



NSSE 2021

Engagement Indicators

Montclair State University

About Your Engagement Indicators Report

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

Theme	Engagement Indicator
<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 2020 and 2021 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. 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.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with US Publics UG 10-20K	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2020 & 2021
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 US Publics UG 10-20K	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2020 & 2021
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

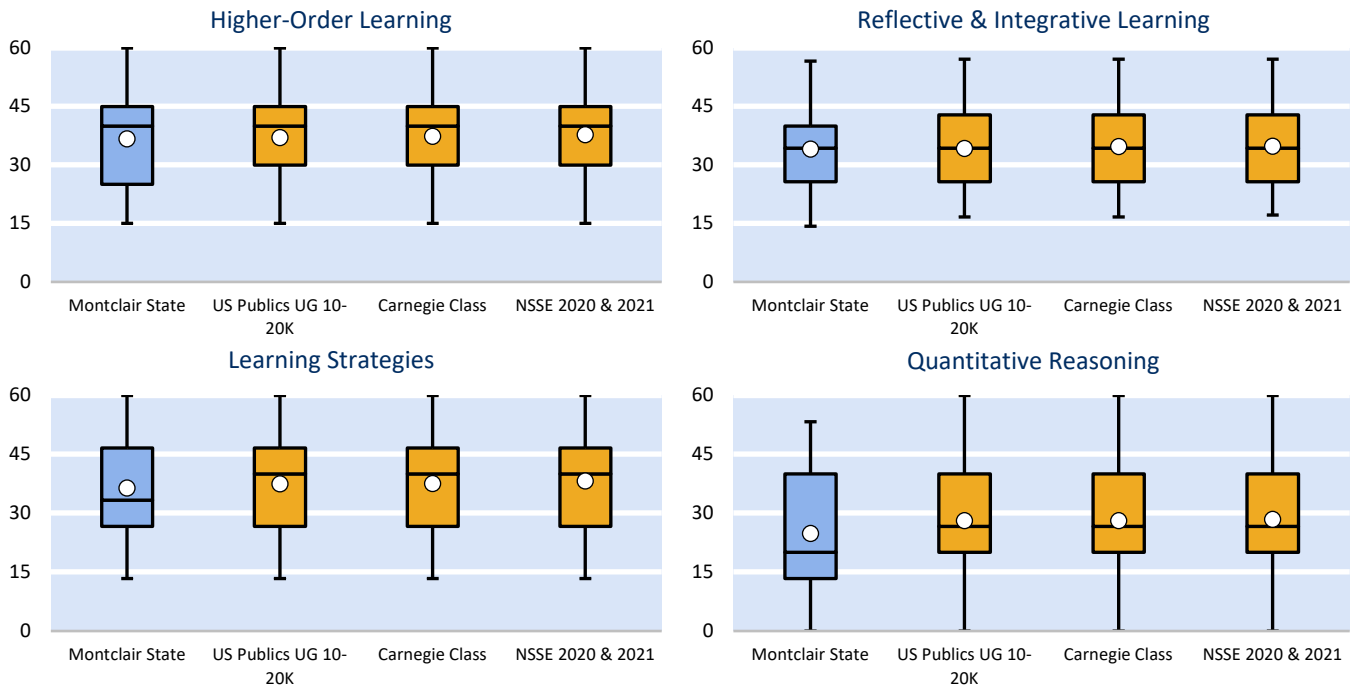
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Montclair State Mean	Your first-year students compared with					
		US Publics UG 10-20K		Carnegie Class		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.8	37.1	-.02	37.4	-.05	37.8 *	-.08
Reflective & Integrative Learning	34.1	34.3	-.01	34.7	-.05	34.9	-.06
Learning Strategies	36.4	37.4 *	-.08	37.5 *	-.08	38.2 ***	-.13
Quantitative Reasoning	24.8	28.0 ***	-.21	28.1 ***	-.21	28.4 ***	-.23

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

Higher-Order Learning	Montclair State	Percentage point difference ^a between your FY students and		
		US Publics UG 10-20K	Carnegie Class	NSSE 2020 & 2021
<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	62	-6	-7	-8
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67	+0	-0	-1
4d. Evaluating a point of view, decision, or information source	72	+5	+4	+3
4e. Forming a new idea or understanding from various pieces of information	68	+1	-0	-1
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	44	-4	-5	-5
2b. Connected your learning to societal problems or issues	51	+2	+1	+1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	+3	+1	+1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60	-1	-2	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	+0	-0	-1
2f. Learned something that changed the way you understand an issue or concept	62	-1	-3	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	72	-3	-4	-4
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	69	-3	-4	-5
9b. Reviewed your notes after class	59	-6	-6	-7
9c. Summarized what you learned in class or from course materials	61	-1	-1	-3
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	43	-9	-10	-10
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35	-5	-5	-6
6c. Evaluated what others have concluded from numerical information	33	-6	-7	-7

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

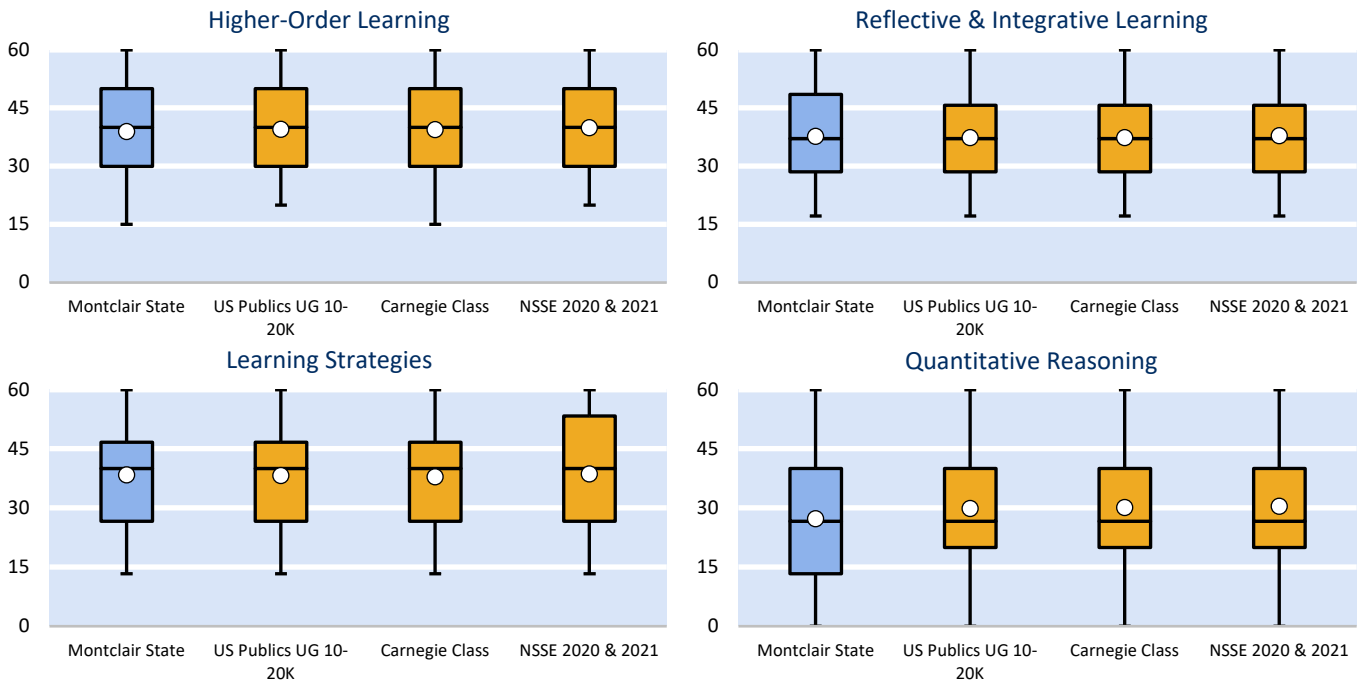
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Montclair State Mean	Your seniors compared with					
		US Publics UG 10-20K Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2020 & 2021 Mean	Effect size
Higher-Order Learning	38.9	39.5	-.04	39.4	-.03	39.9	-.07
Reflective & Integrative Learning	37.7	37.4	.02	37.3	.03	37.8	-.01
Learning Strategies	38.4	38.2	.01	37.9	.03	38.6	-.02
Quantitative Reasoning	27.3	29.9 ***	-.16	30.1 ***	-.17	30.4 ***	-.19

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

Score Distributions



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

Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

Higher-Order Learning	Montclair State	Percentage point difference ^a between your seniors and		
		US Publics UG 10-20K	Carnegie Class	NSSE 2020 & 2021
<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	69	-7	-6	-7
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	-2	-2	-3
4d. Evaluating a point of view, decision, or information source	72	+3	+4	+2
4e. Forming a new idea or understanding from various pieces of information	73	+2	+3	+1
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	64	-3	-3	-3
2b. Connected your learning to societal problems or issues	62	+4	+3	+2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	56	+5	+6	+3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	+1	+1	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	+1	+2	+0
2f. Learned something that changed the way you understand an issue or concept	69	-1	-1	-2
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+0	+1	-0
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	77	+1	+3	+0
9b. Reviewed your notes after class	63	-0	+1	-0
9c. Summarized what you learned in class or from course materials	67	+3	+4	+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.)	50	-5	-6	-6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	-4	-5	-6
6c. Evaluated what others have concluded from numerical information	39	-6	-7	-8

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.

Learning with Peers: First-year students

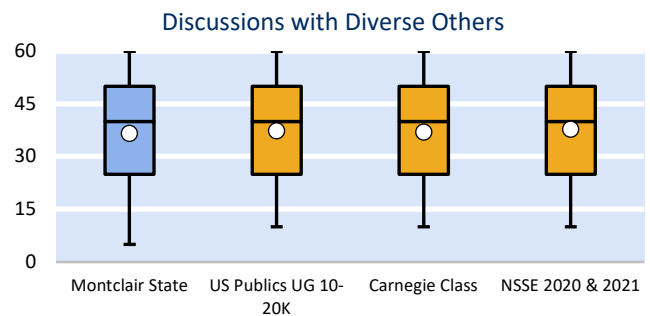
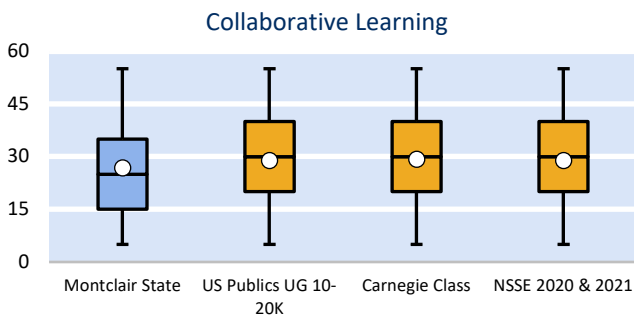
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Montclair State Mean	Your first-year students compared with					
		US Publics UG 10-20K Mean	US Publics UG 10-20K Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2020 & 2021 Mean	NSSE 2020 & 2021 Effect size
Collaborative Learning	26.9	29.0 ***	-.14	29.3 ***	-.16	29.0 ***	-.14
Discussions with Diverse Others	36.6	37.4	-.05	37.1	-.03	37.9 *	-.08

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

Score Distributions



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Performance on Indicator Items

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

	Montclair State %	Percentage point difference ^a between your FY students and		
		US Publics UG 10-20K	Carnegie Class	NSSE 2020 & 2021
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	39	-7	-7	-7
1c. Explained course material to one or more students	42	-6	-7	-6
1d. Prepared for exams by discussing or working through course material with other students	35	-5	-6	-6
1e. Worked with other students on course projects or assignments	39	-8	-8	-9
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	71	+5	+7	+4
8b. People from an economic background other than your own	65	-2	-2	-3
8c. People with religious beliefs other than your own	63	+0	+3	+0
8d. People with political views other than your own	51	-9	-9	-10

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

Learning with Peers: Seniors

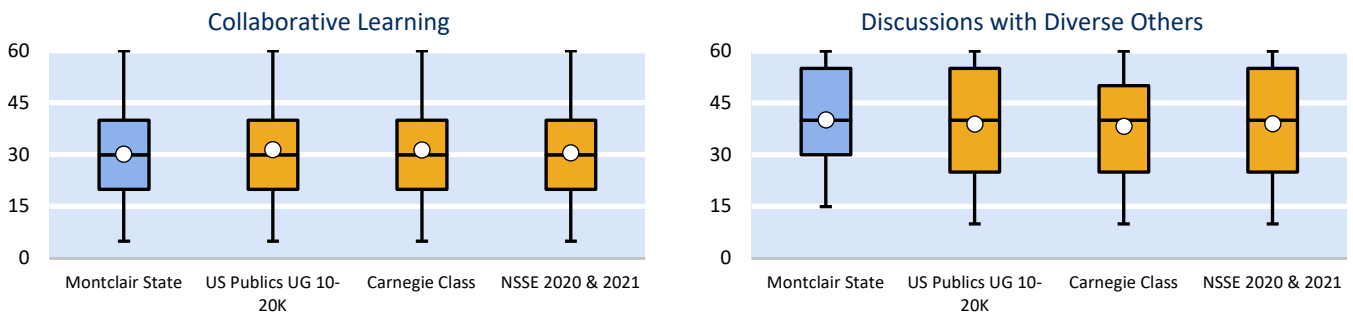
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Mean Comparisons

Engagement Indicator	Montclair State Mean	Your seniors compared with					
		US Publics UG 10-20K Mean	US Publics UG 10-20K Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2020 & 2021 Mean	NSSE 2020 & 2021 Effect size
Collaborative Learning	30.2	31.5 *	-.09	31.4 *	-.08	30.6	-.02
Discussions with Diverse Others	40.2	39.0	.07	38.3 **	.12	39.0	.07

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

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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.

	Montclair State	Percentage point difference ^a between your seniors and		
		US Publics UG 10-20K	Carnegie Class	NSSE 2020 & 2021
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	40	-4	-4	-2
1c. Explained course material to one or more students	54	-1	-1	-0
1d. Prepared for exams by discussing or working through course material with other students	40	-3	-3	-3
1e. Worked with other students on course projects or assignments	56	-6	-6	-5
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	76	+7	+10	+6
8b. People from an economic background other than your own	73	+3	+4	+2
8c. People with religious beliefs other than your own	68	+3	+5	+3
8d. People with political views other than your own	59	-4	-4	-4

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Experiences with Faculty: First-year students

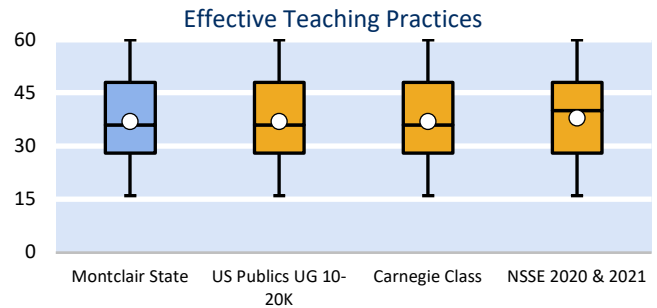
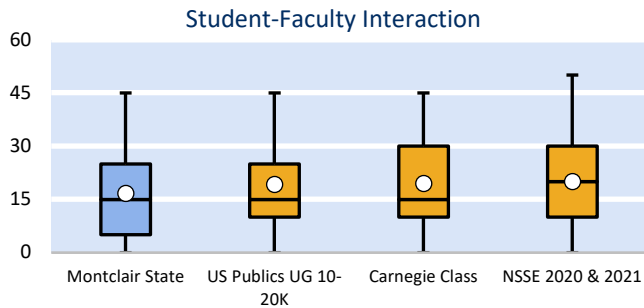
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Montclair State Mean	Your first-year students compared with					
		US Publics UG 10-20K		Carnegie Class		NSSE 2020 & 2021	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	16.7	19.2 ***	-.18	19.5 ***	-.20	20.0 ***	-.23
Effective Teaching Practices	37.0	37.0	.00	37.0	.00	38.0 *	-.08

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

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		US Publics UG 10-20K	Carnegie Class	NSSE 2020 & 2021
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	28	-6	-6	-7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	13	-5	-5	-6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	17	-5	-6	-7
3d. Discussed your academic performance with a faculty member	21	-5	-6	-7
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	69	-6	-5	-7
5b. Taught course sessions in an organized way	64	-6	-6	-8
5c. Used examples or illustrations to explain difficult points	63	-8	-8	-10
5d. Provided feedback on a draft or work in progress	72	+12	+13	+10
5e. Provided prompt and detailed feedback on tests or completed assignments	57	+1	+2	-2

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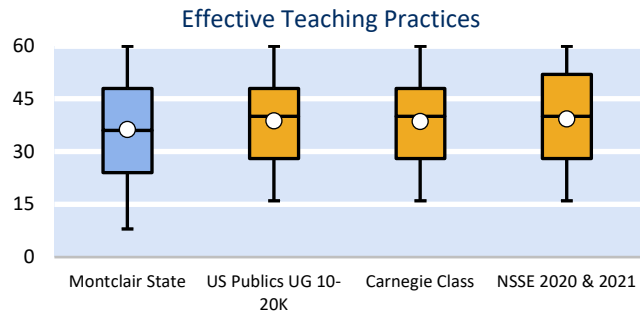
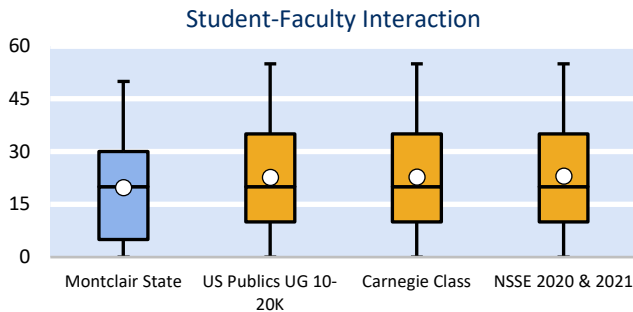
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Student-Faculty Interaction	19.7	22.6 ***	-.18	22.7 ***	-.19	23.0 ***	-.21
Effective Teaching Practices	36.2	38.7 ***	-.17	38.6 ***	-.16	39.2 ***	-.21

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Percentage of students who responded that they "Very often" or "Often"...				
	%			
3a. Talked about career plans with a faculty member	36	-4	-4	-5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	-7	-8	-8
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	21	-8	-8	-9
3d. Discussed your academic performance with a faculty member	28	-2	-2	-4
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	71	-7	-6	-8
5b. Taught course sessions in an organized way	65	-9	-9	-10
5c. Used examples or illustrations to explain difficult points	68	-7	-6	-7
5d. Provided feedback on a draft or work in progress	57	-2	-2	-4
5e. Provided prompt and detailed feedback on tests or completed assignments	54	-8	-7	-9

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

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

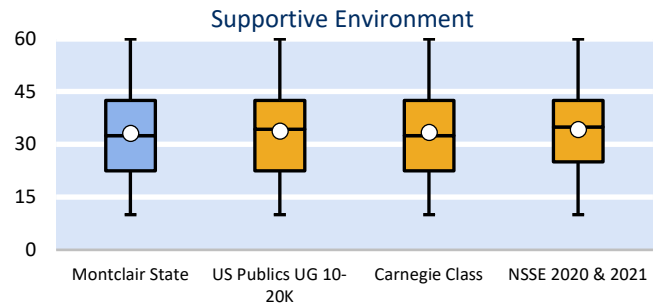
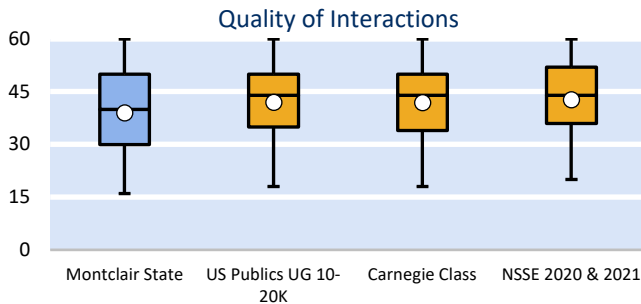
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Montclair State Mean	Your first-year students compared with					
		US Publics UG 10-20K Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2020 & 2021 Mean	Effect size
Quality of Interactions	38.9	42.0 ***	-.25	41.8 ***	-.23	42.7 ***	-.30
Supportive Environment	33.1	33.7	-.05	33.3	-.02	34.2 *	-.08

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

Score Distributions



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

Performance 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	Montclair State	Percentage point difference ^a between your FY students and		
		US Publics UG 10-20K	Carnegie Class	NSSE 2020 & 2021
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	42	-6	-7	-8
13b. Academic advisors	44	-9	-9	-10
13c. Faculty	39	-9	-10	-13
13d. Student services staff (career services, student activities, housing, etc.)	35	-10	-10	-12
13e. Other administrative staff and offices (registrar, financial aid, etc.)	35	-9	-9	-12
<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	67	-4	-4	-6
14c. Using learning support services (tutoring services, writing center, etc.)	66	-7	-7	-8
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	+3	+5	+2
14e. Providing opportunities to be involved socially	63	-1	+1	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	-1	+0	-1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	-1	-0	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	54	-2	-0	-2
14i. Attending events that address important social, economic, or political issues	42	-1	-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: Seniors

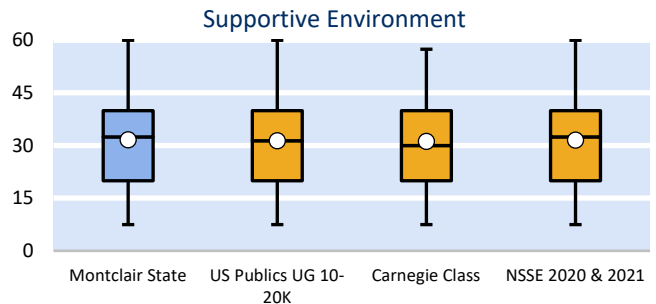
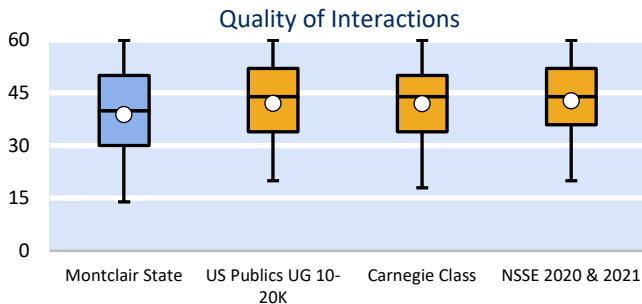
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Montclair State Mean	Your seniors compared with					
		US Publics UG 10-20K Mean	US Publics UG 10-20K Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2020 & 2021 Mean	NSSE 2020 & 2021 Effect size
Quality of Interactions	38.9	42.1 ***	-.26	42.0 ***	-.25	42.8 ***	-.31
Supportive Environment	31.7	31.4	.02	31.3	.03	31.7	.00

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	Montclair State	Percentage point difference ^a between your seniors and		
		US Publics UG 10-20K	Carnegie Class	NSSE 2020 & 2021
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	51	-6	-6	-7
13b. Academic advisors	44	-7	-6	-10
13c. Faculty	45	-8	-9	-11
13d. Student services staff (career services, student activities, housing, etc.)	37	-6	-6	-8
13e. Other administrative staff and offices (registrar, financial aid, etc.)	35	-8	-8	-10
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	60	-7	-7	-8
14c. Using learning support services (tutoring services, writing center, etc.)	59	-5	-5	-6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	+4	+7	+4
14e. Providing opportunities to be involved socially	64	+1	+2	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	+5	+6	+6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	+5	+5	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	53	+3	+3	+2
14i. Attending events that address important social, economic, or political issues	42	+2	+3	+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.

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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 2020 and 2021 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2020 and 2021 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

		Your first-year students compared with						
Theme	Engagement Indicator	Montclair State Mean	NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	36.8	39.2 ***	-0.19		41.9 ***	-0.40	
	Reflective and Integrative Learning	34.1	36.5 ***	-0.20		39.1 ***	-0.42	
	Learning Strategies	36.4	39.7 ***	-0.24		43.0 ***	-0.46	
	Quantitative Reasoning	24.8	29.7 ***	-0.32		32.5 ***	-0.49	
Learning with Peers	Collaborative Learning	26.9	33.9 ***	-0.50		37.0 ***	-0.74	
	Discussions with Diverse Others	36.6	40.6 ***	-0.26		43.8 ***	-0.50	
Experiences with Faculty	Student-Faculty Interaction	16.7	23.2 ***	-0.44		27.8 ***	-0.73	
	Effective Teaching Practices	37.0	40.4 ***	-0.26		43.2 ***	-0.46	
Campus Environment	Quality of Interactions	38.9	45.1 ***	-0.54		47.7 ***	-0.71	
	Supportive Environment	33.1	36.8 ***	-0.28		39.9 ***	-0.53	

Seniors

		Your seniors compared with						
Theme	Engagement Indicator	Montclair State Mean	NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.9	41.6 ***	-0.20		43.9 ***	-0.38	
	Reflective and Integrative Learning	37.7	39.7 ***	-0.17		42.5 ***	-0.41	
	Learning Strategies	38.4	40.6 ***	-0.15		43.5 ***	-0.36	
	Quantitative Reasoning	27.3	31.6 ***	-0.27		34.8 ***	-0.48	
Learning with Peers	Collaborative Learning	30.2	35.0 ***	-0.34		38.8 ***	-0.64	
	Discussions with Diverse Others	40.2	41.3	-0.07	✓	44.2 ***	-0.27	
Experiences with Faculty	Student-Faculty Interaction	19.7	28.5 ***	-0.55		33.6 ***	-0.88	
	Effective Teaching Practices	36.2	41.5 ***	-0.38		44.6 ***	-0.62	
Campus Environment	Quality of Interactions	38.9	45.2 ***	-0.53		48.2 ***	-0.78	
	Supportive Environment	31.7	34.1 ***	-0.17		37.2 ***	-0.38	

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 NSSE 2020 and 2021 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												
Montclair State (N = 848)	36.8	13.9	.48	15	25	40	45	60				
US Publics UG 10-20K	37.1	13.4	.07	15	30	40	45	60	33,890	-.3	.540	-.021
Carnegie Class	37.4	13.4	.07	15	30	40	45	60	36,637	-.6	.192	-.045
NSSE 2020 & 2021	37.8	13.5	.03	15	30	40	45	60	200,195	-1.0	.025	-.077
Top 50%	39.2	13.2	.04	20	30	40	50	60	858	-2.5	.000	-.187
Top 10%	41.9	12.9	.11	20	35	40	55	60	941	-5.1	.000	-.395
Reflective & Integrative Learning												
Montclair State (N = 940)	34.1	12.3	.40	14	26	34	40	57				
US Publics UG 10-20K	34.3	12.0	.06	17	26	34	43	57	37,293	-.1	.765	-.010
Carnegie Class	34.7	12.1	.06	17	26	34	43	57	40,136	-.6	.134	-.050
NSSE 2020 & 2021	34.9	12.2	.03	17	26	34	43	57	218,636	-.7	.062	-.061
Top 50%	36.5	12.0	.04	17	29	37	46	57	107,979	-2.4	.000	-.197
Top 10%	39.1	11.8	.11	20	31	40	49	60	13,132	-5.0	.000	-.423
Learning Strategies												
Montclair State (N = 785)	36.4	14.2	.51	13	27	33	47	60				
US Publics UG 10-20K	37.4	13.9	.08	13	27	40	47	60	31,518	-1.0	.038	-.075
Carnegie Class	37.5	13.9	.08	13	27	40	47	60	34,353	-1.2	.020	-.084
NSSE 2020 & 2021	38.2	14.0	.03	13	27	40	47	60	186,899	-1.8	.000	-.128
Top 50%	39.7	14.0	.04	20	27	40	53	60	796	-3.4	.000	-.240
Top 10%	43.0	14.3	.11	20	33	40	60	60	18,165	-6.6	.000	-.461
Quantitative Reasoning												
Montclair State (N = 796)	24.8	16.3	.58	0	13	20	40	53				
US Publics UG 10-20K	28.0	15.1	.09	0	20	27	40	60	830	-3.2	.000	-.210
Carnegie Class	28.1	15.2	.08	0	20	27	40	60	827	-3.2	.000	-.213
NSSE 2020 & 2021	28.4	15.4	.04	0	20	27	40	60	801	-3.6	.000	-.230
Top 50%	29.7	15.3	.04	7	20	27	40	60	804	-4.9	.000	-.317
Top 10%	32.5	15.5	.12	7	20	33	40	60	16,524	-7.6	.000	-.489
Learning with Peers												
Collaborative Learning												
Montclair State (N = 996)	26.9	13.9	.44	5	15	25	35	55				
US Publics UG 10-20K	29.0	14.6	.07	5	20	30	40	55	1,051	-2.1	.000	-.143
Carnegie Class	29.3	14.8	.07	5	20	30	40	55	1,047	-2.4	.000	-.163
NSSE 2020 & 2021	29.0	15.2	.03	5	20	30	40	55	1,005	-2.1	.000	-.137
Top 50%	33.9	13.9	.04	10	25	35	45	60	157,285	-7.0	.000	-.504
Top 10%	37.0	13.6	.08	15	25	40	45	60	31,850	-10.1	.000	-.742
Discussions with Diverse Others												
Montclair State (N = 797)	36.6	16.4	.58	5	25	40	50	60				
US Publics UG 10-20K	37.4	15.9	.09	10	25	40	50	60	31,731	-.8	.174	-.049
Carnegie Class	37.1	15.8	.09	10	25	40	50	60	34,609	-.4	.442	-.028
NSSE 2020 & 2021	37.9	16.1	.04	10	25	40	50	60	188,252	-1.2	.034	-.075
Top 50%	40.6	15.2	.04	15	30	40	55	60	805	-4.0	.000	-.262
Top 10%	43.8	14.4	.11	20	35	45	60	60	853	-7.2	.000	-.495

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												
Montclair State (N = 897)	16.7	13.8	.46	0	5	15	25	45				
US Publics UG 10-20K	19.2	14.2	.08	0	10	15	25	45	35,403	-2.5	.000	-.179
Carnegie Class	19.5	14.3	.07	0	10	15	30	45	38,188	-2.8	.000	-.197
NSSE 2020 & 2021	20.0	14.5	.03	0	10	20	30	50	208,202	-3.3	.000	-.229
Top 50%	23.2	14.7	.05	0	10	20	30	50	920	-6.5	.000	-.440
Top 10%	27.8	15.2	.17	5	15	25	40	60	1,140	-11.1	.000	-.734
Effective Teaching Practices												
Montclair State (N = 846)	37.0	13.9	.48	16	28	36	48	60				
US Publics UG 10-20K	37.0	13.3	.07	16	28	36	48	60	885	-.1	.912	-.004
Carnegie Class	37.0	13.4	.07	16	28	36	48	60	36,464	-.1	.901	-.004
NSSE 2020 & 2021	38.0	13.6	.03	16	28	40	48	60	199,140	-1.1	.023	-.079
Top 50%	40.4	13.5	.05	20	32	40	52	60	79,334	-3.4	.000	-.255
Top 10%	43.2	13.4	.13	20	36	44	56	60	11,657	-6.2	.000	-.463
Campus Environment												
Quality of Interactions												
Montclair State (N = 661)	38.9	13.2	.51	16	30	40	50	60				
US Publics UG 10-20K	42.0	12.3	.07	18	35	44	50	60	688	-3.0	.000	-.248
Carnegie Class	41.8	12.4	.07	18	34	44	50	60	686	-2.9	.000	-.233
NSSE 2020 & 2021	42.7	12.4	.03	20	36	44	52	60	665	-3.7	.000	-.302
Top 50%	45.1	11.5	.04	24	38	46	54	60	670	-6.2	.000	-.535
Top 10%	47.7	12.3	.10	24	40	50	58	60	715	-8.8	.000	-.708
Supportive Environment												
Montclair State (N = 755)	33.1	14.3	.52	10	23	33	43	60				
US Publics UG 10-20K	33.7	13.8	.08	10	23	34	43	60	30,413	-.7	.193	-.048
Carnegie Class	33.3	14.0	.08	10	23	33	43	60	33,232	-.3	.619	-.018
NSSE 2020 & 2021	34.2	14.0	.03	10	25	35	43	60	180,676	-1.1	.030	-.079
Top 50%	36.8	13.5	.05	15	28	38	45	60	766	-3.8	.000	-.279
Top 10%	39.9	12.8	.12	18	33	40	50	60	839	-6.8	.000	-.528

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												
Montclair State (N = 604)	38.9	14.7	.60	15	30	40	50	60				
US Publics UG 10-20K	39.5	13.7	.07	20	30	40	50	60	621	-.6	.351	-.041
Carnegie Class	39.4	14.0	.07	15	30	40	50	60	36,112	-.5	.414	-.034
NSSE 2020 & 2021	39.9	13.8	.03	20	30	40	50	60	606	-1.0	.085	-.075
Top 50%	41.6	13.6	.05	20	35	40	55	60	610	-2.7	.000	-.197
Top 10%	43.9	13.0	.13	20	35	40	55	60	665	-5.0	.000	-.380
Reflective & Integrative Learning												
Montclair State (N = 659)	37.7	12.9	.50	17	29	37	49	60				
US Publics UG 10-20K	37.4	12.8	.06	17	29	37	46	60	39,500	.3	.539	.024
Carnegie Class	37.3	12.9	.07	17	29	37	46	60	38,723	.3	.518	.025
NSSE 2020 & 2021	37.8	12.8	.03	17	29	37	46	60	220,546	-.1	.777	-.011
Top 50%	39.7	12.4	.04	20	31	40	49	60	85,005	-2.1	.000	-.168
Top 10%	42.5	11.7	.14	23	34	43	51	60	764	-4.8	.000	-.408
Learning Strategies												
Montclair State (N = 552)	38.4	14.3	.61	13	27	40	47	60				
US Publics UG 10-20K	38.2	14.6	.08	13	27	40	47	60	35,010	.2	.780	.012
Carnegie Class	37.9	14.9	.08	13	27	40	47	60	34,076	.5	.462	.032
NSSE 2020 & 2021	38.6	14.7	.03	13	27	40	53	60	195,495	-.3	.658	-.019
Top 50%	40.6	14.6	.05	20	33	40	53	60	99,803	-2.2	.000	-.150
Top 10%	43.5	14.2	.13	20	33	40	60	60	13,472	-5.1	.000	-.359
Quantitative Reasoning												
Montclair State (N = 565)	27.3	17.0	.71	0	13	27	40	60				
US Publics UG 10-20K	29.9	16.2	.09	0	20	27	40	60	35,460	-2.6	.000	-.161
Carnegie Class	30.1	16.4	.09	0	20	27	40	60	34,575	-2.9	.000	-.175
NSSE 2020 & 2021	30.4	16.4	.04	0	20	27	40	60	198,054	-3.1	.000	-.190
Top 50%	31.6	16.3	.05	0	20	33	40	60	121,788	-4.3	.000	-.267
Top 10%	34.8	15.8	.14	7	20	33	47	60	611	-7.6	.000	-.478
Learning with Peers												
Collaborative Learning												
Montclair State (N = 701)	30.2	14.6	.55	5	20	30	40	60				
US Publics UG 10-20K	31.5	15.4	.08	5	20	30	40	60	727	-1.3	.017	-.087
Carnegie Class	31.4	15.6	.08	5	20	30	40	60	728	-1.3	.025	-.081
NSSE 2020 & 2021	30.6	15.9	.03	5	20	30	40	60	705	-.4	.493	-.024
Top 50%	35.0	14.2	.04	10	25	35	45	60	127,412	-4.8	.000	-.341
Top 10%	38.8	13.4	.11	15	30	40	50	60	760	-8.6	.000	-.641
Discussions with Diverse Others												
Montclair State (N = 557)	40.2	15.9	.67	15	30	40	55	60				
US Publics UG 10-20K	39.0	16.2	.09	10	25	40	55	60	35,158	1.2	.080	.075
Carnegie Class	38.3	16.2	.09	10	25	40	50	60	34,250	1.9	.006	.117
NSSE 2020 & 2021	39.0	16.3	.04	10	25	40	55	60	196,366	1.2	.094	.071
Top 50%	41.3	15.6	.04	15	30	40	60	60	126,750	-1.1	.105	-.069
Top 10%	44.2	15.0	.11	20	35	45	60	60	19,356	-4.0	.000	-.266

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												
Montclair State (N = 617)	19.7	15.5	.62	0	5	20	30	50				
US Publics UG 10-20K	22.6	16.0	.08	0	10	20	35	55	638	-2.9	.000	-.182
Carnegie Class	22.7	16.1	.08	0	10	20	35	55	639	-3.0	.000	-.189
NSSE 2020 & 2021	23.0	16.0	.03	0	10	20	35	55	620	-3.3	.000	-.206
Top 50%	28.5	16.0	.07	5	15	25	40	60	633	-8.9	.000	-.553
Top 10%	33.6	15.9	.21	10	20	35	45	60	762	-14.0	.000	-.878
Effective Teaching Practices												
Montclair State (N = 606)	36.2	15.4	.63	8	24	36	48	60				
US Publics UG 10-20K	38.7	14.1	.07	16	28	40	48	60	621	-2.5	.000	-.175
Carnegie Class	38.6	14.2	.08	16	28	40	48	60	622	-2.3	.000	-.162
NSSE 2020 & 2021	39.2	14.2	.03	16	28	40	52	60	608	-3.0	.000	-.211
Top 50%	41.5	13.9	.05	16	32	40	52	60	613	-5.3	.000	-.380
Top 10%	44.6	13.3	.14	20	36	44	56	60	667	-8.3	.000	-.619
Campus Environment												
Quality of Interactions												
Montclair State (N = 518)	38.9	13.9	.61	14	30	40	50	60				
US Publics UG 10-20K	42.1	12.5	.07	20	34	44	52	60	531	-3.2	.000	-.258
Carnegie Class	42.0	12.5	.07	18	34	44	50	60	531	-3.1	.000	-.250
NSSE 2020 & 2021	42.8	12.5	.03	20	36	44	52	60	519	-3.9	.000	-.314
Top 50%	45.2	11.9	.04	22	38	48	54	60	523	-6.3	.000	-.526
Top 10%	48.2	11.9	.10	25	42	50	60	60	542	-9.3	.000	-.777
Supportive Environment												
Montclair State (N = 535)	31.7	14.7	.64	8	20	33	40	60				
US Publics UG 10-20K	31.4	14.3	.08	8	20	31	40	60	34,085	.3	.651	.020
Carnegie Class	31.3	14.3	.08	8	20	30	40	58	33,151	.5	.457	.032
NSSE 2020 & 2021	31.7	14.4	.03	8	20	33	40	60	190,424	.1	.909	.005
Top 50%	34.1	14.2	.05	10	23	35	43	60	76,942	-2.4	.000	-.168
Top 10%	37.2	14.3	.14	13	28	38	48	60	10,341	-5.4	.000	-.381

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.