



---

# NSSE 2024

## Engagement Indicators

University of Washington Tacoma

---

### About Your Engagement Indicators Report

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

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

### Report Sections

#### Overview (p. 3)

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

#### Theme Reports (pp. 4-13)

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

##### Mean Comparisons

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

##### Score Distributions

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

##### Performance on Indicator Items

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

#### Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of all current- and prior-year institutions.

#### Detailed Statistics (pp. 16-End)

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

### Interpreting Comparisons

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

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

### How Engagement Indicators are Computed

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

For more information on EIs and their psychometric properties, refer to the NSSE website: [nsse.indiana.edu](https://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 Far West Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2023 & 2024
	Higher-Order Learning	--	--	--
Academic Challenge	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 Far West Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2023 & 2024
	Higher-Order Learning	--	--	--
Academic Challenge	Reflective & Integrative Learning	△	△	△
	Learning Strategies	△	--	△
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	△	▲	▲
	Discussions with Diverse Others	△	▲	△
Experiences with Faculty	Student-Faculty Interaction	△	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

### Academic Challenge: First-year students

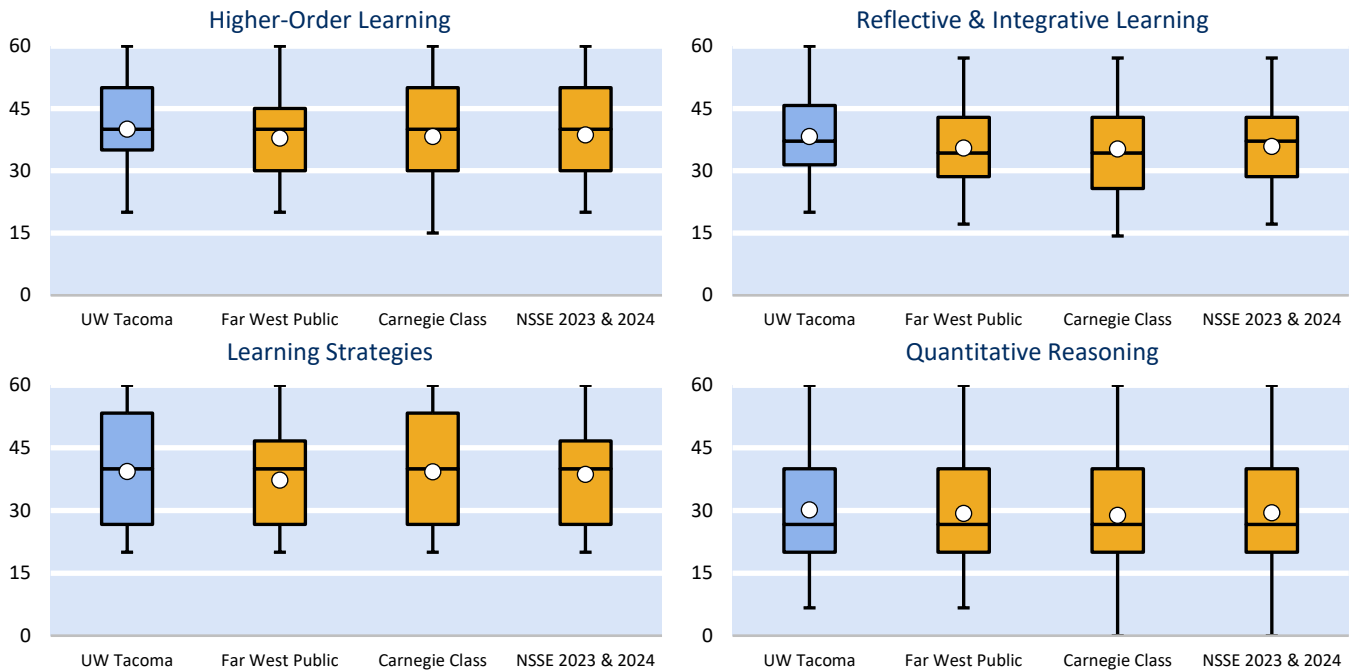
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

#### Mean Comparisons

Engagement Indicator	UW Tacoma Mean	Your first-year students compared with					
		Far West Public Mean	Far West Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2023 & 2024 Mean	NSSE 2023 & 2024 Effect size
Higher-Order Learning	40.0	37.8	.17	38.3	.13	38.6	.11
Reflective & Integrative Learning	38.2	35.5 *	.23	35.2 *	.24	35.8 *	.20
Learning Strategies	39.3	37.3	.15	39.3	.00	38.6	.05
Quantitative Reasoning	30.1	29.3	.05	28.9	.08	29.5	.04

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.

	UW Tacoma	Percentage point difference <sup>a</sup> between your FY students and		
		Far West Public	Carnegie Class	NSSE 2023 & 2024
<b>Higher-Order Learning</b>				
<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	70	+2	+1	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	+5	+4	+3
4d. Evaluating a point of view, decision, or information source	80	+10	+10	+10
4e. Forming a new idea or understanding from various pieces of information	77	+6	+6	+6
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	63	+10	+12	+10
2b. Connected your learning to societal problems or issues	58	+7	+6	+5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	61	+6	+10	+8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	72	+9	+8	+7
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	72	+1	+2	+1
2f. Learned something that changed the way you understand an issue or concept	71	+4	+4	+3
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+8	+7	+6
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	83	+10	+8	+9
9b. Reviewed your notes after class	68	+5	+0	+2
9c. Summarized what you learned in class or from course materials	64	+2	-4	-3
<b>Quantitative Reasoning</b>				
<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.)	56	+2	+3	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40	-4	-4	-4
6c. Evaluated what others have concluded from numerical information	46	+3	+4	+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.

### Academic Challenge: Seniors

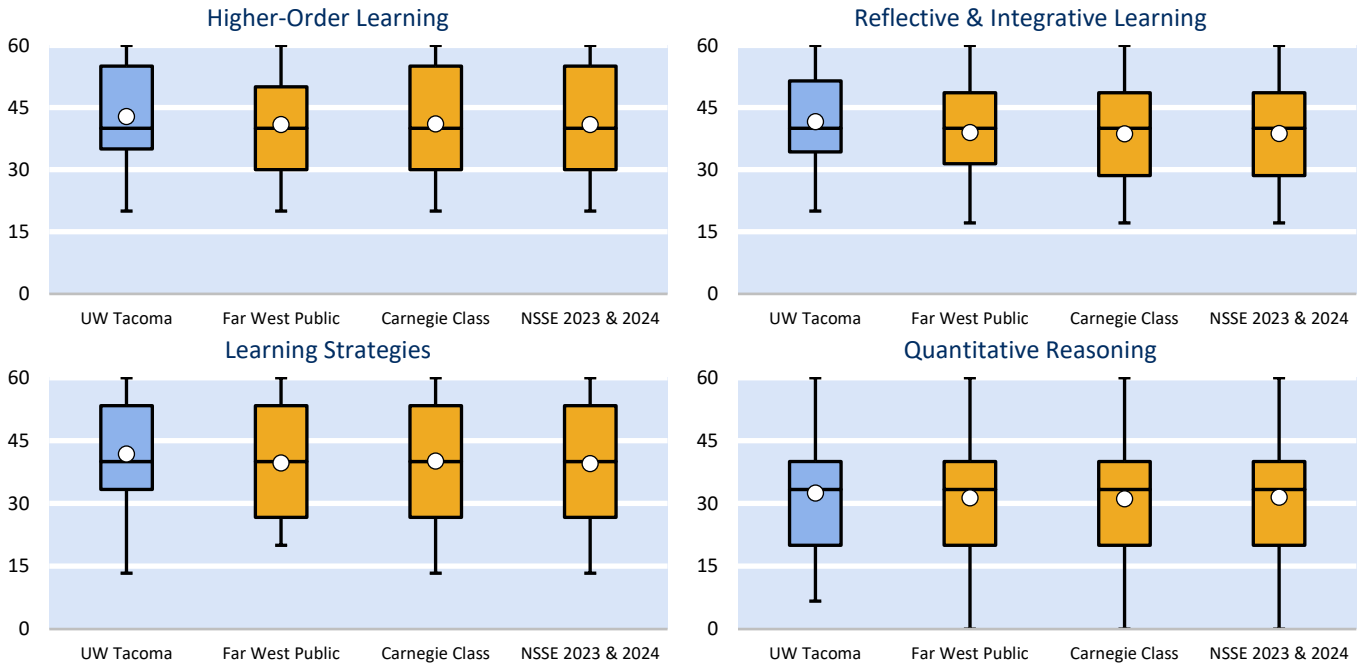
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

#### Mean Comparisons

Engagement Indicator	UW Tacoma Mean	Your seniors compared with					
		Far West Public Mean	Far West Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2023 & 2024 Mean	NSSE 2023 & 2024 Effect size
Higher-Order Learning	42.8	40.9	.14	41.1	.12	40.9	.14
Reflective & Integrative Learning	41.6	39.0 **	.20	38.7 **	.22	38.7 **	.22
Learning Strategies	41.8	39.6 *	.15	40.1	.12	39.5 *	.16
Quantitative Reasoning	32.5	31.3	.07	31.1	.08	31.4	.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



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.

	UW Tacoma	Percentage point difference <sup>a</sup> between your seniors and		
		Far West Public	Carnegie Class	NSSE 2023 & 2024
<b>Higher-Order Learning</b>				
<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	+6	+5	+4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	83	+7	+7	+7
4d. Evaluating a point of view, decision, or information source	78	+5	+4	+6
4e. Forming a new idea or understanding from various pieces of information	77	+2	+2	+2
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	76	+6	+8	+7
2b. Connected your learning to societal problems or issues	66	+4	+4	+5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	60	+2	+4	+4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	75	+7	+7	+7
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	77	+2	+4	+3
2f. Learned something that changed the way you understand an issue or concept	82	+9	+10	+10
2g. Connected ideas from your courses to your prior experiences and knowledge	88	+4	+4	+4
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	86	+9	+8	+9
9b. Reviewed your notes after class	69	+3	+2	+4
9c. Summarized what you learned in class or from course materials	77	+9	+8	+9
<b>Quantitative Reasoning</b>				
<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.)	65	+8	+8	+7
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	51	+2	+2	+2
6c. Evaluated what others have concluded from numerical information	49	+1	+2	+1

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

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

### Learning with Peers: First-year students

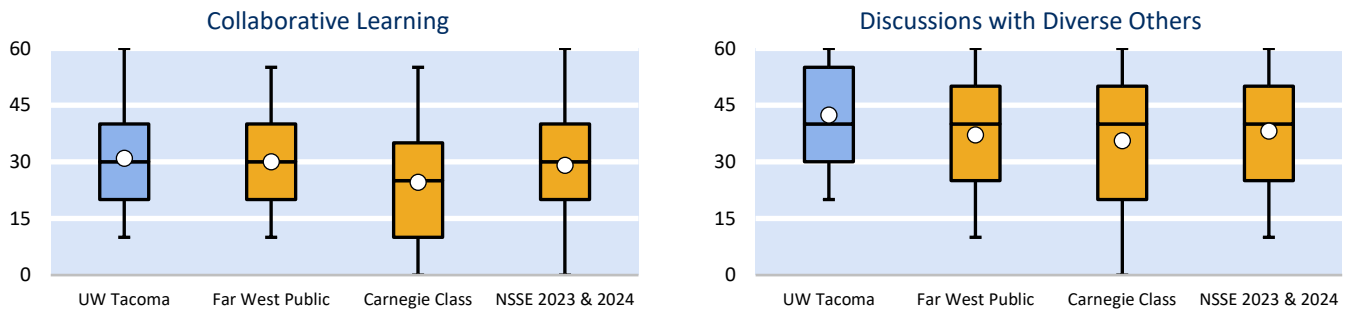
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	UW Tacoma Mean	Your first-year students compared with					
		Far West Public Mean	Far West Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2023 & 2024 Mean	NSSE 2023 & 2024 Effect size
Collaborative Learning	30.9	30.0	.07	24.6 ***	.38	29.1	.12
Discussions with Diverse Others	42.3	37.1 **	.34	35.6 ***	.39	38.1 *	.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).

#### 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.

Collaborative Learning	UW Tacoma %	Percentage point difference <sup>a</sup> between your FY students and		
		Far West Public	Carnegie Class	NSSE 2023 & 2024
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	47	-0	+11	+3
1c. Explained course material to one or more students	50	+3	+11	+3
1d. Prepared for exams by discussing or working through course material with other students	37	-3	+4	-4
1e. Worked with other students on course projects or assignments	57	+2	+15	+6
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of races or ethnicities other than your own	86	+14	+22	+17
8b. People from economic backgrounds other than your own	75	+5	+10	+4
8c. People with religious beliefs other than your own	73	+12	+14	+9
8d. People with political views other than your own	59	+7	+4	+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.



### Learning with Peers: Seniors

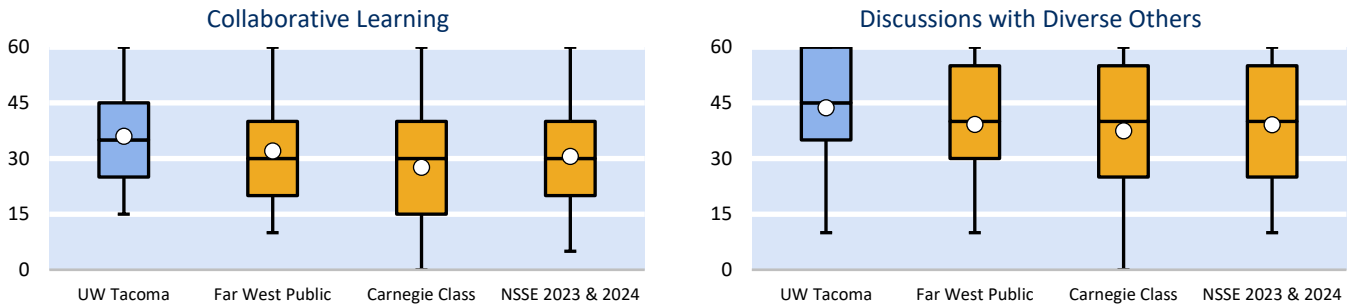
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	UW Tacoma Mean	Your seniors compared with					
		Far West Public		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.0	32.1 ***	.27	27.7 ***	.49	30.6 ***	.34
Discussions with Diverse Others	43.7	39.2 ***	.28	37.5 ***	.35	39.1 ***	.28

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

#### Score Distributions



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

#### Performance on Indicator Items

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

Collaborative Learning	UW Tacoma	Percentage point difference <sup>a</sup> between your seniors and		
		Far West Public	Carnegie Class	NSSE 2023 & 2024
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	54	+9	+17	+12
1c. Explained course material to one or more students	72	+20	+26	+20
1d. Prepared for exams by discussing or working through course material with other students	44	+2	+8	+3
1e. Worked with other students on course projects or assignments	74	+8	+21	+14
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of races or ethnicities other than your own	84	+9	+16	+13
8b. People from economic backgrounds other than your own	80	+7	+12	+8
8c. People with religious beliefs other than your own	74	+9	+12	+9
8d. People with political views other than your own	63	+8	+5	+3

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

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

### Experiences with Faculty: First-year students

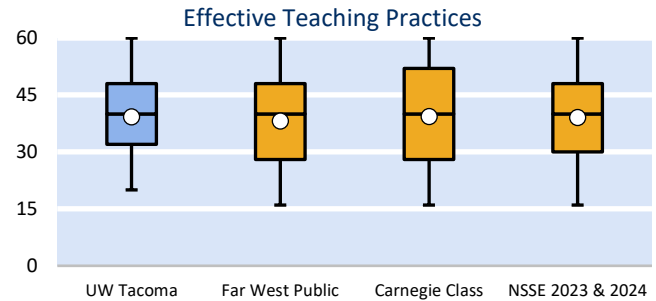
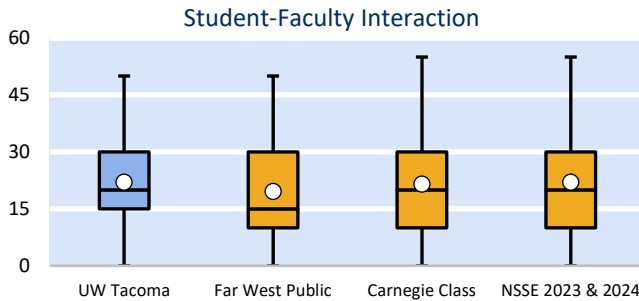
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	UW Tacoma Mean	Your first-year students compared with					
		Far West Public Effect size		Carnegie Class Effect size		NSSE 2023 & 2024 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.0	19.5	.17	21.5	.03	22.0	.00
Effective Teaching Practices	39.2	38.1	.08	39.3	-.01	39.0	.01

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

#### Score Distributions



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

#### Performance on Indicator Items

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	UW Tacoma %	Percentage point difference <sup>a</sup> between your FY students and			
		Far West Public	Carnegie Class	NSSE 2023 & 2024	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
3a. Talked about career plans with a faculty member	38	+4	-0	-1	-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	-0	-2	-4	-4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	+6	+3	+2	+2
3d. Discussed your academic performance with a faculty member	38	+11	+4	+6	+6
<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	80	+3	+2	+2	+2
5b. Taught course sessions in an organized way	69	-3	-5	-6	-6
5c. Used examples or illustrations to explain difficult points	75	+2	+2	+1	+1
5d. Provided feedback on a draft or work in progress	66	+2	-0	+1	+1
5e. Provided prompt and detailed feedback on tests or completed assignments	64	+6	+0	+3	+3

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

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.

### Experiences with Faculty: Seniors

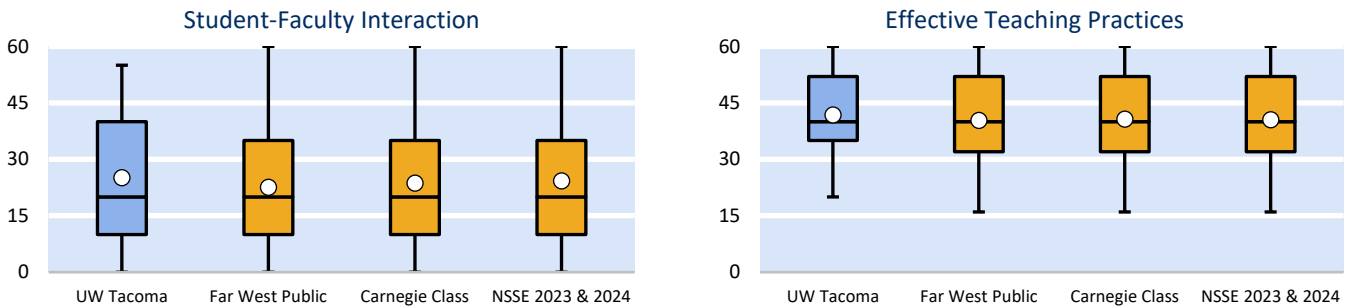
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	UW Tacoma Mean	Your seniors compared with			
		Far West Public Mean Effect size	Carnegie Class Mean Effect size	NSSE 2023 & 2024 Mean Effect size	
Student-Faculty Interaction	25.1	22.5 * .16	23.7 .09	24.2 .05	
Effective Teaching Practices	41.7	40.3 .10	40.6 .08	40.4 .09	

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.

Student-Faculty Interaction	UW Tacoma %	Percentage point difference <sup>a</sup> between your seniors and		
		Far West Public	Carnegie Class	NSSE 2023 & 2024
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	41	+1	-3	-3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	32	+6	+5	+3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	36	+6	+4	+3
3d. Discussed your academic performance with a faculty member	34	+4	-1	+0
<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	81	+0	+1	+0
5b. Taught course sessions in an organized way	83	+6	+6	+5
5c. Used examples or illustrations to explain difficult points	79	+1	+3	+2
5d. Provided feedback on a draft or work in progress	68	+3	+3	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	69	+5	+2	+3

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

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

### Campus Environment: First-year students

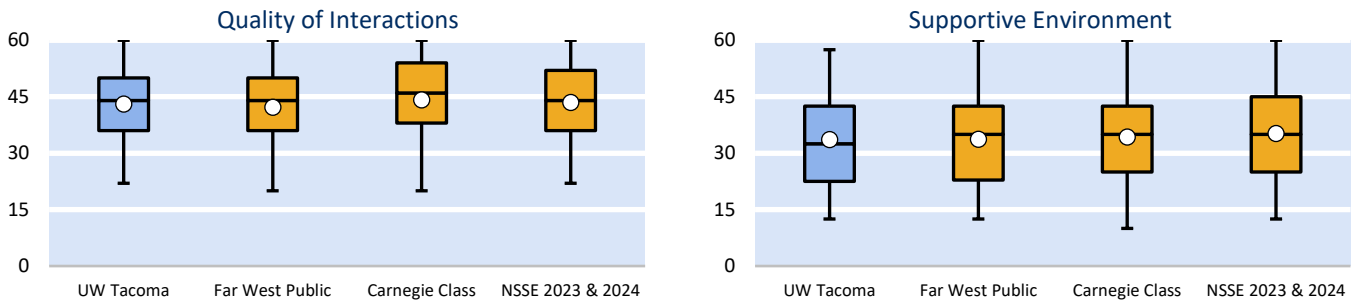
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UW Tacoma Mean	Your first-year students compared with					
		Far West Public		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.0	42.2	.07	44.1	-.09	43.5	-.04
Supportive Environment	33.6	33.7	-.01	34.3	-.05	35.2	-.12

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

#### Score Distributions



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

#### 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	UW Tacoma	Percentage point difference <sup>a</sup> between your FY students and		
		Far West Public	Carnegie Class	NSSE 2023 & 2024
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	50	+3	+1	-1
13b. Academic advisors	58	+6	-1	+2
13c. Faculty	49	+1	-8	-5
13d. Student services staff (career services, student activities, housing, etc.)	54	+8	+2	+6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	-4	-13	-8
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	66	-4	-7	-7
14c. Using learning support services (tutoring services, writing center, etc.)	77	+6	+4	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	+0	+1	-0
14e. Providing opportunities to be involved socially	69	+5	+4	-0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	-6	-7	-9
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	27	-14	-16	-14
14h. Attending campus activities and events (performing arts, athletic events, etc.)	48	-9	-7	-15
14i. Attending events that address important social, economic, or political issues	50	+8	+7	+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

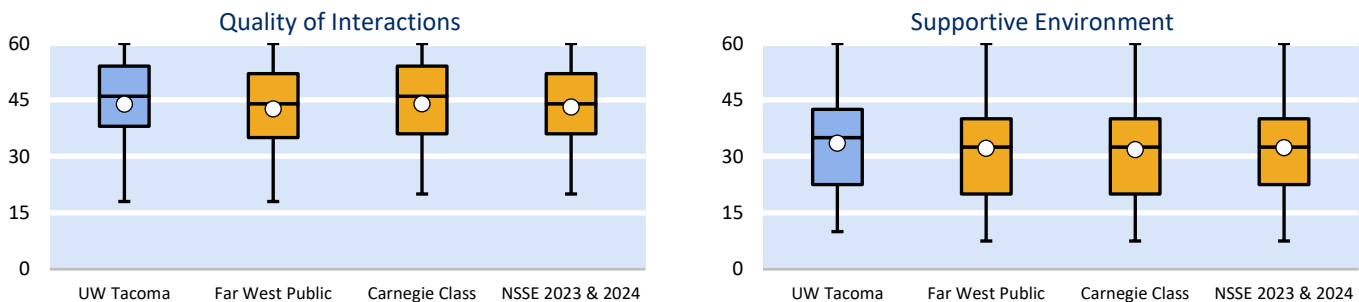
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UW Tacoma Mean	Your seniors compared with					
		Far West Public		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.9	42.6	.10	44.0	-.01	43.1	.07
Supportive Environment	33.5	32.1	.09	31.8	.12	32.4	.08

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

#### Score Distributions



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

#### Performance on Indicator Items

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

Quality of Interactions	UW Tacoma	Percentage point difference <sup>a</sup> between your seniors and		
		Far West Public	Carnegie Class	NSSE 2023 & 2024
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	52	-6	-7	-7
13b. Academic advisors	58	+8	+1	+5
13c. Faculty	64	+9	+4	+6
13d. Student services staff (career services, student activities, housing, etc.)	55	+9	+5	+9
13e. Other administrative staff and offices (registrar, financial aid, etc.)	53	+7	+2	+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	75	+7	+5	+6
14c. Using learning support services (tutoring services, writing center, etc.)	70	+7	+4	+5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62	+3	+6	+6
14e. Providing opportunities to be involved socially	64	+3	+4	+0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	60	-0	+2	+1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	+1	-0	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	49	-1	+1	-6
14i. Attending events that address important social, economic, or political issues	47	+6	+8	+7

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

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

This page intentionally left blank.

### Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see [go.iu.edu/NSSE-PnP](https://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<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2023 and 2024 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2023 and 2024 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<sup>b</sup> 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	UW Tacoma Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	40.0	39.8	.02	✓	42.4	-.19	
Academic Challenge	Reflective and Integrative Learning	38.2	37.3	.08	✓	39.9	-.14	
	Learning Strategies	39.3	40.2	-.06	✓	43.1 *	-.26	
	Quantitative Reasoning	30.1	30.8	-.05	✓	33.3 *	-.20	
	Collaborative Learning	30.9	33.4	-.18		36.7 ***	-.42	
Learning with Peers	Discussions with Diverse Others	42.3	40.7	.11	✓	44.2	-.14	
	Student-Faculty Interaction	22.0	25.4 *	-.22		29.9 ***	-.51	
Experiences with Faculty	Effective Teaching Practices	39.2	40.8	-.11		43.6 **	-.31	
	Quality of Interactions	43.0	45.7 *	-.23		48.7 ***	-.48	
Campus Environment	Supportive Environment	33.6	37.1 *	-.27		40.4 ***	-.54	

#### Seniors

Theme	Engagement Indicator	UW Tacoma Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	42.8	42.4	.03	✓	44.9 *	-.16	
Academic Challenge	Reflective and Integrative Learning	41.6	40.6	.08	✓	43.2	-.14	
	Learning Strategies	41.8	41.2	.04	✓	44.1 *	-.16	
	Quantitative Reasoning	32.5	32.8	-.02	✓	36.2 **	-.23	
	Collaborative Learning	36.0	34.7	.09	✓	38.0 *	-.15	
Learning with Peers	Discussions with Diverse Others	43.7	41.4	.15	✓	44.1	-.03	✓
	Student-Faculty Interaction	25.1	29.9 ***	-.30		34.9 ***	-.61	
Experiences with Faculty	Effective Teaching Practices	41.7	42.5	-.05	✓	45.2 ***	-.27	
	Quality of Interactions	43.9	45.4	-.12		48.1 ***	-.34	
Campus Environment	Supportive Environment	33.5	34.6	-.08	✓	38.0 ***	-.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.

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UW Tacoma (N = 102)	40.0	12.3	1.21	20	35	40	50	60				
Far West Public	37.8	13.2	.12	20	30	40	45	60	12,742	2.2	.097	.165
Carnegie Class	38.3	13.7	.07	15	30	40	50	60	37,331	1.8	.197	.128
NSSE 2023 & 2024	38.6	13.4	.03	20	30	40	50	60	147,063	1.4	.284	.106
Top 50%	39.8	13.2	.04	20	30	40	50	60	96,195	.2	.869	.016
Top 10%	42.4	12.5	.12	20	35	40	55	60	11,167	-2.4	.059	-.188
<b>Reflective &amp; Integrative Learning</b>												
UW Tacoma (N = 113)	38.2	11.8	1.11	20	31	37	46	60				
Far West Public	35.5	11.8	.10	17	29	34	43	57	13,843	2.8	.013	.234
Carnegie Class	35.2	12.6	.06	14	26	34	43	57	41,202	3.0	.011	.240
NSSE 2023 & 2024	35.8	12.2	.03	17	29	37	43	57	161,905	2.4	.038	.196
Top 50%	37.3	12.0	.04	17	29	37	46	60	86,554	.9	.409	.078
Top 10%	39.9	11.7	.12	20	31	40	49	60	10,251	-1.7	.130	-.143
<b>Learning Strategies</b>												
UW Tacoma (N = 94)	39.3	13.2	1.36	20	27	40	53	60				
Far West Public	37.3	13.6	.13	20	27	40	47	60	11,829	2.1	.146	.150
Carnegie Class	39.3	14.2	.08	20	27	40	53	60	33,977	.0	.981	.002
NSSE 2023 & 2024	38.6	13.9	.04	20	27	40	47	60	134,133	.7	.628	.050
Top 50%	40.2	13.9	.05	20	33	40	53	60	77,835	-.9	.550	-.062
Top 10%	43.1	14.5	.11	20	33	40	60	60	17,550	-3.8	.011	-.264
<b>Quantitative Reasoning</b>												
UW Tacoma (N = 97)	30.1	14.3	1.45	7	20	27	40	60				
Far West Public	29.3	15.1	.14	7	20	27	40	60	12,054	.8	.605	.053
Carnegie Class	28.9	16.0	.09	0	20	27	40	60	34,762	1.3	.441	.078
NSSE 2023 & 2024	29.5	15.7	.04	0	20	27	40	60	137,154	.7	.672	.043
Top 50%	30.8	15.5	.05	7	20	33	40	60	91,989	-.7	.654	-.045
Top 10%	33.3	15.4	.12	7	20	33	40	60	17,457	-3.1	.045	-.204
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UW Tacoma (N = 121)	30.9	14.3	1.30	10	20	30	40	60				
Far West Public	30.0	13.8	.11	10	20	30	40	55	14,820	1.0	.449	.069
Carnegie Class	24.6	16.6	.08	0	10	25	35	55	121	6.4	.000	.385
NSSE 2023 & 2024	29.1	15.3	.04	0	20	30	40	60	177,662	1.9	.177	.123
Top 50%	33.4	13.9	.04	10	25	35	40	60	105,674	-2.5	.053	-.176
Top 10%	36.7	13.7	.10	15	25	35	45	60	19,829	-5.8	.000	-.420
<b>Discussions with Diverse Others</b>												
UW Tacoma (N = 92)	42.3	14.6	1.53	20	30	40	55	60				
Far West Public	37.1	15.6	.14	10	25	40	50	60	11,889	5.3	.001	.337
Carnegie Class	35.6	17.4	.09	0	20	40	50	60	34,280	6.7	.000	.387
NSSE 2023 & 2024	38.1	16.1	.04	10	25	40	50	60	135,408	4.2	.012	.263
Top 50%	40.7	14.9	.05	20	30	40	55	60	86,637	1.6	.290	.110
Top 10%	44.2	13.8	.14	20	35	45	60	60	9,299	-1.9	.188	-.138



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UW Tacoma (N = 104)	22.0	15.0	1.47	0	15	20	30	50				
Far West Public	19.5	14.8	.13	0	10	15	30	50	13,287	2.4	.093	.165
Carnegie Class	21.5	15.3	.08	0	10	20	30	55	39,227	.5	.758	.030
NSSE 2023 & 2024	22.0	15.3	.04	0	10	20	30	55	153,972	.0	.990	-.001
Top 50%	25.4	15.3	.07	5	15	25	35	60	55,224	-3.4	.026	-.219
Top 10%	29.9	15.5	.19	5	20	30	40	60	6,835	-7.9	.000	-.507
<b>Effective Teaching Practices</b>												
UW Tacoma (N = 101)	39.2	12.3	1.23	20	32	40	48	60				
Far West Public	38.1	13.1	.12	16	28	40	48	60	12,714	1.1	.411	.082
Carnegie Class	39.3	14.0	.07	16	28	40	52	60	37,096	-.1	.951	-.006
NSSE 2023 & 2024	39.0	13.4	.03	16	30	40	48	60	146,205	.2	.894	.013
Top 50%	40.8	13.5	.05	20	32	40	52	60	69,987	-1.5	.250	-.115
Top 10%	43.6	14.1	.12	20	36	44	56	60	12,895	-4.3	.002	-.308
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UW Tacoma (N = 90)	43.0	10.8	1.14	22	36	44	50	60				
Far West Public	42.2	11.9	.12	20	36	44	50	60	10,487	.8	.517	.068
Carnegie Class	44.1	12.4	.07	20	38	46	54	60	29,816	-1.1	.401	-.089
NSSE 2023 & 2024	43.5	11.7	.03	22	36	44	52	60	122,547	-.5	.694	-.041
Top 50%	45.7	11.5	.05	24	40	48	54	60	52,330	-2.7	.028	-.232
Top 10%	48.7	11.9	.12	24	42	52	60	60	10,140	-5.7	.000	-.475
<b>Supportive Environment</b>												
UW Tacoma (N = 89)	33.6	12.9	1.36	13	23	33	43	58				
Far West Public	33.7	13.6	.13	13	23	35	43	60	11,425	-.1	.925	-.010
Carnegie Class	34.3	14.2	.08	10	25	35	43	60	32,647	-.7	.632	-.051
NSSE 2023 & 2024	35.2	13.6	.04	13	25	35	45	60	129,188	-1.6	.253	-.121
Top 50%	37.1	13.0	.05	17	28	38	45	60	63,185	-3.5	.011	-.270
Top 10%	40.4	12.6	.17	20	33	40	50	60	5,378	-6.8	.000	-.542

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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UW Tacoma (N = 193)	42.8	13.6	.98	20	35	40	55	60				
Far West Public	40.9	13.9	.11	20	30	40	50	60	15,703	1.9	.054	.139
Carnegie Class	41.1	14.0	.08	20	30	40	55	60	31,127	1.7	.084	.125
NSSE 2023 & 2024	40.9	13.8	.04	20	30	40	55	60	125,571	1.9	.060	.135
Top 50%	42.4	13.6	.06	20	35	40	55	60	52,917	.4	.709	.027
Top 10%	44.9	12.8	.17	20	40	45	60	60	5,720	-2.1	.026	-.163
<b>Reflective &amp; Integrative Learning</b>												
UW Tacoma (N = 210)	41.6	12.6	.87	20	34	40	51	60				
Far West Public	39.0	12.9	.10	17	31	40	49	60	16,652	2.6	.003	.203
Carnegie Class	38.7	13.1	.07	17	29	40	49	60	33,265	2.9	.001	.224
NSSE 2023 & 2024	38.7	12.9	.04	17	29	40	49	60	134,249	2.9	.001	.221
Top 50%	40.6	12.4	.05	20	31	40	51	60	52,981	1.0	.261	.078
Top 10%	43.2	11.8	.17	23	34	43	54	60	5,319	-1.6	.054	-.136
<b>Learning Strategies</b>												
UW Tacoma (N = 170)	41.8	13.5	1.03	13	33	40	53	60				
Far West Public	39.6	14.3	.12	20	27	40	53	60	14,786	2.2	.049	.152
Carnegie Class	40.1	14.7	.09	13	27	40	53	60	29,077	1.7	.133	.116
NSSE 2023 & 2024	39.5	14.6	.04	13	27	40	53	60	117,524	2.3	.042	.156
Top 50%	41.2	14.5	.06	20	33	40	53	60	170	.6	.542	.044
Top 10%	44.1	14.2	.16	20	33	47	60	60	177	-2.3	.031	-.161
<b>Quantitative Reasoning</b>												
UW Tacoma (N = 172)	32.5	15.1	1.15	7	20	33	40	60				
Far West Public	31.3	16.4	.13	0	20	33	40	60	15,013	1.2	.335	.074
Carnegie Class	31.1	16.7	.10	0	20	33	40	60	174	1.4	.227	.084
NSSE 2023 & 2024	31.4	16.7	.05	0	20	33	40	60	172	1.0	.366	.063
Top 50%	32.8	16.5	.06	7	20	33	40	60	69,440	-4	.778	-.021
Top 10%	36.2	16.2	.19	7	20	40	47	60	7,100	-3.7	.003	-.229
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UW Tacoma (N = 218)	36.0	14.2	.96	15	25	35	45	60				
Far West Public	32.1	14.6	.11	10	20	30	40	60	17,277	3.9	.000	.268
Carnegie Class	27.7	17.1	.09	0	15	30	40	60	221	8.3	.000	.488
NSSE 2023 & 2024	30.6	16.0	.04	5	20	30	40	60	218	5.4	.000	.338
Top 50%	34.7	14.2	.06	10	25	35	45	60	64,288	1.3	.191	.089
Top 10%	38.0	13.6	.15	15	30	40	50	60	8,416	-2.0	.032	-.147
<b>Discussions with Diverse Others</b>												
UW Tacoma (N = 171)	43.7	16.0	1.22	10	35	45	60	60				
Far West Public	39.2	16.2	.13	10	30	40	55	60	14,865	4.5	.000	.278
Carnegie Class	37.5	17.5	.10	0	25	40	55	60	29,201	6.2	.000	.353
NSSE 2023 & 2024	39.1	16.4	.05	10	25	40	55	60	118,246	4.6	.000	.280
Top 50%	41.4	15.6	.06	15	30	40	60	60	66,549	2.3	.051	.150
Top 10%	44.1	14.4	.17	20	35	45	60	60	176	-4	.731	-.029

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UW Tacoma (N = 199)	25.1	16.9	1.20	0	10	20	40	55				
Far West Public	22.5	16.2	.13	0	10	20	35	60	16,165	2.6	.027	.158
Carnegie Class	23.7	16.6	.09	0	10	20	35	60	32,121	1.4	.224	.086
NSSE 2023 & 2024	24.2	16.5	.05	0	10	20	35	60	129,558	.9	.447	.054
Top 50%	29.9	16.3	.10	5	20	30	40	60	29,210	-4.8	.000	-.296
Top 10%	34.9	16.1	.29	10	20	35	45	60	3,248	-9.8	.000	-.607
<b>Effective Teaching Practices</b>												
UW Tacoma (N = 194)	41.7	13.1	.94	20	35	40	52	60				
Far West Public	40.3	13.9	.11	16	32	40	52	60	15,666	1.5	.146	.105
Carnegie Class	40.6	14.4	.08	16	32	40	52	60	30,992	1.1	.290	.076
NSSE 2023 & 2024	40.4	14.0	.04	16	32	40	52	60	125,164	1.3	.194	.093
Top 50%	42.5	13.8	.06	20	32	44	56	60	47,764	-.7	.459	-.053
Top 10%	45.2	13.1	.17	20	36	48	60	60	6,036	-3.5	.000	-.267
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UW Tacoma (N = 155)	43.9	13.1	1.05	18	38	46	54	60				
Far West Public	42.6	12.8	.11	18	35	44	52	60	13,252	1.3	.210	.101
Carnegie Class	44.0	12.7	.08	20	36	46	54	60	25,614	-.1	.942	-.006
NSSE 2023 & 2024	43.1	12.4	.04	20	36	44	52	60	106,725	.8	.400	.068
Top 50%	45.4	12.0	.06	22	38	48	55	60	46,636	-1.5	.129	-.122
Top 10%	48.1	12.3	.13	23	42	50	60	60	9,143	-4.2	.000	-.339
<b>Supportive Environment</b>												
UW Tacoma (N = 163)	33.5	14.4	1.13	10	23	35	43	60				
Far West Public	32.1	14.6	.12	8	20	33	40	60	14,431	1.4	.231	.094
Carnegie Class	31.8	14.9	.09	8	20	33	40	60	28,204	1.7	.139	.116
NSSE 2023 & 2024	32.4	14.4	.04	8	23	33	40	60	114,542	1.2	.303	.081
Top 50%	34.6	14.2	.06	10	25	35	45	60	48,714	-1.1	.314	-.079
Top 10%	38.0	13.7	.20	15	28	40	48	60	4,739	-4.4	.000	-.323

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.