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# **NSSE 2019**

## **Engagement Indicators**

Texas A&M University-Central Texas

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### 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. 4-8)** 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. 9)** 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 2018 and 2019 participating institutions.
- Detailed Statistics (pp. 10-11)** 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. 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](https://nsse.indiana.edu)

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

## Engagement Indicators: Overview

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

Use the following key:

- ▲ **Your students' average** was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.
- No significant difference.
- ▼ **Your students' average** was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.
- ▽ **Your students' average** was significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.

### First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Southwest Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2018 & 2019
	Higher-Order Learning			
<i>Academic Challenge</i>	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			

### Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Southwest Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2018 & 2019
	Higher-Order Learning	△	△	△
<i>Academic Challenge</i>	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	--	--	--

### Academic Challenge: Seniors

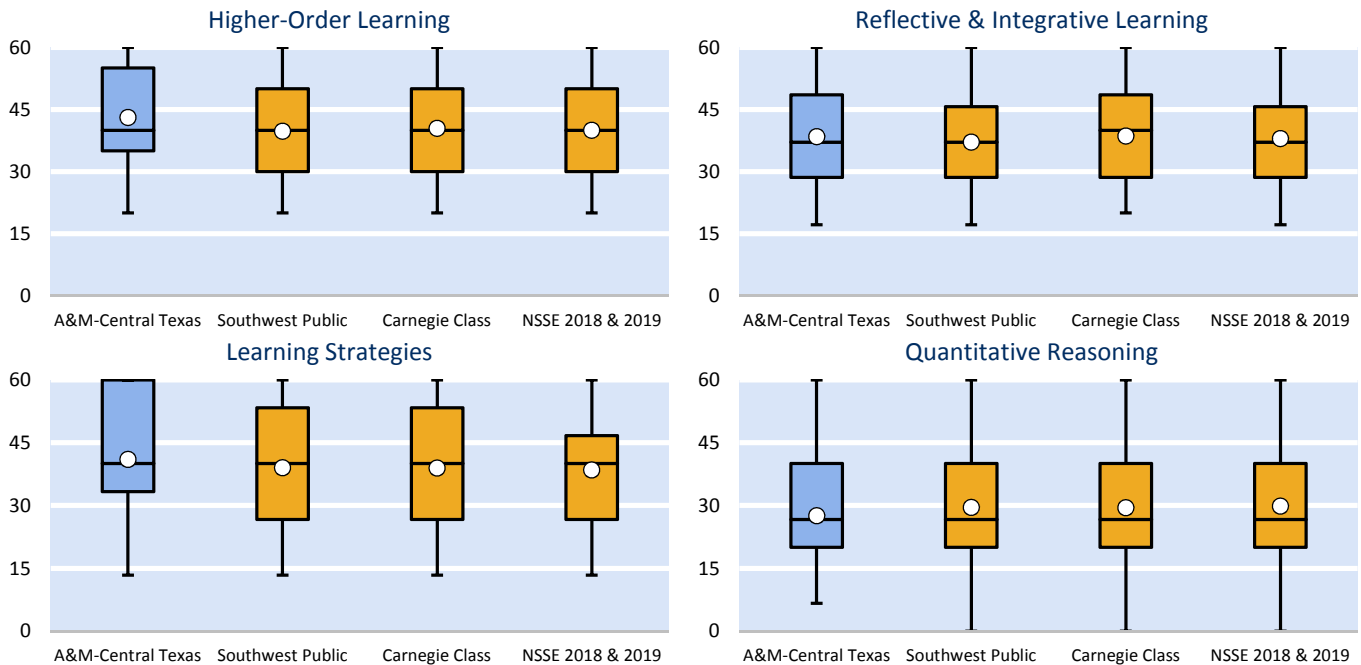
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	A&M-Central Texas		Your seniors compared with					
	Mean	Effect size	Southwest Public		Carnegie Class		NSSE 2018 & 2019	
			Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	43.1		39.8 **	.24	40.5 *	.19	40.0 **	.23
Reflective & Integrative Learning	38.4		37.1	.10	38.6	-.02	38.0	.04
Learning Strategies	41.0		39.0	.14	38.9	.15	38.5 *	.18
Quantitative Reasoning	27.6		29.5	-.12	29.5	-.12	29.8	-.14

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

#### Score Distributions






















































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

## 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.

	A&M-Central Texas	Percentage point difference <sup>a</sup> between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2018 & 2019
<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	83	+6 	+4 	+5 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	85	+11 	+10 	+10 
4d. Evaluating a point of view, decision, or information source	79	+9 	+6 	+8 
4e. Forming a new idea or understanding from various pieces of information	78	+7 	+6 	+7 
<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	59	-7 	-10 	-9 
2b. Connected your learning to societal problems or issues	57	-1 	-7 	-4 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	61	+12 	+5 	+8 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	+4 	+2 	+3 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	-2 	-3 	-2 
2f. Learned something that changed the way you understand an issue or concept	69	-1 	-2 	-2 
2g. Connected ideas from your courses to your prior experiences and knowledge	78	-4 	-6 	-6 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	82	+5 	+2 	+4 
9b. Reviewed your notes after class	65	-1 	+2 	+3 
9c. Summarized what you learned in class or from course materials	69	+5 	+4 	+5 
<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.)	45	-11 	-9 	-11 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	-3 	-3 	-4 
6c. Evaluated what others have concluded from numerical information	35	-8 	-8 	-9 

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

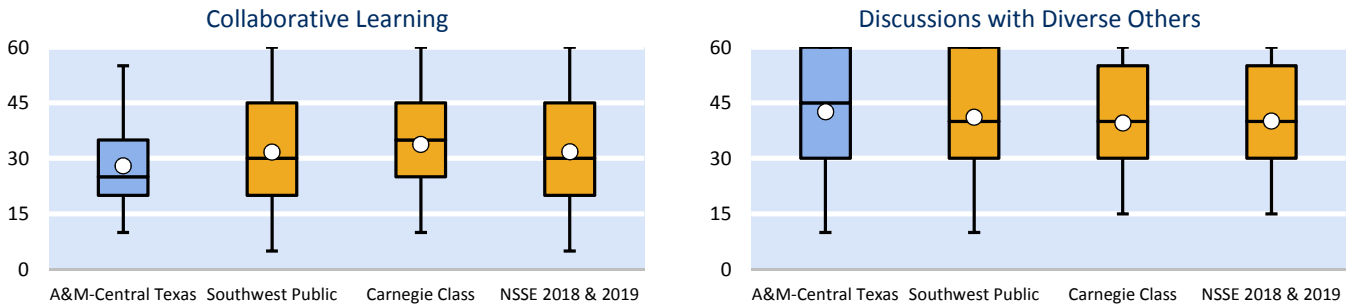
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	A&M-Central Texas Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	28.0	31.7 **	-.23	33.8 ***	-.39	31.8 **	-.25
Discussions with Diverse Others	42.6	41.1	.09	39.5 *	.20	40.1	.16

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.

	A&M-Central Texas	Percentage point difference <sup>a</sup> between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2018 & 2019
<b>Collaborative Learning</b>				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1e. Asked another student to help you understand course material	28	-14	-18	-14
1f. Explained course material to one or more students	52	-4	-10	-6
1g. Prepared for exams by discussing or working through course material with other students	32	-15	-19	-15
1h. Worked with other students on course projects or assignments	49	-11	-17	-13
<b>Discussions with Diverse Others</b>				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	78	+3	+8	+6
8b. People from an economic background other than your own	71	-3	-2	-2
8c. People with religious beliefs other than your own	71	+0	+5	+3
8d. People with political views other than your own	71	+3	+5	+5

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

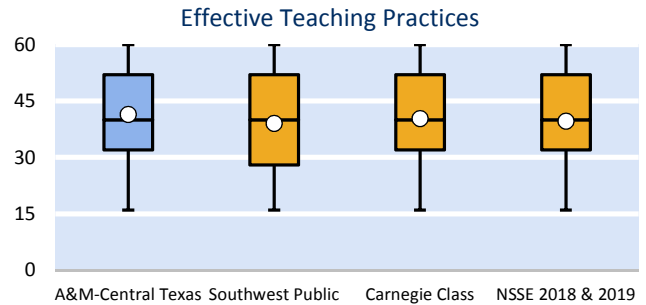
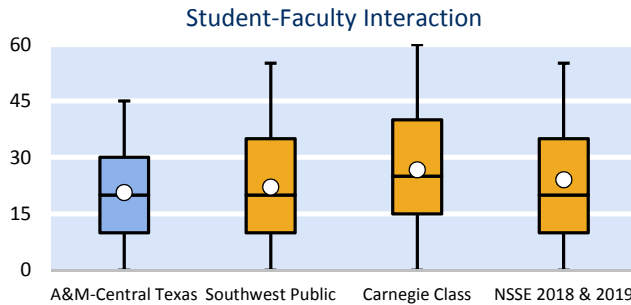
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	A&M-Central Texas Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.6	22.1	-.09	26.7 ***	-.37	24.1 *	-.21
Effective Teaching Practices	41.4	39.0 *	.17	40.3	.08	39.6	.14

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

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#### Performance on Indicator Items

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Student-Faculty Interaction	A&M-Central Texas %	Percentage point difference <sup>a</sup> between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2018 & 2019
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	37	-3	-13	-8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	24	-1	-8	-4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	-3	-11	-6
3d. Discussed your academic performance with a faculty member	25	-6	-15	-9
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	80	+0	+0	+0
5b. Taught course sessions in an organized way	79	+3	+2	+2
5c. Used examples or illustrations to explain difficult points	76	+1	-1	-1
5d. Provided feedback on a draft or work in progress	64	+5	-1	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	69	+8	+3	+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.



### Campus Environment: Seniors

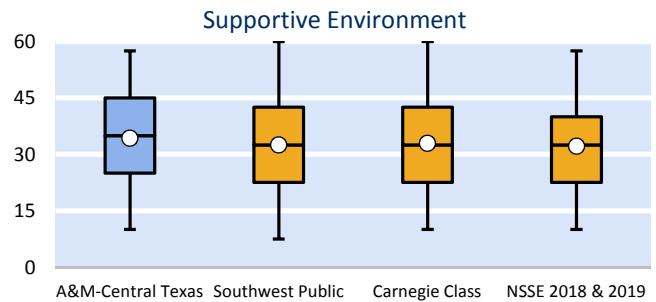
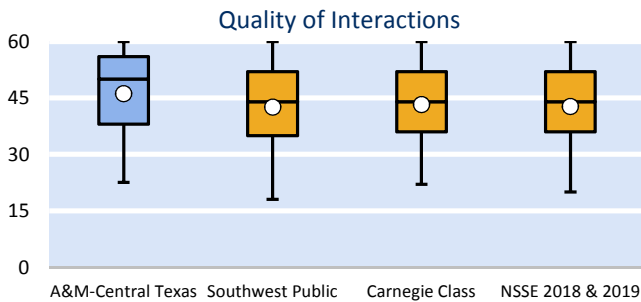
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	A&M-Central Texas Mean	Your seniors compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2018 & 2019 Mean	Effect size
Quality of Interactions	46.1	42.6 **	.28	43.3 **	.24	42.8 **	.28
Supportive Environment	34.3	32.5	.12	33.0	.09	32.2	.15

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

#### Score Distributions



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

#### Performance on Indicator Items

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

Quality of Interactions	A&M-Central Texas %	Percentage point difference <sup>a</sup> between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2018 & 2019
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	60	+3	+2	+3
13b. Academic advisors	55	+3	-2	+1
13c. Faculty	66	+10	+8	+9
13d. Student services staff (career services, student activities, housing, etc.)	63	+19	+19	+19
13e. Other administrative staff and offices (registrar, financial aid, etc.)	56	+11	+10	+12
<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	76	+6	+4	+5
14c. Using learning support services (tutoring services, writing center, etc.)	78	+12	+9	+11
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	75	+18	+20	+20
14e. Providing opportunities to be involved socially	61	-3	-5	-3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	+3	+3	+4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	30	-4	-4	-2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	45	-8	-9	-7
14i. Attending events that address important social, economic, or political issues	42	+1	-2	+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.



### Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see [nsse.indiana.edu/links/PNP](https://nsse.indiana.edu/links/PNP)), 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 2018 and 2019 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2018 and 2019 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	A&M-Central Texas 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							
	Reflective and 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							

#### Seniors

Theme	Engagement Indicator	A&M-Central Texas Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	43.1	41.8	.10	✓	43.0	.00	✓
	Reflective and Integrative Learning	38.4	39.9	-.12		41.6 **	-.26	
	Learning Strategies	41.0	40.8	.02	✓	42.6	-.11	
	Quantitative Reasoning	27.6	31.3 **	-.23		32.7 ***	-.33	
<i>Learning with Peers</i>	Collaborative Learning	28.0	36.1 ***	-.58		38.6 ***	-.79	
	Discussions with Diverse Others	42.6	42.0	.04	✓	43.5	-.06	✓
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.6	29.9 ***	-.58		33.9 ***	-.84	
	Effective Teaching Practices	41.4	41.8	-.02	✓	43.5	-.15	
<i>Campus Environment</i>	Quality of Interactions	46.1	45.1	.08	✓	47.4	-.10	
	Supportive Environment	34.3	34.8	-.03	✓	37.0 *	-.19	

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 2018 and 2019 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: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <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>												
A&M-Central Texas (N = 132)	43.1	12.7	1.11	20	35	40	55	60				
Southwest Public	39.8	14.0	.08	20	30	40	50	60	27,573	3.3	.007	.236
Carnegie Class	40.5	13.6	.13	20	30	40	50	60	11,499	2.6	.027	.194
NSSE 2018 & 2019	40.0	13.6	.03	20	30	40	50	60	198,630	3.1	.010	.226
Top 50%	41.8	13.5	.05	20	35	40	55	60	82,989	1.3	.265	.097
Top 10%	43.0	13.5	.09	20	35	40	55	60	22,620	.0	.968	.004
<b>Reflective &amp; Integrative Learning</b>												
A&M-Central Texas (N = 134)	38.4	13.3	1.15	17	29	37	49	60				
Southwest Public	37.1	12.7	.07	17	29	37	46	60	29,093	1.3	.234	.103
Carnegie Class	38.6	12.4	.11	20	29	40	49	60	12,107	-.2	.850	-.016
NSSE 2018 & 2019	38.0	12.4	.03	17	29	37	46	60	209,076	.4	.681	.036
Top 50%	39.9	12.2	.04	20	31	40	49	60	79,392	-1.5	.169	-.119
Top 10%	41.6	12.2	.10	20	34	40	51	60	15,612	-3.1	.003	-.257
<b>Learning Strategies</b>												
A&M-Central Texas (N = 126)	41.0	15.2	1.35	13	33	40	60	60				
Southwest Public	39.0	14.6	.09	13	27	40	53	60	26,345	2.0	.117	.140
Carnegie Class	38.9	14.5	.14	13	27	40	53	60	11,091	2.1	.104	.145
NSSE 2018 & 2019	38.5	14.5	.03	13	27	40	47	60	190,902	2.6	.048	.176
Top 50%	40.8	14.4	.05	20	33	40	53	60	86,773	.2	.858	.016
Top 10%	42.6	14.3	.09	20	33	40	60	60	27,794	-1.6	.218	-.110
<b>Quantitative Reasoning</b>												
A&M-Central Texas (N = 128)	27.6	15.5	1.37	7	20	27	40	60				
Southwest Public	29.5	16.1	.10	0	20	27	40	60	26,732	-2.0	.167	-.122
Carnegie Class	29.5	16.1	.15	0	20	27	40	60	11,226	-1.9	.182	-.118
NSSE 2018 & 2019	29.8	16.1	.04	0	20	27	40	60	193,266	-2.3	.109	-.142
Top 50%	31.3	16.0	.05	7	20	33	40	60	106,871	-3.7	.008	-.233
Top 10%	32.7	15.8	.09	7	20	33	40	60	29,725	-5.2	.000	-.328
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
A&M-Central Texas (N = 137)	28.0	14.0	1.20	10	20	25	35	55				
Southwest Public	31.7	15.8	.09	5	20	30	45	60	138	-3.7	.002	-.234
Carnegie Class	33.8	14.8	.13	10	25	35	45	60	12,484	-5.8	.000	-.392
NSSE 2018 & 2019	31.8	15.7	.03	5	20	30	45	60	136	-3.9	.002	-.247
Top 50%	36.1	14.0	.05	15	25	35	45	60	92,899	-8.1	.000	-.581
Top 10%	38.6	13.5	.11	15	30	40	50	60	14,875	-10.6	.000	-.786
<b>Discussions with Diverse Others</b>												
A&M-Central Texas (N = 126)	42.6	16.9	1.50	10	30	45	60	60				
Southwest Public	41.1	16.7	.10	10	30	40	60	60	26,470	1.5	.315	.090
Carnegie Class	39.5	15.4	.15	15	30	40	55	60	11,132	3.1	.026	.199
NSSE 2018 & 2019	40.1	16.0	.04	15	30	40	55	60	191,626	2.5	.079	.157
Top 50%	42.0	15.6	.05	15	30	40	60	60	105,865	.6	.687	.036
Top 10%	43.5	15.4	.09	20	35	45	60	60	28,307	-.9	.498	-.060

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <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>												
A&M-Central Texas (N = 131)	20.6	15.4	1.34	0	10	20	30	45				
Southwest Public	22.1	16.3	.10	0	10	20	35	55	28,191	-1.5	.301	-.090
Carnegie Class	26.7	16.3	.15	0	15	25	40	60	11,751	-6.0	.000	-.372
NSSE 2018 & 2019	24.1	16.1	.04	0	10	20	35	55	202,972	-3.5	.014	-.215
Top 50%	29.9	15.9	.08	5	20	30	40	60	43,132	-9.2	.000	-.581
Top 10%	33.9	15.8	.20	10	20	35	45	60	6,649	-13.3	.000	-.843
<b>Effective Teaching Practices</b>												
A&M-Central Texas (N = 130)	41.4	14.2	1.24	16	32	40	52	60				
Southwest Public	39.0	14.2	.09	16	28	40	52	60	27,540	2.4	.049	.173
Carnegie Class	40.3	13.8	.13	16	32	40	52	60	11,533	1.2	.341	.084
NSSE 2018 & 2019	39.6	13.8	.03	16	32	40	52	60	198,644	1.9	.122	.136
Top 50%	41.8	13.6	.05	20	32	40	52	60	69,301	-.3	.781	-.024
Top 10%	43.5	13.5	.10	20	36	44	56	60	19,043	-2.1	.078	-.155
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
A&M-Central Texas (N = 117)	46.1	12.2	1.12	23	38	50	56	60				
Southwest Public	42.6	12.7	.08	18	35	44	52	60	24,250	3.5	.003	.278
Carnegie Class	43.3	11.9	.12	22	36	44	52	60	10,596	2.9	.010	.240
NSSE 2018 & 2019	42.8	12.2	.03	20	36	44	52	60	177,581	3.4	.003	.276
Top 50%	45.1	11.8	.04	23	38	48	54	60	77,062	1.0	.364	.084
Top 10%	47.4	12.0	.08	24	40	50	58	60	25,156	-1.2	.265	-.103
<b>Supportive Environment</b>												
A&M-Central Texas (N = 123)	34.3	14.3	1.29	10	25	35	45	58				
Southwest Public	32.5	14.6	.09	8	23	33	43	60	25,831	1.8	.179	.122
Carnegie Class	33.0	14.2	.14	10	23	33	43	60	10,910	1.3	.308	.093
NSSE 2018 & 2019	32.2	14.1	.03	10	23	33	40	58	187,048	2.1	.098	.150
Top 50%	34.8	13.9	.05	13	25	35	45	60	74,775	-.5	.714	-.033
Top 10%	37.0	14.0	.12	13	28	38	48	60	14,285	-2.7	.036	-.190

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.