NSSE 2017
Engagement Indicators

Angelo 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 2016 and 2017 participating institutions.

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

Interpreting Comparisons

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

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder—Institution Version 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., & Gonyea, R. M. (2015, May). *Contextualizing student engagement effect sizes: An empirical analysis.* Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

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 Southwest Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2016 & 2017
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 Southwest Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2016 & 2017
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

| | ASU | Your first-year students compared with | | | | | |
| | | Southwest Public | | Carnegie Class | | NSSE 2016 & 2017 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.7	37.7	.00	37.8	.00	37.9	-.02
Reflective & Integrative Learning	34.1	34.5	-.04	34.9	-.07	35.0	-.08
Learning Strategies	37.8	37.8	.01	38.5	-.05	38.3	-.03
Quantitative Reasoning	27.6	27.6	.00	27.2	.03	27.6	.00

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

Score Distributions
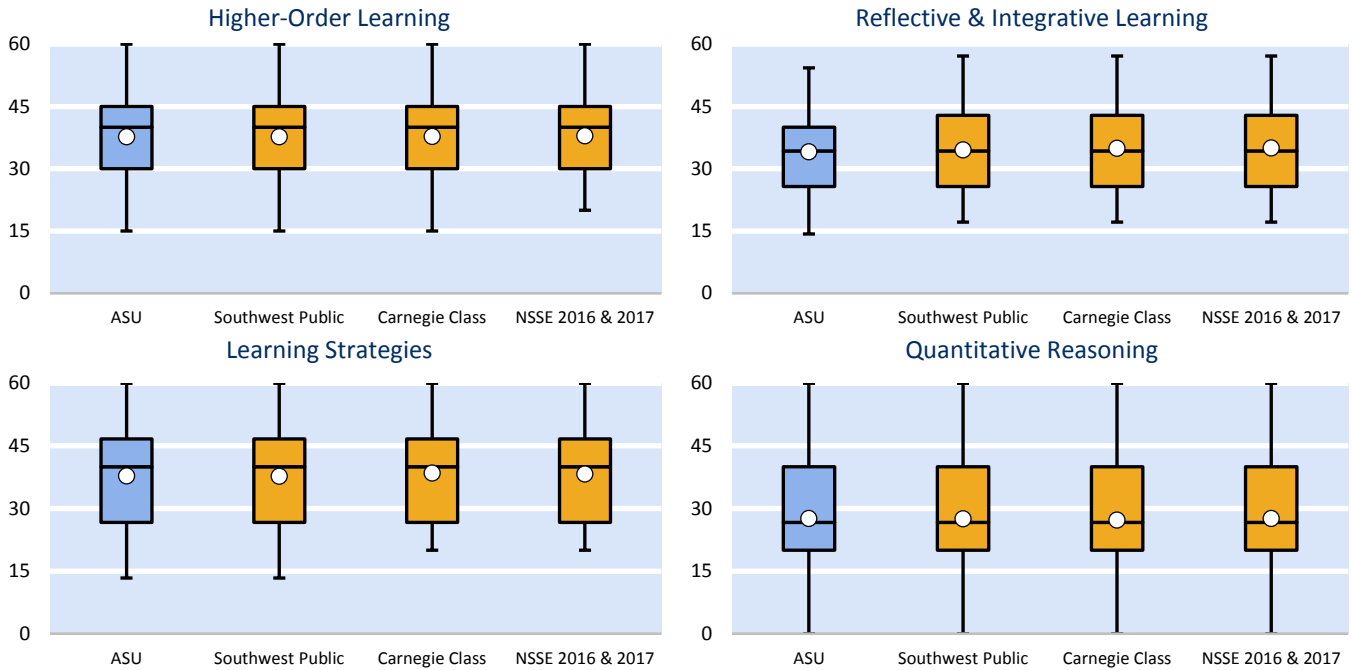
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Academic Challenge: First-year students (continued)

Performance[a] 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.

	ASU	Percentage point difference between your FY students and		
Higher-Order Learning		Southwest Public	Carnegie Class	NSSE 2016 & 2017
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	71	-0	+1	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	+3	+2	+1
4d. Evaluating a point of view, decision, or information source	68	+0	-2	-1
4e. Forming a new idea or understanding from various pieces of information	70	+2	+2	+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	-4	-5	-5
2b. Connected your learning to societal problems or issues	49	+1	-3	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	44	-4	-7	-6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	-2	-2	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	-1	-0	-0
2f. Learned something that changed the way you understand an issue or concept	69	+3	+3	+3
2g. Connected ideas from your courses to your prior experiences and knowledge	74	-1	-2	-3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	71	-3	-6	-6
9b. Reviewed your notes after class	66	+1	-0	+1
9c. Summarized what you learned in class or from course materials	63	+2	-0	+0
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.)	53	-0	+1	+0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	36	-2	-2	-2
6c. Evaluated what others have concluded from numerical information	37	-0	+0	-1

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

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

Academic Challenge: Seniors

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

Mean Comparisons

| | ASU | | *Your seniors compared with* | | | | |
| | | Southwest Public | | Carnegie Class | | NSSE 2016 & 2017 | |
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Higher-Order Learning	39.6	40.0	-.03	40.5	-.06	40.0	-.03
Reflective & Integrative Learning	37.2	37.4	-.02	38.3	-.09	38.0	-.07
Learning Strategies	38.6	39.4	-.06	39.4	-.06	38.7	-.01
Quantitative Reasoning	28.6	29.4	-.05	29.5	-.06	29.9	-.08

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

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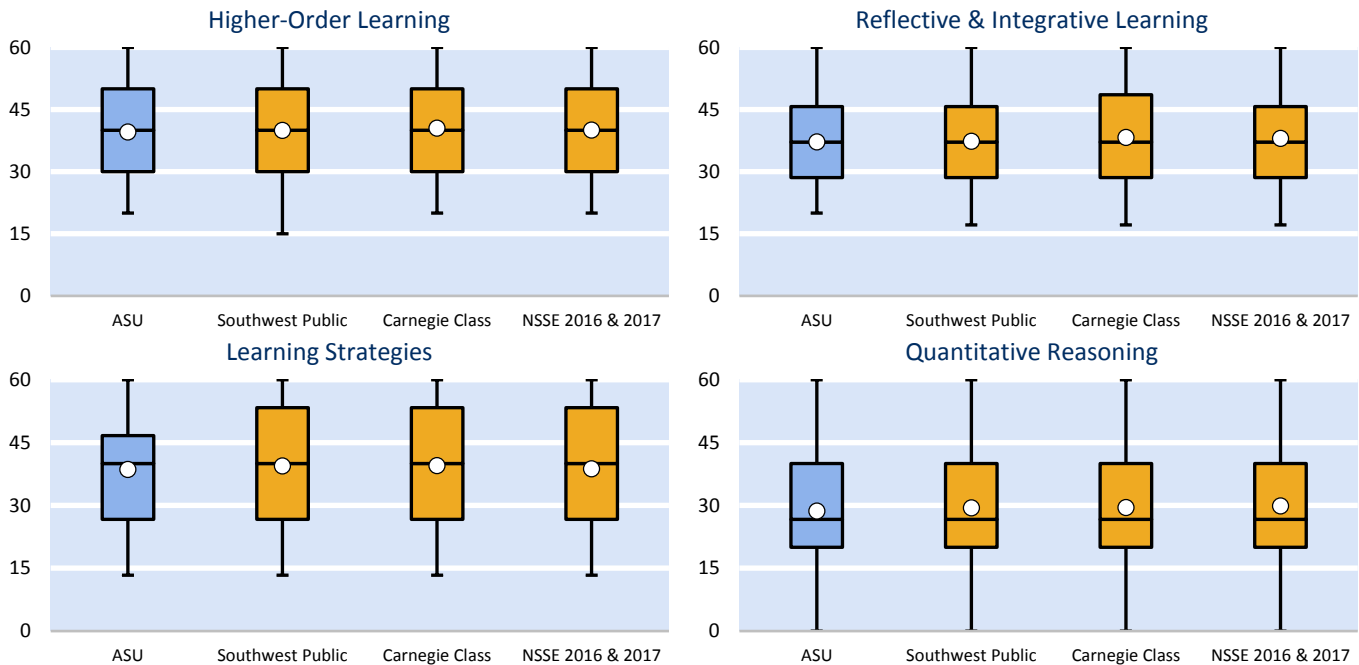
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Academic Challenge: Seniors (continued)

Performance[a] on Indicator Items

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

Higher-Order Learning	ASU	Southwest Public	Carnegie Class	NSSE 2016 & 2017
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	76	-2	-3	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+2	+1	+1
4d. Evaluating a point of view, decision, or information source	72	+2	-1	+2
4e. Forming a new idea or understanding from various pieces of information	69	-3	-4	-3
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	67	-0	-1	-2
2b. Connected your learning to societal problems or issues	56	-2	-6	-5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	45	-4	-10	-8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	-1	-3	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	-3	-4	-3
2f. Learned something that changed the way you understand an issue or concept	69	-0	-2	-2
2g. Connected ideas from your courses to your prior experiences and knowledge	82	+0	-2	-1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	77	-2	-4	-2
9b. Reviewed your notes after class	65	-0	+1	+3
9c. Summarized what you learned in class or from course materials	67	+2	+1	+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.)	49	-6	-5	-7
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	-0	-1	-1
6c. Evaluated what others have concluded from numerical information	43	+0	-0	-2

Table spanning header: *Percentage point difference 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 included in your *Institutional Report* and available on the NSSE website.

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NSSE 2017 Engagement Indicators

Learning with Peers

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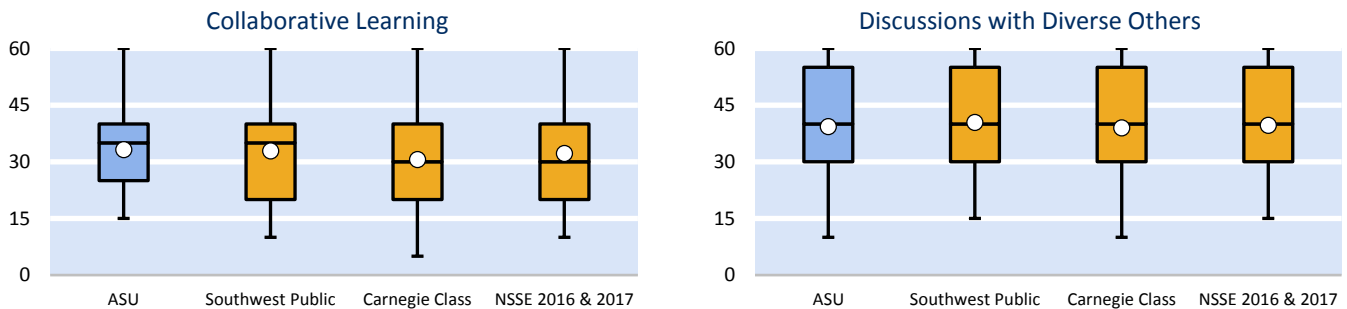
Learning with Peers: First-year students

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

Mean Comparisons

	ASU	Southwest Public		Carnegie Class		NSSE 2016 & 2017	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.2	32.8	.02	30.5 ***	.18	32.2	.07
Discussions with Diverse Others	39.3	40.4	-.07	39.0	.02	39.7	-.02

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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	ASU	Percentage point difference between your FY students and		
Collaborative Learning		Southwest Public	Carnegie Class	NSSE 2016 & 2017
Percentage of students who responded that they "Very often" or "Often"…	%			
1e. Asked another student to help you understand course material	58	+4	+9	+6
1f. Explained course material to one or more students	60	+1	+6	+3
1g. Prepared for exams by discussing or working through course material with other students	50	-0	+4	+0
1h. Worked with other students on course projects or assignments	54	-2	+3	+0
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People from a race or ethnicity other than your own	74	+2	+5	+4
8b. People from an economic background other than your own	72	+0	+2	+1
8c. People with religious beliefs other than your own	64	-5	-2	-3
8d. People with political views other than your own	68	-1	+2	+1

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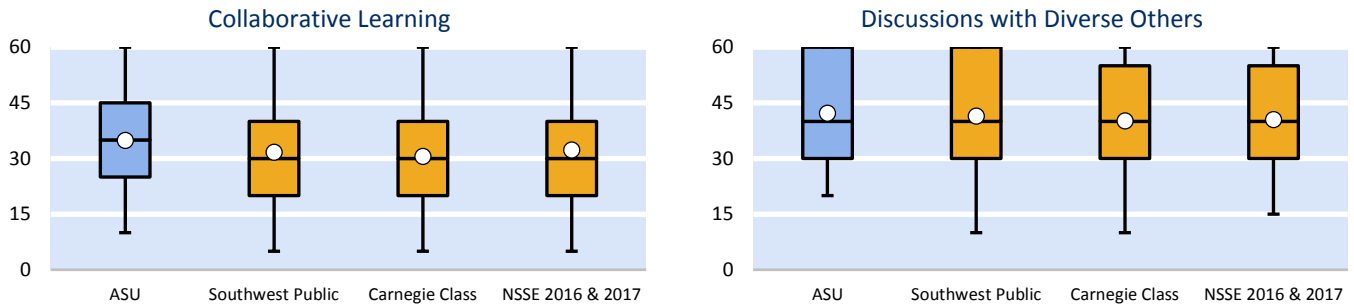
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Mean Comparisons

	ASU		*Your seniors compared with*				
		Southwest Public		Carnegie Class		NSSE 2016 & 2017	
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Collaborative Learning	34.9	31.7 ***	.21	30.6 ***	.27	32.3 **	.17
Discussions with Diverse Others	42.2	41.5	.04	40.1 *	.13	40.5	.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).

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		Percentage point difference between your seniors and		
Collaborative Learning	ASU	Southwest Public	Carnegie Class	NSSE 2016 & 2017
Percentage of students who responded that they "Very often" or "Often"…	%			
1e. Asked another student to help you understand course material	51	+10	+12	+9
1f. Explained course material to one or more students	69	+12	+14	+10
1g. Prepared for exams by discussing or working through course material with other students	55	+10	+11	+8
1h. Worked with other students on course projects or assignments	65	+4	+6	+2
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People from a race or ethnicity other than your own	75	+0	+4	+3
8b. People from an economic background other than your own	77	+4	+6	+5
8c. People with religious beliefs other than your own	65	-6	-3	-3
8d. People with political views other than your own	74	+4	+7	+6

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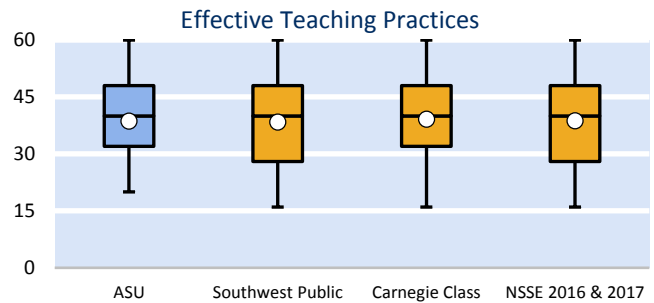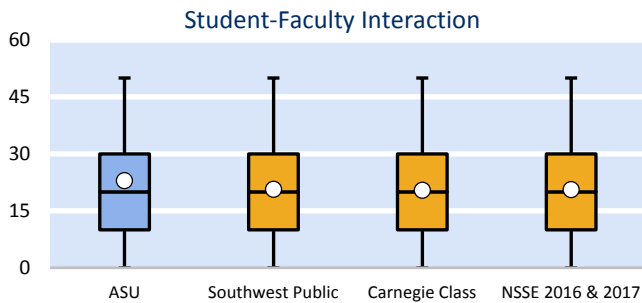
Experiences with Faculty: First-year students

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

Mean Comparisons

	ASU	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2016 & 2017	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	23.0	20.7 **	.15	20.4 ***	.18	20.6 **	.16
Effective Teaching Practices	38.7	38.3	.02	39.1	-.03	38.7	.00

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Student-Faculty Interaction	ASU	Percentage point difference between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2016 & 2017
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	46	+9	+11	+11
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	+4	+6	+6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	+4	+4	+4
3d. Discussed your academic performance with a faculty member	34	+5	+4	+4
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	78	-0	-1	-0
5b. Taught course sessions in an organized way	71	-5	-5	-5
5c. Used examples or illustrations to explain difficult points	73	-1	-1	-1
5d. Provided feedback on a draft or work in progress	66	+6	+1	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	61	+3	-1	+1

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Experiences with Faculty

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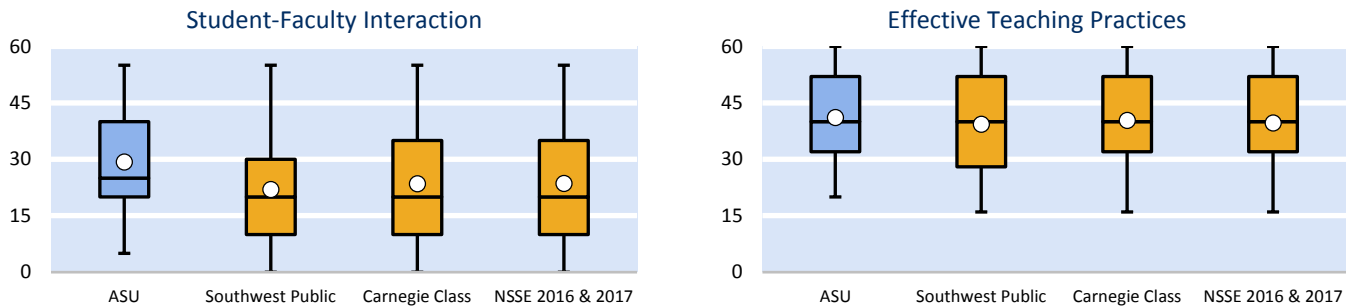
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Mean Comparisons

	ASU	Southwest Public		Carnegie Class		NSSE 2016 & 2017	
			Your seniors compared with				
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	29.2	21.9 ***	.45	23.4 ***	.36	23.6 ***	.36
Effective Teaching Practices	41.1	39.2 *	.13	40.3	.05	39.6	.11

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Student-Faculty Interaction	**ASU**	**Southwest Public**	**Carnegie Class**	**NSSE 2016 & 2017**
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	54	+16	+11	+12
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	36	+12	+11	+10
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	45	+17	+14	+13
3d. Discussed your academic performance with a faculty member	44	+13	+10	+11
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	83	+4	+2	+3
5b. Taught course sessions in an organized way	81	+4	+2	+3
5c. Used examples or illustrations to explain difficult points	81	+6	+4	+4
5d. Provided feedback on a draft or work in progress	63	+4	-0	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	71	+8	+4	+6

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

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

NSSE 2017 Engagement Indicators
Campus Environment
Angelo 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

	ASU	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2016 & 2017	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	42.6	41.3	.10	41.7	.07	41.7	.07
Supportive Environment	37.3	37.0	.02	35.7	.11	36.3	.07

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

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[a] 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.

	ASU	Percentage point difference between your FY students and		
Quality of Interactions		Southwest Public	Carnegie Class	NSSE 2016 & 2017
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	50	+1	-1	-2
13b. Academic advisors	53	+5	+4	+4
13c. Faculty	48	+1	-2	-2
13d. Student services staff (career services, student activities, housing, etc.)	46	+2	+2	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	+6	+3	+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	73	-3	-3	-4
14c. Using learning support services (tutoring services, writing center, etc.)	76	-0	+0	-0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	-4	-1	-1
14e. Providing opportunities to be involved socially	72	+0	+3	+1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	-3	-0	-2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	48	+1	+4	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	+1	+7	+3
14i. Attending events that address important social, economic, or political issues	53	+1	+3	+2

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

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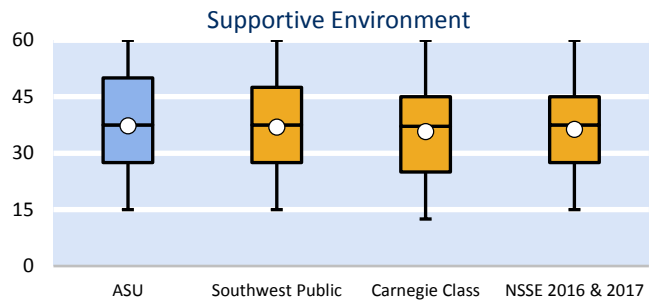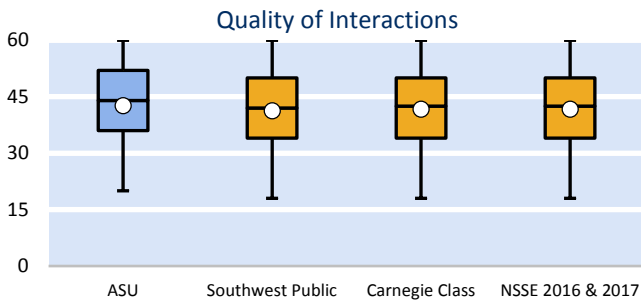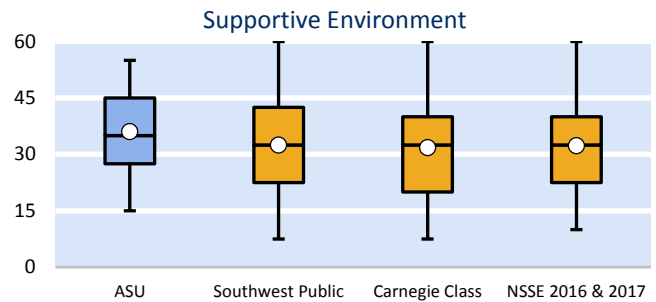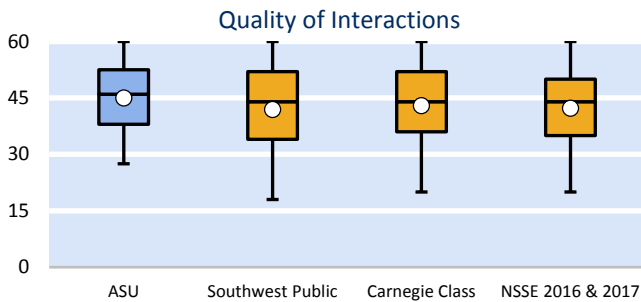
Campus Environment: Seniors

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

	ASU	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2016 & 2017	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.0	41.9 ***	.24	43.0 **	.17	42.2 ***	.23
Supportive Environment	36.1	32.5 ***	.25	31.8 ***	.30	32.3 ***	.27

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[a] 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.

	ASU	Percentage point difference between your seniors and		
Quality of Interactions		Southwest Public	Carnegie Class	NSSE 2016 & 2017
	%			
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	57	-0	-1	-1
13b. Academic advisors	59	+10	+6	+8
13c. Faculty	67	+11	+8	+10
13d. Student services staff (career services, student activities, housing, etc.)	45	+3	+1	+4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	55	+12	+10	+13
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	+2	+3
14c. Using learning support services (tutoring services, writing center, etc.)	72	+6	+6	+7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	+4	+6	+7
14e. Providing opportunities to be involved socially	74	+10	+12	+10
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	75	+16	+16	+15
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	+7	+8	+8
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	+12	+17	+12
14i. Attending events that address important social, economic, or political issues	50	+8	+8	+7

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

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

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see **nsse.indiana.edu/html/position_policies.cfm**), 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 2016 and 2017 NSSE institutions, and

(b) institutions with average scores placing them in the top 10% of all 2016 and 2017 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

| | | ASU | 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	37.7	39.2 *	-.11		41.2 ***	-.26	
	Reflective and Integrative Learning	34.1	36.6 ***	-.21		38.3 ***	-.34	
	Learning Strategies	37.8	39.8 *	-.15		41.9 ***	-.29	
	Quantitative Reasoning	27.6	28.8	-.08	✓	30.4 ***	-.18	
Learning with Peers	Collaborative Learning	33.2	35.2 **	-.15		37.1 ***	-.29	
	Discussions with Diverse Others	39.3	41.7 **	-.16		43.8 ***	-.31	
Experiences with Faculty	Student-Faculty Interaction	23.0	23.8	-.06	✓	27.2 ***	-.27	
	Effective Teaching Practices	38.7	40.7 **	-.16		42.6 ***	-.29	
Campus Environment	Quality of Interactions	42.6	43.8	-.11		46.1 ***	-.29	
	Supportive Environment	37.3	38.2	-.07	✓	40.0 ***	-.21	

Seniors

| | | ASU | 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	39.6	41.8 **	-.17		43.3 ***	-.27	
	Reflective and Integrative Learning	37.2	40.0 ***	-.23		42.0 ***	-.40	
	Learning Strategies	38.6	40.7 *	-.15		42.9 ***	-.30	
	Quantitative Reasoning	28.6	31.1 **	-.16		33.0 ***	-.28	
Learning with Peers	Collaborative Learning	34.9	35.8	-.07	✓	37.9 ***	-.23	
	Discussions with Diverse Others	42.2	42.3	-.01	✓	44.3 *	-.13	
Experiences with Faculty	Student-Faculty Interaction	29.2	29.2	.00	✓	33.0 ***	-.24	
	Effective Teaching Practices	41.1	41.8	-.05	✓	43.8 ***	-.21	
Campus Environment	Quality of Interactions	45.0	44.8	.02	✓	46.9 **	-.15	
	Supportive Environment	36.1	34.8	.10	✓	37.2	-.08	✓

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 2016 and 2017 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 2017 Engagement Indicators

Detailed Statistics[a]
Angelo State University

Detailed Statistics: First-year students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
ASU (N = 355)	37.7	13.5	.71	15	30	40	45	60				
Southwest Public	37.7	13.4	.11	15	30	40	45	60	16,007	.0	.981	-.001
Carnegie Class	37.8	13.4	.06	15	30	40	45	60	57,435	-.1	.934	-.004
NSSE 2016 & 2017	37.9	13.3	.03	20	30	40	45	60	199,494	-.2	.737	-.018
Top 50%	39.2	13.1	.04	20	30	40	50	60	113,967	-1.5	.036	-.111
Top 10%	41.2	13.3	.09	20	35	40	50	60	21,350	-3.5	.000	-.260
Reflective & Integrative Learning												
ASU (N = 365)	34.1	11.9	.62	14	26	34	40	54				
Southwest Public	34.5	12.0	.09	17	26	34	43	57	16,631	-.5	.472	-.038
Carnegie Class	34.9	12.0	.05	17	26	34	43	57	59,815	-.9	.163	-.073
NSSE 2016 & 2017	35.0	12.0	.03	17	26	34	43	57	207,772	-1.0	.120	-.081
Top 50%	36.6	12.0	.04	17	29	37	46	57	106,058	-2.5	.000	-.210
Top 10%	38.3	12.3	.08	20	29	37	46	60	23,300	-4.2	.000	-.342
Learning Strategies												
ASU (N = 328)	37.8	14.9	.82	13	27	40	47	60				
Southwest Public	37.8	13.9	.12	13	27	40	47	60	14,141	.1	.924	.005
Carnegie Class	38.5	13.8	.06	20	27	40	47	60	330	-.7	.406	-.050
NSSE 2016 & 2017	38.3	13.7	.03	20	27	40	47	60	328	-.4	.598	-.032
Top 50%	39.8	13.7	.05	20	27	40	53	60	329	-2.0	.016	-.145
Top 10%	41.9	14.1	.09	20	33	40	53	60	22,577	-4.1	.000	-.291
Quantitative Reasoning												
ASU (N = 356)	27.6	14.7	.78	0	20	27	40	60				
Southwest Public	27.6	15.5	.12	0	20	27	40	60	15,911	.1	.946	.004
Carnegie Class	27.2	15.4	.06	0	20	27	40	60	57,170	.4	.626	.026
NSSE 2016 & 2017	27.6	15.4	.03	0	20	27	40	60	198,748	.0	.985	.001
Top 50%	28.8	15.2	.04	0	20	27	40	60	122,544	-1.2	.127	-.081
Top 10%	30.4	15.2	.09	7	20	27	40	60	30,180	-2.8	.001	-.185
Learning with Peers												
Collaborative Learning												
ASU (N = 372)	33.2	13.5	.70	15	25	35	40	60				
Southwest Public	32.8	14.2	.11	10	20	35	40	60	17,269	.3	.655	.023
Carnegie Class	30.5	14.9	.06	5	20	30	40	60	376	2.6	.000	.176
NSSE 2016 & 2017	32.2	14.5	.03	10	20	30	40	60	215,385	1.0	.178	.070
Top 50%	35.2	13.6	.04	15	25	35	45	60	122,964	-2.0	.004	-.149
Top 10%	37.1	13.4	.08	15	25	40	45	60	30,487	-3.9	.000	-.291
Discussions with Diverse Others												
ASU (N = 328)	39.3	16.5	.91	10	30	40	55	60				
Southwest Public	40.4	16.0	.14	15	30	40	55	60	14,232	-1.1	.233	-.067
Carnegie Class	39.0	15.9	.07	10	30	40	55	60	51,742	.3	.695	.022
NSSE 2016 & 2017	39.7	15.5	.04	15	30	40	55	60	179,258	-.3	.692	-.022
Top 50%	41.7	14.9	.04	20	30	40	55	60	328	-2.4	.009	-.161
Top 10%	43.8	14.5	.09	20	35	45	60	60	333	-4.5	.000	-.308

NSSE 2017 Engagement Indicators

Detailed Statistics[a]
Angelo State University

Detailed Statistics: First-year students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
ASU (N = 362)	23.0	14.8	.78	0	10	20	30	50				
Southwest Public	20.7	15.0	.12	0	10	20	30	50	16,251	2.3	.004	.153
Carnegie Class	20.4	14.5	.06	0	10	20	30	50	58,318	2.5	.001	.176
NSSE 2016 & 2017	20.6	14.5	.03	0	10	20	30	50	202,642	2.4	.002	.164
Top 50%	23.8	14.7	.06	0	15	20	35	55	71,058	-.8	.280	-.057
Top 10%	27.2	15.6	.15	5	15	25	40	60	11,856	-4.3	.000	-.274
Effective Teaching Practices												
ASU (N = 357)	38.7	13.2	.70	20	32	40	48	60				
Southwest Public	38.3	13.3	.11	16	28	40	48	60	16,145	.3	.654	.024
Carnegie Class	39.1	13.2	.05	16	32	40	48	60	58,040	-.5	.510	-.035
NSSE 2016 & 2017	38.7	13.1	.03	16	28	40	48	60	201,623	.0	.953	-.003
Top 50%	40.7	13.0	.05	20	32	40	52	60	80,107	-2.0	.003	-.157
Top 10%	42.6	13.6	.10	20	36	44	56	60	18,526	-3.9	.000	-.291
Campus Environment												
Quality of Interactions												
ASU (N = 316)	42.6	12.4	.70	20	36	44	52	60				
Southwest Public	41.3	12.8	.11	18	34	42	50	60	13,536	1.3	.073	.102
Carnegie Class	41.7	12.6	.06	18	34	43	50	60	48,334	.9	.214	.070
NSSE 2016 & 2017	41.7	12.4	.03	18	34	43	50	60	168,241	.9	.218	.069
Top 50%	43.8	11.5	.04	22	38	46	52	60	318	-1.2	.082	-.106
Top 10%	46.1	11.7	.10	24	40	48	56	60	12,888	-3.5	.000	-.294
Supportive Environment												
ASU (N = 310)	37.3	14.2	.81	15	28	38	50	60				
Southwest Public	37.0	13.8	.12	15	28	38	48	60	13,187	.3	.699	.022
Carnegie Class	35.7	13.8	.06	13	25	37	45	60	47,761	1.5	.053	.110
NSSE 2016 & 2017	36.3	13.6	.03	15	28	38	45	60	165,611	.9	.236	.067
Top 50%	38.2	13.1	.04	18	30	40	48	60	310	-1.0	.226	-.075
Top 10%	40.0	13.0	.09	18	31	40	50	60	316	-2.7	.001	-.210

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

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

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

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

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

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

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

NSSE 2017 Engagement Indicators
Detailed Statistics[a]
Angelo State University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
ASU (N = 280)	39.6	12.2	.73	20	30	40	50	60				
Southwest Public	40.0	14.1	.07	15	30	40	50	60	285	-.4	.592	-.028
Carnegie Class	40.5	13.7	.04	20	30	40	50	60	281	-.9	.221	-.065
NSSE 2016 & 2017	40.0	13.7	.02	20	30	40	50	60	280	-.5	.532	-.033
Top 50%	41.8	13.5	.04	20	35	40	55	60	281	-2.2	.002	-.166
Top 10%	43.3	13.4	.06	20	35	40	55	60	284	-3.7	.000	-.272
Reflective & Integrative Learning												
ASU (N = 291)	37.2	11.8	.69	20	29	37	46	60				
Southwest Public	37.4	12.8	.07	17	29	37	46	60	295	-.2	.779	-.015
Carnegie Class	38.3	12.6	.04	17	29	37	49	60	120,002	-1.1	.127	-.089
NSSE 2016 & 2017	38.0	12.6	.02	17	29	37	46	60	387,383	-.9	.247	-.068
Top 50%	40.0	12.3	.03	20	31	40	49	60	153,611	-2.8	.000	-.230
Top 10%	42.0	12.2	.07	20	34	43	51	60	32,195	-4.8	.000	-.395
Learning Strategies												
ASU (N = 269)	38.6	13.8	.84	13	27	40	47	60				
Southwest Public	39.4	14.6	.08	13	27	40	53	60	33,295	-.9	.331	-.060
Carnegie Class	39.4	14.5	.04	13	27	40	53	60	106,350	-.9	.316	-.061
NSSE 2016 & 2017	38.7	14.5	.02	13	27	40	53	60	341,309	-.2	.839	-.012
Top 50%	40.7	14.4	.03	20	33	40	53	60	179,765	-2.2	.013	-.152
Top 10%	42.9	14.3	.06	20	33	40	60	60	52,604	-4.3	.000	-.303
Quantitative Reasoning												
ASU (N = 279)	28.6	15.7	.94	0	20	27	40	60				
Southwest Public	29.4	16.4	.09	0	20	27	40	60	36,820	-.8	.421	-.048
Carnegie Class	29.5	16.3	.05	0	20	27	40	60	115,950	-.9	.359	-.055
NSSE 2016 & 2017	29.9	16.3	.03	0	20	27	40	60	374,201	-1.3	.193	-.078
Top 50%	31.1	16.2	.03	0	20	33	40	60	226,963	-2.5	.009	-.158
Top 10%	33.0	15.9	.07	7	20	33	40	60	50,332	-4.4	.000	-.276
Learning with Peers												
Collaborative Learning												
ASU (N = 297)	34.9	14.6	.85	10	25	35	45	60				
Southwest Public	31.7	15.4	.08	5	20	30	40	60	39,055	3.2	.000	.208
Carnegie Class	30.6	15.8	.05	5	20	30	40	60	297	4.3	.000	.271
NSSE 2016 & 2017	32.3	15.1	.02	5	20	30	40	60	395,952	2.6	.003	.172
Top 50%	35.8	13.8	.03	15	25	35	45	60	210,433	-.9	.235	-.069
Top 10%	37.9	13.4	.06	15	30	40	50	60	43,068	-3.0	.000	-.226
Discussions with Diverse Others												
ASU (N = 269)	42.2	15.8	.97	20	30	40	60	60				
Southwest Public	41.5	16.6	.09	10	30	40	60	60	33,533	.7	.465	.045
Carnegie Class	40.1	16.3	.05	10	30	40	55	60	106,869	2.1	.038	.127
NSSE 2016 & 2017	40.5	15.9	.03	15	30	40	55	60	343,436	1.7	.077	.108
Top 50%	42.3	15.6	.03	15	30	40	60	60	228,523	-.1	.918	-.006
Top 10%	44.3	15.3	.07	20	35	45	60	60	49,625	-2.1	.028	-.134

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
ASU (N = 284)	29.2	14.8	.88	5	20	25	40	55				
Southwest Public	21.9	16.2	.08	0	10	20	30	55	288	7.3	.000	.452
Carnegie Class	23.4	16.1	.05	0	10	20	35	55	285	5.8	.000	.361
NSSE 2016 & 2017	23.6	16.0	.03	0	10	20	35	55	379,458	5.7	.000	.355
Top 50%	29.2	15.7	.05	5	20	30	40	60	91,239	.0	.992	.001
Top 10%	33.0	16.0	.14	10	20	30	45	60	297	-3.8	.000	-.236
Effective Teaching Practices												
ASU (N = 284)	41.1	12.7	.76	20	32	40	52	60				
Southwest Public	39.2	14.2	.07	16	28	40	52	60	289	1.8	.017	.128
Carnegie Class	40.3	13.8	.04	16	32	40	52	60	117,595	.8	.355	.055
NSSE 2016 & 2017	39.6	13.7	.02	16	32	40	52	60	379,295	1.4	.076	.105
Top 50%	41.8	13.5	.04	20	32	40	52	60	129,903	-.7	.367	-.054
Top 10%	43.8	13.4	.08	20	36	44	56	60	26,115	-2.8	.001	-.206
Campus Environment												
Quality of Interactions												
ASU (N = 265)	45.0	10.8	.66	28	38	46	53	60				
Southwest Public	41.9	12.9	.07	18	34	44	52	60	271	3.1	.000	.241
Carnegie Class	43.0	12.3	.04	20	36	44	52	60	266	2.1	.002	.168
NSSE 2016 & 2017	42.2	12.1	.02	20	35	44	50	60	265	2.8	.000	.230
Top 50%	44.8	11.6	.03	23	38	46	54	60	123,618	.3	.726	.022
Top 10%	46.9	12.1	.07	23	40	50	58	60	269	-1.8	.006	-.152
Supportive Environment												
ASU (N = 255)	36.1	12.7	.79	15	28	35	45	55				
Southwest Public	32.5	14.7	.08	8	23	33	43	60	259	3.6	.000	.246
Carnegie Class	31.8	14.4	.05	8	20	33	40	60	255	4.3	.000	.297
NSSE 2016 & 2017	32.3	14.2	.02	10	23	33	40	60	254	3.8	.000	.267
Top 50%	34.8	13.7	.04	13	25	35	45	60	147,594	1.3	.117	.098
Top 10%	37.2	13.6	.08	13	28	38	48	60	26,938	-1.1	.214	-.078

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

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

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

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

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

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

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