
NSSE 2017
Engagement Indicators
University of Waterloo

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.

1st-Year Students

Theme	Engagement Indicator	Your 1st-year students compared with	Your 1st-year students compared with	Your 1st-year students compared with
		U15	ON Institutions	U6
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	▽	▽	▽

4th-Year Students

Theme	Engagement Indicator	Your 4th-year students compared with	Your 4th-year students compared with	Your 4th-year students compared with
		U15	ON Institutions	U6
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: 1st-year students

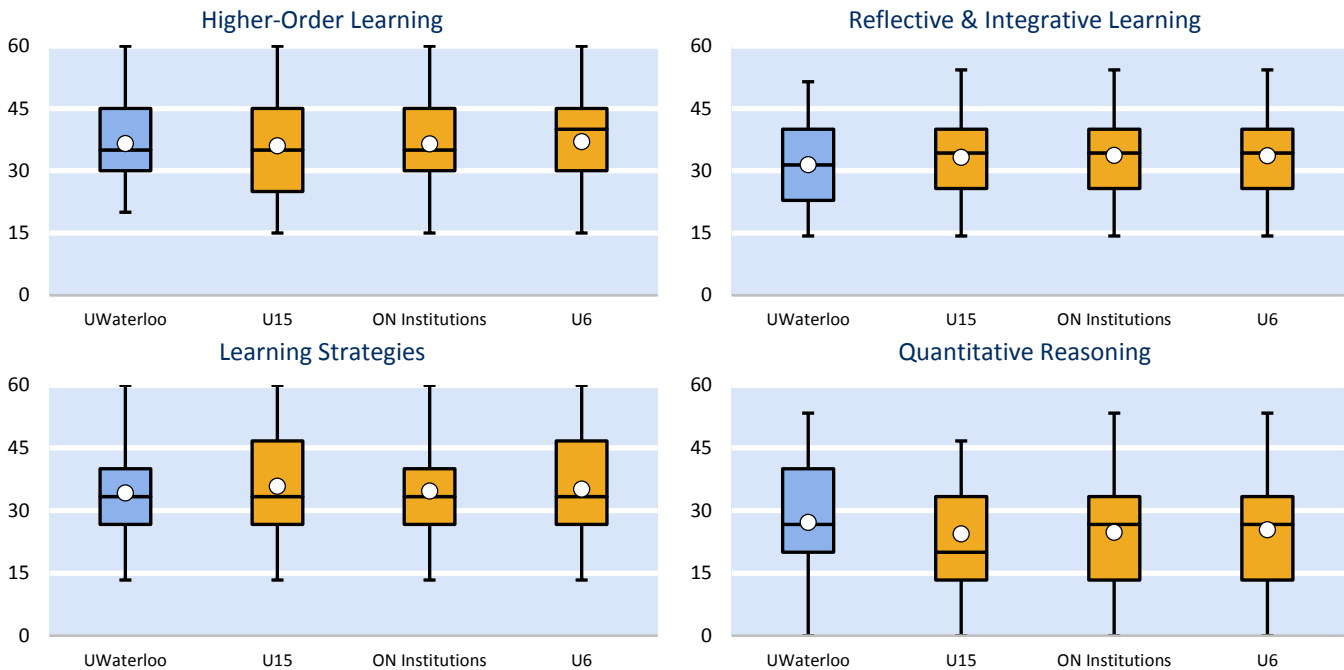
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UWaterloo Mean	Your 1st-year students compared with					
		U15		ON Institutions		U6	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.5	36.0 *	.04	36.5	.01	37.0 *	-.04
Reflective & Integrative Learning	31.5	33.2 ***	-.15	33.7 ***	-.19	33.6 ***	-.18
Learning Strategies	34.2	35.8 ***	-.12	34.7	-.03	35.1 ***	-.07
Quantitative Reasoning	27.1	24.4 ***	.19	24.8 ***	.16	25.4 ***	.12

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

Score Distributions






















































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

Academic Challenge: 1st-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.

	UWaterloo	Percentage point difference between your 1st-yr students and		
		U15	ON Institutions	U6
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	77	+3 	+4 	+1 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	+3 	+3 	+1 
4d. Evaluating a point of view, decision, or information source	53	-3 	-6 	-5 
4e. Forming a new idea or understanding from various pieces of information	63	+2 	+1 	-0 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	51	-1 	-2 	-1 
2b. Connected your learning to societal problems or issues	36	-12 	-12 	-11 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	31	-7 	-12 	-10 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	53	-1 	-3 	-3 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	62	-2 	-3 	-4 
2f. Learned something that changed the way you understand an issue or concept	66	-3 	-2 	-3 
2g. Connected ideas from your courses to your prior experiences and knowledge	75	-3 	-3 	-4 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	70	-4 	-3 	-4 
9b. Reviewed your notes after class	50	-3 	+0 	-1 
9c. Summarized what you learned in class or from course materials	56	-3 	+0 	-1 
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.)	55	+9 	+10 	+8 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35	+4 	+2 	+2 
6c. Evaluated what others have concluded from numerical information	39	+6 	+5 	+3 

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

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

Academic Challenge: 4th-year students

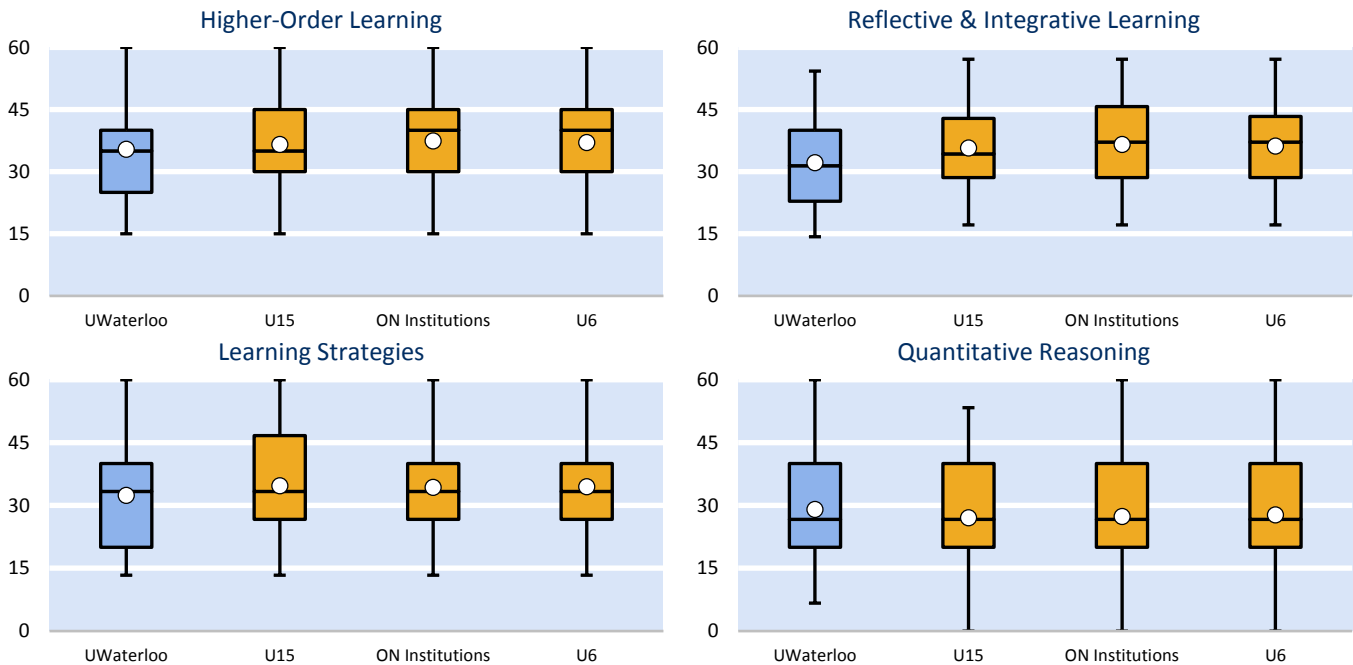
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UWaterloo Mean	Your 4th-year students compared with					
		U15		ON Institutions		U6	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	35.4	36.6 ***	-.09	37.4 ***	-.15	37.0 ***	-.13
Reflective & Integrative Learning	32.2	35.7 ***	-.30	36.6 ***	-.37	36.2 ***	-.33
Learning Strategies	32.3	34.7 ***	-.17	34.3 ***	-.14	34.4 ***	-.15
Quantitative Reasoning	29.0	27.0 ***	.13	27.3 ***	.11	27.7 ***	.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).

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: 4th-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.

	UWaterloo	Percentage point difference between your 4th-yr students and		
		U15	ON Institutions	U6
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	73	-1	-1	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	65	-3	-4	-4
4d. Evaluating a point of view, decision, or information source	55	-5	-9	-7
4e. Forming a new idea or understanding from various pieces of information	59	-3	-6	-4
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	-8	-10	-9
2b. Connected your learning to societal problems or issues	44	-13	-15	-14
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	31	-11	-16	-14
2d. Examined the strengths and weaknesses of your own views on a topic or issue	51	-7	-10	-9
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	59	-8	-10	-9
2f. Learned something that changed the way you understand an issue or concept	65	-7	-7	-8
2g. Connected ideas from your courses to your prior experiences and knowledge	74	-7	-7	-7
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	70	-6	-7	-7
9b. Reviewed your notes after class	39	-7	-5	-5
9c. Summarized what you learned in class or from course materials	51	-5	-3	-3
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	+9	+8	+7
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	38	+2	+1	+1
6c. Evaluated what others have concluded from numerical information	43	+2	+2	+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.

Learning with Peers: 1st-year students

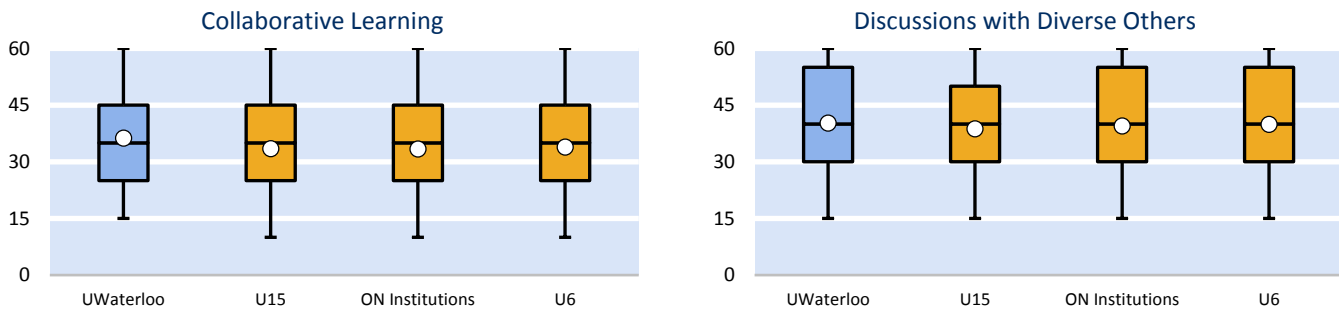
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UWaterloo Mean	Your 1st-year students compared with					
		U15		ON Institutions		U6	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.2	33.4 ***	.20	33.4 ***	.20	33.9 ***	.17
Discussions with Diverse Others	40.2	38.7 ***	.10	39.5 **	.05	39.9	.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.

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.

Collaborative Learning	UWaterloo	Percentage point difference between your 1st-yr students and		
		U15	ON Institutions	U6
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	64	+9	+9	+6
1f. Explained course material to one or more students	66	+7	+6	+4
1g. Prepared for exams by discussing or working through course material with other students	60	+6	+6	+5
1h. Worked with other students on course projects or assignments	62	+7	+8	+9
Discussions with Diverse Others	UWaterloo	U15	ON Institutions	U6
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	78	+5	+3	+2
8b. People from an economic background other than your own	71	+5	+2	+2
8c. People with religious beliefs other than your own	74	+7	+3	+2
8d. People with political views other than your own	58	-0	-2	-1

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

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

Learning with Peers: 4th-year students

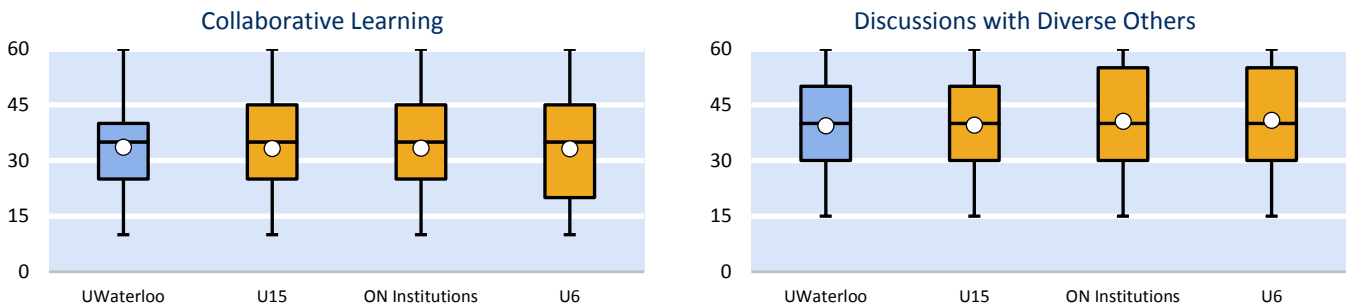
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UWaterloo Mean	Your 4th-year students compared with					
		U15 Mean	U15 Effect size	ON Institutions Mean	ON Institutions Effect size	U6 Mean	U6 Effect size
Collaborative Learning	33.6	33.2	.03	33.3	.02	33.2	.03
Discussions with Diverse Others	39.4	39.6	-.01	40.6 ***	-.08	40.9 ***	-.10

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

Score Distributions



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

Performance^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.

Collaborative Learning	UWaterloo	Percentage point difference between your 4th-yr students and			
		U15	ON Institutions	U6	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%				
1e. Asked another student to help you understand course material	49	+3	+4	+3	
1f. Explained course material to one or more students	59	+1	-1	+0	
1g. Prepared for exams by discussing or working through course material with other students	51	+2	+1	+2	
1h. Worked with other students on course projects or assignments	67	+1	+2	+3	
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	75	+1	-1	-3	
8b. People from an economic background other than your own	68	+0	-3	-3	
8c. People with religious beliefs other than your own	71	+2	-2	-2	
8d. People with political views other than your own	56	-3	-5	-4	

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.

Experiences with Faculty: 1st-year students

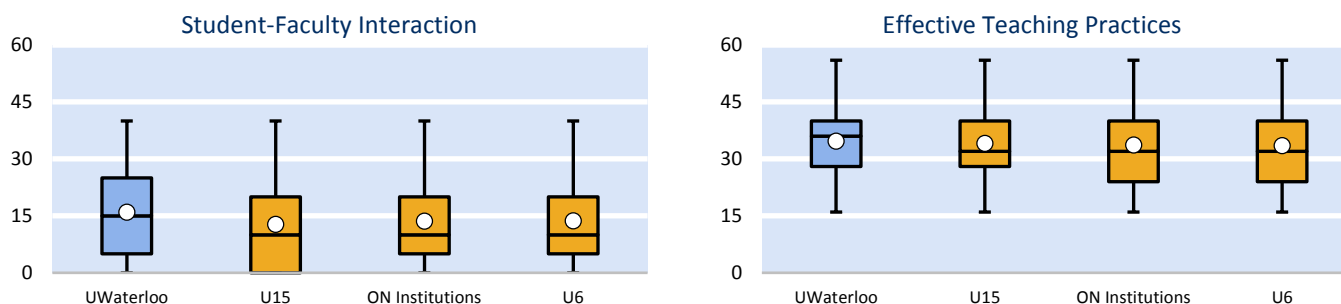
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	UWaterloo Mean	Your 1st-year students compared with					
		U15		ON Institutions		U6	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	15.9	12.7 ***	.25	13.6 ***	.18	13.6 ***	.17
Effective Teaching Practices	34.7	34.1 **	.05	33.7 ***	.08	33.5 ***	.10

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

Score Distributions



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

Performance^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.

Student-Faculty Interaction	UWaterloo %	Percentage point difference between your 1st-yr students and			
		U15	ON Institutions	U6	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
3a. Talked about career plans with a faculty member	23	+5	+4	+5	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	16	+5	+4	+3	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	+6	+5	+4	
3d. Discussed your academic performance with a faculty member	18	+5	+3	+4	
<i>Effective Teaching Practices</i>					
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>					
5a. Clearly explained course goals and requirements	74	-1	+2	+2	
5b. Taught course sessions in an organized way	74	-1	+2	+1	
5c. Used examples or illustrations to explain difficult points	76	+0	+4	+2	
5d. Provided feedback on a draft or work in progress	41	+4	+2	+5	
5e. Provided prompt and detailed feedback on tests or completed assignments	47	+5	+4	+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.

Experiences with Faculty: 4th-year students

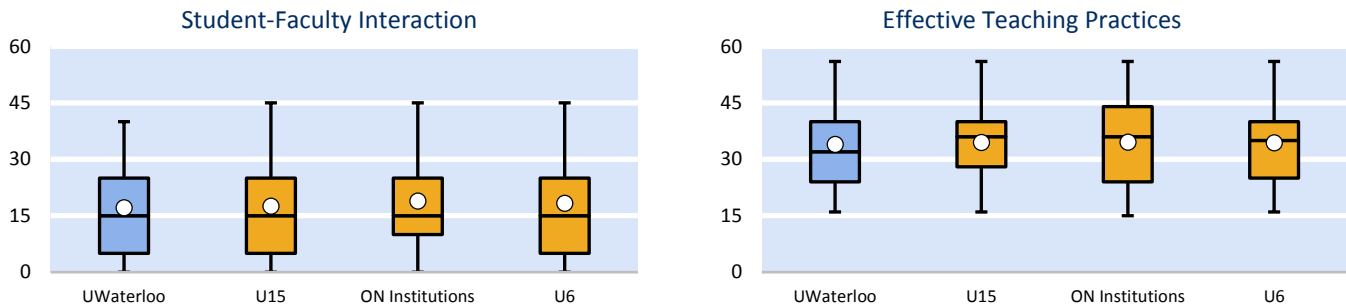
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	UWaterloo Mean	Your 4th-year students compared with					
		U15 Mean	U15 Effect size	ON Institutions Mean	ON Institutions Effect size	U6 Mean	U6 Effect size
Student-Faculty Interaction	17.0	17.5	-.03	18.8 ***	-.12	18.3 ***	-.09
Effective Teaching Practices	34.0	34.4	-.04	34.5 *	-.05	34.3	-.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^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.

Student-Faculty Interaction	UWaterloo %	Percentage point difference between your 4th-yr students and			
		U15	ON Institutions	U6	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
3a. Talked about career plans with a faculty member	24	-2	-4	-2	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	17	-1	-2	-2	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	-1	-4	-4	
3d. Discussed your academic performance with a faculty member	17	-0	-5	-3	
<i>Effective Teaching Practices</i>					
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>					
5a. Clearly explained course goals and requirements	71	-5	-3	-4	
5b. Taught course sessions in an organized way	72	-3	-1	-2	
5c. Used examples or illustrations to explain difficult points	74	-1	+2	+1	
5d. Provided feedback on a draft or work in progress	39	-0	-4	-1	
5e. Provided prompt and detailed feedback on tests or completed assignments	48	+2	+1	+3	

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

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

Campus Environment: 1st-year students

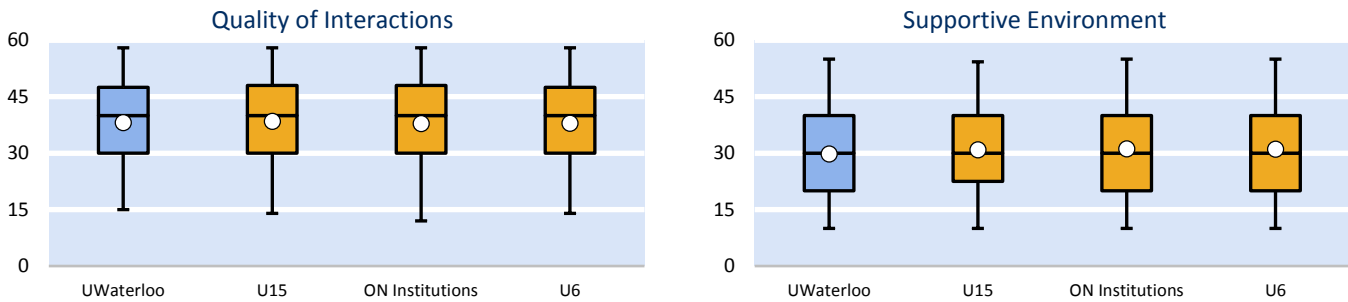
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UWaterloo Mean	Your 1st-year students compared with					
		U15 Mean	Effect size	ON Institutions Mean	Effect size	U6 Mean	Effect size
Quality of Interactions	38.1	38.5	-.03	37.9	.02	38.0	.01
Supportive Environment	29.8	30.9 ***	-.08	31.2 ***	-.10	31.1 ***	-.10

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

Score Distributions



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

Performance^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	UWaterloo	Percentage point difference between your 1st-yr students and			
		U15	ON Institutions	U6	
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>					
13a. Students	50	-1	+0	+1	
13b. Academic advisors	33	-1	-1	+1	
13c. Faculty	36	-1	+0	+1	
13d. Student services staff (career services, student activities, housing, etc.)	35	-1	-0	+0	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	30	-6	-5	-5	
<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	68	+1	+1	+1	
14c. Using learning support services (tutoring services, writing center, etc.)	64	+2	-1	-2	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	50	+2	-1	+1	
14e. Providing opportunities to be involved socially	53	-8	-7	-7	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	54	-7	-7	-8	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	33	+3	+0	+2	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	39	-12	-10	-10	
14i. Attending events that address important social, economic, or political issues	35	-6	-6	-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.

Campus Environment: 4th-year students

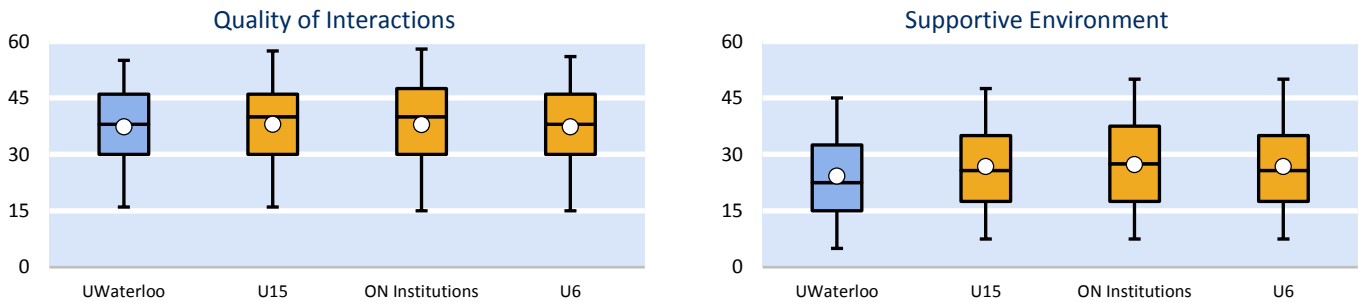
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UWaterloo Mean	Your 4th-year students compared with					
		U15 Mean	Effect size	ON Institutions Mean	Effect size	U6 Mean	Effect size
Quality of Interactions	37.3	38.1 **	-.06	38.0 *	-.05	37.4	.00
Supportive Environment	24.3	26.8 ***	-.20	27.3 ***	-.23	26.8 ***	-.20

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

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	UWaterloo	Percentage point difference between your 4th-yr students and		
		U15	ON Institutions	U6
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	49	-5	-4	-3
13b. Academic advisors	32	-0	-2	+2
13c. Faculty	37	-3	-3	-2
13d. Student services staff (career services, student activities, housing, etc.)	26	-4	-5	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	27	-5	-4	-4
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	49	-5	-7	-5
14c. Using learning support services (tutoring services, writing center, etc.)	41	-6	-10	-9
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	37	-3	-6	-3
14e. Providing opportunities to be involved socially	43	-11	-11	-10
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	42	-9	-9	-9
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	20	-1	-3	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	28	-14	-13	-12
14i. Attending events that address important social, economic, or political issues	28	-6	-6	-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.

This page intentionally left blank.

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.

1st-Year Students

Theme	Engagement Indicator	UWaterloo Mean	Your 1st-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.5	39.2 ***	-.20		41.2 ***	-.35	
	Reflective and Integrative Learning	31.5	36.6 ***	-.43		38.3 ***	-.55	
	Learning Strategies	34.2	39.8 ***	-.41		41.9 ***	-.55	
	Quantitative Reasoning	27.1	28.9 ***	-.11		30.4 ***	-.22	
<i>Learning with Peers</i>	Collaborative Learning	36.2	35.2 ***	.08	✓	37.1 ***	-.06	
	Discussions with Diverse Others	40.2	41.7 ***	-.10		43.8 ***	-.24	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	15.9	23.8 ***	-.53		27.2 ***	-.73	
	Effective Teaching Practices	34.7	40.7 ***	-.46		42.6 ***	-.59	
<i>Campus Environment</i>	Quality of Interactions	38.1	43.8 ***	-.49		46.1 ***	-.67	
	Supportive Environment	29.8	38.2 ***	-.64		40.0 ***	-.79	

4th-Year Students

Theme	Engagement Indicator	UWaterloo Mean	Your 4th-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	35.4	41.8 ***	-.48		43.3 ***	-.59	
	Reflective and Integrative Learning	32.2	40.0 ***	-.64		42.0 ***	-.81	
	Learning Strategies	32.3	40.7 ***	-.58		42.9 ***	-.74	
	Quantitative Reasoning	29.0	31.1 ***	-.13		33.0 ***	-.25	
<i>Learning with Peers</i>	Collaborative Learning	33.6	35.8 ***	-.16		37.9 ***	-.32	
	Discussions with Diverse Others	39.4	42.3 ***	-.19		44.3 ***	-.32	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	17.0	29.2 ***	-.78		33.0 ***	-1.01	
	Effective Teaching Practices	34.0	41.8 ***	-.58		43.8 ***	-.74	
<i>Campus Environment</i>	Quality of Interactions	37.3	44.8 ***	-.64		46.9 ***	-.79	
	Supportive Environment	24.3	34.8 ***	-.76		37.2 ***	-.95	

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: 1st-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												
UWaterloo (N = 3608)	36.5	12.4	.21	20	30	35	45	60				
U15	36.0	12.8	.06	15	25	35	45	60	4,205	.5	.016	.041
ON Institutions	36.5	12.8	.06	15	30	35	45	60	4,184	.1	.752	.005
U6	37.0	12.9	.09	15	30	40	45	60	4,992	-.5	.042	-.036
Top 50%	39.2	13.1	.02	20	30	40	50	60	3,698	-2.6	.000	-.201
Top 10%	41.2	13.3	.05	20	35	40	50	60	4,124	-4.6	.000	-.350
Reflective & Integrative Learning												
UWaterloo (N = 3666)	31.5	11.2	.19	14	23	31	40	51				
U15	33.2	11.5	.05	14	26	34	40	54	4,256	-1.7	.000	-.150
ON Institutions	33.7	11.6	.05	14	26	34	40	54	4,244	-2.2	.000	-.191
U6	33.6	11.6	.08	14	26	34	40	54	5,054	-2.1	.000	-.184
Top 50%	36.6	12.0	.02	17	29	37	46	57	3,767	-5.1	.000	-.425
Top 10%	38.3	12.3	.05	20	29	37	46	60	4,171	-6.8	.000	-.554
Learning Strategies												
UWaterloo (N = 3468)	34.2	13.4	.23	13	27	33	40	60				
U15	35.8	13.6	.06	13	27	33	47	60	4,049	-1.6	.000	-.115
ON Institutions	34.7	13.4	.06	13	27	33	40	60	48,814	-.4	.066	-.032
U6	35.1	13.4	.10	13	27	33	47	60	23,102	-.9	.000	-.065
Top 50%	39.8	13.7	.03	20	27	40	53	60	253,022	-5.6	.000	-.408
Top 10%	41.9	14.1	.06	20	33	40	53	60	3,899	-7.7	.000	-.549
Quantitative Reasoning												
UWaterloo (N = 3569)	27.1	14.4	.24	0	20	27	40	53				
U15	24.4	14.7	.07	0	13	20	33	47	4,143	2.8	.000	.190
ON Institutions	24.8	14.8	.07	0	13	27	33	53	4,134	2.3	.000	.158
U6	25.4	14.7	.10	0	13	27	33	53	24,913	1.8	.000	.120
Top 50%	28.9	15.3	.03	0	20	27	40	60	3,652	-1.7	.000	-.113
Top 10%	30.4	15.2	.05	7	20	27	40	60	3,911	-3.3	.000	-.216
Learning with Peers												
Collaborative Learning												
UWaterloo (N = 3688)	36.2	13.5	.22	15	25	35	45	60				
U15	33.4	14.2	.06	10	25	35	45	60	4,314	2.8	.000	.199
ON Institutions	33.4	14.3	.06	10	25	35	45	60	4,294	2.9	.000	.200
U6	33.9	14.3	.10	10	25	35	45	60	5,146	2.4	.000	.166
Top 50%	35.2	13.6	.02	15	25	35	45	60	349,532	1.1	.000	.079
Top 10%	37.1	13.4	.05	15	25	40	45	60	89,294	-.8	.000	-.063
Discussions with Diverse Others												
UWaterloo (N = 3470)	40.2	15.3	.26	15	30	40	55	60				
U15	38.7	15.5	.07	15	30	40	50	60	4,049	1.5	.000	.100
ON Institutions	39.5	15.5	.07	15	30	40	55	60	48,988	.7	.006	.048
U6	39.9	15.2	.11	15	30	40	55	60	23,194	.3	.249	.021
Top 50%	41.7	14.9	.03	20	30	40	55	60	318,897	-1.5	.000	-.101
Top 10%	43.8	14.5	.05	20	35	45	60	60	78,480	-3.5	.000	-.244

Detailed Statistics: 1st-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												
UWaterloo (N = 3594)	15.9	13.9	.23	0	5	15	25	40				
U15	12.7	12.8	.06	0	0	10	20	40	4,055	3.2	.000	.248
ON Institutions	13.6	13.3	.06	0	5	10	20	40	4,074	2.3	.000	.175
U6	13.6	13.2	.09	0	5	10	20	40	4,729	2.3	.000	.173
Top 50%	23.8	14.7	.03	0	15	20	35	55	3,737	-7.9	.000	-.534
Top 10%	27.2	15.6	.09	5	15	25	40	60	4,636	-11.3	.000	-.733
Effective Teaching Practices												
UWaterloo (N = 3632)	34.7	11.7	.19	16	28	36	40	56				
U15	34.1	11.8	.05	16	28	32	40	56	51,873	.6	.003	.052
ON Institutions	33.7	12.4	.06	16	24	32	40	56	4,241	1.0	.000	.083
U6	33.5	12.1	.08	16	24	32	40	56	5,012	1.2	.000	.099
Top 50%	40.7	13.0	.03	20	32	40	52	60	3,776	-6.0	.000	-.461
Top 10%	42.6	13.6	.06	20	36	44	56	60	4,347	-7.9	.000	-.587
Campus Environment												
Quality of Interactions												
UWaterloo (N = 2981)	38.1	12.7	.23	15	30	40	48	58				
U15	38.5	12.9	.07	14	30	40	48	58	3,545	-.3	.165	-.026
ON Institutions	37.9	13.3	.07	12	30	40	48	58	3,516	.2	.366	.017
U6	38.0	13.0	.10	14	30	40	48	58	4,203	.2	.502	.013
Top 50%	43.8	11.5	.03	22	38	46	52	60	3,051	-5.7	.000	-.493
Top 10%	46.1	11.7	.06	24	40	48	56	60	3,421	-7.9	.000	-.671
Supportive Environment												
UWaterloo (N = 3378)	29.8	12.8	.22	10	20	30	40	55				
U15	30.9	12.8	.06	10	23	30	40	54	45,355	-1.1	.000	-.084
ON Institutions	31.2	13.2	.06	10	20	30	40	55	3,954	-1.4	.000	-.104
U6	31.1	13.0	.10	10	20	30	40	55	4,726	-1.3	.000	-.098
Top 50%	38.2	13.1	.03	18	30	40	48	60	3,470	-8.5	.000	-.644
Top 10%	40.0	13.0	.05	18	31	40	50	60	64,223	-10.2	.000	-.787

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: 4th-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												
UWaterloo (N = 2411)	35.4	12.8	.26	15	25	35	40	60				
U15	36.6	13.0	.07	15	30	35	45	60	38,022	-1.2	.000	-.091
ON Institutions	37.4	13.2	.07	15	30	40	45	60	2,792	-2.0	.000	-.151
U6	37.0	13.1	.10	15	30	40	45	60	3,205	-1.6	.000	-.126
Top 50%	41.8	13.5	.03	20	35	40	55	60	2,469	-6.4	.000	-.477
Top 10%	43.3	13.4	.05	20	35	40	55	60	2,612	-7.9	.000	-.585
Reflective & Integrative Learning												
UWaterloo (N = 2459)	32.2	12.0	.24	14	23	31	40	54				
U15	35.7	11.8	.06	17	29	34	43	57	38,741	-3.5	.000	-.299
ON Institutions	36.6	12.0	.06	17	29	37	46	57	36,800	-4.4	.000	-.367
U6	36.2	12.0	.09	17	29	37	43	57	19,149	-4.0	.000	-.333
Top 50%	40.0	12.3	.03	20	31	40	49	60	228,888	-7.8	.000	-.637
Top 10%	42.0	12.2	.06	20	34	43	51	60	2,730	-9.8	.000	-.806
Learning Strategies												
UWaterloo (N = 2325)	32.3	13.6	.28	13	20	33	40	60				
U15	34.7	14.0	.08	13	27	33	47	60	2,682	-2.3	.000	-.166
ON Institutions	34.3	13.9	.08	13	27	33	40	60	2,701	-2.0	.000	-.140
U6	34.4	13.9	.11	13	27	33	40	60	17,571	-2.1	.000	-.150
Top 50%	40.7	14.4	.03	20	33	40	53	60	2,370	-8.4	.000	-.583
Top 10%	42.9	14.3	.05	20	33	40	60	60	2,481	-10.5	.000	-.739
Quantitative Reasoning												
UWaterloo (N = 2382)	29.0	14.9	.31	7	20	27	40	60				
U15	27.0	15.6	.08	0	20	27	40	53	2,744	2.0	.000	.129
ON Institutions	27.3	15.7	.09	0	20	27	40	60	2,770	1.7	.000	.106
U6	27.7	15.6	.12	0	20	27	40	60	3,194	1.3	.000	.080
Top 50%	31.1	16.2	.03	0	20	33	40	60	2,421	-2.1	.000	-.133
Top 10%	33.0	15.9	.06	7	20	33	40	60	2,558	-4.0	.000	-.251
Learning with Peers												
Collaborative Learning												
UWaterloo (N = 2468)	33.6	13.6	.27	10	25	35	40	60				
U15	33.2	14.3	.07	10	25	35	45	60	2,841	.4	.166	.028
ON Institutions	33.3	14.2	.08	10	25	35	45	60	2,859	.3	.314	.020
U6	33.2	14.6	.11	10	20	35	45	60	3,342	.5	.121	.032
Top 50%	35.8	13.8	.02	15	25	35	45	60	313,244	-2.2	.000	-.160
Top 10%	37.9	13.4	.05	15	30	40	50	60	65,634	-4.3	.000	-.319
Discussions with Diverse Others												
UWaterloo (N = 2311)	39.4	15.3	.32	15	30	40	50	60				
U15	39.6	14.9	.08	15	30	40	50	60	35,523	-.2	.582	-.012
ON Institutions	40.6	15.1	.09	15	30	40	55	60	33,626	-1.2	.000	-.082
U6	40.9	14.8	.12	15	30	40	55	60	17,595	-1.5	.000	-.101
Top 50%	42.3	15.6	.03	15	30	40	60	60	2,343	-2.9	.000	-.188
Top 10%	44.3	15.3	.06	20	35	45	60	60	2,459	-4.9	.000	-.320

Detailed Statistics: 4th-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												
UWaterloo (N = 2422)	17.0	13.7	.28	0	5	15	25	40				
U15	17.5	13.9	.07	0	5	15	25	45	38,258	-.5	.106	-.034
ON Institutions	18.8	14.5	.08	0	10	15	25	45	2,823	-1.8	.000	-.125
U6	18.3	14.2	.11	0	5	15	25	45	3,228	-1.3	.000	-.089
Top 50%	29.2	15.7	.04	5	20	30	40	60	2,537	-12.2	.000	-.778
Top 10%	33.0	16.0	.11	10	20	30	45	60	3,247	-16.0	.000	-1.011
Effective Teaching Practices												
UWaterloo (N = 2436)	34.0	11.7	.24	16	24	32	40	56				
U15	34.4	12.0	.06	16	28	36	40	56	38,217	-.5	.056	-.040
ON Institutions	34.5	12.6	.07	15	24	36	44	56	2,857	-.6	.019	-.046
U6	34.3	12.2	.09	16	25	35	40	56	3,260	-.4	.155	-.030
Top 50%	41.8	13.5	.03	20	32	40	52	60	2,518	-7.8	.000	-.579
Top 10%	43.8	13.4	.07	20	36	44	56	60	2,854	-9.9	.000	-.741
Campus Environment												
Quality of Interactions												
UWaterloo (N = 2115)	37.3	11.7	.26	16	30	38	46	55				
U15	38.1	12.2	.07	16	30	40	46	58	2,461	-.7	.006	-.060
ON Institutions	38.0	12.4	.07	15	30	40	48	58	2,482	-.6	.015	-.053
U6	37.4	12.3	.10	15	30	38	46	56	2,876	.0	.883	-.003
Top 50%	44.8	11.6	.03	23	38	46	54	60	184,679	-7.5	.000	-.642
Top 10%	46.9	12.1	.05	23	40	50	58	60	2,306	-9.5	.000	-.791
Supportive Environment												
UWaterloo (N = 2280)	24.3	12.7	.26	5	15	23	33	45				
U15	26.8	12.4	.07	8	18	26	35	48	34,351	-2.5	.000	-.200
ON Institutions	27.3	13.0	.07	8	18	28	38	50	2,655	-3.0	.000	-.235
U6	26.8	12.6	.10	8	18	26	35	50	17,026	-2.5	.000	-.196
Top 50%	34.8	13.7	.03	13	25	35	45	60	2,335	-10.5	.000	-.764
Top 10%	37.2	13.6	.07	13	28	38	48	60	2,594	-12.9	.000	-.949

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.