



NSSE 2015

Engagement Indicators

Angelo State University

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

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

Report Sections

- Overview (p. 3)** Displays how average EI scores for your 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 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 2014 and 2015 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

For more information on EIs and their psychometric properties, refer to the NSSE website: nsse.indiana.edu

Rocconi, L., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

Engagement Indicators: Overview

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

Use the following key:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Southwest Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2014 & 2015
<i>Academic Challenge</i>	Higher-Order Learning	--	▽	▽
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	△	--
<i>Learning with Peers</i>	Collaborative Learning	--	△	--
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	△	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Southwest Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2014 & 2015
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▲	--	△
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	△	△	△
	Supportive Environment	△	△	△

Academic Challenge: First-year students

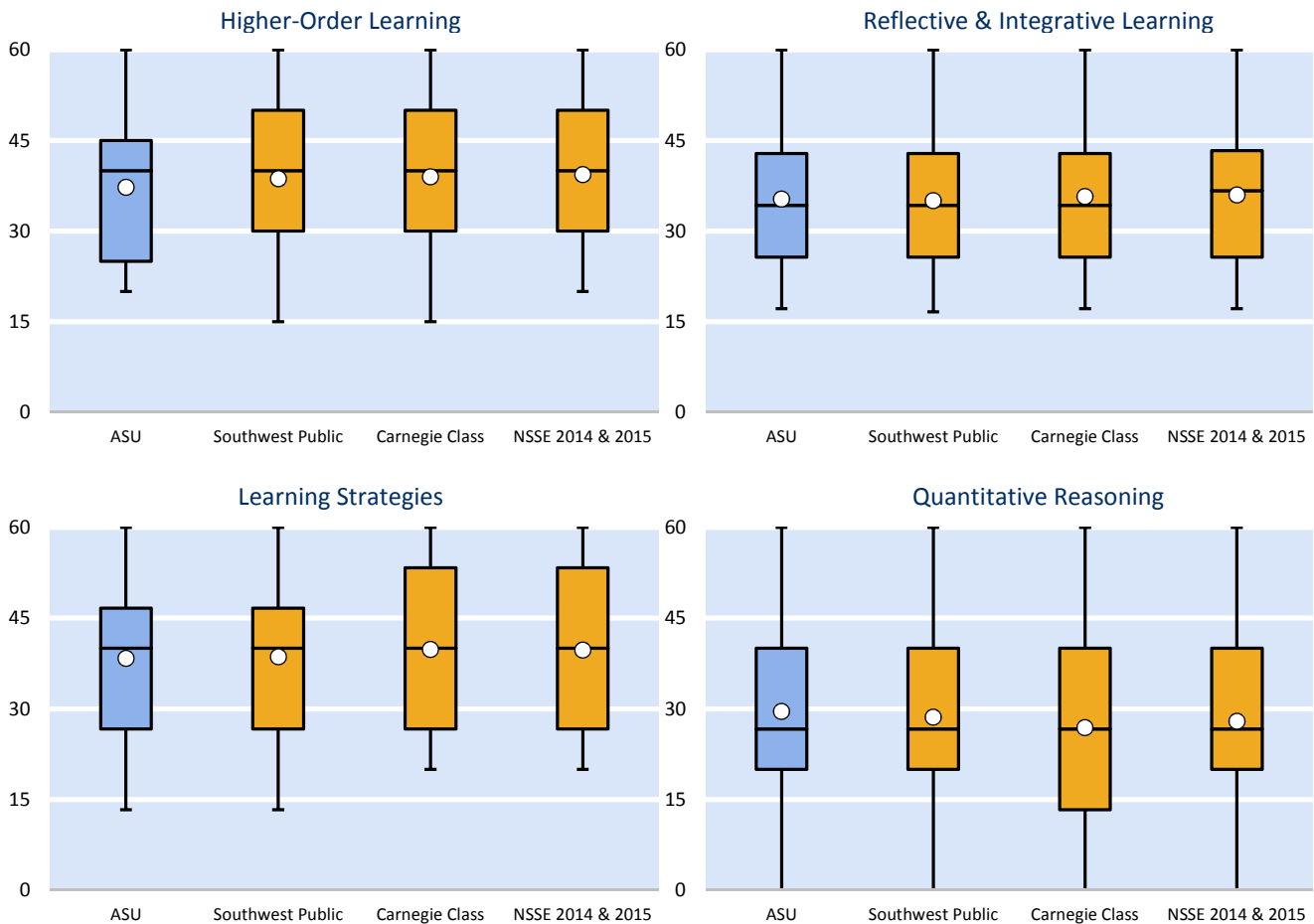
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 Mean	Southwest Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2014 & 2015 Mean	NSSE 2014 & 2015 Effect size
Higher-Order Learning	37.2	38.6	-.10	39.0 *	-.13	39.4 **	-.15
Reflective & Integrative Learning	35.3	35.0	.02	35.7	-.04	36.0	-.05
Learning Strategies	38.3	38.6	-.02	39.8	-.10	39.7	-.10
Quantitative Reasoning	29.6	28.6	.06	26.9 **	.16	27.9	.10

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)

Summary of Indicator Items

	ASU	Southwest Public	Carnegie Class	NSSE 2014 & 2015
Higher-Order Learning				
<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	68 	71 	72 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67 	71 	72 	73 
4d. Evaluating a point of view, decision, or information source	70 	68 	70 	71 
4e. Forming a new idea or understanding from various pieces of information	66 	69 	70 	69 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	55 	54 	55 	56 
2b. Connected your learning to societal problems or issues	53 	50 	53 	54 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	47 	49 	51 	52 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63 	62 	63 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65 	67 	67 	68 
2f. Learned something that changed the way you understand an issue or concept	65 	63 	66 	66 
2g. Connected ideas from your courses to your prior experiences and knowledge	72 	75 	77 	77 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	78 	78 	80 	81 
9b. Reviewed your notes after class	62 	65 	67 	66 
9c. Summarized what you learned in class or from course materials	59 	61 	64 	64 
Quantitative Reasoning				
<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.)	57 	55 	50 	53 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45 	41 	38 	39 
6c. Evaluated what others have concluded from numerical information	40 	40 	36 	39 

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

Academic Challenge: Seniors

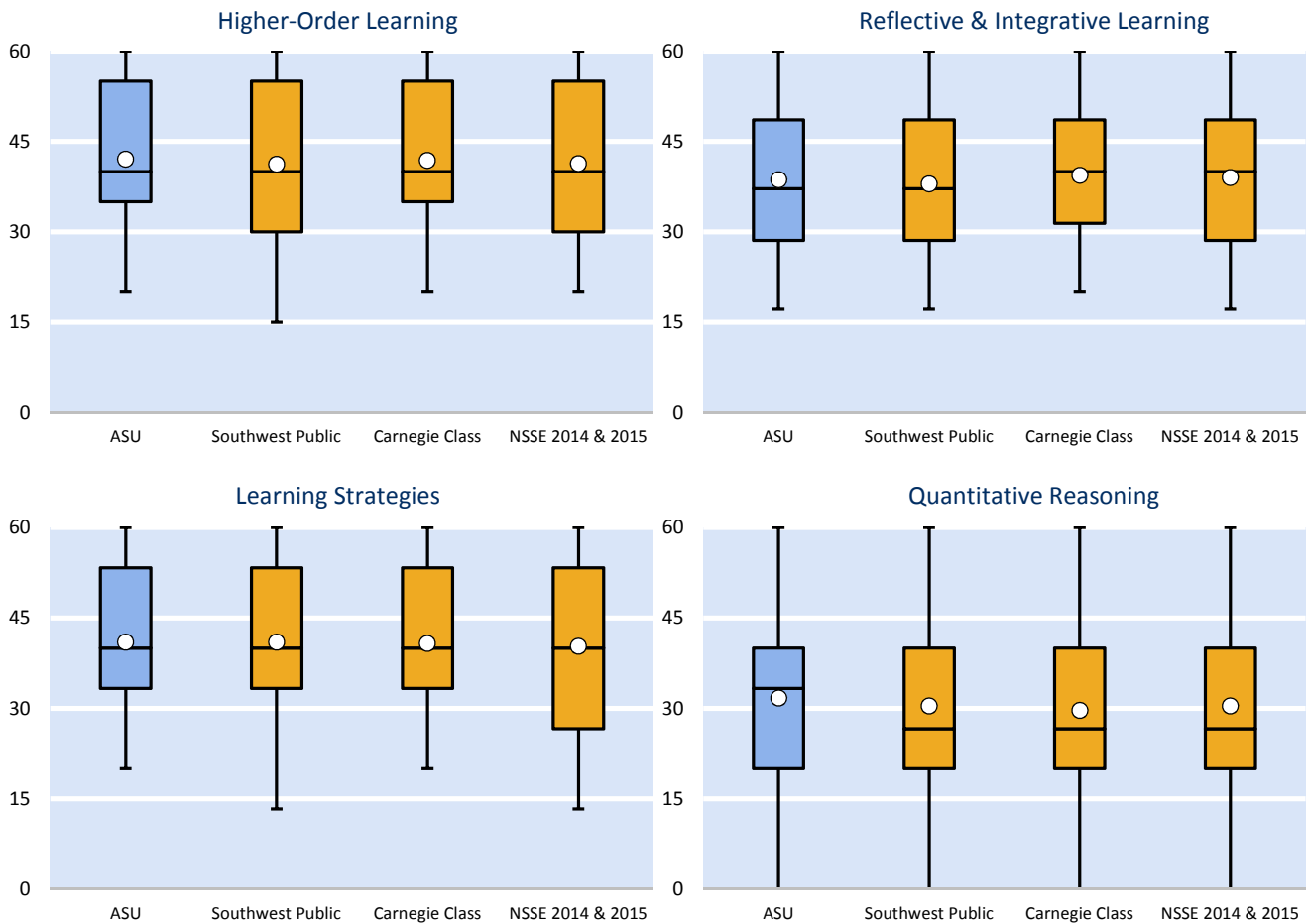
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 seniors compared with					
		Southwest Public Mean	Southwest Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2014 & 2015 Mean	NSSE 2014 & 2015 Effect size
Higher-Order Learning	42.1	41.2	.06	41.9	.01	41.4	.05
Reflective & Integrative Learning	38.7	38.0	.05	39.4	-.06	39.0	-.03
Learning Strategies	41.0	41.0	.00	40.8	.01	40.3	.04
Quantitative Reasoning	31.7	30.4	.08	29.7	.12	30.4	.08

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





































































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: Seniors (continued)

Summary of Indicator Items

	ASU	Southwest Public	Carnegie Class	NSSE 2014 & 2015
Higher-Order Learning				
<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	78 	79 	81 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74 	77 	79 	78 
4d. Evaluating a point of view, decision, or information source	74 	71 	74 	72 
4e. Forming a new idea or understanding from various pieces of information	74 	73 	75 	73 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	71 	70 	72 	72 
2b. Connected your learning to societal problems or issues	60 	60 	66 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	54 	50 	58 	55 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65 	64 	68 	67 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68 	69 	72 	71 
2f. Learned something that changed the way you understand an issue or concept	68 	68 	71 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	83 	82 	85 	84 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	84 	82 	84 	83 
9b. Reviewed your notes after class	67 	68 	65 	64 
9c. Summarized what you learned in class or from course materials	71 	67 	67 	66 
Quantitative Reasoning				
<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.)	58 	57 	54 	56 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	48 	46 	44 	46 
6c. Evaluated what others have concluded from numerical information	46 	45 	43 	46 

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

Learning with Peers: First-year students

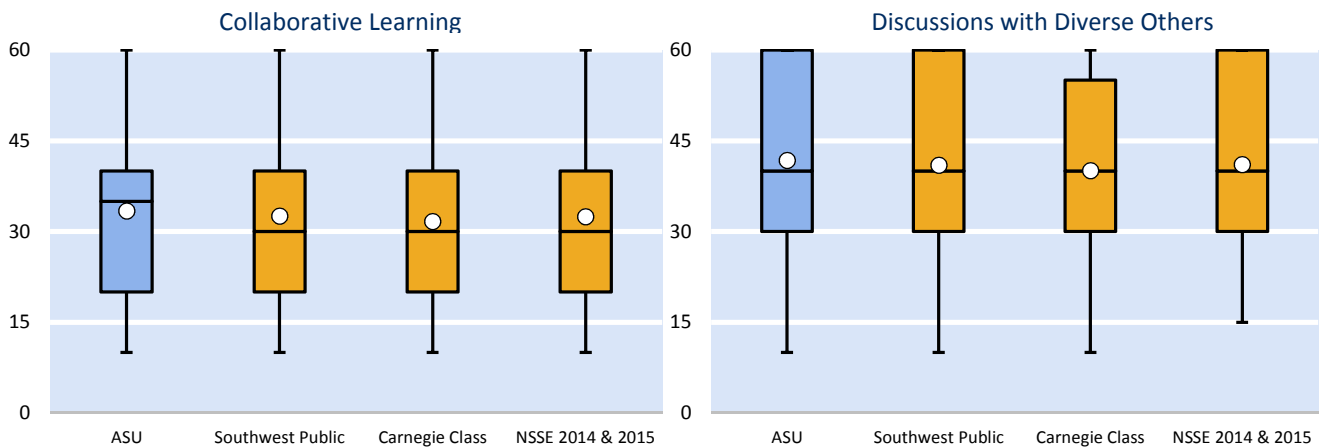
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.4	32.5	.06	31.6 *	.12	32.4	.06
Discussions with Diverse Others	41.7	40.9	.05	40.0	.11	41.1	.04

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

Score Distributions



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

Summary of Indicator Items

Collaborative Learning

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

	ASU	Southwest Public	Carnegie Class	NSSE 2014 & 2015
1e. Asked another student to help you understand course material	53	51	48	50
1f. Explained course material to one or more students	59	58	56	57
1g. Prepared for exams by discussing or working through course material with other students	49	50	47	50
1h. Worked with other students on course projects or assignments	54	53	52	53

Discussions with Diverse Others

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

	ASU	Southwest Public	Carnegie Class	NSSE 2014 & 2015
8a. People from a race or ethnicity other than your own	78	74	69	73
8b. People from an economic background other than your own	77	73	72	74
8c. People with religious beliefs other than your own	67	70	67	69
8d. People with political views other than your own	71	68	67	68

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

Learning with Peers: Seniors

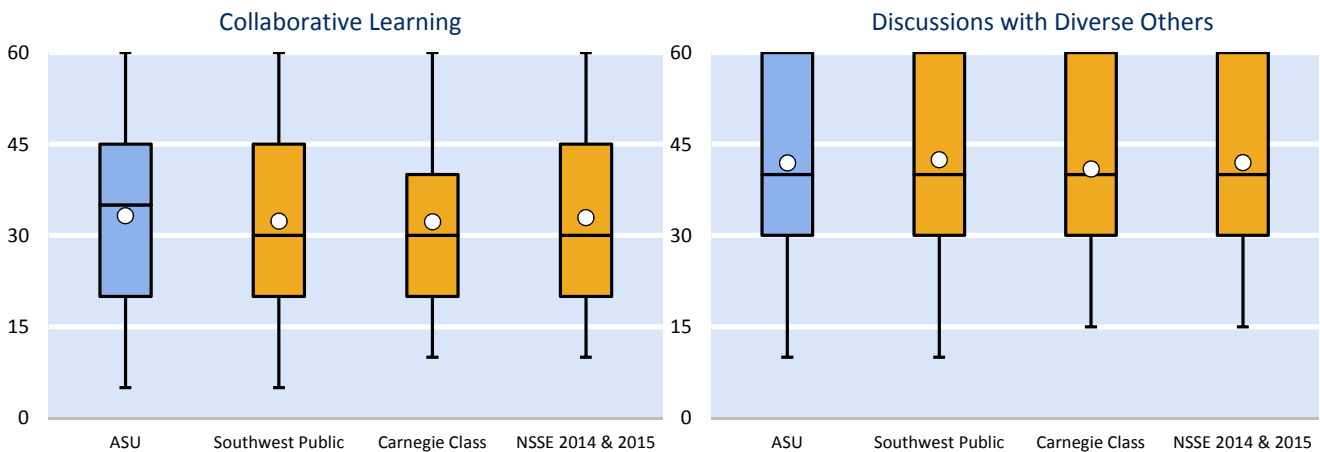
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Mean Comparisons

Engagement Indicator	ASU Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.2	32.4	.06	32.2	.07	32.9	.02
Discussions with Diverse Others	41.9	42.5	-.03	40.9	.06	42.0	.00

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

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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	NSSE 2014 & 2015
1e. Asked another student to help you understand course material	46	42	40	41
1f. Explained course material to one or more students	63	57	58	59
1g. Prepared for exams by discussing or working through course material with other students	50	47	46	47
1h. Worked with other students on course projects or assignments	61	62	63	65

Discussions with Diverse Others

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

	ASU	Southwest Public	Carnegie Class	NSSE 2014 & 2015
8a. People from a race or ethnicity other than your own	78	76	69	74
8b. People from an economic background other than your own	76	76	73	75
8c. People with religious beliefs other than your own	70	72	69	71
8d. People with political views other than your own	72	72	70	71

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Experiences with Faculty: First-year students

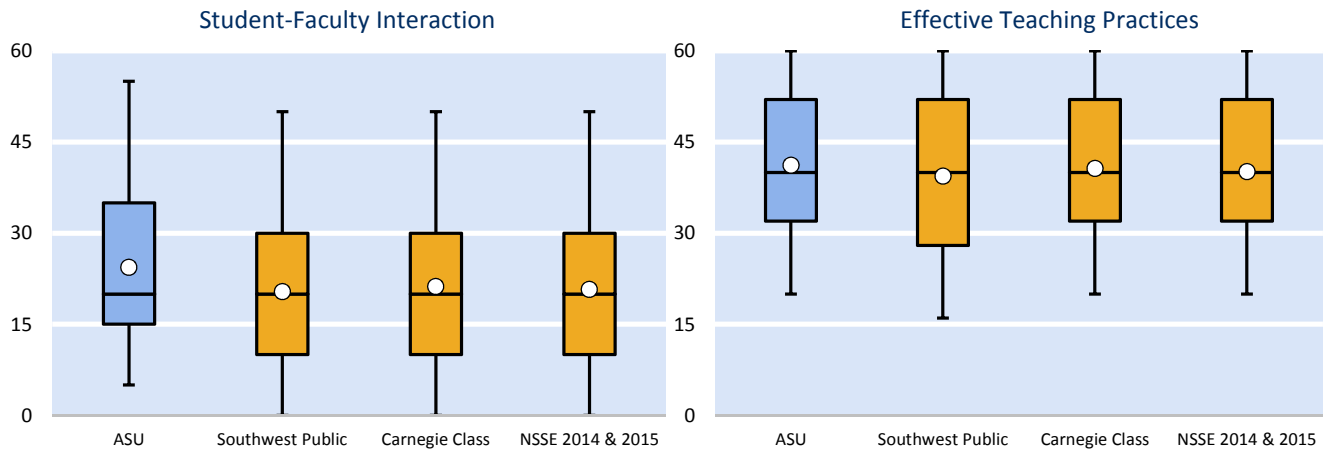
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	ASU Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.4	20.4 ***	.26	21.2 ***	.21	20.7 ***	.25
Effective Teaching Practices	41.2	39.4 *	.13	40.6	.04	40.1	.08

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

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Summary of Indicator Items

	ASU	Southwest Public	Carnegie Class	NSSE 2014 & 2015
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	43	33	35	33
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	21	20	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	36	25	27	26
3d. Discussed your academic performance with a faculty member	39	29	30	30
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	84	79	81	80
5b. Taught course sessions in an organized way	78	78	79	79
5c. Used examples or illustrations to explain difficult points	78	75	77	77
5d. Provided feedback on a draft or work in progress	69	62	67	66
5e. Provided prompt and detailed feedback on tests or completed assignments	63	59	66	63

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

Experiences with Faculty: Seniors

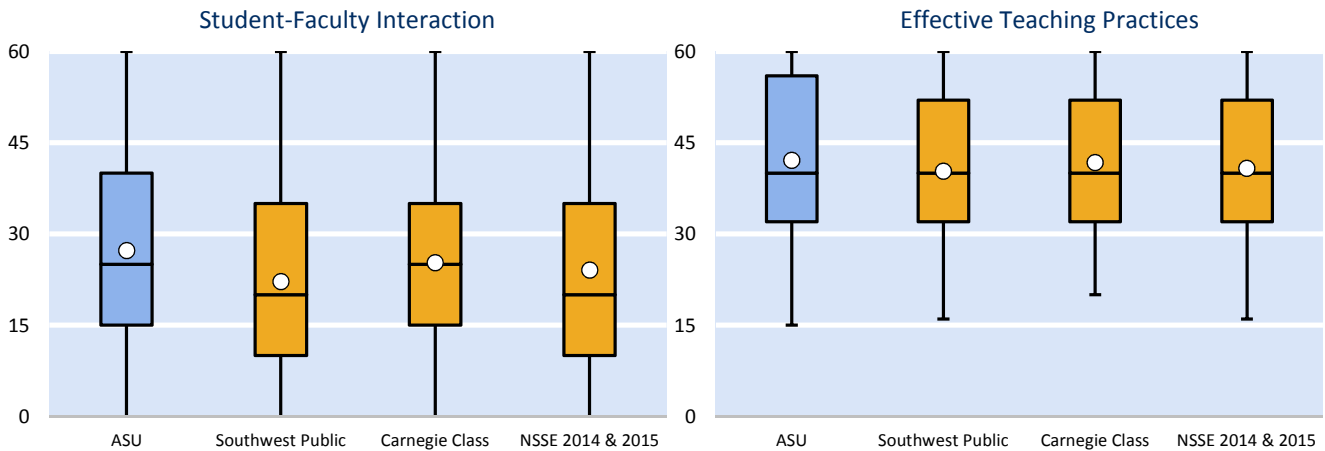
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	27.3	22.2 ***	.31	25.3	.12	24.0 **	.20
Effective Teaching Practices	42.1	40.3	.12	41.7	.03	40.8	.09

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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Summary of Indicator Items

Student-Faculty Interaction

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

	ASU	Southwest Public	Carnegie Class	NSSE 2014 & 2015
3a. Talked about career plans with a faculty member	50	38	46	43
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	32	25	28	27
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	42	31	36	34
3d. Discussed your academic performance with a faculty member	43	31	37	34

Effective Teaching Practices

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

	ASU	Southwest Public	Carnegie Class	NSSE 2014 & 2015
5a. Clearly explained course goals and requirements	83	81	83	82
5b. Taught course sessions in an organized way	78	79	82	80
5c. Used examples or illustrations to explain difficult points	81	78	80	79
5d. Provided feedback on a draft or work in progress	65	59	66	62
5e. Provided prompt and detailed feedback on tests or completed assignments	76	65	71	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 website.

Campus Environment: First-year students

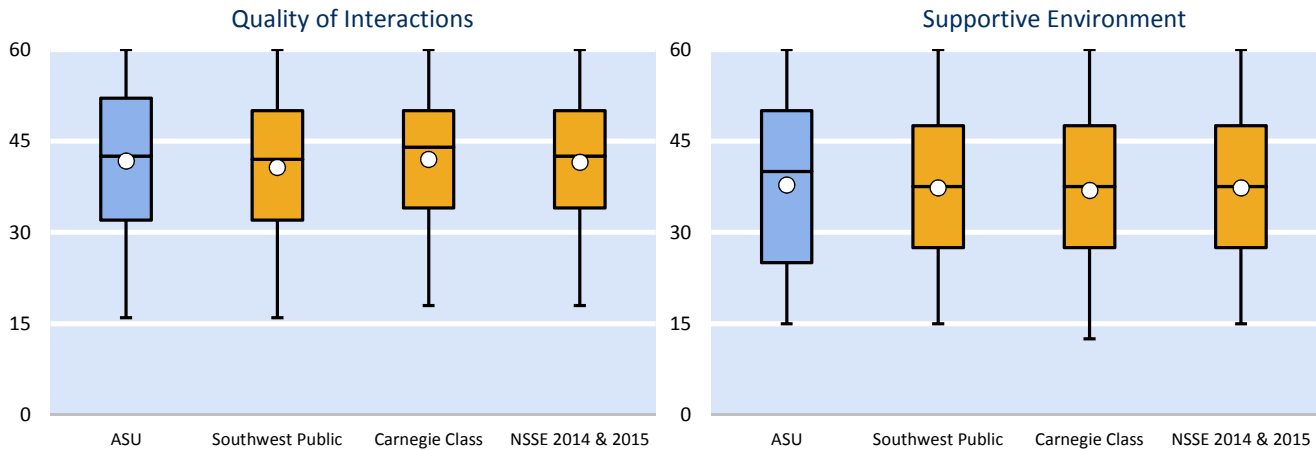
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	ASU Mean	Your first-year students compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2014 & 2015 Mean	Effect size
Quality of Interactions	41.7	40.6	.08	41.9	-.02	41.5	.02
Supportive Environment	37.7	37.3	.03	36.9	.06	37.3	.03

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.

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	NSSE 2014 & 2015
13a. Students	56	55	58	58
13b. Academic advisors	52	48	50	49
13c. Faculty	52	46	52	50
13d. Student services staff (career services, student activities, housing, etc.)	45	43	45	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	40	44	41

Supportive Environment

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

	ASU	Southwest Public	Carnegie Class	NSSE 2014 & 2015
14b. Providing support to help students succeed academically	77	76	77	77
14c. Using learning support services (tutoring services, writing center, etc.)	80	78	77	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	60	58	60
14e. Providing opportunities to be involved socially	71	72	71	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	71	71	70	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	54	46	44	45
14h. Attending campus activities and events (performing arts, athletic events, etc.)	66	69	67	67
14i. Attending events that address important social, economic, or political issues	54	51	52	53

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

Campus Environment: Seniors

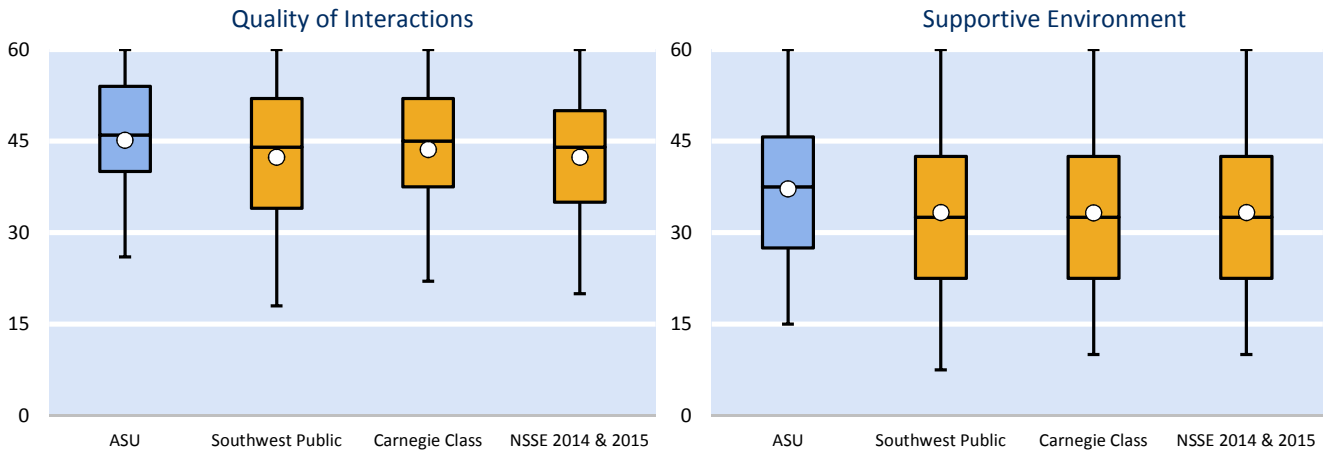
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	ASU Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.1	42.4 ***	.22	43.6 *	.13	42.4 ***	.23
Supportive Environment	37.2	33.3 ***	.25	33.2 ***	.27	33.3 ***	.27

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

Score Distributions



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

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	NSSE 2014 & 2015
13a. Students	70	63	65	63
13b. Academic advisors	56	53	57	52
13c. Faculty	71	58	63	59
13d. Student services staff (career services, student activities, housing, etc.)	46	44	45	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	48	43	46	41

Supportive Environment

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

	ASU	Southwest Public	Carnegie Class	NSSE 2014 & 2015
14b. Providing support to help students succeed academically	81	71	74	72
14c. Using learning support services (tutoring services, writing center, etc.)	78	66	68	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	55	53	53
14e. Providing opportunities to be involved socially	73	65	65	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	69	62	61	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	45	34	33	33
14h. Attending campus activities and events (performing arts, athletic events, etc.)	64	58	55	57
14i. Attending events that address important social, economic, or political issues	49	44	47	46

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

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see nsse.indiana.edu/html/position_policies.cfm), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2014 and 2015 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2014 and 2015 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 Mean	Your first-year students compared with					
<i>Theme</i>	<i>Engagement Indicator</i>		NSSE Top 50%			NSSE Top 10%		
			<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.2	41.0 ***	-.27		43.0 ***	-.42	
	Reflective and Integrative Learning	35.3	37.6 **	-.18		39.6 ***	-.34	
	Learning Strategies	38.3	41.6 ***	-.23		44.4 ***	-.43	
	Quantitative Reasoning	29.6	29.4	.01	✓	31.5 *	-.12	
<i>Learning with Peers</i>	Collaborative Learning	33.4	35.1 *	-.13		37.3 ***	-.28	
	Discussions with Diverse Others	41.7	43.4	-.10		45.5 ***	-.25	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	24.4	24.0	.02	✓	27.2 **	-.18	
	Effective Teaching Practices	41.2	42.3	-.09	✓	44.6 ***	-.26	
<i>Campus Environment</i>	Quality of Interactions	41.7	44.0 **	-.20		45.8 ***	-.35	
	Supportive Environment	37.7	39.4 *	-.13		41.3 ***	-.27	

Seniors		ASU Mean	Your seniors compared with					
<i>Theme</i>	<i>Engagement Indicator</i>		NSSE Top 50%			NSSE Top 10%		
			<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
<i>Academic Challenge</i>	Higher-Order Learning	42.1	43.5	-.10		45.3 ***	-.24	
	Reflective and Integrative Learning	38.7	41.3 ***	-.21		43.1 ***	-.36	
	Learning Strategies	41.0	42.5	-.10		44.8 ***	-.27	
	Quantitative Reasoning	31.7	31.8	.00	✓	33.6	-.11	
<i>Learning with Peers</i>	Collaborative Learning	33.2	35.7 **	-.18		38.2 ***	-.36	
	Discussions with Diverse Others	41.9	43.9 *	-.13		45.9 ***	-.26	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	27.3	29.8 *	-.15		34.1 ***	-.41	
	Effective Teaching Practices	42.1	43.1	-.07	✓	45.1 ***	-.23	
<i>Campus Environment</i>	Quality of Interactions	45.1	45.0	.01	✓	46.7 *	-.13	
	Supportive Environment	37.2	36.1	.08	✓	38.8	-.12	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2014 and 2015 institutions, 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.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
ASU (N = 303)	37.2	13.5	.78	20	25	40	45	60				
Southwest Public	38.6	14.3	.12	15	30	40	50	60	14,081	-1.4	.084	-.100
Carnegie Class	39.0	14.0	.11	15	30	40	50	60	15,310	-1.8	.028	-.127
NSSE 2014 & 2015	39.4	13.9	.03	20	30	40	50	60	204,261	-2.1	.008	-.153
Top 50%	41.0	13.7	.04	20	30	40	50	60	100,711	-3.7	.000	-.272
Top 10%	43.0	13.8	.10	20	35	40	55	60	20,470	-5.8	.000	-.422
Reflective & Integrative Learning												
ASU (N = 318)	35.3	13.0	.73	17	26	34	43	60				
Southwest Public	35.0	12.8	.11	17	26	34	43	60	14,785	.3	.714	.021
Carnegie Class	35.7	12.7	.10	17	26	34	43	60	16,034	-.4	.535	-.035
NSSE 2014 & 2015	36.0	12.7	.03	17	26	37	43	60	213,635	-.7	.339	-.054
Top 50%	37.6	12.7	.04	17	29	37	46	60	107,780	-2.3	.001	-.182
Top 10%	39.6	12.8	.09	20	31	40	49	60	21,831	-4.3	.000	-.336
Learning Strategies												
ASU (N = 277)	38.3	14.3	.86	13	27	40	47	60				
Southwest Public	38.6	14.4	.13	13	27	40	47	60	13,043	-.3	.758	-.019
Carnegie Class	39.8	14.2	.12	20	27	40	53	60	14,378	-1.5	.086	-.104
NSSE 2014 & 2015	39.7	14.3	.03	20	27	40	53	60	189,687	-1.4	.111	-.096
Top 50%	41.6	14.1	.05	20	33	40	53	60	90,542	-3.2	.000	-.230
Top 10%	44.4	14.0	.10	20	33	47	60	60	20,714	-6.0	.000	-.431
Quantitative Reasoning												
ASU (N = 311)	29.6	16.7	.95	0	20	27	40	60				
Southwest Public	28.6	16.7	.14	0	20	27	40	60	14,442	.9	.327	.056
Carnegie Class	26.9	16.6	.13	0	13	27	40	60	15,614	2.7	.005	.161
NSSE 2014 & 2015	27.9	16.6	.04	0	20	27	40	60	207,896	1.6	.081	.099
Top 50%	29.4	16.6	.05	0	20	27	40	60	132,040	.2	.833	.012
Top 10%	31.5	16.5	.10	0	20	33	40	60	26,455	-1.9	.041	-.117
Learning with Peers												
Collaborative Learning												
ASU (N = 333)	33.4	14.2	.78	10	20	35	40	60				
Southwest Public	32.5	14.3	.12	10	20	30	40	60	15,360	.8	.294	.058
Carnegie Class	31.6	14.1	.11	10	20	30	40	60	16,426	1.7	.025	.124
NSSE 2014 & 2015	32.4	14.3	.03	10	20	30	40	60	220,002	.9	.241	.064
Top 50%	35.1	13.8	.04	15	25	35	45	60	120,996	-1.8	.018	-.130
Top 10%	37.3	13.8	.08	15	25	35	50	60	26,967	-3.9	.000	-.283
Discussions with Diverse Others												
ASU (N = 280)	41.7	16.3	.97	10	30	40	60	60				
Southwest Public	40.9	16.7	.15	10	30	40	60	60	13,196	.8	.411	.050
Carnegie Class	40.0	16.3	.14	10	30	40	55	60	14,522	1.7	.078	.106
NSSE 2014 & 2015	41.1	16.1	.04	15	30	40	60	60	191,994	.7	.475	.043
Top 50%	43.4	15.4	.05	20	35	45	60	60	111,548	-1.6	.082	-.104
Top 10%	45.5	14.8	.09	20	40	50	60	60	26,107	-3.8	.000	-.255

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
ASU (N = 312)	24.4	15.5	.88	5	15	20	35	55				
Southwest Public	20.4	15.2	.13	0	10	20	30	50	14,480	4.0	.000	.264
Carnegie Class	21.2	15.0	.12	0	10	20	30	50	15,692	3.2	.000	.212
NSSE 2014 & 2015	20.7	14.9	.03	0	10	20	30	50	312	3.6	.000	.245
Top 50%	24.0	15.2	.06	0	15	20	35	55	69,695	.3	.705	.021
Top 10%	27.2	16.1	.15	5	15	25	40	60	12,162	-2.9	.002	-.177
Effective Teaching Practices												
ASU (N = 312)	41.2	13.3	.75	20	32	40	52	60				
Southwest Public	39.4	13.9	.12	16	28	40	52	60	14,587	1.8	.023	.130
Carnegie Class	40.6	13.4	.11	20	32	40	52	60	15,786	.5	.483	.040
NSSE 2014 & 2015	40.1	13.4	.03	20	32	40	52	60	210,226	1.0	.168	.078
Top 50%	42.3	13.2	.05	20	32	40	52	60	79,928	-1.2	.118	-.089
Top 10%	44.6	13.3	.11	20	36	44	56	60	16,237	-3.5	.000	-.261
Campus Environment												
Quality of Interactions												
ASU (N = 274)	41.7	13.6	.82	16	32	43	52	60				
Southwest Public	40.6	13.2	.12	16	32	42	50	60	12,696	1.1	.191	.080
Carnegie Class	41.9	12.6	.11	18	34	44	50	60	283	-.3	.755	-.021
NSSE 2014 & 2015	41.5	12.6	.03	18	34	43	50	60	274	.2	.801	.017
Top 50%	44.0	11.7	.04	22	38	46	52	60	275	-2.3	.006	-.197
Top 10%	45.8	11.9	.10	23	40	48	55	60	281	-4.2	.000	-.350
Supportive Environment												
ASU (N = 246)	37.7	14.2	.90	15	25	40	50	60				
Southwest Public	37.3	14.1	.13	15	28	38	48	60	12,030	.5	.607	.033
Carnegie Class	36.9	14.0	.12	13	28	38	48	60	13,422	.9	.342	.061
NSSE 2014 & 2015	37.3	13.9	.03	15	28	38	48	60	176,659	.4	.621	.032
Top 50%	39.4	13.4	.04	18	30	40	50	60	88,981	-1.7	.048	-.126
Top 10%	41.3	13.0	.09	20	33	40	53	60	251	-3.6	.000	-.273

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
ASU (N = 258)	42.1	14.7	.92	20	35	40	55	60				
Southwest Public	41.2	14.6	.09	15	30	40	55	60	26,944	.9	.345	.059
Carnegie Class	41.9	13.8	.09	20	35	40	55	60	23,011	.2	.814	.015
NSSE 2014 & 2015	41.4	14.2	.03	20	30	40	55	60	313,412	.7	.413	.051
Top 50%	43.5	13.8	.04	20	35	40	55	60	117,859	-1.4	.101	-.102
Top 10%	45.3	13.6	.08	20	40	45	60	60	31,918	-3.2	.000	-.237
Reflective & Integrative Learning												
ASU (N = 270)	38.7	13.4	.81	17	29	37	49	60				
Southwest Public	38.0	13.5	.08	17	29	37	49	60	28,009	.7	.394	.052
Carnegie Class	39.4	12.9	.08	20	31	40	49	60	23,908	-.8	.337	-.059
NSSE 2014 & 2015	39.0	13.1	.02	17	29	40	49	60	326,184	-.4	.635	-.029
Top 50%	41.3	12.7	.04	20	31	40	51	60	117,860	-2.6	.001	-.206
Top 10%	43.1	12.5	.07	20	34	43	54	60	29,401	-4.5	.000	-.355
Learning Strategies												
ASU (N = 252)	41.0	14.0	.88	20	33	40	53	60				
Southwest Public	41.0	15.0	.10	13	33	40	53	60	25,036	.0	.966	-.003
Carnegie Class	40.8	14.7	.10	20	33	40	53	60	21,822	.2	.841	.013
NSSE 2014 & 2015	40.3	14.8	.03	13	27	40	53	60	295,720	.6	.493	.043
Top 50%	42.5	14.6	.04	20	33	40	60	60	149,100	-1.5	.100	-.104
Top 10%	44.8	14.2	.07	20	33	47	60	60	39,288	-3.9	.000	-.273
Quantitative Reasoning												
ASU (N = 267)	31.7	16.6	1.02	0	20	33	40	60				
Southwest Public	30.4	17.6	.11	0	20	27	40	60	27,399	1.3	.218	.076
Carnegie Class	29.7	17.4	.11	0	20	27	40	60	23,439	2.1	.053	.119
NSSE 2014 & 2015	30.4	17.4	.03	0	20	27	40	60	319,328	1.4	.204	.078
Top 50%	31.8	17.3	.04	0	20	33	40	60	198,662	.0	.988	-.001
Top 10%	33.6	16.9	.08	0	20	33	47	60	44,107	-1.9	.069	-.112
Learning with Peers												
Collaborative Learning												
ASU (N = 272)	33.2	15.0	.91	5	20	35	45	60				
Southwest Public	32.4	15.2	.09	5	20	30	45	60	28,830	.9	.339	.058
Carnegie Class	32.2	14.7	.09	10	20	30	40	60	24,200	1.0	.260	.069
NSSE 2014 & 2015	32.9	14.6	.03	10	20	30	45	60	332,513	.3	.710	.023
Top 50%	35.7	13.9	.03	15	25	35	45	60	271	-2.4	.008	-.176
Top 10%	38.2	13.7	.08	15	30	40	50	60	274	-4.9	.000	-.360
Discussions with Diverse Others												
ASU (N = 251)	41.9	17.2	1.09	10	30	40	60	60				
Southwest Public	42.5	17.0	.11	10	30	40	60	60	25,398	-.5	.616	-.032
Carnegie Class	40.9	16.1	.11	15	30	40	60	60	22,081	1.0	.317	.064
NSSE 2014 & 2015	42.0	16.1	.03	15	30	40	60	60	298,874	-.1	.959	-.003
Top 50%	43.9	15.9	.04	20	35	45	60	60	190,903	-2.0	.045	-.126
Top 10%	45.9	15.4	.07	20	40	50	60	60	252	-4.0	.000	-.260

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
ASU (N = 264)	27.3	16.9	1.04	0	15	25	40	60				
Southwest Public	22.2	16.6	.10	0	10	20	35	60	27,493	5.1	.000	.306
Carnegie Class	25.3	16.5	.11	0	15	25	35	60	23,428	2.0	.053	.120
NSSE 2014 & 2015	24.0	16.4	.03	0	10	20	35	60	319,321	3.2	.002	.195
Top 50%	29.8	16.2	.06	5	20	30	40	60	76,183	-2.5	.012	-.155
Top 10%	34.1	16.5	.16	5	20	35	45	60	11,525	-6.9	.000	-.414
Effective Teaching Practices												
ASU (N = 268)	42.1	14.0	.85	15	32	40	56	60				
Southwest Public	40.3	14.6	.09	16	32	40	52	60	27,678	1.8	.050	.120
Carnegie Class	41.7	13.7	.09	20	32	40	52	60	23,676	.3	.679	.025
NSSE 2014 & 2015	40.8	13.9	.02	16	32	40	52	60	322,554	1.3	.125	.094
Top 50%	43.1	13.6	.04	20	36	44	56	60	108,966	-1.0	.235	-.073
Top 10%	45.1	13.4	.09	20	36	48	60	60	20,562	-3.1	.000	-.228
Campus Environment												
Quality of Interactions												
ASU (N = 247)	45.1	10.8	.69	26	40	46	54	60				
Southwest Public	42.4	12.6	.08	18	34	44	52	60	254	2.8	.000	.220
Carnegie Class	43.6	11.8	.08	22	38	45	52	60	21,061	1.5	.046	.127
NSSE 2014 & 2015	42.4	12.0	.02	20	35	44	50	60	247	2.8	.000	.230
Top 50%	45.0	11.4	.04	24	38	46	54	60	100,756	.2	.833	.013
Top 10%	46.7	11.8	.07	24	40	50	56	60	25,699	-1.6	.036	-.134
Supportive Environment												
ASU (N = 229)	37.2	13.5	.89	15	28	38	46	60				
Southwest Public	33.3	15.2	.10	8	23	33	43	60	234	3.9	.000	.254
Carnegie Class	33.2	14.5	.10	10	23	33	43	60	20,845	3.9	.000	.272
NSSE 2014 & 2015	33.3	14.5	.03	10	23	33	43	60	281,389	3.9	.000	.266
Top 50%	36.1	13.9	.04	13	26	38	45	60	113,303	1.1	.244	.077
Top 10%	38.8	13.7	.09	15	30	40	50	60	21,351	-1.6	.078	-.117

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

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

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

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

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

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

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