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# NSSE 2021

## Engagement Indicators

Marymount 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.

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 2020 and 2021 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, 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.

### First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Catholic C&U	Your first-year students compared with DMV Univ.	Your first-year students compared with Doctoral-Prof./R2
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 Catholic C&U	Your seniors compared with DMV Univ.	Your seniors compared with Doctoral-Prof./R2
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

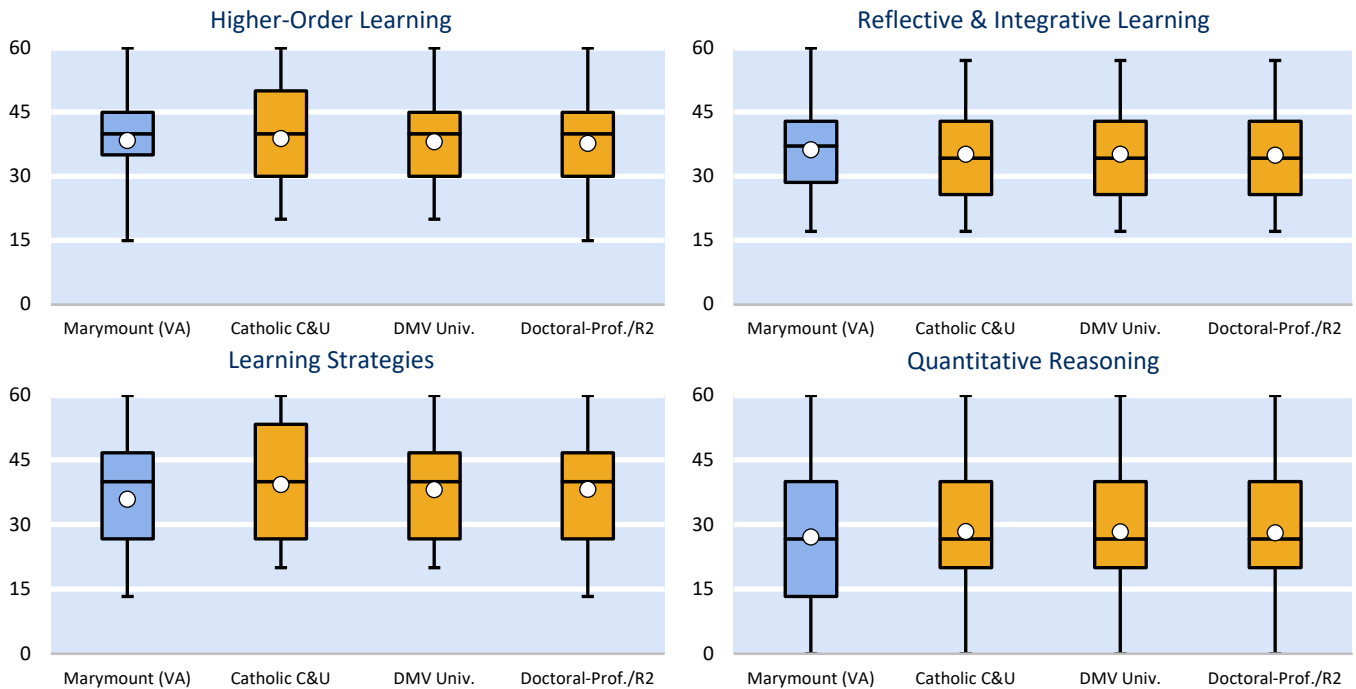
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Marymount (VA) Mean	Your first-year students compared with					
		Catholic C&U		DMV Univ.		Doctoral-Prof./R2	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.5	38.9	-.03	38.1	.02	37.7	.05
Reflective & Integrative Learning	36.3	35.2	.09	35.2	.09	35.0	.11
Learning Strategies	35.9	39.3 *	-.25	38.1	-.16	38.2	-.16
Quantitative Reasoning	27.1	28.4	-.08	28.3	-.08	28.0	-.06

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

#### Score Distributions



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

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

### Performance on Indicator Items

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

	Marymount (VA)	Percentage point difference <sup>a</sup> between your FY students and		
		Catholic C&U	DMV Univ.	Doctoral-Prof./R2
<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	71	+1	+1	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	+2	+4	+5
4d. Evaluating a point of view, decision, or information source	77	+4	+7	+8
4e. Forming a new idea or understanding from various pieces of information	80	+9	+11	+11
<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	+6	+5	+6
2b. Connected your learning to societal problems or issues	59	+5	+7	+8
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	60	+5	+6	+8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71	+8	+9	+8
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	+2	+3	+2
2f. Learned something that changed the way you understand an issue or concept	64	-1	-1	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	75	-2	-2	-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	74	-3	-2	+0
9b. Reviewed your notes after class	64	-5	-1	-2
9c. Summarized what you learned in class or from course materials	53	-14	-10	-10
<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.)	50	-2	-1	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	+2	+3	+3
6c. Evaluated what others have concluded from numerical information	30	-9	-10	-9

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

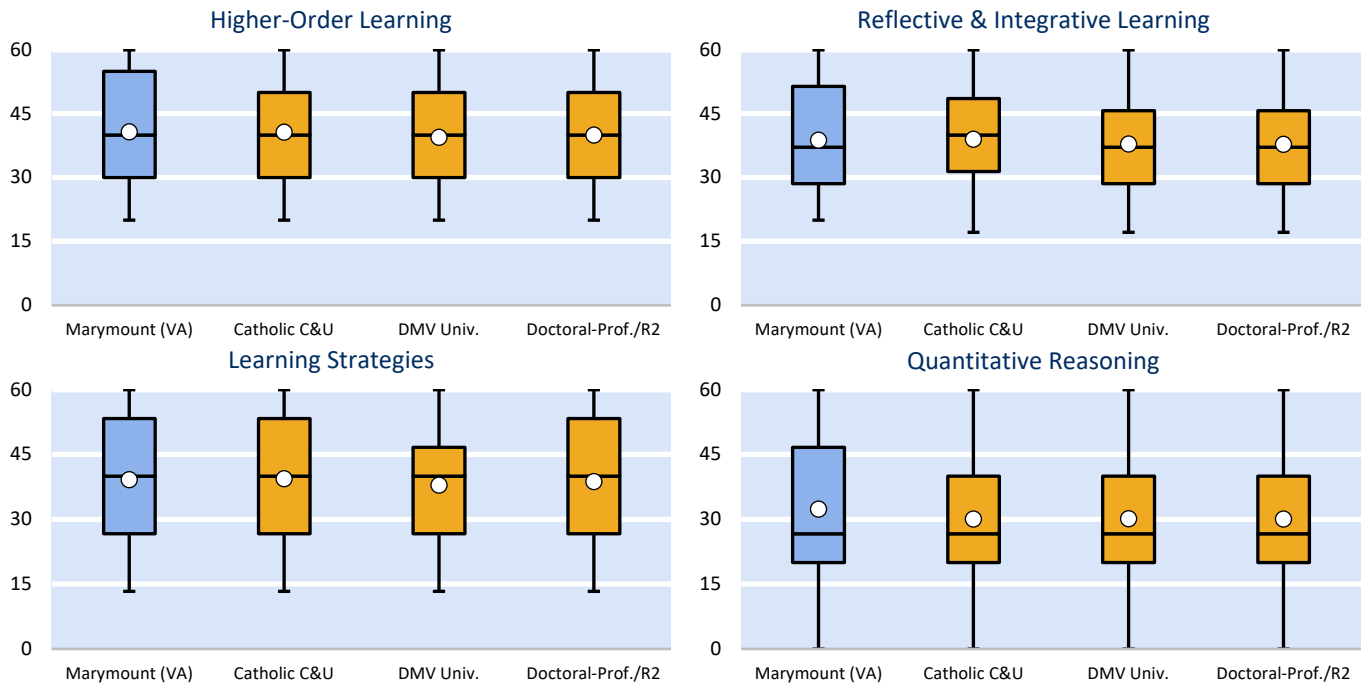
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Marymount (VA) Mean	Your seniors compared with					
		Catholic C&U		DMV Univ.		Doctoral-Prof./R2	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.7	40.7	.00	39.4	.10	39.9	.06
Reflective & Integrative Learning	38.8	39.0	-.02	37.9	.07	37.8	.08
Learning Strategies	39.2	39.4	-.01	37.9	.09	38.7	.03
Quantitative Reasoning	32.3	30.1	.14	30.1	.13	30.1	.14

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.

Higher-Order Learning	Marymount (VA)	Percentage point difference <sup>a</sup> between your seniors and		
		Catholic C&U	DMV Univ.	Doctoral-Prof./R2
<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	-4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	-5	-4	-4
4d. Evaluating a point of view, decision, or information source	69	-5	+1	-2
4e. Forming a new idea or understanding from various pieces of information	71	-3	-1	-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	64	-3	-3	-2
2b. Connected your learning to societal problems or issues	57	-8	-3	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57	-4	+4	+4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	-6	-3	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	-5	-2	-2
2f. Learned something that changed the way you understand an issue or concept	70	-3	-1	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	78	-5	-4	-4
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	73	-5	-2	-3
9b. Reviewed your notes after class	64	-1	+3	-0
9c. Summarized what you learned in class or from course materials	66	-2	+4	+1
<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.)	56	+2	+1	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	51	+5	+7	+6
6c. Evaluated what others have concluded from numerical information	47	+0	+0	+2

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## Learning with Peers: First-year students

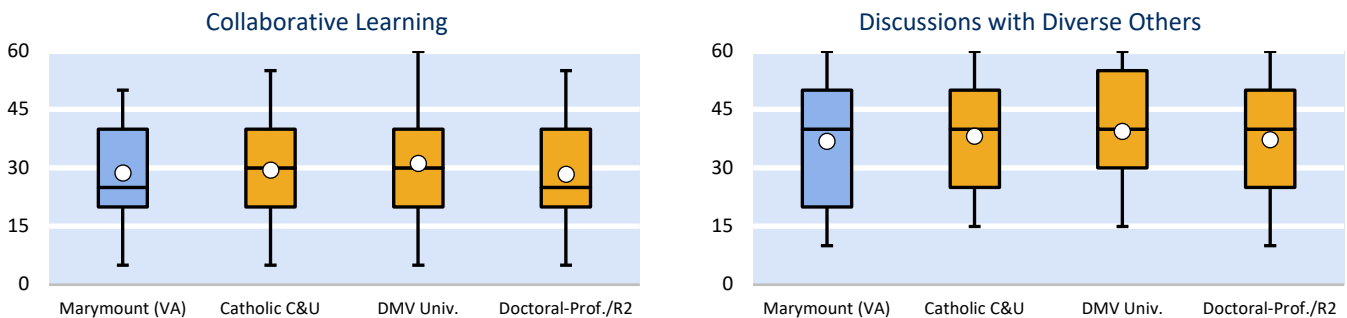
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean Comparisons

Engagement Indicator	Marymount (VA) Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	28.7	29.5	-.05	31.3	-.17	28.4	.02
Discussions with Diverse Others	36.9	38.3	-.09	39.4	-.16	37.3	-.03

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

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### Performance on Indicator Items

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	Marymount (VA)	Percentage point difference <sup>a</sup> between your FY students and		
		Catholic C&U	DMV Univ.	Doctoral-Prof./R2
<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	36	-9	-13	-8
1c. Explained course material to one or more students	41	-7	-12	-6
1d. Prepared for exams by discussing or working through course material with other students	43	+1	-3	+3
1e. Worked with other students on course projects or assignments	55	+7	+1	+10
<b>Discussions with Diverse Others</b>				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	65	-4	-6	-1
8b. People from an economic background other than your own	55	-13	-16	-12
8c. People with religious beliefs other than your own	72	+9	+5	+11
8d. People with political views other than your own	57	-3	-4	-3

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### Learning with Peers: Seniors

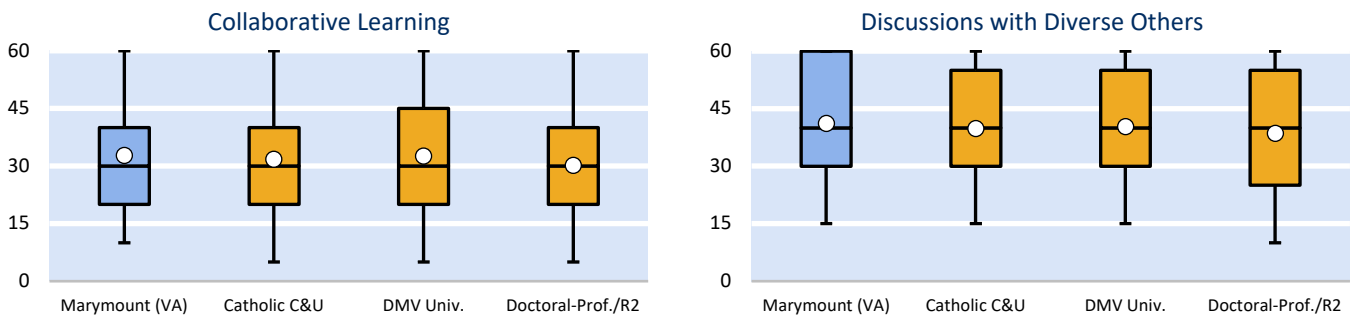
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

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Engagement Indicator	Marymount (VA) Mean	Your seniors compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.8	31.8	.07	32.6	.01	30.2	.16
Discussions with Diverse Others	41.2	39.9	.09	40.4	.05	38.6	.16

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	Marymount (VA)	Percentage point difference <sup>a</sup> between your seniors and		
		Catholic C&U	DMV Univ.	Doctoral-Prof./R2
<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	42	+1	-3	+2
1c. Explained course material to one or more students	60	+4	+1	+8
1d. Prepared for exams by discussing or working through course material with other students	42	-4	-5	+0
1e. Worked with other students on course projects or assignments	64	+2	-1	+5
<b>Discussions with Diverse Others</b>				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	71	-1	-2	+3
8b. People from an economic background other than your own	67	-6	-6	-3
8c. People with religious beliefs other than your own	75	+7	+5	+11
8d. People with political views other than your own	64	-2	+1	+1

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### Experiences with Faculty: First-year students

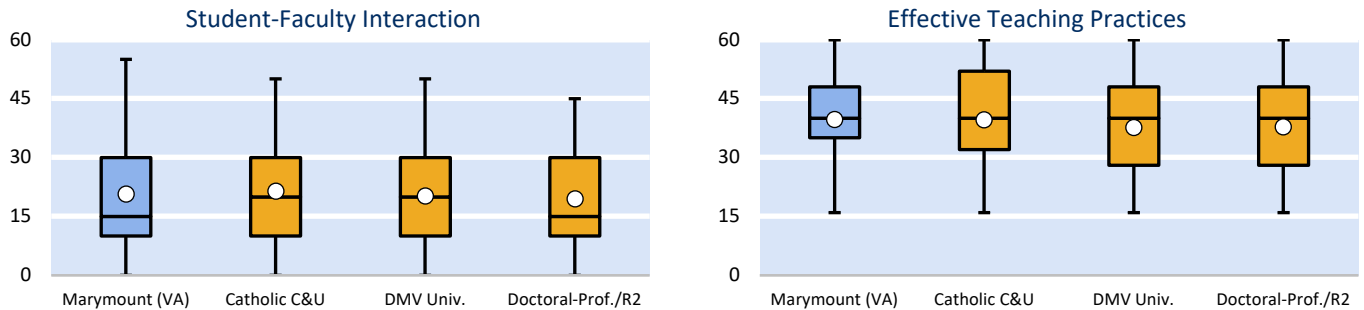
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Marymount (VA) Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.7	21.5	-.05	20.3	.03	19.5	.08
Effective Teaching Practices	39.7	39.6	.01	37.7	.15	37.9	.13

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Student-Faculty Interaction	Marymount (VA) %	Percentage point difference <sup>a</sup> between your FY students and		
		Catholic C&U	DMV Univ.	Doctoral-Prof./R2
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	29	-8	-5	-6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	-1	+1	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	-0	+2	+4
3d. Discussed your academic performance with a faculty member	29	-4	+0	+2
<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	84	+6	+9	+9
5b. Taught course sessions in an organized way	73	-2	+0	+1
5c. Used examples or illustrations to explain difficult points	67	-6	-5	-4
5d. Provided feedback on a draft or work in progress	73	+4	+12	+11
5e. Provided prompt and detailed feedback on tests or completed assignments	63	-2	+6	+5

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## Experiences with Faculty: Seniors

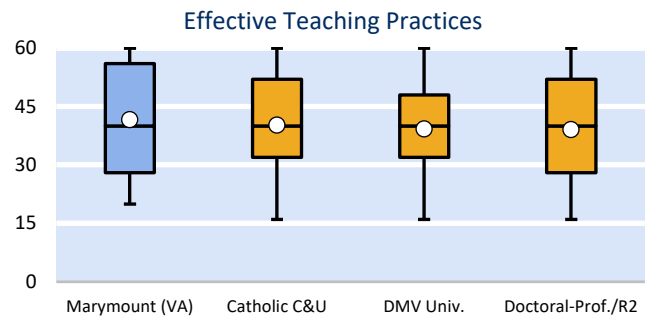
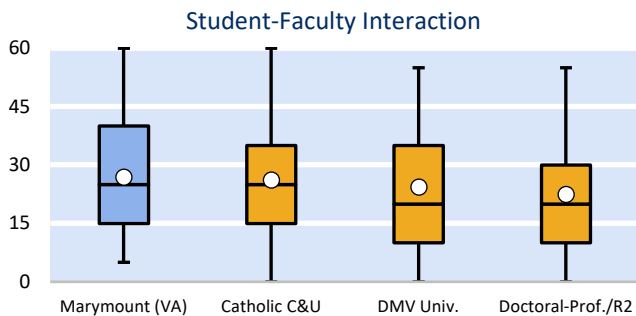
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Effective Teaching Practices	41.6	40.2	.10	39.3	.17	39.1	.17

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Student-Faculty Interaction	Marymount (VA)	Percentage point difference <sup>a</sup> between your seniors and		
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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	47	-0	+5	+7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	35	+4	+7	+10
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	39	+4	+6	+11
3d. Discussed your academic performance with a faculty member	37	-1	+4	+7
<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	75	-4	-4	-3
5b. Taught course sessions in an organized way	76	+0	-1	+1
5c. Used examples or illustrations to explain difficult points	74	-2	-3	-0
5d. Provided feedback on a draft or work in progress	73	+7	+11	+12
5e. Provided prompt and detailed feedback on tests or completed assignments	70	+4	+8	+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

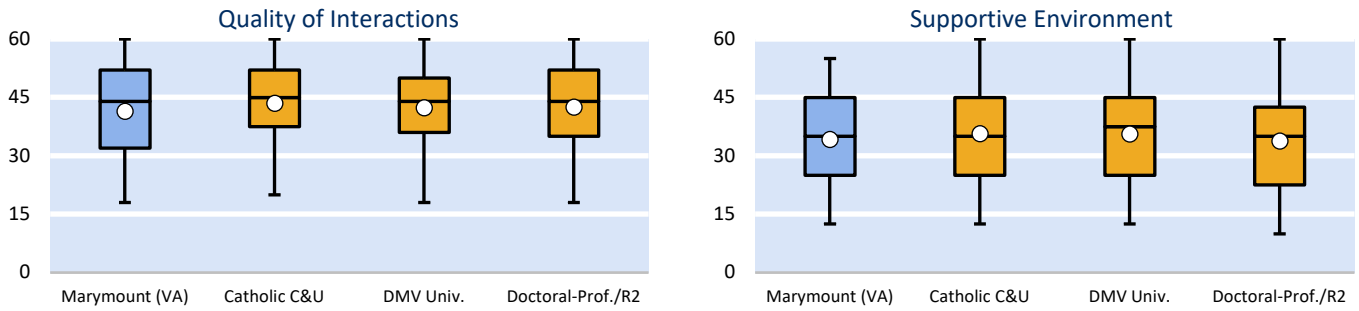
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Marymount (VA) Mean	Your first-year students compared with					
		Catholic C&U		DMV Univ.		Doctoral-Prof./R2	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.4	43.5	-.17	42.3	-.08	42.5	-.09
Supportive Environment	34.2	35.7	-.11	35.6	-.10	33.7	.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.

#### 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	Marymount (VA)	Percentage point difference <sup>a</sup> between your FY students and		
		Catholic C&U	DMV Univ.	Doctoral-Prof./R2
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	45	-7	-9	-5
13b. Academic advisors	60	+5	+8	+6
13c. Faculty	56	+0	+5	+5
13d. Student services staff (career services, student activities, housing, etc.)	52	+2	+5	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	-3	+3	+0
<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	-5	-3	-1
14c. Using learning support services (tutoring services, writing center, etc.)	67	-7	-7	-6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	65	+2	+2	+6
14e. Providing opportunities to be involved socially	69	+1	-0	+6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	-3	-5	-1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	-1	+1	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	-0	-2	+6
14i. Attending events that address important social, economic, or political issues	41	-10	-8	-3

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

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

### Campus Environment: Seniors

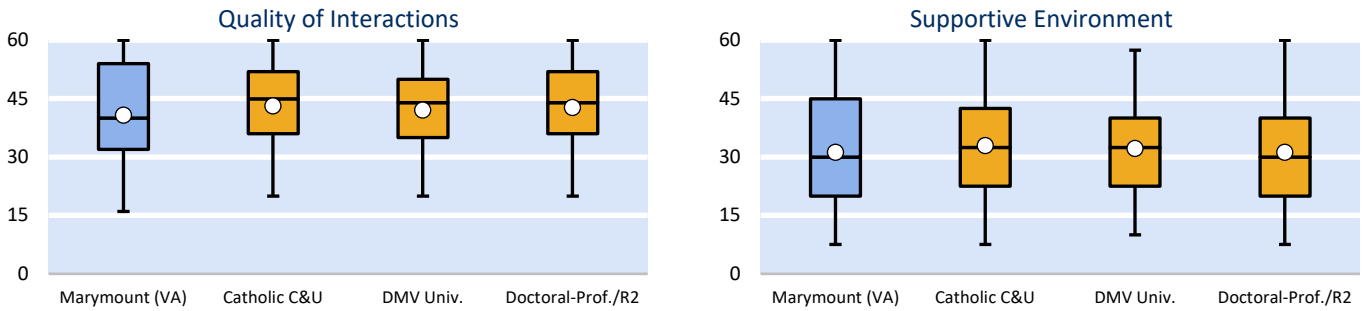
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Marymount (VA) Mean	Your seniors compared with					
		Catholic C&U		DMV Univ.		Doctoral-Prof./R2	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.9	43.2	-.19	42.1	-.11	42.8	-.15
Supportive Environment	31.3	33.0	-.12	32.2	-.07	31.3	.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	Marymount (VA)	Percentage point difference <sup>a</sup> between your seniors and		
		Catholic C&U	DMV Univ.	Doctoral-Prof./R2
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	57	-3	-1	-1
13b. Academic advisors	49	-7	-4	-4
13c. Faculty	56	-3	+1	-0
13d. Student services staff (career services, student activities, housing, etc.)	38	-8	-4	-6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	36	-9	-2	-9
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	57	-12	-11	-11
14c. Using learning support services (tutoring services, writing center, etc.)	50	-18	-15	-15
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	-5	-2	-1
14e. Providing opportunities to be involved socially	48	-18	-17	-13
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	50	-9	-9	-8
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32	-2	+2	+0
14h. Attending campus activities and events (performing arts, athletic events, etc.)	49	-5	-7	+0
14i. Attending events that address important social, economic, or political issues	40	-6	-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.

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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 2020 and 2021 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2020 and 2021 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	Marymount (VA) Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	38.5	39.2	-.06	✓	41.9 *	-.27	
Academic	Reflective and Integrative Learning	36.3	36.5	-.02	✓	39.1 *	-.24	
Challenge	Learning Strategies	35.9	39.7 *	-.28		43.0 ***	-.50	
	Quantitative Reasoning	27.1	29.7	-.17		32.5 **	-.35	
Learning	Collaborative Learning	28.7	33.9 ***	-.37		37.0 ***	-.60	
with Peers	Discussions with Diverse Others	36.9	40.6 *	-.24		43.8 ***	-.48	
Experiences	Student-Faculty Interaction	20.7	23.2	-.17		27.8 ***	-.46	
with Faculty	Effective Teaching Practices	39.7	40.4	-.05	✓	43.2 *	-.26	
Campus	Quality of Interactions	41.4	45.1 *	-.32		47.7 ***	-.51	
Environment	Supportive Environment	34.2	36.8	-.20		39.9 ***	-.45	

#### Seniors

Theme	Engagement Indicator	Marymount (VA) Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	40.7	41.6	-.06	✓	43.9 *	-.24	
Academic	Reflective and Integrative Learning	38.8	39.7	-.08	✓	42.5 **	-.32	
Challenge	Learning Strategies	39.2	40.6	-.09	✓	43.5 **	-.30	
	Quantitative Reasoning	32.3	31.6	.04	✓	34.8	-.16	
Learning	Collaborative Learning	32.8	35.0	-.16		38.8 ***	-.45	
with Peers	Discussions with Diverse Others	41.2	41.2	.00	✓	44.2 *	-.20	
Experiences	Student-Faculty Interaction	26.9	28.5	-.10		33.6 ***	-.42	
with Faculty	Effective Teaching Practices	41.6	41.5	.01	✓	44.6 *	-.22	
Campus	Quality of Interactions	40.9	45.2 **	-.36		48.2 ***	-.62	
Environment	Supportive Environment	31.3	34.1	-.20		37.2 ***	-.41	

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 NSSE 2020 and 2021 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 <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>												
Marymount (VA) (N = 68)	38.5	12.2	1.47	15	35	40	45	60				
Catholic C&U	38.9	13.4	.20	20	30	40	50	60	4,507	-.4	.806	-.030
DMV Univ.	38.1	13.4	.14	20	30	40	45	60	69	.3	.821	.025
Doctoral-Prof./R2	37.7	13.6	.06	15	30	40	45	60	68	.7	.624	.053
Top 50%	39.2	13.2	.04	20	30	40	50	60	93,822	-.8	.622	-.060
Top 10%	41.9	12.9	.12	20	35	40	55	60	11,467	-3.4	.028	-.266
<b>Reflective &amp; Integrative Learning</b>												
Marymount (VA) (N = 76)	36.3	12.6	1.44	17	29	37	43	60				
Catholic C&U	35.2	12.1	.17	17	26	34	43	57	4,969	1.0	.454	.086
DMV Univ.	35.2	12.0	.12	17	26	34	43	57	9,746	1.0	.456	.086
Doctoral-Prof./R2	35.0	12.2	.05	17	26	34	43	57	51,690	1.3	.352	.106
Top 50%	36.5	12.0	.04	17	29	37	46	57	91,079	-.2	.862	-.020
Top 10%	39.1	11.8	.12	20	31	40	49	60	10,450	-2.9	.034	-.244
<b>Learning Strategies</b>												
Marymount (VA) (N = 66)	35.9	14.5	1.79	13	27	40	47	60				
Catholic C&U	39.3	13.8	.21	20	27	40	53	60	4,227	-3.4	.046	-.248
DMV Univ.	38.1	13.7	.15	20	27	40	47	60	8,045	-2.2	.186	-.164
Doctoral-Prof./R2	38.2	14.1	.07	13	27	40	47	60	44,244	-2.3	.184	-.164
Top 50%	39.7	14.0	.05	20	27	40	53	60	83,280	-3.9	.025	-.276
Top 10%	43.0	14.3	.12	20	33	40	60	60	14,854	-7.1	.000	-.496
<b>Quantitative Reasoning</b>												
Marymount (VA) (N = 64)	27.1	17.1	2.13	0	13	27	40	60				
Catholic C&U	28.4	15.6	.24	0	20	27	40	60	4,301	-1.3	.516	-.082
DMV Univ.	28.3	15.4	.17	0	20	27	40	60	8,218	-1.2	.546	-.075
Doctoral-Prof./R2	28.0	15.5	.07	0	20	27	40	60	44,874	-.9	.626	-.061
Top 50%	29.7	15.3	.05	7	20	27	40	60	102,392	-2.6	.172	-.170
Top 10%	32.5	15.5	.13	7	20	33	40	60	13,448	-5.4	.006	-.346
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Marymount (VA) (N = 84)	28.7	13.3	1.45	5	20	25	40	50				
Catholic C&U	29.5	14.4	.20	5	20	30	40	55	5,428	-.7	.648	-.050
DMV Univ.	31.3	14.6	.14	5	20	30	40	60	10,866	-2.5	.115	-.173
Doctoral-Prof./R2	28.4	15.3	.06	5	20	25	40	55	83	.3	.815	.022
Top 50%	33.9	13.9	.04	10	25	35	45	60	133,070	-5.1	.001	-.370
Top 10%	37.0	13.6	.08	15	25	40	45	60	26,338	-8.2	.000	-.605
<b>Discussions with Diverse Others</b>												
Marymount (VA) (N = 66)	36.9	16.2	1.99	10	20	40	50	60				
Catholic C&U	38.3	15.5	.24	15	25	40	50	60	4,259	-1.3	.486	-.086
DMV Univ.	39.4	15.6	.17	15	30	40	55	60	8,125	-2.5	.189	-.162
Doctoral-Prof./R2	37.3	16.1	.08	10	25	40	50	60	44,552	-.4	.834	-.026
Top 50%	40.6	15.2	.05	15	30	40	55	60	105,805	-3.7	.047	-.244
Top 10%	43.8	14.4	.12	20	35	45	60	60	14,949	-6.9	.000	-.480



#### 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>												
Marymount (VA) (N = 74)	20.7	16.2	1.88	0	10	15	30	55				
Catholic C&U	21.5	14.6	.21	0	10	20	30	50	4,735	-.8	.655	-.052
DMV Univ.	20.3	14.4	.15	0	10	20	30	50	9,162	.4	.793	.031
Doctoral-Prof./R2	19.5	14.4	.07	0	10	15	30	45	49,204	1.2	.466	.085
Top 50%	23.2	14.7	.06	0	10	20	30	50	64,136	-2.5	.150	-.167
Top 10%	27.8	15.2	.18	5	15	25	40	60	7,188	-7.1	.000	-.464
<b>Effective Teaching Practices</b>												
Marymount (VA) (N = 71)	39.7	13.3	1.58	16	35	40	48	60				
Catholic C&U	39.6	13.5	.20	16	32	40	52	60	4,490	.1	.954	.007
DMV Univ.	37.7	13.4	.15	16	28	40	48	60	8,654	2.0	.206	.150
Doctoral-Prof./R2	37.9	13.8	.06	16	28	40	48	60	46,998	1.8	.259	.134
Top 50%	40.4	13.5	.05	20	32	40	52	60	66,785	-.7	.664	-.051
Top 10%	43.2	13.4	.14	20	36	44	56	60	9,270	-3.5	.029	-.260
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Marymount (VA) (N = 55)	41.4	13.3	1.79	18	32	44	52	60				
Catholic C&U	43.5	12.2	.20	20	38	45	52	60	3,938	-2.1	.205	-.172
DMV Univ.	42.3	12.3	.14	18	36	44	50	60	7,429	-.9	.578	-.075
Doctoral-Prof./R2	42.5	12.6	.06	18	35	44	52	60	40,423	-1.1	.527	-.085
Top 50%	45.1	11.5	.05	24	38	46	54	60	54	-3.7	.044	-.322
Top 10%	47.7	12.3	.11	24	40	50	58	60	12,313	-6.3	.000	-.511
<b>Supportive Environment</b>												
Marymount (VA) (N = 62)	34.2	13.1	1.66	13	25	35	45	55				
Catholic C&U	35.7	14.0	.22	13	25	35	45	60	4,118	-1.5	.404	-.107
DMV Univ.	35.6	13.9	.16	13	25	38	45	60	7,738	-1.4	.428	-.101
Doctoral-Prof./R2	33.7	14.2	.07	10	23	35	43	60	42,732	.4	.811	.030
Top 50%	36.8	13.5	.05	15	28	38	45	60	71,919	-2.7	.118	-.198
Top 10%	39.9	12.8	.13	18	33	40	50	60	9,516	-5.7	.000	-.448

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>												
Marymount (VA) (N = 109)	40.7	15.3	1.46	20	30	40	55	60				
Catholic C&U	40.7	13.9	.18	20	30	40	50	60	112	.1	.963	.005
DMV Univ.	39.4	13.7	.13	20	30	40	50	60	110	1.3	.378	.095
Doctoral-Prof./R2	39.9	14.0	.05	20	30	40	50	60	109	.8	.595	.056
Top 50%	41.6	13.6	.04	20	35	40	55	60	109	-.9	.558	-.063
Top 10%	43.9	13.0	.12	20	35	40	55	60	110	-3.2	.033	-.243
<b>Reflective &amp; Integrative Learning</b>												
Marymount (VA) (N = 123)	38.8	13.8	1.24	20	29	37	51	60				
Catholic C&U	39.0	12.7	.16	17	31	40	49	60	6,623	-.3	.819	-.021
DMV Univ.	37.9	12.6	.11	17	29	37	46	60	12,758	.9	.448	.069
Doctoral-Prof./R2	37.8	12.8	.05	17	29	37	46	60	81,031	1.0	.398	.076
Top 50%	39.7	12.4	.04	20	31	40	49	60	122	-1.0	.424	-.081
Top 10%	42.5	11.7	.12	23	34	43	51	60	124	-3.7	.003	-.318
<b>Learning Strategies</b>												
Marymount (VA) (N = 106)	39.2	15.7	1.52	13	27	40	53	60				
Catholic C&U	39.4	14.4	.19	13	27	40	53	60	5,792	-.2	.881	-.015
DMV Univ.	37.9	14.6	.14	13	27	40	47	60	11,000	1.3	.355	.090
Doctoral-Prof./R2	38.7	14.8	.06	13	27	40	53	60	71,678	.5	.743	.032
Top 50%	40.6	14.6	.04	20	33	40	53	60	132,819	-1.4	.335	-.094
Top 10%	43.5	14.2	.11	20	33	40	60	60	17,396	-4.3	.002	-.301
<b>Quantitative Reasoning</b>												
Marymount (VA) (N = 105)	32.3	18.5	1.80	0	20	27	47	60				
Catholic C&U	30.1	16.7	.22	0	20	27	40	60	107	2.3	.215	.135
DMV Univ.	30.1	16.3	.16	0	20	27	40	60	106	2.2	.228	.134
Doctoral-Prof./R2	30.1	16.5	.06	0	20	27	40	60	105	2.3	.211	.138
Top 50%	31.6	16.3	.04	0	20	33	40	60	104	.7	.690	.044
Top 10%	34.8	15.8	.12	7	20	33	47	60	105	-2.5	.169	-.158
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Marymount (VA) (N = 129)	32.8	15.0	1.32	10	20	30	40	60				
Catholic C&U	31.8	15.0	.18	5	20	30	40	60	7,059	1.0	.442	.068
DMV Univ.	32.6	15.2	.13	5	20	30	45	60	13,700	.2	.901	.011
Doctoral-Prof./R2	30.2	15.8	.05	5	20	30	40	60	85,446	2.6	.062	.164
Top 50%	35.0	14.2	.03	10	25	35	45	60	169,566	-2.2	.077	-.156
Top 10%	38.8	13.4	.10	15	30	40	50	60	129	-6.0	.000	-.448
<b>Discussions with Diverse Others</b>												
Marymount (VA) (N = 106)	41.2	16.8	1.63	15	30	40	60	60				
Catholic C&U	39.9	15.3	.20	15	30	40	55	60	108	1.3	.423	.086
DMV Univ.	40.4	15.7	.15	15	30	40	55	60	11,078	.8	.601	.051
Doctoral-Prof./R2	38.6	16.4	.06	10	25	40	55	60	72,127	2.6	.108	.157
Top 50%	41.2	15.6	.04	15	30	40	60	60	169,618	-.1	.963	-.005
Top 10%	44.2	15.0	.09	20	35	45	60	60	25,263	-3.0	.041	-.199

#### 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>												
Marymount (VA) (N = 113)	26.9	16.9	1.59	5	15	25	40	60				
Catholic C&U	26.1	16.0	.20	0	15	25	35	60	6,330	.8	.594	.051
DMV Univ.	24.3	16.0	.15	0	10	20	35	55	12,179	2.6	.091	.159
Doctoral-Prof./R2	22.4	16.1	.06	0	10	20	30	55	78,078	4.5	.003	.281
Top 50%	28.5	16.0	.06	5	15	25	40	60	62,922	-1.6	.273	-.103
Top 10%	33.6	15.9	.18	10	20	35	45	60	7,871	-6.7	.000	-.423
<b>Effective Teaching Practices</b>												
Marymount (VA) (N = 109)	41.6	15.2	1.46	20	28	40	56	60				
Catholic C&U	40.2	14.2	.18	16	32	40	52	60	6,099	1.4	.324	.095
DMV Univ.	39.3	13.7	.13	16	32	40	48	60	110	2.3	.114	.170
Doctoral-Prof./R2	39.1	14.4	.05	16	28	40	52	60	75,625	2.5	.069	.174
Top 50%	41.5	13.9	.04	16	32	40	52	60	98,549	.1	.958	.005
Top 10%	44.6	13.3	.12	20	36	44	56	60	109	-3.0	.044	-.224
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Marymount (VA) (N = 100)	40.9	14.1	1.41	16	32	40	54	60				
Catholic C&U	43.2	12.4	.17	20	36	45	52	60	102	-2.4	.100	-.189
DMV Univ.	42.1	11.9	.12	20	35	44	50	60	100	-1.3	.371	-.107
Doctoral-Prof./R2	42.8	12.6	.05	20	36	44	52	60	65,247	-1.9	.124	-.154
Top 50%	45.2	11.9	.04	22	38	48	54	60	99	-4.3	.003	-.363
Top 10%	48.2	11.9	.08	25	42	50	60	60	100	-7.4	.000	-.616
<b>Supportive Environment</b>												
Marymount (VA) (N = 100)	31.3	16.5	1.65	8	20	30	45	60				
Catholic C&U	33.0	14.5	.20	8	23	33	43	60	102	-1.7	.307	-.117
DMV Univ.	32.2	14.0	.14	10	23	33	40	58	101	-.9	.579	-.066
Doctoral-Prof./R2	31.3	14.6	.06	8	20	30	40	60	100	.0	.994	-.001
Top 50%	34.1	14.2	.04	10	23	35	43	60	99	-2.8	.091	-.199
Top 10%	37.2	14.3	.12	13	28	38	48	60	100	-5.9	.001	-.411

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.