



NSSE 2021

Engagement Indicators

West Texas A&M University

About Your Engagement Indicators Report

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

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

Report Sections

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

 - Mean Comparisons**
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
 - Score Distributions**
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
 - Performance on Indicator Items**
Responses to each item in a given EI are summarized for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2020 and 2021 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.

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	Your first-year students compared with	Your first-year students compared with
		WT125 Compare Peers	WT125 Aspirant Peers	WT125 Geographic Prs
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	Your seniors compared with	Your seniors compared with
		WT125 Compare Peers	WT125 Aspirant Peers	WT125 Geographic Prs
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	△	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	△	--
Learning with Peers	Collaborative Learning	▽	▼	▽
	Discussions with Diverse Others	▽	--	--
Experiences with Faculty	Student-Faculty Interaction	▽	▽	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	△	△	--
	Supportive Environment	--	--	--

Academic Challenge: First-year students

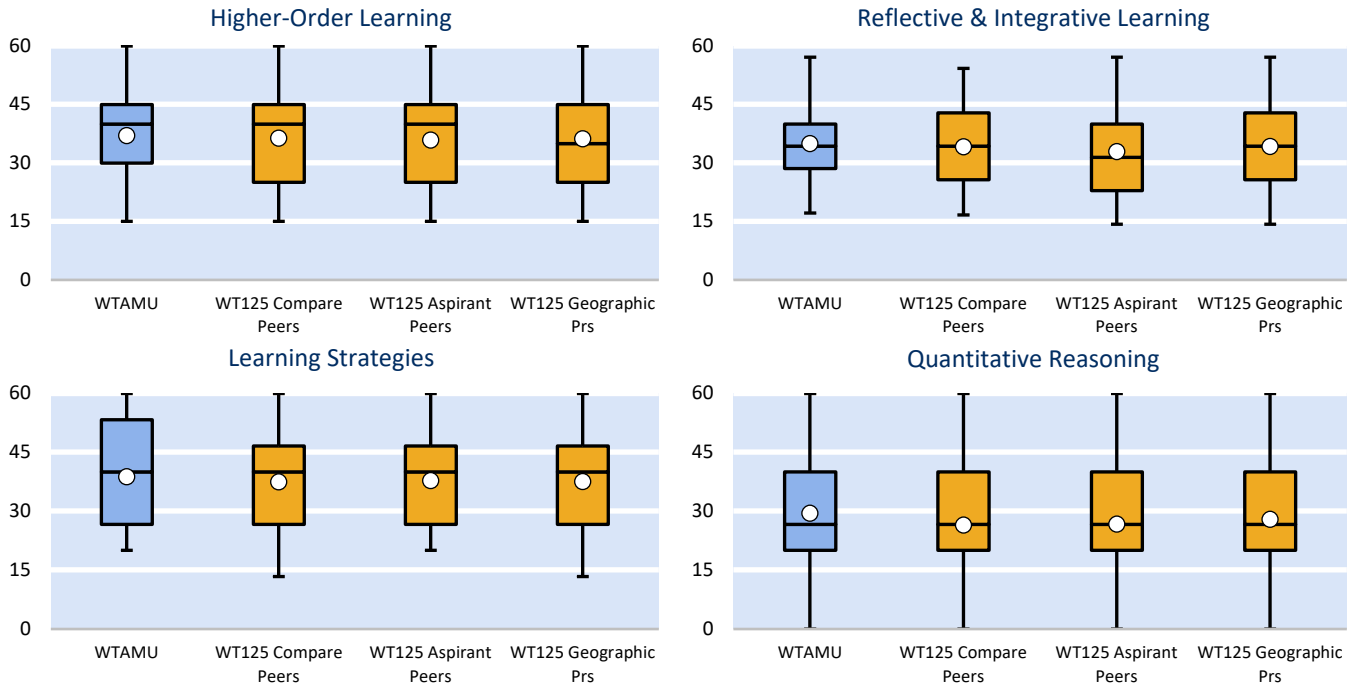
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	WTAMU Mean	Your first-year students compared with					
		WT125 Compare Peers		WT125 Aspirant Peers		WT125 Geographic Prs	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.0	36.4	.04	36.0	.08	36.2	.06
Reflective & Integrative Learning	35.0	34.2	.07	32.9 *	.17	34.3	.06
Learning Strategies	38.7	37.5	.09	37.8	.07	37.6	.08
Quantitative Reasoning	29.5	26.5 **	.20	26.7 *	.18	27.9	.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).

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.

	WTAMU	Percentage point difference ^a between your FY students and		
		WT125 Compare Peers	WT125 Aspirant Peers	WT125 Geographic Prs
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	66	+2	+2	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67	+4	+2	+4
4d. Evaluating a point of view, decision, or information source	68	+1	+2	+1
4e. Forming a new idea or understanding from various pieces of information	74	+9	+8	+7
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	53	+7	+9	+5
2b. Connected your learning to societal problems or issues	49	-2	+3	+2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	47	-3	+1	-0
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	+3	+4	+3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72	+4	+6	+3
2f. Learned something that changed the way you understand an issue or concept	71	+8	+12	+7
2g. Connected ideas from your courses to your prior experiences and knowledge	79	+4	+10	+6
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	69	-2	+2	-1
9b. Reviewed your notes after class	72	+10	+2	+4
9c. Summarized what you learned in class or from course materials	67	+5	+5	+4
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	+4	+2	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	+8	+10	+5
6c. Evaluated what others have concluded from numerical information	44	+11	+10	+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.

Academic Challenge: Seniors

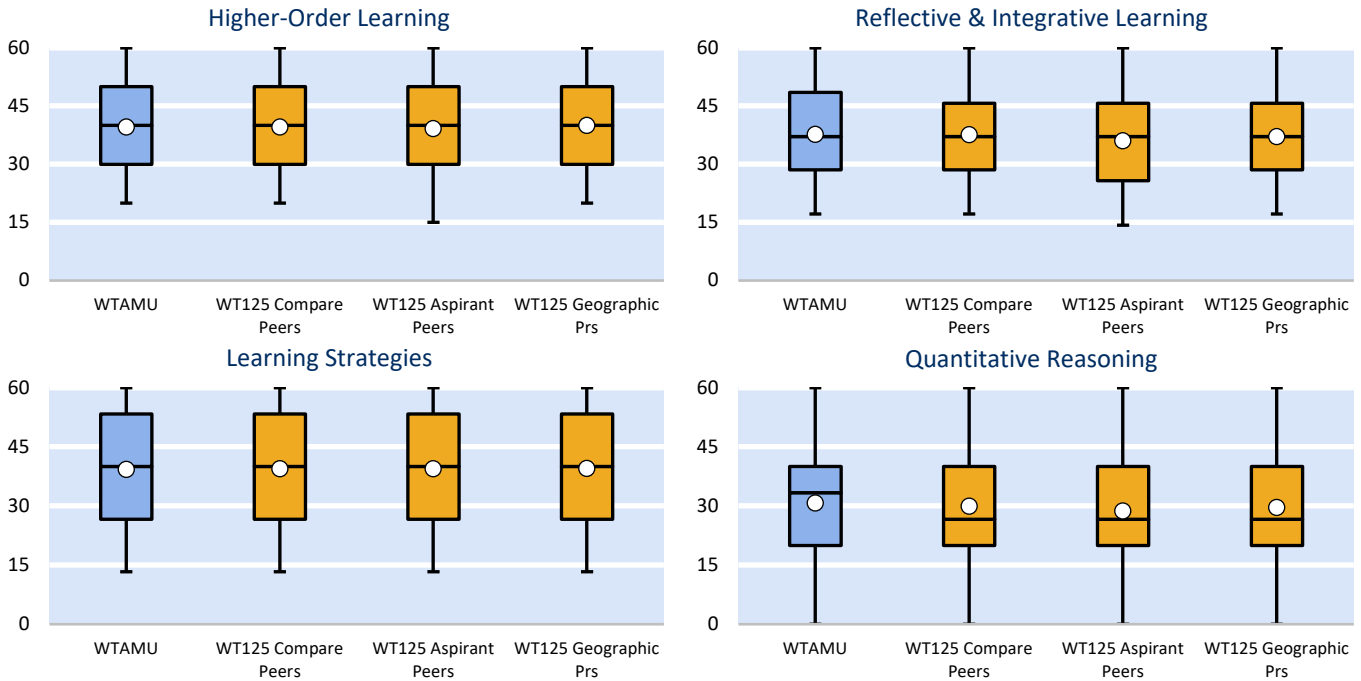
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	WTAMU Mean	Your seniors compared with					
		WT125 Compare Peers		WT125 Aspirant Peers		WT125 Geographic Prs	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.5	39.6	.00	39.2	.03	40.0	-.03
Reflective & Integrative Learning	37.7	37.6	.01	36.0 *	.12	37.1	.04
Learning Strategies	39.2	39.4	-.01	39.4	-.01	39.5	-.02
Quantitative Reasoning	30.7	29.9	.05	28.7 *	.12	29.6	.07

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

Score Distributions



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

Academic Challenge: 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.

	WTAMU	Percentage point difference ^a between your seniors and		
		WT125 Compare Peers	WT125 Aspirant Peers	WT125 Geographic Prs
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	75	-2	-1	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	-0	-1	-2
4d. Evaluating a point of view, decision, or information source	71	+1	+1	-0
4e. Forming a new idea or understanding from various pieces of information	73	+3	+5	+0
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	64	-2	+2	+1
2b. Connected your learning to societal problems or issues	63	+4	+9	+5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51	-0	+5	+1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	+5	+7	+4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	+1	+4	+3
2f. Learned something that changed the way you understand an issue or concept	68	-2	+1	-2
2g. Connected ideas from your courses to your prior experiences and knowledge	83	-0	+3	+0
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	74	-4	-0	-2
9b. Reviewed your notes after class	69	+3	+1	+1
9c. Summarized what you learned in class or from course materials	71	+6	+3	+3
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	58	+5	+6	+4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	52	+7	+9	+7
6c. Evaluated what others have concluded from numerical information	43	+0	+1	+0

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

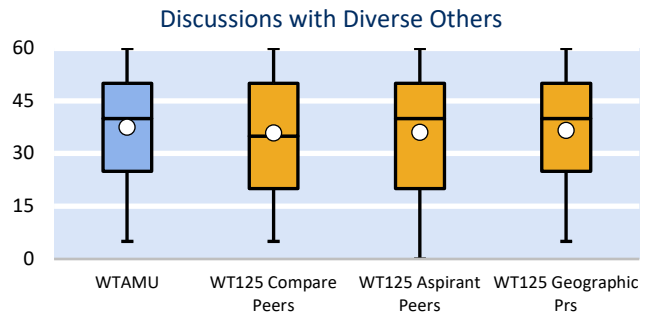
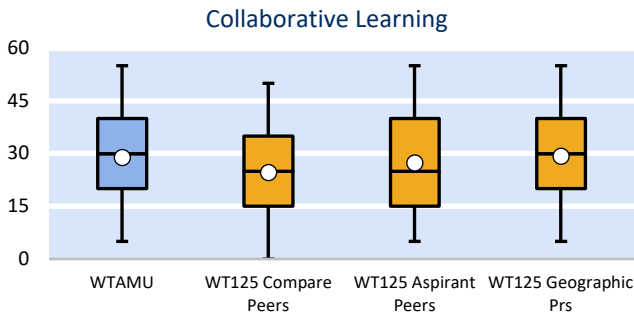
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	WTAMU Mean	Your first-year students compared with					
		WT125 Compare Peers		WT125 Aspirant Peers		WT125 Geographic Prs	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	28.9	24.6 ***	.29	27.3	.10	29.3	-.02
Discussions with Diverse Others	37.6	36.0	.10	36.1	.09	36.7	.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



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.

Collaborative Learning	WTAMU	Percentage point difference ^a between your FY students and		
		WT125 Compare Peers	WT125 Aspirant Peers	WT125 Geographic Prs
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	45	+9	+1	+0
1c. Explained course material to one or more students	48	+8	+4	-0
1d. Prepared for exams by discussing or working through course material with other students	40	+8	+2	-3
1e. Worked with other students on course projects or assignments	49	+14	+11	+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	66	+2	+2	+3
8b. People from an economic background other than your own	67	+5	+5	+2
8c. People with religious beliefs other than your own	60	+5	+2	+1
8d. People with political views other than your own	68	+9	+9	+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.

Learning with Peers: Seniors

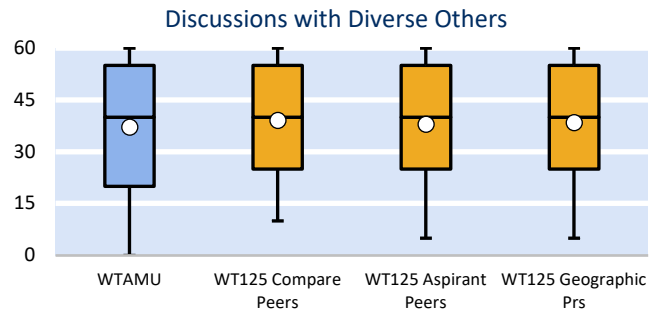
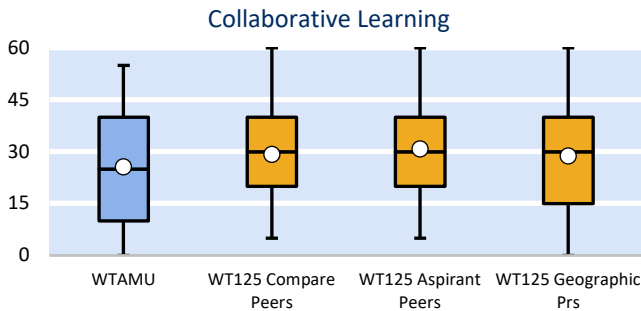
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	WTAMU Mean	Your seniors compared with					
		WT125 Compare Peers		WT125 Aspirant Peers		WT125 Geographic Prs	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	25.6	29.3 ***	-.23	30.9 ***	-.32	28.8 ***	-.20
Discussions with Diverse Others	37.2	39.2 *	-.12	38.0	-.05	38.5	-.08

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.

	WTAMU	Percentage point difference ^a between your seniors and		
		WT125 Compare Peers	WT125 Aspirant Peers	WT125 Geographic Prs
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	30	-8	-14	-7
1c. Explained course material to one or more students	43	-10	-10	-4
1d. Prepared for exams by discussing or working through course material with other students	34	-6	-9	-7
1e. Worked with other students on course projects or assignments	46	-9	-11	-8
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	67	+1	+4	-1
8b. People from an economic background other than your own	68	-3	+0	-2
8c. People with religious beliefs other than your own	59	-5	-4	-6
8d. People with political views other than your own	63	-4	-4	-2

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: First-year students

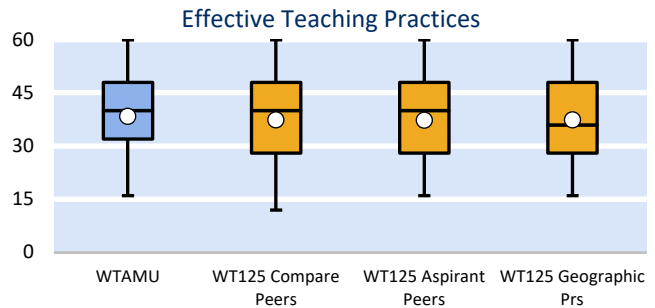
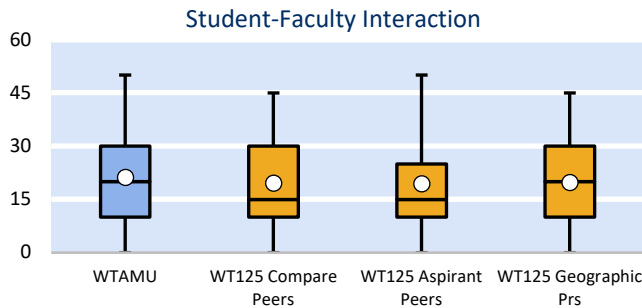
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	WTAMU Mean	Your first-year students compared with					
		WT125 Compare Peers		WT125 Aspirant Peers		WT125 Geographic Prs	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.3	19.6	.11	19.4	.13	19.8	.10
Effective Teaching Practices	38.4	37.4	.07	37.4	.08	37.4	.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.

Student-Faculty Interaction	WTAMU	Percentage point difference ^a between your FY students and		
		WT125 Compare Peers	WT125 Aspirant Peers	WT125 Geographic Prs
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	35	-1	-1	-1
3b. Worked w/faculty on activities other than coursework(committees, student groups, etc.)	24	+6	+5	+5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	+5	+5	+5
3d. Discussed your academic performance with a faculty member	29	+1	+1	+1
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	79	+4	+5	+5
5b. Taught course sessions in an organized way	71	-1	+2	+1
5c. Used examples or illustrations to explain difficult points	77	+7	+7	+7
5d. Provided feedback on a draft or work in progress	65	+3	+4	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	61	+3	+4	+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.

Experiences with Faculty: Seniors

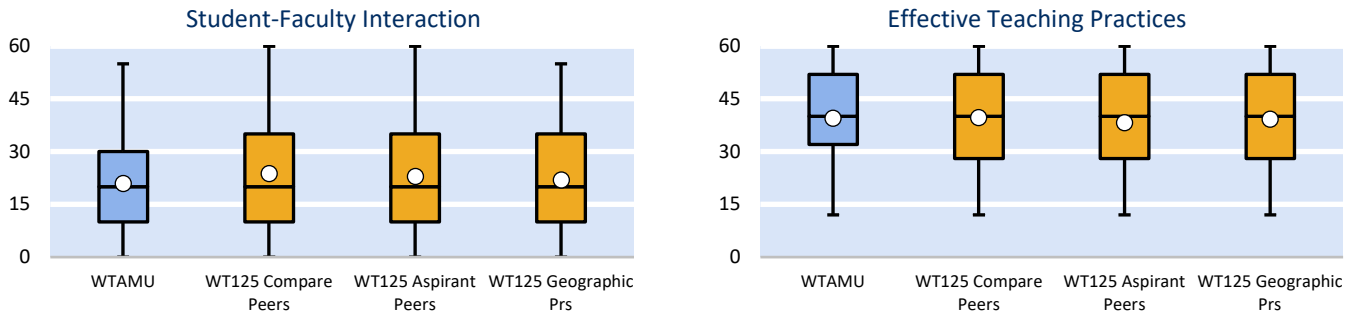
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	WTAMU Mean	Your seniors compared with					
		WT125 Compare Peers		WT125 Aspirant Peers		WT125 Geographic Prs	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.9	23.7 ***	-.17	22.9 *	-.12	21.9	-.06
Effective Teaching Practices	39.5	39.7	-.01	38.2	.09	39.2	.02

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

Score Distributions



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

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	WTAMU	Percentage point difference ^a between your seniors and		
		WT125 Compare Peers	WT125 Aspirant Peers	WT125 Geographic Prs
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	40	-3	-1	+1
3b. Worked w/faculty on activities other than coursework(committees, student groups, etc.)	25	-2	+1	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	-6	-5	-3
3d. Discussed your academic performance with a faculty member	27	-6	-6	-4
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	80	+1	+5	+3
5b. Taught course sessions in an organized way	77	+2	+6	+3
5c. Used examples or illustrations to explain difficult points	76	-1	+3	+3
5d. Provided feedback on a draft or work in progress	61	-1	+2	+0
5e. Provided prompt and detailed feedback on tests or completed assignments	63	-3	+3	-0

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: First-year students

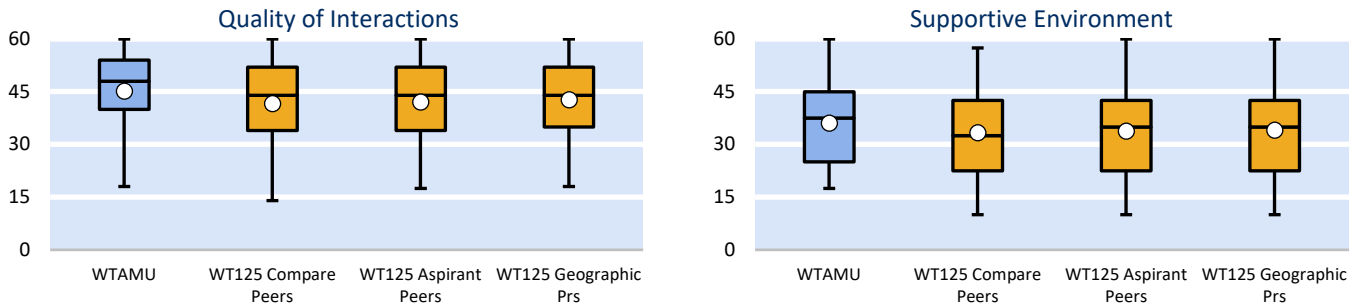
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	WTAMU Mean	Your first-year students compared with					
		WT125 Compare Peers		WT125 Aspirant Peers		WT125 Geographic Prs	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.1	41.6 ***	.26	42.0 **	.25	42.6 **	.20
Supportive Environment	36.0	33.3 **	.19	33.7 *	.16	34.0 *	.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



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	WTAMU %	Percentage point difference ^a between your FY students and		
		WT125 Compare Peers	WT125 Aspirant Peers	WT125 Geographic Prs
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	52	+8	+5	+3
13b. Academic advisors	58	+4	+3	+4
13c. Faculty	64	+15	+17	+12
13d. Student services staff (career services, student activities, housing, etc.)	58	+10	+14	+10
13e. Other administrative staff and offices (registrar, financial aid, etc.)	56	+11	+10	+7
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	78	+8	+8	+6
14c. Using learning support services (tutoring services, writing center, etc.)	77	+4	+3	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	-2	-1	-2
14e. Providing opportunities to be involved socially	69	+6	+7	+4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	+0	+1	-2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	45	+10	+8	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	67	+13	+9	+8
14i. Attending events that address important social, economic, or political issues	47	+3	+5	+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.

Campus Environment: Seniors

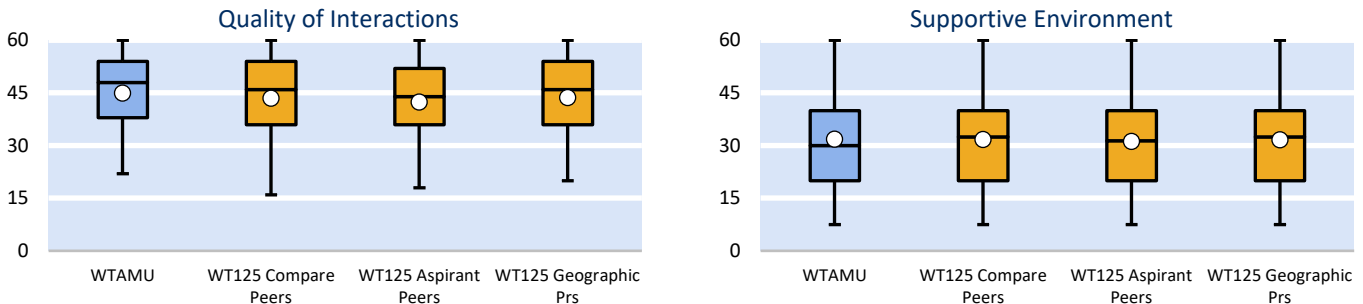
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	WTAMU Mean	Your seniors compared with					
		WT125 Compare Peers		WT125 Aspirant Peers		WT125 Geographic Prs	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.1	43.6 *	.12	42.5 ***	.20	43.8	.10
Supportive Environment	31.9	31.8	.00	31.3	.04	31.7	.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).

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	WTAMU	Percentage point difference ^a between your seniors and		
		WT125 Compare Peers	WT125 Aspirant Peers	WT125 Geographic Prs
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	53	-3	-2	-6
13b. Academic advisors	61	+4	+7	+7
13c. Faculty	64	+5	+8	+6
13d. Student services staff (career services, student activities, housing, etc.)	56	+9	+11	+8
13e. Other administrative staff and offices (registrar, financial aid, etc.)	54	+4	+9	+2
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	69	+0	+1	+1
14c. Using learning support services (tutoring services, writing center, etc.)	63	+0	+2	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	-0	+1	-0
14e. Providing opportunities to be involved socially	62	+0	+1	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	57	-5	-3	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	+5	+4	+1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	52	+2	+2	+2
14i. Attending events that address important social, economic, or political issues	39	-0	-2	-0

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.

This page intentionally left blank.

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 2020 and 2021 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2020 and 2021 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

Theme	Engagement Indicator	WTAMU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	37.0	39.2 *	-.17		41.9 ***	-.38	
Academic	Reflective and Integrative Learning	35.0	36.5 *	-.12		39.1 ***	-.35	
Challenge	Learning Strategies	38.7	39.7	-.07	✓	43.0 ***	-.30	
	Quantitative Reasoning	29.5	29.7	-.02	✓	32.5 **	-.19	
Learning	Collaborative Learning	28.9	33.9 ***	-.36		37.0 ***	-.59	
with Peers	Discussions with Diverse Others	37.6	40.6 **	-.20		43.8 ***	-.43	
Experiences	Student-Faculty Interaction	21.3	23.2 *	-.13		27.8 ***	-.43	
with Faculty	Effective Teaching Practices	38.4	40.4 *	-.15		43.2 ***	-.36	
Campus	Quality of Interactions	45.1	45.1	.00	✓	47.7 **	-.21	
Environment	Supportive Environment	36.0	36.8	-.06	✓	39.9 ***	-.30	

Seniors

Theme	Engagement Indicator	WTAMU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	39.5	41.6 **	-.15		43.9 ***	-.33	
Academic	Reflective and Integrative Learning	37.7	39.7 ***	-.17		42.5 ***	-.41	
Challenge	Learning Strategies	39.2	40.6	-.09	✓	43.5 ***	-.30	
	Quantitative Reasoning	30.7	31.6	-.06	✓	34.8 ***	-.26	
Learning	Collaborative Learning	25.6	35.0 ***	-.66		38.8 ***	-.97	
with Peers	Discussions with Diverse Others	37.2	41.2 ***	-.26		44.2 ***	-.46	
Experiences	Student-Faculty Interaction	20.9	28.5 ***	-.48		33.6 ***	-.80	
with Faculty	Effective Teaching Practices	39.5	41.5 **	-.15		44.6 ***	-.38	
Campus	Quality of Interactions	45.1	45.2	-.01	✓	48.2 ***	-.26	
Environment	Supportive Environment	31.9	34.1 ***	-.16		37.2 ***	-.37	

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 2020 and 2021 institutions, separately by class.

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

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
WTAMU (N = 239)	37.0	12.9	.84	15	30	40	45	60				
WT125 Compare Peers	36.4	13.8	.33	15	25	40	45	60	2,039	.6	.525	.044
WT125 Aspirant Peers	36.0	14.1	.36	15	25	40	45	60	1,764	1.1	.261	.078
WT125 Geographic Prs	36.2	13.4	.25	15	25	35	45	60	3,062	.8	.364	.061
Top 50%	39.2	13.2	.05	20	30	40	50	60	81,403	-2.2	.010	-.167
Top 10%	41.9	12.9	.13	20	35	40	55	60	10,099	-4.8	.000	-.376
Reflective & Integrative Learning												
WTAMU (N = 258)	35.0	11.9	.74	17	29	34	40	57				
WT125 Compare Peers	34.2	12.2	.28	17	26	34	43	54	2,219	.8	.300	.069
WT125 Aspirant Peers	32.9	12.8	.31	14	23	31	40	57	1,924	2.1	.013	.166
WT125 Geographic Prs	34.3	12.2	.22	14	26	34	43	57	3,361	.8	.328	.063
Top 50%	36.5	12.0	.04	17	29	37	46	57	78,791	-1.5	.047	-.124
Top 10%	39.1	11.8	.12	20	31	40	49	60	9,232	-4.1	.000	-.349
Learning Strategies												
WTAMU (N = 221)	38.7	13.8	.93	20	27	40	53	60				
WT125 Compare Peers	37.5	14.3	.36	13	27	40	47	60	1,841	1.3	.218	.088
WT125 Aspirant Peers	37.8	14.0	.37	20	27	40	47	60	1,641	.9	.350	.068
WT125 Geographic Prs	37.6	13.8	.27	13	27	40	47	60	2,871	1.2	.231	.084
Top 50%	39.7	14.0	.05	20	27	40	53	60	71,988	-1.0	.288	-.072
Top 10%	43.0	14.3	.13	20	33	40	60	60	13,013	-4.2	.000	-.296
Quantitative Reasoning												
WTAMU (N = 232)	29.5	15.4	1.01	0	20	27	40	60				
WT125 Compare Peers	26.5	15.3	.37	0	20	27	40	60	1,907	3.0	.005	.196
WT125 Aspirant Peers	26.7	15.6	.41	0	20	27	40	60	1,669	2.8	.012	.179
WT125 Geographic Prs	27.9	15.2	.29	0	20	27	40	60	2,907	1.6	.124	.105
Top 50%	29.7	15.3	.05	7	20	27	40	60	88,522	-.2	.817	-.015
Top 10%	32.5	15.5	.14	7	20	33	40	60	11,809	-3.0	.004	-.193
Learning with Peers												
Collaborative Learning												
WTAMU (N = 269)	28.9	14.7	.89	5	20	30	40	55				
WT125 Compare Peers	24.6	14.7	.32	0	15	25	35	50	2,413	4.3	.000	.292
WT125 Aspirant Peers	27.3	15.4	.36	5	15	25	40	55	2,075	1.6	.115	.103
WT125 Geographic Prs	29.3	14.8	.26	5	20	30	40	55	3,635	-.4	.697	-.025
Top 50%	33.9	13.9	.04	10	25	35	45	60	115,313	-5.0	.000	-.357
Top 10%	37.0	13.6	.09	15	25	40	45	60	22,981	-8.1	.000	-.592
Discussions with Diverse Others												
WTAMU (N = 224)	37.6	16.4	1.09	5	25	40	50	60				
WT125 Compare Peers	36.0	16.6	.41	5	20	35	50	60	1,867	1.7	.161	.100
WT125 Aspirant Peers	36.1	17.3	.46	0	20	40	50	60	1,653	1.5	.219	.088
WT125 Geographic Prs	36.7	16.6	.32	5	25	40	50	60	2,906	1.0	.409	.057
Top 50%	40.6	15.2	.05	15	30	40	55	60	91,697	-3.0	.003	-.197
Top 10%	43.8	14.4	.13	20	35	45	60	60	229	-6.2	.000	-.429

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												
WTAMU (N = 250)	21.3	15.0	.95	0	10	20	30	50				
WT125 Compare Peers	19.6	14.4	.33	0	10	15	30	45	2,135	1.7	.088	.115
WT125 Aspirant Peers	19.4	15.0	.38	0	10	15	25	50	1,836	1.9	.065	.125
WT125 Geographic Prs	19.8	14.4	.27	0	10	20	30	45	3,194	1.5	.119	.103
Top 50%	23.2	14.7	.06	0	10	20	30	50	55,419	-1.9	.040	-.130
Top 10%	27.8	15.2	.19	5	15	25	40	60	6,404	-6.5	.000	-.428
Effective Teaching Practices												
WTAMU (N = 239)	38.4	13.1	.85	16	32	40	48	60				
WT125 Compare Peers	37.4	13.9	.33	12	28	40	48	60	2,022	1.0	.290	.073
WT125 Aspirant Peers	37.4	14.4	.37	16	28	40	48	60	334	1.1	.247	.075
WT125 Geographic Prs	37.4	14.0	.26	16	28	36	48	60	3,070	1.0	.293	.071
Top 50%	40.4	13.5	.06	20	32	40	52	60	58,013	-2.0	.024	-.147
Top 10%	43.2	13.4	.15	20	36	44	56	60	8,196	-4.8	.000	-.356
Campus Environment												
Quality of Interactions												
WTAMU (N = 207)	45.1	12.9	.90	18	40	48	54	60				
WT125 Compare Peers	41.6	13.6	.36	14	34	44	52	60	1,661	3.5	.000	.261
WT125 Aspirant Peers	42.0	12.7	.35	18	34	44	52	60	1,507	3.1	.001	.246
WT125 Geographic Prs	42.6	12.5	.25	18	35	44	52	60	2,677	2.5	.006	.197
Top 50%	45.1	11.5	.05	24	38	46	54	60	207	.0	.964	.004
Top 10%	47.7	12.3	.12	24	40	50	58	60	10,810	-2.6	.003	-.207
Supportive Environment												
WTAMU (N = 212)	36.0	13.8	.95	18	25	38	45	60				
WT125 Compare Peers	33.3	14.3	.36	10	23	33	43	58	1,794	2.7	.009	.190
WT125 Aspirant Peers	33.7	14.6	.39	10	23	35	43	60	1,611	2.3	.033	.157
WT125 Geographic Prs	34.0	14.2	.28	10	23	35	43	60	2,775	2.0	.049	.141
Top 50%	36.8	13.5	.05	15	28	38	45	60	62,162	-.8	.381	-.060
Top 10%	39.9	12.8	.14	18	33	40	50	60	220	-3.9	.000	-.302

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.

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												
WTAMU (N = 474)	39.5	13.9	.64	20	30	40	50	60				
WT125 Compare Peers	39.6	13.9	.30	20	30	40	50	60	2,647	-.1	.942	-.004
WT125 Aspirant Peers	39.2	14.2	.30	15	30	40	50	60	2,717	.4	.585	.028
WT125 Geographic Prs	40.0	14.0	.22	20	30	40	50	60	4,609	-.5	.500	-.033
Top 50%	41.6	13.6	.05	20	35	40	55	60	82,000	-2.0	.001	-.150
Top 10%	43.9	13.0	.14	20	35	40	55	60	9,405	-4.4	.000	-.333
Reflective & Integrative Learning												
WTAMU (N = 500)	37.7	12.9	.58	17	29	37	49	60				
WT125 Compare Peers	37.6	12.8	.26	17	29	37	46	60	2,846	.1	.872	.008
WT125 Aspirant Peers	36.0	13.3	.27	14	26	37	46	60	2,849	1.6	.011	.125
WT125 Geographic Prs	37.1	13.0	.19	17	29	37	46	60	4,918	.6	.353	.044
Top 50%	39.7	12.4	.04	20	31	40	49	60	79,612	-2.1	.000	-.167
Top 10%	42.5	11.7	.14	23	34	43	51	60	563	-4.8	.000	-.407
Learning Strategies												
WTAMU (N = 463)	39.2	14.5	.67	13	27	40	53	60				
WT125 Compare Peers	39.4	14.9	.33	13	27	40	53	60	2,533	-.2	.802	-.013
WT125 Aspirant Peers	39.4	14.8	.32	13	27	40	53	60	2,576	-.2	.809	-.012
WT125 Geographic Prs	39.5	14.8	.24	13	27	40	53	60	4,357	-.3	.717	-.018
Top 50%	40.6	14.6	.05	20	33	40	53	60	93,092	-1.3	.051	-.091
Top 10%	43.5	14.2	.13	20	33	40	60	60	12,581	-4.2	.000	-.298
Quantitative Reasoning												
WTAMU (N = 458)	30.7	16.2	.76	0	20	33	40	60				
WT125 Compare Peers	29.9	17.1	.37	0	20	27	40	60	695	.8	.342	.047
WT125 Aspirant Peers	28.7	16.5	.36	0	20	27	40	60	2,604	2.0	.017	.123
WT125 Geographic Prs	29.6	16.6	.26	0	20	27	40	60	4,408	1.1	.164	.069
Top 50%	31.6	16.3	.05	0	20	33	40	60	113,700	-.9	.234	-.056
Top 10%	34.8	15.8	.15	7	20	33	47	60	11,664	-4.1	.000	-.261
Learning with Peers												
Collaborative Learning												
WTAMU (N = 513)	25.6	16.5	.73	0	10	25	40	55				
WT125 Compare Peers	29.3	15.7	.32	5	20	30	40	60	2,979	-3.7	.000	-.233
WT125 Aspirant Peers	30.9	16.2	.33	5	20	30	40	60	2,972	-5.3	.000	-.322
WT125 Geographic Prs	28.8	16.3	.24	0	15	30	40	60	5,169	-3.2	.000	-.196
Top 50%	35.0	14.2	.04	10	25	35	45	60	515	-9.4	.000	-.663
Top 10%	38.8	13.4	.12	15	30	40	50	60	539	-13.2	.000	-.975
Discussions with Diverse Others												
WTAMU (N = 460)	37.2	17.7	.82	0	20	40	55	60				
WT125 Compare Peers	39.2	16.6	.36	10	25	40	55	60	2,535	-2.0	.023	-.117
WT125 Aspirant Peers	38.0	16.9	.37	5	25	40	55	60	2,599	-.8	.341	-.049
WT125 Geographic Prs	38.5	17.2	.27	5	25	40	55	60	4,389	-1.3	.115	-.078
Top 50%	41.2	15.6	.05	15	30	40	60	60	461	-4.1	.000	-.260
Top 10%	44.2	15.0	.11	20	35	45	60	60	476	-7.0	.000	-.463

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												
WTAMU (N = 491)	20.9	16.1	.72	0	10	20	30	55				
WT125 Compare Peers	23.7	16.3	.34	0	10	20	35	60	2,742	-2.8	.001	-.173
WT125 Aspirant Peers	22.9	16.7	.35	0	10	20	35	60	2,774	-2.1	.013	-.124
WT125 Geographic Prs	21.9	16.5	.25	0	10	20	35	55	4,781	-1.0	.182	-.064
Top 50%	28.5	16.0	.08	5	15	25	40	60	44,593	-7.7	.000	-.478
Top 10%	33.6	15.9	.22	10	20	35	45	60	5,927	-12.8	.000	-.800
Effective Teaching Practices												
WTAMU (N = 478)	39.5	14.4	.66	12	32	40	52	60				
WT125 Compare Peers	39.7	14.6	.31	12	28	40	52	60	2,651	-.2	.797	-.013
WT125 Aspirant Peers	38.2	15.1	.32	12	28	40	52	60	2,711	1.3	.083	.087
WT125 Geographic Prs	39.2	14.8	.23	12	28	40	52	60	4,594	.3	.692	.019
Top 50%	41.5	13.9	.05	16	32	40	52	60	69,550	-2.0	.001	-.147
Top 10%	44.6	13.3	.15	20	36	44	56	60	8,871	-5.1	.000	-.381
Campus Environment												
Quality of Interactions												
WTAMU (N = 405)	45.1	12.6	.62	22	38	48	54	60				
WT125 Compare Peers	43.6	13.1	.30	16	36	46	54	60	2,323	1.5	.034	.116
WT125 Aspirant Peers	42.5	13.0	.30	18	36	44	52	60	2,282	2.6	.000	.200
WT125 Geographic Prs	43.8	12.7	.21	20	36	46	54	60	3,917	1.3	.058	.099
Top 50%	45.2	11.9	.05	22	38	48	54	60	66,020	-.1	.834	-.010
Top 10%	48.2	11.9	.10	25	42	50	60	60	15,143	-3.2	.000	-.265
Supportive Environment												
WTAMU (N = 443)	31.9	14.6	.70	8	20	30	40	60				
WT125 Compare Peers	31.8	14.9	.33	8	20	33	40	60	2,456	.0	.949	.003
WT125 Aspirant Peers	31.3	15.0	.33	8	20	31	40	60	2,497	.6	.439	.041
WT125 Geographic Prs	31.7	14.9	.24	8	20	33	40	60	4,224	.1	.847	.010
Top 50%	34.1	14.2	.05	10	23	35	43	60	72,109	-2.2	.001	-.158
Top 10%	37.2	14.3	.15	13	28	38	48	60	9,640	-5.3	.000	-.370

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.