



---

# **NSSE 2018**

## **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 2017 and 2018 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, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

*EIs vary more among students within an institution than between institutions*, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

### How Engagement Indicators are Computed

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

For more information on EIs and their psychometric properties, refer to the NSSE website: [nsse.indiana.edu](http://nsse.indiana.edu)

## 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 WT 125 Peers	Your first-year students compared with Aspirants & Comps	Your first-year students compared with Geographic Peers
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 WT 125 Peers	Your seniors compared with Aspirants & Comps	Your seniors compared with Geographic Peers
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

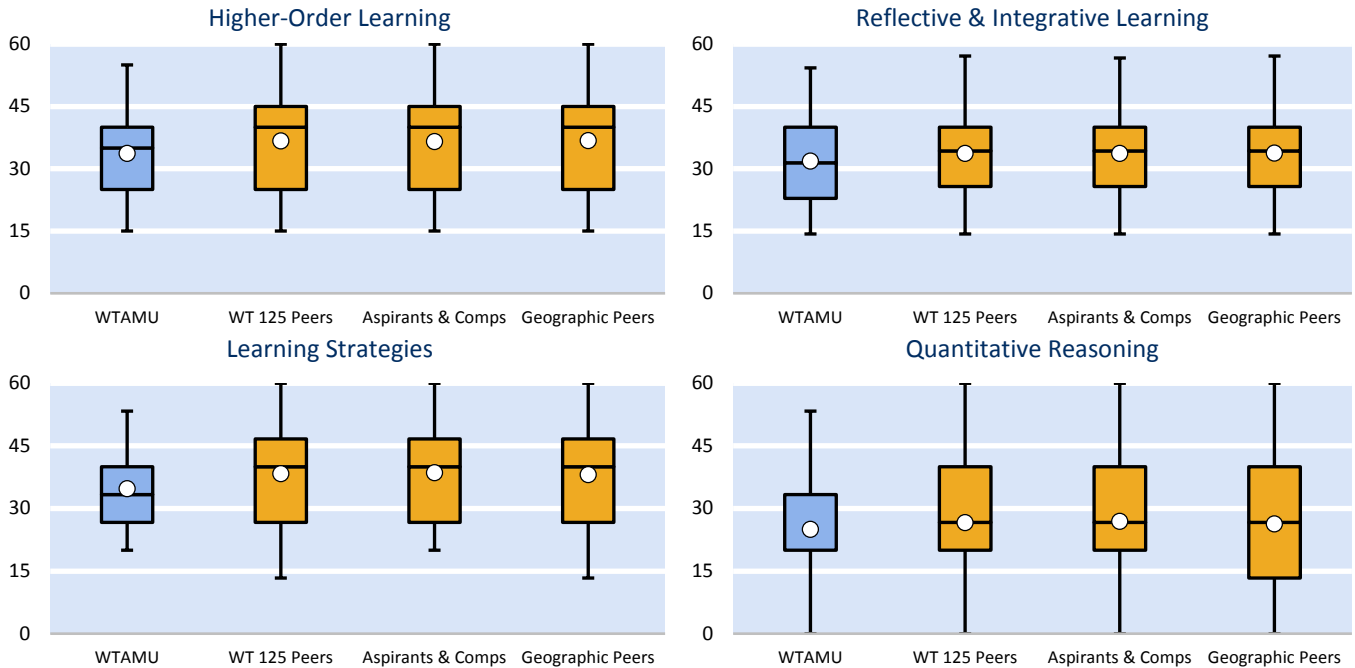
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		WT 125 Peers		Aspirants & Comps		Geographic Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	33.7	36.7 *	-.22	36.5	-.21	36.8 *	-.22
Reflective & Integrative Learning	31.9	33.7	-.15	33.7	-.15	33.8	-.15
Learning Strategies	34.7	38.4 *	-.26	38.6 *	-.28	38.1 *	-.24
Quantitative Reasoning	25.0	26.6	-.10	26.9	-.12	26.3	-.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: 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 <sup>a</sup> between your FY students and		
		WT 125 Peers	Aspirants & Comps	Geographic Peers
<b>Higher-Order Learning</b>				
<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	59	 -8	 -8	 -8
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	60	 -6	 -5	 -6
4d. Evaluating a point of view, decision, or information source	56	 -11	 -11	 -11
4e. Forming a new idea or understanding from various pieces of information	64	 -2	 -2	 -2
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	43	 -5	 -5	 -6
2b. Connected your learning to societal problems or issues	36	 -11	 -11	 -10
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	44	 -2	 -2	 -2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	54	 -6	 -6	 -6
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	63	 -5	 -5	 -6
2f. Learned something that changed the way you understand an issue or concept	57	 -7	 -7	 -7
2g. Connected ideas from your courses to your prior experiences and knowledge	71	 -2	 -2	 -2
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	66	 -8	 -8	 -7
9b. Reviewed your notes after class	57	 -12	 -12	 -12
9c. Summarized what you learned in class or from course materials	65	+0 	 -1	+2 
<b>Quantitative Reasoning</b>				
<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.)	47	 -4	 -5	 -3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	29	 -8	 -9	 -7
6c. Evaluated what others have concluded from numerical information	31	 -5	 -5	 -4

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and 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

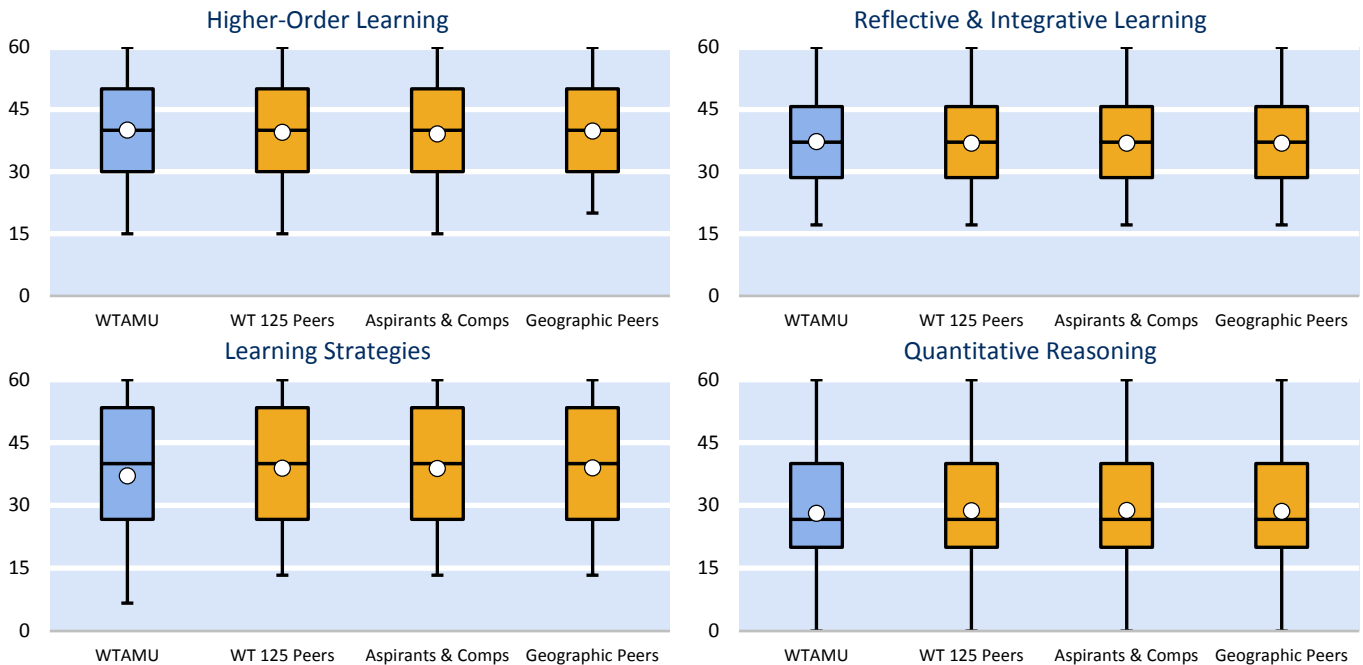
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Your seniors compared with					
		WT 125 Peers		Aspirants & Comps		Geographic Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.0	39.5	.04	39.2	.06	39.8	.01
Reflective & Integrative Learning	37.3	36.9	.03	36.9	.03	36.9	.03
Learning Strategies	37.0	38.9	-.13	38.8	-.12	39.0	-.13
Quantitative Reasoning	28.1	28.7	-.04	28.8	-.04	28.5	-.03

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 upper bar), 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.

Higher-Order Learning	WTAMU	Percentage point difference <sup>a</sup> between your seniors and		
		WT 125 Peers	Aspirants & Comps	Geographic Peers
<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	80	+2	+2	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	+2	+3	+2
4d. Evaluating a point of view, decision, or information source	69	+0	+2	-1
4e. Forming a new idea or understanding from various pieces of information	72	+2	+3	+2
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	68	+1	-0	+3
2b. Connected your learning to societal problems or issues	59	+2	+2	+3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48	+1	+1	+0
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	+6	+7	+5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	+2	+3	+2
2f. Learned something that changed the way you understand an issue or concept	64	-5	-5	-5
2g. Connected ideas from your courses to your prior experiences and knowledge	81	-1	-1	-1
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	73	-4	-3	-5
9b. Reviewed your notes after class	60	-5	-5	-5
9c. Summarized what you learned in class or from course materials	63	-2	-2	-1
<b>Quantitative Reasoning</b>				
<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.)	48	-6	-6	-5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40	-0	-1	-0
6c. Evaluated what others have concluded from numerical information	36	-5	-5	-5

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and 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

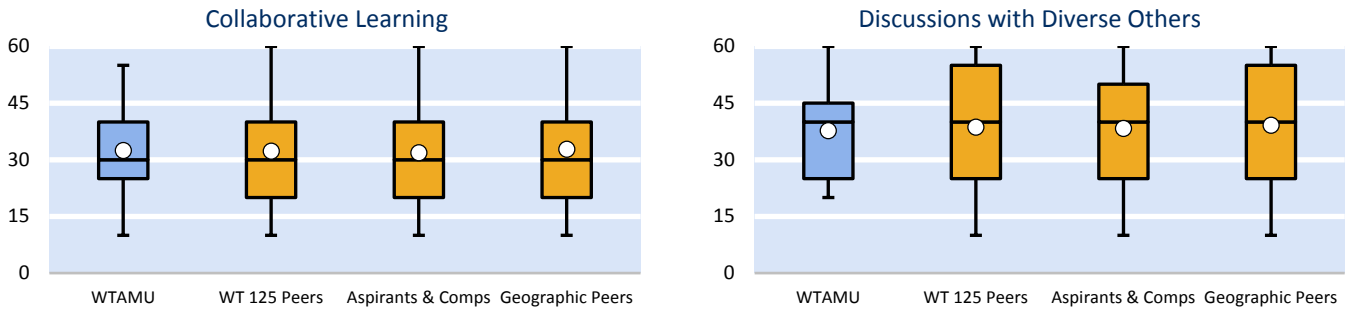
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		WT 125 Peers		Aspirants & Comps		Geographic Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.5	32.3	.02	31.8	.05	32.8	-.02
Discussions with Diverse Others	37.7	38.7	-.06	38.3	-.04	39.1	-.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).

#### 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 <sup>a</sup> between your FY students and		
		WT 125 Peers	Aspirants & Comps	Geographic Peers
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	59	+6	+6	+5
1f. Explained course material to one or more students	65	+9	+9	+8
1g. Prepared for exams by discussing or working through course material with other students	45	-5	-4	-6
1h. Worked with other students on course projects or assignments	54	+1	+3	-2
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	68	-1	+0	-3
8b. People from an economic background other than your own	74	+5	+6	+5
8c. People with religious beliefs other than your own	65	+1	+1	+1
8d. People with political views other than your own	64	-3	-3	-3

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and 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

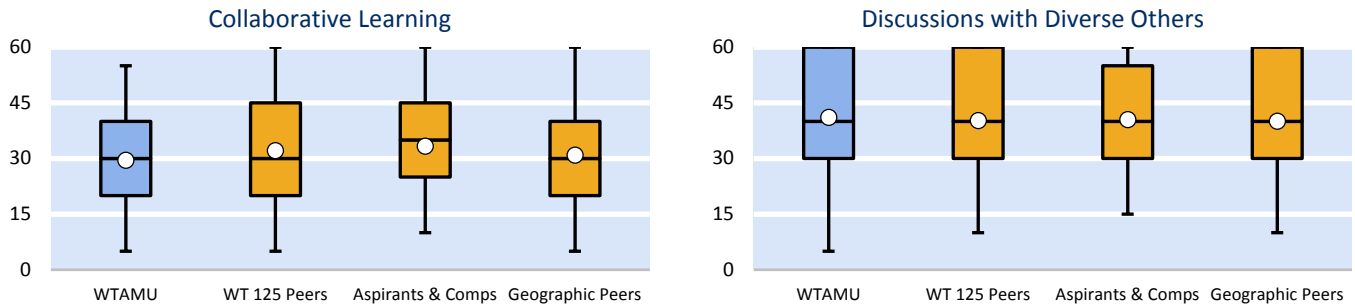
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		WT 125 Peers		Aspirants & Comps		Geographic Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.5	32.2 **	-.17	33.4 ***	-.26	30.9	-.09
Discussions with Diverse Others	41.1	40.3	.05	40.5	.04	40.1	.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.

Collaborative Learning	WTAMU	Percentage point difference <sup>a</sup> between your seniors and		
		WT 125 Peers	Aspirants & Comps	Geographic Peers
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1e. Asked another student to help you understand course material	37	-6	-9	-3
1f. Explained course material to one or more students	55	-4	-7	-1
1g. Prepared for exams by discussing or working through course material with other students	35	-11	-14	-9
1h. Worked with other students on course projects or assignments	61	-1	-3	+1
<b>Discussions with Diverse Others</b>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	74	+4	+4	+3
8b. People from an economic background other than your own	74	+2	+1	+2
8c. People with religious beliefs other than your own	70	+2	+1	+4
8d. People with political views other than your own	73	+3	+2	+4

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and 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

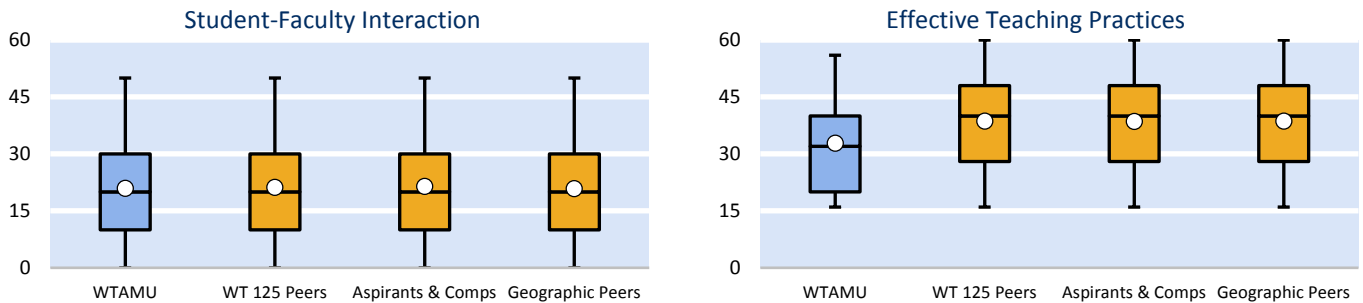
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		WT 125 Peers		Aspirants & Comps		Geographic Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.9	21.2	-.02	21.5	-.04	20.8	.01
Effective Teaching Practices	32.8	38.6 ***	-.42	38.5 ***	-.42	38.6 ***	-.42

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 <sup>a</sup> between your FY students and		
		WT 125 Peers	Aspirants & Comps	Geographic Peers
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	39	+1	-0	+2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	-2	-2	-2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	-2	-2	-2
3d. Discussed your academic performance with a faculty member	21	-10	-11	-10
<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	72	-4	-4	-3
5b. Taught course sessions in an organized way	63	-11	-11	-10
5c. Used examples or illustrations to explain difficult points	62	-12	-12	-11
5d. Provided feedback on a draft or work in progress	42	-22	-23	-21
5e. Provided prompt and detailed feedback on tests or completed assignments	37	-23	-23	-23

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and 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

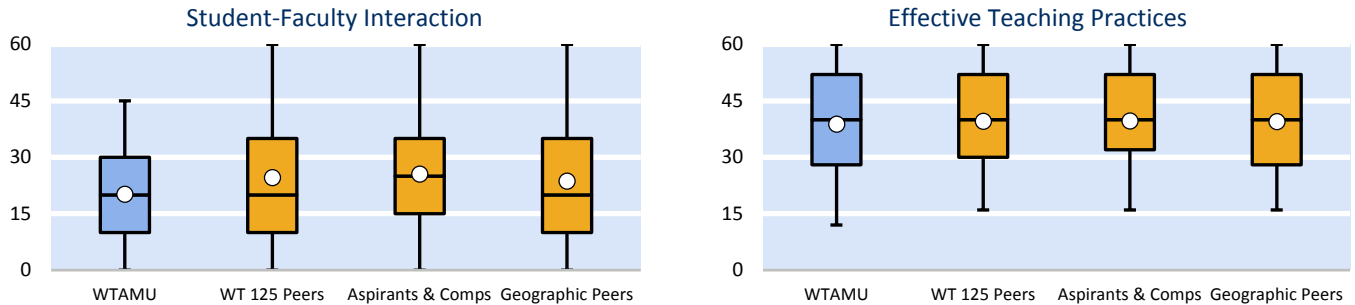
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		WT 125 Peers		Aspirants & Comps		Geographic Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.1	24.6 ***	-.27	25.5 ***	-.33	23.6 ***	-.21
Effective Teaching Practices	38.7	39.5	-.05	39.7	-.07	39.4	-.05

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 <sup>a</sup> between your seniors and		
		WT 125 Peers	Aspirants & Comps	Geographic Peers
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	36	-10	-12	-8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	16	-13	-14	-11
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	-11	-12	-9
3d. Discussed your academic performance with a faculty member	28	-8	-10	-6
<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	76	-3	-3	-3
5b. Taught course sessions in an organized way	77	+0	+0	-0
5c. Used examples or illustrations to explain difficult points	74	-2	-3	-1
5d. Provided feedback on a draft or work in progress	59	-3	-3	-2
5e. Provided prompt and detailed feedback on tests or completed assignments	60	-5	-5	-4

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and 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

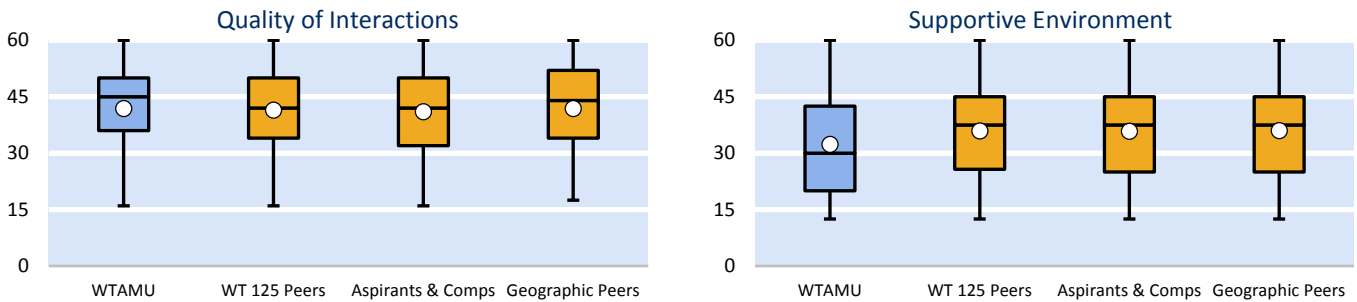
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	WTAMU Mean	Your first-year students compared with					
		WT 125 Peers		Aspirants & Comps		Geographic Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.9	41.4	.04	41.1	.07	41.9	.00
Supportive Environment	32.4	36.0 *	-.26	35.8 *	-.25	36.0 *	-.26

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 <sup>a</sup> between your FY students and		
		WT 125 Peers	Aspirants & Comps	Geographic Peers
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	57	+10	+11	+7
13b. Academic advisors	50	-1	+0	-2
13c. Faculty	54	+6	+6	+5
13d. Student services staff (career services, student activities, housing, etc.)	43	-1	-1	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	48	+4	+6	+2
<b>Supportive Environment</b>				
<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	-6	-6	-6
14c. Using learning support services (tutoring services, writing center, etc.)	73	-5	-4	-5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	49	-12	-12	-11
14e. Providing opportunities to be involved socially	67	-4	-4	-4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	57	-13	-13	-12
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	-6	-6	-6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	55	-9	-9	-9
14i. Attending events that address important social, economic, or political issues	27	-22	-21	-22

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and 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

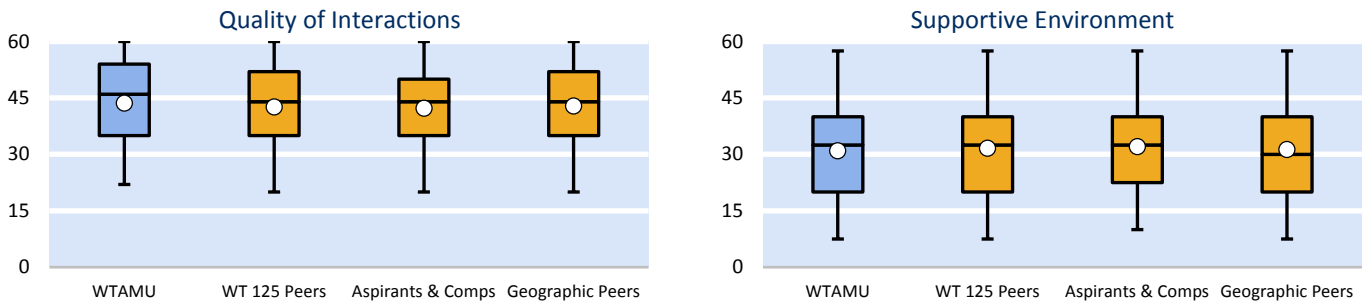
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	WTAMU Mean	Your seniors compared with					
		WT 125 Peers		Aspirants & Comps		Geographic Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.6	42.6	.09	42.3	.11	42.9	.06
Supportive Environment	31.0	31.7	-.05	32.0	-.07	31.3	-.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.

Quality of Interactions	WTAMU	Percentage point difference <sup>a</sup> between your seniors and		
		WT 125 Peers	Aspirants & Comps	Geographic Peers
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	56	-0	-1	+0
13b. Academic advisors	60	+8	+9	+7
13c. Faculty	60	+3	+4	+2
13d. Student services staff (career services, student activities, housing, etc.)	46	+4	+5	+4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	48	+4	+7	+1
<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	71	+2	+2	+3
14c. Using learning support services (tutoring services, writing center, etc.)	66	+2	+2	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	-2	-3	-1
14e. Providing opportunities to be involved socially	59	-4	-5	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	60	-0	-2	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	28	-4	-3	-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	57	+7	+5	+8
14i. Attending events that address important social, economic, or political issues	37	-3	-5	-1

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and 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 [nsse.indiana.edu/html/position\\_policies.cfm](https://nsse.indiana.edu/html/position_policies.cfm)), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2017 and 2018 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2017 and 2018 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<sup>b</sup> 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	✓
<i>Academic Challenge</i>	Higher-Order Learning	33.7	38.9 ***	-.40		40.5 ***	-.51	
	Reflective and Integrative Learning	31.9	36.5 ***	-.39		38.1 ***	-.51	
	Learning Strategies	34.7	39.5 **	-.35		41.6 ***	-.49	
	Quantitative Reasoning	25.0	28.7 *	-.24		30.4 ***	-.35	
<i>Learning with Peers</i>	Collaborative Learning	32.5	35.1 *	-.20		37.2 ***	-.35	
	Discussions with Diverse Others	37.7	41.4 *	-.25		43.4 ***	-.39	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.9	24.3 *	-.22		27.2 ***	-.40	
	Effective Teaching Practices	32.8	40.3 ***	-.57		42.0 ***	-.67	
<i>Campus Environment</i>	Quality of Interactions	41.9	43.9	-.17		45.9 **	-.33	
	Supportive Environment	32.4	37.9 ***	-.42		39.7 ***	-.56	

#### Seniors

Theme	Engagement Indicator	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	40.0	41.3	-.10	✓	42.5 **	-.18	
	Reflective and Integrative Learning	37.3	39.6 **	-.19		41.1 ***	-.32	
	Learning Strategies	37.0	40.2 **	-.22		42.3 ***	-.37	
	Quantitative Reasoning	28.1	30.7 *	-.16		32.7 ***	-.29	
<i>Learning with Peers</i>	Collaborative Learning	29.5	35.7 ***	-.44		38.1 ***	-.63	
	Discussions with Diverse Others	41.1	41.9	-.05	✓	43.8 *	-.17	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.1	29.2 ***	-.58		33.3 ***	-.82	
	Effective Teaching Practices	38.7	41.1 *	-.18		43.1 ***	-.32	
<i>Campus Environment</i>	Quality of Interactions	43.6	44.4	-.06	✓	46.5 **	-.23	
	Supportive Environment	31.0	34.3 **	-.24		36.4 ***	-.39	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2017 and 2018 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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
WTAMU (N = 90)	33.7	12.1	1.27	15	25	35	40	55				
WT 125 Peers	36.7	13.7	.21	15	25	40	45	60	4,366	-3.0	.042	-.216
Aspirants & Comps	36.5	13.6	.28	15	25	40	45	60	2,409	-2.8	.052	-.209
Geographic Peers	36.8	13.9	.31	15	25	40	45	60	2,133	-3.1	.041	-.220
Top 50%	38.9	13.1	.06	20	30	40	50	60	56,124	-5.2	.000	-.399
Top 10%	40.5	13.3	.12	20	30	40	50	60	13,404	-6.8	.000	-.508
<b>Reflective &amp; Integrative Learning</b>												
WTAMU (N = 97)	31.9	12.1	1.23	14	23	31	40	54				
WT 125 Peers	33.7	12.1	.18	14	26	34	40	57	4,639	-1.9	.136	-.153
Aspirants & Comps	33.7	12.0	.24	14	26	34	40	57	2,559	-1.9	.138	-.154
Geographic Peers	33.8	12.3	.26	14	26	34	40	57	2,271	-1.9	.141	-.153
Top 50%	36.5	11.8	.05	17	29	37	43	57	52,687	-4.6	.000	-.386
Top 10%	38.1	12.0	.11	20	29	37	46	60	11,360	-6.2	.000	-.514
<b>Learning Strategies</b>												
WTAMU (N = 78)	34.7	11.8	1.33	20	27	33	40	53				
WT 125 Peers	38.4	13.9	.22	13	27	40	47	60	3,994	-3.6	.021	-.263
Aspirants & Comps	38.6	13.8	.30	20	27	40	47	60	2,211	-3.8	.015	-.280
Geographic Peers	38.1	14.1	.33	13	27	40	47	60	1,944	-3.4	.035	-.244
Top 50%	39.5	13.7	.06	20	27	40	53	60	45,477	-4.8	.002	-.350
Top 10%	41.6	14.1	.13	20	33	40	53	60	11,030	-6.9	.000	-.490
<b>Quantitative Reasoning</b>												
WTAMU (N = 81)	25.0	13.6	1.51	0	20	20	33	53				
WT 125 Peers	26.6	15.5	.24	0	20	27	40	60	4,245	-1.6	.349	-.105
Aspirants & Comps	26.9	15.4	.32	0	20	27	40	60	2,340	-1.9	.281	-.122
Geographic Peers	26.3	15.6	.35	0	13	27	40	60	89	-1.3	.414	-.082
Top 50%	28.7	15.2	.06	0	20	27	40	60	59,343	-3.6	.031	-.240
Top 10%	30.4	15.3	.13	7	20	27	40	60	81	-5.4	.001	-.351
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
WTAMU (N = 119)	32.5	13.5	1.24	10	25	30	40	55				
WT 125 Peers	32.3	14.2	.21	10	20	30	40	60	4,901	.2	.867	.015
Aspirants & Comps	31.8	14.0	.28	10	20	30	40	60	2,694	.7	.608	.048
Geographic Peers	32.8	14.4	.30	10	20	30	40	60	2,424	-.3	.806	-.023
Top 50%	35.1	13.6	.05	15	25	35	45	60	61,841	-2.7	.033	-.195
Top 10%	37.2	13.6	.12	15	25	40	45	60	13,928	-4.8	.000	-.351
<b>Discussions with Diverse Others</b>												
WTAMU (N = 82)	37.7	14.2	1.57	20	25	40	45	60				
WT 125 Peers	38.7	16.2	.26	10	25	40	55	60	4,030	-1.0	.585	-.061
Aspirants & Comps	38.3	15.9	.34	10	25	40	50	60	2,232	-.6	.731	-.039
Geographic Peers	39.1	16.6	.38	10	25	40	55	60	91	-1.5	.366	-.089
Top 50%	41.4	15.0	.06	15	30	40	55	60	56,700	-3.7	.025	-.248
Top 10%	43.4	14.8	.13	20	35	45	60	60	12,652	-5.7	.000	-.389



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
WTAMU (N = 92)	20.9	14.6	1.53	0	10	20	30	50				
WT 125 Peers	21.2	14.8	.22	0	10	20	30	50	4,493	-.2	.885	-.015
Aspirants & Comps	21.5	14.8	.30	0	10	20	30	50	2,471	-.5	.734	-.036
Geographic Peers	20.8	14.8	.32	0	10	20	30	50	2,203	.1	.933	.009
Top 50%	24.3	14.8	.08	5	15	20	35	55	35,189	-3.3	.032	-.225
Top 10%	27.2	15.8	.21	5	15	25	40	60	94	-6.3	.000	-.400
<b>Effective Teaching Practices</b>												
WTAMU (N = 88)	32.8	12.9	1.38	16	20	32	40	56				
WT 125 Peers	38.6	13.7	.21	16	28	40	48	60	4,367	-5.8	.000	-.421
Aspirants & Comps	38.5	13.6	.28	16	28	40	48	60	2,410	-5.7	.000	-.423
Geographic Peers	38.6	13.9	.31	16	28	40	48	60	2,131	-5.8	.000	-.416
Top 50%	40.3	13.1	.06	20	32	40	52	60	41,518	-7.5	.000	-.569
Top 10%	42.0	13.7	.13	20	32	40	52	60	10,830	-9.2	.000	-.669
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
WTAMU (N = 74)	41.9	12.6	1.47	16	36	45	50	60				
WT 125 Peers	41.4	13.0	.21	16	34	42	50	60	3,794	.5	.755	.037
Aspirants & Comps	41.1	12.8	.28	16	32	42	50	60	2,116	.8	.578	.066
Geographic Peers	41.9	13.1	.31	18	34	44	52	60	1,831	.0	.987	.002
Top 50%	43.9	11.6	.06	22	38	46	52	60	33,728	-2.0	.141	-.171
Top 10%	45.9	12.1	.14	22	40	48	56	60	7,365	-4.0	.005	-.328
<b>Supportive Environment</b>												
WTAMU (N = 75)	32.4	14.2	1.64	13	20	30	43	60				
WT 125 Peers	36.0	13.8	.23	13	26	38	45	60	3,816	-3.6	.027	-.258
Aspirants & Comps	35.8	13.6	.30	13	25	38	45	60	2,128	-3.4	.032	-.253
Geographic Peers	36.0	14.1	.34	13	25	38	45	60	1,842	-3.6	.030	-.257
Top 50%	37.9	13.2	.06	15	30	40	48	60	44,236	-5.6	.000	-.421
Top 10%	39.7	13.1	.13	18	30	40	50	60	10,677	-7.3	.000	-.555

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 SEM) 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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
WTAMU (N = 213)	40.0	14.3	.98	15	30	40	50	60				
WT 125 Peers	39.5	14.0	.17	15	30	40	50	60	7,134	.5	.590	.038
Aspirants & Comps	39.2	14.0	.23	15	30	40	50	60	3,842	.9	.385	.061
Geographic Peers	39.8	14.0	.24	20	30	40	50	60	3,684	.2	.861	.012
Top 50%	41.3	13.5	.05	20	35	40	55	60	78,664	-1.3	.159	-.097
Top 10%	42.5	13.7	.09	20	35	40	55	60	23,840	-2.4	.010	-.178
<b>Reflective &amp; Integrative Learning</b>												
WTAMU (N = 231)	37.3	11.8	.78	17	29	37	46	60				
WT 125 Peers	36.9	12.6	.15	17	29	37	46	60	7,465	.4	.635	.032
Aspirants & Comps	36.9	12.6	.20	17	29	37	46	60	4,036	.4	.615	.034
Geographic Peers	36.9	12.7	.21	17	29	37	46	60	3,844	.4	.640	.032
Top 50%	39.6	12.2	.04	20	31	40	49	60	76,978	-2.3	.004	-.188
Top 10%	41.1	12.2	.10	20	33	40	51	60	16,553	-3.9	.000	-.316
<b>Learning Strategies</b>												
WTAMU (N = 201)	37.0	16.0	1.13	7	27	40	53	60				
WT 125 Peers	38.9	14.8	.18	13	27	40	53	60	6,660	-1.9	.079	-.126
Aspirants & Comps	38.8	14.8	.26	13	27	40	53	60	3,578	-1.8	.101	-.119
Geographic Peers	39.0	14.8	.26	13	27	40	53	60	222	-1.9	.097	-.130
Top 50%	40.2	14.4	.05	20	33	40	53	60	201	-3.2	.006	-.220
Top 10%	42.3	14.2	.09	20	33	40	53	60	203	-5.3	.000	-.374
<b>Quantitative Reasoning</b>												
WTAMU (N = 205)	28.1	16.4	1.15	0	20	27	40	60				
WT 125 Peers	28.7	16.4	.20	0	20	27	40	60	6,984	-.6	.602	-.037
Aspirants & Comps	28.8	16.4	.27	0	20	27	40	60	3,774	-.7	.537	-.044
Geographic Peers	28.5	16.3	.28	0	20	27	40	60	3,589	-.5	.692	-.028
Top 50%	30.7	16.0	.05	0	20	33	40	60	107,797	-2.6	.020	-.163
Top 10%	32.7	15.7	.10	7	20	33	40	60	23,680	-4.6	.000	-.292
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
WTAMU (N = 239)	29.5	15.1	.98	5	20	30	40	55				
WT 125 Peers	32.2	15.3	.18	5	20	30	45	60	7,697	-2.6	.009	-.173
Aspirants & Comps	33.4	14.7	.23	10	25	35	45	60	4,157	-3.8	.000	-.261
Geographic Peers	30.9	15.7	.26	5	20	30	40	60	3,972	-1.4	.185	-.088
Top 50%	35.7	13.9	.04	15	25	35	45	60	101,138	-6.2	.000	-.444
Top 10%	38.1	13.5	.10	15	30	40	50	60	243	-8.6	.000	-.634
<b>Discussions with Diverse Others</b>												
WTAMU (N = 204)	41.1	16.3	1.14	5	30	40	60	60				
WT 125 Peers	40.3	16.6	.21	10	30	40	60	60	6,695	.8	.474	.051
Aspirants & Comps	40.5	16.0	.27	15	30	40	55	60	3,596	.6	.613	.036
Geographic Peers	40.1	17.1	.30	10	30	40	60	60	3,476	1.1	.387	.062
Top 50%	41.9	15.6	.05	15	30	40	60	60	109,107	-.8	.455	-.052
Top 10%	43.8	15.5	.10	20	35	45	60	60	26,459	-2.7	.014	-.173

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
WTAMU (N = 223)	20.1	14.3	.96	0	10	20	30	45				
WT 125 Peers	24.6	16.6	.20	0	10	20	35	60	242	-4.5	.000	-.269
Aspirants & Comps	25.5	16.6	.27	0	15	25	35	60	260	-5.4	.000	-.327
Geographic Peers	23.6	16.6	.28	0	10	20	35	60	262	-3.5	.001	-.211
Top 50%	29.2	15.8	.08	5	20	30	40	60	225	-9.1	.000	-.575
Top 10%	33.3	16.1	.22	10	20	35	45	60	246	-13.1	.000	-.819
<b>Effective Teaching Practices</b>												
WTAMU (N = 216)	38.7	15.2	1.03	12	28	40	52	60				
WT 125 Peers	39.5	14.1	.17	16	30	40	52	60	7,145	-.8	.429	-.055
Aspirants & Comps	39.7	13.9	.23	16	32	40	52	60	3,858	-.9	.349	-.066
Geographic Peers	39.4	14.2	.24	16	28	40	52	60	3,682	-.7	.489	-.049
Top 50%	41.1	13.6	.05	16	32	40	52	60	216	-2.4	.020	-.177
Top 10%	43.1	13.7	.12	20	36	44	56	60	14,166	-4.4	.000	-.318
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
WTAMU (N = 189)	43.6	12.5	.91	22	35	46	54	60				
WT 125 Peers	42.6	12.2	.16	20	35	44	52	60	6,173	1.0	.249	.085
Aspirants & Comps	42.3	11.9	.21	20	35	44	50	60	3,346	1.3	.135	.112
Geographic Peers	42.9	12.5	.23	20	35	44	52	60	3,181	.7	.437	.058
Top 50%	44.4	11.9	.05	22	38	46	54	60	56,340	-.8	.378	-.064
Top 10%	46.5	12.3	.10	22	40	50	58	60	15,169	-2.9	.001	-.234
<b>Supportive Environment</b>												
WTAMU (N = 199)	31.0	14.6	1.03	8	20	33	40	58				
WT 125 Peers	31.7	14.2	.18	8	20	33	40	58	6,459	-.7	.525	-.046
Aspirants & Comps	32.0	14.0	.24	10	23	33	40	58	3,467	-1.0	.314	-.073
Geographic Peers	31.3	14.5	.26	8	20	30	40	58	3,363	-.3	.800	-.018
Top 50%	34.3	13.7	.05	13	25	35	43	60	199	-3.3	.002	-.238
Top 10%	36.4	13.7	.12	13	28	38	45	60	204	-5.3	.000	-.389

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 SEM) 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.