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# **NSSE 2023**

## **Engagement Indicators**

University of Waterloo

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### 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](https://nsse.indiana.edu)

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

## Engagement Indicators: Overview

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

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

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

### First-Year Students

Theme	Engagement Indicator	Your first-year students compared with U15 Institutions	Your first-year students compared with ON Universities	Your first-year students compared with U6 Institutions
Academic Challenge	Higher-Order Learning	△	--	--
	Reflective & Integrative Learning	▽	▽	▽
	Learning Strategies	--	--	--
	Quantitative Reasoning	△	△	--
Learning with Peers	Collaborative Learning	△	△	△
	Discussions with Diverse Others	△	△	△
Experiences with Faculty	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	△	△	△
Campus Environment	Quality of Interactions	△	△	△
	Supportive Environment	--	▽	▽

### Seniors

Theme	Engagement Indicator	Your seniors compared with U15 Institutions	Your seniors compared with ON Universities	Your seniors compared with U6 Institutions
Academic Challenge	Higher-Order Learning	▽	▽	▽
	Reflective & Integrative Learning	▼	▼	▼
	Learning Strategies	▽	▽	▽
	Quantitative Reasoning	△	--	--
Learning with Peers	Collaborative Learning	△	--	△
	Discussions with Diverse Others	--	▽	▽
Experiences with Faculty	Student-Faculty Interaction	--	▽	▽
	Effective Teaching Practices	▽	▽	▽
Campus Environment	Quality of Interactions	△	--	--
	Supportive Environment	▽	▽	▽

### Academic Challenge: First-year students

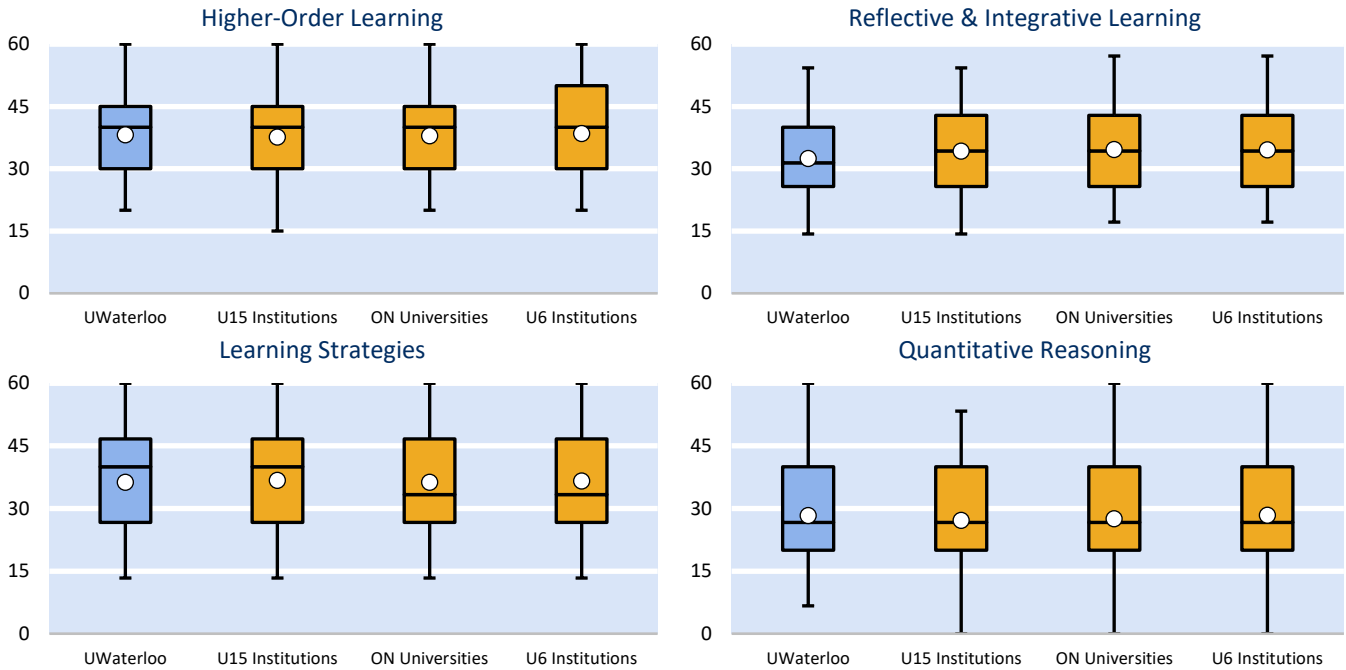
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	UWaterloo Mean	Your first-year students compared with					
		U15 Institutions		ON Universities		U6 Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.2	37.7 *	.04	37.9	.02	38.5	-.02
Reflective & Integrative Learning	32.5	34.2 ***	-.15	34.7 ***	-.18	34.5 ***	-.17
Learning Strategies	36.3	36.8	-.03	36.3	.00	36.6	-.02
Quantitative Reasoning	28.3	27.1 ***	.08	27.5 *	.05	28.4	.00

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

#### Score Distributions



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

## Academic Challenge: First-year students (continued)

### Performance on Indicator Items

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

		Percentage point difference <sup>a</sup> between your FY students and			
	UWaterloo	U15 Institutions	ON Universities	U6 Institutions	
<b>Higher-Order Learning</b>					
<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	80	+5	+6	+4	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	+3	+3	+1	
4d. Evaluating a point of view, decision, or information source	56	-5	-8	-7	
4e. Forming a new idea or understanding from various pieces of information	67	+1	-0	-1	
<b>Reflective &amp; Integrative Learning</b>					
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
2a. Combined ideas from different courses when completing assignments	51	-2	-2	-2	
2b. Connected your learning to societal problems or issues	39	-10	-10	-9	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	36	-7	-12	-9	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	56	-3	-4	-4	
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	62	-4	-6	-6	
2f. Learned something that changed the way you understand an issue or concept	67	-2	-1	-2	
2g. Connected ideas from your courses to your prior experiences and knowledge	78	-2	-0	-2	
<b>Learning Strategies</b>					
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
9a. Identified key information from reading assignments	68	-3	-3	-4	
9b. Reviewed your notes after class	58	+1	+2	+2	
9c. Summarized what you learned in class or from course materials	64	+0	+2	+2	
<b>Quantitative Reasoning</b>					
<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.)	54	+4	+5	+3	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37	-0	-2	-3	
6c. Evaluated what others have concluded from numerical information	41	+2	+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.

### Academic Challenge: Seniors

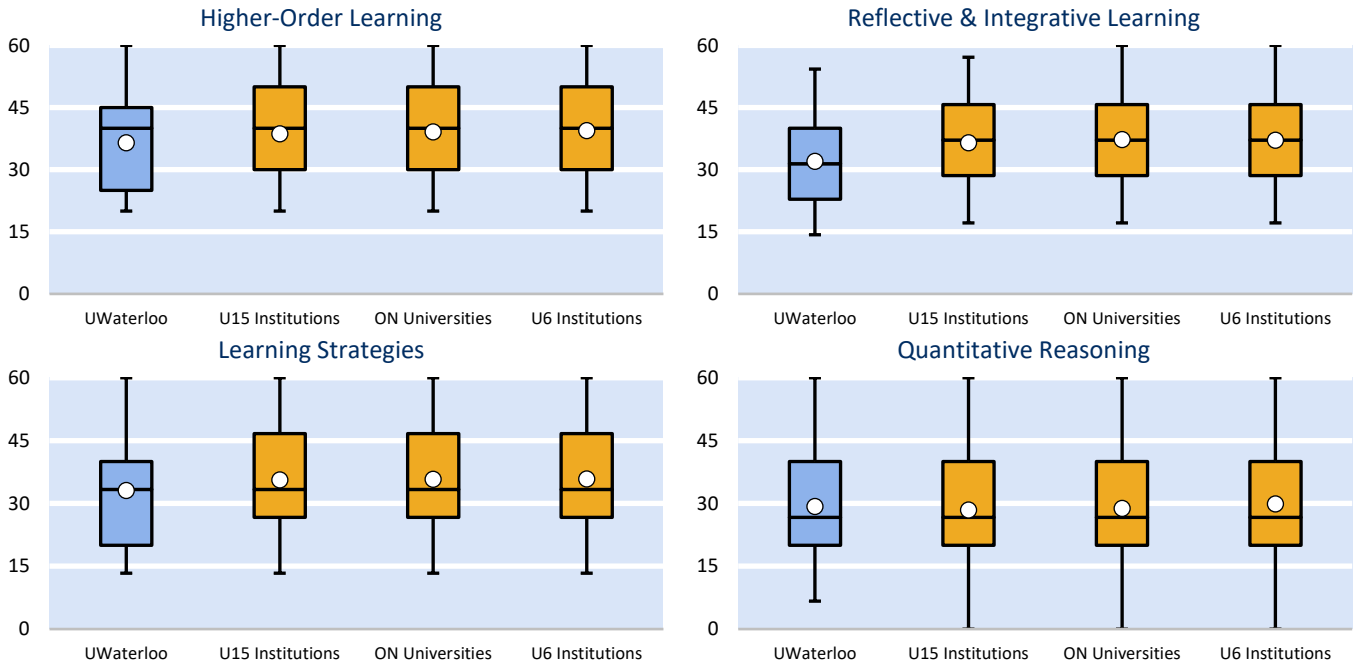
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#### Mean Comparisons

Engagement Indicator	UWaterloo Mean	Your seniors compared with					
		U15 Institutions		ON Universities		U6 Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.5	38.6 ***	-.16	39.1 ***	-.20	39.5 ***	-.23
Reflective & Integrative Learning	32.0	36.5 ***	-.36	37.3 ***	-.42	37.1 ***	-.41
Learning Strategies	33.0	35.6 ***	-.18	35.8 ***	-.19	35.8 ***	-.20
Quantitative Reasoning	29.2	28.4 *	.05	28.8	.03	29.9	-.04

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.

	UWaterloo	Percentage point difference <sup>a</sup> between your seniors and		
		U15 Institutions	ON Universities	U6 Institutions
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	75	-1	-1	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68	-4	-4	-5
4d. Evaluating a point of view, decision, or information source	56	-10	-12	-12
4e. Forming a new idea or understanding from various pieces of information	64	-5	-6	-7
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	55	-10	-12	-11
2b. Connected your learning to societal problems or issues	42	-17	-18	-17
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	35	-13	-18	-17
2d. Examined the strengths and weaknesses of your own views on a topic or issue	51	-10	-13	-12
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	59	-8	-10	-9
2f. Learned something that changed the way you understand an issue or concept	64	-7	-7	-7
2g. Connected ideas from your courses to your prior experiences and knowledge	75	-6	-6	-6
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	66	-6	-8	-7
9b. Reviewed your notes after class	47	-5	-5	-4
9c. Summarized what you learned in class or from course materials	51	-7	-8	-8
<b>Quantitative Reasoning</b>				
<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	+4	+4	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	+1	+0	-1
6c. Evaluated what others have concluded from numerical information	44	+0	-1	-4

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

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

### Learning with Peers: First-year students

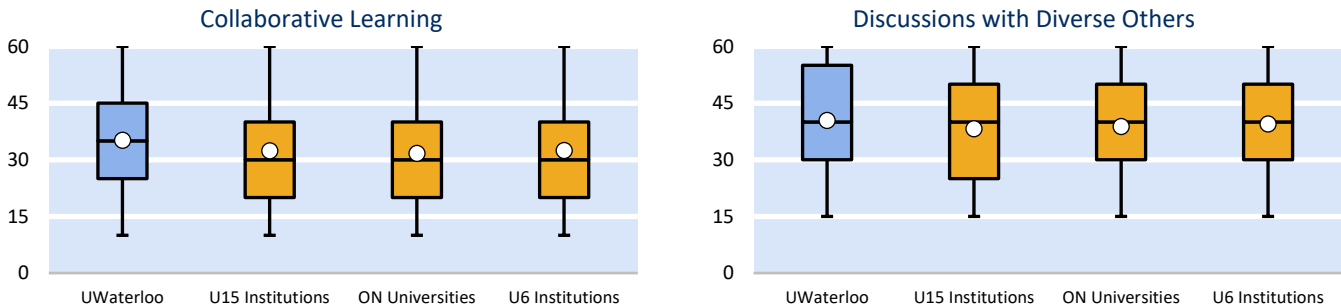
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	UWaterloo Mean	Your first-year students compared with					
		U15 Institutions		ON Universities		U6 Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.2	32.3 ***	.20	31.7 ***	.24	32.5 ***	.19
Discussions with Diverse Others	40.4	38.2 ***	.14	38.8 ***	.10	39.5 **	.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



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#### 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.

Collaborative Learning	UWaterloo	Percentage point difference <sup>a</sup> between your FY students and		
		U15 Institutions	ON Universities	U6 Institutions
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	62	+9	+10	+8
1c. Explained course material to one or more students	61	+6	+6	+5
1d. Prepared for exams by discussing or working through course material with other students	57	+7	+9	+6
1e. Worked with other students on course projects or assignments	60	+6	+10	+8
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	+5	+4	+3
8b. People from economic backgrounds other than your own	71	+3	+2	+1
8c. People with religious beliefs other than your own	73	+7	+4	+3
8d. People with political views other than your own	55	+2	+1	+1

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

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## Learning with Peers: Seniors

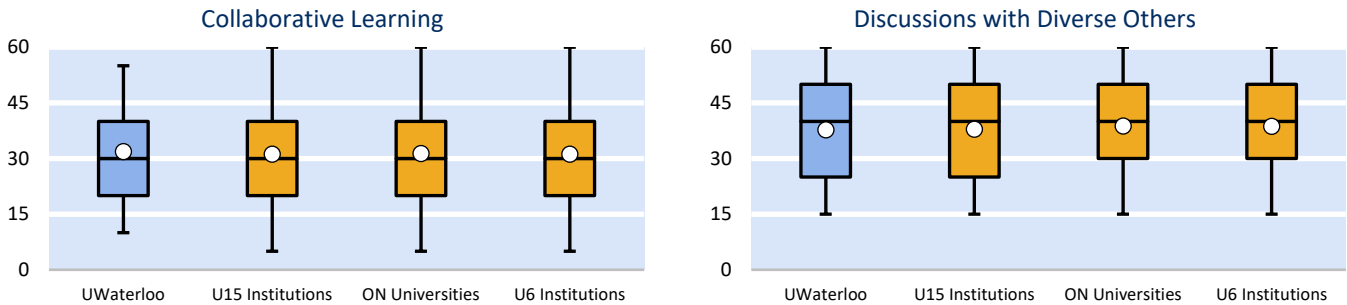
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### Mean Comparisons

Engagement Indicator	UWaterloo Mean	Your seniors compared with					
		U15 Institutions		ON Universities		U6 Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.9	31.2 *	.05	31.3	.04	31.2 *	.05
Discussions with Diverse Others	37.8	37.9	-.01	38.8 **	-.06	38.7 *	-.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).

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Collaborative Learning	UWaterloo	Percentage point difference <sup>a</sup> between your seniors and		
		U15 Institutions	ON Universities	U6 Institutions
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	47	+6	+5	+6
1c. Explained course material to one or more students	51	+1	-1	+1
1d. Prepared for exams by discussing or working through course material with other students	46	+3	+3	+4
1e. Worked with other students on course projects or assignments	64	-0	+1	+1
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	74	+1	-0	-2
8b. People from economic backgrounds other than your own	65	-1	-3	-3
8c. People with religious beliefs other than your own	68	+5	+1	+1
8d. People with political views other than your own	49	-2	-4	-2

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### Experiences with Faculty: First-year students

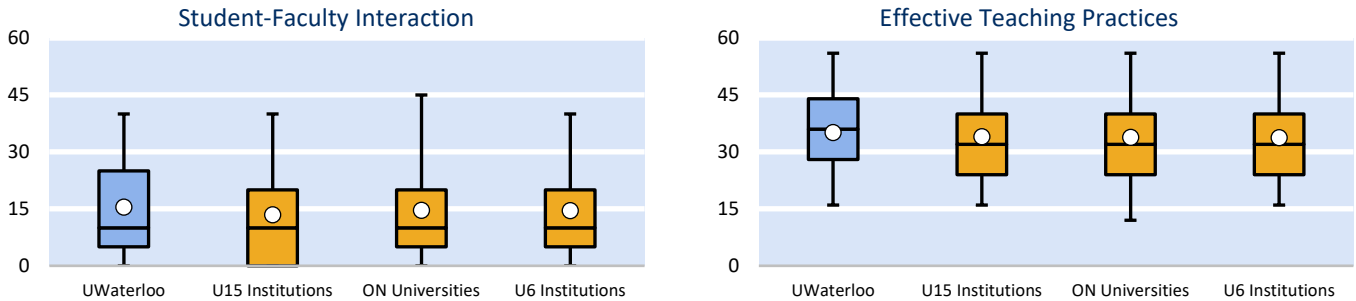
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

#### Mean Comparisons

Engagement Indicator	UWaterloo Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
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Effective Teaching Practices	35.1	34.0 ***	.09	33.8 ***	.10	33.7 ***	.11

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Student-Faculty Interaction	UWaterloo	Percentage point difference <sup>a</sup> between your FY students and		
		U15 Institutions	ON Universities	U6 Institutions
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	21	+2	+0	+1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	15	+3	+0	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	+4	+2	+2
3d. Discussed your academic performance with a faculty member	18	+3	+0	+1
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	75	+2	+4	+3
5b. Taught course sessions in an organized way	70	-0	+2	+1
5c. Used examples or illustrations to explain difficult points	73	+1	+4	+2
5d. Provided feedback on a draft or work in progress	44	+2	+1	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	51	+7	+6	+7

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

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### Experiences with Faculty: Seniors

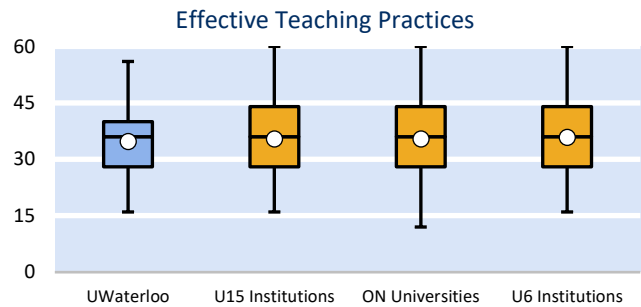
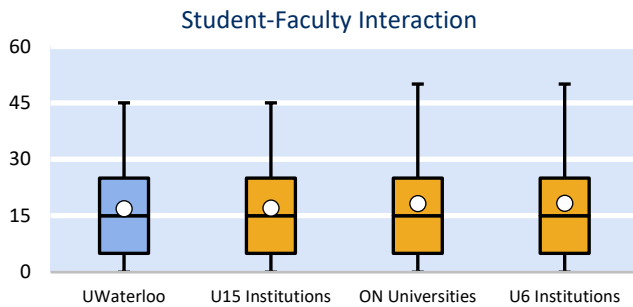
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Student-Faculty Interaction	16.8	17.0	-.01	18.2 ***	-.09	18.2 ***	-.09
Effective Teaching Practices	34.7	35.4 **	-.06	35.3 *	-.05	35.8 ***	-.09

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3a. Talked about career plans with a faculty member	23	-1	-4	-3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	+2	+0	-0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	-0	-2	-2
3d. Discussed your academic performance with a faculty member	18	+1	-4	-2
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	72	-3	-2	-3
5b. Taught course sessions in an organized way	69	-4	-1	-4
5c. Used examples or illustrations to explain difficult points	72	-1	+2	+0
5d. Provided feedback on a draft or work in progress	45	-3	-5	-5
5e. Provided prompt and detailed feedback on tests or completed assignments	50	+1	-1	-1

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

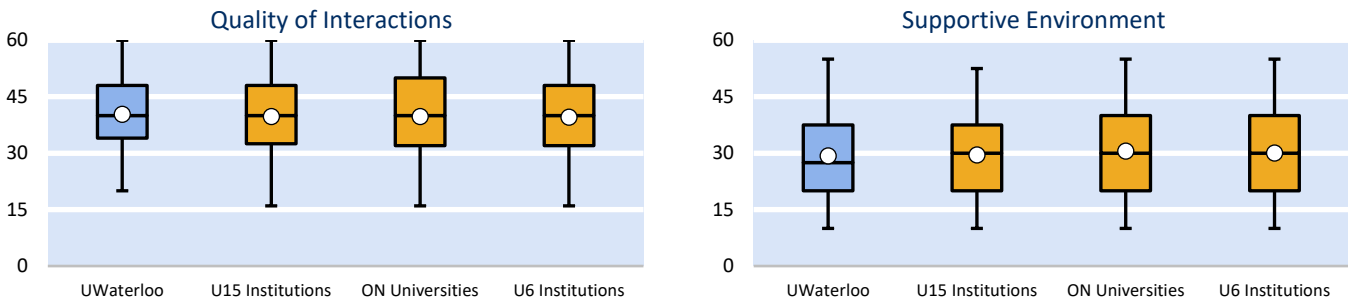
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UWaterloo Mean	Your first-year students compared with					
		U15 Institutions		ON Universities		U6 Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.3	39.7 *	.05	39.7 *	.05	39.6 **	.06
Supportive Environment	29.3	29.5	-.02	30.6 ***	-.09	30.1 **	-.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.

#### 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	UWaterloo	Percentage point difference <sup>a</sup> between your FY students and		
		U15 Institutions	ON Universities	U6 Institutions
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	54	+1	+4	+2
13b. Academic advisors	40	+2	+1	+2
13c. Faculty	39	-0	+1	+2
13d. Student services staff (career services, student activities, housing, etc.)	38	-2	-3	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	34	-3	-4	-3
<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	63	+1	+1	+1
14c. Using learning support services (tutoring services, writing center, etc.)	57	-1	-4	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	50	+1	-2	-1
14e. Providing opportunities to be involved socially	56	-1	-3	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	53	-1	-3	-2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	29	+1	-2	-0
14h. Attending campus activities and events (performing arts, athletic events, etc.)	45	-5	-6	-5
14i. Attending events that address important social, economic, or political issues	33	-4	-7	-5

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

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

### Campus Environment: Seniors

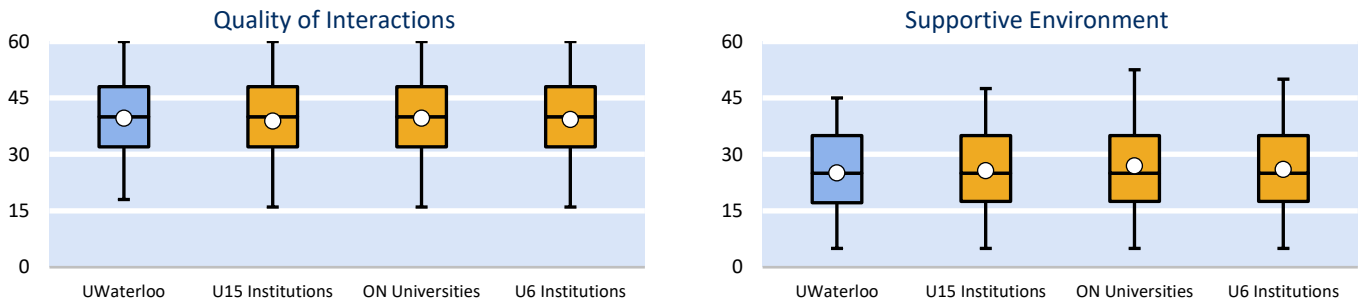
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UWaterloo Mean	Your seniors compared with					
		U15 Institutions		ON Universities		U6 Institutions	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.7	38.9 *	.06	39.7	.00	39.3	.03
Supportive Environment	25.1	25.7 *	-.05	27.0 ***	-.14	26.1 **	-.07

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	UWaterloo	Percentage point difference <sup>a</sup> between your seniors and			
		U15 Institutions	ON Universities	U6 Institutions	
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>					
13a. Students	54	-2	-1	-0	
13b. Academic advisors	42	+6	+2	+4	
13c. Faculty	41	-1	-0	-0	
13d. Student services staff (career services, student activities, housing, etc.)	32	-3	-6	-5	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	32	-2	-4	-3	
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>					
14b. Providing support to help students succeed academically	52	+2	-1	+2	
14c. Using learning support services (tutoring services, writing center, etc.)	43	-0	-6	-3	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	38	-2	-6	-4	
14e. Providing opportunities to be involved socially	44	-6	-8	-7	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	43	-0	-4	-1	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	23	+3	-0	+2	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	36	-5	-6	-5	
14i. Attending events that address important social, economic, or political issues	26	-4	-7	-5	

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

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

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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](https://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<sup>a</sup> 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<sup>b</sup> 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		UWaterloo 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	38.2	39.6 ***	-.10		42.2 ***	-.32	
	Reflective and Integrative Learning	32.5	37.2 ***	-.40		39.8 ***	-.62	
	Learning Strategies	36.3	39.8 ***	-.25		42.8 ***	-.46	
	Quantitative Reasoning	28.3	30.7 ***	-.15		33.4 ***	-.33	
Learning with Peers	Collaborative Learning	35.2	33.2 ***	.14	✓	36.6 ***	-.11	
	Discussions with Diverse Others	40.4	40.5	-.01	✓	43.6 ***	-.23	
Experiences with Faculty	Student-Faculty Interaction	15.4	25.4 ***	-.65		29.3 ***	-.91	
	Effective Teaching Practices	35.1	40.1 ***	-.38		43.3 ***	-.62	
Campus Environment	Quality of Interactions	40.3	45.2 ***	-.43		48.1 ***	-.65	
	Supportive Environment	29.3	36.8 ***	-.57		39.6 ***	-.81	

Seniors		UWaterloo 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	36.5	42.1 ***	-.41		44.7 ***	-.64	
	Reflective and Integrative Learning	32.0	40.6 ***	-.69		43.1 ***	-.93	
	Learning Strategies	33.0	40.9 ***	-.55		43.6 ***	-.74	
	Quantitative Reasoning	29.2	32.7 ***	-.21		36.3 ***	-.44	
Learning with Peers	Collaborative Learning	31.9	34.7 ***	-.20		38.1 ***	-.46	
	Discussions with Diverse Others	37.8	41.1 ***	-.21		43.9 ***	-.42	
Experiences with Faculty	Student-Faculty Interaction	16.8	29.6 ***	-.79		34.3 ***	-1.11	
	Effective Teaching Practices	34.7	42.1 ***	-.54		44.7 ***	-.76	
Campus Environment	Quality of Interactions	39.7	45.4 ***	-.47		47.9 ***	-.66	
	Supportive Environment	25.1	34.5 ***	-.66		37.7 ***	-.91	

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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UWaterloo (N = 2784)	38.2	12.7	.24	20	30	40	45	60				
U15 Institutions	37.7	13.1	.07	15	30	40	45	60	3,234	.5	.039	.040
ON Universities	37.9	13.3	.07	20	30	40	45	60	3,263	.3	.291	.020
U6 Institutions	38.5	13.1	.10	20	30	40	50	60	3,852	-.3	.235	-.024
Top 50%	39.6	13.2	.03	20	30	40	50	60	210,741	-1.4	.000	-.104
Top 10%	42.2	12.8	.08	20	35	40	55	60	28,344	-4.1	.000	-.317
<b>Reflective &amp; Integrative Learning</b>												
UWaterloo (N = 2863)	32.5	11.7	.22	14	26	31	40	54				
U15 Institutions	34.2	11.8	.06	14	26	34	43	54	43,182	-1.7	.000	-.148
ON Universities	34.7	12.0	.06	17	26	34	43	57	3,317	-2.2	.000	-.181
U6 Institutions	34.5	11.8	.09	17	26	34	43	57	20,422	-2.0	.000	-.173
Top 50%	37.2	12.0	.03	20	29	37	46	60	200,810	-4.7	.000	-.396
Top 10%	39.8	11.8	.07	20	31	40	49	60	28,604	-7.3	.000	-.624
<b>Learning Strategies</b>												
UWaterloo (N = 2708)	36.3	13.4	.26	13	27	40	47	60				
U15 Institutions	36.8	13.8	.07	13	27	40	47	60	3,168	-.5	.086	-.033
ON Universities	36.3	13.7	.07	13	27	33	47	60	36,935	.0	.861	.004
U6 Institutions	36.6	13.8	.11	13	27	33	47	60	3,780	-.2	.391	-.018
Top 50%	39.8	13.9	.03	20	27	40	53	60	172,057	-3.5	.000	-.249
Top 10%	42.8	14.0	.07	20	33	40	60	60	3,178	-6.5	.000	-.464
<b>Quantitative Reasoning</b>												
UWaterloo (N = 2710)	28.3	14.9	.29	7	20	27	40	60				
U15 Institutions	27.1	15.2	.08	0	20	27	40	53	38,271	1.2	.000	.079
ON Universities	27.5	15.4	.08	0	20	27	40	60	37,394	.8	.012	.050
U6 Institutions	28.4	15.2	.12	0	20	27	40	60	18,344	.0	.899	-.003
Top 50%	30.7	15.3	.03	7	20	27	40	60	2,785	-2.4	.000	-.154
Top 10%	33.4	15.4	.08	7	20	33	40	60	3,204	-5.1	.000	-.331
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UWaterloo (N = 2927)	35.2	14.1	.26	10	25	35	45	60				
U15 Institutions	32.3	14.6	.07	10	20	30	40	60	3,362	2.9	.000	.196
ON Universities	31.7	14.7	.07	10	20	30	40	60	3,385	3.5	.000	.238
U6 Institutions	32.5	14.5	.11	10	20	30	40	60	3,959	2.7	.000	.188
Top 50%	33.2	13.9	.03	10	25	35	40	60	230,745	2.0	.000	.140
Top 10%	36.6	13.7	.07	15	25	35	45	60	46,275	-1.5	.000	-.107
<b>Discussions with Diverse Others</b>												
UWaterloo (N = 2694)	40.4	14.8	.29	15	30	40	55	60				
U15 Institutions	38.2	15.3	.08	15	25	40	50	60	3,151	2.1	.000	.140
ON Universities	38.8	15.4	.08	15	30	40	50	60	3,166	1.6	.000	.103
U6 Institutions	39.5	15.0	.12	15	30	40	50	60	18,198	.9	.004	.060
Top 50%	40.5	14.8	.03	20	30	40	55	60	186,800	-.2	.583	-.011
Top 10%	43.6	13.9	.09	20	35	40	60	60	24,597	-3.3	.000	-.233



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UWaterloo (N = 2798)	15.4	14.5	.27	0	5	10	25	40				
U15 Institutions	13.4	13.9	.07	0	0	10	20	40	3,179	2.0	.000	.144
ON Universities	14.6	14.5	.08	0	5	10	20	45	40,378	.8	.005	.055
U6 Institutions	14.5	14.4	.11	0	5	10	20	40	19,684	.9	.002	.065
Top 50%	25.4	15.3	.05	5	15	25	35	60	2,952	-9.9	.000	-.651
Top 10%	29.3	15.3	.12	5	20	25	40	60	3,968	-13.8	.000	-.909
<b>Effective Teaching Practices</b>												
UWaterloo (N = 2788)	35.1	12.0	.23	16	28	36	44	56				
U15 Institutions	34.0	12.2	.06	16	24	32	40	56	40,278	1.1	.000	.088
ON Universities	33.8	12.8	.07	12	24	32	40	56	3,285	1.2	.000	.098
U6 Institutions	33.7	12.3	.10	16	24	32	40	56	19,230	1.3	.000	.109
Top 50%	40.1	13.5	.04	16	32	40	52	60	2,922	-5.1	.000	-.375
Top 10%	43.3	13.3	.10	20	36	44	56	60	3,854	-8.2	.000	-.622
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UWaterloo (N = 2228)	40.3	11.7	.25	20	34	40	48	60				
U15 Institutions	39.7	12.3	.08	16	33	40	48	60	2,672	.6	.020	.049
ON Universities	39.7	12.6	.08	16	32	40	50	60	2,672	.6	.018	.049
U6 Institutions	39.6	12.4	.11	16	32	40	48	60	3,206	.7	.006	.060
Top 50%	45.2	11.5	.03	24	38	46	54	60	118,700	-4.9	.000	-.428
Top 10%	48.1	12.1	.08	24	42	50	60	60	2,737	-7.8	.000	-.647
<b>Supportive Environment</b>												
UWaterloo (N = 2666)	29.3	12.7	.25	10	20	28	38	55				
U15 Institutions	29.5	12.9	.07	10	20	30	38	53	36,822	-.2	.424	-.016
ON Universities	30.6	13.4	.07	10	20	30	40	55	3,153	-1.2	.000	-.093
U6 Institutions	30.1	13.1	.11	10	20	30	40	55	3,734	-.8	.004	-.059
Top 50%	36.8	13.1	.04	15	28	38	45	60	129,996	-7.4	.000	-.570
Top 10%	39.6	12.8	.10	20	30	40	50	60	17,700	-10.3	.000	-.808

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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UWaterloo (N = 1919)	36.5	12.9	.29	20	25	40	45	60				
U15 Institutions	38.6	13.2	.08	20	30	40	50	60	31,042	-2.1	.000	-.163
ON Universities	39.1	13.4	.08	20	30	40	50	60	29,645	-2.6	.000	-.199
U6 Institutions	39.5	13.2	.12	20	30	40	50	60	14,492	-3.0	.000	-.227
Top 50%	42.1	13.7	.03	20	35	40	55	60	1,970	-5.6	.000	-.409
Top 10%	44.7	12.8	.10	20	40	45	60	60	17,508	-8.2	.000	-.641
<b>Reflective &amp; Integrative Learning</b>												
UWaterloo (N = 1996)	32.0	12.3	.28	14	23	31	40	54				
U15 Institutions	36.5	12.4	.07	17	29	37	46	57	32,904	-4.5	.000	-.364
ON Universities	37.3	12.6	.07	17	29	37	46	60	31,452	-5.3	.000	-.420
U6 Institutions	37.1	12.5	.11	17	29	37	46	60	15,337	-5.1	.000	-.406
Top 50%	40.6	12.5	.03	20	31	40	51	60	149,671	-8.6	.000	-.688
Top 10%	43.1	11.8	.10	23	34	43	54	60	16,968	-11.1	.000	-.929
<b>Learning Strategies</b>												
UWaterloo (N = 1888)	33.0	14.1	.32	13	20	33	40	60				
U15 Institutions	35.6	14.3	.09	13	27	33	47	60	2,161	-2.5	.000	-.178
ON Universities	35.8	14.2	.09	13	27	33	47	60	2,174	-2.7	.000	-.191
U6 Institutions	35.8	14.1	.13	13	27	33	47	60	13,823	-2.8	.000	-.198
Top 50%	40.9	14.5	.03	20	33	40	53	60	1,930	-7.9	.000	-.545
Top 10%	43.6	14.1	.09	20	33	40	60	60	2,180	-10.5	.000	-.745
<b>Quantitative Reasoning</b>												
UWaterloo (N = 1888)	29.2	14.4	.33	7	20	27	40	60				
U15 Institutions	28.4	15.8	.09	0	20	27	40	60	2,203	.8	.014	.054
ON Universities	28.8	15.9	.10	0	20	27	40	60	2,223	.4	.211	.027
U6 Institutions	29.9	15.7	.14	0	20	27	40	60	2,628	-.6	.083	-.040
Top 50%	32.7	16.5	.04	7	20	33	40	60	1,932	-3.4	.000	-.209
Top 10%	36.3	16.2	.13	7	20	40	47	60	2,461	-7.0	.000	-.439
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UWaterloo (N = 2020)	31.9	13.7	.30	10	20	30	40	55				
U15 Institutions	31.2	14.6	.08	5	20	30	40	60	2,313	.7	.037	.045
ON Universities	31.3	14.7	.08	5	20	30	40	60	2,335	.5	.094	.036
U6 Institutions	31.2	14.6	.12	5	20	30	40	60	2,731	.7	.045	.045
Top 50%	34.7	14.2	.04	10	25	35	45	60	2,073	-2.8	.000	-.200
Top 10%	38.1	13.6	.09	15	30	40	50	60	24,221	-6.2	.000	-.458
<b>Discussions with Diverse Others</b>												
UWaterloo (N = 1879)	37.8	15.1	.35	15	25	40	50	60				
U15 Institutions	37.9	15.3	.09	15	25	40	50	60	29,386	-.1	.754	-.007
ON Universities	38.8	15.5	.10	15	30	40	50	60	28,184	-1.0	.008	-.064
U6 Institutions	38.7	15.2	.14	15	30	40	50	60	13,806	-.9	.013	-.062
Top 50%	41.1	15.6	.04	15	30	40	55	60	1,920	-3.3	.000	-.210
Top 10%	43.9	14.8	.11	20	35	45	60	60	21,073	-6.1	.000	-.415

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UWaterloo (N = 1946)	16.8	14.7	.33	0	5	15	25	45				
U15 Institutions	17.0	14.6	.08	0	5	15	25	45	31,880	-.1	.697	-.009
ON Universities	18.2	15.2	.09	0	5	15	25	50	30,389	-1.4	.000	-.092
U6 Institutions	18.2	15.0	.13	0	5	15	25	50	14,849	-1.4	.000	-.094
Top 50%	29.6	16.2	.06	5	20	30	40	60	2,064	-12.7	.000	-.789
Top 10%	34.3	15.8	.17	10	20	35	45	60	3,013	-17.4	.000	-1.115
<b>Effective Teaching Practices</b>												
UWaterloo (N = 1938)	34.7	11.9	.27	16	28	36	40	56				
U15 Institutions	35.4	12.7	.07	16	28	36	44	60	2,243	-.7	.008	-.058
ON Universities	35.3	13.3	.08	12	28	36	44	60	2,287	-.7	.015	-.052
U6 Institutions	35.8	12.7	.11	16	28	36	44	60	2,668	-1.1	.000	-.090
Top 50%	42.1	13.8	.04	20	32	40	56	60	2,021	-7.5	.000	-.545
Top 10%	44.7	13.4	.10	20	36	44	56	60	2,468	-10.0	.000	-.758
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UWaterloo (N = 1666)	39.7	12.0	.29	18	32	40	48	60				
U15 Institutions	38.9	12.5	.08	16	32	40	48	60	1,953	.8	.010	.063
ON Universities	39.7	12.5	.08	16	32	40	48	60	1,945	.0	.933	.002
U6 Institutions	39.3	12.3	.12	16	32	40	48	60	2,278	.4	.188	.034
Top 50%	45.4	12.1	.03	22	38	48	55	60	131,711	-5.7	.000	-.470
Top 10%	47.9	12.5	.07	22	40	50	60	60	1,859	-8.2	.000	-.655
<b>Supportive Environment</b>												
UWaterloo (N = 1869)	25.1	12.7	.29	5	17	25	35	45				
U15 Institutions	25.7	12.7	.08	5	18	25	35	48	28,785	-.6	.050	-.047
ON Universities	27.0	13.4	.08	5	18	25	35	53	2,180	-1.8	.000	-.138
U6 Institutions	26.1	12.9	.12	5	18	25	35	50	13,577	-.9	.003	-.074
Top 50%	34.5	14.3	.04	10	25	35	45	60	1,944	-9.4	.000	-.657
Top 10%	37.7	13.9	.13	15	28	38	48	60	2,657	-12.5	.000	-.911

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.