
NSSE 2020
Engagement Indicators
Northeastern Illinois University

NSSE 2020 Engagement Indicators

About This Report

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, as 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

x Your students' average

NSSE 2020 Engagement Indicators

Academic Challenge

Northeastern Illinois University

Academic Challenge: First-year students

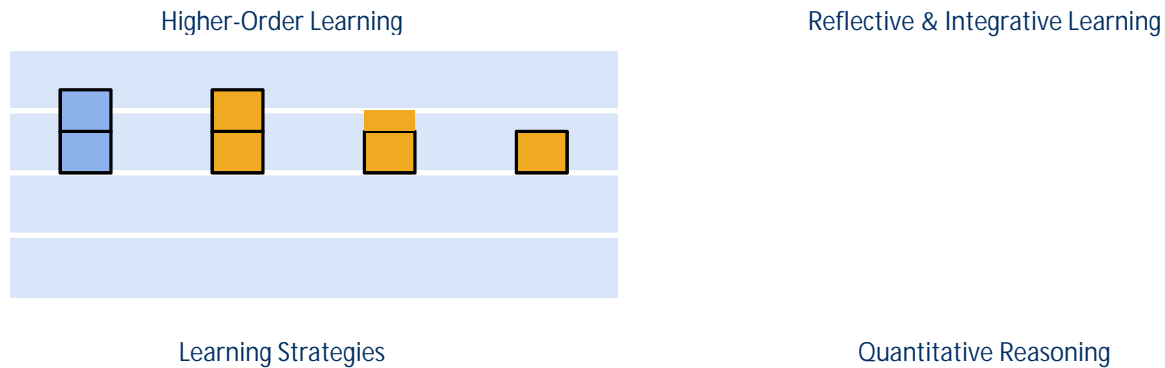
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: Higher-Order Learning, 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

Engagement Indicator	NEIU Mean	Your first-year students compared with					
		Urban Master's		Urban Peers		NSSE 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.2	38.4	.06	37.7	.11	38.0	.09
Reflective & Integrative Learning	35.9	35.9	.00	34.8	.09	35.0	.08
Learning Strategies	39.3	38.6	.05	39.0	.02	38.4	.07
Quantitative Reasoning	30.4	28.0	.15	27.9 *	.16	28.4	.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

Higher-Order Learning

	%			
4b.	69			
4c.	69			
4d.	72			
4e.	75			

Reflective & Integrative Learning

2a.	50			
2b.	57	+4	+9	+7
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	-2	+5	+2
2d.	59	-6	-4	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	-3	-0	-1
2f. Learned something that changed the way you understand an issue or concept	70	+1	+4	+4
2g. Connected ideas from your courses to your prior experiences and knowledge	74	-3	+1	-2

Learning Strategies

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

9a. Identified key information from reading assignments	72	-4	-3	-2
9b. Reviewed your notes after class	68	+1	-1	+2
9c. Summarized what you learned in class or from course materials	66	+2	+0	+2

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.)	53	+1	+3	+0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	+6	+7	+6
6c. Evaluated what others have concluded from numerical information	45	+6	+7	+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.

NSSE 2020 Engagement Indicators

Academic Challenge

Northeastern Illinois University

Academic Challenge: Seniors

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

Mean Comparisons

Engagement Indicator	NEIU Mean	Your seniors compared with				Effect size	
		Urban Master's		Urban Peers			
Higher-Order Learning					**		
Reflective & Integrative Learning				38.2 *	.08	37.9 **	.11
Learning Strategies		39.7	.05	40.4	.00	38.8 **	.11
Quantitative Reasoning							

Score Distributions

Academic Challenge: Seniors (continued)

Performance on Indicator Items

Higher-Order Learning

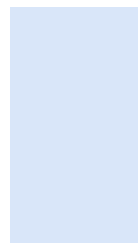
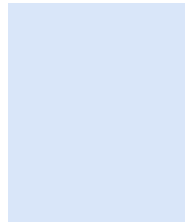
	%	2013-14	2014-15	2015-16
4b.	78			
4c.	78			
4d.	77			
4e.	77			

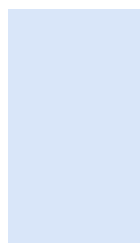
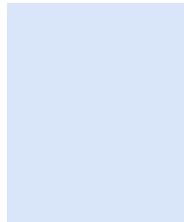
Reflective & Integrative Learning

2a.	68			
2b.	64			
	58			
2d.	68			
	75			
2f.	75			
2g.	84			

Learning Strategies

9a.	82			
9b.	68			
9c.				





our comparison groups.

Experiences with Faculty: First-year students

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

Mean Comparisons

Engagement Indicator	NEIU Mean	Your first-year students compared with					
		Urban Master's Effect size		Urban Peers Effect size		NSSE 2020 Effect size	
		Mean		Mean		Mean	
Student-Faculty Interaction	28.2	20.1 ***	.55	21.7 ***	.44	21.1 ***	.48
Effective Teaching Practices	41.0	39.2	.14	39.8	.08	38.4 *	.20

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

Student-Faculty Interaction

Effective Teaching Practices

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

Performance on Indicator Items

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

Student-Faculty Interaction	NEIU %	Percentage point difference between your FY students and		
		Urban Master's	Urban Peers	NSSE 2020
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	55	+20	+14	+18
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	36	+16	+15	+15
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	43	+19	+18	+17
3d. Discussed your academic performance with a faculty member	48	+19	+16	+18
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	81	+5	+4	+4
5b. Taught course sessions in an organized way	70	-3	-2	-4
5c. Used examples or illustrations to explain difficult points	78	+4	+3	+4
5d. Provided feedback on a draft or work in progress	71	+3	+2	+8
5e. Provided prompt and detailed feedback on tests or completed assignments	69	+6	+6	+9

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

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

Experiences with Faculty: Seniors

Mean Comparisons

	NEIU	Urban Master's	Urban Peers	NSSE 2020
Engagement Indicator	Mean			
Student-Faculty Interaction	24.8	***	*	
Effective Teaching Practices	42.4	40.6 ***	*	***

Score Distributions

Student-Faculty Interaction

Effective Teaching Practices

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

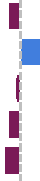
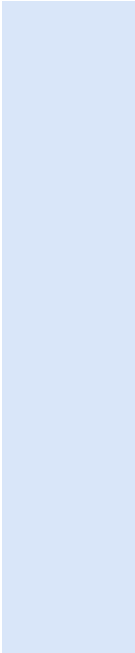
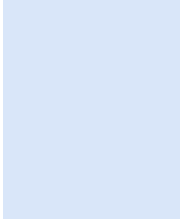
Performance on Indicator Items

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.

	NEIU	Percentage point difference between your seniors and		
		Urban Master's	Urban Peers	NSSE 2020
Student-Faculty Interaction	%			
3a. Talked about career plans with a faculty member	45			
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	+3		
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35			
3d. Discussed your academic performance with a faculty member	39			
Effective Teaching Practices				
5a. Clearly explained course goals and requirements	85	+4	+4	+5
5b. Taught course sessions in an organized way	79	+2	+3	+2
5c. Used examples or illustrations to explain difficult points	80	+2		
5d. Provided feedback on a draft or work in progress	71			
5e. Provided prompt and detailed feedback on tests or completed assignments	73			

Campus Environment: First-year students

Mean Comparisons



NSSE 2020 Engagement Indicators

Campus Environment

Northeastern Illinois University

Campus Environment: Seniors

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

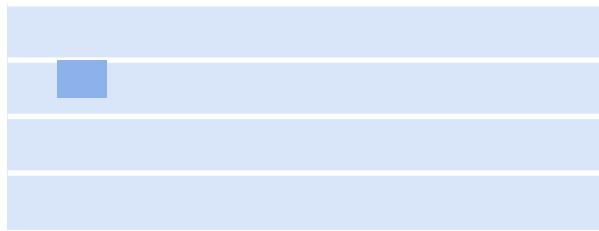
Mean Comparisons

Engagement Indicator	NEIU Mean	Your seniors compared with					
		Urban Master's Effect size		Urban Peers Effect size		NSSE 2020 Effect size	
Quality of Interactions	43.1	42.8	.02	43.4	-.02	43.0	.01
Supportive Environment	34.1	32.7 *	.10	34.1	.00	32.1 ***	.14

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

Quality of Interactions



Supportive Environment

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	NEIU	Percentage point difference between your seniors and		
		Urban Master's	Urban Peers	NSSE 2020
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	67	+7	+7	+8
13b. Academic advisors	54	+3	+2	+1
13c. Faculty	64	+6	+5	+6
13d. Student services staff (career services, student activities, housing, etc.)	48	+2	+0	+3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	-3	-6	-3
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	71	+1	+1	+1
14c. Using learning support services (tutoring services, writing center, etc.)	73	+5	+6	+7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	65	+5	+5	+11
14e. Providing opportunities to be involved socially	64	+1	-1	+0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	60	-0	-3	+0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	+0	-5	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	51	+5	-1	+0
14i. Attending events that address important social, economic, or political issues	49	+7	+3	+9

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.

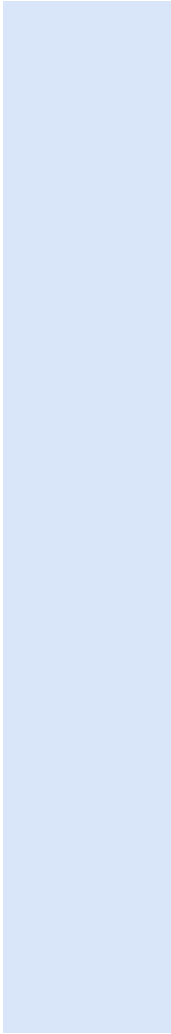
a. Percentage point difference = Institution percentage - Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

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Comparisons with Top 50% and Top 10% Institutions

First-Year Students

Higher-Order Learning
Reflective and Integrative Learning
Learning Strategies



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6
6

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NSSE 2020 Engagement Indicators

Detailed Statistics^a

Northeastern Illinois University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^p	SE ^e	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
NEIU (N = 162)	39.2	13.1	1.03	20	30	40	50	60				
Urban Master's	38.4	13.4	.09	20	30	40	50	60	23,204	.8	.466	.058
Urban Peers	37.7	13.8	.19	15	30	40	45	60	5,415	1.5	.188	.105
NSSE 2020	38.0	13.3	.03	20	30	40	45	60	187,739	1.2	.265	.088
Top 50%	39.3	13.1	.03	20	30	40	50	60	186,211	-.1	.902	-.010
Top 10%	41.4	12.8	.07	20	35	40	50	60	35,849	-2.2	.030	-.171
Reflective & Integrative Learning												
NEIU (N = 171)	35.9	12.9	.99	17	26	37	43	60				
Urban Master's	35.9	12.1	.08	17	29	37	43	57	25,084	.0	.995	.000
Urban Peers	34.8	12.5	.17	17	26	34	43	57	5,895	1.1	.256	.088
NSSE 2020	35.0	12.1	.03	17	26	34	43	57	205,080	.9	.311	.078
Top 50%	36.7	11.8	.03	17	29	37	46	57	181,823	-.8	.380	-.067
Top 10%	39.0	11.7	.07	20	31	40	49	60	28,722	-3.1	.001	-.262
Learning Strategies												
NEIU (N = 155)	39.3	14.5	1.16	20	27	40	53	60				
Urban Master's	38.6	13.8	.09	20	27	40	47	60	21,789	.7	.524	.051
Urban Peers	39.0	13.8	.20	20	27	40	47	60	5,084	.3	.803	.020
NSSE 2020	38.4	13.8	.03	20	27	40	47	60	176,125	.9	.413	.066
Top 50%	39.9	13.7	.03	20	33	40	53	60	157,825	-.6	.564	-.046
Top 10%	42.3	14.1	.08	20	33	40	53	60	34,927	-3.0	.008	-.215
Quantitative Reasoning												
NEIU (N = 157)	30.4	15.1	1.21	7	20	27	40	60				
Urban Master's	28.0	15.6	.11	0	20	27	40	60	22,195	2.4	.053	.155
Urban Peers	27.9	15.6	.22	0	20	27	40	60	5,190	2.5	.049	.160
NSSE 2020	28.4	15.4	.04	0	20	27	40	60	179,447	2.0	.098	.132
Top 50%	29.4	15.2	.03	7	20	27	40	60	205,263	1.0	.418	.065
Top 10%	31.4	15.3	.07	7	20	33	40	60	43,459	-1.0	.427	-.064
Learning with Peers												
Collaborative Learning												
NEIU (N = 185)	29.8	13.6	1.00	10	20	30	40	55				
Urban Master's	30.8	14.9	.09	5	20	30	40	60	187	-1.0	.313	-.069
Urban Peers	32.5	14.0	.18	10	20	30	40	60	6,418	-2.7	.010	-.193
NSSE 2020	31.9	14.7	.03	5	20	30	40	60	184	-2.2	.033	-.146
Top 50%	35.2	13.7	.03	15	25	35	45	60	236,881	-5.4	.000	-.394
Top 10%	37.4	13.5	.06	15	30	40	45	60	49,747	-7.6	.000	-.563
Discussions with Diverse Others												
NEIU (N = 153)	37.4	16.7	1.35	10	20	40	50	60				
Urban Master's	38.8	16.1	.11	10	25	40	55	60	22,016	-1.4	.273	-.089
Urban Peers	36.8	16.6	.23	5	25	40	50	60	5,156	.6	.639	.038
NSSE 2020	39.2	15.8	.04	15	30	40	55	60	177,524	-1.8	.154	-.115
Top 50%	41.5	15.0	.03	20	30	40	55	60	152	-4.0	.003	-.271
Top 10%	43.6	14.5	.07	20	35	45	60	60	153	-6.2	.000	-.428

NSSE 2020 Engagement Indicators

Northeastern Illinois University

Detailed Statistics: First-Year Students

Mean statistics			Percentile ^d scores					Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Mean	SD ^p	SE ^c	5th	25th	50th	75th	95th				

NSSE 2020 Engagement Indicators

Detailed Statistics^a

Northeastern Illinois 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												
NEIU (N = 709)	41.7	13.5	.51	20	35	40	55	60				
Urban Master's	41.1	13.9	.07	20	35	40	55	60	40,178	.6	.280	.041
Urban Peers	41.2	14.2	.14	20	30	40	55	60	826	.5	.361	.034
NSSE 2020	40.1	13.6	.02	20	30	40	50	60	313,921	1.6	.002	.117
Top 50%	41.7	13.4	.03	20	35	40	55	60	233,865	.0	.990	.000
Top 10%	43.2	13.3	.06	20	35	40	55	60	57,576	-1.5	.004	-.109
Reflective & Integrative Learning												
NEIU (N = 736)	39.3	12.9	.47	17	29	40	49	60				
Urban Master's	39.1	12.6	.06	17	31	40	49	60	42,908	.2	.703	.014
Urban Peers	38.2	12.8	.12	17	29	37	49	60	11,379	1.1	.026	.085
NSSE 2020	37.9	12.5	.02	17	29	37	46	60	335,049	1.4	.003	.109
Top 50%	39.8	12.2	.03	20	31	40	49	60	739	-.5	.263	-.044
Top 10%	41.8	12.0	.06	20	34	40	51	60	761	-2.5	.000	-.206
Learning Strategies												
NEIU (N = 688)	40.4	14.1	.54	20	27	40	53	60				
Urban Master's	39.7	14.5	.07	13	27	40	53	60	38,508	.7	.204	.049
Urban Peers	40.4	14.4	.15	20	33	40	53	60	10,195	.0	.970	-.001
NSSE 2020	38.8	14.7	.03	13	27	40	53	60	299,229	1.6	.004	.109
Top 50%	40.7	14.5	.03	20	33	40	53	60	259,122	-.3	.569	-.022
Top 10%	42.7	14.4	.05	20	33	40	60	60	84,087	-2.3	.000	-.160
Quantitative Reasoning												
NEIU (N = 700)	30.1	16.5	.62	0	20	27	40	60				
Urban Master's	30.5	16.4	.08	0	20	27	40	60	39,012	-.5	.431	-.030
Urban Peers	30.2	16.6	.17	0	20	27	40	60	10,373	-.1	.870	-.006
NSSE 2020	30.4	16.3	.03	0	20	27	40	60	303,364	-.4	.552	-.022
Top 50%	31.4	16.1	.03	7	20	33	40	60	331,360	-1.4	.025	-.085
Top 10%	33.4	15.9	.06	7	20	33	40	60	713	-3.3	.000	-.208
Learning with Peers												
Collaborative Learning												
NEIU (N = 754)	32.4	13.8	.50	10	25	30	40	60				
Urban Master's	31.4	15.3	.07	5	20	30	40	60	786	.9	.066	.061
Urban Peers	33.3	14.5	.14	10	20	30	45	60	870	-.9	.069	-.065
NSSE 2020	31.9	15.6	.03	5	20	30	40	60	758	.4	.381	.028
Top 50%	35.9	14.0	.03	15	25	35	45	60	308,195	-3.6	.000	-.255
Top 10%	38.4	13.6	.06	15	30	40	50	60	54,235	-6.0	.000	-.443
Discussions with Diverse Others												
NEIU (N = 693)	41.6	15.7	.60	15	30	40	60	60				
Urban Master's	40.6	16.2	.08	10	30	40	60	60	38,647	1.0	.105	.062
Urban Peers	38.5	17.1	.17	5	25	40	55	60	815	3.1	.000	.182
NSSE 2020	40.0	16.1	.03	15	30	40	55	60	300,849	1.6	.008	.101
Top 50%	42.1	15.5	.03	15	30	40	60	60	329,392	-.4	.481	-.027
Top 10%	43.8	15.3	.05	20	35	45	60	60	83,379	-2.1	.000	-.140

Northeastern Illinois University

Detailed Statistics: Seniors

Mean	SD ^p	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
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