



NSSE 2016

Engagement Indicators

Dominican 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
<i>Learning with Peers</i>	Quantitative Reasoning
	Collaborative Learning
<i>Experiences with Faculty</i>	Discussions with Diverse Others
	Student-Faculty Interaction
<i>Campus Environment</i>	Effective Teaching Practices
	Quality of Interactions
	Supportive Environment

Report Sections

Overview (p. 3)

Displays how average EI scores for your first-year and senior 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

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 2015 and 2016 participating institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are Computed

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

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

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

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, 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 Aspirant Comp	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2015 & 201
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 Aspirant Comp	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2015 & 201
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	--	△	△



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Academic Challenge: First-year students

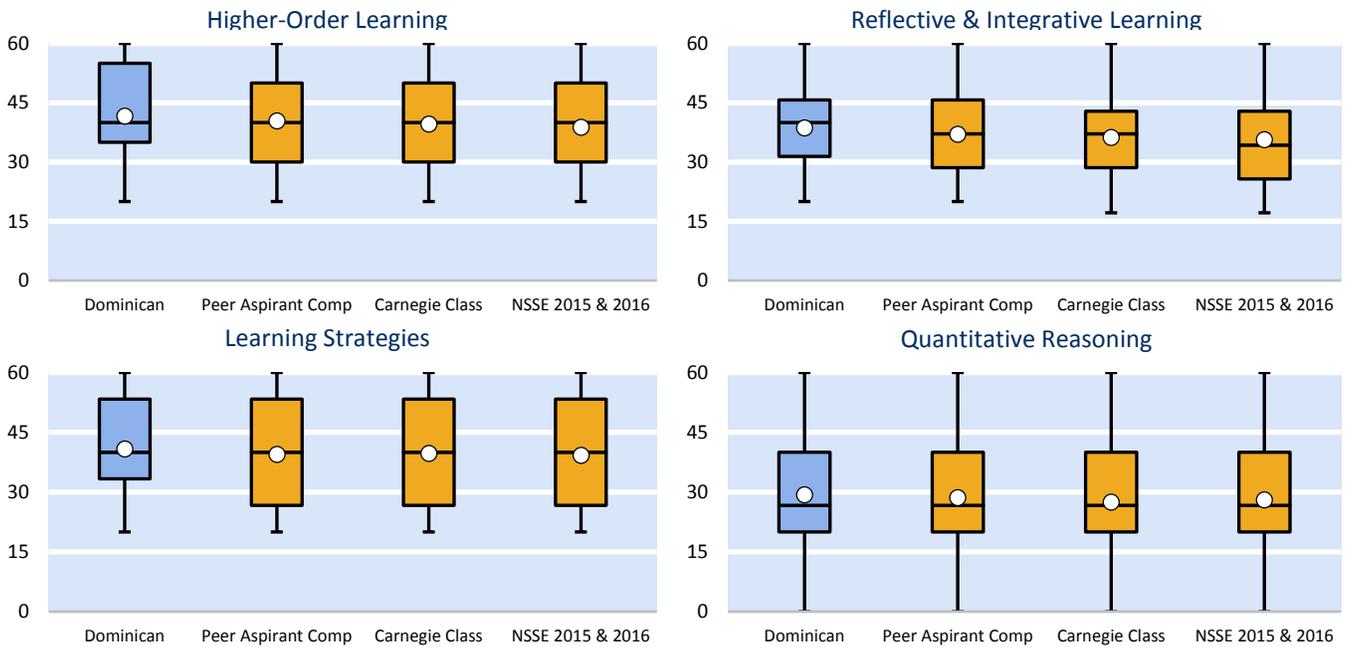
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Dominican Mean	Your first-year students compared with					
		Peer Aspirant Comp		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.6	40.3	.10	39.6	.15	38.8 **	.21
Reflective & Integrative Learning	38.6	37.0	.14	36.2 *	.20	35.6 **	.24
Learning Strategies	40.8	39.4	.10	39.7	.08	39.2	.12
Quantitative Reasoning	29.3	28.5	.05	27.5	.11	28.0	.08

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance 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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	Dominican	Percentage point difference ^a between your FY students and		
		Peer Aspirant Comp	Carnegie Class	NSSE 2015 & 2016
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	77	+0	+3	+4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+1	+3	+5
4d. Evaluating a point of view, decision, or information source	78	+4	+5	+8
4e. Forming a new idea or understanding from various pieces of information	76	+4	+5	+7
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	+7	+9	+10
2b. Connected your learning to societal problems or issues	68	+10	+12	+15
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	69	+10	+14	+17
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	+3	+6	+7
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	77	+8	+9	+9
2f. Learned something that changed the way you understand an issue or concept	72	+4	+4	+6
2g. Connected ideas from your courses to your prior experiences and knowledge	80	+0	+1	+3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	83	+2	+3	+5
9b. Reviewed your notes after class	70	+6	+4	+4
9c. Summarized what you learned in class or from course materials	66	+2	+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.)	55	-0	+4	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	+3	+5	+4
6c. Evaluated what others have concluded from numerical information	43	+2	+5	+4

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

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

Academic Challenge: Seniors

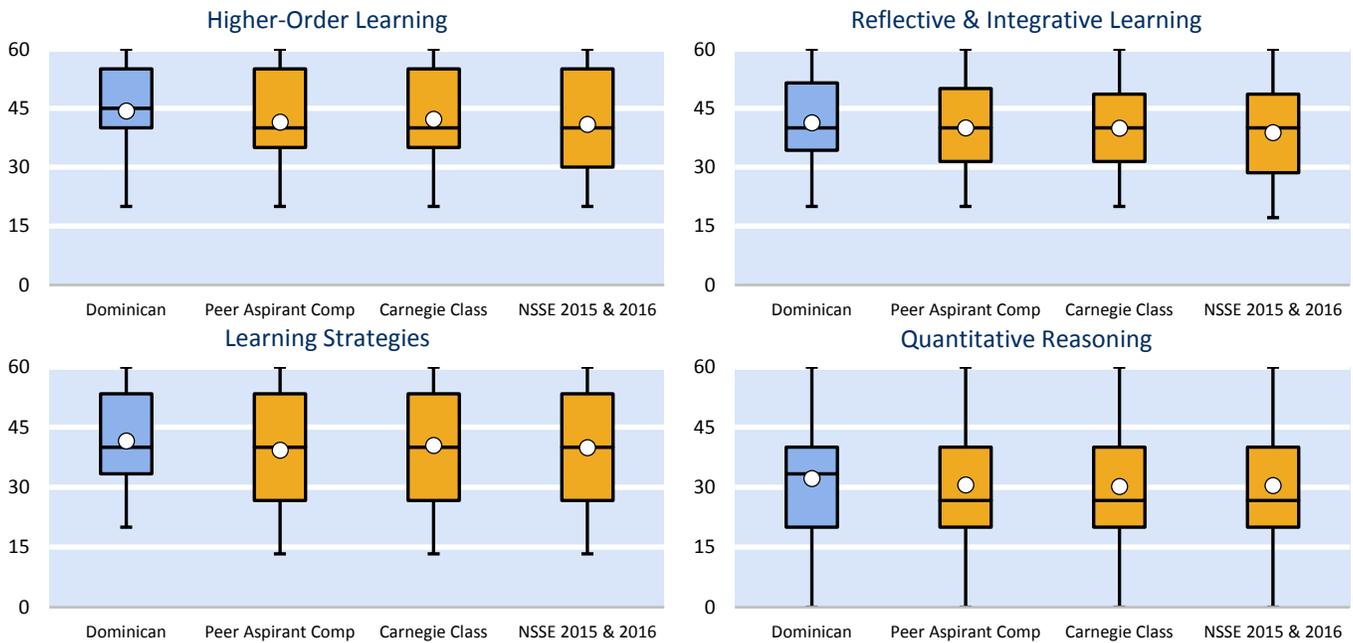
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Mean Comparisons

Engagement Indicator	Dominican Mean	Your seniors compared with					
		Peer Aspirant Comp		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	44.2	41.4 **	.21	42.1 *	.15	40.8 **	.24
Reflective & Integrative Learning	41.2	39.9	.10	39.9	.11	38.7 **	.20
Learning Strategies	41.5	39.2 *	.16	40.4	.07	39.9	.11
Quantitative Reasoning	32.1	30.5	.09	30.1	.11	30.3	.10

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	Dominican	Percentage point difference ^a between your seniors and		
		Peer Aspirant Comp	Carnegie Class	NSSE 2015 & 2016
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	82	+1	+2	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	86	+8	+7	+10
4d. Evaluating a point of view, decision, or information source	81	+7	+4	+9
4e. Forming a new idea or understanding from various pieces of information	81	+7	+5	+9
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	81	+7	+9	+10
2b. Connected your learning to societal problems or issues	75	+6	+7	+11
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	68	+8	+7	+14
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	+2	+1	+4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	75	+2	+1	+4
2f. Learned something that changed the way you understand an issue or concept	77	+5	+5	+7
2g. Connected ideas from your courses to your prior experiences and knowledge	86	+1	+1	+3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	87	+5	+3	+5
9b. Reviewed your notes after class	69	+9	+6	+6
9c. Summarized what you learned in class or from course materials	71	+7	+3	+5
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.)	61	+6	+7	+5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+5	+4	+4
6c. Evaluated what others have concluded from numerical information	50	+3	+5	+5

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

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

Learning with Peers: First-year students

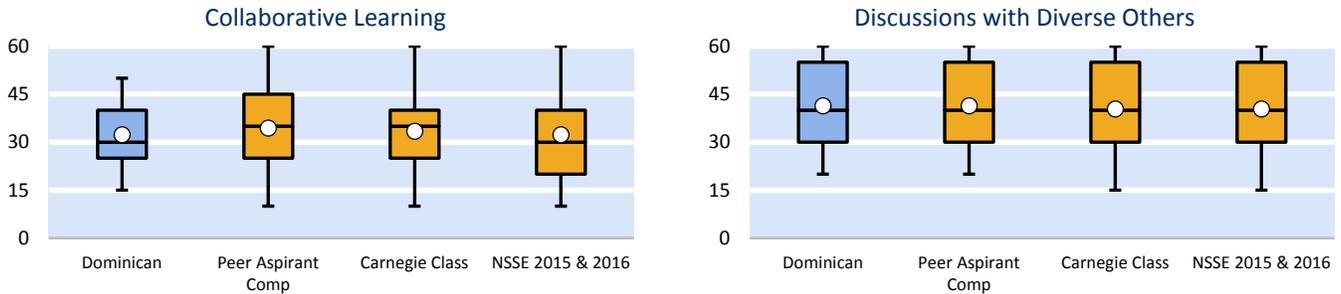
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Dominican Mean	Your first-year students compared with					
		Peer Aspirant Comp Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2015 & 2016 Mean	Effect size
Collaborative Learning	32.3	34.4 *	-.15	33.4	-.07	32.3	.00
Discussions with Diverse Others	41.3	41.4	.00	40.4	.06	40.4	.06

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

Score Distributions



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Performance on Indicator Items

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Collaborative Learning	Dominican %	Percentage point difference ^a between your FY students and		
		Peer Aspirant Comp	Carnegie Class	NSSE 2015 & 2016
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	48	-8	-4	-3
1f. Explained course material to one or more students	60	-1	+1	+3
1g. Prepared for exams by discussing or working through course material with other students	48	-6	-5	-2
1h. Worked with other students on course projects or assignments	56	-5	-2	+3
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	74	+2	+2	+2
8b. People from an economic background other than your own	74	+0	+1	+2
8c. People with religious beliefs other than your own	70	-2	+3	+2
8d. People with political views other than your own	67	-5	-0	-0

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Learning with Peers: Seniors

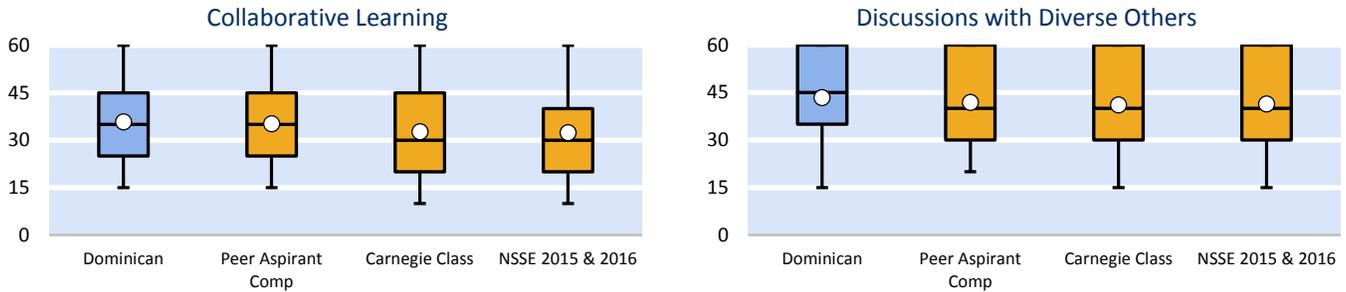
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Dominican Mean	Your seniors compared with					
		Peer Aspirant Comp Mean	Peer Aspirant Comp Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2015 & 2016 Mean	NSSE 2015 & 2016 Effect size
Collaborative Learning	35.8	35.3	.04	32.7 **	.21	32.4 **	.23
Discussions with Diverse Others	43.4	41.9	.09	41.0 *	.15	41.3	.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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Collaborative Learning	Dominican %	Percentage point difference ^a between your seniors and		
		Peer Aspirant Comp	Carnegie Class	NSSE 2015 & 2016
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	49	+1	+7	+7
1f. Explained course material to one or more students	67	+2	+8	+8
1g. Prepared for exams by discussing or working through course material with other students	55	+4	+7	+9
1h. Worked with other students on course projects or assignments	71	+1	+7	+7
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	79	+8	+7	+7
8b. People from an economic background other than your own	76	+3	+2	+2
8c. People with religious beliefs other than your own	74	+2	+7	+5
8d. People with political views other than your own	69	-4	-1	-1

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Experiences with Faculty: First-year students

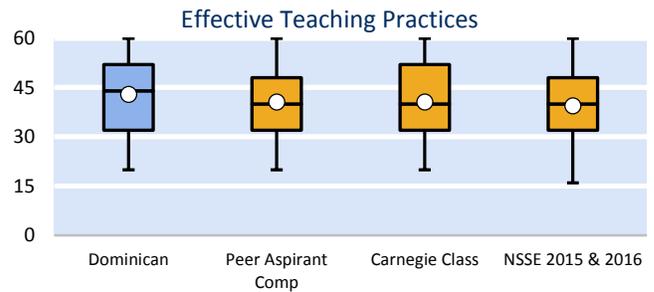
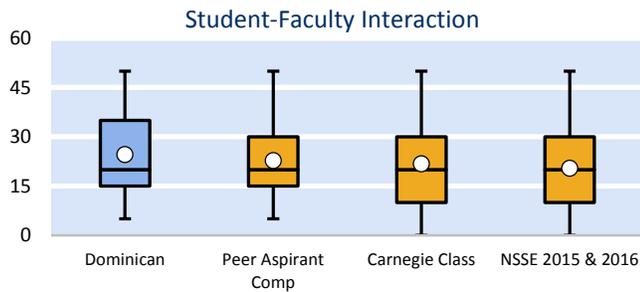
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Dominican Mean	Your first-year students compared with					
		Peer Aspirant Comp		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.6	22.7	.13	21.8 *	.19	20.5 ***	.28
Effective Teaching Practices	42.9	40.6 *	.18	40.6 *	.17	39.4 ***	.26

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	Dominican	Percentage point difference ^a between your FY students and		
		Peer Aspirant Comp	Carnegie Class	NSSE 2015 & 2016
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	44	+7	+9	+12
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	+4	+5	+6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	+4	+4	+7
3d. Discussed your academic performance with a faculty member	41	+9	+9	+12
<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	86	+6	+5	+7
5b. Taught course sessions in an organized way	83	+3	+4	+6
5c. Used examples or illustrations to explain difficult points	80	+3	+3	+5
5d. Provided feedback on a draft or work in progress	76	+6	+7	+11
5e. Provided prompt and detailed feedback on tests or completed assignments	73	+6	+7	+12

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Experiences with Faculty: Seniors

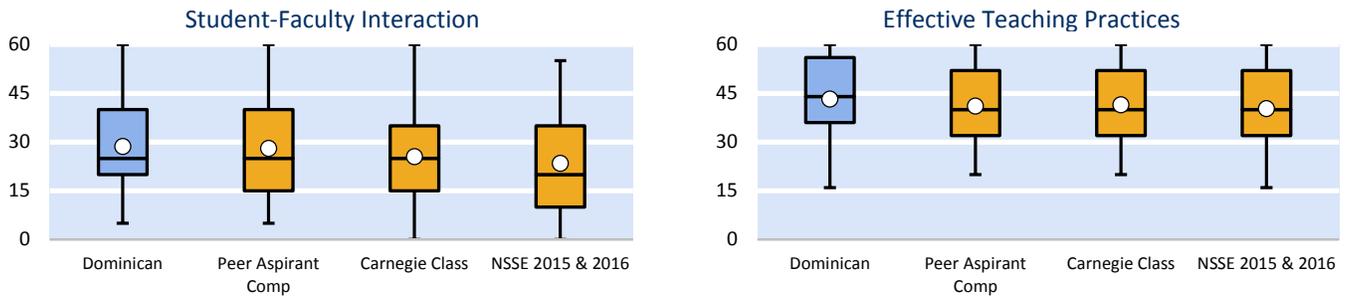
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	28.6	28.0	.03	25.5 *	.19	23.5 ***	.31
Effective Teaching Practices	43.2	41.1 *	.16	41.5	.13	40.3 **	.21

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

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		Peer Aspirant Comp	Carnegie Class	NSSE 2015 & 2016
Student-Faculty Interaction				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	57	+6	+9	+15
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	-4	+1	+4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	39	-3	+2	+6
3d. Discussed your academic performance with a faculty member	40	+1	+3	+7
Effective Teaching Practices				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	87	+5	+5	+6
5b. Taught course sessions in an organized way	82	+1	+0	+2
5c. Used examples or illustrations to explain difficult points	85	+3	+6	+7
5d. Provided feedback on a draft or work in progress	74	+9	+9	+13
5e. Provided prompt and detailed feedback on tests or completed assignments	76	+5	+5	+10

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

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

Campus Environment: First-year students

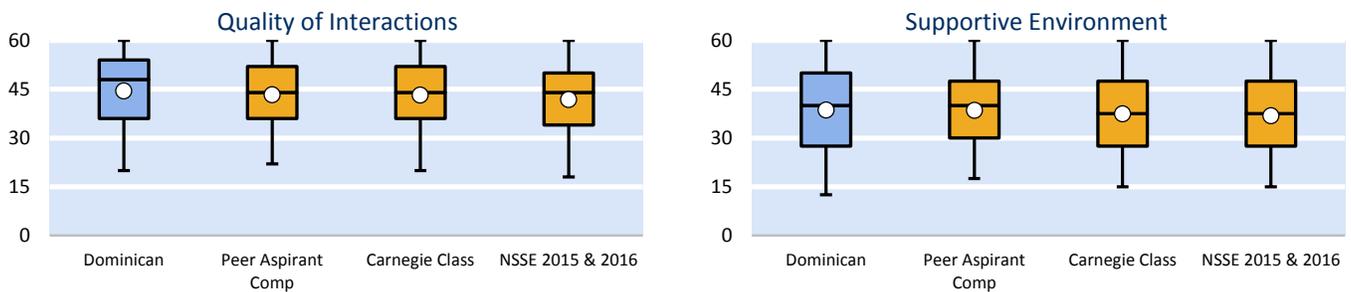
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Dominican Mean	Your first-year students compared with					
		Peer Aspirant Comp		Carnegie Class		NSSE 2015 & 2016	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.4	43.3	.10	43.1	.11	41.8 **	.21
Supportive Environment	38.6	38.5	.01	37.4	.09	36.8	.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).

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Quality of Interactions	Dominican %	Percentage point difference ^a between your FY students and		
		Peer Aspirant Comp	Carnegie Class	NSSE 2015 & 2016
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	57	-1	-2	+2
13b. Academic advisors	62	+9	+11	+12
13c. Faculty	63	+7	+8	+13
13d. Student services staff (career services, student activities, housing, etc.)	56	+10	+8	+11
13e. Other administrative staff and offices (registrar, financial aid, etc.)	50	+3	+4	+7
<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	+3	+4	+6
14c. Using learning support services (tutoring services, writing center, etc.)	75	-5	-3	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	71	+8	+10	+11
14e. Providing opportunities to be involved socially	73	-2	+1	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	-6	-2	-2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	51	+6	+5	+7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	62	-10	-5	-4
14i. Attending events that address important social, economic, or political issues	64	+3	+10	+12

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

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

Campus Environment: Seniors

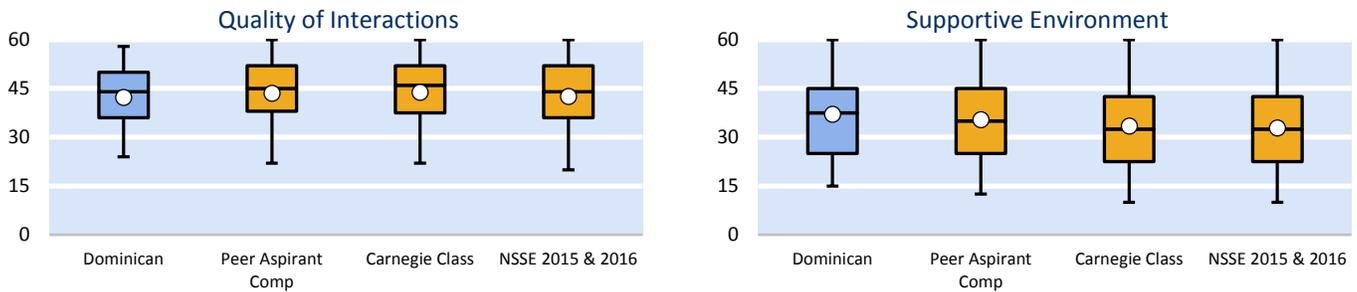
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Dominican Mean	Your seniors compared with					
		Peer Aspirant Comp Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2015 & 2016 Mean	Effect size
Quality of Interactions	42.3	43.6	-.11	43.9 *	-.13	42.6	-.02
Supportive Environment	37.1	35.4	.12	33.4 ***	.25	32.9 ***	.29

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Quality of Interactions	Dominican %	Percentage point difference ^a between your seniors and		
		Peer Aspirant Comp	Carnegie Class	NSSE 2015 & 2016
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	60	-1	-4	-1
13b. Academic advisors	55	-1	-3	+2
13c. Faculty	53	-11	-11	-6
13d. Student services staff (career services, student activities, housing, etc.)	46	+2	+1	+4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	31	-15	-14	-11
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	76	-0	+2	+5
14c. Using learning support services (tutoring services, writing center, etc.)	73	+2	+3	+6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	66	+9	+10	+12
14e. Providing opportunities to be involved socially	68	-4	+2	+3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	-1	+7	+6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	+4	+3	+5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	66	+5	+11	+10
14i. Attending events that address important social, economic, or political issues	65	+9	+19	+21

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2015 and 2016 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2015 and 2016 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	Dominican Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.6	40.5	.08	✓	42.7	-.08	✓
	Reflective and Integrative Learning	38.6	37.4	.10	✓	39.5	-.07	✓
	Learning Strategies	40.8	41.2	-.03	✓	43.7 *	-.21	
	Quantitative Reasoning	29.3	29.4	-.01	✓	31.3	-.12	
Learning with Peers	Collaborative Learning	32.3	35.2 **	-.21		37.3 ***	-.37	
	Discussions with Diverse Others	41.3	42.7	-.09	✓	44.3 *	-.20	
Experiences with Faculty	Student-Faculty Interaction	24.6	23.8	.05	✓	26.9	-.14	
	Effective Teaching Practices	42.9	41.5	.10	✓	43.8	-.07	✓
Campus Environment	Quality of Interactions	44.4	44.1	.03	✓	45.9	-.12	
	Supportive Environment	38.6	39.2	-.04	✓	40.9 *	-.17	

Seniors

Theme	Engagement Indicator	Dominican Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	44.2	43.1	.08	✓	44.7	-.03	✓
	Reflective and Integrative Learning	41.2	41.0	.02	✓	42.9	-.13	
	Learning Strategies	41.5	42.2	-.05	✓	44.5 **	-.21	
	Quantitative Reasoning	32.1	31.8	.02	✓	33.2	-.07	✓
Learning with Peers	Collaborative Learning	35.8	35.8	.00	✓	37.9 *	-.15	
	Discussions with Diverse Others	43.4	43.3	.00	✓	45.1	-.11	
Experiences with Faculty	Student-Faculty Interaction	28.6	29.6	-.06	✓	33.0 ***	-.27	
	Effective Teaching Practices	43.2	42.7	.04	✓	44.5	-.10	✓
Campus Environment	Quality of Interactions	42.3	45.3 ***	-.26		46.9 ***	-.38	
	Supportive Environment	37.1	35.7	.10	✓	38.1	-.07	✓

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 2015 and 2016 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all studies, 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	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f
Academic Challenge											
Higher-Order Learning											
Dominican (N = 162)	41.6	14.0	1.10	20	35	40	55	60			
Peer Aspirant Comp	40.3	13.0	.26	20	30	40	50	60	180	1.3	.268
Carnegie Class	39.6	13.6	.09	20	30	40	50	60	20,906	2.0	.060
NSSE 2015 & 2016	38.8	13.7	.03	20	30	40	50	60	260,984	2.8	.008
Top 50%	40.5	13.6	.04	20	30	40	50	60	122,188	1.1	.312
Top 10%	42.7	13.7	.08	20	35	40	55	60	26,174	-1.1	.320
Reflective & Integrative Learning											
Dominican (N = 167)	38.6	12.2	.94	20	31	40	46	60			
Peer Aspirant Comp	37.0	12.3	.24	20	29	37	46	60	2,721	1.7	.090
Carnegie Class	36.2	12.5	.08	17	29	37	43	60	21,885	2.4	.012
NSSE 2015 & 2016	35.6	12.5	.02	17	26	34	43	60	272,966	3.0	.002
Top 50%	37.4	12.5	.03	17	29	37	46	60	128,453	1.2	.207
Top 10%	39.5	12.8	.08	20	31	40	49	60	24,605	-.9	.363
Learning Strategies											
Dominican (N = 154)	40.8	13.9	1.12	20	33	40	53	60			
Peer Aspirant Comp	39.4	13.7	.29	20	27	40	53	60	2,374	1.4	.220
Carnegie Class	39.7	14.0	.10	20	27	40	53	60	19,353	1.2	.307
NSSE 2015 & 2016	39.2	14.1	.03	20	27	40	53	60	238,826	1.6	.150
Top 50%	41.2	14.1	.04	20	33	40	53	60	107,251	-.4	.756
Top 10%	43.7	14.3	.09	20	33	47	60	60	27,706	-2.9	.011
Quantitative Reasoning											
Dominican (N = 159)	29.3	16.9	1.34	0	20	27	40	60			
Peer Aspirant Comp	28.5	15.7	.32	0	20	27	40	60	2,609	.8	.540
Carnegie Class	27.5	16.3	.11	0	20	27	40	60	21,190	1.8	.155
NSSE 2015 & 2016	28.0	16.2	.03	0	20	27	40	60	264,059	1.3	.297
Top 50%	29.4	16.1	.04	0	20	27	40	60	152,007	-.1	.931
Top 10%	31.3	16.2	.09	0	20	33	40	60	36,239	-1.9	.132
Learning with Peers											
Collaborative Learning											
Dominican (N = 169)	32.3	11.9	.91	15	25	30	40	50			
Peer Aspirant Comp	34.4	13.9	.27	10	25	35	45	60	199	-2.0	.033
Carnegie Class	33.4	14.0	.09	10	25	35	40	60	172	-1.0	.258
NSSE 2015 & 2016	32.3	14.5	.03	10	20	30	40	60	168	.0	.959
Top 50%	35.2	13.8	.04	15	25	35	45	60	169	-2.9	.002
Top 10%	37.3	13.6	.08	15	25	40	45	60	171	-5.0	.000
Discussions with Diverse Others											
Dominican (N = 156)	41.3	15.5	1.24	20	30	40	55	60			
Peer Aspirant Comp	41.4	14.4	.30	20	30	40	55	60	2,391	-.1	.961
Carnegie Class	40.4	15.5	.11	15	30	40	55	60	19,581	.9	.465
NSSE 2015 & 2016	40.4	16.0	.03	15	30	40	55	60	241,866	.9	.467
Top 50%	42.7	15.2	.04	20	35	40	60	60	125,288	-1.4	.264
Top 10%	44.3	15.1	.08	20	35	45	60	60	38,823	-3.0	.013

Experiences with Faculty

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results		
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f
Student-Faculty Interaction											
Dominican (N = 159)	24.6	14.8	1.17	5	15	20	35	50			
Peer Aspirant Comp	22.7	14.0	.28	5	15	20	30	50	2,654	1.8	.108
Carnegie Class	21.8	14.5	.10	0	10	20	30	50	21,329	2.8	.016
NSSE 2015 & 2016	20.5	14.7	.03	0	10	20	30	50	266,510	4.1	.000
Top 50%	23.8	15.0	.05	0	15	20	35	55	86,191	.8	.513
Top 10%	26.9	16.0	.13	5	15	25	40	60	14,626	-2.3	.070
Effective Teaching Practices											
Dominican (N = 163)	42.9	12.1	.95	20	32	44	52	60			
Peer Aspirant Comp	40.6	12.6	.25	20	32	40	48	60	2,632	2.3	.023
Carnegie Class	40.6	13.1	.09	20	32	40	52	60	21,425	2.3	.028
NSSE 2015 & 2016	39.4	13.4	.03	16	32	40	48	60	267,108	3.5	.001
Top 50%	41.5	13.4	.04	20	32	40	52	60	108,084	1.3	.205
Top 10%	43.8	13.5	.09	20	36	44	56	60	22,719	-9	.396
Campus Environment											
Quality of Interactions											
Dominican (N = 149)	44.4	12.9	1.06	20	36	48	54	60			
Peer Aspirant Comp	43.3	11.7	.25	22	36	44	52	60	165	1.1	.304
Carnegie Class	43.1	12.0	.09	20	36	44	52	60	18,860	1.3	.190
NSSE 2015 & 2016	41.8	12.5	.03	18	34	44	50	60	229,719	2.7	.009
Top 50%	44.1	11.8	.04	22	38	46	52	60	148	.4	.739
Top 10%	45.9	12.1	.09	22	40	48	56	60	19,466	-1.4	.147
Supportive Environment											
Dominican (N = 146)	38.6	14.4	1.19	13	28	40	50	60			
Peer Aspirant Comp	38.5	13.0	.28	18	30	40	48	60	162	.1	.932
Carnegie Class	37.4	13.9	.10	15	28	38	48	60	18,178	1.2	.307
NSSE 2015 & 2016	36.8	13.9	.03	15	28	38	48	60	222,872	1.8	.122
Top 50%	39.2	13.3	.04	18	30	40	50	60	104,023	-6	.611
Top 10%	40.9	13.3	.08	20	33	40	53	60	26,052	-2.2	.042

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

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

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

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

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

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

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



*Effect
size^a*

.096
.148
.207
.080
-.078



.135
.195
.240
.098
-.071



.102
.082
.116
-.025
-.206



.050
.113
.083
-.007
-.120



-.149
-.074
.003
-.209
-.366



-.004
.059
.058
-.089
-.200





*Effect
size^a*

.132
.192
.279
.052
-.145



.184
.173
.259
.099
-.067



.095
.108
.213
.030
-.119



.008
.085
.128
-.042
-.169



); 148496

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results		
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f
Academic Challenge											
Higher-Order Learning											
Dominican (N = 181)	44.2	12.7	.94	20	40	45	55	60			
Peer Aspirant Comp	41.4	13.8	.24	20	35	40	55	60	3,486	2.8	.007
Carnegie Class	42.1	13.7	.08	20	35	40	55	60	31,826	2.1	.039
NSSE 2015 & 2016	40.8	14.1	.02	20	30	40	55	60	427,879	3.4	.001
Top 50%	43.1	13.8	.04	20	35	40	55	60	153,548	1.1	.298
Top 10%	44.7	13.7	.06	20	40	45	60	60	47,890	-.5	.640
Reflective & Integrative Learning											
Dominican (N = 188)	41.2	12.2	.89	20	34	40	51	60			
Peer Aspirant Comp	39.9	12.9	.22	20	31	40	50	60	3,620	1.3	.169
Carnegie Class	39.9	12.7	.07	20	31	40	49	60	33,089	1.3	.149
NSSE 2015 & 2016	38.7	13.0	.02	17	29	40	49	60	444,724	2.5	.007
Top 50%	41.0	12.7	.03	20	31	40	51	60	160,580	.3	.770
Top 10%	42.9	12.5	.06	20	34	43	54	60	40,421	-1.6	.074
Learning Strategies											
Dominican (N = 181)	41.5	14.4	1.07	20	33	40	53	60			
Peer Aspirant Comp	39.2	14.8	.26	13	27	40	53	60	3,305	2.3	.041
Carnegie Class	40.4	14.7	.09	13	27	40	53	60	30,092	1.0	.340
NSSE 2015 & 2016	39.9	14.8	.02	13	27	40	53	60	400,463	1.6	.143
Top 50%	42.2	14.5	.03	20	33	40	60	60	186,366	-.8	.479
Top 10%	44.5	14.2	.06	20	33	47	60	60	50,395	-3.0	.005
Quantitative Reasoning											
Dominican (N = 189)	32.1	16.7	1.22	0	20	33	40	60			
Peer Aspirant Comp	30.5	17.4	.30	0	20	27	40	60	3,526	1.5	.234
Carnegie Class	30.1	17.2	.10	0	20	27	40	60	32,282	2.0	.117
NSSE 2015 & 2016	30.3	17.0	.03	0	20	27	40	60	433,979	1.8	.158
Top 50%	31.8	16.9	.03	0	20	33	40	60	241,759	.3	.789
Top 10%	33.2	16.8	.06	0	20	33	47	60	66,809	-1.1	.357
Learning with Peers											
Collaborative Learning											
Dominican (N = 192)	35.8	13.5	.98	15	25	35	45	60			
Peer Aspirant Comp	35.3	13.9	.23	15	25	35	45	60	3,732	.6	.567
Carnegie Class	32.7	14.6	.08	10	20	30	45	60	33,696	3.1	.003
NSSE 2015 & 2016	32.4	14.9	.02	10	20	30	40	60	455,450	3.4	.002
Top 50%	35.8	13.9	.03	15	25	35	45	60	205,599	.0	.963
Top 10%	37.9	13.7	.06	15	30	40	50	60	46,102	-2.0	.039
Discussions with Diverse Others											
Dominican (N = 184)	43.4	15.4	1.13	15	35	45	60	60			
Peer Aspirant Comp	41.9	15.2	.27	20	30	40	60	60	3,335	1.4	.215
Carnegie Class	41.0	15.7	.09	15	30	40	60	60	30,430	2.3	.047
NSSE 2015 & 2016	41.3	16.1	.03	15	30	40	60	60	404,071	2.0	.089
Top 50%	43.3	15.9	.03	15	35	45	60	60	227,361	.0	.972
Top 10%	45.1	15.8	.06	20	35	50	60	60	66,231	-1.7	.139

Experiences with Faculty

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results		
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f
Student-Faculty Interaction											
Dominican (N = 184)	28.6	15.5	1.14	5	20	25	40	60			
Peer Aspirant Comp	28.0	16.2	.28	5	15	25	40	60	3,539	.6	.645
Carnegie Class	25.5	16.5	.09	0	15	25	35	60	32,396	3.1	.011
NSSE 2015 & 2016	23.5	16.3	.02	0	10	20	35	55	434,953	5.1	.000
Top 50%	29.6	16.1	.05	5	20	30	40	60	92,678	-1.0	.421
Top 10%	33.0	16.3	.13	5	20	30	45	60	15,417	-4.4	.000
Effective Teaching Practices											
Dominican (N = 189)	43.2	12.7	.93	16	36	44	56	60			
Peer Aspirant Comp	41.1	13.2	.23	20	32	40	52	60	3,565	2.1	.030
Carnegie Class	41.5	13.7	.08	20	32	40	52	60	32,625	1.7	.082
NSSE 2015 & 2016	40.3	13.9	.02	16	32	40	52	60	438,184	2.9	.004
Top 50%	42.7	13.7	.04	20	32	44	56	60	138,859	.5	.618
Top 10%	44.5	13.4	.08	20	36	44	56	60	31,936	-1.3	.188
Campus Environment											
Quality of Interactions											
Dominican (N = 182)	42.3	10.2	.75	24	36	44	50	58			
Peer Aspirant Comp	43.6	11.2	.20	22	38	45	52	60	3,270	-1.3	.132
Carnegie Class	43.9	11.7	.07	22	38	46	52	60	184	-1.6	.040
NSSE 2015 & 2016	42.6	12.0	.02	20	36	44	52	60	182	-.3	.735
Top 50%	45.3	11.5	.03	24	40	48	54	60	130,809	-3.0	.000
Top 10%	46.9	11.9	.06	24	40	50	56	60	184	-4.6	.000
Supportive Environment											
Dominican (N = 176)	37.1	13.6	1.02	15	25	38	45	60			
Peer Aspirant Comp	35.4	13.8	.25	13	25	35	45	60	3,183	1.6	.123
Carnegie Class	33.4	14.5	.09	10	23	33	43	60	29,080	3.7	.001
NSSE 2015 & 2016	32.9	14.4	.02	10	23	33	43	60	381,479	4.2	.000
Top 50%	35.7	13.9	.04	13	25	35	45	60	141,302	1.4	.185
Top 10%	38.1	13.9	.08	15	28	40	48	60	28,243	-1.0	.354

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

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

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

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

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

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

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



*Effect
size^a*

.206
.154
.238
.077
-.035

.103
.106
.196
.021
-.131

.156
.071
.109
-.053
-.211

.089
.115
.103
.020
-.067

.042
.213
.229
.003
-.149

.094
.147
.125
.003
-.109



*Effect
size^a*

.035
.188
.314
-.059
-.271



.162
.127
.209
.036
-.096



-.115
-.133
-.021
-.262
-.385



.119
.251
.290
.100
-.070



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