
NSSE 2022

Engagement Indicators

The Evergreen State College

About Your Engagement Indicators Report

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

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

Report Sections

Overview (p. 3)

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

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2021 and 2022 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. Your NSSE Tableau dashboards and Report Builder (released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

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

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

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

Engagement Indicators: Overview

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

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

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

-- No significant difference.

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

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

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Far West Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2021 & 2022
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 Far West Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2021 & 2022
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

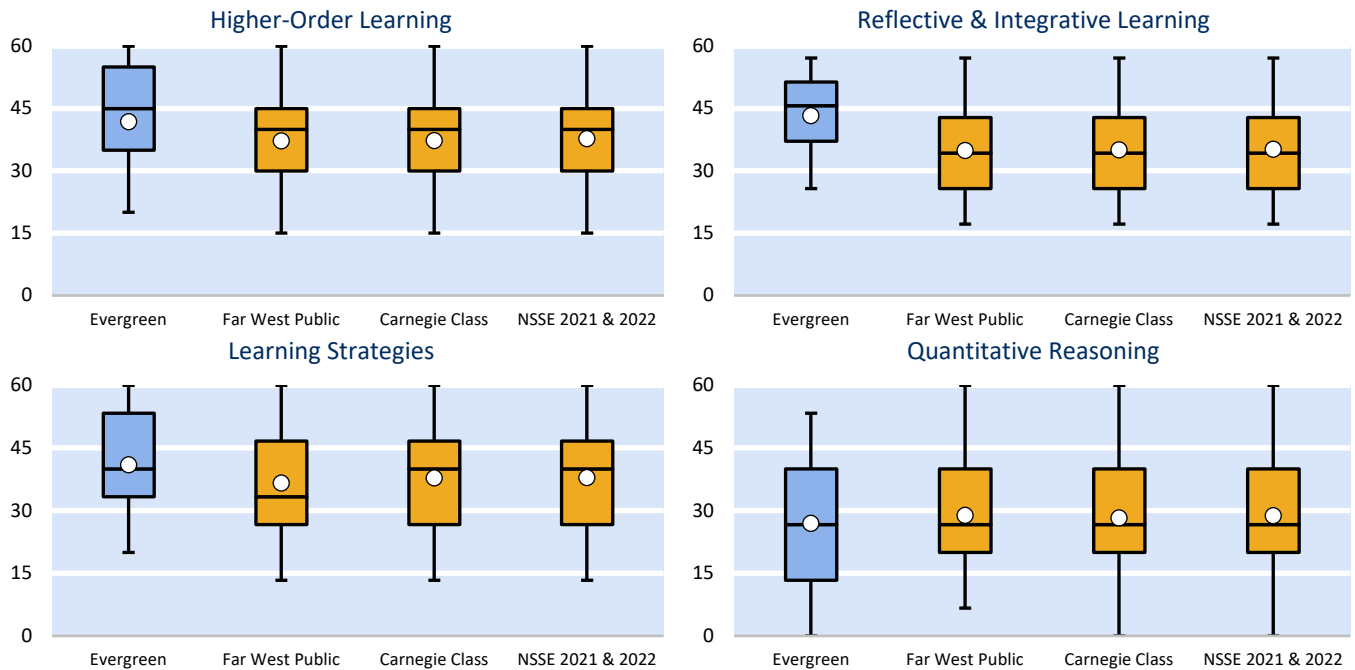
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Evergreen Mean	Your first-year students compared with					
		Far West Public		Carnegie Class		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.9	37.2 **	.35	37.3 *	.34	37.8 *	.30
Reflective & Integrative Learning	43.4	35.0 ***	.71	35.1 ***	.68	35.3 ***	.66
Learning Strategies	40.9	36.6 *	.32	37.8	.23	37.9	.22
Quantitative Reasoning	26.9	28.8	-.13	28.3	-.09	28.7	-.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).

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		
	Evergreen	Far West Public	Carnegie Class	NSSE 2021 & 2022
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	67	+0	-1	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	+11	+12	+10
4d. Evaluating a point of view, decision, or information source	78	+9	+10	+9
4e. Forming a new idea or understanding from various pieces of information	79	+10	+10	+10
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	68	+19	+17	+17
2b. Connected your learning to societal problems or issues	74	+22	+23	+22
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	87	+32	+34	+34
2d. Examined the strengths and weaknesses of your own views on a topic or issue	84	+21	+20	+20
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	83	+13	+13	+13
2f. Learned something that changed the way you understand an issue or concept	68	+1	+3	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	94	+18	+18	+17
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	89	+17	+17	+16
9b. Reviewed your notes after class	59	-3	-7	-7
9c. Summarized what you learned in class or from course materials	75	+16	+11	+11
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.)	53	-1	+1	-0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	32	-10	-9	-11
6c. Evaluated what others have concluded from numerical information	34	-7	-6	-7

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

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

Academic Challenge: Seniors

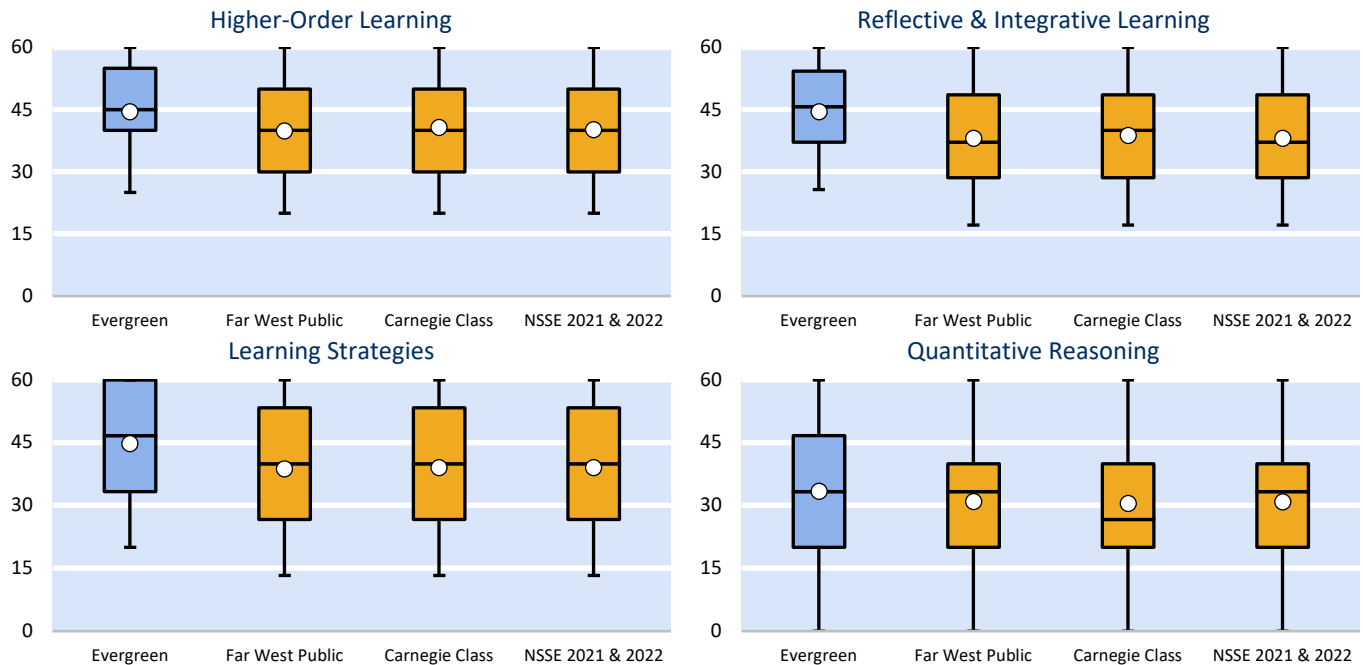
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Evergreen Mean	Your seniors compared with					
		Far West Public		Carnegie Class		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	44.5	39.9 ***	.33	40.7 **	.28	40.2 ***	.31
Reflective & Integrative Learning	44.6	38.1 ***	.50	38.8 ***	.45	38.1 ***	.49
Learning Strategies	44.7	38.8 ***	.41	39.0 ***	.39	39.0 ***	.39
Quantitative Reasoning	33.3	30.9	.15	30.5	.17	30.9	.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		
	Evergreen	Far West Public	Carnegie Class	NSSE 2021 & 2022
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	86	+12	+8	+10
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	81	+7	+5	+6
4d. Evaluating a point of view, decision, or information source	84	+13	+9	+12
4e. Forming a new idea or understanding from various pieces of information	85	+12	+11	+11
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	80	+13	+12	+14
2b. Connected your learning to societal problems or issues	74	+13	+9	+13
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	74	+19	+15	+19
2d. Examined the strengths and weaknesses of your own views on a topic or issue	83	+17	+14	+16
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	85	+12	+10	+12
2f. Learned something that changed the way you understand an issue or concept	81	+9	+10	+10
2g. Connected ideas from your courses to your prior experiences and knowledge	92	+10	+9	+9
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	94	+18	+17	+18
9b. Reviewed your notes after class	65	+1	+1	+1
9c. Summarized what you learned in class or from course materials	76	+12	+9	+10
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.)	61	+5	+5	+4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	54	+6	+6	+6
6c. Evaluated what others have concluded from numerical information	55	+7	+9	+8

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

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Learning with Peers: First-year students

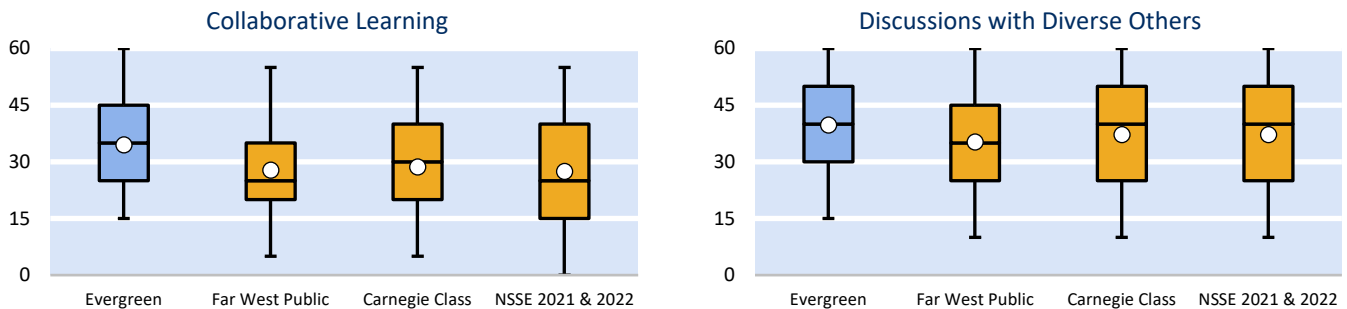
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Evergreen Mean	Your first-year students compared with					
		Far West Public		Carnegie Class		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.5	27.8 ***	.48	28.6 **	.41	27.5 ***	.47
Discussions with Diverse Others	39.7	35.3 *	.29	37.2	.16	37.1	.16

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		Percentage point difference ^a between your FY students and		
	Evergreen	Far West Public	Carnegie Class	NSSE 2021 & 2022
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	45	+2	+2	+4
1c. Explained course material to one or more students	59	+16	+12	+15
1d. Prepared for exams by discussing or working through course material with other students	58	+23	+20	+21
1e. Worked with other students on course projects or assignments	69	+23	+22	+24
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	78	+11	+13	+11
8b. People from an economic background other than your own	79	+16	+12	+13
8c. People with religious beliefs other than your own	71	+13	+10	+9
8d. People with political views other than your own	48	-0	-14	-11

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Learning with Peers: Seniors

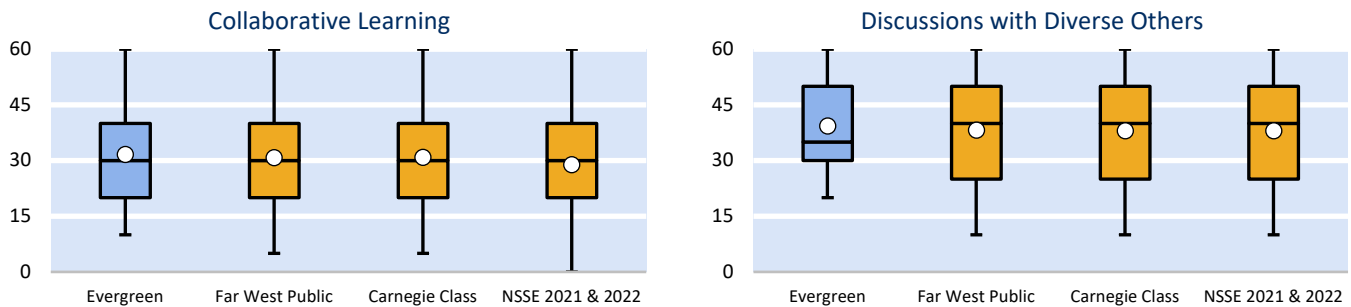
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Mean Comparisons

Engagement Indicator	Evergreen Mean	Your seniors compared with					
		Far West Public		Carnegie Class		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.7	30.9	.06	30.9	.05	29.0 *	.17
Discussions with Diverse Others	39.4	38.2	.07	38.1	.08	38.1	.08

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

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		Percentage point difference ^a between your seniors and			
	Evergreen	Far West Public	Carnegie Class	NSSE 2021 & 2022	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
	%				
1b. Asked another student to help you understand course material	39	-3	-2	+1	
1c. Explained course material to one or more students	62	+12	+8	+13	
1d. Prepared for exams by discussing or working through course material with other students	38	-1	-4	+0	
1e. Worked with other students on course projects or assignments	65	+3	+6	+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	70	-1	+5	+3	
8b. People from an economic background other than your own	82	+13	+13	+14	
8c. People with religious beliefs other than your own	63	-0	-0	+0	
8d. People with political views other than your own	40	-14	-24	-20	

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Experiences with Faculty: First-year students

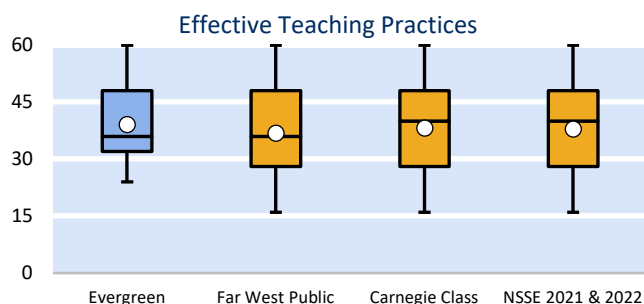
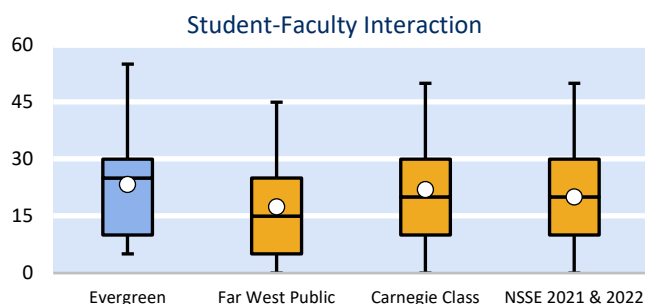
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Evergreen Mean	Your first-year students compared with					
		Far West Public		Carnegie Class		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.3	17.4 **	.42	22.0	.09	20.0	.22
Effective Teaching Practices	39.1	36.8	.17	38.1	.07	37.9	.09

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

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	Evergreen	Far West Public	Carnegie Class	NSSE 2021 & 2022	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...					
	%				
3a. Talked about career plans with a faculty member	38	+9	-1	+3	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	+3	-3	-0	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	+10	+3	+6	
3d. Discussed your academic performance with a faculty member	46	+24	+14	+18	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	74	-0	-1	-2	
5b. Taught course sessions in an organized way	60	-9	-11	-11	
5c. Used examples or illustrations to explain difficult points	91	+21	+20	+20	
5d. Provided feedback on a draft or work in progress	69	+9	+4	+6	
5e. Provided prompt and detailed feedback on tests or completed assignments	62	+8	+2	+4	

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Experiences with Faculty: Seniors

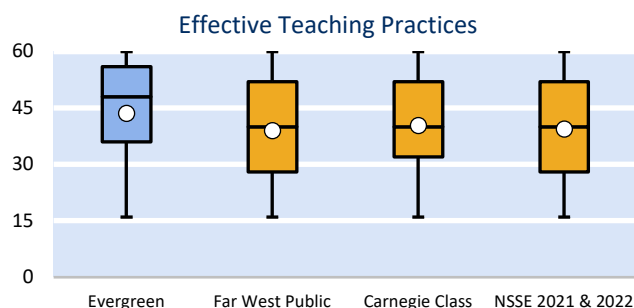
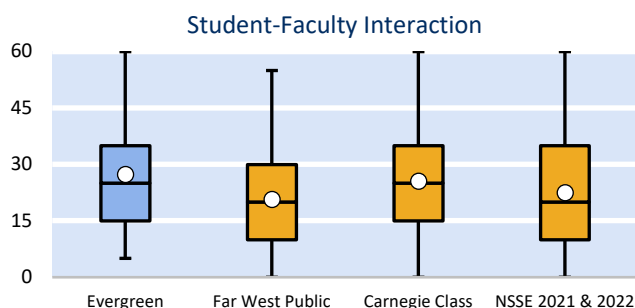
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Effective Teaching Practices	43.5	38.9 *** .32	40.3 ** .23	39.4 ***	.29

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Percentage of students who responded that they "Very often" or "Often"...	%				
3a. Talked about career plans with a faculty member	38	+3	-9		-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	+1	-7		-2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	34	+7	-1	+4	
3d. Discussed your academic performance with a faculty member	59	+31	+22	+27	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	81	+2	+1	+2	
5b. Taught course sessions in an organized way	80	+8	+4	+6	
5c. Used examples or illustrations to explain difficult points	88	+13	+12	+13	
5d. Provided feedback on a draft or work in progress	75	+13	+8	+13	
5e. Provided prompt and detailed feedback on tests or completed assignments	72	+12	+4	+8	

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

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

Campus Environment: First-year students

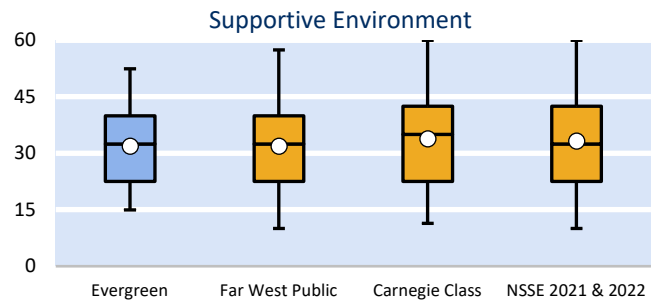
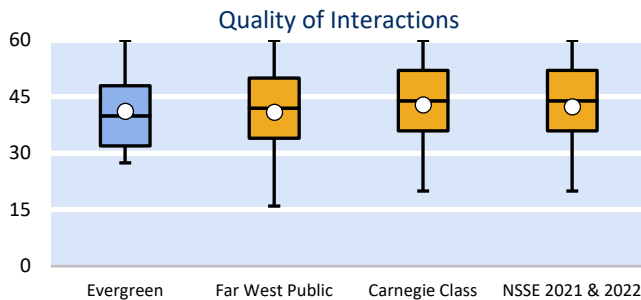
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Evergreen Mean	Your first-year students compared with					
		Far West Public		Carnegie Class		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.2	41.0	.02	42.9	-.14	42.4	-.10
Supportive Environment	31.9	32.0	.00	33.8	-.14	33.3	-.10

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

Score Distributions



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		
Quality of Interactions	Evergreen	Far West Public	Carnegie Class	NSSE 2021 & 2022
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	53	+7	+4	+3
13b. Academic advisors	41	-9	-15	-13
13c. Faculty	58	+12	+6	+8
13d. Student services staff (career services, student activities, housing, etc.)	32	-10	-16	-14
13e. Other administrative staff and offices (registrar, financial aid, etc.)	32	-10	-17	-14
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	71	+2	+1	+1
14c. Using learning support services (tutoring services, writing center, etc.)	81	+12	+9	+10
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62	+5	+5	+5
14e. Providing opportunities to be involved socially	54	-5	-11	-10
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	51	-10	-11	-11
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	26	-11	-12	-11
14h. Attending campus activities and events (performing arts, athletic events, etc.)	38	-9	-21	-18
14i. Attending events that address important social, economic, or political issues	58	+18	+13	+15

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

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

Campus Environment: Seniors

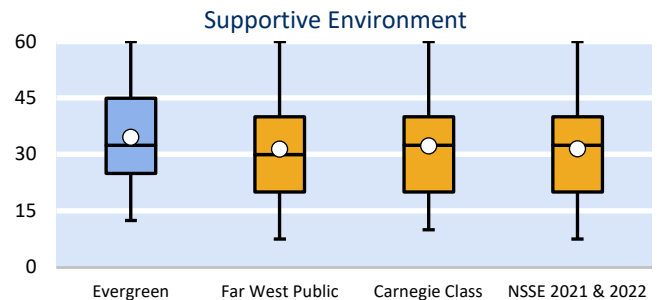
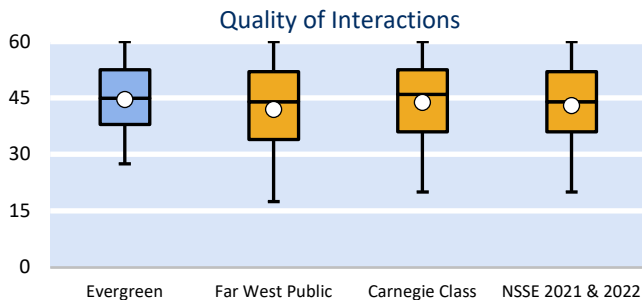
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Evergreen Mean	Your seniors compared with					
		Far West Public		Carnegie Class		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.6	42.1 *	.19	43.9	.06	43.0	.13
Supportive Environment	34.6	31.5 *	.21	32.4	.15	31.6 *	.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.

		Percentage point difference ^a between your seniors and		
Quality of Interactions	Evergreen	Far West Public	Carnegie Class	NSSE 2021 & 2022
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	56	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><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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Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2021 and 2022 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2021 and 2022 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	Evergreen Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.9	39.2	.20	✓	42.1	-.02	✓
	Reflective and Integrative Learning	43.4	36.9 ***	.54	✓	39.2 **	.35	✓
	Learning Strategies	40.9	39.6	.10	✓	42.9	-.14	
	Quantitative Reasoning	26.9	30.2	-.21		33.3 **	-.41	
Learning with Peers	Collaborative Learning	34.5	31.8	.19	✓	35.5	-.07	✓
	Discussions with Diverse Others	39.7	39.8	-.01	✓	42.6	-.20	
Experiences with Faculty	Student-Faculty Interaction	23.3	24.3	-.07	✓	27.8 *	-.30	
	Effective Teaching Practices	39.1	40.3	-.09	✓	43.3 *	-.31	
Campus Environment	Quality of Interactions	41.2	45.1 *	-.33		48.2 ***	-.56	
	Supportive Environment	31.9	35.9 *	-.29		39.1 ***	-.54	

Seniors

Theme	Engagement Indicator	Evergreen Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	44.5	41.9 **	.19	✓	44.2	.02	✓
	Reflective and Integrative Learning	44.6	40.3 ***	.34	✓	42.7	.16	✓
	Learning Strategies	44.7	41.1 **	.25	✓	43.4	.09	✓
	Quantitative Reasoning	33.3	32.4	.05	✓	35.3	-.13	
Learning with Peers	Collaborative Learning	31.7	34.0	-.16		37.9 ***	-.45	
	Discussions with Diverse Others	39.4	40.4	-.06	✓	43.2 **	-.25	
Experiences with Faculty	Student-Faculty Interaction	27.3	28.8	-.09	✓	33.2 ***	-.37	
	Effective Teaching Practices	43.5	41.9	.11	✓	44.5	-.07	✓
Campus Environment	Quality of Interactions	44.6	45.6	-.08	✓	48.0 ***	-.27	
	Supportive Environment	34.6	34.3	.02	✓	37.4 *	-.19	

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

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2021 and 2022 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

NSSE 2022 Engagement Indicators

Detailed Statistics^a

The Evergreen State College

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												
Evergreen (N = 55)	41.9	13.0	1.74	20	35	45	55	60				
Far West Public	37.2	13.2	.11	15	30	40	45	60	15,002	4.6	.010	.350
Carnegie Class	37.3	13.4	.14	15	30	40	45	60	8,738	4.5	.012	.339
NSSE 2021 & 2022	37.8	13.5	.03	15	30	40	45	60	183,488	4.1	.025	.302
Top 50%	39.2	13.3	.04	20	30	40	50	60	94,224	2.6	.146	.196
Top 10%	42.1	13.0	.13	20	35	40	55	60	10,367	-.2	.909	-.015
Reflective & Integrative Learning												
Evergreen (N = 60)	43.4	10.7	1.38	26	37	46	51	57				
Far West Public	35.0	11.8	.09	17	26	34	43	57	16,096	8.4	.000	.713
Carnegie Class	35.1	12.1	.12	17	26	34	43	57	9,560	8.3	.000	.681
NSSE 2021 & 2022	35.3	12.3	.03	17	26	34	43	57	199,407	8.1	.000	.662
Top 50%	36.9	12.1	.04	17	29	37	46	60	94,447	6.5	.000	.537
Top 10%	39.2	11.8	.10	20	31	40	49	60	12,852	4.2	.006	.354
Learning Strategies												
Evergreen (N = 51)	40.9	13.9	1.95	20	33	40	53	60				
Far West Public	36.6	13.6	.12	13	27	33	47	60	13,949	4.4	.022	.322
Carnegie Class	37.8	13.9	.15	13	27	40	47	60	8,077	3.1	.107	.226
NSSE 2021 & 2022	37.9	14.0	.03	13	27	40	47	60	170,558	3.0	.124	.215
Top 50%	39.6	14.1	.05	20	27	40	53	60	85,896	1.4	.480	.099
Top 10%	42.9	14.3	.11	20	33	40	60	60	15,722	-2.0	.323	-.139
Quantitative Reasoning												
Evergreen (N = 52)	26.9	17.5	2.44	0	13	27	40	53				
Far West Public	28.8	14.8	.12	7	20	27	40	60	51	-1.9	.449	-.126
Carnegie Class	28.3	15.2	.17	0	20	27	40	60	8,195	-1.3	.535	-.087
NSSE 2021 & 2022	28.7	15.5	.04	0	20	27	40	60	172,989	-1.8	.404	-.116
Top 50%	30.2	15.3	.05	7	20	27	40	60	99,318	-3.2	.131	-.210
Top 10%	33.3	15.5	.14	7	20	33	40	60	12,881	-6.3	.003	-.408
Learning with Peers												
Collaborative Learning												
Evergreen (N = 62)	34.5	14.8	1.88	15	25	35	45	60				
Far West Public	27.8	14.0	.11	5	20	25	35	55	17,159	6.7	.000	.478
Carnegie Class	28.6	14.4	.14	5	20	30	40	55	10,386	5.9	.001	.412
NSSE 2021 & 2022	27.5	15.0	.03	0	15	25	40	55	215,663	7.0	.000	.468
Top 50%	31.8	13.8	.05	10	20	30	40	60	87,320	2.7	.130	.192
Top 10%	35.5	13.5	.11	15	25	35	45	60	15,962	-1.0	.581	-.070
Discussions with Diverse Others												
Evergreen (N = 52)	39.7	13.3	1.85	15	30	40	50	60				
Far West Public	35.3	15.7	.13	10	25	35	45	60	14,008	4.5	.041	.285
Carnegie Class	37.2	15.6	.17	10	25	40	50	60	8,135	2.5	.246	.162
NSSE 2021 & 2022	37.1	16.1	.04	10	25	40	50	60	51	2.6	.164	.161
Top 50%	39.8	15.1	.05	15	30	40	55	60	79,193	-.1	.969	-.005
Top 10%	42.6	14.2	.14	20	35	40	55	60	10,313	-2.8	.153	-.199

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												
Evergreen (N = 56)	23.3	14.0	1.87	5	10	25	30	55				
Far West Public	17.4	14.0	.11	0	5	15	25	45	15,489	5.9	.002	.423
Carnegie Class	22.0	14.6	.15	0	10	20	30	50	9,106	1.3	.493	.092
NSSE 2021 & 2022	20.0	14.8	.03	0	10	20	30	50	190,542	3.3	.094	.224
Top 50%	24.3	15.1	.07	5	15	20	35	55	47,888	-1.0	.608	-.069
Top 10%	27.8	15.3	.17	5	15	25	40	60	8,172	-4.5	.028	-.295
Effective Teaching Practices												
Evergreen (N = 55)	39.1	13.3	1.79	24	32	36	48	60				
Far West Public	36.8	13.6	.11	16	28	36	48	60	14,940	2.3	.215	.167
Carnegie Class	38.1	13.4	.14	16	28	40	48	60	8,700	1.0	.591	.073
NSSE 2021 & 2022	37.9	13.7	.03	16	28	40	48	60	182,967	1.2	.526	.085
Top 50%	40.3	13.8	.05	16	32	40	52	60	65,801	-1.2	.506	-.089
Top 10%	43.3	13.7	.13	20	36	44	56	60	10,365	-4.2	.022	-.310
Campus Environment												
Quality of Interactions												
Evergreen (N = 47)	41.2	10.2	1.49	28	32	40	48	60				
Far West Public	41.0	12.9	.12	16	34	42	50	60	12,066	.3	.891	.020
Carnegie Class	42.9	12.2	.14	20	36	44	52	60	7,532	-1.7	.338	-.141
NSSE 2021 & 2022	42.4	12.4	.03	20	36	44	52	60	155,064	-1.2	.509	-.097
Top 50%	45.1	11.9	.05	22	38	48	54	60	52,729	-3.9	.025	-.327
Top 10%	48.2	12.5	.12	23	42	50	60	60	10,175	-7.0	.000	-.560
Supportive Environment												
Evergreen (N = 50)	31.9	12.0	1.69	15	23	33	40	53				
Far West Public	32.0	14.0	.12	10	23	33	40	58	13,606	.0	.995	-.001
Carnegie Class	33.8	13.7	.16	11	23	35	43	60	7,812	-1.9	.329	-.138
NSSE 2021 & 2022	33.3	14.0	.03	10	23	33	43	60	165,366	-1.4	.489	-.098
Top 50%	35.9	13.6	.06	13	26	38	45	60	59,844	-4.0	.038	-.294
Top 10%	39.1	13.3	.16	18	30	40	50	60	6,784	-7.2	.000	-.539

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.

NSSE 2022 Engagement Indicators

Detailed Statistics^a

The Evergreen State College

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												
Evergreen (N = 138)	44.5	11.7	.99	25	40	45	55	60				
Far West Public	39.9	14.0	.07	20	30	40	50	60	138	4.6	.000	.329
Carnegie Class	40.7	13.7	.11	20	30	40	50	60	15,189	3.8	.001	.280
NSSE 2021 & 2022	40.2	14.0	.02	20	30	40	50	60	137	4.3	.000	.309
Top 50%	41.9	13.7	.04	20	35	40	55	60	137	2.6	.009	.192
Top 10%	44.2	13.1	.12	20	35	45	60	60	141	.3	.770	.022
Reflective & Integrative Learning												
Evergreen (N = 143)	44.6	11.9	.99	26	37	46	54	60				
Far West Public	38.1	13.0	.07	17	29	37	49	60	37,574	6.5	.000	.496
Carnegie Class	38.8	12.8	.10	17	29	40	49	60	16,212	5.7	.000	.449
NSSE 2021 & 2022	38.1	13.0	.02	17	29	37	49	60	365,139	6.5	.000	.495
Top 50%	40.3	12.5	.04	20	31	40	50	60	123,230	4.3	.000	.344
Top 10%	42.7	11.7	.11	23	34	43	51	60	11,723	1.9	.060	.158
Learning Strategies												
Evergreen (N = 133)	44.7	13.6	1.18	20	33	47	60	60				
Far West Public	38.8	14.6	.08	13	27	40	53	60	33,459	6.0	.000	.408
Carnegie Class	39.0	14.5	.12	13	27	40	53	60	14,333	5.7	.000	.390
NSSE 2021 & 2022	39.0	14.8	.03	13	27	40	53	60	323,307	5.7	.000	.387
Top 50%	41.1	14.6	.04	20	33	40	53	60	148,012	3.6	.004	.249
Top 10%	43.4	14.2	.09	20	33	40	60	60	24,968	1.3	.297	.091
Quantitative Reasoning												
Evergreen (N = 135)	33.3	18.7	1.61	0	20	33	47	60				
Far West Public	30.9	16.3	.09	0	20	33	40	60	135	2.4	.140	.146
Carnegie Class	30.5	16.6	.14	0	20	27	40	60	136	2.9	.078	.172
NSSE 2021 & 2022	30.9	16.6	.03	0	20	33	40	60	134	2.5	.125	.150
Top 50%	32.4	16.5	.04	7	20	33	40	60	134	.9	.580	.054
Top 10%	35.3	16.0	.12	7	20	33	47	60	136	-2.0	.217	-.125
Learning with Peers												
Collaborative Learning												
Evergreen (N = 143)	31.7	14.0	1.17	10	20	30	40	60				
Far West Public	30.9	15.0	.08	5	20	30	40	60	39,361	.8	.510	.055
Carnegie Class	30.9	15.6	.12	5	20	30	40	60	145	.8	.514	.049
NSSE 2021 & 2022	29.0	16.2	.03	0	20	30	40	60	142	2.7	.021	.168
Top 50%	34.0	14.6	.04	10	25	35	45	60	129,995	-2.3	.059	-.158
Top 10%	37.9	13.7	.11	15	30	40	50	60	16,849	-6.1	.000	-.449
Discussions with Diverse Others												
Evergreen (N = 133)	39.4	14.3	1.24	20	30	35	50	60				
Far West Public	38.2	16.4	.09	10	25	40	50	60	33,535	1.2	.412	.071
Carnegie Class	38.1	15.8	.13	10	25	40	50	60	14,430	1.3	.333	.084
NSSE 2021 & 2022	38.1	16.5	.03	10	25	40	50	60	324,409	1.3	.357	.080
Top 50%	40.4	15.9	.04	15	30	40	55	60	148,178	-1.0	.472	-.062
Top 10%	43.2	15.1	.12	20	35	45	60	60	14,848	-3.8	.004	-.254

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												
Evergreen (N = 141)	27.3	15.2	1.28	5	15	25	35	60				
Far West Public	20.7	15.8	.08	0	10	20	30	55	36,330	6.6	.000	.417
Carnegie Class	25.5	16.4	.13	0	15	25	35	60	15,694	1.8	.205	.107
NSSE 2021 & 2022	22.5	16.3	.03	0	10	20	35	60	353,013	4.8	.000	.295
Top 50%	28.8	16.2	.06	5	15	25	40	60	64,194	-1.5	.271	-.093
Top 10%	33.2	16.1	.18	10	20	35	45	60	8,318	-6.0	.000	-.371
Effective Teaching Practices												
Evergreen (N = 141)	43.5	13.6	1.14	16	36	48	56	60				
Far West Public	38.9	14.4	.08	16	28	40	52	60	35,216	4.6	.000	.321
Carnegie Class	40.3	14.2	.12	16	32	40	52	60	15,198	3.2	.008	.225
NSSE 2021 & 2022	39.4	14.5	.02	16	28	40	52	60	342,406	4.1	.001	.285
Top 50%	41.9	14.1	.04	16	32	40	56	60	107,573	1.6	.181	.113
Top 10%	44.5	13.6	.10	20	36	44	56	60	17,376	-1.0	.408	-.070
Campus Environment												
Quality of Interactions												
Evergreen (N = 119)	44.6	10.7	.98	28	38	45	53	60				
Far West Public	42.1	13.2	.08	18	34	44	52	60	119	2.6	.010	.194
Carnegie Class	43.9	12.2	.11	20	36	46	53	60	13,381	.7	.506	.061
NSSE 2021 & 2022	43.0	12.7	.02	20	36	44	52	60	118	1.6	.105	.126
Top 50%	45.6	12.3	.04	22	38	48	56	60	118	-1.0	.314	-.081
Top 10%	48.0	12.5	.07	22	40	50	60	60	119	-3.4	.001	-.268
Supportive Environment												
Evergreen (N = 129)	34.6	13.4	1.18	13	25	33	45	60				
Far West Public	31.5	14.9	.08	8	20	30	40	60	32,651	3.1	.017	.211
Carnegie Class	32.4	14.5	.12	10	20	33	40	60	14,064	2.2	.082	.154
NSSE 2021 & 2022	31.6	14.7	.03	8	20	33	40	60	315,595	3.0	.018	.207
Top 50%	34.3	14.7	.05	10	23	35	45	60	106,088	.3	.788	.024
Top 10%	37.4	14.5	.14	13	28	38	48	60	10,677	-2.8	.028	-.195

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.