



NSSE 2023

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. The specific items within each EI are listed below, starting on page 5.

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 all current- and prior-year 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.

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 Comparison Peers	Your first-year students compared with Aspirant Peers	Your first-year students compared with Geographical Peers
	Higher-Order Learning	--	--	--
Academic Challenge	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 Comparison Peers	Your seniors compared with Aspirant Peers	Your seniors compared with Geographical Peers
	Higher-Order Learning	--	--	--
Academic Challenge	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

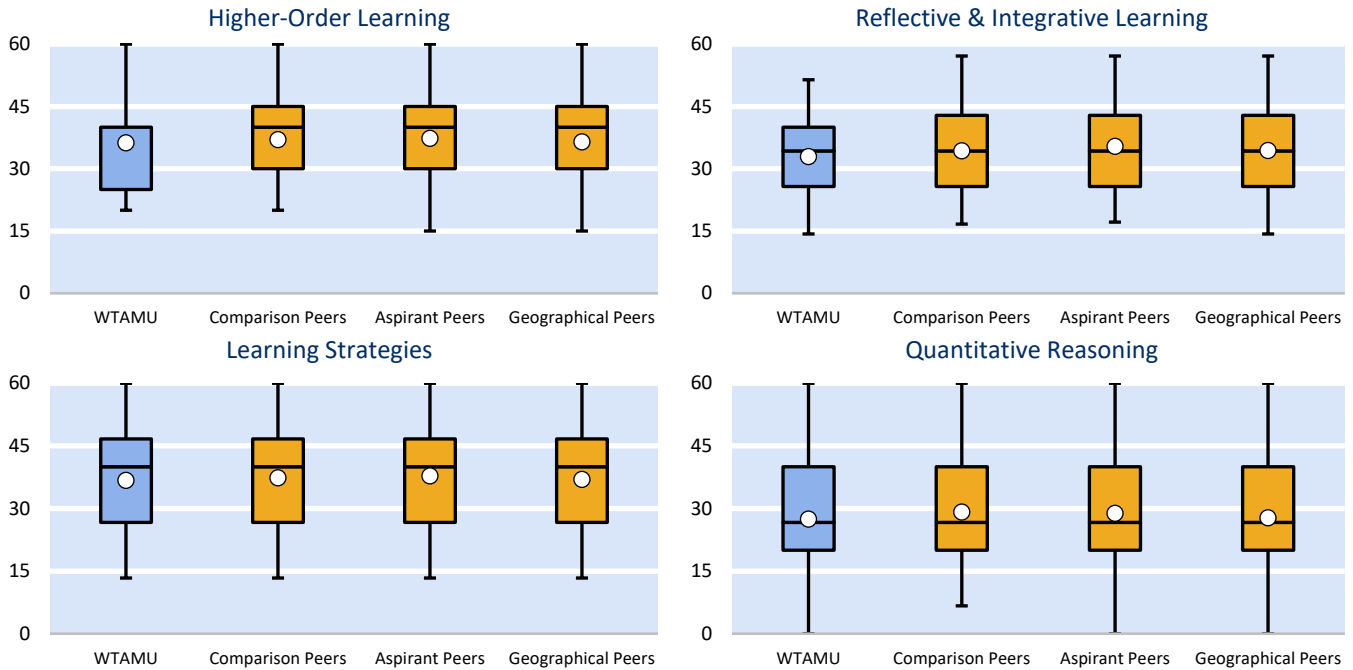
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		Comparison Peers		Aspirant Peers		Geographical Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.3	37.0	-.06	37.4	-.08	36.4	-.01
Reflective & Integrative Learning	33.0	34.4	-.12	35.4 **	-.20	34.4 *	-.12
Learning Strategies	36.8	37.3	-.04	37.8	-.08	36.9	-.01
Quantitative Reasoning	27.4	29.2	-.12	28.9	-.09	27.8	-.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.

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		
		Comparison Peers	Aspirant Peers	Geographical Peers
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	68	+1	+0	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67	+1	-2	+1
4d. Evaluating a point of view, decision, or information source	65	-3	-4	-3
4e. Forming a new idea or understanding from various pieces of information	68	+0	-0	+1
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	55	+4	+1	+5
2b. Connected your learning to societal problems or issues	45	-3	-6	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	38	-12	-13	-9
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60	-0	-5	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	63	-4	-8	-5
2f. Learned something that changed the way you understand an issue or concept	61	+1	-6	-7
2g. Connected ideas from your courses to your prior experiences and knowledge	74	-0	-3	+1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	64	-6	-7	-2
9b. Reviewed your notes after class	65	-2	-1	-2
9c. Summarized what you learned in class or from course materials	64	+1	+0	+2
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	50	-6	-4	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40	-2	-2	-1
6c. Evaluated what others have concluded from numerical information	41	-1	-0	+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.

Academic Challenge: Seniors

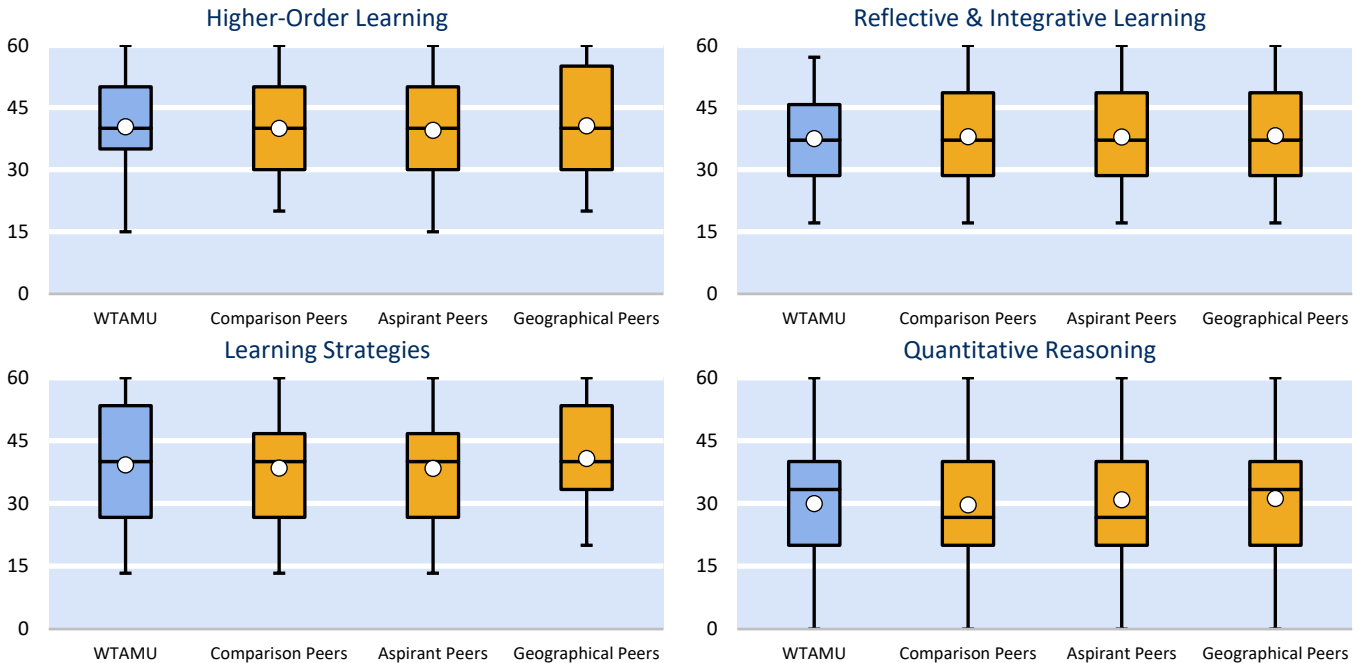
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		Comparison Peers		Aspirant Peers		Geographical Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.3	39.9	.03	39.5	.06	40.6	-.02
Reflective & Integrative Learning	37.5	38.0	-.04	37.9	-.03	38.2	-.05
Learning Strategies	39.2	38.4	.05	38.3	.05	40.7	-.11
Quantitative Reasoning	29.9	29.6	.02	30.8	-.05	31.2	-.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.

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		
		Comparison Peers	Aspirant Peers	Geographical Peers
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	78	+2	+3	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	+2	+3	-0
4d. Evaluating a point of view, decision, or information source	74	+4	+6	+1
4e. Forming a new idea or understanding from various pieces of information	75	+3	+2	+1
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	69	-2	+2	+1
2b. Connected your learning to societal problems or issues	58	-2	+0	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	45	-8	-6	-7
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	+2	+2	-0
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	72	+1	-1	-2
2f. Learned something that changed the way you understand an issue or concept	73	+4	+3	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	85	+3	+2	+2
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	75	+1	-0	-3
9b. Reviewed your notes after class	70	+7	+7	-1
9c. Summarized what you learned in class or from course materials	70	+2	+5	-2
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	56	+0	+1	-4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	+3	-1	-2
6c. Evaluated what others have concluded from numerical information	46	+1	+0	-1

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

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

Learning with Peers: First-year students

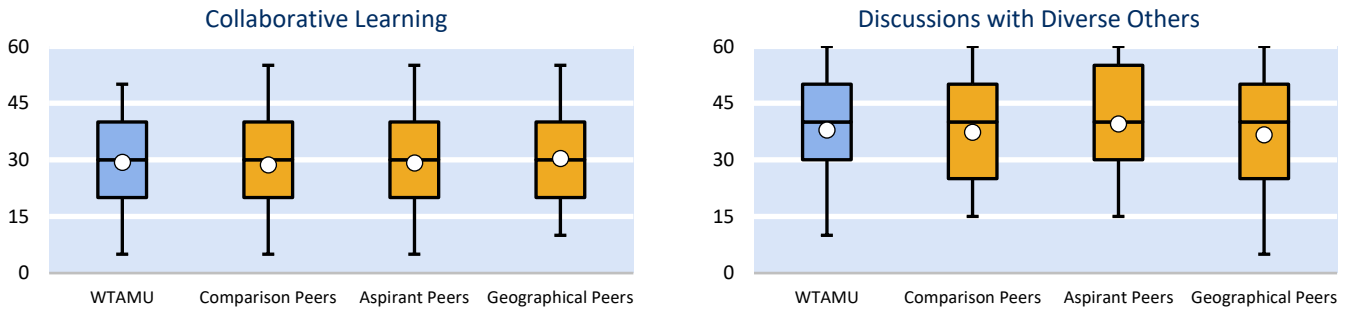
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	WTAMU Mean	Your first-year students compared with					
		Comparison Peers		Aspirant Peers		Geographical Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.3	28.6	.05	29.1	.02	30.3	-.07
Discussions with Diverse Others	37.9	37.2	.04	39.5	-.10	36.6	.08

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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	WTAMU %	Percentage point difference ^a between your FY students and		
		Comparison Peers	Aspirant Peers	Geographical Peers
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	50	+7	+7	+3
1c. Explained course material to one or more students	47	+0	-2	-1
1d. Prepared for exams by discussing or working through course material with other students	39	+2	-0	-4
1e. Worked with other students on course projects or assignments	50	+2	+1	-4
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	72	+11	+2	+9
8b. People from economic backgrounds other than your own	71	+4	+0	+4
8c. People with religious beliefs other than your own	65	+2	-1	+5
8d. People with political views other than your own	62	-2	-4	+1

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Learning with Peers: Seniors

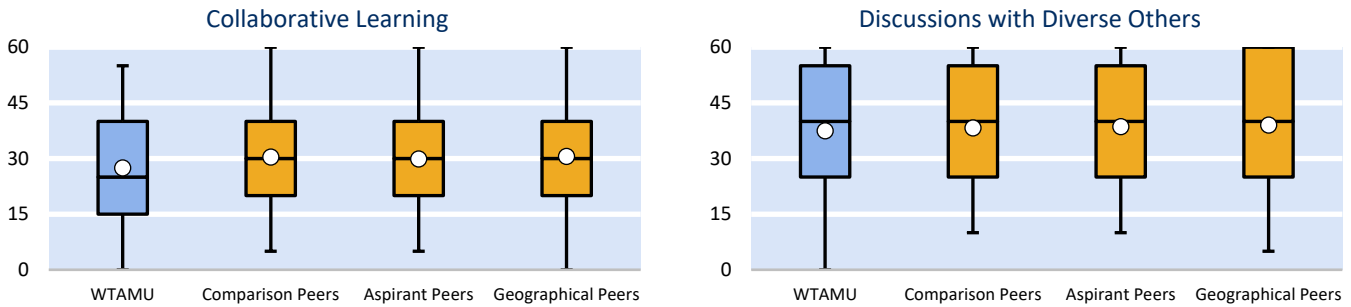
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Mean Comparisons

Engagement Indicator	WTAMU Mean	Your seniors compared with					
		Comparison Peers		Aspirant Peers		Geographical Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	27.5	30.4 **	-.18	29.9 *	-.15	30.6 ***	-.19
Discussions with Diverse Others	37.5	38.2	-.04	38.7	-.07	39.0	-.09

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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Collaborative Learning	WTAMU %	Percentage point difference ^a between your seniors and		
		Comparison Peers	Aspirant Peers	Geographical Peers
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	35	-8	-4	-7
1c. Explained course material to one or more students	49	-4	-2	-3
1d. Prepared for exams by discussing or working through course material with other students	38	-1	-1	-6
1e. Worked with other students on course projects or assignments	49	-10	-10	-8
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of races or ethnicities other than your own	65	+1	-1	-5
8b. People from economic backgrounds other than your own	67	-3	-1	-4
8c. People with religious beliefs other than your own	62	-1	-3	-3
8d. People with political views other than your own	62	-2	-3	-3

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Experiences with Faculty: First-year students

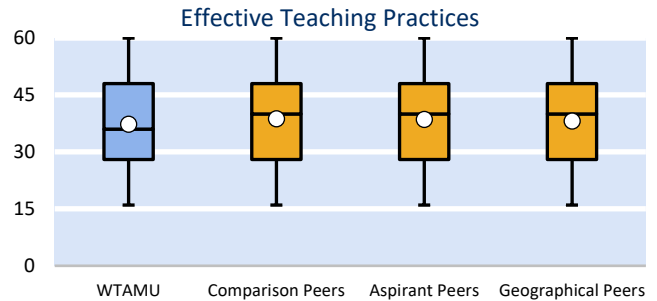
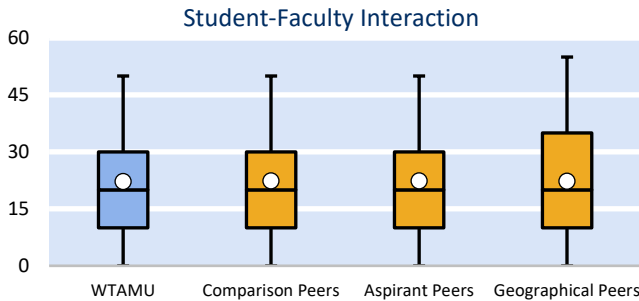
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	WTAMU Mean	Your first-year students compared with					
		Comparison Peers		Aspirant Peers		Geographical Peers	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.2	22.4	-.01	22.4	-.01	22.2	.00
Effective Teaching Practices	37.3	38.7	-.11	38.5	-.09	38.1	-.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	WTAMU %	Percentage point difference ^a between your FY students and		
		Comparison Peers	Aspirant Peers	Geographical Peers
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	44	+2	+3	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	+3	+3	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	+1	-0	-1
3d. Discussed your academic performance with a faculty member	30	-1	-5	-3
<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	75	-1	-3	-1
5b. Taught course sessions in an organized way	73	+1	+2	+2
5c. Used examples or illustrations to explain difficult points	74	+0	+3	+2
5d. Provided feedback on a draft or work in progress	58	-7	-7	-6
5e. Provided prompt and detailed feedback on tests or completed assignments	56	-6	-4	-3

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Experiences with Faculty: Seniors

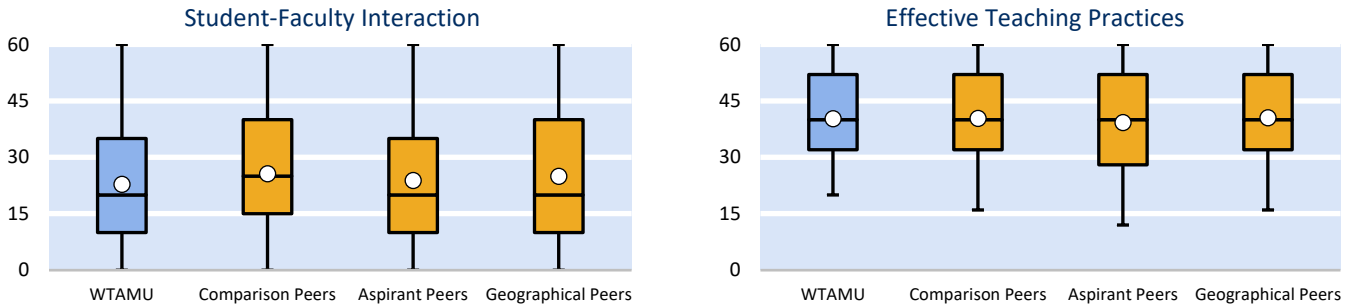
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3a. Talked about career plans with a faculty member	44	-3	+2	-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	24	-7	-4	-7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	-4	+0	-2
3d. Discussed your academic performance with a faculty member	34	-1	+1	-3
<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	83	+5	+7	+4
5b. Taught course sessions in an organized way	77	+1	+3	+2
5c. Used examples or illustrations to explain difficult points	79	+1	+6	+3
5d. Provided feedback on a draft or work in progress	65	+1	+1	-2
5e. Provided prompt and detailed feedback on tests or completed assignments	65	-1	+1	-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.

Campus Environment: First-year students

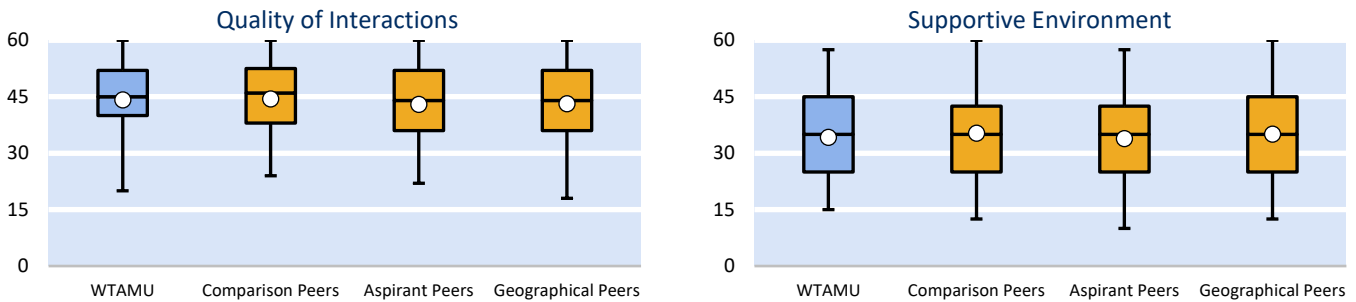
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	WTAMU Mean	Your first-year students compared with					
		Comparison Peers		Aspirant Peers		Geographical Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.1	44.4	-.03	43.0	.10	43.1	.08
Supportive Environment	34.2	35.3	-.08	33.9	.02	35.1	-.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.

Quality of Interactions	WTAMU %	Percentage point difference ^a between your FY students and		
		Comparison Peers	Aspirant Peers	Geographical Peers
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	53	+1	+6	+0
13b. Academic advisors	58	-4	+2	+6
13c. Faculty	59	+5	+7	+5
13d. Student services staff (career services, student activities, housing, etc.)	57	+3	+9	+6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	53	+0	+6	+4
<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	-2	-1	-2
14c. Using learning support services (tutoring services, writing center, etc.)	73	-0	+1	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	-2	-4	-3
14e. Providing opportunities to be involved socially	67	-4	+1	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	-4	-1	-0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	46	+5	+8	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	63	-3	+4	-2
14i. Attending events that address important social, economic, or political issues	35	-11	-7	-10

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

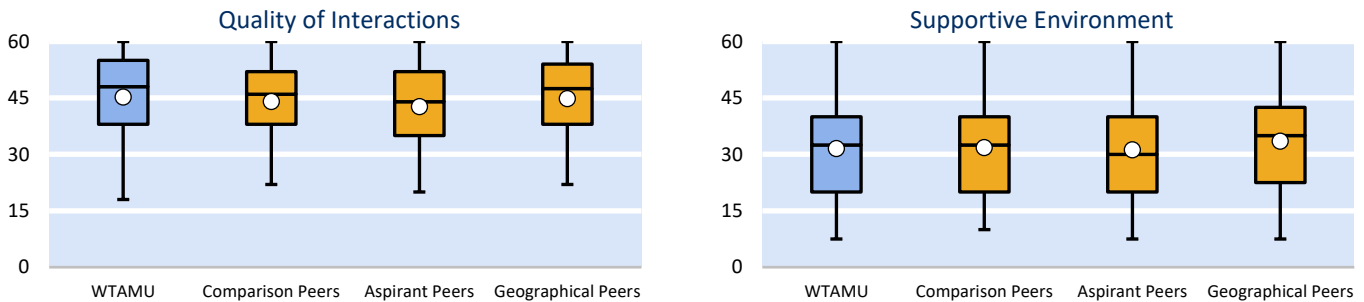
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	WTAMU Mean	Your seniors compared with					
		Comparison Peers		Aspirant Peers		Geographical Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.3	44.1	.10	42.7 ***	.21	44.8	.04
Supportive Environment	31.5	31.9	-.02	31.3	.02	33.5 *	-.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.

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		
		Comparison Peers	Aspirant Peers	Geographical Peers
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	59	+0	+1	-4
13b. Academic advisors	65	+8	+16	+9
13c. Faculty	63	+3	+10	+1
13d. Student services staff (career services, student activities, housing, etc.)	54	+7	+8	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	55	+6	+7	+1
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	67	-1	+2	-2
14c. Using learning support services (tutoring services, writing center, etc.)	66	+3	+2	+0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	+2	-2	-6
14e. Providing opportunities to be involved socially	61	-2	-0	-4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	56	-3	-1	-6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32	+1	+1	-7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	57	+0	+7	-2
14i. Attending events that address important social, economic, or political issues	37	-3	-1	-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.

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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 2022 and 2023 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2022 and 2023 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		WTAMU Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.3	39.5 ***	-.25		42.2 ***	-.47	
	Reflective and Integrative Learning	33.0	37.2 ***	-.36		39.8 ***	-.59	
	Learning Strategies	36.8	39.8 **	-.22		42.8 ***	-.43	
	Quantitative Reasoning	27.4	30.7 **	-.21		33.4 ***	-.39	
<i>Learning with Peers</i>	Collaborative Learning	29.3	33.2 ***	-.28		36.5 ***	-.53	
	Discussions with Diverse Others	37.9	40.5 *	-.18		43.6 ***	-.41	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	22.2	25.4 **	-.21		29.3 ***	-.46	
	Effective Teaching Practices	37.3	40.1 **	-.21		43.3 ***	-.45	
<i>Campus Environment</i>	Quality of Interactions	44.1	45.3	-.10	✓	48.1 ***	-.33	
	Supportive Environment	34.2	36.8 **	-.20		39.6 ***	-.43	

Seniors		WTAMU Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.3	42.1 *	-.13		44.7 ***	-.34	
	Reflective and Integrative Learning	37.5	40.6 ***	-.25		43.1 ***	-.47	
	Learning Strategies	39.2	41.0 *	-.12		43.6 ***	-.31	
	Quantitative Reasoning	29.9	32.7 **	-.17		36.3 ***	-.39	
<i>Learning with Peers</i>	Collaborative Learning	27.5	34.7 ***	-.51		38.1 ***	-.77	
	Discussions with Diverse Others	37.5	41.1 ***	-.23		43.9 ***	-.43	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	22.8	29.6 ***	-.42		34.3 ***	-.72	
	Effective Teaching Practices	40.2	42.1 **	-.14		44.7 ***	-.33	
<i>Campus Environment</i>	Quality of Interactions	45.3	45.4	-.01	✓	47.9 ***	-.21	
	Supportive Environment	31.5	34.5 ***	-.21		37.7 ***	-.44	

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 current- and prior-year 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.

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 = 214)	36.3	12.3	.84	20	25	40	40	60				
Comparison Peers	37.0	13.0	.32	20	30	40	45	60	1,921	-.7	.426	-.058
Aspirant Peers	37.4	13.4	.33	15	30	40	45	60	1,805	-1.1	.257	-.083
Geographical Peers	36.4	13.5	.27	15	30	40	45	60	2,792	-.2	.849	-.014
Top 50%	39.5	13.2	.04	20	30	40	50	60	106,825	-3.3	.000	-.248
Top 10%	42.2	12.8	.11	20	35	40	55	60	13,144	-6.0	.000	-.468
Reflective & Integrative Learning												
WTAMU (N = 238)	33.0	11.1	.72	14	26	34	40	51				
Comparison Peers	34.4	12.1	.28	17	26	34	43	57	2,158	-1.4	.087	-.118
Aspirant Peers	35.4	12.1	.29	17	26	34	43	57	320	-2.4	.002	-.203
Geographical Peers	34.4	12.4	.23	14	26	34	43	57	289	-1.5	.049	-.121
Top 50%	37.2	12.0	.04	20	29	37	46	60	100,378	-4.3	.000	-.359
Top 10%	39.8	11.8	.10	20	31	40	49	60	13,260	-6.9	.000	-.587
Learning Strategies												
WTAMU (N = 195)	36.8	14.2	1.02	13	27	40	47	60				
Comparison Peers	37.3	13.7	.35	13	27	40	47	60	1,759	-.6	.579	-.042
Aspirant Peers	37.8	13.7	.35	13	27	40	47	60	1,687	-1.1	.307	-.078
Geographical Peers	36.9	13.7	.28	13	27	40	47	60	2,550	-.2	.856	-.014
Top 50%	39.8	13.9	.05	20	27	40	53	60	85,866	-3.0	.002	-.217
Top 10%	42.8	14.0	.11	20	33	40	60	60	18,056	-6.1	.000	-.431
Quantitative Reasoning												
WTAMU (N = 197)	27.4	14.5	1.03	0	20	27	40	60				
Comparison Peers	29.2	15.0	.37	7	20	27	40	60	1,796	-1.7	.123	-.117
Aspirant Peers	28.9	15.5	.40	0	20	27	40	60	1,696	-1.4	.218	-.093
Geographical Peers	27.8	15.8	.32	0	20	27	40	60	2,583	-.4	.759	-.023
Top 50%	30.7	15.3	.05	7	20	27	40	60	104,451	-3.2	.003	-.211
Top 10%	33.4	15.4	.12	7	20	33	40	60	16,926	-6.0	.000	-.388
Learning with Peers												
Collaborative Learning												
WTAMU (N = 268)	29.3	13.5	.83	5	20	30	40	50				
Comparison Peers	28.6	14.3	.31	5	20	30	40	55	2,380	.7	.450	.049
Aspirant Peers	29.1	14.1	.33	5	20	30	40	55	2,144	.2	.808	.016
Geographical Peers	30.3	14.0	.25	10	20	30	40	55	3,360	-1.0	.261	-.072
Top 50%	33.2	13.9	.04	10	25	35	40	60	117,000	-3.9	.000	-.279
Top 10%	36.5	13.7	.09	15	25	35	45	60	23,678	-7.2	.000	-.526
Discussions with Diverse Others												
WTAMU (N = 196)	37.9	15.6	1.11	10	30	40	50	60				
Comparison Peers	37.2	15.3	.39	15	25	40	50	60	1,774	.6	.578	.042
Aspirant Peers	39.5	15.6	.40	15	30	40	55	60	1,694	-1.6	.186	-.100
Geographical Peers	36.6	17.0	.35	5	25	40	50	60	235	1.3	.270	.076
Top 50%	40.5	14.8	.05	20	30	40	55	60	94,696	-2.6	.013	-.178
Top 10%	43.6	13.9	.13	20	35	40	60	60	11,276	-5.7	.000	-.413

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 = 229)	22.2	14.6	.97	0	10	20	30	50				
Comparison Peers	22.4	14.7	.35	0	10	20	30	50	2,032	-.2	.875	-.011
Aspirant Peers	22.4	15.0	.37	0	10	20	30	50	1,869	-.2	.882	-.010
Geographical Peers	22.2	15.6	.30	0	10	20	35	55	2,950	.0	.990	-.001
Top 50%	25.4	15.3	.06	5	15	25	35	60	57,463	-3.1	.002	-.206
Top 10%	29.3	15.3	.17	5	20	25	40	60	8,352	-7.1	.000	-.460
Effective Teaching Practices												
WTAMU (N = 211)	37.3	13.1	.90	16	28	36	48	60				
Comparison Peers	38.7	13.2	.32	16	28	40	48	60	1,908	-1.4	.138	-.108
Aspirant Peers	38.5	13.2	.33	16	28	40	48	60	1,801	-1.2	.201	-.094
Geographical Peers	38.1	13.8	.27	16	28	40	48	60	2,767	-.8	.389	-.062
Top 50%	40.1	13.5	.05	16	32	40	52	60	74,031	-2.9	.002	-.212
Top 10%	43.3	13.3	.14	20	36	44	56	60	9,818	-6.0	.000	-.450
Campus Environment												
Quality of Interactions												
WTAMU (N = 183)	44.1	11.8	.88	20	40	45	52	60				
Comparison Peers	44.4	11.4	.30	24	38	46	53	60	1,608	-.3	.745	-.026
Aspirant Peers	43.0	11.4	.31	22	36	44	52	60	1,548	1.2	.189	.103
Geographical Peers	43.1	12.3	.27	18	36	44	52	60	2,325	1.0	.288	.082
Top 50%	45.3	11.5	.05	24	38	46	54	60	58,922	-1.1	.192	-.097
Top 10%	48.1	12.1	.12	24	42	50	60	60	11,164	-4.0	.000	-.330
Supportive Environment												
WTAMU (N = 185)	34.2	13.2	.97	15	25	35	45	58				
Comparison Peers	35.3	13.3	.35	13	25	35	43	60	1,668	-1.1	.294	-.082
Aspirant Peers	33.9	13.6	.36	10	25	35	43	58	1,632	.3	.762	.024
Geographical Peers	35.1	14.1	.30	13	25	35	45	60	2,418	-.9	.426	-.061
Top 50%	36.8	13.1	.05	15	28	38	45	60	64,599	-2.6	.008	-.196
Top 10%	39.6	12.8	.15	20	30	40	50	60	7,790	-5.4	.000	-.425

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 = 349)	40.3	14.1	.75	15	35	40	50	60				
Comparison Peers	39.9	14.0	.30	20	30	40	50	60	2,508	.4	.642	.027
Aspirant Peers	39.5	14.0	.35	15	30	40	50	60	1,962	.8	.315	.059
Geographical Peers	40.6	14.1	.25	20	30	40	55	60	3,606	-.3	.707	-.021
Top 50%	42.1	13.7	.04	20	35	40	55	60	98,638	-1.7	.018	-.127
Top 10%	44.7	12.8	.13	20	40	45	60	60	9,749	-4.4	.000	-.341
Reflective & Integrative Learning												
WTAMU (N = 362)	37.5	12.6	.66	17	29	37	46	57				
Comparison Peers	38.0	13.0	.27	17	29	37	49	60	2,674	-.5	.519	-.036
Aspirant Peers	37.9	13.1	.32	17	29	37	49	60	2,075	-.4	.599	-.030
Geographical Peers	38.2	13.1	.22	17	29	37	49	60	3,779	-.7	.324	-.055
Top 50%	40.6	12.5	.04	20	31	40	51	60	89,416	-3.1	.000	-.247
Top 10%	43.1	11.8	.12	23	34	43	54	60	9,390	-5.6	.000	-.469
Learning Strategies												
WTAMU (N = 338)	39.2	15.0	.82	13	27	40	53	60				
Comparison Peers	38.4	14.7	.33	13	27	40	47	60	2,351	.7	.393	.050
Aspirant Peers	38.3	15.0	.38	13	27	40	47	60	1,874	.8	.363	.055
Geographical Peers	40.7	14.3	.26	20	33	40	53	60	3,452	-1.5	.063	-.107
Top 50%	41.0	14.5	.04	20	33	40	53	60	105,286	-1.8	.023	-.124
Top 10%	43.6	14.1	.11	20	33	40	60	60	15,639	-4.4	.000	-.312
Quantitative Reasoning												
WTAMU (N = 338)	29.9	17.1	.93	0	20	33	40	60				
Comparison Peers	29.6	16.3	.36	0	20	27	40	60	2,373	.3	.763	.018
Aspirant Peers	30.8	16.5	.42	0	20	27	40	60	1,886	-.9	.380	-.053
Geographical Peers	31.2	16.5	.29	0	20	33	40	60	3,470	-1.2	.190	-.075
Top 50%	32.7	16.5	.05	7	20	33	40	60	124,099	-2.7	.002	-.166
Top 10%	36.3	16.2	.16	7	20	40	47	60	10,261	-6.3	.000	-.390
Learning with Peers												
Collaborative Learning												
WTAMU (N = 374)	27.5	16.9	.88	0	15	25	40	55				
Comparison Peers	30.4	15.5	.31	5	20	30	40	60	473	-2.9	.002	-.183
Aspirant Peers	29.9	16.0	.37	5	20	30	40	60	517	-2.4	.011	-.151
Geographical Peers	30.6	16.5	.28	0	20	30	40	60	3,888	-3.1	.001	-.185
Top 50%	34.7	14.2	.05	10	25	35	45	60	375	-7.2	.000	-.507
Top 10%	38.1	13.6	.12	15	30	40	50	60	386	-10.6	.000	-.773
Discussions with Diverse Others												
WTAMU (N = 337)	37.5	17.6	.96	0	25	40	55	60				
Comparison Peers	38.2	16.4	.36	10	25	40	55	60	439	-.7	.487	-.043
Aspirant Peers	38.7	16.7	.42	10	25	40	55	60	1,881	-1.1	.265	-.067
Geographical Peers	39.0	17.2	.31	5	25	40	60	60	3,452	-1.5	.131	-.087
Top 50%	41.1	15.6	.05	15	30	40	55	60	338	-3.5	.000	-.227
Top 10%	43.9	14.8	.14	20	35	45	60	60	350	-6.4	.000	-.431

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 = 354)	22.8	17.1	.91	0	10	20	35	60				
Comparison Peers	25.5	16.3	.35	0	15	25	40	60	2,577	-2.8	.003	-.168
Aspirant Peers	23.8	16.8	.41	0	10	20	35	60	2,011	-1.1	.286	-.063
Geographical Peers	24.9	17.4	.30	0	10	20	40	60	3,670	-2.1	.029	-.122
Top 50%	29.6	16.2	.07	5	20	30	40	60	47,775	-6.8	.000	-.419
Top 10%	34.3	15.8	.22	10	20	35	45	60	394	-11.5	.000	-.721
Effective Teaching Practices												
WTAMU (N = 346)	40.2	13.8	.74	20	32	40	52	60				
Comparison Peers	40.3	14.4	.31	16	32	40	52	60	2,481	.0	.961	-.003
Aspirant Peers	39.2	14.6	.36	12	28	40	52	60	1,960	1.1	.218	.073
Geographical Peers	40.5	14.8	.26	16	32	40	52	60	3,605	-.2	.774	-.016
Top 50%	42.1	13.8	.05	20	32	40	56	60	73,311	-1.9	.010	-.139
Top 10%	44.7	13.4	.13	20	36	44	56	60	11,753	-4.5	.000	-.334
Campus Environment												
Quality of Interactions												
WTAMU (N = 288)	45.3	12.9	.76	18	38	48	55	60				
Comparison Peers	44.1	11.7	.27	22	38	46	52	60	365	1.2	.141	.100
Aspirant Peers	42.7	12.0	.32	20	35	44	52	60	1,653	2.6	.001	.214
Geographical Peers	44.8	12.3	.23	22	38	48	54	60	3,159	.5	.520	.040
Top 50%	45.4	12.1	.04	22	38	48	55	60	78,422	-.1	.927	-.005
Top 10%	47.9	12.5	.09	22	40	50	60	60	19,717	-2.6	.001	-.206
Supportive Environment												
WTAMU (N = 326)	31.5	14.8	.82	8	20	33	40	60				
Comparison Peers	31.9	14.2	.32	10	20	33	40	60	2,285	-.3	.702	-.023
Aspirant Peers	31.3	14.7	.38	8	20	30	40	60	1,821	.3	.764	.018
Geographical Peers	33.5	15.2	.28	8	23	35	43	60	3,359	-2.0	.026	-.130
Top 50%	34.5	14.3	.05	10	25	35	45	60	72,147	-3.0	.000	-.211
Top 10%	37.7	13.9	.17	15	28	38	48	60	7,224	-6.1	.000	-.440

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.