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# NSSE 2025

## Engagement Indicators

Central Washington University

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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-End)

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 PEERS	Your first-year students compared with Western Publics	Your first-year students compared with ALL PUBLICS
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 PEERS	Your seniors compared with Western Publics	Your seniors compared with ALL PUBLICS
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

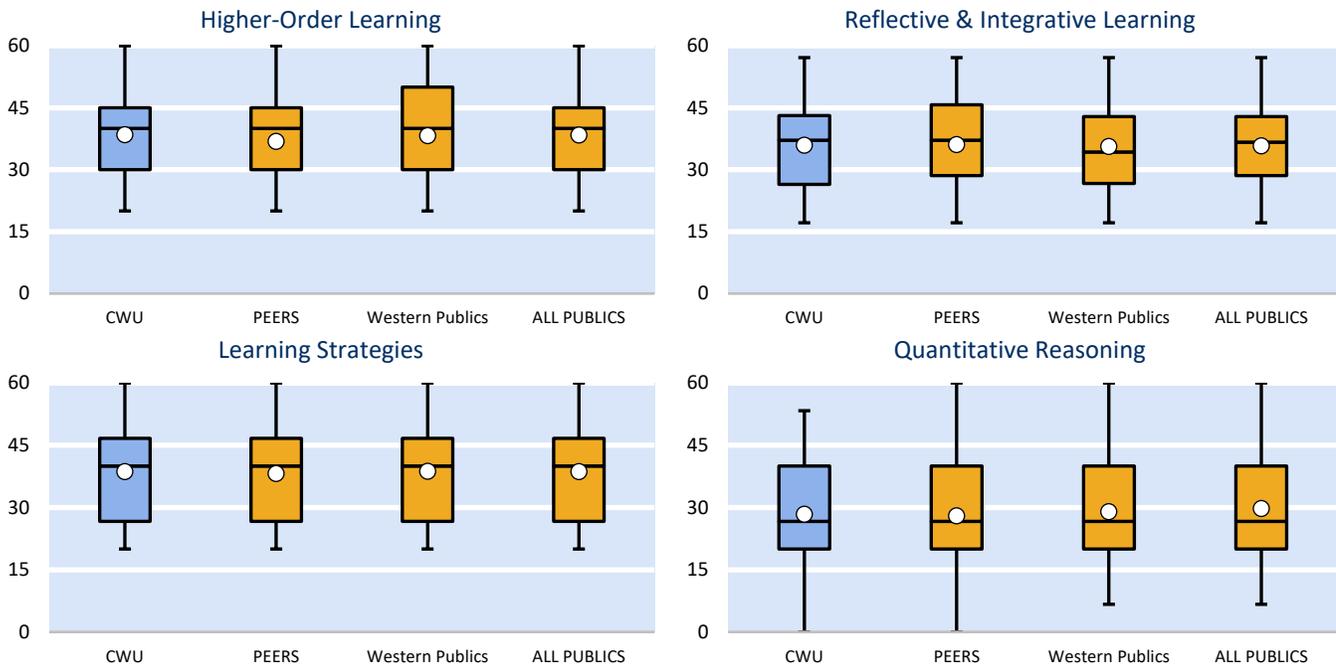
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	CWU Mean	Your first-year students compared with					
		PEERS		Western Publics		ALL PUBLICS	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.5	36.9	.12	38.3	.02	38.4	.01
Reflective & Integrative Learning	36.0	36.1	-.01	35.7	.03	35.8	.02
Learning Strategies	38.7	38.2	.03	38.7	.00	38.6	.00
Quantitative Reasoning	28.4	28.0	.02	29.0	-.04	29.7	-.09

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.

	CWU	Percentage point difference <sup>a</sup> between your FY students and		
		PEERS	Western Publics	ALL PUBLICS
<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	72	+4	+3	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	+9	+5	+5
4d. Evaluating a point of view, decision, or information source	67	+2	-3	-2
4e. Forming a new idea or understanding from various pieces of information	73	+5	+2	+2
<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	-1	+1	+0
2b. Connected your learning to societal problems or issues	54	+0	+3	+2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55	+0	+2	+2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	-3	-3	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	72	+0	+1	+1
2f. Learned something that changed the way you understand an issue or concept	71	+4	+2	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	80	-1	+1	+1
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	77	+5	+3	+4
9b. Reviewed your notes after class	68	+1	+0	+1
9c. Summarized what you learned in class or from course materials	70	+4	+4	+3
<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	+3	+1	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40	+0	-4	-5
6c. Evaluated what others have concluded from numerical information	44	+4	+3	+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.

### Academic Challenge: Seniors

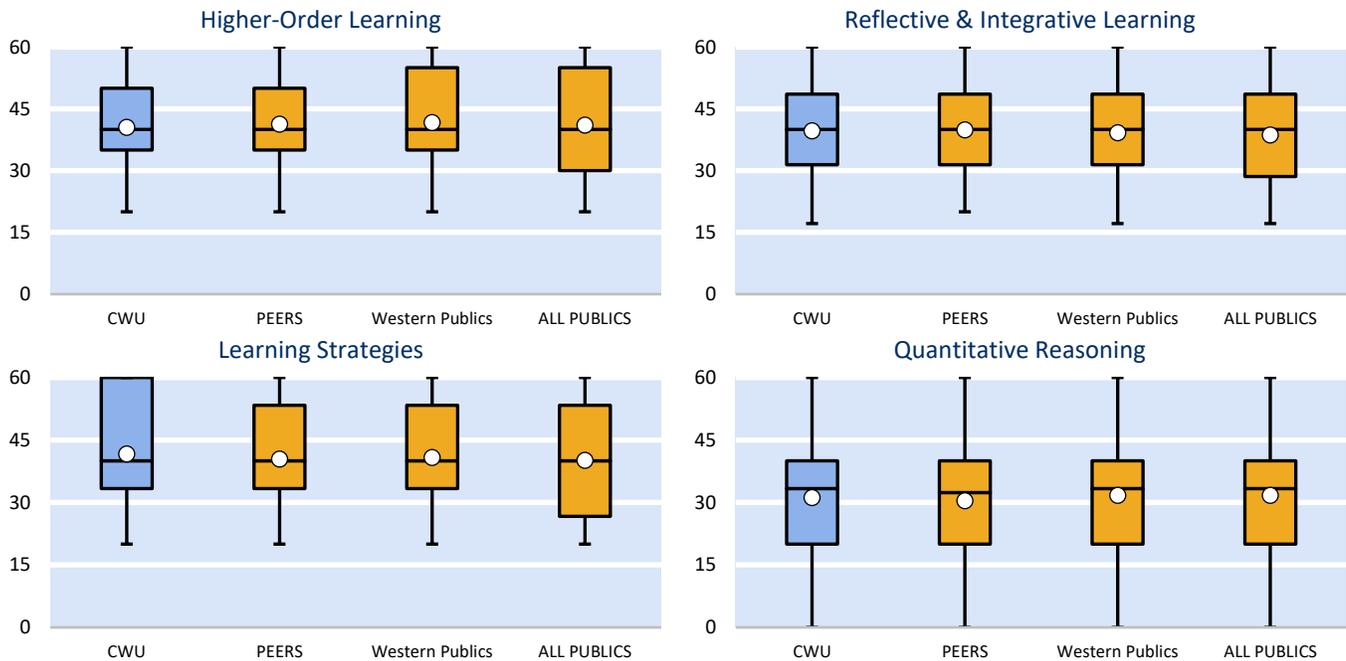
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	CWU Mean	Your seniors compared with					
		PEERS		Western Publics		ALL PUBLICS	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.5	41.3	-.06	41.7	-.09	41.1	-.04
Reflective & Integrative Learning	39.6	39.9	-.02	39.2	.04	38.7	.07
Learning Strategies	41.6	40.4	.09	40.8	.06	40.1 *	.11
Quantitative Reasoning	31.2	30.4	.05	31.7	-.03	31.7	-.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.

## Academic Challenge: Seniors (continued)

### Performance on Indicator Items

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

		Percentage point difference <sup>a</sup> between your seniors and			
	CWU	PEERS	Western Publics	ALL PUBLICS	
<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	+0	+1	+1	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	-2	-3	-2	
4d. Evaluating a point of view, decision, or information source	70	-3	-4	-2	
4e. Forming a new idea or understanding from various pieces of information	72	-3	-5	-3	
<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	72	-0	+3	+3	
2b. Connected your learning to societal problems or issues	66	+0	+3	+5	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57	-2	+1	+3	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	-1	+2	+2	
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	74	-1	-0	+1	
2f. Learned something that changed the way you understand an issue or concept	73	-2	-1	+0	
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-4	-2	-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	81	+2	+2	+4	
9b. Reviewed your notes after class	68	+1	-1	+0	
9c. Summarized what you learned in class or from course materials	72	+2	+1	+3	
<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	-2	-4	-4	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	+0	-3	-3	
6c. Evaluated what others have concluded from numerical information	45	-2	-3	-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.

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### Learning with Peers: First-year students

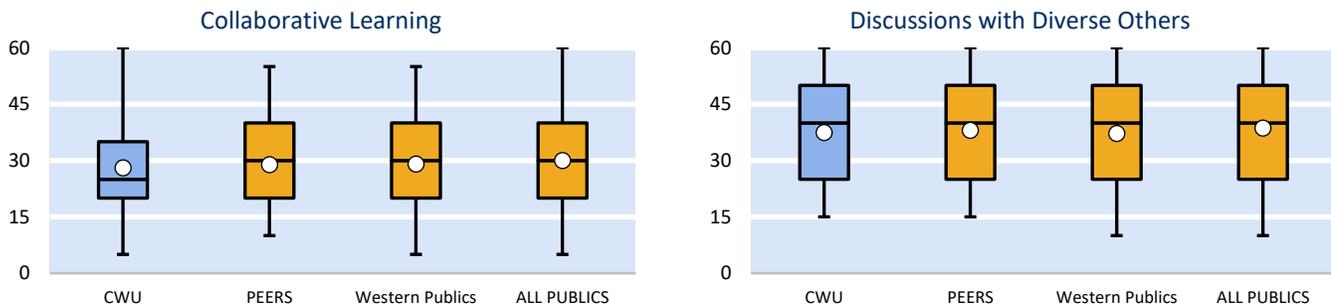
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	CWU Mean	Your first-year students compared with					
		PEERS Mean	PEERS Effect size	Western Publics Mean	Western Publics Effect size	ALL PUBLICS Mean	ALL PUBLICS Effect size
Collaborative Learning	28.1	28.9	-.06	29.1	-.07	30.0 *	-.13
Discussions with Diverse Others	37.4	38.0	-.04	37.2	.01	38.7	-.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).

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#### Performance on Indicator Items

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	CWU	Percentage point difference <sup>a</sup> between your FY students and		
		PEERS	Western Publics	ALL PUBLICS
<b>Collaborative Learning</b>				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1b. Asked another student to help you understand course material	38	-4	-8	-8
1c. Explained course material to one or more students	46	-3	-0	-2
1d. Prepared for exams by discussing or working through course material with other students	37	-1	-2	-5
1e. Worked with other students on course projects or assignments	51	+2	-0	-2
<b>Discussions with Diverse Others</b>				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	66	-3	-4	-4
8b. People from economic backgrounds other than your own	69	-3	+1	-2
8c. People with religious beliefs other than your own	63	-0	+1	-3
8d. People with political views other than your own	57	+4	+3	-3

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

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### Learning with Peers: Seniors

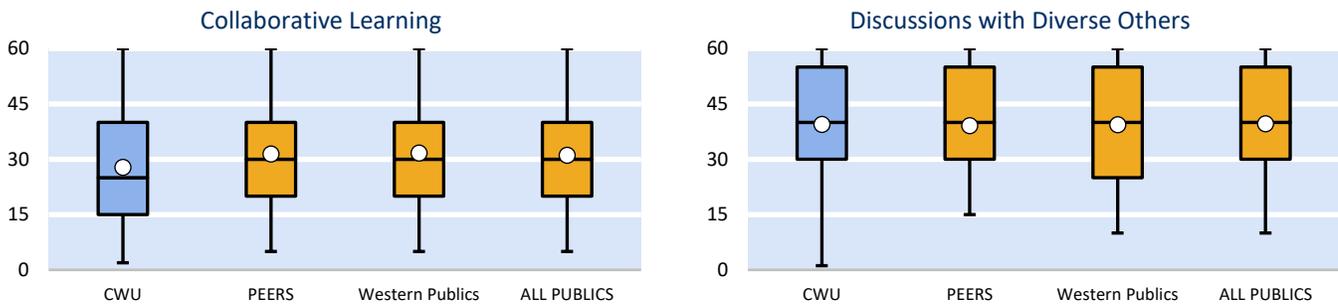
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	CWU Mean	Your seniors compared with					
		PEERS		Western Publics		ALL PUBLICS	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	27.9	31.5 ***	-.24	31.7 ***	-.25	31.1 ***	-.21
Discussions with Diverse Others	39.5	39.2	.02	39.4	.00	39.7	-.01

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

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#### Performance on Indicator Items

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	CWU	Percentage point difference <sup>a</sup> between your seniors and		
		PEERS	Western Publics	ALL PUBLICS
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	34	-10	-11	-9
1c. Explained course material to one or more students	46	-7	-6	-6
1d. Prepared for exams by discussing or working through course material with other students	35	-4	-6	-6
1e. Worked with other students on course projects or assignments	53	-11	-10	-10
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of races or ethnicities other than your own	72	+1	-1	+1
8b. People from economic backgrounds other than your own	74	-1	+1	+1
8c. People with religious beliefs other than your own	68	+4	+3	+1
8d. People with political views other than your own	60	+4	+2	-3

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### Experiences with Faculty: First-year students

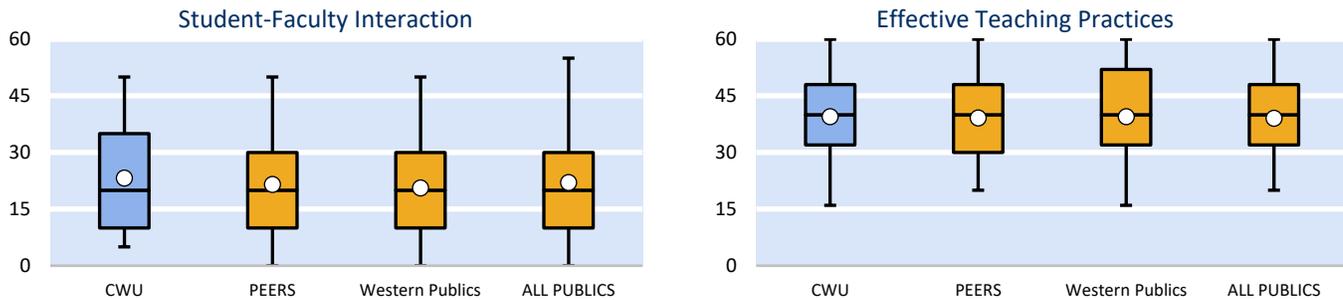
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	CWU Mean	Your first-year students compared with					
		PEERS Mean	Effect size	Western Publics Mean	Effect size	ALL PUBLICS Mean	Effect size
Student-Faculty Interaction	23.2	21.5	.12	20.5 **	.18	22.1	.08
Effective Teaching Practices	39.5	39.1	.03	39.5	.00	39.0	.03

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

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Student-Faculty Interaction	CWU %	Percentage point difference <sup>a</sup> between your FY students and			
		PEERS	Western Publics	ALL PUBLICS	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
3a. Talked about career plans with a faculty member	41	+4	+7	+2	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	+5	+5	+3	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	+2	+4	+2	
3d. Discussed your academic performance with a faculty member	33	+3	+4	+1	
<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	81	+1	+2	+2	
5b. Taught course sessions in an organized way	76	-0	+1	+1	
5c. Used examples or illustrations to explain difficult points	76	+2	+2	+2	
5d. Provided feedback on a draft or work in progress	66	+2	+1	+2	
5e. Provided prompt and detailed feedback on tests or completed assignments	67	+5	+4	+6	

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### Experiences with Faculty: Seniors

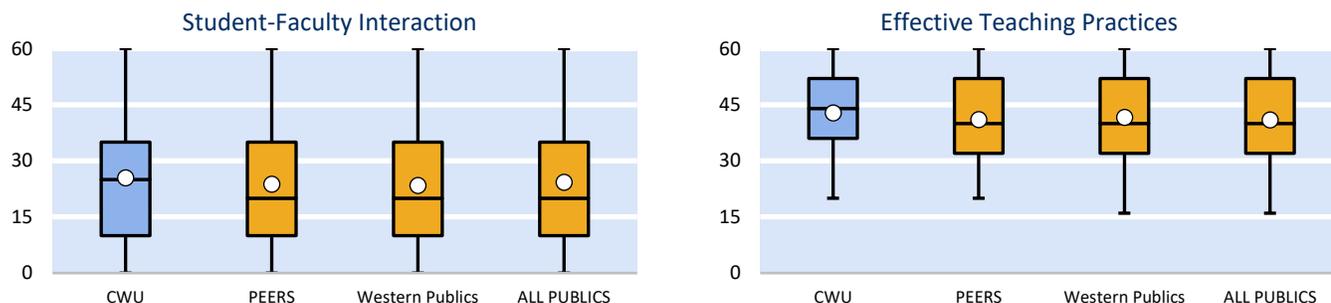
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Effective Teaching Practices	42.8	40.9 **	.14	41.5	.09	40.9 **	.13

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Student-Faculty Interaction	CWU %	Percentage point difference <sup>a</sup> between your seniors and			
		PEERS	Western Publics	ALL PUBLICS	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
3a. Talked about career plans with a faculty member	50	+8	+9	+7	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	+1	+0	-2	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	+2	+3	+2	
3d. Discussed your academic performance with a faculty member	40	+9	+7	+6	
<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	83	+1	+1	+1	
5b. Taught course sessions in an organized way	83	+4	+5	+5	
5c. Used examples or illustrations to explain difficult points	82	+2	+3	+3	
5d. Provided feedback on a draft or work in progress	72	+6	+4	+7	
5e. Provided prompt and detailed feedback on tests or completed assignments	73	+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.

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

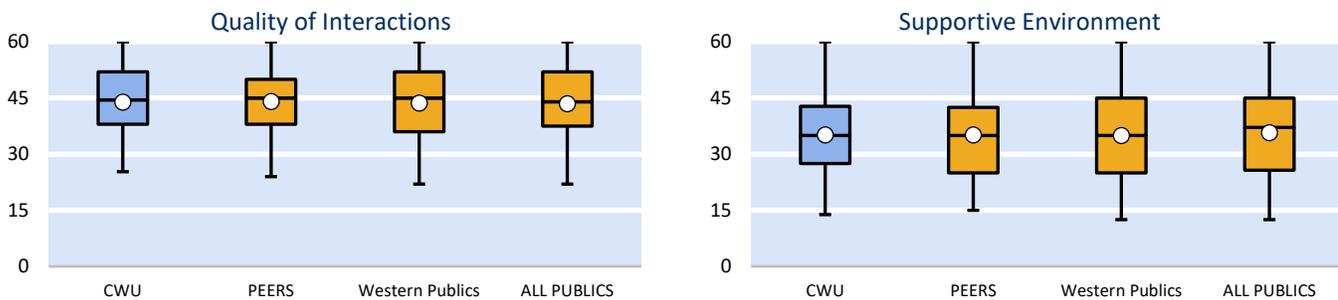
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	CWU Mean	Your first-year students compared with					
		PEERS Mean	Effect size	Western Publics Mean	Effect size	ALL PUBLICS Mean	Effect size
Quality of Interactions	43.9	44.1	-.02	43.6	.02	43.5	.04
Supportive Environment	35.2	35.1	.00	35.0	.01	35.7	-.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.

#### 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	CWU %	Percentage point difference <sup>a</sup> between your FY students and		
		PEERS	Western Publics	ALL PUBLICS
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	48	-4	-3	-3
13b. Academic advisors	59	+2	+4	+3
13c. Faculty	61	+4	+6	+8
13d. Student services staff (career services, student activities, housing, etc.)	52	+2	+2	+4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	-1	-5	-2
<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	71	-2	-1	-2
14c. Using learning support services (tutoring services, writing center, etc.)	71	-4	-1	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	-3	-2	-2
14e. Providing opportunities to be involved socially	72	+1	+4	+1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	-0	-0	-2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	+4	-2	-2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	69	+4	+8	+2
14i. Attending events that address important social, economic, or political issues	48	+4	+4	+2

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

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

### Campus Environment: Seniors

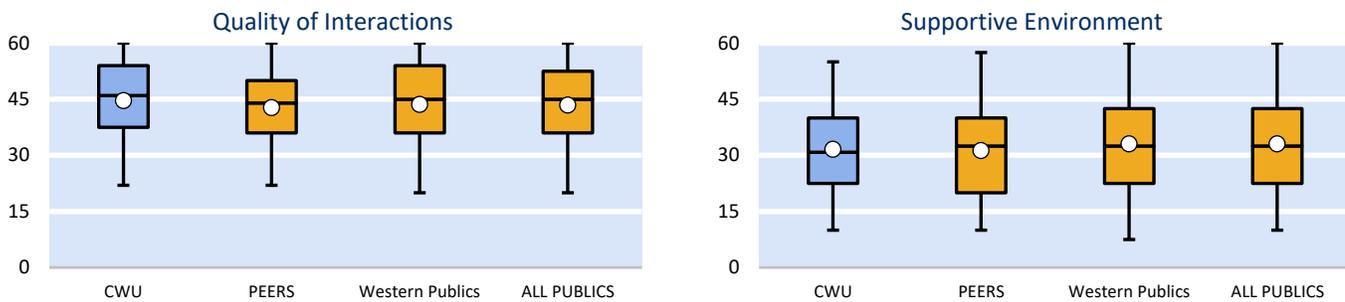
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	CWU Mean	Your seniors compared with					
		PEERS		Western Publics		ALL PUBLICS	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.7	42.8 **	.17	43.7	.08	43.5	.10
Supportive Environment	31.7	31.3	.03	33.1 *	-.10	33.1 *	-.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 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	CWU	Percentage point difference <sup>a</sup> between your seniors and		
		PEERS	Western Publics	ALL PUBLICS
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	56	-1	-4	-3
13b. Academic advisors	58	+10	+6	+5
13c. Faculty	61	+3	+0	+2
13d. Student services staff (career services, student activities, housing, etc.)	50	+6	+1	+3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	55	+12	+8	+9
<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	69	+2	-1	-1
14c. Using learning support services (tutoring services, writing center, etc.)	63	-2	-3	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	+3	-3	-1
14e. Providing opportunities to be involved socially	61	-3	-3	-5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	+1	-4	-4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	30	+4	-7	-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	53	+2	+0	-5
14i. Attending events that address important social, economic, or political issues	38	+1	-4	-2

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

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

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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 2024 and 2025 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2024 and 2025 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

Theme	Engagement Indicator	CWU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.5	40.3 *	-.13		42.9 ***	-.34	
	Reflective and Integrative Learning	36.0	37.6 *	-.14		40.0 ***	-.33	
	Learning Strategies	38.7	40.9 **	-.16		43.8 ***	-.36	
	Quantitative Reasoning	28.4	31.2 **	-.18		33.6 ***	-.33	
<i>Learning with Peers</i>	Collaborative Learning	28.1	33.0 ***	-.36		36.2 ***	-.60	
	Discussions with Diverse Others	37.4	40.9 ***	-.23		43.7 ***	-.46	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	23.2	25.7 **	-.16		29.6 ***	-.41	
	Effective Teaching Practices	39.5	41.7 **	-.17		44.4 ***	-.35	
<i>Campus Environment</i>	Quality of Interactions	43.9	46.5 ***	-.22		49.1 ***	-.43	
	Supportive Environment	35.2	38.0 ***	-.22		40.6 ***	-.43	

#### Seniors

Theme	Engagement Indicator	CWU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.5	42.9 ***	-.18		45.5 ***	-.39	
	Reflective and Integrative Learning	39.6	40.9 *	-.11		43.8 ***	-.34	
	Learning Strategies	41.6	42.2	-.04	✓	44.6 ***	-.21	
	Quantitative Reasoning	31.2	33.6 **	-.15		36.9 ***	-.36	
<i>Learning with Peers</i>	Collaborative Learning	27.9	34.9 ***	-.49		38.5 ***	-.77	
	Discussions with Diverse Others	39.5	41.8 **	-.15		44.8 ***	-.36	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	25.4	30.7 ***	-.33		34.8 ***	-.58	
	Effective Teaching Practices	42.8	43.4	-.05	✓	46.2 ***	-.26	
<i>Campus Environment</i>	Quality of Interactions	44.7	46.3 **	-.14		49.1 ***	-.36	
	Supportive Environment	31.7	35.9 ***	-.29		39.4 ***	-.57	

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>												
CWU (N = 294)	38.5	13.1	.76	20	30	40	45	60				
PEERS	36.9	13.1	.30	20	30	40	45	60	391	1.6	.051	.123
Western Publics	38.3	13.4	.13	20	30	40	50	60	311	.2	.761	.018
ALL PUBLICS	38.4	13.3	.05	20	30	40	45	60	295	.1	.863	.010
Top 50%	40.3	13.2	.05	20	30	40	50	60	296	-1.7	.023	-.132
Top 10%	42.9	12.7	.13	20	35	40	55	60	310	-4.3	.000	-.342
<b>Reflective &amp; Integrative Learning</b>												
CWU (N = 322)	36.0	12.1	.67	17	26	37	43	57				
PEERS	36.1	12.0	.27	17	29	37	46	57	428	-.1	.867	-.010
Western Publics	35.7	12.2	.11	17	27	34	43	57	339	.3	.633	.027
ALL PUBLICS	35.8	12.2	.04	17	29	37	43	57	323	.2	.748	.018
Top 50%	37.6	12.0	.05	20	29	37	46	60	324	-1.7	.015	-.139
Top 10%	40.0	12.1	.13	20	31	40	49	60	346	-4.0	.000	-.334
<b>Learning Strategies</b>												
CWU (N = 271)	38.7	13.2	.80	20	27	40	47	60				
PEERS	38.2	13.6	.33	20	27	40	47	60	366	.5	.603	.033
Western Publics	38.7	13.7	.14	20	27	40	47	60	287	.0	.970	-.002
ALL PUBLICS	38.6	13.8	.05	20	27	40	47	60	272	.1	.938	.005
Top 50%	40.9	13.9	.06	20	33	40	53	60	272	-2.2	.006	-.162
Top 10%	43.8	14.2	.12	20	33	40	60	60	281	-5.1	.000	-.359
<b>Quantitative Reasoning</b>												
CWU (N = 277)	28.4	15.2	.92	0	20	27	40	53				
PEERS	28.0	14.9	.36	0	20	27	40	60	365	.3	.739	.022
Western Publics	29.0	15.4	.16	7	20	27	40	60	292	-.7	.468	-.044
ALL PUBLICS	29.7	15.5	.06	7	20	27	40	60	278	-1.4	.134	-.089
Top 50%	31.2	15.5	.06	7	20	33	40	60	278	-2.8	.002	-.183
Top 10%	33.6	15.6	.14	7	20	33	40	60	288	-5.2	.000	-.334
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
CWU (N = 343)	28.1	14.6	.79	5	20	25	35	60				
PEERS	28.9	13.7	.29	10	20	30	40	55	441	-.8	.319	-.061
Western Publics	29.1	14.7	.13	5	20	30	40	55	362	-1.0	.212	-.068
ALL PUBLICS	30.0	14.5	.05	5	20	30	40	60	345	-1.9	.017	-.132
Top 50%	33.0	13.9	.05	10	25	30	40	60	345	-4.9	.000	-.357
Top 10%	36.2	13.6	.12	15	25	35	45	60	357	-8.2	.000	-.601
<b>Discussions with Diverse Others</b>												
CWU (N = 273)	37.4	15.4	.93	15	25	40	50	60				
PEERS	38.0	15.2	.36	15	25	40	50	60	360	-.6	.557	-.039
Western Publics	37.2	16.1	.17	10	25	40	50	60	289	.2	.825	.013
ALL PUBLICS	38.7	15.8	.06	10	25	40	50	60	274	-1.2	.185	-.079
Top 50%	40.9	14.9	.06	20	30	40	55	60	274	-3.5	.000	-.233
Top 10%	43.7	13.9	.16	20	35	45	60	60	288	-6.3	.000	-.456

#### 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>												
CWU (N = 304)	23.2	14.6	.84	5	10	20	35	50				
PEERS	21.5	14.8	.34	0	10	20	30	50	408	1.7	.055	.117
Western Publics	20.5	15.3	.15	0	10	20	30	50	322	2.7	.002	.175
ALL PUBLICS	22.1	15.3	.05	0	10	20	30	55	306	1.2	.163	.077
Top 50%	25.7	15.3	.07	5	15	25	35	60	308	-2.5	.003	-.162
Top 10%	29.6	15.6	.20	5	20	25	40	60	338	-6.4	.000	-.414
<b>Effective Teaching Practices</b>												
CWU (N = 292)	39.5	13.2	.77	16	32	40	48	60				
PEERS	39.1	12.9	.30	20	30	40	48	60	384	.4	.652	.029
Western Publics	39.5	13.6	.13	16	32	40	52	60	308	.0	.980	-.001
ALL PUBLICS	39.0	13.3	.05	20	32	40	48	60	293	.4	.590	.031
Top 50%	41.7	13.3	.06	20	32	40	52	60	294	-2.2	.004	-.169
Top 10%	44.4	14.2	.14	20	36	45	60	60	309	-5.0	.000	-.352
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
CWU (N = 248)	43.9	11.1	.70	25	38	44	52	60				
PEERS	44.1	10.4	.26	24	38	45	50	60	321	-.2	.806	-.018
Western Publics	43.6	11.9	.13	22	36	45	52	60	265	.3	.720	.022
ALL PUBLICS	43.5	11.5	.04	22	38	44	52	60	249	.4	.564	.035
Top 50%	46.5	11.5	.06	25	40	48	56	60	250	-2.6	.000	-.225
Top 10%	49.1	12.0	.11	26	43	52	60	60	260	-5.2	.000	-.433
<b>Supportive Environment</b>												
CWU (N = 256)	35.2	13.3	.83	14	28	35	43	60				
PEERS	35.1	12.9	.32	15	25	35	43	60	333	.0	.957	.004
Western Publics	35.0	13.9	.15	13	25	35	45	60	271	.2	.841	.012
ALL PUBLICS	35.7	13.5	.05	13	26	37	45	60	257	-.6	.503	-.042
Top 50%	38.0	13.1	.06	18	30	40	48	60	258	-2.9	.001	-.218
Top 10%	40.6	12.5	.16	20	33	40	50	60	273	-5.4	.000	-.430

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>												
CWU (N = 401)	40.5	13.6	.68	20	35	40	50	60				
PEERS	41.3	13.0	.25	20	35	40	50	60	514	-.8	.282	-.060
Western Publics	41.7	13.8	.11	20	35	40	55	60	423	-1.2	.080	-.087
ALL PUBLICS	41.1	13.8	.04	20	30	40	55	60	403	-.6	.387	-.043
Top 50%	42.9	13.6	.05	20	35	40	55	60	405	-2.4	.000	-.178
Top 10%	45.5	12.7	.16	20	40	45	60	60	447	-5.0	.000	-.394
<b>Reflective &amp; Integrative Learning</b>												
CWU (N = 432)	39.6	13.3	.64	17	31	40	49	60				
PEERS	39.9	12.1	.23	20	31	40	49	60	545	-.3	.706	-.021
Western Publics	39.2	13.1	.10	17	31	40	49	60	454	.5	.468	.036
ALL PUBLICS	38.7	12.9	.04	17	29	40	49	60	434	1.0	.134	.074
Top 50%	40.9	12.4	.05	20	31	40	51	60	437	-1.3	.042	-.106
Top 10%	43.8	12.0	.16	23	34	43	54	60	489	-4.1	.000	-.341
<b>Learning Strategies</b>												
CWU (N = 387)	41.6	14.5	.74	20	33	40	60	60				
PEERS	40.4	14.0	.28	20	33	40	53	60	502	1.3	.112	.089
Western Publics	40.8	14.2	.12	20	33	40	53	60	407	.9	.252	.060
ALL PUBLICS	40.1	14.5	.05	20	27	40	53	60	389	1.6	.037	.107
Top 50%	42.2	14.4	.06	20	33	40	53	60	390	-.5	.473	-.037
Top 10%	44.6	14.1	.13	20	33	47	60	60	412	-3.0	.000	-.214
<b>Quantitative Reasoning</b>												
CWU (N = 392)	31.2	17.2	.87	0	20	33	40	60				
PEERS	30.4	16.4	.32	0	20	32	40	60	507	.8	.389	.048
Western Publics	31.7	16.7	.14	0	20	33	40	60	413	-.5	.563	-.030
ALL PUBLICS	31.7	16.6	.06	0	20	33	40	60	395	-.5	.577	-.029
Top 50%	33.6	16.5	.07	7	20	33	47	60	396	-2.4	.006	-.146
Top 10%	36.9	16.1	.17	7	27	40	47	60	423	-5.8	.000	-.358
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
CWU (N = 447)	27.9	16.0	.76	2	15	25	40	60				
PEERS	31.5	14.9	.28	5	20	30	40	60	570	-3.6	.000	-.240
Western Publics	31.7	15.5	.12	5	20	30	40	60	469	-3.8	.000	-.248
ALL PUBLICS	31.1	15.7	.05	5	20	30	40	60	449	-3.3	.000	-.209
Top 50%	34.9	14.4	.06	10	25	35	45	60	451	-7.1	.000	-.491
Top 10%	38.5	13.6	.14	15	30	40	50	60	478	-10.6	.000	-.775
<b>Discussions with Diverse Others</b>												
CWU (N = 391)	39.5	16.6	.84	1	30	40	55	60				
PEERS	39.2	15.5	.31	15	30	40	55	60	499	.3	.732	.020
Western Publics	39.4	16.7	.14	10	25	40	55	60	412	.1	.940	.004
ALL PUBLICS	39.7	16.4	.05	10	30	40	55	60	393	-.2	.820	-.012
Top 50%	41.8	15.5	.06	15	30	40	60	60	394	-2.3	.006	-.151
Top 10%	44.8	14.5	.21	20	35	45	60	60	439	-5.3	.000	-.362

#### 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>												
CWU (N = 413)	25.4	16.6	.81	0	10	25	35	60				
PEERS	23.7	16.1	.31	0	10	20	35	60	535	1.7	.058	.102
Western Publics	23.4	16.6	.14	0	10	20	35	60	435	2.0	.016	.120
ALL PUBLICS	24.2	16.7	.05	0	10	20	35	60	416	1.2	.143	.072
Top 50%	30.7	16.3	.10	5	20	30	40	60	424	-5.3	.000	-.326
Top 10%	34.8	16.3	.26	10	20	35	50	60	502	-9.4	.000	-.578
<b>Effective Teaching Practices</b>												
CWU (N = 407)	42.8	13.0	.65	20	36	44	52	60				
PEERS	40.9	13.3	.26	20	32	40	52	60	543	1.9	.008	.140
Western Publics	41.5	14.0	.12	16	32	40	52	60	433	1.3	.053	.091
ALL PUBLICS	40.9	14.0	.05	16	32	40	52	60	410	1.9	.004	.134
Top 50%	43.4	13.6	.06	20	36	44	56	60	414	-.6	.340	-.046
Top 10%	46.2	13.2	.16	20	40	48	60	60	455	-3.4	.000	-.259
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
CWU (N = 359)	44.7	11.8	.63	22	38	46	54	60				
PEERS	42.8	11.4	.24	22	36	44	50	60	471	1.9	.005	.166
Western Publics	43.7	12.6	.11	20	36	45	54	60	383	1.0	.106	.082
ALL PUBLICS	43.5	12.2	.04	20	36	45	53	60	362	1.2	.057	.098
Top 50%	46.3	12.0	.05	24	40	48	56	60	364	-1.6	.009	-.137
Top 10%	49.1	12.1	.11	24	43	52	60	60	382	-4.4	.000	-.363
<b>Supportive Environment</b>												
CWU (N = 372)	31.7	13.6	.70	10	23	31	40	55				
PEERS	31.3	13.9	.28	10	20	33	40	58	495	.4	.610	.028
Western Publics	33.1	14.9	.13	8	23	33	43	60	396	-1.4	.044	-.097
ALL PUBLICS	33.1	14.5	.05	10	23	33	43	60	374	-1.4	.047	-.097
Top 50%	35.9	14.2	.07	13	25	38	45	60	378	-4.2	.000	-.294
Top 10%	39.4	13.5	.22	18	30	40	50	60	446	-7.7	.000	-.567

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.