



NSSE 2023

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. 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 all current- and prior-year 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

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Southeastern Public	Your first-year students compared with Carnegie Group	Your first-year students compared with NSSE 2022 & 2023
	Higher-Order Learning	--	--	--
<i>Academic Challenge</i>	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	--	--	--

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Southeastern Public	Your seniors compared with Carnegie Group	Your seniors compared with NSSE 2022 & 2023
	Higher-Order Learning	--	--	--
<i>Academic Challenge</i>	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	--	△	△

Academic Challenge: First-year students

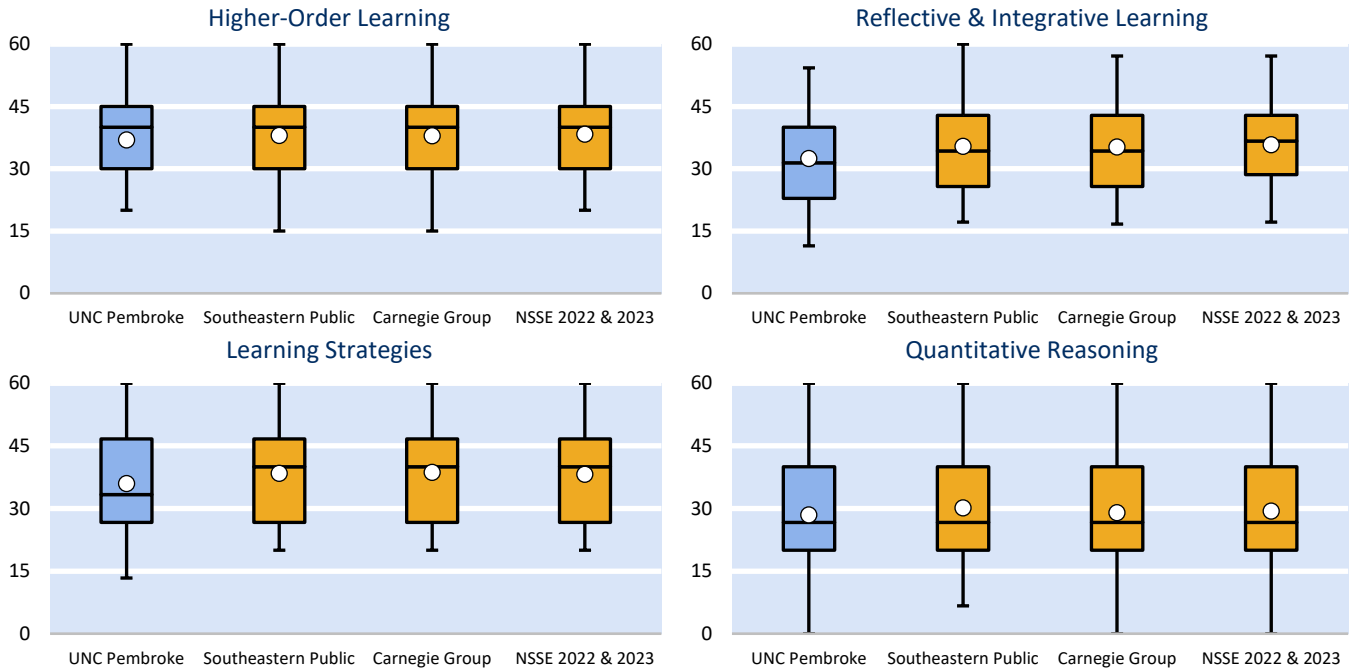
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		Southeastern Public		Carnegie Group		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.9	38.0	-.08	38.0	-.08	38.3	-.10
Reflective & Integrative Learning	32.5	35.4 *	-.24	35.3 *	-.23	35.8 **	-.28
Learning Strategies	36.0	38.4	-.18	38.7	-.19	38.2	-.16
Quantitative Reasoning	28.5	30.1	-.11	29.0	-.03	29.4	-.06

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

Score Distributions



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

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.

	UNC Pembroke	Percentage point difference ^a between your FY students and		
		Southeastern Public	Carnegie Group	NSSE 2022 & 2023
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	61	-8	-7	-9
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68	-1	+0	-1
4d. Evaluating a point of view, decision, or information source	66	-2	-4	-4
4e. Forming a new idea or understanding from various pieces of information	72	+2	+1	+1
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	38	-14	-13	-15
2b. Connected your learning to societal problems or issues	41	-10	-10	-11
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48	-5	-3	-6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60	-5	-4	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	75	+4	+5	+4
2f. Learned something that changed the way you understand an issue or concept	62	-4	-5	-5
2g. Connected ideas from your courses to your prior experiences and knowledge	63	-13	-14	-15
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	67	-5	-6	-6
9b. Reviewed your notes after class	56	-11	-11	-10
9c. Summarized what you learned in class or from course materials	55	-12	-12	-10
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.)	46	-10	-7	-8
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	-4	-2	-3
6c. Evaluated what others have concluded from numerical information	40	-4	-2	-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.

Academic Challenge: Seniors

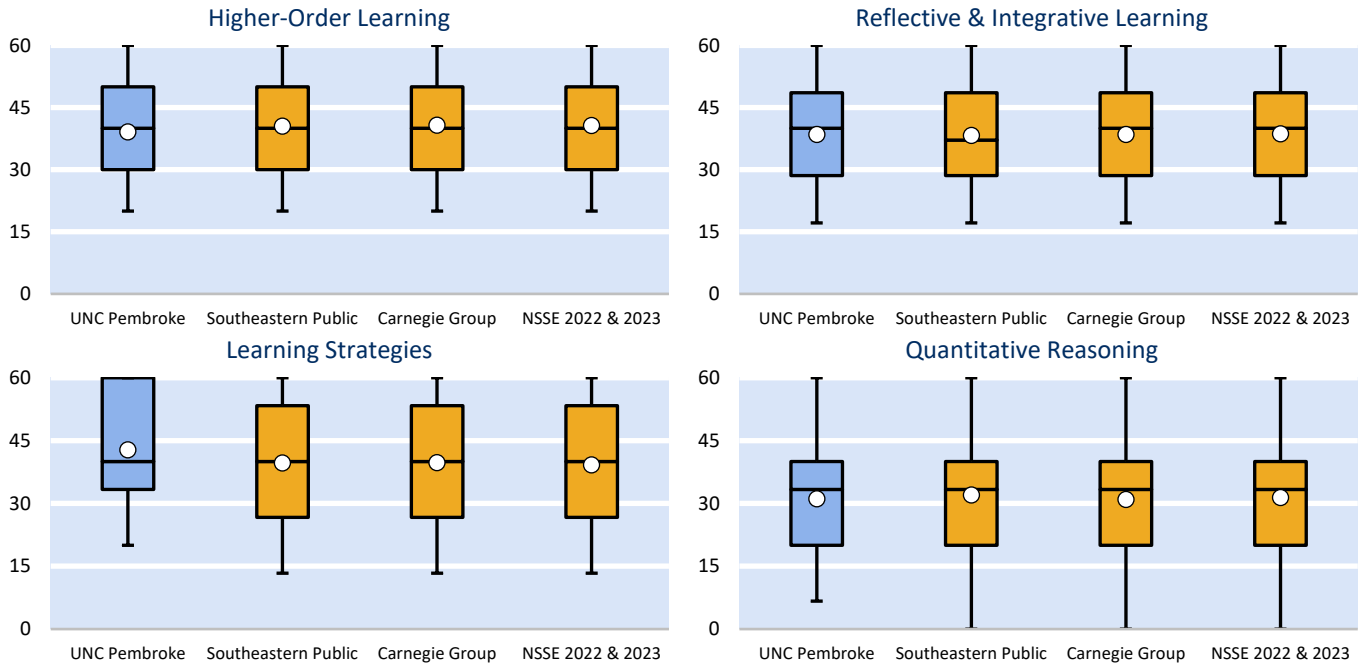
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Mean Comparisons

Engagement Indicator	UNC Pembroke Mean	Your seniors compared with					
		Southeastern Public		Carnegie Group		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.1	40.5	-.10	40.7	-.12	40.7	-.11
Reflective & Integrative Learning	38.5	38.3	.02	38.5	.00	38.7	-.02
Learning Strategies	42.8	39.6 ***	.22	39.7 **	.21	39.2 ***	.25
Quantitative Reasoning	31.1	32.0	-.05	31.0	.01	31.4	-.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.

	UNC Pembroke	Percentage point difference ^a between your seniors and		
		Southeastern Public	Carnegie Group	NSSE 2022 & 2023
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	-6	-6	-7
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	-4	-4	-4
4d. Evaluating a point of view, decision, or information source	72	+1	-1	+0
4e. Forming a new idea or understanding from various pieces of information	69	-4	-5	-5
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	59	-9	-8	-10
2b. Connected your learning to societal problems or issues	65	+5	+3	+3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	60	+7	+5	+4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	+3	+2	+2
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	74	+1	+1	+1
2f. Learned something that changed the way you understand an issue or concept	72	+0	+0	-0
2g. Connected ideas from your courses to your prior experiences and knowledge	85	+3	+2	+1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	82	+7	+5	+5
9b. Reviewed your notes after class	76	+9	+10	+12
9c. Summarized what you learned in class or from course materials	75	+6	+7	+8
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.)	58	-0	+2	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	-4	-2	-3
6c. Evaluated what others have concluded from numerical information	46	-4	-1	-3

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Learning with Peers: First-year students

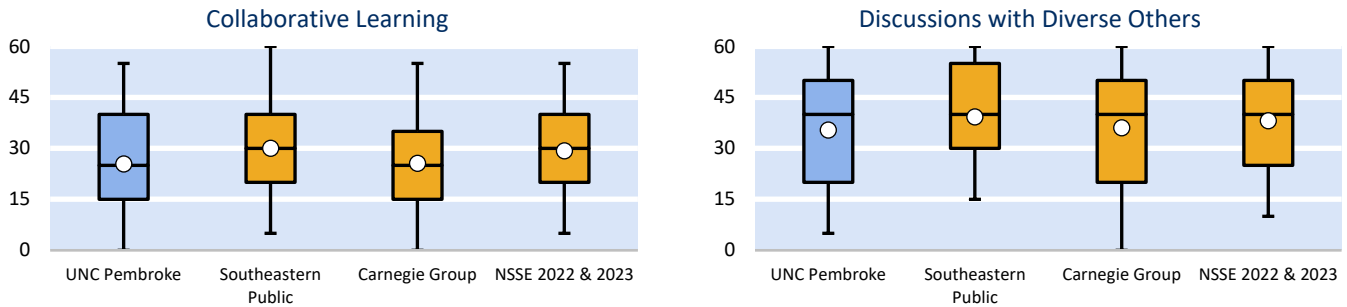
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UNC Pembroke Mean	Your first-year students compared with					
		Southeastern Public		Carnegie Group		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	25.4	30.1 ***	-.32	25.6	-.01	29.2 **	-.25
Discussions with Diverse Others	35.4	39.2 *	-.24	36.0	-.04	38.1	-.17

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

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Performance on Indicator Items

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	UNC Pembroke	Percentage point difference ^a between your FY students and		
		Southeastern Public	Carnegie Group	NSSE 2022 & 2023
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	36	-9	-2	-8
1c. Explained course material to one or more students	41	-9	+1	-7
1d. Prepared for exams by discussing or working through course material with other students	37	-5	+2	-4
1e. Worked with other students on course projects or assignments	34	-15	-9	-16
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	59	-11	-5	-10
8b. People from economic backgrounds other than your own	61	-11	-4	-9
8c. People with religious beliefs other than your own	54	-13	-6	-11
8d. People with political views other than your own	50	-14	-6	-9

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Learning with Peers: Seniors

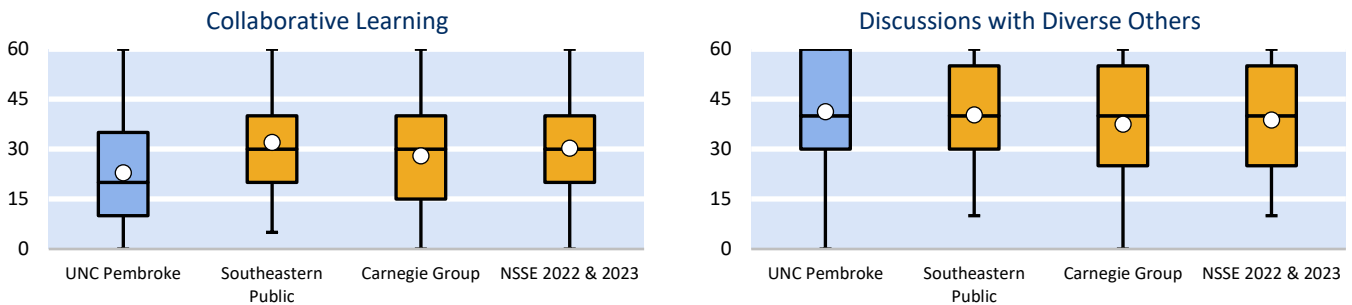
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Mean Comparisons

Engagement Indicator	UNC Pembroke Mean	Your seniors compared with					
		Southeastern Public		Carnegie Group		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	23.0	32.0 ***	-.58	28.0 ***	-.30	30.3 ***	-.46
Discussions with Diverse Others	41.3	40.3	.06	37.6 ***	.22	38.8 *	.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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	UNC Pembroke	Percentage point difference ^a between your seniors and		
		Southeastern Public	Carnegie Group	NSSE 2022 & 2023
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	27	-18	-10	-14
1c. Explained course material to one or more students	34	-21	-13	-17
1d. Prepared for exams by discussing or working through course material with other students	25	-19	-11	-15
1e. Worked with other students on course projects or assignments	39	-23	-15	-20
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	78	+6	+11	+9
8b. People from economic backgrounds other than your own	74	+1	+7	+4
8c. People with religious beliefs other than your own	69	+1	+7	+4
8d. People with political views other than your own	67	+2	+8	+7

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Experiences with Faculty: First-year students

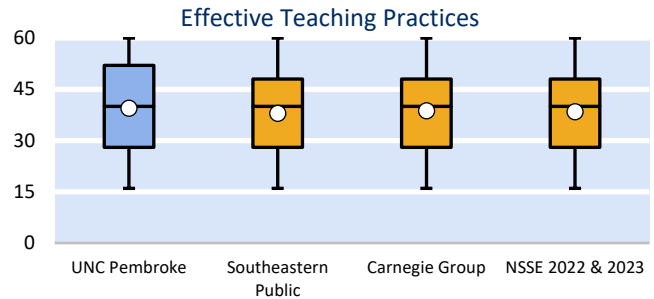
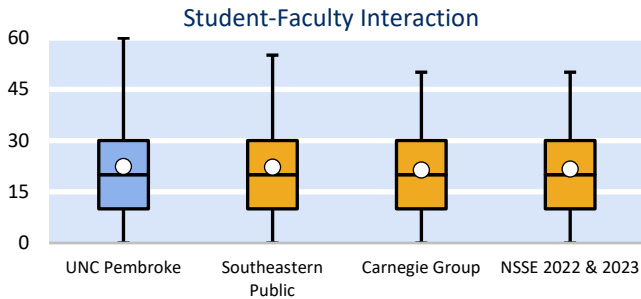
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		Southeastern Public Effect size	Carnegie Group Effect size	NSSE 2022 & 2023 Effect size			
Student-Faculty Interaction	22.3	22.2	.01	21.3	.07	21.6	.05
Effective Teaching Practices	39.4	37.9	.11	38.7	.05	38.4	.08

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

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Student-Faculty Interaction	UNC Pembroke	Percentage point difference ^a between your FY students and		
		Southeastern Public	Carnegie Group	NSSE 2022 & 2023
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	38	-1	+0	+0
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	-2	+1	-0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	-0	+2	+0
3d. Discussed your academic performance with a faculty member	40	+8	+7	+9
<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	72	-3	-4	-4
5b. Taught course sessions in an organized way	66	-6	-6	-7
5c. Used examples or illustrations to explain difficult points	65	-7	-7	-8
5d. Provided feedback on a draft or work in progress	74	+10	+8	+10
5e. Provided prompt and detailed feedback on tests or completed assignments	58	-1	-5	-2

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Experiences with Faculty: Seniors

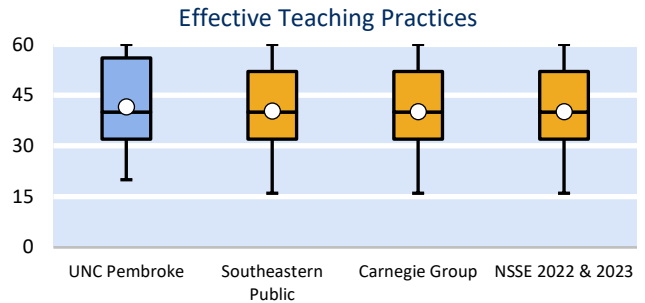
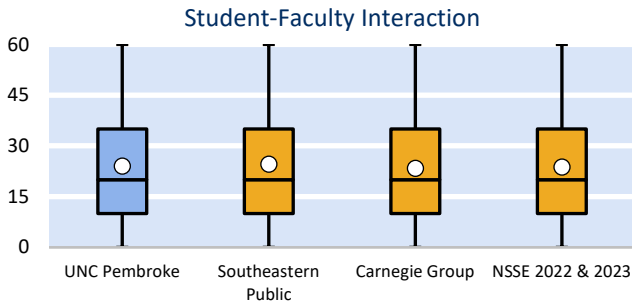
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Engagement Indicator	UNC Pembroke Mean	Your seniors compared with					
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	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.0	24.6	-.04	23.4	.04	23.7	.02
Effective Teaching Practices	41.5	40.2	.09	40.1	.10	40.0	.10

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Student-Faculty Interaction	UNC Pembroke %	Percentage point difference ^a between your seniors and		
		Southeastern Public	Carnegie Group	NSSE 2022 & 2023
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	47	+3	+4	+4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	+1	+5	+3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	-3	-0	-1
3d. Discussed your academic performance with a faculty member	38	+3	+3	+5
<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	82	+2	+3	+2
5b. Taught course sessions in an organized way	75	-1	-1	-2
5c. Used examples or illustrations to explain difficult points	75	-2	+0	-1
5d. Provided feedback on a draft or work in progress	71	+6	+6	+7
5e. Provided prompt and detailed feedback on tests or completed assignments	67	+3	+1	+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: First-year students

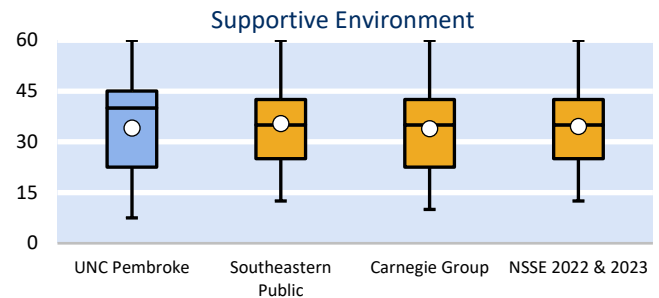
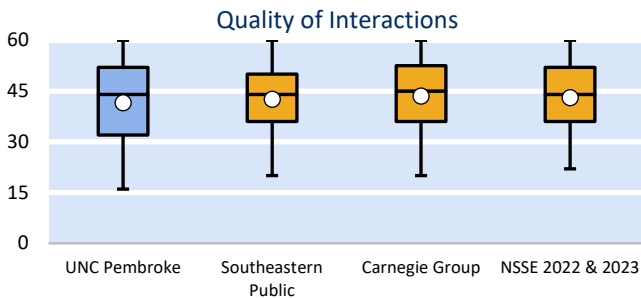
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNC Pembroke Mean	Your first-year students compared with					
		Southeastern Public		Carnegie Group		NSSE 2022 & 2023	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.5	42.6	-.09	43.6	-.16	43.0	-.13
Supportive Environment	34.1	35.4	-.10	33.9	.02	34.6	-.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).

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	UNC Pembroke	Percentage point difference ^a between your FY students and		
		Southeastern Public	Carnegie Group	NSSE 2022 & 2023
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	44	-6	-6	-7
13b. Academic advisors	56	+2	-1	+2
13c. Faculty	51	+2	-4	-1
13d. Student services staff (career services, student activities, housing, etc.)	49	+4	-1	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	52	+8	+1	+5
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	66	-5	-5	-5
14c. Using learning support services (tutoring services, writing center, etc.)	68	-5	-4	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	+5	+6	+5
14e. Providing opportunities to be involved socially	65	-6	+0	-3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	60	-7	-3	-5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	47	+7	+5	+8
14h. Attending campus activities and events (performing arts, athletic events, etc.)	64	-4	+9	+2
14i. Attending events that address important social, economic, or political issues	51	+5	+8	+6

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

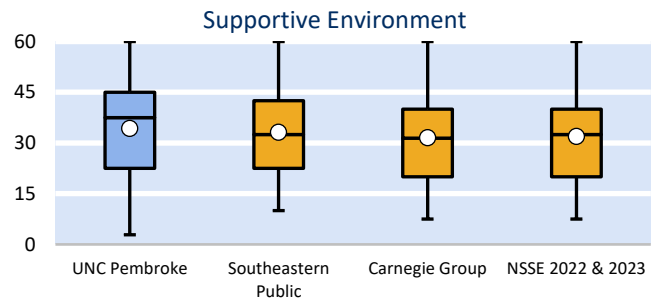
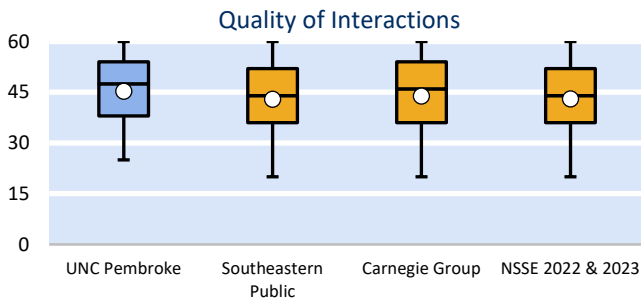
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNC Pembroke Mean	Your seniors compared with					
		Southeastern Public		Carnegie Group		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.3	43.0 **	.19	43.9	.12	43.0 **	.19
Supportive Environment	34.3	33.2	.07	31.6 **	.19	32.0 *	.16

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	UNC Pembroke	Percentage point difference ^a between your seniors and		
		Southeastern Public	Carnegie Group	NSSE 2022 & 2023
<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	+1
13b. Academic advisors	56	+4	-0	+3
13c. Faculty	63	+6	+3	+5
13d. Student services staff (career services, student activities, housing, etc.)	57	+10	+7	+11
13e. Other administrative staff and offices (registrar, financial aid, etc.)	56	+11	+6	+11
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	71	+3	+2	+3
14c. Using learning support services (tutoring services, writing center, etc.)	68	+3	+4	+4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	65	+8	+10	+10
14e. Providing opportunities to be involved socially	68	+1	+8	+5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	-1	+3	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	+2	+1	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	62	+1	+14	+8
14i. Attending events that address important social, economic, or political issues	54	+12	+14	+13

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 2022 and 2023 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2022 and 2023 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 Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	36.9	39.5	-.20		42.2 ***	-.42	
	Reflective and Integrative Learning	32.5	37.2 ***	-.40		39.8 ***	-.63	
	Learning Strategies	36.0	39.8 *	-.27		42.8 ***	-.49	
	Quantitative Reasoning	28.5	30.7	-.14		33.4 **	-.32	
Learning with Peers	Collaborative Learning	25.4	33.2 ***	-.56		36.5 ***	-.81	
	Discussions with Diverse Others	35.4	40.5 **	-.35		43.6 ***	-.59	
Experiences with Faculty	Student-Faculty Interaction	22.3	25.4 *	-.20		29.3 ***	-.45	
	Effective Teaching Practices	39.4	40.1	-.05	✓	43.3 *	-.29	
Campus Environment	Quality of Interactions	41.5	45.2 *	-.32		48.1 ***	-.54	
	Supportive Environment	34.1	36.8	-.20		39.6 **	-.43	

Seniors		UNC Pembroke Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.1	42.1 ***	-.21		44.7 ***	-.43	
	Reflective and Integrative Learning	38.5	40.6 *	-.17		43.1 ***	-.39	
	Learning Strategies	42.8	40.9 *	.13	✓	43.6	-.06	✓
	Quantitative Reasoning	31.1	32.7	-.10	✓	36.3 ***	-.32	
Learning with Peers	Collaborative Learning	23.0	34.7 ***	-.83		38.1 ***	-1.11	
	Discussions with Diverse Others	41.3	41.1	.01	✓	43.9 *	-.18	
Experiences with Faculty	Student-Faculty Interaction	24.0	29.6 ***	-.34		34.3 ***	-.64	
	Effective Teaching Practices	41.5	42.1	-.05	✓	44.7 ***	-.24	
Campus Environment	Quality of Interactions	45.3	45.4	.00	✓	47.9 **	-.20	
	Supportive Environment	34.3	34.5	-.02	✓	37.7 **	-.24	

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 current- and prior-year 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.

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												
UNC Pembroke (N = 95)	36.9	13.9	1.42	20	30	40	45	60				
Southeastern Public	38.0	13.5	.08	15	30	40	45	60	27,245	-1.1	.432	-.081
Carnegie Group	38.0	13.6	.07	15	30	40	45	60	38,417	-1.1	.450	-.077
NSSE 2022 & 2023	38.3	13.3	.03	20	30	40	45	60	151,776	-1.4	.316	-.103
Top 50%	39.5	13.2	.04	20	30	40	50	60	97,586	-2.6	.054	-.197
Top 10%	42.2	12.8	.12	20	35	40	55	60	11,919	-5.3	.000	-.415
Reflective & Integrative Learning												
UNC Pembroke (N = 105)	32.5	12.3	1.19	11	23	31	40	54				
Southeastern Public	35.4	12.4	.07	17	26	34	43	60	30,030	-3.0	.014	-.240
Carnegie Group	35.3	12.4	.06	17	26	34	43	57	42,124	-2.8	.019	-.228
NSSE 2022 & 2023	35.8	12.2	.03	17	29	37	43	57	166,012	-3.4	.005	-.276
Top 50%	37.2	12.0	.04	20	29	37	46	60	91,677	-4.8	.000	-.401
Top 10%	39.8	11.8	.11	20	31	40	49	60	12,013	-7.4	.000	-.628
Learning Strategies												
UNC Pembroke (N = 85)	36.0	14.9	1.61	13	27	33	47	60				
Southeastern Public	38.4	13.8	.09	20	27	40	47	60	24,932	-2.4	.106	-.176
Carnegie Group	38.7	14.2	.08	20	27	40	47	60	35,225	-2.7	.080	-.190
NSSE 2022 & 2023	38.2	13.9	.04	20	27	40	47	60	139,831	-2.2	.144	-.158
Top 50%	39.8	13.9	.05	20	27	40	53	60	78,427	-3.8	.012	-.274
Top 10%	42.8	14.0	.11	20	33	40	60	60	16,418	-6.8	.000	-.487
Quantitative Reasoning												
UNC Pembroke (N = 89)	28.5	15.8	1.67	0	20	27	40	60				
Southeastern Public	30.1	15.5	.10	7	20	27	40	60	25,428	-1.6	.317	-.106
Carnegie Group	29.0	15.7	.08	0	20	27	40	60	35,902	-.5	.772	-.031
NSSE 2022 & 2023	29.4	15.5	.04	0	20	27	40	60	142,292	-.9	.575	-.059
Top 50%	30.7	15.3	.05	7	20	27	40	60	95,423	-2.2	.179	-.142
Top 10%	33.4	15.4	.12	7	20	33	40	60	15,387	-4.9	.003	-.319
Learning with Peers												
Collaborative Learning												
UNC Pembroke (N = 120)	25.4	15.1	1.38	0	15	25	40	55				
Southeastern Public	30.1	14.5	.08	5	20	30	40	60	33,280	-4.6	.000	-.319
Carnegie Group	25.6	16.1	.08	0	15	25	35	55	45,584	-.2	.894	-.012
NSSE 2022 & 2023	29.2	15.0	.04	5	20	30	40	55	180,659	-3.8	.006	-.252
Top 50%	33.2	13.9	.04	10	25	35	40	60	106,865	-7.8	.000	-.560
Top 10%	36.5	13.7	.09	15	25	35	45	60	21,526	-11.1	.000	-.811
Discussions with Diverse Others												
UNC Pembroke (N = 88)	35.4	17.7	1.89	5	20	40	50	60				
Southeastern Public	39.2	15.8	.10	15	30	40	55	60	88	-3.8	.045	-.243
Carnegie Group	36.0	17.0	.09	0	20	40	50	60	35,496	-.6	.726	-.037
NSSE 2022 & 2023	38.1	15.8	.04	10	25	40	50	60	87	-2.7	.155	-.171
Top 50%	40.5	14.8	.05	20	30	40	55	60	87	-5.1	.008	-.346
Top 10%	43.6	13.9	.14	20	35	40	60	60	88	-8.2	.000	-.592

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												
UNC Pembroke (N = 101)	22.3	16.7	1.66	0	10	20	30	60				
Southeastern Public	22.2	15.4	.09	0	10	20	30	55	28,509	.2	.918	.010
Carnegie Group	21.3	15.2	.08	0	10	20	30	50	40,205	1.0	.494	.068
NSSE 2022 & 2023	21.6	15.1	.04	0	10	20	30	50	158,288	.8	.613	.050
Top 50%	25.4	15.3	.07	5	15	25	35	60	52,438	-3.0	.048	-.197
Top 10%	29.3	15.3	.18	5	20	25	40	60	7,528	-6.9	.000	-.451
Effective Teaching Practices												
UNC Pembroke (N = 96)	39.4	14.9	1.52	16	28	40	52	60				
Southeastern Public	37.9	13.4	.08	16	28	40	48	60	96	1.5	.337	.110
Carnegie Group	38.7	13.9	.07	16	28	40	48	60	38,267	.7	.616	.051
NSSE 2022 & 2023	38.4	13.3	.03	16	28	40	48	60	95	1.0	.496	.078
Top 50%	40.1	13.5	.05	16	32	40	52	60	95	-.7	.632	-.054
Top 10%	43.3	13.3	.14	20	36	44	56	60	97	-3.9	.014	-.289
Campus Environment												
Quality of Interactions												
UNC Pembroke (N = 82)	41.5	14.0	1.54	16	32	44	52	60				
Southeastern Public	42.6	11.8	.08	20	36	44	50	60	81	-1.1	.487	-.092
Carnegie Group	43.6	12.4	.07	20	36	45	53	60	31,266	-2.0	.139	-.164
NSSE 2022 & 2023	43.0	11.7	.03	22	36	44	52	60	81	-1.5	.341	-.126
Top 50%	45.2	11.5	.05	24	38	46	54	60	81	-3.7	.019	-.323
Top 10%	48.1	12.1	.12	24	42	50	60	60	82	-6.6	.000	-.544
Supportive Environment												
UNC Pembroke (N = 83)	34.1	14.9	1.64	8	23	40	45	60				
Southeastern Public	35.4	13.5	.09	13	25	35	43	60	24,131	-1.3	.384	-.096
Carnegie Group	33.9	14.1	.08	10	23	35	43	60	33,974	.2	.882	.016
NSSE 2022 & 2023	34.6	13.5	.04	13	25	35	43	60	135,266	-.5	.751	-.035
Top 50%	36.8	13.1	.05	15	28	38	45	60	82	-2.7	.110	-.204
Top 10%	39.6	12.8	.15	20	30	40	50	60	83	-5.5	.001	-.433

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.

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												
UNC Pembroke (N = 254)	39.1	14.6	.91	20	30	40	50	60				
Southeastern Public	40.5	14.2	.07	20	30	40	50	60	36,375	-1.4	.120	-.098
Carnegie Group	40.7	13.9	.06	20	30	40	50	60	53,403	-1.6	.066	-.116
NSSE 2022 & 2023	40.7	13.8	.03	20	30	40	50	60	204,466	-1.5	.077	-.111
Top 50%	42.1	13.7	.04	20	35	40	55	60	95,221	-2.9	.001	-.214
Top 10%	44.7	12.8	.13	20	40	45	60	60	264	-5.6	.000	-.433
Reflective & Integrative Learning												
UNC Pembroke (N = 268)	38.5	13.7	.84	17	29	40	49	60				
Southeastern Public	38.3	13.2	.07	17	29	37	49	60	39,175	.2	.795	.016
Carnegie Group	38.5	13.0	.05	17	29	40	49	60	57,088	.0	.992	-.001
NSSE 2022 & 2023	38.7	12.9	.03	17	29	40	49	60	218,258	-.2	.797	-.016
Top 50%	40.6	12.5	.04	20	31	40	51	60	268	-2.1	.012	-.170
Top 10%	43.1	11.8	.13	23	34	43	54	60	279	-4.6	.000	-.387
Learning Strategies												
UNC Pembroke (N = 246)	42.8	14.5	.92	20	33	40	60	60				
Southeastern Public	39.6	14.6	.08	13	27	40	53	60	33,923	3.2	.001	.215
Carnegie Group	39.7	14.7	.07	13	27	40	53	60	50,224	3.1	.001	.209
NSSE 2022 & 2023	39.2	14.6	.03	13	27	40	53	60	192,277	3.6	.000	.248
Top 50%	40.9	14.5	.05	20	33	40	53	60	101,728	1.8	.047	.127
Top 10%	43.6	14.1	.12	20	33	40	60	60	14,784	-.8	.371	-.057
Quantitative Reasoning												
UNC Pembroke (N = 247)	31.1	15.8	1.01	7	20	33	40	60				
Southeastern Public	32.0	16.8	.09	0	20	33	40	60	34,458	-.9	.416	-.052
Carnegie Group	31.0	16.6	.07	0	20	33	40	60	50,954	.1	.897	.008
NSSE 2022 & 2023	31.4	16.6	.04	0	20	33	40	60	194,915	-.3	.774	-.018
Top 50%	32.7	16.5	.05	7	20	33	40	60	119,579	-1.6	.131	-.096
Top 10%	36.3	16.2	.17	7	20	40	47	60	9,834	-5.2	.000	-.320
Learning with Peers												
Collaborative Learning												
UNC Pembroke (N = 283)	23.0	16.9	1.00	0	10	20	35	60				
Southeastern Public	32.0	15.6	.08	5	20	30	40	60	41,505	-9.1	.000	-.580
Carnegie Group	28.0	16.8	.07	0	15	30	40	60	59,922	-5.0	.000	-.299
NSSE 2022 & 2023	30.3	16.0	.03	0	20	30	40	60	229,427	-7.3	.000	-.456
Top 50%	34.7	14.2	.05	10	25	35	45	60	283	-11.8	.000	-.827
Top 10%	38.1	13.6	.12	15	30	40	50	60	290	-15.2	.000	-1.106
Discussions with Diverse Others												
UNC Pembroke (N = 247)	41.3	18.1	1.15	0	30	40	60	60				
Southeastern Public	40.3	16.2	.09	10	30	40	55	60	249	1.0	.387	.061
Carnegie Group	37.6	17.1	.08	0	25	40	55	60	50,458	3.7	.001	.217
NSSE 2022 & 2023	38.8	16.2	.04	10	25	40	55	60	247	2.5	.034	.151
Top 50%	41.1	15.6	.05	15	30	40	55	60	247	.2	.861	.013
Top 10%	43.9	14.8	.14	20	35	45	60	60	254	-2.7	.022	-.180

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												
UNC Pembroke (N = 260)	24.0	17.2	1.07	0	10	20	35	60				
Southeastern Public	24.6	16.9	.09	0	10	20	35	60	37,698	-.6	.567	-.036
Carnegie Group	23.4	16.5	.07	0	10	20	35	60	55,077	.6	.535	.039
NSSE 2022 & 2023	23.7	16.5	.04	0	10	20	35	60	210,756	.2	.808	.015
Top 50%	29.6	16.2	.08	5	20	30	40	60	46,079	-5.6	.000	-.344
Top 10%	34.3	15.8	.22	10	20	35	45	60	282	-10.3	.000	-.645
Effective Teaching Practices												
UNC Pembroke (N = 255)	41.5	14.7	.92	20	32	40	56	60				
Southeastern Public	40.2	14.3	.08	16	32	40	52	60	36,293	1.3	.150	.090
Carnegie Group	40.1	14.6	.06	16	32	40	52	60	53,308	1.4	.117	.098
NSSE 2022 & 2023	40.0	14.1	.03	16	32	40	52	60	204,090	1.5	.096	.104
Top 50%	42.1	13.8	.05	20	32	40	56	60	70,499	-.6	.463	-.046
Top 10%	44.7	13.4	.13	20	36	44	56	60	264	-3.2	.001	-.238
Campus Environment												
Quality of Interactions												
UNC Pembroke (N = 207)	45.3	11.8	.82	25	38	48	54	60				
Southeastern Public	43.0	12.4	.07	20	36	44	52	60	31,103	2.4	.006	.193
Carnegie Group	43.9	12.8	.06	20	36	46	54	60	44,608	1.5	.095	.116
NSSE 2022 & 2023	43.0	12.4	.03	20	36	44	52	60	175,086	2.3	.008	.186
Top 50%	45.4	12.1	.04	22	38	48	55	60	75,772	.0	.974	-.002
Top 10%	47.9	12.5	.09	22	40	50	60	60	18,980	-2.5	.004	-.203
Supportive Environment												
UNC Pembroke (N = 231)	34.3	15.9	1.04	3	23	38	45	60				
Southeastern Public	33.2	14.6	.08	10	23	33	43	60	33,046	1.1	.258	.075
Carnegie Group	31.6	14.9	.07	8	20	31	40	60	48,864	2.8	.005	.186
NSSE 2022 & 2023	32.0	14.5	.03	8	20	33	40	60	231	2.4	.025	.163
Top 50%	34.5	14.3	.05	10	25	35	45	60	232	-.2	.834	-.015
Top 10%	37.7	13.9	.17	15	28	38	48	60	243	-3.3	.002	-.239

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.