



NSSE 2020

Engagement Indicators

Dalton State College

About Your Engagement Indicators Report

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

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

Report Sections

Overview (p. 3)

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

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2019 and 2020 participating institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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 Peer Institutions	Your first-year students compared with USG Institutions	Your first-year students compared with NSSE 2019 & 2020
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 Peer Institutions	Your seniors compared with USG Institutions	Your seniors compared with NSSE 2019 & 2020
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

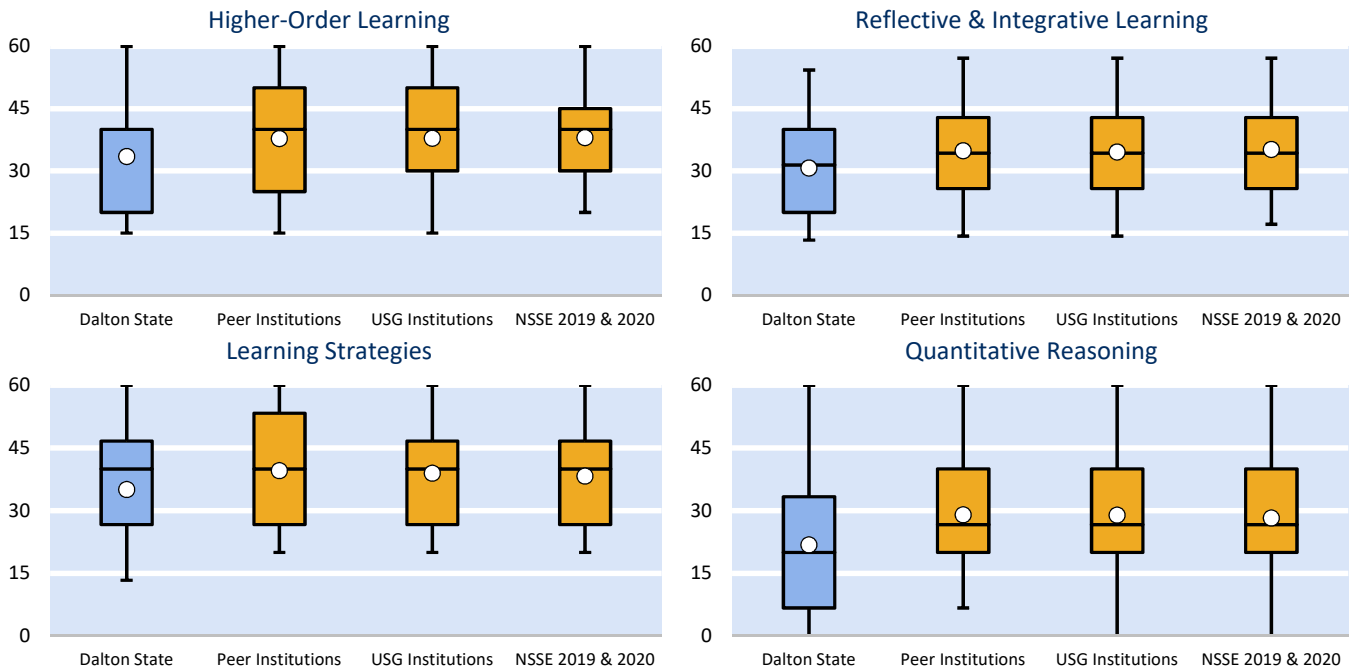
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Dalton State Mean	Your first-year students compared with					
		Peer Institutions Mean	Peer Institutions Effect size	USG Institutions Mean	USG Institutions Effect size	NSSE 2019 & 2020 Mean	NSSE 2019 & 2020 Effect size
Higher-Order Learning	33.5	37.8 *	-.29	37.9 **	-.31	38.1 **	-.35
Reflective & Integrative Learning	30.7	34.9 **	-.33	34.5 **	-.30	35.2 **	-.38
Learning Strategies	35.0	39.6 *	-.32	39.0 *	-.28	38.3	-.23
Quantitative Reasoning	21.8	29.0 ***	-.45	28.9 ***	-.44	28.2 ***	-.42

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.

	Dalton State	Percentage point difference ^a between your FY students and		
		Peer Institutions	USG Institutions	NSSE 2019 & 2020
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	59	-8	-11	-12
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	60	-6	-8	-9
4d. Evaluating a point of view, decision, or information source	58	-10	-10	-11
4e. Forming a new idea or understanding from various pieces of information	57	-12	-11	-13
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	32	-17	-15	-19
2b. Connected your learning to societal problems or issues	39	-12	-10	-12
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	43	-6	-8	-8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	43	-17	-18	-21
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	62	-7	-7	-9
2f. Learned something that changed the way you understand an issue or concept	51	-13	-13	-15
2g. Connected ideas from your courses to your prior experiences and knowledge	61	-14	-13	-16
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	60	-13	-14	-15
9b. Reviewed your notes after class	63	-9	-6	-3
9c. Summarized what you learned in class or from course materials	60	-7	-6	-4
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	37	-19	-18	-15
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	32	-10	-10	-9
6c. Evaluated what others have concluded from numerical information	28	-11	-13	-12

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

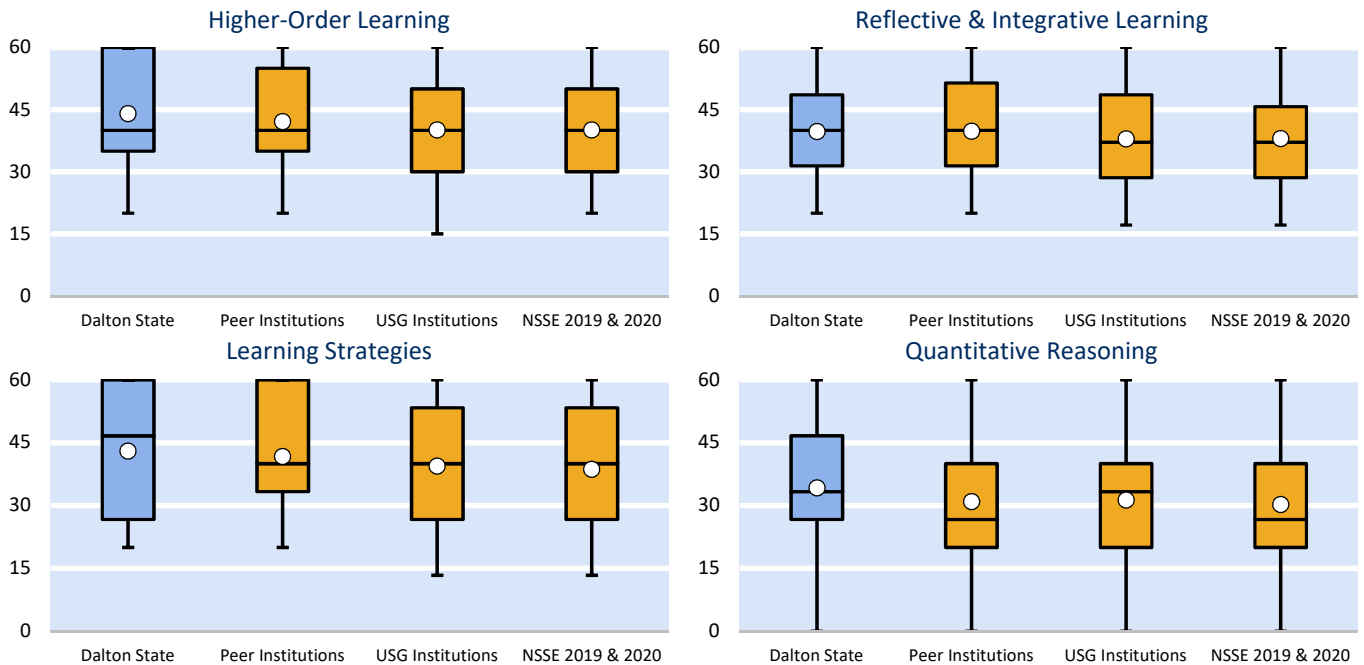
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Dalton State Mean	Your seniors compared with					
		Peer Institutions Mean	Peer Institutions Effect size	USG Institutions Mean	USG Institutions Effect size	NSSE 2019 & 2020 Mean	NSSE 2019 & 2020 Effect size
Higher-Order Learning	44.1	42.1	.15	40.1 *	.29	40.1 *	.30
Reflective & Integrative Learning	39.7	39.8	-.01	37.9	.14	38.1	.13
Learning Strategies	43.0	41.7	.09	39.4	.24	38.6 *	.30
Quantitative Reasoning	34.2	30.9	.20	31.3	.18	30.2	.24

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 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.

	Dalton State	Percentage point difference ^a between your seniors and		
		Peer Institutions	USG Institutions	NSSE 2019 & 2020
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	84	+3	+5	+6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	-1	+3	+4
4d. Evaluating a point of view, decision, or information source	84	+7	+14	+12
4e. Forming a new idea or understanding from various pieces of information	76	-1	+3	+3
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	62	-6	-5	-6
2b. Connected your learning to societal problems or issues	63	-0	+5	+3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	65	+6	+14	+12
2d. Examined the strengths and weaknesses of your own views on a topic or issue	79	+6	+13	+12
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	79	+3	+5	+6
2f. Learned something that changed the way you understand an issue or concept	71	-5	-1	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	91	+7	+8	+7
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	90	+9	+13	+13
9b. Reviewed your notes after class	72	+0	+7	+9
9c. Summarized what you learned in class or from course materials	63	-9	-3	-2
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	66	+12	+7	+10
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	51	+4	+5	+6
6c. Evaluated what others have concluded from numerical information	60	+16	+11	+14

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

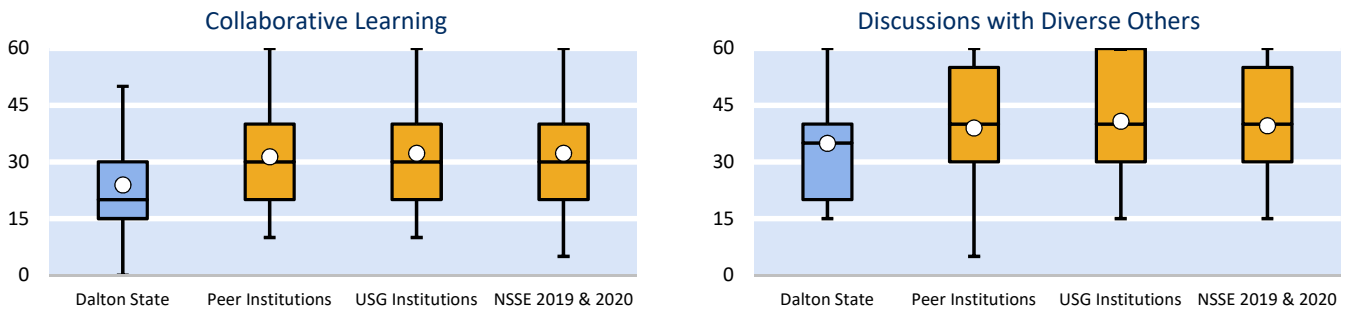
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Dalton State Mean	Your first-year students compared with					
		Peer Institutions		USG Institutions		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	23.8	31.3 ***	-.52	32.2 ***	-.57	32.3 ***	-.57
Discussions with Diverse Others	34.9	38.9	-.24	40.7 **	-.36	39.5 *	-.30

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 on Indicator Items

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Collaborative Learning	Dalton State	Percentage point difference ^a between your FY students and		
		Peer Institutions	USG Institutions	NSSE 2019 & 2020
Percentage of students who responded that they "Very often" or "Often"...				
1e. Asked another student to help you understand course material	39	-4	-12	-13
1f. Explained course material to one or more students	33	-22	-24	-24
1g. Prepared for exams by discussing or working through course material with other students	25	-19	-24	-25
1h. Worked with other students on course projects or assignments	33	-28	-21	-21
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	65	-9	-11	-6
8b. People from an economic background other than your own	66	-2	-6	-6
8c. People with religious beliefs other than your own	55	-11	-13	-11
8d. People with political views other than your own	51	-12	-15	-14

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Learning with Peers: Seniors

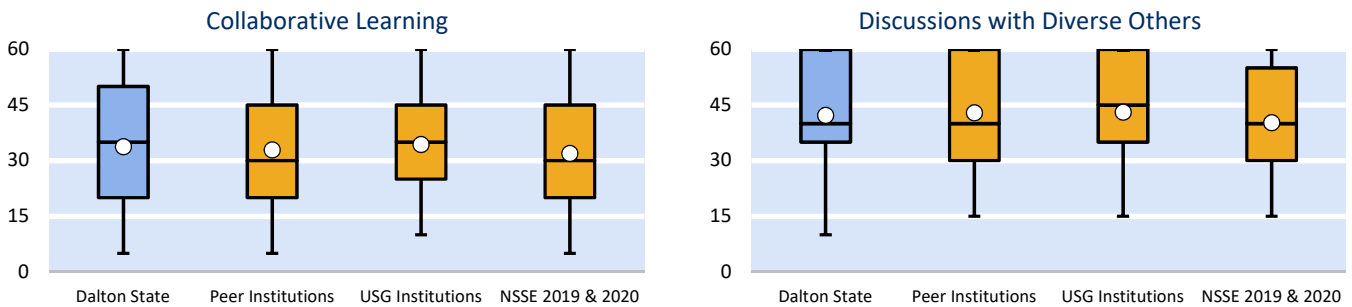
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Mean Comparisons

Engagement Indicator	Dalton State Mean	Your seniors compared with					
		Peer Institutions Mean	Peer Institutions Effect size	USG Institutions Mean	USG Institutions Effect size	NSSE 2019 & 2020 Mean	NSSE 2019 & 2020 Effect size
Collaborative Learning	33.7	33.0	.05	34.4	-.05	32.0	.11
Discussions with Diverse Others	42.2	42.9	-.04	43.1	-.06	40.2	.13

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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	Dalton State %	Percentage point difference ^a between your seniors and		
		Peer Institutions	USG Institutions	NSSE 2019 & 2020
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	46	+7	-2	+3
1f. Explained course material to one or more students	60	+5	-2	+3
1g. Prepared for exams by discussing or working through course material with other students	57	+6	+7	+11
1h. Worked with other students on course projects or assignments	64	-2	-5	+1
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	82	+4	+1	+10
8b. People from an economic background other than your own	75	+1	-2	+2
8c. People with religious beliefs other than your own	77	+5	+4	+10
8d. People with political views other than your own	73	+5	+4	+8

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Experiences with Faculty: First-year students

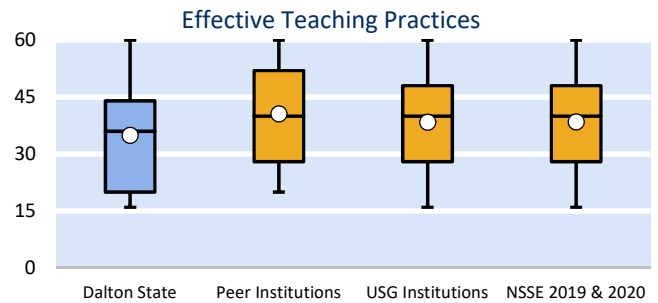
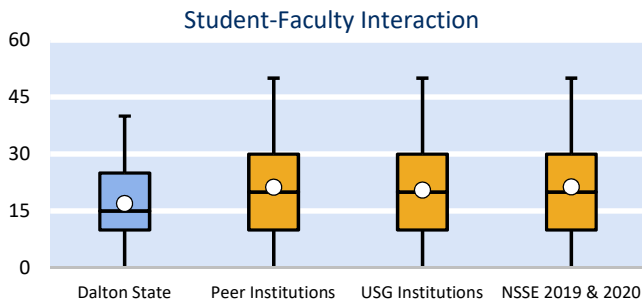
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Dalton State Mean	Your first-year students compared with					
		Peer Institutions Mean	Effect size	USG Institutions Mean	Effect size	NSSE 2019 & 2020 Mean	Effect size
Student-Faculty Interaction	17.0	21.3 **	-.29	20.5 *	-.23	21.4 **	-.30
Effective Teaching Practices	34.9	40.5 **	-.40	38.4 *	-.25	38.4 *	-.27

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

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Student-Faculty Interaction	Dalton State	Percentage point difference ^a between your FY students and		
		Peer Institutions	USG Institutions	NSSE 2019 & 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	30	-11	-7	-8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	9	-14	-12	-13
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	10	-15	-15	-16
3d. Discussed your academic performance with a faculty member	28	-6	-2	-3
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	67	-11	-8	-9
5b. Taught course sessions in an organized way	62	-13	-11	-12
5c. Used examples or illustrations to explain difficult points	63	-13	-10	-11
5d. Provided feedback on a draft or work in progress	56	-15	-7	-8
5e. Provided prompt and detailed feedback on tests or completed assignments	60	-7	+1	+0

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Experiences with Faculty: Seniors

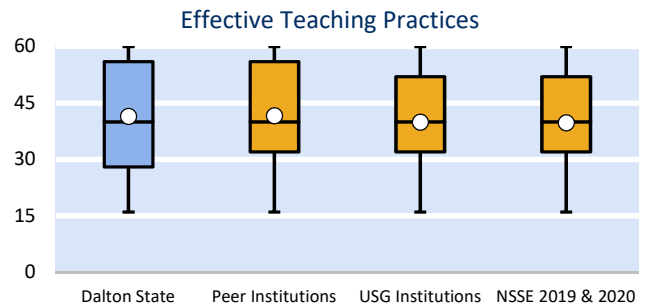
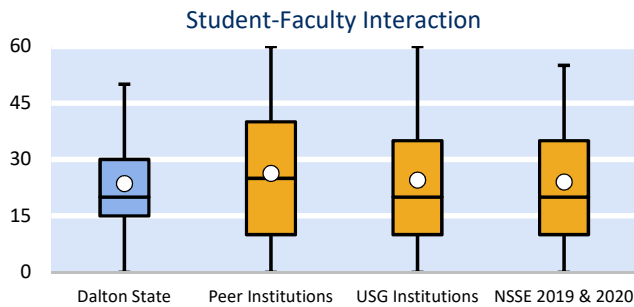
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Mean Comparisons

Engagement Indicator	Dalton State Mean	Your seniors compared with					
		Peer Institutions Effect size		USG Institutions Effect size		NSSE 2019 & 2020 Effect size	
		Mean		Mean		Mean	
Student-Faculty Interaction	23.5	26.2	-.16	24.5	-.06	23.9	-.03
Effective Teaching Practices	41.4	41.6	-.01	39.9	.11	39.7	.12

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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	35	-14	-9	-9
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	-8	-7	-6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	-5	-2	+1
3d. Discussed your academic performance with a faculty member	39	-5	+5	+5
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	79	-2	-0	-1
5b. Taught course sessions in an organized way	71	-6	-6	-6
5c. Used examples or illustrations to explain difficult points	77	-2	-1	-1
5d. Provided feedback on a draft or work in progress	75	+9	+13	+14
5e. Provided prompt and detailed feedback on tests or completed assignments	69	-1	+5	+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.

Campus Environment: First-year students

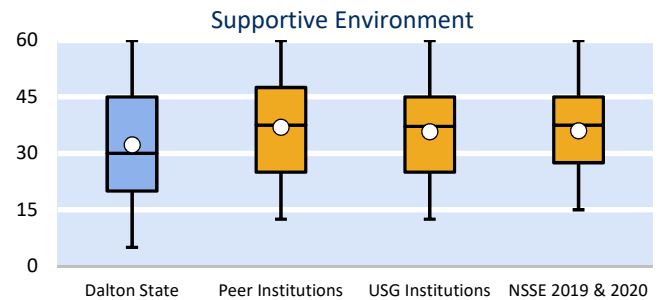
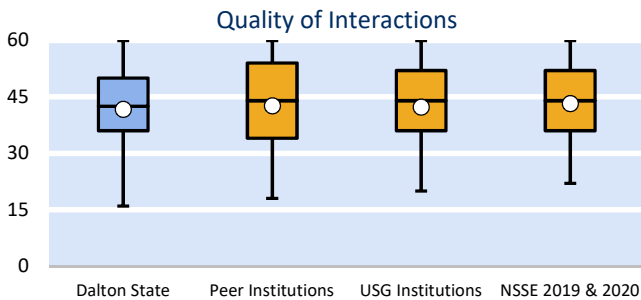
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Dalton State Mean	Your first-year students compared with					
		Peer Institutions Mean	Peer Institutions Effect size	USG Institutions Mean	USG Institutions Effect size	NSSE 2019 & 2020 Mean	NSSE 2019 & 2020 Effect size
Quality of Interactions	41.7	42.6	-.07	42.3	-.04	43.2	-.13
Supportive Environment	32.3	36.9 *	-.31	35.8	-.25	36.0	-.28

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	Dalton State	Percentage point difference ^a between your FY students and		
		Peer Institutions	USG Institutions	NSSE 2019 & 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	42	-7	-8	-10
13b. Academic advisors	50	-2	-3	-4
13c. Faculty	46	-5	-4	-7
13d. Student services staff (career services, student activities, housing, etc.)	35	-15	-11	-13
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	-5	+0	-3
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	66	-11	-7	-9
14c. Using learning support services (tutoring services, writing center, etc.)	62	-15	-14	-14
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	-13	-9	-9
14e. Providing opportunities to be involved socially	58	-11	-11	-12
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	59	-7	-8	-10
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	42	-6	+2	+0
14h. Attending campus activities and events (performing arts, athletic events, etc.)	53	-5	-11	-11
14i. Attending events that address important social, economic, or political issues	44	-4	-2	-3

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

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

Campus Environment: Seniors

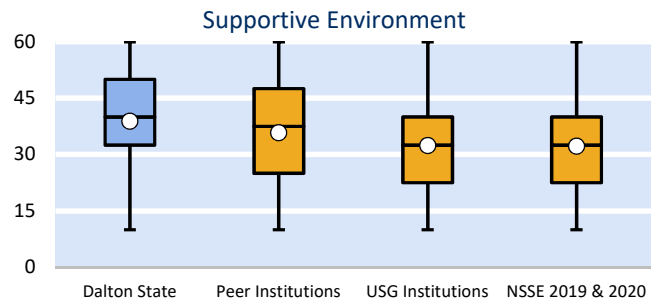
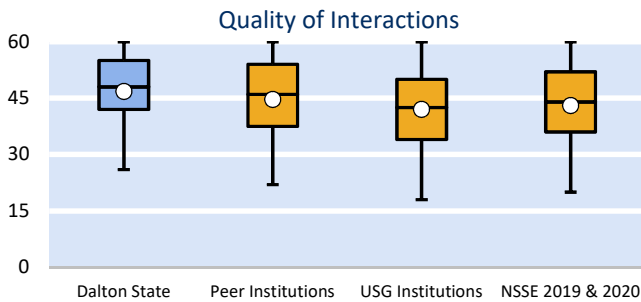
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Dalton State Mean	Your seniors compared with					
		Peer Institutions		USG Institutions		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	46.8	44.6	.17	42.0 **	.39	43.0 *	.31
Supportive Environment	38.9	35.8	.20	32.4 ***	.46	32.2 ***	.47

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	Dalton State	Percentage point difference ^a between your seniors and		
		Peer Institutions	USG Institutions	NSSE 2019 & 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1= "Poor" to 7= "Excellent") with...</i>				
13a. Students	64	+4	+7	+6
13b. Academic advisors	65	+6	+16	+12
13c. Faculty	69	+4	+12	+12
13d. Student services staff (career services, student activities, housing, etc.)	49	+2	+7	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	62	+13	+23	+18
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	83	+7	+14	+13
14c. Using learning support services (tutoring services, writing center, etc.)	80	+7	+15	+14
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	67	+0	+13	+12
14e. Providing opportunities to be involved socially	78	+9	+11	+14
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	83	+19	+24	+23
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	39	-1	+10	+6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	+12	+10	+16
14i. Attending events that address important social, economic, or political issues	58	+7	+18	+18

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

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

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see go.iu.edu/NSSE-PnP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2019 and 2020 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

Theme	Engagement Indicator	Dalton State Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	33.5	39.3 ***	-.45		41.4 ***	-.62	
	Reflective and Integrative Learning	30.7	36.7 ***	-.51		39.0 ***	-.71	
	Learning Strategies	35.0	39.9 **	-.35		42.3 ***	-.51	
	Quantitative Reasoning	21.8	29.4 ***	-.50		31.4 ***	-.62	
<i>Learning with Peers</i>	Collaborative Learning	23.8	35.2 ***	-.83		37.4 ***	-1.00	
	Discussions with Diverse Others	34.9	41.5 ***	-.44		43.6 ***	-.60	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	17.0	24.5 ***	-.51		28.1 ***	-.72	
	Effective Teaching Practices	34.9	40.5 ***	-.43		42.3 ***	-.52	
<i>Campus Environment</i>	Quality of Interactions	41.7	45.2 *	-.31		47.2 ***	-.47	
	Supportive Environment	32.3	37.9 **	-.43		40.0 ***	-.60	

Seniors

Theme	Engagement Indicator	Dalton State Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	44.1	41.7	.18	✓	43.2	.07	✓
	Reflective and Integrative Learning	39.7	39.8	-.01	✓	41.8	-.17	
	Learning Strategies	43.0	40.7	.16	✓	42.7	.02	✓
	Quantitative Reasoning	34.2	31.4	.17	✓	33.4	.05	✓
<i>Learning with Peers</i>	Collaborative Learning	33.7	35.9	-.16		38.4 *	-.34	
	Discussions with Diverse Others	42.2	42.1	.01	✓	43.8	-.10	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	23.5	29.7 ***	-.39		33.2 ***	-.61	
	Effective Teaching Practices	41.4	41.8	-.03	✓	43.7	-.17	
<i>Campus Environment</i>	Quality of Interactions	46.8	45.2	.13	✓	47.4	-.05	✓
	Supportive Environment	38.9	34.6 *	.31	✓	36.8	.15	✓

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 2019 and 2020 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Dalton State (N = 72)	33.5	13.9	1.65	15	20	40	40	60				
Peer Institutions	37.8	14.7	.56	15	25	40	50	60	745	-4.3	.018	-.294
USG Institutions	37.9	14.2	.24	15	30	40	50	60	3,592	-4.4	.010	-.309
NSSE 2019 & 2020	38.1	13.2	.05	20	30	40	45	60	79,919	-4.6	.003	-.346
Top 50%	39.3	13.1	.06	20	30	40	50	60	45,299	-5.8	.000	-.446
Top 10%	41.4	12.8	.14	20	35	40	50	60	8,738	-7.9	.000	-.615
Reflective & Integrative Learning												
Dalton State (N = 75)	30.7	12.5	1.44	13	20	31	40	54				
Peer Institutions	34.9	12.9	.48	14	26	34	43	57	795	-4.2	.007	-.328
USG Institutions	34.5	12.7	.20	14	26	34	43	57	3,969	-3.9	.009	-.303
NSSE 2019 & 2020	35.2	12.0	.04	17	26	34	43	57	86,492	-4.5	.001	-.375
Top 50%	36.7	11.8	.06	17	29	37	46	57	44,237	-6.0	.000	-.510
Top 10%	39.0	11.7	.14	20	31	40	49	60	7,009	-8.3	.000	-.706
Learning Strategies												
Dalton State (N = 69)	35.0	15.2	1.84	13	27	40	47	60				
Peer Institutions	39.6	14.2	.57	20	27	40	53	60	685	-4.5	.013	-.317
USG Institutions	39.0	14.0	.25	20	27	40	47	60	3,312	-3.9	.022	-.279
NSSE 2019 & 2020	38.3	13.8	.05	20	27	40	47	60	75,548	-3.2	.052	-.235
Top 50%	39.9	13.7	.07	20	33	40	53	60	38,401	-4.9	.003	-.354
Top 10%	42.3	14.1	.15	20	33	40	53	60	8,513	-7.3	.000	-.515
Quantitative Reasoning												
Dalton State (N = 68)	21.8	17.6	2.14	0	7	20	33	60				
Peer Institutions	29.0	16.0	.64	7	20	27	40	60	699	-7.2	.001	-.445
USG Institutions	28.9	15.9	.28	0	20	27	40	60	3,387	-7.1	.000	-.444
NSSE 2019 & 2020	28.2	15.3	.06	0	20	27	40	60	76,826	-6.4	.001	-.418
Top 50%	29.4	15.2	.07	7	20	27	40	60	49,923	-7.6	.000	-.501
Top 10%	31.4	15.3	.15	7	20	33	40	60	10,584	-9.6	.000	-.624
Learning with Peers												
Collaborative Learning												
Dalton State (N = 81)	23.8	13.9	1.55	0	15	20	30	50				
Peer Institutions	31.3	14.5	.52	10	20	30	40	60	867	-7.5	.000	-.516
USG Institutions	32.2	14.7	.22	10	20	30	40	60	4,439	-8.4	.000	-.572
NSSE 2019 & 2020	32.3	14.7	.05	5	20	30	40	60	93,156	-8.4	.000	-.573
Top 50%	35.2	13.7	.06	15	25	35	45	60	57,571	-11.3	.000	-.826
Top 10%	37.4	13.5	.12	15	30	40	45	60	12,117	-13.6	.000	-1.000
Discussions with Diverse Others												
Dalton State (N = 69)	34.9	14.9	1.80	15	20	35	40	60				
Peer Institutions	38.9	16.9	.68	5	30	40	55	60	688	-4.0	.058	-.241
USG Institutions	40.7	16.2	.28	15	30	40	60	60	3,344	-5.8	.003	-.358
NSSE 2019 & 2020	39.5	15.6	.06	15	30	40	55	60	76,101	-4.6	.015	-.295
Top 50%	41.5	15.0	.07	20	30	40	55	60	51,126	-6.5	.000	-.438
Top 10%	43.6	14.5	.14	20	35	45	60	60	10,638	-8.7	.000	-.600

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												
Dalton State (N = 74)	17.0	11.7	1.35	0	10	15	25	40				
Peer Institutions	21.3	14.9	.56	0	10	20	30	50	101	-4.3	.004	-.294
USG Institutions	20.5	15.2	.25	0	10	20	30	50	78	-3.5	.012	-.234
NSSE 2019 & 2020	21.4	14.6	.05	0	10	20	30	50	74	-4.4	.002	-.300
Top 50%	24.5	14.7	.09	5	15	20	35	55	74	-7.5	.000	-.508
Top 10%	28.1	15.5	.25	5	15	25	40	60	78	-11.1	.000	-.722
Effective Teaching Practices												
Dalton State (N = 73)	34.9	13.9	1.63	16	20	36	44	60				
Peer Institutions	40.5	14.1	.54	20	28	40	52	60	743	-5.6	.001	-.400
USG Institutions	38.4	13.8	.23	16	28	40	48	60	3,564	-3.5	.034	-.252
NSSE 2019 & 2020	38.4	13.2	.05	16	28	40	48	60	79,618	-3.5	.023	-.268
Top 50%	40.5	13.2	.07	20	32	40	52	60	33,173	-5.6	.000	-.425
Top 10%	42.3	14.1	.15	16	32	44	56	60	9,190	-7.4	.000	-.520
Campus Environment												
Quality of Interactions												
Dalton State (N = 63)	41.7	13.6	1.71	16	36	43	50	60				
Peer Institutions	42.6	13.5	.56	18	34	44	54	60	634	-.9	.609	-.068
USG Institutions	42.3	12.4	.22	20	36	44	52	60	3,100	-.5	.730	-.044
NSSE 2019 & 2020	43.2	11.8	.04	22	36	44	52	60	70,674	-1.5	.310	-.128
Top 50%	45.2	11.2	.06	24	38	46	54	60	30,999	-3.4	.014	-.308
Top 10%	47.2	11.6	.13	25	40	50	58	60	7,507	-5.5	.000	-.470
Supportive Environment												
Dalton State (N = 67)	32.3	16.3	2.00	5	20	30	45	60				
Peer Institutions	36.9	14.8	.61	13	25	38	48	60	661	-4.6	.016	-.310
USG Institutions	35.8	14.1	.25	13	25	37	45	60	68	-3.5	.087	-.247
NSSE 2019 & 2020	36.0	13.5	.05	15	28	38	45	60	66	-3.7	.068	-.275
Top 50%	37.9	13.1	.07	18	30	38	48	60	66	-5.6	.007	-.427
Top 10%	40.0	12.9	.16	18	33	40	50	60	67	-7.7	.000	-.599

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).
b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.
c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.
d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.
e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.
f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.
g. Effect size is the mean difference divided by the pooled standard deviation.

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Dalton State (N = 64)	44.1	13.4	1.68	20	35	40	60	60				
Peer Institutions	42.1	13.4	.66	20	35	40	55	60	479	1.9	.282	.145
USG Institutions	40.1	13.8	.23	15	30	40	50	60	3,622	4.0	.024	.286
NSSE 2019 & 2020	40.1	13.5	.04	20	30	40	50	60	94,651	4.0	.019	.295
Top 50%	41.7	13.4	.07	20	35	40	55	60	41,722	2.4	.157	.178
Top 10%	43.2	13.3	.13	20	35	40	55	60	10,144	.9	.580	.070
Reflective & Integrative Learning												
Dalton State (N = 72)	39.7	12.6	1.49	20	31	40	49	60				
Peer Institutions	39.8	12.9	.60	20	31	40	51	60	523	-.1	.949	-.008
USG Institutions	37.9	12.6	.20	17	29	37	49	60	3,949	1.8	.233	.142
NSSE 2019 & 2020	38.1	12.5	.04	17	29	37	46	60	100,337	1.7	.259	.133
Top 50%	39.8	12.2	.06	20	31	40	49	60	41,429	-.1	.951	-.007
Top 10%	41.8	12.0	.15	20	34	40	51	60	6,752	-2.0	.153	-.170
Learning Strategies												
Dalton State (N = 62)	43.0	15.1	1.91	20	27	47	60	60				
Peer Institutions	41.7	14.4	.72	20	33	40	60	60	467	1.3	.521	.087
USG Institutions	39.4	14.7	.25	13	27	40	53	60	3,401	3.5	.059	.242
NSSE 2019 & 2020	38.6	14.6	.05	13	27	40	53	60	90,633	4.4	.018	.299
Top 50%	40.7	14.5	.07	20	33	40	53	60	46,228	2.3	.207	.160
Top 10%	42.7	14.4	.12	20	33	40	60	60	14,878	.3	.862	.022
Quantitative Reasoning												
Dalton State (N = 61)	34.2	18.4	2.35	0	27	33	47	60				
Peer Institutions	30.9	16.4	.81	0	20	27	40	60	470	3.3	.150	.197
USG Institutions	31.3	16.3	.28	0	20	33	40	60	3,452	2.9	.169	.177
NSSE 2019 & 2020	30.2	16.2	.05	0	20	27	40	60	91,774	3.9	.057	.243
Top 50%	31.4	16.1	.07	0	20	33	40	60	59,117	2.8	.180	.171
Top 10%	33.4	15.8	.15	7	20	33	40	60	11,568	.8	.687	.052
Learning with Peers												
Collaborative Learning												
Dalton State (N = 76)	33.7	17.7	2.04	5	20	35	50	60				
Peer Institutions	33.0	15.3	.70	5	20	30	45	60	551	.8	.684	.050
USG Institutions	34.4	14.5	.22	10	25	35	45	60	77	-.7	.741	-.047
NSSE 2019 & 2020	32.0	15.6	.05	5	20	30	45	60	104,949	1.7	.333	.111
Top 50%	35.9	14.0	.06	15	25	35	45	60	75	-2.2	.284	-.157
Top 10%	38.4	13.6	.14	15	30	40	50	60	75	-4.6	.026	-.341
Discussions with Diverse Others												
Dalton State (N = 62)	42.2	16.6	2.10	10	35	40	60	60				
Peer Institutions	42.9	16.3	.81	15	30	40	60	60	467	-.7	.764	-.041
USG Institutions	43.1	15.2	.26	15	35	45	60	60	3,420	-.9	.652	-.058
NSSE 2019 & 2020	40.2	15.9	.05	15	30	40	55	60	91,025	2.0	.315	.127
Top 50%	42.1	15.5	.06	15	30	40	60	60	58,766	.2	.926	.012
Top 10%	43.8	15.3	.13	20	35	45	60	60	14,813	-1.5	.429	-.100

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												
Dalton State (N = 68)	23.5	13.2	1.60	0	15	20	30	50				
Peer Institutions	26.2	17.1	.82	0	10	25	40	60	106	-2.7	.137	-.162
USG Institutions	24.5	16.4	.27	0	10	20	35	60	71	-1.0	.560	-.058
NSSE 2019 & 2020	23.9	16.1	.05	0	10	20	35	55	67	-.4	.802	-.025
Top 50%	29.7	15.9	.11	5	20	30	40	60	68	-6.1	.000	-.386
Top 10%	33.2	16.0	.26	10	20	35	45	60	71	-9.7	.000	-.610
Effective Teaching Practices												
Dalton State (N = 65)	41.4	14.0	1.74	16	28	40	56	60				
Peer Institutions	41.6	14.6	.71	16	32	40	56	60	483	-.2	.923	-.013
USG Institutions	39.9	14.0	.23	16	32	40	52	60	3,597	1.5	.381	.109
NSSE 2019 & 2020	39.7	13.8	.04	16	32	40	52	60	94,542	1.7	.330	.121
Top 50%	41.8	13.7	.07	20	32	40	52	60	35,602	-.4	.821	-.028
Top 10%	43.7	13.4	.15	20	36	44	56	60	7,879	-2.3	.164	-.173
Campus Environment												
Quality of Interactions												
Dalton State (N = 56)	46.8	11.4	1.52	26	42	48	55	60				
Peer Institutions	44.6	12.3	.63	22	38	46	54	60	433	2.1	.227	.173
USG Institutions	42.0	12.3	.22	18	34	43	50	60	3,193	4.8	.004	.388
NSSE 2019 & 2020	43.0	12.1	.04	20	36	44	52	60	83,907	3.7	.022	.307
Top 50%	45.2	11.7	.06	24	38	48	54	60	37,573	1.5	.326	.132
Top 10%	47.4	12.0	.11	24	40	50	58	60	12,017	-.6	.697	-.052
Supportive Environment												
Dalton State (N = 60)	38.9	14.7	1.90	10	33	40	50	60				
Peer Institutions	35.8	15.1	.77	10	25	38	48	60	449	3.1	.145	.203
USG Institutions	32.4	14.1	.25	10	23	33	40	60	3,308	6.4	.000	.457
NSSE 2019 & 2020	32.2	14.2	.05	10	23	33	40	60	88,489	6.7	.000	.471
Top 50%	34.6	14.0	.07	13	25	35	45	60	39,149	4.3	.018	.307
Top 10%	36.8	14.1	.17	13	28	38	48	60	7,008	2.1	.252	.149

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

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

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

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

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

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

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