NSSE 2021
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 2020 and 2021 participating institutions.

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

Interpreting Comparisons

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

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. 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.

NSSE 2021 Engagement Indicators

Overview

Angelo State University

Engagement Indicators: Overview

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

Use the following key:

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

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

-- No significant difference.

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

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Southwest Public	Your first-year students compared with Carnegie Class	Your first-year students compared with SACSCOC Peers
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 SACSCOC Peers
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 | | SACSCOC Peers | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.0	37.0	.00	37.0	.00	37.5	-.04
Reflective & Integrative Learning	35.6	34.2 *	.12	34.4	.10	35.2	.04
Learning Strategies	38.7	37.7	.06	37.5	.08	38.8	-.01
Quantitative Reasoning	30.2	28.3 *	.13	28.0 *	.15	28.5 *	.11

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

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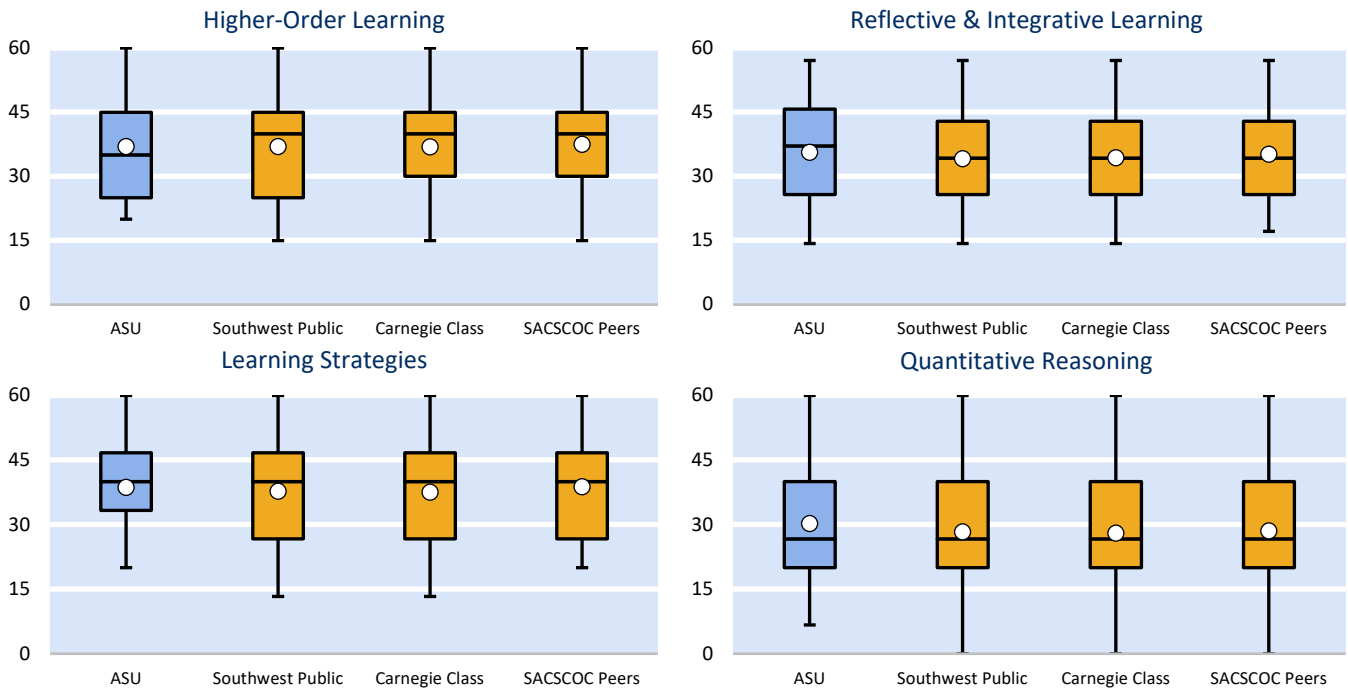
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Academic Challenge: First-year students (continued)

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.

	ASU	Percentage point difference [a] between your FY students and		
Higher-Order Learning		Southwest Public	Carnegie Class	SACSCOC Peers
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	66	-0	+0	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	65	-0	-1	-1
4d. Evaluating a point of view, decision, or information source	67	-1	-2	-4
4e. Forming a new idea or understanding from various pieces of information	69	+0	+1	-2
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	51	+5	+3	+1
2b. Connected your learning to societal problems or issues	55	+8	+6	+6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	+3	+2	+1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	+3	+4	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	-1	-2	-4
2f. Learned something that changed the way you understand an issue or concept	66	+1	+0	-2
2g. Connected ideas from your courses to your prior experiences and knowledge	73	-1	-1	-1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	76	+5	+3	+4
9b. Reviewed your notes after class	69	+2	+4	-2
9c. Summarized what you learned in class or from course materials	69	+7	+7	+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.)	54	+1	+3	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	51	+9	+9	+9
6c. Evaluated what others have concluded from numerical information	44	+4	+5	+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.

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 | | SACSCOC Peers | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.3	39.6	.04	40.0	.02	40.5	-.01
Reflective & Integrative Learning	40.1	36.9 ***	.25	38.1 **	.16	37.8 **	.18
Learning Strategies	41.5	39.1 **	.16	38.7 ***	.19	40.3	.09
Quantitative Reasoning	31.7	29.8 *	.12	29.9 *	.11	29.9 *	.11

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

Score Distributions
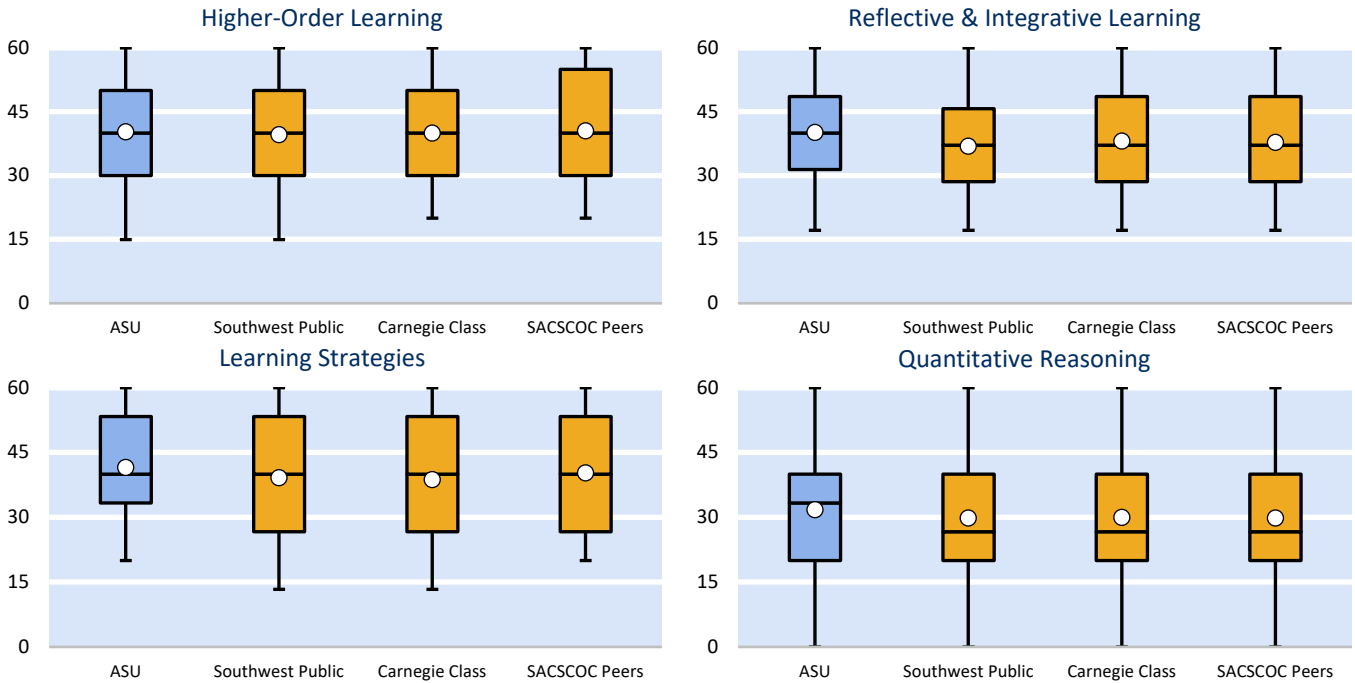
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Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	ASU	Percentage point difference [a] between your seniors and		
Higher-Order Learning		Southwest Public	Carnegie Class	SACSCOC Peers
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	77	+3	+2	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	+1	+1	+0
4d. Evaluating a point of view, decision, or information source	76	+6	+4	+3
4e. Forming a new idea or understanding from various pieces of information	72	+0	-0	-2
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	73	+10	+6	+9
2b. Connected your learning to societal problems or issues	66	+9	+5	+7
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	58	+9	+4	+7
2d. Examined the strengths and weaknesses of your own views on a topic or issue	73	+9	+8	+8
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	80	+9	+7	+7
2f. Learned something that changed the way you understand an issue or concept	77	+8	+6	+6
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+2	+0	+1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	78	+3	+2	+2
9b. Reviewed your notes after class	71	+4	+7	+1
9c. Summarized what you learned in class or from course materials	74	+8	+9	+4
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.)	59	+4	+5	+4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	51	+6	+6	+5
6c. Evaluated what others have concluded from numerical information	50	+6	+5	+6

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

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

NSSE 2021 Engagement Indicators

Learning with Peers

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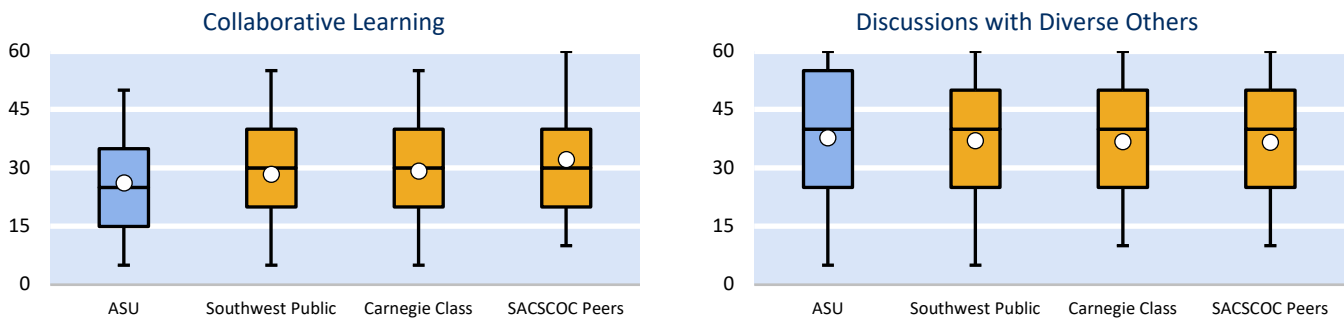
Learning with Peers: First-year students

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		SACSCOC Peers	
			Effect		*Effect*		*Effect*
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Collaborative Learning	26.2	28.5 **	-.15	29.2 ***	-.21	32.2 ***	-.41
Discussions with Diverse Others	37.8	37.1	.04	36.8	.06	36.6	.07

Your first-year students compared with

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

Score Distributions

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Performance on Indicator Items

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

Collaborative Learning	ASU	Southwest Public	Carnegie Class	SACSCOC Peers
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	39	-5	-7	-13
1c. Explained course material to one or more students	41	-6	-8	-13
1d. Prepared for exams by discussing or working through course material with other students	38	-2	-4	-11
1e. Worked with other students on course projects or assignments	40	-4	-9	-13
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	63	-4	-3	-1
8b. People from an economic background other than your own	64	-2	-2	-3
8c. People with religious beliefs other than your own	61	-0	+1	+3
8d. People with political views other than your own	63	+4	+5	+4

Percentage point difference [a] between your FY students and

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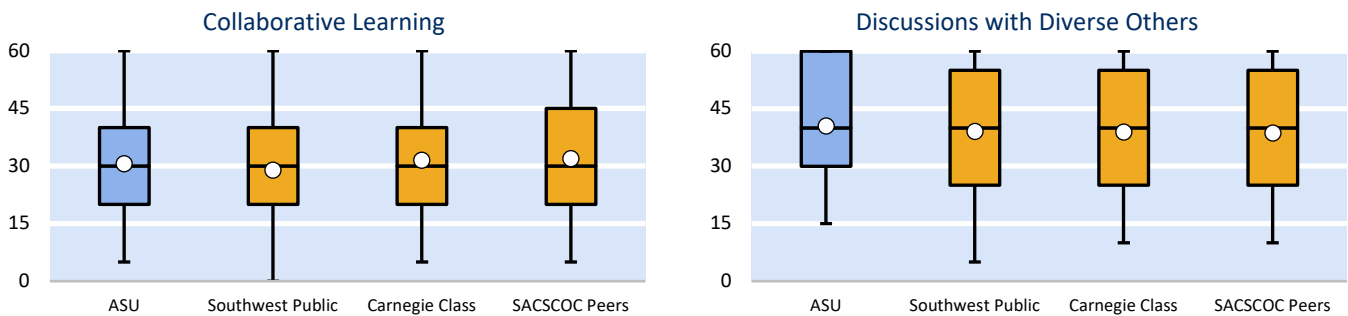
Learning with Peers: Seniors

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 | Your seniors compared with | | | | | |
| | | Southwest Public | | Carnegie Class | | SACSCOC Peers | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.6	29.0	.10	31.6	-.06	32.0	-.08
Discussions with Diverse Others	40.5	39.1	.08	39.0	.10	38.7	.11

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

Score Distributions

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Performance on Indicator Items

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| Collaborative Learning | ASU | Percentage point difference [a] between your seniors and | | |
		Southwest Public	Carnegie Class	SACSCOC Peers
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	42	+3	+0	-2
1c. Explained course material to one or more students	57	+9	+2	+2
1d. Prepared for exams by discussing or working through course material with other students	44	+4	-0	-3
1e. Worked with other students on course projects or assignments	52	-2	-10	-7
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	71	+0	+0	+1
8b. People from an economic background other than your own	71	+1	+0	+1
8c. People with religious beliefs other than your own	66	+0	+1	+3
8d. People with political views other than your own	71	+8	+10	+8

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NSSE 2021 Engagement Indicators

Experiences with Faculty

Angelo State University

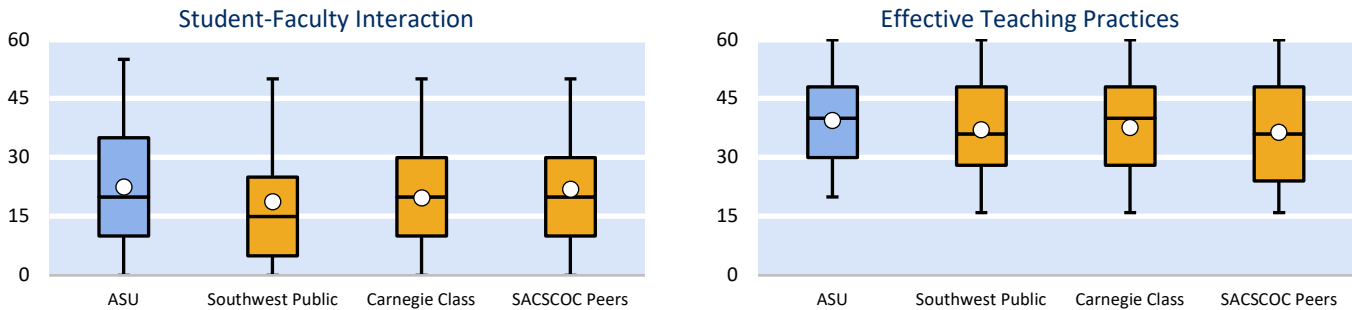## Experiences with Faculty: First-year students

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

Mean Comparisons

	ASU	Your first-year students compared with					
		Southwest Public		Carnegie Class		SACSCOC Peers	
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Student-Faculty Interaction	22.5	18.8 ***	.25	19.8 **	.18	22.0	.03
Effective Teaching Practices	39.4	37.1 **	.17	37.7 *	.13	36.5 ***	.21

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Student-Faculty Interaction	ASU	Percentage point difference [a] between your FY students and		
		Southwest Public	Carnegie Class	SACSCOC Peers
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	45	+11	+10	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	+4	+3	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	+9	+7	+3
3d. Discussed your academic performance with a faculty member	31	+5	+3	-3
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	79	+5	+4	+7
5b. Taught course sessions in an organized way	73	+3	+3	+8
5c. Used examples or illustrations to explain difficult points	76	+7	+5	+8
5d. Provided feedback on a draft or work in progress	63	+3	+0	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	57	+3	-1	+3

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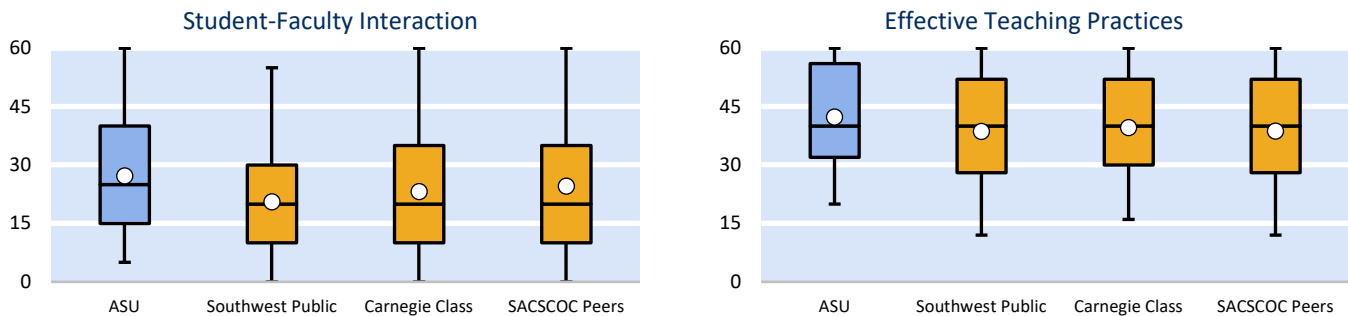
Experiences with Faculty: Seniors

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Mean Comparisons

	ASU	Southwest Public		Carnegie Class		SACSCOC Peers	
				Your seniors compared with			
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	27.1	20.5 ***	.41	23.1 ***	.25	24.5 **	.15
Effective Teaching Practices	42.3	38.6 ***	.25	39.6 ***	.19	38.6 ***	.24

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	ASU	Southwest Public	Carnegie Class	SACSCOC Peers
		Percentage point difference [a] between your seniors and		
Student-Faculty Interaction	%			
Percentage of students who responded that they "Very often" or "Often"…				
3a. Talked about career plans with a faculty member	48	+12	+7	+4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	32	+9	+6	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	39	+13	+8	+6
3d. Discussed your academic performance with a faculty member	42	+15	+9	+5
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	83	+5	+3	+7
5b. Taught course sessions in an organized way	80	+7	+5	+9
5c. Used examples or illustrations to explain difficult points	80	+6	+4	+8
5d. Provided feedback on a draft or work in progress	68	+9	+5	+6
5e. Provided prompt and detailed feedback on tests or completed assignments	69	+9	+6	+7

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

	ASU							
		Your first-year students compared with						
		Southwest Public		Carnegie Class		SACSCOC Peers		
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size	
Quality of Interactions	45.9	41.8 ***	.31	41.9 ***	.31	41.9 ***	.32	
Supportive Environment	34.4	33.7	.05	34.5	.00	36.1	-.12	

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

Score Distributions

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

Performance on Indicator Items

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

		Percentage point difference [a] between your FY students and		
Quality of Interactions	ASU	Southwest Public	Carnegie Class	SACSCOC Peers
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	52	+4	+3	+3
13b. Academic advisors	66	+14	+15	+16
13c. Faculty	67	+18	+18	+17
13d. Student services staff (career services, student activities, housing, etc.)	62	+15	+16	+16
13e. Other administrative staff and offices (registrar, financial aid, etc.)	60	+15	+15	+16
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	+2
14c. Using learning support services (tutoring services, writing center, etc.)	70	-3	-4	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	-4	-6	-4
14e. Providing opportunities to be involved socially	62	+1	-3	-7
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	74	+10	+7	+7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	46	+5	+3	+1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	62	+8	+7	-5
14i. Attending events that address important social, economic, or political issues	40	-2	-6	-10

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.
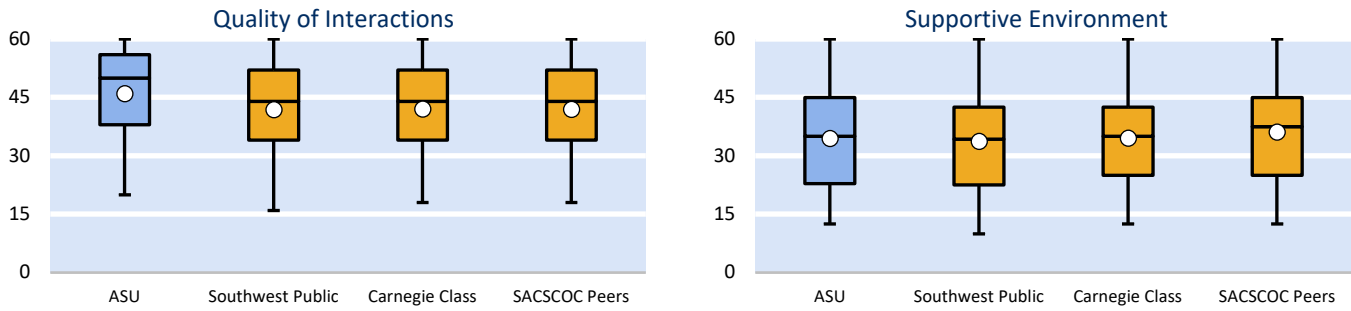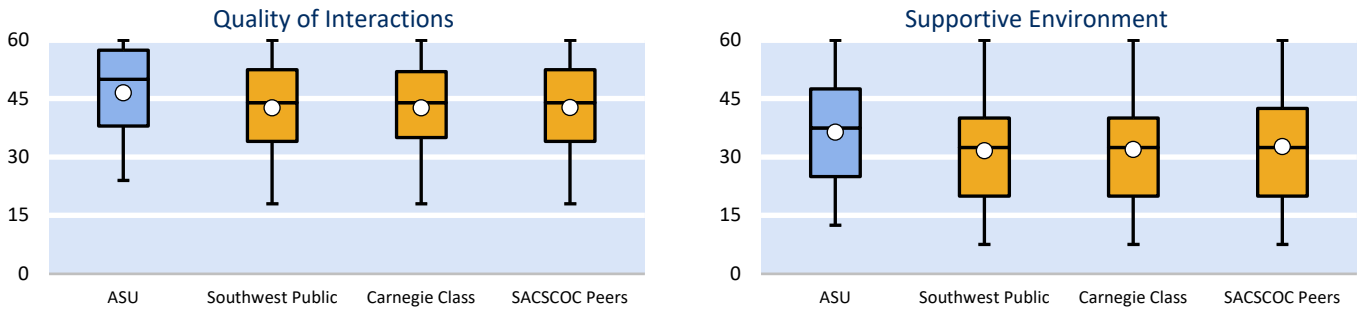
Campus Environment: Seniors

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

| | ASU | Your seniors compared with | | | | | |
| | | Southwest Public | | Carnegie Class | | SACSCOC Peers | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	46.6	42.7 ***	.29	42.7 ***	.31	42.8 ***	.29
Supportive Environment	36.5	31.7 ***	.32	32.0 ***	.31	32.8 ***	.24

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 | ASU | Percentage point difference [a] between your seniors and | | |
		Southwest Public	Carnegie Class	SACSCOC Peers
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	65	+8	+8	+5
13b. Academic advisors	59	+6	+7	+8
13c. Faculty	70	+15	+14	+15
13d. Student services staff (career services, student activities, housing, etc.)	57	+10	+11	+11
13e. Other administrative staff and offices (registrar, financial aid, etc.)	60	+13	+14	+14
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	81	+14	+13	+13
14c. Using learning support services (tutoring services, writing center, etc.)	75	+11	+11	+12
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	+2	+2	+3
14e. Providing opportunities to be involved socially	66	+5	+3	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	71	+12	+10	+10
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	+9	+9	+6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	+11	+13	+6
14i. Attending events that address important social, economic, or political issues	42	+3	+0	-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.

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NSSE 2021 Engagement Indicators
Comparisons with High-Performing Institutions
Angelo State University

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 2020 and 2021 NSSE institutions, and
   (b) institutions with average scores placing them in the top 10% of all 2020 and 2021 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	37.0	39.2 **	-.17		41.9 ***	-.38	
	Reflective and Integrative Learning	35.6	36.5	-.07	✓	39.1 ***	-.30	
	Learning Strategies	38.7	39.7	-.08	✓	43.0 ***	-.30	
	Quantitative Reasoning	30.2	29.7	.04	✓	32.5 *	-.14	
Learning with Peers	Collaborative Learning	26.2	33.9 ***	-.55		37.0 ***	-.79	
	Discussions with Diverse Others	37.8	40.6 **	-.19		43.8 ***	-.42	
Experiences with Faculty	Student-Faculty Interaction	22.5	23.2	-.05	✓	27.8 ***	-.35	
	Effective Teaching Practices	39.4	40.4	-.07	✓	43.2 ***	-.28	
Campus Environment	Quality of Interactions	45.9	45.1	.07	✓	47.7 *	-.14	
	Supportive Environment	34.4	36.8 **	-.18		39.9 ***	-.43	

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	40.3	41.6	-.10	✓	43.9 ***	-.28	
	Reflective and Integrative Learning	40.1	39.7	.03	✓	42.5 ***	-.20	
	Learning Strategies	41.5	40.6	.07	✓	43.5 *	-.14	
	Quantitative Reasoning	31.7	31.6	.01	✓	34.8 **	-.20	
Learning with Peers	Collaborative Learning	30.6	35.0 ***	-.31		38.8 ***	-.61	
	Discussions with Diverse Others	40.5	41.2	-.05	✓	44.2 ***	-.24	
Experiences with Faculty	Student-Faculty Interaction	27.1	28.5	-.09	✓	33.6 ***	-.41	
	Effective Teaching Practices	42.3	41.5	.06	✓	44.6 **	-.17	
Campus Environment	Quality of Interactions	46.6	45.2 *	.12	✓	48.3 *	-.14	
	Supportive Environment	36.5	34.1 **	.17	✓	37.2	-.05	✓

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 NSSE 2020 and 2021 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 2021 Engagement Indicators

Detailed Statistics[a]
Angelo State University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD [b]	SE [c]	5th	25th	50th	75th	95th	Deg. of freedom [e]	Mean diff.	Sig. [f]	Effect size [g]
Academic Challenge												
Higher-Order Learning												
ASU (N = 298)	37.0	13.1	.76	20	25	35	45	60				
Southwest Public	37.0	13.8	.09	15	25	40	45	60	21,638	.0	.981	-.001
Carnegie Class	37.0	13.5	.07	15	30	40	45	60	42,094	.1	.935	.005
SACSCOC Peers	37.5	13.8	.18	15	30	40	45	60	6,189	-.5	.541	-.036
Top 50%	39.2	13.2	.04	20	30	40	50	60	132,377	-2.2	.004	-.168
Top 10%	41.9	12.9	.10	20	35	40	55	60	16,345	-4.9	.000	-.377
Reflective & Integrative Learning												
ASU (N = 326)	35.6	12.6	.70	14	26	37	46	57				
Southwest Public	34.2	12.4	.08	14	26	34	43	57	23,774	1.4	.036	.117
Carnegie Class	34.4	12.1	.06	14	26	34	43	57	330	1.2	.083	.101
SACSCOC Peers	35.2	12.1	.15	17	26	34	43	57	6,933	.4	.533	.035
Top 50%	36.5	12.0	.03	17	29	37	46	57	327	-.9	.218	-.072
Top 10%	39.1	11.8	.10	20	31	40	49	60	338	-3.5	.000	-.296
Learning Strategies												
ASU (N = 286)	38.7	13.1	.78	20	33	40	47	60				
Southwest Public	37.7	14.2	.10	13	27	40	47	60	294	.9	.243	.064
Carnegie Class	37.5	13.9	.07	13	27	40	47	60	39,044	1.2	.154	.085
SACSCOC Peers	38.8	13.7	.19	20	27	40	47	60	5,722	-.1	.908	-.007
Top 50%	39.7	14.0	.04	20	27	40	53	60	117,146	-1.1	.191	-.077
Top 10%	43.0	14.3	.10	20	33	40	60	60	294	-4.3	.000	-.302
Quantitative Reasoning												
ASU (N = 287)	30.2	14.4	.85	7	20	27	40	60				
Southwest Public	28.3	15.3	.11	0	20	27	40	60	20,470	1.9	.033	.127
Carnegie Class	28.0	15.3	.08	0	20	27	40	60	39,827	2.3	.013	.147
SACSCOC Peers	28.5	15.9	.21	0	20	27	40	60	323	1.8	.044	.112
Top 50%	29.7	15.3	.04	7	20	27	40	60	144,052	.5	.550	.035
Top 10%	32.5	15.5	.11	7	20	33	40	60	19,128	-2.2	.016	-.143
Learning with Peers												
Collaborative Learning												
ASU (N = 350)	26.2	14.6	.78	5	15	25	35	50				
Southwest Public	28.5	15.0	.09	5	20	30	40	55	25,819	-2.2	.006	-.149
Carnegie Class	29.2	14.5	.07	5	20	30	40	55	50,236	-3.0	.000	-.206
SACSCOC Peers	32.2	14.7	.17	10	20	30	40	60	7,716	-6.0	.000	-.410
Top 50%	33.9	13.9	.03	10	25	35	45	60	187,562	-7.7	.000	-.551
Top 10%	37.0	13.6	.07	15	25	40	45	60	37,310	-10.8	.000	-.789
Discussions with Diverse Others												
ASU (N = 282)	37.8	17.4	1.04	5	25	40	55	60				
Southwest Public	37.1	16.9	.12	5	25	40	50	60	20,282	.7	.479	.042
Carnegie Class	36.8	16.3	.08	10	25	40	50	60	285	1.0	.342	.061
SACSCOC Peers	36.6	16.4	.22	10	25	40	50	60	307	1.2	.279	.070
Top 50%	40.6	15.2	.04	15	30	40	55	60	282	-2.8	.007	-.186
Top 10%	43.8	14.4	.10	20	35	45	60	60	286	-6.0	.000	-.417

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												
ASU (N = 309)	22.5	15.5	.88	0	10	20	35	55				
Southwest Public	18.8	14.8	.10	0	5	15	25	50	22,579	3.7	.000	.250
Carnegie Class	19.8	14.7	.07	0	10	20	30	50	312	2.7	.002	.185
SACSCOC Peers	22.0	15.5	.20	0	10	20	30	50	6,537	.5	.563	.034
Top 50%	23.2	14.7	.05	0	10	20	30	50	90,184	-.7	.426	-.045
Top 10%	27.8	15.2	.15	5	15	25	40	60	10,325	-5.3	.000	-.346
Effective Teaching Practices												
ASU (N = 299)	39.4	13.2	.76	20	30	40	48	60				
Southwest Public	37.1	14.0	.10	16	28	36	48	60	21,583	2.3	.004	.166
Carnegie Class	37.7	13.7	.07	16	28	40	48	60	41,804	1.8	.024	.131
SACSCOC Peers	36.5	14.2	.19	16	24	36	48	60	6,169	3.0	.000	.209
Top 50%	40.4	13.5	.04	20	32	40	52	60	94,018	-1.0	.213	-.072
Top 10%	43.2	13.4	.12	20	36	44	56	60	13,250	-3.8	.000	-.281
Campus Environment												
Quality of Interactions												
ASU (N = 274)	45.9	12.3	.74	20	38	50	56	60				
Southwest Public	41.8	13.2	.10	16	34	44	52	60	18,397	4.1	.000	.313
Carnegie Class	41.9	12.8	.07	18	34	44	52	60	35,418	4.0	.000	.309
SACSCOC Peers	41.9	12.6	.18	18	34	44	52	60	5,365	4.0	.000	.319
Top 50%	45.1	11.5	.04	24	38	46	54	60	275	.8	.264	.072
Top 10%	47.7	12.3	.09	24	40	50	58	60	17,531	-1.8	.018	-.144
Supportive Environment												
ASU (N = 279)	34.4	14.5	.87	13	23	35	45	60				
Southwest Public	33.7	14.4	.10	10	23	34	43	60	19,481	.8	.365	.055
Carnegie Class	34.5	14.1	.07	13	25	35	43	60	37,681	.0	.975	-.002
SACSCOC Peers	36.1	14.0	.19	13	25	38	45	60	5,484	-1.6	.058	-.117
Top 50%	36.8	13.5	.04	15	28	38	45	60	279	-2.4	.006	-.178
Top 10%	39.9	12.8	.11	18	33	40	50	60	287	-5.5	.000	-.426

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 2021 Engagement Indicators

Detailed Statistics[a]

Angelo State University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
ASU (N = 333)	40.3	14.0	.77	15	30	40	50	60				
Southwest Public	39.6	14.3	.07	15	30	40	50	60	37,634	.6	.416	.045
Carnegie Class	40.0	13.8	.06	20	30	40	50	60	60,390	.3	.732	.019
SACSCOC Peers	40.5	14.3	.15	20	30	40	55	60	8,945	-.2	.793	-.015
Top 50%	41.6	13.6	.04	20	35	40	55	60	132,721	-1.3	.077	-.097
Top 10%	43.9	13.0	.11	20	35	40	55	60	14,837	-3.6	.000	-.279
Reflective & Integrative Learning												
ASU (N = 349)	40.1	12.6	.68	17	31	40	49	60				
Southwest Public	36.9	13.1	.07	17	29	37	46	60	40,366	3.2	.000	.246
Carnegie Class	38.1	12.8	.05	17	29	37	49	60	64,415	2.1	.003	.161
SACSCOC Peers	37.8	13.0	.13	17	29	37	49	60	9,697	2.3	.001	.178
Top 50%	39.7	12.4	.03	20	31	40	49	60	128,468	.4	.551	.032
Top 10%	42.5	11.7	.11	23	34	43	51	60	10,936	-2.3	.000	-.200
Learning Strategies												
ASU (N = 321)	41.5	13.5	.75	20	33	40	53	60				
Southwest Public	39.1	15.0	.08	13	27	40	53	60	327	2.4	.002	.160
Carnegie Class	38.7	14.6	.06	13	27	40	53	60	57,388	2.8	.001	.194
SACSCOC Peers	40.3	14.7	.16	20	27	40	53	60	8,367	1.3	.129	.086
Top 50%	40.6	14.6	.04	20	33	40	53	60	151,169	1.0	.222	.068
Top 10%	43.5	14.2	.10	20	33	40	60	60	20,000	-1.9	.016	-.135
Quantitative Reasoning												
ASU (N = 330)	31.7	17.0	.94	0	20	33	40	60				
Southwest Public	29.8	16.7	.09	0	20	27	40	60	36,073	1.9	.035	.116
Carnegie Class	29.9	16.4	.07	0	20	27	40	60	58,121	1.8	.048	.109
SACSCOC Peers	29.9	16.5	.18	0	20	27	40	60	8,527	1.9	.043	.114
Top 50%	31.6	16.3	.04	0	20	33	40	60	184,634	.1	.879	.008
Top 10%	34.8	15.8	.12	7	20	33	47	60	339	-3.1	.001	-.195
Learning with Peers												
Collaborative Learning												
ASU (N = 364)	30.6	16.1	.85	5	20	30	40	60				
Southwest Public	29.0	16.1	.08	0	20	30	40	60	42,595	1.6	.053	.102
Carnegie Class	31.6	15.2	.06	5	20	30	40	60	67,700	-1.0	.231	-.063
SACSCOC Peers	32.0	16.3	.16	5	20	30	45	60	10,303	-1.4	.119	-.083
Top 50%	35.0	14.2	.03	10	25	35	45	60	365	-4.4	.000	-.310
Top 10%	38.8	13.4	.09	15	30	40	50	60	372	-8.2	.000	-.609
Discussions with Diverse Others												
ASU (N = 325)	40.5	16.3	.90	15	30	40	60	60				
Southwest Public	39.1	17.3	.09	5	25	40	55	60	35,754	1.4	.141	.082
Carnegie Class	39.0	16.3	.07	10	25	40	55	60	57,644	1.6	.087	.095
SACSCOC Peers	38.7	17.1	.19	10	25	40	55	60	8,437	1.8	.063	.105
Top 50%	41.2	15.6	.04	15	30	40	60	60	193,052	-.7	.397	-.047
Top 10%	44.2	15.0	.09	20	35	45	60	60	28,959	-3.6	.000	-.244

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												
ASU (N = 343)	27.1	16.8	.91	5	15	25	40	60				
Southwest Public	20.5	16.2	.08	0	10	20	30	55	347	6.7	.000	.412
Carnegie Class	23.1	16.2	.07	0	10	20	35	60	62,297	4.0	.000	.248
SACSCOC Peers	24.5	17.2	.18	0	10	20	35	60	9,313	2.6	.005	.153
Top 50%	28.5	16.0	.06	5	15	25	40	60	71,616	-1.4	.110	-.087
Top 10%	33.6	15.9	.17	10	20	35	45	60	9,172	-6.5	.000	-.406
Effective Teaching Practices												
ASU (N = 334)	42.3	14.3	.78	20	32	40	56	60				
Southwest Public	38.6	14.9	.08	12	28	40	52	60	37,587	3.7	.000	.248
Carnegie Class	39.6	14.2	.06	16	30	40	52	60	60,272	2.7	.000	.192
SACSCOC Peers	38.6	15.3	.16	12	28	40	52	60	8,901	3.6	.000	.239
Top 50%	41.5	13.9	.04	16	32	40	52	60	112,165	.8	.315	.055
Top 10%	44.6	13.3	.11	20	36	44	56	60	13,965	-2.3	.002	-.172
Campus Environment												
Quality of Interactions												
ASU (N = 302)	46.6	12.0	.69	24	38	50	58	60				
Southwest Public	42.7	13.2	.07	18	34	44	53	60	32,015	3.9	.000	.294
Carnegie Class	42.7	12.7	.06	18	35	44	52	60	52,508	3.9	.000	.308
SACSCOC Peers	42.8	13.2	.15	18	34	44	53	60	7,636	3.8	.000	.292
Top 50%	45.2	11.9	.04	22	38	48	54	60	107,209	1.4	.037	.120
Top 10%	48.3	11.9	.08	25	42	50	60	60	23,934	-1.6	.018	-.137
Supportive Environment												
ASU (N = 314)	36.5	14.7	.83	13	25	38	48	60				
Southwest Public	31.7	15.1	.08	8	20	33	40	60	34,667	4.8	.000	.316
Carnegie Class	32.0	14.6	.06	8	20	33	40	60	55,791	4.5	.000	.306
SACSCOC Peers	32.8	15.3	.17	8	20	33	43	60	8,070	3.7	.000	.244
Top 50%	34.1	14.2	.04	10	23	35	43	60	116,376	2.4	.003	.167
Top 10%	37.2	14.3	.12	13	28	38	48	60	14,937	-.7	.385	-.050

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.