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# **NSSE 2018**

## **Engagement Indicators**

The University of Texas at Tyler

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### About Your *Engagement Indicators* Report

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

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

### Report Sections

- Overview (p. 3)** Displays how average EI scores for your students compare with those of students at your comparison group institutions.
- Theme Reports (pp. 4-13)** Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

  - Mean Comparisons**  
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
  - Score Distributions**  
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
  - Performance on Indicator Items**  
Responses to each item in a given EI are summarized for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2017 and 2018 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

### Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

### How Engagement Indicators are Computed

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

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

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



## 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, Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

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

### First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with UT System	Your first-year students compared with Aspirational Peers	Your first-year stud compared with In-State Peers
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	△	--	--
	Quantitative Reasoning	--	△	--
<i>Learning with Peers</i>	Collaborative Learning	△	▲	--
	Discussions with Diverse Others	△	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	△	--
<i>Campus Environment</i>	Quality of Interactions	--	--	△
	Supportive Environment	--	--	--

### Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with UT System	Your seniors compared with Aspirational Peers	Your seniors compared with In-State Peers
<i>Academic Challenge</i>	Higher-Order Learning	--	--	△
	Reflective & Integrative Learning	--	▽	--
	Learning Strategies	△	△	△
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	▲	--	△
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▲	--	△
	Effective Teaching Practices	△	--	△
<i>Campus Environment</i>	Quality of Interactions	△	--	△
	Supportive Environment	--	▽	▽

#### Academic Challenge: First-year students

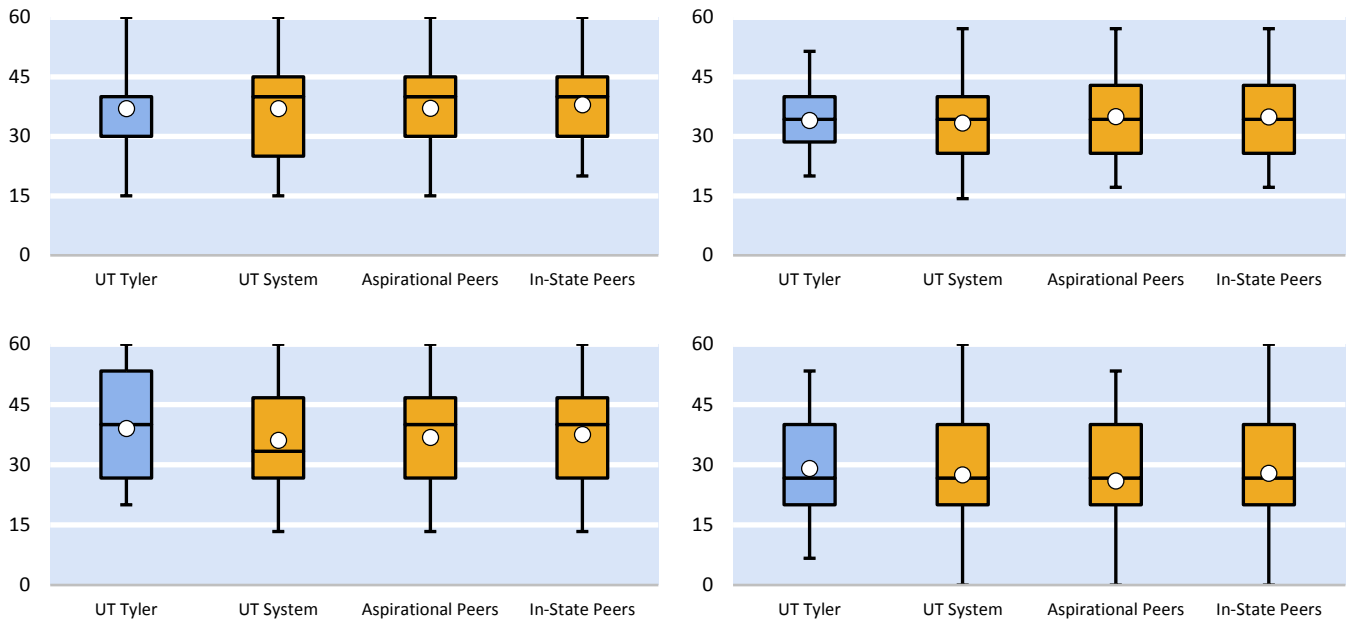
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	UT Tyler Mean	Your first-year students compared with					
		UT System		Aspirational Peers		In-State Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.0	37.0	.00	37.1	.00	38.0	-.07
Reflective & Integrative Learning	34.0	33.4	.06	35.0	-.08	34.9	-.07
Learning Strategies	39.0	36.0 *	.21	36.7	.17	37.4	.11
Quantitative Reasoning	29.0	27.4	.10	25.9 *	.21	27.8	.08

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

#### Score Distributions



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

## Academic Challenge: First-year students (continued)

### Performance on Indicator Items

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

	UT Tyler	Percentage point difference <sup>a</sup> between your FY students and		
		UT System	Aspirational Peers	In-State Peers
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	65	-4	-4	-6
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	+8	+6	+5
4d. Evaluating a point of view, decision, or information source	71	+5	+1	+1
4e. Forming a new idea or understanding from various pieces of information	61	-4	-4	-8
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	49	+2	-1	+1
2b. Connected your learning to societal problems or issues	42	-3	-10	-9
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	43	+0	-10	-8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	-2	-2	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	+1	-0	-3
2f. Learned something that changed the way you understand an issue or concept	66	+2	+0	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+11	+6	+8
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	75	+5	+2	+3
9b. Reviewed your notes after class	70	+9	+8	+5
9c. Summarized what you learned in class or from course materials	70	+13	+13	+9
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54	-0	+6	+0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	+4	+6	+2
6c. Evaluated what others have concluded from numerical information	40	+2	+7	+0

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

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

### Academic Challenge: Seniors

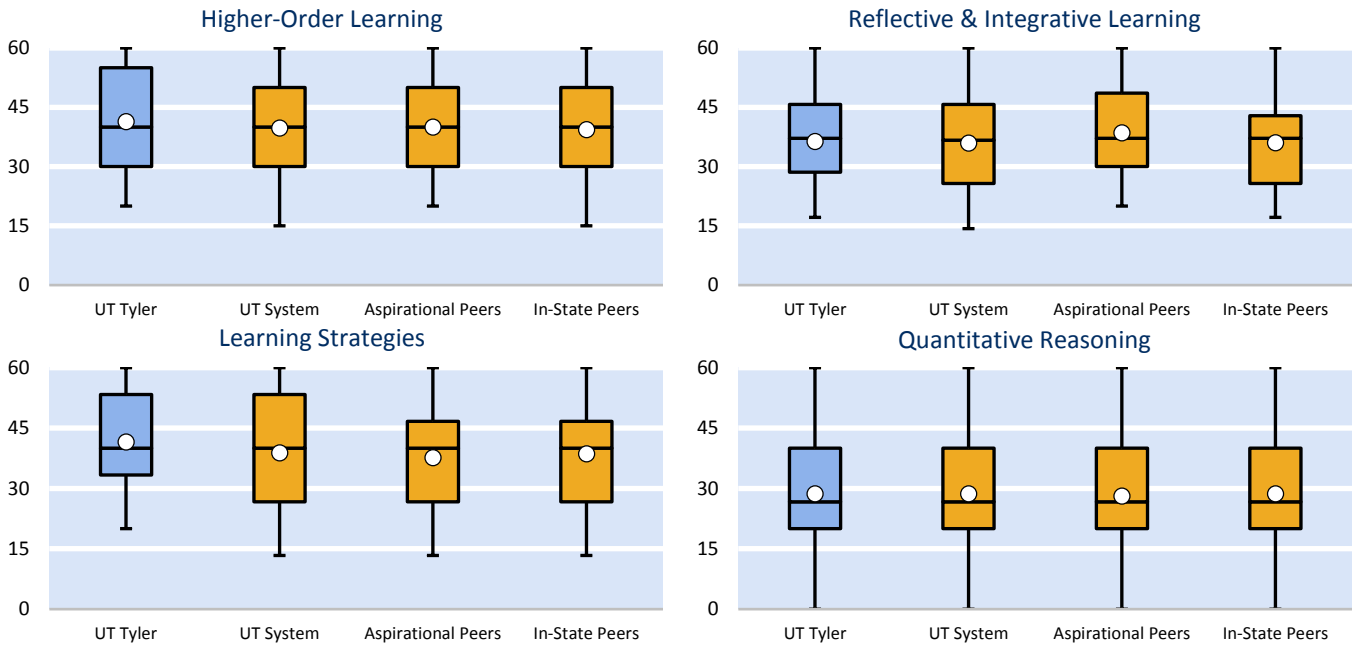
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	UT Tyler Mean	Your seniors compared with					
		UT System		Aspirational Peers		In-State Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.3	39.7	.11	39.9	.10	39.3 *	.14
Reflective & Integrative Learning	36.3	35.9	.03	38.5 **	-.18	36.0	.02
Learning Strategies	41.5	38.8 **	.19	37.6 ***	.27	38.6 ***	.20
Quantitative Reasoning	28.6	28.6	.00	28.0	.03	28.6	.00

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: 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	UT Tyler	Percentage point difference <sup>a</sup> between your seniors and		
		UT System	Aspirational Peers	In-State Peers
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	82	+6 	+5 	+7 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	80	+6 	+5 	+7 
4d. Evaluating a point of view, decision, or information source	70	+1 	-1 	+1 
4e. Forming a new idea or understanding from various pieces of information	71	+1 	+1 	+1 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	66	+6 	-5 	+2 
2b. Connected your learning to societal problems or issues	57	+3 	-6 	+3 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	44	-1 	-12 	-1 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	+4 	+1 	+4 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	-3 	-6 	-4 
2f. Learned something that changed the way you understand an issue or concept	72	+3 	-0 	+3 
2g. Connected ideas from your courses to your prior experiences and knowledge	81	+2 	-3 	+1 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79	+2 	+2 	+3 
9b. Reviewed your notes after class	76	+10 	+15 	+10 
9c. Summarized what you learned in class or from course materials	72	+8 	+12 	+8 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55	+0 	+4 	-0 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	-0 	+1 	-1 
6c. Evaluated what others have concluded from numerical information	41	+0 	-1 	+0 

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

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



### Learning with Peers: First-year students

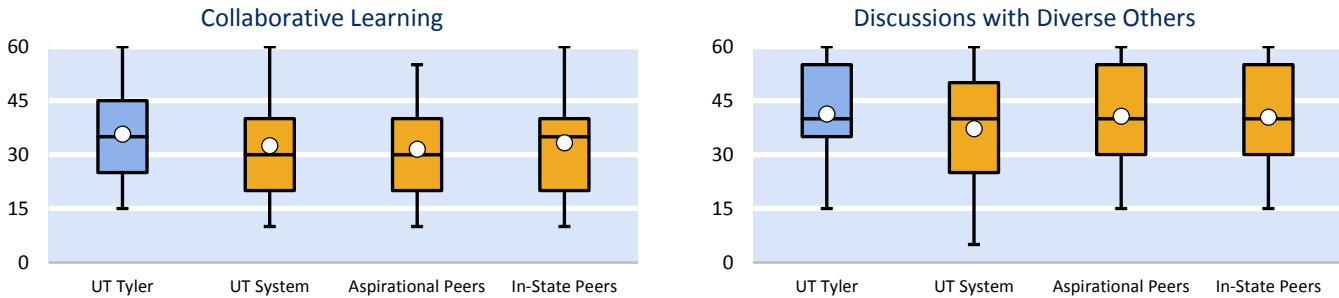
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	UT Tyler Mean	Your first-year students compared with					
		UT System		Aspirational Peers		In-State Peers	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.7	32.5 *	.23	31.5 ***	.31	33.3	.17
Discussions with Diverse Others	41.3	37.2 **	.24	40.7	.04	40.4	.06

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

#### Score Distributions



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

#### Performance on Indicator Items

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

Collaborative Learning	UT Tyler %	Percentage point difference <sup>a</sup> between your FY students and		
		UT System	Aspirational Peers	In-State Peers
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	60	+7	+10	+3
1f. Explained course material to one or more students	68	+11	+13	+9
1g. Prepared for exams by discussing or working through course material with other students	54	+5	+9	+1
1h. Worked with other students on course projects or assignments	58	+1	+8	+4
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	73	+8	-3	-3
8b. People from an economic background other than your own	75	+10	+1	+3
8c. People with religious beliefs other than your own	71	+8	+0	+2
8d. People with political views other than your own	72	+14	+8	+8

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### Learning with Peers: Seniors

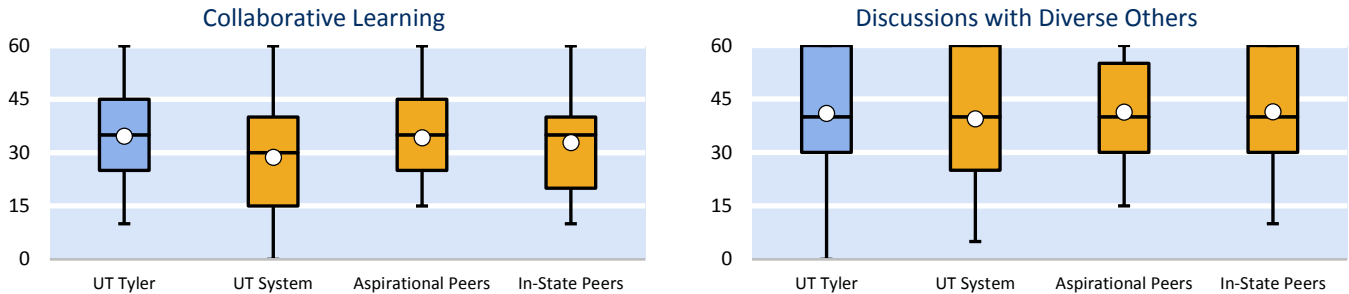
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#### Mean Comparisons

Engagement Indicator	UT Tyler Mean	Your seniors compared with					
		UT System Effect size		Aspirational Peers Effect size		In-State Peers Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.6	28.7 ***	.36	34.2	.03	32.8 *	.12
Discussions with Diverse Others	41.0	39.4	.09	41.3	-.02	41.4	-.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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Collaborative Learning	UT Tyler	Percentage point difference <sup>a</sup> between your seniors and		
		UT System	Aspirational Peers	In-State Peers
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%			
1e. Asked another student to help you understand course material	46	+9	-0	-0
1f. Explained course material to one or more students	58	+9	-3	+0
1g. Prepared for exams by discussing or working through course material with other students	56	+15	+6	+7
1h. Worked with other students on course projects or assignments	69	+15	+1	+7
<b>Discussions with Diverse Others</b>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	77	+6	-1	-0
8b. People from an economic background other than your own	73	+3	-2	-1
8c. People with religious beliefs other than your own	71	+3	-0	-0
8d. People with political views other than your own	70	+6	+7	+4

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### Experiences with Faculty: First-year students

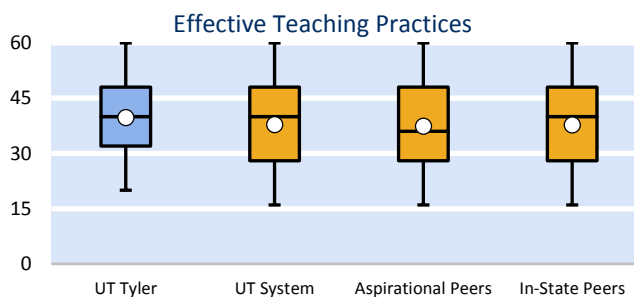
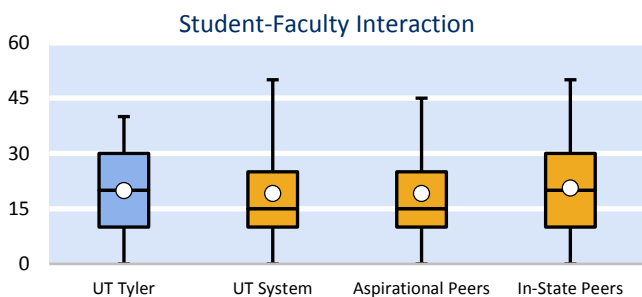
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	UT Tyler Mean	Your first-year students compared with					
		UT System		Aspirational Peers		In-State Peers	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.9	19.1	.05	19.2	.06	20.6	-.04
Effective Teaching Practices	39.7	37.8	.14	37.4 *	.19	37.7	.15

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

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Student-Faculty Interaction	UT Tyler	Percentage point difference <sup>a</sup> between your FY students and		
		UT System	Aspirational Peers	In-State Peers
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	29	-4	-4	-8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	+3	+5	-2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	+8	+8	+4
3d. Discussed your academic performance with a faculty member	29	+3	+4	-0
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	88	+12	+13	+11
5b. Taught course sessions in an organized way	79	+6	+7	+6
5c. Used examples or illustrations to explain difficult points	77	+4	+5	+6
5d. Provided feedback on a draft or work in progress	59	+1	-1	-1
5e. Provided prompt and detailed feedback on tests or completed assignments	68	+14	+13	+10

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

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

## Experiences with Faculty: Seniors

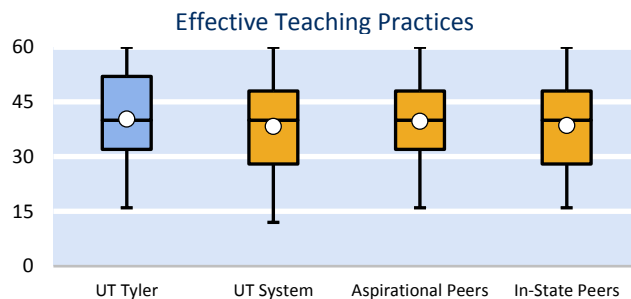
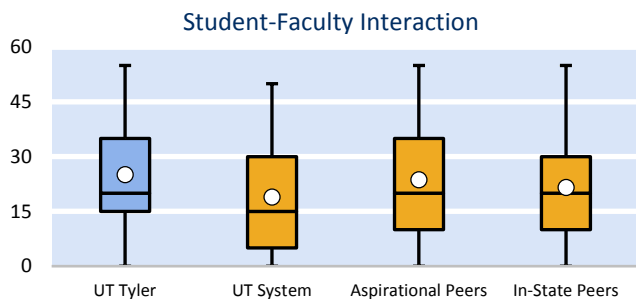
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

### Mean Comparisons

Engagement Indicator	UT Tyler Mean	Your seniors compared with					
		UT System		Aspirational Peers		In-State Peers	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.1	18.9 ***	.39	23.6	.09	21.6 ***	.22
Effective Teaching Practices	40.3	38.3 *	.14	39.7	.05	38.6 *	.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.

Student-Faculty Interaction	UT Tyler	Percentage point difference <sup>a</sup> between your seniors and		
		UT System	Aspirational Peers	In-State Peers
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	43	+10	+1	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	+11	+4	+7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	34	+11	+2	+6
3d. Discussed your academic performance with a faculty member	35	+10	+2	+5
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	82	+3	+2	+4
5b. Taught course sessions in an organized way	82	+7	+4	+7
5c. Used examples or illustrations to explain difficult points	78	+4	-2	+4
5d. Provided feedback on a draft or work in progress	61	+6	-0	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	63	+4	+1	+2

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

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

### Campus Environment: First-year students

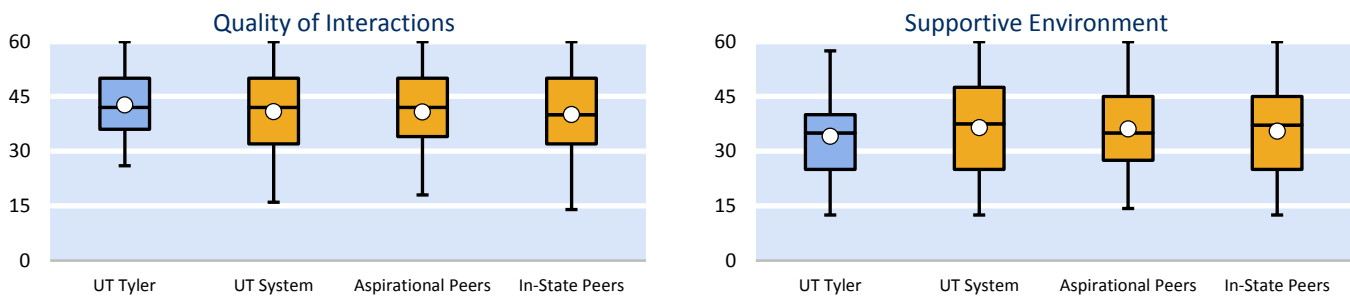
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UT Tyler Mean	Your first-year students compared with					
		UT System		Aspirational Peers		In-State Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.7	40.8	.14	40.7	.16	40.0 *	.20
Supportive Environment	34.0	36.4	-.17	36.0	-.15	35.5	-.10

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

#### 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	UT Tyler	Percentage point difference <sup>a</sup> between your FY students and		
		UT System	Aspirational Peers	In-State Peers
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	57	+11	+9	+10
13b. Academic advisors	48	+2	+2	+4
13c. Faculty	51	+7	+7	+10
13d. Student services staff (career services, student activities, housing, etc.)	45	+1	+4	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	+3	+7	+6
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	76	+1	+4	+5
14c. Using learning support services (tutoring services, writing center, etc.)	78	-2	+3	+7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	49	-15	-15	-12
14e. Providing opportunities to be involved socially	68	-1	-4	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	-2	-4	-1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	-8	-5	-8
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	+4	+2	+2
14i. Attending events that address important social, economic, or political issues	39	-10	-10	-11

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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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### Campus Environment: Seniors

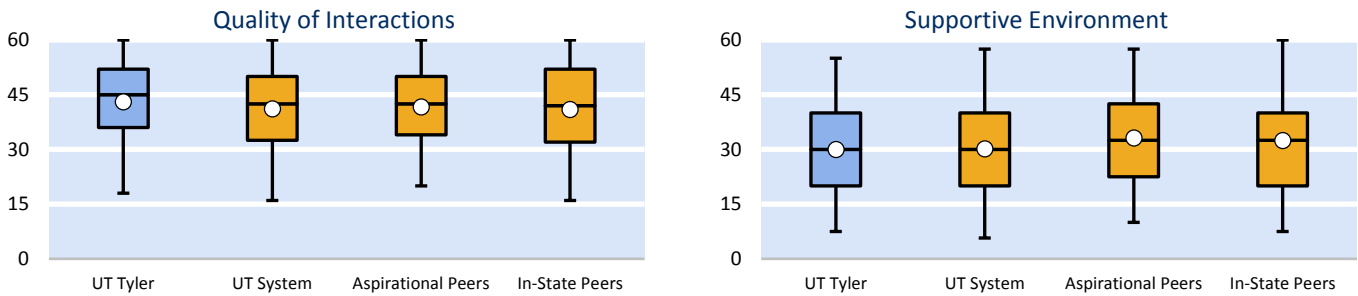
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UT Tyler Mean	Your seniors compared with					
		UT System		Aspirational Peers		In-State Peers	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.0	41.1 *	.14	41.7	.11	41.0 **	.15
Supportive Environment	30.0	30.2	-.01	33.2 ***	-.23	32.4 **	-.17

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	UT Tyler	Percentage point difference <sup>a</sup> between your seniors and		
		UT System	Aspirational Peers	In-State Peers
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	62	+7	+7	+5
13b. Academic advisors	49	+2	+3	+3
13c. Faculty	57	+5	+5	+6
13d. Student services staff (career services, student activities, housing, etc.)	44	+5	+4	+3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	51	+9	+10	+9
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	69	+2	-0	+3
14c. Using learning support services (tutoring services, writing center, etc.)	63	+1	-2	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	-3	-9	-10
14e. Providing opportunities to be involved socially	60	+2	-8	-6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	54	+0	-14	-5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	33	+4	+1	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	44	+0	-9	-9
14i. Attending events that address important social, economic, or political issues	34	-3	-12	-8

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

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

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

While NSSE's policy is not to rank institutions (see [nsse.indiana.edu/html/position\\_policies.cfm](https://nsse.indiana.edu/html/position_policies.cfm)), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2017 and 2018 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2017 and 2018 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable<sup>b</sup> to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

#### First-Year Students

Theme	Engagement Indicator	UT Tyler Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.0	38.9	-.15		40.5 **	-.26	
	Reflective and Integrative Learning	34.0	36.5 *	-.20		38.1 ***	-.33	
	Learning Strategies	39.0	39.5	-.04	✓	41.6 *	-.19	
	Quantitative Reasoning	29.0	28.7	.02	✓	30.4	-.09	✓
<i>Learning with Peers</i>	Collaborative Learning	35.7	35.1	.04	✓	37.2	-.11	
	Discussions with Diverse Others	41.3	41.4	-.01	✓	43.4	-.14	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	19.9	24.3 **	-.29		27.2 ***	-.46	
	Effective Teaching Practices	39.7	40.3	-.04	✓	42.0 *	-.16	
<i>Campus Environment</i>	Quality of Interactions	42.7	43.9	-.10		45.9 **	-.26	
	Supportive Environment	34.0	37.9 **	-.30		39.7 ***	-.43	

#### Seniors

Theme	Engagement Indicator	UT Tyler Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	41.3	41.3	.00	✓	42.5	-.08	✓
	Reflective and Integrative Learning	36.3	39.6 ***	-.27		41.1 ***	-.40	
	Learning Strategies	41.5	40.2	.09	✓	42.3	-.06	✓
	Quantitative Reasoning	28.6	30.7 *	-.13		32.7 ***	-.26	
<i>Learning with Peers</i>	Collaborative Learning	34.6	35.7	-.08	✓	38.1 ***	-.26	
	Discussions with Diverse Others	41.0	41.9	-.06	✓	43.8 **	-.18	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	25.1	29.2 ***	-.26		33.3 ***	-.51	
	Effective Teaching Practices	40.3	41.1	-.06	✓	43.1 ***	-.21	
<i>Campus Environment</i>	Quality of Interactions	43.0	44.4	-.11		46.5 ***	-.28	
	Supportive Environment	30.0	34.3 ***	-.31		36.4 ***	-.46	

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

- a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2017 and 2018 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.
- b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size > -.10.
-

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UT Tyler (N = 117)	37.0	12.4	1.14	15	30	40	40	60				
UT System	37.0	13.9	.20	15	25	40	45	60	123	.1	.958	.004
Aspirational Peers	37.1	12.9	.20	15	30	40	45	60	4,333	-.1	.958	-.005
In-State Peers	38.0	13.4	.25	20	30	40	45	60	2,940	-1.0	.442	-.072
Top 50%	38.9	13.1	.03	20	30	40	50	60	160,667	-1.9	.113	-.146
Top 10%	40.5	13.3	.07	20	30	40	50	60	38,268	-3.5	.005	-.261
<b>Reflective &amp; Integrative Learning</b>												
UT Tyler (N = 121)	34.0	10.6	.96	20	29	34	40	51				
UT System	33.4	12.5	.17	14	26	34	40	57	128	.7	.485	.055
Aspirational Peers	35.0	11.4	.17	17	26	34	43	57	4,562	-.9	.384	-.080
In-State Peers	34.9	12.0	.22	17	26	34	43	57	3,059	-.9	.426	-.074
Top 50%	36.5	11.8	.03	17	29	37	43	57	150,803	-2.4	.025	-.204
Top 10%	38.1	12.0	.07	20	29	37	46	60	122	-4.0	.000	-.334
<b>Learning Strategies</b>												
UT Tyler (N = 116)	39.0	14.2	1.32	20	27	40	53	60				
UT System	36.0	14.1	.21	13	27	33	47	60	4,737	3.0	.025	.212
Aspirational Peers	36.7	13.7	.22	13	27	40	47	60	3,859	2.3	.077	.167
In-State Peers	37.4	14.2	.27	13	27	40	47	60	2,806	1.6	.248	.110
Top 50%	39.5	13.7	.04	20	27	40	53	60	130,078	-.5	.686	-.038
Top 10%	41.6	14.1	.08	20	33	40	53	60	31,498	-2.6	.046	-.186
<b>Quantitative Reasoning</b>												
UT Tyler (N = 116)	29.0	13.6	1.27	7	20	27	40	53				
UT System	27.4	15.7	.23	0	20	27	40	60	4,841	1.6	.284	.101
Aspirational Peers	25.9	14.8	.23	0	20	27	40	53	4,227	3.1	.026	.210
In-State Peers	27.8	15.6	.30	0	20	27	40	60	2,874	1.2	.426	.076
Top 50%	28.7	15.2	.04	0	20	27	40	60	169,798	.3	.806	.023
Top 10%	30.4	15.3	.07	7	20	27	40	60	41,620	-1.4	.335	-.090
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UT Tyler (N = 125)	35.7	12.8	1.14	15	25	35	45	60				
UT System	32.5	14.2	.19	10	20	30	40	60	5,955	3.2	.012	.226
Aspirational Peers	31.5	13.4	.20	10	20	30	40	55	4,811	4.2	.001	.315
In-State Peers	33.3	14.4	.26	10	20	35	40	60	3,180	2.4	.063	.170
Top 50%	35.1	13.6	.03	15	25	35	45	60	177,188	.6	.646	.041
Top 10%	37.2	13.6	.07	15	25	40	45	60	39,694	-1.6	.202	-.114
<b>Discussions with Diverse Others</b>												
UT Tyler (N = 116)	41.3	15.3	1.42	15	35	40	55	60				
UT System	37.2	16.9	.25	5	25	40	50	60	122	4.1	.005	.245
Aspirational Peers	40.7	14.7	.24	15	30	40	55	60	3,898	.6	.660	.042
In-State Peers	40.4	16.0	.31	15	30	40	55	60	2,819	.9	.534	.059
Top 50%	41.4	15.0	.04	15	30	40	55	60	162,221	-.1	.956	-.005
Top 10%	43.4	14.8	.08	20	35	45	60	60	36,136	-2.1	.125	-.143

#### Experiences with Faculty

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Student-Faculty Interaction</b>												
UT Tyler (N = 118)	19.9	14.0	1.29	0	10	20	30	40				
UT System	19.1	14.8	.21	0	10	15	25	50	5,253	.8	.565	.054
Aspirational Peers	19.2	13.8	.21	0	10	15	25	45	4,408	.8	.549	.056
In-State Peers	20.6	15.6	.29	0	10	20	30	50	2,981	-.6	.667	-.040
Top 50%	24.3	14.8	.05	5	15	20	35	55	100,681	-4.3	.002	-.291
Top 10%	27.2	15.8	.12	5	15	25	40	60	16,944	-7.3	.000	-.463
<b>Effective Teaching Practices</b>												
UT Tyler (N = 117)	39.7	10.7	.99	20	32	40	48	60				
UT System	37.8	13.8	.20	16	28	40	48	60	126	2.0	.052	.143
Aspirational Peers	37.4	12.6	.19	16	28	36	48	60	125	2.4	.019	.190
In-State Peers	37.7	13.4	.25	16	28	40	48	60	132	2.0	.051	.151
Top 50%	40.3	13.1	.04	20	32	40	52	60	117	-.5	.580	-.042
Top 10%	42.0	13.7	.08	20	32	40	52	60	118	-2.2	.026	-.163
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UT Tyler (N = 108)	42.7	11.0	1.05	26	36	42	50	60				
UT System	40.8	13.4	.20	16	32	42	50	60	116	1.9	.082	.141
Aspirational Peers	40.7	12.2	.21	18	34	42	50	60	3,559	1.9	.102	.159
In-State Peers	40.0	13.5	.27	14	32	40	50	60	122	2.7	.015	.201
Top 50%	43.9	11.6	.04	22	38	46	52	60	96,427	-1.2	.279	-.104
Top 10%	45.9	12.1	.08	22	40	48	56	60	21,001	-3.2	.006	-.264
<b>Supportive Environment</b>												
UT Tyler (N = 111)	34.0	12.6	1.20	13	25	35	40	58				
UT System	36.4	14.2	.21	13	25	38	48	60	4,575	-2.3	.085	-.166
Aspirational Peers	36.0	13.4	.23	14	28	35	45	60	3,580	-2.0	.123	-.149
In-State Peers	35.5	14.0	.27	13	25	37	45	60	2,716	-1.5	.280	-.105
Top 50%	37.9	13.2	.04	15	30	40	48	60	126,643	-3.9	.002	-.297
Top 10%	39.7	13.1	.08	18	30	40	50	60	30,491	-5.6	.000	-.430

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

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

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

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

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

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

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

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UT Tyler (N = 332)	41.3	14.1	.77	20	30	40	55	60				
UT System	39.7	14.4	.18	15	30	40	50	60	6,485	1.6	.050	.110
Aspirational Peers	39.9	13.4	.20	20	30	40	50	60	5,019	1.4	.073	.102
In-State Peers	39.3	14.0	.22	15	30	40	50	60	4,470	2.0	.013	.142
Top 50%	41.3	13.5	.04	20	35	40	55	60	111,767	.0	.974	-.002
Top 10%	42.5	13.7	.07	20	35	40	55	60	33,903	-1.2	.126	-.084
<b>Reflective &amp; Integrative Learning</b>												
UT Tyler (N = 342)	36.3	12.5	.67	17	29	37	46	60				
UT System	35.9	13.0	.16	14	26	37	46	60	6,879	.4	.536	.034
Aspirational Peers	38.5	12.2	.18	20	30	37	49	60	5,197	-2.2	.001	-.182
In-State Peers	36.0	12.5	.19	17	26	37	43	60	4,680	.3	.674	.024
Top 50%	39.6	12.2	.04	20	31	40	49	60	109,385	-3.3	.000	-.268
Top 10%	41.1	12.2	.08	20	33	40	51	60	23,533	-4.8	.000	-.396
<b>Learning Strategies</b>												
UT Tyler (N = 317)	41.5	14.7	.82	20	33	40	53	60				
UT System	38.8	14.7	.19	13	27	40	53	60	6,082	2.7	.001	.186
Aspirational Peers	37.6	14.5	.22	13	27	40	47	60	4,562	3.9	.000	.268
In-State Peers	38.6	14.5	.23	13	27	40	47	60	4,304	3.0	.000	.203
Top 50%	40.2	14.4	.04	20	27	40	53	60	118,233	1.3	.096	.094
Top 10%	42.3	14.2	.08	20	33	40	53	60	31,893	-.8	.301	-.058
<b>Quantitative Reasoning</b>												
UT Tyler (N = 322)	28.6	15.9	.88	0	20	27	40	60				
UT System	28.6	16.2	.21	0	20	27	40	60	6,233	.0	1.000	.000
Aspirational Peers	28.0	16.1	.24	0	20	27	40	60	4,906	.6	.551	.034
In-State Peers	28.6	16.0	.25	0	20	27	40	60	4,381	-.1	.954	-.003
Top 50%	30.7	16.0	.04	0	20	33	40	60	153,189	-2.1	.019	-.131
Top 10%	32.7	15.7	.09	7	20	33	40	60	33,676	-4.1	.000	-.259
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UT Tyler (N = 352)	34.6	14.6	.78	10	25	35	45	60				
UT System	28.7	16.7	.20	0	15	30	40	60	399	5.9	.000	.356
Aspirational Peers	34.2	13.7	.19	15	25	35	45	60	5,347	.4	.566	.032
In-State Peers	32.8	14.8	.22	10	20	35	40	60	4,826	1.8	.030	.120
Top 50%	35.7	13.9	.04	15	25	35	45	60	143,359	-1.1	.144	-.078
Top 10%	38.1	13.5	.09	15	30	40	50	60	24,214	-3.5	.000	-.258
<b>Discussions with Diverse Others</b>												
UT Tyler (N = 322)	41.0	17.9	1.00	0	30	40	60	60				
UT System	39.4	17.6	.23	5	25	40	60	60	6,138	1.6	.121	.089
Aspirational Peers	41.3	15.3	.23	15	30	40	55	60	357	-.4	.723	-.023
In-State Peers	41.4	17.0	.27	10	30	40	60	60	4,325	-.4	.649	-.026
Top 50%	41.9	15.6	.04	15	30	40	60	60	322	-1.0	.339	-.061
Top 10%	43.8	15.5	.08	20	35	45	60	60	325	-2.8	.005	-.182

#### Experiences with Faculty

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Student-Faculty Interaction</b>												
UT Tyler (N = 329)	25.1	15.5	.86	0	15	20	35	55				
UT System	18.9	15.6	.20	0	5	15	30	50	6,657	6.1	.000	.394
Aspirational Peers	23.6	15.7	.23	0	10	20	35	55	5,071	1.5	.103	.093
In-State Peers	21.6	15.8	.24	0	10	20	30	55	4,543	3.5	.000	.223
Top 50%	29.2	15.8	.06	5	20	30	40	60	62,076	-4.1	.000	-.262
Top 10%	33.3	16.1	.18	10	20	35	45	60	359	-8.2	.000	-.509
<b>Effective Teaching Practices</b>												
UT Tyler (N = 330)	40.3	14.5	.80	16	32	40	52	60				
UT System	38.3	14.6	.19	12	28	40	48	60	6,446	2.0	.014	.138
Aspirational Peers	39.7	13.3	.19	16	32	40	48	60	369	.6	.461	.045
In-State Peers	38.6	14.2	.22	16	28	40	48	60	4,501	1.7	.035	.120
Top 50%	41.1	13.6	.04	16	32	40	52	60	96,846	-.9	.244	-.064
Top 10%	43.1	13.7	.10	20	36	44	56	60	20,152	-2.8	.000	-.206
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UT Tyler (N = 313)	43.0	13.1	.74	18	36	45	52	60				
UT System	41.1	13.4	.19	16	33	43	50	60	5,405	1.9	.015	.142
Aspirational Peers	41.7	11.9	.19	20	34	43	50	60	355	1.3	.081	.111
In-State Peers	41.0	13.5	.22	16	32	42	52	60	4,046	2.1	.010	.152
Top 50%	44.4	11.9	.04	22	38	46	54	60	314	-1.4	.066	-.115
Top 10%	46.5	12.3	.08	22	40	50	58	60	21,598	-3.5	.000	-.283
<b>Supportive Environment</b>												
UT Tyler (N = 316)	30.0	14.6	.82	8	20	30	40	55				
UT System	30.2	14.9	.20	6	20	30	40	58	5,894	-.2	.853	-.011
Aspirational Peers	33.2	13.6	.21	10	23	33	43	58	359	-3.2	.000	-.231
In-State Peers	32.4	14.5	.23	8	20	33	40	60	4,218	-2.4	.004	-.168
Top 50%	34.3	13.7	.04	13	25	35	43	60	317	-4.3	.000	-.311
Top 10%	36.4	13.7	.10	13	28	38	45	60	324	-6.3	.000	-.462

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

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

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

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

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

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

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