
NSSE 2019

Engagement Indicators

University of Rhode Island

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 2018 and 2019 participating institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Major Competitor	Your first-year students compared with Sel N.East Region	Your first-year students compared with Doct Large
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 Major Competitor	Your seniors compared with Sel N.East Region	Your seniors compared with Doct Large
Academic Challenge	Higher-Order Learning	△	△	△
	Reflective & Integrative Learning	△	--	--
	Learning Strategies	△	--	--
	Quantitative Reasoning	△	△	△
Learning with Peers	Collaborative Learning	△	▲	▲
	Discussions with Diverse Others	--	▽	▽
Experiences with Faculty	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	--	--	▽
Campus Environment	Quality of Interactions	--	--	▽
	Supportive Environment	△	△	△

Academic Challenge: First-year students

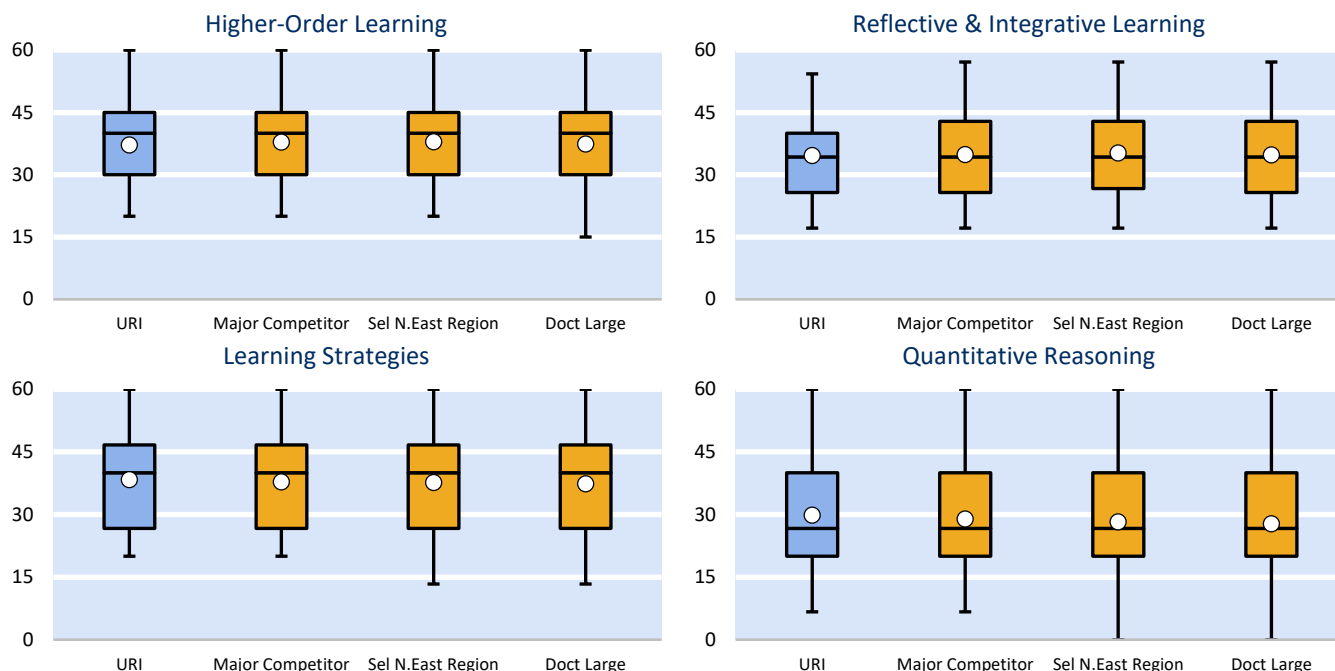
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	URI Mean	Your first-year students compared with					
		Major Competitor		Sel N.East Region		Doct Large	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.2	37.8	-.05	38.0	-.06	37.4	-.02
Reflective & Integrative Learning	34.7	34.9	-.02	35.2	-.05	34.8	-.01
Learning Strategies	38.3	37.8	.04	37.6	.05	37.3 *	.07
Quantitative Reasoning	29.8	29.0	.06	28.2 ***	.11	27.8 ***	.13

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

		Percentage point difference ^a between your FY students and			
	URI	Major Competitor	Sel N.East Region	Doct Large	
Higher-Order Learning					
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	71	<div><div></div></div> -2	+1 <div><div></div></div>	+0 <div><div></div></div>	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	<div><div></div></div> -1	<div><div></div></div> -0	+0 <div><div></div></div>	
4d. Evaluating a point of view, decision, or information source	65	<div><div></div></div> -3	<div><div></div></div> -4	<div><div></div></div> -2	
4e. Forming a new idea or understanding from various pieces of information	66	<div><div></div></div> -1	<div><div></div></div> -2	+0 <div><div></div></div>	
Reflective & Integrative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
2a. Combined ideas from different courses when completing assignments	55	+1 <div><div></div></div>	+2 <div><div></div></div>	+3 <div><div></div></div>	
2b. Connected your learning to societal problems or issues	52	<div><div></div></div> -0	<div><div></div></div> -1	+1 <div><div></div></div>	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	46	<div><div></div></div> -4	<div><div></div></div> -7	<div><div></div></div> -4	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	<div><div></div></div> -2	<div><div></div></div> -4	<div><div></div></div> -3	
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	<div><div></div></div> -1	<div><div></div></div> -3	<div><div></div></div> -2	
2f. Learned something that changed the way you understand an issue or concept	68	+3 <div><div></div></div>	+2 <div><div></div></div>	+4 <div><div></div></div>	
2g. Connected ideas from your courses to your prior experiences and knowledge	75	<div><div></div></div> -2	<div><div></div></div> -2	<div><div></div></div> -2	
Learning Strategies					
Percentage of students who responded that they "Very often" or "Often"...					
9a. Identified key information from reading assignments	72	<div><div></div></div> -3	<div><div></div></div> -2	<div><div></div></div> -1	
9b. Reviewed your notes after class	67	+2 <div><div></div></div>	+3 <div><div></div></div>	+4 <div><div></div></div>	
9c. Summarized what you learned in class or from course materials	65	+2 <div><div></div></div>	+3 <div><div></div></div>	+4 <div><div></div></div>	
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.)	56	+0 <div><div></div></div>	+3 <div><div></div></div>	+3 <div><div></div></div>	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	+3 <div><div></div></div>	+5 <div><div></div></div>	+7 <div><div></div></div>	
6c. Evaluated what others have concluded from numerical information	43	+1 <div><div></div></div>	+2 <div><div></div></div>	+3 <div><div></div></div>	

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

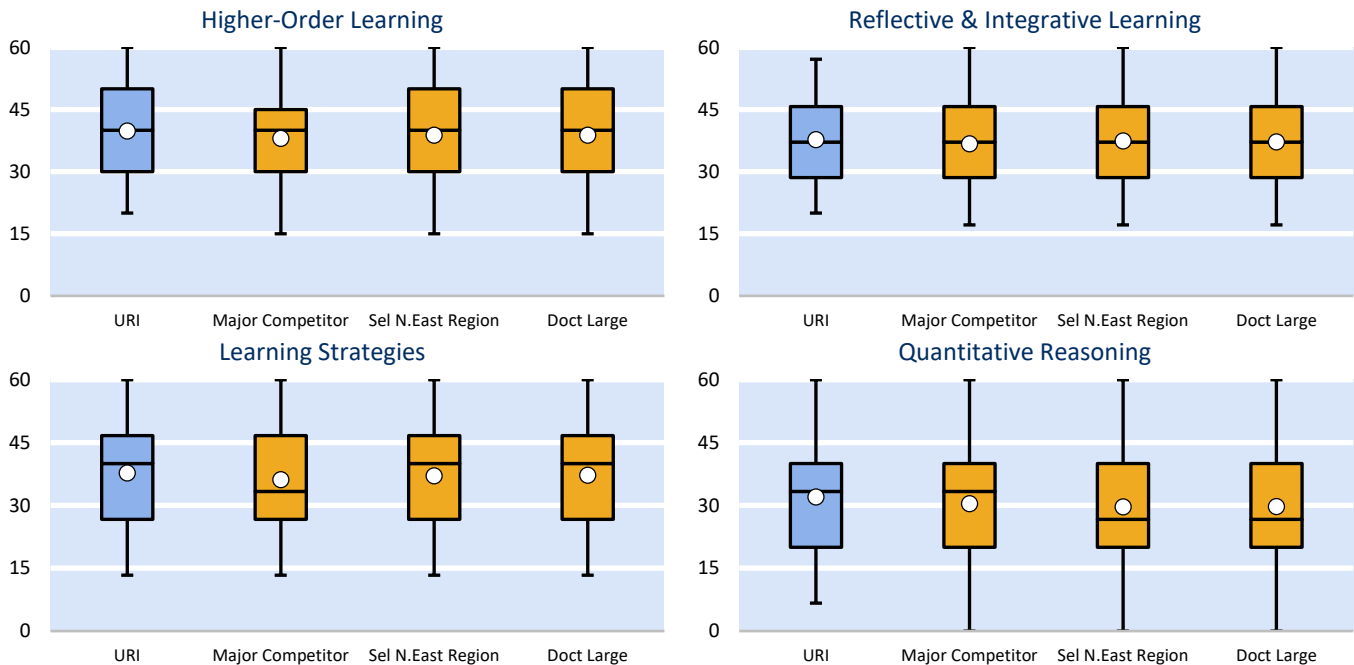
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	URI Mean	Your seniors compared with					
		Major Competitor		Sel N.East Region		Doct Large	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.8	38.1 ***	.13	38.8 *	.08	38.8 *	.07
Reflective & Integrative Learning	37.7	36.7 **	.09	37.4	.03	37.2	.04
Learning Strategies	37.7	36.1 **	.11	37.1	.05	37.2	.04
Quantitative Reasoning	32.0	30.4 **	.10	29.6 ***	.15	29.7 ***	.15

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

Score Distributions



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

Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

		Percentage point difference ^a between your seniors and		
	URI	Major Competitor	Sel N.East Region	Doct Large
Higher-Order Learning				
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	+5	+6	+4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	+5	+4	+3
4d. Evaluating a point of view, decision, or information source	68	+3	+0	+2
4e. Forming a new idea or understanding from various pieces of information	70	+4	+2	+2
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	73	+5	+4	+4
2b. Connected your learning to societal problems or issues	64	+6	+4	+6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	47	-2	-5	-2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	+5	+3	+3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	+2	-0	+0
2f. Learned something that changed the way you understand an issue or concept	75	+5	+5	+6
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+3	+3	+2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	78	+2	+1	+2
9b. Reviewed your notes after class	60	+3	+0	+1
9c. Summarized what you learned in class or from course materials	65	+5	+3	+4
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	+3	+5	+4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	51	+4	+6	+7
6c. Evaluated what others have concluded from numerical information	51	+3	+5	+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.

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Learning with Peers: First-year students

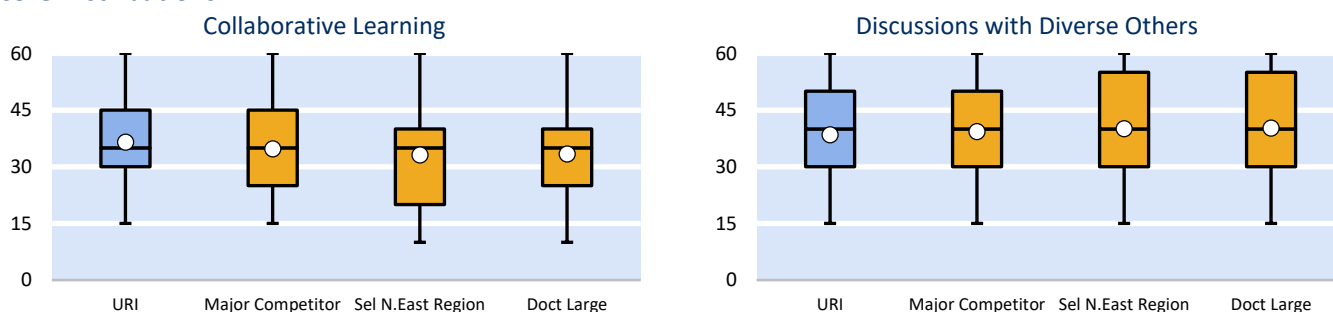
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	URI Mean	Your first-year students compared with					
		Major Competitor	Effect size	Sel N.East Region	Effect size	Doct Large	Effect size
Collaborative Learning	36.5	34.8 ***	.13	33.1 ***	.25	33.3 ***	.23
Discussions with Diverse Others	38.4	39.3	-.06	40.1 **	-.11	40.2 ***	-.12

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

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		Percentage point difference ^a between your FY students and		
	URI	Major Competitor	Sel N.East Region	Doct Large
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	65	+8	+13	+10
1f. Explained course material to one or more students	67	+4	+8	+6
1g. Prepared for exams by discussing or working through course material with other students	64	+10	+14	+13
1h. Worked with other students on course projects or assignments	65	+2	+8	+9
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	68	-2	-6	-4
8b. People from an economic background other than your own	72	+0	-1	-1
8c. People with religious beliefs other than your own	65	-3	-4	-4
8d. People with political views other than your own	66	+3	+4	+1

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Learning with Peers: Seniors

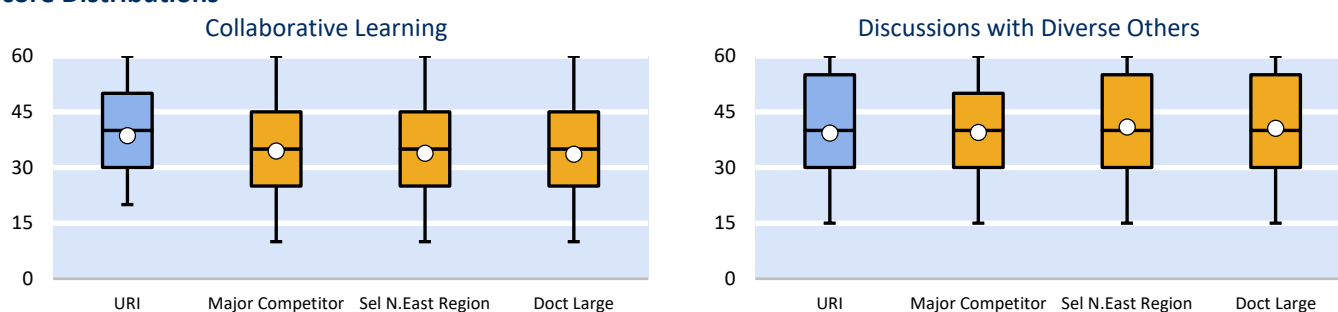
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Mean Comparisons

Engagement Indicator	URI Mean	Your seniors compared with					
		Major Competitor	Effect size	Sel N.East Region	Effect size	Doct Large	Effect size
Collaborative Learning	38.6	34.5 ***	.29	33.8 ***	.34	33.6 ***	.34
Discussions with Diverse Others	39.3	39.5	-.01	40.9 **	-.10	40.6 *	-.08

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		Percentage point difference ^a between your seniors and		
	URI	Major Competitor	Sel N.East Region	Doct Large
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	62	+14	+16	+15
1f. Explained course material to one or more students	74	+10	+11	+12
1g. Prepared for exams by discussing or working through course material with other students	65	+12	+15	+16
1h. Worked with other students on course projects or assignments	76	+5	+8	+10
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	71	-1	-5	-2
8b. People from an economic background other than your own	73	+1	-2	-1
8c. People with religious beliefs other than your own	65	-3	-6	-5
8d. People with political views other than your own	66	+5	+4	+1

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Experiences with Faculty: First-year students

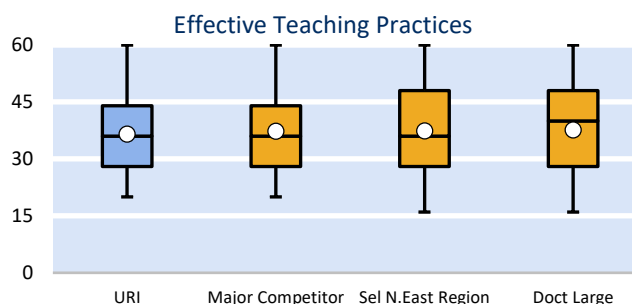
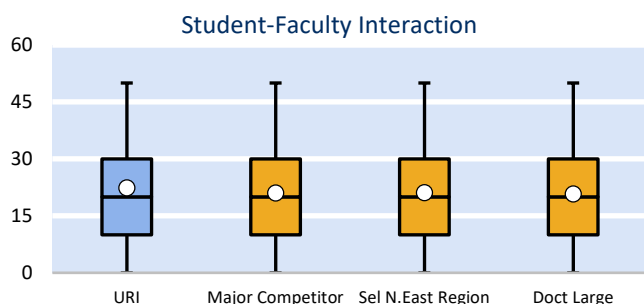
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	URI Mean	Your first-year students compared with					
		Major Competitor		Sel N.East Region		Doct Large	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.4	21.0 **	.10	21.1 **	.09	20.7 ***	.11
Effective Teaching Practices	36.5	37.3	-.06	37.4 *	-.07	37.6 **	-.09

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		Percentage point difference ^a between your FY students and			
	URI	Major Competitor	Sel N.East Region	Doct Large	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...	%				
3a. Talked about career plans with a faculty member	39	+4	+3	+2	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	-0	+0	+1	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	+1	+2	+3	
3d. Discussed your academic performance with a faculty member	35	+6	+5	+7	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	76	-1	+1	-0	
5b. Taught course sessions in an organized way	71	-2	-0	-3	
5c. Used examples or illustrations to explain difficult points	73	-2	+1	-1	
5d. Provided feedback on a draft or work in progress	56	-3	-6	-5	
5e. Provided prompt and detailed feedback on tests or completed assignments	53	-3	-4	-3	

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Experiences with Faculty: Seniors

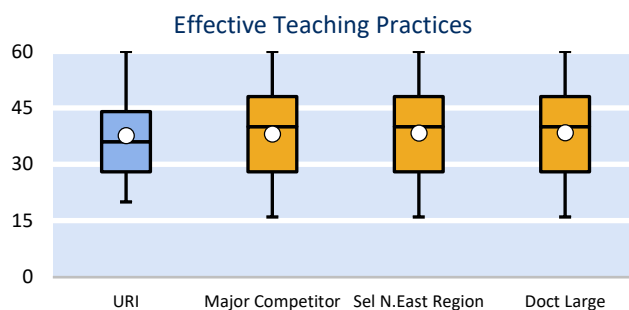
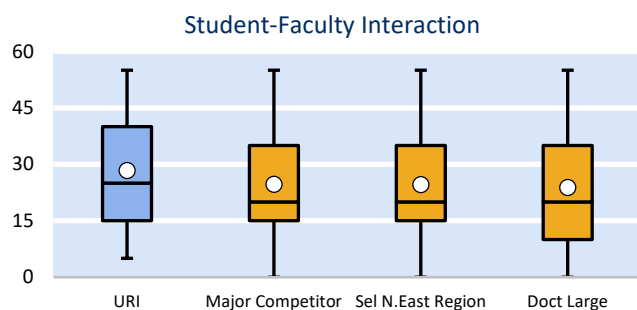
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	28.3	24.7 ***	.24	24.6 ***	.24	23.8 ***	.29
Effective Teaching Practices	37.5	38.0	-.03	38.3	-.05	38.4 *	-.06

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

Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference ^a between your seniors and			
	URI	Major Competitor	Sel N.East Region	Doct Large	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...	%				
3a. Talked about career plans with a faculty member	52	+7	+8	+9	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	37	+8	+9	+10	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	43	+10	+10	+11	
3d. Discussed your academic performance with a faculty member	42	+10	+8	+11	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	77	-2	-1	-2	
5b. Taught course sessions in an organized way	73	-4	-2	-3	
5c. Used examples or illustrations to explain difficult points	76	+1	+2	+0	
5d. Provided feedback on a draft or work in progress	57	+1	-2	+0	
5e. Provided prompt and detailed feedback on tests or completed assignments	62	+5	+3	+3	

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

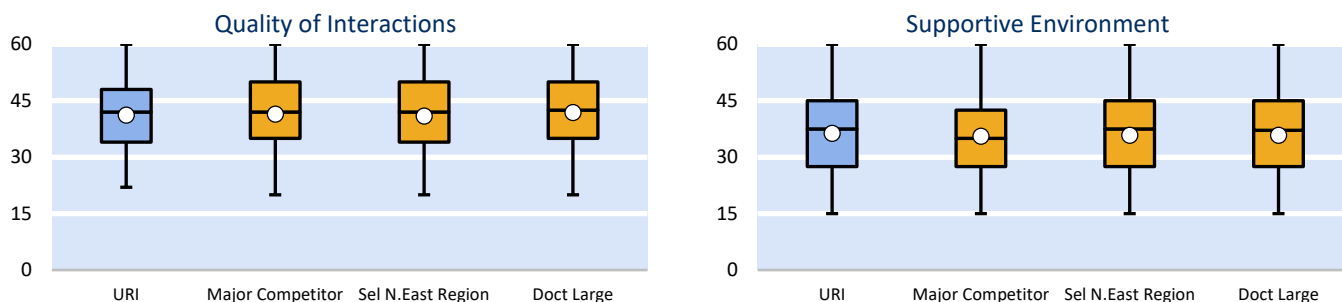
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	URI Mean	Your first-year students compared with					
		Major Competitor Mean	Effect size	Sel N.East Region Mean	Effect size	Doct Large Mean	Effect size
Quality of Interactions	41.2	41.4	-.02	40.9	.02	41.9	-.06
Supportive Environment	36.4	35.6	.06	35.8	.04	35.8	.04

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

Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference ^a between your FY students and			
	URI	Major Competitor	Sel N.East Region	Doct Large	
Quality of Interactions					
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...					
13a. Students	45	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div>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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

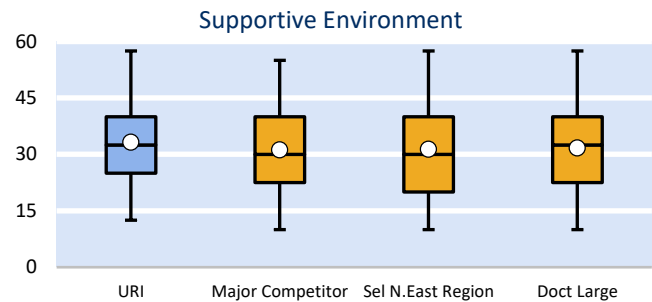
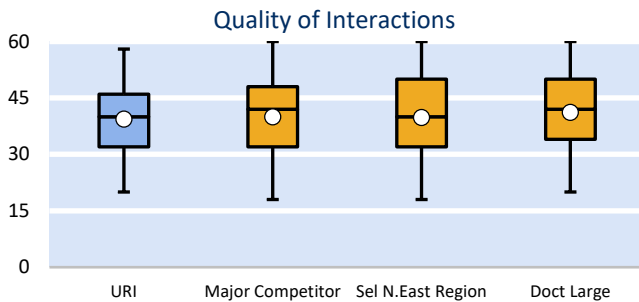
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	URI Mean	Your seniors compared with					
		Major Competitor Mean	Effect size	Sel N.East Region Mean	Effect size	Doct Large Mean	Effect size
Quality of Interactions	39.4	40.0	-.05	39.8	-.03	41.1 ***	-.14
Supportive Environment	33.3	31.3 ***	.15	31.4 ***	.14	31.7 ***	.11

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

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Performance on Indicator Items

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	URI	Percentage point difference ^a between your seniors and		
		Major Competitor	Sel N.East Region	Doct Large
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	53	+1	+0	-1
13b. Academic advisors	34	-9	-9	-13
13c. Faculty	45	-4	-3	-7
13d. Student services staff (career services, student activities, housing, etc.)	34	-3	-2	-6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	28	-5	-5	-10
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	72	+7	+8	+4
14c. Using learning support services (tutoring services, writing center, etc.)	70	+11	+10	+7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	+6	+1	+3
14e. Providing opportunities to be involved socially	66	+1	+2	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	66	+8	+9	+6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	33	+6	+5	+5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	57	+0	+3	+3
14i. Attending events that address important social, economic, or political issues	42	-2	-1	+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.

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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/links/PNP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2018 and 2019 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2018 and 2019 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		URI Mean	Your first-year students compared with						
Theme	Engagement Indicator		NSSE Top 50%				NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓	
Academic Challenge	Higher-Order Learning	37.2	39.3 ***	-.17		41.0 ***	-.29		
	Reflective and Integrative Learning	34.7	36.8 ***	-.18		38.8 ***	-.35		
	Learning Strategies	38.3	39.9 ***	-.11		42.5 ***	-.30		
	Quantitative Reasoning	29.8	29.3	.04	✓	30.8 *	-.06		
Learning with Peers	Collaborative Learning	36.5	35.4 **	.08	✓	37.7 **	-.08		
	Discussions with Diverse Others	38.4	41.3 ***	-.19		43.2 ***	-.33		
Experiences with Faculty	Student-Faculty Interaction	22.4	24.9 ***	-.17		28.0 ***	-.36		
	Effective Teaching Practices	36.5	40.6 ***	-.31		42.7 ***	-.44		
Campus Environment	Quality of Interactions	41.2	44.9 ***	-.32		47.1 ***	-.50		
	Supportive Environment	36.4	38.1 ***	-.13		40.1 ***	-.28		
Seniors		URI Mean	Your seniors compared with						
Theme	Engagement Indicator		NSSE Top 50%				NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓	
Academic Challenge	Higher-Order Learning	39.8	41.8 ***	-.14		43.0 ***	-.24		
	Reflective and Integrative Learning	37.7	39.9 ***	-.18		41.6 ***	-.32		
	Learning Strategies	37.7	40.8 ***	-.21		42.6 ***	-.34		
	Quantitative Reasoning	32.0	31.3	.04	✓	32.7	-.05	✓	
Learning with Peers	Collaborative Learning	38.6	36.1 ***	.18	✓	38.6	.00	✓	
	Discussions with Diverse Others	39.3	42.0 ***	-.17		43.5 ***	-.27		
Experiences with Faculty	Student-Faculty Interaction	28.3	29.9 **	-.10		33.9 ***	-.36		
	Effective Teaching Practices	37.5	41.8 ***	-.31		43.5 ***	-.44		
Campus Environment	Quality of Interactions	39.4	45.2 ***	-.49		47.4 ***	-.66		
	Supportive Environment	33.3	34.8 ***	-.11		37.0 ***	-.26		

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 2018 and 2019 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
URI (N = 1006)	37.2	12.3	.39	20	30	40	45	60				
Major Competitor	37.8	12.9	.15	20	30	40	45	60	8,312	-.6	.134	-.050
Sel N.East Region	38.0	13.1	.11	20	30	40	45	60	1,173	-.8	.058	-.059
Doct Large	37.4	13.0	.06	15	30	40	45	60	1,062	-.2	.613	-.015
Top 50%	39.3	13.0	.03	20	30	40	50	60	157,967	-2.1	.000	-.165
Top 10%	41.0	13.0	.06	20	35	40	50	60	41,497	-3.8	.000	-.294
Reflective & Integrative Learning												
URI (N = 1046)	34.7	11.3	.35	17	26	34	40	54				
Major Competitor	34.9	11.7	.13	17	26	34	43	57	8,881	-.2	.624	-.016
Sel N.East Region	35.2	11.8	.10	17	27	34	43	57	16,328	-.6	.137	-.047
Doct Large	34.8	11.9	.06	17	26	34	43	57	44,634	-.1	.762	-.009
Top 50%	36.8	11.8	.03	17	29	37	46	57	159,109	-2.1	.000	-.179
Top 10%	38.8	11.8	.06	20	31	40	46	60	33,777	-4.1	.000	-.347
Learning Strategies												
URI (N = 971)	38.3	13.4	.43	20	27	40	47	60				
Major Competitor	37.8	13.5	.16	20	27	40	47	60	7,819	.5	.278	.037
Sel N.East Region	37.6	13.7	.12	13	27	40	47	60	14,344	.7	.143	.049
Doct Large	37.3	13.7	.07	13	27	40	47	60	39,268	1.0	.025	.073
Top 50%	39.9	13.7	.04	20	33	40	53	60	135,680	-1.6	.000	-.115
Top 10%	42.5	14.0	.08	20	33	40	53	60	1,038	-4.1	.000	-.296
Quantitative Reasoning												
URI (N = 976)	29.8	14.2	.45	7	20	27	40	60				
Major Competitor	29.0	15.0	.18	7	20	27	40	60	1,299	.9	.081	.057
Sel N.East Region	28.2	15.1	.13	0	20	27	40	60	1,141	1.6	.001	.106
Doct Large	27.8	15.1	.08	0	20	27	40	60	1,031	2.0	.000	.134
Top 50%	29.3	15.2	.04	7	20	27	40	60	989	.5	.234	.036
Top 10%	30.8	15.2	.07	7	20	33	40	60	1,025	-1.0	.036	-.064
Learning with Peers												
Collaborative Learning												
URI (N = 1072)	36.5	12.6	.39	15	30	35	45	60				
Major Competitor	34.8	13.8	.15	15	25	35	45	60	1,420	1.8	.000	.129
Sel N.East Region	33.1	14.0	.11	10	20	35	40	60	1,249	3.4	.000	.249
Doct Large	33.3	14.0	.06	10	25	35	40	60	1,132	3.2	.000	.228
Top 50%	35.4	13.7	.03	15	25	35	45	60	1,087	1.1	.004	.081
Top 10%	37.7	13.6	.07	15	30	40	50	60	1,145	-1.1	.003	-.084
Discussions with Diverse Others												
URI (N = 979)	38.4	14.9	.48	15	30	40	50	60				
Major Competitor	39.3	15.2	.18	15	30	40	50	60	7,861	-.8	.105	-.055
Sel N.East Region	40.1	15.5	.13	15	30	40	55	60	14,439	-1.7	.001	-.107
Doct Large	40.2	15.1	.08	15	30	40	55	60	39,512	-1.8	.000	-.118
Top 50%	41.3	14.9	.04	20	30	40	55	60	163,860	-2.9	.000	-.194
Top 10%	43.2	14.4	.08	20	35	40	60	60	37,516	-4.8	.000	-.333

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
URI (N = 1019)	22.4	14.1	.44	0	10	20	30	50				
Major Competitor	21.0	14.3	.16	0	10	20	30	50	8,539	1.4	.003	.098
Sel N.East Region	21.1	14.6	.12	0	10	20	30	50	15,676	1.3	.006	.089
Doct Large	20.7	14.3	.07	0	10	20	30	50	42,820	1.6	.000	.115
Top 50%	24.9	14.8	.05	5	15	20	35	55	107,775	-2.5	.000	-.171
Top 10%	28.0	15.5	.12	5	15	25	40	60	1,173	-5.6	.000	-.361
Effective Teaching Practices												
URI (N = 1007)	36.5	12.0	.38	20	28	36	44	60				
Major Competitor	37.3	12.4	.15	20	28	36	44	60	8,243	-.8	.067	-.062
Sel N.East Region	37.4	12.8	.11	16	28	36	48	60	1,176	-.9	.028	-.068
Doct Large	37.6	12.8	.06	16	28	40	48	60	1,065	-1.1	.004	-.087
Top 50%	40.6	13.2	.04	20	32	40	52	60	1,027	-4.1	.000	-.310
Top 10%	42.7	14.0	.08	20	32	44	56	60	1,097	-6.2	.000	-.442
Campus Environment												
Quality of Interactions												
URI (N = 924)	41.2	10.9	.36	22	34	42	48	60				
Major Competitor	41.4	11.6	.14	20	35	42	50	60	7,419	-.3	.516	-.023
Sel N.East Region	40.9	12.0	.11	20	34	42	50	60	1,092	.2	.541	.019
Doct Large	41.9	11.8	.06	20	35	43	50	60	979	-.7	.056	-.059
Top 50%	44.9	11.4	.03	24	38	46	54	60	940	-3.7	.000	-.323
Top 10%	47.1	11.8	.07	24	40	50	58	60	996	-5.9	.000	-.504
Supportive Environment												
URI (N = 958)	36.4	12.4	.40	15	28	38	45	60				
Major Competitor	35.6	13.0	.16	15	28	35	43	60	1,279	.8	.075	.060
Sel N.East Region	35.8	13.3	.12	15	28	38	45	60	1,125	.5	.202	.040
Doct Large	35.8	13.2	.07	15	28	37	45	60	1,013	.5	.200	.040
Top 50%	38.1	13.2	.04	18	30	40	48	60	973	-1.8	.000	-.134
Top 10%	40.1	13.2	.08	18	30	40	50	60	1,034	-3.7	.000	-.282

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 \pm 1.96 x SE) is the range that is 95% likely to contain the true population mean.

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

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

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

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

NSSE 2019 Engagement Indicators

Detailed Statistics^a

University of Rhode Island

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
URI (N = 929)	39.8	12.5	.41	20	30	40	50	60				
Major Competitor	38.1	13.3	.14	15	30	40	45	60	1,143	1.8	.000	.133
Sel N.East Region	38.8	13.6	.10	15	30	40	50	60	1,040	1.0	.014	.077
Doct Large	38.8	13.6	.06	15	30	40	50	60	963	1.0	.016	.073
Top 50%	41.8	13.5	.03	20	35	40	55	60	940	-1.9	.000	-.143
Top 10%	43.0	13.5	.06	20	35	40	55	60	972	-3.2	.000	-.236
Reflective & Integrative Learning												
URI (N = 951)	37.7	11.4	.37	20	29	37	46	57				
Major Competitor	36.7	12.3	.12	17	29	37	46	60	1,167	1.0	.008	.085
Sel N.East Region	37.4	12.5	.09	17	29	37	46	60	1,060	.4	.351	.029
Doct Large	37.2	12.5	.05	17	29	37	46	60	984	.5	.155	.043
Top 50%	39.9	12.2	.03	20	31	40	49	60	963	-2.1	.000	-.176
Top 10%	41.6	12.2	.07	20	34	40	51	60	1,015	-3.8	.000	-.315
Learning Strategies												
URI (N = 910)	37.7	13.7	.45	13	27	40	47	60				
Major Competitor	36.1	14.1	.15	13	27	33	47	60	9,960	1.6	.001	.111
Sel N.East Region	37.1	14.2	.11	13	27	40	47	60	18,921	.7	.171	.046
Doct Large	37.2	14.6	.06	13	27	40	47	60	942	.6	.226	.038
Top 50%	40.8	14.4	.03	20	33	40	53	60	182,048	-3.1	.000	-.214
Top 10%	42.6	14.3	.06	20	33	40	60	60	941	-4.9	.000	-.341
Quantitative Reasoning												
URI (N = 915)	32.0	15.3	.50	7	20	33	40	60				
Major Competitor	30.4	15.8	.16	0	20	33	40	60	10,125	1.6	.003	.104
Sel N.East Region	29.6	16.1	.12	0	20	27	40	60	1,018	2.4	.000	.150
Doct Large	29.7	16.0	.07	0	20	27	40	60	945	2.3	.000	.145
Top 50%	31.3	16.0	.03	7	20	33	40	60	922	.7	.157	.045
Top 10%	32.7	15.8	.06	7	20	33	40	60	62,700	-.7	.155	-.047
Learning with Peers												
Collaborative Learning												
URI (N = 961)	38.6	13.2	.43	20	30	40	50	60				
Major Competitor	34.5	14.0	.14	10	25	35	45	60	1,163	4.1	.000	.295
Sel N.East Region	33.8	13.9	.10	10	25	35	45	60	1,059	4.8	.000	.343
Doct Large	33.6	14.7	.06	10	25	35	45	60	994	5.0	.000	.341
Top 50%	36.1	14.0	.03	15	25	35	45	60	971	2.5	.000	.176
Top 10%	38.6	13.5	.08	15	30	40	50	60	31,728	.0	.920	-.003
Discussions with Diverse Others												
URI (N = 914)	39.3	15.2	.50	15	30	40	55	60				
Major Competitor	39.5	15.3	.16	15	30	40	50	60	10,043	-.2	.748	-.011
Sel N.East Region	40.9	15.3	.11	15	30	40	55	60	19,056	-1.6	.002	-.104
Doct Large	40.6	15.5	.06	15	30	40	55	60	59,232	-1.3	.012	-.084
Top 50%	42.0	15.6	.03	15	30	40	60	60	921	-2.7	.000	-.174
Top 10%	43.5	15.4	.06	20	35	45	60	60	942	-4.2	.000	-.274

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
URI (N = 931)	28.3	15.3	.50	5	15	25	40	55				
Major Competitor	24.7	15.2	.15	0	15	20	35	55	10,668	3.6	.000	.238
Sel N.East Region	24.6	15.5	.11	0	15	20	35	55	20,256	3.7	.000	.242
Doct Large	23.8	15.6	.06	0	10	20	35	55	63,008	4.5	.000	.290
Top 50%	29.9	15.9	.05	5	20	30	40	60	89,764	-1.6	.003	-.099
Top 10%	33.9	15.8	.14	10	20	35	45	60	14,539	-5.6	.000	-.356
Effective Teaching Practices												
URI (N = 929)	37.5	11.9	.39	20	28	36	44	60				
Major Competitor	38.0	13.1	.13	16	28	40	48	60	1,156	-.4	.301	-.033
Sel N.East Region	38.3	13.5	.10	16	28	40	48	60	1,049	-.7	.070	-.054
Doct Large	38.4	13.5	.05	16	28	40	48	60	965	-.8	.036	-.061
Top 50%	41.8	13.6	.04	20	32	40	52	60	943	-4.2	.000	-.310
Top 10%	43.5	13.5	.07	20	36	44	56	60	985	-6.0	.000	-.444
Campus Environment												
Quality of Interactions												
URI (N = 886)	39.4	11.3	.38	20	32	40	46	58				
Major Competitor	40.0	11.8	.13	18	32	42	48	60	1,092	-.6	.150	-.049
Sel N.East Region	39.8	12.4	.09	18	32	40	50	60	998	-.4	.327	-.031
Doct Large	41.1	12.1	.05	20	34	42	50	60	918	-1.7	.000	-.142
Top 50%	45.2	11.8	.03	23	38	48	54	60	895	-5.7	.000	-.487
Top 10%	47.4	12.0	.05	24	40	50	58	60	918	-7.9	.000	-.664
Supportive Environment												
URI (N = 898)	33.3	12.8	.43	13	25	33	40	58				
Major Competitor	31.3	13.4	.14	10	23	30	40	55	1,105	2.0	.000	.152
Sel N.East Region	31.4	13.8	.10	10	20	30	40	58	1,006	1.9	.000	.137
Doct Large	31.7	13.8	.06	10	23	33	40	58	930	1.6	.000	.113
Top 50%	34.8	14.0	.04	13	25	35	45	60	909	-1.5	.000	-.108
Top 10%	37.0	14.0	.08	13	28	38	48	60	964	-3.7	.000	-.264

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

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

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

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

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

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

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