NSSE 2020
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
Academic Challenge	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
Learning with Peers	Collaborative Learning
	Discussions with Diverse Others
Experiences with Faculty	Student-Faculty Interaction
	Effective Teaching Practices
Campus Environment	Quality of Interactions
	Supportive Environment

Report Sections

Overview (p. 3)
Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)
Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items
Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)
Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2019 and 2020 participating institutions.

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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

NSSE 2020 Engagement Indicators

Overview

Sul Ross State University

Engagement Indicators: Overview

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

Use the following key:

▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Rural INST	Your first-year students compared with Aspirational Cohort	Your first-year students compared with NSSE 2019 & 2020
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 Rural INST	Your seniors compared with Aspirational Cohort	Your seniors compared with NSSE 2019 & 2020
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

| | SRSU | Your first-year students compared with | | | | | |
| | | Rural INST | | Aspirational Cohort | | NSSE 2019 & 2020 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	35.8	38.5	-.19	36.5	-.05	38.1	-.17
Reflective & Integrative Learning	33.8	35.7	-.15	34.1	-.02	35.2	-.11
Learning Strategies	37.5	40.4	-.21	37.4	.01	38.3	-.06
Quantitative Reasoning	28.2	31.3	-.19	27.6	.04	28.2	.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
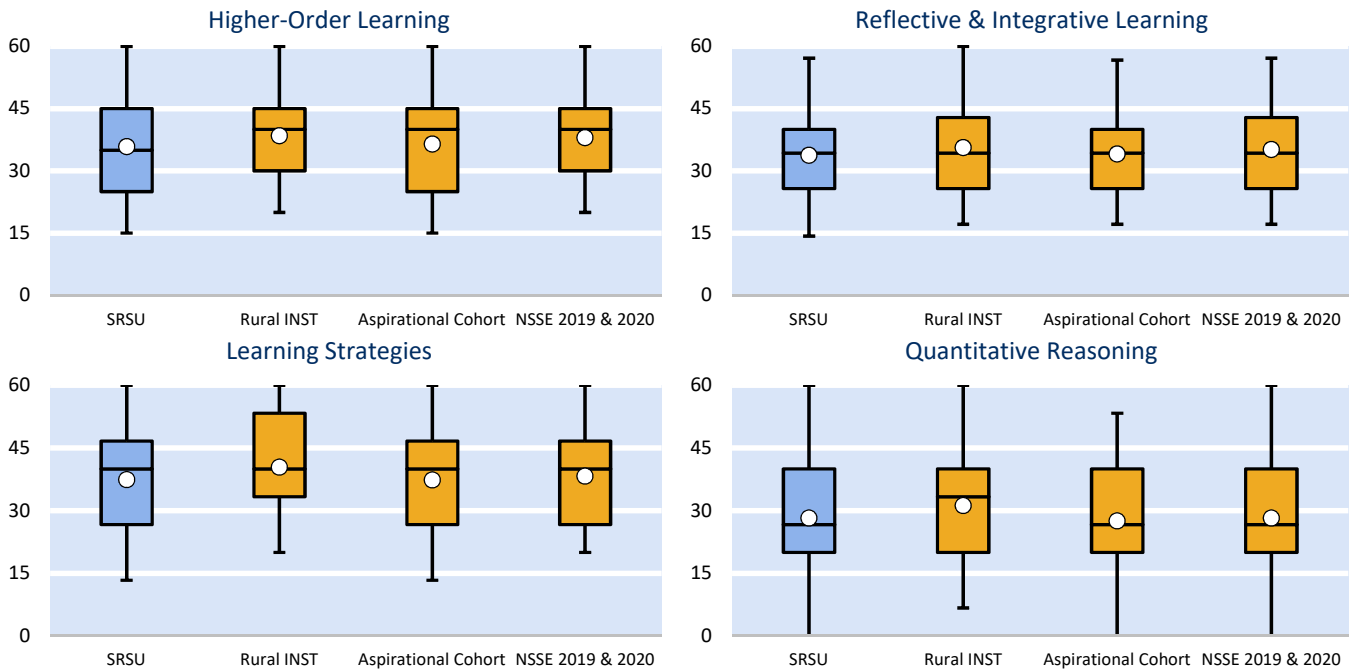
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Academic Challenge: First-year students (continued)

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		
Higher-Order Learning	**SRSU**	**Rural INST**	**Aspirational Cohort**	**NSSE 2019 & 2020**
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	58	-7	-7	-12
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	55	-13	-10	-14
4d. Evaluating a point of view, decision, or information source	69	-4	+1	-0
4e. Forming a new idea or understanding from various pieces of information	67	-3	+0	-2
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	46	-10	-4	-5
2b. Connected your learning to societal problems or issues	48	-5	+1	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	42	-8	-4	-9
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	+1	+3	+2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	-1	-0	-3
2f. Learned something that changed the way you understand an issue or concept	68	+3	+6	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	77	-0	+2	+0
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	72	-3	-1	-2
9b. Reviewed your notes after class	65	-9	+1	-2
9c. Summarized what you learned in class or from course materials	70	+1	+8	+6
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	-5	+6	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	-8	+1	+2
6c. Evaluated what others have concluded from numerical information	46	-1	+8	+6

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

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

NSSE 2020 Engagement Indicators
Academic Challenge
Sul Ross State University

Academic Challenge: Seniors

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

Mean Comparisons

	SRSU							
			*Your seniors compared with*					
		Rural INST		**Aspirational Cohort**		**NSSE 2019 & 2020**		
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*	
Higher-Order Learning	37.6	42.3 ***	-.36	40.8 *	-.24	40.1 *	-.18	
Reflective & Integrative Learning	37.1	39.0	-.14	38.8	-.13	38.1	-.07	
Learning Strategies	40.6	40.7	-.01	39.1	.10	38.6	.14	
Quantitative Reasoning	26.9	29.8	-.17	29.6	-.16	30.2 *	-.21	

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

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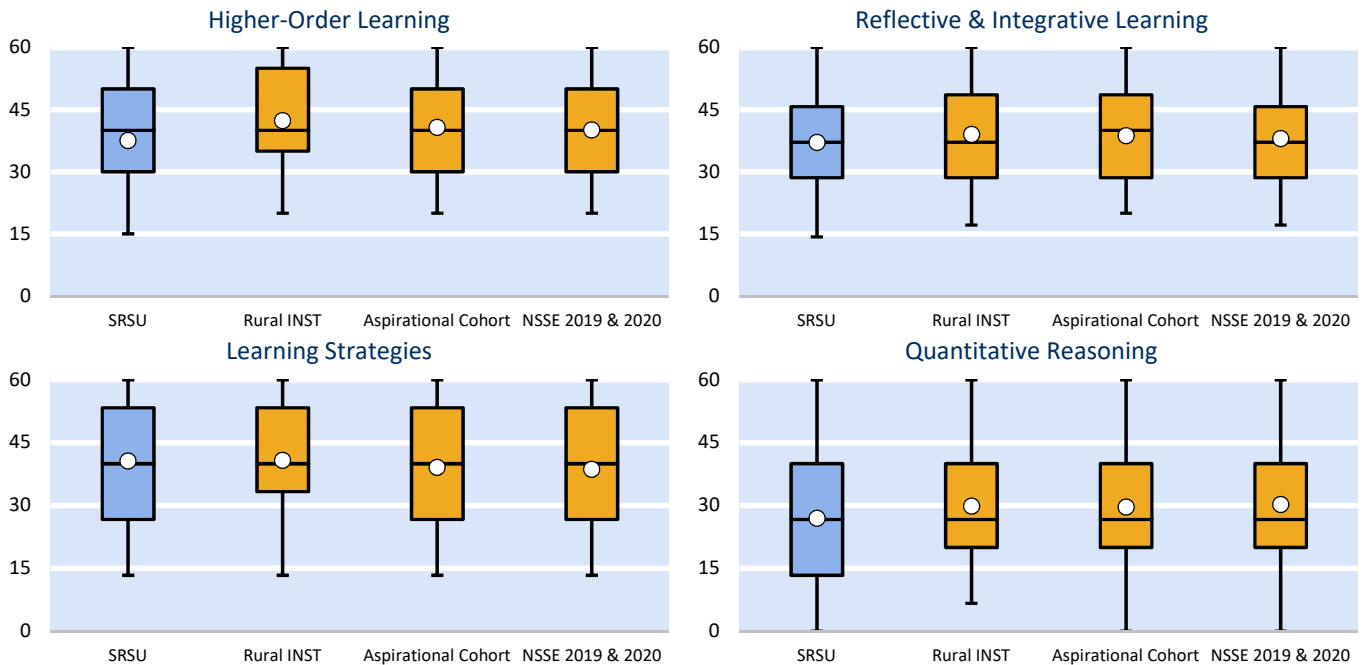
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Academic Challenge: Seniors (continued)

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.

	SRSU	Rural INST	Aspirational Cohort	NSSE 2019 & 2020
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	64	-17	-15	-14
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	-10	-9	-7
4d. Evaluating a point of view, decision, or information source	68	-10	-8	-3
4e. Forming a new idea or understanding from various pieces of information	71	-7	-4	-2
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	60	-4	-10	-8
2b. Connected your learning to societal problems or issues	58	-6	-7	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	56	-4	-2	+3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	-2	-0	+0
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	-3	-1	-2
2f. Learned something that changed the way you understand an issue or concept	66	-3	-4	-5
2g. Connected ideas from your courses to your prior experiences and knowledge	79	-4	-6	-5
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	73	-10	-6	-4
9b. Reviewed your notes after class	71	+3	+9	+8
9c. Summarized what you learned in class or from course materials	68	-1	+2	+3
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	50	-1	-4	-6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37	-9	-8	-8
6c. Evaluated what others have concluded from numerical information	36	-9	-8	-10

Percentage point difference [a] between your seniors and

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

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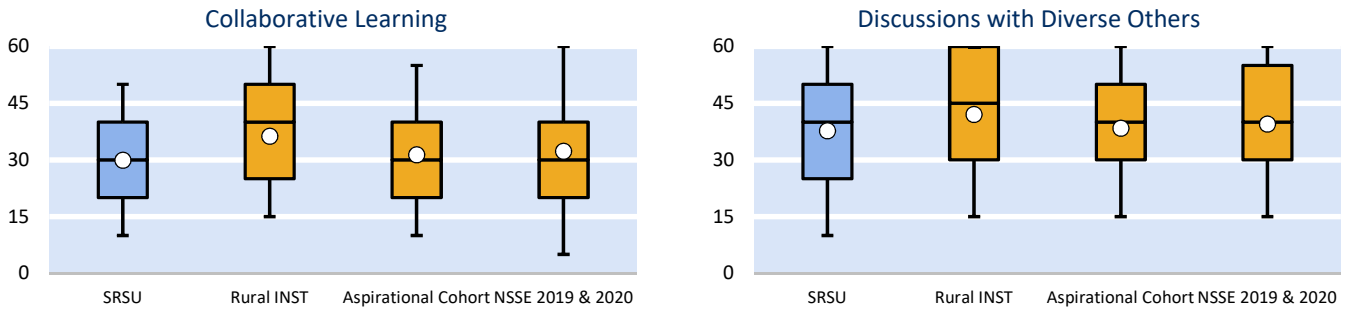
Learning with Peers: First-year students

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

	SRSU							
		*Your first-year students compared with*	
		\multicolumn{2}{c}{**Rural INST**}	\multicolumn{2}{c}{**Aspirational Cohort**}	\multicolumn{2}{c}{**NSSE 2019 & 2020**}
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	29.9	36.2 ***	-.48	31.3	-.10	32.3	-.16
Discussions with Diverse Others	37.7	42.0	-.27	38.3	-.04	39.5	-.11

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.

	SRSU	*Percentage point difference [a] between your FY students and*		
Collaborative Learning		**Rural INST**	**Aspirational Cohort**	**NSSE 2019 & 2020**
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	49	-15	-2	-3
1f. Explained course material to one or more students	54	-8	+0	-3
1g. Prepared for exams by discussing or working through course material with other students	45	-13	-2	-5
1h. Worked with other students on course projects or assignments	49	-18	-5	-6
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	69	-12	+3	-1
8b. People from an economic background other than your own	71	-3	+1	-1
8c. People with religious beliefs other than your own	60	-7	-5	-6
8d. People with political views other than your own	61	-7	-5	-4

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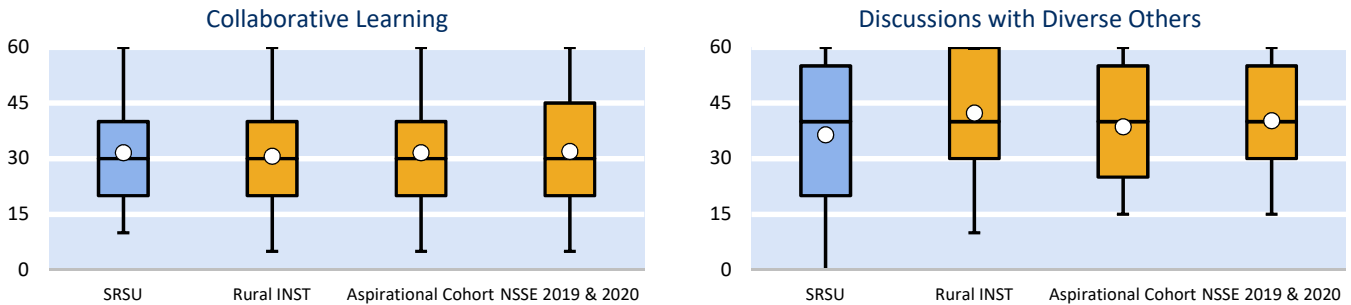
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Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up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

Mean Comparisons

	SRSU	Rural INST		Aspirational Cohort		NSSE 2019 & 2020	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.6	30.6	.07	31.6	.00	32.0	-.02
Discussions with Diverse Others	36.5	42.3 **	-.35	38.6	-.13	40.2 *	-.23

Your seniors compared with

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

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			Percentage point difference [a] between your seniors and				
Collaborative Learning	SRSU	Rural INST		Aspirational Cohort		NSSE 2019 & 2020	
Percentage of students who responded that they "Very often" or "Often"...	%						
1e. Asked another student to help you understand course material	45	+8		+2		+2	
1f. Explained course material to one or more students	60	+4		+3		+3	
1g. Prepared for exams by discussing or working through course material with other students	45	+2		+1		-2	
1h. Worked with other students on course projects or assignments	48	-6		-12		-14	
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	56	-24		-8		-16	
8b. People from an economic background other than your own	64	-10		-6		-9	
8c. People with religious beliefs other than your own	57	-12		-7		-11	
8d. People with political views other than your own	58	-11		-8		-7	

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NSSE 2020 Engagement Indicators

Experiences with Faculty
Sul Ross State University

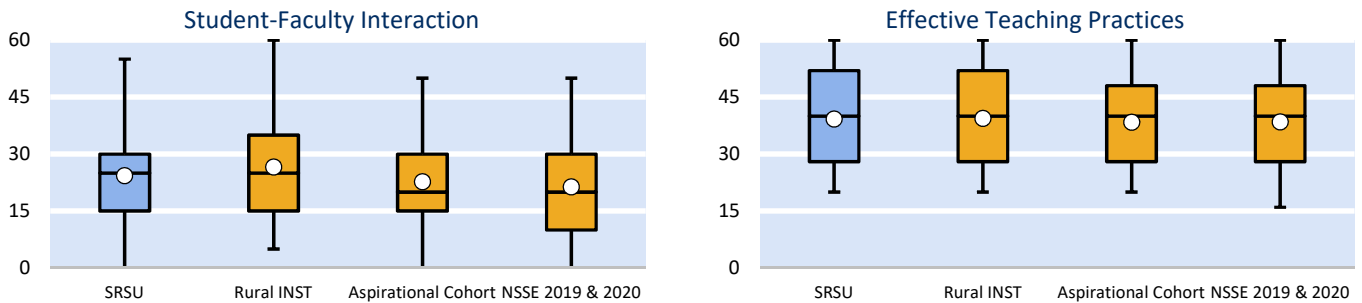## Experiences with Faculty: First-year students

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

Mean Comparisons

| | SRSU | Rural INST | | Aspirational Cohort | | NSSE 2019 & 2020 | |
| | | | | *Your first-year students compared with* | | | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.3	26.6	-.15	22.7	.11	21.4 *	.20
Effective Teaching Practices	39.2	39.4	-.01	38.4	.06	38.4	.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).

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| | SRSU | Percentage point difference [a] between your FY students and | | |
Student-Faculty Interaction		Rural INST	Aspirational Cohort	NSSE 2019 & 2020
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	41	-10	+1	+3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	35	+9	+13	+14
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	-1	+1	+5
3d. Discussed your academic performance with a faculty member	38	-3	+3	+8
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	80	+2	+4	+3
5b. Taught course sessions in an organized way	76	+9	+3	+2
5c. Used examples or illustrations to explain difficult points	72	-2	+0	-2
5d. Provided feedback on a draft or work in progress	67	+2	-1	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	58	-7	-4	-2

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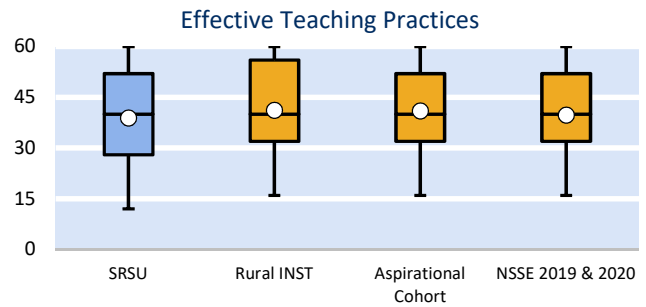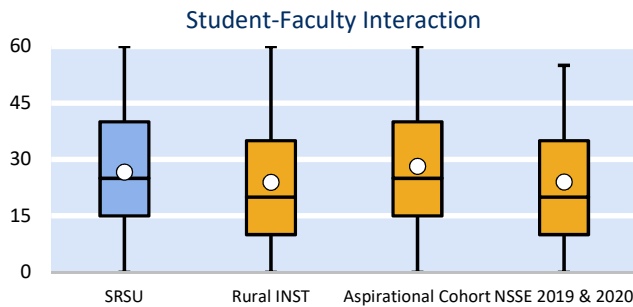
Experiences with Faculty: Seniors

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| | SRSU | Your seniors compared with | | | | | |
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Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	26.6	23.9	.16	28.1	-.09	23.9	.16
Effective Teaching Practices	38.9	41.1	-.15	40.9	-.14	39.7	-.06

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| Student-Faculty Interaction | SRSU | Percentage point difference [a] between your seniors and | | |
		Rural INST	Aspirational Cohort	NSSE 2019 & 2020
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	52	+6	-2	+8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	+2	-3	+3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	-1	-13	-4
3d. Discussed your academic performance with a faculty member	43	+10	+0	+10
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	79	+0	-2	-1
5b. Taught course sessions in an organized way	70	-8	-9	-7
5c. Used examples or illustrations to explain difficult points	67	-11	-12	-10
5d. Provided feedback on a draft or work in progress	61	-2	-6	+0
5e. Provided prompt and detailed feedback on tests or completed assignments	61	-5	-10	-4

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

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

NSSE 2020 Engagement Indicators

Campus Environment
Sul Ross State University

Campus Environment: First-year students

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

Mean Comparisons

	SRSU	Your first-year students compared with					
		Rural INST		Aspirational Cohort		NSSE 2019 & 2020	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.4	44.5	-.17	43.8	-.12	43.2	-.07
Supportive Environment	36.3	37.3	-.07	36.9	-.04	36.0	.03

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

Score Distributions

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

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		
		Rural INST	Aspirational Cohort	NSSE 2019 & 2020
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	43	-10	-5	-10
13b. Academic advisors	51	-11	-5	-3
13c. Faculty	56	-4	+1	+3
13d. Student services staff (career services, student activities, housing, etc.)	47	-7	-2	-1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	-11	-4	-2
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	73	-3	-4	-2
14c. Using learning support services (tutoring services, writing center, etc.)	68	-18	-10	-9
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	-4	+0	-1
14e. Providing opportunities to be involved socially	77	+3	+2	+6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	-7	-9	-5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	48	-1	+5	+6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	77	+6	+7	+13
14i. Attending events that address important social, economic, or political issues	51	+0	-1	+3

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.
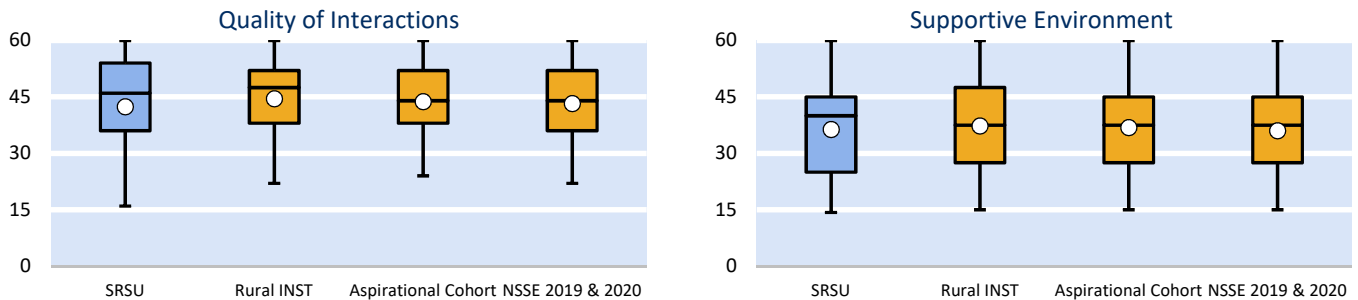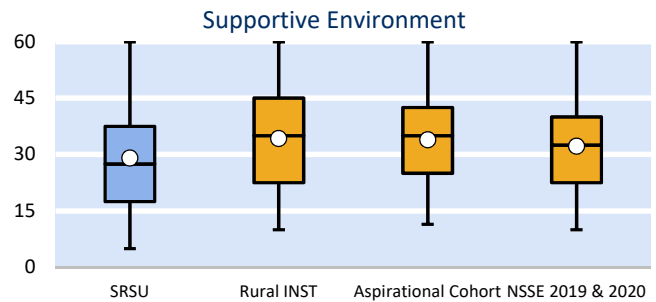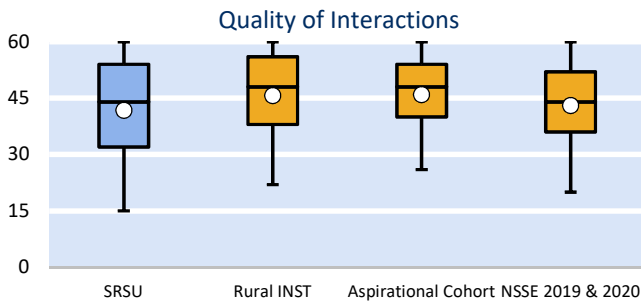
Campus Environment: Seniors

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

	SRSU	Your seniors compared with					
		Rural INST		Aspirational Cohort		NSSE 2019 & 2020	
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Quality of Interactions	41.7	45.7 **	-.30	46.0 **	-.36	43.0	-.11
Supportive Environment	29.1	34.3 **	-.35	34.0 **	-.35	32.2 *	-.22

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.

	SRSU	Percentage point difference [a] between your seniors and		
Quality of Interactions		Rural INST	Aspirational Cohort	NSSE 2019 & 2020
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	64	-2	+2	+6
13b. Academic advisors	52	-8	-15	-1
13c. Faculty	51	-14	-16	-7
13d. Student services staff (career services, student activities, housing, etc.)	38	-19	-16	-7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	-11	-12	-1
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	56	-19	-19	-14
14c. Using learning support services (tutoring services, writing center, etc.)	60	-13	-10	-7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	48	-22	-4	-7
14e. Providing opportunities to be involved socially	59	-6	-9	-5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	47	-15	-18	-13
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	+1	+2	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	45	-6	-15	-7
14i. Attending events that address important social, economic, or political issues	32	-10	-14	-8

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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 **go.iu.edu/NSSE-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 2019 and 2020 NSSE institutions, and

(b) institutions with average scores placing them in the top 10% of all 2019 and 2020 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 | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	35.8	39.3 *	-.27		41.4 ***	-.43	
	Reflective and Integrative Learning	33.8	36.7 *	-.24		39.0 ***	-.44	
	Learning Strategies	37.5	39.9	-.18		42.3 **	-.34	
	Quantitative Reasoning	28.2	29.4	-.08	✓	31.4	-.21	
Learning with Peers	Collaborative Learning	29.9	35.2 ***	-.39		37.4 ***	-.56	
	Discussions with Diverse Others	37.7	41.5 *	-.25		43.6 **	-.41	
Experiences with Faculty	Student-Faculty Interaction	24.3	24.5	-.01	✓	28.1 *	-.25	
	Effective Teaching Practices	39.2	40.5	-.10	✓	42.3 *	-.21	
Campus Environment	Quality of Interactions	42.4	45.2	-.25		47.2 ***	-.42	
	Supportive Environment	36.3	37.9	-.12		40.0 **	-.28	

Seniors

| | | SRSU | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.6	41.7 ***	-.31		43.2 ***	-.42	
	Reflective and Integrative Learning	37.1	39.8 *	-.22		41.8 ***	-.38	
	Learning Strategies	40.6	40.7	.00	✓	42.7	-.14	
	Quantitative Reasoning	26.9	31.4 **	-.28		33.4 ***	-.41	
Learning with Peers	Collaborative Learning	31.6	35.9 ***	-.31		38.4 ***	-.50	
	Discussions with Diverse Others	36.5	42.1 **	-.36		43.8 ***	-.48	
Experiences with Faculty	Student-Faculty Interaction	26.6	29.7 *	-.20		33.2 ***	-.42	
	Effective Teaching Practices	38.9	41.8 *	-.21		43.7 ***	-.36	
Campus Environment	Quality of Interactions	41.7	45.2 **	-.30		47.4 ***	-.47	
	Supportive Environment	29.1	34.6 ***	-.39		36.8 ***	-.55	

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 2019 and 2020 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 2020 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 = 93)	35.8	13.6	1.41	15	25	35	45	60				
Rural INST	38.5	14.0	1.22	20	30	40	45	60	221	-2.7	.157	-.193
Aspirational Cohort	36.5	13.2	.44	15	25	40	45	60	983	-.6	.660	-.048
NSSE 2019 & 2020	38.1	13.2	.03	20	30	40	45	60	200,968	-2.2	.107	-.168
Top 50%	39.3	13.1	.04	20	30	40	50	60	113,824	-3.5	.010	-.266
Top 10%	41.4	12.8	.09	20	35	40	50	60	21,889	-5.5	.000	-.432
Reflective & Integrative Learning												
SRSU (N = 97)	33.8	12.3	1.25	14	26	34	40	57				
Rural INST	35.7	12.8	1.07	17	26	34	43	60	238	-1.8	.266	-.147
Aspirational Cohort	34.1	11.7	.38	17	26	34	40	57	1,059	-.3	.828	-.023
NSSE 2019 & 2020	35.2	12.0	.03	17	26	34	43	57	217,495	-1.3	.269	-.112
Top 50%	36.7	11.8	.04	17	29	37	46	57	111,149	-2.9	.017	-.243
Top 10%	39.0	11.7	.09	20	31	40	49	60	17,535	-5.2	.000	-.439
Learning Strategies												
SRSU (N = 87)	37.5	14.1	1.50	13	27	40	47	60				
Rural INST	40.4	13.5	1.19	20	33	40	53	60	215	-2.9	.123	-.214
Aspirational Cohort	37.4	14.0	.48	13	27	40	47	60	939	.1	.953	.007
NSSE 2019 & 2020	38.3	13.8	.03	20	27	40	47	60	189,975	-.8	.582	-.059
Top 50%	39.9	13.7	.04	20	33	40	53	60	96,481	-2.4	.096	-.178
Top 10%	42.3	14.1	.10	20	33	40	53	60	21,324	-4.8	.001	-.343
Quantitative Reasoning												
SRSU (N = 90)	28.2	15.6	1.65	0	20	27	40	60				
Rural INST	31.3	15.8	1.38	7	20	33	40	60	218	-3.0	.159	-.194
Aspirational Cohort	27.6	14.7	.50	0	20	27	40	53	956	.6	.693	.044
NSSE 2019 & 2020	28.2	15.3	.03	0	20	27	40	60	193,190	.0	.998	.000
Top 50%	29.4	15.2	.04	7	20	27	40	60	125,368	-1.2	.448	-.080
Top 10%	31.4	15.3	.09	7	20	33	40	60	26,536	-3.2	.050	-.207
Learning with Peers												
Collaborative Learning												
SRSU (N = 105)	29.9	12.5	1.22	10	20	30	40	50				
Rural INST	36.2	13.7	1.13	15	25	40	50	60	252	-6.3	.000	-.478
Aspirational Cohort	31.3	14.0	.44	10	20	30	40	55	1,130	-1.4	.314	-.103
NSSE 2019 & 2020	32.3	14.7	.03	5	20	30	40	60	104	-2.4	.054	-.162
Top 50%	35.2	13.7	.04	15	25	35	45	60	144,672	-5.3	.000	-.386
Top 10%	37.4	13.5	.08	15	30	40	45	60	30,375	-7.5	.000	-.555
Discussions with Diverse Others												
SRSU (N = 87)	37.7	16.9	1.82	10	25	40	50	60				
Rural INST	42.0	15.7	1.38	15	30	45	60	60	214	-4.3	.056	-.267
Aspirational Cohort	38.3	15.3	.52	15	30	40	50	60	947	-.6	.720	-.040
NSSE 2019 & 2020	39.5	15.6	.04	15	30	40	55	60	191,366	-1.8	.286	-.115
Top 50%	41.5	15.0	.04	20	30	40	55	60	128,477	-3.7	.020	-.249
Top 10%	43.6	14.5	.09	20	35	45	60	60	86	-5.9	.002	-.406

NSSE 2020 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]
Experiences with Faculty												
Student-Faculty Interaction												
SRSU (N = 96)	24.3	14.6	1.49	0	15	25	30	55				
Rural INST	26.6	15.6	1.32	5	15	25	35	60	233	-2.2	.265	-.148
Aspirational Cohort	22.7	14.2	.47	0	15	20	30	50	1,019	1.6	.289	.114
NSSE 2019 & 2020	21.4	14.6	.03	0	10	20	30	50	208,127	2.9	.048	.202
Top 50%	24.5	14.7	.05	5	15	20	35	55	73,433	-.2	.917	-.011
Top 10%	28.1	15.5	.16	5	15	25	40	60	9,803	-3.8	.017	-.245
Effective Teaching Practices												
SRSU (N = 92)	39.2	13.5	1.40	20	28	40	52	60				
Rural INST	39.4	14.4	1.25	20	28	40	52	60	223	-.2	.933	-.011
Aspirational Cohort	38.4	12.9	.43	20	28	40	48	60	982	.8	.558	.064
NSSE 2019 & 2020	38.4	13.2	.03	16	28	40	48	60	200,209	.8	.561	.060
Top 50%	40.5	13.2	.05	20	32	40	52	60	83,238	-1.3	.349	-.097
Top 10%	42.3	14.1	.09	16	32	44	56	60	23,021	-3.0	.040	-.214
Campus Environment												
Quality of Interactions												
SRSU (N = 86)	42.4	13.5	1.46	16	36	46	54	60				
Rural INST	44.5	12.1	1.08	22	38	48	52	60	211	-2.2	.226	-.170
Aspirational Cohort	43.8	11.4	.40	24	38	44	52	60	98	-1.4	.357	-.121
NSSE 2019 & 2020	43.2	11.8	.03	22	36	44	52	60	177,720	-.9	.492	-.074
Top 50%	45.2	11.2	.04	24	38	46	54	60	85	-2.8	.057	-.252
Top 10%	47.2	11.6	.09	25	40	50	58	60	18,807	-4.8	.000	-.416
Supportive Environment												
SRSU (N = 87)	36.3	13.1	1.40	14	25	40	45	60				
Rural INST	37.3	13.4	1.20	15	28	38	48	60	210	-.9	.619	-.070
Aspirational Cohort	36.9	13.2	.46	15	28	38	45	60	913	-.5	.730	-.039
NSSE 2019 & 2020	36.0	13.5	.03	15	28	38	45	60	183,835	.4	.804	.027
Top 50%	37.9	13.1	.04	18	30	38	48	60	93,867	-1.5	.275	-.117
Top 10%	40.0	12.9	.10	18	33	40	50	60	16,644	-3.7	.008	-.285

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 2020 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 = 125)	37.6	13.7	1.22	15	30	40	50	60				
Rural INST	42.3	13.1	.69	20	35	40	55	60	480	-4.7	.001	-.358
Aspirational Cohort	40.8	13.1	.48	20	30	40	50	60	875	-3.2	.013	-.241
NSSE 2019 & 2020	40.1	13.5	.03	20	30	40	50	60	214,510	-2.5	.039	-.184
Top 50%	41.7	13.4	.04	20	35	40	55	60	94,684	-4.1	.001	-.307
Top 10%	43.2	13.3	.09	20	35	40	55	60	23,117	-5.6	.000	-.419
Reflective & Integrative Learning												
SRSU (N = 128)	37.1	13.8	1.21	14	29	37	46	60				
Rural INST	39.0	12.9	.67	17	29	37	49	60	495	-1.9	.162	-.143
Aspirational Cohort	38.8	12.8	.45	20	29	40	49	60	916	-1.6	.186	-.126
NSSE 2019 & 2020	38.1	12.5	.03	17	29	37	46	60	227,397	-.9	.399	-.075
Top 50%	39.8	12.2	.04	20	31	40	49	60	94,022	-2.7	.013	-.220
Top 10%	41.8	12.0	.10	20	34	40	51	60	15,270	-4.6	.000	-.384
Learning Strategies												
SRSU (N = 123)	40.6	14.8	1.34	13	27	40	53	60				
Rural INST	40.7	14.4	.77	13	33	40	53	60	468	-.1	.930	-.009
Aspirational Cohort	39.1	15.2	.56	13	27	40	53	60	844	1.5	.303	.101
NSSE 2019 & 2020	38.6	14.6	.03	13	27	40	53	60	205,405	2.0	.130	.137
Top 50%	40.7	14.5	.04	20	33	40	53	60	104,771	-.1	.963	-.004
Top 10%	42.7	14.4	.08	20	33	40	60	60	33,843	-2.0	.116	-.142
Quantitative Reasoning												
SRSU (N = 123)	26.9	18.0	1.62	0	13	27	40	60				
Rural INST	29.8	16.3	.87	7	20	27	40	60	472	-2.9	.100	-.173
Aspirational Cohort	29.6	16.6	.61	0	20	27	40	60	853	-2.7	.096	-.163
NSSE 2019 & 2020	30.2	16.2	.04	0	20	27	40	60	207,992	-3.3	.023	-.206
Top 50%	31.4	16.1	.04	0	20	33	40	60	134,102	-4.5	.002	-.280
Top 10%	33.4	15.9	.10	7	20	33	40	60	123	-6.4	.000	-.406
Learning with Peers												
Collaborative Learning												
SRSU (N = 133)	31.6	14.7	1.27	10	20	30	40	60				
Rural INST	30.6	14.9	.76	5	20	30	40	60	512	1.0	.516	.065
Aspirational Cohort	31.6	15.5	.54	5	20	30	40	60	945	.0	.989	.001
NSSE 2019 & 2020	32.0	15.6	.03	5	20	30	45	60	237,851	-.4	.775	-.025
Top 50%	35.9	14.0	.04	15	25	35	45	60	124,441	-4.3	.000	-.309
Top 10%	38.4	13.6	.09	15	30	40	50	60	21,756	-6.8	.000	-.498
Discussions with Diverse Others												
SRSU (N = 120)	36.5	18.5	1.69	0	20	40	55	60				
Rural INST	42.3	16.2	.87	10	30	40	60	60	186	-5.8	.002	-.346
Aspirational Cohort	38.6	16.1	.60	15	25	40	55	60	151	-2.2	.226	-.132
NSSE 2019 & 2020	40.2	15.9	.04	15	30	40	55	60	119	-3.7	.028	-.235
Top 50%	42.1	15.5	.04	15	30	40	60	60	119	-5.6	.001	-.360
Top 10%	43.8	15.3	.08	20	35	45	60	60	120	-7.3	.000	-.478

NSSE 2020 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]
Experiences with Faculty												
Student-Faculty Interaction												
SRSU (N = 124)	26.6	16.5	1.48	0	15	25	40	60				
Rural INST	23.9	16.3	.86	0	10	20	35	60	482	2.6	.121	.162
Aspirational Cohort	28.1	16.6	.60	0	15	25	40	60	888	-1.5	.338	-.093
NSSE 2019 & 2020	23.9	16.1	.03	0	10	20	35	55	220,236	2.6	.068	.164
Top 50%	29.7	15.9	.07	5	20	30	40	60	49,866	-3.1	.030	-.195
Top 10%	33.2	16.0	.17	10	20	35	45	60	8,675	-6.7	.000	-.418
Effective Teaching Practices												
SRSU (N = 125)	38.9	15.6	1.40	12	28	40	52	60				
Rural INST	41.1	14.6	.77	16	32	40	56	60	479	-2.3	.144	-.152
Aspirational Cohort	40.9	14.0	.51	16	32	40	52	60	872	-2.0	.143	-.141
NSSE 2019 & 2020	39.7	13.8	.03	16	32	40	52	60	125	-.9	.541	-.062
Top 50%	41.8	13.7	.05	20	32	40	52	60	125	-2.9	.040	-.212
Top 10%	43.7	13.4	.10	20	36	44	56	60	126	-4.8	.001	-.360
Campus Environment												
Quality of Interactions												
SRSU (N = 115)	41.7	14.2	1.32	15	32	44	54	60				
Rural INST	45.7	12.5	.69	22	38	48	56	60	442	-3.9	.005	-.302
Aspirational Cohort	46.0	11.3	.43	26	40	48	54	60	140	-4.2	.003	-.359
NSSE 2019 & 2020	43.0	12.1	.03	20	36	44	52	60	114	-1.3	.330	-.107
Top 50%	45.2	11.7	.04	24	38	48	54	60	114	-3.5	.010	-.298
Top 10%	47.4	12.0	.07	24	40	50	58	60	115	-5.6	.000	-.468
Supportive Environment												
SRSU (N = 119)	29.1	15.7	1.43	5	18	28	38	60				
Rural INST	34.3	14.4	.78	10	23	35	45	60	460	-5.2	.001	-.350
Aspirational Cohort	34.0	13.8	.52	11	25	35	43	60	151	-4.9	.002	-.345
NSSE 2019 & 2020	32.2	14.2	.03	10	23	33	40	60	200,547	-3.1	.016	-.221
Top 50%	34.6	14.0	.05	13	25	35	45	60	119	-5.5	.000	-.395
Top 10%	36.8	14.1	.11	13	28	38	48	60	16,004	-7.7	.000	-.547

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.