NSSE 2018
Engagement Indicators

Boise State University

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.

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 Pub RU-H / Doc / M-L	Your first-year students compared with Specific Peer Group	Your first-year students compared with NSSE 2017 & 2018
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 Pub RU-H / Doc / M-L	Your seniors compared with Specific Peer Group	Your seniors compared with NSSE 2017 & 2018
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

Boise State University

## 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

| | Boise State | Your first-year students compared with | | | | | |
| | | Pub RU-H / Doc / M-L | | Specific Peer Group | | NSSE 2017 & 2018 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.0	37.3	-.03	37.2	-.02	37.8	-.07
Reflective & Integrative Learning	35.7	34.8	.07	34.6	.09	35.1	.05
Learning Strategies	36.8	37.5	-.06	37.1	-.03	38.0	-.09
Quantitative Reasoning	29.3	27.2 **	.14	27.1 **	.15	27.5 *	.12

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

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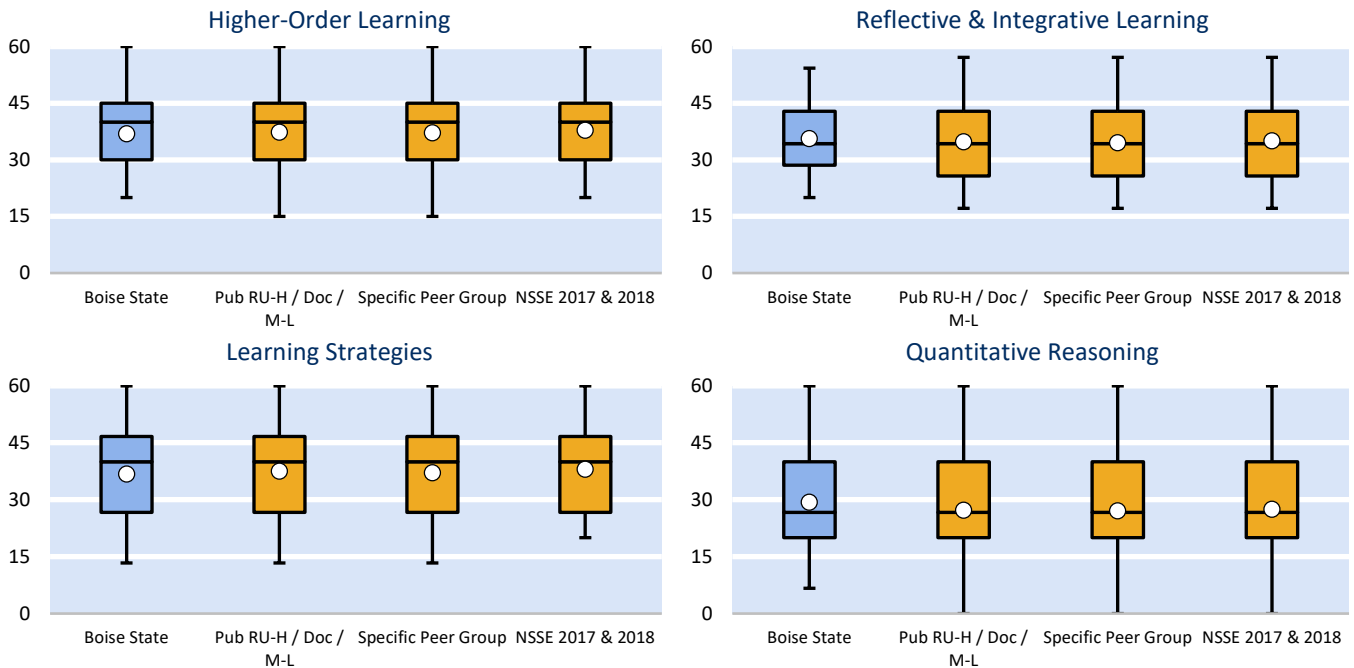
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: 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.

Higher-Order Learning	Boise State	Percentage point difference [a] between your FY students and		
		Pub RU-H / Doc / M-L	Specific Peer Group	NSSE 2017 & 2018
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	66	-3	-2	-5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68	-1	+0	-2
4d. Evaluating a point of view, decision, or information source	68	-1	+0	-2
4e. Forming a new idea or understanding from various pieces of information	67	+0	+1	-1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	57	+6	+6	+6
2b. Connected your learning to societal problems or issues	54	+3	+4	+3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	-2	-1	-2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	+4	+4	+3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	+1	+1	+2
2f. Learned something that changed the way you understand an issue or concept	64	-2	-1	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	78	+2	+3	+1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	77	+3	+5	+1
9b. Reviewed your notes after class	56	-8	-7	-9
9c. Summarized what you learned in class or from course materials	60	-1	-1	-3
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.)	57	+5	+6	+5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	+0	+1	-0
6c. Evaluated what others have concluded from numerical information	44	+7	+7	+6

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

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

NSSE 2018 Engagement Indicators
Academic Challenge
## Boise State University

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

| | Boise State | Your seniors compared with | | | | | |
| | | Pub RU-H / Doc / M-L | | Specific Peer Group | | NSSE 2017 & 2018 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.7	39.6	-.06	39.1	-.03	39.8	-.08
Reflective & Integrative Learning	37.1	37.7	-.05	37.1	-.01	37.8	-.06
Learning Strategies	37.3	38.1	-.06	38.1	-.06	38.3	-.07
Quantitative Reasoning	29.7	29.3	.03	29.0	.05	29.6	.01

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

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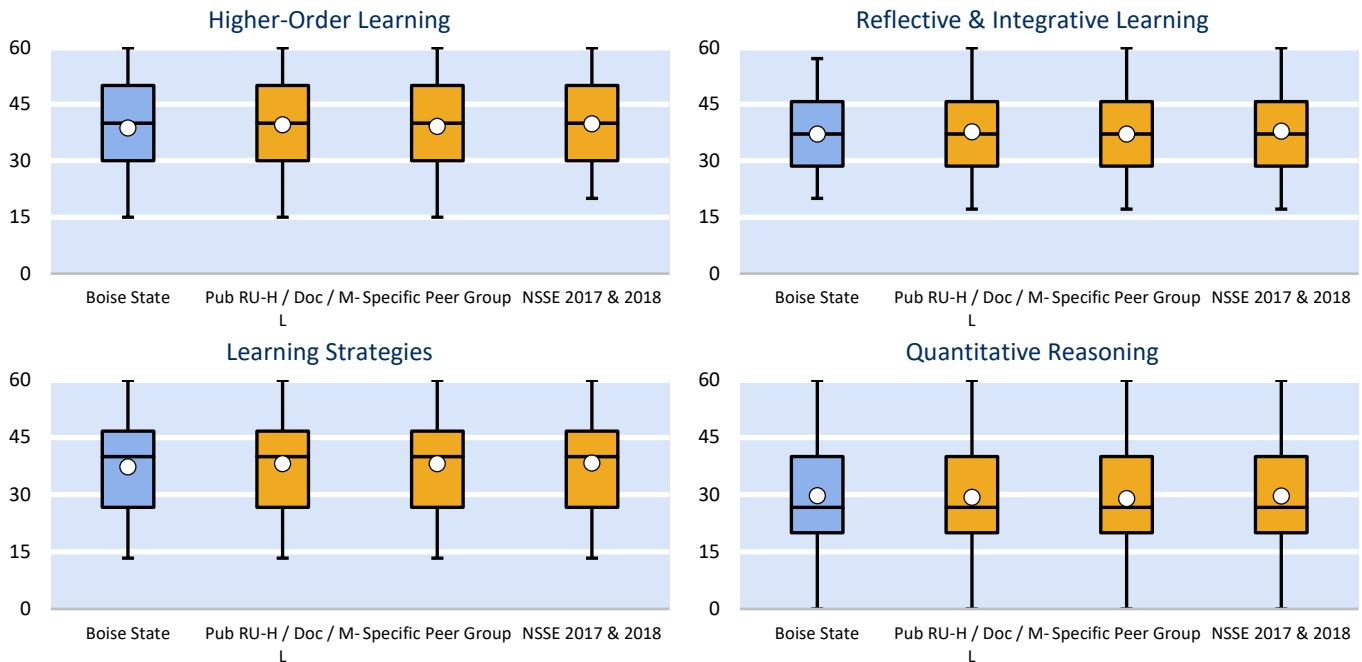
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

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.

	Boise State	Percentage point difference [a] between your seniors and		
Higher-Order Learning		Pub RU-H / Doc / M-L	Specific Peer Group	NSSE 2017 & 2018
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	75	-2	-1	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	-2	-1	-2
4d. Evaluating a point of view, decision, or information source	66	-3	-2	-4
4e. Forming a new idea or understanding from various pieces of information	71	+1	+2	-0
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	70	+0	+2	+1
2b. Connected your learning to societal problems or issues	57	-3	-1	-4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	-2	+0	-3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	+1	+2	-0
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	-3	-2	-3
2f. Learned something that changed the way you understand an issue or concept	67	-3	-2	-4
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+0	+1	-0
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	76	-1	-0	-2
9b. Reviewed your notes after class	58	-4	-4	-4
9c. Summarized what you learned in class or from course materials	60	-2	-3	-3
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.)	56	+1	+1	+0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40	-2	-2	-4
6c. Evaluated what others have concluded from numerical information	49	+6	+7	+5

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

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

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

| | Boise State | Your first-year students compared with | | | | | |
| | | Pub RU-H / Doc / M-L | | Specific Peer Group | | NSSE 2017 & 2018 | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	34.1	32.1 **	.14	32.0 **	.15	32.3 **	.12
Discussions with Diverse Others	40.1	39.5	.04	39.6	.03	39.4	.05

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.

| | Boise State | Percentage point difference [a] between your FY students and | | |
		Pub RU-H / Doc / M-L	Specific Peer Group	NSSE 2017 & 2018
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	58	+5	+5	+5
1f. Explained course material to one or more students	69	+12	+12	+12
1g. Prepared for exams by discussing or working through course material with other students	49	+1	+1	-1
1h. Worked with other students on course projects or assignments	60	+6	+8	+6
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	61	-10	-10	-10
8b. People from an economic background other than your own	72	+1	+1	+0
8c. People with religious beliefs other than your own	75	+8	+9	+9
8d. People with political views other than your own	77	+11	+11	+12

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

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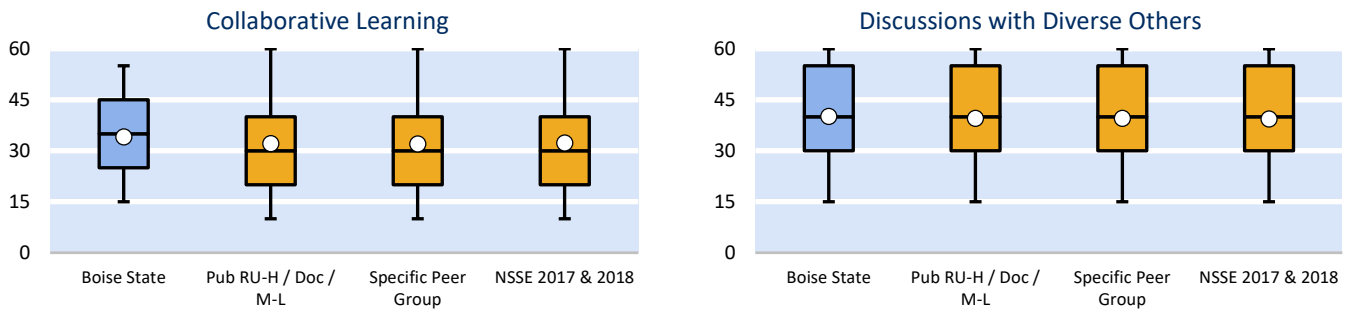
Learning with Peers: Seniors

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

	Boise State	Your seniors compared with					
		Pub RU-H / Doc / M-L		Specific Peer Group		NSSE 2017 & 2018	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.6	33.4	.01	32.5	.08	32.5	.07
Discussions with Diverse Others	39.5	40.8	-.08	40.4	-.05	40.3	-.05

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.

	Boise State	Percentage point difference [a] between your seniors and		
Collaborative Learning		Pub RU-H / Doc / M-L	Specific Peer Group	NSSE 2017 & 2018
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	47	+2	+4	+4
1f. Explained course material to one or more students	63	+3	+4	+4
1g. Prepared for exams by discussing or working through course material with other students	45	-3	-1	-2
1h. Worked with other students on course projects or assignments	68	+1	+5	+4
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	65	-9	-8	-7
8b. People from an economic background other than your own	71	-3	-2	-2
8c. People with religious beliefs other than your own	73	+3	+4	+5
8d. People with political views other than your own	71	+5	+5	+5

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

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

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

	Boise State	Pub RU-H / Doc / M-L		Specific Peer Group		NSSE 2017 & 2018	
		Your first-year students compared with					
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	20.5	20.4	.01	20.4	.01	21.1	-.04
Effective Teaching Practices	37.6	38.1	-.04	37.4	.02	38.5	-.07

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

Score Distributions

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

Performance on Indicator Items

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

	Boise State	Percentage point difference [a] between your FY students and		
Student-Faculty Interaction		Pub RU-H / Doc / M-L	Specific Peer Group	NSSE 2017 & 2018
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	40	+4	+4	+4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	-1	-1	-2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	22	-2	-2	-4
3d. Discussed your academic performance with a faculty member	24	-4	-4	-6
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	76	-1	+1	-1
5b. Taught course sessions in an organized way	73	-1	+0	-2
5c. Used examples or illustrations to explain difficult points	74	+0	+2	-0
5d. Provided feedback on a draft or work in progress	66	+3	+5	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	55	-3	-0	-5

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

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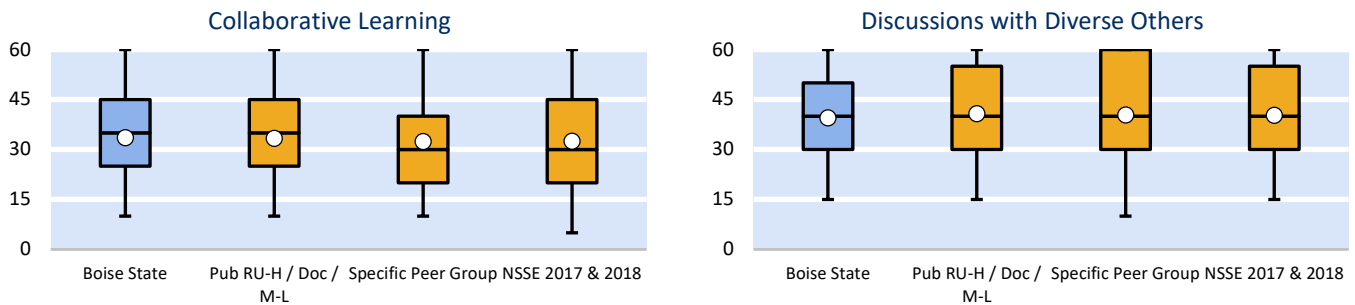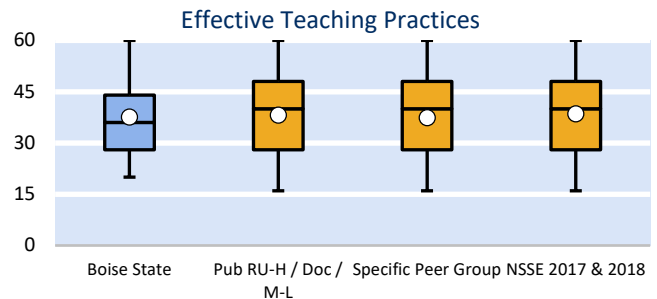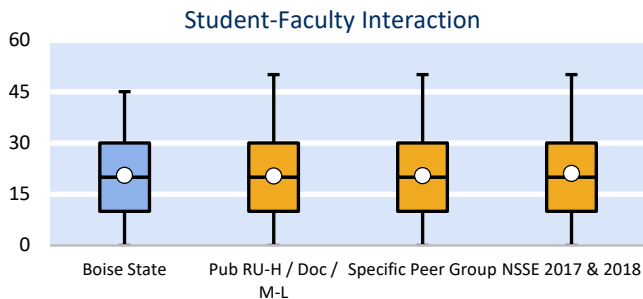
Experiences with Faculty: Seniors

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

	Boise State	Pub RU-H / Doc / M-L		Specific Peer Group		NSSE 2017 & 2018	
				Your seniors compared with			
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	22.7	23.2	-.03	22.5	.01	23.9	-.08
Effective Teaching Practices	38.2	39.1	-.07	38.7	-.04	39.4 *	-.09

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

Score Distributions

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

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.

Student-Faculty Interaction	Boise State	Pub RU-H / Doc / M-L	Specific Peer Group	NSSE 2017 & 2018
		Percentage point difference [a] between your seniors and		
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	41	-1	+1	-3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	24	-2	-1	-3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	+0	+2	-1
3d. Discussed your academic performance with a faculty member	30	-2	-2	-4
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	79	-1	+1	-1
5b. Taught course sessions in an organized way	75	-2	-0	-3
5c. Used examples or illustrations to explain difficult points	73	-4	-2	-4
5d. Provided feedback on a draft or work in progress	58	-2	-0	-2
5e. Provided prompt and detailed feedback on tests or completed assignments	59	-3	-2	-5

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

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

NSSE 2018 Engagement Indicators

Campus Environment
Boise State University

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

	Boise State	Your first-year students compared with					
		Pub RU-H / Doc / M-L		Specific Peer Group		NSSE 2017 & 2018	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.3	40.7 **	.13	40.3 ***	.16	41.7	.05
Supportive Environment	34.1	36.0 **	-.14	35.8 **	-.13	36.1 **	-.15

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	Boise State	Percentage point difference [a] between your FY students and		
		Pub RU-H / Doc / M-L	Specific Peer Group	NSSE 2017 & 2018
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	50	+4	+5	+0
13b. Academic advisors	50	+3	+4	+1
13c. Faculty	46	+2	+3	-2
13d. Student services staff (career services, student activities, housing, etc.)	48	+6	+7	+4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	+5	+7	+3
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	71	-3	-3	-4
14c. Using learning support services (tutoring services, writing center, etc.)	70	-6	-6	-6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	50	-13	-12	-12
14e. Providing opportunities to be involved socially	71	+0	+0	-0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	-3	-2	-2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	-9	-8	-8
14h. Attending campus activities and events (performing arts, athletic events, etc.)	70	+8	+7	+6
14i. Attending events that address important social, economic, or political issues	42	-7	-6	-9

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.
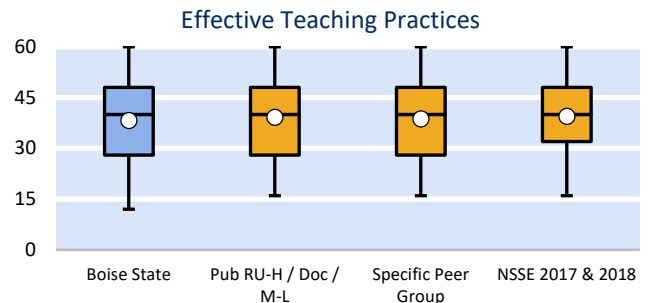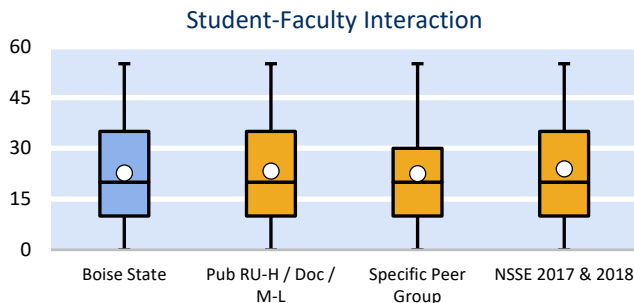
NSSE 2018 Engagement Indicators

Campus Environment
Boise State University
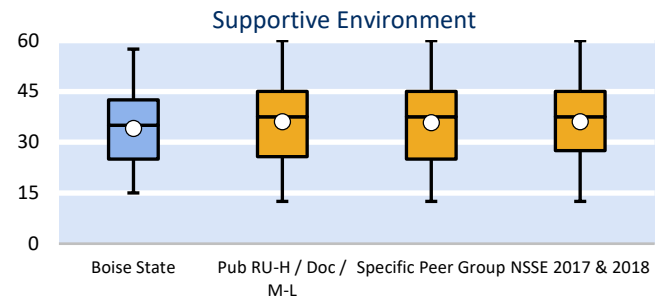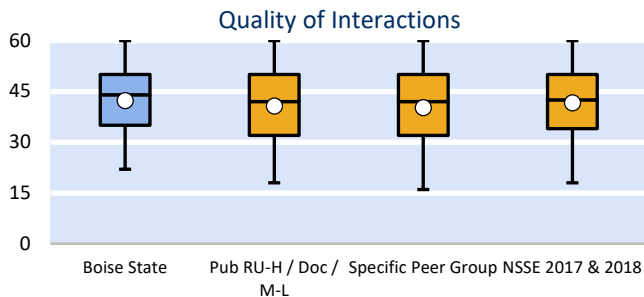
Campus Environment: Seniors

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

| | Boise State | \ Your seniors compared with | | | | | |
| | | Pub RU-H / Doc / M-L | | Specific Peer Group | | NSSE 2017 & 2018 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.2	41.2	.00	40.7	.04	42.0	-.06
Supportive Environment	28.3	32.0 ***	-.26	31.3 ***	-.22	32.0 ***	-.27

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.

| | Boise State % | Percentage point difference [a] between your seniors and | | |
		Pub RU-H / Doc / M-L	Specific Peer Group	NSSE 2017 & 2018
Quality of Interactions				
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…				
13a. Students	56	+1	+3	-0
13b. Academic advisors	47	+1	+1	-4
13c. Faculty	51	-2	-0	-5
13d. Student services staff (career services, student activities, housing, etc.)	39	-1	-0	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	40	+1	+2	-1
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	64	-4	-2	-6
14c. Using learning support services (tutoring services, writing center, etc.)	59	-4	-4	-6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	42	-14	-12	-13
14e. Providing opportunities to be involved socially	55	-9	-7	-8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	51	-10	-8	-9
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	19	-12	-10	-12
14h. Attending campus activities and events (performing arts, athletic events, etc.)	53	+3	+3	+2
14i. Attending events that address important social, economic, or political issues	32	-10	-8	-10

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

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

This page intentionally left blank.
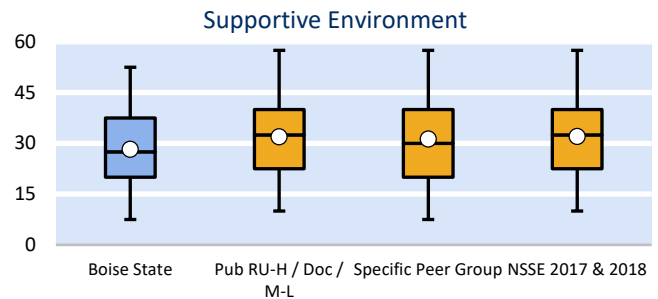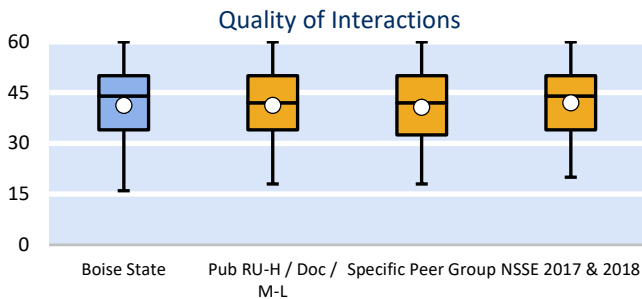
national survey of student engagement

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

| | | Boise State | 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	37.0	38.9 **	-.15		40.5 ***	-.27	
	Reflective and Integrative Learning	35.7	36.5	-.07	✓	38.1 ***	-.20	
	Learning Strategies	36.8	39.5 ***	-.20		41.6 ***	-.34	
	Quantitative Reasoning	29.3	28.7	.04	✓	30.4	-.07	✓
Learning with Peers	Collaborative Learning	34.1	35.1	-.08	✓	37.2 ***	-.23	
	Discussions with Diverse Others	40.1	41.4	-.09	✓	43.4 ***	-.22	
Experiences with Faculty	Student-Faculty Interaction	20.5	24.3 ***	-.25		27.2 ***	-.43	
	Effective Teaching Practices	37.6	40.3 ***	-.21		42.0 ***	-.32	
Campus Environment	Quality of Interactions	42.3	43.9 **	-.14		45.9 ***	-.30	
	Supportive Environment	34.1	37.9 ***	-.29		39.7 ***	-.43	

Seniors

| | | Boise State | 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	38.7	41.3 ***	-.19		42.5 ***	-.27	
	Reflective and Integrative Learning	37.1	39.6 ***	-.20		41.1 ***	-.33	
	Learning Strategies	37.3	40.2 ***	-.20		42.3 ***	-.36	
	Quantitative Reasoning	29.7	30.7	-.06	✓	32.7 ***	-.19	
Learning with Peers	Collaborative Learning	33.6	35.7 ***	-.15		38.1 ***	-.34	
	Discussions with Diverse Others	39.5	41.9 ***	-.15		43.8 ***	-.27	
Experiences with Faculty	Student-Faculty Interaction	22.7	29.2 ***	-.41		33.3 ***	-.66	
	Effective Teaching Practices	38.2	41.1 ***	-.22		43.1 ***	-.36	
Campus Environment	Quality of Interactions	41.2	44.4 ***	-.27		46.5 ***	-.43	
	Supportive Environment	28.3	34.3 ***	-.44		36.4 ***	-.59	

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												
Boise State (N = 420)	37.0	12.2	.60	20	30	40	45	60				
Pub RU-H / Doc / M-L	37.3	13.3	.06	15	30	40	45	60	42,936	-.4	.567	-.028
Specific Peer Group	37.2	13.4	.11	15	30	40	45	60	449	-.2	.726	-.016
NSSE 2017 & 2018	37.8	13.2	.03	20	30	40	45	60	181,683	-.9	.177	-.066
Top 50%	38.9	13.1	.04	20	30	40	50	60	108,144	-2.0	.002	-.152
Top 10%	40.5	13.3	.08	20	30	40	50	60	26,017	-3.5	.000	-.266
Reflective & Integrative Learning												
Boise State (N = 447)	35.7	11.4	.54	20	29	34	43	54				
Pub RU-H / Doc / M-L	34.8	11.9	.06	17	26	34	43	57	45,374	.9	.118	.074
Specific Peer Group	34.6	12.1	.10	17	26	34	43	57	15,931	1.1	.055	.092
NSSE 2017 & 2018	35.1	11.9	.03	17	26	34	43	57	191,768	.6	.269	.052
Top 50%	36.5	11.8	.04	17	29	37	43	57	101,103	-.8	.166	-.066
Top 10%	38.1	12.0	.08	20	29	37	46	60	22,101	-2.4	.000	-.198
Learning Strategies												
Boise State (N = 401)	36.8	13.8	.69	13	27	40	47	60				
Pub RU-H / Doc / M-L	37.5	13.8	.07	13	27	40	47	60	38,869	-.8	.267	-.056
Specific Peer Group	37.1	13.8	.12	13	27	40	47	60	13,600	-.4	.606	-.026
NSSE 2017 & 2018	38.0	13.7	.03	20	27	40	47	60	165,707	-1.3	.061	-.094
Top 50%	39.5	13.7	.05	20	27	40	53	60	87,679	-2.8	.000	-.201
Top 10%	41.6	14.1	.10	20	33	40	53	60	21,457	-4.8	.000	-.345
Quantitative Reasoning												
Boise State (N = 405)	29.3	14.4	.71	7	20	27	40	60				
Pub RU-H / Doc / M-L	27.2	15.2	.07	0	20	27	40	60	41,967	2.1	.005	.140
Specific Peer Group	27.1	15.3	.13	0	20	27	40	60	14,435	2.2	.004	.146
NSSE 2017 & 2018	27.5	15.3	.04	0	20	27	40	60	177,425	1.9	.014	.122
Top 50%	28.7	15.2	.05	0	20	27	40	60	113,929	.7	.367	.045
Top 10%	30.4	15.3	.09	7	20	27	40	60	27,847	-1.1	.168	-.069
Learning with Peers												
Collaborative Learning												
Boise State (N = 478)	34.1	13.4	.61	15	25	35	45	55				
Pub RU-H / Doc / M-L	32.1	13.8	.06	10	20	30	40	60	47,619	2.0	.002	.142
Specific Peer Group	32.0	14.0	.11	10	20	30	40	60	16,974	2.1	.001	.152
NSSE 2017 & 2018	32.3	14.4	.03	10	20	30	40	60	479	1.8	.004	.125
Top 50%	35.1	13.6	.04	15	25	35	45	60	118,887	-1.0	.095	-.077
Top 10%	37.2	13.6	.08	15	25	40	45	60	27,027	-3.1	.000	-.232
Discussions with Diverse Others												
Boise State (N = 405)	40.1	15.0	.75	15	30	40	55	60				
Pub RU-H / Doc / M-L	39.5	15.6	.08	15	30	40	55	60	39,245	.6	.420	.040
Specific Peer Group	39.6	15.9	.14	15	30	40	55	60	432	.5	.473	.034
NSSE 2017 & 2018	39.4	15.5	.04	15	30	40	55	60	167,125	.7	.343	.047
Top 50%	41.4	15.0	.05	15	30	40	55	60	108,845	-1.3	.085	-.086
Top 10%	43.4	14.8	.10	20	35	45	60	60	24,573	-3.3	.000	-.224

NSSE 2018 Engagement Indicators

Detailed Statistics[a]
Boise State University

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												
Boise State (N = 432)	20.5	13.5	.65	0	10	20	30	45				
Pub RU-H / Doc / M-L	20.4	14.5	.07	0	10	20	30	50	43,969	.1	.849	.009
Specific Peer Group	20.4	14.6	.12	0	10	20	30	50	15,352	.1	.888	.007
NSSE 2017 & 2018	21.1	14.6	.03	0	10	20	30	50	433	-.6	.356	-.041
Top 50%	24.3	14.8	.06	5	15	20	35	55	437	-3.8	.000	-.254
Top 10%	27.2	15.8	.15	5	15	25	40	60	476	-6.7	.000	-.429
Effective Teaching Practices												
Boise State (N = 419)	37.6	12.0	.59	20	28	36	44	60				
Pub RU-H / Doc / M-L	38.1	13.0	.06	16	28	40	48	60	428	-.5	.413	-.037
Specific Peer Group	37.4	13.3	.11	16	28	40	48	60	448	.2	.725	.016
NSSE 2017 & 2018	38.5	13.1	.03	16	28	40	48	60	421	-.9	.134	-.067
Top 50%	40.3	13.1	.05	20	32	40	52	60	424	-2.7	.000	-.206
Top 10%	42.0	13.7	.10	20	32	40	52	60	441	-4.4	.000	-.321
Campus Environment												
Quality of Interactions												
Boise State (N = 377)	42.3	11.4	.59	22	35	44	50	60				
Pub RU-H / Doc / M-L	40.7	12.7	.07	18	32	42	50	60	386	1.6	.006	.129
Specific Peer Group	40.3	12.7	.11	16	32	42	50	60	405	2.0	.001	.160
NSSE 2017 & 2018	41.7	12.5	.03	18	34	43	50	60	378	.6	.293	.050
Top 50%	43.9	11.6	.05	22	38	46	52	60	64,699	-1.6	.007	-.138
Top 10%	45.9	12.1	.10	22	40	48	56	60	14,395	-3.6	.000	-.296
Supportive Environment												
Boise State (N = 391)	34.1	12.2	.62	15	25	35	43	58				
Pub RU-H / Doc / M-L	36.0	13.6	.07	13	26	38	45	60	401	-1.9	.002	-.142
Specific Peer Group	35.8	13.8	.12	13	25	38	45	60	422	-1.7	.006	-.125
NSSE 2017 & 2018	36.1	13.6	.03	13	28	38	45	60	393	-2.0	.001	-.147
Top 50%	37.9	13.2	.05	15	30	40	48	60	85,291	-3.8	.000	-.292
Top 10%	39.7	13.1	.09	18	30	40	50	60	20,775	-5.6	.000	-.426

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.

IPEDS: 142115

NSSE 2018 ENGAGEMENT INDICATORS • 17

NSSE 2018 Engagement Indicators

Detailed Statistics[a]
Boise State University

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												
Boise State (N = 551)	38.7	13.9	.59	15	30	40	50	60				
Pub RU-H / Doc / M-L	39.6	13.8	.06	15	30	40	50	60	53,404	-.8	.161	-.060
Specific Peer Group	39.1	14.1	.10	15	30	40	50	60	19,528	-.4	.492	-.030
NSSE 2017 & 2018	39.8	13.7	.03	20	30	40	50	60	206,118	-1.1	.057	-.081
Top 50%	41.3	13.5	.04	20	35	40	55	60	97,099	-2.6	.000	-.192
Top 10%	42.5	13.7	.08	20	35	40	55	60	29,550	-3.7	.000	-.273
Reflective & Integrative Learning												
Boise State (N = 571)	37.1	12.3	.51	20	29	37	46	57				
Pub RU-H / Doc / M-L	37.7	12.5	.05	17	29	37	46	60	55,568	-.6	.233	-.050
Specific Peer Group	37.1	12.7	.09	17	29	37	46	60	20,495	-.1	.898	-.005
NSSE 2017 & 2018	37.8	12.4	.03	17	29	37	46	60	214,746	-.8	.135	-.063
Top 50%	39.6	12.2	.04	20	31	40	49	60	94,765	-2.5	.000	-.205
Top 10%	41.1	12.2	.09	20	33	40	51	60	20,604	-4.1	.000	-.333
Learning Strategies												
Boise State (N = 530)	37.3	14.6	.64	13	27	40	47	60				
Pub RU-H / Doc / M-L	38.1	14.4	.07	13	27	40	47	60	48,967	-.8	.183	-.058
Specific Peer Group	38.1	14.7	.11	13	27	40	47	60	18,002	-.8	.199	-.057
NSSE 2017 & 2018	38.3	14.5	.03	13	27	40	47	60	190,961	-1.1	.093	-.073
Top 50%	40.2	14.4	.04	20	33	40	53	60	102,664	-2.9	.000	-.204
Top 10%	42.3	14.2	.09	20	33	40	53	60	28,080	-5.1	.000	-.358
Quantitative Reasoning												
Boise State (N = 534)	29.7	16.5	.72	0	20	27	40	60				
Pub RU-H / Doc / M-L	29.3	16.1	.07	0	20	27	40	60	52,398	.5	.488	.030
Specific Peer Group	29.0	16.3	.12	0	20	27	40	60	19,069	.8	.288	.047
NSSE 2017 & 2018	29.6	16.1	.04	0	20	27	40	60	202,301	.1	.852	.008
Top 50%	30.7	16.0	.04	0	20	33	40	60	132,052	-.9	.175	-.059
Top 10%	32.7	15.7	.09	7	20	33	40	60	551	-2.9	.000	-.186
Learning with Peers												
Collaborative Learning												
Boise State (N = 580)	33.6	14.5	.60	10	25	35	45	60				
Pub RU-H / Doc / M-L	33.4	14.4	.06	10	25	35	45	60	57,153	.2	.745	.014
Specific Peer Group	32.5	14.6	.10	10	20	30	40	60	21,260	1.1	.072	.076
NSSE 2017 & 2018	32.5	15.0	.03	5	20	30	45	60	220,937	1.1	.084	.072
Top 50%	35.7	13.8	.04	15	25	35	45	60	123,839	-2.1	.000	-.154
Top 10%	38.1	13.5	.09	15	30	40	50	60	607	-4.5	.000	-.335
Discussions with Diverse Others												
Boise State (N = 528)	39.5	15.6	.68	15	30	40	50	60				
Pub RU-H / Doc / M-L	40.8	15.9	.07	15	30	40	55	60	49,222	-1.2	.081	-.076
Specific Peer Group	40.4	16.3	.12	10	30	40	60	60	563	-.9	.197	-.055
NSSE 2017 & 2018	40.3	15.8	.04	15	30	40	55	60	191,990	-.8	.276	-.047
Top 50%	41.9	15.6	.04	15	30	40	60	60	133,912	-2.4	.000	-.153
Top 10%	43.8	15.5	.09	20	35	45	60	60	32,753	-4.3	.000	-.275

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												
Boise State (N = 561)	22.7	15.9	.67	0	10	20	35	55				
Pub RU-H / Doc / M-L	23.2	15.8	.07	0	10	20	35	55	54,239	-.5	.416	-.034
Specific Peer Group	22.5	15.6	.11	0	10	20	30	55	19,910	.2	.736	.014
NSSE 2017 & 2018	23.9	15.9	.03	0	10	20	35	55	209,421	-1.2	.068	-.077
Top 50%	29.2	15.8	.07	5	20	30	40	60	53,900	-6.5	.000	-.412
Top 10%	33.3	16.1	.20	10	20	35	45	60	7,334	-10.6	.000	-.657
Effective Teaching Practices												
Boise State (N = 551)	38.2	13.8	.59	12	28	40	48	60				
Pub RU-H / Doc / M-L	39.1	13.7	.06	16	28	40	48	60	53,532	-.9	.122	-.066
Specific Peer Group	38.7	14.0	.10	16	28	40	48	60	19,550	-.5	.398	-.037
NSSE 2017 & 2018	39.4	13.7	.03	16	32	40	48	60	206,773	-1.2	.041	-.087
Top 50%	41.1	13.6	.05	16	32	40	52	60	84,210	-3.0	.000	-.218
Top 10%	43.1	13.7	.10	20	36	44	56	60	17,674	-4.9	.000	-.360
Campus Environment												
Quality of Interactions												
Boise State (N = 480)	41.2	12.5	.57	16	34	44	50	60				
Pub RU-H / Doc / M-L	41.2	12.4	.06	18	34	42	50	60	45,629	.0	.956	-.003
Specific Peer Group	40.7	12.7	.10	18	33	42	50	60	16,698	.5	.392	.040
NSSE 2017 & 2018	42.0	12.3	.03	20	34	44	50	60	178,710	-.8	.175	-.062
Top 50%	44.4	11.9	.05	22	38	46	54	60	69,629	-3.2	.000	-.267
Top 10%	46.5	12.3	.09	22	40	50	58	60	18,866	-5.3	.000	-.432
Supportive Environment												
Boise State (N = 514)	28.3	12.9	.57	8	20	28	38	53				
Pub RU-H / Doc / M-L	32.0	14.1	.07	10	23	33	40	58	527	-3.7	.000	-.261
Specific Peer Group	31.3	14.2	.11	8	20	30	40	58	552	-3.0	.000	-.215
NSSE 2017 & 2018	32.0	14.1	.03	10	23	33	40	58	516	-3.7	.000	-.266
Top 50%	34.3	13.7	.05	13	25	35	43	60	84,349	-6.0	.000	-.437
Top 10%	36.4	13.7	.10	13	28	38	45	60	17,635	-8.1	.000	-.590

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.