NSSE
national survey of
student engagement

NSSE 2016
Engagement Indicators

Angelo State University

IPEDS: 222831

NSSE 2016 Engagement Indicators

About This Report

About Your *Engagement Indicators* Report

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

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

Report Sections

Overview (p. 3)
Displays how average EI scores for your first-year and senior 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 2015 and 2016 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—Institution Version and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

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

For more information on EIs and their psychometric properties, refer to the NSSE website: **nsse.indiana.edu**

Rocconi, L., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

NSSE 2016 Engagement Indicators

Overview

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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 Southwest Public	**Your first-year students** compared with Carnegie Class	**Your first-year students** compared with NSSE 2015 & 2016
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 Southwest Public	**Your seniors** compared with Carnegie Class	**Your seniors** compared with NSSE 2015 & 2016
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	△	▲	△

NSSE 2016 Engagement Indicators

Academic Challenge

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Academic Challenge: First-year students

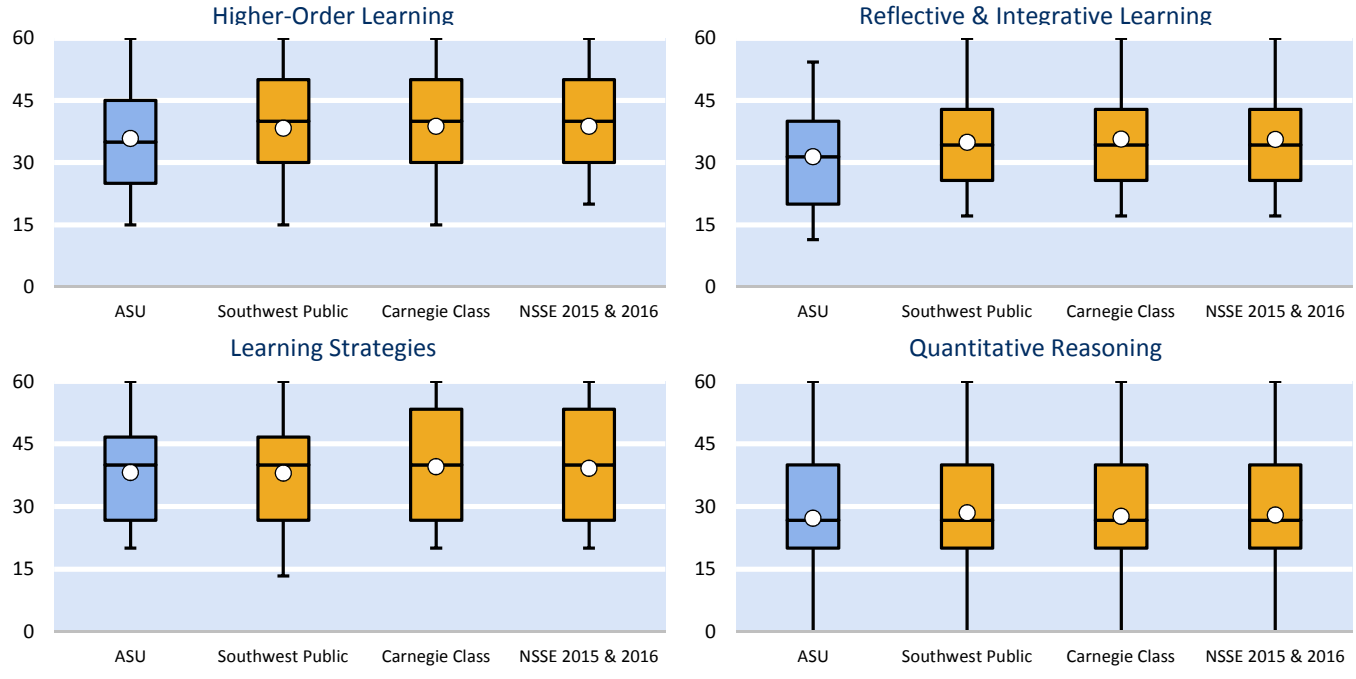
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

	ASU	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2015 & 2016	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	35.9	38.3 *	-.17	38.8 **	-.21	38.8 **	-.21
Reflective & Integrative Learning	31.5	34.9 ***	-.27	35.7 ***	-.33	35.6 ***	-.33
Learning Strategies	38.1	38.0	.01	39.6	-.10	39.2	-.07
Quantitative Reasoning	27.2	28.5	-.08	27.7	-.03	28.0	-.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



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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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

		Percentage point difference[a] between your FY students and		
Higher-Order Learning	**ASU**	**Southwest Public**	**Carnegie Class**	**NSSE 2015 & 2016**
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	63	-8	-8	-9
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	61	-9	-10	-10
4d. Evaluating a point of view, decision, or information source	63	-5	-8	-7
4e. Forming a new idea or understanding from various pieces of information	65	-3	-4	-4
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	44	-8	-10	-11
2b. Connected your learning to societal problems or issues	41	-9	-13	-13
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	38	-11	-14	-13
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	-4	-5	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	60	-7	-8	-8
2f. Learned something that changed the way you understand an issue or concept	61	-4	-6	-5
2g. Connected ideas from your courses to your prior experiences and knowledge	65	-9	-12	-12
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	76	+1	-3	-2
9b. Reviewed your notes after class	70	+6	+3	+4
9c. Summarized what you learned in class or from course materials	59	-1	-6	-5
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	48	-6	-3	-5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	38	-3	-1	-2
6c. Evaluated what others have concluded from numerical information	34	-5	-3	-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.

NSSE 2016 Engagement Indicators

Academic Challenge

Angelo State University

Academic Challenge: Seniors

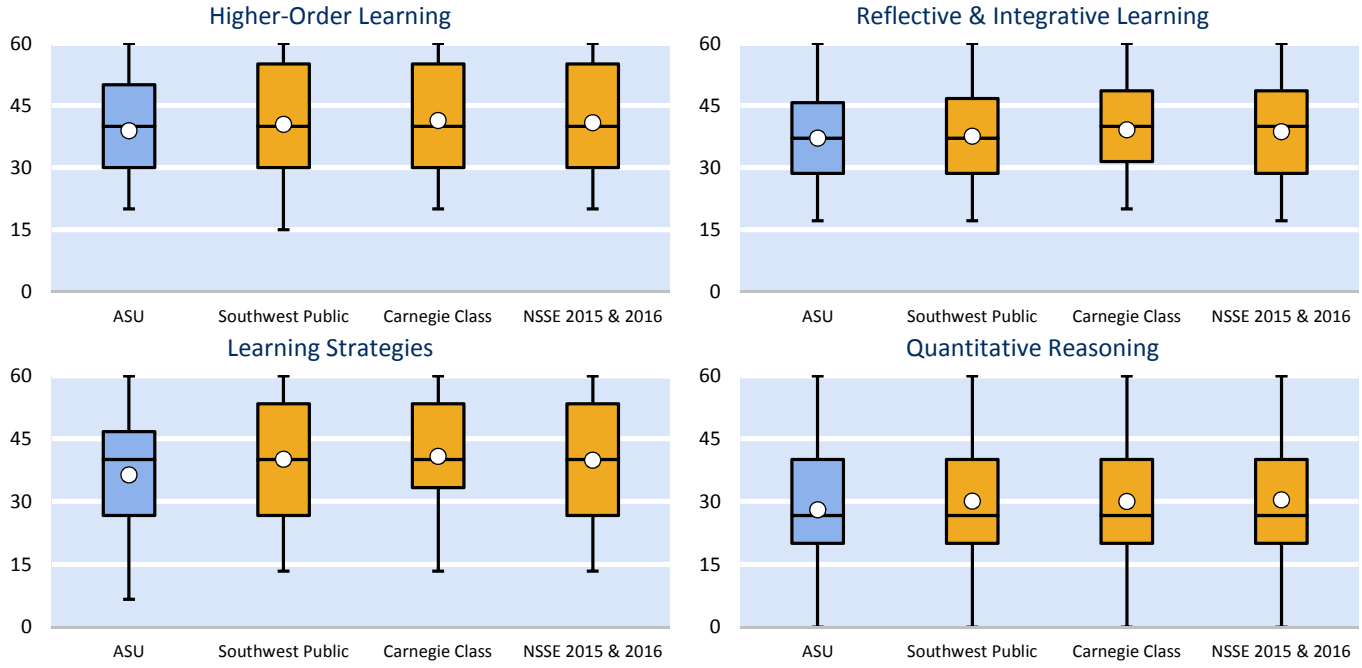
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

	ASU	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2015 & 2016	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	38.9	40.5	-.11	41.4 *	-.17	40.9	-.14
Reflective & Integrative Learning	37.2	37.6	-.03	39.2 *	-.15	38.7	-.12
Learning Strategies	36.3	40.1 **	-.26	40.7 ***	-.30	39.9 **	-.24
Quantitative Reasoning	28.0	30.1	-.12	30.0	-.12	30.3	-.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



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NSSE 2016 Engagement Indicators

Academic Challenge

Angelo State University

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

		Percentage point difference[a] between your seniors and		
	ASU	Southwest Public	Carnegie Class	NSSE 2015 & 2016
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	79	+1	-0	+0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	-4	-5	-4
4d. Evaluating a point of view, decision, or information source	68	-2	-6	-3
4e. Forming a new idea or understanding from various pieces of information	66	-6	-8	-6
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	66	-3	-5	-5
2b. Connected your learning to societal problems or issues	59	-2	-7	-5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	+1	-6	-3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	-2	-6	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65	-4	-8	-6
2f. Learned something that changed the way you understand an issue or concept	70	+2	-1	-0
2g. Connected ideas from your courses to your prior experiences and knowledge	81	+0	-3	-2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	69	-12	-14	-13
9b. Reviewed your notes after class	56	-10	-10	-7
9c. Summarized what you learned in class or from course materials	60	-6	-7	-5
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	-4	-2	-3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	-7	-7	-7
6c. Evaluated what others have concluded from numerical information	40	-4	-4	-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.

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NSSE 2016 Engagement Indicators

Learning with Peers

Angelo State University

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

	ASU	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2015 & 2016	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	31.9	33.0	-.08	30.8	.08	32.3	-.03
Discussions with Diverse Others	38.9	40.7	-.11	39.7	-.05	40.4	-.10

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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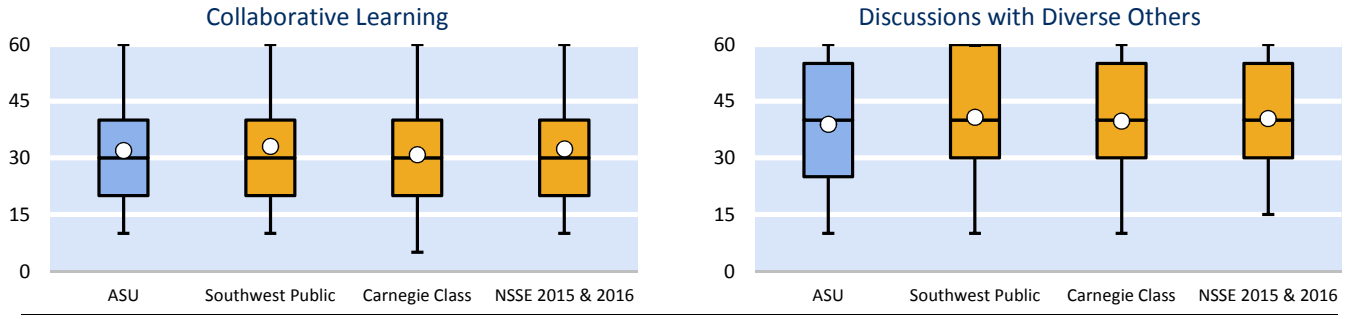

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Performance on Indicator Items

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

		Percentage point difference[a] *between your FY students and*		
Collaborative Learning	ASU	Southwest Public	Carnegie Class	NSSE 2015 & 2016
Percentage of students who responded that they "Very often" or "Often"…	%			
1e. Asked another student to help you understand course material	54	+1	+6	+3
1f. Explained course material to one or more students	57	-1	+3	-0
1g. Prepared for exams by discussing or working through course material with other students	49	-2	+3	-1
1h. Worked with other students on course projects or assignments	49	-6	-2	-4
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People from a race or ethnicity other than your own	74	+1	+4	+3
8b. People from an economic background other than your own	68	-5	-3	-4
8c. People with religious beliefs other than your own	63	-6	-4	-5
8d. People with political views other than your own	64	-5	-2	-4

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NSSE 2016 Engagement Indicators

Learning with Peers

Angelo State University

Learning with Peers: Seniors

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Mean Comparisons

	ASU	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2015 & 2016	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	34.2	32.3	.12	31.1 **	.20	32.4	.12
Discussions with Diverse Others	43.2	42.0	.07	41.1	.13	41.3	.12

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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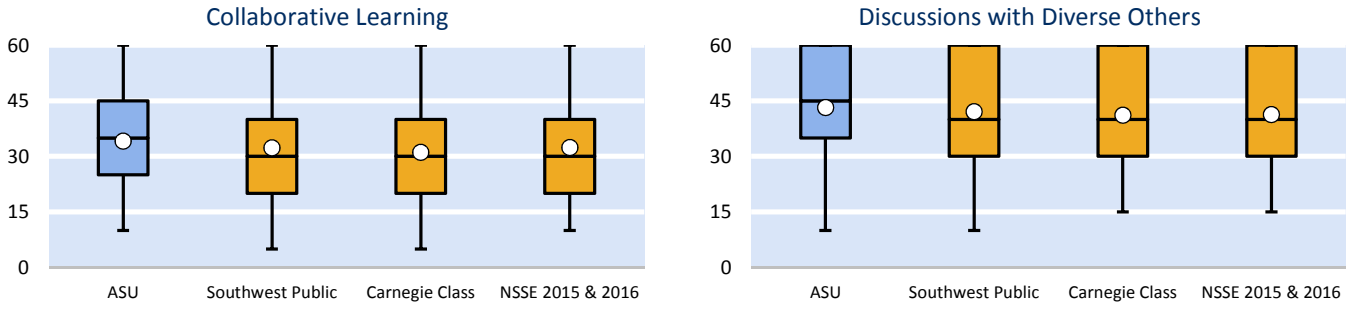

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		Percentage point difference[a] *between your seniors and*		
Collaborative Learning	ASU	Southwest Public	Carnegie Class	NSSE 2015 & 2016
Percentage of students who responded that they "Very often" or "Often"…	%			
1e. Asked another student to help you understand course material	47	+5	+8	+6
1f. Explained course material to one or more students	66	+8	+10	+7
1g. Prepared for exams by discussing or working through course material with other students	55	+8	+11	+9
1h. Worked with other students on course projects or assignments	66	+3	+5	+2
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People from a race or ethnicity other than your own	81	+5	+9	+8
8b. People from an economic background other than your own	77	+3	+3	+3
8c. People with religious beliefs other than your own	66	-5	-3	-3
8d. People with political views other than your own	73	+2	+3	+3

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NSSE 2016 Engagement Indicators

Experiences with Faculty

Angelo State University

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

	ASU	*Your first-year students compared with*					
		Southwest Public		Carnegie Class		NSSE 2015 & 2016	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	22.7	20.8	.13	20.4 *	.15	20.5 *	.15
Effective Teaching Practices	36.9	38.8 *	-.14	40.1 ***	-.23	39.4 **	-.19

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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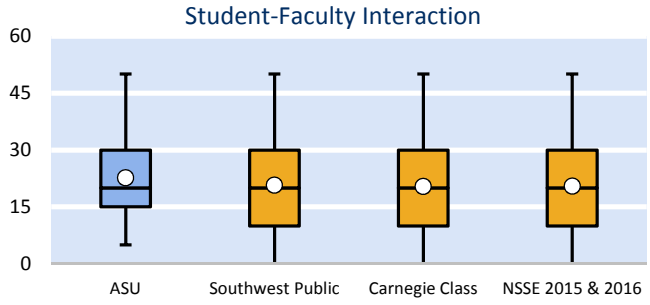

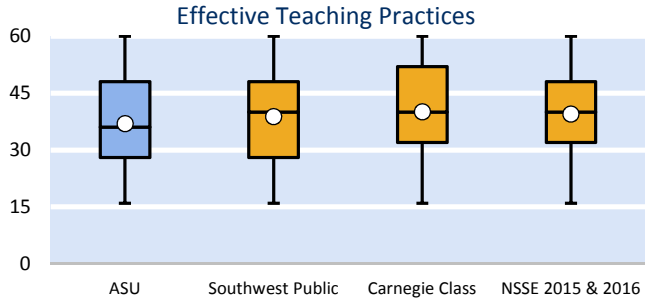

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		Percentage point difference[a] between your FY students and		
Student-Faculty Interaction	ASU	Southwest Public	Carnegie Class	NSSE 2015 & 2016
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	38	+4	+5	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	-4	-1	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	+3	+4	+4
3d. Discussed your academic performance with a faculty member	30	+1	+1	+1
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	70	-9	-10	-9
5b. Taught course sessions in an organized way	72	-4	-5	-5
5c. Used examples or illustrations to explain difficult points	66	-9	-10	-9
5d. Provided feedback on a draft or work in progress	64	+2	-3	-1
5e. Provided prompt and detailed feedback on tests or completed assignments	60	+2	-4	-2

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.

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Experiences with Faculty

Angelo State University

Experiences with Faculty: Seniors

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Mean Comparisons

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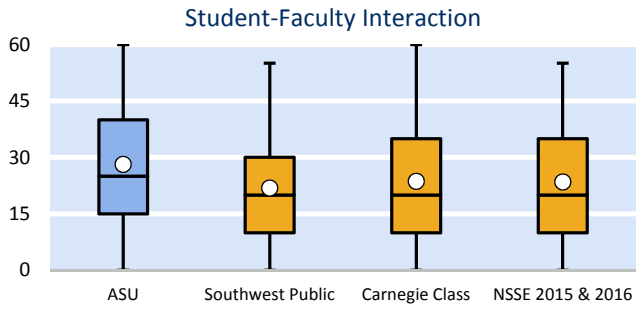
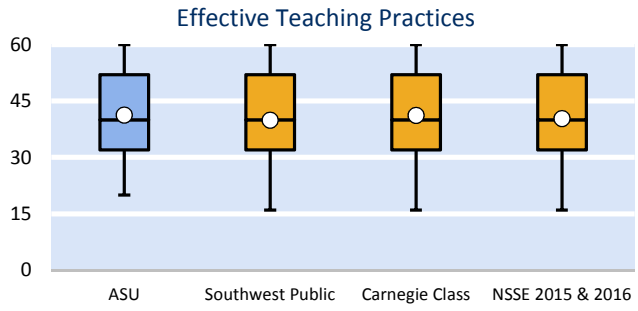
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	28.1	21.8 ***	.39	23.6 ***	.27	23.5 ***	.29
Effective Teaching Practices	41.2	39.8	.10	41.1	.01	40.3	.07

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

Score Distributions





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

Performance on Indicator Items

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

		Percentage point difference[a] between your seniors and		
Student-Faculty Interaction	ASU	Southwest Public	Carnegie Class	NSSE 2015 & 2016
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	54	+16	+11	+12
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	38	+14	+12	+12
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	40	+11	+7	+7
3d. Discussed your academic performance with a faculty member	42	+12	+8	+10
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	84	+3	+1	+3
5b. Taught course sessions in an organized way	82	+3	+2	+2
5c. Used examples or illustrations to explain difficult points	79	+3	+1	+1
5d. Provided feedback on a draft or work in progress	64	+6	+0	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	74	+11	+6	+8

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.

NSSE 2016 Engagement Indicators

Campus Environment

Angelo State University

Campus Environment: First-year students

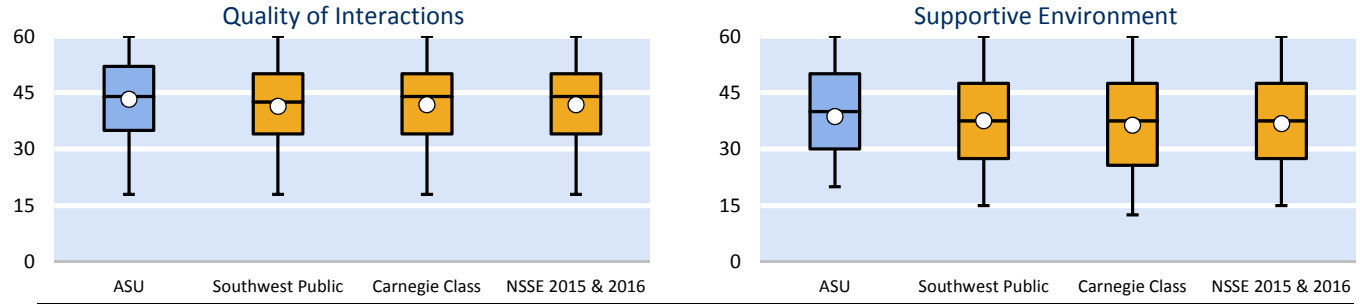
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	ASU	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2015 & 2016	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	43.3	41.4	.15	41.8	.11	41.8	.12
Supportive Environment	38.7	37.5	.08	36.4 *	.16	36.8	.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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

		Percentage point difference[a] between your FY students and		
Quality of Interactions	ASU	Southwest Public	Carnegie Class	NSSE 2015 & 2016
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	52	-2	-3	-4
13b. Academic advisors	62	+13	+13	+12
13c. Faculty	54	+6	+3	+4
13d. Student services staff (career services, student activities, housing, etc.)	44	-1	-1	-0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	+6	+3	+5
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	84	+8	+7	+7
14c. Using learning support services (tutoring services, writing center, etc.)	83	+5	+6	+5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62	-0	+1	+1
14e. Providing opportunities to be involved socially	75	+2	+4	+3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	71	-0	+2	+1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	49	+2	+4	+5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	74	+4	+10	+8
14i. Attending events that address important social, economic, or political issues	54	+1	+3	+2

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.

NSSE 2016 Engagement Indicators

Campus Environment

Angelo State University

Campus Environment: Seniors

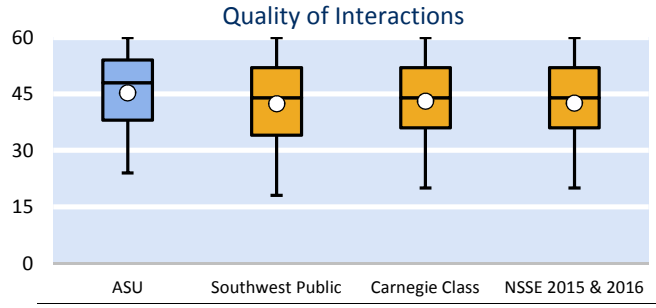
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

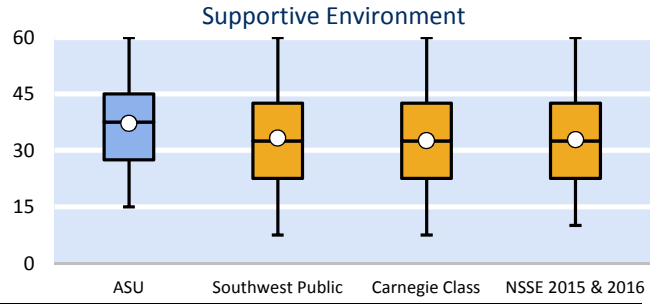
Mean Comparisons

	ASU	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2015 & 2016	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	45.3	42.4 **	.24	43.1 *	.18	42.6 **	.23
Supportive Environment	37.2	33.3 ***	.26	32.7 ***	.31	32.9 ***	.30

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

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		Percentage point difference [a] between your seniors and		
Quality of Interactions	ASU	Southwest Public	Carnegie Class	NSSE 2015 & 2016
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	61	-0	-1	-1
13b. Academic advisors	57	+6	+3	+4
13c. Faculty	72	+14	+10	+13
13d. Student services staff (career services, student activities, housing, etc.)	53	+10	+9	+11
13e. Other administrative staff and offices (registrar, financial aid, etc.)	54	+12	+9	+12
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	81	+10	+9	+10
14c. Using learning support services (tutoring services, writing center, etc.)	73	+6	+5	+6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	+5	+7	+7
14e. Providing opportunities to be involved socially	72	+6	+8	+7
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	+11	+13	+12
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	39	+5	+6	+7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	73	+16	+21	+17
14i. Attending events that address important social, economic, or political issues	52	+7	+7	+7

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.

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NSSE 2016 Engagement Indicators

Comparisons with High-Performing Institutions

Angelo State University

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**), 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 2015 and 2016 NSSE institutions, and
(b) institutions with average scores placing them in the top 50% of all 2015 and 2016 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

			Your first-year students compared with					
		ASU	NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	35.9	40.5 ***	-.34		42.7 ***	-.50	
	Reflective and Integrative Learning	31.5	37.4 ***	-.47		39.5 ***	-.63	
	Learning Strategies	38.1	41.2 **	-.21		43.7 ***	-.39	
	Quantitative Reasoning	27.2	29.4	-.14		31.3 ***	-.25	
Learning with Peers	Collaborative Learning	31.9	35.2 ***	-.24		37.3 ***	-.40	
	Discussions with Diverse Others	38.9	42.7 ***	-.25		44.3 ***	-.36	
Experiences with Faculty	Student-Faculty Interaction	22.7	23.8	-.07	✓	26.9 ***	-.26	
	Effective Teaching Practices	36.9	41.6 ***	-.35		43.8 ***	-.51	
Campus Environment	Quality of Interactions	43.3	44.1	-.07	✓	45.9 **	-.21	
	Supportive Environment	38.7	39.2	-.04	✓	40.9 *	-.16	

Seniors

			Your seniors compared with					
		ASU	NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	38.9	43.1 ***	-.30		44.7 ***	-.42	
	Reflective and Integrative Learning	37.2	41.0 ***	-.30		42.9 ***	-.46	
	Learning Strategies	36.3	42.2 ***	-.41		44.5 ***	-.57	
	Quantitative Reasoning	28.0	31.8 **	-.22		33.2 ***	-.31	
Learning with Peers	Collaborative Learning	34.2	35.8	-.12		37.9 ***	-.27	
	Discussions with Diverse Others	43.2	43.3	-.01	✓	45.1	-.12	
Experiences with Faculty	Student-Faculty Interaction	28.1	29.6	-.09	✓	33.0 ***	-.30	
	Effective Teaching Practices	41.2	42.7	-.11		44.5 ***	-.25	
Campus Environment	Quality of Interactions	45.3	45.3	.00	✓	46.9	-.13	
	Supportive Environment	37.2	35.7	.11	✓	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 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 2015 and 2016 institutions, separately for first-year and senior students. 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.

NSSE 2016 Engagement Indicators

Detailed Statistics[a]

Angelo State University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Academic Challenge												
Higher-Order Learning												
ASU (N = 206)	35.9	13.8	.96	15	25	35	45	60				
Southwest Public	38.3	13.9	.13	15	30	40	50	60	11,341	-2.4	.014	-.173
Carnegie Class	38.8	13.8	.08	15	30	40	50	60	33,853	-2.9	.003	-.208
NSSE 2015 & 2016	38.8	13.7	.04	20	30	40	50	60	124,458	-2.9	.003	-.210
Top 50%	40.5	13.6	.06	20	30	40	50	60	58,474	-4.6	.000	-.341
Top 10%	42.7	13.7	.12	20	35	40	55	60	12,609	-6.8	.000	-.496
Reflective & Integrative Learning												
ASU (N = 211)	31.5	12.8	.88	11	20	31	40	54				
Southwest Public	34.9	12.6	.12	17	26	34	43	60	11,877	-3.4	.000	-.271
Carnegie Class	35.7	12.6	.07	17	26	34	43	60	35,444	-4.2	.000	-.334
NSSE 2015 & 2016	35.6	12.5	.03	17	26	34	43	60	130,172	-4.1	.000	-.330
Top 50%	37.4	12.5	.05	17	29	37	46	60	61,467	-5.9	.000	-.471
Top 10%	39.5	12.8	.12	20	31	40	49	60	11,864	-8.0	.000	-.629
Learning Strategies												
ASU (N = 179)	38.1	13.4	1.00	20	27	40	47	60				
Southwest Public	38.0	14.3	.14	13	27	40	47	60	10,359	.1	.907	.009
Carnegie Class	39.6	14.2	.08	20	27	40	53	60	31,046	-1.4	.177	-.101
NSSE 2015 & 2016	39.2	14.1	.04	20	27	40	53	60	113,891	-1.0	.328	-.073
Top 50%	41.2	14.1	.06	20	33	40	53	60	51,325	-3.0	.004	-.214
Top 10%	43.7	14.3	.12	20	33	47	60	60	13,317	-5.6	.000	-.394
Quantitative Reasoning												
ASU (N = 201)	27.2	15.8	1.11	0	20	27	40	60				
Southwest Public	28.5	16.3	.15	0	20	27	40	60	11,486	-1.3	.271	-.078
Carnegie Class	27.7	16.3	.09	0	20	27	40	60	34,240	-.4	.705	-.027
NSSE 2015 & 2016	28.0	16.2	.05	0	20	27	40	60	125,924	-.8	.496	-.048
Top 50%	29.4	16.1	.06	0	20	27	40	60	72,690	-2.2	.050	-.138
Top 10%	31.3	16.2	.12	0	20	33	40	60	17,406	-4.1	.000	-.251
Learning with Peers												
Collaborative Learning												
ASU (N = 217)	31.9	14.0	.95	10	20	30	40	60				
Southwest Public	33.0	14.2	.13	10	20	30	40	60	12,327	-1.1	.263	-.077
Carnegie Class	30.8	14.9	.08	5	20	30	40	60	36,557	1.2	.251	.078
NSSE 2015 & 2016	32.3	14.5	.04	10	20	30	40	60	134,744	-.4	.698	-.026
Top 50%	35.2	13.8	.05	15	25	35	45	60	67,248	-3.3	.000	-.240
Top 10%	37.3	13.6	.11	15	25	40	45	60	14,337	-5.4	.000	-.397
Discussions with Diverse Others												
ASU (N = 182)	38.9	16.7	1.24	10	25	40	55	60				
Southwest Public	40.7	16.4	.16	10	30	40	60	60	10,485	-1.9	.131	-.113
Carnegie Class	39.7	16.3	.09	10	30	40	55	60	31,457	-.8	.490	-.051
NSSE 2015 & 2016	40.4	16.0	.05	15	30	40	55	60	115,341	-1.5	.198	-.096
Top 50%	42.7	15.2	.06	20	35	40	60	60	59,928	-3.8	.001	-.250
Top 10%	44.3	15.1	.11	20	35	45	60	60	18,620	-5.5	.000	-.362

NSSE 2016 Engagement Indicators

Detailed Statistics[a]

Angelo State University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Experiences with Faculty												
Student-Faculty Interaction												
ASU (N = 206)	22.7	13.8	.96	5	15	20	30	50				
Southwest Public	20.8	15.2	.14	0	10	20	30	50	11,582	2.0	.067	.129
Carnegie Class	20.4	14.9	.08	0	10	20	30	50	34,568	2.3	.028	.154
NSSE 2015 & 2016	20.5	14.7	.04	0	10	20	30	50	127,093	2.2	.030	.151
Top 50%	23.8	15.0	.07	0	15	20	35	55	207	-1.1	.253	-.074
Top 10%	26.9	16.0	.19	5	15	25	40	60	222	-4.2	.000	-.263
Effective Teaching Practices												
ASU (N = 204)	36.9	14.2	.99	16	28	36	48	60				
Southwest Public	38.8	13.6	.13	16	28	40	48	60	11,632	-1.9	.049	-.139
Carnegie Class	40.1	13.5	.07	16	32	40	52	60	34,648	-3.2	.001	-.235
NSSE 2015 & 2016	39.4	13.4	.04	16	32	40	48	60	127,378	-2.5	.007	-.190
Top 50%	41.6	13.4	.06	20	32	40	52	60	51,746	-4.7	.000	-.347
Top 10%	43.8	13.5	.13	20	36	44	56	60	10,959	-6.9	.000	-.511
Campus Environment												
Quality of Interactions												
ASU (N = 172)	43.3	12.7	.97	18	35	44	52	60				
Southwest Public	41.4	12.6	.13	18	34	43	50	60	10,046	1.9	.053	.149
Carnegie Class	41.8	12.8	.07	18	34	44	50	60	29,834	1.4	.137	.113
NSSE 2015 & 2016	41.8	12.5	.04	18	34	44	50	60	109,548	1.5	.112	.121
Top 50%	44.1	11.8	.06	22	38	46	52	60	43,292	-.8	.378	-.067
Top 10%	45.9	12.1	.13	22	40	48	56	60	9,384	-2.6	.006	-.213
Supportive Environment												
ASU (N = 167)	38.7	13.0	1.00	20	30	40	50	60				
Southwest Public	37.5	13.9	.14	15	28	38	48	60	9,617	1.2	.288	.083
Carnegie Class	36.4	14.2	.08	13	26	38	48	60	28,923	2.3	.039	.160
NSSE 2015 & 2016	36.8	13.9	.04	15	28	38	48	60	106,283	1.9	.085	.133
Top 50%	39.2	13.4	.06	18	30	40	50	60	49,606	-.5	.634	-.037
Top 10%	40.9	13.3	.12	20	33	40	53	60	12,520	-2.2	.036	-.164

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.

NSSE 2016 Engagement Indicators

Detailed Statistics[a]

Angelo State University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Academic Challenge												
Higher-Order Learning												
ASU (N = 179)	38.9	14.5	1.09	20	30	40	50	60				
Southwest Public	40.5	14.4	.09	15	30	40	55	60	24,713	-1.5	.158	-.106
Carnegie Class	41.4	14.1	.06	20	30	40	55	60	60,421	-2.5	.020	-.174
NSSE 2015 & 2016	40.9	14.1	.03	20	30	40	55	60	217,665	-1.9	.070	-.135
Top 50%	43.1	13.8	.05	20	35	40	55	60	78,289	-4.2	.000	-.304
Top 10%	44.7	13.7	.09	20	40	45	60	60	24,448	-5.7	.000	-.418
Reflective & Integrative Learning												
ASU (N = 185)	37.2	13.2	.97	17	29	37	46	60				
Southwest Public	37.6	13.3	.08	17	29	37	47	60	25,601	-.4	.679	-.031
Carnegie Class	39.2	13.0	.05	20	31	40	49	60	62,835	-2.0	.037	-.154
NSSE 2015 & 2016	38.7	13.0	.03	17	29	40	49	60	226,234	-1.5	.110	-.118
Top 50%	41.0	12.7	.04	20	31	40	51	60	81,872	-3.8	.000	-.300
Top 10%	42.9	12.5	.09	20	34	43	54	60	20,651	-5.7	.000	-.456
Learning Strategies												
ASU (N = 163)	36.3	15.1	1.18	7	27	40	47	60				
Southwest Public	40.1	14.9	.10	13	27	40	53	60	22,829	-3.8	.001	-.256
Carnegie Class	40.7	14.7	.06	13	33	40	53	60	56,671	-4.4	.000	-.301
NSSE 2015 & 2016	39.9	14.8	.03	13	27	40	53	60	203,718	-3.6	.002	-.241
Top 50%	42.2	14.5	.05	20	33	40	60	60	94,968	-5.9	.000	-.409
Top 10%	44.5	14.2	.09	20	33	47	60	60	25,706	-8.2	.000	-.575
Quantitative Reasoning												
ASU (N = 174)	28.0	16.2	1.23	0	20	27	40	60				
Southwest Public	30.1	17.0	.11	0	20	27	40	60	24,959	-2.1	.105	-.123
Carnegie Class	30.0	17.1	.07	0	20	27	40	60	61,254	-2.0	.120	-.118
NSSE 2015 & 2016	30.3	17.0	.04	0	20	27	40	60	220,768	-2.3	.069	-.138
Top 50%	31.8	16.9	.05	0	20	33	40	60	123,158	-3.8	.003	-.223
Top 10%	33.2	16.8	.09	0	20	33	47	60	34,063	-5.2	.000	-.311
Learning with Peers												
Collaborative Learning												
ASU (N = 190)	34.2	14.3	1.04	10	25	35	45	60				
Southwest Public	32.3	15.1	.09	5	20	30	40	60	26,441	1.9	.088	.124
Carnegie Class	31.1	15.3	.06	5	20	30	40	60	64,188	3.1	.006	.199
NSSE 2015 & 2016	32.4	14.9	.03	10	20	30	40	60	231,691	1.7	.108	.117
Top 50%	35.8	13.9	.04	15	25	35	45	60	104,589	-1.6	.108	-.117
Top 10%	37.9	13.7	.09	15	30	40	50	60	23,544	-3.7	.000	-.271
Discussions with Diverse Others												
ASU (N = 161)	43.2	16.1	1.27	10	35	45	60	60				
Southwest Public	42.0	16.9	.11	10	30	40	60	60	23,039	1.2	.371	.071
Carnegie Class	41.1	16.3	.07	15	30	40	60	60	57,180	2.1	.100	.130
NSSE 2015 & 2016	41.3	16.1	.04	15	30	40	60	60	205,554	1.9	.137	.117
Top 50%	43.3	15.9	.05	15	35	45	60	60	115,660	-.1	.942	-.006
Top 10%	45.1	15.8	.09	20	35	50	60	60	33,759	-1.9	.136	-.118

NSSE 2016 Engagement Indicators

Detailed Statistics[a]

Angelo State University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Experiences with Faculty												
Student-Faculty Interaction												
ASU (N = 182)	28.1	16.7	1.23	0	15	25	40	60				
Southwest Public	21.8	16.3	.10	0	10	20	30	55	25,071	6.3	.000	.386
Carnegie Class	23.6	16.6	.07	0	10	20	35	60	61,468	4.5	.000	.271
NSSE 2015 & 2016	23.5	16.3	.03	0	10	20	35	55	221,264	4.7	.000	.285
Top 50%	29.6	16.1	.07	5	20	30	40	60	47,145	-1.4	.230	-.089
Top 10%	33.0	16.3	.18	5	20	30	45	60	7,930	-4.9	.000	-.300
Effective Teaching Practices												
ASU (N = 181)	41.2	12.7	.94	20	32	40	52	60				
Southwest Public	39.8	14.4	.09	16	32	40	52	60	183	1.4	.146	.096
Carnegie Class	41.1	14.0	.06	16	32	40	52	60	181	.1	.933	.006
NSSE 2015 & 2016	40.3	13.9	.03	16	32	40	52	60	222,908	.9	.381	.065
Top 50%	42.7	13.7	.05	20	32	44	56	60	70,638	-1.5	.138	-.110
Top 10%	44.5	13.4	.11	20	36	44	56	60	16,330	-3.3	.001	-.246
Campus Environment												
Quality of Interactions												
ASU (N = 154)	45.3	12.0	.96	24	38	48	54	60				
Southwest Public	42.4	12.6	.09	18	34	44	52	60	21,634	3.0	.003	.236
Carnegie Class	43.1	12.2	.05	20	36	44	52	60	54,280	2.2	.024	.182
NSSE 2015 & 2016	42.6	12.0	.03	20	36	44	52	60	195,205	2.8	.004	.229
Top 50%	45.3	11.5	.04	24	40	48	54	60	66,450	.0	.998	.000
Top 10%	46.9	11.9	.08	24	40	50	56	60	21,213	-1.6	.106	-.131
Supportive Environment												
ASU (N = 142)	37.2	13.2	1.11	15	28	38	45	60				
Southwest Public	33.3	14.9	.10	8	23	33	43	60	143	3.8	.001	.259
Carnegie Class	32.7	14.7	.06	8	23	33	43	60	54,025	4.5	.000	.307
NSSE 2015 & 2016	32.9	14.4	.03	10	23	33	43	60	194,061	4.3	.000	.296
Top 50%	35.7	13.9	.05	13	25	35	45	60	71,881	1.5	.207	.106
Top 10%	38.1	13.9	.12	15	28	40	48	60	14,277	-.9	.443	-.065

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.