Learned something that changed the way you understand an issue or concept	64	-2	-2	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	76	+2	+2	-1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	80	+5	+5	+3
9b. Reviewed your notes after class	74	+5	+5	+9
9c. Summarized what you learned in class or from course materials	70	+5	+2	+8
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55	+3	+0	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	+7	+3	+8
6c. Evaluated what others have concluded from numerical information	36	-2	-8	-2

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

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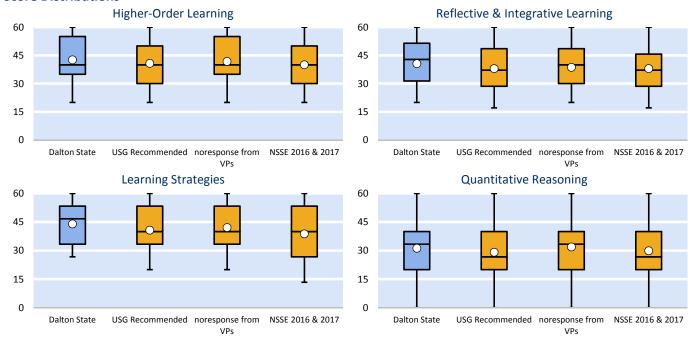
Academic Challenge: Seniors

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

	Dalton State	Your seniors compared with					
		USG Recommended		noresponse from VPs		NSSE 2016 & 2017	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.7	40.8	.14	41.8	.07	40.0 **	.19
Reflective & Integrative Learning	40.7	38.0 **	.21	38.7 *	.15	38.0 **	.21
Learning Strategies	44.0	40.7 **	.23	42.1	.14	38.7 ***	.36
Quantitative Reasoning	31.2	29.1	.14	31.9	-.04	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.

		Percentage point difference between your seniors and		
Higher-Order Learning	Dalton State	USG Recommended	noresponse from VPs	NSSE 2016 & 2017
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	81	+3	+1	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+1	-1	+2
4d. Evaluating a point of view, decision, or information source	73	-1	-5	+3
4e. Forming a new idea or understanding from various pieces of information	79	+4	+2	+7
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	69	+1	-2	+0
2b. Connected your learning to societal problems or issues	69	+7	+5	+8
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	64	+9	+10	+11
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71	+4	+3	+5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	79	+5	+4	+7
2f. Learned something that changed the way you understand an issue or concept	75	+5	+3	+5
2g. Connected ideas from your courses to your prior experiences and knowledge	86	+3	+1	+2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	94	+13	+10	+14
9b. Reviewed your notes after class	79	+8	+5	+17
9c. Summarized what you learned in class or from course materials	79	+9	+6	+15
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	60	+5	-2	+4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	+3	-3	+3
6c. Evaluated what others have concluded from numerical information	48	+7	+1	+4

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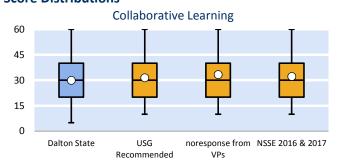
national survey of student engagement

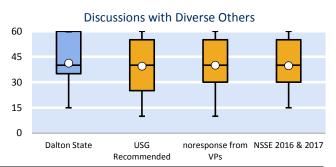## Learning with Peers: First-year students

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

| | Dalton State | Your first-year students compared with | | | | | |
| | | USG Recommended | | noresponse from VPs | | NSSE 2016 & 2017 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.9	31.4	-.10	33.2 *	-.23	32.2	-.15
Discussions with Diverse Others	41.1	39.4	.11	40.0	.07	39.7	.10

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

Collaborative Learning

Discussions with Diverse Others

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.

| Collaborative Learning | Dalton State | Percentage point difference between your FY students and | | |
		USG Recommended	noresponse from VPs	NSSE 2016 & 2017
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	47	-1	-5	-6
1f. Explained course material to one or more students	60	+3	-0	+2
1g. Prepared for exams by discussing or working through course material with other students	41	-5	-9	-8
1h. Worked with other students on course projects or assignments	38	-15	-19	-16

Discussions with Diverse Others	Dalton State	USG Recommended	noresponse from VPs	NSSE 2016 & 2017
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	75	+4	+0	+4
8b. People from an economic background other than your own	72	+3	+0	+1
8c. People with religious beliefs other than your own	67	-1	+1	+0
8d. People with political views other than your own	75	+8	+10	+7

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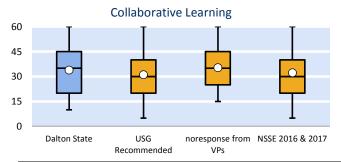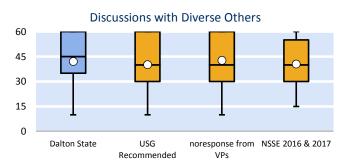
Learning with Peers: Seniors

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Mean Comparisons

| | Dalton State | *Your seniors compared with* | | | | | |
| | | USG Recommended | | noresponse from VPs | | NSSE 2016 & 2017 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.9	31.1 *	.19	35.3	-.10	32.3	.11
Discussions with Diverse Others	42.0	40.1	.11	42.7	-.04	40.5	.10

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

Collaborative Learning

Discussions with Diverse Others

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| | | *Percentage point difference between your seniors and* | | |
Collaborative Learning	Dalton State	USG Recommended	noresponse from VPs	NSSE 2016 & 2017
Percentage of students who responded that they "Very often" or "Often"…	%			
1e. Asked another student to help you understand course material	51	+12	+5	+8
1f. Explained course material to one or more students	59	+4	-6	+1
1g. Prepared for exams by discussing or working through course material with other students	54	+10	+1	+7
1h. Worked with other students on course projects or assignments	59	+0	-12	-4
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People from a race or ethnicity other than your own	76	+6	-2	+4
8b. People from an economic background other than your own	74	+2	-4	+1
8c. People with religious beliefs other than your own	69	+1	-0	+1
8d. People with political views other than your own	76	+6	+5	+8

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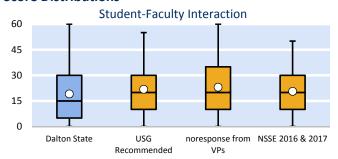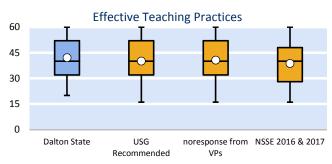
Experiences with Faculty: First-year students

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

| | Dalton State | *Your first-year students compared with* | | | | | |
| | | USG Recommended | | noresponse from VPs | | NSSE 2016 & 2017 | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	19.1	21.8	-.17	23.0 *	-.25	20.6	-.10
Effective Teaching Practices	42.1	40.1	.14	40.6	.10	38.7 *	.26

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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| | Dalton State | *Percentage point difference between your FY students and* | | |
Student-Faculty Interaction		USG Recommended	noresponse from VPs	NSSE 2016 & 2017
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	31	-9	-10	-4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	-2	-2	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	+2	-0	+5
3d. Discussed your academic performance with a faculty member	32	-4	-7	+3
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	86	+9	+9	+9
5b. Taught course sessions in an organized way	79	+4	+5	+3
5c. Used examples or illustrations to explain difficult points	84	+11	+10	+10
5d. Provided feedback on a draft or work in progress	74	+5	+4	+10
5e. Provided prompt and detailed feedback on tests or completed assignments	76	+11	+8	+16

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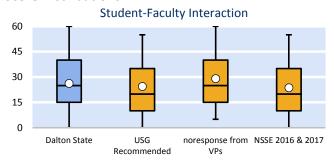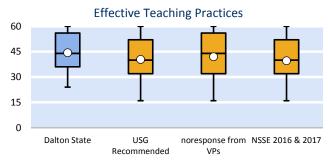
Experiences with Faculty: Seniors

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Mean Comparisons

| | Dalton State | Your seniors compared with |
| | | USG Recommended | | noresponse from VPs | | NSSE 2016 & 2017 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	26.1	24.3	.11	28.9 *	-.17	23.6 *	.16
Effective Teaching Practices	44.3	40.4 ***	.28	41.9 *	.17	39.6 ***	.34

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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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.

| | Dalton State | \multicolumn{3}{c}{Percentage point difference between your seniors and} |
Student-Faculty Interaction		USG Recommended	noresponse from VPs	NSSE 2016 & 2017
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	49	+3	-8	+7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	29	+3	-4	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	39	+6	-2	+7
3d. Discussed your academic performance with a faculty member	37	-1	-11	+5
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	90	+10	+6	+9
5b. Taught course sessions in an organized way	88	+11	+9	+10
5c. Used examples or illustrations to explain difficult points	82	+6	+3	+5
5d. Provided feedback on a draft or work in progress	72	+8	+5	+12
5e. Provided prompt and detailed feedback on tests or completed assignments	78	+11	+8	+14

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.
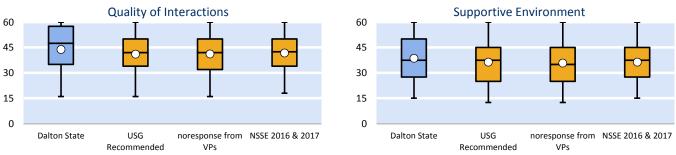
Campus Environment: First-year students

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

| | Dalton State | Your first-year students compared with | | | | | |
| | | USG Recommended | | noresponse from VPs | | NSSE 2016 & 2017 | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	43.8	41.1	.21	41.2	.19	41.7	.17
Supportive Environment	38.6	36.3	.16	35.8	.20	36.3	.17

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 | Dalton State | Percentage point difference between your FY students and | | |
		USG Recommended	noresponse from VPs	NSSE 2016 & 2017
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	55	+8	+7	+3
13b. Academic advisors	45	-5	-6	-5
13c. Faculty	59	+10	+8	+10
13d. Student services staff (career services, student activities, housing, etc.)	54	+11	+11	+10
13e. Other administrative staff and offices (registrar, financial aid, etc.)	57	+14	+14	+14
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	76	+1	+3	-0
14c. Using learning support services (tutoring services, writing center, etc.)	81	+4	+7	+4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	-2	-1	-1
14e. Providing opportunities to be involved socially	71	+0	+2	+0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	77	+10	+11	+7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	47	+1	+1	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	70	+6	+11	+6
14i. Attending events that address important social, economic, or political issues	65	+13	+14	+13

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.
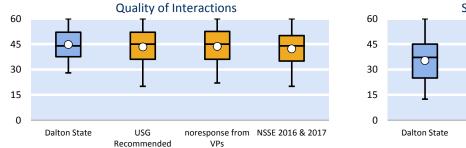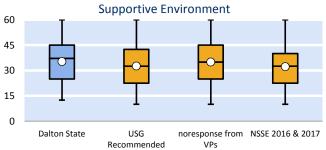
Campus Environment: Seniors

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

| | Dalton State | Your seniors compared with | | | | | |
| | | USG Recommended | | noresponse from VPs | | NSSE 2016 & 2017 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.7	43.4	.11	43.6	.09	42.2 **	.21
Supportive Environment	35.3	32.7 *	.18	35.1	.02	32.3 **	.21

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

Score Distributions

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

Performance[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.

| | | Percentage point difference between your seniors and | | |
Quality of Interactions	Dalton State	USG Recommended	noresponse from VPs	NSSE 2016 & 2017
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	65	+7	+6	+7
13b. Academic advisors	59	+2	-2	+8
13c. Faculty	68	+7	+4	+12
13d. Student services staff (career services, student activities, housing, etc.)	42	-2	+1	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	-4	-1	+0
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	85	+13	+10	+14
14c. Using learning support services (tutoring services, writing center, etc.)	73	+5	+5	+7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	+3	-3	+6
14e. Providing opportunities to be involved socially	77	+10	+7	+13
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	+13	+7	+11
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	42	+9	+6	+11
14h. Attending campus activities and events (performing arts, athletic events, etc.)	56	+3	-3	+3
14i. Attending events that address important social, economic, or political issues	49	+8	+3	+6

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

Theme	Engagement Indicator	Dalton State Mean	NSSE Top 50% Mean	NSSE Top 50% Effect size	NSSE Top 50% ✓	NSSE Top 10% Mean	NSSE Top 10% Effect size	NSSE Top 10% ✓
Academic Challenge	Higher-Order Learning	38.3	39.2	-.06	✓	41.2	-.21	
	Reflective and Integrative Learning	32.9	36.6 **	-.31		38.3 ***	-.44	
	Learning Strategies	41.0	39.8	.09	✓	41.9	-.07	✓
	Quantitative Reasoning	27.8	28.8	-.07	✓	30.4	-.17	
Learning with Peers	Collaborative Learning	29.9	35.2 ***	-.39		37.1 ***	-.53	
	Discussions with Diverse Others	41.1	41.7	-.04	✓	43.8	-.18	
Experiences with Faculty	Student-Faculty Interaction	19.1	23.8 **	-.32		27.2 ***	-.52	
	Effective Teaching Practices	42.1	40.7	.10	✓	42.6	-.04	✓
Campus Environment	Quality of Interactions	43.8	43.8	.00	✓	46.1	-.19	
	Supportive Environment	38.6	38.2	.03	✓	40.0	-.11	

Your first-year students compared with

Seniors

Theme	Engagement Indicator	Dalton State Mean	NSSE Top 50% Mean	NSSE Top 50% Effect size	NSSE Top 50% ✓	NSSE Top 10% Mean	NSSE Top 10% Effect size	NSSE Top 10% ✓
Academic Challenge	Higher-Order Learning	42.7	41.8	.06	✓	43.3	-.04	✓
	Reflective and Integrative Learning	40.7	40.0	.05	✓	42.0	-.11	
	Learning Strategies	44.0	40.7 ***	.23	✓	42.9	.08	✓
	Quantitative Reasoning	31.2	31.1	.00	✓	33.0	-.11	
Learning with Peers	Collaborative Learning	33.9	35.8	-.14		37.9 ***	-.30	
	Discussions with Diverse Others	42.0	42.3	-.02	✓	44.3	-.15	
Experiences with Faculty	Student-Faculty Interaction	26.1	29.2 **	-.20		33.0 ***	-.43	
	Effective Teaching Practices	44.3	41.8 **	.19	✓	43.8	.04	✓
Campus Environment	Quality of Interactions	44.7	44.8	.00	✓	46.9 **	-.18	
	Supportive Environment	35.3	34.8	.04	✓	37.2	-.13	

Your seniors compared with

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.

NSSE 2017 Engagement Indicators
Detailed Statistics[a]
Dalton State College

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												
Dalton State (N = 81)	38.3	14.2	1.58	15	25	40	50	60				
USG Recommended	37.7	13.8	.30	15	30	40	45	60	2,270	.7	.658	.050
noresponse from VPs	38.0	14.0	.44	15	30	40	50	60	1,118	.3	.852	.021
NSSE 2016 & 2017	37.9	13.3	.03	20	30	40	45	60	147,681	.4	.785	.030
Top 50%	39.2	13.1	.05	20	30	40	50	60	84,104	-.8	.570	-.063
Top 10%	41.2	13.3	.11	20	35	40	50	60	15,623	-2.8	.056	-.212
Reflective & Integrative Learning												
Dalton State (N = 85)	32.9	12.2	1.32	14	23	34	40	54				
USG Recommended	34.8	12.7	.27	14	26	34	43	60	2,361	-2.0	.159	-.156
noresponse from VPs	34.8	12.9	.39	14	26	34	43	60	1,171	-1.9	.194	-.146
NSSE 2016 & 2017	35.0	12.0	.03	17	26	34	43	57	153,809	-2.2	.098	-.180
Top 50%	36.6	12.0	.04	17	29	37	46	57	78,327	-3.7	.004	-.309
Top 10%	38.3	12.3	.09	20	29	37	46	60	17,063	-5.4	.000	-.439
Learning Strategies												
Dalton State (N = 73)	41.0	14.6	1.70	20	33	40	53	60				
USG Recommended	39.1	13.9	.31	20	27	40	53	60	2,046	2.0	.239	.140
noresponse from VPs	39.5	13.8	.46	20	27	40	53	60	996	1.5	.381	.106
NSSE 2016 & 2017	38.3	13.7	.04	20	27	40	47	60	131,502	2.7	.088	.199
Top 50%	39.8	13.7	.05	20	27	40	53	60	64,990	1.2	.463	.086
Top 10%	41.9	14.1	.11	20	33	40	53	60	16,470	-.9	.571	-.066
Quantitative Reasoning												
Dalton State (N = 81)	27.8	15.7	1.75	0	20	33	40	53				
USG Recommended	27.6	15.8	.34	0	20	27	40	60	2,279	.3	.888	.016
noresponse from VPs	29.0	16.5	.51	0	20	27	40	60	1,115	-1.2	.531	-.072
NSSE 2016 & 2017	27.6	15.4	.04	0	20	27	40	60	147,129	.2	.893	.015
Top 50%	28.8	15.2	.05	0	20	27	40	60	90,716	-1.0	.549	-.067
Top 10%	30.4	15.2	.10	7	20	27	40	60	22,158	-2.6	.127	-.170
Learning with Peers												
Collaborative Learning												
Dalton State (N = 88)	29.9	14.1	1.50	5	20	30	40	60				
USG Recommended	31.4	14.3	.30	10	20	30	40	60	2,421	-1.4	.350	-.101
noresponse from VPs	33.2	14.3	.43	10	20	30	40	60	1,207	-3.3	.036	-.233
NSSE 2016 & 2017	32.2	14.5	.04	10	20	30	40	60	159,445	-2.2	.147	-.154
Top 50%	35.2	13.6	.04	15	25	35	45	60	91,116	-5.3	.000	-.388
Top 10%	37.1	13.4	.09	15	25	40	45	60	22,381	-7.2	.000	-.533
Discussions with Diverse Others												
Dalton State (N = 75)	41.1	16.3	1.88	15	35	40	60	60				
USG Recommended	39.4	16.3	.37	10	25	40	55	60	2,054	1.7	.370	.105
noresponse from VPs	40.0	16.5	.54	10	30	40	55	60	1,002	1.1	.562	.069
NSSE 2016 & 2017	39.7	15.5	.04	15	30	40	55	60	132,701	1.5	.407	.096
Top 50%	41.7	14.9	.05	20	30	40	55	60	83,049	-.6	.735	-.039
Top 10%	43.8	14.5	.10	20	35	45	60	60	19,609	-2.7	.114	-.183

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												
Dalton State (N = 83)	19.1	16.6	1.82	0	5	15	30	60				
USG Recommended	21.8	15.8	.33	0	10	20	30	55	2,321	-2.7	.128	-.170
noresponse from VPs	23.0	16.0	.49	0	10	20	35	60	1,147	-3.9	.031	-.246
NSSE 2016 & 2017	20.6	14.5	.04	0	10	20	30	50	150,011	-1.5	.339	-.105
Top 50%	23.8	14.7	.06	0	15	20	35	55	52,686	-4.7	.004	-.320
Top 10%	27.2	15.6	.17	5	15	25	40	60	8,592	-8.2	.000	-.523
Effective Teaching Practices												
Dalton State (N = 81)	42.1	13.3	1.47	20	32	40	52	60				
USG Recommended	40.1	13.8	.29	16	32	40	52	60	2,309	2.0	.202	.144
noresponse from VPs	40.6	14.4	.44	16	32	40	52	60	1,131	1.4	.383	.100
NSSE 2016 & 2017	38.7	13.1	.03	16	28	40	48	60	149,257	3.4	.021	.256
Top 50%	40.7	13.0	.05	20	32	40	52	60	59,037	1.4	.347	.104
Top 10%	42.6	13.6	.12	20	36	44	56	60	13,450	-.5	.716	-.040
Campus Environment												
Quality of Interactions												
Dalton State (N = 71)	43.8	14.9	1.77	16	35	48	58	60				
USG Recommended	41.1	13.2	.31	16	34	42	50	60	1,930	2.7	.089	.206
noresponse from VPs	41.2	13.5	.46	16	32	42	50	60	922	2.6	.123	.191
NSSE 2016 & 2017	41.7	12.4	.04	18	34	43	50	60	70	2.1	.250	.166
Top 50%	43.8	11.5	.05	22	38	46	52	60	70	.0	.991	-.002
Top 10%	46.1	11.7	.12	24	40	48	56	60	71	-2.3	.208	-.192
Supportive Environment												
Dalton State (N = 65)	38.6	14.6	1.82	15	28	38	50	60				
USG Recommended	36.3	14.2	.33	13	25	38	45	60	1,912	2.3	.208	.159
noresponse from VPs	35.8	14.3	.49	13	25	35	45	60	917	2.8	.127	.197
NSSE 2016 & 2017	36.3	13.6	.04	15	28	38	45	60	122,599	2.3	.182	.166
Top 50%	38.2	13.1	.05	18	30	40	48	60	66,681	.4	.825	.027
Top 10%	40.0	13.0	.10	18	31	40	50	60	15,909	-1.4	.390	-.107

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.

NSSE 2017 Engagement Indicators

Detailed Statistics[a]
Dalton State College

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												
Dalton State (N = 192)	42.7	13.8	1.00	20	35	40	55	60				
USG Recommended	40.8	13.8	.25	20	30	40	50	60	3,361	1.9	.064	.138
noresponse from VPs	41.8	13.5	.47	20	35	40	55	60	1,034	.9	.407	.066
NSSE 2016 & 2017	40.0	13.7	.02	20	30	40	50	60	306,222	2.7	.007	.194
Top 50%	41.8	13.5	.04	20	35	40	55	60	121,483	.9	.372	.064
Top 10%	43.3	13.4	.07	20	35	40	55	60	36,105	-.5	.573	-.041
Reflective & Integrative Learning												
Dalton State (N = 204)	40.7	12.7	.89	20	31	43	51	60				
USG Recommended	38.0	12.5	.22	17	29	37	49	60	3,450	2.7	.003	.213
noresponse from VPs	38.7	12.7	.43	20	30	40	49	60	1,072	2.0	.047	.155
NSSE 2016 & 2017	38.0	12.6	.02	17	29	37	46	60	316,307	2.6	.003	.210
Top 50%	40.0	12.3	.03	20	31	40	49	60	125,189	.7	.446	.053
Top 10%	42.0	12.2	.08	20	34	43	51	60	26,254	-1.3	.122	-.109
Learning Strategies												
Dalton State (N = 170)	44.0	12.5	.96	27	33	47	53	60				
USG Recommended	40.7	14.2	.26	20	33	40	53	60	3,091	3.3	.003	.232
noresponse from VPs	42.1	13.9	.51	20	33	40	53	60	927	1.9	.097	.141
NSSE 2016 & 2017	38.7	14.5	.03	13	27	40	53	60	169	5.3	.000	.362
Top 50%	40.7	14.4	.04	20	33	40	53	60	169	3.3	.001	.226
Top 10%	42.9	14.3	.07	20	33	40	60	60	170	1.1	.250	.078
Quantitative Reasoning												
Dalton State (N = 192)	31.2	17.3	1.25	0	20	33	40	60				
USG Recommended	29.1	15.7	.28	0	20	27	40	60	210	2.1	.096	.135
noresponse from VPs	31.9	16.2	.56	0	20	33	40	60	1,032	-.6	.622	-.039
NSSE 2016 & 2017	29.9	16.3	.03	0	20	27	40	60	305,543	1.4	.250	.083
Top 50%	31.1	16.2	.04	0	20	33	40	60	185,092	.1	.950	.004
Top 10%	33.0	15.9	.08	7	20	33	40	60	192	-1.8	.156	-.112
Learning with Peers												
Collaborative Learning												
Dalton State (N = 204)	33.9	16.4	1.15	10	20	35	45	60				
USG Recommended	31.1	15.0	.26	5	20	30	40	60	225	2.8	.019	.185
noresponse from VPs	35.3	13.8	.47	15	25	35	45	60	274	-1.4	.256	-.099
NSSE 2016 & 2017	32.3	15.1	.03	5	20	30	40	60	203	1.6	.164	.106
Top 50%	35.8	13.8	.03	15	25	35	45	60	204	-1.9	.091	-.141
Top 10%	37.9	13.4	.07	15	30	40	50	60	205	-4.0	.001	-.300
Discussions with Diverse Others												
Dalton State (N = 168)	42.0	16.7	1.29	10	35	45	60	60				
USG Recommended	40.1	16.7	.31	10	30	40	60	60	3,101	1.9	.157	.112
noresponse from VPs	42.7	16.4	.59	10	30	40	60	60	929	-.7	.627	-.041
NSSE 2016 & 2017	40.5	15.9	.03	15	30	40	55	60	280,423	1.5	.218	.095
Top 50%	42.3	15.6	.04	15	30	40	60	60	186,594	-.3	.803	-.019
Top 10%	44.3	15.3	.08	20	35	45	60	60	40,468	-2.3	.057	-.147

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												
Dalton State (N = 197)	26.1	16.8	1.20	0	15	25	40	60				
USG Recommended	24.3	16.2	.29	0	10	20	35	55	3,402	1.8	.138	.109
noresponse from VPs	28.9	16.5	.57	5	15	25	40	60	1,049	-2.8	.031	-.171
NSSE 2016 & 2017	23.6	15.9	.03	0	10	20	35	55	309,836	2.5	.026	.159
Top 50%	29.2	15.7	.06	5	20	30	40	60	74,695	-3.1	.005	-.199
Top 10%	33.0	16.0	.15	10	20	30	45	60	11,665	-6.9	.000	-.431
Effective Teaching Practices												
Dalton State (N = 191)	44.3	12.8	.92	24	36	44	56	60				
USG Recommended	40.4	14.3	.25	16	32	40	52	60	3,410	3.9	.000	.277
noresponse from VPs	41.9	14.5	.50	16	32	44	56	60	310	2.4	.025	.167
NSSE 2016 & 2017	39.6	13.7	.02	16	32	40	52	60	309,703	4.7	.000	.344
Top 50%	41.8	13.5	.04	20	32	40	52	60	106,068	2.5	.010	.188
Top 10%	43.8	13.4	.09	20	36	44	56	60	21,091	.5	.604	.038
Campus Environment												
Quality of Interactions												
Dalton State (N = 159)	44.7	10.2	.81	28	38	44	52	60				
USG Recommended	43.4	12.4	.24	20	36	45	52	60	185	1.4	.102	.113
noresponse from VPs	43.6	12.3	.46	22	36	45	53	60	270	1.1	.228	.094
NSSE 2016 & 2017	42.2	12.1	.02	20	35	44	50	60	158	2.5	.002	.206
Top 50%	44.8	11.6	.04	23	38	46	54	60	100,936	.0	.963	-.004
Top 10%	46.9	12.1	.07	23	40	50	58	60	160	-2.1	.010	-.176
Supportive Environment												
Dalton State (N = 164)	35.3	14.0	1.09	13	25	37	45	60				
USG Recommended	32.7	14.2	.27	10	23	33	43	60	2,938	2.6	.022	.184
noresponse from VPs	35.1	14.8	.55	10	25	35	45	60	888	.3	.827	.019
NSSE 2016 & 2017	32.3	14.2	.03	10	23	33	40	60	265,130	3.0	.007	.212
Top 50%	34.8	13.7	.04	13	25	35	45	60	120,514	.6	.588	.042
Top 10%	37.2	13.6	.09	13	28	38	48	60	21,951	-1.8	.086	-.134

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

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

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

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

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

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

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