



NSSE 2017

Engagement Indicators

Stephen F. Austin 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 students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions

Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2016 and 2017 participating institutions.

Detailed Statistics (pp. 16-19)

Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

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

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

How Engagement Indicators are Computed



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

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

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 Texas Public Univ.	Your first-year students compared with SACS Level V Public	Your first-year students compared with NSSE 2016 & 2017
	Higher-Order Learning			--
<i>Academic Challenge</i>	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 Texas Public Univ.	Your seniors compared with SACS Level V Public	Your seniors compared with NSSE 2016 & 2017
	Higher-Order Learning	--	--	--
<i>Academic Challenge</i>	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

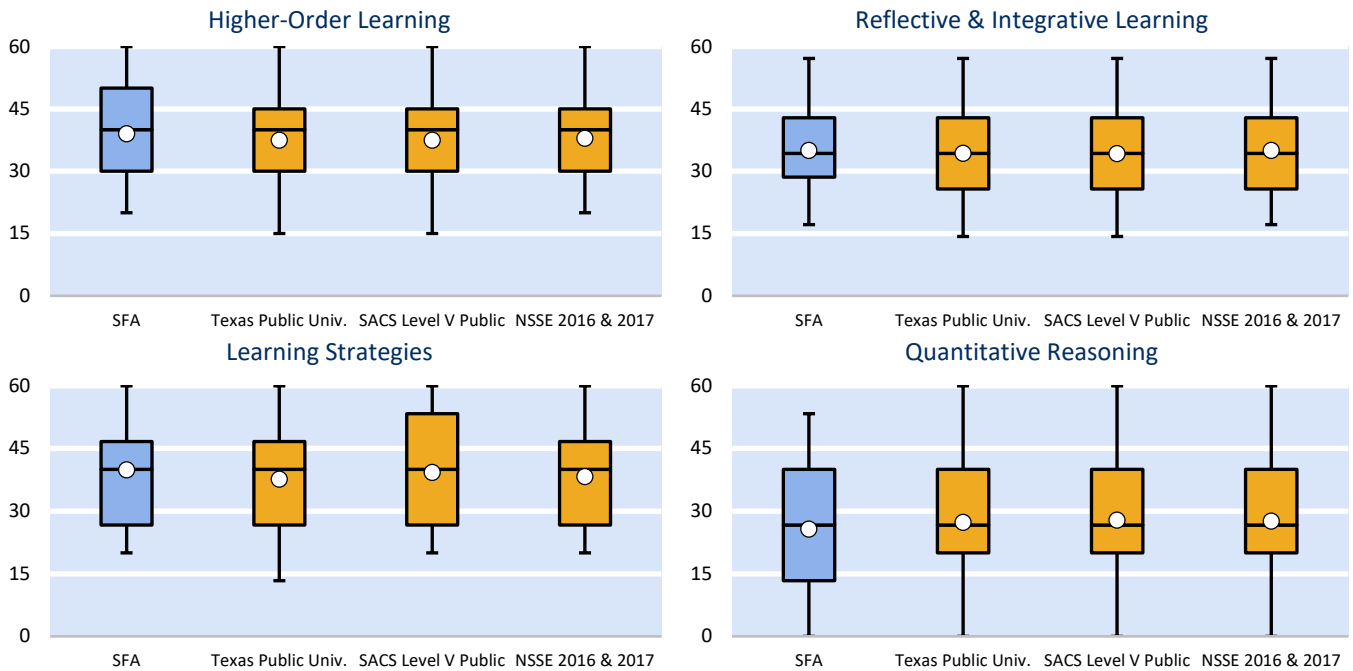
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	SFA Mean	Your first-year students compared with					
		Texas Public Univ.		SACS Level V Public		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.0	37.5 *	.11	37.5 *	.11	37.9	.08
Reflective & Integrative Learning	35.0	34.3	.06	34.2	.06	35.0	.00
Learning Strategies	39.9	37.6 **	.16	39.3	.04	38.3 *	.12
Quantitative Reasoning	25.7	27.3 *	-.10	27.8 **	-.13	27.6 *	-.12

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

Score Distributions






















































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

Academic Challenge: First-year students (continued)

Performance^a on Indicator Items

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

	SFA	Percentage point difference between your FY students and		
		Texas Public Univ.	SACS Level V Public	NSSE 2016 & 2017
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	73	+3 	+5 	+2 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	+7 	+8 	+5 
4d. Evaluating a point of view, decision, or information source	70	+3 	+1 	+1 
4e. Forming a new idea or understanding from various pieces of information	71	+3 	+3 	+3 
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	51	+1 	+3 	-1 
2b. Connected your learning to societal problems or issues	50	+3 	+1 	-2 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	+1 	-1 	-2 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	+3 	+3 	+2 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	+3 	+5 	+4 
2f. Learned something that changed the way you understand an issue or concept	70	+4 	+5 	+4 
2g. Connected ideas from your courses to your prior experiences and knowledge	76	+1 	+3 	-0 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79	+6 	+3 	+2 
9b. Reviewed your notes after class	72	+7 	+2 	+7 
9c. Summarized what you learned in class or from course materials	68	+7 	+1 	+5 
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.)	51	-2 	-2 	-2 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	32	-5 	-8 	-6 
6c. Evaluated what others have concluded from numerical information	35	-3 	-4 	-4 

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

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

Academic Challenge: Seniors

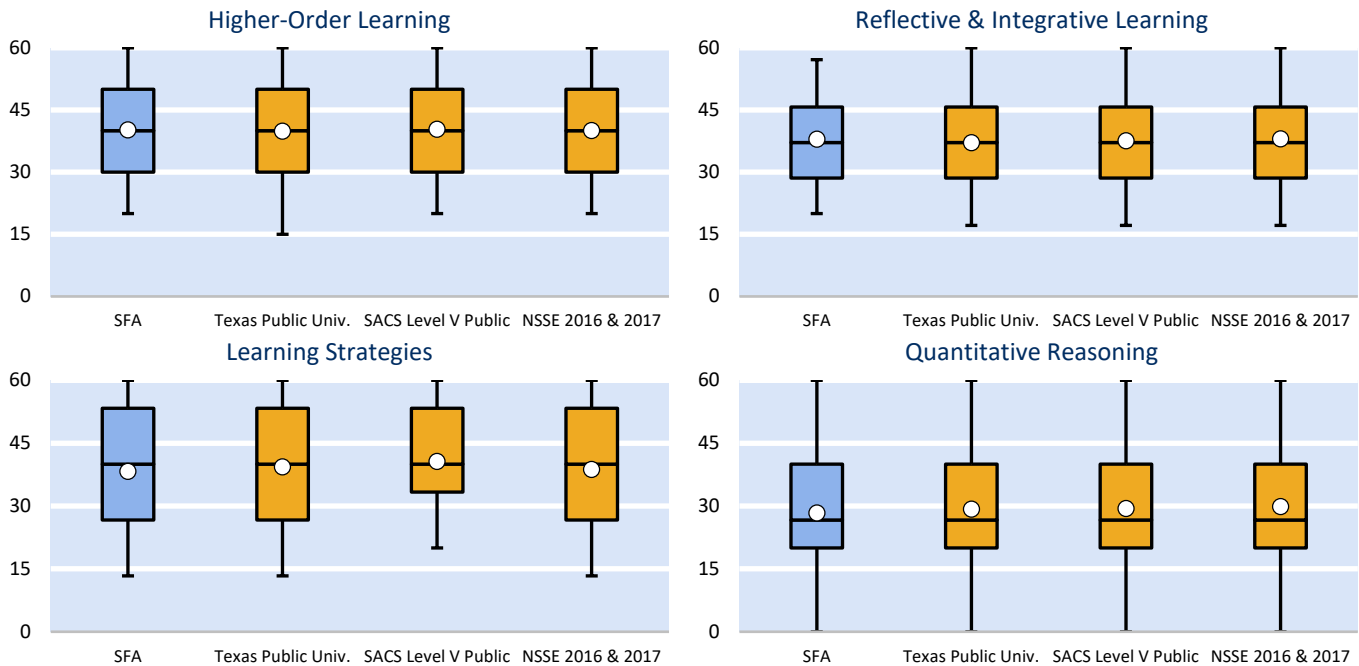
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	SFA Mean	Your seniors compared with					
		Texas Public Univ. Mean	Texas Public Univ. Effect size	SACS Level V Public Mean	SACS Level V Public Effect size	NSSE 2016 & 2017 Mean	NSSE 2016 & 2017 Effect size
Higher-Order Learning	40.2	39.9	.03	40.3	-.01	40.0	.01
Reflective & Integrative Learning	38.0	37.1	.07	37.6	.03	38.0	.00
Learning Strategies	38.2	39.3	-.07	40.6 **	-.17	38.7	-.03
Quantitative Reasoning	28.3	29.3	-.06	29.4	-.06	29.9	-.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).

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)

Performance^a on Indicator Items

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

	SFA	Percentage point difference between your seniors and		
		Texas Public Univ.	SACS Level V Public	NSSE 2016 & 2017
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	77	+1 	-1 	-1 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	+1 	+1 	+0 
4d. Evaluating a point of view, decision, or information source	69	-0 	-3 	-1 
4e. Forming a new idea or understanding from various pieces of information	72	+2 	+0 	+1 
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	73	+6 	+6 	+4 
2b. Connected your learning to societal problems or issues	57	-1 	-4 	-5 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	+6 	+1 	+0 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	+5 	+3 	+3 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76	+5 	+5 	+4 
2f. Learned something that changed the way you understand an issue or concept	73	+4 	+3 	+2 
2g. Connected ideas from your courses to your prior experiences and knowledge	87	+6 	+5 	+4 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79	+1 	-1 	-0 
9b. Reviewed your notes after class	59	-7 	-11 	-3 
9c. Summarized what you learned in class or from course materials	62	-3 	-8 	-2 
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.)	53	-2 	-1 	-3 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	38	-4 	-6 	-6 
6c. Evaluated what others have concluded from numerical information	45	+3 	+3 	+1 

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Learning with Peers: First-year students

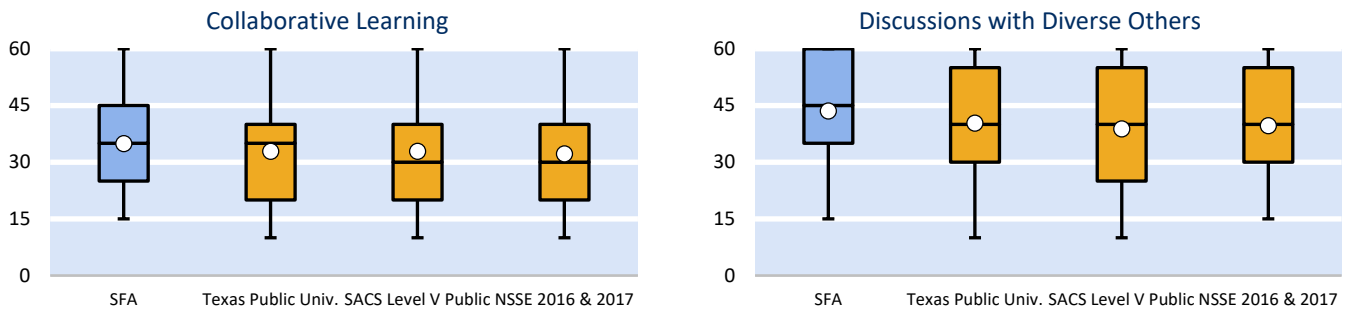
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	SFA Mean	Your first-year students compared with					
		Texas Public Univ.		SACS Level V Public		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.9	32.9 **	.15	32.8 ***	.15	32.2 ***	.19
Discussions with Diverse Others	43.5	40.3 ***	.20	38.8 ***	.29	39.7 ***	.25

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

Score Distributions



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Collaborative Learning	SFA	Percentage point difference between your FY students and		
		Texas Public Univ.	SACS Level V Public	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	58	+4	+3	+5
1f. Explained course material to one or more students	62	+3	+3	+4
1g. Prepared for exams by discussing or working through course material with other students	59	+8	+7	+9
1h. Worked with other students on course projects or assignments	60	+5	+5	+6
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	81	+8	+13	+10
8b. People from an economic background other than your own	80	+8	+10	+8
8c. People with religious beliefs other than your own	71	+3	+9	+4
8d. People with political views other than your own	79	+11	+12	+12

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Learning with Peers: Seniors

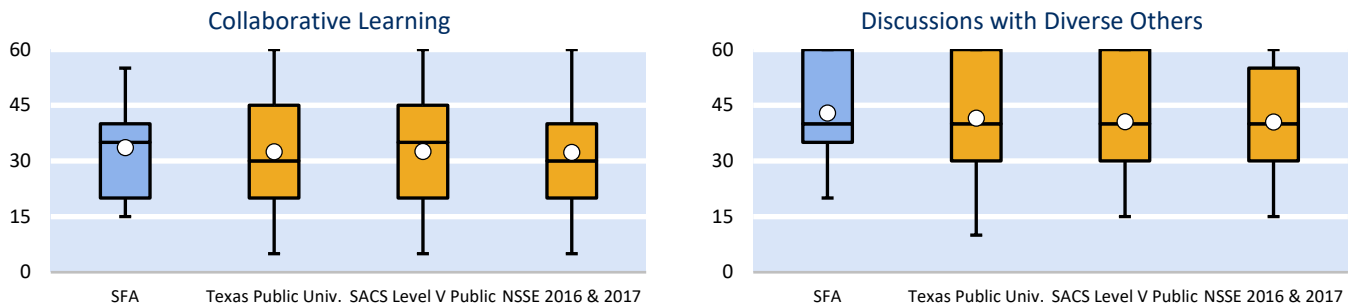
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Mean Comparisons

Engagement Indicator	SFA Mean	Your seniors compared with					
		Texas Public Univ.		SACS Level V Public		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.6	32.5	.07	32.5	.07	32.3	.09
Discussions with Diverse Others	42.9	41.6	.08	40.6 *	.14	40.5 *	.15

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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Collaborative Learning	SFA	Percentage point difference between your seniors and		
		Texas Public Univ.	SACS Level V Public	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	47	+4	+3	+5
1f. Explained course material to one or more students	64	+5	+4	+6
1g. Prepared for exams by discussing or working through course material with other students	50	+3	+1	+3
1h. Worked with other students on course projects or assignments	67	+4	+5	+3
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	79	+4	+6	+7
8b. People from an economic background other than your own	78	+4	+5	+6
8c. People with religious beliefs other than your own	75	+4	+9	+7
8d. People with political views other than your own	79	+10	+9	+11

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Experiences with Faculty: First-year students

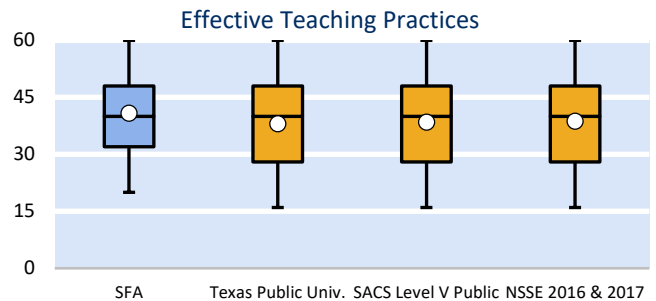
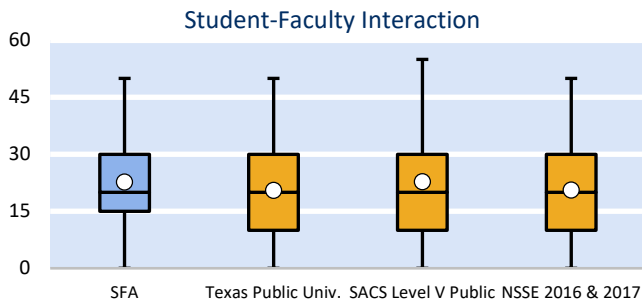
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	SFA Mean	Your first-year students compared with					
		Texas Public Univ. Mean	Effect size	SACS Level V Public Mean	Effect size	NSSE 2016 & 2017 Mean	Effect size
Student-Faculty Interaction	22.7	20.5 **	.15	22.8	.00	20.6 **	.14
Effective Teaching Practices	40.8	38.1 ***	.21	38.4 ***	.17	38.7 ***	.16

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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Student-Faculty Interaction	SFA %	Percentage point difference between your FY students and		
		Texas Public Univ.	SACS Level V Public	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	40	+4	-1	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	+4	+1	+5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	+4	-0	+3
3d. Discussed your academic performance with a faculty member	34	+6	-1	+5
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	83	+6	+7	+5
5b. Taught course sessions in an organized way	81	+6	+8	+5
5c. Used examples or illustrations to explain difficult points	80	+6	+7	+6
5d. Provided feedback on a draft or work in progress	67	+8	+3	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	65	+8	+5	+5

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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Experiences with Faculty: Seniors

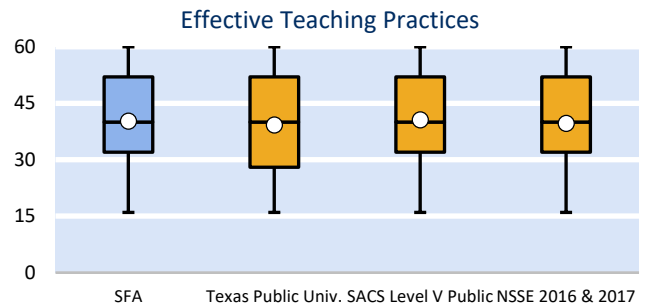
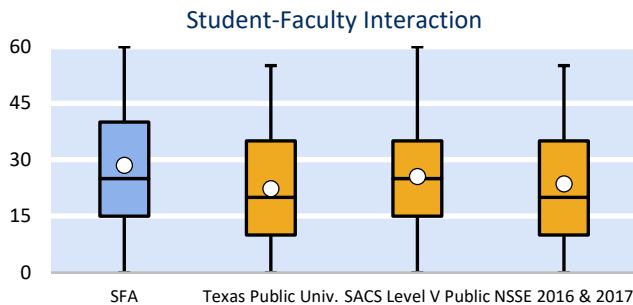
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Student-Faculty Interaction	28.5	22.3 ***	.38	25.5 **	.18	23.6 ***	.31
Effective Teaching Practices	40.2	39.2	.07	40.5	-.02	39.6	.04

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.

Performance^a on Indicator Items

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

Student-Faculty Interaction	SFA %	Percentage point difference between your seniors and		
		Texas Public Univ.	SACS Level V Public	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	55	+16	+7	+13
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	38	+13	+8	+11
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	43	+14	+7	+11
3d. Discussed your academic performance with a faculty member	45	+14	+6	+12
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	81	+2	+0	+1
5b. Taught course sessions in an organized way	80	+3	+2	+2
5c. Used examples or illustrations to explain difficult points	78	+3	+2	+1
5d. Provided feedback on a draft or work in progress	69	+11	+5	+8
5e. Provided prompt and detailed feedback on tests or completed assignments	67	+5	-1	+2

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

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

Campus Environment: First-year students

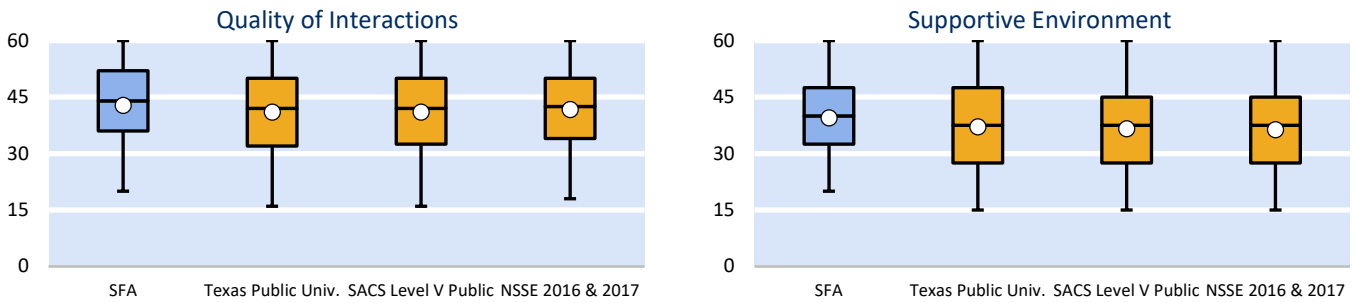
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	SFA Mean	Your first-year students compared with					
		Texas Public Univ.		SACS Level V Public		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.8	41.1 *	.14	41.0 **	.14	41.7	.09
Supportive Environment	39.5	37.1 ***	.17	36.6 ***	.21	36.3 ***	.24

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

Score Distributions



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

Performance^a on Indicator Items

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

Quality of Interactions	SFA	Percentage point difference between your FY students and		
		Texas Public Univ.	SACS Level V Public	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	51	+2	+3	-1
13b. Academic advisors	50	+2	+1	+0
13c. Faculty	52	+7	+5	+3
13d. Student services staff (career services, student activities, housing, etc.)	42	-1	-1	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	+2	+2	+0
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	80	+5	+7	+3
14c. Using learning support services (tutoring services, writing center, etc.)	84	+8	+9	+7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	-1	+3	+2
14e. Providing opportunities to be involved socially	80	+8	+9	+9
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	81	+10	+12	+12
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	49	+2	+3	+6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	74	+6	+6	+9
14i. Attending events that address important social, economic, or political issues	54	+1	+1	+2

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

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

Campus Environment: Seniors

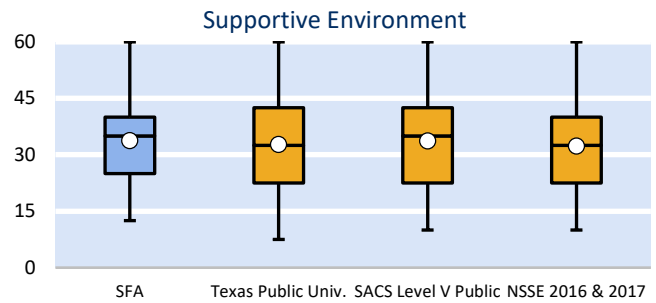
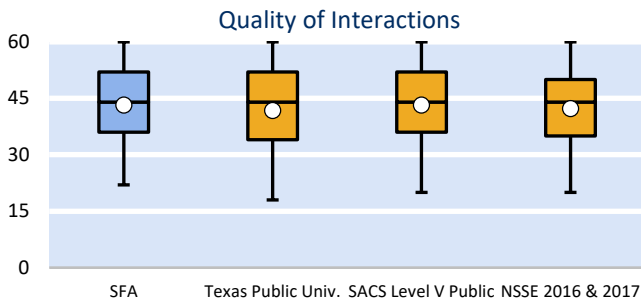
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	SFA Mean	Your seniors compared with					
		Texas Public Univ.		SACS Level V Public		NSSE 2016 & 2017	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.2	41.8 *	.11	43.2	.00	42.2	.08
Supportive Environment	33.8	32.8	.07	33.7	.01	32.3	.11

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

Score Distributions



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

Performance^a on Indicator Items

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

Quality of Interactions	SFA %	Percentage point difference between your seniors and		
		Texas Public Univ.	SACS Level V Public	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	54	-3	-4	-4
13b. Academic advisors	54	+5	-1	+2
13c. Faculty	61	+6	+1	+5
13d. Student services staff (career services, student activities, housing, etc.)	42	-0	-4	+0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	-3	-5	-2
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	74	+5	+1	+3
14c. Using learning support services (tutoring services, writing center, etc.)	69	+3	+1	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	-1	-2	+2
14e. Providing opportunities to be involved socially	72	+8	+4	+8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	71	+11	+8	+11
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	+4	+3	+6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	58	+4	+1	+5
14i. Attending events that address important social, economic, or political issues	41	-2	-5	-2

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2016 and 2017 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

Theme	Engagement Indicator	SFA Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.0	39.2	-.01	✓	41.2 **	-.16	
	Reflective and Integrative Learning	35.0	36.6 **	-.13		38.3 ***	-.26	
	Learning Strategies	39.9	39.8	.00	✓	41.9 **	-.15	
	Quantitative Reasoning	25.7	28.8 ***	-.21		30.4 ***	-.31	
<i>Learning with Peers</i>	Collaborative Learning	34.9	35.2	-.02	✓	37.1 ***	-.16	
	Discussions with Diverse Others	43.5	41.7 *	.12	✓	43.8	-.02	✓
<i>Experiences with Faculty</i>	Student-Faculty Interaction	22.7	23.8	-.08	✓	27.2 ***	-.29	
	Effective Teaching Practices	40.8	40.7	.01	✓	42.6 **	-.13	
<i>Campus Environment</i>	Quality of Interactions	42.8	43.8	-.09	✓	46.1 ***	-.27	
	Supportive Environment	39.5	38.2	.10	✓	40.0	-.04	✓

Seniors

Theme	Engagement Indicator	SFA Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.2	41.8 *	-.12		43.3 ***	-.23	
	Reflective and Integrative Learning	38.0	40.0 **	-.16		42.0 ***	-.33	
	Learning Strategies	38.2	40.7 **	-.17		42.9 ***	-.33	
	Quantitative Reasoning	28.3	31.1 **	-.17		33.0 ***	-.29	
<i>Learning with Peers</i>	Collaborative Learning	33.6	35.8 **	-.16		37.9 ***	-.32	
	Discussions with Diverse Others	42.9	42.3	.04	✓	44.3	-.09	✓
<i>Experiences with Faculty</i>	Student-Faculty Interaction	28.5	29.2	-.05	✓	33.0 ***	-.28	
	Effective Teaching Practices	40.2	41.8 *	-.12		43.8 ***	-.27	
<i>Campus Environment</i>	Quality of Interactions	43.2	44.8 *	-.13		46.9 ***	-.30	
	Supportive Environment	33.8	34.8	-.07	✓	37.2 ***	-.25	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2016 and 2017 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

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												
SFA (N = 417)	39.0	12.7	.62	20	30	40	50	60				
Texas Public Univ.	37.5	13.5	.14	15	30	40	45	60	456	1.5	.016	.115
SACS Level V Public	37.5	13.8	.17	15	30	40	45	60	480	1.5	.019	.111
NSSE 2016 & 2017	37.9	13.3	.03	20	30	40	45	60	165,088	1.1	.089	.083
Top 50%	39.2	13.1	.04	20	30	40	50	60	94,018	-.1	.849	-.009
Top 10%	41.2	13.3	.10	20	35	40	50	60	17,792	-2.1	.001	-.160
Reflective & Integrative Learning												
SFA (N = 436)	35.0	11.3	.54	17	29	34	43	57				
Texas Public Univ.	34.3	12.2	.12	14	26	34	43	57	478	.7	.211	.057
SACS Level V Public	34.2	12.2	.15	14	26	34	43	57	502	.8	.168	.064
NSSE 2016 & 2017	35.0	12.0	.03	17	26	34	43	57	438	.0	.958	-.002
Top 50%	36.6	12.0	.04	17	29	37	46	57	87,465	-1.6	.006	-.131
Top 10%	38.3	12.3	.09	20	29	37	46	60	459	-3.2	.000	-.265
Learning Strategies												
SFA (N = 369)	39.9	13.1	.68	20	27	40	47	60				
Texas Public Univ.	37.6	14.0	.15	13	27	40	47	60	404	2.2	.001	.160
SACS Level V Public	39.3	13.9	.18	20	27	40	53	60	6,166	.6	.453	.040
NSSE 2016 & 2017	38.3	13.7	.04	20	27	40	47	60	147,002	1.6	.026	.116
Top 50%	39.8	13.7	.05	20	27	40	53	60	72,651	.0	.970	.002
Top 10%	41.9	14.1	.10	20	33	40	53	60	386	-2.1	.003	-.148
Quantitative Reasoning												
SFA (N = 418)	25.7	15.1	.74	0	13	27	40	53				
Texas Public Univ.	27.3	15.6	.16	0	20	27	40	60	10,363	-1.6	.038	-.104
SACS Level V Public	27.8	16.0	.20	0	20	27	40	60	6,973	-2.1	.008	-.135
NSSE 2016 & 2017	27.6	15.4	.04	0	20	27	40	60	164,471	-1.9	.012	-.123
Top 50%	28.8	15.2	.05	0	20	27	40	60	101,827	-3.1	.000	-.205
Top 10%	30.4	15.2	.10	7	20	27	40	60	25,098	-4.7	.000	-.309
Learning with Peers												
Collaborative Learning												
SFA (N = 453)	34.9	13.0	.61	15	25	35	45	60				
Texas Public Univ.	32.9	14.0	.13	10	20	35	40	60	497	2.0	.001	.146
SACS Level V Public	32.8	14.1	.17	10	20	30	40	60	522	2.1	.001	.149
NSSE 2016 & 2017	32.2	14.5	.03	10	20	30	40	60	455	2.8	.000	.191
Top 50%	35.2	13.6	.04	15	25	35	45	60	101,757	-.3	.681	-.019
Top 10%	37.1	13.4	.09	15	25	40	45	60	25,374	-2.2	.001	-.161
Discussions with Diverse Others												
SFA (N = 369)	43.5	15.2	.79	15	35	45	60	60				
Texas Public Univ.	40.3	16.2	.17	10	30	40	55	60	9,221	3.2	.000	.197
SACS Level V Public	38.8	16.1	.21	10	25	40	55	60	6,207	4.7	.000	.291
NSSE 2016 & 2017	39.7	15.5	.04	15	30	40	55	60	148,343	3.8	.000	.248
Top 50%	41.7	14.9	.05	20	30	40	55	60	92,839	1.8	.022	.119
Top 10%	43.8	14.5	.10	20	35	45	60	60	21,836	-.3	.686	-.021

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												
SFA (N = 425)	22.7	13.8	.67	0	15	20	30	50				
Texas Public Univ.	20.5	15.0	.15	0	10	20	30	50	466	2.2	.002	.146
SACS Level V Public	22.8	15.4	.19	0	10	20	30	55	492	-.1	.932	-.004
NSSE 2016 & 2017	20.6	14.5	.04	0	10	20	30	50	167,693	2.1	.003	.145
Top 50%	23.8	14.7	.06	0	15	20	35	55	431	-1.1	.096	-.076
Top 10%	27.2	15.6	.16	5	15	25	40	60	473	-4.5	.000	-.293
Effective Teaching Practices												
SFA (N = 421)	40.8	12.3	.60	20	32	40	48	60				
Texas Public Univ.	38.1	13.4	.13	16	28	40	48	60	463	2.7	.000	.205
SACS Level V Public	38.4	13.8	.17	16	28	40	48	60	490	2.4	.000	.174
NSSE 2016 & 2017	38.7	13.1	.03	16	28	40	48	60	423	2.1	.000	.162
Top 50%	40.7	13.0	.05	20	32	40	52	60	65,996	.1	.853	.009
Top 10%	42.6	13.6	.11	20	36	44	56	60	450	-1.8	.004	-.132
Campus Environment												
Quality of Interactions												
SFA (N = 362)	42.8	12.0	.63	20	36	44	52	60				
Texas Public Univ.	41.1	13.0	.14	16	32	42	50	60	8,798	1.8	.011	.137
SACS Level V Public	41.0	13.0	.17	16	33	42	50	60	5,929	1.8	.010	.140
NSSE 2016 & 2017	41.7	12.4	.03	18	34	43	50	60	139,226	1.1	.094	.088
Top 50%	43.8	11.5	.05	22	38	46	52	60	60,910	-1.0	.102	-.086
Top 10%	46.1	11.7	.12	24	40	48	56	60	10,765	-3.2	.000	-.274
Supportive Environment												
SFA (N = 343)	39.5	12.2	.66	20	33	40	48	60				
Texas Public Univ.	37.1	13.9	.15	15	28	38	48	60	380	2.4	.000	.172
SACS Level V Public	36.6	13.9	.19	15	28	38	45	60	401	3.0	.000	.214
NSSE 2016 & 2017	36.3	13.6	.04	15	28	38	45	60	344	3.2	.000	.235
Top 50%	38.2	13.1	.05	18	30	40	48	60	346	1.3	.051	.099
Top 10%	40.0	13.0	.10	18	31	40	50	60	17,712	-.5	.510	-.036

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												
SFA (N = 309)	40.2	12.9	.74	20	30	40	50	60				
Texas Public Univ.	39.9	14.2	.11	15	30	40	50	60	15,790	.4	.655	.026
SACS Level V Public	40.3	14.0	.16	20	30	40	50	60	7,551	-.1	.894	-.008
NSSE 2016 & 2017	40.0	13.7	.03	20	30	40	50	60	200,100	.2	.822	.013
Top 50%	41.8	13.5	.05	20	35	40	55	60	79,691	-1.6	.036	-.120
Top 10%	43.3	13.4	.09	20	35	40	55	60	23,776	-3.0	.000	-.226
Reflective & Integrative Learning												
SFA (N = 314)	38.0	11.5	.65	20	29	37	46	57				
Texas Public Univ.	37.1	12.8	.10	17	29	37	46	60	328	.9	.180	.069
SACS Level V Public	37.6	12.8	.15	17	29	37	46	60	346	.4	.574	.030
NSSE 2016 & 2017	38.0	12.6	.03	17	29	37	46	60	314	.0	.951	-.003
Top 50%	40.0	12.3	.04	20	31	40	49	60	82,118	-2.0	.004	-.164
Top 10%	42.0	12.2	.09	20	34	43	51	60	326	-4.0	.000	-.329
Learning Strategies												
SFA (N = 271)	38.2	15.0	.91	13	27	40	53	60				
Texas Public Univ.	39.3	14.6	.12	13	27	40	53	60	14,117	-1.1	.236	-.073
SACS Level V Public	40.6	14.4	.18	20	33	40	53	60	6,829	-2.4	.008	-.165
NSSE 2016 & 2017	38.7	14.5	.03	13	27	40	53	60	182,107	-.5	.567	-.035
Top 50%	40.7	14.4	.05	20	33	40	53	60	96,185	-2.5	.004	-.174
Top 10%	42.9	14.3	.09	20	33	40	60	60	28,194	-4.7	.000	-.326
Quantitative Reasoning												
SFA (N = 309)	28.3	15.9	.91	0	20	27	40	60				
Texas Public Univ.	29.3	16.5	.13	0	20	27	40	60	15,681	-.9	.333	-.056
SACS Level V Public	29.4	16.4	.19	0	20	27	40	60	7,492	-1.0	.273	-.064
NSSE 2016 & 2017	29.9	16.3	.04	0	20	27	40	60	199,657	-1.5	.102	-.093
Top 50%	31.1	16.2	.05	0	20	33	40	60	121,257	-2.8	.002	-.173
Top 10%	33.0	15.9	.10	7	20	33	40	60	27,014	-4.6	.000	-.292
Learning with Peers												
Collaborative Learning												
SFA (N = 322)	33.6	14.0	.78	15	20	35	40	55				
Texas Public Univ.	32.5	15.1	.12	5	20	30	45	60	16,728	1.1	.200	.072
SACS Level V Public	32.5	15.2	.17	5	20	35	45	60	7,960	1.0	.235	.068
NSSE 2016 & 2017	32.3	15.1	.03	5	20	30	40	60	211,262	1.3	.122	.086
Top 50%	35.8	13.8	.04	15	25	35	45	60	112,599	-2.2	.003	-.163
Top 10%	37.9	13.4	.09	15	30	40	50	60	23,142	-4.3	.000	-.323
Discussions with Diverse Others												
SFA (N = 275)	42.9	15.5	.93	20	35	40	60	60				
Texas Public Univ.	41.6	16.7	.14	10	30	40	60	60	14,225	1.4	.173	.083
SACS Level V Public	40.6	16.2	.20	15	30	40	60	60	6,852	2.3	.019	.145
NSSE 2016 & 2017	40.5	15.9	.04	15	30	40	55	60	183,242	2.5	.010	.155
Top 50%	42.3	15.6	.04	15	30	40	60	60	121,929	.6	.495	.041
Top 10%	44.3	15.3	.09	20	35	45	60	60	26,333	-1.3	.152	-.087

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												
SFA (N = 312)	28.5	17.0	.96	0	15	25	40	60				
Texas Public Univ.	22.3	16.2	.13	0	10	20	35	55	15,976	6.2	.000	.385
SACS Level V Public	25.5	16.6	.19	0	15	25	35	60	7,627	2.9	.002	.177
NSSE 2016 & 2017	23.6	15.9	.04	0	10	20	35	55	312	4.9	.000	.308
Top 50%	29.2	15.7	.07	5	20	30	40	60	315	-.8	.429	-.049
Top 10%	33.0	16.0	.19	10	20	30	45	60	7,806	-4.5	.000	-.283
Effective Teaching Practices												
SFA (N = 311)	40.2	13.8	.78	16	32	40	52	60				
Texas Public Univ.	39.2	14.3	.11	16	28	40	52	60	15,930	1.0	.212	.072
SACS Level V Public	40.5	14.1	.16	16	32	40	52	60	7,617	-.3	.703	-.022
NSSE 2016 & 2017	39.6	13.7	.03	16	32	40	52	60	202,375	.6	.439	.044
Top 50%	41.8	13.5	.05	20	32	40	52	60	69,310	-1.6	.041	-.116
Top 10%	43.8	13.4	.11	20	36	44	56	60	14,092	-3.6	.000	-.268
Campus Environment												
Quality of Interactions												
SFA (N = 261)	43.2	11.0	.68	22	36	44	52	60				
Texas Public Univ.	41.8	13.0	.11	18	34	44	52	60	275	1.4	.038	.112
SACS Level V Public	43.2	12.1	.15	20	36	44	52	60	287	.0	.959	.003
NSSE 2016 & 2017	42.2	12.1	.03	20	35	44	50	60	261	1.0	.150	.081
Top 50%	44.8	11.6	.05	23	38	46	54	60	65,956	-1.6	.030	-.135
Top 10%	46.9	12.1	.09	23	40	50	58	60	18,446	-3.6	.000	-.302
Supportive Environment												
SFA (N = 259)	33.8	12.7	.79	13	25	35	40	60				
Texas Public Univ.	32.8	14.8	.13	8	23	33	43	60	272	1.1	.188	.072
SACS Level V Public	33.7	14.4	.18	10	23	35	43	60	286	.1	.858	.010
NSSE 2016 & 2017	32.3	14.2	.03	10	23	33	40	60	259	1.5	.060	.106
Top 50%	34.8	13.7	.05	13	25	35	45	60	260	-.9	.238	-.068
Top 10%	37.2	13.6	.11	13	28	38	48	60	14,495	-3.3	.000	-.246

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.