



NSSE 2017

Engagement Indicators

James Madison University

About Your Engagement Indicators Report

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

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

Report Sections

- Overview (p. 3)** Displays how average EI scores for your students compare with those of students at your comparison group institutions.
- Theme Reports (pp. 4-13)** Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

 - Mean Comparisons**
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
 - Score Distributions**
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
 - Performance on Indicator Items**
Responses to each item in a given EI are summarized for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2016 and 2017 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

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

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

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

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Faculty Salary Peers	Your first-year students compared with Community Engaged	Your first-year students compared with NSSE 2016 & 2017
<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	△	△	△

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Faculty Salary Peers	Your seniors compared with Community Engaged	Your seniors compared with NSSE 2016 & 2017
<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	△	△	▲

Academic Challenge: First-year students

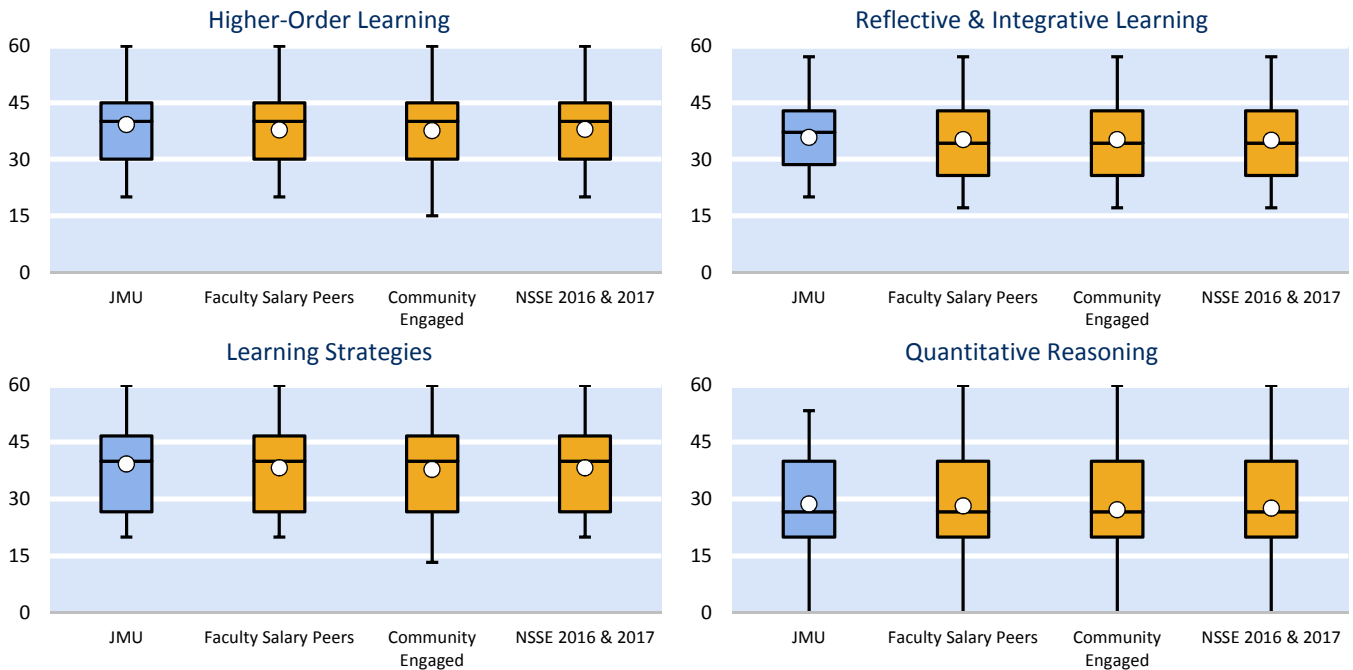
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	JMU Mean	Your first-year students compared with					
		Faculty Salary Peers		Community Engaged		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.2	37.8 **	.11	37.6 ***	.12	37.9 **	.10
Reflective & Integrative Learning	35.9	35.2	.06	35.2	.05	35.0 *	.07
Learning Strategies	39.3	38.2	.08	37.9 **	.10	38.3	.07
Quantitative Reasoning	28.7	28.2	.03	27.2 *	.10	27.6	.07

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

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^a 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.

	JMU	Percentage point difference between your FY students and		
		Faculty Salary Peers	Community Engaged	NSSE 2016 & 2017
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	74	+0	+4	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	+5	+6	+5
4d. Evaluating a point of view, decision, or information source	74	+5	+4	+5
4e. Forming a new idea or understanding from various pieces of information	73	+6	+5	+5
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	60	+5	+7	+8
2b. Connected your learning to societal problems or issues	58	+4	+5	+6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	54	+3	+1	+3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	+5	+3	+3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	+2	+0	+1
2f. Learned something that changed the way you understand an issue or concept	72	+6	+5	+5
2g. Connected ideas from your courses to your prior experiences and knowledge	80	+2	+3	+3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	82	+5	+6	+5
9b. Reviewed your notes after class	68	+3	+3	+3
9c. Summarized what you learned in class or from course materials	64	+2	+3	+2
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55	+1	+4	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	+2	+3	+3
6c. Evaluated what others have concluded from numerical information	44	+4	+7	+6

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

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

Academic Challenge: Seniors

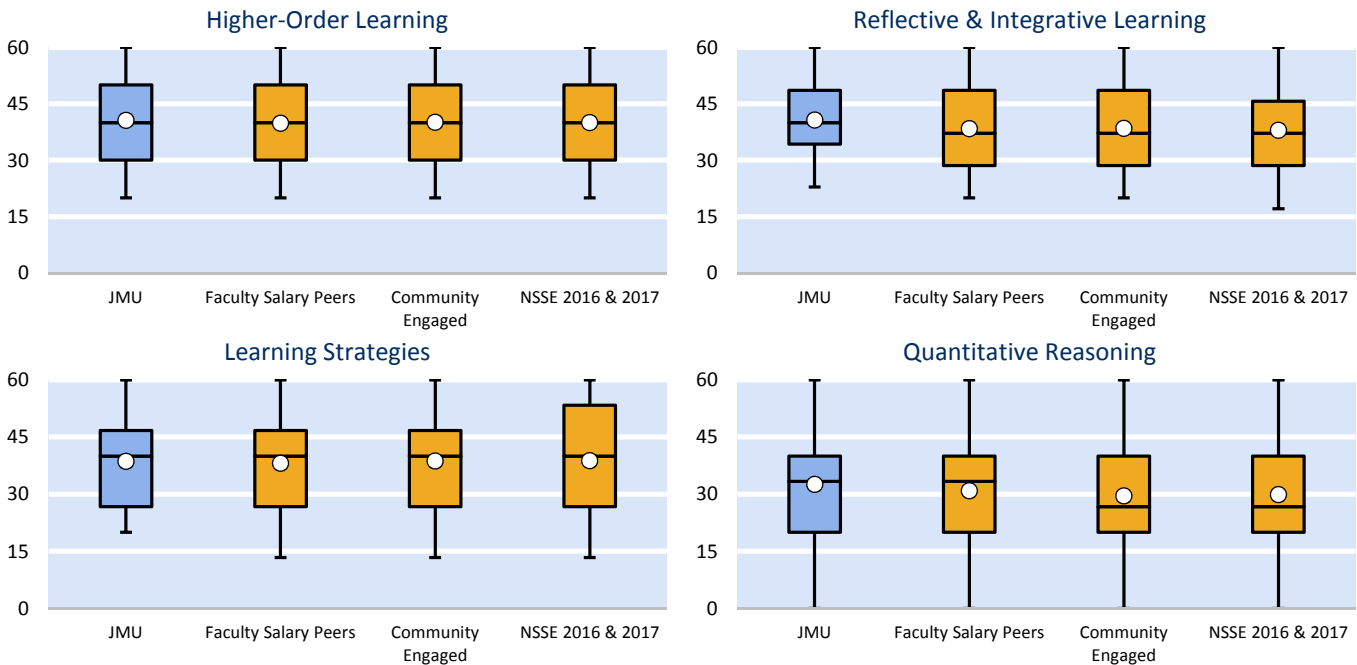
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	JMU Mean	Your seniors compared with					
		Faculty Salary Peers		Community Engaged		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.6	39.9	.06	40.1	.04	40.0	.04
Reflective & Integrative Learning	40.7	38.4 ***	.19	38.5 ***	.18	38.0 ***	.22
Learning Strategies	38.6	38.1	.04	38.7	-.01	38.7	-.01
Quantitative Reasoning	32.6	30.9 **	.10	29.5 ***	.18	29.9 ***	.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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Academic Challenge: Seniors (continued)

Performance^a 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.

	JMU	Percentage point difference between your seniors and		
		Faculty Salary Peers	Community Engaged	NSSE 2016 & 2017
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	81	+1 	+2 	+2 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+2 	+1 	+2 
4d. Evaluating a point of view, decision, or information source	73	+6 	+3 	+3 
4e. Forming a new idea or understanding from various pieces of information	72	+2 	+1 	+1 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	81	+8 	+9 	+12 
2b. Connected your learning to societal problems or issues	71	+8 	+9 	+10 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	62	+9 	+7 	+9 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71	+6 	+5 	+5 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	78	+7 	+6 	+6 
2f. Learned something that changed the way you understand an issue or concept	80	+9 	+8 	+9 
2g. Connected ideas from your courses to your prior experiences and knowledge	89	+5 	+5 	+6 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	86	+6 	+6 	+6 
9b. Reviewed your notes after class	57	-1 	-5 	-5 
9c. Summarized what you learned in class or from course materials	64	+2 	+1 	+0 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	61	+5 	+7 	+5 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+4 	+6 	+6 
6c. Evaluated what others have concluded from numerical information	54	+5 	+10 	+10 

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

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

Learning with Peers: First-year students

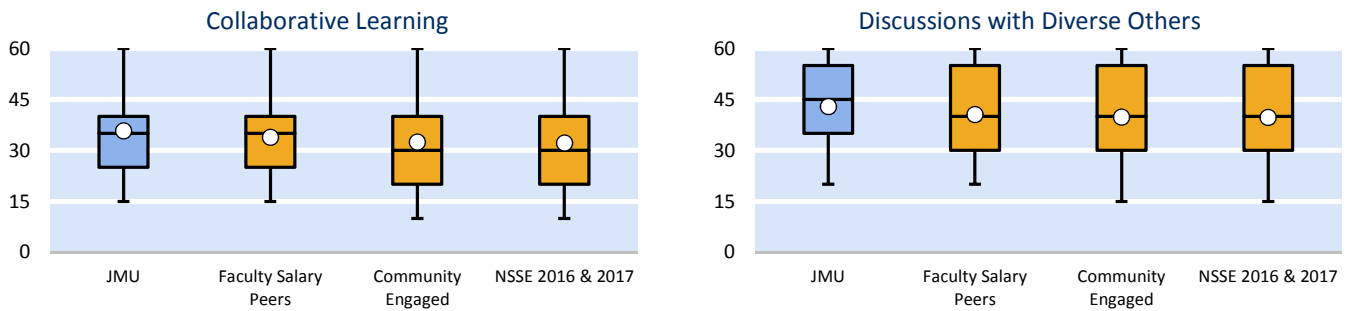
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	JMU Mean	Your first-year students compared with					
		Faculty Salary Peers		Community Engaged		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.8	33.8 ***	.14	32.4 ***	.25	32.1 ***	.25
Discussions with Diverse Others	42.9	40.6 ***	.16	39.8 ***	.20	39.6 ***	.21

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

Score Distributions



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Performance^a 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	JMU	Percentage point difference between your FY students and		
		Faculty Salary Peers	Community Engaged	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	63	+6	+10	+11
1f. Explained course material to one or more students	67	+5	+9	+9
1g. Prepared for exams by discussing or working through course material with other students	61	+8	+12	+11
1h. Worked with other students on course projects or assignments	62	+4	+8	+9
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	72	+2	+1	+1
8b. People from an economic background other than your own	77	+5	+6	+6
8c. People with religious beliefs other than your own	75	+4	+6	+8
8d. People with political views other than your own	81	+11	+13	+14

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Learning with Peers: Seniors

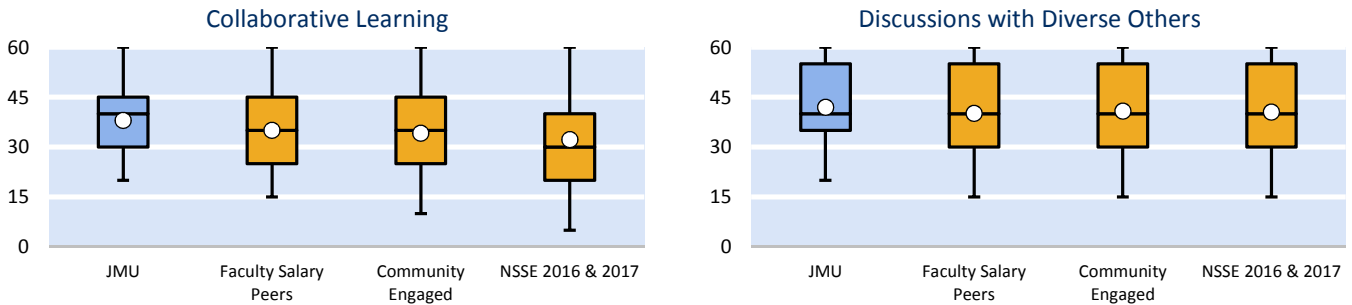
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	38.1	35.1 ***	.22	34.2 ***	.28	32.3 ***	.38
Discussions with Diverse Others	42.0	40.1 ***	.13	40.8 *	.08	40.5 **	.09

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Collaborative Learning	JMU	Percentage point difference between your seniors and		
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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	57	+7	+10	+14
1f. Explained course material to one or more students	71	+6	+8	+13
1g. Prepared for exams by discussing or working through course material with other students	61	+9	+10	+14
1h. Worked with other students on course projects or assignments	79	+8	+11	+16
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	71	+2	-1	-1
8b. People from an economic background other than your own	74	+2	+1	+1
8c. People with religious beliefs other than your own	74	+6	+4	+7
8d. People with political views other than your own	75	+6	+6	+7

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Experiences with Faculty: First-year students

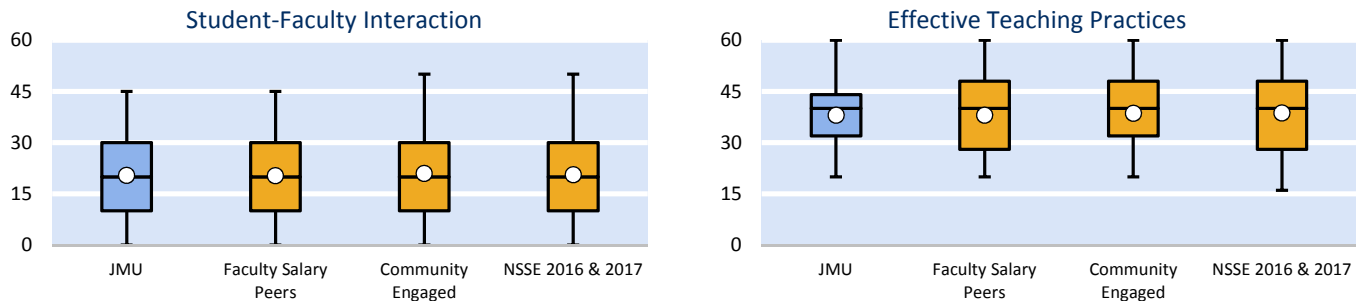
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	JMU Mean	Your first-year students compared with					
		Faculty Salary Peers		Community Engaged		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.4	20.3	.00	21.0	-.04	20.6	-.01
Effective Teaching Practices	38.0	38.0	.01	38.6	-.04	38.7	-.05

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

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Student-Faculty Interaction	JMU %	Percentage point difference between your FY students and		
		Faculty Salary Peers	Community Engaged	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	34	+0	-2	-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	+2	+1	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	+1	+0	+1
3d. Discussed your academic performance with a faculty member	31	+4	+2	+2
<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	79	+1	+1	+1
5b. Taught course sessions in an organized way	77	+0	+1	+1
5c. Used examples or illustrations to explain difficult points	79	+3	+4	+4
5d. Provided feedback on a draft or work in progress	61	+1	-2	-2
5e. Provided prompt and detailed feedback on tests or completed assignments	57	+0	-4	-4

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

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

Experiences with Faculty: Seniors

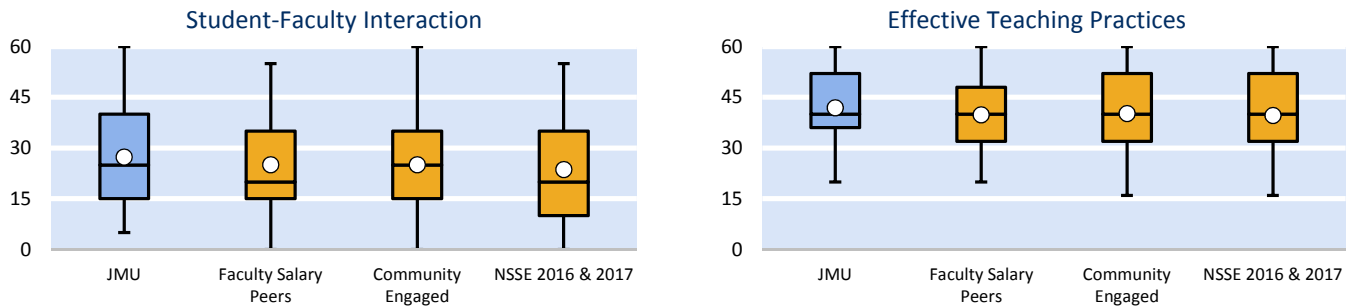
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	JMU Mean	Your seniors compared with					
		Faculty Salary Peers		Community Engaged		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	27.3	25.0 ***	.15	25.0 ***	.14	23.6 ***	.23
Effective Teaching Practices	41.8	39.8 ***	.16	40.1 ***	.13	39.6 ***	.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).

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^a 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	JMU %	Percentage point difference between your seniors and		
		Faculty Salary Peers	Community Engaged	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	48	+4	+3	+6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	35	+6	+7	+9
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	41	+5	+6	+9
3d. Discussed your academic performance with a faculty member	33	-0	-3	+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	89	+8	+8	+9
5b. Taught course sessions in an organized way	86	+6	+7	+8
5c. Used examples or illustrations to explain difficult points	87	+7	+8	+9
5d. Provided feedback on a draft or work in progress	64	+4	+1	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	70	+6	+4	+6

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

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

Campus Environment: First-year students

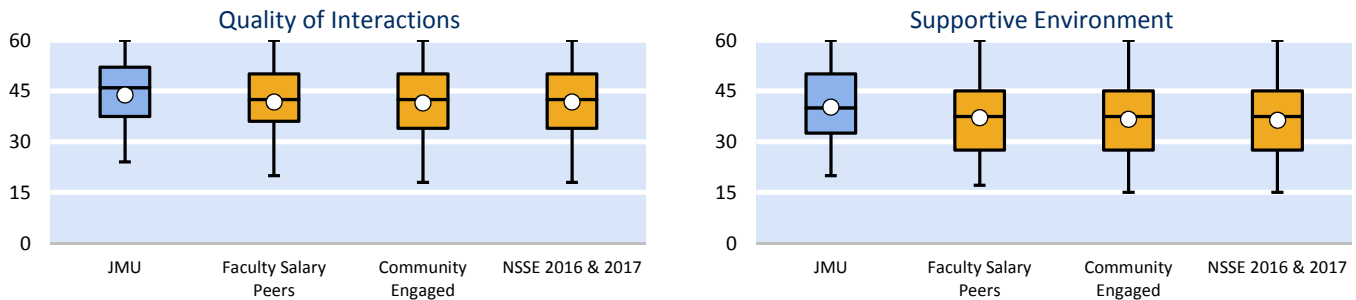
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	JMU Mean	Your first-year students compared with					
		Faculty Salary Peers		Community Engaged		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.9	41.8 ***	.18	41.5 ***	.20	41.7 ***	.17
Supportive Environment	40.2	37.1 ***	.24	36.7 ***	.26	36.3 ***	.29

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

Score Distributions



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

Performance^a 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	JMU	Percentage point difference between your FY students and		
		Faculty Salary Peers	Community Engaged	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	65	+11	+15	+14
13b. Academic advisors	47	-1	-1	-3
13c. Faculty	52	+5	+4	+3
13d. Student services staff (career services, student activities, housing, etc.)	53	+10	+10	+9
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	+6	+3	+3
<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	82	+4	+6	+6
14c. Using learning support services (tutoring services, writing center, etc.)	79	+0	+3	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	67	+7	+4	+5
14e. Providing opportunities to be involved socially	84	+8	+13	+13
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	84	+10	+13	+15
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	56	+14	+12	+12
14h. Attending campus activities and events (performing arts, athletic events, etc.)	76	+7	+10	+11
14i. Attending events that address important social, economic, or political issues	59	+6	+5	+7

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

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

Campus Environment: Seniors

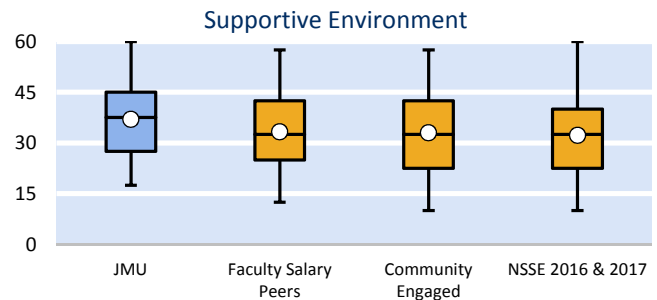
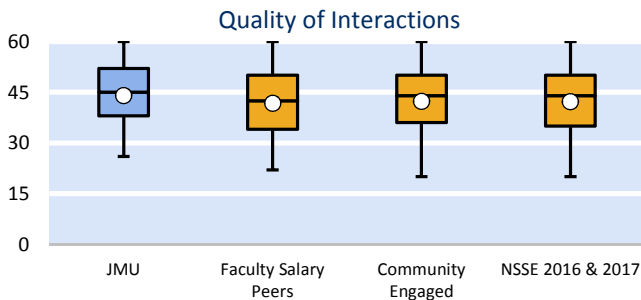
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	JMU Mean	Your seniors compared with					
		Faculty Salary Peers		Community Engaged		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.0	41.7 ***	.20	42.4 ***	.14	42.2 ***	.15
Supportive Environment	37.1	33.3 ***	.28	33.1 ***	.29	32.3 ***	.34

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^a 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	JMU	Percentage point difference between your seniors and		
		Faculty Salary Peers	Community Engaged	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	68	+10	+10	+10
13b. Academic advisors	42	-4	-8	-10
13c. Faculty	63	+7	+5	+6
13d. Student services staff (career services, student activities, housing, etc.)	49	+8	+7	+7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	+8	+5	+6
<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	80	+7	+9	+9
14c. Using learning support services (tutoring services, writing center, etc.)	71	+4	+6	+6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	+6	+1	+2
14e. Providing opportunities to be involved socially	83	+12	+16	+18
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	82	+15	+18	+22
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	+10	+8	+8
14h. Attending campus activities and events (performing arts, athletic events, etc.)	71	+13	+17	+18
14i. Attending events that address important social, economic, or political issues	46	-1	-1	+3

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2016 and 2017 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 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		JMU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.2	39.2	.00	✓	41.2 ***	-.15	
	Reflective and Integrative Learning	35.9	36.6	-.06	✓	38.3 ***	-.20	
	Learning Strategies	39.3	39.8	-.04	✓	41.9 ***	-.19	
	Quantitative Reasoning	28.7	28.8	-.01	✓	30.4 **	-.11	
<i>Learning with Peers</i>	Collaborative Learning	35.8	35.2	.04	✓	37.1 **	-.10	
	Discussions with Diverse Others	42.9	41.7 *	.08	✓	43.8	-.06	✓
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.4	23.8 ***	-.23		27.2 ***	-.44	
	Effective Teaching Practices	38.0	40.7 ***	-.20		42.6 ***	-.34	
<i>Campus Environment</i>	Quality of Interactions	43.9	43.8	.00	✓	46.1 ***	-.19	
	Supportive Environment	40.2	38.2 ***	.15	✓	40.0	.02	✓

Seniors		JMU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.6	41.8 **	-.09		43.3 ***	-.20	
	Reflective and Integrative Learning	40.7	40.0	.06	✓	42.0 **	-.11	
	Learning Strategies	38.6	40.7 ***	-.15		42.9 ***	-.30	
	Quantitative Reasoning	32.6	31.1 *	.09	✓	33.0	-.03	✓
<i>Learning with Peers</i>	Collaborative Learning	38.1	35.8 ***	.16	✓	37.9	.01	✓
	Discussions with Diverse Others	42.0	42.3	-.02	✓	44.3 ***	-.15	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	27.3	29.3 ***	-.12		33.0 ***	-.36	
	Effective Teaching Practices	41.8	41.8	.00	✓	43.8 ***	-.15	
<i>Campus Environment</i>	Quality of Interactions	44.0	44.8 *	-.06		46.9 ***	-.24	
	Supportive Environment	37.1	34.7 ***	.17	✓	37.2	-.01	✓

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 2016 and 2017 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
JMU (N = 680)	39.2	12.0	.46	20	30	40	45	60				
Faculty Salary Peers	37.8	12.8	.16	20	30	40	45	60	851	1.4	.003	.113
Community Engaged	37.6	13.3	.10	15	30	40	45	60	740	1.6	.001	.121
NSSE 2016 & 2017	37.9	13.3	.03	20	30	40	45	60	685	1.3	.005	.098
Top 50%	39.2	13.1	.04	20	30	40	50	60	689	.1	.891	.005
Top 10%	41.2	13.3	.09	20	35	40	50	60	734	-1.9	.000	-.146
Reflective & Integrative Learning												
JMU (N = 704)	35.9	11.1	.42	20	29	37	43	57				
Faculty Salary Peers	35.2	11.8	.14	17	26	34	43	57	879	.7	.142	.056
Community Engaged	35.2	11.9	.09	17	26	34	43	57	763	.6	.140	.053
NSSE 2016 & 2017	35.0	12.0	.03	17	26	34	43	57	709	.8	.048	.069
Top 50%	36.6	12.0	.04	17	29	37	46	57	714	-.7	.091	-.059
Top 10%	38.3	12.3	.08	20	29	37	46	60	757	-2.4	.000	-.195
Learning Strategies												
JMU (N = 615)	39.3	12.9	.52	20	27	40	47	60				
Faculty Salary Peers	38.2	13.5	.18	20	27	40	47	60	766	1.1	.055	.078
Community Engaged	37.9	13.7	.11	13	27	40	47	60	666	1.4	.008	.104
NSSE 2016 & 2017	38.3	13.7	.03	20	27	40	47	60	619	1.0	.052	.074
Top 50%	39.8	13.7	.05	20	27	40	53	60	88,129	-.6	.319	-.040
Top 10%	41.9	14.1	.09	20	33	40	53	60	655	-2.7	.000	-.189
Quantitative Reasoning												
JMU (N = 665)	28.7	14.7	.57	0	20	27	40	53				
Faculty Salary Peers	28.2	14.9	.19	0	20	27	40	60	7,043	.5	.433	.032
Community Engaged	27.2	15.2	.11	0	20	27	40	60	19,416	1.5	.012	.099
NSSE 2016 & 2017	27.6	15.4	.03	0	20	27	40	60	199,511	1.1	.059	.073
Top 50%	28.8	15.2	.04	0	20	27	40	60	123,014	-.1	.834	-.008
Top 10%	30.4	15.2	.09	7	20	27	40	60	30,604	-1.7	.004	-.112
Learning with Peers												
Collaborative Learning												
JMU (N = 724)	35.8	12.6	.47	15	25	35	40	60				
Faculty Salary Peers	33.8	13.4	.16	15	25	35	40	60	901	1.9	.000	.145
Community Engaged	32.4	13.7	.10	10	20	30	40	60	785	3.4	.000	.247
NSSE 2016 & 2017	32.1	14.5	.03	10	20	30	40	60	729	3.6	.000	.249
Top 50%	35.2	13.6	.04	15	25	35	45	60	733	.6	.221	.042
Top 10%	37.1	13.4	.08	15	25	40	45	60	764	-1.4	.004	-.101
Discussions with Diverse Others												
JMU (N = 621)	42.9	13.8	.56	20	35	45	55	60				
Faculty Salary Peers	40.6	14.3	.19	20	30	40	55	60	6,447	2.3	.000	.162
Community Engaged	39.8	15.1	.12	15	30	40	55	60	17,585	3.1	.000	.203
NSSE 2016 & 2017	39.6	15.5	.04	15	30	40	55	60	625	3.2	.000	.208
Top 50%	41.7	14.9	.04	20	30	40	55	60	628	1.2	.039	.078
Top 10%	43.8	14.5	.09	20	35	45	60	60	26,489	-.9	.110	-.065

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												
JMU (N = 696)	20.4	13.7	.52	0	10	20	30	45				
Faculty Salary Peers	20.3	14.0	.17	0	10	20	30	45	7,193	.1	.916	.004
Community Engaged	21.0	14.4	.10	0	10	20	30	50	19,834	-.5	.324	-.038
NSSE 2016 & 2017	20.6	14.5	.03	0	10	20	30	50	203,420	-.2	.713	-.014
Top 50%	23.8	14.7	.06	0	15	20	35	55	710	-3.4	.000	-.231
Top 10%	27.2	15.6	.14	5	15	25	40	60	806	-6.8	.000	-.442
Effective Teaching Practices												
JMU (N = 682)	38.0	11.7	.45	20	32	40	44	60				
Faculty Salary Peers	38.0	12.2	.15	20	28	40	48	60	846	.1	.874	.006
Community Engaged	38.6	12.8	.09	20	32	40	48	60	740	-.6	.219	-.044
NSSE 2016 & 2017	38.7	13.1	.03	16	28	40	48	60	687	-.7	.147	-.050
Top 50%	40.7	13.0	.05	20	32	40	52	60	695	-2.7	.000	-.204
Top 10%	42.6	13.6	.10	20	36	44	56	60	751	-4.6	.000	-.337
Campus Environment												
Quality of Interactions												
JMU (N = 595)	43.9	11.0	.45	24	38	46	52	60				
Faculty Salary Peers	41.8	11.2	.15	20	36	43	50	60	6,113	2.1	.000	.183
Community Engaged	41.5	12.2	.10	18	34	43	50	60	650	2.4	.000	.196
NSSE 2016 & 2017	41.7	12.4	.03	18	34	43	50	60	599	2.1	.000	.170
Top 50%	43.8	11.5	.04	22	38	46	52	60	73,887	.0	.956	.002
Top 10%	46.1	11.7	.10	24	40	48	56	60	13,214	-2.2	.000	-.189
Supportive Environment												
JMU (N = 590)	40.2	12.2	.50	20	33	40	50	60				
Faculty Salary Peers	37.1	12.8	.17	17	28	38	45	60	737	3.1	.000	.245
Community Engaged	36.7	13.5	.11	15	28	38	45	60	644	3.6	.000	.264
NSSE 2016 & 2017	36.3	13.6	.03	15	28	38	45	60	594	3.9	.000	.287
Top 50%	38.2	13.1	.04	18	30	40	48	60	598	2.0	.000	.153
Top 10%	40.0	13.0	.09	18	31	40	50	60	627	.3	.621	.019

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												
JMU (N = 847)	40.6	12.1	.42	20	30	40	50	60				
Faculty Salary Peers	39.9	13.6	.14	20	30	40	50	60	1,054	.8	.084	.056
Community Engaged	40.1	13.7	.08	20	30	40	50	60	916	.5	.247	.036
NSSE 2016 & 2017	40.0	13.7	.03	20	30	40	50	60	853	.6	.156	.043
Top 50%	41.8	13.5	.04	20	35	40	55	60	862	-1.2	.004	-.089
Top 10%	43.3	13.4	.08	20	35	40	55	60	902	-2.6	.000	-.195
Reflective & Integrative Learning												
JMU (N = 869)	40.7	11.4	.39	23	34	40	49	60				
Faculty Salary Peers	38.4	12.4	.13	20	29	37	49	60	1,066	2.3	.000	.188
Community Engaged	38.5	12.5	.08	20	29	37	49	60	934	2.2	.000	.179
NSSE 2016 & 2017	38.0	12.6	.02	17	29	37	46	60	874	2.7	.000	.217
Top 50%	40.0	12.3	.04	20	31	40	49	60	884	.7	.057	.060
Top 10%	42.0	12.2	.08	20	34	43	51	60	947	-1.3	.001	-.106
Learning Strategies												
JMU (N = 783)	38.6	13.2	.47	20	27	40	47	60				
Faculty Salary Peers	38.1	14.3	.16	13	27	40	47	60	962	.5	.286	.037
Community Engaged	38.7	14.4	.09	13	27	40	47	60	843	-.1	.876	-.005
NSSE 2016 & 2017	38.7	14.5	.03	13	27	40	53	60	788	-.1	.769	-.010
Top 50%	40.7	14.4	.04	20	33	40	53	60	793	-2.2	.000	-.150
Top 10%	42.9	14.3	.07	20	33	40	60	60	819	-4.3	.000	-.301
Quantitative Reasoning												
JMU (N = 837)	32.6	16.1	.56	0	20	33	40	60				
Faculty Salary Peers	30.9	16.3	.17	0	20	33	40	60	9,949	1.7	.004	.104
Community Engaged	29.5	16.3	.10	0	20	27	40	60	27,453	3.0	.000	.185
NSSE 2016 & 2017	29.9	16.3	.03	0	20	27	40	60	272,754	2.7	.000	.166
Top 50%	31.1	16.2	.04	0	20	33	40	60	165,229	1.4	.011	.088
Top 10%	33.0	15.9	.08	7	20	33	40	60	36,483	-.4	.422	-.028
Learning with Peers												
Collaborative Learning												
JMU (N = 886)	38.1	12.7	.43	20	30	40	45	60				
Faculty Salary Peers	35.1	13.7	.14	15	25	35	45	60	1,083	3.0	.000	.218
Community Engaged	34.2	14.0	.08	10	25	35	45	60	954	3.9	.000	.279
NSSE 2016 & 2017	32.3	15.1	.03	5	20	30	40	60	893	5.8	.000	.384
Top 50%	35.8	13.8	.04	15	25	35	45	60	897	2.2	.000	.163
Top 10%	37.9	13.5	.08	15	30	40	50	60	944	.1	.737	.011
Discussions with Diverse Others												
JMU (N = 785)	42.0	13.3	.48	20	35	40	55	60				
Faculty Salary Peers	40.1	14.8	.16	15	30	40	55	60	974	1.9	.000	.128
Community Engaged	40.8	15.5	.10	15	30	40	55	60	853	1.2	.016	.076
NSSE 2016 & 2017	40.5	15.9	.03	15	30	40	55	60	791	1.5	.002	.095
Top 50%	42.3	15.6	.04	15	30	40	60	60	794	-.3	.511	-.020
Top 10%	44.3	15.3	.08	20	35	45	60	60	829	-2.3	.000	-.149

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												
JMU (N = 854)	27.3	15.3	.52	5	15	25	40	60				
Faculty Salary Peers	25.0	15.6	.16	0	15	20	35	55	10,123	2.3	.000	.146
Community Engaged	25.0	16.0	.10	0	15	25	35	60	27,872	2.3	.000	.144
NSSE 2016 & 2017	23.6	16.0	.03	0	10	20	35	55	276,586	3.7	.000	.235
Top 50%	29.3	15.7	.06	5	20	30	40	60	66,504	-2.0	.000	-.124
Top 10%	33.0	16.0	.16	10	20	30	45	60	1,017	-5.7	.000	-.357
Effective Teaching Practices												
JMU (N = 851)	41.8	11.5	.39	20	36	40	52	60				
Faculty Salary Peers	39.8	12.9	.13	20	32	40	48	60	1,055	2.0	.000	.160
Community Engaged	40.1	13.5	.08	16	32	40	52	60	925	1.7	.000	.127
NSSE 2016 & 2017	39.6	13.7	.03	16	32	40	52	60	857	2.2	.000	.163
Top 50%	41.8	13.5	.04	20	32	40	52	60	871	.1	.889	.004
Top 10%	43.8	13.4	.10	20	36	44	56	60	957	-2.0	.000	-.149
Campus Environment												
Quality of Interactions												
JMU (N = 757)	44.0	9.9	.36	26	38	45	52	60				
Faculty Salary Peers	41.7	11.4	.13	22	34	43	50	60	959	2.3	.000	.204
Community Engaged	42.4	11.9	.08	20	36	44	50	60	830	1.7	.000	.143
NSSE 2016 & 2017	42.2	12.2	.03	20	35	44	50	60	764	1.8	.000	.148
Top 50%	44.8	11.6	.04	23	38	46	54	60	774	-.8	.038	-.065
Top 10%	46.9	12.1	.08	23	40	50	58	60	826	-2.8	.000	-.235
Supportive Environment												
JMU (N = 766)	37.1	12.0	.43	18	28	38	45	60				
Faculty Salary Peers	33.3	13.3	.15	13	25	33	43	58	954	3.7	.000	.283
Community Engaged	33.1	13.9	.09	10	23	33	43	58	834	4.0	.000	.289
NSSE 2016 & 2017	32.3	14.2	.03	10	23	33	40	60	772	4.7	.000	.335
Top 50%	34.7	13.7	.04	13	25	35	45	60	779	2.3	.000	.170
Top 10%	37.2	13.7	.10	13	28	38	48	60	848	-.1	.811	-.008

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.