NSSE 2019
Engagement Indicators
Angelo State 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
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 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 2018 and 2019 participating institutions.

Detailed Statistics (pp. 16-19) — Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. 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**

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.

NSSE 2019 Engagement Indicators

Overview

Angelo State University

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 SACSCOC 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 Southwest Public	Your seniors compared with Carnegie Class	Your seniors compared with SACSCOC 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

| | ASU | Your first-year students compared with | | | | | |
| | | Southwest Public | | Carnegie Class | | SACSCOC Peers | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.9	37.3	.05	37.8	.01	36.9	.08
Reflective & Integrative Learning	34.9	34.3	.05	35.0	-.01	34.6	.02
Learning Strategies	39.6	37.2 **	.17	38.5	.08	37.9	.12
Quantitative Reasoning	28.9	27.8	.07	27.6	.08	27.7	.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
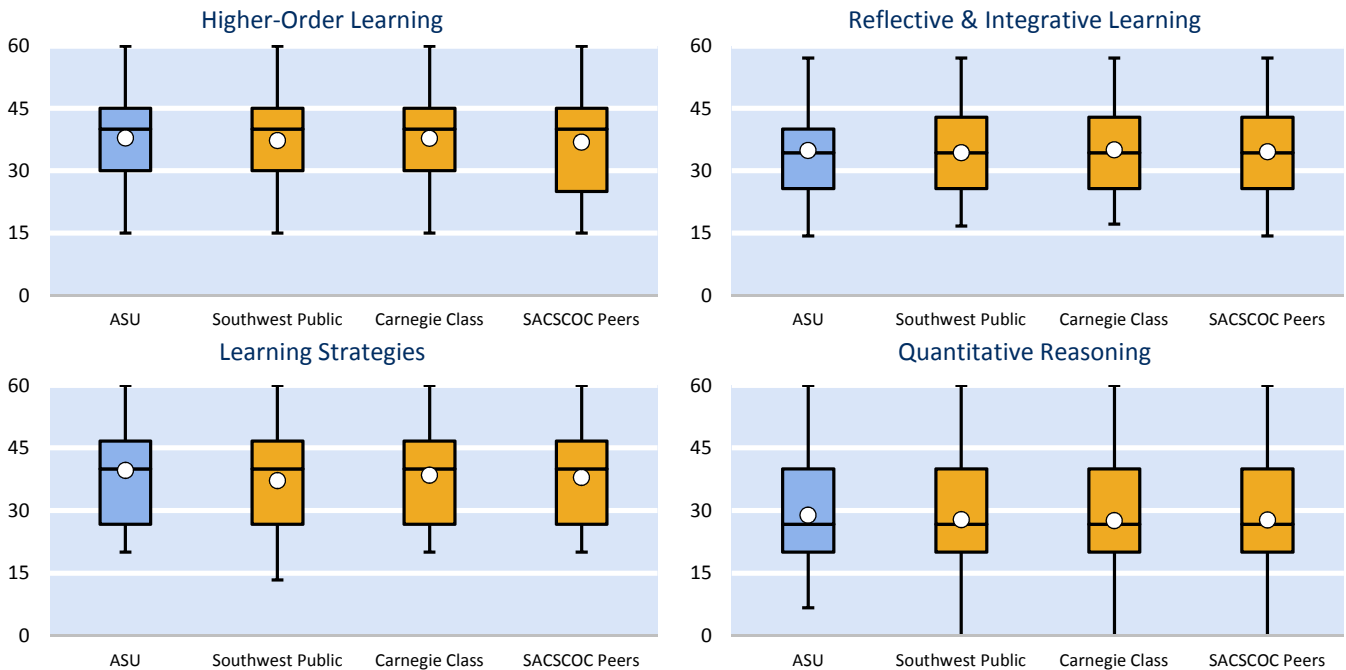
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Academic Challenge: First-year students (continued)

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

	ASU	Percentage point difference [a] between your FY students and		
Higher-Order Learning		**Southwest Public**	**Carnegie Class**	**SACSCOC Peers**
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	67	-1	-2	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	+3	+2	+5
4d. Evaluating a point of view, decision, or information source	69	+2	-1	+1
4e. Forming a new idea or understanding from various pieces of information	72	+5	+3	+5
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	53	+5	+3	+4
2b. Connected your learning to societal problems or issues	47	-1	-4	-1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	46	-2	-4	-2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	+3	+2	+4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	+0	+0	+0
2f. Learned something that changed the way you understand an issue or concept	67	+2	+0	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	76	+3	-0	+2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	76	+5	+1	+5
9b. Reviewed your notes after class	70	+6	+3	+3
9c. Summarized what you learned in class or from course materials	66	+4	+1	+3
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.)	49	-3	-2	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	+5	+5	+5
6c. Evaluated what others have concluded from numerical information	39	+0	+0	+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.

NSSE 2019 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 | | SACSCOC Peers | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.6	39.8	.06	40.5	.01	40.7	-.01
Reflective & Integrative Learning	39.0	37.1 **	.15	38.1	.07	37.6 *	.11
Learning Strategies	39.4	39.0	.03	39.4	.00	40.3	-.07
Quantitative Reasoning	30.6	29.5	.07	29.6	.06	30.1	.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
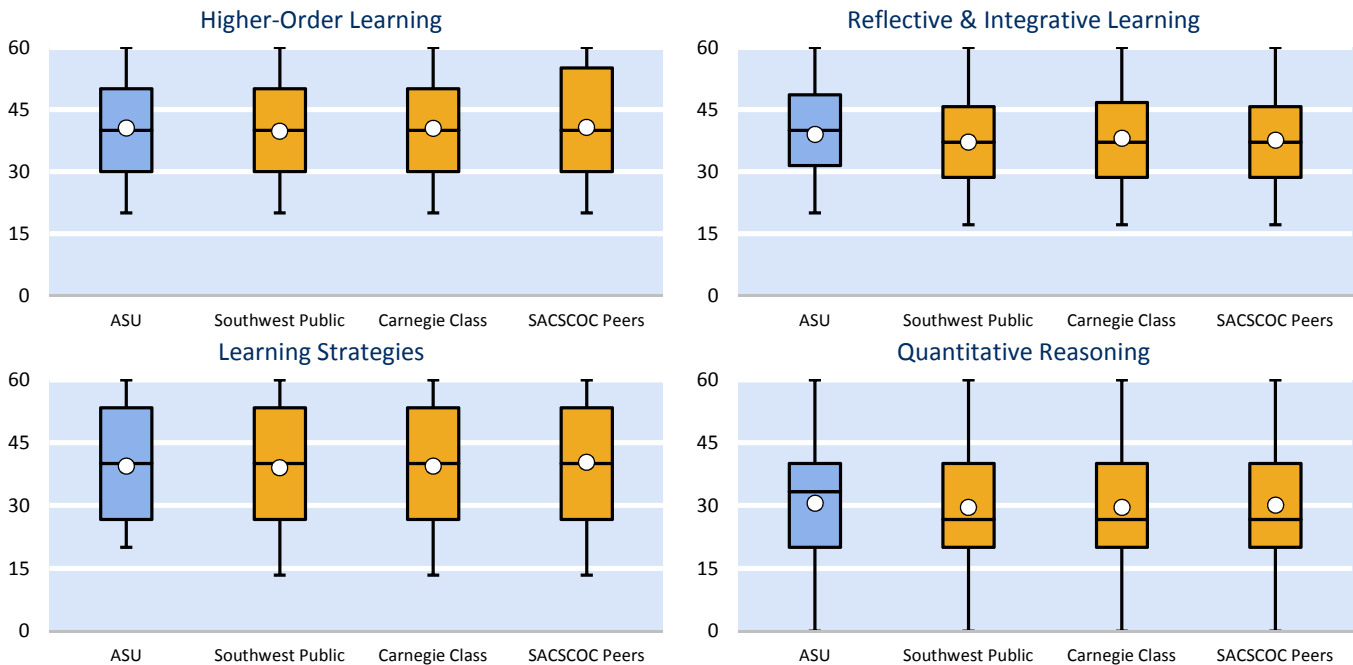
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

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.

Higher-Order Learning	ASU	Percentage point difference [a] between your seniors and		
		Southwest Public	Carnegie Class	SACSCOC Peers
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	+3	+1	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+2	+1	+1
4d. Evaluating a point of view, decision, or information source	75	+5	+2	+3
4e. Forming a new idea or understanding from various pieces of information	76	+4	+2	+3
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	73	+7	+6	+6
2b. Connected your learning to societal problems or issues	60	+2	-2	-0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	59	+11	+6	+10
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	+5	+3	+3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	+1	+1	+1
2f. Learned something that changed the way you understand an issue or concept	71	+1	-1	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+1	-1	+2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	80	+2	+0	+2
9b. Reviewed your notes after class	63	-2	-2	-8
9c. Summarized what you learned in class or from course materials	67	+2	+0	-2
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.)	55	-1	+1	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	48	+4	+3	+2
6c. Evaluated what others have concluded from numerical information	45	+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.
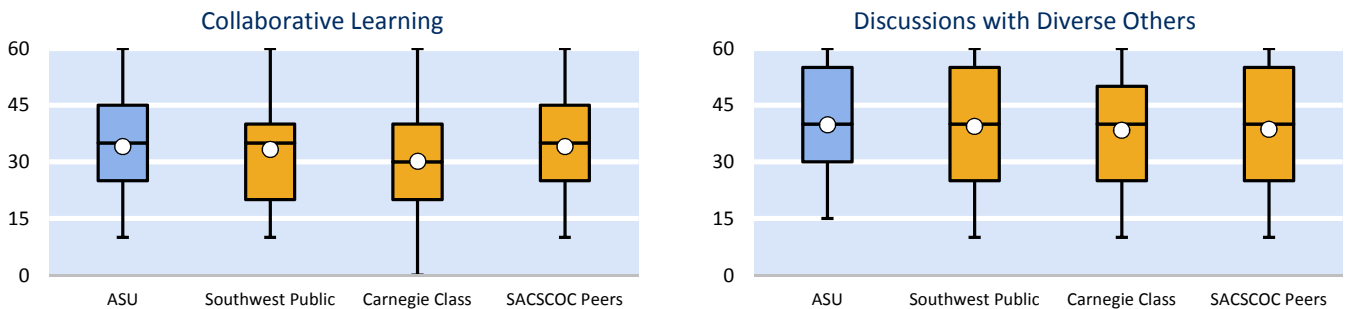
Learning with Peers: First-year students

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 | | SACSCOC Peers | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.0	33.2	.05	30.1 ***	.26	34.0	.00
Discussions with Diverse Others	39.8	39.4	.02	38.3	.09	38.6	.07

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

Score Distributions

Collaborative Learning / Discussions with Diverse Others — box-and-whiskers charts for ASU, Southwest Public, Carnegie Class, SACSCOC Peers

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.

| | ASU | Percentage point difference[a] between your FY students and |
		Southwest Public	Carnegie Class	SACSCOC Peers
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	58	+3	+10	+1
1f. Explained course material to one or more students	62	+2	+9	+2
1g. Prepared for exams by discussing or working through course material with other students	51	-1	+6	-1
1h. Worked with other students on course projects or assignments	53	-2	+3	-6
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	74	+3	+6	+5
8b. People from an economic background other than your own	71	+0	+2	+0
8c. People with religious beliefs other than your own	64	-2	-1	+1
8d. People with political views other than your own	66	+1	+3	+1

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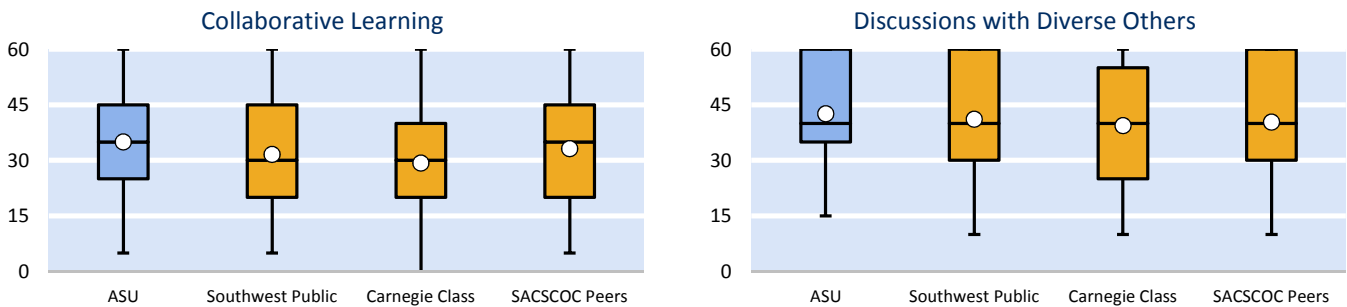
Learning with Peers: Seniors

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

| | ASU | Your seniors compared with | | | | | |
| | | Southwest Public | | Carnegie Class | | SACSCOC Peers | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.0	31.6 ***	.21	29.3 ***	.35	33.2 *	.11
Discussions with Diverse Others	42.6	41.1	.09	39.4 ***	.19	40.4 *	.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

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Performance on Indicator Items

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| | | Percentage point difference [a] between your seniors and | | |
Collaborative Learning	ASU	Southwest Public	Carnegie Class	SACSCOC Peers
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	47	+5	+9	+2
1f. Explained course material to one or more students	67	+11	+15	+8
1g. Prepared for exams by discussing or working through course material with other students	54	+8	+13	+4
1h. Worked with other students on course projects or assignments	64	+3	+9	-0
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	80	+5	+10	+8
8b. People from an economic background other than your own	78	+4	+7	+5
8c. People with religious beliefs other than your own	72	+2	+6	+6
8d. People with political views other than your own	74	+7	+9	+7

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NSSE 2019 Engagement Indicators

Experiences with Faculty
Angelo State University
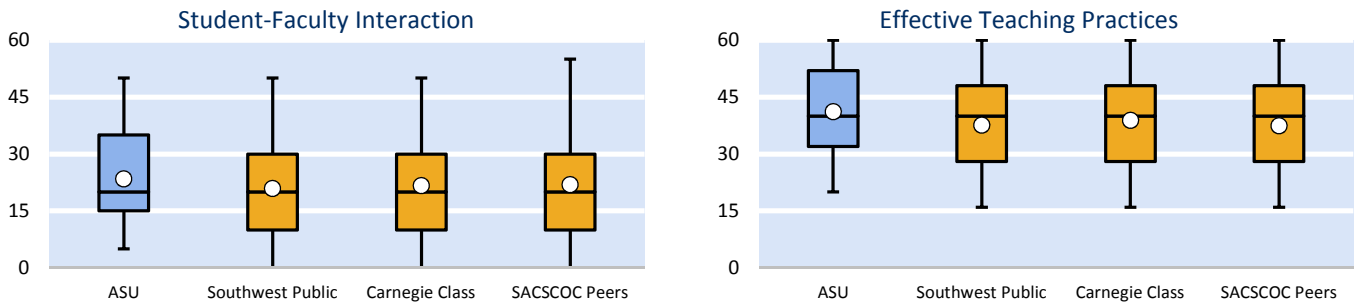
Experiences with Faculty: First-year students

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

Engagement Indicator	ASU Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		SACSCOC Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.4	20.9 **	.17	21.7 *	.12	21.9	.10
Effective Teaching Practices	41.2	37.6 ***	.26	38.9 **	.17	37.4 ***	.27

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

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Student-Faculty Interaction	ASU	Percentage point difference [a] between your FY students and		
		Southwest Public	Carnegie Class	SACSCOC Peers
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	46	+9	+7	+8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	+0	+1	-3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	+3	+1	+1
3d. Discussed your academic performance with a faculty member	33	+4	+0	+2
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	80	+4	+3	+6
5b. Taught course sessions in an organized way	78	+6	+4	+9
5c. Used examples or illustrations to explain difficult points	77	+5	+4	+7
5d. Provided feedback on a draft or work in progress	67	+6	+1	+7
5e. Provided prompt and detailed feedback on tests or completed assignments	65	+10	+3	+9

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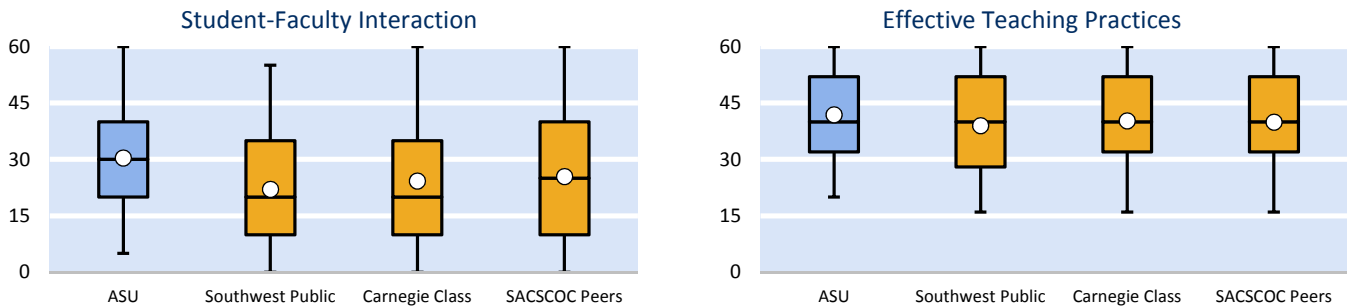
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Mean Comparisons

	ASU	Southwest Public		Carnegie Class		SACSCOC Peers	
			Your seniors compared with				
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	30.3	22.0 ***	.51	24.2 ***	.37	25.4 ***	.29
Effective Teaching Practices	41.8	39.0 ***	.20	40.2 *	.12	39.9 *	.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).

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	ASU	Southwest Public	Carnegie Class	SACSCOC Peers
		Percentage point difference [a] between your seniors and		
Student-Faculty Interaction	%			
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	58	+19	+12	+11
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	39	+14	+13	+9
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	45	+16	+13	+10
3d. Discussed your academic performance with a faculty member	48	+17	+10	+10
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	86	+6	+5	+7
5b. Taught course sessions in an organized way	81	+5	+3	+4
5c. Used examples or illustrations to explain difficult points	81	+6	+5	+5
5d. Provided feedback on a draft or work in progress	67	+8	+3	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	73	+12	+7	+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.

NSSE 2019 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	Southwest Public		Carnegie Class		SACSCOC Peers	
			Effect		*Effect*		*Effect*
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
Quality of Interactions	45.4	41.9 ***	.28	42.8 ***	.21	41.8 ***	.29
Supportive Environment	37.6	36.6	.08	35.8 *	.13	36.3	.10

Your first-year students compared with

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.

	ASU	Southwest Public	Carnegie Class	SACSCOC Peers
Quality of Interactions				
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	53	+4	+3	+2
13b. Academic advisors	58	+8	+5	+9
13c. Faculty	65	+17	+13	+16
13d. Student services staff (career services, student activities, housing, etc.)	50	+4	+3	+4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	57	+14	+10	+16
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	74	-0	-1	+1
14c. Using learning support services (tutoring services, writing center, etc.)	73	-4	-4	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	-4	-3	-1
14e. Providing opportunities to be involved socially	68	-5	-2	-4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	75	+5	+7	+5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	47	+4	+4	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	69	+4	+9	+2
14i. Attending events that address important social, economic, or political issues	52	+4	+4	+2

Percentage point difference [a] between your FY students and

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.
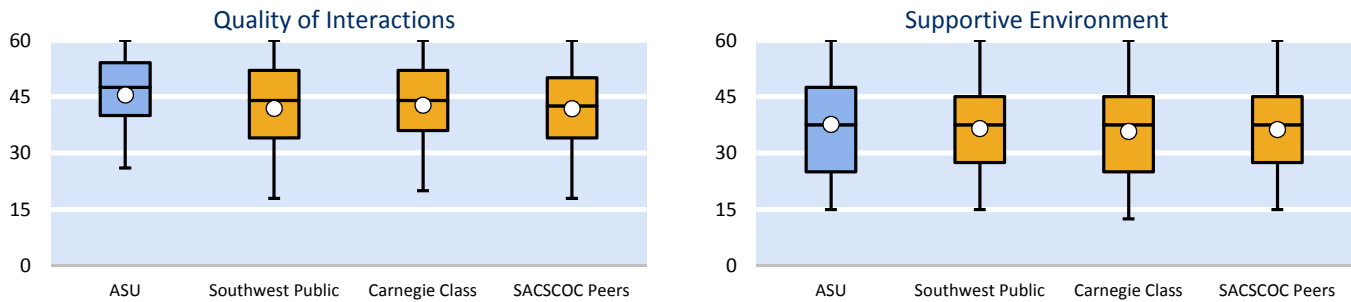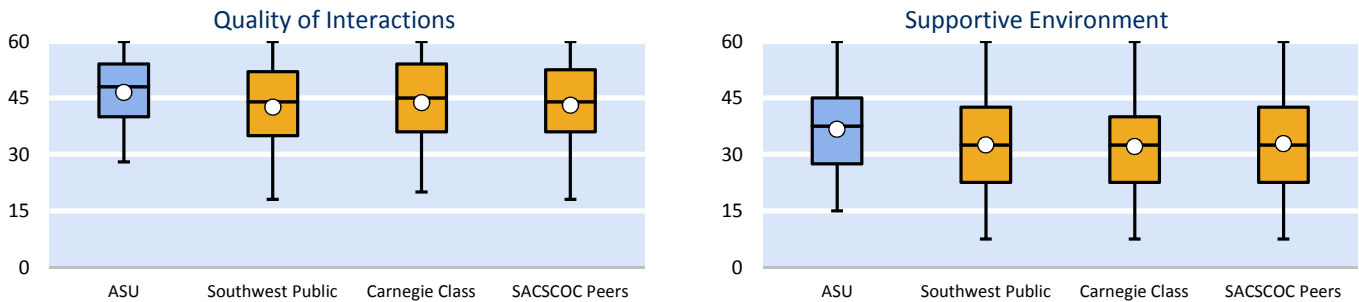
Campus Environment: Seniors

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

| | ASU | Your seniors compared with | | | | | |
| | | Southwest Public | | Carnegie Class | | SACSCOC Peers | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	46.5	42.6 ***	.31	43.8 ***	.22	43.0 ***	.27
Supportive Environment	36.7	32.5 ***	.29	32.1 ***	.32	32.8 ***	.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 | ASU | Percentage point difference [a] between your seniors and | | |
		Southwest Public	Carnegie Class	SACSCOC Peers
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	61	+4	+4	+2
13b. Academic advisors	63	+11	+6	+8
13c. Faculty	69	+13	+9	+11
13d. Student services staff (career services, student activities, housing, etc.)	51	+7	+4	+6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	59	+15	+10	+14
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	77	+7	+5	+8
14c. Using learning support services (tutoring services, writing center, etc.)	72	+6	+4	+7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62	+5	+6	+6
14e. Providing opportunities to be involved socially	72	+8	+10	+7
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	75	+15	+16	+14
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	+8	+7	+6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	64	+11	+18	+10
14i. Attending events that address important social, economic, or political issues	50	+9	+10	+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 2019 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/links/PNP**), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE[a] for their high average levels of student engagement:

(a) institutions with average scores placing them in the top 50% of all 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[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

| | | ASU | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.9	39.3	-.11		41.0 ***	-.24	
	Reflective and Integrative Learning	34.9	36.8 **	-.16		38.8 ***	-.33	
	Learning Strategies	39.6	39.9	-.02	✓	42.5 ***	-.21	
	Quantitative Reasoning	28.9	29.3	-.02	✓	30.8 *	-.12	
Learning with Peers	Collaborative Learning	34.0	35.4	-.10		37.7 ***	-.27	
	Discussions with Diverse Others	39.8	41.3	-.11		43.2 ***	-.24	
Experiences with Faculty	Student-Faculty Interaction	23.4	24.9	-.10		28.0 ***	-.29	
	Effective Teaching Practices	41.2	40.6	.04	✓	42.7	-.11	
Campus Environment	Quality of Interactions	45.4	44.9	.05	✓	47.1 *	-.14	
	Supportive Environment	37.6	38.1	-.04	✓	40.1 **	-.18	

Seniors

| | | ASU | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.6	41.8	-.09	✓	43.0 ***	-.18	
	Reflective and Integrative Learning	39.0	39.9	-.07	✓	41.6 ***	-.21	
	Learning Strategies	39.4	40.8	-.10		42.6 ***	-.23	
	Quantitative Reasoning	30.6	31.3	-.05	✓	32.7 *	-.14	
Learning with Peers	Collaborative Learning	35.0	36.1	-.08	✓	38.6 ***	-.27	
	Discussions with Diverse Others	42.6	42.0	.04	✓	43.5	-.06	✓
Experiences with Faculty	Student-Faculty Interaction	30.3	29.9	.03	✓	33.9 ***	-.23	
	Effective Teaching Practices	41.8	41.8	.00	✓	43.5 *	-.13	
Campus Environment	Quality of Interactions	46.5	45.1 *	.12	✓	47.4	-.07	✓
	Supportive Environment	36.7	34.8 *	.14	✓	37.0	-.02	✓

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.

NSSE 2019 Engagement Indicators

Detailed Statistics[a]
Angelo State University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
ASU (N = 285)	37.9	13.4	.79	15	30	40	45	60				
Southwest Public	37.3	13.5	.11	15	30	40	45	60	15,581	.7	.417	.049
Carnegie Class	37.8	13.3	.07	15	30	40	45	60	35,983	.1	.860	.010
SACSCOC Peers	36.9	13.7	.27	15	25	40	45	60	2,853	1.0	.225	.076
Top 50%	39.3	13.0	.05	20	30	40	50	60	76,629	-1.4	.068	-.109
Top 10%	41.0	13.0	.09	20	35	40	50	60	20,052	-3.1	.000	-.237
Reflective & Integrative Learning												
ASU (N = 301)	34.9	12.3	.71	14	26	34	40	57				
Southwest Public	34.3	12.1	.09	17	26	34	43	57	16,774	.5	.438	.045
Carnegie Class	35.0	12.0	.06	17	26	34	43	57	38,628	-.1	.836	-.012
SACSCOC Peers	34.6	12.3	.23	14	26	34	43	57	3,085	.3	.698	.024
Top 50%	36.8	11.8	.04	17	29	37	46	57	77,467	-1.9	.005	-.161
Top 10%	38.8	11.8	.09	20	31	40	46	60	16,279	-3.9	.000	-.329
Learning Strategies												
ASU (N = 272)	39.6	13.1	.79	20	27	40	47	60				
Southwest Public	37.2	13.9	.12	13	27	40	47	60	14,731	2.4	.005	.171
Carnegie Class	38.5	13.9	.08	20	27	40	47	60	34,184	1.1	.187	.080
SACSCOC Peers	37.9	13.9	.28	20	27	40	47	60	2,733	1.7	.061	.120
Top 50%	39.9	13.7	.05	20	33	40	53	60	66,239	-.3	.722	-.022
Top 10%	42.5	14.0	.11	20	33	40	53	60	282	-2.9	.000	-.205
Quantitative Reasoning												
ASU (N = 277)	28.9	14.9	.89	7	20	27	40	60				
Southwest Public	27.8	15.4	.13	0	20	27	40	60	14,972	1.1	.225	.074
Carnegie Class	27.6	15.5	.08	0	20	27	40	60	34,752	1.3	.162	.084
SACSCOC Peers	27.7	15.4	.31	0	20	27	40	60	2,783	1.2	.229	.076
Top 50%	29.3	15.2	.05	7	20	27	40	60	80,333	-.3	.704	-.023
Top 10%	30.8	15.2	.10	7	20	33	40	60	21,784	-1.9	.044	-.122
Learning with Peers												
Collaborative Learning												
ASU (N = 312)	34.0	14.3	.81	10	25	35	45	60				
Southwest Public	33.2	14.3	.11	10	20	35	40	60	17,989	.8	.341	.054
Carnegie Class	30.1	15.4	.08	0	20	30	40	60	40,938	3.9	.000	.255
SACSCOC Peers	34.0	14.1	.26	10	25	35	45	60	3,308	.0	.967	.002
Top 50%	35.4	13.7	.05	15	25	35	45	60	83,718	-1.4	.072	-.102
Top 10%	37.7	13.6	.10	15	30	40	50	60	18,319	-3.7	.000	-.267
Discussions with Diverse Others												
ASU (N = 273)	39.8	16.3	.99	15	30	40	55	60				
Southwest Public	39.4	16.2	.13	10	25	40	55	60	14,843	.4	.708	.023
Carnegie Class	38.3	16.2	.09	10	25	40	50	60	34,441	1.4	.143	.089
SACSCOC Peers	38.6	16.2	.33	10	25	40	55	60	2,741	1.2	.263	.071
Top 50%	41.3	14.9	.05	20	30	40	55	60	79,519	-1.6	.082	-.106
Top 10%	43.2	14.4	.11	20	35	40	60	60	278	-3.5	.001	-.241

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
ASU (N = 291)	23.4	14.2	.83	5	15	20	35	50				
Southwest Public	20.9	14.9	.12	0	10	20	30	50	16,112	2.5	.004	.170
Carnegie Class	21.7	14.9	.08	0	10	20	30	50	37,099	1.8	.044	.119
SACSCOC Peers	21.9	15.3	.30	0	10	20	30	55	2,961	1.5	.110	.099
Top 50%	24.9	14.8	.07	5	15	20	35	55	52,118	-1.5	.086	-.101
Top 10%	28.0	15.5	.17	5	15	25	40	60	315	-4.5	.000	-.292
Effective Teaching Practices												
ASU (N = 285)	41.2	13.9	.82	20	32	40	52	60				
Southwest Public	37.6	13.5	.11	16	28	40	48	60	15,552	3.6	.000	.264
Carnegie Class	38.9	13.6	.07	16	28	40	48	60	35,964	2.3	.004	.169
SACSCOC Peers	37.4	14.1	.28	16	28	40	48	60	2,866	3.8	.000	.269
Top 50%	40.6	13.2	.06	20	32	40	52	60	287	.5	.509	.041
Top 10%	42.7	14.0	.11	20	32	44	56	60	15,231	-1.6	.062	-.111
Campus Environment												
Quality of Interactions												
ASU (N = 257)	45.4	11.6	.72	26	40	48	54	60				
Southwest Public	41.9	12.7	.11	18	34	44	52	60	267	3.5	.000	.276
Carnegie Class	42.8	12.5	.07	20	36	44	52	60	261	2.7	.000	.212
SACSCOC Peers	41.8	12.7	.26	18	34	43	50	60	327	3.6	.000	.285
Top 50%	44.9	11.4	.05	24	38	46	54	60	53,456	.6	.420	.050
Top 10%	47.1	11.8	.10	24	40	50	58	60	13,390	-1.7	.024	-.142
Supportive Environment												
ASU (N = 259)	37.6	14.2	.88	15	25	38	48	60				
Southwest Public	36.6	13.6	.12	15	28	38	45	60	14,185	1.1	.206	.079
Carnegie Class	35.8	13.8	.08	13	25	38	45	60	33,128	1.8	.034	.132
SACSCOC Peers	36.3	13.5	.28	15	28	38	45	60	2,640	1.3	.136	.098
Top 50%	38.1	13.2	.05	18	30	40	48	60	260	-.5	.591	-.036
Top 10%	40.1	13.2	.11	18	30	40	50	60	267	-2.4	.007	-.183

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.

NSSE 2019 Engagement Indicators

Detailed Statistics[a]
Angelo State University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
ASU (N = 318)	40.6	12.2	.69	20	30	40	50	60				
Southwest Public	39.8	14.0	.08	20	30	40	50	60	325	.8	.261	.056
Carnegie Class	40.5	13.7	.06	20	30	40	50	60	321	.1	.888	.007
SACSCOC Peers	40.7	14.3	.21	20	30	40	55	60	380	-.1	.855	-.009
Top 50%	41.8	13.5	.04	20	35	40	55	60	319	-1.2	.081	-.089
Top 10%	43.0	13.5	.08	20	35	40	55	60	326	-2.5	.000	-.182
Reflective & Integrative Learning												
ASU (N = 333)	39.0	12.4	.68	20	31	40	49	60				
Southwest Public	37.1	12.7	.07	17	29	37	46	60	34,220	1.9	.007	.150
Carnegie Class	38.1	12.5	.05	17	29	37	47	60	64,846	.9	.176	.074
SACSCOC Peers	37.6	12.5	.18	17	29	37	46	60	5,110	1.4	.046	.113
Top 50%	39.9	12.2	.04	20	31	40	49	60	93,224	-.9	.190	-.072
Top 10%	41.6	12.2	.09	20	34	40	51	60	18,539	-2.6	.000	-.210
Learning Strategies												
ASU (N = 312)	39.4	13.7	.78	20	27	40	53	60				
Southwest Public	39.0	14.6	.08	13	27	40	53	60	30,987	.4	.660	.025
Carnegie Class	39.4	14.5	.06	13	27	40	53	60	59,376	.0	.972	-.002
SACSCOC Peers	40.3	14.5	.22	13	27	40	53	60	4,641	-1.0	.258	-.066
Top 50%	40.8	14.4	.05	20	33	40	53	60	102,063	-1.4	.077	-.100
Top 10%	42.6	14.3	.08	20	33	40	60	60	32,855	-3.2	.000	-.226
Quantitative Reasoning												
ASU (N = 312)	30.6	16.7	.94	0	20	33	40	60				
Southwest Public	29.5	16.1	.09	0	20	27	40	60	31,442	1.1	.251	.065
Carnegie Class	29.6	16.2	.07	0	20	27	40	60	60,052	1.0	.275	.062
SACSCOC Peers	30.1	16.2	.25	0	20	27	40	60	4,684	.5	.601	.031
Top 50%	31.3	16.0	.05	7	20	33	40	60	125,551	-.7	.421	-.046
Top 10%	32.7	15.8	.08	7	20	33	40	60	35,125	-2.2	.015	-.138
Learning with Peers												
Collaborative Learning												
ASU (N = 338)	35.0	15.8	.86	5	25	35	45	60				
Southwest Public	31.6	15.8	.08	5	20	30	45	60	35,699	3.3	.000	.210
Carnegie Class	29.3	16.4	.06	0	20	30	40	60	67,068	5.7	.000	.346
SACSCOC Peers	33.2	15.7	.22	5	20	35	45	60	5,315	1.8	.043	.114
Top 50%	36.1	14.0	.04	15	25	35	45	60	338	-1.2	.178	-.083
Top 10%	38.6	13.5	.10	15	30	40	50	60	346	-3.7	.000	-.269
Discussions with Diverse Others												
ASU (N = 314)	42.6	15.2	.86	15	35	40	60	60				
Southwest Public	41.1	16.7	.10	10	30	40	60	60	321	1.5	.082	.090
Carnegie Class	39.4	16.7	.07	10	25	40	55	60	59,481	3.2	.001	.192
SACSCOC Peers	40.4	16.8	.26	10	30	40	60	60	371	2.2	.013	.133
Top 50%	42.0	15.6	.04	15	30	40	60	60	124,519	.6	.528	.036
Top 10%	43.5	15.4	.08	20	35	45	60	60	33,461	-.9	.283	-.061

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
ASU (N = 322)	30.3	16.5	.92	5	20	30	40	60				
Southwest Public	22.0	16.3	.09	0	10	20	35	55	33,158	8.3	.000	.509
Carnegie Class	24.2	16.2	.06	0	10	20	35	60	63,000	6.1	.000	.375
SACSCOC Peers	25.4	16.9	.25	0	10	25	40	60	4,935	4.9	.000	.292
Top 50%	29.9	15.9	.07	5	20	30	40	60	50,577	.4	.626	.027
Top 10%	33.9	15.8	.18	10	20	35	45	60	7,988	-3.6	.000	-.229
Effective Teaching Practices												
ASU (N = 321)	41.8	12.8	.71	20	32	40	52	60				
Southwest Public	39.0	14.2	.08	16	28	40	52	60	328	2.8	.000	.201
Carnegie Class	40.2	14.0	.06	16	32	40	52	60	324	1.6	.023	.117
SACSCOC Peers	39.9	14.4	.21	16	32	40	52	60	380	1.9	.011	.133
Top 50%	41.8	13.6	.05	20	32	40	52	60	323	.0	.951	.003
Top 10%	43.5	13.5	.09	20	36	44	56	60	330	-1.7	.017	-.127
Campus Environment												
Quality of Interactions												
ASU (N = 295)	46.5	10.3	.60	28	40	48	54	60				
Southwest Public	42.6	12.8	.08	18	35	44	52	60	303	3.9	.000	.310
Carnegie Class	43.8	12.4	.05	20	36	45	54	60	299	2.8	.000	.224
SACSCOC Peers	43.0	12.9	.20	18	36	44	53	60	364	3.5	.000	.273
Top 50%	45.1	11.8	.04	23	38	48	54	60	296	1.4	.023	.116
Top 10%	47.4	12.0	.07	24	40	50	58	60	302	-.9	.154	-.072
Supportive Environment												
ASU (N = 308)	36.7	13.6	.77	15	28	38	45	60				
Southwest Public	32.5	14.6	.08	8	23	33	43	60	30,383	4.2	.000	.287
Carnegie Class	32.1	14.4	.06	8	23	33	40	60	58,088	4.5	.000	.315
SACSCOC Peers	32.8	15.0	.23	8	23	33	43	60	362	3.8	.000	.259
Top 50%	34.8	13.9	.05	13	25	35	45	60	87,951	1.9	.016	.138
Top 10%	37.0	14.0	.11	13	28	38	48	60	16,658	-.3	.719	-.021

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.