



NSSE 2024

Engagement Indicators

Memorial University of Newfoundland

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right. The specific items within each EI are listed below, starting on page 5.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning
	Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction
	Effective Teaching Practices
<i>Campus Environment</i>	Quality of Interactions
	Supportive Environment

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions

Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of all current- and prior-year institutions.

Detailed Statistics (pp. 16-End)

Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are Computed

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

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

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

Engagement Indicators: Overview

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

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

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Canada	Your first-year students compared with CDN Comprehensive	Your first-year students compared with U15 Members
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 Canada	Your seniors compared with CDN Comprehensive	Your seniors compared with U15 Members
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

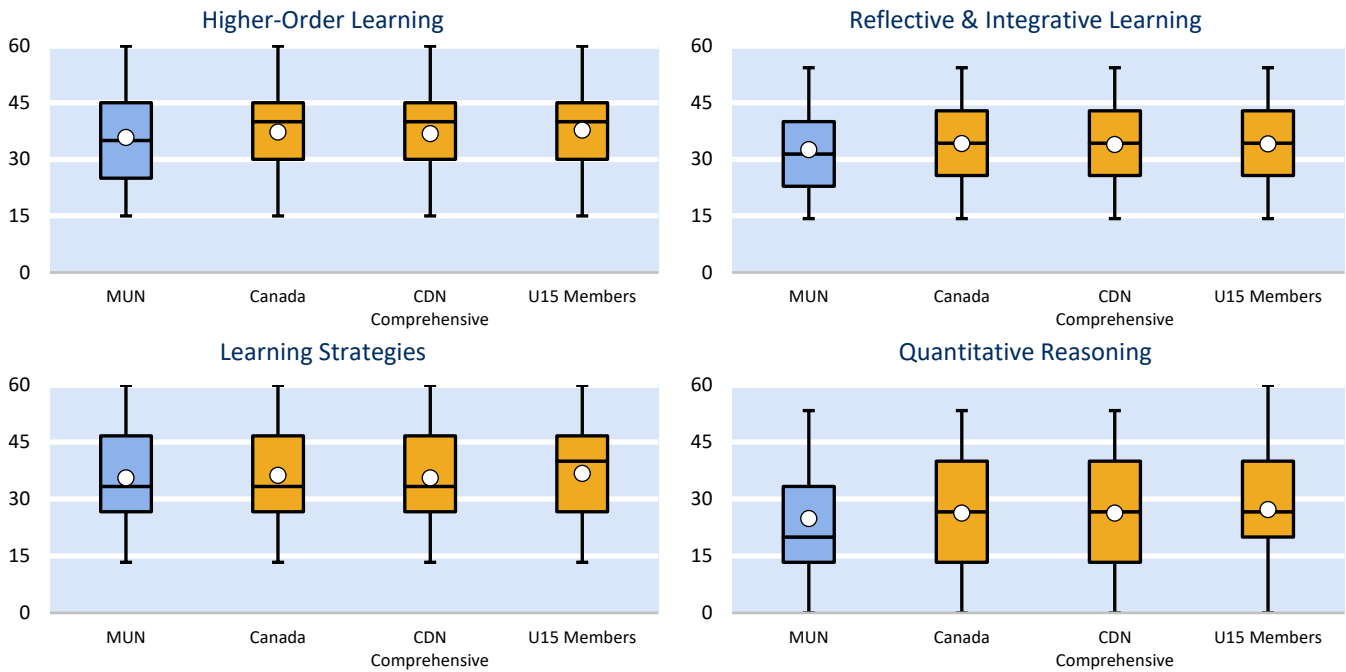
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	MUN Mean	Your first-year students compared with					
		Canada Mean	Effect size	CDN Comprehensive Mean	Effect size	U15 Members Mean	Effect size
Higher-Order Learning	35.8	37.2 *	-.11	36.8	-.08	37.7 **	-.15
Reflective & Integrative Learning	32.6	34.2 **	-.14	33.9 *	-.11	34.2 **	-.13
Learning Strategies	35.6	36.2	-.05	35.6	.00	36.8	-.08
Quantitative Reasoning	24.9	26.3	-.09	26.3	-.09	27.2 **	-.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.

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.

	MUN	Percentage point difference ^a between your FY students and		
		Canada	CDN Comprehensive	U15 Members
Higher-Order Learning				
<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	74	+1	+2	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	61	-7	-6	-9
4d. Evaluating a point of view, decision, or information source	57	-5	-5	-4
4e. Forming a new idea or understanding from various pieces of information	61	-5	-4	-5
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	40	-13	-12	-13
2b. Connected your learning to societal problems or issues	43	-8	-6	-7
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	47	+3	+1	+5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	+0	+1	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	67	+1	+2	+1
2f. Learned something that changed the way you understand an issue or concept	64	-4	-2	-5
2g. Connected ideas from your courses to your prior experiences and knowledge	72	-7	-5	-8
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	67	-4	-3	-5
9b. Reviewed your notes after class	60	+3	+5	+2
9c. Summarized what you learned in class or from course materials	61	-1	+1	-3
Quantitative Reasoning				
<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	+1	+2	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	32	-4	-4	-5
6c. Evaluated what others have concluded from numerical information	29	-8	-8	-11

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

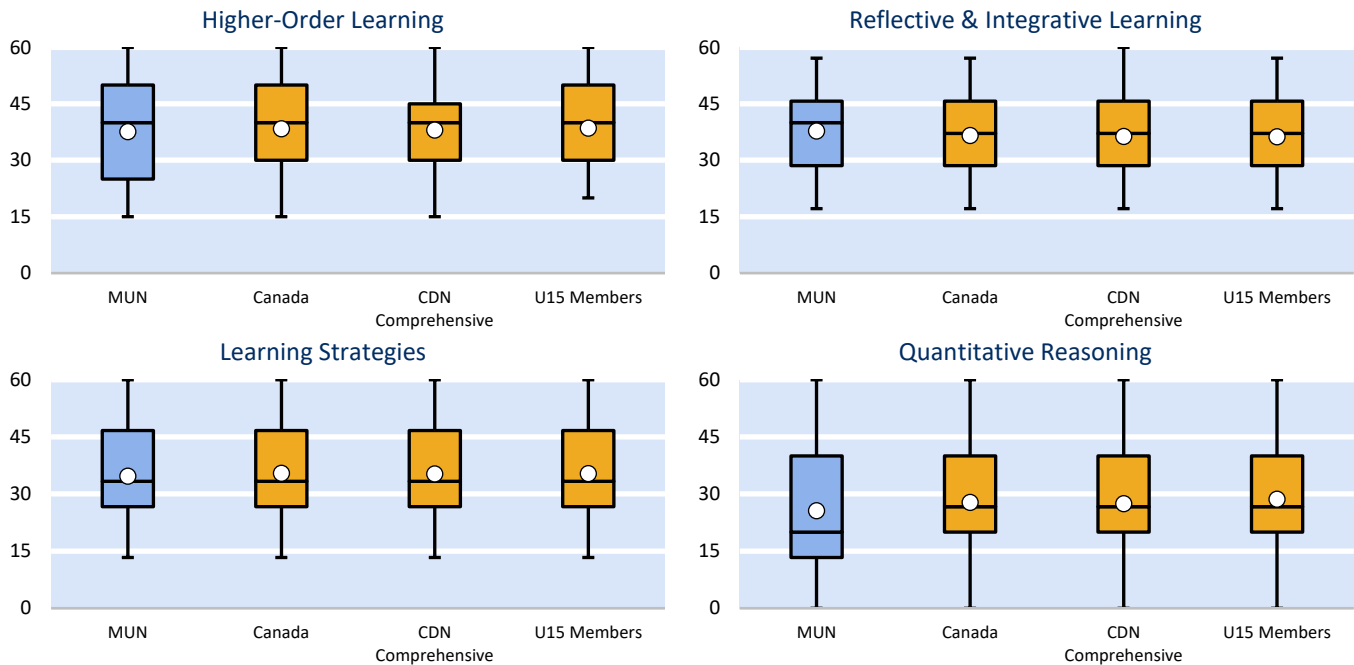
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	MUN Mean	Your seniors compared with					
		Canada Mean	Effect size	CDN Comprehensive Mean	Effect size	U15 Members Mean	Effect size
Higher-Order Learning	37.6	38.4	-.06	38.1	-.03	38.5	-.07
Reflective & Integrative Learning	37.8	36.6	.09	36.3	.11	36.3 *	.12
Learning Strategies	34.7	35.4	-.05	35.2	-.04	35.4	-.05
Quantitative Reasoning	25.6	27.8 *	-.14	27.5	-.12	28.6 **	-.19

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.

	MUN	Percentage point difference ^a between your seniors and		
		Canada	CDN Comprehensive	U15 Members
Higher-Order Learning				
<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	-3	-2	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	64	-8	-7	-8
4d. Evaluating a point of view, decision, or information source	65	-1	-1	-0
4e. Forming a new idea or understanding from various pieces of information	69	+0	+1	+0
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	64	-2	-1	-1
2b. Connected your learning to societal problems or issues	61	+2	+3	+3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	58	+9	+9	+11
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	-0	+1	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	70	+2	+3	+4
2f. Learned something that changed the way you understand an issue or concept	67	-4	-3	-4
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+2	+3	+2
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	73	+1	+1	+1
9b. Reviewed your notes after class	54	+2	+2	+3
9c. Summarized what you learned in class or from course materials	54	-4	-3	-4
Quantitative Reasoning				
<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.)	45	-4	-4	-6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35	-5	-5	-6
6c. Evaluated what others have concluded from numerical information	36	-6	-5	-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.

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Learning with Peers: First-year students

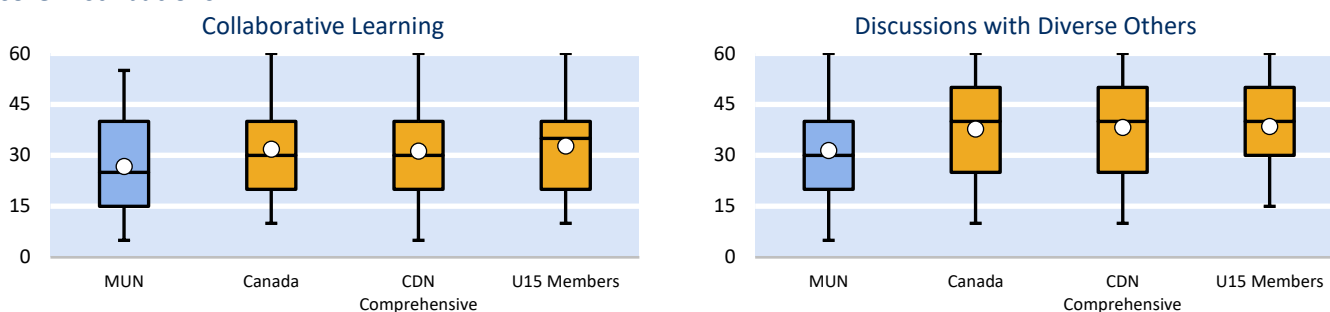
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	MUN Mean	Your first-year students compared with					
		Canada Mean	Effect size	CDN Comprehensive Mean	Effect size	U15 Members Mean	Effect size
Collaborative Learning	26.7	31.8 ***	-.34	31.2 ***	-.30	32.7 ***	-.41
Discussions with Diverse Others	31.4	37.7 ***	-.40	38.2 ***	-.44	38.5 ***	-.46

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

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Performance on Indicator Items

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

	MUN %	Percentage point difference ^a between your FY students and		
		Canada	CDN Comprehensive	U15 Members
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	40	-12	-11	-15
1c. Explained course material to one or more students	41	-12	-11	-14
1d. Prepared for exams by discussing or working through course material with other students	41	-7	-6	-10
1e. Worked with other students on course projects or assignments	40	-14	-11	-15
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	52	-19	-20	-21
8b. People from economic backgrounds other than your own	54	-13	-13	-14
8c. People with religious beliefs other than your own	48	-16	-19	-19
8d. People with political views other than your own	41	-12	-12	-13

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Learning with Peers: Seniors

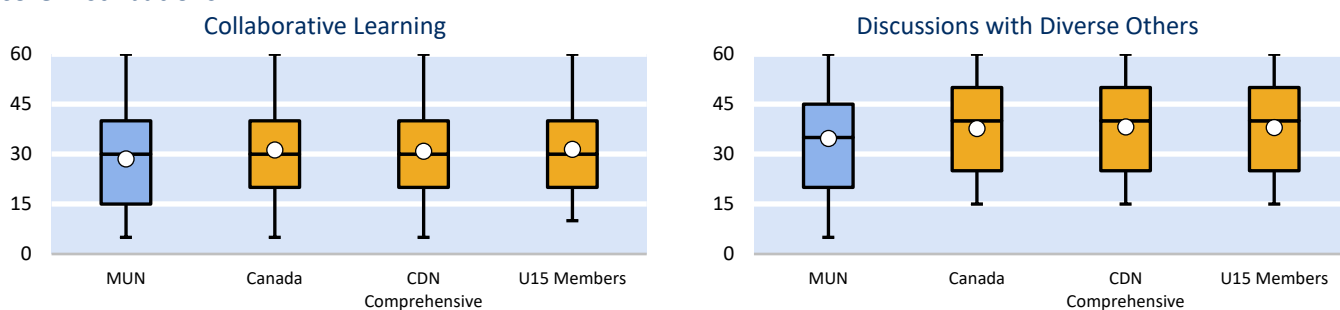
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	MUN Mean	Your seniors compared with					
		Canada Mean	Effect size	CDN Comprehensive Mean	Effect size	U15 Members Mean	Effect size
Collaborative Learning	28.6	31.3 **	-.18	30.9 *	-.15	31.5 **	-.20
Discussions with Diverse Others	34.7	37.7 **	-.19	38.2 ***	-.22	38.0 **	-.21

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

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Collaborative Learning	MUN %	Percentage point difference ^a between your seniors and		
		Canada	CDN Comprehensive	U15 Members
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	36	-5	-5	-6
1c. Explained course material to one or more students	50	-1	-1	-0
1d. Prepared for exams by discussing or working through course material with other students	41	-1	+0	-2
1e. Worked with other students on course projects or assignments	52	-12	-11	-13
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of races or ethnicities other than your own	59	-13	-14	-15
8b. People from economic backgrounds other than your own	62	-5	-7	-5
8c. People with religious beliefs other than your own	59	-5	-7	-5
8d. People with political views other than your own	48	-3	-4	-3

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Experiences with Faculty: First-year students

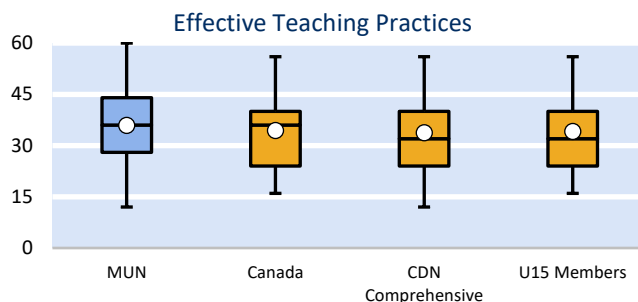
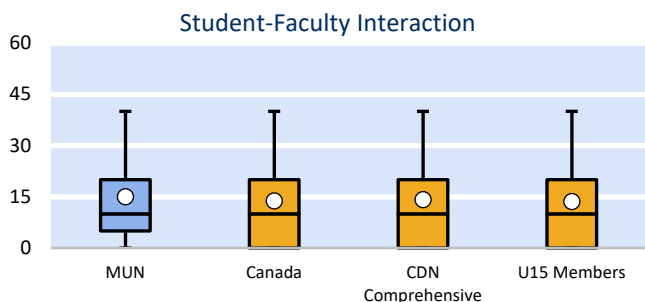
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	MUN Mean	Your first-year students compared with					
		Canada		CDN Comprehensive		U15 Members	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	15.0	13.8	.09	14.1	.06	13.6 *	.10
Effective Teaching Practices	35.9	34.3 *	.12	33.7 **	.17	34.1 **	.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).

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Student-Faculty Interaction	MUN	Percentage point difference ^a between your FY students and		
		Canada	CDN Comprehensive	U15 Members
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	23	+3	+3	+4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	12	-1	-2	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	19	-1	-2	-1
3d. Discussed your academic performance with a faculty member	18	+2	+0	+2
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	73	-0	+1	-1
5b. Taught course sessions in an organized way	67	-2	+1	-3
5c. Used examples or illustrations to explain difficult points	71	-0	+3	-1
5d. Provided feedback on a draft or work in progress	54	+9	+10	+12
5e. Provided prompt and detailed feedback on tests or completed assignments	53	+7	+7	+8

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Experiences with Faculty: Seniors

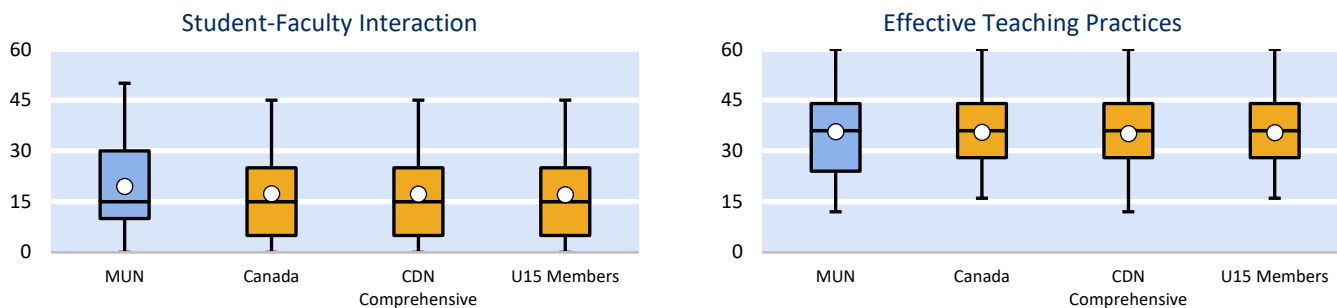
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Mean Comparisons

Engagement Indicator	MUN Mean	Your seniors compared with					
		Canada		CDN Comprehensive		U15 Members	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.5	17.3 *	.15	17.2 **	.15	17.0 **	.17
Effective Teaching Practices	35.7	35.4	.02	35.1	.05	35.4	.02

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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	29	+3	+3	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	+0	+1	-0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	+4	+4	+4
3d. Discussed your academic performance with a faculty member	22	+3	+2	+5
<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	73	-2	-0	-3
5b. Taught course sessions in an organized way	71	-0	+2	-1
5c. Used examples or illustrations to explain difficult points	68	-5	-3	-6
5d. Provided feedback on a draft or work in progress	54	+5	+5	+6
5e. Provided prompt and detailed feedback on tests or completed assignments	55	+5	+5	+6

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

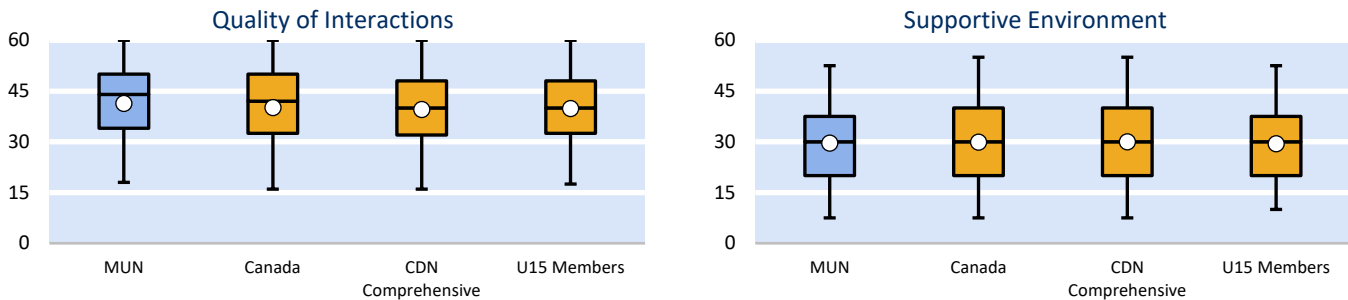
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	MUN Mean	Your first-year students compared with					
		Canada Mean	Effect size	CDN Comprehensive Mean	Effect size	U15 Members Mean	Effect size
Quality of Interactions	41.3	40.1	.10	39.5 *	.14	39.8 *	.13
Supportive Environment	29.6	29.9	-.02	30.0	-.03	29.5	.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.

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	MUN	Percentage point difference ^a between your FY students and		
		Canada	CDN Comprehensive	U15 Members
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	49	-5	-2	-5
13b. Academic advisors	54	+14	+16	+16
13c. Faculty	45	+4	+6	+5
13d. Student services staff (career services, student activities, housing, etc.)	44	+3	+4	+4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	+2	+4	+5
<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	65	+2	+3	+4
14c. Using learning support services (tutoring services, writing center, etc.)	70	+11	+11	+13
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	46	-4	-5	-4
14e. Providing opportunities to be involved socially	55	-3	-3	-3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	50	-5	-5	-4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	22	-7	-8	-6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	45	-6	-5	-5
14i. Attending events that address important social, economic, or political issues	41	+3	+2	+4

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

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

Campus Environment: Seniors

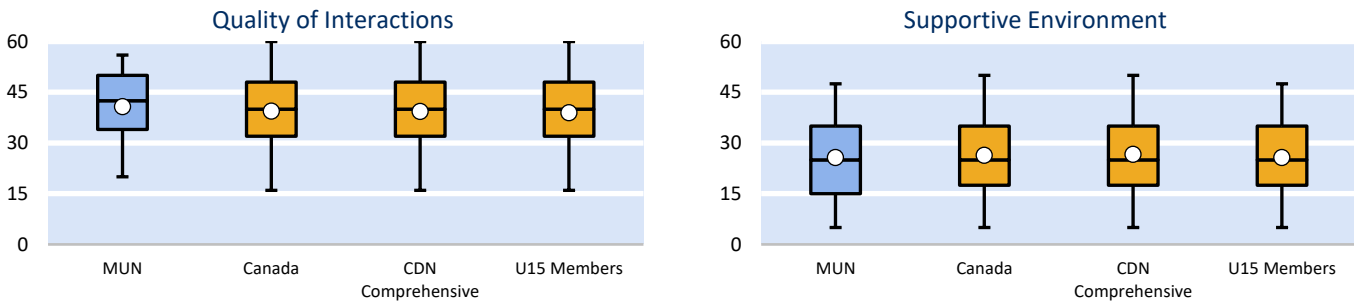
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	MUN Mean	Your seniors compared with					
		Canada Mean	Effect size	CDN Comprehensive Mean	Effect size	U15 Members Mean	Effect size
Quality of Interactions	40.8	39.5	.11	39.4	.11	39.0 *	.14
Supportive Environment	25.7	26.4	-.05	26.7	-.08	25.7	.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	MUN	Percentage point difference ^a between your seniors and		
		Canada	CDN Comprehensive	U15 Members
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	54	-1	+2	-1
13b. Academic advisors	46	+8	+6	+10
13c. Faculty	53	+9	+11	+10
13d. Student services staff (career services, student activities, housing, etc.)	39	+2	+4	+4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	34	-1	-1	+1
<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	54	+2	+1	+4
14c. Using learning support services (tutoring services, writing center, etc.)	51	+4	+2	+8
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	43	+1	-0	+3
14e. Providing opportunities to be involved socially	50	-0	+0	+0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	42	-4	-4	-1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	16	-6	-7	-5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	34	-7	-6	-7
14i. Attending events that address important social, economic, or political issues	29	-2	-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), 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 2023 and 2024 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2023 and 2024 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

Theme	Engagement Indicator	MUN Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	35.8	39.8 ***	-.30		42.4 ***	-.52	
	Reflective and Integrative Learning	32.6	37.3 ***	-.39		39.9 ***	-.62	
	Learning Strategies	35.6	40.2 ***	-.33		43.1 ***	-.52	
	Quantitative Reasoning	24.9	30.8 ***	-.38		33.3 ***	-.54	
<i>Learning with Peers</i>	Collaborative Learning	26.7	33.4 ***	-.48		36.7 ***	-.72	
	Discussions with Diverse Others	31.4	40.7 ***	-.63		44.2 ***	-.92	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	15.0	25.4 ***	-.67		29.9 ***	-.96	
	Effective Teaching Practices	35.9	40.8 ***	-.36		43.6 ***	-.55	
<i>Campus Environment</i>	Quality of Interactions	41.3	45.7 ***	-.38		48.7 ***	-.62	
	Supportive Environment	29.6	37.1 ***	-.58		40.4 ***	-.85	

Seniors

Theme	Engagement Indicator	MUN Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.6	42.4 ***	-.35		44.9 ***	-.57	
	Reflective and Integrative Learning	37.8	40.6 ***	-.23		43.2 ***	-.46	
	Learning Strategies	34.7	41.2 ***	-.45		44.1 ***	-.66	
	Quantitative Reasoning	25.6	32.8 ***	-.44		36.2 ***	-.65	
<i>Learning with Peers</i>	Collaborative Learning	28.6	34.7 ***	-.43		38.0 ***	-.68	
	Discussions with Diverse Others	34.7	41.4 ***	-.43		44.1 ***	-.64	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	19.5	29.9 ***	-.64		34.9 ***	-.97	
	Effective Teaching Practices	35.7	42.5 ***	-.49		45.2 ***	-.73	
<i>Campus Environment</i>	Quality of Interactions	40.8	45.4 ***	-.38		48.1 ***	-.60	
	Supportive Environment	25.7	34.6 ***	-.63		38.0 ***	-.90	

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

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

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
MUN (N = 405)	35.8	13.4	.66	15	25	35	45	60				
Canada	37.2	13.1	.07	15	30	40	45	60	37,808	-1.4	.030	-.108
CDN Comprehensive	36.8	13.3	.12	15	30	40	45	60	12,811	-1.0	.129	-.077
U15 Members	37.7	13.1	.10	15	30	40	45	60	18,210	-1.9	.003	-.147
Top 50%	39.8	13.2	.04	20	30	40	50	60	99,342	-4.0	.000	-.304
Top 10%	42.4	12.5	.12	20	35	40	55	60	11,785	-6.6	.000	-.523
Reflective & Integrative Learning												
MUN (N = 458)	32.6	11.9	.56	14	23	31	40	54				
Canada	34.2	11.9	.06	14	26	34	43	54	40,705	-1.6	.003	-.137
CDN Comprehensive	33.9	12.2	.11	14	26	34	43	54	13,772	-1.3	.021	-.110
U15 Members	34.2	11.8	.09	14	26	34	43	54	19,542	-1.6	.005	-.132
Top 50%	37.3	12.0	.04	17	29	37	46	60	89,480	-4.7	.000	-.391
Top 10%	39.9	11.7	.11	20	31	40	49	60	10,885	-7.3	.000	-.625
Learning Strategies												
MUN (N = 366)	35.6	13.5	.71	13	27	33	47	60				
Canada	36.2	13.8	.07	13	27	33	47	60	35,246	-.6	.377	-.046
CDN Comprehensive	35.6	13.7	.13	13	27	33	47	60	12,016	.0	.949	.003
U15 Members	36.8	13.8	.11	13	27	40	47	60	17,023	-1.2	.111	-.084
Top 50%	40.2	13.9	.05	20	33	40	53	60	80,420	-4.6	.000	-.329
Top 10%	43.1	14.5	.11	20	33	40	60	60	383	-7.5	.000	-.522
Quantitative Reasoning												
MUN (N = 374)	24.9	15.7	.81	0	13	20	33	53				
Canada	26.3	15.3	.08	0	13	27	40	53	35,759	-1.4	.078	-.091
CDN Comprehensive	26.3	15.4	.14	0	13	27	40	53	12,158	-1.4	.088	-.089
U15 Members	27.2	15.2	.12	0	20	27	40	60	17,263	-2.3	.003	-.153
Top 50%	30.8	15.5	.05	7	20	33	40	60	94,986	-5.9	.000	-.383
Top 10%	33.3	15.4	.12	7	20	33	40	60	18,230	-8.4	.000	-.544
Learning with Peers												
Collaborative Learning												
MUN (N = 498)	26.7	15.2	.68	5	15	25	40	55				
Canada	31.8	14.6	.07	10	20	30	40	60	43,793	-5.0	.000	-.344
CDN Comprehensive	31.2	14.6	.12	5	20	30	40	60	14,767	-4.5	.000	-.305
U15 Members	32.7	14.5	.10	10	20	35	40	60	20,989	-6.0	.000	-.411
Top 50%	33.4	13.9	.04	10	25	35	40	60	501	-6.6	.000	-.477
Top 10%	36.7	13.7	.10	15	25	35	45	60	518	-10.0	.000	-.724
Discussions with Diverse Others												
MUN (N = 370)	31.4	16.2	.84	5	20	30	40	60				
Canada	37.7	15.6	.08	10	25	40	50	60	35,382	-6.3	.000	-.405
CDN Comprehensive	38.2	15.6	.14	10	25	40	50	60	12,037	-6.8	.000	-.436
U15 Members	38.5	15.3	.12	15	30	40	50	60	384	-7.1	.000	-.465
Top 50%	40.7	14.9	.05	20	30	40	55	60	372	-9.3	.000	-.625
Top 10%	44.2	13.8	.14	20	35	45	60	60	391	-12.9	.000	-.924

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
MUN (N = 431)	15.0	13.5	.65	0	5	10	20	40				
Canada	13.8	13.9	.07	0	0	10	20	40	39,157	1.3	.061	.091
CDN Comprehensive	14.1	14.2	.13	0	0	10	20	40	463	.9	.181	.062
U15 Members	13.6	14.0	.10	0	0	10	20	40	18,803	1.4	.034	.103
Top 50%	25.4	15.3	.06	5	15	25	35	60	438	-10.3	.000	-.675
Top 10%	29.9	15.5	.19	5	20	30	40	60	504	-14.8	.000	-.964
Effective Teaching Practices												
MUN (N = 400)	35.9	13.6	.68	12	28	36	44	60				
Canada	34.3	12.5	.06	16	24	36	40	56	37,743	1.5	.014	.124
CDN Comprehensive	33.7	12.8	.12	12	24	32	40	56	12,796	2.1	.001	.167
U15 Members	34.1	12.1	.09	16	24	32	40	56	413	1.8	.009	.147
Top 50%	40.8	13.5	.05	20	32	40	52	60	72,382	-4.9	.000	-.362
Top 10%	43.6	14.1	.12	20	36	44	56	60	426	-7.7	.000	-.545
Campus Environment												
Quality of Interactions												
MUN (N = 298)	41.3	12.0	.70	18	34	44	50	60				
Canada	40.1	12.5	.08	16	33	42	50	60	26,202	1.2	.096	.097
CDN Comprehensive	39.5	12.7	.13	16	32	40	48	60	9,131	1.8	.016	.142
U15 Members	39.8	12.2	.11	18	33	40	48	60	12,677	1.5	.031	.126
Top 50%	45.7	11.5	.05	24	40	48	54	60	54,027	-4.4	.000	-.379
Top 10%	48.7	11.9	.12	24	42	52	60	60	10,634	-7.4	.000	-.617
Supportive Environment												
MUN (N = 341)	29.6	13.4	.72	8	20	30	38	53				
Canada	29.9	13.2	.07	8	20	30	40	55	34,220	-.3	.700	-.021
CDN Comprehensive	30.0	13.4	.13	8	20	30	40	55	11,670	-.3	.643	-.025
U15 Members	29.5	12.9	.10	10	20	30	38	53	16,582	.2	.828	.012
Top 50%	37.1	13.0	.05	17	28	38	45	60	65,235	-7.5	.000	-.576
Top 10%	40.4	12.6	.17	20	33	40	50	60	5,780	-10.8	.000	-.853

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 ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
MUN (N = 285)	37.6	13.8	.82	15	25	40	50	60				
Canada	38.4	13.3	.08	15	30	40	50	60	28,661	-.8	.314	-.060
CDN Comprehensive	38.1	13.4	.14	15	30	40	45	60	9,868	-.4	.591	-.032
U15 Members	38.5	13.1	.11	20	30	40	50	60	14,006	-.9	.253	-.068
Top 50%	42.4	13.6	.05	20	35	40	55	60	64,759	-4.8	.000	-.353
Top 10%	44.9	12.8	.16	20	40	45	60	60	7,020	-7.3	.000	-.566
Reflective & Integrative Learning												
MUN (N = 310)	37.8	12.9	.73	17	29	40	46	57				
Canada	36.6	12.5	.07	17	29	37	46	57	30,503	1.1	.111	.091
CDN Comprehensive	36.3	12.8	.13	17	29	37	46	60	10,523	1.4	.055	.111
U15 Members	36.3	12.4	.10	17	29	37	46	57	14,872	1.5	.036	.121
Top 50%	40.6	12.4	.05	20	31	40	51	60	64,861	-2.9	.000	-.230
Top 10%	43.2	11.8	.15	23	34	43	54	60	6,535	-5.4	.000	-.458
Learning Strategies												
MUN (N = 271)	34.7	14.5	.88	13	27	33	47	60				
Canada	35.4	14.3	.09	13	27	33	47	60	27,088	-.7	.427	-.049
CDN Comprehensive	35.2	14.3	.15	13	27	33	47	60	9,382	-.5	.558	-.036
U15 Members	35.4	14.3	.13	13	27	33	47	60	13,235	-.7	.437	-.048
Top 50%	41.2	14.5	.05	20	33	40	53	60	78,720	-6.5	.000	-.446
Top 10%	44.1	14.2	.14	20	33	47	60	60	9,951	-9.4	.000	-.662
Quantitative Reasoning												
MUN (N = 274)	25.6	16.6	1.01	0	13	20	40	60				
Canada	27.8	15.9	.10	0	20	27	40	60	27,476	-2.2	.024	-.138
CDN Comprehensive	27.5	15.8	.16	0	20	27	40	60	9,486	-1.9	.055	-.118
U15 Members	28.6	15.7	.14	0	20	27	40	60	13,420	-3.0	.002	-.189
Top 50%	32.8	16.5	.06	7	20	33	40	60	84,880	-7.2	.000	-.439
Top 10%	36.2	16.2	.18	7	20	40	47	60	8,715	-10.6	.000	-.655
Learning with Peers												
Collaborative Learning												
MUN (N = 323)	28.6	16.6	.92	5	15	30	40	60				
Canada	31.3	14.5	.08	5	20	30	40	60	327	-2.6	.005	-.181
CDN Comprehensive	30.9	14.5	.14	5	20	30	40	60	337	-2.2	.018	-.153
U15 Members	31.5	14.5	.12	10	20	30	40	60	332	-2.9	.002	-.198
Top 50%	34.7	14.2	.05	10	25	35	45	60	324	-6.1	.000	-.429
Top 10%	38.0	13.6	.14	15	30	40	50	60	336	-9.4	.000	-.684
Discussions with Diverse Others												
MUN (N = 268)	34.7	16.3	1.00	5	20	35	45	60				
Canada	37.7	15.5	.09	15	25	40	50	60	27,116	-3.0	.002	-.191
CDN Comprehensive	38.2	15.6	.16	15	25	40	50	60	9,375	-3.5	.000	-.224
U15 Members	38.0	15.2	.13	15	25	40	50	60	276	-3.2	.002	-.211
Top 50%	41.4	15.6	.05	15	30	40	60	60	81,351	-6.6	.000	-.426
Top 10%	44.1	14.5	.15	20	35	45	60	60	279	-9.4	.000	-.644

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
MUN (N = 295)	19.5	14.6	.85	0	10	15	30	50				
Canada	17.3	14.8	.09	0	5	15	25	45	29,516	2.2	.010	.150
CDN Comprehensive	17.2	14.8	.15	0	5	15	25	45	10,160	2.3	.009	.154
U15 Members	17.0	14.6	.12	0	5	15	25	45	14,389	2.5	.004	.170
Top 50%	29.9	16.3	.09	5	20	30	40	60	300	-10.5	.000	-.643
Top 10%	34.9	16.1	.26	10	20	35	45	60	353	-15.4	.000	-.966
Effective Teaching Practices												
MUN (N = 291)	35.7	14.1	.83	12	24	36	44	60				
Canada	35.4	13.0	.08	16	28	36	44	60	295	.2	.796	.017
CDN Comprehensive	35.1	13.0	.13	12	28	36	44	60	305	.6	.477	.046
U15 Members	35.4	12.7	.11	16	28	36	44	60	300	.3	.729	.023
Top 50%	42.5	13.8	.06	20	32	44	56	60	58,487	-6.8	.000	-.493
Top 10%	45.2	13.1	.16	20	36	48	60	60	7,409	-9.6	.000	-.728
Campus Environment												
Quality of Interactions												
MUN (N = 234)	40.8	11.3	.74	20	34	43	50	56				
Canada	39.5	12.5	.09	16	32	40	48	60	239	1.3	.078	.106
CDN Comprehensive	39.4	12.4	.14	16	32	40	48	60	7,635	1.4	.085	.114
U15 Members	39.0	12.4	.12	16	32	40	48	60	10,646	1.8	.030	.144
Top 50%	45.4	12.0	.05	22	38	48	55	60	57,056	-4.6	.000	-.383
Top 10%	48.1	12.3	.12	23	42	50	60	60	11,185	-7.3	.000	-.596
Supportive Environment												
MUN (N = 257)	25.7	13.2	.82	5	15	25	35	48				
Canada	26.4	13.0	.08	5	18	25	35	50	26,478	-.7	.386	-.054
CDN Comprehensive	26.7	13.3	.14	5	18	25	35	50	9,145	-1.0	.222	-.077
U15 Members	25.7	12.6	.11	5	18	25	35	48	12,962	.0	.986	-.001
Top 50%	34.6	14.2	.06	10	25	35	45	60	59,610	-9.0	.000	-.630
Top 10%	38.0	13.7	.18	15	28	40	48	60	5,833	-12.3	.000	-.896

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.