
NSSE 2024

Engagement Indicators

The University of Texas Permian Basin

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. The specific items within each EI are listed below, starting on page 5.

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:

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 all current- and prior-year institutions.

Detailed Statistics (pp. 16-End)

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. Your NSSE Tableau dashboards and Report Builder (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.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with UT System	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2023 & 2024
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 UT System	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2023 & 2024
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

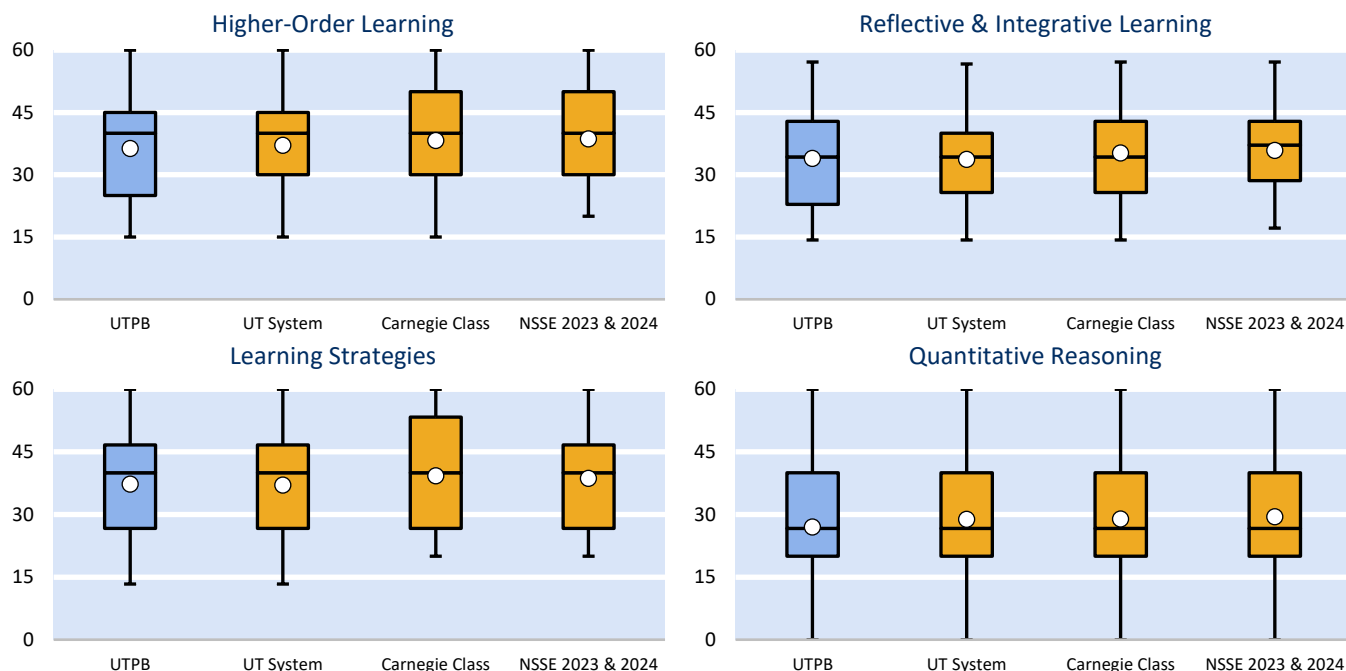
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UTPB Mean	Your first-year students compared with					
		UT System Mean	UT System Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2023 & 2024 Mean	NSSE 2023 & 2024 Effect size
Higher-Order Learning	36.3	37.1	-.06	38.3	-.14	38.6 *	-.17
Reflective & Integrative Learning	34.0	33.7	.02	35.2	-.10	35.8 *	-.15
Learning Strategies	37.2	37.1	.01	39.3	-.14	38.6	-.10
Quantitative Reasoning	27.0	28.8	-.12	28.9	-.12	29.5	-.16

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		
	UTPB	UT System	Carnegie Class	NSSE 2023 & 2024
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	60	<div><div></div><div>-9</div></div>	<div><div></div><div>-9</div></div>	<div><div></div><div>-11</div></div>
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69	<div><div>+3</div><div></div></div>	<div><div>+0</div><div></div></div>	<div><div></div><div>-1</div></div>
4d. Evaluating a point of view, decision, or information source	69	<div><div>+4</div><div></div></div>	<div><div></div><div>-2</div></div>	<div><div></div><div>-2</div></div>
4e. Forming a new idea or understanding from various pieces of information	68	<div><div>+2</div><div></div></div>	<div><div></div><div>-4</div></div>	<div><div></div><div>-4</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	48	<div><div></div><div>-1</div></div>	<div><div></div><div>-3</div></div>	<div><div></div><div>-6</div></div>
2b. Connected your learning to societal problems or issues	47	<div><div>+4</div><div></div></div>	<div><div></div><div>-4</div></div>	<div><div></div><div>-5</div></div>
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48	<div><div>+5</div><div></div></div>	<div><div></div><div>-3</div></div>	<div><div></div><div>-6</div></div>
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	<div><div>+3</div><div></div></div>	<div><div></div><div>-0</div></div>	<div><div></div><div>-1</div></div>
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	72	<div><div>+4</div><div></div></div>	<div><div>+2</div><div></div></div>	<div><div>+1</div><div></div></div>
2f. Learned something that changed the way you understand an issue or concept	64	<div><div></div><div>-1</div></div>	<div><div></div><div>-3</div></div>	<div><div></div><div>-4</div></div>
2g. Connected ideas from your courses to your prior experiences and knowledge	77	<div><div>+2</div><div></div></div>	<div><div></div><div>-0</div></div>	<div><div></div><div>-1</div></div>
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	71	<div><div>+1</div><div></div></div>	<div><div></div><div>-3</div></div>	<div><div></div><div>-3</div></div>
9b. Reviewed your notes after class	65	<div><div>+1</div><div></div></div>	<div><div></div><div>-3</div></div>	<div><div></div><div>-1</div></div>
9c. Summarized what you learned in class or from course materials	64	<div><div>+1</div><div></div></div>	<div><div></div><div>-4</div></div>	<div><div></div><div>-2</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.)	54	<div><div></div><div>-2</div></div>	<div><div>+1</div><div></div></div>	<div><div></div><div>-0</div></div>
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	<div><div></div><div>-3</div></div>	<div><div></div><div>-4</div></div>	<div><div></div><div>-5</div></div>
6c. Evaluated what others have concluded from numerical information	33	<div><div></div><div>-8</div></div>	<div><div></div><div>-8</div></div>	<div><div></div><div>-10</div></div>

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.

Academic Challenge: Seniors

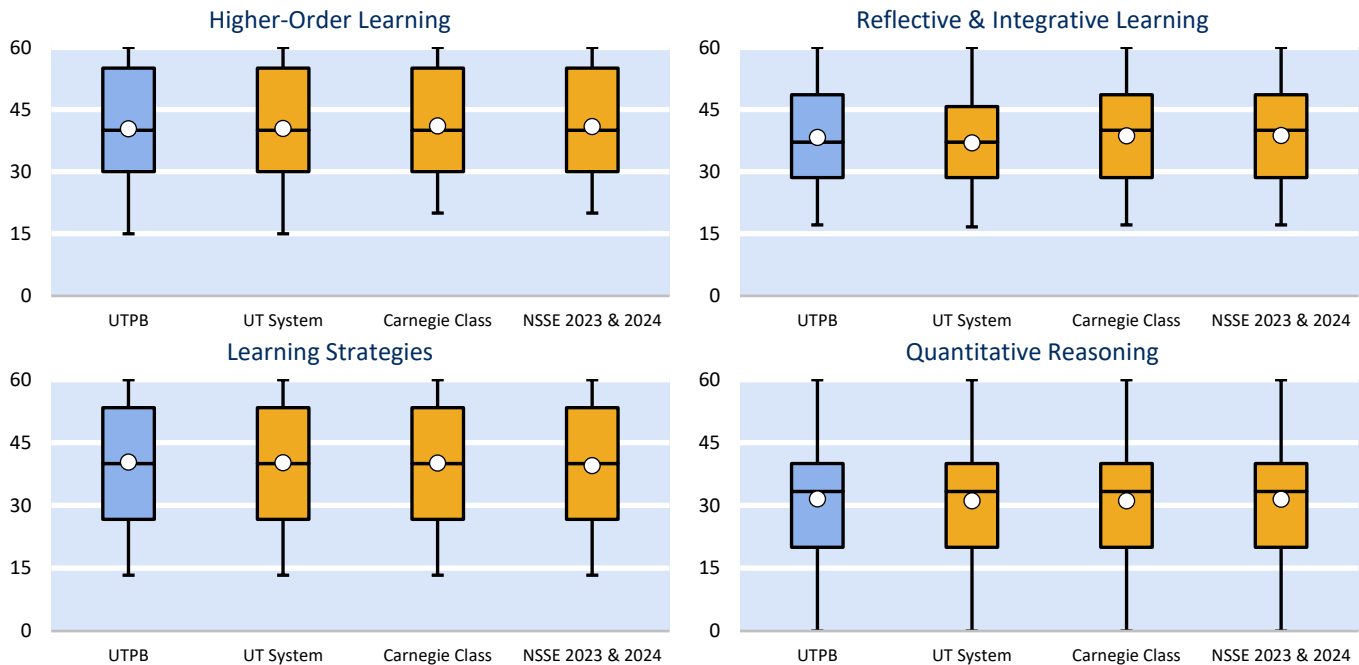
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Mean Comparisons

Engagement Indicator	UTPB Mean	Your seniors compared with					
		UT System		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.3	40.4	-.01	41.1	-.05	40.9	-.04
Reflective & Integrative Learning	38.3	37.0	.10	38.7	-.03	38.7	-.04
Learning Strategies	40.3	40.2	.01	40.1	.01	39.5	.05
Quantitative Reasoning	31.5	31.1	.03	31.1	.03	31.4	.01

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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Academic Challenge: Seniors (continued)

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		Percentage point difference ^a between your seniors and			
					NSSE 2023 & 2024
Higher-Order Learning	UTPB	UT System	Carnegie Class		
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	75	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></di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Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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

Learning with Peers: First-year students

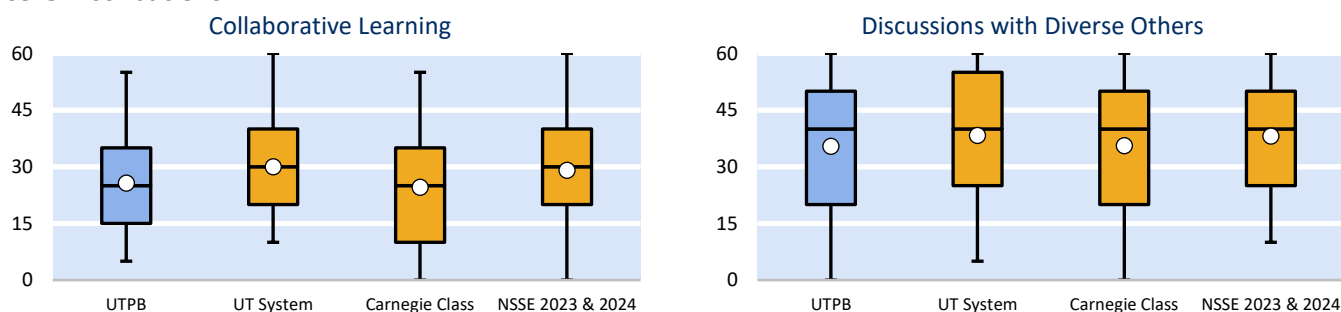
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UTPB Mean	Your first-year students compared with					
		UT System		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	25.7	30.0 ***	-.30	24.6	.07	29.1 **	-.22
Discussions with Diverse Others	35.4	38.3 *	-.17	35.6	-.01	38.1	-.17

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

Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference ^a between your FY students and			
	UTPB	UT System	Carnegie Class	NSSE 2023 & 2024	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
	%				
1b. Asked another student to help you understand course material	38	<div><div></div></div> -8	+2 <div><div></div></div>	<div><div></div></div> -6	
1c. Explained course material to one or more students	37	<div><div></div></div> -11	<div><div></div></div> -3	<div><div></div></div> -11	
1d. Prepared for exams by discussing or working through course material with other students	33	<div><div></div></div> -7	+0 <div><div></div></div>	<div><div></div></div> -8	
1e. Worked with other students on course projects or assignments	48	<div><div></div></div> -6	+6 <div><div></div></div>	<div><div></div></div> -3	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of races or ethnicities other than your own	66	<div><div></div></div> -6	+2 <div><div></div></div>	<div><div></div></div> -4	
8b. People from economic backgrounds other than your own	63	<div><div></div></div> -6	<div><div></div></div> -1	<div><div></div></div> -7	
8c. People with religious beliefs other than your own	60	<div><div></div></div> -6	+1 <div><div></div></div>	<div><div></div></div> -4	
8d. People with political views other than your own	53	<div><div></div></div> -4	<div><div></div></div> -2	<div><div></div></div> -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.

Learning with Peers: Seniors

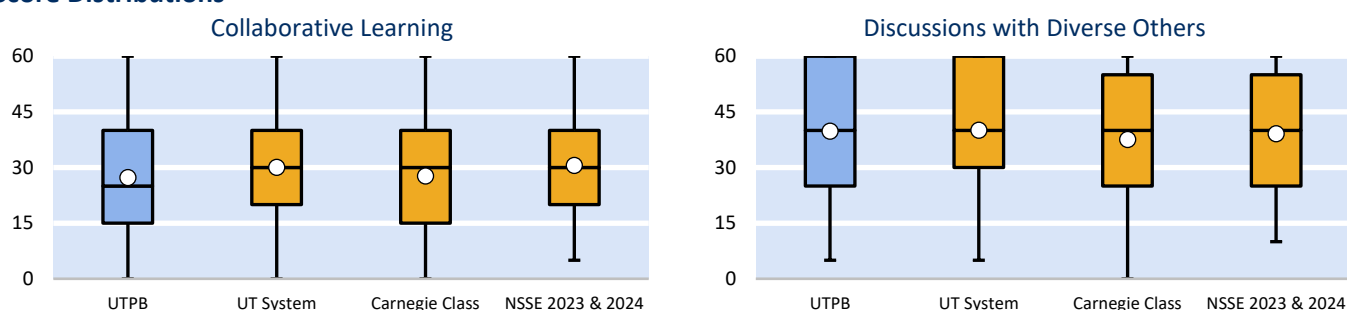
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UTPB Mean	Your seniors compared with					
		UT System		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	27.3	30.0 **	-.17	27.7	-.03	30.6 ***	-.21
Discussions with Diverse Others	39.8	40.1	-.02	37.5 *	.13	39.1	.04

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

Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference ^a between your seniors and			
	UTPB	UT System	Carnegie Class	NSSE 2023 & 2024	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
1b. Asked another student to help you understand course material	34	<div><div></div><div></div></div> -8	<div><div></div><div></div></div> -4	<div><div></div><div></div></div> -8	
1c. Explained course material to one or more students	41	<div><div></div><div></div></div> -9	<div><div></div><div></div></div> -5	<div><div></div><div></div></div> -11	
1d. Prepared for exams by discussing or working through course material with other students	38	<div><div></div><div></div></div> -2	+2 <div><div></div><div></div></div>	<div><div></div><div></div></div> -3	
1e. Worked with other students on course projects or assignments	51	<div><div></div><div></div></div> -7	<div><div></div><div></div></div> -2	<div><div></div><div></div></div> -9	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of races or ethnicities other than your own	76	+2 <div><div></div><div></div></div>	+9 <div><div></div><div></div></div>	+5 <div><div></div><div></div></div>	
8b. People from economic backgrounds other than your own	73	+1 <div><div></div><div></div></div>	+5 <div><div></div><div></div></div>	+1 <div><div></div><div></div></div>	
8c. People with religious beliefs other than your own	65	<div><div></div><div></div></div> -4	+3 <div><div></div><div></div></div>	<div><div></div><div></div></div> -1	
8d. People with political views other than your own	65	+3 <div><div></div><div></div></div>	+7 <div><div></div><div></div></div>	+4 <div><div></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 available on the NSSE website.

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

Experiences with Faculty: First-year students

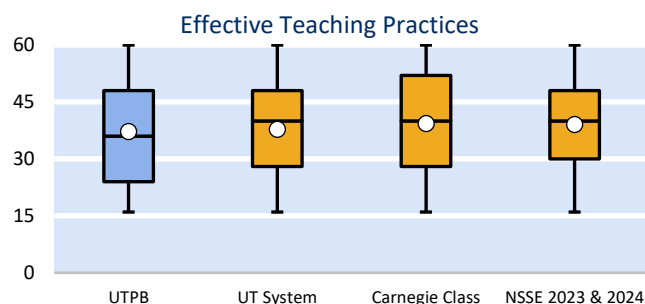
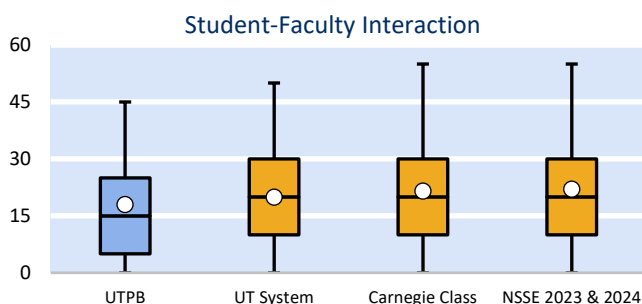
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	UTPB Mean	Your first-year students compared with					
		UT System		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	18.0	19.9	-.12	21.6 **	-.23	22.0 ***	-.27
Effective Teaching Practices	37.2	37.8	-.04	39.3	-.15	39.0	-.14

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

Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference ^a between your FY students and			
	UTPB	UT System	Carnegie Class	NSSE 2023 & 2024	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...					
	%				
3a. Talked about career plans with a faculty member	30	<div><div></div></div> -4	<div><div></div></div> -8	<div><div></div></div> -9	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	<div><div></div></div> -4	<div><div></div></div> -3	<div><div></div></div> -5	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	<div><div></div></div> -1	<div><div></div></div> -2	<div><div></div></div> -4	
3d. Discussed your academic performance with a faculty member	23	<div><div></div></div> -3	<div><div></div></div> -11	<div><div></div></div> -9	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	74	<div><div></div></div> -3	<div><div></div></div> -4	<div><div></div></div> -4	
5b. Taught course sessions in an organized way	69	<div><div></div></div> -5	<div><div></div></div> -4	<div><div></div></div> -6	
5c. Used examples or illustrations to explain difficult points	68	<div><div></div></div> -4	<div><div></div></div> -5	<div><div></div></div> -6	
5d. Provided feedback on a draft or work in progress	63	<div><div></div></div> +5	<div><div></div></div> -3	<div><div></div></div> -2	
5e. Provided prompt and detailed feedback on tests or completed assignments	60	<div><div></div></div> +5	<div><div></div></div> -4	<div><div></div></div> -2	

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.

Experiences with Faculty: Seniors

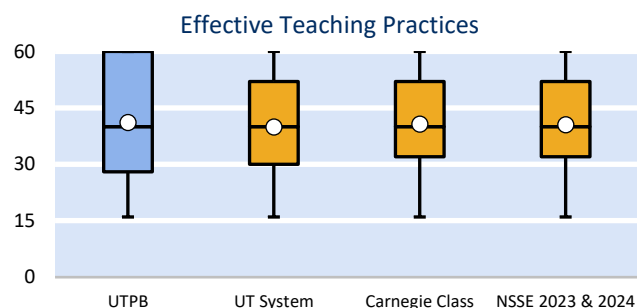
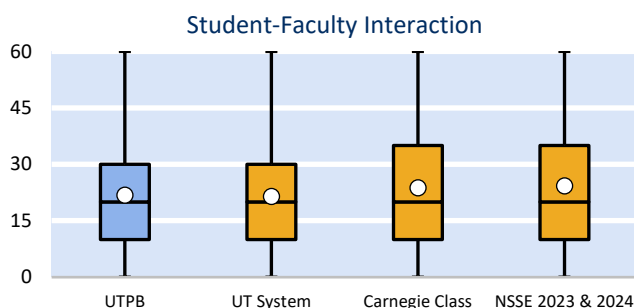
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	UTPB Mean	Your seniors compared with					
		UT System		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.7	21.4	.02	23.7	-.12	24.2 *	-.15
Effective Teaching Practices	41.0	39.9	.08	40.6	.03	40.4	.04

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

Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference ^a between your seniors and			
	UTPB	UT System	Carnegie Class	NSSE 2023 & 2024	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...					
	%				
3a. Talked about career plans with a faculty member	41	+4	-3		-3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	-3	-4		-6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	+3	+0		-1
3d. Discussed your academic performance with a faculty member	35	+6	-1	+1	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	78	-2	-2		-3
5b. Taught course sessions in an organized way	73	-2	-4		-4
5c. Used examples or illustrations to explain difficult points	70	-5	-6		-7
5d. Provided feedback on a draft or work in progress	67	+6	+1	+2	
5e. Provided prompt and detailed feedback on tests or completed assignments	70	+8	+3	+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.

Campus Environment: First-year students

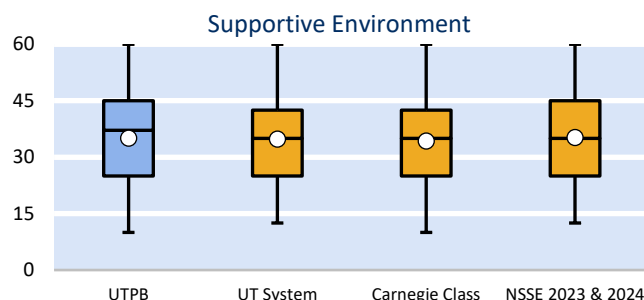
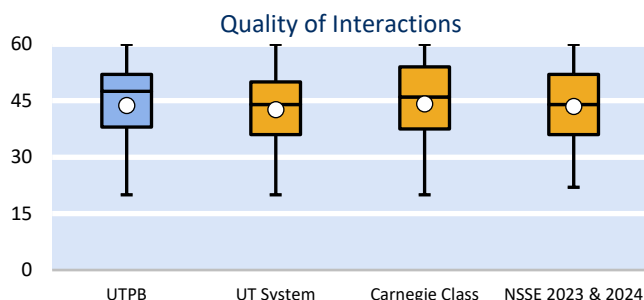
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UTPB Mean	Your first-year students compared with					
		UT System		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.7	42.6	.09	44.1	-.03	43.5	.02
Supportive Environment	35.1	34.8	.02	34.3	.06	35.2	-.01

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	UTPB	Percentage point difference ^a between your FY students and			
		UT System	Carnegie Class	NSSE 2023 & 2024	
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%				
13a. Students	52	+3	+2	+0	
13b. Academic advisors	53	+3	-6	-3	
13c. Faculty	59	+11	+2	+5	
13d. Student services staff (career services, student activities, housing, etc.)	60	+14	+8	+12	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	52	+8	-0	+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	77	+4	+5	+4	
14c. Using learning support services (tutoring services, writing center, etc.)	78	+2	+4	+4	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	+3	+3	+2	
14e. Providing opportunities to be involved socially	70	+4	+5	+0	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	-2	-4	-6	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	45	+3	+2	+4	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	+1	+6	-2	
14i. Attending events that address important social, economic, or political issues	41	-1	-1	-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.

Campus Environment: Seniors

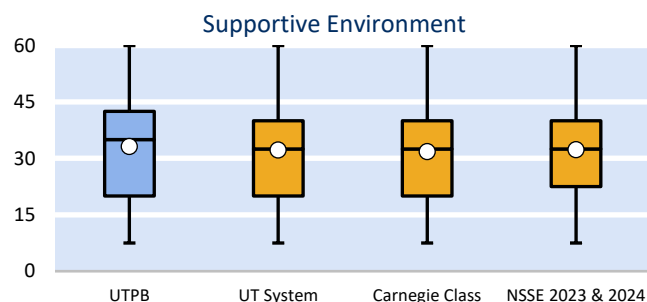
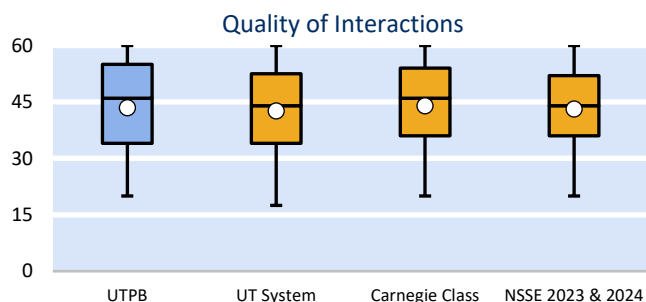
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UTPB Mean	Your seniors compared with					
		UT System		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.5	42.6	.07	44.0	-.04	43.1	.03
Supportive Environment	33.2	32.2	.06	31.8	.09	32.4	.06

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

Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference ^a between your seniors and			
	UTPB	UT System	Carnegie Class	NSSE 2023 & 2024	
Quality of Interactions					
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%				
13a. Students	65	+8	+7	+7	
13b. Academic advisors	51	+2	-6	-2	
13c. Faculty	61	+3	-0	+2	
13d. Student services staff (career services, student activities, housing, etc.)	48	+2	-2	+2	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	+1	-3	+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	+5	+3	+4	
14c. Using learning support services (tutoring services, writing center, etc.)	66	-0	-0	+0	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	+1	+4	+3	
14e. Providing opportunities to be involved socially	65	+1	+5	+1	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	60	+2	+1	+0	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	+8	+7	+9	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	54	+1	+5	-2	
14i. Attending events that address important social, economic, or political issues	39	+2	+0	-1	

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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NSSE 2024 Engagement Indicators

Comparisons with High-Performing Institutions

The University of Texas Permian Basin

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 2023 and 2024 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2023 and 2024 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

Theme	Engagement Indicator	UTPB Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	36.3	39.8 ***	-.26		42.4 ***	-.48	
	Reflective and Integrative Learning	34.0	37.3 ***	-.28		39.9 ***	-.51	
	Learning Strategies	37.2	40.2 *	-.21		43.1 ***	-.41	
	Quantitative Reasoning	27.0	30.8 **	-.25		33.3 ***	-.41	
Learning with Peers	Collaborative Learning	25.7	33.4 ***	-.55		36.7 ***	-.80	
	Discussions with Diverse Others	35.4	40.7 ***	-.35		44.2 ***	-.63	
Experiences with Faculty	Student-Faculty Interaction	18.0	25.4 ***	-.48		29.9 ***	-.77	
	Effective Teaching Practices	37.2	40.8 ***	-.26		43.6 ***	-.45	
Campus Environment	Quality of Interactions	43.7	45.7 *	-.17		48.7 ***	-.42	
	Supportive Environment	35.1	37.1	-.15		40.4 ***	-.42	

Seniors

Theme	Engagement Indicator	UTPB Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.3	42.4 *	-.15		44.9 ***	-.35	
	Reflective and Integrative Learning	38.3	40.6 **	-.19		43.2 ***	-.41	
	Learning Strategies	40.3	41.2	-.06	✓	44.1 ***	-.27	
	Quantitative Reasoning	31.5	32.8	-.08	✓	36.2 ***	-.29	
Learning with Peers	Collaborative Learning	27.3	34.7 ***	-.52		38.0 ***	-.78	
	Discussions with Diverse Others	39.8	41.4	-.10		44.1 ***	-.30	
Experiences with Faculty	Student-Faculty Interaction	21.7	29.9 ***	-.50		34.9 ***	-.82	
	Effective Teaching Practices	41.0	42.5	-.10		45.2 ***	-.32	
Campus Environment	Quality of Interactions	43.5	45.4 *	-.16		48.1 ***	-.37	
	Supportive Environment	33.2	34.6	-.10		38.0 ***	-.35	

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 were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all current- and prior-year 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 positive or non-significant with an effect size > -.10.

NSSE 2024 Engagement Indicators

Detailed Statistics^a

The University of Texas Permian Basin

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												
UTPB (N = 162)	36.3	13.1	1.03	15	25	40	45	60				
UT System	37.1	13.6	.24	15	30	40	45	60	3,513	-.8	.489	-.056
Carnegie Class	38.3	13.7	.07	15	30	40	50	60	37,294	-1.9	.073	-.141
NSSE 2023 & 2024	38.6	13.4	.03	20	30	40	50	60	146,918	-2.3	.031	-.170
Top 50%	39.8	13.2	.04	20	30	40	50	60	96,261	-3.5	.001	-.264
Top 10%	42.4	12.5	.12	20	35	40	55	60	11,216	-6.0	.000	-.482
Reflective & Integrative Learning												
UTPB (N = 180)	34.0	12.8	.95	14	23	34	43	57				
UT System	33.7	12.4	.20	14	26	34	40	57	3,862	.2	.793	.020
Carnegie Class	35.2	12.6	.06	14	26	34	43	57	41,161	-1.3	.182	-.100
NSSE 2023 & 2024	35.8	12.2	.03	17	29	37	43	57	161,745	-1.9	.040	-.153
Top 50%	37.3	12.0	.04	17	29	37	46	60	86,648	-3.3	.000	-.277
Top 10%	39.9	11.7	.12	20	31	40	49	60	10,308	-5.9	.000	-.507
Learning Strategies												
UTPB (N = 146)	37.2	13.9	1.15	13	27	40	47	60				
UT System	37.1	14.4	.26	13	27	40	47	60	3,164	.2	.892	.012
Carnegie Class	39.3	14.2	.08	20	27	40	53	60	33,943	-2.1	.081	-.145
NSSE 2023 & 2024	38.6	13.9	.04	20	27	40	47	60	134,001	-1.4	.227	-.100
Top 50%	40.2	13.9	.05	20	33	40	53	60	77,904	-2.9	.011	-.212
Top 10%	43.1	14.5	.11	20	33	40	60	60	17,585	-5.9	.000	-.409
Quantitative Reasoning												
UTPB (N = 150)	27.0	16.0	1.31	0	20	27	40	60				
UT System	28.8	15.5	.28	0	20	27	40	60	3,267	-1.9	.152	-.120
Carnegie Class	28.9	16.0	.09	0	20	27	40	60	34,728	-1.9	.145	-.119
NSSE 2023 & 2024	29.5	15.7	.04	0	20	27	40	60	137,019	-2.5	.054	-.158
Top 50%	30.8	15.5	.05	7	20	33	40	60	92,048	-3.9	.002	-.249
Top 10%	33.3	15.4	.12	7	20	33	40	60	17,493	-6.3	.000	-.409
Learning with Peers												
Collaborative Learning												
UTPB (N = 197)	25.7	15.3	1.09	5	15	25	35	55				
UT System	30.0	14.3	.22	10	20	30	40	60	4,362	-4.3	.000	-.299
Carnegie Class	24.6	16.6	.08	0	10	25	35	55	44,873	1.1	.351	.067
NSSE 2023 & 2024	29.1	15.3	.04	0	20	30	40	60	177,487	-3.4	.002	-.220
Top 50%	33.4	13.9	.04	10	25	35	40	60	196	-7.7	.000	-.553
Top 10%	36.7	13.7	.10	15	25	35	45	60	199	-11.0	.000	-.802
Discussions with Diverse Others												
UTPB (N = 146)	35.4	17.8	1.47	0	20	40	50	60				
UT System	38.3	16.5	.30	5	25	40	55	60	3,217	-2.8	.043	-.171
Carnegie Class	35.6	17.4	.09	0	20	40	50	60	34,246	-.2	.909	-.010
NSSE 2023 & 2024	38.1	16.1	.04	10	25	40	50	60	145	-2.7	.072	-.166
Top 50%	40.7	14.9	.05	20	30	40	55	60	145	-5.3	.001	-.353
Top 10%	44.2	13.8	.14	20	35	45	60	60	148	-8.8	.000	-.634

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												
UTPB (N = 171)	18.0	14.8	1.13	0	5	15	25	45				
UT System	19.9	15.4	.26	0	10	20	30	50	3,653	-1.9	.112	-.125
Carnegie Class	21.6	15.3	.08	0	10	20	30	55	39,188	-3.6	.002	-.235
NSSE 2023 & 2024	22.0	15.3	.04	0	10	20	30	55	153,820	-4.1	.000	-.266
Top 50%	25.4	15.3	.07	5	15	25	35	60	55,237	-7.4	.000	-.482
Top 10%	29.9	15.5	.19	5	20	30	40	60	6,896	-11.9	.000	-.769
Effective Teaching Practices												
UTPB (N = 159)	37.2	14.4	1.15	16	24	36	48	60				
UT System	37.8	13.2	.23	16	28	40	48	60	3,477	-.6	.597	-.043
Carnegie Class	39.3	13.9	.07	16	28	40	52	60	37,059	-2.1	.060	-.150
NSSE 2023 & 2024	39.0	13.4	.03	16	30	40	48	60	146,061	-1.8	.086	-.136
Top 50%	40.8	13.5	.05	20	32	40	52	60	70,076	-3.5	.001	-.263
Top 10%	43.6	14.1	.12	20	36	44	56	60	12,940	-6.3	.000	-.449
Campus Environment												
Quality of Interactions												
UTPB (N = 132)	43.7	13.3	1.16	20	38	48	52	60				
UT System	42.6	11.9	.23	20	36	44	50	60	2,900	1.1	.302	.092
Carnegie Class	44.1	12.4	.07	20	38	46	54	60	29,787	-.4	.704	-.033
NSSE 2023 & 2024	43.5	11.7	.03	22	36	44	52	60	122,426	.2	.843	.017
Top 50%	45.7	11.5	.05	24	40	48	54	60	52,188	-2.0	.049	-.172
Top 10%	48.7	11.9	.12	24	42	52	60	60	10,172	-5.0	.000	-.416
Supportive Environment												
UTPB (N = 137)	35.1	15.1	1.28	10	25	37	45	60				
UT System	34.8	13.6	.25	13	25	35	43	60	3,033	.3	.818	.020
Carnegie Class	34.3	14.2	.08	10	25	35	43	60	32,615	.8	.515	.056
NSSE 2023 & 2024	35.2	13.6	.04	13	25	35	45	60	129,060	-.1	.904	-.010
Top 50%	37.1	13.0	.05	17	28	38	45	60	137	-2.0	.122	-.154
Top 10%	40.4	12.6	.17	20	33	40	50	60	141	-5.3	.000	-.420

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 2024 Engagement Indicators

Detailed Statistics^a

The University of Texas Permian Basin

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												
UTPB (N = 271)	40.3	15.0	.91	15	30	40	55	60				
UT System	40.4	14.3	.20	15	30	40	55	60	5,612	-.1	.929	-.006
Carnegie Class	41.1	14.0	.06	20	30	40	55	60	48,379	-.7	.393	-.052
NSSE 2023 & 2024	40.9	13.8	.03	20	30	40	55	60	195,164	-.6	.487	-.042
Top 50%	42.4	13.6	.05	20	35	40	55	60	82,516	-2.1	.012	-.153
Top 10%	44.9	12.8	.14	20	40	45	60	60	283	-4.5	.000	-.353
Reflective & Integrative Learning												
UTPB (N = 284)	38.3	12.9	.76	17	29	37	49	60				
UT System	37.0	13.2	.17	17	29	37	46	60	5,988	1.3	.104	.099
Carnegie Class	38.7	13.1	.06	17	29	40	49	60	51,702	-.4	.613	-.030
NSSE 2023 & 2024	38.7	12.9	.03	17	29	40	49	60	208,651	-.5	.555	-.035
Top 50%	40.6	12.4	.04	20	31	40	51	60	82,627	-2.3	.002	-.187
Top 10%	43.2	11.8	.13	23	34	43	54	60	8,226	-4.9	.000	-.413
Learning Strategies												
UTPB (N = 248)	40.3	15.2	.96	13	27	40	53	60				
UT System	40.2	14.7	.21	13	27	40	53	60	5,262	.1	.901	.008
Carnegie Class	40.1	14.7	.07	13	27	40	53	60	45,193	.2	.820	.014
NSSE 2023 & 2024	39.5	14.6	.03	13	27	40	53	60	182,657	.8	.387	.055
Top 50%	41.2	14.5	.05	20	33	40	53	60	100,071	-.9	.355	-.059
Top 10%	44.1	14.2	.13	20	33	47	60	60	12,597	-3.8	.000	-.265
Quantitative Reasoning												
UTPB (N = 250)	31.5	17.1	1.08	0	20	33	40	60				
UT System	31.1	16.8	.23	0	20	33	40	60	5,367	.5	.669	.028
Carnegie Class	31.1	16.7	.08	0	20	33	40	60	45,956	.5	.664	.028
NSSE 2023 & 2024	31.4	16.7	.04	0	20	33	40	60	185,658	.1	.920	.006
Top 50%	32.8	16.5	.05	7	20	33	40	60	107,925	-1.3	.215	-.078
Top 10%	36.2	16.2	.16	7	20	40	47	60	11,018	-4.6	.000	-.287
Learning with Peers												
Collaborative Learning												
UTPB (N = 306)	27.3	17.2	.98	0	15	25	40	60				
UT System	30.0	16.2	.21	0	20	30	40	60	6,332	-2.8	.004	-.170
Carnegie Class	27.7	17.0	.07	0	15	30	40	60	54,397	-.5	.638	-.027
NSSE 2023 & 2024	30.6	16.0	.03	5	20	30	40	60	220,491	-3.3	.000	-.209
Top 50%	34.7	14.2	.05	10	25	35	45	60	307	-7.5	.000	-.524
Top 10%	38.0	13.6	.12	15	30	40	50	60	315	-10.7	.000	-.783
Discussions with Diverse Others												
UTPB (N = 251)	39.8	17.5	1.10	5	25	40	60	60				
UT System	40.1	17.1	.24	5	30	40	60	60	5,304	-.3	.807	-.016
Carnegie Class	37.5	17.5	.08	0	25	40	55	60	45,386	2.3	.042	.129
NSSE 2023 & 2024	39.1	16.4	.04	10	25	40	55	60	183,780	.7	.516	.041
Top 50%	41.4	15.6	.05	15	30	40	60	60	251	-1.6	.153	-.102
Top 10%	44.1	14.5	.13	20	35	45	60	60	257	-4.3	.000	-.297

NSSE 2024 Engagement Indicators

Detailed Statistics^a

The University of Texas Permian Basin

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												
UTPB (N = 277)	21.7	17.3	1.04	0	10	20	30	60				
UT System	21.4	16.8	.23	0	10	20	30	60	5,769	.3	.753	.019
Carnegie Class	23.7	16.6	.07	0	10	20	35	60	49,924	-2.0	.051	-.117
NSSE 2023 & 2024	24.2	16.5	.04	0	10	20	35	60	201,361	-2.5	.013	-.150
Top 50%	29.9	16.3	.08	5	20	30	40	60	45,367	-8.2	.000	-.503
Top 10%	34.9	16.1	.23	10	20	35	45	60	5,017	-13.2	.000	-.815
Effective Teaching Practices												
UTPB (N = 264)	41.0	16.1	.99	16	28	40	60	60				
UT System	39.9	14.6	.20	16	30	40	52	60	284	1.2	.245	.080
Carnegie Class	40.6	14.4	.07	16	32	40	52	60	265	.4	.692	.027
NSSE 2023 & 2024	40.4	14.0	.03	16	32	40	52	60	263	.6	.538	.044
Top 50%	42.5	13.8	.05	20	32	44	56	60	264	-1.4	.151	-.104
Top 10%	45.2	13.1	.14	20	36	48	60	60	273	-4.2	.000	-.318
Campus Environment												
Quality of Interactions												
UTPB (N = 225)	43.5	13.6	.91	20	34	46	55	60				
UT System	42.6	13.2	.20	18	34	44	53	60	4,743	.9	.318	.068
Carnegie Class	44.0	12.7	.06	20	36	46	54	60	227	-.5	.576	-.040
NSSE 2023 & 2024	43.1	12.4	.03	20	36	44	52	60	225	.4	.659	.032
Top 50%	45.4	12.0	.04	22	38	48	55	60	225	-1.9	.037	-.158
Top 10%	48.1	12.3	.10	23	42	50	60	60	230	-4.6	.000	-.374
Supportive Environment												
UTPB (N = 239)	33.2	15.9	1.03	8	20	35	43	60				
UT System	32.2	15.1	.22	8	20	33	40	60	5,131	.9	.351	.062
Carnegie Class	31.8	14.9	.07	8	20	33	40	60	43,836	1.4	.154	.093
NSSE 2023 & 2024	32.4	14.4	.03	8	23	33	40	60	239	.8	.431	.056
Top 50%	34.6	14.2	.05	10	25	35	45	60	239	-1.5	.153	-.104
Top 10%	38.0	13.7	.16	15	28	40	48	60	250	-4.8	.000	-.348

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 \pm 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.

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