



NSSE 2018

Engagement Indicators

University of Idaho

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 2017 and 2018 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 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	Your first-year students	Your first-year students
		compared with Western Public Rural	compared with All Public Higher Rs	compared with Peer Institutions
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	Your seniors	Your seniors
		compared with Western Public Rural	compared with All Public Higher Rs	compared with Peer Institutions
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

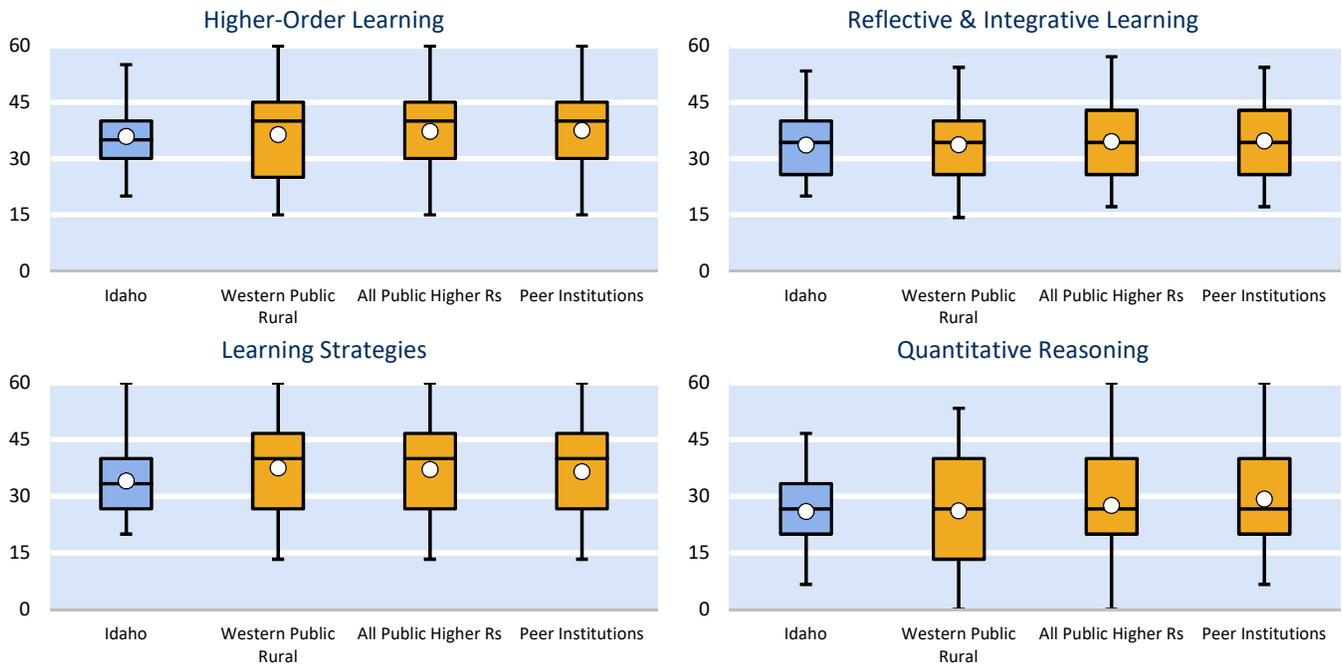
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Idaho Mean	Your first-year students compared with					
		Western Public Rural		All Public Higher Rs		Peer Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	35.9	36.4	-.04	37.2	-.10	37.5	-.12
Reflective & Integrative Learning	33.6	33.7	-.01	34.5	-.07	34.7	-.10
Learning Strategies	34.1	37.5 ***	-.25	37.1 ***	-.22	36.5 **	-.18
Quantitative Reasoning	26.0	26.1	-.01	27.5	-.10	29.2 ***	-.23

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.

	Idaho	Percentage point difference ^a between your FY students and		
		Western Public Rural	All Public Higher Rs	Peer Institutions
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	64	-4	-6	-11
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67	+1	-1	-3
4d. Evaluating a point of view, decision, or information source	73	+8	+6	+8
4e. Forming a new idea or understanding from various pieces of information	66	+2	-0	+0
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	51	+3	+0	-4
2b. Connected your learning to societal problems or issues	45	+1	-4	-4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	47	+1	-2	+1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	+3	+1	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	+1	+0	+1
2f. Learned something that changed the way you understand an issue or concept	58	-6	-7	-7
2g. Connected ideas from your courses to your prior experiences and knowledge	73	-1	-2	-4
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	68	-4	-5	-6
9b. Reviewed your notes after class	52	-14	-11	-10
9c. Summarized what you learned in class or from course materials	54	-7	-6	-4
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	50	+0	-2	-8
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	32	-2	-6	-9
6c. Evaluated what others have concluded from numerical information	34	+0	-4	-8

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

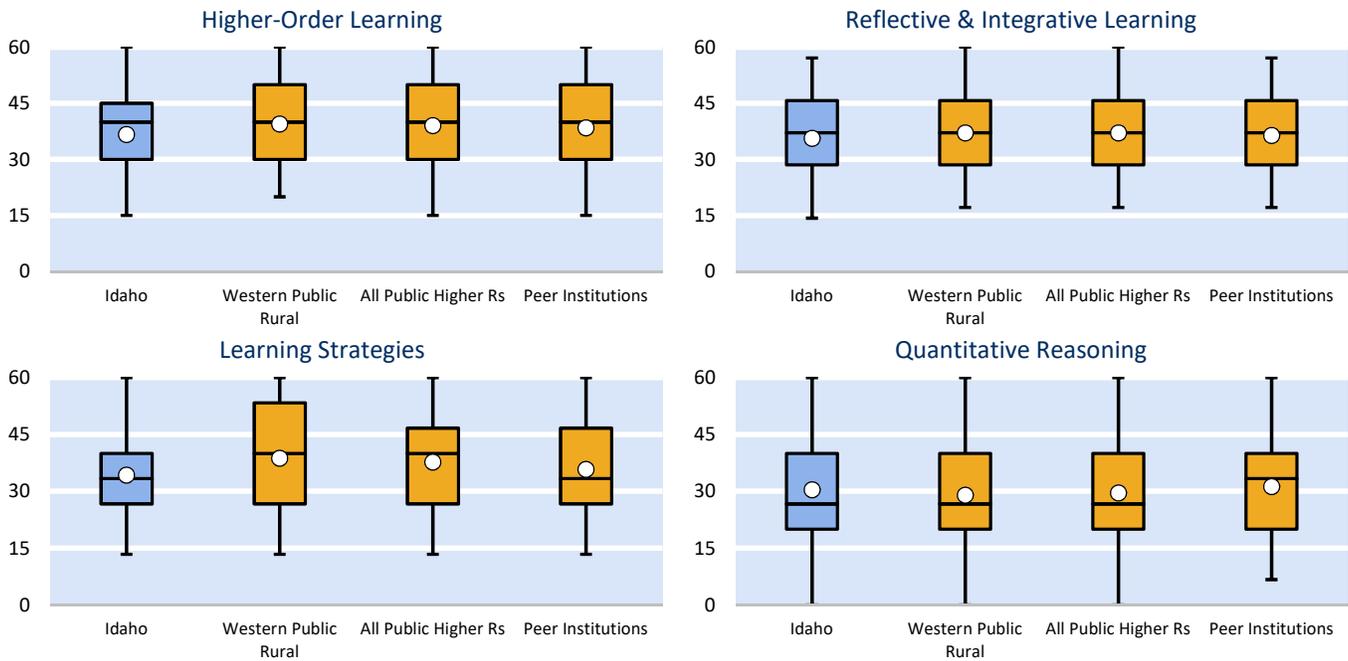
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Mean Comparisons

Engagement Indicator	Idaho Mean	Your seniors compared with					
		Western Public Rural		All Public Higher Rs		Peer Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.7	39.5 ***	-.20	39.0 ***	-.17	38.4 **	-.13
Reflective & Integrative Learning	35.7	37.1 *	-.11	37.1 *	-.11	36.4	-.06
Learning Strategies	34.2	38.7 ***	-.31	37.6 ***	-.24	35.8 *	-.11
Quantitative Reasoning	30.4	28.9	.09	29.5	.05	31.2	-.05

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

Score Distributions



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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.

	Idaho	Percentage point difference ^a between your seniors and		
		Western Public Rural	All Public Higher Rs	Peer Institutions
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	72	-5	-5	-7
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67	-7	-7	-7
4d. Evaluating a point of view, decision, or information source	59	-9	-8	-2
4e. Forming a new idea or understanding from various pieces of information	65	-5	-3	-2
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	69	+1	-0	-3
2b. Connected your learning to societal problems or issues	56	-0	-1	+0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	39	-9	-9	-4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	-3	-2	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	66	-5	-5	-2
2f. Learned something that changed the way you understand an issue or concept	66	-3	-4	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	82	+0	+0	-0
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	72	-6	-4	-2
9b. Reviewed your notes after class	52	-12	-9	-2
9c. Summarized what you learned in class or from course materials	52	-12	-10	-5
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	59	+4	+3	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	-1	-2	-4
6c. Evaluated what others have concluded from numerical information	49	+8	+6	+1

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Learning with Peers: First-year students

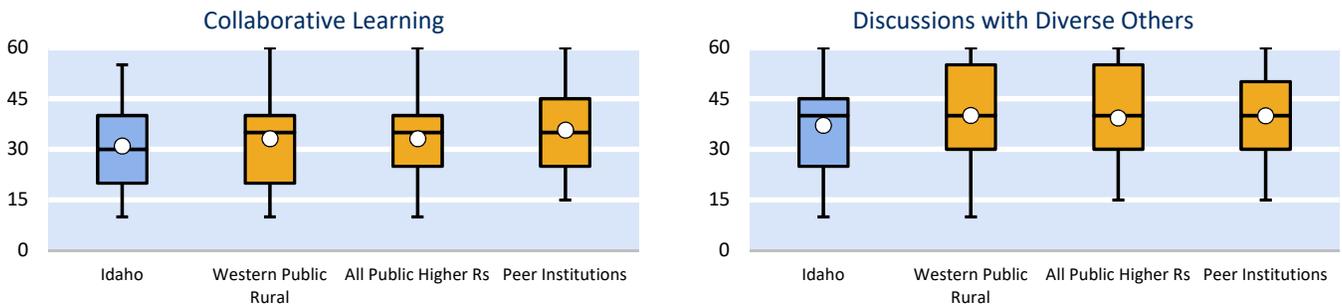
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Idaho Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.9	33.1 *	-.15	33.2 *	-.16	35.7 ***	-.35
Discussions with Diverse Others	37.1	40.0 *	-.18	39.2	-.14	39.9 *	-.19

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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	Idaho	Percentage point difference ^a between your FY students and		
		Western Public Rural	All Public Higher Rs	Peer Institutions
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1e. Asked another student to help you understand course material	54	-1	-2	-7
1f. Explained course material to one or more students	51	-8	-8	-14
1g. Prepared for exams by discussing or working through course material with other students	46	-5	-6	-11
1h. Worked with other students on course projects or assignments	49	-5	-6	-15
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	55	-18	-14	-13
8b. People from an economic background other than your own	64	-8	-7	-9
8c. People with religious beliefs other than your own	75	+9	+9	+7
8d. People with political views other than your own	66	-1	-0	-5

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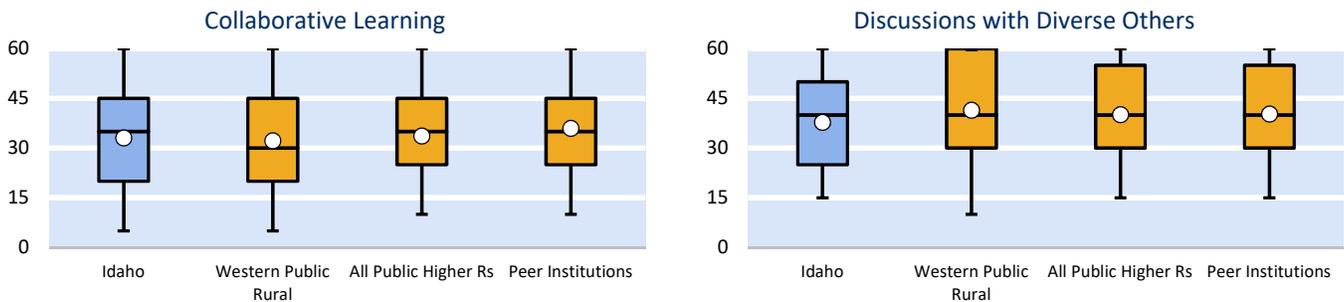
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Engagement Indicator	Idaho Mean	Your seniors compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.1	32.3	.05	33.6	-.04	36.0 ***	-.21
Discussions with Diverse Others	37.8	41.5 ***	-.23	40.1 **	-.15	40.3 **	-.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).

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	Idaho	Percentage point difference ^a between your seniors and		
		Western Public Rural	All Public Higher Rs	Peer Institutions
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	48	+5	+1	-5
1f. Explained course material to one or more students	61	+3	-1	-7
1g. Prepared for exams by discussing or working through course material with other students	49	+2	-1	-7
1h. Worked with other students on course projects or assignments	62	-2	-4	-11
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	58	-16	-12	-9
8b. People from an economic background other than your own	69	-5	-3	-3
8c. People with religious beliefs other than your own	67	-4	-1	-3
8d. People with political views other than your own	67	-3	-0	-5

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Experiences with Faculty: First-year students

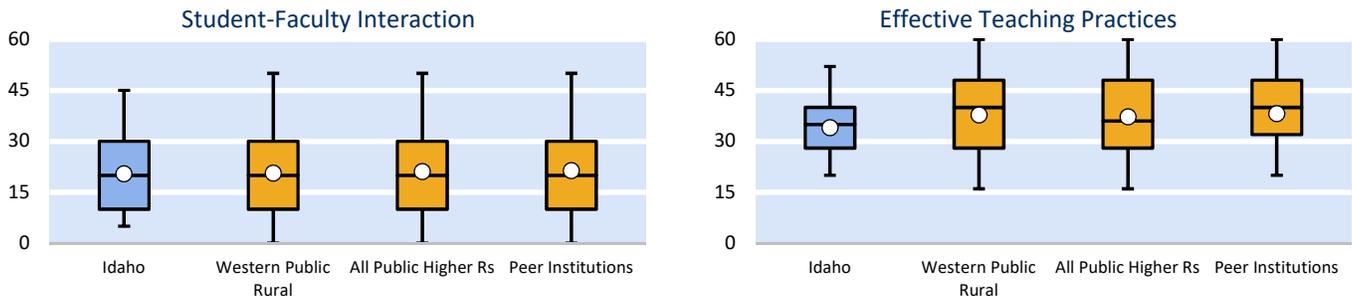
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Idaho Mean	Your first-year students compared with					
		Western Public Rural		All Public Higher Rs		Peer Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.4	20.6	-.01	21.1	-.05	21.4	-.07
Effective Teaching Practices	34.0	37.8 ***	-.29	37.2 ***	-.25	38.1 ***	-.34

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Student-Faculty Interaction	Idaho	Percentage point difference ^a between your FY students and		
		Western Public Rural	All Public Higher Rs	Peer Institutions
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	30	-6	-8	-9
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	-4	-4	-3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	-0	-0	-1
3d. Discussed your academic performance with a faculty member	27	-1	-2	-1
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	66	-9	-9	-11
5b. Taught course sessions in an organized way	63	-11	-10	-15
5c. Used examples or illustrations to explain difficult points	67	-5	-5	-10
5d. Provided feedback on a draft or work in progress	60	+1	-0	-0
5e. Provided prompt and detailed feedback on tests or completed assignments	45	-11	-10	-11

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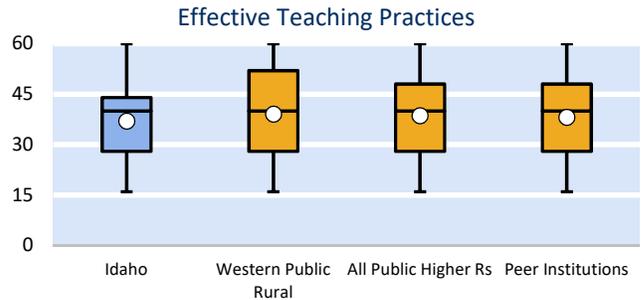
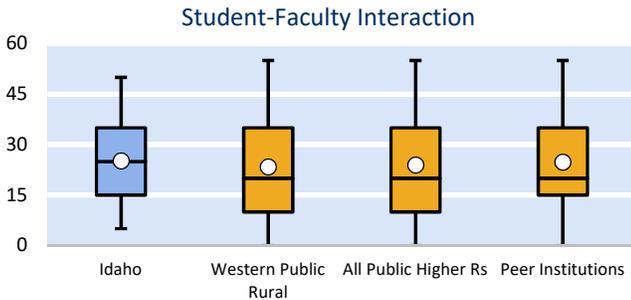
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	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
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Effective Teaching Practices	36.9	39.1 ***	-.15	38.5 *	-.12	38.1	-.09

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	%			
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3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	33	+6	+5	+3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	37	+5	+5	+2
3d. Discussed your academic performance with a faculty member	28	-5	-5	-3
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	74	-4	-4	-5
5b. Taught course sessions in an organized way	75	-2	-1	-4
5c. Used examples or illustrations to explain difficult points	77	+1	+1	-1
5d. Provided feedback on a draft or work in progress	53	-6	-5	-2
5e. Provided prompt and detailed feedback on tests or completed assignments	56	-6	-5	-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

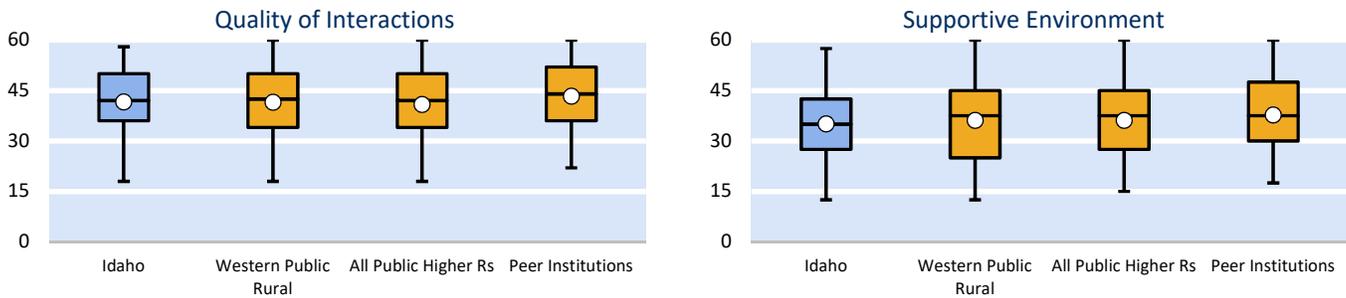
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Idaho Mean	Your first-year students compared with					
		Western Public Rural Mean	Effect size	All Public Higher Rs Mean	Effect size	Peer Institutions Mean	Effect size
Quality of Interactions	41.6	41.6	.00	40.9	.06	43.3	-.15
Supportive Environment	35.1	36.2	-.08	36.1	-.08	37.7 **	-.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 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	Idaho	Percentage point difference ^a between your FY students and		
		Western Public Rural	All Public Higher Rs	Peer Institutions
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	45	-4	-3	-12
13b. Academic advisors	50	+2	+3	-3
13c. Faculty	42	-7	-3	-8
13d. Student services staff (career services, student activities, housing, etc.)	44	-0	+1	-4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	+1	+5	-1
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	77	+1	+1	-3
14c. Using learning support services (tutoring services, writing center, etc.)	79	+2	+2	+0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	49	-11	-12	-12
14e. Providing opportunities to be involved socially	71	+1	-0	-3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	70	+1	-0	-7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	-11	-11	-13
14h. Attending campus activities and events (performing arts, athletic events, etc.)	70	+5	+5	-3
14i. Attending events that address important social, economic, or political issues	50	+2	+0	-1

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

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

Campus Environment: Seniors

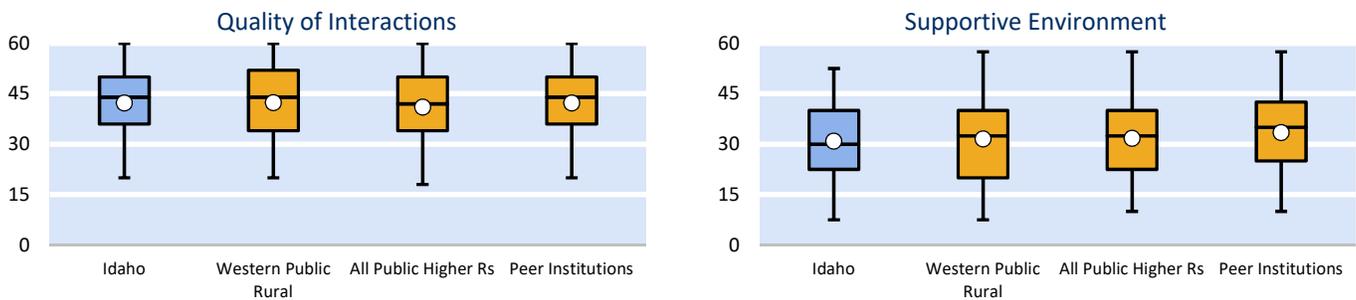
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Idaho Mean	Your seniors compared with					
		Western Public Rural		All Public Higher Rs		Peer Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.3	42.4	-.01	41.0 *	.10	42.2	.00
Supportive Environment	30.9	31.6	-.04	31.8	-.06	33.5 ***	-.19

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	Idaho	Percentage point difference ^a between your seniors and		
		Western Public Rural	All Public Higher Rs	Peer Institutions
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	53	-4	-1	-8
13b. Academic advisors	54	+3	+7	+3
13c. Faculty	52	-4	+1	-0
13d. Student services staff (career services, student activities, housing, etc.)	46	+4	+6	+3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	36	-8	-2	-4
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	65	-5	-4	-8
14c. Using learning support services (tutoring services, writing center, etc.)	61	-3	-3	-6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	42	-12	-11	-7
14e. Providing opportunities to be involved socially	64	+0	-1	-7
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	+7	+6	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	23	-7	-6	-8
14h. Attending campus activities and events (performing arts, athletic events, etc.)	52	+1	-1	-11
14i. Attending events that address important social, economic, or political issues	43	+4	+2	+1

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 2017 and 2018 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2017 and 2018 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	Idaho Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	35.9	38.9 ***	-.23		40.5 ***	-.34	
	Reflective and Integrative Learning	33.6	36.5 ***	-.24		38.1 ***	-.37	
	Learning Strategies	34.1	39.5 ***	-.40		41.6 ***	-.54	
	Quantitative Reasoning	26.0	28.7 **	-.18		30.4 ***	-.29	
<i>Learning with Peers</i>	Collaborative Learning	30.9	35.1 ***	-.31		37.2 ***	-.46	
	Discussions with Diverse Others	37.1	41.4 ***	-.29		43.4 ***	-.43	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.4	24.3 ***	-.26		27.2 ***	-.43	
	Effective Teaching Practices	34.0	40.3 ***	-.48		42.0 ***	-.59	
<i>Campus Environment</i>	Quality of Interactions	41.6	43.9 **	-.20		45.9 ***	-.35	
	Supportive Environment	35.1	37.9 **	-.22		39.7 ***	-.35	

Seniors

Theme	Engagement Indicator	Idaho Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.7	41.3 ***	-.34		42.5 ***	-.42	
	Reflective and Integrative Learning	35.7	39.6 ***	-.32		41.1 ***	-.45	
	Learning Strategies	34.2	40.2 ***	-.42		42.3 ***	-.57	
	Quantitative Reasoning	30.4	30.7	-.02	✓	32.7 **	-.15	
<i>Learning with Peers</i>	Collaborative Learning	33.1	35.7 ***	-.19		38.1 ***	-.37	
	Discussions with Diverse Others	37.8	41.9 ***	-.27		43.8 ***	-.39	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	25.1	29.2 ***	-.26		33.3 ***	-.51	
	Effective Teaching Practices	36.9	41.1 ***	-.31		43.1 ***	-.45	
<i>Campus Environment</i>	Quality of Interactions	42.3	44.4 ***	-.18		46.5 ***	-.35	
	Supportive Environment	30.9	34.3 ***	-.24		36.4 ***	-.40	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2017 and 2018 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Idaho (N = 206)	35.9	11.3	.79	20	30	35	40	55				
Western Public Rural	36.4	13.7	.22	15	25	40	45	60	239	-.5	.541	-.037
All Public Higher Rs	37.2	13.2	.10	15	30	40	45	60	211	-1.3	.097	-.100
Peer Institutions	37.5	12.9	.23	15	30	40	45	60	243	-1.6	.057	-.122
Top 50%	38.9	13.1	.04	20	30	40	50	60	207	-3.0	.000	-.231
Top 10%	40.5	13.3	.09	20	30	40	50	60	211	-4.6	.000	-.344
Reflective & Integrative Learning												
Idaho (N = 230)	33.6	10.4	.69	20	26	34	40	53				
Western Public Rural	33.7	12.1	.19	14	26	34	40	54	265	-.1	.923	-.006
All Public Higher Rs	34.5	11.9	.08	17	26	34	43	57	235	-.9	.204	-.074
Peer Institutions	34.7	11.5	.20	17	26	34	43	54	3,431	-1.1	.163	-.095
Top 50%	36.5	11.8	.04	17	29	37	43	57	230	-2.8	.000	-.238
Top 10%	38.1	12.0	.09	20	29	37	46	60	236	-4.4	.000	-.369
Learning Strategies												
Idaho (N = 192)	34.1	12.0	.87	20	27	33	40	60				
Western Public Rural	37.5	13.8	.24	13	27	40	47	60	220	-3.5	.000	-.253
All Public Higher Rs	37.1	13.8	.11	13	27	40	47	60	197	-3.1	.001	-.222
Peer Institutions	36.5	13.5	.26	13	27	40	47	60	226	-2.5	.007	-.184
Top 50%	39.5	13.7	.05	20	27	40	53	60	192	-5.5	.000	-.399
Top 10%	41.6	14.1	.10	20	33	40	53	60	197	-7.6	.000	-.538
Quantitative Reasoning												
Idaho (N = 195)	26.0	12.9	.92	7	20	27	33	47				
Western Public Rural	26.1	15.2	.25	0	13	27	40	53	224	-.2	.859	-.011
All Public Higher Rs	27.5	15.1	.11	0	20	27	40	60	200	-1.6	.090	-.105
Peer Institutions	29.2	14.6	.27	7	20	27	40	60	228	-3.3	.001	-.226
Top 50%	28.7	15.2	.05	0	20	27	40	60	196	-2.7	.004	-.177
Top 10%	30.4	15.3	.10	7	20	27	40	60	199	-4.4	.000	-.289
Learning with Peers												
Collaborative Learning												
Idaho (N = 255)	30.9	13.6	.85	10	20	30	40	55				
Western Public Rural	33.1	14.2	.22	10	20	35	40	60	4,539	-2.2	.017	-.154
All Public Higher Rs	33.2	14.0	.10	10	25	35	40	60	21,435	-2.2	.012	-.158
Peer Institutions	35.7	13.4	.23	15	25	35	45	60	3,647	-4.7	.000	-.352
Top 50%	35.1	13.6	.04	15	25	35	45	60	101,445	-4.2	.000	-.308
Top 10%	37.2	13.6	.09	15	25	40	45	60	22,852	-6.3	.000	-.464
Discussions with Diverse Others												
Idaho (N = 197)	37.1	14.6	1.04	10	25	40	45	60				
Western Public Rural	40.0	16.1	.28	10	30	40	55	60	3,629	-2.9	.012	-.183
All Public Higher Rs	39.2	15.6	.12	15	30	40	55	60	17,491	-2.2	.052	-.140
Peer Institutions	39.9	14.8	.28	15	30	40	50	60	2,938	-2.8	.010	-.190
Top 50%	41.4	15.0	.05	15	30	40	55	60	92,839	-4.3	.000	-.288
Top 10%	43.4	14.8	.10	20	35	45	60	60	20,767	-6.3	.000	-.430

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												
Idaho (N = 214)	20.4	13.5	.93	5	10	20	30	45				
Western Public Rural	20.6	14.5	.23	0	10	20	30	50	4,128	-.2	.867	-.012
All Public Higher Rs	21.1	14.5	.10	0	10	20	30	50	19,510	-.7	.494	-.047
Peer Institutions	21.4	13.9	.25	0	10	20	30	50	3,310	-1.0	.327	-.069
Top 50%	24.3	14.8	.06	5	15	20	35	55	215	-3.8	.000	-.259
Top 10%	27.2	15.8	.16	5	15	25	40	60	226	-6.8	.000	-.433
Effective Teaching Practices												
Idaho (N = 203)	34.0	10.6	.74	20	28	35	40	52				
Western Public Rural	37.8	13.4	.22	16	28	40	48	60	238	-3.8	.000	-.287
All Public Higher Rs	37.2	13.0	.09	16	28	36	48	60	209	-3.2	.000	-.250
Peer Institutions	38.1	12.4	.22	20	32	40	48	60	240	-4.1	.000	-.338
Top 50%	40.3	13.1	.05	20	32	40	52	60	204	-6.3	.000	-.482
Top 10%	42.0	13.7	.10	20	32	40	52	60	210	-8.0	.000	-.587
Campus Environment												
Quality of Interactions												
Idaho (N = 178)	41.6	11.3	.84	18	36	42	50	58				
Western Public Rural	41.6	12.7	.22	18	34	43	50	60	203	.0	.971	.002
All Public Higher Rs	40.9	12.3	.10	18	34	42	50	60	16,392	.7	.453	.057
Peer Institutions	43.3	11.3	.22	22	36	44	52	60	2,767	-1.7	.055	-.149
Top 50%	43.9	11.6	.05	22	38	46	52	60	55,246	-2.3	.009	-.195
Top 10%	45.9	12.1	.11	22	40	48	56	60	12,109	-4.3	.000	-.352
Supportive Environment												
Idaho (N = 184)	35.1	12.2	.90	13	28	35	43	58				
Western Public Rural	36.2	13.9	.24	13	25	38	45	60	211	-1.1	.249	-.078
All Public Higher Rs	36.1	13.4	.10	15	28	38	45	60	16,447	-1.0	.300	-.077
Peer Institutions	37.7	12.8	.25	18	30	38	48	60	2,779	-2.7	.006	-.208
Top 50%	37.9	13.2	.05	15	30	40	48	60	72,445	-2.9	.003	-.216
Top 10%	39.7	13.1	.10	18	30	40	50	60	17,533	-4.6	.000	-.350

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Idaho (N = 438)	36.7	13.1	.63	15	30	40	45	60				
Western Public Rural	39.5	13.9	.17	20	30	40	50	60	7,490	-2.8	.000	-.200
All Public Higher Rs	39.0	13.8	.08	15	30	40	50	60	30,884	-2.3	.000	-.168
Peer Institutions	38.4	13.3	.18	15	30	40	50	60	6,113	-1.8	.008	-.132
Top 50%	41.3	13.5	.04	20	35	40	55	60	115,367	-4.6	.000	-.342
Top 10%	42.5	13.7	.07	20	35	40	55	60	34,959	-5.8	.000	-.421
Reflective & Integrative Learning												
Idaho (N = 460)	35.7	12.4	.58	14	29	37	46	57				
Western Public Rural	37.1	12.7	.15	17	29	37	46	60	7,816	-1.4	.024	-.109
All Public Higher Rs	37.1	12.5	.07	17	29	37	46	60	32,353	-1.4	.020	-.109
Peer Institutions	36.4	12.1	.16	17	29	37	46	57	6,338	-.7	.227	-.059
Top 50%	39.6	12.2	.04	20	31	40	49	60	112,588	-3.9	.000	-.318
Top 10%	41.1	12.2	.08	20	33	40	51	60	24,308	-5.5	.000	-.446
Learning Strategies												
Idaho (N = 414)	34.2	13.1	.64	13	27	33	40	60				
Western Public Rural	38.7	14.7	.18	13	27	40	53	60	481	-4.5	.000	-.306
All Public Higher Rs	37.6	14.6	.09	13	27	40	47	60	428	-3.4	.000	-.236
Peer Institutions	35.8	14.5	.20	13	27	33	47	60	496	-1.6	.020	-.109
Top 50%	40.2	14.4	.04	20	33	40	53	60	416	-6.0	.000	-.416
Top 10%	42.3	14.2	.08	20	33	40	53	60	425	-8.1	.000	-.573
Quantitative Reasoning												
Idaho (N = 422)	30.4	15.6	.76	0	20	27	40	60				
Western Public Rural	28.9	16.1	.19	0	20	27	40	60	7,288	1.4	.079	.088
All Public Higher Rs	29.5	16.0	.09	0	20	27	40	60	30,148	.9	.280	.053
Peer Institutions	31.2	15.7	.21	7	20	33	40	60	5,960	-.9	.278	-.055
Top 50%	30.7	16.0	.04	0	20	33	40	60	157,192	-.3	.679	-.020
Top 10%	32.7	15.7	.08	7	20	33	40	60	34,719	-2.3	.003	-.147
Learning with Peers												
Collaborative Learning												
Idaho (N = 467)	33.1	15.4	.71	5	20	35	45	60				
Western Public Rural	32.3	15.3	.17	5	20	30	45	60	8,071	.8	.262	.054
All Public Higher Rs	33.6	14.7	.08	10	25	35	45	60	33,447	-.6	.404	-.039
Peer Institutions	36.0	14.2	.18	10	25	35	45	60	529	-2.9	.000	-.206
Top 50%	35.7	13.9	.04	15	25	35	45	60	468	-2.6	.000	-.189
Top 10%	38.1	13.5	.09	15	30	40	50	60	479	-5.0	.000	-.371
Discussions with Diverse Others												
Idaho (N = 420)	37.8	14.8	.72	15	25	40	50	60				
Western Public Rural	41.5	16.5	.20	10	30	40	60	60	489	-3.7	.000	-.227
All Public Higher Rs	40.1	16.0	.09	15	30	40	55	60	434	-2.4	.001	-.148
Peer Institutions	40.3	15.3	.21	15	30	40	55	60	5,640	-2.5	.001	-.166
Top 50%	41.9	15.6	.04	15	30	40	60	60	421	-4.2	.000	-.267
Top 10%	43.8	15.5	.08	20	35	45	60	60	429	-6.0	.000	-.390

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												
Idaho (N = 453)	25.1	14.8	.69	5	15	25	35	50				
Western Public Rural	23.3	16.1	.19	0	10	20	35	55	522	1.8	.012	.113
All Public Higher Rs	23.9	15.8	.09	0	10	20	35	55	467	1.2	.077	.078
Peer Institutions	24.7	15.4	.20	0	15	20	35	55	6,218	.4	.583	.027
Top 50%	29.2	15.8	.06	5	20	30	40	60	459	-4.1	.000	-.259
Top 10%	33.3	16.1	.18	10	20	35	45	60	514	-8.1	.000	-.508
Effective Teaching Practices												
Idaho (N = 434)	36.9	12.7	.61	16	28	40	44	60				
Western Public Rural	39.1	14.2	.17	16	28	40	52	60	503	-2.1	.001	-.151
All Public Higher Rs	38.5	13.7	.08	16	28	40	48	60	448	-1.6	.010	-.115
Peer Institutions	38.1	12.9	.17	16	28	40	48	60	6,115	-1.2	.066	-.092
Top 50%	41.1	13.6	.04	16	32	40	52	60	438	-4.2	.000	-.309
Top 10%	43.1	13.7	.10	20	36	44	56	60	455	-6.2	.000	-.451
Campus Environment												
Quality of Interactions												
Idaho (N = 394)	42.3	10.8	.54	20	36	44	50	60				
Western Public Rural	42.4	12.6	.16	20	34	44	52	60	465	-.1	.863	-.008
All Public Higher Rs	41.0	12.2	.08	18	34	42	50	60	408	1.2	.025	.101
Peer Institutions	42.2	11.5	.16	20	36	44	50	60	5,371	.0	.987	.001
Top 50%	44.4	11.9	.04	22	38	46	54	60	398	-2.2	.000	-.180
Top 10%	46.5	12.3	.08	22	40	50	58	60	412	-4.3	.000	-.348
Supportive Environment												
Idaho (N = 409)	30.9	12.9	.64	8	23	30	40	53				
Western Public Rural	31.6	14.2	.18	8	20	33	40	58	475	-.6	.343	-.044
All Public Higher Rs	31.8	13.9	.08	10	23	33	40	58	423	-.9	.167	-.064
Peer Institutions	33.5	13.4	.19	10	25	35	43	58	5,461	-2.5	.000	-.189
Top 50%	34.3	13.7	.04	13	25	35	43	60	412	-3.3	.000	-.243
Top 10%	36.4	13.7	.10	13	28	38	45	60	20,789	-5.4	.000	-.395

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.