NSSE 2018

Engagement Indicators

The College of New Jersey

About Your *Engagement Indicators* Report

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

Theme	Engagement Indicator
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

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 2017 and 2018 participating institutions.

Detailed Statistics (pp. 16-19)
Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

Rocconi, L., & Gonyea, R. M. (2015, May). *Contextualizing student engagement effect sizes: An empirical analysis.* Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

NSSE 2018 Engagement Indicators

Overview

The College of New Jersey

Engagement Indicators: Overview

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

Use the following key:

▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Peer Group	Your first-year students compared with New Jersey	Your first-year students compared with M4HR
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 Peer Group	Your seniors compared with New Jersey	Your seniors compared with M4HR
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

| | TCNJ | Your first-year students compared with | | | | | |
| | | Peer Group | | New Jersey | | M4HR | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.1	38.1	-.08	38.5	-.10	38.2	-.08
Reflective & Integrative Learning	34.5	35.1	-.06	36.0 *	-.12	35.4	-.08
Learning Strategies	38.0	37.8	.02	38.5	-.03	38.0	.00
Quantitative Reasoning	25.5	28.2 ***	-.18	27.5 *	-.13	27.2 *	-.12

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

Score Distributions
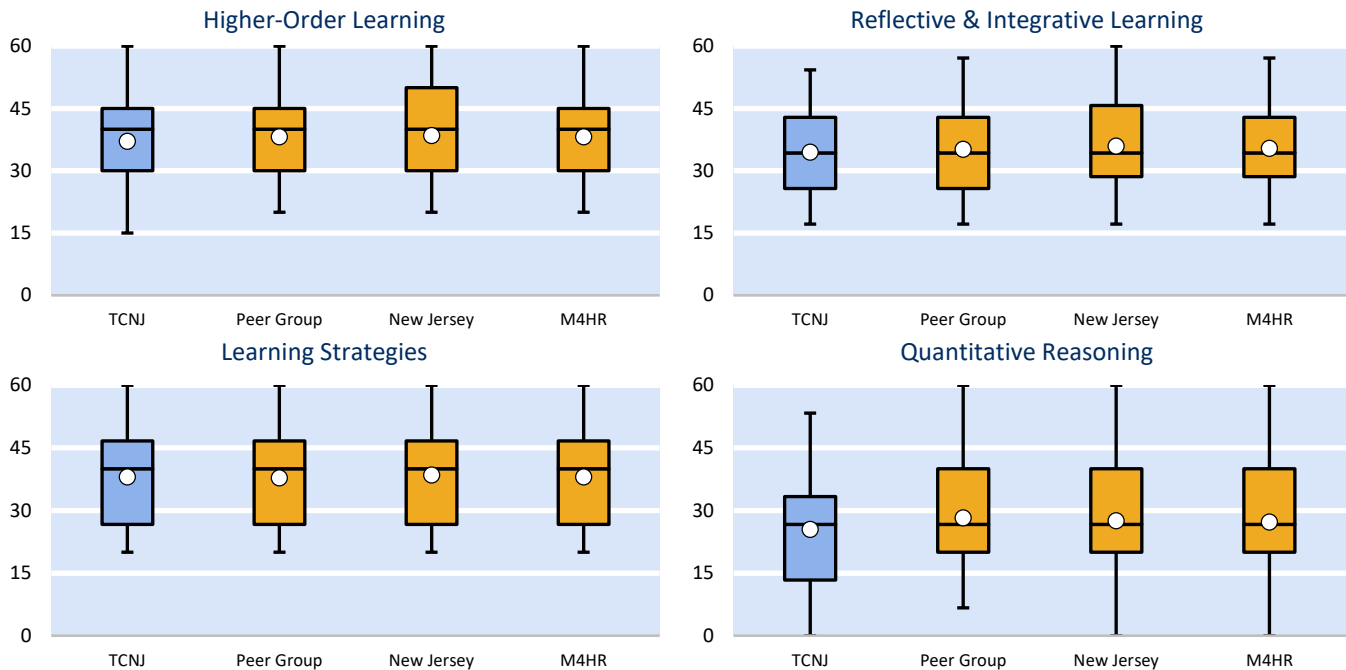
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Academic Challenge: First-year students (continued)

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.

	TCNJ	Percentage point difference [a] between your FY students and		
Higher-Order Learning		Peer Group	New Jersey	M4HR
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	70	-3	+4	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	-3	-1	-2
4d. Evaluating a point of view, decision, or information source	64	-5	-8	-6
4e. Forming a new idea or understanding from various pieces of information	64	-5	-7	-5
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	55	+1	+3	+2
2b. Connected your learning to societal problems or issues	49	-3	-7	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	-2	-8	-3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60	-3	-5	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	-1	-4	-3
2f. Learned something that changed the way you understand an issue or concept	67	+2	-0	-0
2g. Connected ideas from your courses to your prior experiences and knowledge	78	+1	+4	+0
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	75	-2	+1	-2
9b. Reviewed your notes after class	63	-0	-2	-2
9c. Summarized what you learned in class or from course materials	63	+1	-3	-0
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	47	-7	-4	-4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	34	-5	-6	-4
6c. Evaluated what others have concluded from numerical information	34	-6	-4	-4

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

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

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

| | TCNJ | Your seniors compared with | | | | | |
| | | Peer Group | | New Jersey | | M4HR | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.6	40.2	-.05	39.9	-.02	39.8	-.02
Reflective & Integrative Learning	38.0	38.7	-.06	38.5	-.04	38.3	-.02
Learning Strategies	36.8	37.5	-.05	39.3 **	-.17	37.0	-.01
Quantitative Reasoning	29.3	31.3 *	-.12	29.1	.02	29.8	-.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
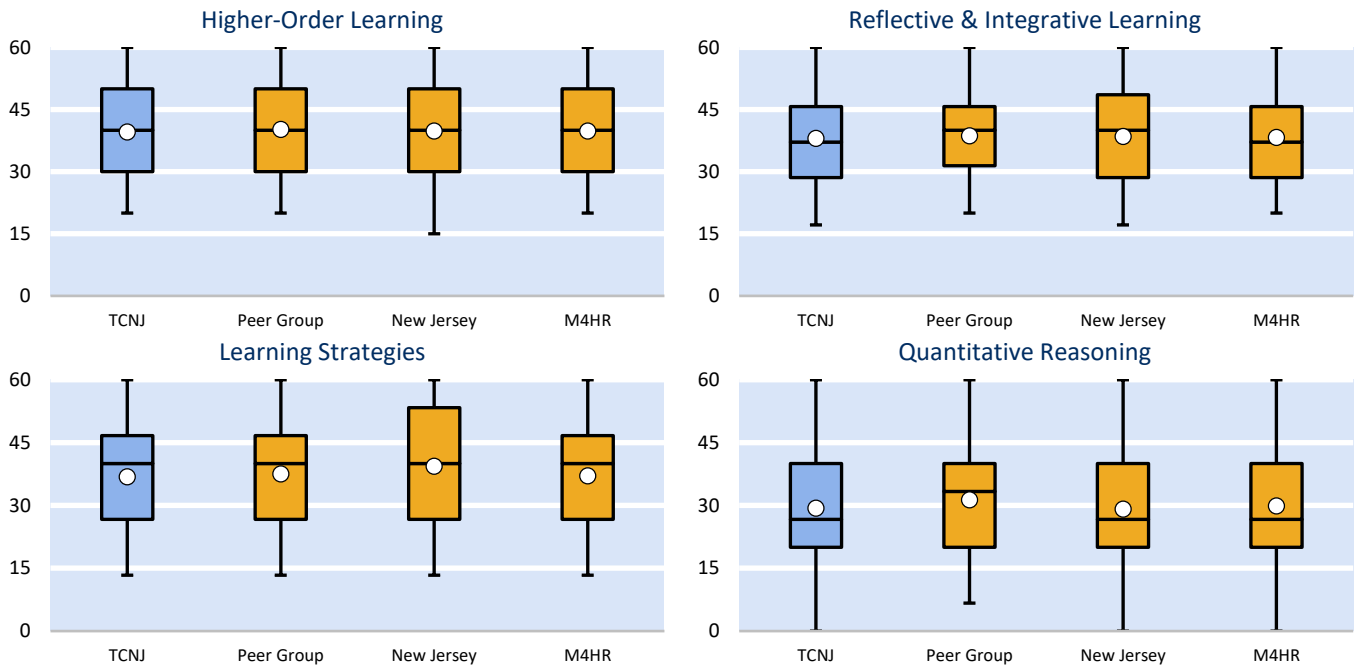
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Academic Challenge: Seniors (continued)

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 [a] between your seniors and

Higher-Order Learning	TCNJ	Peer Group	New Jersey	M4HR
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	78	-1	+2	-0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	-1	+1	+1
4d. Evaluating a point of view, decision, or information source	68	-4	-5	-3
4e. Forming a new idea or understanding from various pieces of information	68	-4	-4	-3

Reflective & Integrative Learning	TCNJ	Peer Group	New Jersey	M4HR
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	69	-2	+0	-2
2b. Connected your learning to societal problems or issues	62	-2	-1	-1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	56	-0	-1	+1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	-5	-6	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72	-1	-3	-1
2f. Learned something that changed the way you understand an issue or concept	72	-1	-0	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	83	-2	-0	-1

Learning Strategies	TCNJ	Peer Group	New Jersey	M4HR
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	80	-1	-1	+1
9b. Reviewed your notes after class	55	-1	-10	-1
9c. Summarized what you learned in class or from course materials	59	-3	-8	-1

Quantitative Reasoning	TCNJ	Peer Group	New Jersey	M4HR
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54	-3	+0	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	-4	-2	-1
6c. Evaluated what others have concluded from numerical information	44	-6	+2	-2

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

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NSSE national survey of student engagement

Learning with Peers: First-year students

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

Mean Comparisons

| | TCNJ | Your first-year students compared with | | | | | |
| | | Peer Group | | New Jersey | | M4HR | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.5	33.6	.00	30.6 ***	.22	34.4	-.07
Discussions with Diverse Others	40.8	40.4	.03	39.9	.06	38.9 *	.13

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

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| Collaborative Learning | TCNJ | Percentage point difference [a] between your FY students and | | |
		Peer Group	New Jersey	M4HR
Percentage of students who responded that they "Very often" or "Often"…	%			
1e. Asked another student to help you understand course material	57	+2	+12	+1
1f. Explained course material to one or more students	56	-5	+3	-5
1g. Prepared for exams by discussing or working through course material with other students	49	-4	+5	-7
1h. Worked with other students on course projects or assignments	62	+5	+11	+2

Discussions with Diverse Others	TCNJ			
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People from a race or ethnicity other than your own	76	+8	+1	+8
8b. People from an economic background other than your own	72	+2	+1	-0
8c. People with religious beliefs other than your own	71	-1	+1	+7
8d. People with political views other than your own	61	-10	-1	-4

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Learning with Peers: Seniors

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

Mean Comparisons

	TCNJ	Your seniors compared with					
		Peer Group		New Jersey		M4HR	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.9	35.4	.04	32.9 ***	.22	35.5	.03
Discussions with Diverse Others	40.3	41.0	-.05	42.0 *	-.11	39.4	.06

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

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	TCNJ	Percentage point difference [a] between your seniors and		
Collaborative Learning		Peer Group	New Jersey	M4HR
Percentage of students who responded that they "Very often" or "Often"…	%			
1e. Asked another student to help you understand course material	52	+2	+12	+1
1f. Explained course material to one or more students	66	+0	+5	-1
1g. Prepared for exams by discussing or working through course material with other students	56	+3	+6	+0
1h. Worked with other students on course projects or assignments	74	+1	+7	+3
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People from a race or ethnicity other than your own	77	+6	-3	+8
8b. People from an economic background other than your own	70	-3	-5	-2
8c. People with religious beliefs other than your own	72	-0	-2	+8
8d. People with political views other than your own	60	-11	-6	-6

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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

	TCNJ	*Your first-year students compared with*					
		Peer Group		New Jersey		M4HR	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	19.5	21.2 *	-.12	21.6 **	-.14	22.5 ***	-.21
Effective Teaching Practices	38.7	38.1	.05	38.5	.01	38.2	.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).

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	TCNJ	Percentage point difference [a] between your FY students and		
Student-Faculty Interaction		Peer Group	New Jersey	M4HR
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	36	+2	-2	-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	14	-6	-8	-9
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	-3	-3	-5
3d. Discussed your academic performance with a faculty member	23	-6	-9	-10
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	80	+2	+6	+3
5b. Taught course sessions in an organized way	77	+1	+7	+3
5c. Used examples or illustrations to explain difficult points	75	+1	+6	+2
5d. Provided feedback on a draft or work in progress	60	-2	-10	-4
5e. Provided prompt and detailed feedback on tests or completed assignments	60	+1	-2	-1

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Experiences with Faculty: Seniors

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Mean Comparisons

| | TCNJ | *Your seniors compared with* | | | | | |
| | | Peer Group | | New Jersey | | M4HR | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	27.8	26.3	.09	24.9 ***	.18	28.0	-.01
Effective Teaching Practices	42.5	40.5 **	.16	39.4 ***	.22	39.4 ***	.23

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 | TCNJ | *Percentage point difference [a] between your seniors and* | | |
		Peer Group	New Jersey	M4HR
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	51	+5	+5	-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	35	+1	+8	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	42	+5	+8	+1
3d. Discussed your academic performance with a faculty member	37	+3	-1	-2
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	83	-1	+5	+3
5b. Taught course sessions in an organized way	83	+1	+9	+5
5c. Used examples or illustrations to explain difficult points	82	+1	+8	+4
5d. Provided feedback on a draft or work in progress	70	+8	+6	+8
5e. Provided prompt and detailed feedback on tests or completed assignments	72	+7	+8	+8

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

a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.
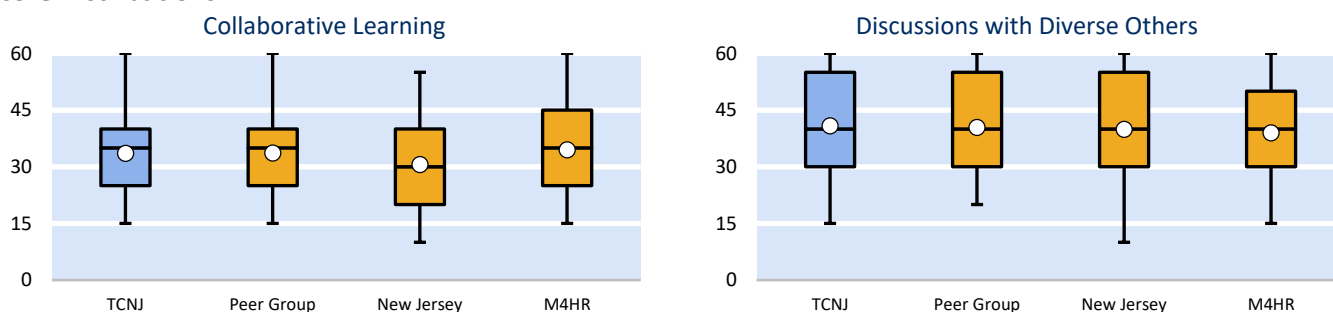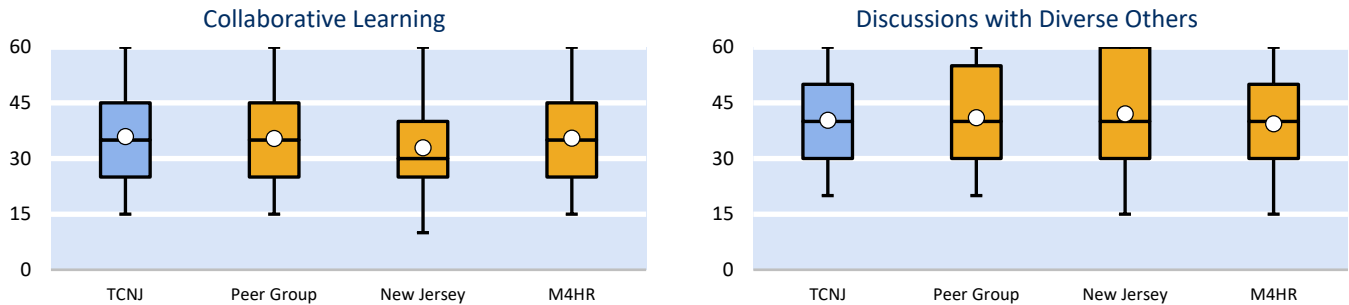
NSSE 2018 Engagement Indicators

Campus Environment
The College of New Jersey

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

| | TCNJ | Your first-year students compared with | | | | | |
| | | Peer Group | | New Jersey | | M4HR | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.4	40.6	-.02	39.3	.09	41.7 *	-.12
Supportive Environment	36.3	35.8	.04	36.1	.01	36.2	.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.

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 | TCNJ | Percentage point difference[a] between your FY students and | | |
		Peer Group	New Jersey	M4HR
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	55	+5	+9	+2
13b. Academic advisors	37	-4	-4	-10
13c. Faculty	45	-0	+2	-5
13d. Student services staff (career services, student activities, housing, etc.)	38	-3	+0	-5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	34	-5	-4	-8
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	81	+6	+11	+6
14c. Using learning support services (tutoring services, writing center, etc.)	82	+6	+8	+6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	-3	-10	-4
14e. Providing opportunities to be involved socially	72	-2	+1	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	70	+1	+3	+1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	39	-1	-7	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	56	-9	-7	-11
14i. Attending events that address important social, economic, or political issues	50	-1	-3	-4

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

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

Campus Environment: Seniors

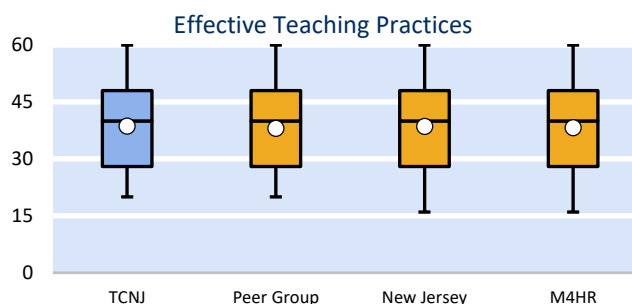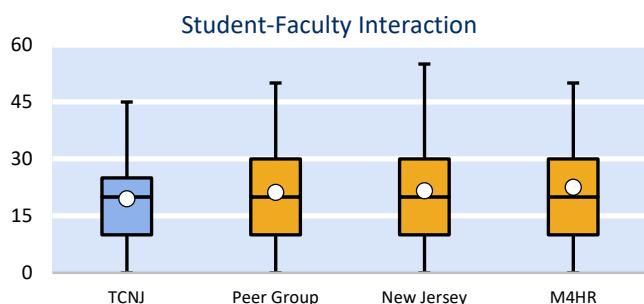Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	TCNJ	*Your seniors compared with*					
		Peer Group		New Jersey		M4HR	
			Effect		Effect		Effect
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
Quality of Interactions	41.5	40.3	.10	40.2 *	.10	41.8	-.03
Supportive Environment	33.8	32.4 *	.11	32.5	.09	33.1	.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.

| | TCNJ | *Percentage point difference [a] between your seniors and* | | |
		Peer Group	New Jersey	M4HR
Quality of Interactions	%			
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	62	+8	+7	+6
13b. Academic advisors	43	+2	-2	-8
13c. Faculty	55	+0	+7	-1
13d. Student services staff (career services, student activities, housing, etc.)	37	-1	-2	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	35	+2	-2	-2
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	75	+6	+9	+4
14c. Using learning support services (tutoring services, writing center, etc.)	72	+10	+11	+6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	+4	-7	+3
14e. Providing opportunities to be involved socially	70	+2	+7	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	-1	+1	-2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	28	-1	-7	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	57	+1	+7	-2
14i. Attending events that address important social, economic, or political issues	51	+3	+4	+4

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

a. Percentage point difference = Institution percentage − Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.
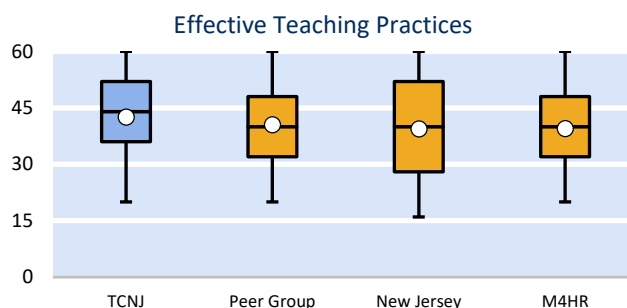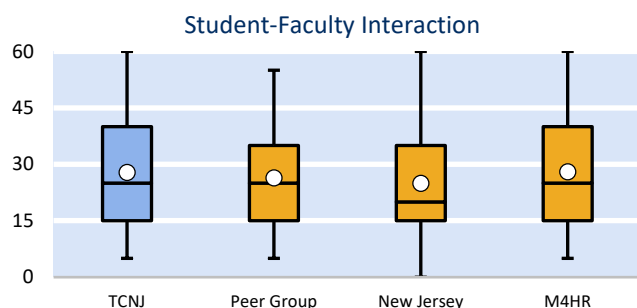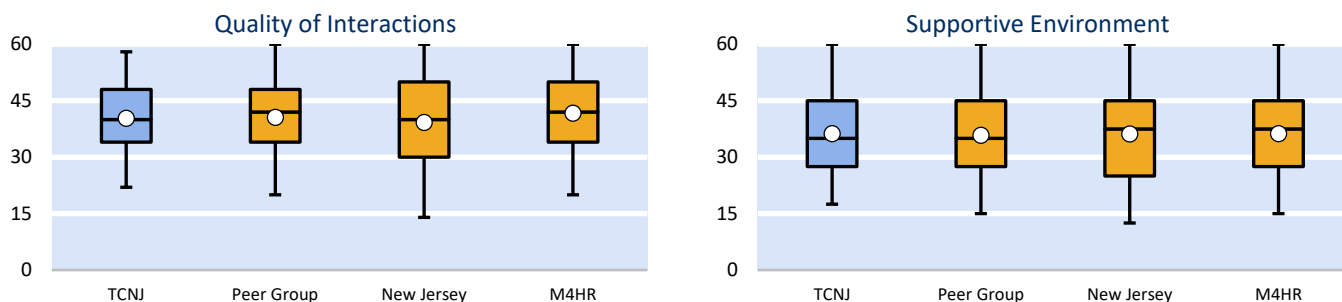
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Comparisons with Top 50% and Top 10% Institutions

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

  (a) institutions with average scores placing them in the top 50% of all 2017 and 2018 NSSE institutions, and
  (b) institutions with average scores placing them in the top 10% of all 2017 and 2018 NSSE institutions.

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

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

First-Year Students

| | | TCNJ | 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	37.1	38.9 **	-.14		40.5 ***	-.25	
	Reflective and Integrative Learning	34.5	36.5 ***	-.17		38.1 ***	-.30	
	Learning Strategies	38.0	39.5 *	-.11		41.6 ***	-.26	
	Quantitative Reasoning	25.5	28.7 ***	-.21		30.4 ***	-.32	
Learning with Peers	Collaborative Learning	33.5	35.1 *	-.12		37.2 ***	-.27	
	Discussions with Diverse Others	40.8	41.4	-.04	✓	43.4 ***	-.18	
Experiences with Faculty	Student-Faculty Interaction	19.5	24.3 ***	-.32		27.2 ***	-.49	
	Effective Teaching Practices	38.7	40.3 *	-.12		42.0 ***	-.24	
Campus Environment	Quality of Interactions	40.4	43.9 ***	-.30		45.9 ***	-.46	
	Supportive Environment	36.3	37.9 *	-.13		39.7 ***	-.26	

Seniors

| | | TCNJ | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.6	41.3 *	-.13		42.5 ***	-.21	
	Reflective and Integrative Learning	38.0	39.6 **	-.13		41.1 ***	-.26	
	Learning Strategies	36.8	40.2 ***	-.23		42.3 ***	-.39	
	Quantitative Reasoning	29.3	30.7	-.08	✓	32.7 ***	-.21	
Learning with Peers	Collaborative Learning	35.9	35.7	.02	✓	38.1 ***	-.16	
	Discussions with Diverse Others	40.3	41.9 *	-.10		43.8 ***	-.22	
Experiences with Faculty	Student-Faculty Interaction	27.8	29.2	-.09	✓	33.3 ***	-.34	
	Effective Teaching Practices	42.5	41.1 *	.10	✓	43.1	-.05	✓
Campus Environment	Quality of Interactions	41.5	44.4 ***	-.25		46.5 ***	-.41	
	Supportive Environment	33.8	34.3	-.03	✓	36.4 ***	-.19	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2017 and 2018 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
TCNJ (N = 404)	37.1	12.9	.64	15	30	40	45	60				
Peer Group	38.1	12.6	.27	20	30	40	45	60	2,594	-1.0	.142	-.080
New Jersey	38.5	13.8	.27	20	30	40	50	60	3,081	-1.4	.062	-.100
M4HR	38.2	12.9	.09	20	30	40	45	60	21,462	-1.0	.113	-.080
Top 50%	38.9	13.1	.03	20	30	40	50	60	141,423	-1.8	.006	-.138
Top 10%	40.5	13.3	.07	20	30	40	50	60	33,913	-3.4	.000	-.252
Reflective & Integrative Learning												
TCNJ (N = 436)	34.5	11.4	.55	17	26	34	43	54				
Peer Group	35.1	11.6	.24	17	26	34	43	57	2,725	-.7	.261	-.059
New Jersey	36.0	12.4	.23	17	29	34	46	60	601	-1.5	.011	-.123
M4HR	35.4	11.7	.08	17	29	34	43	57	22,612	-.9	.100	-.079
Top 50%	36.5	11.8	.03	17	29	37	43	57	132,788	-2.0	.000	-.168
Top 10%	38.1	12.0	.07	20	29	37	46	60	28,784	-3.6	.000	-.299
Learning Strategies												
TCNJ (N = 385)	38.0	13.3	.68	20	27	40	47	60				
Peer Group	37.8	13.4	.30	20	27	40	47	60	2,426	.2	.774	.016
New Jersey	38.5	14.0	.28	20	27	40	47	60	2,892	-.5	.524	-.035
M4HR	38.0	13.4	.10	20	27	40	47	60	19,617	.0	.978	-.001
Top 50%	39.5	13.7	.04	20	27	40	53	60	114,254	-1.5	.032	-.109
Top 10%	41.6	14.1	.08	20	33	40	53	60	27,950	-3.6	.000	-.256
Quantitative Reasoning												
TCNJ (N = 391)	25.5	15.2	.77	0	13	27	33	53				
Peer Group	28.2	14.8	.32	7	20	27	40	60	2,549	-2.7	.001	-.184
New Jersey	27.5	15.8	.31	0	20	27	40	60	2,972	-2.0	.017	-.130
M4HR	27.2	15.2	.11	0	20	27	40	60	20,923	-1.8	.022	-.117
Top 50%	28.7	15.2	.04	0	20	27	40	60	149,534	-3.2	.000	-.210
Top 10%	30.4	15.3	.08	7	20	27	40	60	36,846	-4.9	.000	-.321
Learning with Peers												
Collaborative Learning												
TCNJ (N = 455)	33.5	12.7	.60	15	25	35	40	60				
Peer Group	33.6	13.5	.28	15	25	35	40	60	2,819	.0	.943	-.004
New Jersey	30.6	13.7	.25	10	20	30	40	55	3,506	3.0	.000	.219
M4HR	34.4	13.6	.09	15	25	35	45	60	23,708	-.9	.160	-.067
Top 50%	35.1	13.6	.03	15	25	35	45	60	155,633	-1.6	.013	-.117
Top 10%	37.2	13.6	.07	15	25	40	45	60	35,210	-3.7	.000	-.273
Discussions with Diverse Others												
TCNJ (N = 384)	40.8	14.7	.75	15	30	40	55	60				
Peer Group	40.4	14.2	.31	20	30	40	55	60	2,439	.4	.596	.029
New Jersey	39.9	16.1	.32	10	30	40	55	60	533	.9	.258	.058
M4HR	38.9	14.6	.10	15	30	40	50	60	19,794	1.9	.012	.129
Top 50%	41.4	15.0	.04	15	30	40	55	60	142,487	-.6	.467	-.037
Top 10%	43.4	14.8	.08	20	35	45	60	60	32,022	-2.6	.001	-.175

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
TCNJ (N = 416)	19.5	13.0	.64	0	10	20	25	45				
Peer Group	21.2	14.2	.30	0	10	20	30	50	616	-1.7	.016	-.121
New Jersey	21.6	15.5	.29	0	10	20	30	55	608	-2.1	.002	-.140
M4HR	22.5	14.4	.10	0	10	20	30	50	435	-3.0	.000	-.210
Top 50%	24.3	14.8	.05	5	15	20	35	55	421	-4.8	.000	-.323
Top 10%	27.2	15.8	.13	5	15	25	40	60	451	-7.8	.000	-.494
Effective Teaching Practices												
TCNJ (N = 403)	38.7	12.5	.62	20	28	40	48	60				
Peer Group	38.1	12.4	.26	20	28	40	48	60	2,606	.6	.381	.047
New Jersey	38.5	13.8	.27	16	28	40	48	60	561	.1	.854	.009
M4HR	38.2	12.8	.09	16	28	40	48	60	21,487	.5	.469	.036
Top 50%	40.3	13.1	.04	20	32	40	52	60	104,671	-1.6	.013	-.124
Top 10%	42.0	13.7	.08	20	32	40	52	60	417	-3.3	.000	-.243
Campus Environment												
Quality of Interactions												
TCNJ (N = 358)	40.4	10.7	.56	22	34	40	48	58				
Peer Group	40.6	11.6	.26	20	34	42	48	60	526	-.2	.735	-.018
New Jersey	39.3	13.3	.28	14	30	40	50	60	543	1.1	.078	.085
M4HR	41.7	11.8	.09	20	34	42	50	60	374	-1.4	.017	-.116
Top 50%	43.9	11.6	.04	22	38	46	52	60	361	-3.5	.000	-.303
Top 10%	45.9	12.1	.09	22	40	48	56	60	375	-5.5	.000	-.456
Supportive Environment												
TCNJ (N = 377)	36.3	12.8	.66	18	28	35	45	60				
Peer Group	35.8	12.9	.29	15	28	35	45	60	2,344	.5	.501	.038
New Jersey	36.1	14.0	.29	13	25	38	45	60	530	.2	.832	.011
M4HR	36.2	13.1	.10	15	28	38	45	60	18,699	.1	.927	.005
Top 50%	37.9	13.2	.04	15	30	40	48	60	111,140	-1.7	.015	-.125
Top 10%	39.7	13.1	.08	18	30	40	50	60	27,062	-3.4	.000	-.257

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

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

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

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

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

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

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

NSSE 2018 Engagement Indicators
Detailed Statistics[a]
The College of New Jersey

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
TCNJ (N = 394)	39.6	13.3	.67	20	30	40	50	60				
Peer Group	40.2	13.2	.28	20	30	40	50	60	2,661	-.7	.358	-.050
New Jersey	39.9	14.3	.24	15	30	40	50	60	3,924	-.3	.711	-.020
M4HR	39.8	13.2	.09	20	30	40	50	60	20,010	-.2	.714	-.019
Top 50%	41.3	13.5	.04	20	35	40	55	60	142,311	-1.7	.011	-.129
Top 10%	42.5	13.7	.07	20	35	40	55	60	43,022	-2.9	.000	-.210
Reflective & Integrative Learning												
TCNJ (N = 413)	38.0	12.5	.61	17	29	37	46	60				
Peer Group	38.7	11.9	.25	20	31	40	46	60	2,770	-.7	.292	-.056
New Jersey	38.5	12.5	.20	17	29	40	49	60	4,167	-.5	.451	-.039
M4HR	38.3	12.1	.08	20	29	37	46	60	20,933	-.3	.647	-.023
Top 50%	39.6	12.2	.03	20	31	40	49	60	138,871	-1.6	.009	-.128
Top 10%	41.1	12.2	.07	20	33	40	51	60	29,861	-3.1	.000	-.256
Learning Strategies												
TCNJ (N = 380)	36.8	15.2	.78	13	27	40	47	60				
Peer Group	37.5	13.9	.30	13	27	40	47	60	498	-.7	.410	-.049
New Jersey	39.3	14.3	.25	13	27	40	53	60	459	-2.5	.002	-.174
M4HR	37.0	14.2	.11	13	27	40	47	60	18,598	-.2	.777	-.015
Top 50%	40.2	14.4	.04	20	33	40	53	60	381	-3.4	.000	-.234
Top 10%	42.3	14.2	.07	20	33	40	53	60	40,877	-5.5	.000	-.388
Quantitative Reasoning												
TCNJ (N = 381)	29.3	16.9	.87	0	20	27	40	60				
Peer Group	31.3	15.7	.33	7	20	33	40	60	2,613	-2.0	.025	-.124
New Jersey	29.1	16.1	.27	0	20	27	40	60	3,826	.3	.755	.017
M4HR	29.8	16.1	.12	0	20	27	40	60	19,597	-.5	.547	-.031
Top 50%	30.7	16.0	.04	0	20	33	40	60	194,485	-1.3	.100	-.084
Top 10%	32.7	15.7	.08	7	20	33	40	60	386	-3.3	.000	-.212
Learning with Peers												
Collaborative Learning												
TCNJ (N = 434)	35.9	13.3	.64	15	25	35	45	60				
Peer Group	35.4	13.5	.27	15	25	35	45	60	2,851	.5	.460	.039
New Jersey	32.9	13.6	.22	10	25	30	40	60	4,325	3.0	.000	.221
M4HR	35.5	13.7	.09	15	25	35	45	60	21,585	.4	.593	.026
Top 50%	35.7	13.9	.03	15	25	35	45	60	182,032	.2	.753	.015
Top 10%	38.1	13.5	.08	15	30	40	50	60	30,734	-2.2	.001	-.162
Discussions with Diverse Others												
TCNJ (N = 378)	40.3	14.1	.73	20	30	40	50	60				
Peer Group	41.0	14.2	.31	20	30	40	55	60	2,525	-.6	.415	-.045
New Jersey	42.0	15.9	.27	15	30	40	60	60	491	-1.7	.030	-.107
M4HR	39.4	14.6	.11	15	30	40	50	60	18,704	.9	.213	.065
Top 50%	41.9	15.6	.04	15	30	40	60	60	379	-1.6	.029	-.102
Top 10%	43.8	15.5	.07	20	35	45	60	60	384	-3.5	.000	-.224

NSSE national survey of student engagement

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
TCNJ (N = 402)	27.8	16.3	.81	5	15	25	40	60				
Peer Group	26.3	15.3	.32	5	15	25	35	55	531	1.5	.093	.095
New Jersey	24.9	16.0	.27	0	15	20	35	60	4,011	2.9	.000	.184
M4HR	28.0	15.5	.11	5	15	25	40	60	20,398	-.2	.839	-.010
Top 50%	29.2	15.8	.06	5	20	30	40	60	78,404	-1.4	.077	-.088
Top 10%	33.3	16.1	.16	10	20	35	45	60	10,359	-5.5	.000	-.338
Effective Teaching Practices												
TCNJ (N = 389)	42.5	12.2	.62	20	36	44	52	60				
Peer Group	40.5	12.5	.26	20	32	40	48	60	2,663	2.0	.003	.161
New Jersey	39.4	14.4	.24	16	28	40	52	60	514	3.1	.000	.218
M4HR	39.4	13.0	.09	20	32	40	48	60	20,068	3.0	.000	.233
Top 50%	41.1	13.6	.04	16	32	40	52	60	391	1.3	.032	.098
Top 10%	43.1	13.7	.09	20	36	44	56	60	403	-.6	.321	-.045
Campus Environment												
Quality of Interactions												
TCNJ (N = 367)	41.5	11.7	.61	20	34	42	50	60				
Peer Group	40.3	11.9	.26	20	32	42	50	60	2,451	1.1	.090	.096
New Jersey	40.2	13.5	.24	16	32	40	50	60	486	1.3	.044	.099
M4HR	41.8	11.5	.09	20	35	42	50	60	18,117	-.3	.618	-.026
Top 50%	44.4	11.9	.04	22	38	46	54	60	102,010	-2.9	.000	-.245
Top 10%	46.5	12.3	.07	22	40	50	58	60	27,394	-5.0	.000	-.410
Supportive Environment												
TCNJ (N = 366)	33.8	12.3	.64	15	25	33	40	58				
Peer Group	32.4	13.3	.29	10	23	33	40	58	526	1.4	.041	.110
New Jersey	32.5	14.7	.26	10	20	33	43	60	490	1.3	.064	.089
M4HR	33.1	13.3	.10	11	23	33	40	58	383	.8	.242	.058
Top 50%	34.3	13.8	.04	13	25	35	43	60	368	-.5	.473	-.034
Top 10%	36.4	13.7	.09	13	28	38	45	60	378	-2.5	.000	-.185

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

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

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

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

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

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

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