
NSSE 2022

Engagement Indicators

North Carolina Central University

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 NCCU Peer Group	Your first-year students compared with UNC /Housing	Your first-year students compared with SE- Public- Large
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	△	△	△
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	▽	▼
Experiences with Faculty	Student-Faculty Interaction	△	▲	▲
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	▽
	Supportive Environment	--	--	--

Seniors

Theme	Engagement Indicator	Your seniors compared with NCCU Peer Group	Your seniors compared with UNC /Housing	Your seniors compared with SE- Public- Large
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	△	△
	Learning Strategies	--	△	△
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	△
	Discussions with Diverse Others	--	--	▽
Experiences with Faculty	Student-Faculty Interaction	--	▲	▲
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	▲	△

Academic Challenge: First-year students

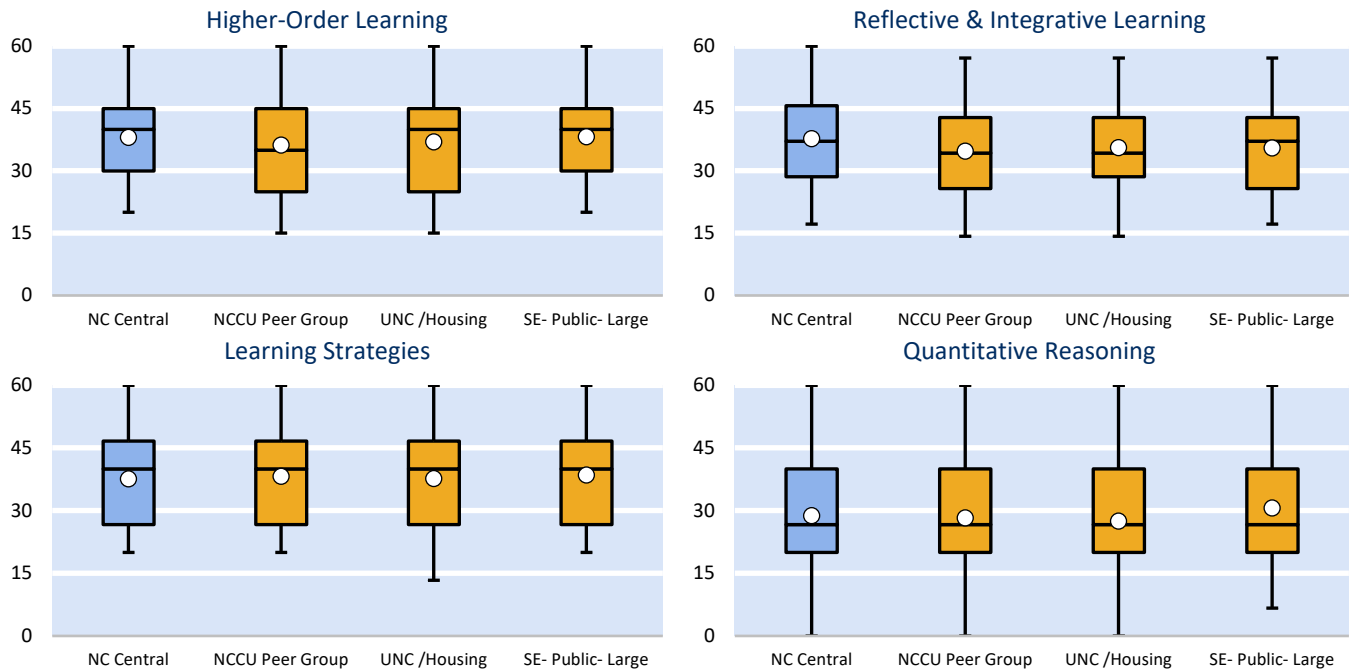
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	NC Central Mean	Your first-year students compared with					
		NCCU Peer Group Mean	NCCU Peer Group Effect size	UNC /Housing Mean	UNC /Housing Effect size	SE- Public- Large Mean	SE- Public- Large Effect size
Higher-Order Learning	38.1	36.3	.13	37.0	.07	38.3	-.02
Reflective & Integrative Learning	37.8	34.8 **	.24	35.6 *	.17	35.6 *	.18
Learning Strategies	37.6	38.2	-.04	37.7	-.01	38.5	-.06
Quantitative Reasoning	28.7	28.3	.03	27.5	.08	30.6	-.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			
	NC Central	NCCU Peer Group	UNC /Housing	SE- Public-Large	
Higher-Order Learning					
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%				
4b. Applying facts, theories, or methods to practical problems or new situations	66	+4	+2	-6	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67	+5	+2	-3	
4d. Evaluating a point of view, decision, or information source	70	+1	+2	-0	
4e. Forming a new idea or understanding from various pieces of information	68	+3	-0	-2	
Reflective & Integrative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
2a. Combined ideas from different courses when completing assignments	45	+1	-2	-6	
2b. Connected your learning to societal problems or issues	58	+9	+4	+6	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	68	+15	+9	+12	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	+4	+5	+5	
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	+3	+4	+3	
2f. Learned something that changed the way you understand an issue or concept	74	+8	+11	+9	
2g. Connected ideas from your courses to your prior experiences and knowledge	72	+1	-3	-5	
Learning Strategies					
Percentage of students who responded that they "Very often" or "Often"...					
9a. Identified key information from reading assignments	68	-1	-2	-6	
9b. Reviewed your notes after class	64	-5	-1	-2	
9c. Summarized what you learned in class or from course materials	60	-5	-4	-6	
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.)	45	-6	-6	-12	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	51	+7	+11	+3	
6c. Evaluated what others have concluded from numerical information	40	+4	+5	-5	

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

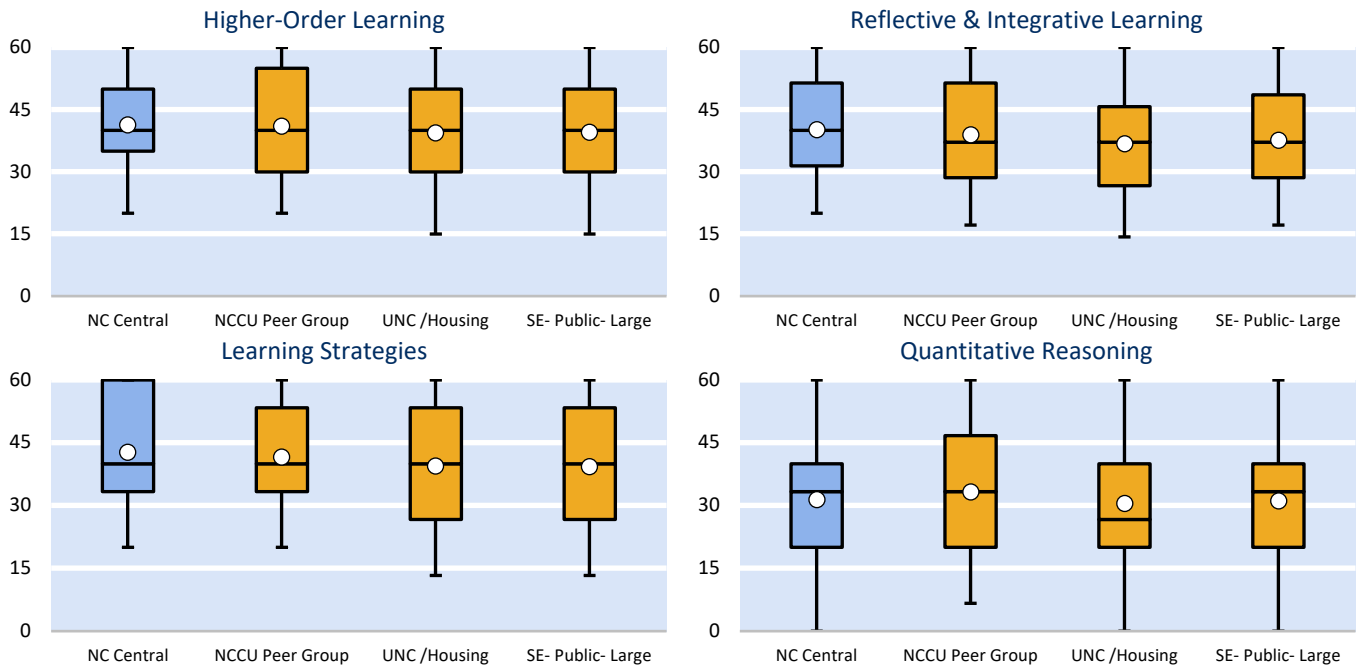
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	NC Central Mean	Your seniors compared with					
		NCCU Peer Group Mean	NCCU Peer Group Effect size	UNC /Housing Mean	UNC /Housing Effect size	SE- Public- Large Mean	SE- Public- Large Effect size
Higher-Order Learning	41.4	41.0	.02	39.5	.13	39.6	.13
Reflective & Integrative Learning	40.2	38.9	.09	36.8 **	.26	37.6 *	.19
Learning Strategies	42.7	41.5	.08	39.4 **	.23	39.3 **	.23
Quantitative Reasoning	31.4	33.2	-.11	30.5	.05	31.1	.02

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

Score Distributions



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

Academic Challenge: 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		
	NC Central	NCCU Peer Group	UNC /Housing	SE- Public-Large
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	78	+4	+3	+4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	+5	+7	+6
4d. Evaluating a point of view, decision, or information source	77	+3	+6	+8
4e. Forming a new idea or understanding from various pieces of information	77	+3	+6	+6
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	65	+1	+2	-1
2b. Connected your learning to societal problems or issues	67	+3	+9	+7
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	61	+4	+7	+7
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71	+4	+6	+6
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	82	+7	+13	+10
2f. Learned something that changed the way you understand an issue or concept	78	+6	+12	+9
2g. Connected ideas from your courses to your prior experiences and knowledge	87	+6	+9	+7
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	81	+6	+6	+6
9b. Reviewed your notes after class	81	+5	+11	+15
9c. Summarized what you learned in class or from course materials	77	+4	+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.)	57	-3	+1	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	56	+1	+9	+7
6c. Evaluated what others have concluded from numerical information	50	-0	+5	+3

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.

Learning with Peers: First-year students

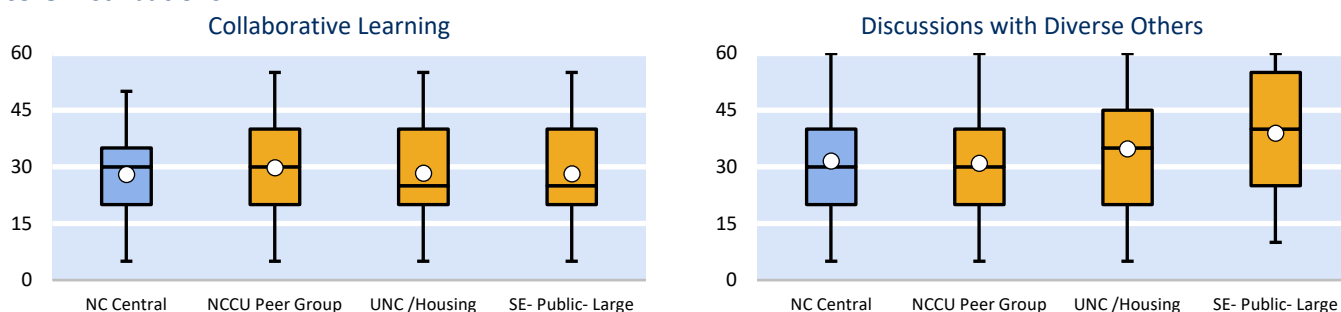
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	NC Central Mean	Your first-year students compared with					
		NCCU Peer Group Mean	NCCU Peer Group Effect size	UNC /Housing Mean	UNC /Housing Effect size	SE- Public- Large Mean	SE- Public- Large Effect size
Collaborative Learning	28.0	29.7	-.13	28.3	-.02	28.1	-.01
Discussions with Diverse Others	31.5	30.9	.04	34.8 *	-.19	38.8 ***	-.45

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		Percentage point difference ^a between your FY students and			
	NC Central	NCCU Peer Group	UNC /Housing	SE- Public-Large	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...	%				
1b. Asked another student to help you understand course material	41	<div><div></div></div> -7	<div><div></div></div> -2	<div><div></div></div> -1	
1c. Explained course material to one or more students	44	<div><div></div></div> -2	<div><div></div></div> -2	<div><div></div></div> -1	
1d. Prepared for exams by discussing or working through course material with other students	39	<div><div></div></div> -3	+2 <div><div></div></div>	+1 <div><div></div></div>	
1e. Worked with other students on course projects or assignments	45	<div><div></div></div> -2	<div><div></div></div> -1	<div><div></div></div> -2	
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	42	<div><div></div></div> -3	<div><div></div></div> -13	<div><div></div></div> -27	
8b. People from an economic background other than your own	54	+0 <div><div></div></div>	<div><div></div></div> -10	<div><div></div></div> -15	
8c. People with religious beliefs other than your own	48	<div><div></div></div> -1	<div><div></div></div> -8	<div><div></div></div> -17	
8d. People with political views other than your own	39	<div><div></div></div> -5	<div><div></div></div> -11	<div><div></div></div> -23	

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Learning with Peers: Seniors

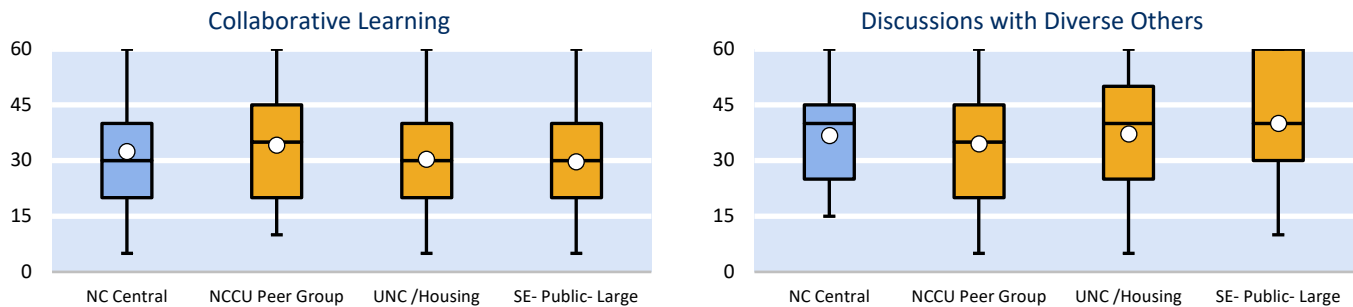
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Mean Comparisons

Engagement Indicator	NC Central Mean	Your seniors compared with					
		NCCU Peer Group		UNC /Housing		SE- Public- Large	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.5	34.2	-.11	30.4	.14	29.7 *	.18
Discussions with Diverse Others	36.8	34.5	.13	37.2	-.03	40.1 *	-.20

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		
	NC Central	NCCU Peer Group	UNC /Housing	SE- Public-Large
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	51	+4	+7	+10
1c. Explained course material to one or more students	62	+1	+12	+13
1d. Prepared for exams by discussing or working through course material with other students	47	-5	+7	+7
1e. Worked with other students on course projects or assignments	58	-2	+0	+1
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	69	+12	+3	-4
8b. People from an economic background other than your own	69	+9	-0	-2
8c. People with religious beliefs other than your own	61	+7	-1	-7
8d. People with political views other than your own	54	+4	-6	-9

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Experiences with Faculty: First-year students

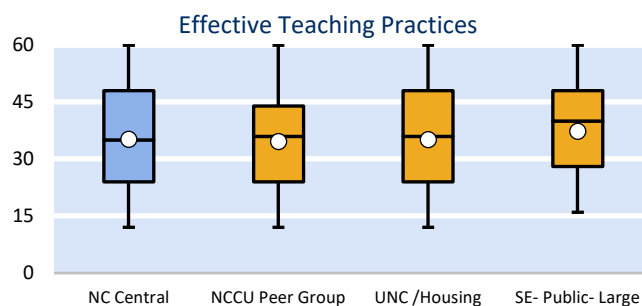
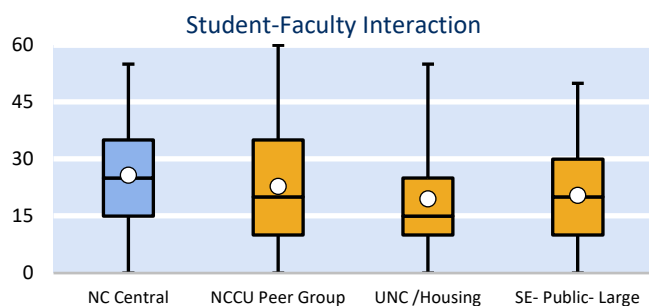
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Your first-year students compared with					
	NCCU Peer Group		UNC /Housing		SE- Public- Large	
	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.7 *	.18	19.5 ***	.40	20.4 ***	.35
Effective Teaching Practices	34.5	.04	35.1	.01	37.2	-.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).

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		Percentage point difference ^a between your FY students and		
	NC Central	NCCU Peer Group	UNC /Housing	SE- Public- Large
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	46	+7	+12	+10
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	+1	+10	+8
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	+3	+10	+8
3d. Discussed your academic performance with a faculty member	47	+11	+18	+17
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	62	-4	-5	-12
5b. Taught course sessions in an organized way	57	+0	-3	-13
5c. Used examples or illustrations to explain difficult points	58	-5	-4	-11
5d. Provided feedback on a draft or work in progress	57	-1	-1	-5
5e. Provided prompt and detailed feedback on tests or completed assignments	54	-0	+4	-1

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Experiences with Faculty: Seniors

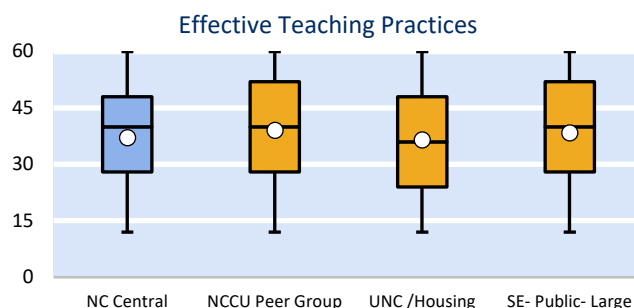
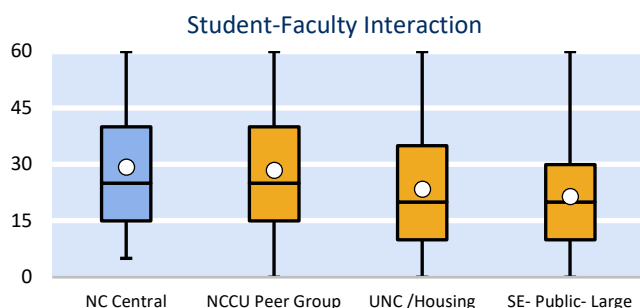
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Engagement Indicator	Your seniors compared with					
	NCCU Peer Group		UNC /Housing		SE- Public- Large	
	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	28.4	.05	23.4 ***	.35	21.4 ***	.48
Effective Teaching Practices	39.0	-.12	36.5	.04	38.4	-.09

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		Percentage point difference ^a between your seniors and		
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Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	56	+8	+12	+18
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	36	-0	+10	+12
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	44	+5	+15	+18
3d. Discussed your academic performance with a faculty member	55	+7	+17	+25
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	72	-3	+5	-3
5b. Taught course sessions in an organized way	68	+0	+3	-2
5c. Used examples or illustrations to explain difficult points	74	+3	+4	+2
5d. Provided feedback on a draft or work in progress	64	-2	+7	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	58	-5	-0	-3

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

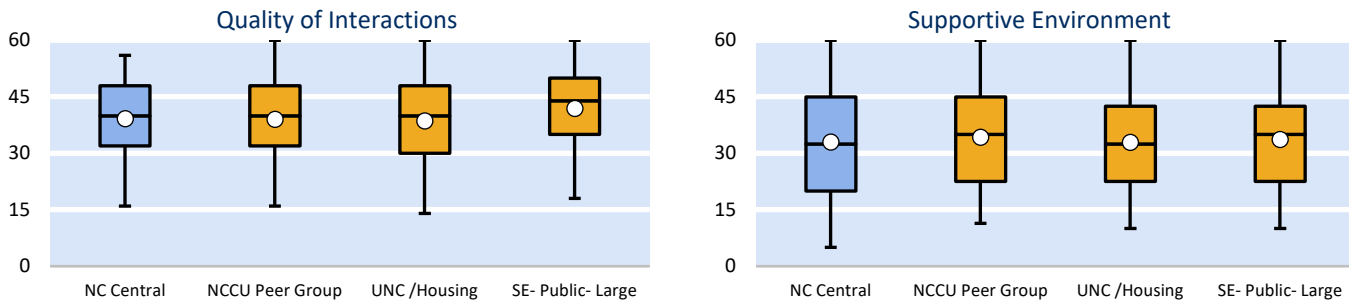
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	NC Central Mean	Your first-year students compared with					
		NCCU Peer Group Mean	Effect size	UNC /Housing Mean	Effect size	SE- Public- Large Mean	Effect size
Quality of Interactions	39.3	39.1	.02	38.6	.05	42.0 **	-.21
Supportive Environment	33.0	34.3	-.09	33.0	.00	33.7	-.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



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			
	NC Central	NCCU Peer Group	UNC /Housing	SE- Public- Large	
Quality of Interactions					
Percentage rating their interactions a 6 or 7 (on a scale from 1= "Poor" to 7="Excellent") with...					
13a. Students	49	+5	+2	-0	
13b. Academic advisors	53	+10	+9	-2	
13c. Faculty	32	-7	-7	-15	
13d. Student services staff (career services, student activities, housing, etc.)	35	-3	-4	-10	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	31	-3	-3	-10	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	59	-4	-8	-11	
14c. Using learning support services (tutoring services, writing center, etc.)	66	+1	-7	-4	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	48	-5	-10	-12	
14e. Providing opportunities to be involved socially	61	-3	+1	-3	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	47	-12	-10	-18	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	-7	+1	-3	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	-5	+11	+3	
14i. Attending events that address important social, economic, or political issues	46	-5	-4	+2	

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

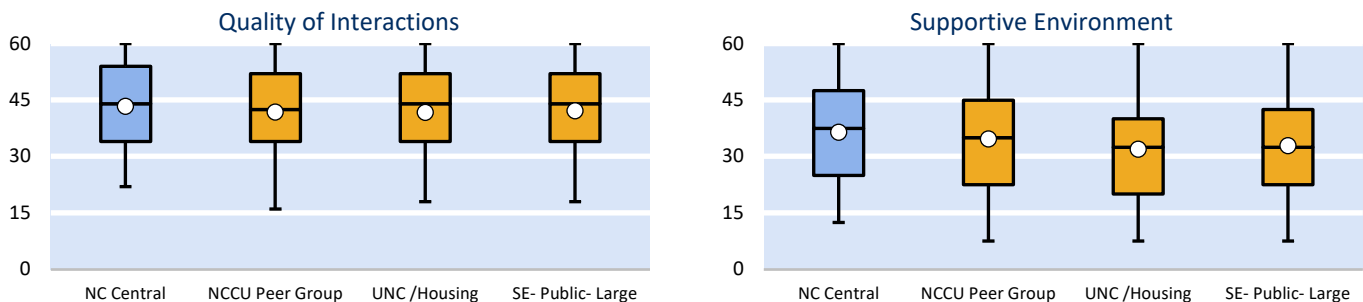
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	NC Central Mean	Your seniors compared with					
		NCCU Peer Group Mean	Effect size	UNC /Housing Mean	Effect size	SE- Public- Large Mean	Effect size
Quality of Interactions	43.4	41.8	.12	41.8	.13	42.2	.10
Supportive Environment	36.5	34.7	.11	32.0 ***	.30	32.9 **	.24

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	NC Central	Percentage point difference ^a between your seniors and		
		NCCU Peer Group	UNC /Housing	SE- Public- Large
Percentage rating their interactions a 6 or 7 (on a scale from 1= "Poor" to 7= "Excellent") with...	%			
13a. Students	64	+2	+6	+9
13b. Academic advisors	53	+6	-5	+1
13c. Faculty	50	-2	+1	-3
13d. Student services staff (career services, student activities, housing, etc.)	45	+1	+4	-0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	+4	+1	+0
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	70	+2	+6	+3
14c. Using learning support services (tutoring services, writing center, etc.)	73	+7	+5	+6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	66	+10	+12	+6
14e. Providing opportunities to be involved socially	73	+4	+10	+8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	+1	+5	-0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	42	-0	+11	+7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	64	+6	+11	+9
14i. Attending events that address important social, economic, or political issues	55	+4	+6	+11

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	NC Central Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.1	39.3	-.09	✓	42.1 ***	-.30	
	Reflective and Integrative Learning	37.8	36.9	.07	✓	39.2	-.12	
	Learning Strategies	37.6	39.6	-.14		42.9 ***	-.37	
	Quantitative Reasoning	28.7	30.2	-.09	✓	33.3 ***	-.29	
Learning with Peers	Collaborative Learning	28.0	31.8 ***	-.28		35.4 ***	-.55	
	Discussions with Diverse Others	31.5	39.8 ***	-.55		42.6 ***	-.77	
Experiences with Faculty	Student-Faculty Interaction	25.7	24.3	.09	✓	27.8 *	-.14	
	Effective Teaching Practices	35.2	40.3 ***	-.37		43.3 ***	-.59	
Campus Environment	Quality of Interactions	39.3	45.1 ***	-.49		48.2 ***	-.72	
	Supportive Environment	33.0	35.9 *	-.21		39.1 ***	-.45	

Seniors

Theme	Engagement Indicator	NC Central Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.4	41.9	-.04	✓	44.2 **	-.22	
	Reflective and Integrative Learning	40.2	40.3	.00	✓	42.7 **	-.22	
	Learning Strategies	42.7	41.1	.11	✓	43.4	-.05	✓
	Quantitative Reasoning	31.4	32.4	-.07	✓	35.3 **	-.25	
Learning with Peers	Collaborative Learning	32.5	34.0	-.10		37.9 ***	-.39	
	Discussions with Diverse Others	36.8	40.4 **	-.23		43.2 ***	-.43	
Experiences with Faculty	Student-Faculty Interaction	29.3	28.8	.03	✓	33.2 **	-.25	
	Effective Teaching Practices	37.1	41.9 ***	-.34		44.5 ***	-.54	
Campus Environment	Quality of Interactions	43.4	45.6 *	-.18		48.0 ***	-.36	
	Supportive Environment	36.5	34.2	.15	✓	37.4	-.06	✓

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

North Carolina Central University

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												
NC Central (N = 192)	38.1	13.7	.99	20	30	40	45	60				
NCCU Peer Group	36.3	14.1	.43	15	25	35	45	60	1,282	1.8	.106	.127
UNC /Housing	37.0	14.5	.37	15	25	40	45	60	1,718	1.0	.352	.071
SE- Public- Large	38.3	13.4	.24	20	30	40	45	60	3,276	-.2	.826	-.016
Top 50%	39.3	13.3	.06	20	30	40	50	60	58,483	-1.2	.220	-.089
Top 10%	42.1	13.0	.16	20	35	40	55	60	6,626	-4.0	.000	-.305
Reflective & Integrative Learning												
NC Central (N = 219)	37.8	12.6	.85	17	29	37	46	60				
NCCU Peer Group	34.8	12.6	.35	14	26	34	43	57	1,492	3.0	.001	.237
UNC /Housing	35.6	12.6	.31	14	29	34	43	57	1,893	2.2	.016	.173
SE- Public- Large	35.6	12.4	.22	17	26	37	43	57	3,508	2.2	.010	.179
Top 50%	36.9	12.1	.05	17	29	37	46	60	58,622	.9	.279	.073
Top 10%	39.2	11.8	.13	20	31	40	49	60	8,195	-1.4	.078	-.121
Learning Strategies												
NC Central (N = 170)	37.6	14.1	1.08	20	27	40	47	60				
NCCU Peer Group	38.2	13.9	.45	20	27	40	47	60	1,145	-.6	.607	-.043
UNC /Housing	37.7	14.3	.38	13	27	40	47	60	1,559	-.1	.941	-.006
SE- Public- Large	38.5	13.9	.26	20	27	40	47	60	3,065	-.9	.412	-.065
Top 50%	39.6	14.1	.06	20	27	40	53	60	53,485	-2.0	.066	-.142
Top 10%	42.9	14.3	.15	20	33	40	60	60	9,896	-5.4	.000	-.374
Quantitative Reasoning												
NC Central (N = 176)	28.7	15.3	1.15	0	20	27	40	60				
NCCU Peer Group	28.3	15.7	.49	0	20	27	40	60	1,192	.5	.705	.031
UNC /Housing	27.5	16.0	.43	0	20	27	40	60	1,582	1.3	.318	.080
SE- Public- Large	30.6	15.4	.28	7	20	27	40	60	3,112	-1.9	.114	-.123
Top 50%	30.2	15.3	.06	7	20	27	40	60	61,613	-1.4	.217	-.093
Top 10%	33.3	15.5	.17	7	20	33	40	60	8,138	-4.5	.000	-.292
Learning with Peers												
Collaborative Learning												
NC Central (N = 247)	28.0	13.6	.86	5	20	30	35	50				
NCCU Peer Group	29.7	14.3	.37	5	20	30	40	55	1,712	-1.8	.069	-.125
UNC /Housing	28.3	14.5	.34	5	20	25	40	55	2,081	-.4	.716	-.025
SE- Public- Large	28.1	14.6	.25	5	20	25	40	55	288	-.2	.828	-.013
Top 50%	31.8	13.9	.06	10	20	30	40	60	54,445	-3.9	.000	-.281
Top 10%	35.4	13.5	.14	15	25	35	45	60	10,154	-7.5	.000	-.553
Discussions with Diverse Others												
NC Central (N = 176)	31.5	16.0	1.21	5	20	30	40	60				
NCCU Peer Group	30.9	16.2	.51	5	20	30	40	60	1,171	.6	.658	.036
UNC /Housing	34.8	16.8	.45	5	20	35	45	60	1,569	-3.2	.015	-.194
SE- Public- Large	38.8	16.2	.30	10	25	40	55	60	3,090	-7.3	.000	-.452
Top 50%	39.8	15.1	.07	15	30	40	55	60	49,329	-8.3	.000	-.550
Top 10%	42.6	14.2	.18	20	35	40	55	60	182	-11.1	.000	-.775

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												
NC Central (N = 210)	25.7	15.7	1.08	0	15	25	35	55				
NCCU Peer Group	22.7	16.3	.47	0	10	20	35	60	1,396	3.0	.015	.182
UNC /Housing	19.5	15.5	.39	0	10	15	25	55	1,784	6.2	.000	.399
SE- Public- Large	20.4	15.1	.27	0	10	20	30	50	3,377	5.3	.000	.346
Top 50%	24.3	15.1	.09	5	15	20	35	55	29,723	1.4	.196	.089
Top 10%	27.8	15.3	.22	5	15	25	40	60	5,247	-2.1	.047	-.140
Effective Teaching Practices												
NC Central (N = 193)	35.2	14.8	1.06	12	24	35	48	60				
NCCU Peer Group	34.5	14.7	.44	12	24	36	44	60	1,295	.6	.586	.043
UNC /Housing	35.1	15.0	.39	12	24	36	48	60	1,686	.1	.946	.005
SE- Public- Large	37.2	13.8	.25	16	28	40	48	60	213	-2.1	.059	-.150
Top 50%	40.3	13.8	.07	16	32	40	52	60	193	-5.1	.000	-.371
Top 10%	43.3	13.7	.17	20	36	44	56	60	202	-8.1	.000	-.593
Campus Environment												
Quality of Interactions												
NC Central (N = 158)	39.3	11.5	.91	16	32	40	48	56				
NCCU Peer Group	39.1	12.8	.42	16	32	40	48	60	1,071	.2	.833	.018
UNC /Housing	38.6	13.7	.38	14	30	40	48	60	217	.7	.500	.050
SE- Public- Large	42.0	12.7	.25	18	35	44	50	60	2,773	-2.7	.010	-.212
Top 50%	45.1	11.9	.07	22	38	48	54	60	32,857	-5.8	.000	-.490
Top 10%	48.2	12.5	.16	23	42	50	60	60	6,444	-8.9	.000	-.716
Supportive Environment												
NC Central (N = 164)	33.0	16.2	1.27	5	20	33	45	60				
NCCU Peer Group	34.3	14.5	.47	11	23	35	45	60	211	-1.3	.349	-.086
UNC /Housing	33.0	14.9	.41	10	23	33	43	60	1,510	.1	.962	.004
SE- Public- Large	33.7	14.1	.27	10	23	35	43	60	177	-.7	.573	-.051
Top 50%	35.9	13.6	.07	13	26	38	45	60	164	-2.9	.023	-.215
Top 10%	39.1	13.3	.21	18	30	40	50	60	172	-6.1	.000	-.454

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

North Carolina Central University

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												
NC Central (N = 170)	41.4	12.9	.99	20	35	40	50	60				
NCCU Peer Group	41.0	14.8	.44	20	30	40	55	60	240	.3	.766	.022
UNC /Housing	39.5	14.2	.39	15	30	40	50	60	1,482	1.9	.098	.135
SE- Public- Large	39.6	14.2	.20	15	30	40	50	60	5,286	1.8	.103	.127
Top 50%	41.9	13.7	.05	20	35	40	55	60	67,448	-.5	.604	-.040
Top 10%	44.2	13.1	.17	20	35	45	60	60	6,385	-2.9	.005	-.220
Reflective & Integrative Learning												
NC Central (N = 180)	40.2	12.4	.92	20	31	40	51	60				
NCCU Peer Group	38.9	13.7	.39	17	29	37	51	60	247	1.3	.204	.094
UNC /Housing	36.8	13.2	.35	14	27	37	46	60	1,586	3.4	.001	.258
SE- Public- Large	37.6	13.4	.18	17	29	37	49	60	5,646	2.6	.011	.192
Top 50%	40.3	12.5	.05	20	31	40	50	60	61,212	-.1	.950	-.005
Top 10%	42.7	11.7	.15	23	34	43	51	60	6,002	-2.5	.004	-.215
Learning Strategies												
NC Central (N = 154)	42.7	13.4	1.08	20	33	40	60	60				
NCCU Peer Group	41.5	14.4	.44	20	33	40	53	60	1,228	1.2	.336	.083
UNC /Housing	39.4	14.3	.41	13	27	40	53	60	1,365	3.3	.006	.235
SE- Public- Large	39.3	14.8	.21	13	27	40	53	60	5,001	3.4	.004	.233
Top 50%	41.1	14.6	.05	20	33	40	53	60	73,522	1.6	.163	.113
Top 10%	43.4	14.2	.13	20	33	40	60	60	12,401	-.7	.529	-.051
Quantitative Reasoning												
NC Central (N = 159)	31.4	16.4	1.30	0	20	33	40	60				
NCCU Peer Group	33.2	17.0	.51	7	20	33	47	60	1,247	-1.8	.202	-.108
UNC /Housing	30.5	17.3	.49	0	20	27	40	60	1,404	.9	.552	.050
SE- Public- Large	31.1	16.7	.24	0	20	33	40	60	5,052	.3	.848	.015
Top 50%	32.4	16.5	.06	7	20	33	40	60	82,081	-1.1	.400	-.067
Top 10%	35.3	16.0	.16	7	20	33	47	60	9,710	-4.0	.002	-.250
Learning with Peers												
Collaborative Learning												
NC Central (N = 185)	32.5	16.5	1.22	5	20	30	40	60				
NCCU Peer Group	34.2	15.7	.44	10	20	35	45	60	1,481	-1.7	.179	-.106
UNC /Housing	30.4	15.5	.40	5	20	30	40	60	1,703	2.1	.080	.136
SE- Public- Large	29.7	16.0	.21	5	20	30	40	60	5,916	2.8	.019	.176
Top 50%	34.0	14.6	.06	10	25	35	45	60	184	-1.5	.213	-.104
Top 10%	37.9	13.7	.15	15	30	40	50	60	189	-5.4	.000	-.390
Discussions with Diverse Others												
NC Central (N = 156)	36.8	14.9	1.19	15	25	40	45	60				
NCCU Peer Group	34.5	17.6	.53	5	20	35	45	60	221	2.2	.090	.129
UNC /Housing	37.2	16.7	.48	5	25	40	50	60	208	-.5	.725	-.027
SE- Public- Large	40.1	16.7	.24	10	30	40	60	60	5,016	-3.3	.015	-.199
Top 50%	40.4	15.9	.06	15	30	40	55	60	73,761	-3.6	.005	-.227
Top 10%	43.2	15.1	.18	20	35	45	60	60	7,464	-6.5	.000	-.428

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												
NC Central (N = 176)	29.3	16.4	1.23	5	15	25	40	60				
NCCU Peer Group	28.4	18.0	.52	0	15	25	40	60	1,372	.9	.548	.048
UNC /Housing	23.4	16.8	.46	0	10	20	35	60	1,514	5.9	.000	.352
SE- Public- Large	21.4	16.5	.23	0	10	20	30	60	5,435	7.9	.000	.479
Top 50%	28.8	16.2	.09	5	15	25	40	60	31,886	.5	.680	.031
Top 10%	33.2	16.1	.25	10	20	35	45	60	4,237	-4.0	.001	-.246
Effective Teaching Practices												
NC Central (N = 171)	37.1	14.2	1.08	12	28	40	48	60				
NCCU Peer Group	39.0	15.9	.47	12	28	40	52	60	238	-1.9	.111	-.120
UNC /Housing	36.5	15.7	.43	12	24	36	48	60	1,474	.6	.626	.040
SE- Public- Large	38.4	14.8	.21	12	28	40	52	60	5,281	-1.3	.272	-.085
Top 50%	41.9	14.1	.06	16	32	40	56	60	53,606	-4.8	.000	-.344
Top 10%	44.5	13.6	.15	20	36	44	56	60	8,732	-7.4	.000	-.542
Campus Environment												
Quality of Interactions												
NC Central (N = 135)	43.4	12.2	1.05	22	34	44	54	60				
NCCU Peer Group	41.8	13.5	.42	16	34	43	52	60	1,147	1.6	.196	.119
UNC /Housing	41.8	12.7	.39	18	34	44	52	60	1,224	1.6	.159	.129
SE- Public- Large	42.2	12.9	.20	18	34	44	52	60	4,501	1.2	.270	.096
Top 50%	45.6	12.3	.05	22	38	48	56	60	56,925	-2.2	.038	-.179
Top 10%	48.0	12.5	.10	22	40	50	60	60	17,081	-4.6	.000	-.365
Supportive Environment												
NC Central (N = 151)	36.5	15.4	1.26	13	25	38	48	60				
NCCU Peer Group	34.7	15.8	.49	8	23	35	45	60	1,197	1.8	.192	.114
UNC /Housing	32.0	14.9	.43	8	20	33	40	60	1,326	4.5	.001	.300
SE- Public- Large	32.9	14.7	.21	8	23	33	43	60	4,922	3.6	.003	.244
Top 50%	34.2	14.7	.06	10	23	35	45	60	52,697	2.3	.059	.154
Top 10%	37.4	14.5	.20	13	28	38	48	60	5,238	-.9	.436	-.064

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.