NSSE 2023
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. The specific items within each EI are listed below, starting on page 5.

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 all current- and prior-year 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.

Engagement Indicators: Overview

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

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

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

-- No significant difference.

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

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

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with 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	△	△	△

NSSE 2023 Engagement Indicators
Academic Challenge
Angelo State University

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	39.2	37.5	.12	37.2 *	.15	37.0 *	.16
Reflective & Integrative Learning	36.7	35.0 *	.14	35.0 *	.14	34.9 *	.14
Learning Strategies	40.2	37.5 **	.19	37.4 **	.20	37.2 **	.21
Quantitative Reasoning	31.8	29.1 *	.17	28.8 **	.19	28.6 **	.20

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

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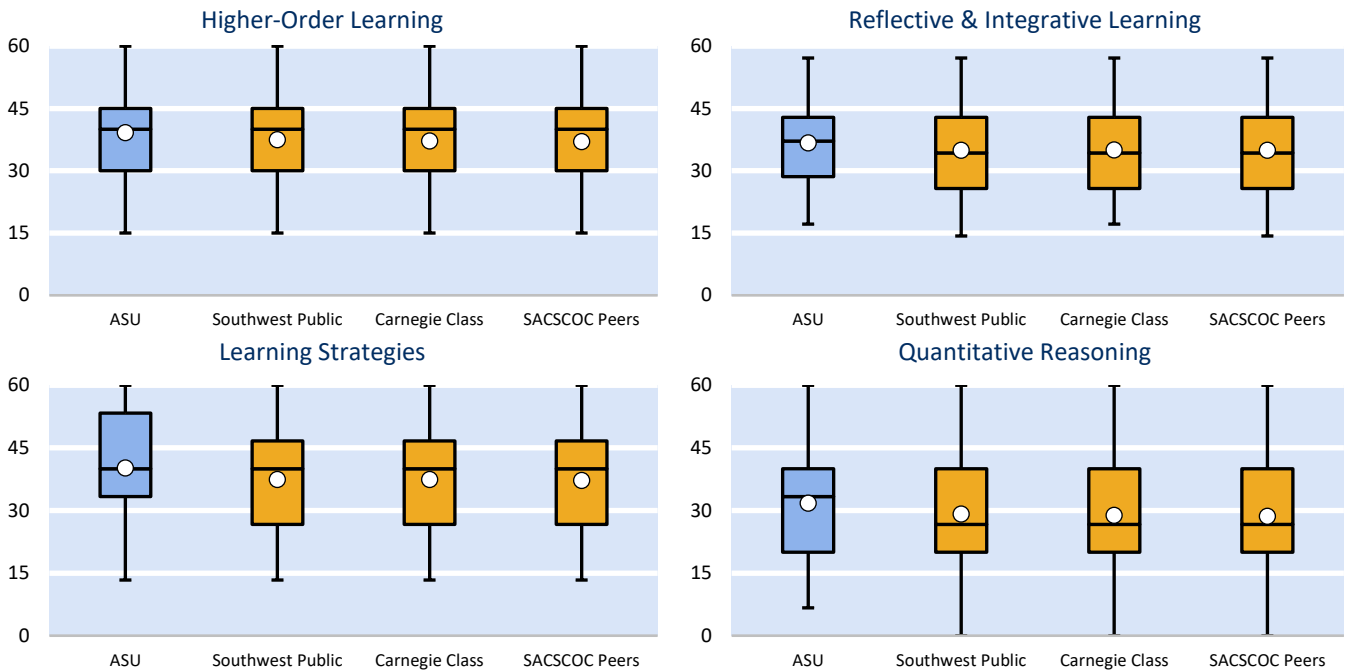
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

Higher-Order Learning	ASU	Percentage point difference[a] between your FY students and		
		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	74	+7	+7	+8
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	+6	+7	+6
4d. Evaluating a point of view, decision, or information source	69	+1	+0	+1
4e. Forming a new idea or understanding from various pieces of information	74	+4	+4	+5
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	57	+7	+6	+8
2b. Connected your learning to societal problems or issues	57	+8	+6	+7
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55	+4	+3	+4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71	+7	+9	+7
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	73	+2	+3	+4
2f. Learned something that changed the way you understand an issue or concept	70	+4	+4	+3
2g. Connected ideas from your courses to your prior experiences and knowledge	82	+7	+6	+7
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	75	+5	+4	+8
9b. Reviewed your notes after class	76	+10	+12	+10
9c. Summarized what you learned in class or from course materials	71	+8	+9	+8
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.)	60	+7	+7	+8
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	48	+4	+5	+4
6c. Evaluated what others have concluded from numerical information	49	+7	+7	+9

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	Southwest Public		Carnegie Class		SACSCOC Peers	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.2	40.4 *	.13	40.5 *	.13	41.3	.07
Reflective & Integrative Learning	40.3	37.6 ***	.20	38.6 *	.13	39.1	.09
Learning Strategies	40.4	40.2	.01	39.4	.06	41.4	-.07
Quantitative Reasoning	32.4	31.0	.08	30.9	.09	31.4	.06

Your seniors compared with

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

Score Distributions
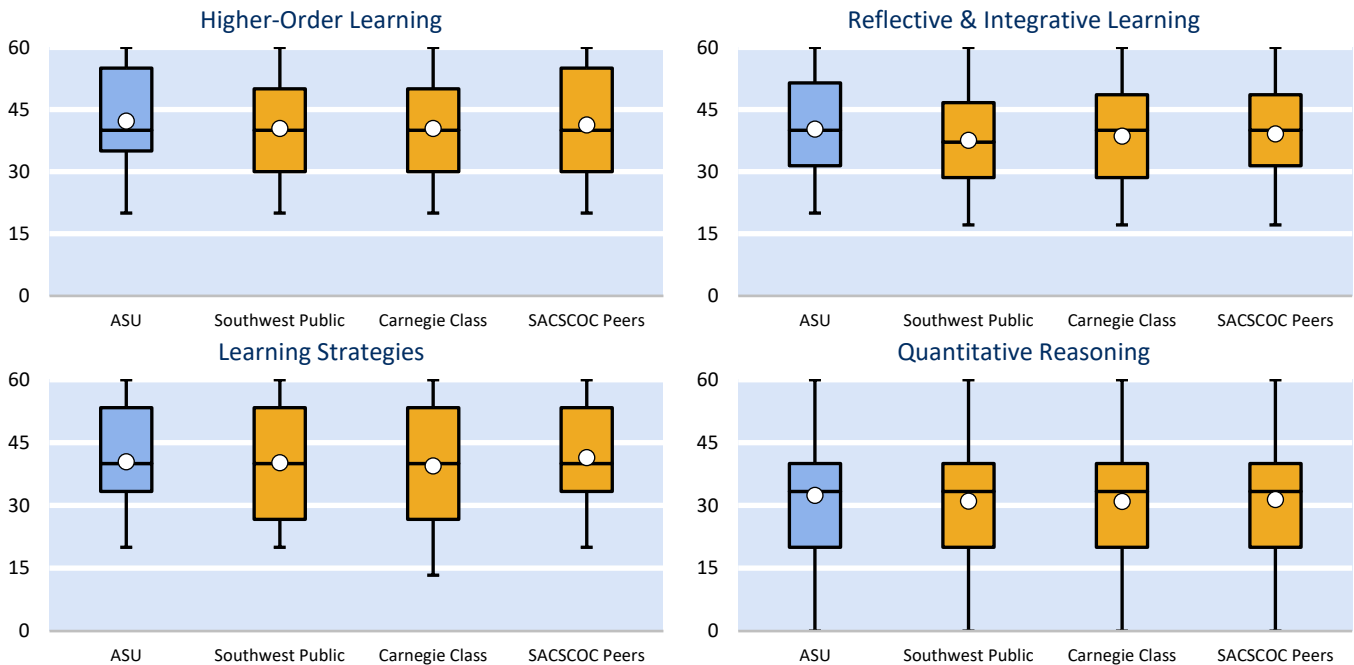
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Academic Challenge: Seniors (continued)

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	Southwest Public	Carnegie Class	SACSCOC Peers
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	82	+5	+6	+4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+2	+3	+1
4d. Evaluating a point of view, decision, or information source	75	+3	+2	+0
4e. Forming a new idea or understanding from various pieces of information	80	+7	+6	+5
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	74	+10	+6	+5
2b. Connected your learning to societal problems or issues	67	+9	+6	+5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57	+6	+2	+2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	74	+7	+6	+4
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	74	+1	+0	-2
2f. Learned something that changed the way you understand an issue or concept	72	+1	+1	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	88	+5	+4	+3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	74	-2	-2	-4
9b. Reviewed your notes after class	75	+5	+8	+2
9c. Summarized what you learned in class or from course materials	71	+1	+3	-2
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.)	58	-1	+2	-0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	52	+4	+4	+3
6c. Evaluated what others have concluded from numerical information	52	+5	+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.

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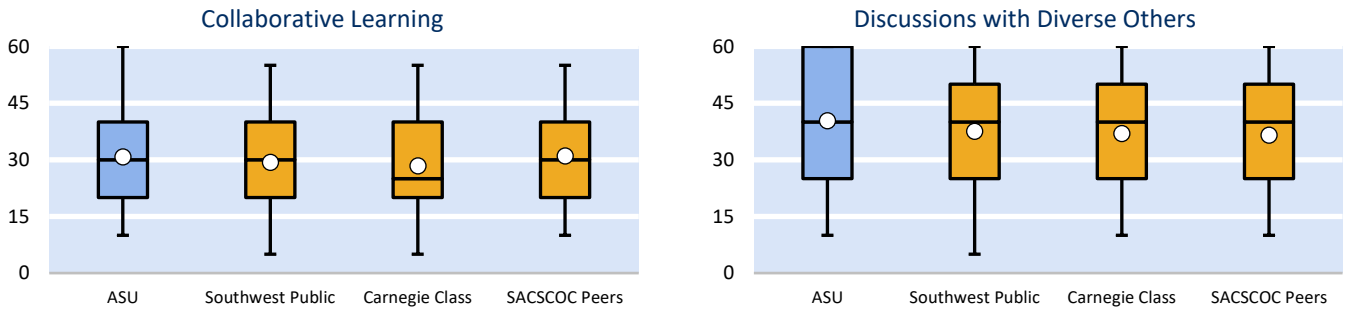
Learning with Peers: First-year students

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

Mean Comparisons

	ASU	Southwest Public		Carnegie Class		SACSCOC Peers	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.7	29.3	.10	28.4 *	.16	31.0	-.02
Discussions with Diverse Others	40.4	37.5 *	.17	36.9 **	.21	36.5 **	.23

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

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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	50	+4	+7	+1
1c. Explained course material to one or more students	51	+4	+5	-0
1d. Prepared for exams by discussing or working through course material with other students	45	+5	+8	+2
1e. Worked with other students on course projects or assignments	57	+7	+9	+2
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of races or ethnicities other than your own	68	+1	+3	+6
8b. People from economic backgrounds other than your own	71	+3	+4	+3
8c. People with religious beliefs other than your own	67	+4	+5	+6
8d. People with political views other than your own	69	+9	+11	+11

Percentage point difference [a] between your FY students and

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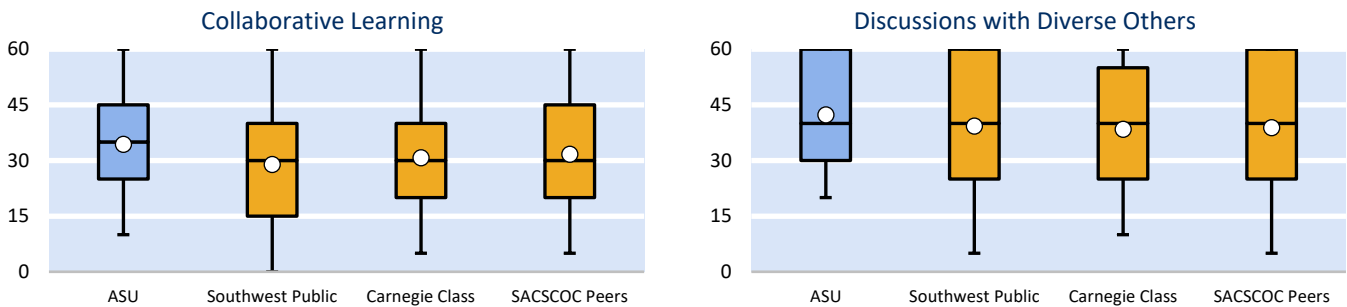
Learning with Peers: Seniors

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

Mean Comparisons

| | 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	34.4	29.0 ***	.33	30.8 ***	.24	31.7 **	.16
Discussions with Diverse Others	42.3	39.3 **	.18	38.4 ***	.24	38.9 **	.20

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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Performance on Indicator Items

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| | | Percentage point difference [a] between your seniors and | | |
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	53	+14	+11	+9
1c. Explained course material to one or more students	62	+14	+10	+7
1d. Prepared for exams by discussing or working through course material with other students	48	+10	+8	+2
1e. Worked with other students on course projects or assignments	65	+10	+4	+6
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	75	+4	+6	+7
8b. People from economic backgrounds other than your own	77	+6	+8	+6
8c. People with religious beliefs other than your own	72	+5	+8	+7
8d. People with political views other than your own	74	+11	+13	+10

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NSSE 2023 Engagement Indicators

Experiences with Faculty
Angelo State University

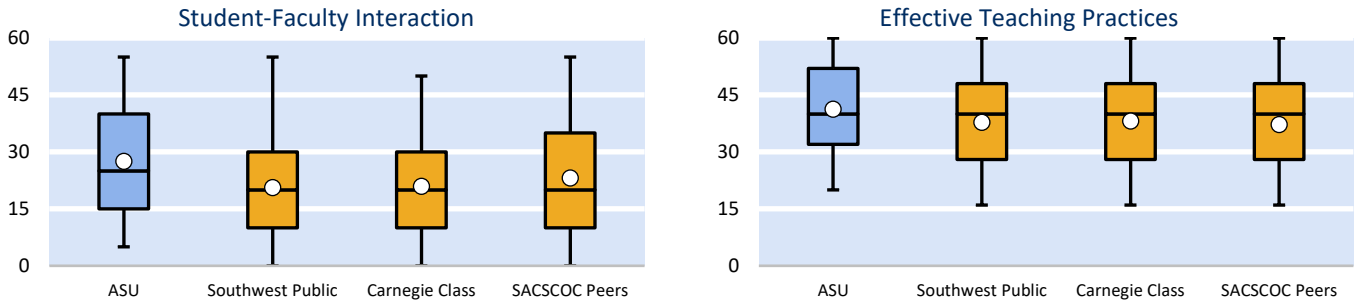## Experiences with Faculty: First-year students

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 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	27.5	20.6 ***	.45	20.9 ***	.44	23.1 ***	.28
Effective Teaching Practices	41.3	37.8 ***	.25	38.1 **	.23	37.2 ***	.29

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 [a] between your FY students and | | |
		Southwest Public	Carnegie Class	SACSCOC Peers
Student-Faculty Interaction	%			
Percentage of students who responded that they "Very often" or "Often"…				
3a. Talked about career plans with a faculty member	53	+18	+17	+12
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	38	+15	+16	+10
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	40	+14	+14	+9
3d. Discussed your academic performance with a faculty member	43	+14	+13	+8
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	84	+9	+9	+11
5b. Taught course sessions in an organized way	77	+6	+6	+9
5c. Used examples or illustrations to explain difficult points	78	+6	+6	+7
5d. Provided feedback on a draft or work in progress	68	+5	+3	+5
5e. Provided prompt and detailed feedback on tests or completed assignments	64	+7	+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.

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NSSE 2023 Engagement Indicators

Experiences with Faculty

Angelo State University
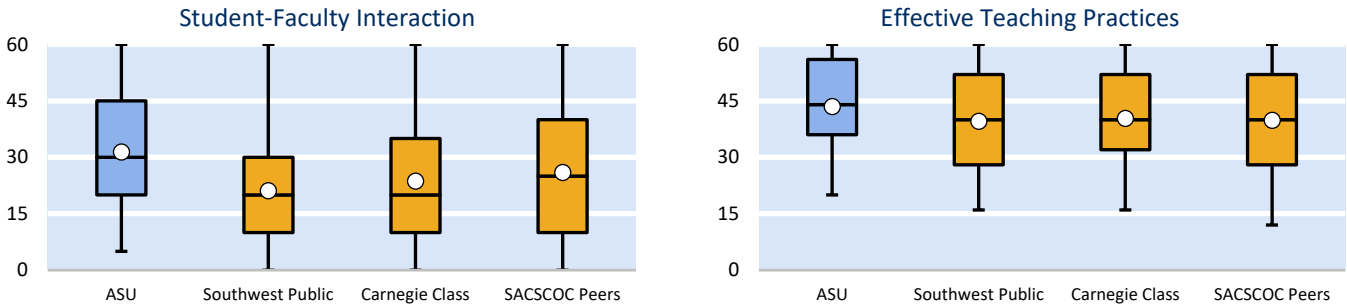
Experiences with Faculty: Seniors

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Mean Comparisons

	ASU	Southwest Public		Carnegie Class		SACSCOC Peers	
			Your seniors compared with				
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Student-Faculty Interaction	31.3	21.1 ***	.61	23.6 ***	.46	26.0 ***	.31
Effective Teaching Practices	43.5	39.5 ***	.27	40.3 ***	.22	39.8 ***	.25

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

Student-Faculty Interaction

Effective Teaching Practices

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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.

Student-Faculty Interaction	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"…	%			
3a. Talked about career plans with a faculty member	59	+22	+16	+11
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	40	+16	+13	+8
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	46	+19	+15	+11
3d. Discussed your academic performance with a faculty member	52	+22	+18	+12
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	86	+6	+6	+8
5b. Taught course sessions in an organized way	83	+8	+7	+10
5c. Used examples or illustrations to explain difficult points	83	+8	+7	+8
5d. Provided feedback on a draft or work in progress	74	+14	+9	+9
5e. Provided prompt and detailed feedback on tests or completed assignments	73	+11	+8	+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.

NSSE 2023 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 | | SACSCOC Peers | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	46.8	42.8 ***	.32	42.6 ***	.35	42.1 ***	.38
Supportive Environment	37.8	35.1 **	.20	34.0 ***	.28	35.8	.14

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

Score Distributions

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

Performance on Indicator Items

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

| | ASU | Percentage point difference [a] between your FY students and | | |
Quality of Interactions		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	58	+7	+11	+7
13b. Academic advisors	67	+16	+14	+16
13c. Faculty	66	+14	+16	+15
13d. Student services staff (career services, student activities, housing, etc.)	60	+10	+12	+13
13e. Other administrative staff and offices (registrar, financial aid, etc.)	55	+8	+9	+10
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	77	+6	+8	+4
14c. Using learning support services (tutoring services, writing center, etc.)	78	+6	+7	+7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	+3	+6	+4
14e. Providing opportunities to be involved socially	72	+3	+6	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	74	+9	+10	+8
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	49	+6	+9	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	72	+7	+12	+4
14i. Attending events that address important social, economic, or political issues	48	+1	+3	-0

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.
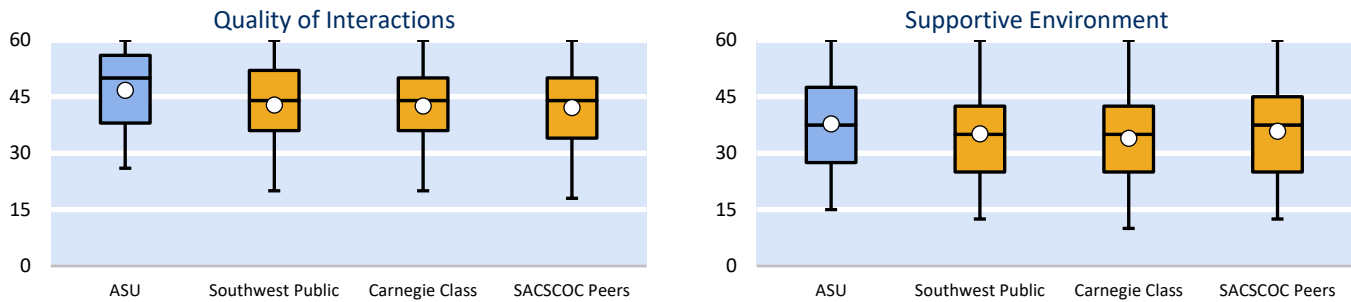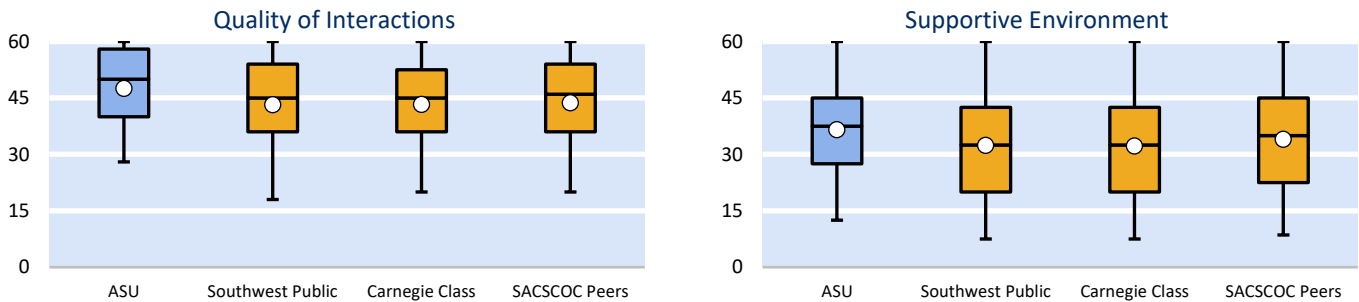
Campus Environment: Seniors

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	Southwest Public		Carnegie Class		SACSCOC Peers	
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Quality of Interactions	47.6	43.2 ***	.33	43.3 ***	.34	43.8 ***	.30
Supportive Environment	36.6	32.4 ***	.27	32.3 ***	.29	34.0 **	.17

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

Score Distributions

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

Performance on Indicator Items

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

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	68	+8	+9	+5
13b. Academic advisors	66	+14	+13	+12
13c. Faculty	70	+14	+12	+11
13d. Student services staff (career services, student activities, housing, etc.)	53	+5	+6	+3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	64	+15	+16	+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	73	+6	+6	+4
14c. Using learning support services (tutoring services, writing center, etc.)	73	+9	+10	+8
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	-1	-0	-2
14e. Providing opportunities to be involved socially	75	+12	+12	+8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	74	+15	+15	+11
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	+7	+8	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	70	+16	+19	+9
14i. Attending events that address important social, economic, or political issues	45	+4	+3	-0

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

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

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see go.iu.edu/NSSE-PnP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE[a] for their high average levels of student engagement:

   (a) institutions with average scores placing them in the top 50% of all 2022 and 2023 NSSE institutions, and

   (b) institutions with average scores placing them in the top 10% of all 2022 and 2023 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	39.2	39.5	-.03	✓	42.2 ***	-.24	
	Reflective and Integrative Learning	36.7	37.2	-.05	✓	39.8 ***	-.27	
	Learning Strategies	40.2	39.8	.03	✓	42.8 *	-.19	
	Quantitative Reasoning	31.8	30.7	.07	✓	33.4	-.11	
Learning with Peers	Collaborative Learning	30.7	33.2 **	-.18		36.5 ***	-.42	
	Discussions with Diverse Others	40.4	40.5	-.01	✓	43.6 **	-.24	
Experiences with Faculty	Student-Faculty Interaction	27.5	25.3 *	.14	✓	29.3	-.12	
	Effective Teaching Practices	41.3	40.1	.08	✓	43.3 *	-.15	
Campus Environment	Quality of Interactions	46.8	45.2	.13	✓	48.2	-.12	
	Supportive Environment	37.8	36.8	.08	✓	39.6	-.14	

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	42.2	42.1	.01	✓	44.7 **	-.19	
	Reflective and Integrative Learning	40.3	40.6	-.03	✓	43.1 ***	-.24	
	Learning Strategies	40.4	40.9	-.04	✓	43.6 ***	-.23	
	Quantitative Reasoning	32.4	32.7	-.02	✓	36.3 ***	-.24	
Learning with Peers	Collaborative Learning	34.4	34.7	-.02	✓	38.1 ***	-.27	
	Discussions with Diverse Others	42.3	41.1	.08	✓	43.9	-.11	
Experiences with Faculty	Student-Faculty Interaction	31.3	29.6	.11	✓	34.3 **	-.18	
	Effective Teaching Practices	43.5	42.1	.10	✓	44.7	-.09	✓
Campus Environment	Quality of Interactions	47.6	45.4 **	.18	✓	47.9	-.03	✓
	Supportive Environment	36.6	34.5 *	.14	✓	37.7	-.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 were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all current- and prior-year institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

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 = 202)	39.2	13.6	.96	15	30	40	45	60				
Southwest Public	37.5	13.8	.12	15	30	40	45	60	13,308	1.6	.091	.120
Carnegie Class	37.2	13.3	.08	15	30	40	45	60	25,343	2.0	.037	.147
SACSCOC Peers	37.0	13.7	.23	15	30	40	45	60	3,666	2.2	.028	.159
Top 50%	39.5	13.2	.04	20	30	40	50	60	104,125	-.4	.689	-.028
Top 10%	42.2	12.8	.11	20	35	40	55	60	12,831	-3.1	.001	-.240
Reflective & Integrative Learning												
ASU (N = 223)	36.7	11.4	.76	17	29	37	43	57				
Southwest Public	35.0	12.3	.10	14	26	34	43	57	14,631	1.7	.036	.142
Carnegie Class	35.0	12.1	.07	17	26	34	43	57	27,908	1.7	.042	.137
SACSCOC Peers	34.9	12.5	.20	14	26	34	43	57	4,110	1.8	.038	.143
Top 50%	37.2	12.0	.04	20	29	37	46	60	97,804	-.5	.498	-.045
Top 10%	39.8	11.8	.10	20	31	40	49	60	12,941	-3.1	.000	-.267
Learning Strategies												
ASU (N = 190)	40.2	14.1	1.02	13	33	40	53	60				
Southwest Public	37.5	14.0	.13	13	27	40	47	60	12,252	2.7	.008	.195
Carnegie Class	37.4	13.9	.09	13	27	40	47	60	23,191	2.8	.006	.201
SACSCOC Peers	37.2	13.9	.25	13	27	40	47	60	3,347	3.0	.004	.214
Top 50%	39.8	13.9	.05	20	27	40	53	60	83,673	.4	.671	.031
Top 10%	42.8	14.0	.11	20	33	40	60	60	17,635	-2.6	.011	-.186
Quantitative Reasoning												
ASU (N = 191)	31.8	15.4	1.12	7	20	33	40	60				
Southwest Public	29.1	15.7	.14	0	20	27	40	60	12,445	2.6	.023	.166
Carnegie Class	28.8	15.3	.10	0	20	27	40	60	23,600	2.9	.008	.192
SACSCOC Peers	28.6	15.8	.28	0	20	27	40	60	3,395	3.1	.007	.199
Top 50%	30.7	15.3	.05	7	20	27	40	60	101,822	1.1	.323	.071
Top 10%	33.4	15.4	.12	7	20	33	40	60	16,530	-1.6	.142	-.107
Learning with Peers												
Collaborative Learning												
ASU (N = 231)	30.7	14.5	.95	10	20	30	40	60				
Southwest Public	29.3	14.6	.12	5	20	30	40	55	15,902	1.4	.138	.098
Carnegie Class	28.4	14.4	.08	5	20	25	40	55	30,392	2.3	.014	.163
SACSCOC Peers	31.0	14.3	.22	10	20	30	40	55	4,497	-.3	.786	-.018
Top 50%	33.2	13.9	.04	10	25	35	40	60	114,009	-2.5	.006	-.181
Top 10%	36.5	13.7	.09	15	25	35	45	60	23,094	-5.8	.000	-.425
Discussions with Diverse Others												
ASU (N = 193)	40.4	16.7	1.20	10	25	40	60	60				
Southwest Public	37.5	16.7	.15	5	25	40	50	60	12,359	2.8	.020	.168
Carnegie Class	36.9	16.0	.10	10	25	40	50	60	23,391	3.4	.003	.213
SACSCOC Peers	36.5	16.4	.29	10	25	40	50	60	3,384	3.8	.002	.234
Top 50%	40.5	14.8	.05	20	30	40	55	60	192	-.2	.882	-.012
Top 10%	43.6	13.9	.13	20	35	40	60	60	197	-3.3	.007	-.236

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 = 213)	27.5	15.2	1.04	5	15	25	40	55				
Southwest Public	20.6	15.5	.13	0	10	20	30	55	13,901	6.9	.000	.446
Carnegie Class	20.9	15.2	.09	0	10	20	30	50	26,596	6.6	.000	.436
SACSCOC Peers	23.1	15.9	.26	0	10	20	35	55	3,878	4.4	.000	.278
Top 50%	25.3	15.3	.06	5	15	25	35	60	55,899	2.2	.037	.143
Top 10%	29.3	15.3	.17	5	20	25	40	60	7,933	-1.8	.093	-.117
Effective Teaching Practices												
ASU (N = 199)	41.3	13.1	.93	20	32	40	52	60				
Southwest Public	37.8	13.8	.12	16	28	40	48	60	13,257	3.4	.000	.249
Carnegie Class	38.1	13.5	.09	16	28	40	48	60	25,209	3.1	.001	.233
SACSCOC Peers	37.2	13.9	.24	16	28	40	48	60	3,645	4.0	.000	.291
Top 50%	40.1	13.5	.05	16	32	40	52	60	72,098	1.1	.240	.083
Top 10%	43.3	13.3	.14	20	36	44	56	60	9,581	-2.0	.036	-.150
Campus Environment												
Quality of Interactions												
ASU (N = 176)	46.8	11.2	.84	26	38	50	56	60				
Southwest Public	42.8	12.5	.12	20	36	44	52	60	11,266	3.9	.000	.316
Carnegie Class	42.6	12.0	.08	20	36	44	50	60	21,008	4.2	.000	.351
SACSCOC Peers	42.1	12.4	.23	18	34	44	50	60	3,094	4.7	.000	.377
Top 50%	45.2	11.5	.05	24	38	46	54	60	57,547	1.5	.080	.132
Top 10%	48.2	12.1	.12	24	42	50	60	60	10,725	-1.4	.129	-.116
Supportive Environment												
ASU (N = 178)	37.8	13.8	1.04	15	28	38	48	60				
Southwest Public	35.1	13.8	.13	13	25	35	43	60	11,808	2.7	.010	.195
Carnegie Class	34.0	13.8	.09	10	25	35	43	60	22,373	3.8	.000	.280
SACSCOC Peers	35.8	14.0	.25	13	25	38	45	60	3,182	2.0	.065	.142
Top 50%	36.8	13.0	.05	15	28	38	45	60	62,912	1.1	.271	.083
Top 10%	39.6	12.8	.15	20	30	40	50	60	7,605	-1.8	.062	-.142

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 2023 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 = 256)	42.2	13.6	.85	20	35	40	55	60				
Southwest Public	40.4	14.1	.09	20	30	40	50	60	26,205	1.8	.043	.127
Carnegie Class	40.5	13.9	.07	20	30	40	50	60	42,933	1.8	.044	.126
SACSCOC Peers	41.3	14.1	.19	20	30	40	55	60	5,980	.9	.299	.066
Top 50%	42.1	13.7	.04	20	35	40	55	60	110,817	.2	.845	.012
Top 10%	44.7	12.8	.12	20	40	45	60	60	10,854	-2.5	.002	-.194
Reflective & Integrative Learning												
ASU (N = 265)	40.3	13.0	.80	20	31	40	51	60				
Southwest Public	37.6	13.2	.08	17	29	37	47	60	27,848	2.7	.001	.204
Carnegie Class	38.6	13.0	.06	17	29	40	49	60	45,940	1.7	.032	.132
SACSCOC Peers	39.1	13.0	.17	17	31	40	49	60	6,359	1.2	.154	.089
Top 50%	40.6	12.5	.04	20	31	40	51	60	100,405	-.3	.664	-.027
Top 10%	43.1	11.8	.12	23	34	43	54	60	276	-2.8	.001	-.237
Learning Strategies												
ASU (N = 242)	40.4	14.6	.94	20	33	40	53	60				
Southwest Public	40.2	14.5	.09	20	27	40	53	60	24,707	.2	.848	.012
Carnegie Class	39.4	14.6	.07	13	27	40	53	60	40,470	.9	.320	.064
SACSCOC Peers	41.4	14.4	.19	20	33	40	53	60	5,709	-1.0	.295	-.069
Top 50%	40.9	14.5	.04	20	33	40	53	60	118,705	-.6	.533	-.040
Top 10%	43.6	14.1	.11	20	33	40	60	60	17,494	-3.2	.000	-.227
Quantitative Reasoning												
ASU (N = 242)	32.4	16.6	1.07	0	20	33	40	60				
Southwest Public	31.0	16.6	.11	0	20	33	40	60	25,052	1.3	.210	.081
Carnegie Class	30.9	16.6	.08	0	20	33	40	60	41,009	1.5	.173	.088
SACSCOC Peers	31.4	16.9	.23	0	20	33	40	60	5,745	1.0	.391	.056
Top 50%	32.7	16.5	.04	7	20	33	40	60	139,535	-.3	.759	-.020
Top 10%	36.3	16.2	.15	7	20	40	47	60	11,430	-3.9	.000	-.242
Learning with Peers												
Collaborative Learning												
ASU (N = 270)	34.4	15.5	.94	10	25	35	45	60				
Southwest Public	29.0	16.3	.10	0	15	30	40	60	29,133	5.4	.000	.333
Carnegie Class	30.8	15.4	.07	5	20	30	40	60	48,193	3.6	.000	.235
SACSCOC Peers	31.7	16.6	.21	5	20	30	45	60	6,614	2.7	.009	.162
Top 50%	34.7	14.2	.04	10	25	35	45	60	270	-.3	.749	-.021
Top 10%	38.1	13.6	.11	15	30	40	50	60	276	-3.7	.000	-.271
Discussions with Diverse Others												
ASU (N = 241)	42.3	15.3	.98	20	30	40	60	60				
Southwest Public	39.3	17.2	.11	5	25	40	60	60	247	3.0	.002	.176
Carnegie Class	38.4	16.4	.08	10	25	40	55	60	40,614	3.9	.000	.237
SACSCOC Peers	38.9	17.0	.23	5	25	40	60	60	5,718	3.4	.002	.203
Top 50%	41.1	15.6	.04	15	30	40	55	60	122,615	1.3	.206	.081
Top 10%	43.9	14.8	.13	20	35	45	60	60	13,291	-1.6	.096	-.108

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 = 259)	31.3	17.6	1.09	5	20	30	45	60				
Southwest Public	21.1	16.8	.10	0	10	20	30	60	26,971	10.2	.000	.611
Carnegie Class	23.6	16.6	.08	0	10	20	35	60	44,336	7.7	.000	.465
SACSCOC Peers	26.0	17.5	.23	0	10	25	40	60	6,148	5.4	.000	.307
Top 50%	29.6	16.2	.07	5	20	30	40	60	260	1.8	.109	.109
Top 10%	34.3	15.8	.20	10	20	35	45	60	276	-2.9	.009	-.184
Effective Teaching Practices												
ASU (N = 258)	43.5	13.6	.85	20	36	44	56	60				
Southwest Public	39.5	14.7	.09	16	28	40	52	60	26,228	3.9	.000	.266
Carnegie Class	40.3	14.3	.07	16	32	40	52	60	42,859	3.2	.000	.220
SACSCOC Peers	39.8	14.9	.20	12	28	40	52	60	5,995	3.7	.000	.248
Top 50%	42.1	13.8	.05	20	32	40	56	60	82,265	1.3	.125	.096
Top 10%	44.7	13.4	.12	20	36	44	56	60	13,119	-1.2	.138	-.093
Campus Environment												
Quality of Interactions												
ASU (N = 230)	47.6	10.6	.70	28	40	50	58	60				
Southwest Public	43.2	13.1	.09	18	36	45	54	60	237	4.4	.000	.334
Carnegie Class	43.3	12.7	.07	20	36	45	53	60	233	4.3	.000	.339
SACSCOC Peers	43.8	12.8	.18	20	36	46	54	60	261	3.8	.000	.301
Top 50%	45.4	12.1	.04	22	38	48	55	60	88,417	2.2	.006	.182
Top 10%	47.9	12.6	.09	22	40	50	60	60	236	-.3	.650	-.025
Supportive Environment												
ASU (N = 237)	36.6	14.2	.92	13	28	38	45	60				
Southwest Public	32.4	15.1	.10	8	20	33	43	60	241	4.1	.000	.273
Carnegie Class	32.3	14.8	.08	8	20	33	43	60	39,391	4.3	.000	.290
SACSCOC Peers	34.0	15.2	.21	9	23	35	45	60	261	2.5	.008	.167
Top 50%	34.5	14.3	.05	10	25	35	45	60	80,975	2.0	.030	.141
Top 10%	37.7	13.9	.16	15	28	38	48	60	7,777	-1.1	.215	-.082

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.