NSSE 2022
Engagement Indicators

Ferris State University

About Your *Engagement Indicators* Report

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

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

Report Sections

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

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

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

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

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

Comparisons with High-Performing Institutions (p. 15) — Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2021 and 2022 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. Your NSSE Tableau dashboards and Report Builder (released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

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

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

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

NSSE 2022 Engagement Indicators

Overview

Ferris State University

Engagement Indicators: Overview

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

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

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

-- No significant difference.

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

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

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Honors Consortium	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2021 & 2022
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 Honors Consortium	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2021 & 2022
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 2022 Engagement Indicators

Academic Challenge
Ferris State University

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

| | Ferris State | Your first-year students compared with | | | | | |
| | | Honors Consortium | | Carnegie Class | | NSSE 2021 & 2022 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	35.6	38.2 **	-.20	38.8 **	-.23	37.8 *	-.16
Reflective & Integrative Learning	34.3	36.3 *	-.17	36.5 **	-.18	35.3	-.08
Learning Strategies	36.1	39.1 **	-.22	39.3 **	-.23	37.9	-.13
Quantitative Reasoning	26.1	30.4 ***	-.27	29.1 *	-.19	28.7 *	-.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
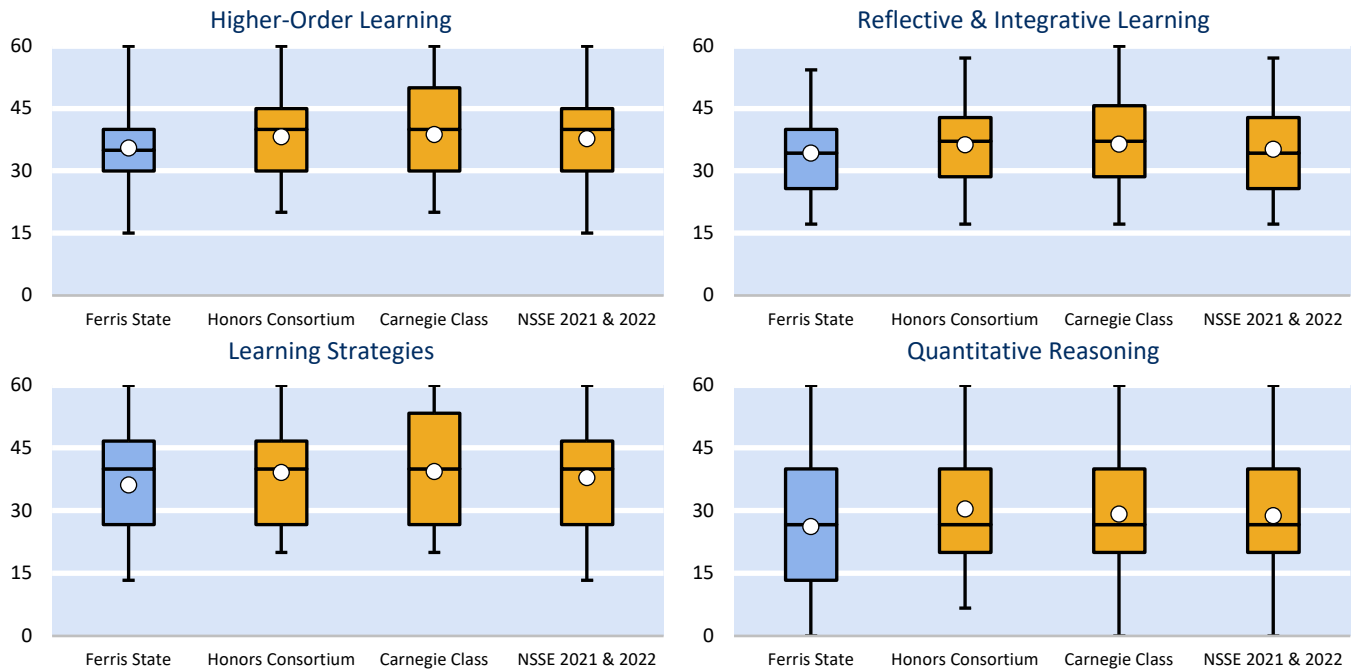
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

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.

	Ferris State	Honors Consortium	Carnegie Class	NSSE 2021 & 2022
Higher-Order Learning		Percentage point difference [a] between your FY students and		
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	67	-4	-3	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	63	-6	-7	-5
4d. Evaluating a point of view, decision, or information source	58	-12	-14	-11
4e. Forming a new idea or understanding from various pieces of information	64	-8	-8	-6
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	57	+1	+4	+7
2b. Connected your learning to societal problems or issues	49	-5	-6	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	47	-9	-10	-6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	-3	-4	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	-5	-7	-4
2f. Learned something that changed the way you understand an issue or concept	67	+0	-1	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	75	-3	-4	-2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	66	-8	-9	-6
9b. Reviewed your notes after class	63	-6	-5	-2
9c. Summarized what you learned in class or from course materials	60	-9	-8	-4
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	-10	-6	-7
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37	-10	-7	-5
6c. Evaluated what others have concluded from numerical information	36	-10	-6	-5

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

| | Ferris State | Your seniors compared with | | | | | |
| | | Honors Consortium | | Carnegie Class | | NSSE 2021 & 2022 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.4	40.3	.01	41.6 *	-.08	40.2	.01
Reflective & Integrative Learning	38.5	38.6	-.01	39.7 *	-.09	38.1	.03
Learning Strategies	38.2	39.2	-.07	40.5 ***	-.16	39.0	-.06
Quantitative Reasoning	32.4	30.5 *	.11	31.0 *	.09	30.8 *	.10

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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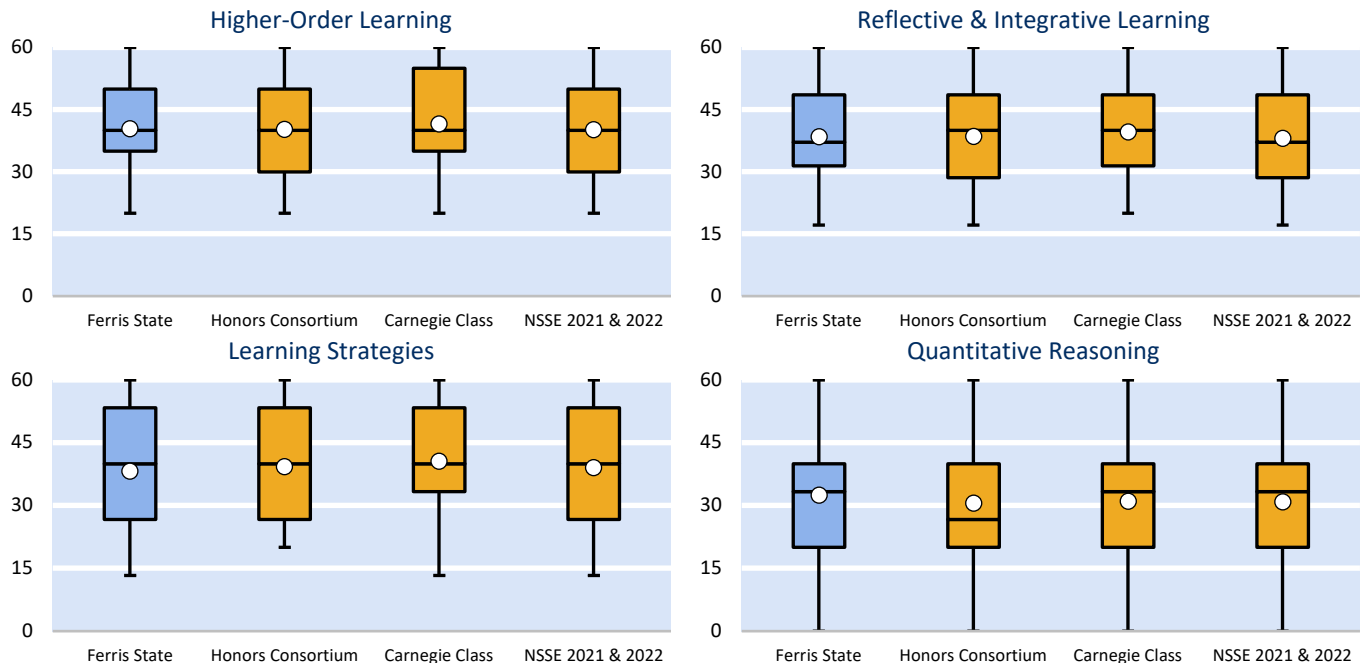
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Academic Challenge: Seniors (continued)

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.

	Ferris State	Percentage point difference [a] between your seniors and		
Higher-Order Learning		Honors Consortium	Carnegie Class	NSSE 2021 & 2022
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	81	+5	+3	+5
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	+0	-1	+1
4d. Evaluating a point of view, decision, or information source	72	-1	-4	+1
4e. Forming a new idea or understanding from various pieces of information	74	+1	-2	+1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	74	+4	+8	+8
2b. Connected your learning to societal problems or issues	64	+2	-2	+3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51	-3	-10	-4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	-0	-5	+0
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	-0	-3	+0
2f. Learned something that changed the way you understand an issue or concept	73	+3	-1	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+1	-1	+1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	72	-4	-7	-4
9b. Reviewed your notes after class	65	-1	-3	+0
9c. Summarized what you learned in class or from course materials	68	-1	-3	+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.)	62	+7	+6	+6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	55	+8	+6	+7
6c. Evaluated what others have concluded from numerical information	50	+3	+3	+3

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

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

NSSE 2022 Engagement Indicators

Learning with Peers

Ferris State University

Learning with Peers: First-year students

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

Mean Comparisons

	Ferris State	Honors Consortium		Carnegie Class		NSSE 2021 & 2022	
				Your first-year students compared with			
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Collaborative Learning	29.3	29.5	-.01	26.8 **	.16	27.5	.12
Discussions with Diverse Others	37.0	39.6 *	-.17	37.6	-.04	37.1	-.01

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

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Performance on Indicator Items

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

Collaborative Learning	Ferris State	Honors Consortium	Carnegie Class	NSSE 2021 & 2022
		Percentage point difference [a] between your FY students and		
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	43	-1	+4	+2
1c. Explained course material to one or more students	54	+7	+11	+10
1d. Prepared for exams by discussing or working through course material with other students	35	-8	-2	-2
1e. Worked with other students on course projects or assignments	50	+3	+5	+5

Discussions with Diverse Others	Ferris State	Honors Consortium	Carnegie Class	NSSE 2021 & 2022
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	63	-8	-5	-4
8b. People from an economic background other than your own	70	-1	+2	+4
8c. People with religious beliefs other than your own	68	-1	+7	+6
8d. People with political views other than your own	66	+1	+6	+7

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

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

Learning with Peers: Seniors

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

Mean Comparisons

	Ferris State	Your seniors compared with					
		Honors Consortium		Carnegie Class		NSSE 2021 & 2022	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.3	31.3	.00	26.0 ***	.31	29.0 ***	.14
Discussions with Diverse Others	36.3	40.0 ***	-.24	37.8 *	-.09	38.1 **	-.11

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	Ferris State	Percentage point difference [a] between your seniors and		
		Honors Consortium	Carnegie Class	NSSE 2021 & 2022
Percentage of students who responded that they "Very often" or "Often"…	%			
1b. Asked another student to help you understand course material	42	-1	+10	+4
1c. Explained course material to one or more students	53	-2	+11	+4
1d. Prepared for exams by discussing or working through course material with other students	42	-1	+9	+4
1e. Worked with other students on course projects or assignments	69	+7	+18	+13

Discussions with Diverse Others	Ferris State			
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	58	-14	-10	-10
8b. People from an economic background other than your own	67	-4	-2	-1
8c. People with religious beliefs other than your own	59	-9	-1	-4
8d. People with political views other than your own	61	-7	+0	+1

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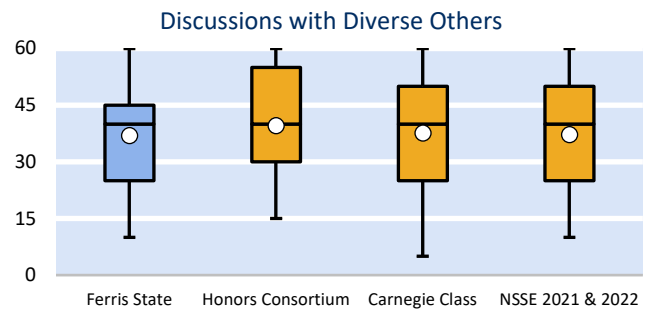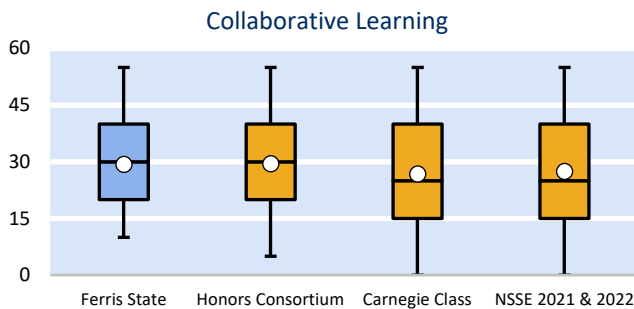
NSSE 2022 Engagement Indicators

Experiences with Faculty

Ferris State University

Experiences with Faculty: First-year students

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

Mean Comparisons

	Ferris State	*Your first-year students compared with*					
		Honors Consortium		Carnegie Class		NSSE 2021 & 2022	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.8	22.9	-.01	20.8	.13	20.0 *	.19
Effective Teaching Practices	37.0	38.9	-.14	39.6 *	-.18	37.9	-.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).

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Student-Faculty Interaction	Ferris State	Percentage point difference [a] between your FY students and		
		Honors Consortium	Carnegie Class	NSSE 2021 & 2022
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	45	+2	+8	+10
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	+2	+6	+7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	+2	+5	+7
3d. Discussed your academic performance with a faculty member	34	-1	+3	+5
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	72	-6	-6	-4
5b. Taught course sessions in an organized way	70	-4	-3	-1
5c. Used examples or illustrations to explain difficult points	70	-4	-4	-2
5d. Provided feedback on a draft or work in progress	64	-4	-3	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	61	-3	-4	+2

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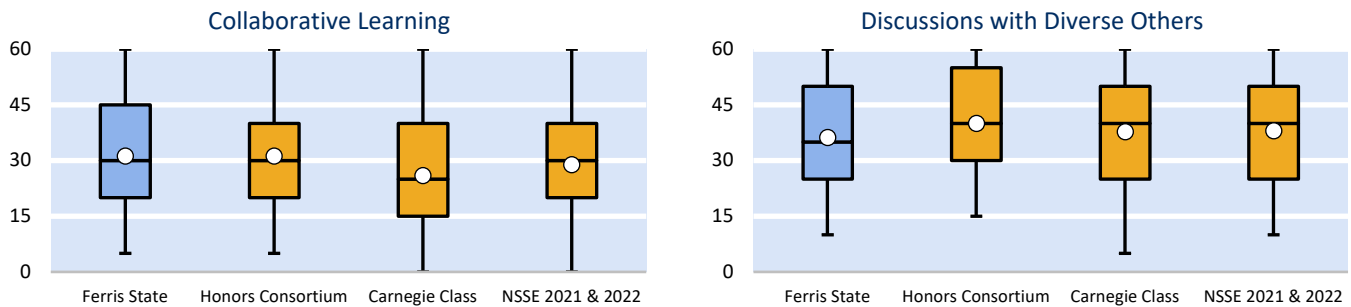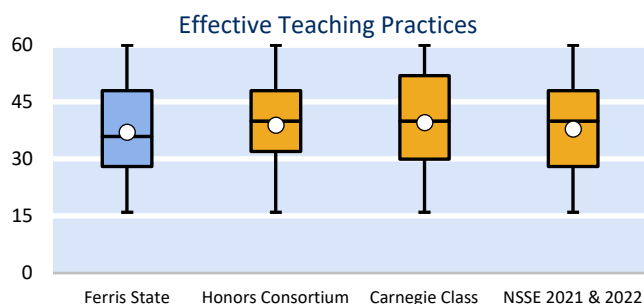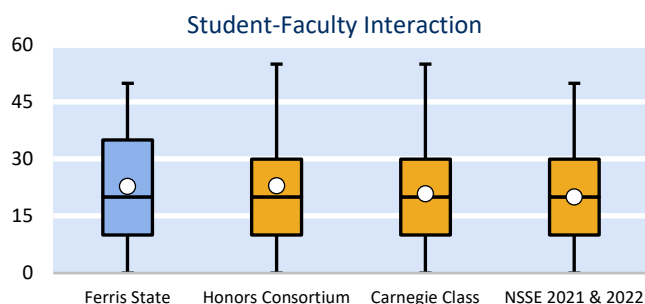
Experiences with Faculty: Seniors

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

	Ferris State	*Your seniors compared with*					
		Honors Consortium		Carnegie Class		NSSE 2021 & 2022	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.4	25.0	.02	21.8 ***	.22	22.5 ***	.18
Effective Teaching Practices	40.3	39.9	.03	41.0	-.05	39.4	.06

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

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Student-Faculty Interaction		Honors Consortium	Carnegie Class	NSSE 2021 & 2022
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	52	+5	+12	+12
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	-2	+4	+3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	36	+2	+8	+6
3d. Discussed your academic performance with a faculty member	39	+4	+7	+7
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	78	-1	-4	-1
5b. Taught course sessions in an organized way	73	-3	-5	-2
5c. Used examples or illustrations to explain difficult points	77	+1	+2	+2
5d. Provided feedback on a draft or work in progress	70	+3	+3	+7
5e. Provided prompt and detailed feedback on tests or completed assignments	69	+3	-0	+6

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 2022 Engagement Indicators

Campus Environment
Ferris State University

Campus Environment: First-year students

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

Mean Comparisons

	Ferris State	Your first-year students compared with					
		Honors Consortium		Carnegie Class		NSSE 2021 & 2022	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.1	43.2	-.09	43.9	-.14	42.4	-.02
Supportive Environment	30.2	34.8 ***	-.34	34.3 ***	-.29	33.3 **	-.22

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

Score Distributions

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.

	Ferris State	Percentage point difference [a] between your FY students and		
Quality of Interactions		Honors Consortium	Carnegie Class	NSSE 2021 & 2022
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	51	+0	-2	+2
13b. Academic advisors	58	+0	+1	+4
13c. Faculty	46	-4	-10	-5
13d. Student services staff (career services, student activities, housing, etc.)	44	-4	-7	-3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	38	-8	-12	-7
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	65	-4	-6	-5
14c. Using learning support services (tutoring services, writing center, etc.)	61	-10	-11	-10
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	-8	-8	-5
14e. Providing opportunities to be involved socially	57	-11	-9	-6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	54	-11	-9	-8
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	27	-14	-13	-10
14h. Attending campus activities and events (performing arts, athletic events, etc.)	52	-10	-5	-3
14i. Attending events that address important social, economic, or political issues	40	-6	-5	-3

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

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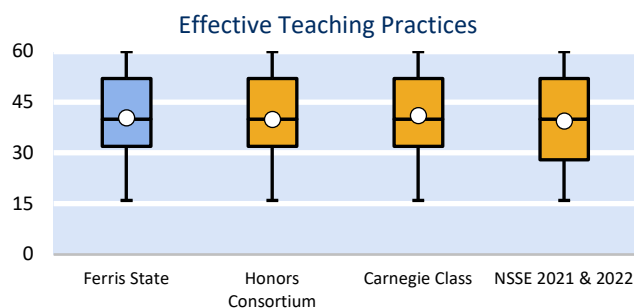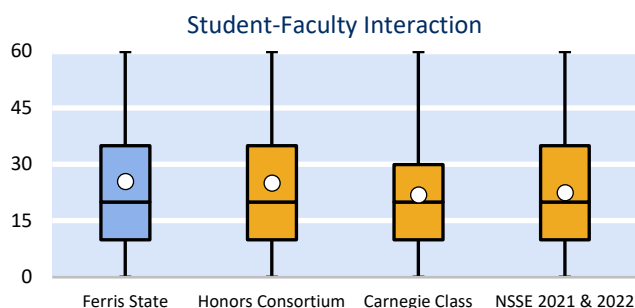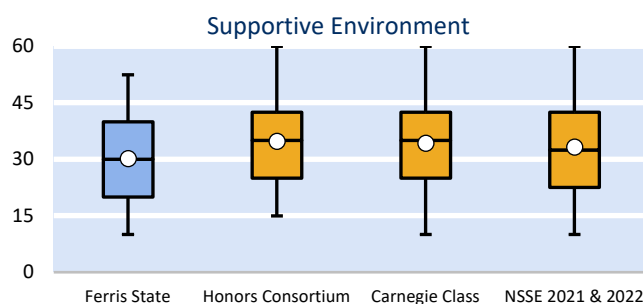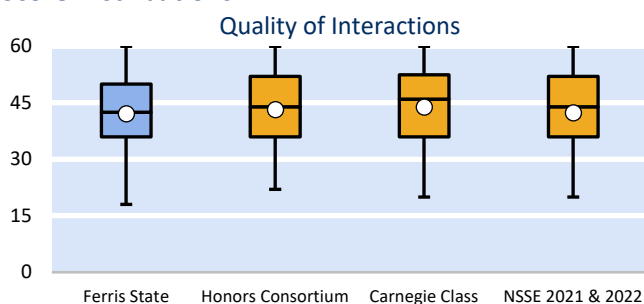
Campus Environment: Seniors

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

	Ferris State	Your seniors compared with					
		Honors Consortium		Carnegie Class		NSSE 2021 & 2022	
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Quality of Interactions	43.4	43.2	.01	44.9 **	-.12	43.0	.03
Supportive Environment	29.4	32.9 ***	-.25	31.9 ***	-.16	31.6 ***	-.15

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

Score Distributions

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

Performance on Indicator Items

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

Quality of Interactions	Ferris State	Percentage point difference [a] between your seniors and		
		Honors Consortium	Carnegie Class	NSSE 2021 & 2022
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	58	+2	-3	+1
13b. Academic advisors	58	+2	-1	+4
13c. Faculty	58	+2	-4	+2
13d. Student services staff (career services, student activities, housing, etc.)	42	-1	-9	-4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	+3	-6	+1
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	67	-2	-2	-0
14c. Using learning support services (tutoring services, writing center, etc.)	54	-13	-13	-10
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	47	-11	-8	-6
14e. Providing opportunities to be involved socially	59	-7	-2	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	52	-12	-5	-6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32	-2	-4	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	51	-6	+2	-0
14i. Attending events that address important social, economic, or political issues	37	-6	-3	-3

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

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

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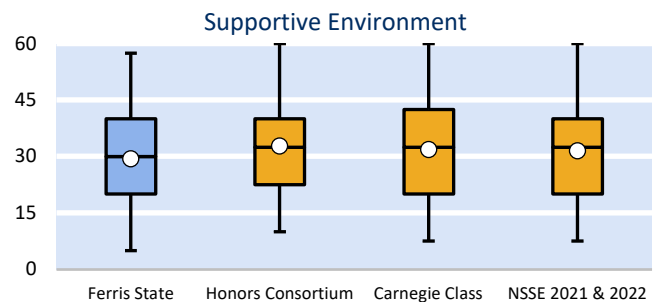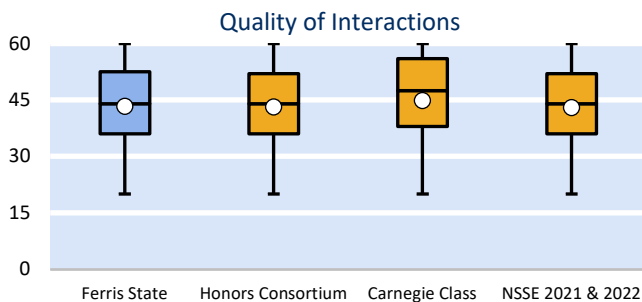
Comparisons with Top 50% and Top 10% Institutions

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 2021 and 2022 NSSE institutions, and
  (b) institutions with average scores placing them in the top 10% of all 2021 and 2022 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

| | | Ferris State | 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	35.6	39.2 ***	-.28		42.1 ***	-.50	
	Reflective and Integrative Learning	34.3	36.9 **	-.21		39.2 ***	-.41	
	Learning Strategies	36.1	39.6 **	-.25		42.9 ***	-.48	
	Quantitative Reasoning	26.1	30.2 ***	-.26		33.3 ***	-.46	
Learning with Peers	Collaborative Learning	29.3	31.8 *	-.19		35.4 ***	-.46	
	Discussions with Diverse Others	37.0	39.8 *	-.19		42.6 ***	-.40	
Experiences with Faculty	Student-Faculty Interaction	22.8	24.4	-.11		27.8 ***	-.33	
	Effective Teaching Practices	37.0	40.3 **	-.24		43.3 ***	-.46	
Campus Environment	Quality of Interactions	42.1	45.1 **	-.25		48.2 ***	-.49	
	Supportive Environment	30.2	35.9 ***	-.42		39.1 ***	-.67	

Seniors

| | | Ferris State | 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	40.4	41.9 **	-.11		44.2 ***	-.29	
	Reflective and Integrative Learning	38.5	40.3 ***	-.14		42.7 ***	-.36	
	Learning Strategies	38.2	41.1 ***	-.20		43.4 ***	-.37	
	Quantitative Reasoning	32.4	32.4	.00	✓	35.3 ***	-.18	
Learning with Peers	Collaborative Learning	31.3	34.0 ***	-.19		37.9 ***	-.48	
	Discussions with Diverse Others	36.3	40.4 ***	-.26		43.2 ***	-.46	
Experiences with Faculty	Student-Faculty Interaction	25.4	28.8 ***	-.21		33.2 ***	-.48	
	Effective Teaching Practices	40.3	41.9 **	-.12		44.5 ***	-.30	
Campus Environment	Quality of Interactions	43.4	45.6 ***	-.18		48.0 ***	-.37	
	Supportive Environment	29.4	34.3 ***	-.33		37.4 ***	-.55	

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

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2021 and 2022 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

NSSE 2022 Engagement Indicators
Detailed Statistics[a]
Ferris State University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
Ferris State (N = 175)	35.6	13.1	.99	15	30	35	40	60				
Honors Consortium	38.2	12.9	.29	20	30	40	45	60	2,223	-2.6	.010	-.204
Carnegie Class	38.8	13.8	.09	20	30	40	50	60	23,628	-3.2	.002	-.233
NSSE 2021 & 2022	37.8	13.5	.03	15	30	40	45	60	189,360	-2.2	.033	-.161
Top 50%	39.2	13.3	.04	20	30	40	50	60	97,414	-3.7	.000	-.276
Top 10%	42.1	13.0	.13	20	35	40	55	60	10,873	-6.5	.000	-.496
Reflective & Integrative Learning												
Ferris State (N = 184)	34.3	11.2	.83	17	26	34	40	54				
Honors Consortium	36.3	11.9	.25	17	29	37	43	57	2,378	-2.0	.029	-.167
Carnegie Class	36.5	12.4	.08	17	29	37	46	60	187	-2.2	.010	-.175
NSSE 2021 & 2022	35.3	12.3	.03	17	26	34	43	57	184	-.9	.256	-.077
Top 50%	36.9	12.1	.04	17	29	37	46	60	97,654	-2.6	.004	-.214
Top 10%	39.2	11.8	.10	20	31	40	49	60	13,448	-4.9	.000	-.414
Learning Strategies												
Ferris State (N = 171)	36.1	13.4	1.03	13	27	40	47	60				
Honors Consortium	39.1	13.7	.31	20	27	40	47	60	2,117	-3.0	.005	-.222
Carnegie Class	39.3	14.3	.10	20	27	40	53	60	22,082	-3.2	.003	-.226
NSSE 2021 & 2022	37.9	14.0	.03	13	27	40	47	60	176,017	-1.8	.089	-.130
Top 50%	39.6	14.1	.05	20	27	40	53	60	88,816	-3.5	.001	-.246
Top 10%	42.9	14.3	.11	20	33	40	60	60	16,344	-6.8	.000	-.477
Quantitative Reasoning												
Ferris State (N = 170)	26.1	16.0	1.23	0	13	27	40	60				
Honors Consortium	30.4	15.6	.35	7	20	27	40	60	2,147	-4.3	.001	-.273
Carnegie Class	29.1	16.2	.11	0	20	27	40	60	22,407	-3.0	.016	-.185
NSSE 2021 & 2022	28.7	15.5	.04	0	20	27	40	60	178,525	-2.6	.028	-.169
Top 50%	30.2	15.3	.05	7	20	27	40	60	102,614	-4.0	.001	-.263
Top 10%	33.3	15.5	.13	7	20	33	40	60	13,410	-7.1	.000	-.460
Learning with Peers												
Collaborative Learning												
Ferris State (N = 189)	29.3	13.2	.96	10	20	30	40	55				
Honors Consortium	29.5	14.2	.29	5	20	30	40	55	2,531	-.2	.853	-.014
Carnegie Class	26.8	15.7	.09	0	15	25	40	55	192	2.5	.010	.160
NSSE 2021 & 2022	27.5	15.0	.03	0	15	25	40	55	189	1.8	.060	.120
Top 50%	31.8	13.9	.05	10	20	30	40	60	90,115	-2.6	.011	-.186
Top 10%	35.4	13.5	.11	15	25	35	45	60	16,662	-6.2	.000	-.456
Discussions with Diverse Others												
Ferris State (N = 171)	37.0	14.3	1.09	10	25	40	45	60				
Honors Consortium	39.6	15.5	.35	15	30	40	55	60	2,135	-2.6	.032	-.171
Carnegie Class	37.6	16.3	.11	5	25	40	50	60	174	-.6	.581	-.037
NSSE 2021 & 2022	37.1	16.1	.04	10	25	40	50	60	171	-.2	.864	-.012
Top 50%	39.8	15.1	.05	15	30	40	55	60	81,899	-2.9	.013	-.190
Top 10%	42.6	14.2	.14	20	35	40	55	60	10,761	-5.6	.000	-.395

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												
Ferris State (N = 178)	22.8	15.0	1.13	0	10	20	35	50				
Honors Consortium	22.9	15.0	.33	0	10	20	30	55	2,289	-.2	.881	-.012
Carnegie Class	20.8	15.2	.10	0	10	20	30	55	24,515	1.9	.096	.125
NSSE 2021 & 2022	20.0	14.8	.03	0	10	20	30	50	196,640	2.8	.013	.186
Top 50%	24.4	15.1	.07	5	15	20	35	55	49,421	-1.6	.160	-.105
Top 10%	27.8	15.3	.17	5	15	25	40	60	8,554	-5.1	.000	-.331
Effective Teaching Practices												
Ferris State (N = 174)	37.0	12.7	.97	16	28	36	48	60				
Honors Consortium	38.9	13.1	.29	16	32	40	48	60	2,227	-1.8	.075	-.141
Carnegie Class	39.6	14.1	.09	16	30	40	52	60	23,581	-2.5	.018	-.181
NSSE 2021 & 2022	37.9	13.7	.03	16	28	40	48	60	188,823	-.9	.410	-.063
Top 50%	40.3	13.8	.05	16	32	40	52	60	68,081	-3.3	.002	-.236
Top 10%	43.3	13.7	.13	20	36	44	56	60	10,813	-6.3	.000	-.459
Campus Environment												
Quality of Interactions												
Ferris State (N = 156)	42.1	11.8	.94	18	36	43	50	60				
Honors Consortium	43.2	11.9	.28	22	36	44	52	60	1,982	-1.1	.276	-.091
Carnegie Class	43.9	12.4	.09	20	36	46	53	60	20,330	-1.8	.075	-.143
NSSE 2021 & 2022	42.4	12.4	.03	20	36	44	52	60	160,027	-.3	.760	-.024
Top 50%	45.1	11.9	.05	22	38	48	54	60	54,525	-3.0	.002	-.252
Top 10%	48.2	12.5	.12	23	42	50	60	60	10,609	-6.1	.000	-.488
Supportive Environment												
Ferris State (N = 166)	30.2	12.9	1.00	10	20	30	40	53				
Honors Consortium	34.8	13.4	.31	15	25	35	43	60	2,069	-4.6	.000	-.345
Carnegie Class	34.3	14.3	.10	10	25	35	43	60	21,373	-4.1	.000	-.286
NSSE 2021 & 2022	33.3	14.0	.03	10	23	33	43	60	170,658	-3.1	.004	-.222
Top 50%	35.9	13.6	.05	13	26	38	45	60	61,874	-5.7	.000	-.421
Top 10%	39.1	13.3	.16	18	30	40	50	60	7,116	-8.9	.000	-.669

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 2022 Engagement Indicators

Detailed Statistics[a]
Ferris State University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
Ferris State (N = 592)	40.4	13.7	.56	20	35	40	50	60				
Honors Consortium	40.3	13.9	.37	20	30	40	50	60	1,990	.1	.853	.009
Carnegie Class	41.6	13.9	.09	20	35	40	55	60	622	-1.2	.039	-.085
NSSE 2021 & 2022	40.2	14.0	.03	20	30	40	50	60	177,841	.2	.738	.014
Top 50%	41.9	13.7	.05	20	35	40	55	60	71,025	-1.5	.008	-.109
Top 10%	44.2	13.1	.16	20	35	45	60	60	7,081	-3.8	.000	-.292
Reflective & Integrative Learning												
Ferris State (N = 613)	38.5	12.7	.51	17	31	37	49	60				
Honors Consortium	38.6	13.3	.35	17	29	40	49	60	1,190	-.1	.898	-.006
Carnegie Class	39.7	12.8	.08	20	31	40	49	60	25,332	-1.2	.021	-.094
NSSE 2021 & 2022	38.1	13.0	.03	17	29	37	49	60	189,405	.4	.475	.029
Top 50%	40.3	12.5	.05	20	31	40	50	60	64,534	-1.8	.000	-.142
Top 10%	42.7	11.7	.15	23	34	43	51	60	6,693	-4.2	.000	-.359
Learning Strategies												
Ferris State (N = 560)	38.2	15.2	.64	13	27	40	53	60				
Honors Consortium	39.2	14.4	.39	20	27	40	53	60	1,897	-1.0	.158	-.071
Carnegie Class	40.5	14.8	.10	13	33	40	53	60	22,744	-2.4	.000	-.160
NSSE 2021 & 2022	39.0	14.8	.04	13	27	40	53	60	167,706	-.8	.181	-.057
Top 50%	41.1	14.6	.05	20	33	40	53	60	77,336	-2.9	.000	-.200
Top 10%	43.4	14.2	.12	20	33	40	60	60	13,510	-5.3	.000	-.370
Quantitative Reasoning												
Ferris State (N = 568)	32.4	16.5	.69	0	20	33	40	60				
Honors Consortium	30.5	16.9	.46	0	20	27	40	60	1,913	1.9	.024	.113
Carnegie Class	31.0	16.9	.11	0	20	33	40	60	23,019	1.5	.042	.087
NSSE 2021 & 2022	30.8	16.6	.04	0	20	33	40	60	169,788	1.6	.022	.096
Top 50%	32.4	16.5	.06	7	20	33	40	60	85,714	.0	.998	.000
Top 10%	35.3	16.0	.16	7	20	33	47	60	10,541	-2.9	.000	-.181
Learning with Peers												
Collaborative Learning												
Ferris State (N = 625)	31.3	15.6	.63	5	20	30	45	60				
Honors Consortium	31.3	15.8	.40	5	20	30	40	60	2,141	.0	.990	-.001
Carnegie Class	26.0	17.0	.11	0	15	25	40	60	661	5.2	.000	.309
NSSE 2021 & 2022	29.0	16.2	.04	0	20	30	40	60	198,638	2.3	.000	.142
Top 50%	34.0	14.6	.06	10	25	35	45	60	634	-2.7	.000	-.188
Top 10%	37.9	13.7	.15	15	30	40	50	60	695	-6.6	.000	-.476
Discussions with Diverse Others												
Ferris State (N = 565)	36.3	16.2	.68	10	25	35	50	60				
Honors Consortium	40.0	15.7	.43	15	30	40	55	60	1,913	-3.8	.000	-.237
Carnegie Class	37.8	16.6	.11	5	25	40	50	60	22,782	-1.6	.027	-.094
NSSE 2021 & 2022	38.1	16.5	.04	10	25	40	50	60	168,277	-1.8	.010	-.109
Top 50%	40.4	15.9	.06	15	30	40	55	60	77,427	-4.1	.000	-.258
Top 10%	43.2	15.1	.17	20	35	45	60	60	638	-6.9	.000	-.458

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												
Ferris State (N = 589)	25.4	16.8	.69	0	10	20	35	60				
Honors Consortium	25.0	16.7	.44	0	10	20	35	60	2,025	.4	.610	.025
Carnegie Class	21.8	16.6	.11	0	10	20	30	60	24,555	3.6	.000	.217
NSSE 2021 & 2022	22.5	16.3	.04	0	10	20	35	60	183,115	3.0	.000	.182
Top 50%	28.8	16.2	.09	5	15	25	40	60	33,887	-3.4	.000	-.206
Top 10%	33.2	16.1	.25	10	20	35	45	60	4,830	-7.8	.000	-.483
Effective Teaching Practices												
Ferris State (N = 594)	40.3	14.8	.61	16	32	40	52	60				
Honors Consortium	39.9	14.1	.38	16	32	40	52	60	1,985	.4	.552	.029
Carnegie Class	41.0	14.5	.10	16	32	40	52	60	23,981	-.7	.259	-.047
NSSE 2021 & 2022	39.4	14.5	.03	16	28	40	52	60	177,613	.9	.120	.064
Top 50%	41.9	14.1	.06	16	32	40	56	60	55,799	-1.6	.005	-.116
Top 10%	44.5	13.6	.14	20	36	44	56	60	661	-4.2	.000	-.304
Campus Environment												
Quality of Interactions												
Ferris State (N = 503)	43.4	12.3	.55	20	36	44	53	60				
Honors Consortium	43.2	11.9	.34	20	36	44	52	60	1,728	.2	.802	.013
Carnegie Class	44.9	12.7	.09	20	38	48	56	60	20,387	-1.5	.008	-.119
NSSE 2021 & 2022	43.0	12.7	.03	20	36	44	52	60	151,488	.4	.533	.028
Top 50%	45.6	12.3	.05	22	38	48	56	60	59,806	-2.2	.000	-.182
Top 10%	48.0	12.5	.09	22	40	50	60	60	18,199	-4.6	.000	-.367
Supportive Environment												
Ferris State (N = 551)	29.4	14.3	.61	5	20	30	40	58				
Honors Consortium	32.9	13.8	.38	10	23	33	40	60	1,860	-3.5	.000	-.249
Carnegie Class	31.9	15.2	.10	8	20	33	43	60	582	-2.5	.000	-.164
NSSE 2021 & 2022	31.6	14.7	.04	8	20	33	40	60	163,705	-2.2	.001	-.147
Top 50%	34.3	14.7	.06	10	23	35	45	60	55,580	-4.8	.000	-.329
Top 10%	37.4	14.5	.20	13	28	38	48	60	6,021	-8.0	.000	-.553

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.