

West Texas A&M University



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
	Higher-Order Learning
Academic Challenge	Reflective & Integrative Learning
J.	Learning Strategies
	Quantitative Reasoning
	Collaborative Learning
Learning with Peers	Discussions with Diverse Others
	Discussions with Diverse others
Experiences with Faculty	Student-Faculty Interaction
	Effective Teaching Practices
	Quality of Interactions
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).

Els 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 El 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.



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.
- \triangle 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.

irst-Year Stud	lents	Your first-year students compared with	Your first-year students compared with	Your first-year students compared with
Theme	Engagement Indicator	Comparative Peers	Geographic Peers	Aspirant Peers
	Higher-Order Learning			
Academic	Reflective & Integrative Learning	compared with co		
Challenge	Learning Strategies	∇	lacksquare	•
	Quantitative Reasoning			∇
Learning with	Collaborative Learning			
Peers	Discussions with Diverse Others			
Experiences	Student-Faculty Interaction			
with Faculty	Effective Teaching Practices			
Campus	Quality of Interactions			
Environment	Supportive Environment			

eniors		Your seniors compared with	Your seniors compared with	Your seniors compared with
Theme	Engagement Indicator	Comparative Peers	Geographic Peers	Aspirant Peers
	Higher-Order Learning	Δ		
Academic	Reflective & Integrative Learning			
Challenge	Learning Strategies			
	Quantitative Reasoning			
Learning with	Collaborative Learning	•	∇	•
Peers	Discussions with Diverse Others			
Experiences	Student-Faculty Interaction	∇		∇
with Faculty	Effective Teaching Practices			
Campus	Quality of Interactions	Δ		Δ
Environment	Supportive Environment			



Academic Challenge

West Texas A&M University

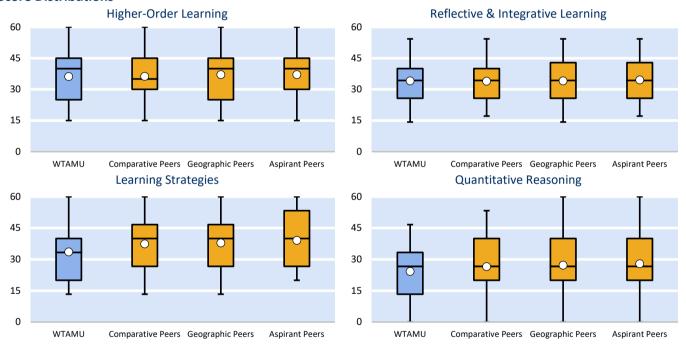
Academic Challenge: First-year students

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.

Aean Comparisons		Your first-year students compared with						
	WTAMU Comparative Peers Effect			Geographic Peers Effect		Aspirant Peers Effect		
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size	
Higher-Order Learning	36.2	36.3	01	37.1	06	37.1	07	
Reflective & Integrative Learning	34.1	33.9	.01	34.1	.00	34.5	04	
Learning Strategies	33.6	37.4 **	28	37.9 **	30	39.1 ***	39	
Quantitative Reasoning	24.3	26.6	15	27.2	19	27.9 *	24	

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

West Texas A&M University

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.

		Percentage point a	lifference ^a between y	our FY students and
Higher-Order Learning	WTAMU	Comparative Peers	Geographic Peers	Aspirant 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	65	-1	-2	-4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	62	-2	-5	-5
4d. Evaluating a point of view, decision, or information source	63	-4	-4	-3
4e. Forming a new idea or understanding from various pieces of information	64	-2	-3	-3
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"				
2a. Combined ideas from different courses when completing assignments	45	-5	-4	-7
2b. Connected your learning to societal problems or issues	46	+0	+1	-2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	43	-2	-3	-5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	54	-7	-8	-7
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	+2	↓ -0	+1
2f. Learned something that changed the way you understand an issue or concept	64	-2	+1	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	74	-2	+0	-3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"				
9a. Identified key information from reading assignments	60	-10	-12	-14
9b. Reviewed your notes after class	51	-16	-17	-18
9c. Summarized what you learned in class or from course materials	57	-6	-5	-8
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.)	46	-4	-4	-8
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	34	-2	-5	-6
6c. Evaluated what others have concluded from numerical information	30	-6	-7	-8

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



Academic Challenge

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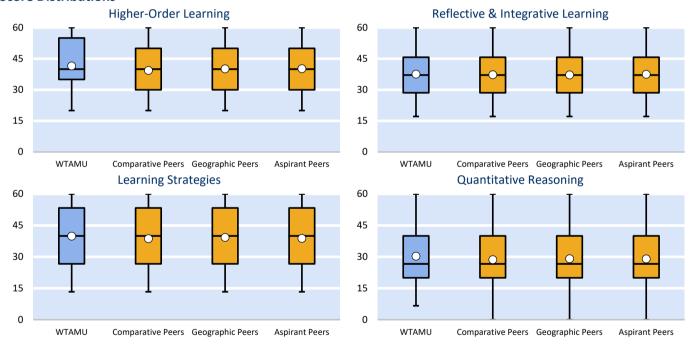
Academic Challenge: Seniors

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.

lean Comparisons				Your seniors co	mpared with		
	WTAMU	Compara	tive Peers Effect	Geogra	phic Peers Effect	Aspira	nt Peers Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Higher-Order Learning	41.5	39.4 *	.16	40.1	.10	40.2	.10
Reflective & Integrative Learning	37.6	37.3	.03	37.2	.04	37.5	.01
Learning Strategies	39.8	38.7	.08	39.2	.04	38.8	.07
Quantitative Reasoning	30.3	28.6	.10	29.1	.07	29.0	.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

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

			t difference ^a between	your seniors and
Higher-Order Learning	WTAMU	Comparative Peers	Geographic Peers	Aspirant 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	78	-0	-0	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	80	+7	+5	+4
4d. Evaluating a point of view, decision, or information source	76	+8	+5	+6
4e. Forming a new idea or understanding from various pieces of information	73	+2	+1	+1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"				
2a. Combined ideas from different courses when completing assignments	65	-5	∮ -1	-5
2b. Connected your learning to societal problems or issues	63	+4	+6	+5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51	+2	+3	+1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	+4	+1	+2
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	+2	+1	+2
2f. Learned something that changed the way you understand an issue or concept	72	+2	+3	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	86	+3	+5	+3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"				
9a. Identified key information from reading assignments	80	+3	+2	+5
9b. Reviewed your notes after class	67	+3	+1	+1
9c. Summarized what you learned in class or from course materials	66	+1	+0	+1
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"				
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	59	+7	+6	+5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	+4	+1	+2
6c. Evaluated what others have concluded from numerical information	44	+3	+1	+2

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Learning with Peers

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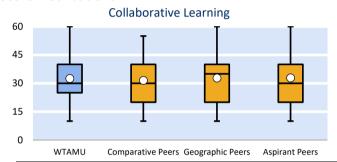
Learning with Peers: First-year students

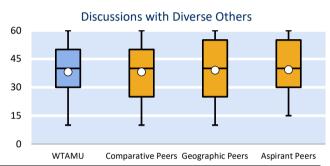
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

lean Comparisons			Your f	irst-year stude	nts compared w	vith	
	WTAMU	Comparative Peers		Geographic Peers		Aspirant Peers	
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Collaborative Learning	32.5	31.5	.07	32.8	02	32.9	02
Discussions with Diverse Others	38.1	38.1	.00	39.0	06	39.3	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).

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		Percentage point a	lifference ^a between y	our FY students and
		Comparative	Geographic	
Collaborative Learning	WTAMU	Peers	Peers	Aspirant Peers
Percentage of students who responded that they "Very often" or "Often"	%			
1e. Asked another student to help you understand course material	56	+3	+0	+1
1f. Explained course material to one or more students	63	+6	+5	+4
1g. Prepared for exams by discussing or working through course material with other students	49	+3	-1	-2
1h. Worked with other students on course projects or assignments	55	+4	+1	+1
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	70	+5	+0	+1
8b. People from an economic background other than your own	71	+3	+1	+0
8c. People with religious beliefs other than your own	62	-4	-2	-4
8d. People with political views other than your own	75	+7	+8	+7

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Learning with Peers

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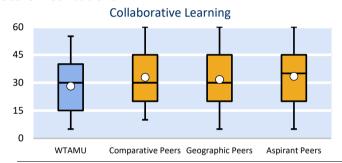
Learning with Peers: Seniors

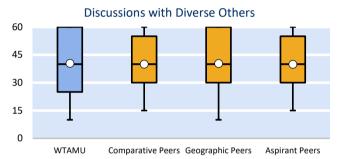
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons			Your seniors compared with	
	WTAMU	Comparative Peers Effect	Geographic Peers Effect	Aspirant Peers Effect
Engagement Indicator	Mean	Mean size	Mean size	Mean size
Collaborative Learning	28.2	32.9 ***32	31.7 ***22	33.5 ***34
Discussions with Diverse Others	40.4	40.0 .03	40.3 .01	39.9 .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).

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		Percentage poin	t difference ^a between	your seniors and
		Comparative	Geographic	
Collaborative Learning	WTAMU	Peers	Peers	Aspirant Peers
Percentage of students who responded that they "Very often" or "Often"	%			
1e. Asked another student to help you understand course material	38	-8	-4	-8
1f. Explained course material to one or more students	47	-13	-9	-15
1g. Prepared for exams by discussing or working through course material with other students	39	-9	-8	-11
1h. Worked with other students on course projects or assignments	58	-5	-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	72	+5	-0	+3
8b. People from an economic background other than your own	73	+2	+1	+0
8c. People with religious beliefs other than your own	66	-3	-1	-1
8d. People with political views other than your own	67	-2	-2	-2

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Experiences with Faculty

West Texas A&M University

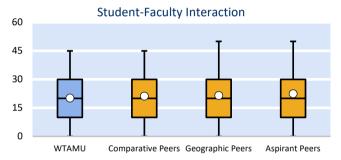
Experiences with Faculty: First-year students

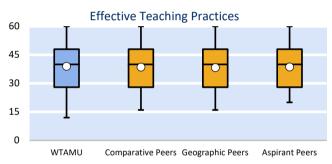
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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			Your f	irst-year stude	nts compared w	rith	
	WTAMU Comparat		ative Peers Geographic Peer		phic Peers	Aspira	nt Peers
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Student-Faculty Interaction	20.2	21.2	07	21.5	09	22.4	15
Effective Teaching Practices	39.0	38.5	.03	38.3	.05	38.6	.02

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		Percentage poi	nt difference ^a	between y	our FY students and
		Comparative	Geog	raphic	
Student-Faculty Interaction	WTAMU	Peers	Pe	ers	Aspirant Peers
Percentage of students who responded that they "Very often" or "Often"	%				
3a. Talked about career plans with a faculty member	33	-7		-5	-10
${\tt 3b.\ Worked\ w/faculty\ on\ activities\ other\ than\ coursework\ (committees,\ student\ groups,\ etc.)}$	28	+7	+5		+6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	-1		-3	-2
3d. Discussed your academic performance with a faculty member	20	-8		-10	-13
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have					
5a. Clearly explained course goals and requirements	82	+6	+6		+5
5b. Taught course sessions in an organized way	78	+4	+6		+5
5c. Used examples or illustrations to explain difficult points	76	+1	+3	1	+0
5d. Provided feedback on a draft or work in progress	55	-10		-7	-10
5e. Provided prompt and detailed feedback on tests or completed assignments	57	-4		-2	-2

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Experiences with Faculty West Texas A&M University

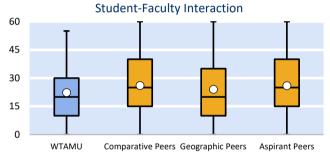
Experiences with Faculty: Seniors

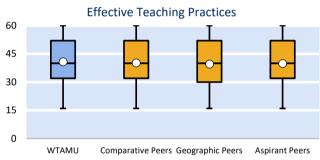
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	WTAMU	Comparative Peers	Geographic Peers	Aspirant Peers
		Effect	Effect	Effect
Engagement Indicator	Mean	Mean size	Mean size	Mean size
Student-Faculty Interaction	22.2	26.0 ***23	23.910	26.0 **23
Effective Teaching Practices	40.7	40.1 .04	39.5 .08	39.8 .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 < .01 (2-tailed).

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		Percentage poi	nt difference ^a be	tween your seniors and
		Comparative	Geographi	ic
Student-Faculty Interaction	WTAMU	Peers	Peers	Aspirant Peers
Percentage of students who responded that they "Very often" or "Often"	%			
3a. Talked about career plans with a faculty member	47	-2	+4	-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	-8	-6	5 -8
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	-6		3 -4
3d. Discussed your academic performance with a faculty member	33	-5	(1 -5
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have				
5a. Clearly explained course goals and requirements	82	+2	+2	+2
5b. Taught course sessions in an organized way	79	+0	+2	+3
5c. Used examples or illustrations to explain difficult points	81	+3	+6	+4
5d. Provided feedback on a draft or work in progress	65	+2	+5	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	61	-5	-4	1 -4

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

West Texas A&M University

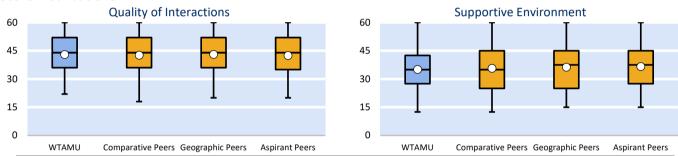
Campus Environment: First-year students

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			Your	first-year stude	nts compared w	vith	
	WTAMU	- Comparative i Cois			phic Peers	Aspira	ant Peers
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.0	42.7	.02	43.0	.00	42.4	.05
Supportive Environment	35.1	35.7	05	36.2	09	36.6	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).

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.

		Percentage point difference ^a between your FY students								
Quality of Interactions		Compa		_	raphic	4 !	-			
	WTAMU	Pee	ers	Pe	ers	Aspirar	nt Peers			
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with	%									
13a. Students	54	+5		+4		+6				
13b. Academic advisors	55	+1		+1)	+1				
13c. Faculty	52	+0		I	-1	+3	1			
13d. Student services staff (career services, student activities, housing, etc.)	46	į į	-3		-3	l	-2			
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47		-0	I	-1	+3	1			
Supportive Environment					•	'	<u> </u>			
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized										
14b. Providing support to help students succeed academically	70	Į į	-5		-6	I	-5			
14c. Using learning support services (tutoring services, writing center, etc.)	74	l I	-3		-4		-3			
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	Į į	-3		-4		-6			
14e. Providing opportunities to be involved socially	75	+5		+5	1	+3	1			
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	69	+1			-2		-3			
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	(-1		-5		-5			
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	+2		+2	Ì		-3			
14i. Attending events that address important social, economic, or political issues	41		-6		-5		-8			

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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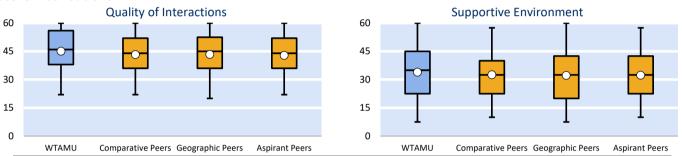
Campus Environment: Seniors

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				Your seniors co	mpared with		
	WTAMU	Compara	tive Peers	Geogra	phic Peers	Aspira	nt Peers
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Quality of Interactions	45.1	43.3 *	.15	43.4	.13	42.9 *	.18
Supportive Environment	34.0	32.6	.10	32.3	.11	32.3	.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).

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.

		Percentage point difference ^a between your seniors and							
		Compa	rative G	ieogra	phic				
Quality of Interactions	WTAMU	Pee	ers	Peer	rs	Aspirar	nt Peers		
$Percentage\ rating\ their\ interactions\ a\ 6\ or\ 7\ (on\ a\ scale\ from\ 1="Poor"\ to\ 7="Excellent")\ with$	%								
13a. Students	55	Į.	-2	- [-2		-2		
13b. Academic advisors	60	+6	+	+6]		+6			
13c. Faculty	64	+4	-	F5		+9			
13d. Student services staff (career services, student activities, housing, etc.)	51	+8	-	- 6		+6			
13e. Other administrative staff and offices (registrar, financial aid, etc.)	52	+8	-	- 5		+10			
Supportive Environment									
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized									
14b. Providing support to help students succeed academically	72	+1	+	+2		+2			
14c. Using learning support services (tutoring services, writing center, etc.)	65	(-2	- [-2		-1		
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	+4	+	+4		+4			
14e. Providing opportunities to be involved socially	66	(-1	+3		+1)		
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	+3	+	F5		+3			
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	+8	+	+6		+8			
14h. Attending campus activities and events (performing arts, athletic events, etc.)	53	1	-2	-2			-1		
14i. Attending events that address important social, economic, or political issues	45	+2	-	+ 4		+4			

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

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Comparisons with High-Performing Institutions West Texas A&M 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 (\checkmark) signifies those comparisons where your average score was at least comparable 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.

irst-Year S	Students		Your first-year students compared with							
		WTAMU	NSSE T	Гор 50%	NSSE T	op 10%				
Theme	Engagement Indicator	Mean	Mean	Effect size ✓	Mean	Effect size	✓			
	Higher-Order Learning	36.2	39.3 **	24	41.0 ***	37				
Academic	Reflective and Integrative Learning	34.1	36.8 *	23	38.8 ***	40				
Challenge	Learning Strategies	33.6	39.9 ***	45	42.5 ***	63				
	Quantitative Reasoning	24.3	29.3 ***	33	30.8 ***	43				
Learning	Collaborative Learning	32.5	35.4 *	21	37.7 ***	38				
with Peers	Discussions with Diverse Others	38.1	41.3 *	21	43.2 ***	35				
Experiences	Student-Faculty Interaction	20.2	24.9 ***	32	28.0 ***	50				
with Faculty	Effective Teaching Practices	39.0	40.6	13	42.7 **	27				
Campus	Quality of Interactions	43.0	44.9	16	47.1 ***	35				
Environment	Supportive Environment	35.1	38.1 *	23	40.1 ***	38				
Seniors			Your seniors compared with							
		WTAMU	NSSE T	Гор 50%	NSSE Top 10%					
Theme	Engagement Indicator	Mean	Mean	Effect size ✓	Mean	Effect size	✓			
	Higher-Order Learning	41.5	41.8	02 ✓	43.0	11				
Academic	Reflective and Integrative Learning	37.6	39.9 **	19	41.6 ***	33				
Challenge	Learning Strategies	39.8	40.8	07 ✓	42.6 **	19				
	Quantitative Reasoning	30.3	31.3	06 ✓	32.7 *	15				
Learning	Collaborative Learning	28.2	36.1 ***	56	38.6 ***	77				
with Peers	Discussions with Diverse Others	40.4	42.0	10	43.5 *	20				
Experiences	Student-Faculty Interaction	22.2	29.9 ***	48	33.9 ***	74				
with Faculty	Effective Teaching Practices	40.7	41.8	08 ✓	43.5 **	21				
Campus	Quality of Interactions	45.1	45.2	01 ✓	47.4 **	19				
Environment	Supportive Environment	34.0	34.8	06 ✓	37.0 **	21				

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 < .01 (2-tailed).

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2018 and 2019 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size > -.10.



Detailed Statistics^a West Texas A&M University

Detailed Statistics: First-Year Students

Academic Challenge Higher-Order Learning WTAMU (X = 113)		Mea	ın statist	ics	Percentile ^d scores				Comparison results				
### Higher-Order Learning WTAMU (N = 113)	_		6		-								Effect
Higher-Order Learning WTAMU (N = 113) 36.2 13.3 1.25 15 25 40 45 60 Comparative Peers 37.1 13.8 26 15 25 40 45 60 2.902 .9 .506 Aspirant Peers 37.1 13.4 .32 15 30 35 45 60 2.902 .9 .506 Aspirant Peers 37.1 13.4 .32 15 30 40 45 60 1.879 .9 .492 .7 .7 .7 .7 .7 .7 .7 .	Andreis Challenge	Mean	SD°	SE	5th	25th	50th	75th	95th	freedom	diff.	Sig.	size ⁹
WTAMU (N = 113)	_												
Comparative Peers 36.3 12.9 2.8 15 30 35 45 60 2.233 -1 .934		2.5.0	400				40						
Geographic Peers 37.1 13.8 2.6 15 2.5 40 4.5 60 2.902 -9 5.06 -7	· · · · · · · · · · · · · · · · · · ·												
Aspirant Peers 37.1 13.4 3.2 15 30 40 45 60 1.8799 492 Top 50% 93.3 13.0 .0.5 20 30 40 50 60 59.498 -3.2 .010 Top 10% 41.0 13.0 .10 20 35 40 50 60 15.432 -4.8 .000 Reflective & Integrative Learning WTAMU (N = 124) 34.1 11.7 1.05 14 26 34 40 54 Comparative Peers 33.9 11.6 .24 17 26 34 40 54 Comparative Peers 34.1 12.2 .22 14 26 34 40 54 2.379 1.1 .901 Top 50% 36.8 11.8 .05 17 29 37 46 57 59.926 -2.7 .011 Top 10% 38.8 11.8 .11 20 31 40 46 60 12.507 -4.7 .000 Top 10% 38.8 11.8 .11 20 31 40 46 60 12.507 -4.7 .000 Top 50% 30.6 14.6 1.39 13 20 33 40 60 Comparative Peers 37.9 14.0 .27 13 27 40 47 60 2.746 -4.3 .002 Aspirant Peers 37.1 14.0 .27 13 27 40 47 60 2.746 -4.3 .002 Aspirant Peers 37.1 13.9 .34 20 27 40 47 60 2.746 -4.3 .002 Top 50% 39.9 13.7 .06 20 33 40 53 60 18.84 -5.5 .000 Top 50% 39.9 13.7 .06 20 33 40 53 60 18.84 -5.5 .000 Top 50% 39.9 13.7 .06 20 33 40 53 60 18.84 -5.5 .000 Top 50% 39.9 13.7 .06 20 33 40 53 60 18.84 -5.5 .000 Top 50% 39.9 13.7 .06 20 33 40 53 60 18.84 -5.5 .000 Top 50% 39.9 13.7 .06 20 33 40 53 60 18.84 -5.5 .000 Top 50% 39.9 13.7 .06 20 33 40 53 60 18.84 -5.5 .000 Top 50% 39.9 13.7 .06 20 33 40 53 60 18.84 -5.5 .000 Top 50% 39.9 13.7 .06 20 33 40 53 60 18.84 -5.5 .000 Top 50% 39.9 13.7 .06 20 33 40 53 60 18.84 -5.5 .000 Top 50% 39.9 13.7 .06 20 33 40 53 60 18.84 -6.5 .005 Top 50% 39.9 13.7 .06 20 33 40 53 60 18.84 -6.5 .005 Top 50% 39.8 15.2 .12 7 20 33 40 53 60 18.89 WTAMU (N = 111) 24.3 15.1 1.43 0 13 27 33 47 Comparative Peers 26.6 14.8 .33 0 20 27 40 60 18.88 -6.0 .015 Top 50% 39.3 15.2 .06 7 20 27 40 60 .18.8 Geographic Peers 31.5 14.0 .25 10 20 30 40 60 .3.3593 .319 Top 50% 39.3 15.2 .06 7 20 27 40 60 .3.3593 .3 .319 Top 50% 33.4 13.7 .05 15 25 53 5 40 60 .0 .14.925 .2 .000 Top 50% 33.4 13.7 .05 15 25 53 5 40 60 .0 .14.925 .2 .000 Top 50% 34.1 3.7 .05 15 2.5 .5 .0 .00 5 60 .14.925 .2 .000 Top 50% 33.1 13.4 1.14 10 25 30 40	1									· · · · · · · · · · · · · · · · · · ·			008
Top 50% 39.3 13.0 .0.5 20 30 40 50 60 59,498 -3.2 .010 - Top 10% 41.0 13.0 .10 20 35 40 50 60 59,498 -3.2 .010 - Reflective & Integrative Learning WTAMU (N = 124) 34.1 11.7 1.0.5 14 26 34 40 54 Comparative Peers 34.1 11.2 .2 .22 14 26 34 43 54 3.153 3.0 .975 - Aspirant Peers 34.1 11.7 .2.7 17 26 34 43 54 1.196 -4681 - Top 50% 36.8 11.8 .0.5 17 29 37 46 57 599.26 -2.7 .011 - Top 10% 38.8 11.8 .11 20 31 40 46 60 12.507 -4.7 .000 - Learning Strategies WTAMU (N = 110) 33.6 14.6 1.39 13 20 33 40 60 Comparative Peers 37.4 13.5 .30 13 27 40 47 60 2.134 -3.8 .002 - Aspirant Peers 37.4 13.5 .30 13 27 40 47 60 2.144 -4.3 .002 - Aspirant Peers 39.1 13.9 .34 20 27 40 53 60 11.804 -5.5 .000 - Top 50% 30.9 13.7 .0.6 20 33 40 53 60 12.023 -8.8 .000 - Top 50% 30.9 13.7 .0.6 20 33 40 53 60 12.023 -8.8 .000 - Top 10% 42.5 14.0 .13 20 33 40 53 60 12.023 -8.8 .000 - Quantitative Reasoning WTAMU (N = 111) 24.3 15.1 1.43 0 13 27 33 47 Comparative Peers 26.6 14.8 33 0 20 27 40 53 60 12.023 -8.8 .000 - Top 50% 29.3 15.2 .0.6 7 20 27 40 60 2.802 -2.9 .002 - Top 50% 29.3 15.2 .0.6 7 20 27 40 60 1.818 -3.6 .015 - Top 50% 29.3 15.2 .0.6 7 20 27 40 60 1.818 -3.6 .015 - Top 50% 29.3 15.2 .0.6 7 20 27 40 60 1.818 -3.6 .015 - Top 50% 29.3 15.2 .0.6 7 20 27 40 60 1.818 -3.6 .015 - Top 50% 29.3 15.2 .0.6 7 20 27 40 60 1.818 -3.6 .015 - Top 50% 29.3 15.2 .0.6 7 20 27 40 60 2.303 -2.9 .002 - Top 50% 29.3 15.2 .0.6 7 20 27 40 60 2.303 -2.9 .002 - Top 50% 29.3 15.2 .0.6 7 20 27 40 60 2.303 -3.3 819 - Aspirant Peers 2.2.6 14.8 3.2 10 20 30 40 60 1.818 -3.6 .015 - Top 50% 33.4 13.7 .0.5 13 20 30 40 60 60 2.007 -4.7 78 - Top 50% 33.4 13.7 .0.5 13 20 30 40 60 2.007 -4.7 78 - Top 50% 33.4 13.7 .0.5 13 25 30 40 50 60 14.092 -5.2 .000 - Top 10% 37.7 13.6 .12 15 30 40 50 60 2.142 1.1 .968 - Comparative Peers 38.1 15.6 .35 10 25 35 40 50 60 2.142 2.1 .968 - Comparative Peers 38.1 15.6 .35 10 25 30 40 50 60 2.142 2.1 .968 - Comparative Peers 38.1 15.6 .35 10 25 30 40 50 60 2.142 2.1 .968 - Comparative Peers 38.1 15.6 .35													064
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Geographic Peers 34.1 12.2 2.2 14 26 34 43 54 3.153 .0 .975 Aspirant Peers 34.5 11.7 2.7 17 26 34 43 54 1.996 4 .681 .7 .7 .7 .7 .7 .7 .7 .	WTAMU $(N = 124)$	34.1	11.7	1.05	14	26	34	40	54				
Aspirant Peers 34.5 11.7 2.7 17 26 34 43 54 1.996 4 6.681 7 1.090% 36.8 11.8 0.05 17 29 37 46 57 59.926 -2.7 0.011 7 1.091% 38.8 11.8 0.11 20 31 40 46 60 12.507 -4.7 0.000 7 1.091% 38.8 11.8 0.11 20 31 40 46 60 12.507 -4.7 0.000 7 1.091% 1.500 7 1.091% 1.500 7 1.091%	Comparative Peers	33.9	11.6	.24	17	26	34	40	54	2,379	.1	.901	.012
Top 50% 36.8 11.8 .05 17 29 37 46 57 59,926 -2.7 .011 - Top 10% 38.8 11.8 .11 20 31 40 46 60 12,507 4.7 .000 - Learning Strategies WTAMU (N = 110) 33.6 14.6 1.39 13 20 33 40 60 Comparative Peers 37.4 13.5 3.0 13 27 40 47 60 2,134 -3.8 .005 - Geographic Peers 37.9 14.0 .27 13 27 40 47 60 2,134 -3.8 .000 - Aspirant Peers 39.1 13.9 .34 20 27 40 53 60 1,804 -5.5 .000 - Top 50% 39.9 13.7 .06 20 33 40 53 60 1,804 -5.5 .000 - Top 10% 42.5 14.0 .13 20 33 40 53 60 1,202 -8.8 .000 - Quantitative Reasoning WTAMU (N = 111) 24.3 15.1 1.43 0 13 27 33 47 Comparative Peers 26.6 14.8 .33 0 20 27 40 60 2,802 -2.9 .052 - Aspirant Peers 27.2 15.5 .30 0 20 27 40 60 1,818 -3.6 .015 - Top 50% 29.3 15.2 .06 7 20 27 40 60 62,366 -5.0 .001 - Top 10% 30.8 15.2 .12 7 20 33 40 60 16,777 -6.5 .000 - Top 10% 30.8 15.2 .12 7 20 33 40 60 16,777 -6.5 .000 - Top 10% 30.8 15.2 .12 7 20 33 40 60 14,072 -6.5 .000 - Top 10% 37.7 13.6 .12 15 30 40 60 2,802 -2.9 .052 - Top 50% 39.1 15.2 .06 7 20 27 40 60 1,818 -3.6 .015 - Top 50% 29.3 15.2 .06 7 20 27 40 60 1,818 -3.6 .015 - Top 50% 29.3 15.2 .06 7 20 27 40 60 1,818 -3.6 .015 - Top 10% 30.8 15.2 .12 7 20 33 40 60 16,777 -6.5 .000 - Top 10% 30.8 15.2 .12 7 20 33 40 60 1,6777 -6.5 .000 - Discussions with Diverse Others WTAMU (N = 137) 32.5 13.4 1.14 10 25 30 40 60 3,359 -3 .819 - Aspirant Peers 32.8 14.3 .25 10 20 30 40 55 2,520 1.0 .416 - Top 50% 35.4 13.7 .05 15 25 35 40 60 65,016 -2.9 .013 - Top 10% 37.7 13.6 .12 15 30 40 50 60 2,142 .1 .968 . WTAMU (N = 109) 38.1 15.1 1.45 10 30 40 50 60 2,142 .1 .968 . Comparative Peers 38.1 15.6 .35 10 25 40 50 60 2,142 .1 .968 . Geographic Peers 39.0 16.6 .32 10 25 40 55 60 2,761 -9 .572 . Aspirant Peers 39.3 15.9 38 15 30 40 55 60 2,761 -9 .572 . Aspirant Peers 39.3 15.9 38 15 30 40 55 60 2,761 -9 .572 . Aspirant Peers 39.3 15.9 38 15 30 40 55 60 2,761 -9 .572 . Top 50% 41.3 14.9 .06 20 30 50 60 51,810 -1.11 .472 - Aspirant Peers 39.0 16.6 .32 10 25 40 55 60 2,761 -9 .572 .	Geographic Peers	34.1	12.2	.22	14	26	34	43	54	3,153	.0	.975	003
Top 10% 38.8 11.8 .11 20 31 40 46 60 12.507 -4.7 .000 -4.7 .000 -4.7 .000 -4.7 .000 -4.7 .000 -4.7 .000 -4.7 .000 -4.7 .000 -4.7 .000 -4.7 .000 -4.7 .000 -4.7 .000 -4.7 .000 -4.7 .000 -4.7 .000 -4.7 .000 -4.7 .000 -4.7 .000	Aspirant Peers	34.5	11.7	.27	17	26	34	43	54	1,996	4	.681	038
Learning Strategies WTAMU (N = 110) 33.6 14.6 1.39 13 20 33 40 60	Top 50%	36.8	11.8	.05	17	29	37	46	57	59,926	-2.7	.011	229
WTAMU (N = 110) 33.6 14.6 1.39 13 20 33 40 60	Top 10%	38.8	11.8	.11	20	31	40	46	60	12,507	-4.7	.000	397
WTAMU (N = 110) 33.6 14.6 1.39 13 20 33 40 60	Learning Strategies												
Geographic Peers 37.9 14.0 .27 13 27 40 47 60 2,746 -4.3 .002 -4.5 .000 -4.5 .000 -4.5 .000 -4.5 .000 -4.5 .000 -4.5 .000 -4.5 .000 -4.5 .000		33.6	14.6	1.39	13	20	33	40	60				
Geographic Peers 37.9 14.0 .27 13 27 40 47 60 2,746 -4.3 .002 -Aspirant Peers 39.1 13.9 .34 20 27 40 53 60 1,804 -5.5 .000 - Top 50% 39.9 13.7 .06 20 33 40 53 60 51,443 -6.2 .000 - Top 10% 42.5 14.0 .13 20 33 40 53 60 12,023 -8.8 .000 - Top 10% 42.5 14.0 .13 20 33 40 53 60 12,023 -8.8 .000 - Top 10% 42.5 14.0 .13 20 33 40 53 60 12,023 -8.8 .000 - Top 10% 42.5 14.0 .13 20 33 40 53 60 12,023 -8.8 .000 - Top 10% 42.5 14.0 .13 20 33 40 53 60 12,023 -8.8 .000 - Top 10% 42.5 14.0 .13 20 33 40 53 60 12,023 -8.8 .000 - Top 10% 42.5 14.0 .13 20 33 40 53 60 12,023 -8.8 .000 - Top 10% 42.5 14.0 .13 27 33 47 40 60 12,023 -8.8 .000 - Top 10% 42.5 14.0 .20 40 40 60 2,002 -2.9 .052 - Aspirant Peers 27.9 15.3 .37 0 20 27 40 60 2,802 -2.9 .052 - Top 50% 29.3 15.2 .06 7 20 27 40 60 1,818 -3.6 .015 - Top 50% 30.8 15.2 .12 7 20 33 40 60 16,777 -6.5 .000 - Top 10% 30.8 15.2 .12 7 20 33 40 60 16,777 -6.5 .000 - Top 10% 30.8 15.2 .12 7 20 33 40 60 16,777 -6.5 .000 - Top 10% 30.8 15.2 .12 7 20 30 40 60 2,002 - 4 40 60 3,359 -3 .819 - Aspirant Peers 32.8 14.3 .25 10 20 30 40 60 3,359 -3 .819 - Aspirant Peers 32.8 14.3 .25 10 20 35 40 60 3,359 -3 .819 - Top 50% 35.4 13.7 .05 15 25 35 45 60 65,016 -2.9 .013 - Top 10% 37.7 13.6 .12 15 30 40 50 60 14,092 -5.2 .000 - Top 10% 37.7 13.6 .12 15 30 40 50 60 2,142 .1 .968 40 50 60 2,142 .1 .968 40 50 60 2,142 .1 .968 40 50 60 2,142 .1 .968 40 50 60 2,141 .1 .472 - Top 10% 38.1 15.1 1.45 10 25 40 55 60 2,761 -9 .572 - Aspirant Peers 39.3 15.9 .38 15.9 .38 15 30 40 55 60 1,1810 -1.1 .472 - Top 50% 41.3 14.9 .06 20 30 40 55 60 61,733 -3.2 .026 - Top 50% 41.3 14.9 .06 20 30 40 55 60 61,733 -3.2 .026 - Top 50% 41.3 14.9 .06 20 30 40 55 60 61,733 -3.2 .026 - Top 50% 41.3 14.9 .06 20 30 40 55 60 61,733 -3.2 .026 - Top 50% 41.3 14.9 .06 20 30 40 55 60 61,733 -3.2 .026 - Top 50% 41.3 14.9 .06 20 30 40 55 60 61,733 -3.2 .026 - Top 50% 41.3 14.9 .06 20 30 40 55 60 61,733 -3.2 .026 - Top 50% 41.3 14.9 .06 20 30 40 55 60 61,733 -3.2 .026 - Top 50% 41.3 14.9 .06 20 30 40 55 60 61,733 -3.2 .026 - Top 50% 41.3	Comparative Peers	37.4	13.5	.30	13	27	40	47	60	2,134	-3.8	.005	277
Aspirant Peers 39.1 13.9 .34 20 27 40 53 60 1,804 -5.5 .000 - Top 50% 39.9 13.7 .06 20 33 40 53 60 51,443 -6.2 .000 - Top 10% 42.5 14.0 .13 20 33 40 53 60 12,023 -8.8 .000 - Quantitative Reasoning WTAMU (N = 111) 24.3 15.1 1.43 0 13 27 33 47 Comparative Peers 26.6 14.8 .33 0 20 27 40 53 2,155 -2.3 .114 - Geographic Peers 27.2 15.5 .30 0 20 27 40 60 2,802 -2.9 .052 - Aspirant Peers 27.9 15.3 .37 0 20 27 40 60 1,818 -3.6 .015 - Top 50% 29.3 15.2 .06 7 20 27 40 60 62,366 -5.0 .001 - Top 10% 30.8 15.2 .12 7 20 33 40 60 16,777 -6.5 .000 - Pearning with Peers Collaborative Learning WTAMU (N = 137) 32.5 13.4 1.14 10 25 30 40 60 16,777 -6.5 .000 - Geographic Peers 32.8 14.3 .25 10 20 30 40 60 3,359 -3 819 - Aspirant Peers 32.9 14.1 .32 10 20 30 40 60 2,107 -4 .778 - Top 50% 35.4 13.7 .05 15 25 35 45 60 65,016 -2.9 .013 - Top 10% 37.7 13.6 .12 15 30 40 50 60 14,092 -5.2 .000 - Discussions with Diverse Others WTAMU (N = 109) 38.1 15.1 1.45 10 30 40 50 60 2,142 .1 .968 - Comparative Peers 38.1 15.6 .35 10 25 40 55 60 2,761 -9 .572 - Aspirant Peers 39.3 15.9 .38 15 30 40 55 60 1,1810 -1.1 .472 - Top 50% 41.3 14.9 .06 20 30 40 55 60 61,733 -3.2 .026 -	_									· · · · · · · · · · · · · · · · · · ·			304
Top 50% 39.9 13.7 .0.6 20 33 40 53 60 51,443 -6.2 .0.00 - Top 10% 42.5 14.0 .1.3 20 33 40 53 60 12,023 -8.8 .0.00 - Quantitative Reasoning WTAMU (N = 111) 24.3 15.1 1.43 0 13 27 33 47 Comparative Peers 26.6 14.8 .33 0 20 27 40 53 2,155 -2.3 .114 - Geographic Peers 27.2 15.5 .30 0 20 27 40 60 2,802 -2.9 .052 - Aspirant Peers 27.9 15.3 .37 0 20 27 40 60 1,818 -3.6 .015 - Top 50% 29.3 15.2 .0.6 7 20 27 40 60 62,366 -5.0 .0.01 - Top 10% 30.8 15.2 .12 7 20 33 40 60 16,777 -6.5 .0.00 - Rearning with Peers Collaborative Learning WTAMU (N = 137) 32.5 13.4 1.14 10 25 30 40 60 16,777 -6.5 .0.00 - Geographic Peers 32.8 14.3 .2.5 10 20 35 40 60 3,359 -3 .819 - Aspirant Peers 32.9 14.1 .32 10 20 35 40 60 2,107 -4 .778 - Top 50% 35.4 13.7 .05 15 25 35 45 60 65,016 -2.9 .0.13 - Top 10% 37.7 13.6 .12 15 30 40 50 60 2,142 .1 .968 WTAMU (N = 109) 38.1 15.1 1.45 10 30 40 50 60 Comparative Peers 38.1 15.6 .35 10 25 40 50 60 2,142 .1 .968 Geographic Peers 38.1 15.6 .35 10 25 40 50 60 2,142 .1 .968 Geographic Peers 38.1 15.6 .35 10 25 40 50 60 2,142 .1 .968 Comparative Peers 38.1 15.6 .35 10 25 40 50 60 2,161 -9 .572 - Aspirant Peers 39.3 15.9 .38 15 30 40 55 60 1,810 -1.1 .472 - Top 50% 41.3 14.9 .0.6 20 30 40 55 60 1,810 -1.1 .472 - Top 50% 41.3 14.9 .0.6 20 30 40 55 60 1,810 -1.1 .472 - Top 50% 41.3 14.9 .0.6 20 30 40 55 60 1,810 -1.1 .472 - Top 50% 41.3 14.9 .0.6 20 30 40 55 60 61,733 -3.2 .0.26 -							40						392
Top 10%													455
WTAMU (N = 111)	=						40						629
WTAMU (N = 111)	Quantitative Reasoning												
Comparative Peers 26.6 14.8 .33 0 20 27 40 53 2,155 -2.3 .114 - Geographic Peers 27.2 15.5 .30 0 20 27 40 60 2,802 -2.9 .052 - Aspirant Peers 27.9 15.3 .37 0 20 27 40 60 1,818 -3.6 .015 - Top 50% 29.3 15.2 .06 7 20 27 40 60 62,366 -5.0 .001 - Top 10% 30.8 15.2 .12 7 20 33 40 60 16,777 -6.5 .000 - Learning with Peers Collaborative Learning WTAMU (N = 137) 32.5 13.4 1.14 10 25 30 40 60 Comparative Peers 32.8 14.3 .25 10 20 35 40 60 3,3593 .819 - Aspirant Peers 32.9 14.1 .32 10 20 30 40 60 2,1074 .778 Top 50% 35.4 13.7 .05 15 25 35 45 60 65,016 -2.9 .013 Top 10% 37.7 13.6 .12 15 30 40 50 60 Comparative Peers 38.1 15.6 .35 10 25 40 50 60 14,092 -5.2 .000 Discussions with Diverse Others WTAMU (N = 109) 38.1 15.1 1.45 10 30 40 50 60 2,142 .1 .968 . Geographic Peers 39.0 16.6 .32 10 25 40 55 60 2,7619 .572 - Aspirant Peers 39.3 15.9 .38 15 30 40 55 60 61,733 -3.2 .026 Top 50% 41.3 14.9 .06 20 30 40 55 60 61,733 -3.2 .026	_	24.3	15.1	1.43	0	13	2.7	33	47				
Geographic Peers 27.2 15.5 .30 0 20 27 40 60 2,802 -2.9 .052 Aspirant Peers 27.9 15.3 .37 0 20 27 40 60 1,818 -3.6 .015 Top 50% 29.3 15.2 .06 7 20 27 40 60 62,366 -5.0 .001 Top 10% 30.8 15.2 .12 7 20 33 40 60 16,777 -6.5 .000 Examing with Peers Collaborative Learning WTAMU (N = 137) 32.5 13.4 1.14 10 25 30 40 60 Comparative Peers 31.5 14.0 .29 10 20 30 40 55 2,520 1.0 .416 . Geographic Peers 32.8 14.3 .25 10 20 35 40 60 3,3593 .819 Aspirant Peers 32.9 14.1 .32 10 20 30 40 60 2,1074 .778 Top 50% 35.4 13.7 .05 15 25 35 45 60 65,016 -2.9 .013 Top 10% 37.7 13.6 .12 15 30 40 50 60 Comparative Peers 38.1 15.6 .35 10 25 40 50 60 2,142 .1 .968 . Geographic Peers 39.0 16.6 .32 10 25 40 50 60 2,7619 .572 Aspirant Peers 39.3 15.9 .38 15 30 40 55 60 1,810 -1.1 .472 Top 50% 41.3 14.9 .06 20 30 40 55 60 61,733 -3.2 .026 Top 50% 41.3 14.9 .06										2.155	-2.3	.114	154
Aspirant Peers 27.9 15.3 .37 0 20 27 40 60 1,818 -3.6 .015 - Top 50% 29.3 15.2 .06 7 20 27 40 60 62,366 -5.0 .001 - Top 10% 30.8 15.2 .12 7 20 33 40 60 16,777 -6.5 .000 - Examing with Peers Collaborative Learning WTAMU (N = 137) 32.5 13.4 1.14 10 25 30 40 60 Comparative Peers 31.5 14.0 .29 10 20 30 40 55 2,520 1.0 .416 . Geographic Peers 32.8 14.3 .25 10 20 35 40 60 3,3593 .819 - Aspirant Peers 32.9 14.1 .32 10 20 30 40 60 2,1074 .778 Top 50% 35.4 13.7 .05 15 25 35 45 60 65,016 -2.9 .013 Top 10% 37.7 13.6 .12 15 30 40 50 60 14,092 -5.2 .000 Discussions with Diverse Others WTAMU (N = 109) 38.1 15.1 1.45 10 30 40 50 60 2,142 .1 .968 Geographic Peers 39.0 16.6 .32 10 25 40 55 60 2,7619 .572 Aspirant Peers 39.3 15.9 .38 15 30 40 55 60 1,810 -1.1 .472 Top 50% 41.3 14.9 .06 20 30 40 55 60 61,733 -3.2 .026													188
Top 50% 29.3 15.2 .06 7 20 27 40 60 62,366 -5.0 .001 - Top 10% 30.8 15.2 .12 7 20 33 40 60 16,777 -6.5 .000 - Rearning with Peers Collaborative Learning WTAMU (N = 137) 32.5 13.4 1.14 10 25 30 40 60 Comparative Peers 31.5 14.0 .29 10 20 30 40 55 2,520 1.0 .416 . Geographic Peers 32.8 14.3 .25 10 20 35 40 60 3,3593 .819 Aspirant Peers 32.9 14.1 .32 10 20 30 40 60 2,1074 .778 Top 50% 35.4 13.7 .05 15 25 35 45 60 65,016 -2.9 .013 Top 10% 37.7 13.6 .12 15 30 40 50 60 14,092 -5.2 .000 Discussions with Diverse Others WTAMU (N = 109) 38.1 15.1 1.45 10 30 40 50 60 Comparative Peers 38.1 15.6 .35 10 25 40 50 60 2,142 .1 .968 . Geographic Peers 39.0 16.6 .32 10 25 40 55 60 2,7619 .572 Aspirant Peers 39.3 15.9 .38 15 30 40 55 60 1,810 -1.1 .472 Top 50% 41.3 14.9 .06 20 30 40 55 60 61,733 -3.2 .026 Top 50% 41.3 14.9 .06 20 30 40 55 60 61,733													238
Top 10% 30.8 15.2 .12 7 20 33 40 60 16,777 -6.5 .000 - Learning with Peers Collaborative Learning WTAMU (N = 137) 32.5 13.4 1.14 10 25 30 40 60 Comparative Peers 31.5 14.0 .29 10 20 30 40 55 2,520 1.0 .416 . Geographic Peers 32.8 14.3 .25 10 20 35 40 60 3,3593 .819 Aspirant Peers 32.9 14.1 .32 10 20 30 40 60 2,1074 .778 Top 50% 35.4 13.7 .05 15 25 35 45 60 65,016 -2.9 .013 Top 10% 37.7 13.6 .12 15 30 40 50 60 14,092 -5.2 .000 Discussions with Diverse Others WTAMU (N = 109) 38.1 15.1 1.45 10 30 40 50 60 Comparative Peers 38.1 15.6 .35 10 25 40 50 60 2,142 .1 .968 . Geographic Peers 39.0 16.6 .32 10 25 40 55 60 2,7619 .572 Aspirant Peers 39.3 15.9 .38 15 30 40 55 60 1,810 -1.1 .472 Top 50% 41.3 14.9 .06 20 30 40 55 60 61,733 -3.2 .026	_												327
Collaborative Learning WTAMU (N = 137) 32.5 13.4 1.14 10 25 30 40 60 Comparative Peers 31.5 14.0 .29 10 20 30 40 55 2,520 1.0 .416 .4 Geographic Peers 32.8 14.3 .25 10 20 35 40 60 3,359 3 .819 Aspirant Peers 32.9 14.1 .32 10 20 30 40 60 2,107 4 .778 Top 50% 35.4 13.7 .05 15 25 35 45 60 65,016 -2.9 .013 Top 10% 37.7 13.6 .12 15 30 40 50 60 14,092 -5.2 .000 Discussions with Diverse Others WTAMU (N = 109) 38.1 15.1 1.45 10 30 40 50 60 2,142 .1 .968 Comparative Peers <td>=</td> <td></td> <td>42</td>	=												42
Collaborative Learning WTAMU (N = 137) 32.5 13.4 1.14 10 25 30 40 60 Comparative Peers 31.5 14.0 .29 10 20 30 40 55 2,520 1.0 .416 .4 Geographic Peers 32.8 14.3 .25 10 20 35 40 60 3,359 3 .819 Aspirant Peers 32.9 14.1 .32 10 20 30 40 60 2,107 4 .778 Top 50% 35.4 13.7 .05 15 25 35 45 60 65,016 -2.9 .013 Top 10% 37.7 13.6 .12 15 30 40 50 60 14,092 -5.2 .000 Discussions with Diverse Others WTAMU (N = 109) 38.1 15.1 1.45 10 30 40 50 60 2,142 .1 .968 Comparative Peers <td>earning with Deers</td> <td></td>	earning with Deers												
WTAMU (N = 137) 32.5 13.4 1.14 10 25 30 40 60 Comparative Peers 31.5 14.0 .29 10 20 30 40 55 2,520 1.0 .416 Geographic Peers 32.8 14.3 .25 10 20 35 40 60 3,359 3 .819 Aspirant Peers 32.9 14.1 .32 10 20 30 40 60 2,107 4 .778 Top 50% 35.4 13.7 .05 15 25 35 45 60 65,016 -2.9 .013 Top 10% 37.7 13.6 .12 15 30 40 50 60 14,092 -5.2 .000 Discussions with Diverse Others WTAMU (N = 109) 38.1 15.1 1.45 10 30 40 50 60 2,142 .1 .968 Geographic Peers 39.0 16.6 .32 10 25													
Comparative Peers 31.5 14.0 .29 10 20 30 40 55 2,520 1.0 .416 Geographic Peers 32.8 14.3 .25 10 20 35 40 60 3,359 3 .819 Aspirant Peers 32.9 14.1 .32 10 20 30 40 60 2,107 4 .778 Top 50% 35.4 13.7 .05 15 25 35 45 60 65,016 -2.9 .013 Top 10% 37.7 13.6 .12 15 30 40 50 60 14,092 -5.2 .000 Discussions with Diverse Others WTAMU (N = 109) 38.1 15.1 1.45 10 30 40 50 60 Comparative Peers 38.1 15.6 .35 10 25 40 50 60 2,742 .1 <	_	32.5	13.4	1.14	10	25	30	40	60				
Geographic Peers 32.8 14.3 .25 10 20 35 40 60 3,3593 .819 Aspirant Peers 32.9 14.1 .32 10 20 30 40 60 2,1074 .778 Top 50% 35.4 13.7 .05 15 25 35 45 60 65,016 -2.9 .013 Top 10% 37.7 13.6 .12 15 30 40 50 60 14,092 -5.2 .000 Discussions with Diverse Others WTAMU (N = 109) 38.1 15.1 1.45 10 30 40 50 60 Comparative Peers 38.1 15.6 .35 10 25 40 50 60 2,142 .1 .968 Geographic Peers 39.0 16.6 .32 10 25 40 55 60 2,7619 .572 Aspirant Peers 39.3 15.9 .38 15 30 40 55 60 1,810 -1.1 .472 Top 50% 41.3 14.9 .06 20 30 40 55 60 61,733 -3.2 .026	Comparative Peers	31.5	14.0	.29	10	20	30			2,520	1.0	.416	.071
Aspirant Peers 32.9 14.1 .32 10 20 30 40 60 2,1074 .778 Top 50% 35.4 13.7 .05 15 25 35 45 60 65,016 -2.9 .013 Top 10% 37.7 13.6 .12 15 30 40 50 60 14,092 -5.2 .000 Discussions with Diverse Others WTAMU (N = 109) 38.1 15.1 1.45 10 30 40 50 60 Comparative Peers 38.1 15.6 .35 10 25 40 50 60 2,142 .1 .968 . Geographic Peers 39.0 16.6 .32 10 25 40 55 60 2,7619 .572 Aspirant Peers 39.3 15.9 .38 15 30 40 55 60 1,810 -1.1 .472 Top 50% 41.3 14.9 .06 20 30 40 55 60 61,733 -3.2 .026	_						35	40					020
Top 50% 35.4 13.7 .05 15 25 35 45 60 65,016 -2.9 .013 Top 10% 37.7 13.6 .12 15 30 40 50 60 14,092 -5.2 .000 Discussions with Diverse Others WTAMU (N = 109) 38.1 15.1 1.45 10 30 40 50 60 Comparative Peers 38.1 15.6 .35 10 25 40 50 60 2,142 .1 .968 . Geographic Peers 39.0 16.6 .32 10 25 40 55 60 2,7619 .572 Aspirant Peers 39.3 15.9 .38 15 30 40 55 60 1,810 -1.1 .472 Top 50% 41.3 14.9 .06 20 30 40 55 60 61,733 -3.2 .026													025
Top 10% 37.7 13.6 .12 15 30 40 50 60 14,092 -5.2 .000 Discussions with Diverse Others WTAMU (N = 109) 38.1 15.1 1.45 10 30 40 50 60 Comparative Peers 38.1 15.6 .35 10 25 40 50 60 2,142 .1 .968 Geographic Peers 39.0 16.6 .32 10 25 40 55 60 2,7619 .572 Aspirant Peers 39.3 15.9 .38 15 30 40 55 60 1,810 -1.1 .472 Top 50% 41.3 14.9 .06 20 30 40 55 60 61,733 -3.2 .026	_												211
WTAMU (N = 109) 38.1 15.1 1.45 10 30 40 50 60 Comparative Peers 38.1 15.6 .35 10 25 40 50 60 2,142 .1 .968 .9 Geographic Peers 39.0 16.6 .32 10 25 40 55 60 2,761 9 .572 Aspirant Peers 39.3 15.9 .38 15 30 40 55 60 1,810 -1.1 .472 Top 50% 41.3 14.9 .06 20 30 40 55 60 61,733 -3.2 .026	_												378
WTAMU (N = 109) 38.1 15.1 1.45 10 30 40 50 60 Comparative Peers 38.1 15.6 .35 10 25 40 50 60 2,142 .1 .968 . Geographic Peers 39.0 16.6 .32 10 25 40 55 60 2,7619 .572 Aspirant Peers 39.3 15.9 .38 15 30 40 55 60 1,810 -1.1 .472 Top 50% 41.3 14.9 .06 20 30 40 55 60 61,733 -3.2 .026	Discussions with Diverse Others												
Comparative Peers 38.1 15.6 .35 10 25 40 50 60 2,142 .1 .968 .9 Geographic Peers 39.0 16.6 .32 10 25 40 55 60 2,761 9 .572 Aspirant Peers 39.3 15.9 .38 15 30 40 55 60 1,810 -1.1 .472 Top 50% 41.3 14.9 .06 20 30 40 55 60 61,733 -3.2 .026			15.1	1.45	10	30	40	50	60				
Geographic Peers 39.0 16.6 .32 10 25 40 55 60 2,761 9 .572 Aspirant Peers 39.3 15.9 .38 15 30 40 55 60 1,810 -1.1 .472 Top 50% 41.3 14.9 .06 20 30 40 55 60 61,733 -3.2 .026	· · · · · · · · · · · · · · · · · · ·									2.142	. 1	.968	.004
Aspirant Peers 39.3 15.9 .38 15 30 40 55 60 1,810 -1.1 .472 Top 50% 41.3 14.9 .06 20 30 40 55 60 61,733 -3.2 .026	_												055
Top 50% 41.3 14.9 .06 20 30 40 55 60 61,733 -3.2 .026													071
	_												213
10p 10/0	_												354
	10p 1070	13.2	1 7.7	.12	20	33			30	13,731	J.1	.500	.554



Detailed Statistics^a West Texas A&M University

Detailed Statistics: First-Year Students

	Mea	n statisti	ics		Perce	ntile ^d sco	ores		Co	mparison	results	
									Deg. of	Mean		Effect
	Mean	SD ^b	SE c	5th	25th	50th	75th	95th	freedom ^e	diff.	Sig. ^f	size ^g
Experiences with Faculty												
Student-Faculty Interaction												
WTAMU $(N = 122)$	20.2	14.2	1.29	0	10	20	30	45				
Comparative Peers	21.2	14.0	.30	0	10	20	30	45	2,290	-1.0	.432	073
Geographic Peers	21.5	14.9	.28	0	10	20	30	50	3,032	-1.4	.323	091
Aspirant Peers	22.4	14.8	.35	0	10	20	30	50	1,927	-2.3	.101	153
Top 50%	24.9	14.8	.07	5	15	20	35	55	40,512	-4.7	.000	320
Top 10%	28.0	15.5	.19	5	15	25	40	60	127	-7.8	.000	503
Effective Teaching Practices												
WTAMU $(N = 112)$	39.0	13.7	1.29	12	28	40	48	60				
Comparative Peers	38.5	13.1	.29	16	28	40	48	60	2,229	.4	.729	.034
Geographic Peers	38.3	13.9	.26	16	28	40	48	60	2,890	.6	.632	.046
Aspirant Peers	38.6	13.0	.31	20	28	40	48	60	1,873	.3	.798	.025
Top 50%	40.6	13.2	.06	20	32	40	52	60	45,041	-1.7	.187	125
Top 10%	42.7	14.0	.13	20	32	44	56	60	11,915	-3.7	.005	266
Campus Environment												
Quality of Interactions												
WTAMU $(N = 106)$	43.0	12.1	1.17	22	36	44	52	60				
Comparative Peers	42.7	12.5	.29	18	36	44	52	60	2,006	.3	.807	.024
Geographic Peers	43.0	12.4	.25	20	36	44	52	60	2,565	1	.962	005
Aspirant Peers	42.4	12.1	.30	20	35	44	52	60	1,719	.6	.650	.046
Top 50%	44.9	11.4	.06	24	38	46	54	60	41,532	-1.9	.092	164
Top 10%	47.1	11.8	.12	24	40	50	58	60	10,482	-4.1	.000	348
Supportive Environment												
WTAMU $(N = 102)$	35.1	13.1	1.29	13	28	35	43	60				
Comparative Peers	35.7	13.5	.31	13	25	35	45	60	2,058	6	.636	048
Geographic Peers	36.2	13.7	.27	15	25	38	45	60	2,634	-1.2	.389	087
Aspirant Peers	36.6	13.3	.33	15	28	38	45	60	1,759	-1.6	.253	116
Top 50%	38.1	13.2	.06	18	30	40	48	60	49,523	-3.1	.019	232
Top 10%	40.1	13.2	.13	18	30	40	50	60	10,322	-5.0	.000	380

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

 $b. \ Standard \ deviation \ is \ a \ measure \ of \ the \ amount \ the \ individual \ scores \ deviate \ from \ the \ mean \ of \ all \ the \ scores \ in \ the \ distribution.$

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.



Detailed Statistics^a West Texas A&M University

Detailed Statistics: Seniors

			Percentile ^d scores					Comparison results			
								Deg. of	Mean		Effect
Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	freedom ^e	diff.	Sig. ^f	size ^g
								· · · · · · · · · · · · · · · · · · ·			.160
											.102
											.095
											017
43.0	13.5	.10	20	35	40	55	60	17,940	-1.5	.103	110
ing											
37.6	12.2	.78	17	29	37	46	60				
37.3	12.6	.24	17	29	37	46	60	2,928	.3	.706	.025
37.2	12.7	.21	17	29	37	46	60	4,068	.5	.590	.036
37.5	12.6	.28	17	29	37	46	60	2,326	.1	.932	.006
39.9	12.2	.05	20	31	40	49	60	62,319	-2.3	.004	187
41.6	12.2	.11	20	34	40	51	60	12,365	-4.0	.000	325
39.8	15.7	1.10	13	27	40	53	60				
38.7	14.7	.30	13	27	40	53	60	2,680	1.2	.272	.080
39.2	14.5	.25	13	27	40	53	60	3,678	.6	.562	.042
38.8	14.8	.34	13	27	40	53	60	2,125	1.1	.325	.072
40.8	14.4	.06	20	33	40	53	60	67,962	9	.347	066
42.6	14.3	.10	20	33	40	60	60	21,874	-2.7	.006	192
30.3	16.3	1.13	7	20	27	40	60				
	16.2		0	20	27	40	60	2,714	1.7	.155	.103
29.1	16.0	.27	0	20	27	40	60	3,729	1.2	.294	.075
29.0	16.0	.36	0	20	27	40	60	2,142	1.3	.267	.081
31.3	16.0	.06	7	20	33	40	60		-1.0	.378	061
32.7	15.8	.10	7	20	33	40	60	23,389	-2.4	.027	154
28.2	16.2	1.01	5	15	30	40	55				
32.9	14.8		10	20	30			297	-4.7	.000	317
			5	20	30			4,220			222
33.5	15.3		5						-5.2		341
36.1	14.0	.05	15	25	35	45	60	257	-7.9	.000	564
38.6	13.5	.13	15	30	40	50	60	264	-10.4	.000	767
rs											
40.4	17.3	1.20	10	25	40	60	60				
								2.697	.4	.722	.026
				30	40						.007
											.035
											103
43.5	15.4	.10	20	35	45	60	60	209	-3.1	.011	201
	41.5 39.4 40.1 40.2 41.8 43.0 ing 37.6 37.3 37.2 37.5 39.9 41.6 39.8 38.7 39.2 38.8 40.8 42.6 29.1 29.0 31.3 32.7	41.5 14.3 39.4 13.6 40.1 13.9 40.2 13.7 41.8 13.5 43.0 13.5 ing 37.6 12.2 37.3 12.6 37.2 12.7 37.5 12.6 39.9 12.2 41.6 12.2 39.8 15.7 38.7 14.7 39.2 14.5 38.8 14.8 40.8 14.4 42.6 14.3 30.3 16.3 28.6 16.2 29.1 16.0 29.0 16.0 31.3 16.0 32.7 15.8 28.2 16.2 32.9 14.8 31.7 15.9 33.5 15.3 36.1 14.0 38.6 13.5 irs 40.4 17.3 40.0 16.1 40.3 16.9 39.9 15.7	41.5 14.3 .95 39.4 13.6 .27 40.1 13.9 .23 40.2 13.7 .31 41.8 13.5 .05 43.0 13.5 .10 ing 37.6 12.2 .78 37.3 12.6 .24 37.2 12.7 .21 37.5 12.6 .28 39.9 12.2 .05 41.6 12.2 .11 39.8 15.7 1.10 38.7 14.7 .30 39.2 14.5 .25 38.8 14.8 .34 40.8 14.4 .06 42.6 14.3 .10 30.3 16.3 1.13 28.6 16.2 .32 29.1 16.0 .27 29.0 16.0 .36 31.3 16.0 .06 32.7 15.8 .10 28.2 16.2 1.01 32.9 14.8 .28 31.7 15.9 .25 33.5 15.3 .33 36.1 14.0 .05 38.6 13.5 .13 rs 40.4 17.3 1.20 40.0 16.1 .32 40.3 16.9 .29 39.9 15.7 .36	41.5 14.3 .95 20 39.4 13.6 .27 20 40.1 13.9 .23 20 40.2 13.7 .31 20 41.8 13.5 .05 20 43.0 13.5 .10 20 ing 37.6 12.2 .78 17 37.3 12.6 .24 17 37.2 12.7 .21 17 37.5 12.6 .28 17 39.9 12.2 .05 20 41.6 12.2 .11 20 39.8 15.7 1.10 13 38.7 14.7 .30 13 39.2 14.5 .25 13 38.8 14.8 .34 13 40.8 14.4 .06 20 42.6 14.3 .10 20 30.3 16.3 1.13 7 28.6 16.2 .32 0 29.1 16.0 .27 0 29.0 16.0 .36 0 31.3 16.0 .06 7 32.7 15.8 .10 7 28.2 16.2 1.01 5 32.9 14.8 .28 10 31.7 15.9 .25 5 33.5 15.3 .33 5 36.1 14.0 .05 15 38.6 13.5 .13 15 rs 40.4 17.3 1.20 10 40.0 16.1 .32 15 40.3 16.9 .29 10 39.9 15.7 .36 15	41.5 14.3 .95 20 35 39.4 13.6 .27 20 30 40.1 13.9 .23 20 30 40.2 13.7 .31 20 30 41.8 13.5 .05 20 35 43.0 13.5 .10 20 35 ing 37.6 12.2 .78 17 29 37.3 12.6 .24 17 29 37.2 12.7 .21 17 29 37.5 12.6 .28 17 29 39.9 12.2 .05 20 31 41.6 12.2 .11 20 34 39.8 15.7 1.10 13 27 38.7 14.7 .30 13 27 38.8 14.8 .34 13 27 39.2 14.5 .25 13 27 38.8 14.8 .34 13 27 40.8 14.4 .06 20 33 42.6 14.3 .10 20 33 30.3 16.3 1.13 7 20 29.0 16.0 .36 0 20 29.1 16.0 .27 0 20 29.0 16.0 .36 0 20 31.3 16.0 .06 7 20 32.7 15.8 .10 7 20 28.2 16.2 1.01 5 15 32.9 14.8 .28 10 20 31.7 15.9 .25 5 20 33.5 15.3 .33 5 20 36.1 14.0 .05 15 25 38.6 13.5 .13 15 30 rs 40.4 17.3 1.20 10 25 40.0 16.1 .32 15 30 40.3 16.9 .29 10 30 39.9 15.7 .36 15 30	41.5 14.3 .95 20 35 40 39.4 13.6 .27 20 30 40 40.1 13.9 .23 20 30 40 41.8 13.5 .05 20 35 40 43.0 13.5 .10 20 35 40 ing 37.6 12.2 .78 17 29 37 37.3 12.6 .24 17 29 37 37.2 12.7 .21 17 29 37 37.5 12.6 .28 17 29 37 37.5 12.6 .28 17 29 37 39.9 12.2 .05 20 31 40 41.6 12.2 .11 20 34 40 39.8 15.7 1.10 13 27 40 38.7 14.7 .30 13 27 40 38.8 14.8 .34 13 27 40 39.2 14.5 .25 13 27 40 38.8 14.4 .06 20 33 40 40.8 14.4 .06 20 33 40 40.8 14.4 .06 20 33 40 41.6 12.2 .11 20 34 40 30.3 16.3 1.13 7 20 27 28.6 16.2 .32 0 20 27 29.1 16.0 .27 0 20 27 29.0 16.0 .36 0 20 27 29.1 16.0 .27 0 20 27 29.0 16.0 .36 0 20 27 29.1 16.0 .27 0 20 27 29.0 16.0 .36 0 20 27 29.1 16.0 .27 0 20 27 29.0 16.0 .36 0 20 27 29.1 16.0 .27 0 20 27 29.0 16.0 .36 0 20 27 31.3 16.0 .06 7 20 33 32.7 15.8 .10 7 20 33 32.7 15.8 .10 7 20 33 33.5 15.3 .33 5 20 35 36.1 14.0 .05 15 25 35 38.6 13.5 .13 15 30 40 40.3 16.9 .29 10 30 40 39.9 15.7 .36 15 30 40	41.5 14.3 .95 20 35 40 55 39.4 13.6 .27 20 30 40 50 40.1 13.9 .23 20 30 40 50 41.8 13.5 .05 20 35 40 55 43.0 13.5 .10 20 35 40 55 ing 37.6 12.2 .78 17 29 37 46 37.3 12.6 .24 17 29 37 46 37.2 12.7 .21 17 29 37 46 37.5 12.6 .28 17 29 37 46 39.9 12.2 .05 20 31 40 49 41.6 12.2 .11 20 34 40 51 39.8 15.7 1.10 13 27 40 53 38.7 14.7 .30 13 27 40 53 38.8 14.8 .34 13 27 40 53 38.8 14.8 .34 13 27 40 53 38.8 14.4 .06 20 33 40 53 40.8 14.4 .06 20 33 40 60 30.3 16.3 1.13 7 20 27 40 29.1 16.0 .27 0 20 27 40 29.1 16.0 .27 0 20 27 40 29.1 16.0 .27 0 20 27 40 31.3 16.0 .06 7 20 33 40 32.7 15.8 .10 7 20 33 40 28.2 16.2 1.01 5 15 30 40 32.9 14.8 .28 10 20 30 45 33.5 15.3 .33 5 20 35 45 33.6 13.5 .13 15 30 40 50 rs 40.4 17.3 1.20 10 25 40 60 40.0 16.1 .32 15 30 40 55 40.3 16.9 .29 10 30 40 55	41.5 14.3 9.5 20 35 40 55 60 39.4 13.6 27 20 30 40 50 60 40.1 13.9 23 20 30 40 50 60 41.8 13.5 .05 20 35 40 55 60 43.0 13.5 .10 20 35 40 55 60 43.0 13.5 .10 20 35 40 55 60 ing 37.6 12.2 .78 17 29 37 46 60 37.3 12.6 .24 17 29 37 46 60 37.5 12.6 .28 17 29 37 46 60 37.5 12.6 .28 17 29 37 46 60 39.9 12.2 .05 20 31 40 49 60 41.6 12.2 .11 20 34 40 51 60 39.8 15.7 1.10 13 27 40 53 60 39.2 14.5 .25 13 27 40 53 60 39.2 14.5 .25 13 27 40 53 60 40.8 14.4 .06 20 33 40 53 60 42.6 14.3 .10 20 33 40 60 60 30.3 16.3 1.13 7 20 27 40 60 29.1 16.0 .27 0 20 27 40 60 29.1 16.0 .27 0 20 27 40 60 31.3 16.0 .06 7 20 33 40 60 28.2 16.2 32 0 20 27 40 60 31.3 16.0 .06 7 20 33 40 60 28.2 16.2 .32 0 20 27 40 60 31.7 15.8 .10 7 20 33 40 60 28.2 16.3 .33 5 20 33 40 60 28.2 16.3 .33 5 20 33 40 60 28.3 1.7 15.9 .25 5 20 30 45 60 33.5 15.3 .33 5 20 33 40 60 28.6 13.5 1.3 15 30 40 55 60 38.6 13.5 .13 15 30 40 55 60	Mean SD SE Sth 25th Soth 75th 95th freedom fre	Macan SO* SE* Sth 25th Soth 75th 95th freedom* diff-	Mean SD SE Sth 25th Soth 75th 95th freedom* alff. Sig. f



Detailed Statistics^a West Texas A&M University

Detailed Statistics: Seniors

	Mea	n statisti	ics		Perce	ntile ^d sco	ores		Comparison results				
									Deg. of	Mean		Effect	
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	freedom ^e	diff.	Sig. ^f	size ^g	
Experiences with Faculty													
Student-Faculty Interaction													
WTAMU $(N = 230)$	22.2	16.2	1.07	0	10	20	30	55					
Comparative Peers	26.0	16.5	.32	0	15	25	40	60	2,840	-3.8	.001	231	
Geographic Peers	23.9	16.7	.27	0	10	20	35	60	3,942	-1.7	.134	102	
Aspirant Peers	26.0	16.4	.36	0	15	25	40	60	2,252	-3.7	.001	227	
Top 50%	29.9	15.9	.09	5	20	30	40	60	33,908	-7.6	.000	479	
Top 10%	33.9	15.8	.22	10	20	35	45	60	5,334	-11.7	.000	739	
Effective Teaching Practices													
WTAMU $(N = 222)$	40.7	13.7	.92	16	32	40	52	60					
Comparative Peers	40.1	13.7	.27	16	32	40	52	60	2,785	.6	.540	.043	
Geographic Peers	39.5	14.2	.24	16	30	40	52	60	3,853	1.1	.240	.081	
Aspirant Peers	39.8	14.0	.32	16	32	40	52	60	2,207	.9	.347	.067	
Top 50%	41.8	13.6	.06	20	32	40	52	60	54,277	-1.1	.243	078	
Top 10%	43.5	13.5	.11	20	36	44	56	60	15,034	-2.8	.002	209	
Campus Environment													
Quality of Interactions													
WTAMU $(N = 191)$	45.1	12.2	.89	22	38	46	56	60					
Comparative Peers	43.3	11.5	.24	22	36	44	52	60	2,516	1.7	.047	.149	
Geographic Peers	43.4	12.6	.22	20	36	45	53	60	3,424	1.7	.071	.134	
Aspirant Peers	42.9	11.8	.28	22	36	44	52	60	1,971	2.1	.017	.181	
Top 50%	45.2	11.8	.05	23	38	48	54	60	60,356	1	.924	007	
Top 10%	47.4	12.0	.09	24	40	50	58	60	19,893	-2.3	.008	192	
Supportive Environment													
WTAMU $(N = 202)$	34.0	15.2	1.07	8	23	35	45	60					
Comparative Peers	32.6	13.9	.28	10	23	33	40	58	230	1.4	.218	.098	
Geographic Peers	32.3	14.7	.25	8	20	33	43	60	3,611	1.7	.118	.113	
Aspirant Peers	32.3	14.2	.33	10	23	33	43	58	2,086	1.7	.117	.116	
Top 50%	34.8	13.9	.06	13	25	35	45	60	203	8	.445	059	
Top 10%	37.0	14.0	.13	13	28	38	48	60	208	-3.0	.005	215	

 $a.\ Results\ weighted\ by\ institution-reported\ sex\ and\ enrollment\ status\ (and\ institutional\ size\ for\ comparison\ groups).$

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.