



NSSE 2017

Engagement Indicators

University of North Carolina at Pembroke

About Your Engagement Indicators Report

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

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

Report Sections

- Overview (p. 3)** Displays how average EI scores for your students compare with those of students at your comparison group institutions.
- Theme Reports (pp. 4-13)** Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

 - Mean Comparisons**
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
 - Score Distributions**
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
 - Performance on Indicator Items**
Responses to each item in a given EI are summarized for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2016 and 2017 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are Computed

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

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

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Southeast Public	Your first-year students compared with Carnegie Class	Your first-year students compared with UNC System
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 Southeast Public	Your seniors compared with Carnegie Class	Your seniors compared with UNC System
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

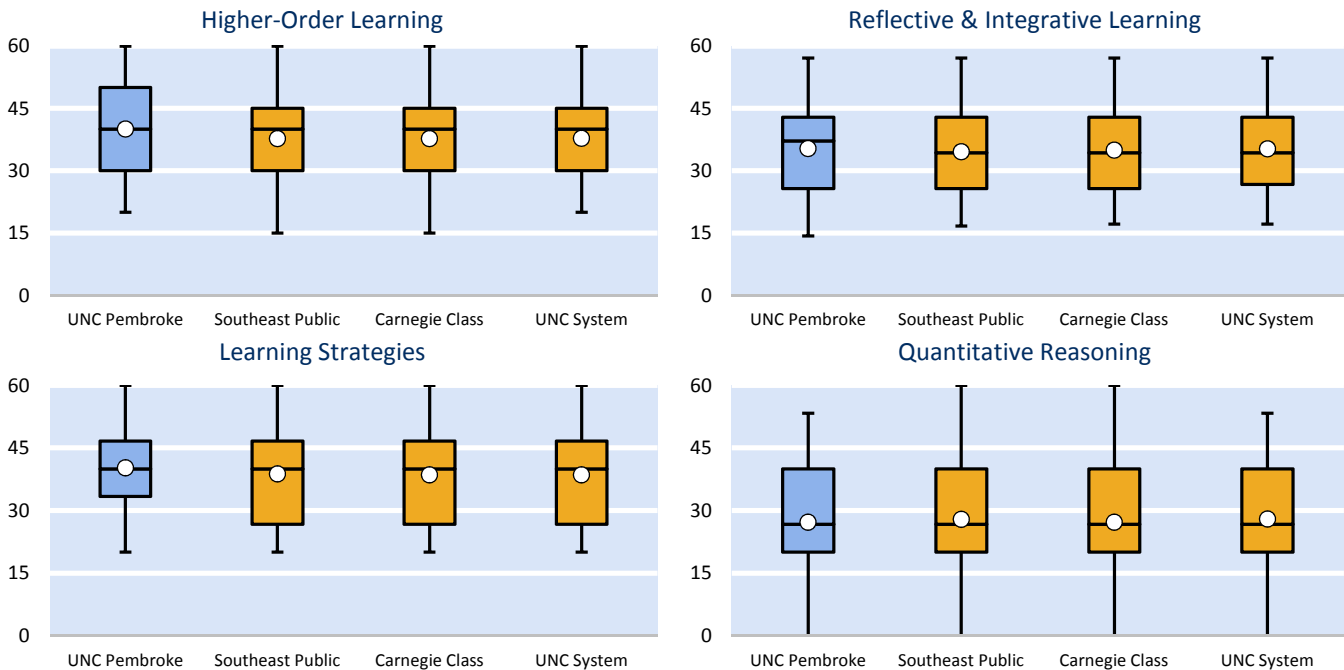
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UNC Pembroke Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		UNC System	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.0	37.8 *	.17	37.8 *	.17	37.8 *	.17
Reflective & Integrative Learning	35.3	34.6	.06	34.9	.03	35.3	.00
Learning Strategies	40.2	38.7	.11	38.5	.13	38.6	.12
Quantitative Reasoning	27.2	27.9	-.04	27.2	.00	28.0	-.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.

Academic Challenge: First-year students (continued)

Performance^a on Indicator Items

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

	UNC Pembroke	Percentage point difference between your FY students and		
		Southeast Public	Carnegie Class	UNC System
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	71	+0	+2	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	+5	+5	+4
4d. Evaluating a point of view, decision, or information source	76	+8	+6	+7
4e. Forming a new idea or understanding from various pieces of information	71	+4	+2	+3
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	49	-0	-2	-2
2b. Connected your learning to societal problems or issues	51	+1	-1	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57	+7	+6	+3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	+3	+3	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	-2	-2	-2
2f. Learned something that changed the way you understand an issue or concept	70	+6	+4	+4
2g. Connected ideas from your courses to your prior experiences and knowledge	74	-1	-2	-3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80	+4	+2	+3
9b. Reviewed your notes after class	73	+6	+7	+7
9c. Summarized what you learned in class or from course materials	73	+9	+10	+9
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	50	-3	-1	-5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	+2	+2	+2
6c. Evaluated what others have concluded from numerical information	38	-1	+1	-0

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

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

Academic Challenge: Seniors

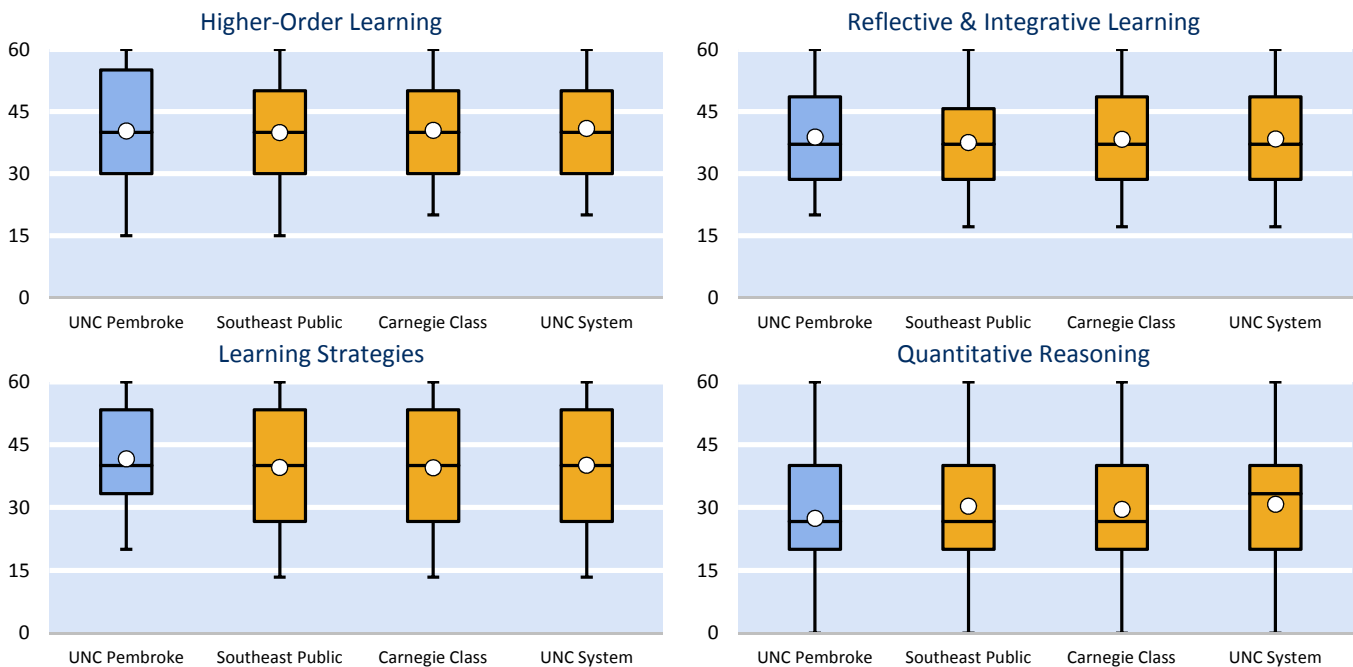
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Mean Comparisons

Engagement Indicator	UNC Pembroke	Your seniors compared with					
		Southeast Public		Carnegie Class		UNC System	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.3	39.9	.03	40.5	-.01	40.9	-.04
Reflective & Integrative Learning	38.8	37.5	.10	38.3	.04	38.4	.04
Learning Strategies	41.6	39.5 *	.14	39.4 *	.15	40.1	.11
Quantitative Reasoning	27.4	30.3 **	-.18	29.5	-.13	30.8 **	-.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



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Academic Challenge: Seniors (continued)

Performance^a on Indicator Items

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

	UNC Pembroke	Percentage point difference between your seniors and		
		Southeast Public	Carnegie Class	UNC System
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	75	-4	-4	-6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	+0	-1	-1
4d. Evaluating a point of view, decision, or information source	71	+3	-1	-1
4e. Forming a new idea or understanding from various pieces of information	70	+0	-2	-2
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	66	-3	-2	-3
2b. Connected your learning to societal problems or issues	60	+1	-3	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	56	+7	+2	+2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	+4	+2	+2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76	+5	+3	+3
2f. Learned something that changed the way you understand an issue or concept	71	+2	-0	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	86	+4	+2	+3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	82	+3	+1	+1
9b. Reviewed your notes after class	72	+7	+8	+6
9c. Summarized what you learned in class or from course materials	72	+6	+6	+4
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	50	-7	-4	-8
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	-2	-1	-4
6c. Evaluated what others have concluded from numerical information	37	-8	-6	-9

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Learning with Peers: First-year students

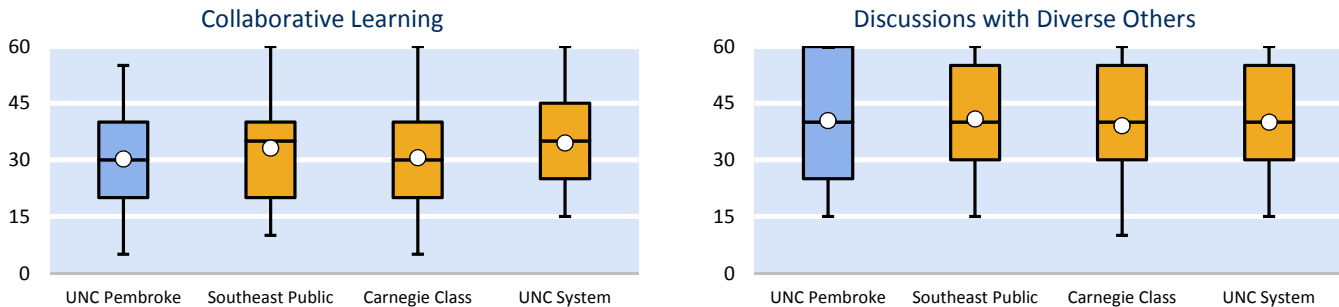
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UNC Pembroke Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		UNC System	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.2	33.1 **	-.20	30.6	-.02	34.4 ***	-.31
Discussions with Diverse Others	40.4	40.8	-.03	39.0	.09	39.9	.03

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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Collaborative Learning	UNC Pembroke	Percentage point difference between your FY students and		
		Southeast Public	Carnegie Class	UNC System
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1e. Asked another student to help you understand course material	48	-6	-1	-10
1f. Explained course material to one or more students	52	-8	-2	-10
1g. Prepared for exams by discussing or working through course material with other students	49	-3	+3	-4
1h. Worked with other students on course projects or assignments	52	-2	+0	-9
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	76	+4	+8	+5
8b. People from an economic background other than your own	70	-3	+0	-4
8c. People with religious beliefs other than your own	64	-4	-1	-2
8d. People with political views other than your own	66	-4	-0	-1

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Learning with Peers: Seniors

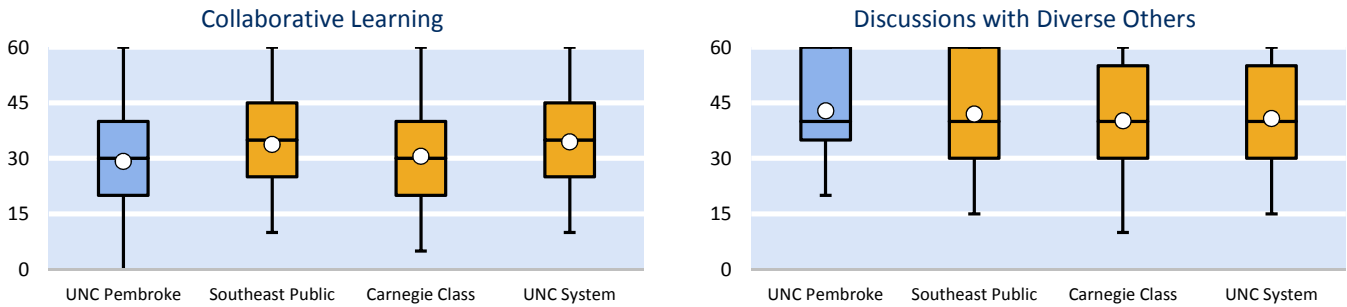
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Mean Comparisons

Engagement Indicator	UNC Pembroke Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		UNC System	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.2	33.8 ***	-.31	30.6	-.09	34.5 ***	-.36
Discussions with Diverse Others	42.9	42.0	.06	40.1 *	.17	40.8	.13

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Collaborative Learning	UNC Pembroke	Percentage point difference between your seniors and		
		Southeast Public	Carnegie Class	UNC System
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1e. Asked another student to help you understand course material	35	-11	-5	-13
1f. Explained course material to one or more students	52	-10	-3	-11
1g. Prepared for exams by discussing or working through course material with other students	42	-9	-2	-9
1h. Worked with other students on course projects or assignments	51	-14	-9	-19
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	84	+9	+13	+12
8b. People from an economic background other than your own	78	+3	+6	+3
8c. People with religious beliefs other than your own	64	-6	-3	-3
8d. People with political views other than your own	71	-1	+4	+2

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Experiences with Faculty: First-year students

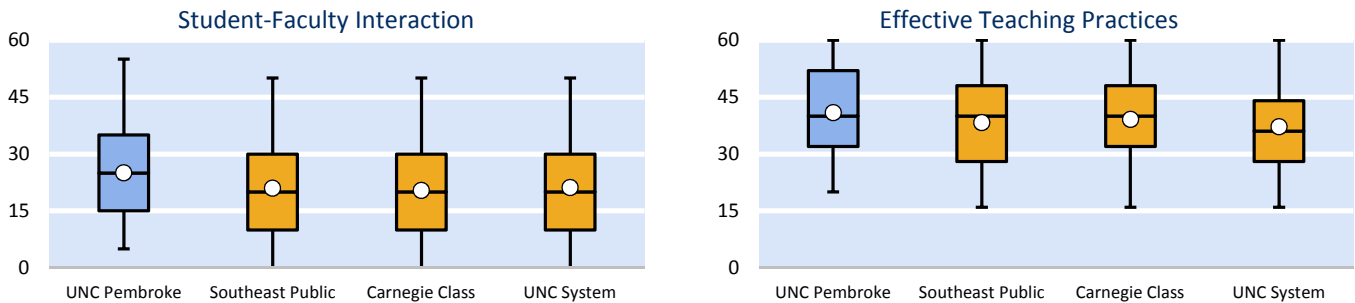
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	UNC Pembroke Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		UNC System	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.0	21.0 ***	.27	20.4 ***	.32	21.2 ***	.27
Effective Teaching Practices	40.8	38.3 **	.19	39.1	.13	37.1 ***	.29

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Student-Faculty Interaction	UNC Pembroke %	Percentage point difference between your FY students and		
		Southeast Public	Carnegie Class	UNC System
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	46	+10	+11	+9
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	29	+9	+9	+10
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	+6	+6	+7
3d. Discussed your academic performance with a faculty member	45	+15	+16	+15
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	80	+3	+2	+4
5b. Taught course sessions in an organized way	70	-4	-5	-2
5c. Used examples or illustrations to explain difficult points	77	+4	+3	+3
5d. Provided feedback on a draft or work in progress	75	+12	+9	+14
5e. Provided prompt and detailed feedback on tests or completed assignments	69	+11	+7	+13

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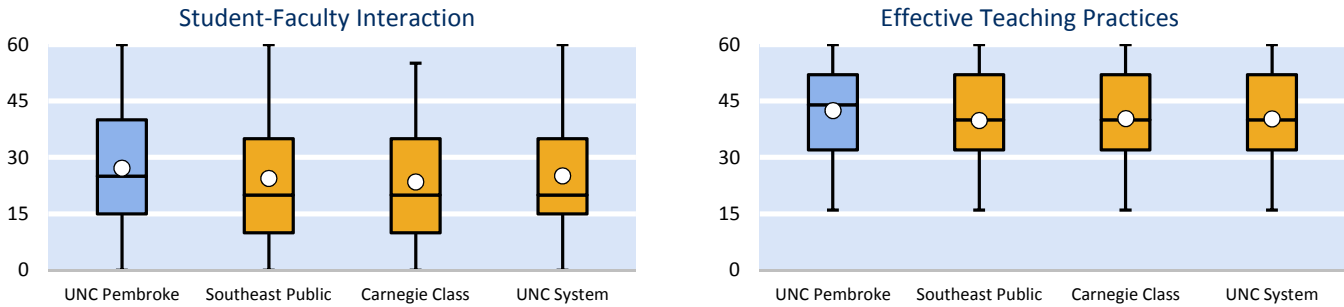
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3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	+2	+4	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	37	+4	+5	+3
3d. Discussed your academic performance with a faculty member	47	+13	+13	+10
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
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5d. Provided feedback on a draft or work in progress	77	+17	+15	+15
5e. Provided prompt and detailed feedback on tests or completed assignments	73	+9	+6	+6

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

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

Campus Environment: First-year students

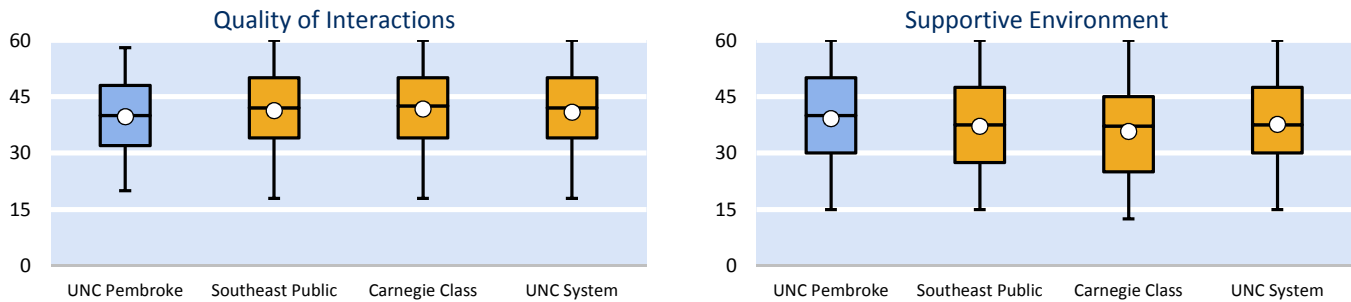
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNC Pembroke Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		UNC System	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.6	41.3	-.13	41.7 *	-.16	40.9	-.10
Supportive Environment	39.1	37.1	.15	35.7 **	.25	37.7	.11

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

Score Distributions



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

Performance^a on Indicator Items

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

Quality of Interactions	UNC Pembroke	Percentage point difference between your FY students and		
		Southeast Public	Carnegie Class	UNC System
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	37	-13	-14	-14
13b. Academic advisors	40	-10	-10	-8
13c. Faculty	47	-0	-3	+3
13d. Student services staff (career services, student activities, housing, etc.)	39	-5	-6	-4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	-3	-7	-1
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	70	-6	-5	-8
14c. Using learning support services (tutoring services, writing center, etc.)	75	-2	-1	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	66	+4	+5	+1
14e. Providing opportunities to be involved socially	77	+5	+8	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	-0	+4	-4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	48	+5	+5	+7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	77	+7	+16	+5
14i. Attending events that address important social, economic, or political issues	66	+14	+16	+11

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

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

Campus Environment: Seniors

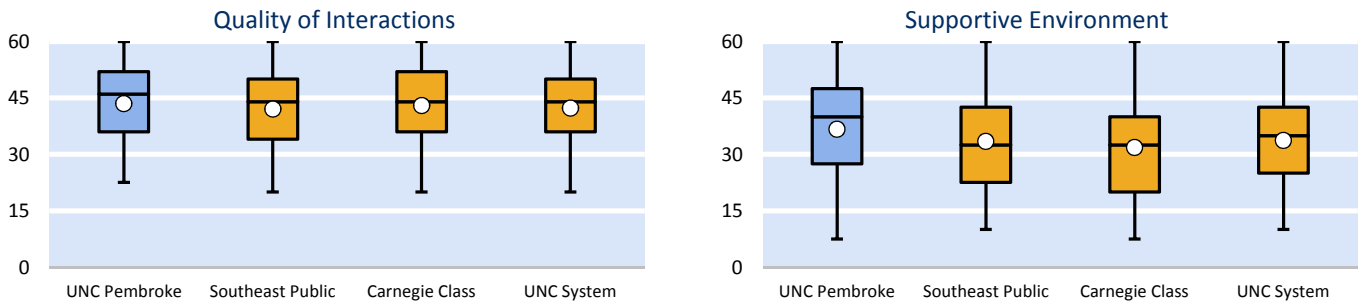
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNC Pembroke Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		UNC System	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.5	42.1	.12	43.0	.04	42.3	.10
Supportive Environment	36.7	33.5 **	.23	31.8 ***	.34	33.7 **	.22

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

Score Distributions



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

Performance^a on Indicator Items

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

Quality of Interactions	UNC Pembroke	Percentage point difference between your seniors and		
		Southeast Public	Carnegie Class	UNC System
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	59	+0	-0	+2
13b. Academic advisors	62	+12	+8	+10
13c. Faculty	64	+9	+5	+8
13d. Student services staff (career services, student activities, housing, etc.)	46	+3	+2	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	50	+11	+5	+12
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	77	+6	+6	+5
14c. Using learning support services (tutoring services, writing center, etc.)	75	+9	+9	+8
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	67	+12	+12	+12
14e. Providing opportunities to be involved socially	73	+5	+11	+5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	70	+4	+11	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	+12	+11	+12
14h. Attending campus activities and events (performing arts, athletic events, etc.)	69	+10	+22	+11
14i. Attending events that address important social, economic, or political issues	51	+7	+10	+5

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2016 and 2017 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students		UNC Pembroke	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.0	39.2	.07	✓	41.2	-.08	✓
	Reflective and Integrative Learning	35.3	36.6	-.10		38.3 ***	-.24	
	Learning Strategies	40.2	39.8	.03	✓	41.9	-.12	
	Quantitative Reasoning	27.2	28.8	-.11		30.4 **	-.21	
<i>Learning with Peers</i>	Collaborative Learning	30.2	35.2 ***	-.37		37.1 ***	-.51	
	Discussions with Diverse Others	40.4	41.7	-.09	✓	43.8 **	-.24	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	25.0	23.8	.08	✓	27.2 *	-.14	
	Effective Teaching Practices	40.8	40.7	.01	✓	42.6	-.13	
<i>Campus Environment</i>	Quality of Interactions	39.6	43.8 ***	-.36		46.1 ***	-.55	
	Supportive Environment	39.1	38.2	.07	✓	40.0	-.07	✓
Seniors		UNC Pembroke	Your seniors compared with					
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.3	41.8	-.11		43.3 **	-.22	
	Reflective and Integrative Learning	38.8	40.0	-.10	✓	42.0 ***	-.26	
	Learning Strategies	41.6	40.7	.06	✓	42.9	-.09	✓
	Quantitative Reasoning	27.4	31.1 ***	-.23		33.0 ***	-.35	
<i>Learning with Peers</i>	Collaborative Learning	29.2	35.8 ***	-.48		37.9 ***	-.65	
	Discussions with Diverse Others	42.9	42.3	.04	✓	44.3	-.09	✓
<i>Experiences with Faculty</i>	Student-Faculty Interaction	27.1	29.2 *	-.14		33.0 ***	-.37	
	Effective Teaching Practices	42.4	41.8	.05	✓	43.8	-.10	
<i>Campus Environment</i>	Quality of Interactions	43.5	44.8	-.11		46.9 ***	-.28	
	Supportive Environment	36.7	34.8 *	.14	✓	37.2	-.03	✓

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2016 and 2017 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UNC Pembroke (N = 214)	40.0	13.6	.93	20	30	40	50	60				
Southeast Public	37.8	13.5	.06	15	30	40	45	60	48,854	2.3	.014	.169
Carnegie Class	37.8	13.4	.05	15	30	40	45	60	67,241	2.3	.012	.171
UNC System	37.8	13.1	.21	20	30	40	45	60	4,112	2.2	.015	.172
Top 50%	39.2	13.1	.04	20	30	40	50	60	133,010	.9	.327	.067
Top 10%	41.2	13.3	.08	20	35	40	50	60	24,794	-1.1	.218	-.085
Reflective & Integrative Learning												
UNC Pembroke (N = 224)	35.3	12.4	.83	14	26	37	43	57				
Southeast Public	34.6	12.2	.05	17	26	34	43	57	51,183	.8	.351	.062
Carnegie Class	34.9	12.0	.05	17	26	34	43	57	70,028	.4	.631	.032
UNC System	35.3	11.9	.18	17	27	34	43	57	4,362	.0	.957	.004
Top 50%	36.6	12.0	.03	17	29	37	46	57	123,739	-1.3	.118	-.105
Top 10%	38.3	12.3	.07	20	29	37	46	60	27,076	-2.9	.000	-.239
Learning Strategies												
UNC Pembroke (N = 194)	40.2	13.2	.95	20	33	40	47	60				
Southeast Public	38.7	13.8	.07	20	27	40	47	60	195	1.5	.116	.109
Carnegie Class	38.5	13.8	.06	20	27	40	47	60	194	1.7	.071	.125
UNC System	38.6	13.6	.24	20	27	40	47	60	3,497	1.7	.095	.124
Top 50%	39.8	13.7	.04	20	27	40	53	60	102,782	.4	.678	.030
Top 10%	41.9	14.1	.09	20	33	40	53	60	196	-1.7	.076	-.121
Quantitative Reasoning												
UNC Pembroke (N = 211)	27.2	15.5	1.07	0	20	27	40	53				
Southeast Public	27.9	15.6	.07	0	20	27	40	60	48,514	-.7	.528	-.044
Carnegie Class	27.2	15.4	.06	0	20	27	40	60	66,931	.0	.997	.000
UNC System	28.0	14.9	.24	0	20	27	40	53	4,045	-.7	.480	-.050
Top 50%	28.8	15.2	.04	0	20	27	40	60	143,466	-1.6	.122	-.107
Top 10%	30.4	15.2	.08	7	20	27	40	60	35,127	-3.2	.002	-.210
Learning with Peers												
Collaborative Learning												
UNC Pembroke (N = 230)	30.2	15.1	1.00	5	20	30	40	55				
Southeast Public	33.1	14.1	.06	10	20	35	40	60	53,544	-2.8	.002	-.202
Carnegie Class	30.6	14.9	.06	5	20	30	40	60	72,488	-.3	.727	-.023
UNC System	34.4	13.6	.21	15	25	35	45	60	249	-4.2	.000	-.308
Top 50%	35.2	13.6	.04	15	25	35	45	60	229	-5.0	.000	-.366
Top 10%	37.1	13.4	.07	15	25	40	45	60	231	-6.9	.000	-.510
Discussions with Diverse Others												
UNC Pembroke (N = 194)	40.4	16.5	1.19	15	25	40	60	60				
Southeast Public	40.8	15.6	.08	15	30	40	55	60	43,151	-.4	.714	-.026
Carnegie Class	39.0	15.9	.06	10	30	40	55	60	60,577	1.4	.225	.087
UNC System	39.9	15.5	.27	15	30	40	55	60	213	.4	.715	.029
Top 50%	41.7	14.9	.04	20	30	40	55	60	193	-1.4	.252	-.092
Top 10%	43.8	14.5	.08	20	35	45	60	60	195	-3.4	.004	-.236

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UNC Pembroke (N = 220)	25.0	15.1	1.02	5	15	25	35	55				
Southeast Public	21.0	14.7	.07	0	10	20	30	50	49,744	4.0	.000	.273
Carnegie Class	20.4	14.5	.06	0	10	20	30	50	68,275	4.6	.000	.319
UNC System	21.2	14.2	.22	0	10	20	30	50	4,215	3.9	.000	.273
Top 50%	23.8	14.7	.05	0	15	20	35	55	83,190	1.2	.212	.084
Top 10%	27.2	15.6	.13	5	15	25	40	60	13,677	-2.2	.038	-.141
Effective Teaching Practices												
UNC Pembroke (N = 217)	40.8	12.4	.84	20	32	40	52	60				
Southeast Public	38.3	13.3	.06	16	28	40	48	60	49,313	2.6	.005	.192
Carnegie Class	39.1	13.2	.05	16	32	40	48	60	67,949	1.7	.053	.132
UNC System	37.1	13.0	.21	16	28	36	44	60	4,141	3.7	.000	.286
Top 50%	40.7	13.0	.04	20	32	40	52	60	93,367	.1	.868	.011
Top 10%	42.6	13.6	.09	20	36	44	56	60	21,488	-1.8	.058	-.129
Campus Environment												
Quality of Interactions												
UNC Pembroke (N = 183)	39.6	11.8	.87	20	32	40	48	58				
Southeast Public	41.3	12.6	.06	18	34	42	50	60	40,655	-1.7	.075	-.132
Carnegie Class	41.7	12.6	.05	18	34	43	50	60	56,587	-2.1	.026	-.165
UNC System	40.9	11.9	.21	18	34	42	50	60	3,343	-1.2	.171	-.104
Top 50%	43.8	11.5	.04	22	38	46	52	60	86,354	-4.2	.000	-.362
Top 10%	46.1	11.7	.10	24	40	48	56	60	14,901	-6.4	.000	-.546
Supportive Environment												
UNC Pembroke (N = 172)	39.1	13.8	1.05	15	30	40	50	60				
Southeast Public	37.1	13.6	.07	15	28	38	48	60	39,460	2.0	.053	.148
Carnegie Class	35.7	13.8	.06	13	25	37	45	60	55,916	3.4	.001	.246
UNC System	37.7	13.2	.24	15	30	38	48	60	3,177	1.5	.153	.112
Top 50%	38.2	13.1	.04	18	30	40	48	60	105,455	.9	.370	.068
Top 10%	40.0	13.0	.08	18	31	40	50	60	25,231	-.9	.391	-.066

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UNC Pembroke (N = 228)	40.3	14.7	.98	15	30	40	55	60				
Southeast Public	39.9	13.9	.06	15	30	40	50	60	63,003	.4	.652	.030
Carnegie Class	40.5	13.7	.04	20	30	40	50	60	97,086	-.1	.870	-.011
UNC System	40.9	13.7	.21	20	30	40	50	60	4,386	-.6	.516	-.044
Top 50%	41.8	13.5	.04	20	35	40	55	60	124,180	-1.5	.093	-.111
Top 10%	43.3	13.4	.07	20	35	40	55	60	36,938	-2.9	.001	-.217
Reflective & Integrative Learning												
UNC Pembroke (N = 234)	38.8	12.8	.84	20	29	37	49	60				
Southeast Public	37.5	12.7	.05	17	29	37	46	60	65,226	1.3	.120	.102
Carnegie Class	38.3	12.6	.04	17	29	37	49	60	100,159	.5	.510	.043
UNC System	38.4	12.9	.20	17	29	37	49	60	4,538	.5	.585	.037
Top 50%	40.0	12.3	.03	20	31	40	49	60	127,968	-1.2	.145	-.095
Top 10%	42.0	12.2	.07	20	34	43	51	60	26,862	-3.2	.000	-.259
Learning Strategies												
UNC Pembroke (N = 213)	41.6	14.4	.99	20	33	40	53	60				
Southeast Public	39.5	14.6	.06	13	27	40	53	60	56,541	2.1	.040	.141
Carnegie Class	39.4	14.5	.05	13	27	40	53	60	88,764	2.2	.030	.149
UNC System	40.1	14.4	.24	13	27	40	53	60	3,899	1.5	.136	.105
Top 50%	40.7	14.4	.04	20	33	40	53	60	150,040	.9	.385	.060
Top 10%	42.9	14.3	.07	20	33	40	60	60	43,894	-1.3	.189	-.090
Quantitative Reasoning												
UNC Pembroke (N = 225)	27.4	16.4	1.09	0	20	27	40	60				
Southeast Public	30.3	16.4	.07	0	20	27	40	60	62,776	-2.9	.008	-.177
Carnegie Class	29.5	16.3	.05	0	20	27	40	60	96,777	-2.1	.053	-.129
UNC System	30.8	16.2	.25	0	20	33	40	60	4,364	-3.4	.002	-.208
Top 50%	31.1	16.2	.04	0	20	33	40	60	189,427	-3.7	.001	-.232
Top 10%	33.0	15.9	.08	7	20	33	40	60	42,002	-5.6	.000	-.352
Learning with Peers												
Collaborative Learning												
UNC Pembroke (N = 232)	29.2	15.6	1.02	0	20	30	40	60				
Southeast Public	33.8	14.8	.06	10	25	35	45	60	67,050	-4.5	.000	-.307
Carnegie Class	30.6	15.8	.05	5	20	30	40	60	101,982	-1.4	.181	-.088
UNC System	34.5	14.5	.22	10	25	35	45	60	4,633	-5.2	.000	-.360
Top 50%	35.8	13.8	.03	15	25	35	45	60	232	-6.6	.000	-.478
Top 10%	37.9	13.4	.07	15	30	40	50	60	234	-8.7	.000	-.645
Discussions with Diverse Others												
UNC Pembroke (N = 215)	42.9	15.3	1.04	20	35	40	60	60				
Southeast Public	42.0	15.8	.07	15	30	40	60	60	56,880	.9	.415	.056
Carnegie Class	40.1	16.3	.05	10	30	40	55	60	89,198	2.7	.014	.167
UNC System	40.8	15.8	.26	15	30	40	55	60	3,910	2.1	.057	.133
Top 50%	42.3	15.6	.04	15	30	40	60	60	190,737	.6	.601	.036
Top 10%	44.3	15.3	.08	20	35	45	60	60	41,410	-1.4	.180	-.092

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UNC Pembroke (N = 230)	27.1	16.7	1.10	0	15	25	40	60				
Southeast Public	24.4	16.1	.06	0	10	20	35	60	63,769	2.7	.012	.167
Carnegie Class	23.5	16.1	.05	0	10	20	35	55	98,156	3.6	.001	.226
UNC System	25.1	16.2	.25	0	15	20	35	60	4,418	2.0	.071	.122
Top 50%	29.2	15.7	.06	5	20	30	40	60	76,152	-2.2	.037	-.138
Top 10%	33.0	16.0	.15	10	20	30	45	60	11,953	-5.9	.000	-.370
Effective Teaching Practices												
UNC Pembroke (N = 232)	42.4	13.4	.88	16	32	44	52	60				
Southeast Public	39.8	13.8	.05	16	32	40	52	60	63,682	2.7	.003	.194
Carnegie Class	40.3	13.8	.04	16	32	40	52	60	98,150	2.2	.018	.156
UNC System	40.2	13.8	.21	16	32	40	52	60	4,414	2.2	.016	.162
Top 50%	41.8	13.5	.04	20	32	40	52	60	108,423	.7	.452	.049
Top 10%	43.8	13.4	.09	20	36	44	56	60	21,792	-1.4	.122	-.102
Campus Environment												
Quality of Interactions												
UNC Pembroke (N = 201)	43.5	12.6	.89	23	36	46	52	60				
Southeast Public	42.1	12.2	.05	20	34	44	50	60	53,657	1.4	.093	.119
Carnegie Class	43.0	12.3	.04	20	36	44	52	60	82,793	.5	.536	.044
UNC System	42.3	11.9	.20	20	36	44	50	60	3,674	1.2	.167	.100
Top 50%	44.8	11.6	.04	23	38	46	54	60	103,177	-1.3	.121	-.109
Top 10%	46.9	12.1	.07	23	40	50	58	60	28,650	-3.4	.000	-.278
Supportive Environment												
UNC Pembroke (N = 199)	36.7	14.8	1.05	8	28	40	48	60				
Southeast Public	33.5	14.2	.06	10	23	33	43	60	53,639	3.2	.001	.229
Carnegie Class	31.8	14.4	.05	8	20	33	40	60	84,465	4.9	.000	.339
UNC System	33.7	13.9	.24	10	25	35	43	60	3,670	3.0	.003	.215
Top 50%	34.8	13.7	.04	13	25	35	45	60	123,189	2.0	.045	.142
Top 10%	37.2	13.6	.09	14	28	38	48	60	22,271	-.5	.631	-.034

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

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

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

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

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

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

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