



NSSE 2015

Engagement Indicators

Boise State University

About Your Engagement Indicators Report

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

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

Report Sections

Overview (p. 3)

Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Summary of 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 2014 and 2015 participating institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator	Your first-year students	Your first-year students	Your first-year students
		compared with Pub RU-H / Doc / M-L	compared with Specific Peer Group	compared with All NSSE 2014 & 2015
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	Your seniors	Your seniors
		compared with Pub RU-H / Doc / M-L	compared with Specific Peer Group	compared with All NSSE 2014 & 2015
Academic Challenge	Higher-Order Learning	--	--	▽
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	▽	▽	▽
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	△	--
	Discussions with Diverse Others	▽	▽	▽
Experiences with Faculty	Student-Faculty Interaction	▽	▽	▽
	Effective Teaching Practices	▽	▽	▽
Campus Environment	Quality of Interactions	--	--	▽
	Supportive Environment	▽	▽	▼

Academic Challenge: First-year students

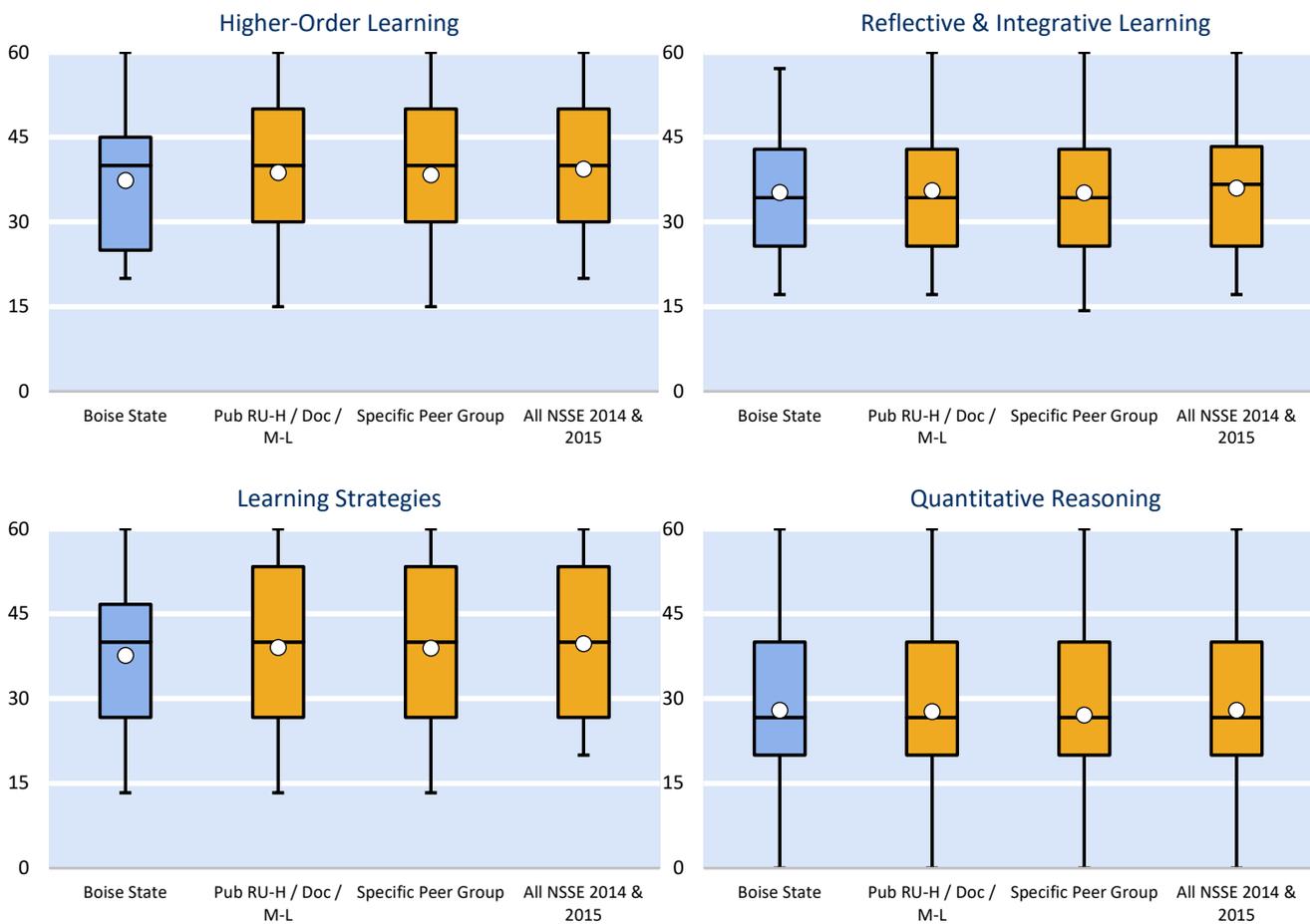
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Boise State Mean	Your first-year students compared with					
		Pub RU-H / Doc / M-L Mean	Effect size	Specific Peer Group Mean	Effect size	All NSSE 2014 & 2015 Mean	Effect size
Higher-Order Learning	37.3	38.7	-.10	38.3	-.07	39.4 **	-.15
Reflective & Integrative Learning	35.2	35.5	-.03	35.1	.00	36.0	-.06
Learning Strategies	37.7	39.1	-.10	38.9	-.09	39.7 **	-.14
Quantitative Reasoning	27.9	27.7	.01	27.1	.05	27.9	.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)

Summary of Indicator Items

	Boise State	Pub RU-H / Doc / M-L	Specific Peer Group	All NSSE 2014 & 2015
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	65 	71 	71 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69 	71 	71 	73 
4d. Evaluating a point of view, decision, or information source	69 	70 	69 	71 
4e. Forming a new idea or understanding from various pieces of information	66 	68 	66 	69 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	58 	56 	54 	56 
2b. Connected your learning to societal problems or issues	52 	52 	51 	54 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48 	51 	49 	52 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63 	62 	61 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68 	67 	66 	68 
2f. Learned something that changed the way you understand an issue or concept	61 	64 	63 	66 
2g. Connected ideas from your courses to your prior experiences and knowledge	77 	76 	75 	77 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80 	79 	78 	81 
9b. Reviewed your notes after class	59 	65 	65 	66 
9c. Summarized what you learned in class or from course materials	60 	62 	62 	64 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53 	52 	51 	53 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40 	39 	38 	39 
6c. Evaluated what others have concluded from numerical information	40 	38 	37 	39 

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

Academic Challenge: Seniors

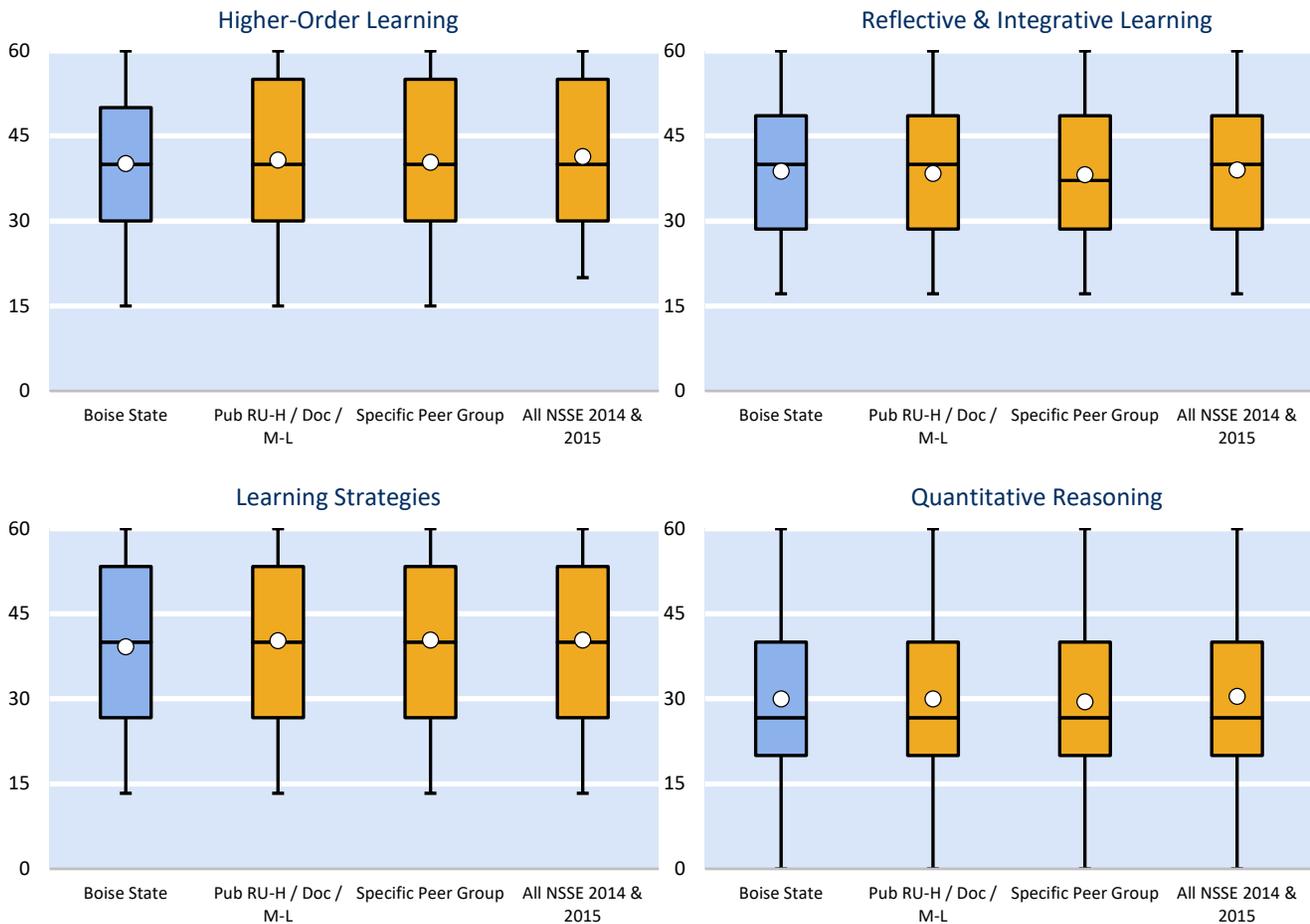
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Boise State Mean	Your seniors compared with					
		Pub RU-H / Doc / M-L Mean	Effect size	Specific Peer Group Mean	Effect size	All NSSE 2014 & 2015 Mean	Effect size
Higher-Order Learning	40.1	40.8	-.04	40.4	-.02	41.4 **	-.09
Reflective & Integrative Learning	38.8	38.4	.03	38.2	.05	39.0	-.02
Learning Strategies	39.2	40.2 *	-.07	40.4 *	-.08	40.3 *	-.08
Quantitative Reasoning	30.0	29.9	.00	29.4	.03	30.4	-.02

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)

Summary of Indicator Items

	Boise State	Pub RU-H / Doc / M-L	Specific Peer Group	All NSSE 2014 & 2015
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	78 	78 	78 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77 	77 	76 	78 
4d. Evaluating a point of view, decision, or information source	70 	71 	70 	72 
4e. Forming a new idea or understanding from various pieces of information	71 	71 	70 	73 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	73 	72 	71 	72 
2b. Connected your learning to societal problems or issues	65 	63 	62 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53 	53 	52 	55 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68 	65 	64 	67 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73 	70 	69 	71 
2f. Learned something that changed the way you understand an issue or concept	67 	69 	68 	71 
2g. Connected ideas from your courses to your prior experiences and knowledge	85 	82 	82 	84 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81 	82 	82 	83 
9b. Reviewed your notes after class	62 	64 	65 	64 
9c. Summarized what you learned in class or from course materials	61 	65 	66 	66 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55 	55 	54 	56 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44 	45 	44 	46 
6c. Evaluated what others have concluded from numerical information	45 	44 	43 	46 

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

Learning with Peers: First-year students

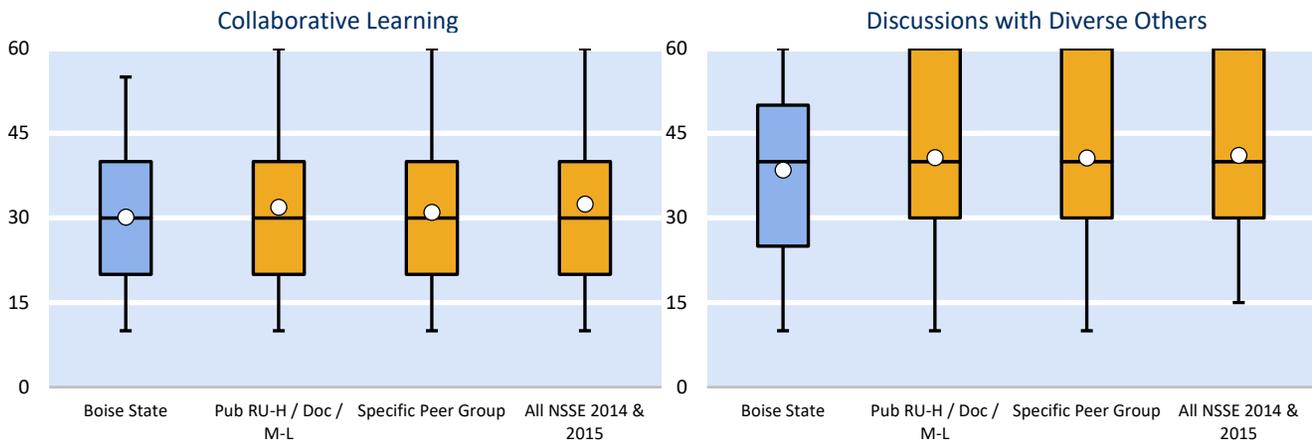
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Boise State Mean	Your first-year students compared with					
		Pub RU-H / Doc / M-L		Specific Peer Group		All NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.1	31.9 *	-.12	31.0	-.06	32.4 **	-.16
Discussions with Diverse Others	38.5	40.7 *	-.13	40.6 *	-.13	41.1 **	-.16

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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Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	Boise State	Pub RU-H / Doc / M-L	Specific Peer Group	All NSSE 2014 & 2015
1e. Asked another student to help you understand course material	43	49	47	50
1f. Explained course material to one or more students	53	56	55	57
1g. Prepared for exams by discussing or working through course material with other students	41	47	45	50
1h. Worked with other students on course projects or assignments	52	52	49	53

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	Boise State	Pub RU-H / Doc / M-L	Specific Peer Group	All NSSE 2014 & 2015
8a. People from a race or ethnicity other than your own	59	72	73	73
8b. People from an economic background other than your own	69	72	72	74
8c. People with religious beliefs other than your own	71	69	69	69
8d. People with political views other than your own	70	67	67	68

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

Learning with Peers: Seniors

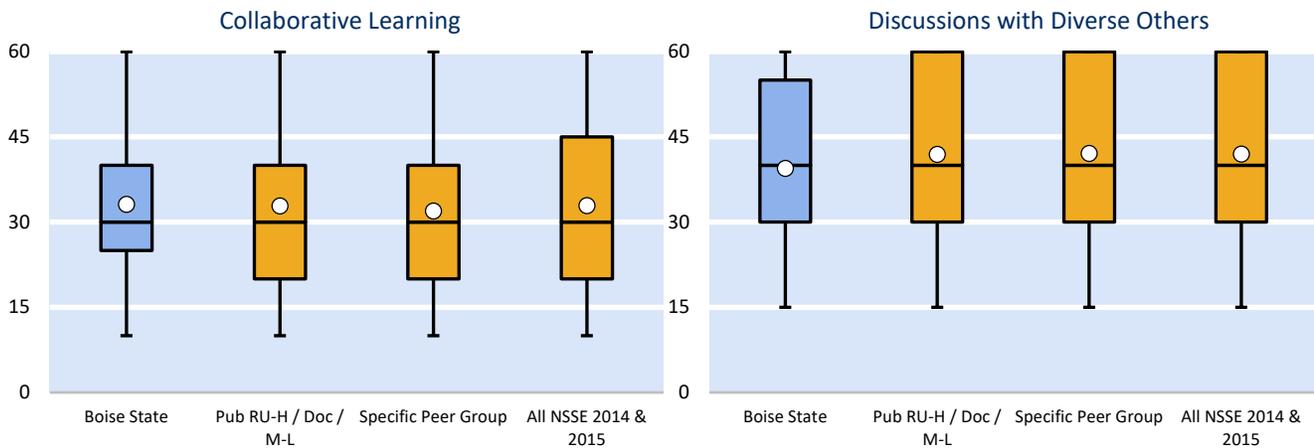
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Mean Comparisons

Engagement Indicator	Boise State Mean	Your seniors compared with					
		Pub RU-H / Doc / M-L		Specific Peer Group		All NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.1	32.9	.02	32.0 *	.08	32.9	.01
Discussions with Diverse Others	39.5	41.9 ***	-.15	42.1 ***	-.16	42.0 ***	-.15

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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Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	Boise State	Pub RU-H / Doc / M-L	Specific Peer Group	All NSSE 2014 & 2015
1e. Asked another student to help you understand course material	42	42	39	41
1f. Explained course material to one or more students	61	59	58	59
1g. Prepared for exams by discussing or working through course material with other students	46	46	44	47
1h. Worked with other students on course projects or assignments	69	65	61	65

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	Boise State	Pub RU-H / Doc / M-L	Specific Peer Group	All NSSE 2014 & 2015
8a. People from a race or ethnicity other than your own	61	74	75	74
8b. People from an economic background other than your own	69	74	75	75
8c. People with religious beliefs other than your own	72	71	71	70
8d. People with political views other than your own	73	70	70	71

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

Experiences with Faculty: First-year students

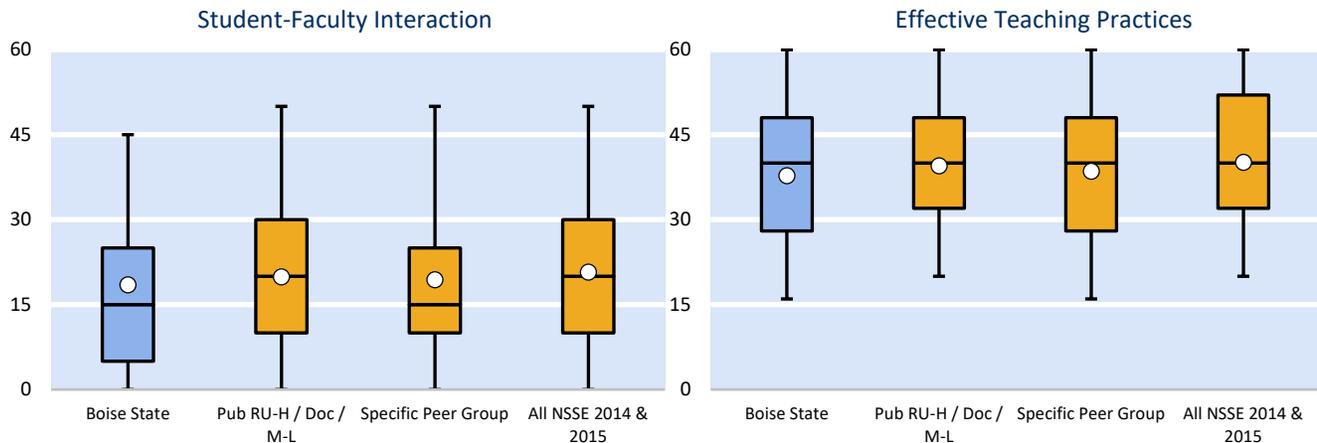
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Boise State Mean	Your first-year students compared with					
		Pub RU-H / Doc / M-L		Specific Peer Group		All NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	18.5	19.9	-.10	19.4	-.06	20.7 **	-.15
Effective Teaching Practices	37.8	39.5 *	-.13	38.6	-.06	40.1 ***	-.18

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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Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	Boise State	Pub RU-H / Doc / M-L	Specific Peer Group	All NSSE 2014 & 2015
3a. Talked about career plans with a faculty member	29	32	31	33
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	15	18	17	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	24	24	26
3d. Discussed your academic performance with a faculty member	25	28	28	30

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	Boise State	Pub RU-H / Doc / M-L	Specific Peer Group	All NSSE 2014 & 2015
5a. Clearly explained course goals and requirements	77	79	78	80
5b. Taught course sessions in an organized way	77	77	75	79
5c. Used examples or illustrations to explain difficult points	69	75	73	77
5d. Provided feedback on a draft or work in progress	62	64	62	66
5e. Provided prompt and detailed feedback on tests or completed assignments	60	60	58	63

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

Experiences with Faculty: Seniors

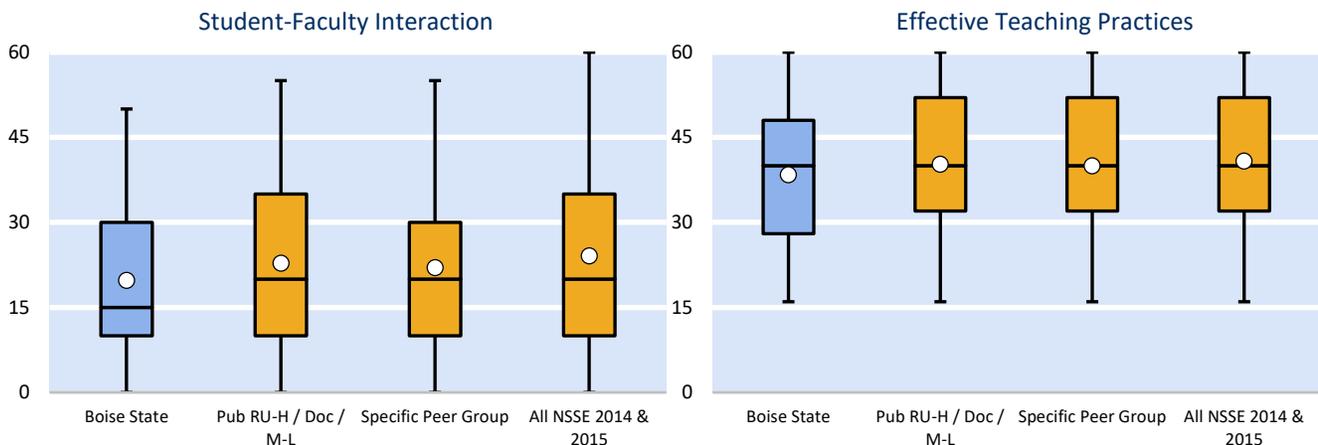
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Boise State Mean	Your seniors compared with					
		Pub RU-H / Doc / M-L		Specific Peer Group		All NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.7	22.8 ***	-.19	22.0 ***	-.14	24.1 ***	-.26
Effective Teaching Practices	38.4	40.2 ***	-.13	39.9 ***	-.11	40.8 ***	-.17

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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Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	Boise State	Pub RU-H / Doc / M-L	Specific Peer Group	All NSSE 2014 & 2015
3a. Talked about career plans with a faculty member	33	39	36	43
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	25	24	27
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	32	31	34
3d. Discussed your academic performance with a faculty member	24	32	30	34

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	Boise State	Pub RU-H / Doc / M-L	Specific Peer Group	All NSSE 2014 & 2015
5a. Clearly explained course goals and requirements	76	81	81	82
5b. Taught course sessions in an organized way	78	79	78	80
5c. Used examples or illustrations to explain difficult points	75	78	78	79
5d. Provided feedback on a draft or work in progress	58	60	59	62
5e. Provided prompt and detailed feedback on tests or completed assignments	62	65	64	67

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

Campus Environment: First-year students

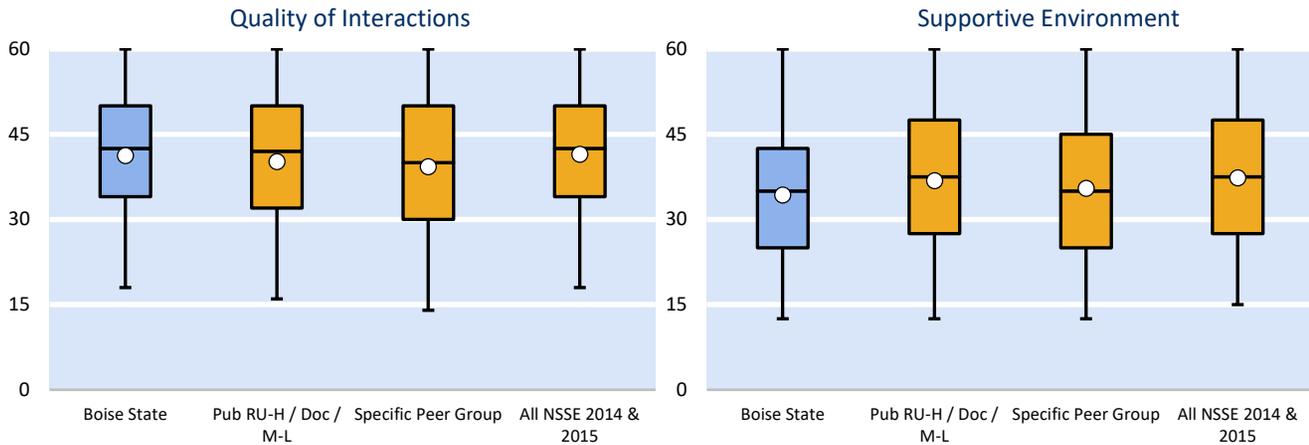
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Boise State Mean	Your first-year students compared with					
		Pub RU-H / Doc / M-L		Specific Peer Group		All NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.2	40.2	.08	39.3 **	.15	41.5	-.02
Supportive Environment	34.3	36.8 ***	-.18	35.5	-.08	37.3 ***	-.22

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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Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	Boise State	Pub RU-H / Doc / M-L	Specific Peer Group	All NSSE 2014 & 2015
13a. Students	54	55	52	58
13b. Academic advisors	49	46	45	49
13c. Faculty	48	45	42	50
13d. Student services staff (career services, student activities, housing, etc.)	41	41	38	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	38	35	41

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	Boise State	Pub RU-H / Doc / M-L	Specific Peer Group	All NSSE 2014 & 2015
14b. Providing support to help students succeed academically	72	75	73	78
14c. Using learning support services (tutoring services, writing center, etc.)	72	76	74	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	48	60	57	60
14e. Providing opportunities to be involved socially	69	71	68	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	71	68	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	45	41	45
14h. Attending campus activities and events (performing arts, athletic events, etc.)	66	66	62	67
14i. Attending events that address important social, economic, or political issues	51	51	49	53

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

Campus Environment: Seniors

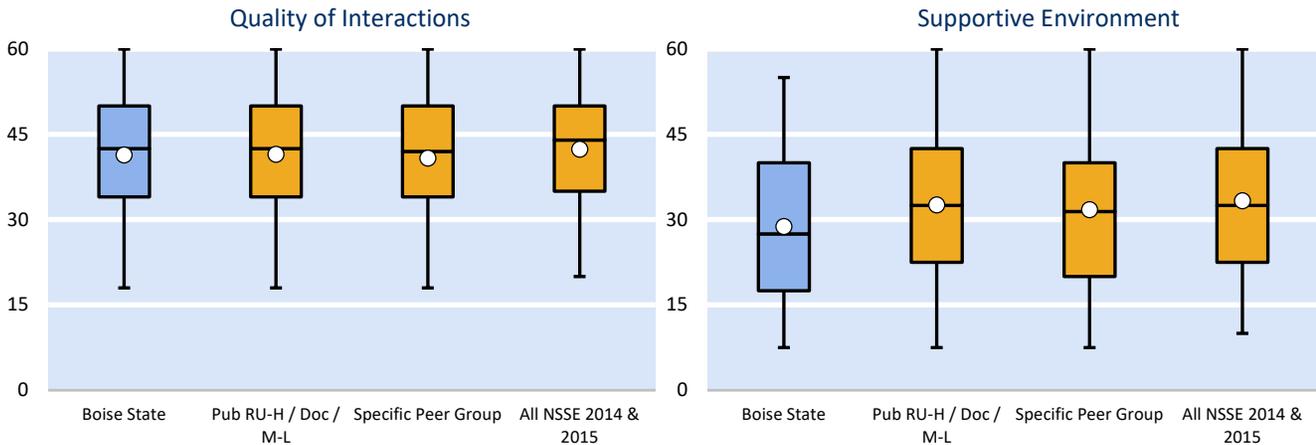
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Boise State Mean	Your seniors compared with					
		Pub RU-H / Doc / M-L		Specific Peer Group		All NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.4	41.5	-.01	40.8	.05	42.4 *	-.08
Supportive Environment	28.8	32.6 ***	-.26	31.7 ***	-.20	33.3 ***	-.31

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.

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	Boise State	Pub RU-H / Doc / M-L	Specific Peer Group	All NSSE 2014 & 2015
13a. Students	60	61	59	63
13b. Academic advisors	48	48	46	52
13c. Faculty	55	56	55	59
13d. Student services staff (career services, student activities, housing, etc.)	41	41	40	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	39	37	41

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	Boise State	Pub RU-H / Doc / M-L	Specific Peer Group	All NSSE 2014 & 2015
14b. Providing support to help students succeed academically	62	70	68	72
14c. Using learning support services (tutoring services, writing center, etc.)	55	65	64	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	40	53	52	54
14e. Providing opportunities to be involved socially	55	65	62	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	53	62	59	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	21	31	29	33
14h. Attending campus activities and events (performing arts, athletic events, etc.)	54	55	53	58
14i. Attending events that address important social, economic, or political issues	39	44	43	46

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

Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2014 and 2015 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2014 and 2015 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		Boise State Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.3	41.0 ***	-.27		43.0 ***	-.42	
	Reflective and Integrative Learning	35.2	37.6 ***	-.19		39.6 ***	-.34	
	Learning Strategies	37.7	41.6 ***	-.28		44.4 ***	-.48	
	Quantitative Reasoning	27.9	29.4	-.09	✓	31.5 ***	-.22	
<i>Learning with Peers</i>	Collaborative Learning	30.1	35.1 ***	-.36		37.3 ***	-.52	
	Discussions with Diverse Others	38.5	43.3 ***	-.32		45.5 ***	-.48	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	18.5	24.0 ***	-.37		27.2 ***	-.55	
	Effective Teaching Practices	37.8	42.3 ***	-.35		44.6 ***	-.52	
<i>Campus Environment</i>	Quality of Interactions	41.2	44.0 ***	-.24		45.8 ***	-.39	
	Supportive Environment	34.3	39.4 ***	-.38		41.3 ***	-.54	

Seniors		Boise State Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.1	43.5 ***	-.24		45.3 ***	-.38	
	Reflective and Integrative Learning	38.8	41.3 ***	-.19		43.1 ***	-.34	
	Learning Strategies	39.2	42.5 ***	-.23		44.8 ***	-.40	
	Quantitative Reasoning	30.0	31.8 **	-.10		33.6 ***	-.22	
<i>Learning with Peers</i>	Collaborative Learning	33.1	35.7 ***	-.19		38.2 ***	-.37	
	Discussions with Diverse Others	39.5	43.9 ***	-.28		45.9 ***	-.42	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	19.7	29.8 ***	-.62		34.1 ***	-.87	
	Effective Teaching Practices	38.4	43.1 ***	-.35		45.1 ***	-.50	
<i>Campus Environment</i>	Quality of Interactions	41.4	45.0 ***	-.32		46.7 ***	-.45	
	Supportive Environment	28.8	36.1 ***	-.52		38.8 ***	-.73	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2014 and 2015 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Boise State (N = 383)	37.3	13.5	.69	20	25	40	45	60				
Pub RU-H / Doc / M-L	38.7	14.1	.07	15	30	40	50	60	43,018	-1.4	.052	-.100
Specific Peer Group	38.3	14.2	.14	15	30	40	50	60	11,219	-1.0	.166	-.072
All NSSE 2014 & 2015	39.4	13.9	.03	20	30	40	50	60	161,018	-2.0	.004	-.147
Top 50%	41.0	13.7	.05	20	30	40	50	60	79,534	-3.7	.000	-.266
Top 10%	43.0	13.8	.11	20	35	40	55	60	16,280	-5.7	.000	-.416
Reflective & Integrative Learning												
Boise State (N = 395)	35.2	12.5	.63	17	26	34	43	57				
Pub RU-H / Doc / M-L	35.5	12.8	.06	17	26	34	43	60	45,010	-.3	.587	-.027
Specific Peer Group	35.1	13.0	.12	14	26	34	43	60	11,705	.0	.957	.003
All NSSE 2014 & 2015	36.0	12.7	.03	17	26	37	43	60	168,407	-.8	.219	-.062
Top 50%	37.6	12.7	.04	17	29	37	46	60	85,107	-2.4	.000	-.191
Top 10%	39.6	12.8	.10	20	31	40	49	60	17,354	-4.4	.000	-.344
Learning Strategies												
Boise State (N = 365)	37.7	14.5	.76	13	27	40	47	60				
Pub RU-H / Doc / M-L	39.1	14.3	.07	13	27	40	53	60	39,738	-1.4	.061	-.098
Specific Peer Group	38.9	14.4	.14	13	27	40	53	60	10,311	-1.3	.099	-.088
All NSSE 2014 & 2015	39.7	14.3	.04	20	27	40	53	60	149,529	-2.1	.006	-.144
Top 50%	41.6	14.1	.05	20	33	40	53	60	71,520	-3.9	.000	-.278
Top 10%	44.4	14.0	.11	20	33	47	60	60	16,475	-6.7	.000	-.480
Quantitative Reasoning												
Boise State (N = 392)	27.9	15.8	.80	0	20	27	40	60				
Pub RU-H / Doc / M-L	27.7	16.6	.08	0	20	27	40	60	43,774	.2	.825	.011
Specific Peer Group	27.1	16.6	.16	0	20	27	40	60	11,429	.8	.332	.050
All NSSE 2014 & 2015	27.9	16.6	.04	0	20	27	40	60	163,884	.0	.985	-.001
Top 50%	29.4	16.6	.05	0	20	27	40	60	104,086	-1.5	.080	-.088
Top 10%	31.5	16.5	.12	0	20	33	40	60	21,000	-3.6	.000	-.217
Learning with Peers												
Collaborative Learning												
Boise State (N = 410)	30.1	13.9	.69	10	20	30	40	55				
Pub RU-H / Doc / M-L	31.9	13.9	.06	10	20	30	40	60	46,394	-1.7	.013	-.123
Specific Peer Group	31.0	14.1	.13	10	20	30	40	60	12,092	-.8	.230	-.060
All NSSE 2014 & 2015	32.4	14.3	.03	10	20	30	40	60	173,426	-2.3	.001	-.161
Top 50%	35.1	13.8	.04	15	25	35	45	60	95,790	-5.0	.000	-.363
Top 10%	37.3	13.8	.10	15	25	35	50	60	21,405	-7.1	.000	-.516
Discussions with Diverse Others												
Boise State (N = 362)	38.5	16.2	.85	10	25	40	50	60				
Pub RU-H / Doc / M-L	40.7	16.3	.08	10	30	40	60	60	40,237	-2.2	.011	-.135
Specific Peer Group	40.6	16.5	.16	10	30	40	60	60	10,423	-2.2	.014	-.131
All NSSE 2014 & 2015	41.1	16.1	.04	15	30	40	60	60	151,348	-2.6	.002	-.162
Top 50%	43.3	15.4	.05	20	35	45	60	60	88,295	-4.9	.000	-.318
Top 10%	45.5	14.8	.10	20	40	50	60	60	20,721	-7.1	.000	-.476

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Boise State (N = 392)	18.5	14.2	.72	0	5	15	25	45				
Pub RU-H / Doc / M-L	19.9	14.9	.07	0	10	20	30	50	44,031	-1.4	.059	-.096
Specific Peer Group	19.4	14.8	.14	0	10	15	25	50	11,454	-.9	.247	-.060
All NSSE 2014 & 2015	20.7	14.9	.04	0	10	20	30	50	164,650	-2.3	.003	-.151
Top 50%	24.0	15.2	.06	0	15	20	35	55	397	-5.6	.000	-.366
Top 10%	27.2	16.1	.17	5	15	25	40	60	434	-8.7	.000	-.546
Effective Teaching Practices												
Boise State (N = 396)	37.8	13.0	.65	16	28	40	48	60				
Pub RU-H / Doc / M-L	39.5	13.4	.06	20	32	40	48	60	44,284	-1.7	.011	-.128
Specific Peer Group	38.6	13.6	.13	16	28	40	48	60	11,552	-.8	.244	-.060
All NSSE 2014 & 2015	40.1	13.4	.03	20	32	40	52	60	165,720	-2.4	.000	-.178
Top 50%	42.3	13.2	.05	20	32	40	52	60	63,403	-4.6	.000	-.347
Top 10%	44.6	13.3	.12	20	36	44	56	60	12,950	-6.9	.000	-.518
Campus Environment												
Quality of Interactions												
Boise State (N = 352)	41.2	12.5	.66	18	34	43	50	60				
Pub RU-H / Doc / M-L	40.2	13.0	.07	16	32	42	50	60	38,140	1.0	.135	.080
Specific Peer Group	39.3	13.1	.13	14	30	40	50	60	9,782	1.9	.006	.149
All NSSE 2014 & 2015	41.5	12.6	.03	18	34	43	50	60	144,788	-.2	.717	-.019
Top 50%	44.0	11.7	.05	22	38	46	52	60	55,711	-2.8	.000	-.236
Top 10%	45.8	11.9	.11	23	40	48	55	60	12,055	-4.6	.000	-.388
Supportive Environment												
Boise State (N = 347)	34.3	13.5	.73	13	25	35	43	60				
Pub RU-H / Doc / M-L	36.8	14.1	.07	13	28	38	48	60	36,809	-2.5	.001	-.178
Specific Peer Group	35.5	14.4	.15	13	25	35	45	60	376	-1.2	.121	-.080
All NSSE 2014 & 2015	37.3	13.9	.04	15	28	38	48	60	139,259	-3.0	.000	-.216
Top 50%	39.4	13.4	.05	18	30	40	50	60	70,490	-5.1	.000	-.383
Top 10%	41.3	13.0	.11	20	33	40	53	60	15,651	-7.0	.000	-.537

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Boise State (N = 920)	40.1	14.1	.46	15	30	40	50	60				
Pub RU-H / Doc / M-L	40.8	14.4	.05	15	30	40	55	60	86,879	-.6	.175	-.045
Specific Peer Group	40.4	14.5	.10	15	30	40	55	60	22,502	-.2	.615	-.017
All NSSE 2014 & 2015	41.4	14.2	.03	20	30	40	55	60	289,765	-1.2	.008	-.087
Top 50%	43.5	13.8	.04	20	35	40	55	60	109,887	-3.4	.000	-.243
Top 10%	45.3	13.6	.08	20	40	45	60	60	30,192	-5.2	.000	-.380
Reflective & Integrative Learning												
Boise State (N = 954)	38.8	12.8	.41	17	29	40	49	60				
Pub RU-H / Doc / M-L	38.4	13.3	.04	17	29	40	49	60	90,377	.4	.364	.030
Specific Peer Group	38.2	13.4	.09	17	29	37	49	60	1,043	.6	.129	.048
All NSSE 2014 & 2015	39.0	13.1	.02	17	29	40	49	60	301,573	-.2	.580	-.018
Top 50%	41.3	12.7	.04	20	31	40	51	60	109,672	-2.5	.000	-.195
Top 10%	43.1	12.5	.08	20	34	43	54	60	27,887	-4.3	.000	-.344
Learning Strategies												
Boise State (N = 889)	39.2	14.9	.50	13	27	40	53	60				
Pub RU-H / Doc / M-L	40.2	14.9	.05	13	27	40	53	60	81,169	-1.0	.037	-.070
Specific Peer Group	40.4	14.9	.10	13	27	40	53	60	21,010	-1.2	.020	-.080
All NSSE 2014 & 2015	40.3	14.8	.03	13	27	40	53	60	273,408	-1.2	.021	-.078
Top 50%	42.5	14.6	.04	20	33	40	60	60	138,739	-3.3	.000	-.226
Top 10%	44.8	14.2	.07	20	33	47	60	60	36,980	-5.7	.000	-.398
Quantitative Reasoning												
Boise State (N = 946)	30.0	17.2	.56	0	20	27	40	60				
Pub RU-H / Doc / M-L	29.9	17.4	.06	0	20	27	40	60	88,468	.0	.936	.003
Specific Peer Group	29.4	17.5	.12	0	20	27	40	60	22,959	.5	.354	.031
All NSSE 2014 & 2015	30.4	17.4	.03	0	20	27	40	60	295,235	-.4	.483	-.023
Top 50%	31.8	17.3	.04	0	20	33	40	60	183,673	-1.8	.002	-.103
Top 10%	33.6	16.9	.08	0	20	33	47	60	41,477	-3.6	.000	-.215
Learning with Peers												
Collaborative Learning												
Boise State (N = 963)	33.1	14.0	.45	10	25	30	40	60				
Pub RU-H / Doc / M-L	32.9	14.5	.05	10	20	30	40	60	984	.3	.560	.018
Specific Peer Group	32.0	14.5	.10	10	20	30	40	60	1,051	1.1	.015	.078
All NSSE 2014 & 2015	32.9	14.6	.03	10	20	30	45	60	968	.2	.649	.014
Top 50%	35.7	13.9	.04	15	25	35	45	60	154,689	-2.6	.000	-.185
Top 10%	38.2	13.7	.08	15	30	40	50	60	31,607	-5.1	.000	-.369
Discussions with Diverse Others												
Boise State (N = 890)	39.5	16.2	.54	15	30	40	55	60				
Pub RU-H / Doc / M-L	41.9	16.5	.06	15	30	40	60	60	910	-2.4	.000	-.149
Specific Peer Group	42.1	16.4	.11	15	30	40	60	60	21,252	-2.6	.000	-.160
All NSSE 2014 & 2015	42.0	16.1	.03	15	30	40	60	60	276,324	-2.5	.000	-.155
Top 50%	43.9	15.9	.04	20	35	45	60	60	177,390	-4.4	.000	-.279
Top 10%	45.9	15.4	.07	20	40	50	60	60	43,202	-6.4	.000	-.417

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Boise State (N = 941)	19.7	15.4	.50	0	10	15	30	50				
Pub RU-H / Doc / M-L	22.8	16.3	.05	0	10	20	35	55	963	-3.1	.000	-.189
Specific Peer Group	22.0	16.1	.11	0	10	20	30	55	1,030	-2.3	.000	-.141
All NSSE 2014 & 2015	24.1	16.4	.03	0	10	20	35	60	947	-4.3	.000	-.264
Top 50%	29.8	16.2	.06	5	20	30	40	60	968	-10.0	.000	-.619
Top 10%	34.1	16.5	.16	5	20	35	45	60	1,146	-14.4	.000	-.874
Effective Teaching Practices												
Boise State (N = 954)	38.4	14.0	.45	16	28	40	48	60				
Pub RU-H / Doc / M-L	40.2	14.0	.05	16	32	40	52	60	89,353	-1.9	.000	-.134
Specific Peer Group	39.9	14.1	.09	16	32	40	52	60	23,196	-1.6	.001	-.112
All NSSE 2014 & 2015	40.8	13.9	.03	16	32	40	52	60	298,217	-2.4	.000	-.175
Top 50%	43.1	13.6	.04	20	36	44	56	60	101,698	-4.7	.000	-.345
Top 10%	45.1	13.4	.10	20	36	48	60	60	19,716	-6.8	.000	-.504
Campus Environment												
Quality of Interactions												
Boise State (N = 842)	41.4	12.6	.43	18	34	43	50	60				
Pub RU-H / Doc / M-L	41.5	12.3	.04	18	34	43	50	60	77,802	-.1	.837	-.007
Specific Peer Group	40.8	12.4	.09	18	34	42	50	60	20,053	.6	.196	.046
All NSSE 2014 & 2015	42.4	12.0	.02	20	35	44	50	60	846	-1.0	.022	-.083
Top 50%	45.0	11.4	.04	24	38	46	54	60	853	-3.6	.000	-.316
Top 10%	46.7	11.8	.08	24	40	50	56	60	894	-5.3	.000	-.452
Supportive Environment												
Boise State (N = 845)	28.8	14.1	.48	8	18	28	40	55				
Pub RU-H / Doc / M-L	32.6	14.6	.05	8	23	33	43	60	76,609	-3.8	.000	-.261
Specific Peer Group	31.7	14.5	.11	8	20	31	40	60	19,857	-2.9	.000	-.202
All NSSE 2014 & 2015	33.3	14.5	.03	10	23	33	43	60	260,158	-4.5	.000	-.312
Top 50%	36.1	13.9	.04	13	26	38	45	60	105,600	-7.3	.000	-.524
Top 10%	38.8	13.7	.10	15	30	40	50	60	20,373	-10.0	.000	-.726

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

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

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

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

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

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

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