
NSSE 2019

Engagement Indicators

Sul Ross State University

About Your Engagement Indicators Report

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

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

Report Sections

Overview (p. 3)	Displays how average EI scores for your students compare with those of students at your comparison group institutions.
Theme Reports (pp. 4-13)	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: <ul style="list-style-type: none"> 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 <i>within</i> your institution and comparison group. Performance on Indicator Items Responses to each item in a given EI are summarized for your institution and comparison groups.
Comparisons with High-Performing Institutions (p. 15)	Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2018 and 2019 participating institutions.
Detailed Statistics (pp. 16-19)	Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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





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

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

Engagement Indicators: Overview

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











Use the following key:

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with SACSCOC Peer Group	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2018 & 2019
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--		
Experiences with Faculty	Student-Faculty Interaction	--		
	Effective Teaching Practices	--		
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Seniors

Theme	Engagement Indicator	Your seniors compared with SACSCOC Peer Group	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2018 & 2019
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others		--	
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices			
Campus Environment	Quality of Interactions	--		--
	Supportive Environment			

Academic Challenge: First-year students

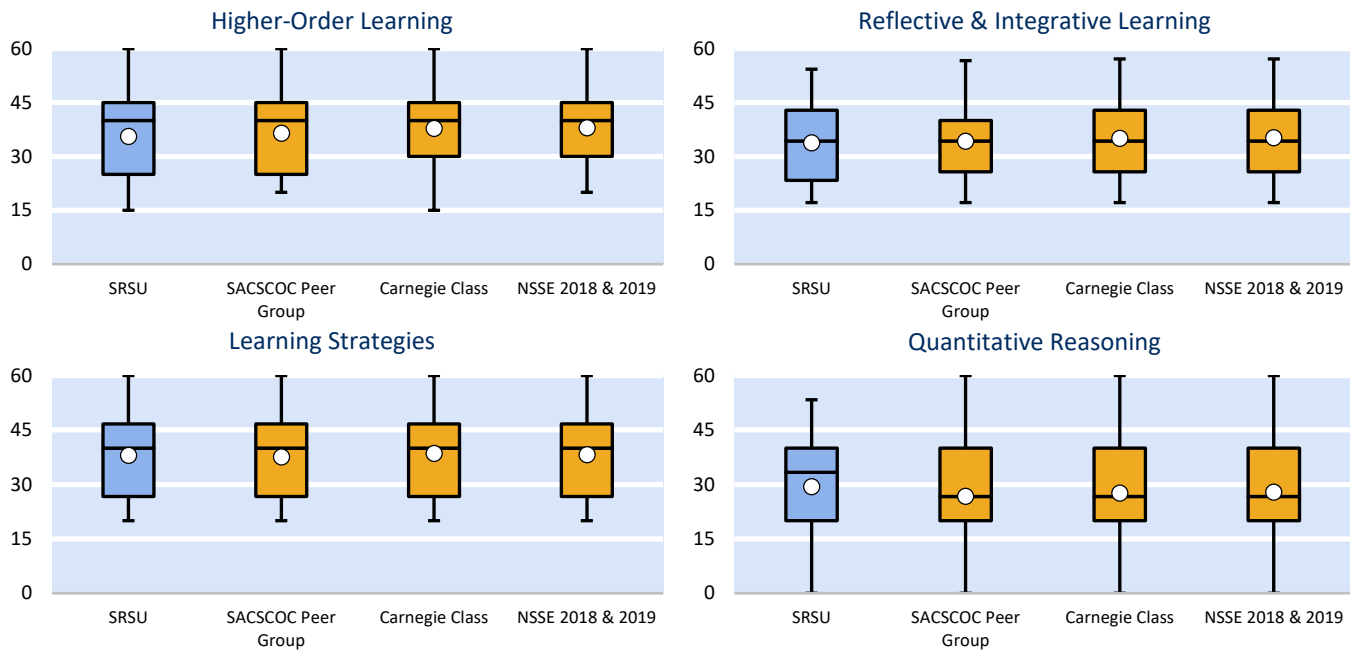
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	SRSU Mean	Your first-year students compared with					
		SACSCOC Peer Group		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	35.6	36.4	-.06	37.8	-.17	38.0	-.18
Reflective & Integrative Learning	33.8	34.3	-.04	35.0	-.10	35.2	-.12
Learning Strategies	38.0	37.6	.03	38.5	-.04	38.1	-.01
Quantitative Reasoning	29.3	26.7	.18	27.6	.11	27.8	.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.

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 difference ^a between your FY students and		
	SRSU	SACSCOC Peer Group	Carnegie Class	NSSE 2018 & 2019
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	61	<div><div></div></div> -3	<div><div></div></div> -8	<div><div></div></div> -9
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	61	<div><div></div></div> -3	<div><div></div></div> -7	<div><div></div></div> -8
4d. Evaluating a point of view, decision, or information source	65	<div><div></div></div> -2	<div><div></div></div> -5	<div><div></div></div> -4
4e. Forming a new idea or understanding from various pieces of information	70	+4 <div><div></div></div>	+1 <div><div></div></div>	+1 <div><div></div></div>
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	41	<div><div></div></div> -6	<div><div></div></div> -10	<div><div></div></div> -11
2b. Connected your learning to societal problems or issues	41	<div><div></div></div> -7	<div><div></div></div> -10	<div><div></div></div> -10
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	39	<div><div></div></div> -10	<div><div></div></div> -11	<div><div></div></div> -12
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	+3 <div><div></div></div>	+1 <div><div></div></div>	+1 <div><div></div></div>
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	+1 <div><div></div></div>	<div><div></div></div> -2	<div><div></div></div> -2
2f. Learned something that changed the way you understand an issue or concept	75	+10 <div><div></div></div>	+8 <div><div></div></div>	+8 <div><div></div></div>
2g. Connected ideas from your courses to your prior experiences and knowledge	78	+5 <div><div></div></div>	+1 <div><div></div></div>	+0 <div><div></div></div>
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	76	+4 <div><div></div></div>	+1 <div><div></div></div>	+1 <div><div></div></div>
9b. Reviewed your notes after class	71	+6 <div><div></div></div>	+4 <div><div></div></div>	+5 <div><div></div></div>
9c. Summarized what you learned in class or from course materials	64	+2 <div><div></div></div>	<div><div></div></div> -1	+1 <div><div></div></div>
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.)	47	<div><div></div></div> -2	<div><div></div></div> -5	<div><div></div></div> -5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49	+13 <div><div></div></div>	+9 <div><div></div></div>	+9 <div><div></div></div>
6c. Evaluated what others have concluded from numerical information	46	+12 <div><div></div></div>	+7 <div><div></div></div>	+7 <div><div></div></div>

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

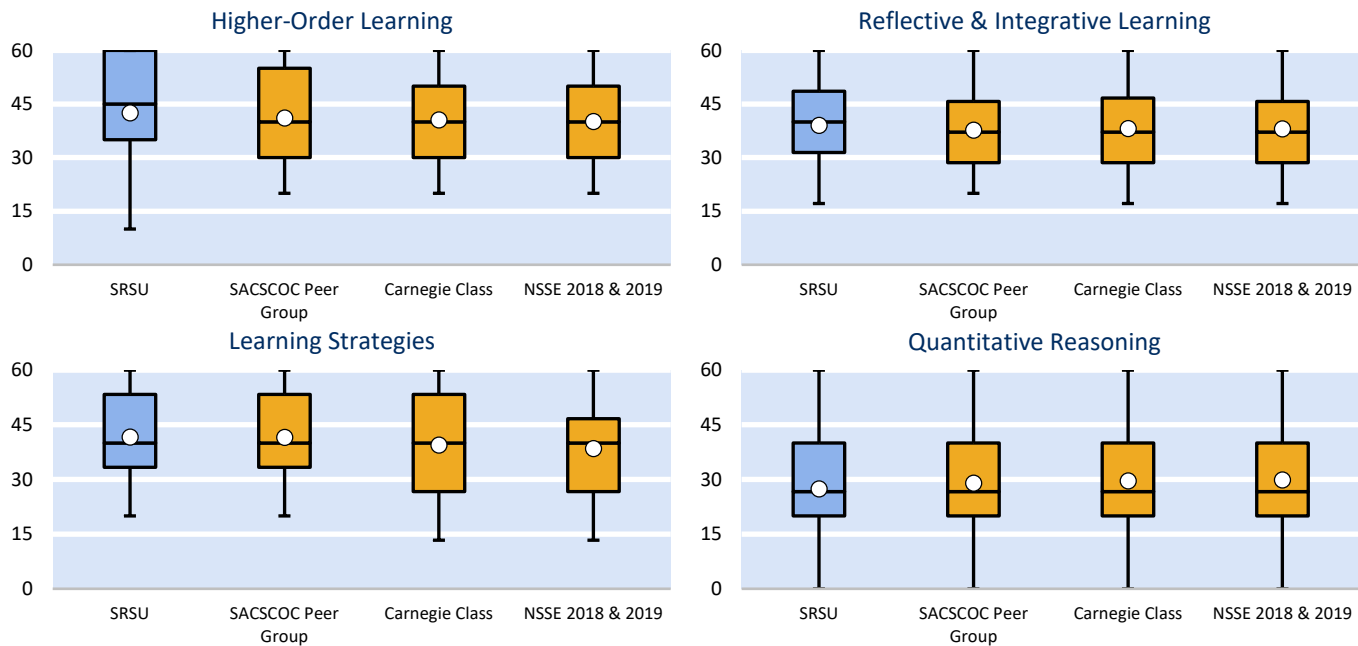
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	SRSU Mean	Your seniors compared with					
		SACSCOC Peer Group		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.5	41.1	.10	40.5	.15	40.0	.18
Reflective & Integrative Learning	39.0	37.7	.10	38.1	.07	38.0	.08
Learning Strategies	41.6	41.5	.00	39.4	.15	38.5 *	.21
Quantitative Reasoning	27.4	28.9	-.10	29.6	-.13	29.8	-.15

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

Score Distributions






















































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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.

		Percentage point difference ^a between your seniors and			
	SRSU	SACSCOC Peer Group	Carnegie Class	NSSE 2018 & 2019	
Higher-Order Learning					
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%				
4b. Applying facts, theories, or methods to practical problems or new situations	77	+1 	-1 	-0 	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	-2 	-2 	-1 	
4d. Evaluating a point of view, decision, or information source	77	+1 	+4 	+6 	
4e. Forming a new idea or understanding from various pieces of information	79	+5 	+5 	+7 	
Reflective & Integrative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
2a. Combined ideas from different courses when completing assignments	63	+0 	-3 	-5 	
2b. Connected your learning to societal problems or issues	62	+6 	-0 	+1 	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57	+6 	+3 	+4 	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	+3 	+4 	+4 	
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	78	+3 	+5 	+5 	
2f. Learned something that changed the way you understand an issue or concept	69	-2 	-2 	-2 	
2g. Connected ideas from your courses to your prior experiences and knowledge	86	+4 	+2 	+3 	
Learning Strategies					
Percentage of students who responded that they "Very often" or "Often"...					
9a. Identified key information from reading assignments	85	+3 	+6 	+7 	
9b. Reviewed your notes after class	74	+2 	+9 	+12 	
9c. Summarized what you learned in class or from course materials	73	+3 	+7 	+9 	
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.)	54	+1 	-0 	-2 	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	+1 	-4 	-3 	
6c. Evaluated what others have concluded from numerical information	41	+0 	-2 	-3 	

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Learning with Peers: First-year students

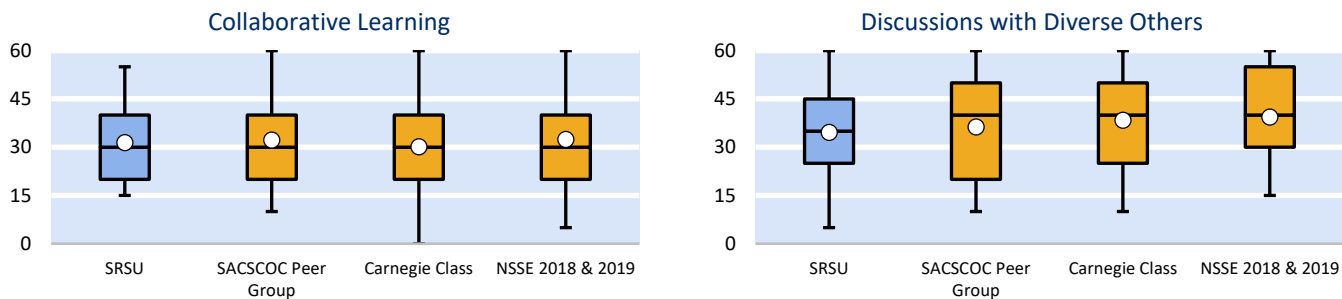
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	SRSU Mean	Your first-year students compared with					
		SACSCOC Peer Group		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.4	32.2	-.06	30.1	.08	32.4	-.07
Discussions with Diverse Others	34.6	36.2	-.10	38.3 *	-.23	39.4 **	-.31

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

Score Distributions



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Performance on Indicator Items

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 and			
		SACSCOC Peer Group	Carnegie Class	NSSE 2018 & 2019	
Collaborative Learning	SRSU				
Percentage of students who responded that they "Very often" or "Often"...	%				
1e. Asked another student to help you understand course material	52	+0	+4		-1
1f. Explained course material to one or more students	57	+4	+5		-0
1g. Prepared for exams by discussing or working through course material with other students	52	+2	+7	+1	
1h. Worked with other students on course projects or assignments	51	-2	+1		-3
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	66	+5	-2		-4
8b. People from an economic background other than your own	63	-1	-6		-8
8c. People with religious beliefs other than your own	51	-6	-13		-15
8d. People with political views other than your own	57	-1	-6		-7

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Learning with Peers: Seniors

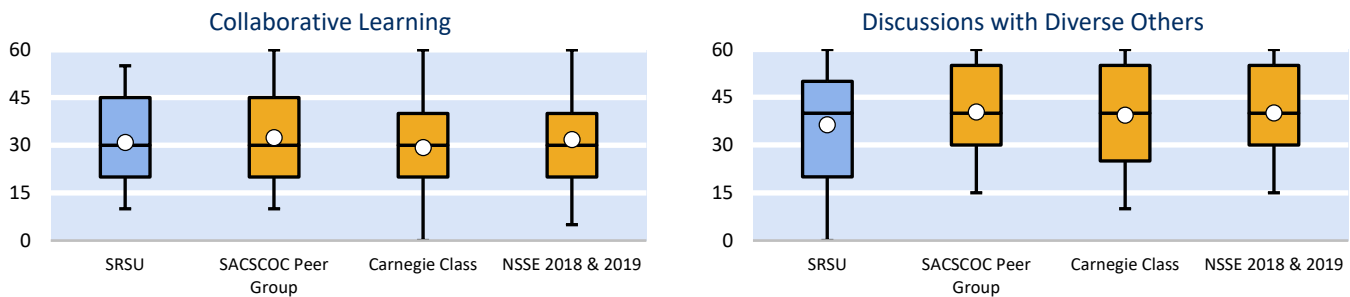
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Mean Comparisons

Engagement Indicator	SRSU Mean	Your seniors compared with					
		SACSCOC Peer Group		Carnegie Class		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.9	32.4	-.10	29.3	.10	31.8	-.06
Discussions with Diverse Others	36.4	40.3 *	-.24	39.4	-.18	40.1 *	-.23

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 difference ^a between your seniors and			
		SACSCOC Peer Group	Carnegie Class	NSSE 2018 & 2019	
Collaborative Learning	SRSU				
Percentage of students who responded that they "Very often" or "Often"...	%				
1e. Asked another student to help you understand course material	42	+1	+4		-1
1f. Explained course material to one or more students	56	-3	+3		-2
1g. Prepared for exams by discussing or working through course material with other students	51	+3	+9	+4	
1h. Worked with other students on course projects or assignments	47	-15	-8		-15
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	59	-15	-11		-13
8b. People from an economic background other than your own	64	-10	-7		-9
8c. People with religious beliefs other than your own	57	-8	-10		-11
8d. People with political views other than your own	60	-6	-5		-6

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Experiences with Faculty: First-year students

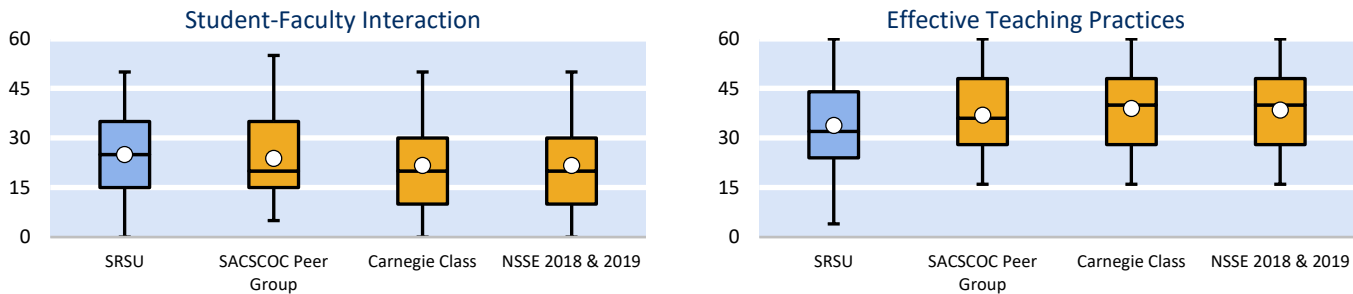
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	SRSU Mean	Your first-year students compared with					
		SACSCOC Peer Group Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2018 & 2019 Mean	Effect size
Student-Faculty Interaction	25.0	23.9	.08	21.7 *	.22	21.7 *	.23
Effective Teaching Practices	33.9	36.9	-.22	38.9 **	-.37	38.5 *	-.35

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		Percentage point difference ^a between your FY students and		
		SACSCOC Peer Group	Carnegie Class	NSSE 2018 & 2019
Student-Faculty Interaction	SRSU			
Percentage of students who responded that they "Very often" or "Often" ...	%			
3a. Talked about career plans with a faculty member	51	+9 	+12 	+12 
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	29	+2 	+7 	+8 
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	+1 	+4 	+5 
3d. Discussed your academic performance with a faculty member	43	+6 	+10 	+12 
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	64	-6 	-12 	-12 
5b. Taught course sessions in an organized way	50	-14 	-23 	-24 
5c. Used examples or illustrations to explain difficult points	57	-10 	-16 	-17 
5d. Provided feedback on a draft or work in progress	62	+1 	-3 	-2 
5e. Provided prompt and detailed feedback on tests or completed assignments	49	-9 	-13 	-10 

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Experiences with Faculty: Seniors

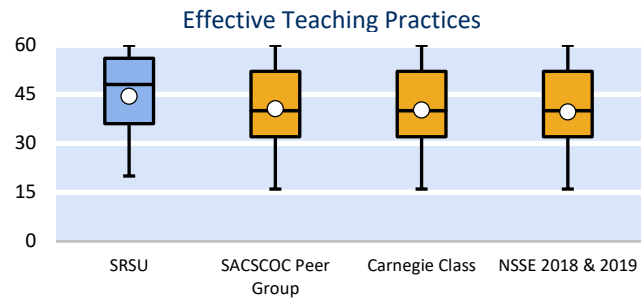
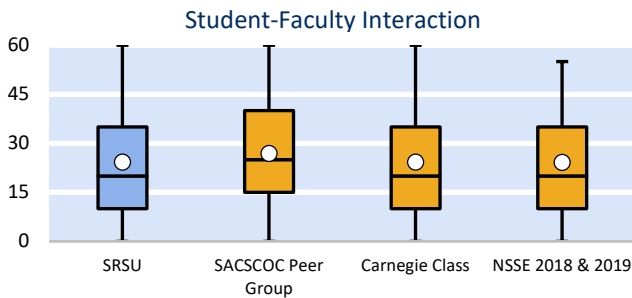
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Student-Faculty Interaction	24.2	26.9	-.16	24.2	.00	24.1	.01
Effective Teaching Practices	44.3	40.6 *	.26	40.2 **	.30	39.6 ***	.35

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	SRSU	Percentage point difference ^a between your seniors and		
		SACSCOC Peer Group	Carnegie Class	NSSE 2018 & 2019
Percentage of students who responded that they "Very often" or "Often" ...	%			
3a. Talked about career plans with a faculty member	49	+1	+3	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	-4	+1	+0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	-4	-1	-1
3d. Discussed your academic performance with a faculty member	38	-6	+0	+4
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	82	+3	+2	+2
5b. Taught course sessions in an organized way	80	+5	+3	+3
5c. Used examples or illustrations to explain difficult points	83	+7	+6	+6
5d. Provided feedback on a draft or work in progress	69	+3	+6	+9
5e. Provided prompt and detailed feedback on tests or completed assignments	71	+5	+5	+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.

Campus Environment: First-year students

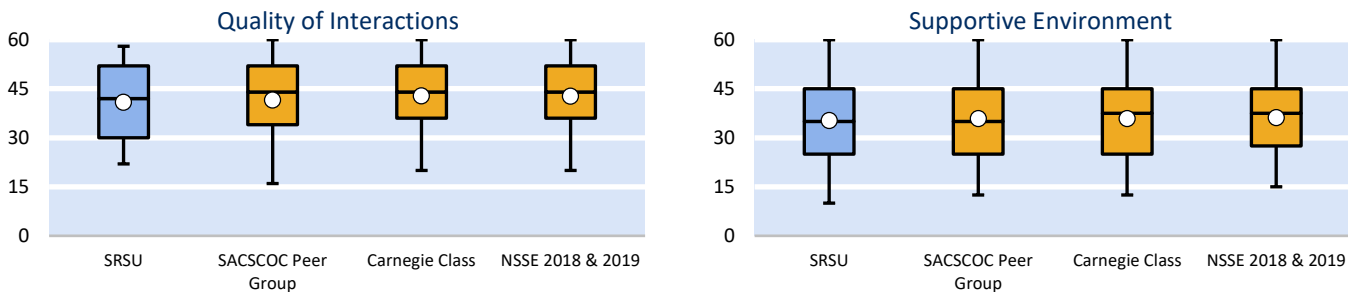
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	SRSU Mean	Your first-year students compared with					
		SACSCOC Peer Group Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2018 & 2019 Mean	Effect size
Quality of Interactions	40.9	41.5	-.04	42.8	-.15	42.7	-.15
Supportive Environment	35.2	35.8	-.04	35.8	-.05	36.1	-.07

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	SRSU %	Percentage point difference ^a between your FY students and			
		SACSCOC Peer Group	Carnegie Class	NSSE 2018 & 2019	
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...					
13a. Students	49	-0	-1	-2	
13b. Academic advisors	43	-8	-10	-10	
13c. Faculty	51	+2	-1	+0	
13d. Student services staff (career services, student activities, housing, etc.)	42	-3	-5	-4	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	50	+6	+2	+5	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	63	-6	-12	-13	
14c. Using learning support services (tutoring services, writing center, etc.)	67	-5	-11	-11	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	+4	-1	-1	
14e. Providing opportunities to be involved socially	69	+2	-0	-2	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	-1	-4	-5	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	47	+5	+3	+6	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	70	+5	+10	+7	
14i. Attending events that address important social, economic, or political issues	42	-9	-6	-7	

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

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

Campus Environment: Seniors

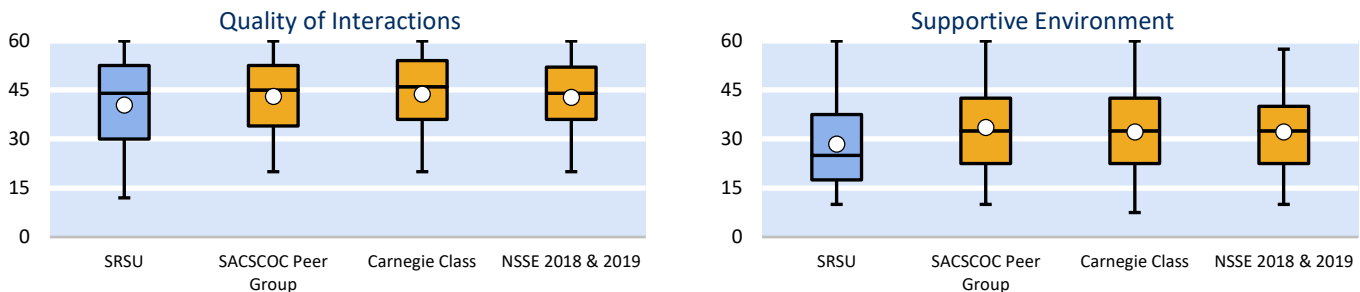
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	SRSU Mean	Your seniors compared with					
		SACSCOC Peer Group Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2018 & 2019 Mean	Effect size
Quality of Interactions	40.4	43.0	-.20	43.8 *	-.27	42.8	-.19
Supportive Environment	28.5	33.6 **	-.34	32.2 *	-.26	32.2 *	-.26

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	SRSU %	Percentage point difference ^a between your seniors and			
		SACSCOC Peer Group	Carnegie Class	NSSE 2018 & 2019	
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...					
13a. Students	54	-5	-3	-3	
13b. Academic advisors	48	-8	-9	-5	
13c. Faculty	53	-5	-7	-4	
13d. Student services staff (career services, student activities, housing, etc.)	43	+1	-5	-1	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	48	+4	-1	+4	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	64	-4	-8	-7	
14c. Using learning support services (tutoring services, writing center, etc.)	57	-9	-11	-10	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	46	-11	-11	-9	
14e. Providing opportunities to be involved socially	46	-21	-16	-18	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	44	-15	-15	-16	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	28	-9	-6	-3	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	41	-17	-6	-11	
14i. Attending events that address important social, economic, or political issues	31	-17	-9	-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.

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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/links/PNP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2018 and 2019 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2018 and 2019 NSSE institutions.

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

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

First-Year Students

		SRSU	Your first-year students compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
		Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	35.6	39.3 **	-.29		41.0 ***	-.42	
	Reflective and Integrative Learning	33.8	36.8 *	-.26		38.8 ***	-.42	
	Learning Strategies	38.0	39.9	-.14		42.5 **	-.32	
	Quantitative Reasoning	29.3	29.3	.00	✓	30.8	-.10	✓
Learning with Peers	Collaborative Learning	31.4	35.4 **	-.29		37.7 ***	-.46	
	Discussions with Diverse Others	34.6	41.3 ***	-.45		43.2 ***	-.60	
Experiences with Faculty	Student-Faculty Interaction	25.0	24.9	.00	✓	28.0	-.19	
	Effective Teaching Practices	33.9	40.6 ***	-.51		42.7 ***	-.63	
Campus Environment	Quality of Interactions	40.9	44.9 *	-.35		47.1 ***	-.53	
	Supportive Environment	35.2	38.1	-.22		40.1 **	-.37	

Seniors

		SRSU	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
		Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	42.5	41.8	.05	✓	43.0	-.04	✓
	Reflective and Integrative Learning	39.0	39.9	-.08	✓	41.6 *	-.21	
	Learning Strategies	41.6	40.8	.06	✓	42.6	-.07	✓
	Quantitative Reasoning	27.4	31.3 *	-.24		32.7 **	-.34	
Learning with Peers	Collaborative Learning	30.9	36.1 ***	-.37		38.6 ***	-.57	
	Discussions with Diverse Others	36.4	42.0 ***	-.36		43.5 ***	-.46	
Experiences with Faculty	Student-Faculty Interaction	24.2	29.9 **	-.35		33.9 ***	-.61	
	Effective Teaching Practices	44.3	41.8	.19	✓	43.5	.06	✓
Campus Environment	Quality of Interactions	40.4	45.2 **	-.40		47.4 ***	-.58	
	Supportive Environment	28.5	34.8 ***	-.45		37.0 ***	-.61	

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

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

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

NSSE 2019 Engagement Indicators

Detailed Statistics^a

Sul Ross State University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
SRSU (N = 80)	35.6	13.2	1.48	15	25	40	45	60				
SACSCOC Peer Group	36.4	13.3	.46	20	25	40	45	60	908	-.8	.594	-.062
Carnegie Class	37.8	13.3	.07	15	30	40	45	60	32,205	-2.2	.137	-.166
NSSE 2018 & 2019	38.0	13.2	.04	20	30	40	45	60	128,185	-2.4	.103	-.182
Top 50%	39.3	13.0	.05	20	30	40	50	60	68,662	-3.7	.010	-.288
Top 10%	41.0	13.0	.10	20	35	40	50	60	17,772	-5.4	.000	-.417
Reflective & Integrative Learning												
SRSU (N = 83)	33.8	11.6	1.28	17	23	34	43	54				
SACSCOC Peer Group	34.3	11.6	.39	17	26	34	40	57	970	-.5	.712	-.042
Carnegie Class	35.0	12.1	.06	17	26	34	43	57	34,572	-1.3	.342	-.104
NSSE 2018 & 2019	35.2	12.0	.03	17	26	34	43	57	137,456	-1.5	.262	-.123
Top 50%	36.8	11.8	.04	17	29	37	46	57	69,146	-3.0	.020	-.255
Top 10%	38.8	11.8	.10	20	31	40	46	60	14,383	-5.0	.000	-.424
Learning Strategies												
SRSU (N = 76)	38.0	13.1	1.50	20	27	40	47	60				
SACSCOC Peer Group	37.6	14.0	.50	20	27	40	47	60	853	.4	.818	.028
Carnegie Class	38.5	13.9	.08	20	27	40	47	60	30,594	-.5	.749	-.037
NSSE 2018 & 2019	38.1	13.8	.04	20	27	40	47	60	121,870	-.2	.916	-.012
Top 50%	39.9	13.7	.06	20	33	40	53	60	59,359	-1.9	.225	-.139
Top 10%	42.5	14.0	.12	20	33	40	53	60	13,834	-4.5	.005	-.320
Quantitative Reasoning												
SRSU (N = 76)	29.3	15.9	1.83	0	20	33	40	53				
SACSCOC Peer Group	26.7	15.0	.53	0	20	27	40	60	864	2.7	.143	.176
Carnegie Class	27.6	15.5	.09	0	20	27	40	60	31,103	1.7	.338	.110
NSSE 2018 & 2019	27.8	15.3	.04	0	20	27	40	60	123,760	1.5	.398	.097
Top 50%	29.3	15.2	.06	7	20	27	40	60	71,897	.1	.976	.003
Top 10%	30.8	15.2	.11	7	20	33	40	60	19,324	-1.5	.406	-.095
Learning with Peers												
Collaborative Learning												
SRSU (N = 85)	31.4	12.2	1.32	15	20	30	40	55				
SACSCOC Peer Group	32.2	14.2	.46	10	20	30	40	60	106	-.8	.556	-.059
Carnegie Class	30.1	15.4	.08	0	20	30	40	60	85	1.3	.338	.083
NSSE 2018 & 2019	32.4	14.7	.04	5	20	30	40	60	85	-1.0	.451	-.068
Top 50%	35.4	13.7	.05	15	25	35	45	60	75,012	-4.0	.007	-.293
Top 10%	37.7	13.6	.11	15	30	40	50	60	16,202	-6.3	.000	-.460
Discussions with Diverse Others												
SRSU (N = 78)	34.6	16.7	1.89	5	25	35	45	60				
SACSCOC Peer Group	36.2	16.4	.58	10	20	40	50	60	865	-1.7	.392	-.101
Carnegie Class	38.3	16.2	.09	10	25	40	50	60	30,825	-3.8	.042	-.231
NSSE 2018 & 2019	39.4	15.6	.04	15	30	40	55	60	122,776	-4.8	.007	-.308
Top 50%	41.3	14.9	.06	20	30	40	55	60	71,246	-6.7	.000	-.451
Top 10%	43.2	14.4	.11	20	35	40	60	60	16,041	-8.7	.000	-.600
Experiences with Faculty												
Student-Faculty Interaction												
SRSU (N = 79)	25.0	15.2	1.71	0	15	25	35	50				
SACSCOC Peer Group	23.9	14.8	.51	5	15	20	35	55	930	1.1	.519	.076

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Carnegie Class	21.7	14.9	.08	0	10	20	30	50	33,203	3.3	.049	.221
NSSE 2018 & 2019	21.7	14.7	.04	0	10	20	30	50	132,185	3.3	.044	.226
Top 50%	24.9	14.8	.07	5	15	20	35	55	46,645	.1	.976	.003
Top 10%	28.0	15.5	.18	5	15	25	40	60	7,373	-3.0	.088	-.192
Effective Teaching Practices												
SRSU (N = 82)	33.9	16.0	1.76	4	24	32	44	60				
SACSCOC Peer Group	36.9	13.9	.48	16	28	36	48	60	915	-3.1	.060	-.218
Carnegie Class	38.9	13.5	.08	16	28	40	48	60	82	-5.0	.005	-.372
NSSE 2018 & 2019	38.5	13.2	.04	16	28	40	48	60	81	-4.6	.010	-.350
Top 50%	40.6	13.2	.06	20	32	40	52	60	82	-6.8	.000	-.511
Top 10%	42.7	14.0	.12	20	32	44	56	60	13,714	-8.8	.000	-.630
Campus Environment												
Quality of Interactions												
SRSU (N = 71)	40.9	13.6	1.62	22	30	42	52	58				
SACSCOC Peer Group	41.5	13.2	.49	16	34	44	52	60	809	-.6	.719	-.045
Carnegie Class	42.8	12.5	.07	20	36	44	52	60	28,297	-1.9	.197	-.154
NSSE 2018 & 2019	42.7	12.1	.04	20	36	44	52	60	114,488	-1.8	.219	-.147
Top 50%	44.9	11.4	.05	24	38	46	54	60	70	-4.0	.017	-.348
Top 10%	47.1	11.8	.11	24	40	50	58	60	70	-6.2	.000	-.527
Supportive Environment												
SRSU (N = 77)	35.2	14.0	1.59	10	25	35	45	60				
SACSCOC Peer Group	35.8	14.0	.51	13	25	35	45	60	827	-.6	.719	-.043
Carnegie Class	35.8	13.9	.08	13	25	38	45	60	29,649	-.6	.691	-.045
NSSE 2018 & 2019	36.1	13.5	.04	15	28	38	45	60	118,275	-.9	.562	-.066
Top 50%	38.1	13.2	.06	18	30	40	48	60	57,152	-2.9	.052	-.221
Top 10%	40.1	13.2	.12	18	30	40	50	60	11,879	-4.9	.001	-.369

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

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

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

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

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

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

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

NSSE 2019 Engagement Indicators

Detailed Statistics^a

Sul Ross State University

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
SRSU (N = 93)	42.5	15.1	1.56	10	35	45	60	60				
SACSCOC Peer Group	41.1	13.7	.48	20	30	40	55	60	912	1.4	.351	.102
Carnegie Class	40.5	13.7	.07	20	30	40	50	60	43,114	2.0	.159	.146
NSSE 2018 & 2019	40.0	13.6	.03	20	30	40	50	60	163,420	2.5	.081	.181
Top 50%	41.8	13.5	.05	20	35	40	55	60	68,278	.7	.617	.052
Top 10%	43.0	13.5	.10	20	35	40	55	60	18,703	-.6	.689	-.041
Reflective & Integrative Learning												
SRSU (N = 97)	39.0	12.8	1.30	17	31	40	49	60				
SACSCOC Peer Group	37.7	12.2	.41	20	29	37	46	60	971	1.3	.330	.104
Carnegie Class	38.1	12.5	.06	17	29	37	47	60	45,358	.9	.495	.069
NSSE 2018 & 2019	38.0	12.4	.03	17	29	37	46	60	172,014	1.0	.447	.077
Top 50%	39.9	12.2	.05	20	31	40	49	60	65,209	-.9	.451	-.077
Top 10%	41.6	12.2	.11	20	34	40	51	60	12,831	-2.6	.035	-.215
Learning Strategies												
SRSU (N = 92)	41.6	13.0	1.35	20	33	40	53	60				
SACSCOC Peer Group	41.5	14.2	.50	20	33	40	53	60	888	.1	.973	.004
Carnegie Class	39.4	14.5	.07	13	27	40	53	60	41,532	2.2	.144	.152
NSSE 2018 & 2019	38.5	14.6	.04	13	27	40	47	60	157,061	3.1	.039	.215
Top 50%	40.8	14.4	.05	20	33	40	53	60	71,391	.8	.595	.055
Top 10%	42.6	14.3	.09	20	33	40	60	60	22,855	-1.0	.500	-.070
Quantitative Reasoning												
SRSU (N = 93)	27.4	16.8	1.74	0	20	27	40	60				
SACSCOC Peer Group	28.9	16.0	.57	0	20	27	40	60	888	-1.5	.382	-.096
Carnegie Class	29.6	16.2	.08	0	20	27	40	60	42,005	-2.2	.195	-.135
NSSE 2018 & 2019	29.8	16.1	.04	0	20	27	40	60	159,006	-2.5	.142	-.152
Top 50%	31.3	16.0	.05	7	20	33	40	60	87,914	-3.9	.019	-.244
Top 10%	32.7	15.8	.10	7	20	33	40	60	24,443	-5.4	.001	-.339
Learning with Peers												
Collaborative Learning												
SRSU (N = 96)	30.9	14.3	1.46	10	20	30	45	55				
SACSCOC Peer Group	32.4	14.8	.49	10	20	30	45	60	999	-1.5	.339	-.102
Carnegie Class	29.3	16.4	.08	0	20	30	40	60	46,912	1.6	.345	.096
NSSE 2018 & 2019	31.8	15.7	.04	5	20	30	40	60	178,289	-.9	.557	-.060
Top 50%	36.1	14.0	.05	15	25	35	45	60	76,415	-5.2	.000	-.372
Top 10%	38.6	13.5	.12	15	30	40	50	60	12,222	-7.7	.000	-.570
Discussions with Diverse Others												
SRSU (N = 90)	36.4	17.3	1.83	0	20	40	50	60				
SACSCOC Peer Group	40.3	16.0	.57	15	30	40	55	60	886	-3.9	.029	-.243
Carnegie Class	39.4	16.7	.08	10	25	40	55	60	41,606	-3.0	.089	-.179
NSSE 2018 & 2019	40.1	16.0	.04	15	30	40	55	60	157,657	-3.7	.028	-.231
Top 50%	42.0	15.6	.05	15	30	40	60	60	87,189	-5.6	.001	-.360
Top 10%	43.5	15.4	.10	20	35	45	60	60	23,275	-7.1	.000	-.463
Experiences with Faculty												
Student-Faculty Interaction												
SRSU (N = 94)	24.2	18.1	1.87	0	10	20	35	60				
SACSCOC Peer Group	26.9	16.9	.58	0	15	25	40	60	936	-2.7	.150	-.157

NSSE 2019 Engagement Indicators

Detailed Statistics^a

Sul Ross State University

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Carnegie Class	24.2	16.2	.08	0	10	20	35	60	93	.0	.997	.000
NSSE 2018 & 2019	24.1	16.1	.04	0	10	20	35	55	93	.1	.937	.009
Top 50%	29.9	15.9	.08	5	20	30	40	60	93	-5.6	.003	-.354
Top 10%	33.9	15.8	.22	10	20	35	45	60	96	-9.7	.000	-.612
Effective Teaching Practices												
SRSU (N = 96)	44.3	14.7	1.50	20	36	48	56	60				
SACSCOC Peer Group	40.6	14.5	.50	16	32	40	52	60	923	3.7	.018	.257
Carnegie Class	40.2	14.0	.07	16	32	40	52	60	43,160	4.2	.004	.297
NSSE 2018 & 2019	39.6	13.8	.03	16	32	40	52	60	163,431	4.8	.001	.346
Top 50%	41.8	13.6	.06	20	32	40	52	60	57,016	2.6	.065	.189
Top 10%	43.5	13.5	.11	20	36	44	56	60	15,559	.8	.561	.060
Campus Environment												
Quality of Interactions												
SRSU (N = 90)	40.4	15.3	1.62	12	30	44	53	60				
SACSCOC Peer Group	43.0	12.9	.47	20	34	45	53	60	104	-2.6	.120	-.201
Carnegie Class	43.8	12.4	.06	20	36	46	54	60	89	-3.4	.041	-.272
NSSE 2018 & 2019	42.8	12.2	.03	20	36	44	52	60	89	-2.4	.149	-.192
Top 50%	45.2	11.8	.05	23	38	48	54	60	89	-4.7	.004	-.402
Top 10%	47.4	12.0	.08	24	40	50	58	60	89	-7.0	.000	-.580
Supportive Environment												
SRSU (N = 90)	28.5	14.4	1.51	10	18	25	38	60				
SACSCOC Peer Group	33.6	14.8	.53	10	23	33	43	60	866	-5.1	.002	-.344
Carnegie Class	32.2	14.4	.07	8	23	33	43	60	40,632	-3.7	.015	-.256
NSSE 2018 & 2019	32.2	14.1	.04	10	23	33	40	58	153,891	-3.7	.012	-.264
Top 50%	34.8	13.9	.06	13	25	35	45	60	61,610	-6.3	.000	-.451
Top 10%	37.0	14.0	.13	13	28	38	48	60	11,742	-8.5	.000	-.606

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.