
NSSE 2026

Engagement Indicators

Grand Valley State University

About Your Engagement Indicators Report

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

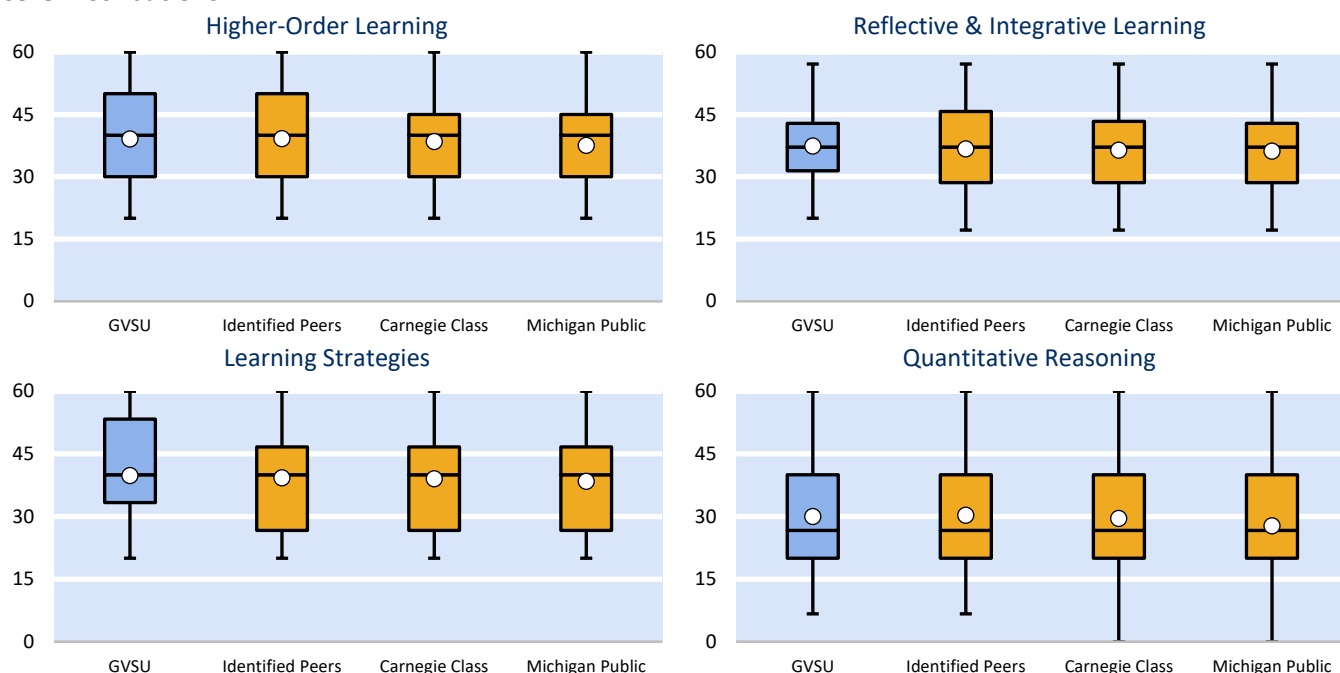
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	GVSU Mean	Your first-year students compared with					
		Identified Peers Mean	Effect size	Carnegie Class Mean	Effect size	Michigan Public Mean	Effect size
Higher-Order Learning	39.1	39.2	-.01	38.5	.05	37.6 **	.12
Reflective & Integrative Learning	37.4	36.7	.06	36.4 *	.09	36.2 **	.11
Learning Strategies	39.8	39.3	.04	39.1	.05	38.4 *	.10
Quantitative Reasoning	30.0	30.3	-.02	29.5	.03	27.8 **	.14

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

Score Distributions



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

Academic Challenge: 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.

		Percentage point difference ^a between your FY students and			
	GVSU	Identified Peers	Carnegie Class	Michigan Public	
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	75	+1	+5	+5	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	-1	+2	+4	
4d. Evaluating a point of view, decision, or information source	72	+2	+2	+4	
4e. Forming a new idea or understanding from various pieces of information	74	+1	+2	+4	
Reflective & Integrative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
2a. Combined ideas from different courses when completing assignments	58	+2	+2	+0	
2b. Connected your learning to societal problems or issues	61	+5	+6	+8	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	59	+3	+4	+5	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	+3	+3	+2	
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	75	+3	+3	+3	
2f. Learned something that changed the way you understand an issue or concept	74	+5	+6	+5	
2g. Connected ideas from your courses to your prior experiences and knowledge	82	+2	+3	+3	
Learning Strategies					
Percentage of students who responded that they "Very often" or "Often"...					
9a. Identified key information from reading assignments	79	+3	+3	+6	
9b. Reviewed your notes after class	68	+1	+1	+1	
9c. Summarized what you learned in class or from course materials	70	+2	+3	+3	
Quantitative Reasoning					
Percentage of students who responded that they "Very often" or "Often"...					
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	-4	-1	+2	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	+0	+1	+7	
6c. Evaluated what others have concluded from numerical information	44	+0	+2	+5	

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

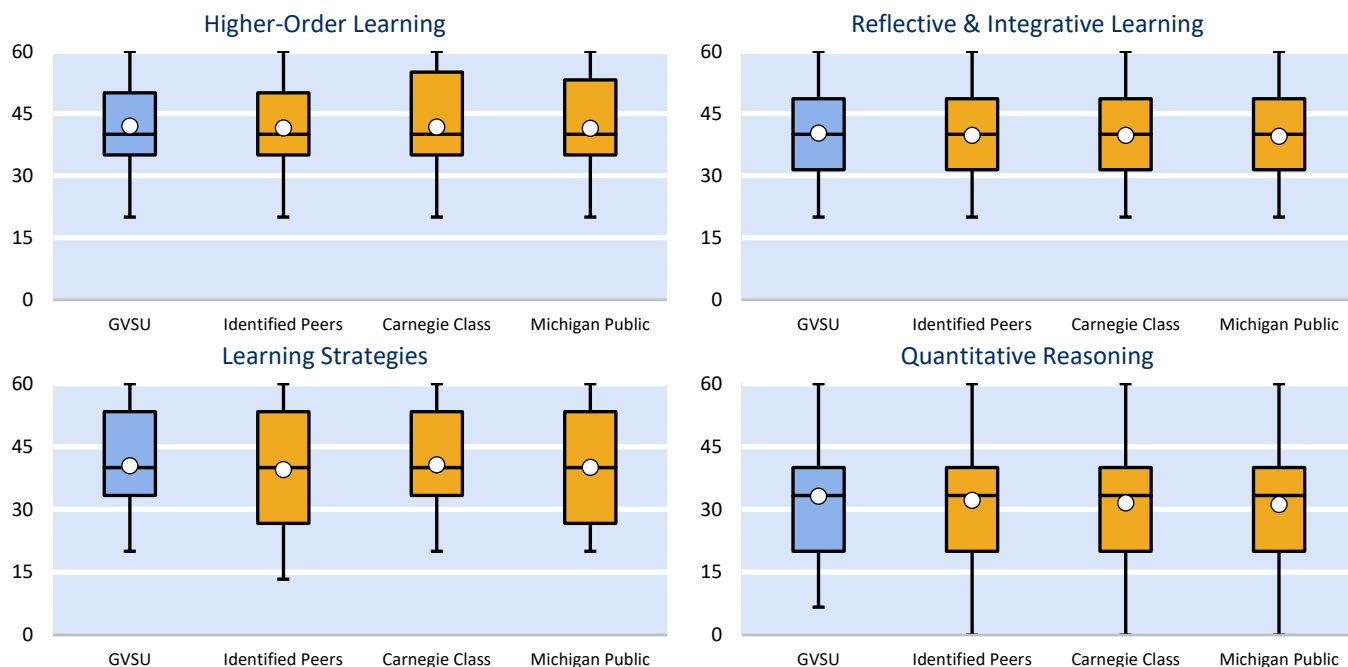
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	GVSU Mean	Your seniors compared with					
		Identified Peers Mean	Effect size	Carnegie Class Mean	Effect size	Michigan Public Mean	Effect size
Higher-Order Learning	42.0	41.5	.03	41.7	.02	41.5	.04
Reflective & Integrative Learning	40.3	39.7	.05	39.8	.04	39.5	.06
Learning Strategies	40.4	39.5	.06	40.6	-.01	40.0	.03
Quantitative Reasoning	33.1	32.1	.06	31.6 *	.09	31.1 *	.12

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

Score Distributions



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

Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

		Percentage point difference ^a between your seniors and			
	GVSU	Identified Peers	Carnegie Class	Michigan Public	
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	84	+3	+3	+3	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	81	+3	+2	+3	
4d. Evaluating a point of view, decision, or information source	74	+1	-1	+1	
4e. Forming a new idea or understanding from various pieces of information	78	+2	+2	+2	
Reflective & Integrative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
2a. Combined ideas from different courses when completing assignments	77	+3	+4	+2	
2b. Connected your learning to societal problems or issues	70	+5	+4	+6	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	61	+3	+3	+4	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71	+3	+1	+3	
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	74	-1	-1	-0	
2f. Learned something that changed the way you understand an issue or concept	78	+3	+4	+3	
2g. Connected ideas from your courses to your prior experiences and knowledge	89	+3	+3	+2	
Learning Strategies					
Percentage of students who responded that they "Very often" or "Often"...					
9a. Identified key information from reading assignments	75	-4	-5	-3	
9b. Reviewed your notes after class	69	+4	+1	+3	
9c. Summarized what you learned in class or from course materials	73	+5	+2	+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.)	61	+2	+3	+3	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	51	+1	+2	+4	
6c. Evaluated what others have concluded from numerical information	51	+0	+3	+3	

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

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Learning with Peers: First-year students

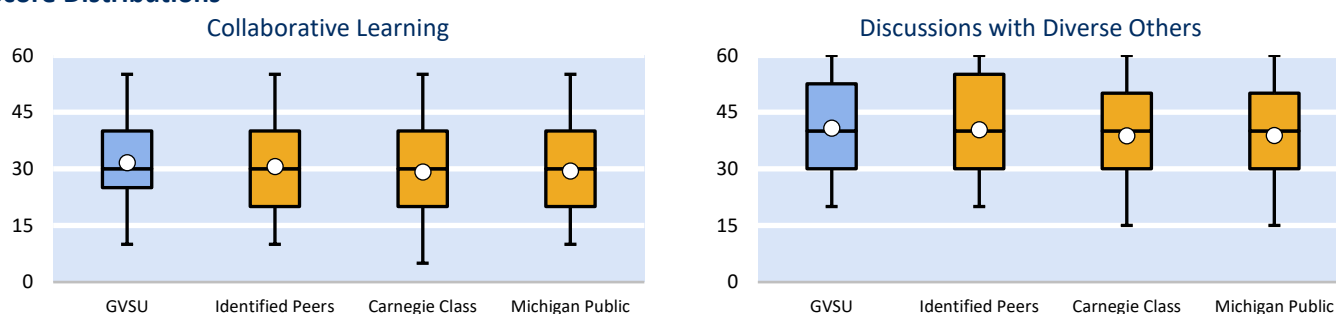
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	GVSU Mean	Your first-year students compared with					
		Identified Peers		Carnegie Class		Michigan Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.6	30.6 *	.08	29.1 ***	.18	29.4 ***	.17
Discussions with Diverse Others	40.7	40.3	.03	38.7 ***	.13	38.8 **	.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).

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		Percentage point difference ^a between your FY students and			
	GVSU	Identified Peers	Carnegie Class	Michigan Public	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...	%				
1b. Asked another student to help you understand course material	46	+2	+4	+3	
1c. Explained course material to one or more students	52	+3	+7	+5	
1d. Prepared for exams by discussing or working through course material with other students	42	-0	+3	+4	
1e. Worked with other students on course projects or assignments	63	+6	+9	+10	
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	72	-2	+3	-0	
8b. People from economic backgrounds other than your own	78	+3	+6	+6	
8c. People with religious beliefs other than your own	72	+1	+6	+5	
8d. People with political views other than your own	68	+8	+8	+10	

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Learning with Peers: Seniors

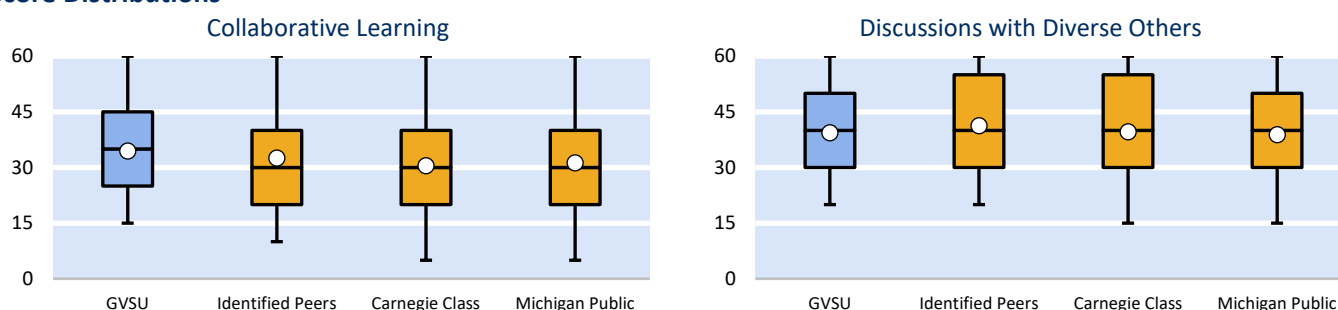
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Mean Comparisons

Engagement Indicator	GVSU Mean	Your seniors compared with					
		Identified Peers		Carnegie Class		Michigan Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.5	32.6 **	.13	30.5 ***	.26	31.3 ***	.21
Discussions with Diverse Others	39.4	41.3 **	-.13	39.6	-.02	38.9	.03

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

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		Percentage point difference ^a between your seniors and			
	GVSU	Identified Peers	Carnegie Class	Michigan Public	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
	%				
1b. Asked another student to help you understand course material	48	+5	+8	+7	
1c. Explained course material to one or more students	61	+7	+10	+7	
1d. Prepared for exams by discussing or working through course material with other students	43	-0	+3	+2	
1e. Worked with other students on course projects or assignments	77	+8	+15	+12	
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	66	-10	-4	-2	
8b. People from economic backgrounds other than your own	73	-5	-0	+0	
8c. People with religious beliefs other than your own	69	-3	+2	+2	
8d. People with political views other than your own	65	+4	+2	+4	

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Experiences with Faculty: First-year students

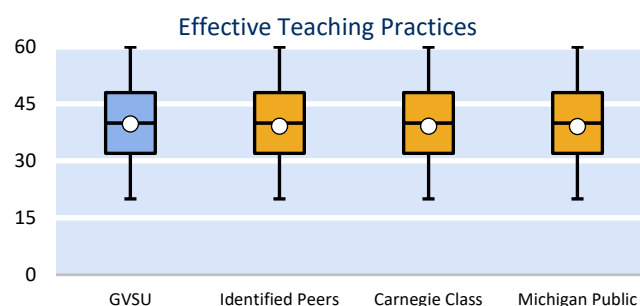
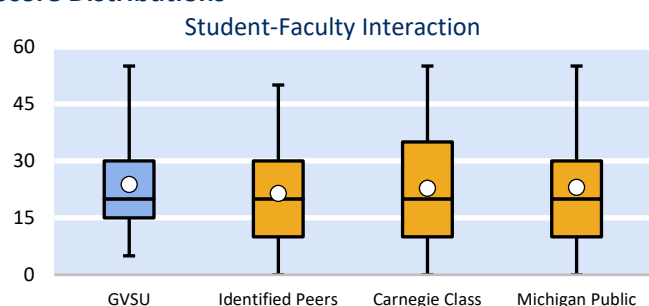
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	GVSU Mean	Your first-year students compared with					
		Identified Peers		Carnegie Class		Michigan Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.8	21.4 ***	.16	22.8	.07	23.0	.05
Effective Teaching Practices	39.7	39.1	.05	39.2	.04	39.1	.05

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		Percentage point difference ^a between your FY students and			
	GVSU	Identified Peers	Carnegie Class	Michigan Public	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...	%				
3a. Talked about career plans with a faculty member	45	+8	+5	+2	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	+0	-2	-1	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	+3	+2	+3	
3d. Discussed your academic performance with a faculty member	35	+6	+2	+4	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	84	+3	+5	+4	
5b. Taught course sessions in an organized way	79	+2	+4	+4	
5c. Used examples or illustrations to explain difficult points	77	+1	+3	+3	
5d. Provided feedback on a draft or work in progress	68	+6	+3	+3	
5e. Provided prompt and detailed feedback on tests or completed assignments	60	+1	-2	-2	

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Experiences with Faculty: Seniors

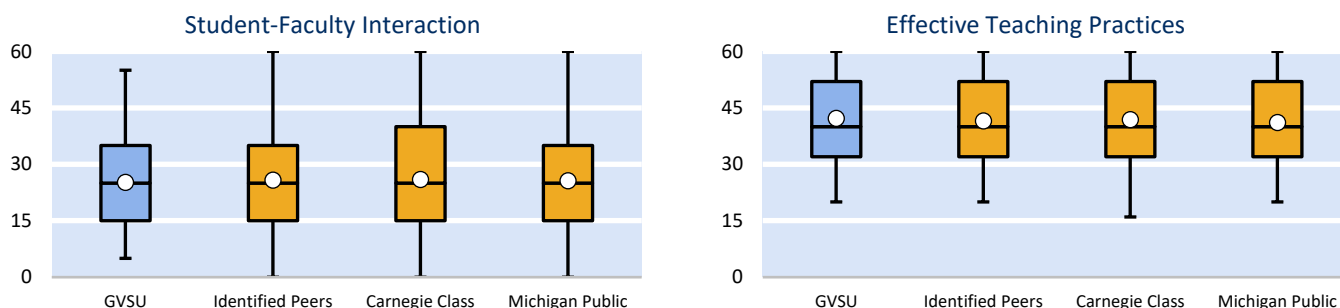
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Percentage of students who responded that they "Very often" or "Often"...	%				
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3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	-6	-6	-6	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	37	+1	+1	+1	
3d. Discussed your academic performance with a faculty member	35	+2	-2	-0	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	87	+3	+3	+4	
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5d. Provided feedback on a draft or work in progress	70	+3	+3	+4	
5e. Provided prompt and detailed feedback on tests or completed assignments	69	+2	-1	+2	

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

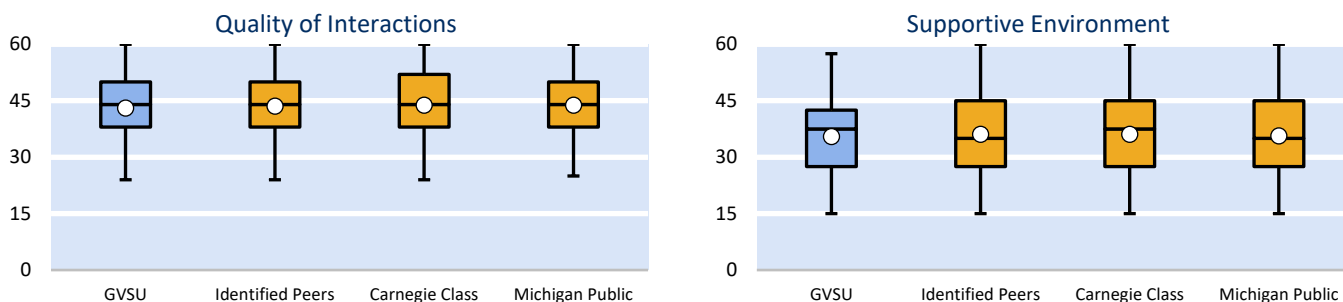
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	GVSU Mean	Your first-year students compared with					
		Identified Peers		Carnegie Class		Michigan Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.0	43.6	-.05	43.9	-.07	43.8	-.07
Supportive Environment	35.5	36.1	-.05	36.1	-.05	35.7	-.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.

		Percentage point difference ^a between your FY students and			
	GVSU	Identified Peers	Carnegie Class	Michigan Public	
Quality of Interactions					
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%				
13a. Students	44	</			

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

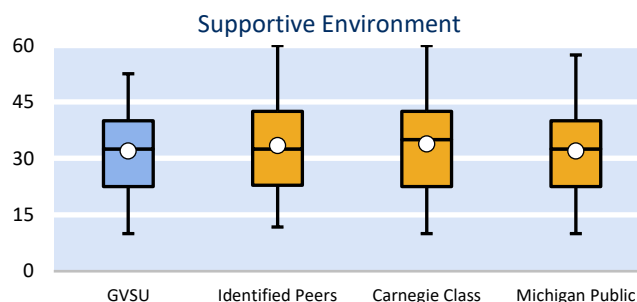
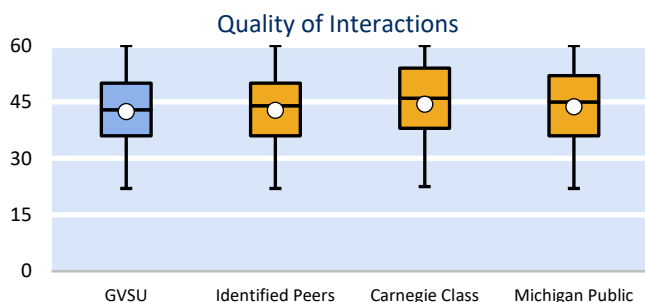
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	GVSU Mean	Your seniors compared with					
		Identified Peers		Carnegie Class		Michigan Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.4	42.8	-.03	44.5 ***	-.18	43.7 *	-.11
Supportive Environment	32.0	33.5 *	-.11	33.9 **	-.14	32.0	-.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

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		Percentage point difference ^a between your seniors and			
Quality of Interactions	GVSU	Identified Peers	Carnegie Class	Michigan Public	
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...					
13a. Students	55	-3	-4	-4	
13b. Academic advisors	44	-3	-10	-10	
13c. Faculty	65	+4	+2	+6	
13d. Student services staff (career services, student activities, housing, etc.)	43	-1	-8	-5	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	+1	-7	-3	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	75	+3	+3	+6	
14c. Using learning support services (tutoring services, writing center, etc.)	70	+4	+3	+6	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	50	-7	-7	-5	
14e. Providing opportunities to be involved socially	65	-5	-3	+1	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	60	-5	-5	+0	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	26	-6	-10	-6	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	54	-7	-6	-0	
14i. Attending events that address important social, economic, or political issues	39	+0	-2	+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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NSSE 2026 Engagement Indicators

Comparisons with High-Performing Institutions

Grand Valley State University

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 2025 and 2026 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2025 and 2026 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		GVSU Mean	Your first-year students compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.1	40.5 **	-.11		43.1 ***	-.32	
	Reflective and Integrative Learning	37.4	38.0	-.05	✓	40.5 ***	-.26	
	Learning Strategies	39.8	41.2 **	-.10		44.0 ***	-.30	
	Quantitative Reasoning	30.0	31.6 **	-.10		34.6 ***	-.30	
Learning with Peers	Collaborative Learning	31.6	33.2 ***	-.11		36.3 ***	-.34	
	Discussions with Diverse Others	40.7	41.1	-.03	✓	43.8 ***	-.22	
Experiences with Faculty	Student-Faculty Interaction	23.8	25.9 ***	-.14		29.9 ***	-.38	
	Effective Teaching Practices	39.7	41.7 ***	-.15		45.0 ***	-.39	
Campus Environment	Quality of Interactions	43.0	46.6 ***	-.32		49.2 ***	-.51	
	Supportive Environment	35.5	38.3 ***	-.21		41.1 ***	-.44	
Seniors		GVSU Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	42.0	43.1 *	-.09		45.8 ***	-.31	
	Reflective and Integrative Learning	40.3	41.4 *	-.09		44.2 ***	-.33	
	Learning Strategies	40.4	42.3 **	-.13		44.9 ***	-.32	
	Quantitative Reasoning	33.1	34.1	-.06	✓	37.1 ***	-.25	
Learning with Peers	Collaborative Learning	34.5	34.8	-.03	✓	38.7 ***	-.32	
	Discussions with Diverse Others	39.4	41.9 ***	-.16		44.9 ***	-.38	
Experiences with Faculty	Student-Faculty Interaction	25.1	30.8 ***	-.35		35.1 ***	-.63	
	Effective Teaching Practices	42.2	43.6 *	-.11		46.7 ***	-.36	
Campus Environment	Quality of Interactions	42.4	46.5 ***	-.35		49.3 ***	-.57	
	Supportive Environment	32.0	36.3 ***	-.31		39.5 ***	-.57	

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.

NSSE 2026 Engagement Indicators

Detailed Statistics^a

Grand Valley State University

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												
GVSU (N = 696)	39.1	12.6	.48	20	30	40	50	60				
Identified Peers	39.2	12.8	.14	20	30	40	50	60	814	-.1	.790	-.010
Carnegie Class	38.5	13.0	.11	20	30	40	45	60	775	.6	.212	.047
Michigan Public	37.6	12.7	.27	20	30	40	45	60	1,169	1.5	.006	.119
Top 50%	40.5	13.1	.04	20	30	40	50	60	706	-1.4	.003	-.110
Top 10%	43.1	12.7	.11	20	35	40	55	60	773	-4.0	.000	-.316
Reflective & Integrative Learning												
GVSU (N = 782)	37.4	11.3	.40	20	31	37	43	57				
Identified Peers	36.7	11.7	.12	17	29	37	46	57	922	.7	.081	.063
Carnegie Class	36.4	12.1	.10	17	29	37	43	57	879	1.0	.012	.086
Michigan Public	36.2	12.1	.25	17	29	37	43	57	1,407	1.3	.008	.105
Top 50%	38.0	12.0	.04	20	29	37	46	60	796	-.6	.130	-.051
Top 10%	40.5	11.8	.11	20	31	40	49	60	909	-3.1	.000	-.264
Learning Strategies												
GVSU (N = 641)	39.8	13.1	.52	20	33	40	53	60				
Identified Peers	39.3	13.5	.15	20	27	40	47	60	755	.5	.363	.037
Carnegie Class	39.1	13.6	.13	20	27	40	47	60	716	.7	.189	.051
Michigan Public	38.4	13.4	.30	20	27	40	47	60	1,088	1.3	.024	.101
Top 50%	41.2	13.8	.05	20	33	40	53	60	652	-1.4	.007	-.103
Top 10%	44.0	14.1	.11	20	33	40	60	60	696	-4.2	.000	-.302
Quantitative Reasoning												
GVSU (N = 659)	30.0	15.0	.58	7	20	27	40	60				
Identified Peers	30.3	14.9	.17	7	20	27	40	60	769	-.3	.615	-.020
Carnegie Class	29.5	15.4	.14	0	20	27	40	60	736	.4	.475	.028
Michigan Public	27.8	15.4	.33	0	20	27	40	60	1,124	2.2	.001	.142
Top 50%	31.6	15.5	.05	7	20	33	40	60	668	-1.6	.006	-.105
Top 10%	34.6	15.6	.13	7	20	33	40	60	726	-4.6	.000	-.298
Learning with Peers												
Collaborative Learning												
GVSU (N = 855)	31.6	12.8	.44	10	25	30	40	55				
Identified Peers	30.6	13.7	.13	10	20	30	40	55	1,014	1.0	.022	.077
Carnegie Class	29.1	13.9	.11	5	20	30	40	55	963	2.5	.000	.180
Michigan Public	29.4	13.9	.27	10	20	30	40	55	1,563	2.3	.000	.165
Top 50%	33.2	13.9	.04	10	25	35	40	60	871	-1.6	.000	-.114
Top 10%	36.3	13.6	.10	15	25	35	45	60	942	-4.7	.000	-.344
Discussions with Diverse Others												
GVSU (N = 654)	40.7	13.8	.54	20	30	40	52	60				
Identified Peers	40.3	14.7	.17	20	30	40	55	60	780	.4	.474	.028
Carnegie Class	38.7	15.1	.14	15	30	40	50	60	740	2.0	.000	.133
Michigan Public	38.8	14.8	.32	15	30	40	50	60	1,160	2.0	.002	.136
Top 50%	41.1	14.6	.05	20	30	40	55	60	665	-.4	.478	-.026
Top 10%	43.8	13.8	.14	20	35	45	60	60	739	-3.1	.000	-.225

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												
GVSU (N = 739)	23.8	14.1	.52	5	15	20	30	55				
Identified Peers	21.4	14.8	.15	0	10	20	30	50	873	2.4	.000	.163
Carnegie Class	22.8	15.2	.13	0	10	20	35	55	832	1.0	.058	.067
Michigan Public	23.0	14.9	.31	0	10	20	30	55	1,317	.8	.183	.055
Top 50%	25.9	15.5	.06	5	15	25	35	60	761	-2.2	.000	-.139
Top 10%	29.9	16.2	.17	5	20	26	40	60	902	-6.1	.000	-.380
Effective Teaching Practices												
GVSU (N = 698)	39.7	12.2	.46	20	32	40	48	60				
Identified Peers	39.1	12.5	.13	20	32	40	48	60	819	.6	.232	.046
Carnegie Class	39.2	13.1	.11	20	32	40	48	60	784	.5	.269	.040
Michigan Public	39.1	12.5	.27	20	32	40	48	60	1,194	.6	.242	.050
Top 50%	41.7	13.4	.05	20	32	40	52	60	713	-2.0	.000	-.150
Top 10%	45.0	13.9	.13	20	36	48	60	60	803	-5.3	.000	-.385
Campus Environment												
Quality of Interactions												
GVSU (N = 604)	43.0	10.8	.44	24	38	44	50	60				
Identified Peers	43.6	10.6	.13	24	38	44	50	60	705	-.5	.247	-.050
Carnegie Class	43.9	10.8	.10	24	38	44	52	60	672	-.8	.074	-.074
Michigan Public	43.8	10.6	.24	25	38	44	50	60	1,005	-.8	.128	-.072
Top 50%	46.6	11.1	.05	26	40	48	56	60	618	-3.6	.000	-.324
Top 10%	49.2	12.1	.11	25	43	52	60	60	675	-6.2	.000	-.511
Supportive Environment												
GVSU (N = 619)	35.5	12.1	.48	15	28	38	43	58				
Identified Peers	36.1	12.9	.15	15	28	35	45	60	741	-.6	.250	-.045
Carnegie Class	36.1	13.2	.12	15	28	38	45	60	701	-.6	.234	-.045
Michigan Public	35.7	13.2	.30	15	28	35	45	60	1,116	-.2	.775	-.013
Top 50%	38.3	13.1	.05	18	30	40	48	60	633	-2.7	.000	-.209
Top 10%	41.1	12.8	.15	20	33	40	53	60	746	-5.6	.000	-.436

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.

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 2026 Engagement Indicators

Detailed Statistics^a

Grand Valley State University

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												
GVSU (N = 449)	42.0	12.1	.57	20	35	40	50	60				
Identified Peers	41.5	13.1	.15	20	35	40	50	60	509	.4	.453	.034
Carnegie Class	41.7	13.4	.11	20	35	40	55	60	481	.2	.678	.018
Michigan Public	41.5	13.2	.24	20	35	40	53	60	615	.5	.431	.037
Top 50%	43.1	13.5	.05	20	35	40	55	60	454	-1.1	.045	-.086
Top 10%	45.8	12.6	.14	20	40	45	60	60	501	-3.8	.000	-.306
Reflective & Integrative Learning												
GVSU (N = 485)	40.3	12.1	.55	20	31	40	49	60				
Identified Peers	39.7	12.5	.13	20	31	40	49	60	543	.6	.321	.045
Carnegie Class	39.8	12.7	.10	20	31	40	49	60	517	.5	.357	.041
Michigan Public	39.5	12.4	.22	20	31	40	49	60	646	.7	.209	.060
Top 50%	41.4	12.3	.05	20	34	40	51	60	491	-1.1	.045	-.090
Top 10%	44.2	11.7	.14	23	37	46	54	60	549	-3.9	.000	-.330
Learning Strategies												
GVSU (N = 422)	40.4	13.4	.65	20	33	40	53	60				
Identified Peers	39.5	14.3	.17	13	27	40	53	60	477	.9	.177	.064
Carnegie Class	40.6	14.3	.12	20	33	40	53	60	450	-.2	.768	-.014
Michigan Public	40.0	14.2	.26	20	27	40	53	60	567	.4	.551	.030
Top 50%	42.3	14.3	.05	20	33	40	53	60	426	-1.9	.004	-.132
Top 10%	44.9	13.9	.12	20	40	47	60	60	448	-4.5	.000	-.320
Quantitative Reasoning												
GVSU (N = 428)	33.1	15.2	.74	7	20	33	40	60				
Identified Peers	32.1	16.5	.19	0	20	33	40	60	486	1.0	.183	.062
Carnegie Class	31.6	16.7	.14	0	20	33	40	60	458	1.6	.038	.094
Michigan Public	31.1	16.3	.30	0	20	33	40	60	580	2.0	.012	.124
Top 50%	34.1	16.5	.06	7	20	33	47	60	432	-.9	.203	-.057
Top 10%	37.1	15.9	.14	13	27	40	47	60	458	-4.0	.000	-.249
Learning with Peers												
Collaborative Learning												
GVSU (N = 501)	34.5	13.5	.60	15	25	35	45	60				
Identified Peers	32.6	14.7	.15	10	20	30	40	60	565	1.9	.003	.127
Carnegie Class	30.5	15.5	.12	5	20	30	40	60	539	4.0	.000	.258
Michigan Public	31.3	15.2	.26	5	20	30	40	60	701	3.1	.000	.210
Top 50%	34.8	14.3	.05	10	25	35	45	60	507	-.4	.551	-.025
Top 10%	38.7	13.4	.14	15	30	40	50	60	551	-4.2	.000	-.316
Discussions with Diverse Others												
GVSU (N = 424)	39.4	14.3	.69	20	30	40	50	60				
Identified Peers	41.3	14.9	.17	20	30	40	55	60	477	-1.9	.008	-.129
Carnegie Class	39.6	16.0	.13	15	30	40	55	60	455	-.2	.734	-.015
Michigan Public	38.9	15.7	.29	15	30	40	50	60	582	.5	.506	.032
Top 50%	41.9	15.2	.05	20	30	40	60	60	427	-2.5	.000	-.164
Top 10%	44.9	14.3	.15	20	35	45	60	60	464	-5.5	.000	-.382

NSSE 2026 Engagement Indicators

Detailed Statistics^a

Grand Valley State University

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												
GVSU (N = 465)	25.1	14.5	.67	5	15	25	35	55				
Identified Peers	25.8	16.2	.18	0	15	25	35	60	531	-.7	.339	-.041
Carnegie Class	25.9	16.8	.13	0	15	25	40	60	501	-.8	.244	-.048
Michigan Public	25.6	16.6	.30	0	15	25	35	60	660	-.4	.565	-.026
Top 50%	30.8	16.3	.09	5	20	30	40	60	479	-5.7	.000	-.347
Top 10%	35.1	15.9	.22	10	20	35	45	60	571	-10.0	.000	-.632
Effective Teaching Practices												
GVSU (N = 448)	42.2	12.4	.59	20	32	40	52	60				
Identified Peers	41.5	13.0	.15	20	32	40	52	60	503	.7	.241	.055
Carnegie Class	41.8	13.8	.11	16	32	40	52	60	480	.4	.530	.027
Michigan Public	41.0	13.3	.24	20	32	40	52	60	606	1.1	.073	.087
Top 50%	43.6	13.4	.05	20	36	44	56	60	455	-1.4	.015	-.107
Top 10%	46.7	12.8	.14	20	40	48	60	60	499	-4.6	.000	-.357
Campus Environment												
Quality of Interactions												
GVSU (N = 373)	42.4	10.9	.56	22	36	43	50	60				
Identified Peers	42.8	11.6	.14	22	36	44	50	60	420	-.4	.499	-.034
Carnegie Class	44.5	11.6	.10	23	38	46	54	60	397	-2.0	.000	-.175
Michigan Public	43.7	11.4	.22	22	36	45	52	60	495	-1.3	.034	-.113
Top 50%	46.5	11.7	.05	24	40	48	56	60	378	-4.1	.000	-.350
Top 10%	49.3	11.9	.10	25	43	52	60	60	395	-6.8	.000	-.572
Supportive Environment												
GVSU (N = 407)	32.0	12.6	.62	10	23	33	40	53				
Identified Peers	33.5	13.5	.16	12	23	33	43	60	460	-1.5	.021	-.111
Carnegie Class	33.9	14.2	.12	10	23	35	43	60	437	-1.9	.002	-.137
Michigan Public	32.0	13.7	.26	10	23	33	40	58	554	-.1	.911	-.006
Top 50%	36.3	14.0	.06	13	28	38	45	60	413	-4.3	.000	-.308
Top 10%	39.5	13.4	.19	18	30	40	50	60	484	-7.6	.000	-.569

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.

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.