NSSE 2017
Engagement Indicators

Manchester 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 2016 and 2017 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—Institution Version and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

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

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

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

NSSE 2017 Engagement Indicators

Overview

Manchester University

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 Great Lakes Private	Your first-year students compared with Indiana	Your first-year students compared with Peer Group
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 Great Lakes Private	Your seniors compared with Indiana	Your seniors compared with Peer Group
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

| | Manchester | Your first-year students compared with | | | | | |
| | | Great Lakes Private | | Indiana | | Peer Group | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.9	38.7	.02	38.3	.05	37.1	.14
Reflective & Integrative Learning	34.6	35.9	-.11	35.8	-.10	34.7	-.01
Learning Strategies	37.2	38.8	-.12	38.9	-.13	38.2	-.08
Quantitative Reasoning	26.9	27.4	-.04	27.9	-.07	28.0	-.08

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

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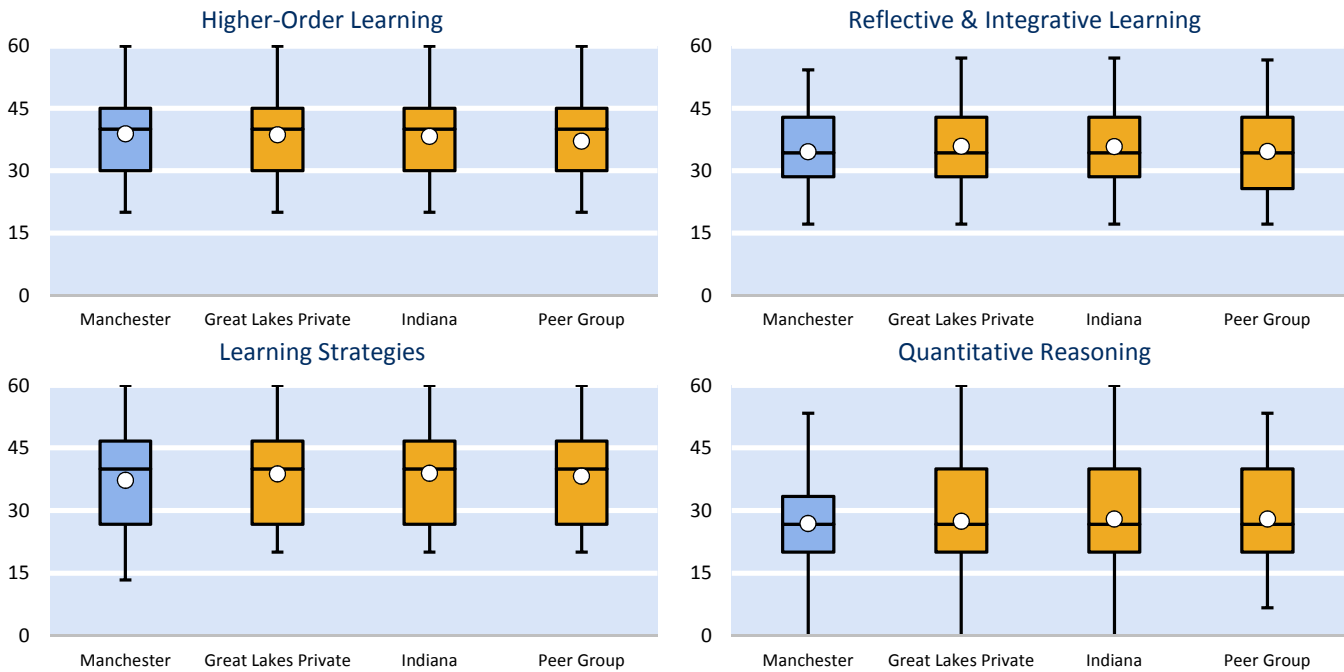
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance[a] 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.

	Manchester	Great Lakes Private	Indiana	Peer Group
Higher-Order Learning				
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	79	+6	+8	+14
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	-1	+1	+3
4d. Evaluating a point of view, decision, or information source	77	+6	+6	+8
4e. Forming a new idea or understanding from various pieces of information	77	+7	+8	+10
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	54	-0	-2	+1
2b. Connected your learning to societal problems or issues	52	-3	-2	+3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48	-7	-6	-6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	+1	+2	+4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	-3	-3	-1
2f. Learned something that changed the way you understand an issue or concept	68	+0	+0	+7
2g. Connected ideas from your courses to your prior experiences and knowledge	85	+6	+9	+9
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	81	+0	+4	+5
9b. Reviewed your notes after class	63	-2	-5	-2
9c. Summarized what you learned in class or from course materials	64	+1	-1	+2
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.)	50	-2	-2	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35	-3	-4	-5
6c. Evaluated what others have concluded from numerical information	35	-3	-4	-3

Percentage point difference between your FY students and

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 2017 Engagement Indicators
Academic Challenge
Manchester 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

| | Manchester | *Your seniors compared with* | | | | | |
| | | Great Lakes Private | | Indiana | | Peer Group | |
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Higher-Order Learning	39.8	41.0	-.09	40.9	-.08	39.7	.01
Reflective & Integrative Learning	37.2	39.0	-.15	38.7	-.12	37.6	-.03
Learning Strategies	35.7	38.3	-.19	39.0 *	-.23	35.9	-.02
Quantitative Reasoning	30.8	30.0	.05	30.2	.04	29.9	.06

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

Score Distributions
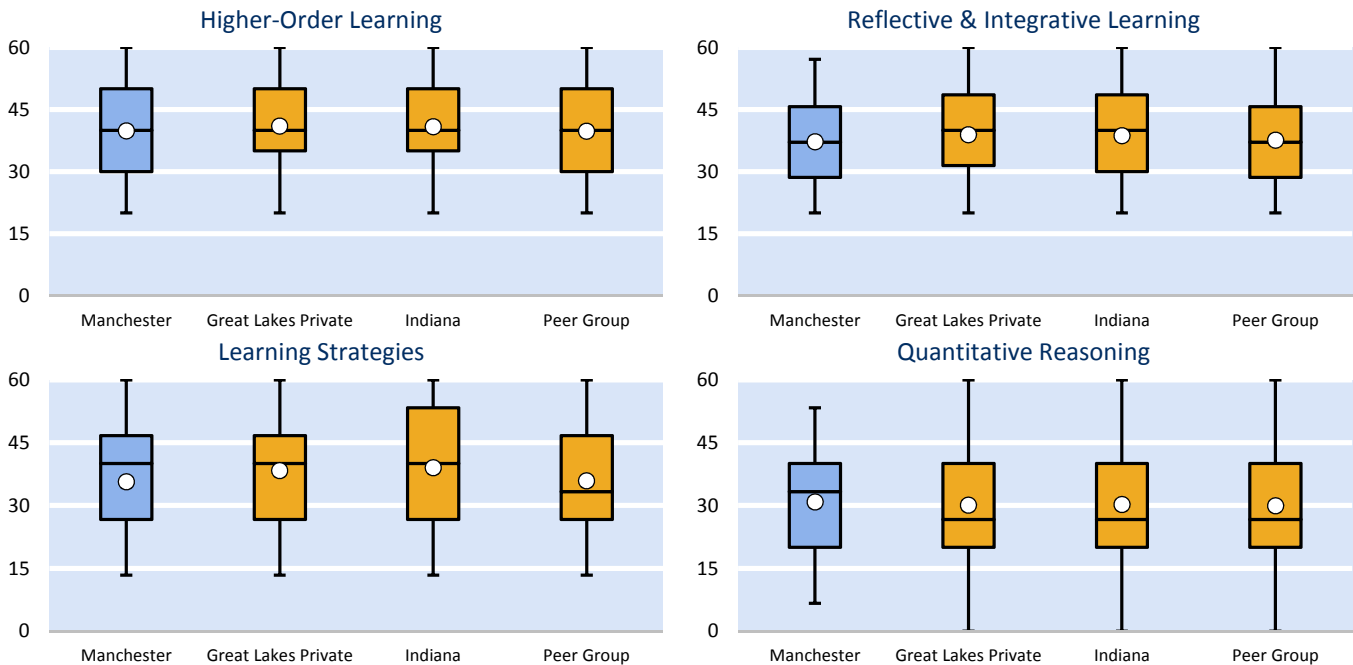
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Academic Challenge: Seniors (continued)

Performance[a] on Indicator Items

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

		Percentage point difference between your seniors and		
Higher-Order Learning	**Manchester**	**Great Lakes Private**	**Indiana**	**Peer Group**
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	80	+0	-1	+2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	-0	-0	+2
4d. Evaluating a point of view, decision, or information source	73	-1	-1	+2
4e. Forming a new idea or understanding from various pieces of information	68	-6	-6	-3
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	71	+1	+3	-1
2b. Connected your learning to societal problems or issues	57	-8	-9	-6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	-8	-10	-4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	-7	-8	+0
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	-4	-3	+0
2f. Learned something that changed the way you understand an issue or concept	72	+1	+2	+6
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-2	-2	-1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	87	+6	+6	+14
9b. Reviewed your notes after class	52	-6	-8	-2
9c. Summarized what you learned in class or from course materials	53	-10	-13	-4
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.)	59	+3	+3	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	+2	+1	+4
6c. Evaluated what others have concluded from numerical information	49	+4	+5	+4

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

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

NSSE 2017 Engagement Indicators

Learning with Peers

Manchester University

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

	Manchester	Great Lakes Private		Indiana		Peer Group	
			Your first-year students compared with				
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Collaborative Learning	34.1	32.7	.09	34.0	.00	35.3	-.10
Discussions with Diverse Others	41.0	39.7	.09	39.7	.09	41.3	-.02

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

Collaborative Learning / Discussions with Diverse Others — box-and-whiskers charts for Manchester, Great Lakes Private, Indiana, Peer Group.

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[a] on Indicator Items

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

Collaborative Learning	Manchester	Great Lakes Private	Indiana	Peer Group
		Percentage point difference between your FY students and		
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	61	+7	+3	-0
1f. Explained course material to one or more students	57	-1	-3	-7
1g. Prepared for exams by discussing or working through course material with other students	56	+4	+3	-0
1h. Worked with other students on course projects or assignments	68	+12	+6	+4

Discussions with Diverse Others	Manchester	Great Lakes Private	Indiana	Peer Group
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	68	-3	-0	-3
8b. People from an economic background other than your own	82	+9	+10	+4
8c. People with religious beliefs other than your own	74	+9	+11	+6
8d. People with political views other than your own	74	+6	+4	+1

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

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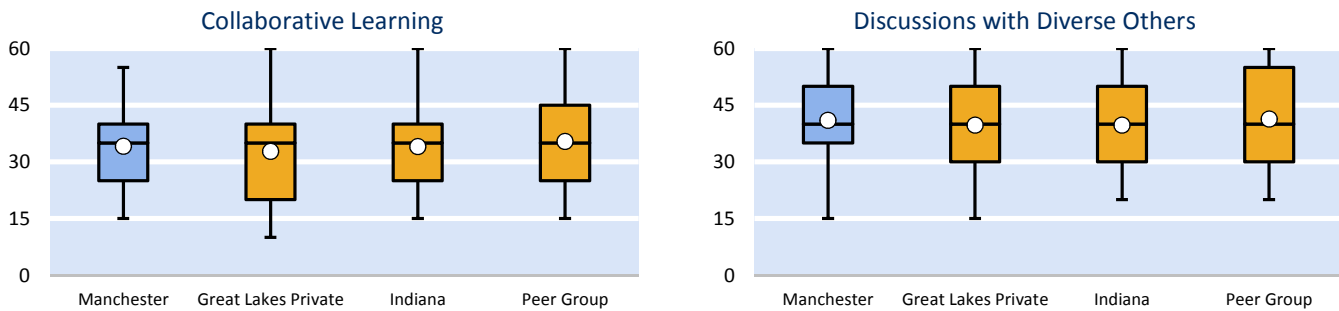
Learning with Peers: Seniors

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

	Manchester		Great Lakes Private		Indiana		Peer Group	
				Your seniors compared with				
Engagement Indicator	Mean		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.8		32.9 *	.20	30.8 ***	.33	35.7	.01
Discussions with Diverse Others	41.7		39.6	.14	38.8	.19	39.4	.16

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[a] on Indicator Items

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

Collaborative Learning	Manchester	Great Lakes Private	Indiana	Peer Group
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	59	+15	+18	+7
1f. Explained course material to one or more students	71	+11	+16	+1
1g. Prepared for exams by discussing or working through course material with other students	55	+8	+11	-3
1h. Worked with other students on course projects or assignments	70	+5	+9	-1
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	73	+4	+8	+8
8b. People from an economic background other than your own	78	+6	+7	+6
8c. People with religious beliefs other than your own	74	+10	+13	+9
8d. People with political views other than your own	75	+7	+5	+4

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

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

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

| | Manchester | *Your first-year students compared with* | | | | | |
| | | Great Lakes Private | | Indiana | | Peer Group | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	26.0	21.9 **	.30	23.5	.18	24.4	.11
Effective Teaching Practices	40.5	40.1	.03	39.7	.07	39.7	.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).

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| | Manchester | *Percentage point difference between your FY students and* | | |
| | | Great Lakes Private | Indiana | Peer Group |
Student-Faculty Interaction	%			
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	41	+5	+1	-0
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	29	+8	+5	+6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	47	+20	+17	+14
3d. Discussed your academic performance with a faculty member	34	+4	-0	-5
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	81	+1	+2	+4
5b. Taught course sessions in an organized way	78	-1	-0	+1
5c. Used examples or illustrations to explain difficult points	77	-1	+1	+1
5d. Provided feedback on a draft or work in progress	70	+2	+1	+0
5e. Provided prompt and detailed feedback on tests or completed assignments	71	+5	+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.

Experiences with Faculty: Seniors
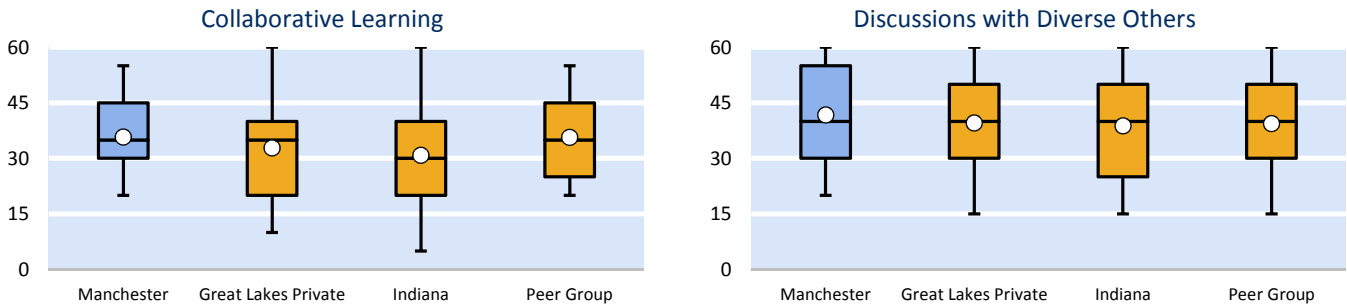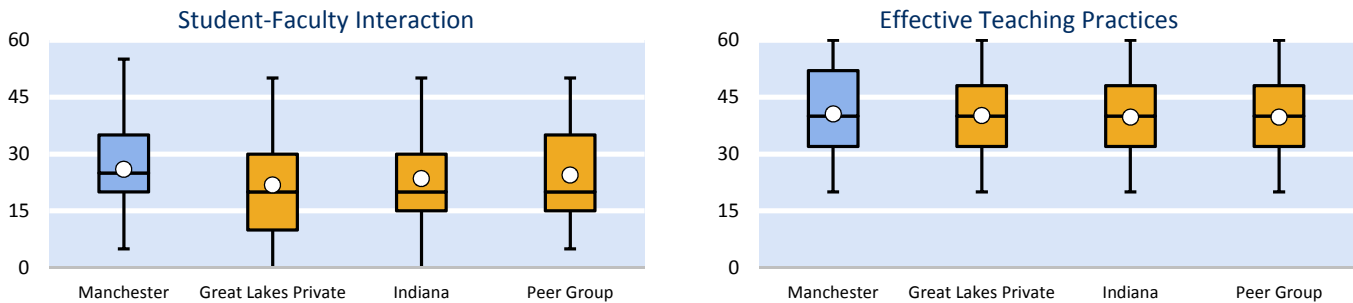
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Mean Comparisons

| | Manchester | Your seniors compared with | | | | | |
| | | Great Lakes Private | | Indiana | | Peer Group | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	33.9	25.4 ***	.54	23.8 ***	.63	31.0	.21
Effective Teaching Practices	39.6	40.7	-.09	40.5	-.07	41.4	-.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

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Performance[a] 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 | Manchester | Percentage point difference between your seniors and | | |
		Great Lakes Private	Indiana	Peer Group
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	70	+22	+25	+11
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	53	+23	+25	+10
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	51	+14	+17	+1
3d. Discussed your academic performance with a faculty member	52	+18	+20	+9
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	83	+1	+2	+1
5b. Taught course sessions in an organized way	83	+2	+1	+0
5c. Used examples or illustrations to explain difficult points	78	-1	+1	-5
5d. Provided feedback on a draft or work in progress	65	+1	+1	-4
5e. Provided prompt and detailed feedback on tests or completed assignments	71	+1	+0	-0

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

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

Campus Environment: 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

	Manchester	*Your first-year students compared with*					
		Great Lakes Private		**Indiana**		**Peer Group**	
			Effect		*Effect*		*Effect*
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
Quality of Interactions	42.7	43.8	-.10	43.6	-.08	43.7	-.09
Supportive Environment	39.1	37.3	.13	37.8	.10	37.2	.14

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

Score Distributions

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

Performance[a] 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.

	Manchester	*Percentage point difference between your FY students and*		
Quality of Interactions		**Great Lakes Private**	**Indiana**	**Peer Group**
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	48	-9	-9	-6
13b. Academic advisors	56	+2	+3	+2
13c. Faculty	55	-1	+1	-0
13d. Student services staff (career services, student activities, housing, etc.)	43	-6	-5	-4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	-5	-2	-6
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	90	+10	+9	+10
14c. Using learning support services (tutoring services, writing center, etc.)	87	+9	+9	+10
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	-1	-0	+1
14e. Providing opportunities to be involved socially	77	+5	+4	+5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	-8	-10	-4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	39	-5	-7	-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	71	+5	+2	+1
14i. Attending events that address important social, economic, or political issues	65	+8	+10	+7

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

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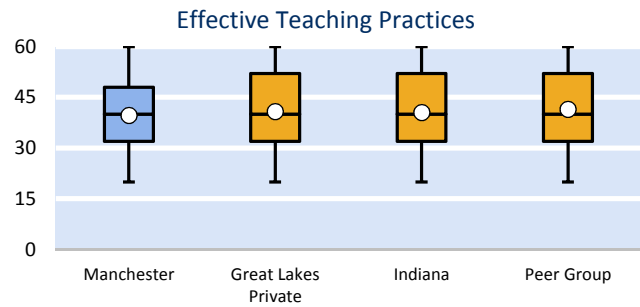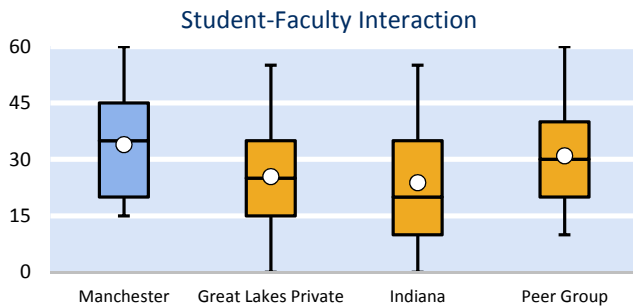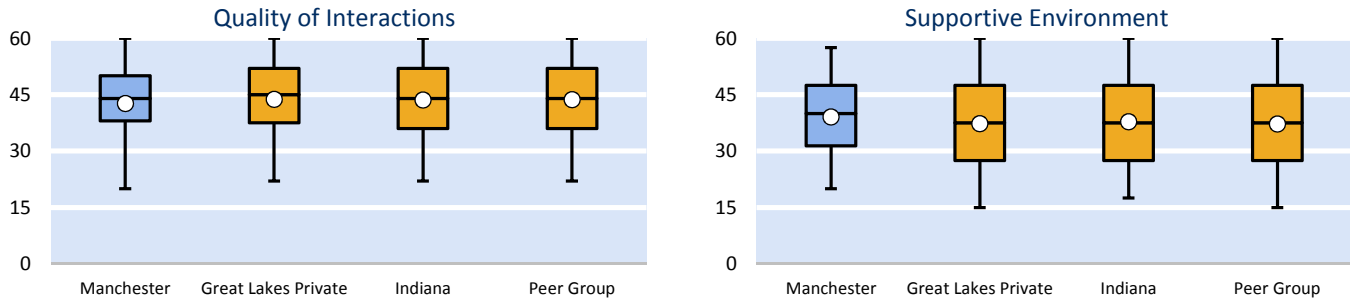
Campus Environment: Seniors

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

Mean Comparisons

	Manchester	Great Lakes Private		Indiana		Peer Group	
			Your seniors compared with				
			Effect		Effect		Effect
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
Quality of Interactions	45.5	43.5	.17	44.8	.07	44.0	.15
Supportive Environment	35.6	33.4	.16	33.0	.19	34.6	.08

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

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[a] 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	Manchester	Great Lakes Private	Indiana	Peer Group
			Percentage point difference between your seniors and	
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	66	+6	+3	+9
13b. Academic advisors	63	+6	+3	-1
13c. Faculty	76	+14	+11	+12
13d. Student services staff (career services, student activities, housing, etc.)	48	+7	+2	+7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	40	-4	-8	-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	89	+14	+14	+12
14c. Using learning support services (tutoring services, writing center, etc.)	78	+9	+9	+7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	+1	+2	+8
14e. Providing opportunities to be involved socially	70	+3	+5	-0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	+3	+2	+1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	26	-6	-8	-6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	59	+3	+5	-10
14i. Attending events that address important social, economic, or political issues	64	+16	+20	+14

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

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

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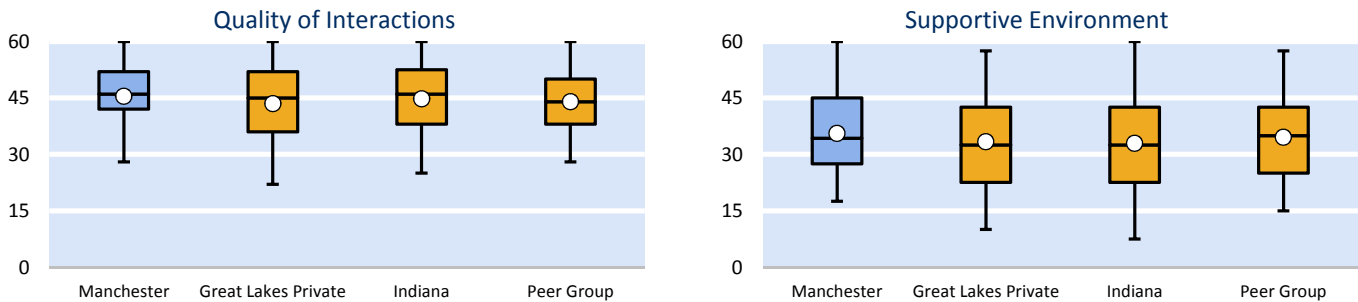
NSSE 2017 Engagement Indicators
Comparisons with High-Performing Institutions
Manchester University

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 2016 and 2017 NSSE institutions, and

    (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 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

| | | Manchester | 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	38.9	39.2	-.02	✓	41.2	-.17	
	Reflective and Integrative Learning	34.6	36.6	-.16		38.3 **	-.30	
	Learning Strategies	37.2	39.8	-.19		41.9 **	-.34	
	Quantitative Reasoning	26.9	28.8	-.13		30.4 *	-.23	
Learning with Peers	Collaborative Learning	34.1	35.2	-.08	✓	37.1 *	-.22	
	Discussions with Diverse Others	41.0	41.7	-.05	✓	43.8	-.20	
Experiences with Faculty	Student-Faculty Interaction	26.0	23.8	.15	✓	27.2	-.08	✓
	Effective Teaching Practices	40.5	40.7	-.01	✓	42.6	-.15	
Campus Environment	Quality of Interactions	42.7	43.8	-.10		46.1 *	-.29	
	Supportive Environment	39.1	38.2	.06	✓	40.0	-.07	✓

Seniors

| | | Manchester | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.8	41.8	-.15		43.3 **	-.25	
	Reflective and Integrative Learning	37.2	40.0 *	-.23		42.0 ***	-.39	
	Learning Strategies	35.7	40.7 **	-.35		42.9 ***	-.51	
	Quantitative Reasoning	30.8	31.1	-.02	✓	33.0	-.14	
Learning with Peers	Collaborative Learning	35.8	35.8	.00	✓	37.9	-.16	
	Discussions with Diverse Others	41.7	42.3	-.04	✓	44.3	-.17	
Experiences with Faculty	Student-Faculty Interaction	33.9	29.2 **	.30	✓	33.0	.06	✓
	Effective Teaching Practices	39.6	41.8	-.16		43.8 **	-.32	
Campus Environment	Quality of Interactions	45.5	44.8	.06	✓	46.9	-.12	
	Supportive Environment	35.6	34.8	.06	✓	37.2	-.12	

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 2016 and 2017 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.

NSSE 2017 Engagement Indicators

Detailed Statistics[a]
Manchester 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]
Academic Challenge												
Higher-Order Learning												
Manchester (N = 85)	38.9	12.3	1.33	20	30	40	45	60				
Great Lakes Private	38.7	12.9	.13	20	30	40	45	60	10,526	.2	.862	.019
Indiana	38.3	13.0	.23	20	30	40	45	60	3,348	.6	.651	.050
Peer Group	37.1	12.7	.47	20	30	40	45	60	799	1.8	.212	.143
Top 50%	39.2	13.1	.04	20	30	40	50	60	138,372	-.2	.863	-.019
Top 10%	41.2	13.3	.08	20	35	40	50	60	25,656	-2.3	.120	-.169
Reflective & Integrative Learning												
Manchester (N = 86)	34.6	11.3	1.21	17	29	34	43	54				
Great Lakes Private	35.9	11.8	.11	17	29	34	43	57	10,902	-1.3	.314	-.109
Indiana	35.8	11.8	.20	17	29	34	43	57	3,470	-1.2	.339	-.104
Peer Group	34.7	11.6	.43	17	26	34	43	57	822	-.1	.951	-.007
Top 50%	36.6	12.0	.03	17	29	37	46	57	128,814	-2.0	.127	-.164
Top 10%	38.3	12.3	.07	20	29	37	46	60	28,020	-3.6	.006	-.297
Learning Strategies												
Manchester (N = 77)	37.2	13.3	1.52	13	27	40	47	60				
Great Lakes Private	38.8	13.4	.14	20	27	40	47	60	9,458	-1.6	.308	-.116
Indiana	38.9	13.3	.24	20	27	40	47	60	3,061	-1.7	.257	-.131
Peer Group	38.2	13.6	.54	20	27	40	47	60	718	-1.0	.528	-.076
Top 50%	39.8	13.7	.04	20	27	40	53	60	107,003	-2.6	.094	-.191
Top 10%	41.9	14.1	.09	20	33	40	53	60	27,176	-4.7	.003	-.336
Quantitative Reasoning												
Manchester (N = 85)	26.9	14.1	1.53	0	20	27	33	53				
Great Lakes Private	27.4	15.3	.15	0	20	27	40	60	85	-.5	.723	-.036
Indiana	27.9	15.1	.26	0	20	27	40	60	3,382	-1.0	.529	-.069
Peer Group	28.0	14.3	.54	7	20	27	40	53	797	-1.1	.511	-.076
Top 50%	28.8	15.2	.04	0	20	27	40	60	84	-2.0	.202	-.129
Top 10%	30.4	15.2	.08	7	20	27	40	60	84	-3.5	.023	-.233
Learning with Peers												
Collaborative Learning												
Manchester (N = 91)	34.1	12.1	1.27	15	25	35	40	55				
Great Lakes Private	32.7	14.4	.14	10	20	35	40	60	92	1.4	.286	.095
Indiana	34.0	13.7	.23	15	25	35	40	60	96	.1	.963	.004
Peer Group	35.3	13.1	.48	15	25	35	45	60	838	-1.2	.391	-.095
Top 50%	35.2	13.6	.04	15	25	35	45	60	149,763	-1.1	.441	-.081
Top 10%	37.1	13.4	.07	15	25	40	45	60	36,769	-3.0	.034	-.223
Discussions with Diverse Others												
Manchester (N = 77)	41.0	14.2	1.63	15	35	40	50	60				
Great Lakes Private	39.7	14.9	.15	15	30	40	50	60	9,575	1.3	.454	.086
Indiana	39.7	14.7	.27	20	30	40	50	60	3,074	1.3	.450	.087
Peer Group	41.3	14.0	.55	20	30	40	55	60	715	-.3	.844	-.024
Top 50%	41.7	14.9	.04	20	30	40	55	60	136,637	-.8	.654	-.051
Top 10%	43.8	14.5	.08	20	35	45	60	60	32,215	-2.8	.088	-.195

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												
Manchester (N = 83)	26.0	13.0	1.42	5	20	25	35	55				
Great Lakes Private	21.9	13.9	.14	0	10	20	30	50	10,630	4.1	.007	.297
Indiana	23.5	14.4	.25	0	15	20	30	50	3,400	2.5	.114	.175
Peer Group	24.4	13.9	.52	5	15	20	35	50	802	1.6	.322	.115
Top 50%	23.8	14.7	.05	0	15	20	35	55	86,544	2.2	.174	.149
Top 10%	27.2	15.6	.13	5	15	25	40	60	84	-1.2	.385	-.080
Effective Teaching Practices												
Manchester (N = 85)	40.5	13.5	1.47	20	32	40	52	60				
Great Lakes Private	40.1	12.5	.12	20	32	40	48	60	10,621	.4	.763	.033
Indiana	39.7	12.6	.22	20	32	40	48	60	3,420	.9	.529	.069
Peer Group	39.7	12.8	.48	20	32	40	48	60	801	.9	.553	.068
Top 50%	40.7	13.0	.04	20	32	40	52	60	97,131	-.2	.911	-.012
Top 10%	42.6	13.6	.09	20	36	44	56	60	22,214	-2.1	.163	-.152
Campus Environment												
Quality of Interactions												
Manchester (N = 77)	42.7	12.8	1.46	20	38	44	50	60				
Great Lakes Private	43.8	11.5	.12	22	38	45	52	60	9,109	-1.1	.402	-.096
Indiana	43.6	11.4	.21	22	36	44	52	60	2,997	-.9	.478	-.082
Peer Group	43.7	11.3	.45	22	36	44	52	60	692	-1.0	.474	-.087
Top 50%	43.8	11.5	.04	22	38	46	52	60	89,645	-1.2	.380	-.100
Top 10%	46.1	11.7	.09	24	40	48	56	60	15,388	-3.4	.012	-.289
Supportive Environment												
Manchester (N = 74)	39.1	12.0	1.40	20	31	40	48	58				
Great Lakes Private	37.3	13.2	.14	15	28	38	48	60	8,946	1.7	.256	.133
Indiana	37.8	13.1	.25	18	28	38	48	60	2,904	1.3	.414	.096
Peer Group	37.2	13.3	.54	15	28	38	48	60	678	1.8	.264	.138
Top 50%	38.2	13.1	.04	18	30	40	48	60	109,707	.8	.590	.063
Top 10%	40.0	13.0	.08	18	31	40	50	60	26,143	-.9	.540	-.071

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

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

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

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

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

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

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

NSSE 2017 Engagement Indicators

Detailed Statistics[a]
Manchester 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												
Manchester (N = 85)	39.8	11.7	1.27	20	30	40	50	60				
Great Lakes Private	41.0	13.1	.10	20	35	40	50	60	18,751	-1.2	.404	-.091
Indiana	40.9	13.1	.18	20	35	40	50	60	5,174	-1.0	.477	-.078
Peer Group	39.7	12.4	.42	20	30	40	50	60	964	.1	.949	.007
Top 50%	41.8	13.5	.03	20	35	40	55	60	208,562	-2.0	.172	-.148
Top 10%	43.3	13.4	.05	20	35	40	55	60	84	-3.4	.009	-.254
Reflective & Integrative Learning												
Manchester (N = 85)	37.2	12.3	1.33	20	29	37	46	57				
Great Lakes Private	39.0	12.1	.09	20	31	40	49	60	19,340	-1.8	.181	-.145
Indiana	38.7	12.1	.17	20	30	40	49	60	5,304	-1.5	.261	-.123
Peer Group	37.6	11.6	.39	20	29	37	46	60	988	-.4	.772	-.033
Top 50%	40.0	12.3	.03	20	31	40	49	60	214,922	-2.8	.035	-.228
Top 10%	42.0	12.2	.06	20	34	43	51	60	44,791	-4.8	.000	-.393
Learning Strategies												
Manchester (N = 78)	35.7	12.5	1.42	13	27	40	47	60				
Great Lakes Private	38.3	14.2	.11	13	27	40	47	60	17,304	-2.6	.102	-.186
Indiana	39.0	14.5	.21	13	27	40	53	60	4,846	-3.3	.044	-.230
Peer Group	35.9	14.1	.49	13	27	33	47	60	899	-.2	.893	-.016
Top 50%	40.7	14.4	.03	20	33	40	53	60	251,970	-5.1	.002	-.353
Top 10%	42.9	14.3	.05	20	33	40	60	60	73,413	-7.2	.000	-.506
Quantitative Reasoning												
Manchester (N = 83)	30.8	14.4	1.58	7	20	33	40	53				
Great Lakes Private	30.0	16.1	.12	0	20	27	40	60	18,770	.8	.653	.050
Indiana	30.2	15.7	.22	0	20	27	40	60	5,202	.7	.707	.042
Peer Group	29.9	15.6	.53	0	20	27	40	60	961	.9	.617	.057
Top 50%	31.1	16.2	.03	0	20	33	40	60	317,637	-.3	.863	-.019
Top 10%	33.0	15.9	.06	7	20	33	40	60	70,220	-2.2	.218	-.135
Learning with Peers												
Collaborative Learning												
Manchester (N = 85)	35.8	10.6	1.15	20	30	35	45	55				
Great Lakes Private	32.9	14.5	.10	10	20	35	40	60	85	2.9	.014	.201
Indiana	30.8	15.0	.21	5	20	30	40	60	90	5.0	.000	.332
Peer Group	35.7	12.3	.40	20	25	35	45	55	106	.1	.945	.007
Top 50%	35.8	13.8	.03	15	25	35	45	60	84	.0	.978	-.002
Top 10%	37.9	13.4	.05	15	30	40	50	60	84	-2.1	.069	-.158
Discussions with Diverse Others												
Manchester (N = 78)	41.7	13.6	1.54	20	30	40	55	60				
Great Lakes Private	39.6	15.0	.11	15	30	40	50	60	17,434	2.1	.210	.142
Indiana	38.8	15.6	.23	15	25	40	50	60	4,887	2.9	.099	.189
Peer Group	39.4	14.6	.50	15	30	40	50	60	911	2.3	.182	.158
Top 50%	42.3	15.6	.03	15	30	40	60	60	320,214	-.6	.734	-.038
Top 10%	44.3	15.3	.06	20	35	45	60	60	69,238	-2.6	.141	-.167

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												
Manchester (N = 85)	33.9	14.4	1.56	15	20	35	45	60				
Great Lakes Private	25.4	15.7	.11	0	15	25	35	55	18,995	8.6	.000	.545
Indiana	23.8	16.1	.23	0	10	20	35	55	5,217	10.1	.000	.629
Peer Group	31.0	14.3	.48	10	20	30	40	60	967	3.0	.068	.207
Top 50%	29.2	15.7	.04	5	20	30	40	60	127,848	4.7	.006	.299
Top 10%	33.0	16.0	.11	10	20	30	45	60	19,683	.9	.598	.057
Effective Teaching Practices												
Manchester (N = 84)	39.6	11.6	1.27	20	32	40	48	60				
Great Lakes Private	40.7	13.0	.09	20	32	40	52	60	18,992	-1.1	.427	-.087
Indiana	40.5	13.2	.18	20	32	40	52	60	5,251	-.9	.537	-.068
Peer Group	41.4	12.1	.41	20	32	40	52	60	973	-1.8	.194	-.148
Top 50%	41.8	13.5	.03	20	32	40	52	60	83	-2.2	.084	-.164
Top 10%	43.8	13.4	.07	20	36	44	56	60	84	-4.3	.001	-.318
Campus Environment												
Quality of Interactions												
Manchester (N = 76)	45.5	9.3	1.06	28	42	46	52	60				
Great Lakes Private	43.5	11.2	.09	22	36	45	52	60	76	1.9	.072	.173
Indiana	44.8	10.9	.16	25	38	46	53	60	79	.7	.496	.067
Peer Group	44.0	9.7	.34	28	38	44	50	60	902	1.5	.197	.155
Top 50%	44.8	11.6	.03	23	38	46	54	60	75	.7	.515	.060
Top 10%	46.9	12.1	.06	23	40	50	58	60	75	-1.4	.196	-.115
Supportive Environment												
Manchester (N = 69)	35.6	12.4	1.49	18	28	34	45	60				
Great Lakes Private	33.4	13.8	.11	10	23	33	43	58	16,706	2.2	.188	.159
Indiana	33.0	14.1	.21	8	23	33	43	60	4,710	2.6	.126	.186
Peer Group	34.6	12.6	.44	15	25	35	43	58	870	1.0	.520	.081
Top 50%	34.8	13.7	.03	13	25	35	45	60	206,814	.8	.613	.061
Top 10%	37.2	13.6	.07	13	28	38	48	60	37,459	-1.6	.337	-.116

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.