NSSE 2023
Engagement Indicators
Kennesaw State University

About Your *Engagement Indicators* Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right. The specific items within each EI are listed below, starting on page 5.

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

Report Sections

Overview (p. 3) — Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13) — Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

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

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

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

Comparisons with High-Performing Institutions (p. 15) — Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of all current- and prior-year 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.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with USG Graduate	Your first-year students compared with R2 Enrollment Peers	Your first-year students compared with R2 Regional Peers
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

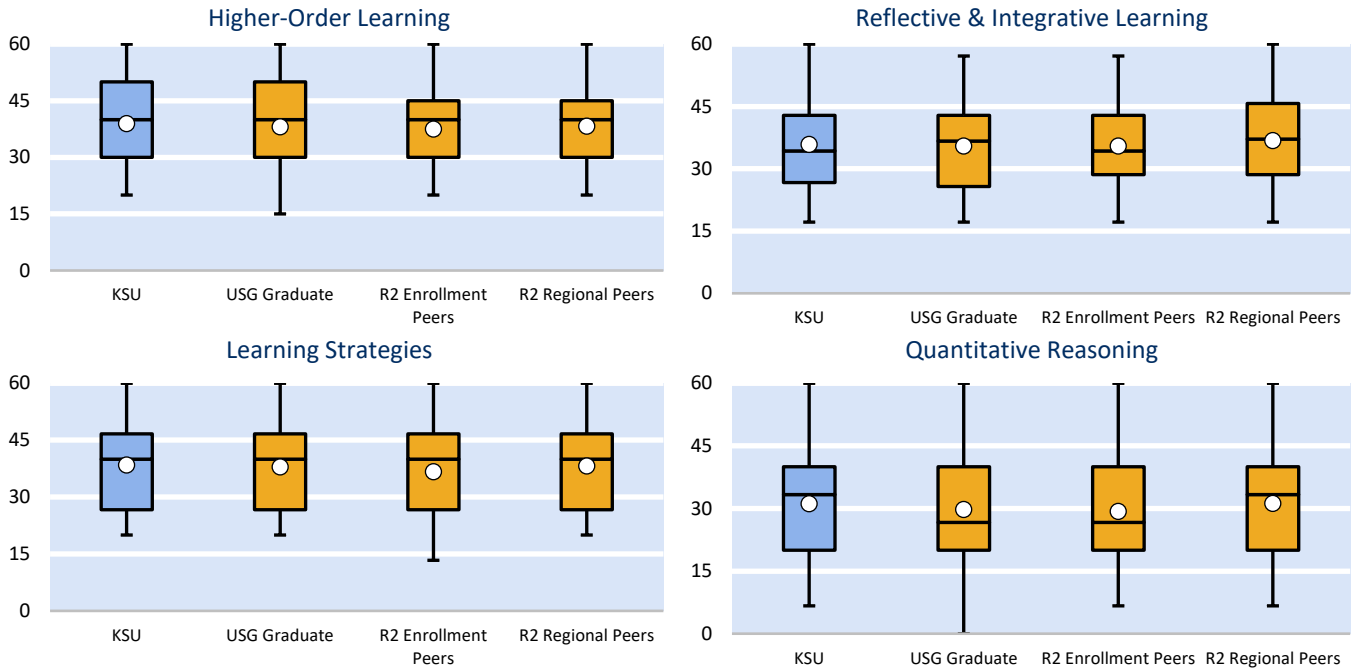| Theme	Engagement Indicator	Your seniors compared with USG Graduate	Your seniors compared with R2 Enrollment Peers	Your seniors compared with R2 Regional Peers
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	△	△	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	△	--
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

| | KSU | Your first-year students compared with | | | | | |
| | | USG Graduate | | R2 Enrollment Peers | | R2 Regional Peers | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.9	38.1	.06	37.5 ***	.11	38.3	.05
Reflective & Integrative Learning	35.9	35.5	.03	35.5	.03	36.8 *	-.08
Learning Strategies	38.4	38.0	.03	36.7 ***	.12	38.2	.01
Quantitative Reasoning	31.2	29.7 **	.09	29.3 ***	.12	31.2	.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.

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.

	KSU	Percentage point difference [a] between your FY students and		
Higher-Order Learning		**USG Graduate**	**R2 Enrollment Peers**	**R2 Regional Peers**
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	72	+0	+6	+2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	-0	+2	+1
4d. Evaluating a point of view, decision, or information source	71	+1	+1	-1
4e. Forming a new idea or understanding from various pieces of information	73	+2	+3	+2
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	50	-1	-3	-4
2b. Connected your learning to societal problems or issues	51	-1	-1	-6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55	+2	-0	-4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	-1	+0	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	71	-0	-1	-2
2f. Learned something that changed the way you understand an issue or concept	68	+1	+2	-0
2g. Connected ideas from your courses to your prior experiences and knowledge	78	+3	+2	+1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	71	-2	+1	-2
9b. Reviewed your notes after class	66	+1	+4	+0
9c. Summarized what you learned in class or from course materials	65	-0	+5	-1
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	61	+5	+7	+4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	+2	+2	-3
6c. Evaluated what others have concluded from numerical information	48	+4	+5	+1

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

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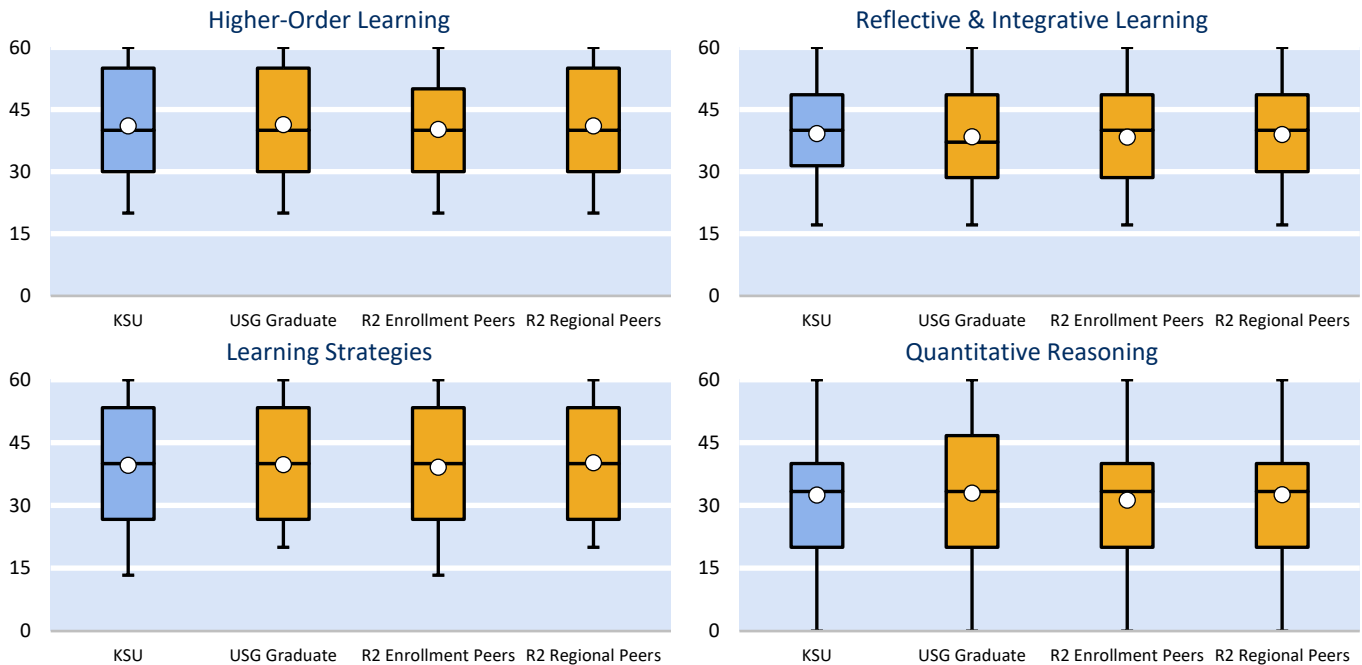
Academic Challenge: Seniors

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

	KSU	USG Graduate		R2 Enrollment Peers		R2 Regional Peers	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.0	41.4	-.02	40.2	.06	41.1	.00
Reflective & Integrative Learning	39.2	38.4 *	.06	38.4 *	.06	38.9	.02
Learning Strategies	39.5	39.7	-.01	39.1	.03	40.2	-.04
Quantitative Reasoning	32.5	32.9	-.03	31.2 *	.07	32.6	-.01

Your seniors compared with

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.

| | KSU | Percentage point difference [a] between your seniors and | | |
		USG Graduate	R2 Enrollment Peers	R2 Regional Peers
Higher-Order Learning	%			
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…				
4b. Applying facts, theories, or methods to practical problems or new situations	77	-3	+2	-0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	-1	+2	+0
4d. Evaluating a point of view, decision, or information source	72	+2	-1	-2
4e. Forming a new idea or understanding from various pieces of information	75	-0	+1	-1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	73	+6	+6	+5
2b. Connected your learning to societal problems or issues	62	+6	+1	-1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55	+3	-1	-2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	+1	+2	-0
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	74	+0	-0	-1
2f. Learned something that changed the way you understand an issue or concept	73	-0	+1	-0
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+2	+3	+2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	74	-3	-2	-2
9b. Reviewed your notes after class	67	+1	+1	-1
9c. Summarized what you learned in class or from course materials	68	-2	+1	-3
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	61	-2	+5	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	51	+2	+3	-2
6c. Evaluated what others have concluded from numerical information	50	-0	+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.

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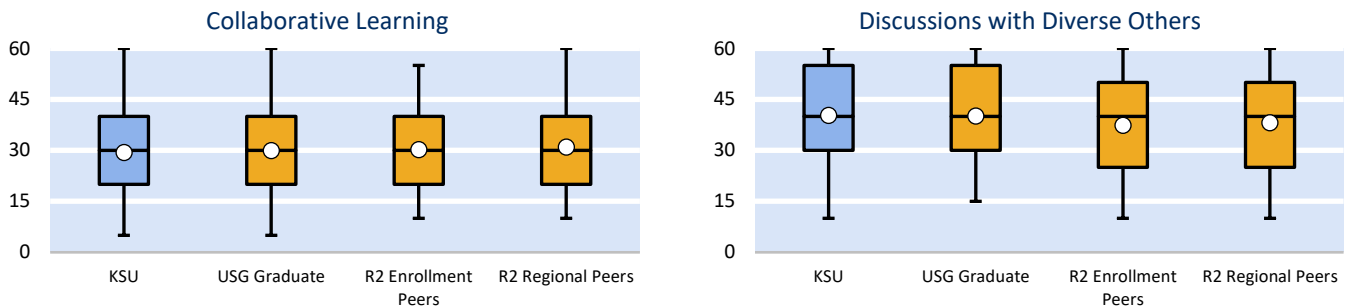
Learning with Peers: First-year students

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

Mean Comparisons

| | KSU | *Your first-year students compared with* | | | | | |
| | | USG Graduate | | R2 Enrollment Peers | | R2 Regional Peers | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.4	29.9	-.04	30.2 *	-.06	30.9 ***	-.11
Discussions with Diverse Others	40.2	40.1	.01	37.3 ***	.18	38.1 ***	.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

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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.

| | KSU | Percentage point difference [a] between your FY students and | | |
Collaborative Learning		USG Graduate	R2 Enrollment Peers	R2 Regional Peers
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	44	-4	-4	-3
1c. Explained course material to one or more students	47	-2	-1	-2
1d. Prepared for exams by discussing or working through course material with other students	39	-3	-1	-5
1e. Worked with other students on course projects or assignments	48	+0	-5	-5
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	76	+2	+6	+11
8b. People from economic backgrounds other than your own	72	-1	+4	+3
8c. People with religious beliefs other than your own	67	-2	+4	+3
8d. People with political views other than your own	61	+4	+6	-1

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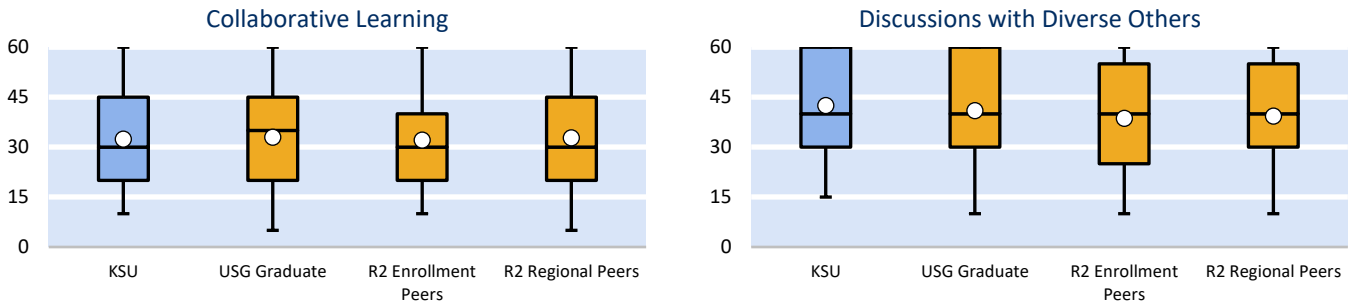
Learning with Peers: Seniors

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

Mean Comparisons

	KSU	USG Graduate		R2 Enrollment Peers		R2 Regional Peers	
				Your seniors compared with			
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.5	33.0	-.03	32.1	.02	32.8	-.02
Discussions with Diverse Others	42.5	40.9 **	.10	38.6 ***	.23	39.4 ***	.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

Collaborative Learning — box-and-whiskers chart for KSU, USG Graduate, R2 Enrollment Peers, R2 Regional Peers

Discussions with Diverse Others — box-and-whiskers chart for KSU, USG Graduate, R2 Enrollment Peers, R2 Regional Peers

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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.

		Percentage point difference [a] between your seniors and		
Collaborative Learning	KSU	USG Graduate	R2 Enrollment Peers	R2 Regional Peers
Percentage of students who responded that they "Very often" or "Often"…	%			
1b. Asked another student to help you understand course material	44	-2	-1	-2
1c. Explained course material to one or more students	56	-1	+4	+1
1d. Prepared for exams by discussing or working through course material with other students	40	-4	-2	-6
1e. Worked with other students on course projects or assignments	68	+2	+4	+4
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of races or ethnicities other than your own	81	+5	+10	+11
8b. People from economic backgrounds other than your own	76	+3	+6	+5
8c. People with religious beliefs other than your own	72	+2	+6	+5
8d. People with political views other than your own	68	+9	+9	+3

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NSSE 2023 Engagement Indicators

Experiences with Faculty

Kennesaw State University

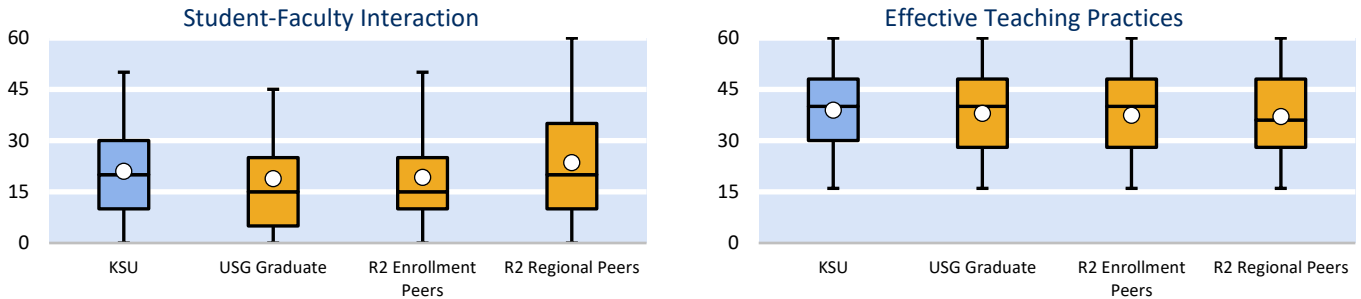## Experiences with Faculty: First-year students

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

	KSU	*Your first-year students compared with*					
		USG Graduate		R2 Enrollment Peers		R2 Regional Peers	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	21.0	18.8 ***	.14	19.2 ***	.11	23.5 ***	-.16
Effective Teaching Practices	38.8	38.0 *	.07	37.3 ***	.11	37.0 ***	.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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Performance on Indicator Items

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	KSU	*Percentage point difference [a] between your FY students and*		
Student-Faculty Interaction		USG Graduate	R2 Enrollment Peers	R2 Regional Peers
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	34	+2	+1	-7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	+3	+3	-4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	+5	+5	-3
3d. Discussed your academic performance with a faculty member	31	+5	+4	-5
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	76	+0	+2	+3
5b. Taught course sessions in an organized way	71	+1	+1	+4
5c. Used examples or illustrations to explain difficult points	72	-2	+1	+3
5d. Provided feedback on a draft or work in progress	68	+6	+5	+5
5e. Provided prompt and detailed feedback on tests or completed assignments	61	+3	+5	+4

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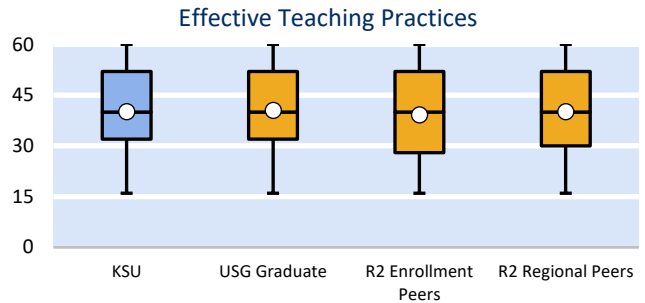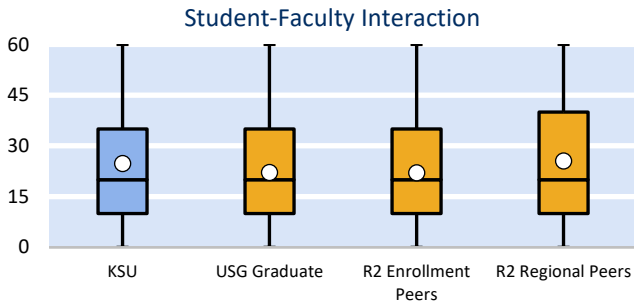
Experiences with Faculty: Seniors

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	KSU Mean	*Your seniors compared with*					
		USG Graduate Mean	Effect size	R2 Enrollment Peers Mean	Effect size	R2 Regional Peers Mean	Effect size
Student-Faculty Interaction	24.7	22.1 ***	.16	22.0 ***	.16	25.5	-.04
Effective Teaching Practices	40.1	40.4	-.02	39.1 *	.07	40.1	.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

Student-Faculty Interaction

Effective Teaching Practices

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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.

Student-Faculty Interaction	KSU %	*Percentage point difference[a] between your seniors and*		
		USG Graduate	R2 Enrollment Peers	R2 Regional Peers
Percentage of students who responded that they "Very often" or "Often"…				
3a. Talked about career plans with a faculty member	45	+10	+7	-0
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	+1	+3	-3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	+5	+7	+0
3d. Discussed your academic performance with a faculty member	35	+5	+4	-3
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	80	+0	+2	+3
5b. Taught course sessions in an organized way	73	-3	-0	+1
5c. Used examples or illustrations to explain difficult points	77	-1	+3	+2
5d. Provided feedback on a draft or work in progress	67	+3	+4	-1
5e. Provided prompt and detailed feedback on tests or completed assignments	64	+0	+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.

NSSE 2023 Engagement Indicators
Campus Environment
Kennesaw State University

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

	KSU	Your first-year students compared with					
		USG Graduate		R2 Enrollment Peers		R2 Regional Peers	
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Quality of Interactions	43.1	40.9 ***	.19	41.8 ***	.10	40.4 ***	.21
Supportive Environment	35.6	34.8	.06	34.0 ***	.12	34.8	.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

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

Performance on Indicator Items

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

		Percentage point difference [a] between your FY students and		
Quality of Interactions	KSU	USG Graduate	R2 Enrollment Peers	R2 Regional Peers
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	49	+2	+0	+0
13b. Academic advisors	52	+2	+3	+4
13c. Faculty	51	+5	+5	+9
13d. Student services staff (career services, student activities, housing, etc.)	50	+13	+6	+9
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	+7	+4	+9
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	70	-2	+2	+3
14c. Using learning support services (tutoring services, writing center, etc.)	77	+4	+7	+6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	-4	+1	+1
14e. Providing opportunities to be involved socially	69	-1	+3	+1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	69	+5	+5	+5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	42	+6	+1	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	67	+3	+7	+1
14i. Attending events that address important social, economic, or political issues	45	-1	+1	-4

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.
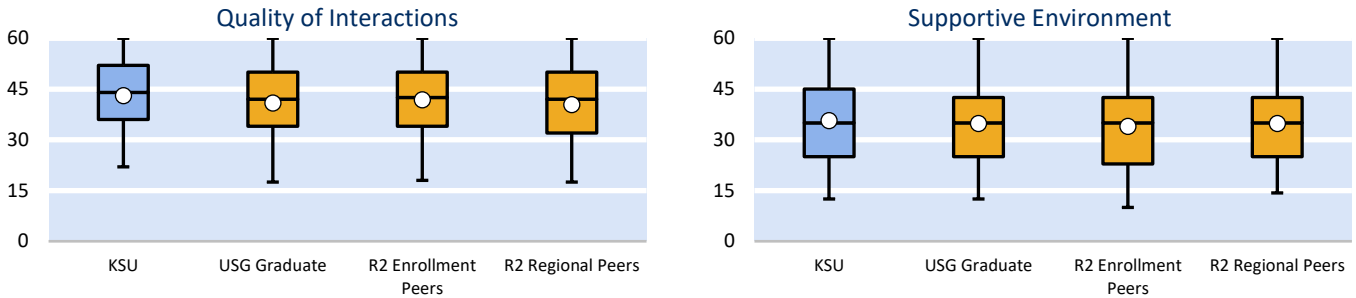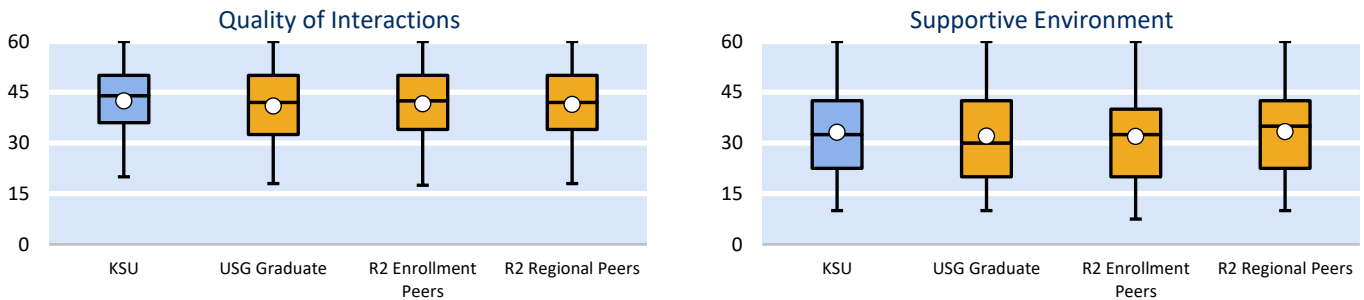
Campus Environment: Seniors

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

	KSU	USG Graduate		R2 Enrollment Peers		R2 Regional Peers	
			Effect		*Effect*		*Effect*
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Quality of Interactions	42.5	41.0 ***	.12	41.7 *	.07	41.4 **	.08
Supportive Environment	33.2	32.1 *	.08	32.0 **	.08	33.4	-.01

Your seniors compared with

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	KSU	USG Graduate	R2 Enrollment Peers	R2 Regional Peers
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	57	-3	+1	+0
13b. Academic advisors	45	+3	-1	+0
13c. Faculty	54	-3	+3	+3
13d. Student services staff (career services, student activities, housing, etc.)	46	+8	+2	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	+5	+1	+4
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	69	+3	+3	+2
14c. Using learning support services (tutoring services, writing center, etc.)	71	+8	+9	+5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	-3	-2	-3
14e. Providing opportunities to be involved socially	65	+3	+3	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	+8	+1	-0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	+5	-1	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	58	+5	+6	-1
14i. Attending events that address important social, economic, or political issues	38	-2	-4	-9

Percentage point difference [a] between your seniors and

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

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

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NSSE 2023 Engagement Indicators
Comparisons with High-Performing Institutions
Kennesaw State University

Comparisons with Top 50% and Top 10% Institutions

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

(a) institutions with average scores placing them in the top 50% of all 2022 and 2023 NSSE institutions, and

(b) institutions with average scores placing them in the top 10% of all 2022 and 2023 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

| | | KSU | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	38.9	39.5	-.05	✓	42.2 ***	-.26	
Academic Challenge	Reflective and Integrative Learning	35.9	37.3 ***	-.12		39.8 ***	-.34	
	Learning Strategies	38.4	39.8 ***	-.10		42.8 ***	-.31	
	Quantitative Reasoning	31.2	30.7	.03	✓	33.4 ***	-.14	
Learning with Peers	Collaborative Learning	29.4	33.2 ***	-.28		36.5 ***	-.52	
	Discussions with Diverse Others	40.2	40.5	-.02	✓	43.6 ***	-.24	
Experiences with Faculty	Student-Faculty Interaction	21.0	25.4 ***	-.29		29.3 ***	-.54	
	Effective Teaching Practices	38.8	40.2 ***	-.10		43.3 ***	-.33	
Campus Environment	Quality of Interactions	43.1	45.2 ***	-.19		48.1 ***	-.42	
	Supportive Environment	35.6	36.8 **	-.09		39.6 ***	-.31	

Seniors

| | | KSU | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	41.0	42.1 **	-.08		44.7 ***	-.28	
Academic Challenge	Reflective and Integrative Learning	39.2	40.6 ***	-.11		43.1 ***	-.32	
	Learning Strategies	39.5	41.0 ***	-.10		43.6 ***	-.28	
	Quantitative Reasoning	32.5	32.7	-.01	✓	36.3 ***	-.23	
Learning with Peers	Collaborative Learning	32.5	34.7 ***	-.16		38.1 ***	-.41	
	Discussions with Diverse Others	42.5	41.0 **	.09	✓	43.9 **	-.10	
Experiences with Faculty	Student-Faculty Interaction	24.7	29.6 ***	-.30		34.3 ***	-.60	
	Effective Teaching Practices	40.1	42.1 ***	-.15		44.7 ***	-.34	
Campus Environment	Quality of Interactions	42.5	45.4 ***	-.24		47.9 ***	-.43	
	Supportive Environment	33.2	34.6 ***	-.10		37.7 ***	-.32	

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

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

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

NSSE 2023 Engagement Indicators

Detailed Statistics[a]
Kennesaw State University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
KSU (N = 1475)	38.9	13.2	.34	20	30	40	50	60				
USG Graduate	38.1	14.0	.27	15	30	40	50	60	3,192	.8	.064	.059
R2 Enrollment Peers	37.5	13.4	.17	20	30	40	45	60	7,833	1.5	.000	.109
R2 Regional Peers	38.3	13.4	.22	20	30	40	45	60	5,288	.7	.098	.051
Top 50%	39.5	13.2	.04	20	30	40	50	60	109,036	-.6	.078	-.046
Top 10%	42.2	12.8	.11	20	35	40	55	60	14,699	-3.3	.000	-.258
Reflective & Integrative Learning												
KSU (N = 1574)	35.9	12.3	.31	17	27	34	43	60				
USG Graduate	35.5	12.1	.22	17	26	37	43	57	4,596	.4	.288	.033
R2 Enrollment Peers	35.5	12.0	.14	17	29	34	43	57	2,314	.4	.246	.033
R2 Regional Peers	36.8	12.3	.19	17	29	37	46	60	5,685	-.9	.011	-.075
Top 50%	37.3	12.0	.04	20	29	37	46	60	1,620	-1.4	.000	-.118
Top 10%	39.8	11.8	.10	20	31	40	49	60	1,932	-4.0	.000	-.338
Learning Strategies												
KSU (N = 1403)	38.4	14.0	.37	20	27	40	47	60				
USG Graduate	38.0	14.0	.29	20	27	40	47	60	3,804	.5	.328	.033
R2 Enrollment Peers	36.7	13.8	.18	13	27	40	47	60	7,373	1.7	.000	.125
R2 Regional Peers	38.2	13.9	.23	20	27	40	47	60	4,972	.2	.665	.014
Top 50%	39.8	13.9	.05	20	27	40	53	60	1,447	-1.4	.000	-.098
Top 10%	42.8	14.0	.10	20	33	40	60	60	19,671	-4.4	.000	-.312
Quantitative Reasoning												
KSU (N = 1422)	31.2	15.7	.42	7	20	33	40	60				
USG Graduate	29.7	15.4	.31	0	20	27	40	60	3,861	1.4	.006	.092
R2 Enrollment Peers	29.3	15.2	.20	7	20	27	40	60	7,473	1.9	.000	.123
R2 Regional Peers	31.2	15.5	.26	7	20	33	40	60	5,065	.0	.982	-.001
Top 50%	30.7	15.3	.05	7	20	27	40	60	106,624	.5	.211	.033
Top 10%	33.4	15.4	.12	7	20	33	40	60	18,531	-2.2	.000	-.145
Learning with Peers												
Collaborative Learning												
KSU (N = 1645)	29.4	14.9	.37	5	20	30	40	60				
USG Graduate	29.9	15.2	.26	5	20	30	40	60	5,078	-.6	.212	-.037
R2 Enrollment Peers	30.2	13.6	.16	10	20	30	40	55	2,310	-.8	.046	-.058
R2 Regional Peers	30.9	14.4	.22	10	20	30	40	60	6,038	-1.5	.000	-.106
Top 50%	33.2	13.9	.04	10	25	35	40	60	1,684	-3.9	.000	-.277
Top 10%	36.5	13.7	.09	15	25	35	45	60	1,840	-7.2	.000	-.520
Discussions with Diverse Others												
KSU (N = 1417)	40.2	16.2	.43	10	30	40	55	60				
USG Graduate	40.1	15.8	.32	15	30	40	55	60	3,837	.1	.820	.008
R2 Enrollment Peers	37.3	15.8	.20	10	25	40	50	60	7,425	2.9	.000	.183
R2 Regional Peers	38.1	15.9	.26	10	25	40	50	60	5,029	2.1	.000	.134
Top 50%	40.5	14.8	.05	20	30	40	55	60	1,452	-.3	.494	-.020
Top 10%	43.6	13.9	.13	20	35	40	60	60	1,687	-3.4	.000	-.240

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												
KSU (N = 1525)	21.0	15.7	.40	0	10	20	30	50				
USG Graduate	18.8	14.8	.28	0	5	15	25	45	2,963	2.1	.000	.140
R2 Enrollment Peers	19.2	14.9	.18	0	10	15	25	50	2,213	1.7	.000	.114
R2 Regional Peers	23.5	15.8	.25	0	10	20	35	60	5,461	-2.5	.000	-.159
Top 50%	25.4	15.3	.06	5	15	25	35	60	60,060	-4.4	.000	-.288
Top 10%	29.3	15.3	.17	5	20	25	40	60	9,832	-8.3	.000	-.540
Effective Teaching Practices												
KSU (N = 1485)	38.8	13.3	.34	16	30	40	48	60				
USG Graduate	38.0	13.3	.26	16	28	40	48	60	4,157	.9	.042	.066
R2 Enrollment Peers	37.3	13.5	.17	16	28	40	48	60	7,840	1.5	.000	.111
R2 Regional Peers	37.0	13.7	.22	16	28	36	48	60	5,299	1.8	.000	.134
Top 50%	40.2	13.5	.05	20	32	40	52	60	75,498	-1.3	.000	-.098
Top 10%	43.3	13.3	.13	20	36	44	56	60	11,310	-4.4	.000	-.333
Campus Environment												
Quality of Interactions												
KSU (N = 1321)	43.1	11.6	.32	22	36	44	52	60				
USG Graduate	40.9	12.1	.26	18	34	42	50	60	3,513	2.2	.000	.186
R2 Enrollment Peers	41.8	12.3	.17	18	34	43	50	60	2,112	1.3	.000	.104
R2 Regional Peers	40.4	12.8	.22	18	32	42	50	60	2,634	2.7	.000	.213
Top 50%	45.2	11.5	.05	24	38	46	54	60	61,582	-2.2	.000	-.190
Top 10%	48.1	12.1	.11	24	42	50	60	60	12,553	-5.1	.000	-.421
Supportive Environment												
KSU (N = 1378)	35.6	13.4	.36	13	25	35	45	60				
USG Graduate	34.8	13.4	.28	13	25	35	43	60	3,665	.9	.061	.064
R2 Enrollment Peers	34.0	13.8	.18	10	23	35	43	60	7,165	1.6	.000	.119
R2 Regional Peers	34.8	13.5	.23	14	25	35	43	60	4,878	.8	.053	.062
Top 50%	36.8	13.0	.05	15	28	38	45	60	1,433	-1.1	.002	-.087
Top 10%	39.6	12.8	.14	20	30	40	50	60	1,846	-4.0	.000	-.310

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												
KSU (N = 1379)	41.0	13.8	.37	20	30	40	55	60				
USG Graduate	41.4	14.3	.24	20	30	40	55	60	4,917	-.3	.470	-.023
R2 Enrollment Peers	40.2	14.2	.16	20	30	40	50	60	9,702	.8	.051	.057
R2 Regional Peers	41.1	14.3	.22	20	30	40	55	60	5,440	.0	.939	-.002
Top 50%	42.1	13.6	.04	20	35	40	55	60	94,253	-1.0	.006	-.075
Top 10%	44.7	12.8	.14	20	40	45	60	60	1,758	-3.7	.000	-.283
Reflective & Integrative Learning												
KSU (N = 1445)	39.2	13.0	.34	17	31	40	49	60				
USG Graduate	38.4	13.1	.21	17	29	37	49	60	5,288	.8	.041	.063
R2 Enrollment Peers	38.4	13.3	.14	17	29	40	49	60	10,266	.8	.026	.063
R2 Regional Peers	38.9	13.3	.20	17	30	40	49	60	5,754	.3	.474	.022
Top 50%	40.6	12.5	.04	20	31	40	51	60	1,489	-1.4	.000	-.110
Top 10%	43.1	11.8	.13	23	34	43	54	60	1,862	-3.9	.000	-.321
Learning Strategies												
KSU (N = 1338)	39.5	14.9	.41	13	27	40	53	60				
USG Graduate	39.7	14.3	.25	20	27	40	53	60	2,383	-.2	.672	-.014
R2 Enrollment Peers	39.1	14.5	.16	13	27	40	53	60	9,236	.5	.276	.032
R2 Regional Peers	40.2	14.5	.23	20	27	40	53	60	5,233	-.6	.162	-.044
Top 50%	41.0	14.5	.05	20	33	40	53	60	100,962	-1.4	.000	-.099
Top 10%	43.6	14.1	.12	20	33	40	60	60	16,010	-4.0	.000	-.284
Quantitative Reasoning												
KSU (N = 1349)	32.5	16.4	.45	0	20	33	40	60				
USG Graduate	32.9	17.1	.30	0	20	33	47	60	2,591	-.5	.390	-.027
R2 Enrollment Peers	31.2	16.5	.18	0	20	33	40	60	9,380	1.2	.011	.074
R2 Regional Peers	32.6	16.7	.27	0	20	33	40	60	5,275	-.1	.872	-.005
Top 50%	32.7	16.5	.05	7	20	33	40	60	118,678	-.2	.656	-.012
Top 10%	36.3	16.2	.17	7	20	40	47	60	10,864	-3.8	.000	-.234
Learning with Peers												
Collaborative Learning												
KSU (N = 1491)	32.5	14.9	.39	10	20	30	45	60				
USG Graduate	33.0	15.9	.25	5	20	35	45	60	2,800	-.5	.258	-.033
R2 Enrollment Peers	32.1	14.8	.16	10	20	30	40	60	10,634	.4	.397	.024
R2 Regional Peers	32.8	15.5	.23	5	20	30	45	60	5,944	-.4	.443	-.023
Top 50%	34.7	14.2	.05	10	25	35	45	60	1,532	-2.3	.000	-.159
Top 10%	38.1	13.6	.12	15	30	40	50	60	1,791	-5.7	.000	-.411
Discussions with Diverse Others												
KSU (N = 1344)	42.5	16.2	.44	15	30	40	60	60				
USG Graduate	40.9	16.4	.29	10	30	40	60	60	4,666	1.6	.003	.095
R2 Enrollment Peers	38.6	16.5	.19	10	25	40	55	60	9,289	3.9	.000	.234
R2 Regional Peers	39.4	16.3	.26	10	30	40	55	60	5,260	3.1	.000	.193
Top 50%	41.0	15.6	.05	15	30	40	55	60	1,375	1.5	.001	.094
Top 10%	43.9	14.8	.14	20	35	45	60	60	1,622	-1.4	.002	-.095

NSSE 2023 Engagement Indicators

Detailed Statistics[a]
Kennesaw State University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
KSU (N = 1407)	24.7	16.4	.44	0	10	20	35	60				
USG Graduate	22.1	16.6	.27	0	10	20	35	60	5,087	2.6	.000	.157
R2 Enrollment Peers	22.0	16.6	.18	0	10	20	35	60	9,951	2.7	.000	.163
R2 Regional Peers	25.5	17.2	.27	0	10	20	40	60	2,528	-.7	.148	-.044
Top 50%	29.6	16.2	.08	5	20	30	40	60	46,881	-4.8	.000	-.299
Top 10%	34.3	15.8	.22	10	20	35	45	60	6,584	-9.5	.000	-.597
Effective Teaching Practices												
KSU (N = 1391)	40.1	13.7	.37	16	32	40	52	60				
USG Graduate	40.4	14.2	.24	16	32	40	52	60	2,640	-.3	.426	-.025
R2 Enrollment Peers	39.1	14.4	.16	16	28	40	52	60	1,941	1.0	.017	.066
R2 Regional Peers	40.1	14.7	.23	16	30	40	52	60	2,563	.0	.999	.000
Top 50%	42.1	13.8	.05	20	32	40	56	60	1,447	-2.1	.000	-.150
Top 10%	44.7	13.4	.13	20	36	44	56	60	12,330	-4.6	.000	-.345
Campus Environment												
Quality of Interactions												
KSU (N = 1227)	42.5	11.8	.34	20	36	44	50	60				
USG Graduate	41.0	12.9	.24	18	33	42	50	60	2,471	1.5	.000	.121
R2 Enrollment Peers	41.7	13.0	.16	18	34	43	50	60	1,785	.8	.023	.066
R2 Regional Peers	41.4	12.9	.21	18	34	42	50	60	2,291	1.1	.008	.084
Top 50%	45.4	12.1	.04	22	38	48	55	60	76,428	-2.9	.000	-.238
Top 10%	47.9	12.5	.09	22	40	50	60	60	1,414	-5.4	.000	-.432
Supportive Environment												
KSU (N = 1327)	33.2	14.3	.39	10	23	33	43	60				
USG Graduate	32.1	14.6	.26	10	20	30	43	60	4,527	1.1	.018	.077
R2 Enrollment Peers	32.0	14.7	.17	8	20	33	40	60	9,068	1.2	.005	.084
R2 Regional Peers	33.4	14.6	.24	10	23	35	43	60	5,151	-.2	.640	-.015
Top 50%	34.6	14.3	.06	10	25	35	45	60	68,871	-1.4	.001	-.096
Top 10%	37.7	13.9	.17	15	28	38	48	60	7,941	-4.5	.000	-.320

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.