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# **NSSE 2013**

## **Engagement Indicators**

Angelo State University

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### 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 themes as shown at right.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective and Integrative Learning
	Learning Strategies
	Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning
	Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction
	Effective Teaching Practices
<i>Campus Environment</i>	Quality of Interactions
	Supportive Environment

### Report sections

- Overview (p. 3)** Displays how average EI scores for your first-year and senior 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.
  - Summary of Indicator Items**  
Responses to each item in a given EI are displayed 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 current-year 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. An effect size of .2 is generally considered small, .5 medium, and .8 large. Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview.

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

### How Engagement Indicators are computed

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

For more information on EIs and their psychometric properties, refer to the NSSE Web site: [nsse.iub.edu](http://nsse.iub.edu)

## 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 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 (FY) Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your FY students compared with Southwest Public	Your FY students compared with Carnegie Class	Your FY students compared with IPEDS Peers
<i>Academic Challenge</i>	Higher-Order Learning	▼	▼	▼
	Reflective and Integrative Learning	▼	▼	▼
	Learning Strategies	--	▼	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	△	△	--
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

### Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Southwest Public	Your seniors compared with Carnegie Class	Your seniors compared with IPEDS Peers
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective and Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	△	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	△	--	--
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	△	△	△

### Academic Challenge: First-year students

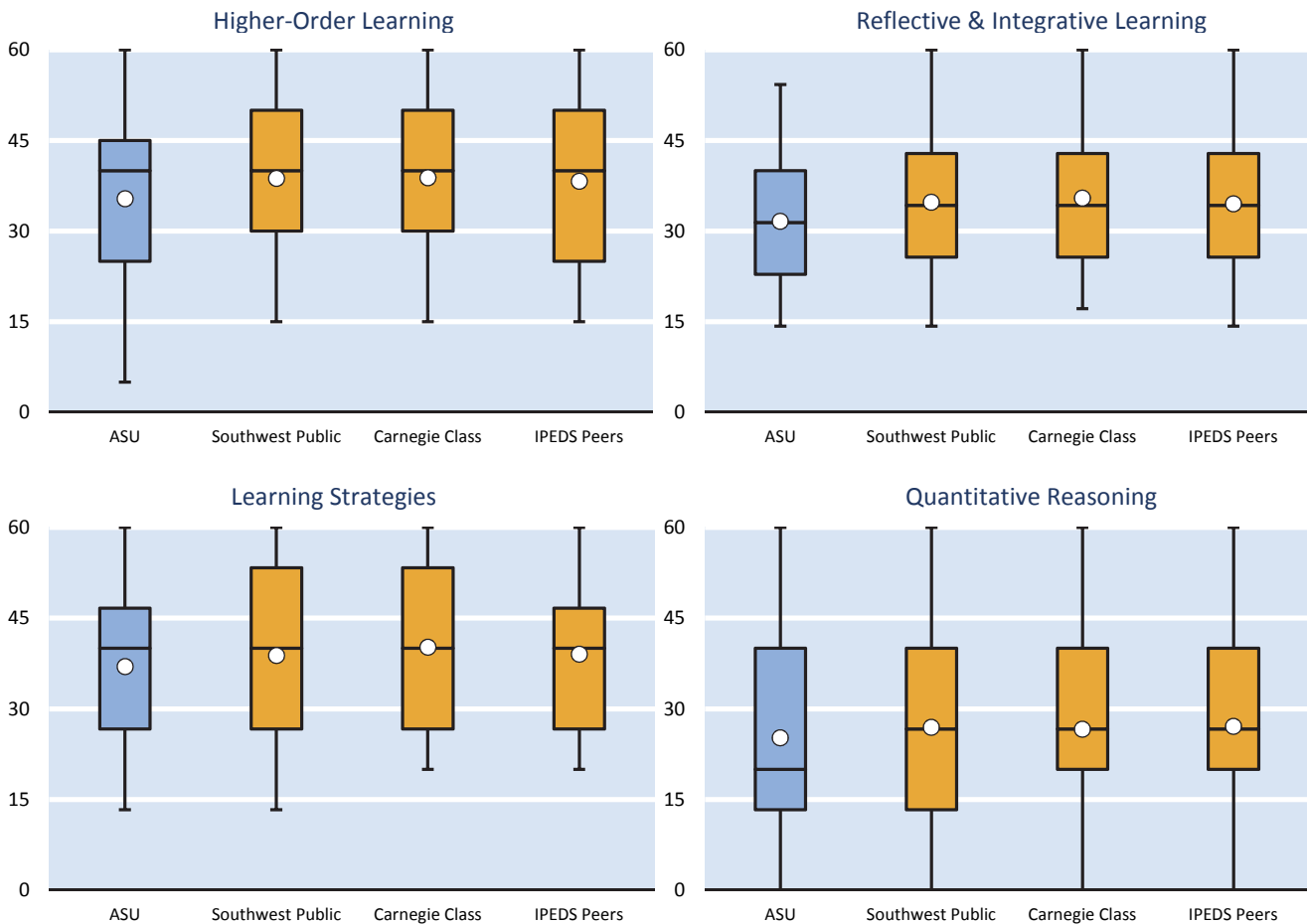
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	ASU Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		IPEDS Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	35.4	38.7 **	-.23	38.8 ***	-.25	38.2 *	-.20
Reflective & Integrative Learning	31.6	34.8 ***	-.24	35.4 ***	-.30	34.5 **	-.22
Learning Strategies	37.0	38.8	-.13	40.2 **	-.23	39.1	-.15
Quantitative Reasoning	25.2	27.0	-.10	26.6	-.09	27.1	-.12

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

































































#### 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.

## Academic Challenge: First-year students (continued)

### Summary of Indicator Items

	ASU	Southwest Public	Carnegie Class	IPEDS Peers
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	62 	72 	73 	70 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	64 	71 	71 	70 
4d. Evaluating a point of view, decision, or information source	63 	68 	70 	70 
4e. Forming a new idea or understanding from various pieces of information	64 	68 	69 	68 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	43 	52 	54 	52 
2b. Connected your learning to societal problems or issues	41 	49 	52 	48 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	45 	47 	51 	47 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	54 	61 	62 	61 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	54 	66 	66 	64 
2f. Learned something that changed the way you understand an issue or concept	59 	64 	66 	63 
2g. Connected ideas from your courses to your prior experiences and knowledge	59 	74 	78 	72 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	69 	78 	81 	79 
9b. Reviewed your notes after class	67 	65 	69 	67 
9c. Summarized what you learned in class or from course materials	56 	61 	65 	63 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	47 	51 	49 	50 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	36 	37 	36 	38 
6c. Evaluated what others have concluded from numerical information	33 	36 	35 	36 

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

### Academic Challenge: Seniors

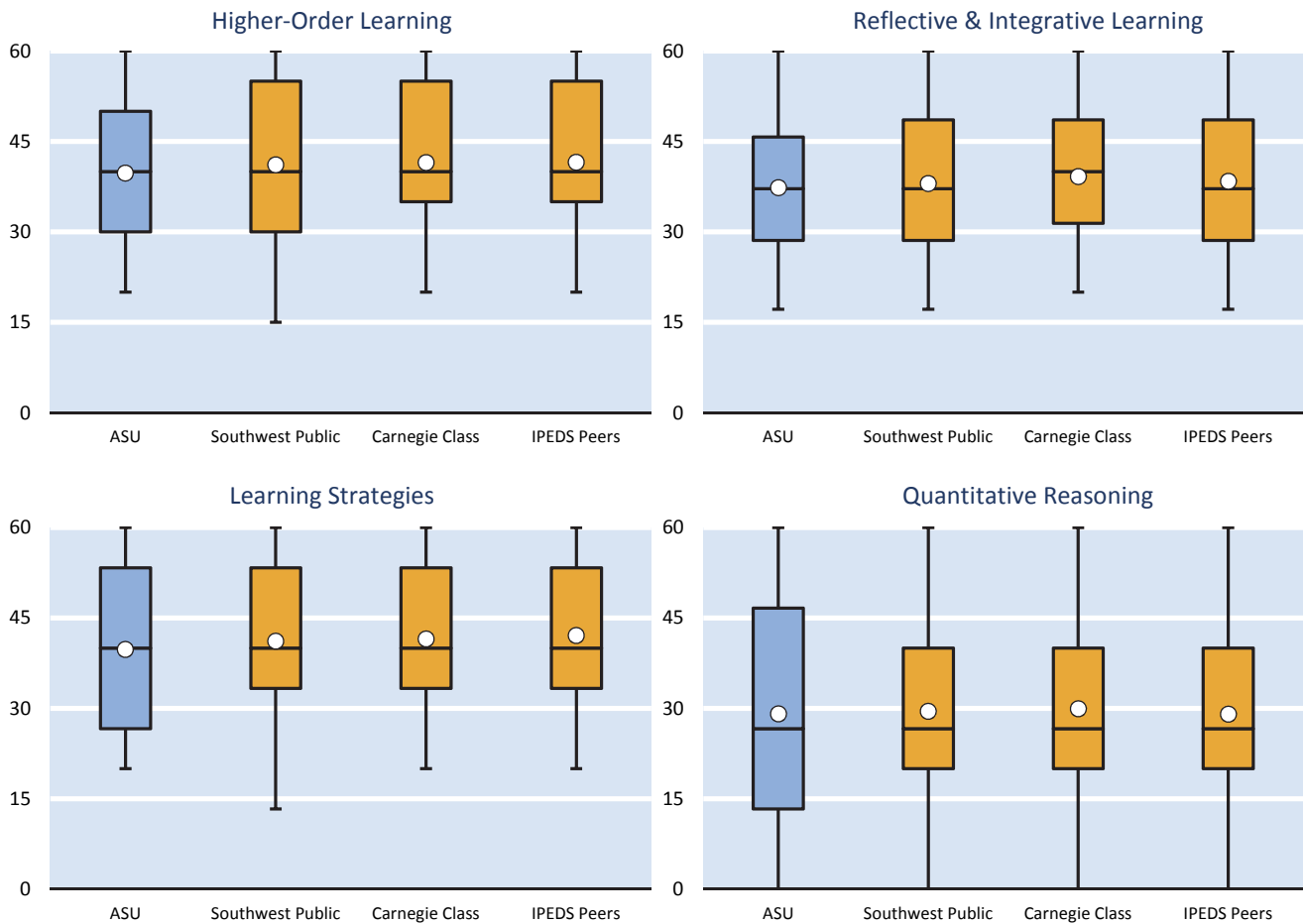
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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

Engagement Indicator	ASU Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		IPEDS Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.8	41.1	-.09	41.5	-.13	41.6	-.13
Reflective & Integrative Learning	37.3	38.0	-.05	39.2	-.14	38.4	-.08
Learning Strategies	39.7	41.1	-.09	41.5	-.12	42.1	-.16
Quantitative Reasoning	29.1	29.5	-.02	29.9	-.05	29.1	.00

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

















































#### 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.

## Academic Challenge: Seniors (continued)

### Summary of Indicator Items

	ASU	Southwest Public	Carnegie Class	IPEDS Peers
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	76 	79 	81 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74 	77 	78 	77 
4d. Evaluating a point of view, decision, or information source	70 	71 	74 	75 
4e. Forming a new idea or understanding from various pieces of information	68 	72 	73 	74 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	69 	70 	71 	70 
2b. Connected your learning to societal problems or issues	58 	61 	66 	63 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	56 	52 	59 	54 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62 	64 	68 	66 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68 	68 	71 	68 
2f. Learned something that changed the way you understand an issue or concept	63 	68 	70 	68 
2g. Connected ideas from your courses to your prior experiences and knowledge	84 	82 	84 	83 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79 	83 	85 	86 
9b. Reviewed your notes after class	66 	67 	67 	71 
9c. Summarized what you learned in class or from course materials	65 	67 	68 	70 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	52 	54 	55 	53 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45 	44 	45 	44 
6c. Evaluated what others have concluded from numerical information	42 	43 	43 	41 

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

## Learning with Peers: First-year students

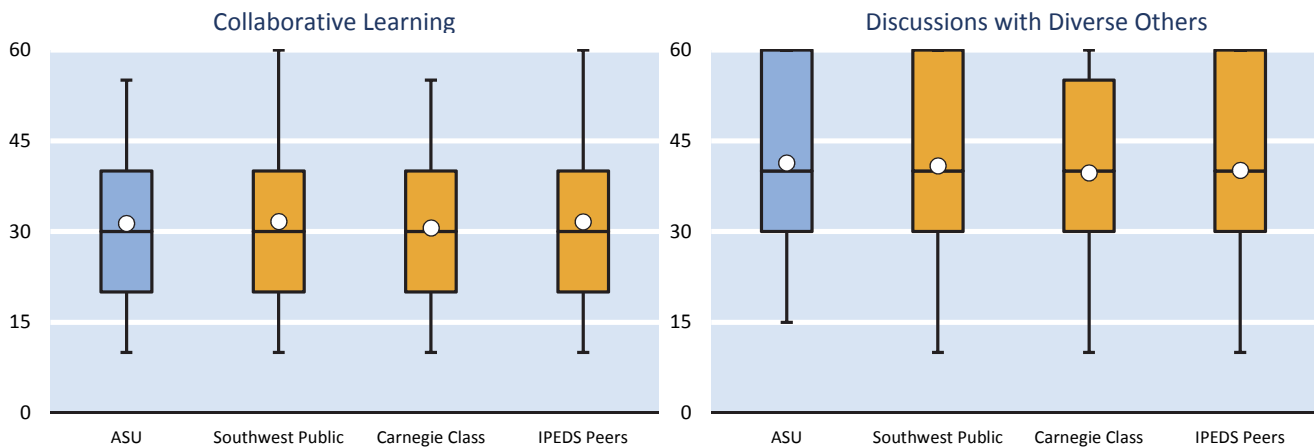
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean Comparisons

Engagement Indicator	ASU Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		IPEDS Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.3	31.6	-.02	30.6	.05	31.6	-.02
Discussions with Diverse Others	41.3	40.8	.03	39.6	.10	40.1	.07

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

### Score Distributions



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### Summary of Indicator Items

#### Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	ASU	Southwest Public	Carnegie Class	IPEDS Peers
1e. Asked another student to help you understand course material	56	48	46	50
1f. Explained course material to one or more students	52	57	53	55
1g. Prepared for exams by discussing or working through course material with other students	49	49	46	47
1h. Worked with other students on course projects or assignments	45	50	49	50

#### Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	ASU	Southwest Public	Carnegie Class	IPEDS Peers
8a. People from a race or ethnicity other than your own	76	73	66	70
8b. People from an economic background other than your own	76	72	70	70
8c. People with religious beliefs other than your own	66	68	68	68
8d. People with political views other than your own	69	70	69	67

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



### Learning with Peers: Seniors

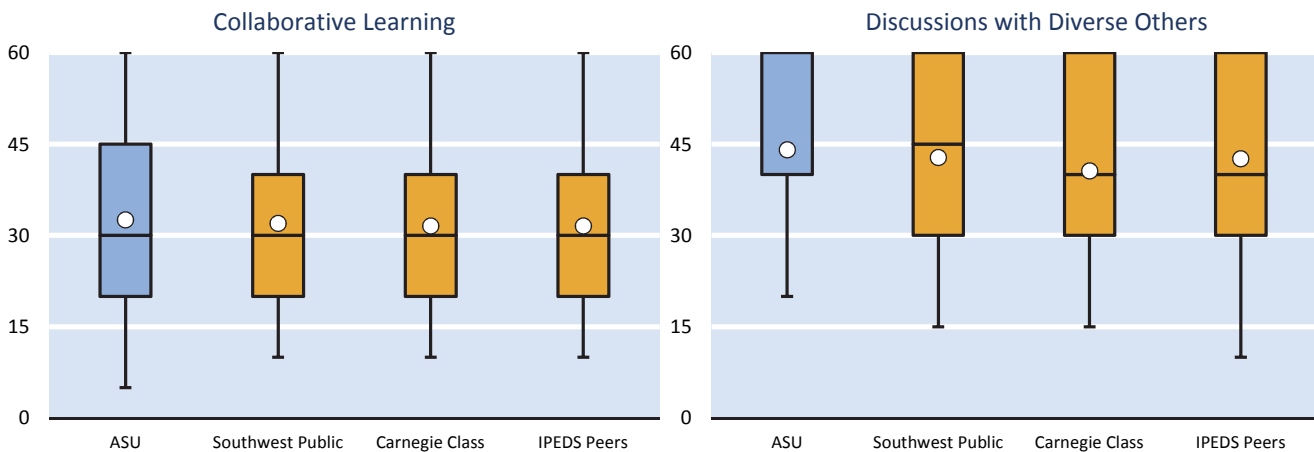
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	ASU Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		IPEDS Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.6	32.0	.04	31.6	.07	31.6	.07
Discussions with Diverse Others	44.0	42.8	.08	40.6 **	.22	42.6	.09

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

#### 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.

#### Summary of Indicator Items

##### Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	ASU	Southwest Public	Carnegie Class	IPEDS Peers
1e. Asked another student to help you understand course material	41	39	38	37
1f. Explained course material to one or more students	63	58	56	57
1g. Prepared for exams by discussing or working through course material with other students	42	46	45	45
1h. Worked with other students on course projects or assignments	58	62	61	60

##### Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	ASU	Southwest Public	Carnegie Class	IPEDS Peers
8a. People from a race or ethnicity other than your own	82	76	67	77
8b. People from an economic background other than your own	79	76	72	77
8c. People with religious beliefs other than your own	74	72	69	72
8d. People with political views other than your own	73	73	72	73

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

### Experiences with Faculty: First-year students

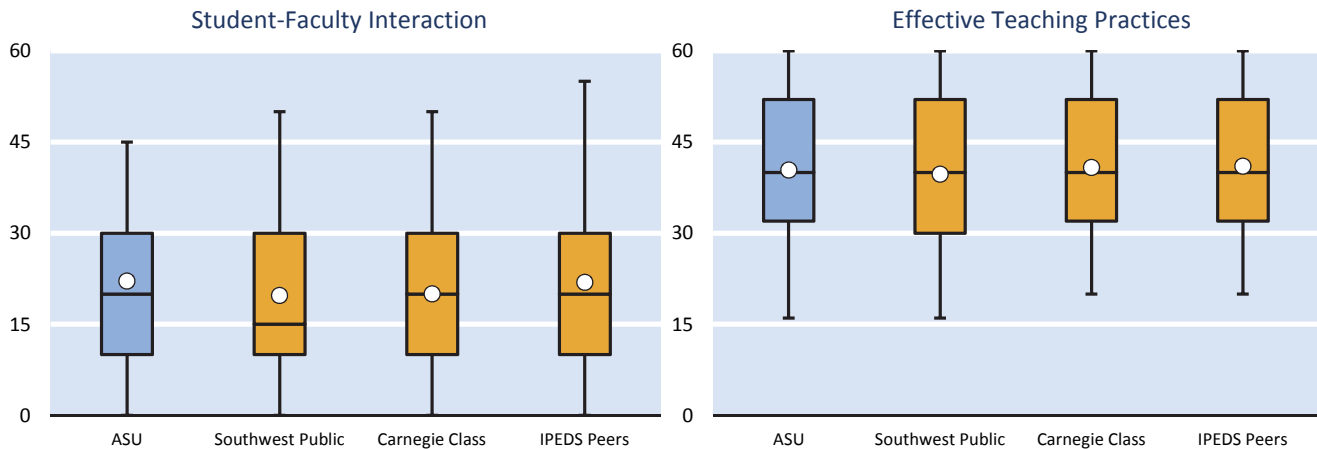
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

#### Mean Comparisons

Engagement Indicator	ASU Mean	Your first-year students compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	IPEDS Peers Mean	Effect size
Student-Faculty Interaction	22.1	19.7 *	.16	20.0 *	.14	21.9	.01
Effective Teaching Practices	40.4	39.7	.05	40.8	-.03	41.0	-.05

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

#### Score Distributions



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#### Summary of Indicator Items

##### Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	ASU	Southwest Public	Carnegie Class	IPEDS Peers
3a. Talked about career plans with a faculty member	40	32	33	38
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	20	18	22
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	24	24	27
3d. Discussed your academic performance with a faculty member	33	28	29	33

##### Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	ASU	Southwest Public	Carnegie Class	IPEDS Peers
5a. Clearly explained course goals and requirements	79	80	81	81
5b. Taught course sessions in an organized way	77	78	80	77
5c. Used examples or illustrations to explain difficult points	74	76	79	77
5d. Provided feedback on a draft or work in progress	68	62	67	70
5e. Provided prompt and detailed feedback on tests or completed assignments	66	59	66	66

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

### Experiences with Faculty: Seniors

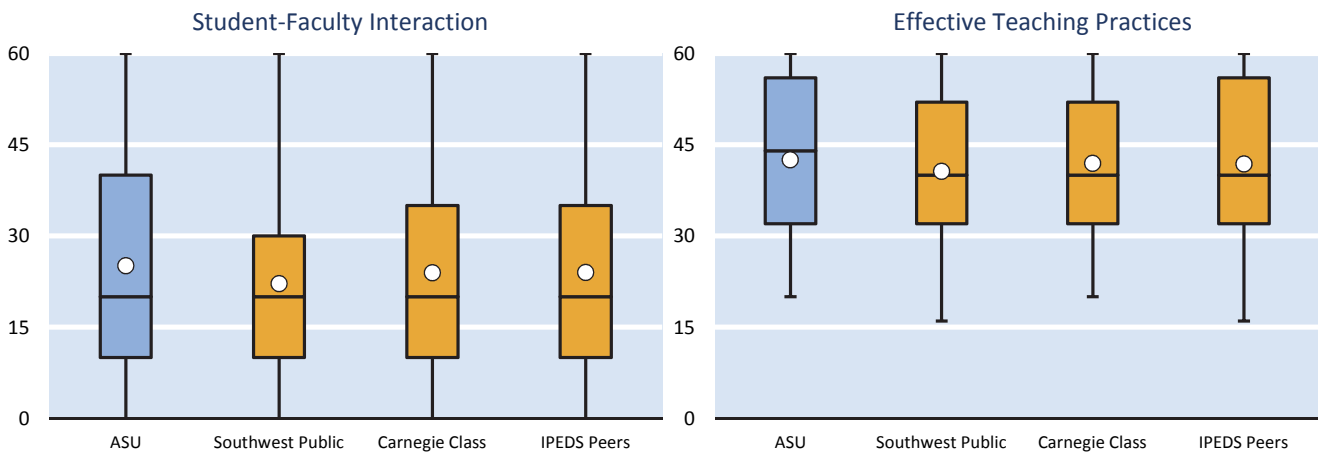
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

#### Mean Comparisons

Engagement Indicator	ASU Mean	Your seniors compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	IPEDS Peers Mean	Effect size
Student-Faculty Interaction	25.1	22.2 *	.18	23.9	.07	24.0	.06
Effective Teaching Practices	42.5	40.6	.13	41.9	.04	41.8	.05

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

#### 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.

#### Summary of Indicator Items

##### Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	ASU	Southwest Public	Carnegie Class	IPEDS Peers
3a. Talked about career plans with a faculty member	46	39	44	45
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	29	24	26	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	36	30	34	33
3d. Discussed your academic performance with a faculty member	37	31	34	37

##### Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	ASU	Southwest Public	Carnegie Class	IPEDS Peers
5a. Clearly explained course goals and requirements	81	82	84	85
5b. Taught course sessions in an organized way	79	80	83	80
5c. Used examples or illustrations to explain difficult points	80	78	81	81
5d. Provided feedback on a draft or work in progress	69	60	66	64
5e. Provided prompt and detailed feedback on tests or completed assignments	76	65	71	69

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

### Campus Environment: First-year students

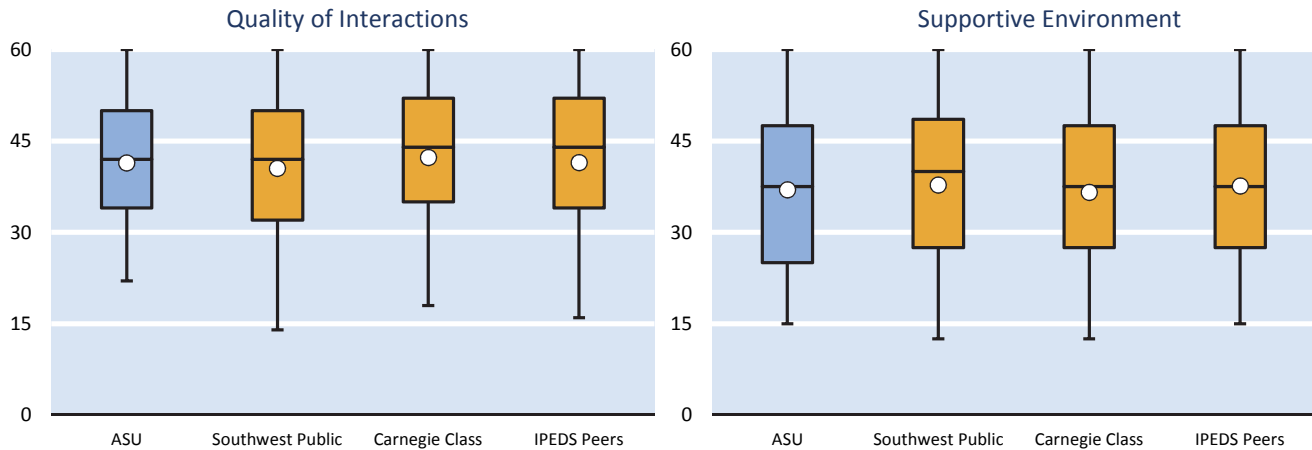
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	ASU Mean	Your first-year students compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	IPEDS Peers Mean	Effect size
Quality of Interactions	41.4	40.5	.07	42.3	-.07	41.5	.00
Supportive Environment	37.0	37.8	-.06	36.5	.03	37.6	-.04

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

#### Score Distributions



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#### Summary of Indicator Items

##### Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	ASU	Southwest Public	Carnegie Class	IPEDS Peers
13a. Students	56	56	60	58
13b. Academic advisors	48	47	51	50
13c. Faculty	52	47	54	51
13d. Student services staff (career services, student activities, housing, etc.)	42	43	45	48
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	39	45	45

##### Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	ASU	Southwest Public	Carnegie Class	IPEDS Peers
14b. Providing support to help students succeed academically	75	77	78	78
14c. Using learning support services (tutoring services, writing center, etc.)	79	79	77	80
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	60	57	60
14e. Providing opportunities to be involved socially	68	72	70	71
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	72	69	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	49	47	44	48
14h. Attending campus activities and events (performing arts, athletic events, etc.)	58	69	66	67
14i. Attending events that address important social, economic, or political issues	44	54	53	56

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

### Campus Environment: Seniors

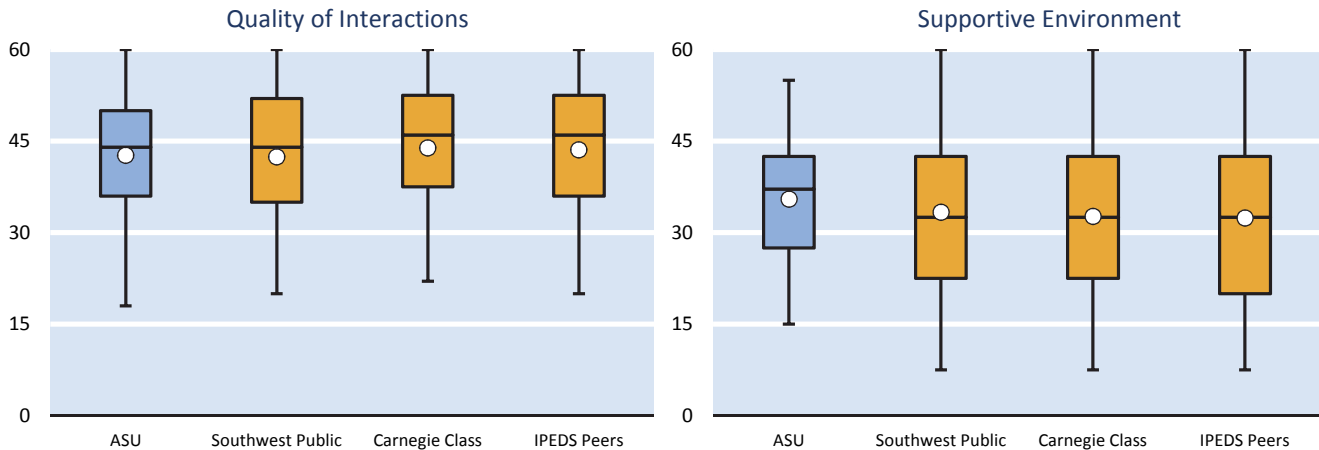
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	ASU Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		IPEDS Peers	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.7	42.4	.02	43.9	-.10	43.6	-.07
Supportive Environment	35.5	33.3 *	.14	32.6 **	.20	32.4 **	.21

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

#### 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.

#### Summary of Indicator Items

##### Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	ASU	Southwest Public	Carnegie Class	IPEDS Peers
13a. Students	58	64	66	67
13b. Academic advisors	59	51	58	57
13c. Faculty	62	60	65	64
13d. Student services staff (career services, student activities, housing, etc.)	40	43	45	47
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	42	47	46

##### Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	ASU	Southwest Public	Carnegie Class	IPEDS Peers
14b. Providing support to help students succeed academically	83	71	73	71
14c. Using learning support services (tutoring services, writing center, etc.)	79	67	66	65
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62	54	52	53
14e. Providing opportunities to be involved socially	70	65	64	63
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	61	60	60
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	33	33	33	34
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	58	54	51
14i. Attending events that address important social, economic, or political issues	47	46	46	44

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

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### Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior students with those attending two groups of institutions identified by NSSE for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all current-year NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all current-year 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 to that of the high-performing group. However, the absence of a significant difference between your score and that of the high-performing group does not 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 Mean	Your first-year students compared with					
Theme	Engagement Indicator		NSSE 2013 Top 50%			NSSE 2013 Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	35.4	40.9 ***	-.40		42.7 ***	-.54	
	Reflective and Integrative Learning	31.6	37.6 ***	-.48		39.4 ***	-.62	
	Learning Strategies	37.0	41.8 ***	-.34		44.3 ***	-.52	
	Quantitative Reasoning	25.2	28.8 **	-.22		30.5 ***	-.33	
Learning with Peers	Collaborative Learning	31.3	34.5 ***	-.23		37.1 ***	-.43	
	Discussions with Diverse Others	41.3	43.2	-.12	✓	45.7 ***	-.29	
Experiences with Faculty	Student-Faculty Interaction	22.1	23.4	-.09	✓	26.7 ***	-.28	
	Effective Teaching Practices	40.4	42.8 *	-.18		44.7 ***	-.31	
Campus Environment	Quality of Interactions	41.4	44.3 **	-.25		46.3 ***	-.40	
	Supportive Environment	37.0	39.5 *	-.20		41.4 ***	-.34	

Seniors		ASU Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE 2013 Top 50%			NSSE 2013 Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.8	43.5 ***	-.27		45.3 ***	-.41	
	Reflective and Integrative Learning	37.3	41.1 ***	-.30		43.1 ***	-.46	
	Learning Strategies	39.7	43.2 **	-.24		45.4 ***	-.40	
	Quantitative Reasoning	29.1	31.1	-.12	✓	32.5 *	-.20	
Learning with Peers	Collaborative Learning	32.6	35.0 *	-.17		37.5 ***	-.36	
	Discussions with Diverse Others	44.0	44.1	.00	✓	45.8	-.11 ✓	
Experiences with Faculty	Student-Faculty Interaction	25.1	29.7 ***	-.28		34.6 ***	-.59	
	Effective Teaching Practices	42.5	43.3	-.06	✓	45.3 **	-.21	
Campus Environment	Quality of Interactions	42.7	45.8 **	-.27		47.6 ***	-.43	
	Supportive Environment	35.5	36.2	-.05	✓	39.1 **	-.28	

Notes: Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator, separately for first-year and senior students. 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.

Results weighted by gender and enrollment status (and institution size for comparison groups); \*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Effect size: Mean difference divided by the pooled standard deviation.

#### Detailed Statistics: First-year students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
ASU (N = 195)	35.4	15.3	1.10	5	25	40	45	60				
Southwest Public	38.7	14.4	.17	15	30	40	50	60	7,738	-3.3	.001	-.231
Carnegie Class	38.8	14.0	.20	15	30	40	50	60	5,284	-3.5	.001	-.248
IPEDS Peers	38.2	14.4	.42	15	25	40	50	60	1,382	-2.9	.011	-.198
Top 50%	40.9	13.6	.07	20	30	40	50	60	195	-5.5	.000	-.402
Top 10%	42.7	13.7	.15	20	35	40	55	60	201	-7.4	.000	-.537
<b>Reflective and Integrative Learning</b>												
ASU (N = 203)	31.6	12.5	.88	14	23	31	40	54				
Southwest Public	34.8	12.9	.14	14	26	34	43	60	8,102	-3.1	.001	-.243
Carnegie Class	35.4	12.7	.17	17	26	34	43	60	5,505	-3.8	.000	-.300
IPEDS Peers	34.5	13.0	.37	14	26	34	43	60	1,457	-2.9	.004	-.221
Top 50%	37.6	12.5	.07	17	29	37	46	60	33,650	-6.0	.000	-.478
Top 10%	39.4	12.5	.14	20	31	40	49	60	8,516	-7.8	.000	-.621
<b>Learning Strategies</b>												
ASU (N = 170)	37.0	14.0	1.08	13	27	40	47	60				
Southwest Public	38.8	14.3	.17	13	27	40	53	60	7,141	-1.8	.102	-.127
Carnegie Class	40.2	14.0	.20	20	27	40	53	60	4,960	-3.2	.004	-.228
IPEDS Peers	39.1	14.0	.42	20	27	40	47	60	1,263	-2.1	.075	-.147
Top 50%	41.8	14.1	.08	20	33	40	53	60	29,784	-4.8	.000	-.343
Top 10%	44.3	14.2	.17	20	33	47	60	60	6,817	-7.3	.000	-.515
<b>Quantitative Reasoning</b>												
ASU (N = 197)	25.2	16.2	1.15	0	13	20	40	60				
Southwest Public	27.0	16.6	.19	0	13	27	40	60	7,894	-1.7	.147	-.105
Carnegie Class	26.6	16.1	.22	0	20	27	40	60	5,369	-1.4	.224	-.088
IPEDS Peers	27.1	16.5	.47	0	20	27	40	60	1,416	-1.9	.132	-.116
Top 50%	28.8	16.3	.08	0	20	27	40	60	42,919	-3.6	.002	-.221
Top 10%	30.5	16.2	.17	0	20	27	40	60	9,280	-5.3	.000	-.326
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
ASU (N = 213)	31.3	13.4	.92	10	20	30	40	55				
Southwest Public	31.6	14.1	.16	10	20	30	40	60	8,327	-.3	.736	-.023
Carnegie Class	30.6	14.2	.19	10	20	30	40	55	5,646	.7	.470	.051
IPEDS Peers	31.6	13.7	.38	10	20	30	40	60	1,485	-.3	.768	-.022
Top 50%	34.5	13.7	.07	15	25	35	45	60	35,364	-3.2	.001	-.231
Top 10%	37.1	13.6	.16	15	25	35	45	60	7,317	-5.8	.000	-.426
<b>Discussions with Diverse Others</b>												
ASU (N = 174)	41.3	16.9	1.28	15	30	40	60	60				
Southwest Public	40.8	16.6	.20	10	30	40	60	60	7,215	.5	.681	.032
Carnegie Class	39.6	16.3	.23	10	30	40	55	60	5,024	1.7	.183	.103
IPEDS Peers	40.1	16.7	.50	10	30	40	60	60	1,290	1.3	.360	.075
Top 50%	43.2	15.4	.08	20	35	45	60	60	34,346	-1.9	.107	-.123
Top 10%	45.7	15.0	.18	20	40	50	60	60	180	-4.4	.001	-.290



#### Detailed Statistics: First-year students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
ASU (N = 200)	22.1	14.5	1.03	0	10	20	30	45				
Southwest Public	19.7	15.1	.17	0	10	15	30	50	7,934	2.4	.028	.158
Carnegie Class	20.0	14.6	.20	0	10	20	30	50	5,400	2.1	.046	.144
IPEDS Peers	21.9	15.4	.44	0	10	20	30	55	1,429	.2	.856	.014
Top 50%	23.4	15.0	.10	0	10	20	35	55	24,085	-1.3	.229	-.086
Top 10%	26.7	16.4	.27	0	15	25	40	60	227	-4.5	.000	-.278
<b>Effective Teaching Practices</b>												
ASU (N = 202)	40.4	14.3	1.01	16	32	40	52	60				
Southwest Public	39.7	14.0	.16	16	30	40	52	60	7,980	.7	.504	.048
Carnegie Class	40.8	13.3	.18	20	32	40	52	60	5,430	-.4	.657	-.032
IPEDS Peers	41.0	13.9	.39	20	32	40	52	60	1,438	-.7	.537	-.047
Top 50%	42.8	13.3	.08	20	35	44	56	60	27,183	-2.4	.010	-.181
Top 10%	44.7	13.8	.17	20	36	48	60	60	7,163	-4.3	.000	-.309
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
ASU (N = 169)	41.4	11.8	.91	22	34	42	50	60				
Southwest Public	40.5	13.3	.16	14	32	42	50	60	6,924	.9	.379	.069
Carnegie Class	42.3	12.6	.19	18	35	44	52	60	4,766	-.9	.376	-.069
IPEDS Peers	41.5	13.7	.42	16	34	44	52	60	244	-.1	.959	-.004
Top 50%	44.3	11.6	.08	22	38	46	53	60	23,177	-2.9	.001	-.252
Top 10%	46.3	12.0	.15	23	40	48	56	60	6,478	-4.9	.000	-.404
<b>Supportive Environment</b>												
ASU (N = 154)	37.0	14.5	1.17	15	25	38	48	60				
Southwest Public	37.8	14.4	.18	13	28	40	49	60	6,518	-.8	.492	-.056
Carnegie Class	36.5	14.2	.21	13	28	38	48	60	4,628	.4	.717	.030
IPEDS Peers	37.6	14.0	.44	15	28	38	48	60	1,159	-.6	.610	-.044
Top 50%	39.5	13.2	.08	18	30	40	50	60	154	-2.6	.030	-.195
Top 10%	41.4	12.9	.17	20	33	43	53	60	159	-4.5	.000	-.344

a. Results weighted by gender 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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean +/- 1.96 \* SEM.

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.

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
ASU (N = 160)	39.8	14.3	1.13	20	30	40	50	60				
Southwest Public	41.1	14.5	.10	15	30	40	55	60	22,595	-1.4	.238	-.094
Carnegie Class	41.5	14.0	.13	20	35	40	55	60	11,991	-1.8	.115	-.126
IPEDS Peers	41.6	14.4	.24	20	35	40	55	60	3,710	-1.8	.118	-.126
Top 50%	43.5	13.7	.05	20	35	40	55	60	66,297	-3.7	.001	-.273
Top 10%	45.3	13.6	.10	20	40	45	60	60	19,490	-5.5	.000	-.405
<b>Reflective and Integrative Learning</b>												
ASU (N = 163)	37.3	12.8	1.00	17	29	37	46	60				
Southwest Public	38.0	13.3	.09	17	29	37	49	60	23,456	-.7	.503	-.053
Carnegie Class	39.2	12.9	.12	20	31	40	49	60	12,427	-1.9	.068	-.144
IPEDS Peers	38.4	13.1	.22	17	29	37	49	60	3,844	-1.1	.303	-.082
Top 50%	41.1	12.6	.05	20	31	40	51	60	65,618	-3.8	.000	-.299
Top 10%	43.1	12.6	.09	20	34	43	54	60	17,774	-5.7	.000	-.456
<b>Learning Strategies</b>												
ASU (N = 149)	39.7	13.9	1.14	20	27	40	53	60				
Southwest Public	41.1	14.8	.10	13	33	40	53	60	21,216	-1.4	.254	-.094
Carnegie Class	41.5	14.5	.14	20	33	40	53	60	11,480	-1.8	.138	-.122
IPEDS Peers	42.1	14.5	.25	20	33	40	53	60	3,492	-2.4	.051	-.164
Top 50%	43.2	14.4	.05	20	33	40	60	60	77,507	-3.4	.004	-.237
Top 10%	45.4	14.0	.09	20	40	47	60	60	23,008	-5.6	.000	-.402
<b>Quantitative Reasoning</b>												
ASU (N = 164)	29.1	18.6	1.45	0	13	27	47	60				
Southwest Public	29.5	17.4	.12	0	20	27	40	60	22,916	-.4	.752	-.025
Carnegie Class	29.9	17.0	.16	0	20	27	40	60	166	-.8	.565	-.049
IPEDS Peers	29.1	17.1	.28	0	20	27	40	60	175	.0	.983	.002
Top 50%	31.1	17.2	.06	0	20	33	40	60	163	-2.0	.161	-.119
Top 10%	32.5	17.0	.10	0	20	33	40	60	164	-3.4	.020	-.202
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
ASU (N = 167)	32.6	15.5	1.20	5	20	30	45	60				
Southwest Public	32.0	14.6	.09	10	20	30	40	60	23,852	.6	.587	.042
Carnegie Class	31.6	14.5	.13	10	20	30	40	60	12,508	1.0	.362	.071
IPEDS Peers	31.6	14.5	.24	10	20	30	40	60	3,880	1.0	.387	.068
Top 50%	35.0	13.8	.05	15	25	35	45	60	166	-2.4	.046	-.175
Top 10%	37.5	13.5	.13	15	25	40	50	60	170	-4.9	.000	-.364
<b>Discussions with Diverse Others</b>												
ASU (N = 147)	44.0	15.8	1.30	20	40	40	60	60				
Southwest Public	42.8	16.7	.11	15	30	45	60	60	21,450	1.3	.364	.075
Carnegie Class	40.6	16.1	.15	15	30	40	60	60	11,577	3.5	.009	.215
IPEDS Peers	42.6	16.7	.29	10	30	40	60	60	3,520	1.5	.299	.087
Top 50%	44.1	15.9	.05	20	35	45	60	60	88,801	-.1	.969	-.003
Top 10%	45.8	15.6	.10	20	40	50	60	60	27,205	-1.8	.166	-.114

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
ASU (N = 164)	25.1	17.1	1.34	0	10	20	40	60				
Southwest Public	22.2	16.5	.11	0	10	20	30	60	23,022	2.9	.023	.179
Carnegie Class	23.9	16.5	.15	0	10	20	35	60	12,200	1.2	.373	.070
IPEDS Peers	24.0	17.0	.28	0	10	20	35	60	3,779	1.1	.430	.063
Top 50%	29.7	16.1	.08	5	20	30	40	60	36,807	-4.6	.000	-.284
Top 10%	34.6	16.0	.24	10	20	35	45	60	4,586	-9.5	.000	-.591
<b>Effective Teaching Practices</b>												
ASU (N = 166)	42.5	14.2	1.10	20	32	44	56	60				
Southwest Public	40.6	14.4	.09	16	32	40	52	60	23,164	1.9	.089	.133
Carnegie Class	41.9	13.8	.13	20	32	40	52	60	12,339	.6	.591	.042
IPEDS Peers	41.8	14.1	.23	16	32	40	56	60	3,803	.7	.535	.049
Top 50%	43.3	13.7	.05	20	36	44	56	60	63,431	-.8	.479	-.055
Top 10%	45.3	13.5	.13	20	36	48	60	60	11,347	-2.8	.008	-.207
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
ASU (N = 144)	42.7	11.4	.95	18	36	44	50	60				
Southwest Public	42.4	12.4	.09	20	35	44	52	60	20,523	.3	.798	.021
Carnegie Class	43.9	11.9	.11	22	38	46	53	60	11,015	-1.2	.215	-.104
IPEDS Peers	43.6	12.6	.22	20	36	46	53	60	3,396	-.9	.383	-.074
Top 50%	45.8	11.5	.05	24	40	48	55	60	52,310	-3.1	.001	-.271
Top 10%	47.6	11.6	.09	24	42	50	58	60	15,201	-5.0	.000	-.431
<b>Supportive Environment</b>												
ASU (N = 134)	35.5	12.0	1.04	15	28	37	43	55				
Southwest Public	33.3	14.9	.11	8	23	33	43	60	135	2.2	.041	.145
Carnegie Class	32.6	14.6	.14	8	23	33	43	60	137	2.8	.007	.196
IPEDS Peers	32.4	15.0	.27	8	20	33	43	60	150	3.1	.005	.207
Top 50%	36.2	13.7	.06	13	28	38	45	60	133	-.7	.517	-.049
Top 10%	39.1	13.1	.14	18	30	40	50	60	9,247	-3.6	.001	-.278

a. Results weighted by gender 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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean  $\pm$  1.96 \* SEM.

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.