NSSE 2020
Engagement Indicators

Kenyon College

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

Report Sections

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

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

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

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

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

Comparisons with High-Performing Institutions (p. 15)
Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2019 and 2020 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, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment,* *13* (Summer/Fall), pp. 22-38.

Engagement Indicators: Overview

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

Use the following key:

△
▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

▽ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Private IPUG	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2019 & 2020
Academic Challenge	Higher-Order Learning	--	--	
	Reflective & Integrative Learning	--	--	▲
	Learning Strategies	--	--	--
	Quantitative Reasoning	--		--
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction			--
	Effective Teaching Practices	--	--	
Campus Environment	Quality of Interactions	--		
	Supportive Environment			--

Seniors

Theme	Engagement Indicator	Your seniors compared with Private IPUG	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2019 & 2020
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	▼	▼	

NSSE 2020 Engagement Indicators

Academic Challenge

Kenyon College

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

	Kenyon	Your first-year students compared with					
		Private IPUG		Carnegie Class		NSSE 2019 & 2020	
			Effect		Effect		Effect
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
Higher-Order Learning	40.7	41.5	-.07	40.1	.05	38.1 **	.20
Reflective & Integrative Learning	38.9	38.8	.01	37.2	.15	35.2 ***	.31
Learning Strategies	39.5	39.5	.00	39.1	.03	38.3	.09
Quantitative Reasoning	26.2	28.0	-.12	28.8 *	-.16	28.2	-.13

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

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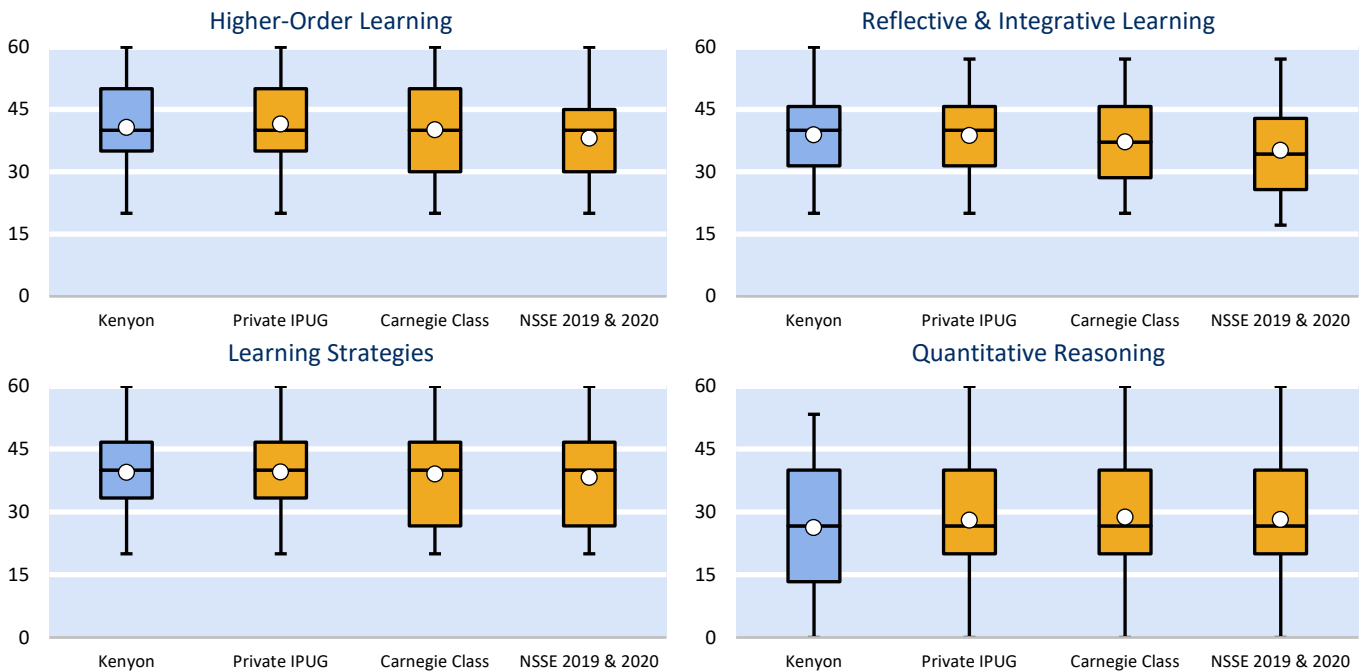
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

	Kenyon	Percentage point difference [a] between your FY students and		
Higher-Order Learning		**Private IPUG**	**Carnegie Class**	**NSSE 2019 & 2020**
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	72	-4	-2	+2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	-0	+4	+10
4d. Evaluating a point of view, decision, or information source	74	-6	-2	+4
4e. Forming a new idea or understanding from various pieces of information	79	+1	+5	+10
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	54	-3	+0	+3
2b. Connected your learning to societal problems or issues	63	-3	+4	+12
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	65	-0	+5	+14
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	-1	+1	+6
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76	-0	+2	+5
2f. Learned something that changed the way you understand an issue or concept	80	+5	+9	+13
2g. Connected ideas from your courses to your prior experiences and knowledge	84	-1	+2	+7
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	87	+2	+5	+13
9b. Reviewed your notes after class	59	-4	-5	-7
9c. Summarized what you learned in class or from course materials	63	-0	-1	-1
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	45	-6	-8	-8
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	38	-1	-4	-2
6c. Evaluated what others have concluded from numerical information	41	-1	-2	+1

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

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

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

| | Kenyon | Your seniors compared with | | | | | |
| | | Private IPUG | | Carnegie Class | | NSSE 2019 & 2020 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	43.8	43.1	.07	41.8 *	.16	40.1 ***	.28
Reflective & Integrative Learning	43.1	41.7	.12	40.5 **	.22	38.1 ***	.40
Learning Strategies	39.3	37.8	.11	38.0	.09	38.6	.04
Quantitative Reasoning	28.4	31.8 *	-.21	31.4 *	-.19	30.2	-.12

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

Score Distributions
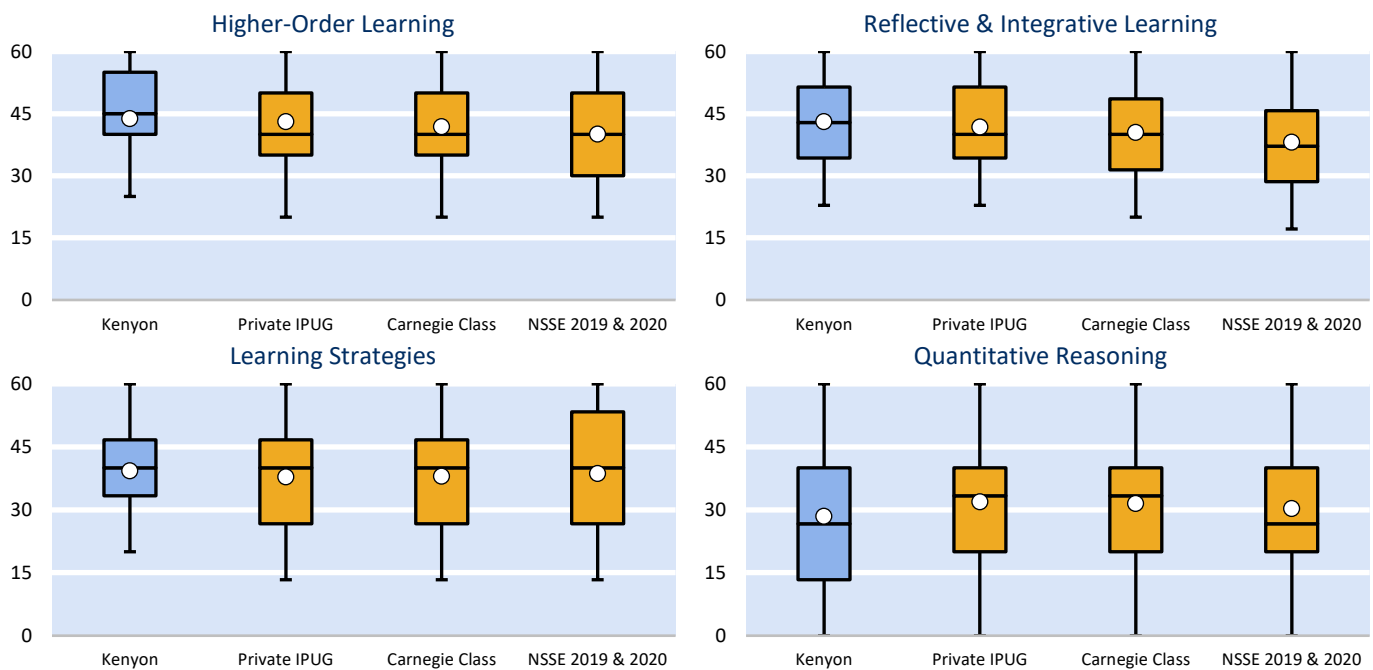
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Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	Kenyon	Percentage point difference[a] between your seniors and		NSSE 2019 & 2020
Higher-Order Learning		**Private IPUG**	**Carnegie Class**	
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	80	-1	+0	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	84	-0	+4	+9
4d. Evaluating a point of view, decision, or information source	82	+2	+5	+11
4e. Forming a new idea or understanding from various pieces of information	84	+1	+6	+11
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	81	+8	+7	+13
2b. Connected your learning to societal problems or issues	74	-1	+4	+13
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	68	-1	+4	+15
2d. Examined the strengths and weaknesses of your own views on a topic or issue	76	+2	+5	+10
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	77	-2	-0	+3
2f. Learned something that changed the way you understand an issue or concept	78	-2	+2	+6
2g. Connected ideas from your courses to your prior experiences and knowledge	92	+3	+5	+9
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	93	+6	+10	+16
9b. Reviewed your notes after class	48	-1	-7	-15
9c. Summarized what you learned in class or from course materials	71	+13	+10	+7
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	46	-9	-10	-10
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35	-14	-14	-11
6c. Evaluated what others have concluded from numerical information	43	-11	-8	-3

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

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

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

| | Kenyon | Your first-year students compared with | | | | | |
| | | Private IPUG | | Carnegie Class | | NSSE 2019 & 2020 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.9	33.9	.00	34.5	-.04	32.3	.11
Discussions with Diverse Others	40.5	41.1	-.04	41.2	-.05	39.5	.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).

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Performance on Indicator Items

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| Collaborative Learning | Kenyon | Percentage point difference [a] between your FY students and | | |
		Private IPUG	Carnegie Class	NSSE 2019 & 2020
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	52	-3	-5	-0
1f. Explained course material to one or more students	66	+7	+5	+9
1g. Prepared for exams by discussing or working through course material with other students	51	-3	-4	+1
1h. Worked with other students on course projects or assignments	53	-6	-7	-1

Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	76	-1	+2	+6
8b. People from an economic background other than your own	71	-9	-6	-1
8c. People with religious beliefs other than your own	79	+6	+8	+13
8d. People with political views other than your own	52	+1	-12	-13

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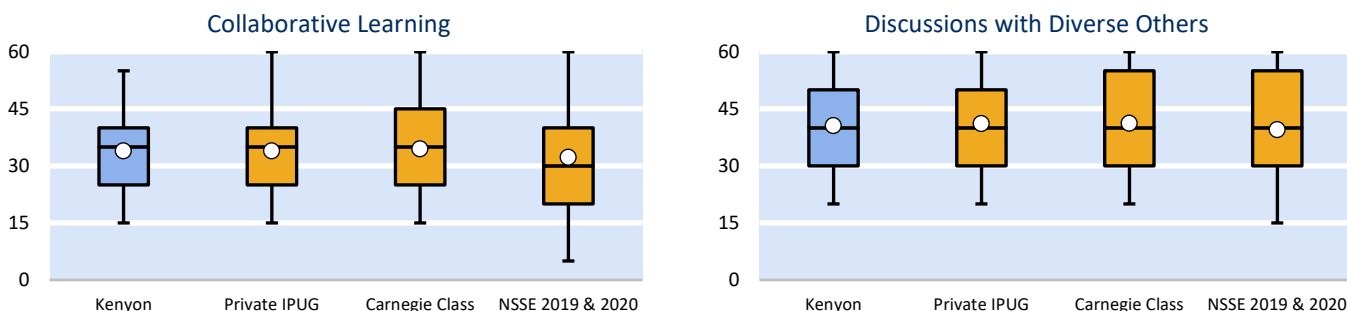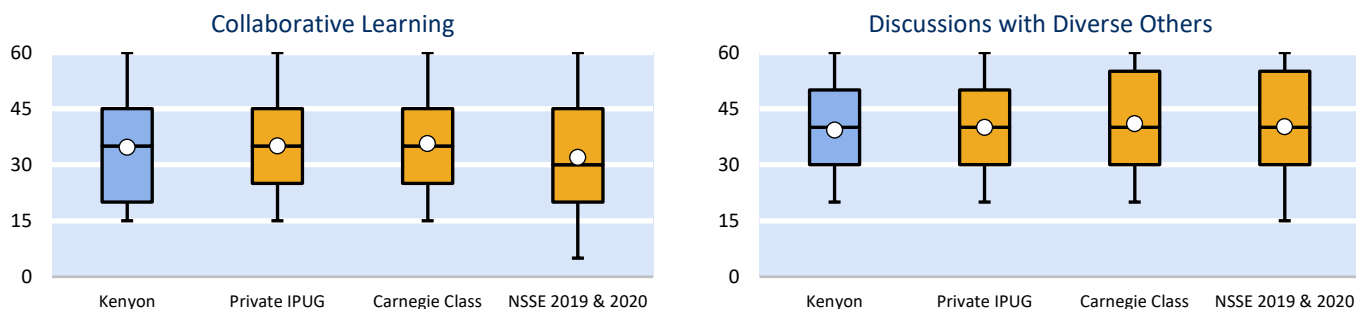## Learning with Peers: Seniors

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Mean Comparisons

	Kenyon						
		*Your seniors compared with*
		Private IPUG		**Carnegie Class**		**NSSE 2019 & 2020**	
			Effect		*Effect*		*Effect*
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
Collaborative Learning	34.6	35.0	-.03	35.6	-.07	32.0 *	.17
Discussions with Diverse Others	39.3	40.0	-.05	41.0	-.12	40.2	-.06

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

Score Distributions

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Performance on Indicator Items

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		\multicolumn{3}{c}{*Percentage point difference [a] between your seniors and*}		
Collaborative Learning	**Kenyon**	**Private IPUG**	**Carnegie Class**	**NSSE 2019 & 2020**
Percentage of students who responded that they "Very often" or "Often"…	%			
1e. Asked another student to help you understand course material	47	-2	-3	+4
1f. Explained course material to one or more students	65	-0	-2	+8
1g. Prepared for exams by discussing or working through course material with other students	59	+4	+3	+13
1h. Worked with other students on course projects or assignments	60	-8	-10	-3
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of a race or ethnicity other than your own	66	-9	-7	-5
8b. People from an economic background other than your own	74	-7	-4	+1
8c. People with religious beliefs other than your own	74	+3	+3	+6
8d. People with political views other than your own	34	-12	-27	-31

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NSSE 2020 Engagement Indicators
Experiences with Faculty
Kenyon College

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

	Kenyon	Private IPUG		Carnegie Class		NSSE 2019 & 2020	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	20.9	23.6 **	-.20	24.3 ***	-.24	21.4	-.03
Effective Teaching Practices	41.4	41.5	.00	40.6	.07	38.4 ***	.23

Your first-year students compared with

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

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Student-Faculty Interaction	Kenyon	Private IPUG	Carnegie Class	NSSE 2019 & 2020
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	19	-15	-21	-19
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	15	-8	-10	-6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	38	+2	+4	+12
3d. Discussed your academic performance with a faculty member	33	-1	-2	+3
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	82	-1	+1	+5
5b. Taught course sessions in an organized way	85	+3	+6	+11
5c. Used examples or illustrations to explain difficult points	79	-1	+1	+5
5d. Provided feedback on a draft or work in progress	66	-6	-4	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	79	+8	+12	+20

Percentage point difference [a] between your FY students and

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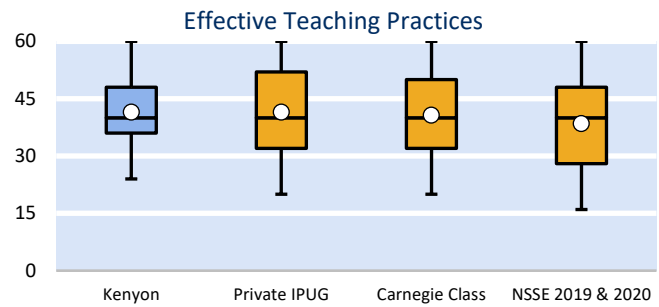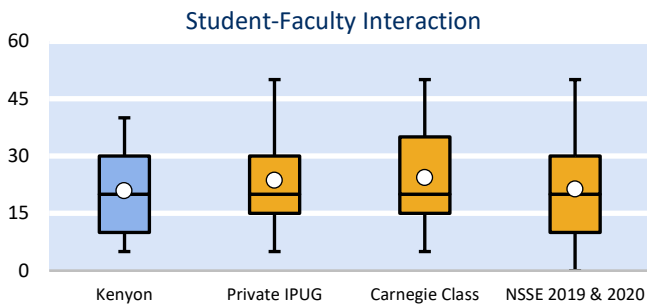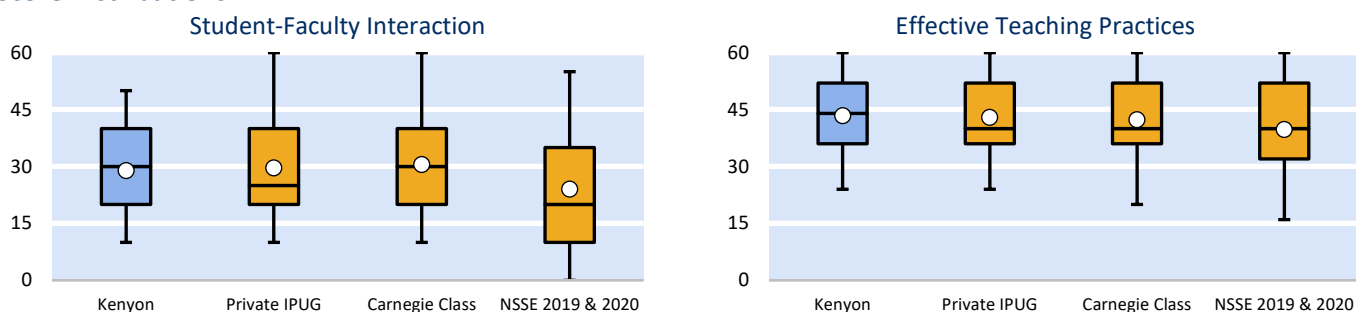## Experiences with Faculty: Seniors

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

Mean Comparisons

| | Kenyon | *Your seniors compared with* | | | | | |
| | | Private IPUG | | Carnegie Class | | NSSE 2019 & 2020 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	28.8	29.5	-.05	30.5	-.11	23.9 ***	.30
Effective Teaching Practices	43.4	42.8	.04	42.3	.09	39.7 ***	.26

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Student-Faculty Interaction	Kenyon	Private IPUG	Carnegie Class	NSSE 2019 & 2020
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	49	-2	-8	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	32	-4	-7	+4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	52	+3	+3	+20
3d. Discussed your academic performance with a faculty member	32	-7	-10	-1
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	86	-1	+1	+5
5b. Taught course sessions in an organized way	88	+2	+4	+11
5c. Used examples or illustrations to explain difficult points	86	+0	+2	+8
5d. Provided feedback on a draft or work in progress	73	+1	+2	+12
5e. Provided prompt and detailed feedback on tests or completed assignments	77	+2	+4	+13

Percentage point difference [a] between your seniors and

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

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

NSSE 2020 Engagement Indicators

Campus Environment

Kenyon College

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

	Kenyon	Your first-year students compared with					
		Private IPUG		Carnegie Class		NSSE 2019 & 2020	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	46.4	44.9	.15	44.8 *	.16	43.2 ***	.27
Supportive Environment	35.0	37.4 *	-.20	37.9 **	-.23	36.0	-.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.

Performance on Indicator Items

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

	Kenyon	Percentage point difference [a] between your FY students and		
Quality of Interactions		Private IPUG	Carnegie Class	NSSE 2019 & 2020
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	62	+5	+6	+9
13b. Academic advisors	61	+5	+4	+7
13c. Faculty	71	+6	+8	+19
13d. Student services staff (career services, student activities, housing, etc.)	50	-1	-1	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	51	+1	-0	+4
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	81	+0	+0	+6
14c. Using learning support services (tutoring services, writing center, etc.)	76	-5	-5	-0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	49	-14	-15	-12
14e. Providing opportunities to be involved socially	70	-3	-4	-0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	47	-22	-24	-22
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	24	-14	-18	-18
14h. Attending campus activities and events (performing arts, athletic events, etc.)	67	+1	-1	+4
14i. Attending events that address important social, economic, or political issues	66	+4	+9	+19

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

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

NSSE 2020 Engagement Indicators

Campus Environment

Kenyon College
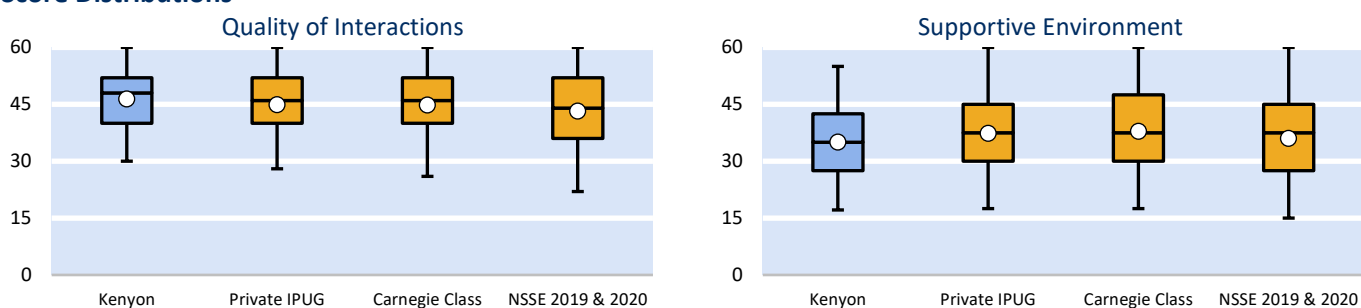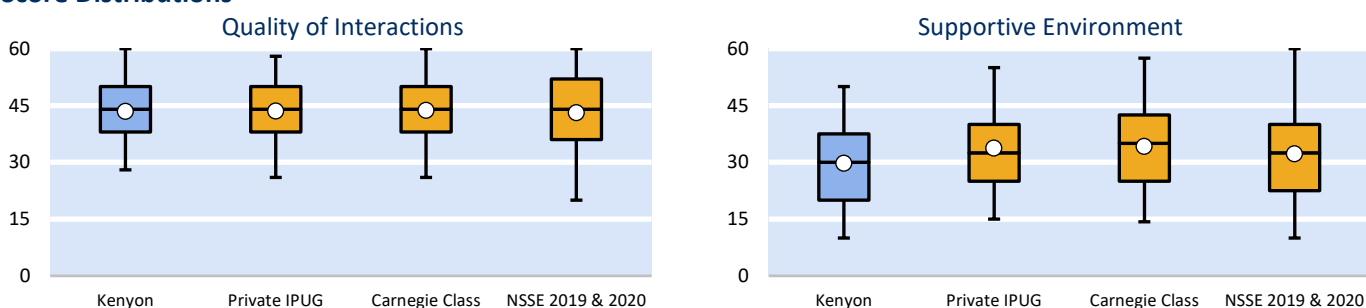
Campus Environment: Seniors

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

	Kenyon	Your seniors compared with					
		Private IPUG		Carnegie Class		NSSE 2019 & 2020	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.4	43.5	-.02	43.7	-.03	43.0	.03
Supportive Environment	29.7	33.8 ***	-.34	34.2 ***	-.35	32.2 **	-.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

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

Performance on Indicator Items

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

	Kenyon	Percentage point difference [a] between your seniors and		
Quality of Interactions		Private IPUG	Carnegie Class	NSSE 2019 & 2020
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	60	+6	+3	+2
13b. Academic advisors	75	+13	+13	+21
13c. Faculty	76	+11	+11	+19
13d. Student services staff (career services, student activities, housing, etc.)	31	-9	-10	-13
13e. Other administrative staff and offices (registrar, financial aid, etc.)	36	-2	-6	-9
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	70	-6	-6	-0
14c. Using learning support services (tutoring services, writing center, etc.)	62	-9	-10	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	38	-16	-16	-17
14e. Providing opportunities to be involved socially	61	-7	-7	-3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	31	-26	-29	-29
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	18	-8	-12	-15
14h. Attending campus activities and events (performing arts, athletic events, etc.)	63	+2	+2	+10
14i. Attending events that address important social, economic, or political issues	54	-7	+1	+14

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

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

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NSSE 2020 Engagement Indicators
Comparisons with High-Performing Institutions
Kenyon College

Comparisons with Top 50% and Top 10% Institutions

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

(a) institutions with average scores placing them in the top 50% of all 2019 and 2020 NSSE institutions, and

(b) institutions with average scores placing them in the top 10% of all 2019 and 2020 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

| | | Kenyon | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.7	39.3	.10	✓	41.4	-.06	✓
	Reflective and Integrative Learning	38.9	36.7 *	.19	✓	39.0	-.01	✓
	Learning Strategies	39.5	39.9	-.03	✓	42.3 **	-.20	
	Quantitative Reasoning	26.2	29.4 **	-.21		31.4 ***	-.34	
Learning with Peers	Collaborative Learning	33.9	35.2	-.09	✓	37.4 ***	-.26	
	Discussions with Diverse Others	40.5	41.5	-.06	✓	43.6 **	-.21	
Experiences with Faculty	Student-Faculty Interaction	20.9	24.5 ***	-.24		28.1 ***	-.47	
	Effective Teaching Practices	41.4	40.5	.07	✓	42.3	-.06	✓
Campus Environment	Quality of Interactions	46.4	45.2	.11	✓	47.2	-.07	✓
	Supportive Environment	35.0	37.9 **	-.22		40.0 ***	-.39	

Seniors

| | | Kenyon | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	43.8	41.7 *	.16	✓	43.2	.05	✓
	Reflective and Integrative Learning	43.1	39.8 ***	.27	✓	41.8	.11	✓
	Learning Strategies	39.3	40.7	-.10	✓	42.7 ***	-.23	
	Quantitative Reasoning	28.4	31.4 *	-.19		33.4 **	-.32	
Learning with Peers	Collaborative Learning	34.6	35.9	-.09	✓	38.4 ***	-.28	
	Discussions with Diverse Others	39.3	42.1 **	-.18		43.8 ***	-.29	
Experiences with Faculty	Student-Faculty Interaction	28.8	29.7	-.05	✓	33.2 ***	-.28	
	Effective Teaching Practices	43.4	41.8	.12	✓	43.7	-.03	✓
Campus Environment	Quality of Interactions	43.4	45.2 *	-.16		47.4 ***	-.33	
	Supportive Environment	29.7	34.6 ***	-.35		36.8 ***	-.51	

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 2019 and 2020 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.

NSSE 2020 Engagement Indicators

Detailed Statistics[a]
Kenyon College

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
Kenyon (N = 176)	40.7	11.3	.85	20	35	40	50	60				
Private IPUG	41.5	11.9	.19	20	35	40	50	60	4,203	-.9	.349	-.072
Carnegie Class	40.1	12.5	.09	20	30	40	50	60	17,800	.6	.542	.046
NSSE 2019 & 2020	38.1	13.2	.02	20	30	40	45	60	175	2.6	.003	.198
Top 50%	39.3	13.1	.03	20	30	40	50	60	176	1.3	.120	.102
Top 10%	41.4	12.8	.07	20	35	40	50	60	177	-.7	.396	-.057
Reflective & Integrative Learning												
Kenyon (N = 182)	38.9	11.3	.84	20	31	40	46	60				
Private IPUG	38.8	11.3	.17	20	31	40	46	57	4,440	.1	.883	.011
Carnegie Class	37.2	11.7	.09	20	29	37	46	57	18,996	1.7	.050	.146
NSSE 2019 & 2020	35.2	12.0	.02	17	26	34	43	57	376,931	3.7	.000	.311
Top 50%	36.7	11.8	.03	17	29	37	46	57	192,459	2.2	.012	.187
Top 10%	39.0	11.7	.07	20	31	40	49	60	30,222	-.1	.927	-.007
Learning Strategies												
Kenyon (N = 167)	39.5	12.7	.98	20	33	40	47	60				
Private IPUG	39.5	13.1	.21	20	33	40	47	60	4,003	.0	.989	-.001
Carnegie Class	39.1	13.3	.10	20	27	40	47	60	16,903	.4	.684	.032
NSSE 2019 & 2020	38.3	13.8	.02	20	27	40	47	60	166	1.2	.219	.088
Top 50%	39.9	13.7	.03	20	33	40	53	60	167,057	-.4	.691	-.031
Top 10%	42.3	14.1	.07	20	33	40	53	60	168	-2.8	.005	-.200
Quantitative Reasoning												
Kenyon (N = 167)	26.2	16.3	1.26	0	13	27	40	53				
Private IPUG	28.0	15.3	.25	0	20	27	40	60	4,039	-1.8	.133	-.119
Carnegie Class	28.8	15.4	.12	0	20	27	40	60	17,103	-2.5	.034	-.165
NSSE 2019 & 2020	28.2	15.3	.03	0	20	27	40	60	334,810	-2.0	.093	-.130
Top 50%	29.4	15.2	.03	7	20	27	40	60	217,438	-3.2	.006	-.211
Top 10%	31.4	15.3	.07	7	20	33	40	60	46,003	-5.2	.000	-.337
Learning with Peers												
Collaborative Learning												
Kenyon (N = 192)	33.9	12.9	.93	15	25	35	40	55				
Private IPUG	33.9	13.3	.20	15	25	35	40	60	4,701	.0	.998	.000
Carnegie Class	34.5	13.5	.10	15	25	35	45	60	20,272	-.6	.568	-.041
NSSE 2019 & 2020	32.3	14.7	.02	5	20	30	40	60	191	1.7	.073	.114
Top 50%	35.2	13.7	.03	15	25	35	45	60	250,542	-1.2	.211	-.090
Top 10%	37.4	13.5	.06	15	30	40	45	60	52,653	-3.5	.000	-.255
Discussions with Diverse Others												
Kenyon (N = 167)	40.5	13.3	1.03	20	30	40	50	60				
Private IPUG	41.1	13.2	.21	20	30	40	50	60	4,024	-.6	.582	-.043
Carnegie Class	41.2	14.1	.11	20	30	40	55	60	16,981	-.7	.540	-.048
NSSE 2019 & 2020	39.5	15.6	.03	15	30	40	55	60	167	1.0	.319	.066
Top 50%	41.5	15.0	.03	20	30	40	55	60	167	-.9	.371	-.062
Top 10%	43.6	14.5	.07	20	35	45	60	60	168	-3.1	.003	-.212

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
Kenyon (N = 175)	20.9	12.5	.94	5	10	20	30	40				
Private IPUG	23.6	13.8	.21	5	15	20	30	50	193	-2.7	.006	-.196
Carnegie Class	24.3	14.2	.11	5	15	20	35	50	179	-3.4	.000	-.240
NSSE 2019 & 2020	21.4	14.6	.02	0	10	20	30	50	174	-.5	.618	-.032
Top 50%	24.5	14.7	.04	5	15	20	35	55	175	-3.6	.000	-.243
Top 10%	28.1	15.5	.12	5	15	25	40	60	180	-7.2	.000	-.467
Effective Teaching Practices												
Kenyon (N = 175)	41.4	10.8	.82	24	36	40	48	60				
Private IPUG	41.5	11.7	.19	20	32	40	52	60	4,175	.0	.981	-.002
Carnegie Class	40.6	12.3	.09	20	32	40	50	60	179	.8	.319	.067
NSSE 2019 & 2020	38.4	13.2	.02	16	28	40	48	60	174	3.0	.000	.227
Top 50%	40.5	13.2	.03	20	32	40	52	60	175	.9	.265	.069
Top 10%	42.3	14.1	.07	16	32	44	56	60	177	-.8	.308	-.059
Campus Environment												
Quality of Interactions												
Kenyon (N = 161)	46.4	9.3	.73	30	40	48	52	60				
Private IPUG	44.9	9.8	.16	28	40	46	52	60	3,857	1.5	.057	.153
Carnegie Class	44.8	10.5	.08	26	40	46	52	60	16,188	1.6	.047	.157
NSSE 2019 & 2020	43.2	11.8	.02	22	36	44	52	60	160	3.2	.000	.270
Top 50%	45.2	11.2	.03	24	38	46	54	60	161	1.3	.091	.112
Top 10%	47.2	11.6	.06	25	40	50	58	60	163	-.8	.288	-.068
Supportive Environment												
Kenyon (N = 163)	35.0	11.1	.87	17	28	35	43	55				
Private IPUG	37.4	12.0	.20	18	30	38	45	60	3,904	-2.4	.013	-.199
Carnegie Class	37.9	12.6	.10	18	30	38	48	60	166	-2.9	.001	-.231
NSSE 2019 & 2020	36.0	13.5	.02	15	28	38	45	60	162	-1.0	.254	-.074
Top 50%	37.9	13.1	.03	18	30	38	48	60	163	-2.9	.001	-.220
Top 10%	40.0	12.9	.08	18	33	40	50	60	165	-5.0	.000	-.390

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).
b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.
c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.
d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.
e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.
f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.
g. Effect size is the mean difference divided by the pooled standard deviation.

NSSE 2020 Engagement Indicators
Detailed Statistics[a]
Kenyon College

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
Kenyon (N = 159)	43.8	10.6	.84	25	40	45	55	60				
Private IPUG	43.1	11.6	.19	20	35	40	50	60	4,087	.8	.410	.067
Carnegie Class	41.8	12.4	.09	20	35	40	50	60	162	2.0	.020	.160
NSSE 2019 & 2020	40.1	13.5	.02	20	30	40	50	60	159	3.7	.000	.275
Top 50%	41.7	13.4	.03	20	35	40	55	60	159	2.1	.013	.157
Top 10%	43.2	13.3	.06	20	35	40	55	60	160	.7	.442	.049
Reflective & Integrative Learning												
Kenyon (N = 170)	43.1	11.5	.88	23	34	43	51	60				
Private IPUG	41.7	11.6	.18	23	34	40	51	60	4,265	1.4	.130	.118
Carnegie Class	40.5	11.9	.09	20	31	40	49	60	18,249	2.6	.005	.218
NSSE 2019 & 2020	38.1	12.5	.02	17	29	37	46	60	535,796	5.0	.000	.405
Top 50%	39.8	12.2	.03	20	31	40	49	60	221,235	3.3	.000	.271
Top 10%	41.8	12.0	.06	20	34	40	51	60	35,681	1.3	.147	.111
Learning Strategies												
Kenyon (N = 153)	39.3	12.4	1.00	20	33	40	47	60				
Private IPUG	37.8	13.6	.22	13	27	40	47	60	3,942	1.5	.185	.109
Carnegie Class	38.0	14.0	.11	13	27	40	47	60	156	1.3	.191	.095
NSSE 2019 & 2020	38.6	14.6	.02	13	27	40	53	60	153	.7	.513	.045
Top 50%	40.7	14.5	.03	20	33	40	53	60	153	-1.4	.165	-.097
Top 10%	42.7	14.4	.05	20	33	40	60	60	153	-3.4	.001	-.235
Quantitative Reasoning												
Kenyon (N = 152)	28.4	18.7	1.52	0	13	27	40	60				
Private IPUG	31.8	16.5	.27	0	20	33	40	60	161	-3.5	.027	-.208
Carnegie Class	31.4	16.4	.13	0	20	33	40	60	153	-3.1	.046	-.187
NSSE 2019 & 2020	30.2	16.2	.02	0	20	27	40	60	151	-1.9	.216	-.116
Top 50%	31.4	16.1	.03	0	20	33	40	60	151	-3.1	.046	-.190
Top 10%	33.4	15.9	.06	7	20	33	40	60	152	-5.0	.001	-.315
Learning with Peers												
Collaborative Learning												
Kenyon (N = 181)	34.6	14.3	1.06	15	20	35	45	60				
Private IPUG	35.0	13.4	.21	15	25	35	45	60	4,422	-.3	.737	-.025
Carnegie Class	35.6	13.6	.10	15	25	35	45	60	18,896	-1.0	.327	-.073
NSSE 2019 & 2020	32.0	15.6	.02	5	20	30	45	60	560,427	2.6	.022	.170
Top 50%	35.9	14.0	.03	15	25	35	45	60	292,897	-1.3	.214	-.092
Top 10%	38.4	13.6	.06	15	30	40	50	60	51,132	-3.7	.000	-.275
Discussions with Diverse Others												
Kenyon (N = 154)	39.3	13.0	1.05	20	30	40	50	60				
Private IPUG	40.0	12.9	.21	20	30	40	50	60	3,952	-.7	.514	-.054
Carnegie Class	41.0	13.9	.11	20	30	40	55	60	16,687	-1.7	.133	-.122
NSSE 2019 & 2020	40.2	15.9	.02	15	30	40	55	60	153	-.9	.377	-.058
Top 50%	42.1	15.5	.03	15	30	40	60	60	154	-2.8	.009	-.179
Top 10%	43.8	15.3	.05	20	35	45	60	60	154	-4.5	.000	-.294

NSSE 2020 Engagement Indicators

Detailed Statistics[a]
Kenyon College

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
Kenyon (N = 163)	28.8	13.2	1.03	10	20	30	40	50				
Private IPUG	29.5	14.4	.23	10	20	25	40	60	4,157	-.7	.537	-.049
Carnegie Class	30.5	15.0	.11	10	20	30	40	60	17,740	-1.6	.161	-.110
NSSE 2019 & 2020	23.9	16.1	.02	0	10	20	35	55	162	4.9	.000	.305
Top 50%	29.7	15.9	.05	5	20	30	40	60	163	-.8	.418	-.053
Top 10%	33.2	16.0	.11	10	20	35	45	60	166	-4.4	.000	-.277
Effective Teaching Practices												
Kenyon (N = 159)	43.4	10.7	.85	24	36	44	52	60				
Private IPUG	42.8	11.7	.19	24	36	40	52	60	4,068	.5	.582	.044
Carnegie Class	42.3	12.4	.09	20	36	40	52	60	162	1.1	.208	.088
NSSE 2019 & 2020	39.7	13.8	.02	16	32	40	52	60	159	3.6	.000	.263
Top 50%	41.8	13.7	.03	20	32	40	52	60	159	1.6	.064	.116
Top 10%	43.7	13.4	.07	20	36	44	56	60	160	-.4	.679	-.026
Campus Environment												
Quality of Interactions												
Kenyon (N = 151)	43.4	10.1	.82	28	38	44	50	60				
Private IPUG	43.5	9.7	.16	26	38	44	50	58	3,902	-.2	.845	-.016
Carnegie Class	43.7	10.4	.08	26	38	44	50	60	16,258	-.3	.698	-.032
NSSE 2019 & 2020	43.0	12.1	.02	20	36	44	52	60	150	.3	.681	.028
Top 50%	45.2	11.7	.03	24	38	48	54	60	150	-1.8	.027	-.158
Top 10%	47.4	12.0	.05	24	40	50	58	60	151	-4.0	.000	-.333
Supportive Environment												
Kenyon (N = 152)	29.7	11.8	.96	10	20	30	38	50				
Private IPUG	33.8	11.9	.20	15	25	33	40	55	3,884	-4.1	.000	-.340
Carnegie Class	34.2	12.7	.10	14	25	35	43	58	16,353	-4.5	.000	-.351
NSSE 2019 & 2020	32.2	14.2	.02	10	23	33	40	60	151	-2.5	.009	-.179
Top 50%	34.6	14.0	.03	13	25	35	45	60	151	-4.9	.000	-.352
Top 10%	36.8	14.1	.07	13	28	38	48	60	153	-7.1	.000	-.506

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

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

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

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

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

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

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