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# **NSSE 2019**

## **Engagement Indicators**

Stephen F. Austin State University

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### About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four 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 2018 and 2019 participating institutions.

#### Detailed Statistics (pp. 16-19)

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

### Interpreting Comparisons

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

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

### How Engagement Indicators are Computed





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

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

Theme	Engagement Indicator	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 2018 & 2019
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	
	Learning Strategies		--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning			
	Discussions with Diverse Others			
Experiences with Faculty	Student-Faculty Interaction		--	
	Effective Teaching Practices		--	--
Campus Environment	Quality of Interactions			
	Supportive Environment	--	--	--

### Seniors

Theme	Engagement Indicator	Your seniors compared with Texas Public Univ.	Your seniors compared with SACS Level V Public	Your seniors compared with NSSE 2018 & 2019
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning		--	
	Discussions with Diverse Others			
Experiences with Faculty	Student-Faculty Interaction		--	
	Effective Teaching Practices		--	--
Campus Environment	Quality of Interactions		--	
	Supportive Environment		--	

## Academic Challenge: First-year students

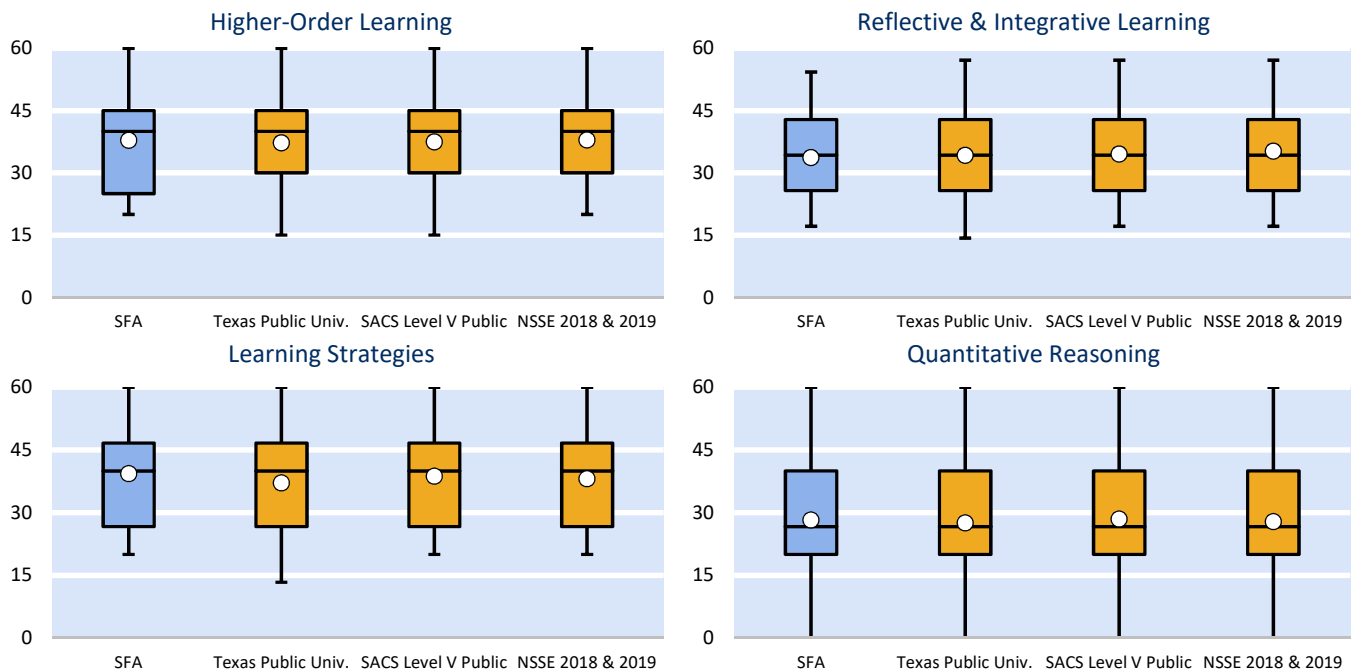
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

### Mean Comparisons

Engagement Indicator	SFA Mean	Your first-year students compared with					
		Texas Public Univ. Mean	Effect size	SACS Level V Public Mean	Effect size	NSSE 2018 & 2019 Mean	Effect size
Higher-Order Learning	37.9	37.3	.05	37.5	.03	38.0	-.01
Reflective & Integrative Learning	33.7	34.2	-.04	34.6	-.07	35.2 *	-.13
Learning Strategies	39.3	37.1 *	.16	38.7	.04	38.1	.09
Quantitative Reasoning	28.2	27.6	.04	28.4	-.01	27.8	.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.

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

### Performance on Indicator Items

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

		Percentage point difference <sup>a</sup> between your FY students and		
	SFA	Texas Public Univ.	SACS Level V Public	NSSE 2018 & 2019
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	68	+0	-1	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	66	-1	-2	-4
4d. Evaluating a point of view, decision, or information source	66	-1	-2	-3
4e. Forming a new idea or understanding from various pieces of information	67	-0	-0	-2
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	48	+0	-1	-3
2b. Connected your learning to societal problems or issues	43	-4	-6	-8
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	45	-2	-5	-6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	-0	-2	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	+1	+2	+1
2f. Learned something that changed the way you understand an issue or concept	63	-2	-2	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	71	-2	-3	-6
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	76	+6	+3	+1
9b. Reviewed your notes after class	72	+8	+3	+6
9c. Summarized what you learned in class or from course materials	63	+2	-2	+0
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	46	-6	-7	-6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	+3	+1	+2
6c. Evaluated what others have concluded from numerical information	41	+4	+2	+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.

## Academic Challenge: Seniors

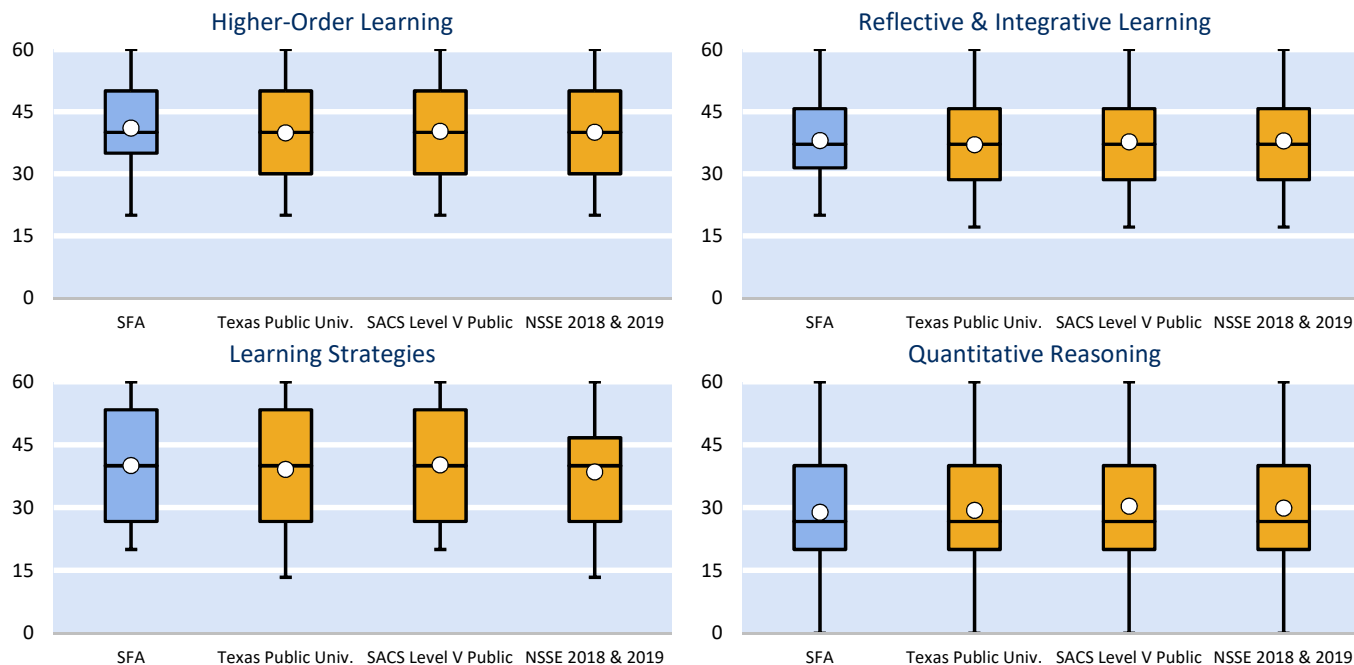
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### Mean Comparisons

Engagement Indicator	SFA	Your seniors compared with					
		Texas Public Univ.		SACS Level V Public		NSSE 2018 & 2019	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.0	39.9	.08	40.3	.05	40.0	.07
Reflective & Integrative Learning	38.1	37.0	.08	37.7	.03	38.0	.01
Learning Strategies	40.0	39.1	.07	40.2	-.01	38.5	.11
Quantitative Reasoning	28.8	29.3	-.03	30.3	-.09	29.8	-.06

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

### Score Distributions



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## Academic Challenge: Seniors (continued)

### Performance on Indicator Items

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

		Percentage point difference <sup>a</sup> between your seniors and		
	SFA	Texas Public Univ.	SACS Level V Public	NSSE 2018 & 2019
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	80	+4	+2	+2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	+5	+4	+4
4d. Evaluating a point of view, decision, or information source	75	+4	+4	+4
4e. Forming a new idea or understanding from various pieces of information	76	+4	+4	+4
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	70	+5	+2	+2
2b. Connected your learning to societal problems or issues	56	-1	-3	-5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	+5	+3	+1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	+4	+3	+2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76	+4	+4	+3
2f. Learned something that changed the way you understand an issue or concept	68	-2	-1	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+3	+2	+1
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	83	+5	+5	+4
9b. Reviewed your notes after class	71	+4	+2	+9
9c. Summarized what you learned in class or from course materials	69	+4	+0	+5
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	52	-3	-3	-3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	-3	-5	-4
6c. Evaluated what others have concluded from numerical information	46	+3	+1	+1

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## Learning with Peers: First-year students

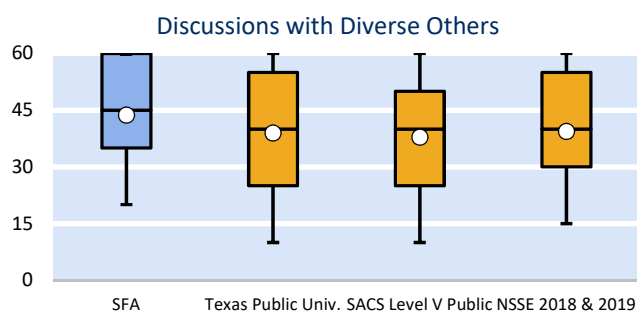
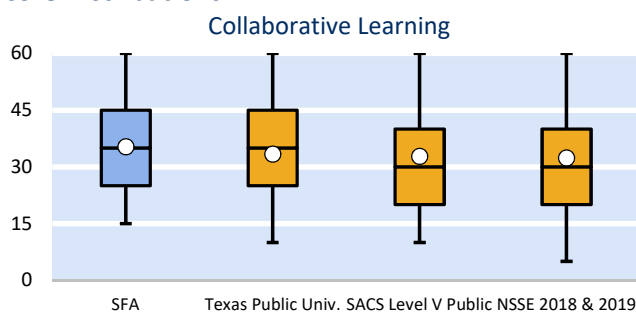
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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. Mean	Effect size	SACS Level V Public Mean	Effect size	NSSE 2018 & 2019 Mean	Effect size
Collaborative Learning	35.3	33.4 *	.14	32.8 **	.18	32.4 ***	.20
Discussions with Diverse Others	43.7	39.0 ***	.29	37.8 ***	.37	39.4 ***	.28

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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		Percentage point difference <sup>a</sup> between your FY students and		
	SFA	Texas Public Univ.	SACS Level V Public	NSSE 2018 & 2019
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	61	+6	+8	+8
1f. Explained course material to one or more students	60	+0	+2	+2
1g. Prepared for exams by discussing or working through course material with other students	56	+5	+6	+6
1h. Worked with other students on course projects or assignments	57	+1	+2	+2
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	81	+10	+17	+11
8b. People from an economic background other than your own	80	+11	+11	+9
8c. People with religious beliefs other than your own	76	+11	+14	+10
8d. People with political views other than your own	74	+11	+10	+10

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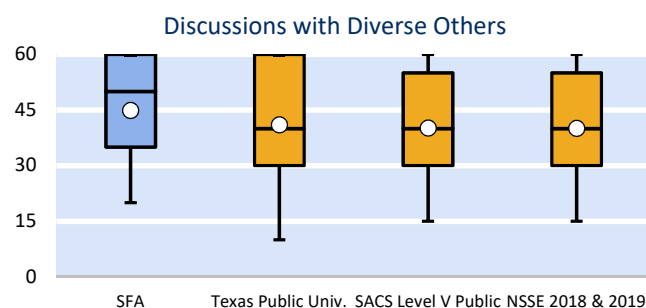
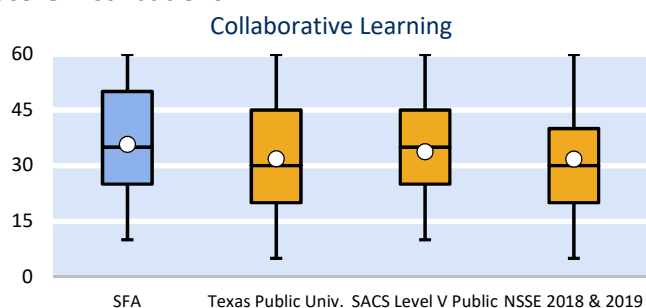
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Engagement Indicator	SFA Mean	Your seniors compared with					
		Texas Public Univ. Mean	Effect size	SACS Level V Public Mean	Effect size	NSSE 2018 & 2019 Mean	Effect size
Collaborative Learning	35.7	31.9 ***	.25	33.8	.13	31.8 ***	.25
Discussions with Diverse Others	44.9	41.1 **	.23	40.2 ***	.30	40.1 ***	.30

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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		Percentage point difference <sup>a</sup> between your seniors and		
	SFA	Texas Public Univ.	SACS Level V Public	NSSE 2018 & 2019
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	51	+9	+5	+9
1f. Explained course material to one or more students	65	+8	+3	+7
1g. Prepared for exams by discussing or working through course material with other students	56	+9	+5	+10
1h. Worked with other students on course projects or assignments	69	+8	+4	+7
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	81	+6	+11	+9
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8d. People with political views other than your own	76	+9	+7	+11

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## Experiences with Faculty: First-year students

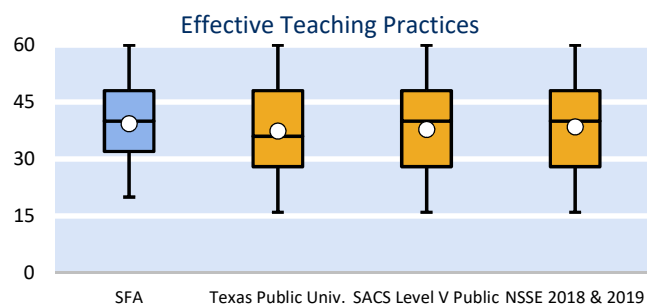
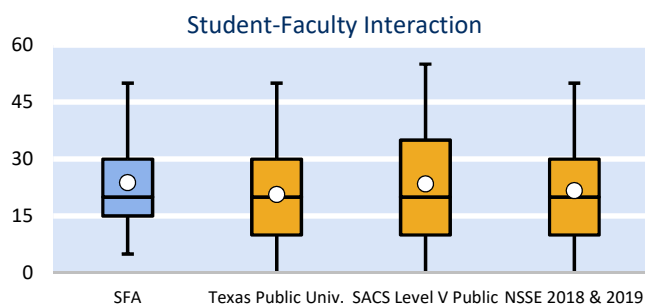
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 2018 & 2019 Mean	Effect size
Student-Faculty Interaction	23.8	20.7 ***	.21	23.5	.02	21.7 *	.14
Effective Teaching Practices	39.3	37.3 *	.15	37.8	.11	38.5	.06

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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	SFA	Texas Public Univ.	SACS Level V Public	NSSE 2018 & 2019	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...					
3a. Talked about career plans with a faculty member	44	+8	+1	+5	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	+3	-1	+3	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	+4	-1	+3	
3d. Discussed your academic performance with a faculty member	36	+7	-0	+4	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	76	+1	+2	-1	
5b. Taught course sessions in an organized way	76	+5	+6	+2	
5c. Used examples or illustrations to explain difficult points	78	+7	+6	+4	
5d. Provided feedback on a draft or work in progress	64	+6	+1	-0	
5e. Provided prompt and detailed feedback on tests or completed assignments	60	+5	+1	+0	

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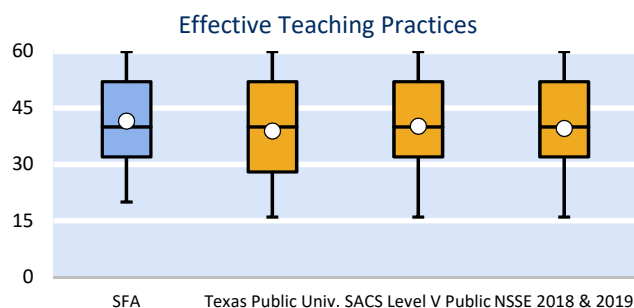
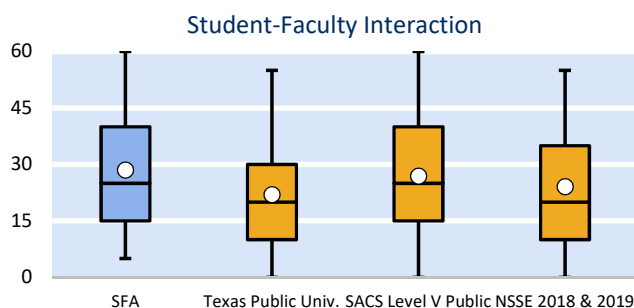
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	%			
3a. Talked about career plans with a faculty member	53	+14	+3	+8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	36	+11	+3	+8
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	42	+13	+4	+9
3d. Discussed your academic performance with a faculty member	42	+11	+0	+7
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	86	+6	+5	+6
5b. Taught course sessions in an organized way	80	+5	+4	+3
5c. Used examples or illustrations to explain difficult points	81	+7	+4	+5
5d. Provided feedback on a draft or work in progress	71	+12	+8	+10
5e. Provided prompt and detailed feedback on tests or completed assignments	67	+6	+1	+3

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

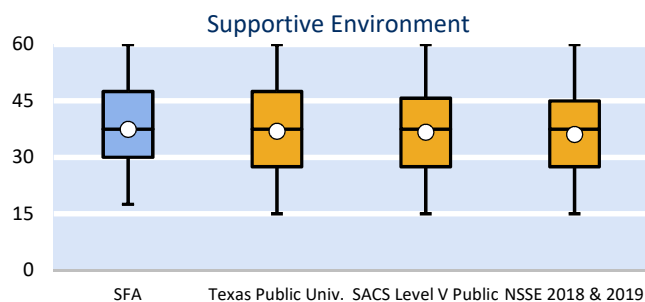
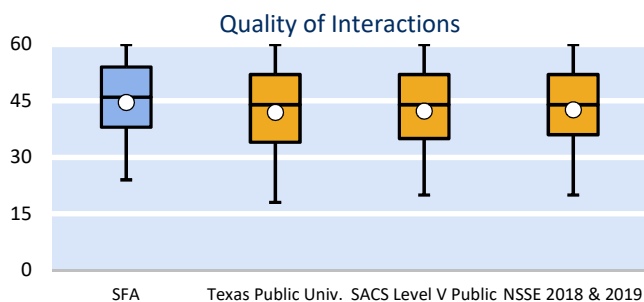
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

### Mean Comparisons

Engagement Indicator	SFA Mean	Your first-year students compared with					
		Texas Public Univ. Mean	Effect size	SACS Level V Public Mean	Effect size	NSSE 2018 & 2019 Mean	Effect size
Quality of Interactions	44.6	42.0 ***	.21	42.3 **	.19	42.6 **	.16
Supportive Environment	37.5	36.9	.04	36.7	.06	36.1	.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.

### Performance on Indicator Items

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

Quality of Interactions	SFA	Percentage point difference <sup>a</sup> between your FY students and		
		Texas Public Univ.	SACS Level V Public	NSSE 2018 & 2019
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	49	-1	-2	-2
13b. Academic advisors	61	+12	+8	+8
13c. Faculty	58	+9	+8	+7
13d. Student services staff (career services, student activities, housing, etc.)	54	+8	+9	+8
13e. Other administrative staff and offices (registrar, financial aid, etc.)	51	+8	+8	+6
<b>Supportive Environment</b>				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	77	+2	+3	+1
14c. Using learning support services (tutoring services, writing center, etc.)	80	+3	+4	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	-0	+4	+2
14e. Providing opportunities to be involved socially	77	+4	+5	+6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	74	+4	+4	+5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	38	-8	-7	-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	+2	-0	+4
14i. Attending events that address important social, economic, or political issues	45	-4	-5	-3

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

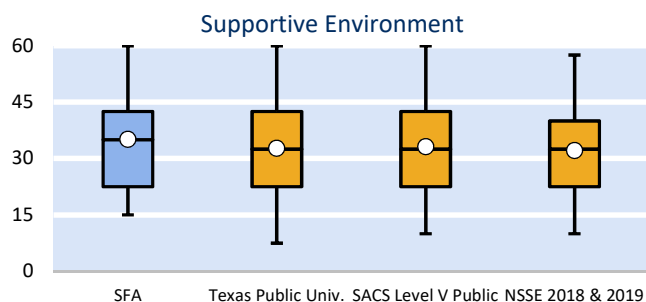
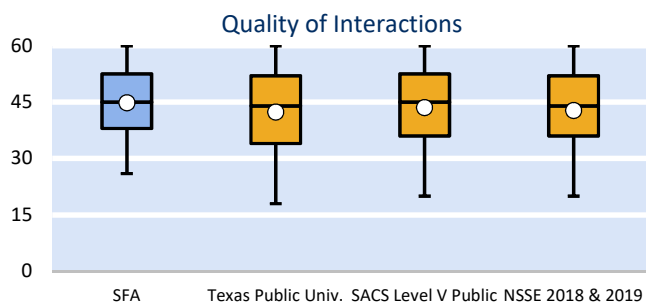
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

### Mean Comparisons

Engagement Indicator	SFA Mean	Your seniors compared with					
		Texas Public Univ. Mean	Effect size	SACS Level V Public Mean	Effect size	NSSE 2018 & 2019 Mean	Effect size
Quality of Interactions	44.9	42.4 **	.19	43.6	.11	42.8 **	.17
Supportive Environment	35.1	32.7 *	.16	33.2	.14	32.2 **	.21

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

### Score Distributions



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

### Performance on Indicator Items

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

		Percentage point difference <sup>a</sup> between your seniors and		
Quality of Interactions	SFA	Texas Public Univ.	SACS Level V Public	NSSE 2018 & 2019
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	56	-1	-4	-1
13b. Academic advisors	58	+8	+2	+5
13c. Faculty	67	+11	+8	+10
13d. Student services staff (career services, student activities, housing, etc.)	43	-1	-3	-1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	+1	-0	+2
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	75	+5	+4	+4
14c. Using learning support services (tutoring services, writing center, etc.)	75	+10	+8	+9
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	+2	+5	+5
14e. Providing opportunities to be involved socially	72	+7	+4	+8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	+7	+4	+7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32	-3	-0	+0
14h. Attending campus activities and events (performing arts, athletic events, etc.)	57	+4	-0	+5
14i. Attending events that address important social, economic, or political issues	46	+4	+4	+6

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/links/PNP](https://nsse.indiana.edu/links/PNP)), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2018 and 2019 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2018 and 2019 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<sup>b</sup> 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	✓
Academic Challenge	Higher-Order Learning	37.9	39.4	-.11		41.0 ***	-.24	
	Reflective and Integrative Learning	33.7	36.8 ***	-.26		38.8 ***	-.43	
	Learning Strategies	39.3	39.9	-.04	✓	42.5 ***	-.22	
	Quantitative Reasoning	28.2	29.3	-.07	✓	30.8 *	-.17	
Learning with Peers	Collaborative Learning	35.3	35.4	-.01	✓	37.7 **	-.17	
	Discussions with Diverse Others	43.7	41.3 *	.16	✓	43.2	.03	✓
Experiences with Faculty	Student-Faculty Interaction	23.8	24.9	-.08	✓	28.0 ***	-.27	
	Effective Teaching Practices	39.3	40.6	-.10		42.7 ***	-.24	
Campus Environment	Quality of Interactions	44.6	44.9	-.02	✓	47.1 ***	-.21	
	Supportive Environment	37.5	38.1	-.05	✓	40.1 **	-.19	

### Seniors

Theme	Engagement Indicator	SFA Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.0	41.8	-.06	✓	43.0 *	-.15	
	Reflective and Integrative Learning	38.1	39.9 *	-.15		41.6 ***	-.29	
	Learning Strategies	40.0	40.8	-.05	✓	42.6 *	-.18	
	Quantitative Reasoning	28.8	31.3 *	-.15		32.7 ***	-.25	
Learning with Peers	Collaborative Learning	35.7	36.1	-.03	✓	38.6 **	-.21	
	Discussions with Diverse Others	44.9	42.0 *	.19	✓	43.5	.09	✓
Experiences with Faculty	Student-Faculty Interaction	28.5	29.9	-.09	✓	33.9 ***	-.35	
	Effective Teaching Practices	41.5	41.8	-.02	✓	43.5 *	-.15	
Campus Environment	Quality of Interactions	44.9	45.2	-.02	✓	47.4 **	-.21	
	Supportive Environment	35.1	34.8	.02	✓	37.0	-.14	

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 2018 and 2019 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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
SFA (N = 282)	37.9	13.3	.79	20	25	40	45	60				
Texas Public Univ.	37.3	13.6	.16	15	30	40	45	60	7,596	.6	.446	.046
SACS Level V Public	37.5	13.6	.21	15	30	40	45	60	4,615	.4	.600	.032
NSSE 2018 & 2019	38.0	13.2	.04	20	30	40	45	60	98,651	-.1	.914	-.006
Top 50%	39.4	13.0	.06	20	30	40	50	60	52,780	-1.4	.063	-.111
Top 10%	41.0	13.0	.11	20	35	40	50	60	13,896	-3.1	.000	-.239
<b>Reflective &amp; Integrative Learning</b>												
SFA (N = 309)	33.7	11.6	.66	17	26	34	43	54				
Texas Public Univ.	34.2	12.2	.14	14	26	34	43	57	8,213	-.5	.464	-.042
SACS Level V Public	34.6	12.2	.18	17	26	34	43	57	5,022	-.9	.227	-.071
NSSE 2018 & 2019	35.2	12.0	.04	17	26	34	43	57	105,785	-1.5	.026	-.127
Top 50%	36.8	11.8	.05	17	29	37	46	57	53,460	-3.1	.000	-.259
Top 10%	38.8	11.8	.11	20	31	40	46	60	11,314	-5.0	.000	-.427
<b>Learning Strategies</b>												
SFA (N = 260)	39.3	13.2	.82	20	27	40	47	60				
Texas Public Univ.	37.1	14.0	.17	13	27	40	47	60	7,176	2.2	.012	.158
SACS Level V Public	38.7	13.7	.21	20	27	40	47	60	4,356	.6	.484	.045
NSSE 2018 & 2019	38.1	13.8	.05	20	27	40	47	60	93,791	1.2	.154	.088
Top 50%	39.9	13.7	.06	20	33	40	53	60	45,624	-.5	.534	-.039
Top 10%	42.5	14.0	.14	20	33	40	53	60	10,848	-3.1	.000	-.222
<b>Quantitative Reasoning</b>												
SFA (N = 261)	28.2	16.6	1.03	0	20	27	40	60				
Texas Public Univ.	27.6	15.5	.18	0	20	27	40	60	277	.6	.533	.042
SACS Level V Public	28.4	15.5	.24	0	20	27	40	60	4,439	-.2	.826	-.014
NSSE 2018 & 2019	27.8	15.3	.05	0	20	27	40	60	261	.4	.704	.025
Top 50%	29.3	15.2	.06	7	20	27	40	60	262	-1.0	.308	-.069
Top 10%	30.8	15.2	.13	7	20	33	40	60	268	-2.5	.014	-.167
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
SFA (N = 322)	35.3	13.5	.75	15	25	35	45	60				
Texas Public Univ.	33.4	14.1	.15	10	25	35	45	60	8,819	1.9	.015	.138
SACS Level V Public	32.8	14.4	.20	10	20	30	40	60	5,412	2.6	.002	.178
NSSE 2018 & 2019	32.4	14.7	.04	5	20	30	40	60	112,352	2.9	.000	.199
Top 50%	35.4	13.7	.06	15	25	35	45	60	57,663	-.1	.907	-.007
Top 10%	37.7	13.6	.12	15	30	40	50	60	12,725	-2.3	.002	-.172
<b>Discussions with Diverse Others</b>												
SFA (N = 261)	43.7	15.2	.94	20	35	45	60	60				
Texas Public Univ.	39.0	16.3	.20	10	25	40	55	60	7,219	4.7	.000	.289
SACS Level V Public	37.8	16.0	.25	10	25	40	50	60	4,398	5.9	.000	.369
NSSE 2018 & 2019	39.4	15.6	.05	15	30	40	55	60	94,488	4.3	.000	.277
Top 50%	41.3	14.9	.06	20	30	40	55	60	54,771	2.4	.010	.159
Top 10%	43.2	14.4	.13	20	35	40	60	60	12,285	.5	.609	.032



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
SFA (N = 297)	23.8	14.3	.83	5	15	20	30	50				
Texas Public Univ.	20.7	15.0	.17	0	10	20	30	50	7,872	3.1	.000	.206
SACS Level V Public	23.5	15.1	.23	0	10	20	35	55	341	.3	.730	.020
NSSE 2018 & 2019	21.7	14.7	.05	0	10	20	30	50	101,729	2.1	.013	.144
Top 50%	24.9	14.8	.08	5	15	20	35	55	35,898	-1.2	.176	-.079
Top 10%	28.0	15.5	.21	5	15	25	40	60	334	-4.2	.000	-.271
<b>Effective Teaching Practices</b>												
SFA (N = 275)	39.3	12.5	.75	20	32	40	48	60				
Texas Public Univ.	37.3	13.6	.16	16	28	36	48	60	299	2.0	.011	.146
SACS Level V Public	37.8	13.7	.21	16	28	40	48	60	4,609	1.5	.070	.113
NSSE 2018 & 2019	38.5	13.2	.04	16	28	40	48	60	98,554	.8	.299	.063
Top 50%	40.6	13.2	.07	20	32	40	52	60	40,032	-1.3	.097	-.101
Top 10%	42.7	14.0	.14	20	32	44	56	60	292	-3.4	.000	-.243
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
SFA (N = 252)	44.6	11.8	.74	24	38	46	54	60				
Texas Public Univ.	42.0	12.8	.16	18	34	44	52	60	274	2.6	.001	.207
SACS Level V Public	42.3	12.6	.20	20	35	44	52	60	4,134	2.3	.004	.186
NSSE 2018 & 2019	42.6	12.1	.04	20	36	44	52	60	88,109	2.0	.009	.165
Top 50%	44.9	11.4	.06	24	38	46	54	60	36,819	-.2	.762	-.019
Top 10%	47.1	11.7	.12	24	40	50	58	60	9,222	-2.5	.001	-.213
<b>Supportive Environment</b>												
SFA (N = 246)	37.5	13.0	.83	18	30	38	48	60				
Texas Public Univ.	36.9	13.7	.17	15	28	38	48	60	6,913	.6	.522	.042
SACS Level V Public	36.7	13.7	.22	15	28	38	46	60	4,192	.8	.346	.062
NSSE 2018 & 2019	36.1	13.5	.04	15	28	38	45	60	91,024	1.4	.102	.104
Top 50%	38.1	13.2	.06	18	30	40	48	60	43,924	-.6	.457	-.048
Top 10%	40.1	13.2	.14	18	30	40	50	60	9,328	-2.6	.003	-.195

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  $\pm$  1.96 x SE) is the range that is 95% likely to contain the true population mean.

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

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

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

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

# NSSE 2019 Engagement Indicators

## Detailed Statistics<sup>a</sup>

### Stephen F. Austin State University

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
SFA (N = 189)	41.0	12.0	.87	20	35	40	50	60				
Texas Public Univ.	39.9	14.1	.13	20	30	40	50	60	196	1.1	.200	.081
SACS Level V Public	40.3	14.0	.20	20	30	40	50	60	209	.7	.410	.053
NSSE 2018 & 2019	40.0	13.6	.04	20	30	40	50	60	122,563	1.0	.311	.074
Top 50%	41.8	13.5	.06	20	35	40	55	60	189	-.8	.386	-.056
Top 10%	43.0	13.5	.11	20	35	40	55	60	194	-2.0	.023	-.149
<b>Reflective &amp; Integrative Learning</b>												
SFA (N = 207)	38.1	11.2	.77	20	31	37	46	60				
Texas Public Univ.	37.0	12.8	.11	17	29	37	46	60	215	1.0	.192	.080
SACS Level V Public	37.7	12.7	.18	17	29	37	46	60	229	.3	.674	.026
NSSE 2018 & 2019	38.0	12.4	.03	17	29	37	46	60	207	.1	.932	.005
Top 50%	39.9	12.2	.06	20	31	40	49	60	49,113	-1.8	.031	-.150
Top 10%	41.6	12.2	.12	20	34	40	51	60	217	-3.5	.000	-.289
<b>Learning Strategies</b>												
SFA (N = 185)	40.0	13.6	1.00	20	27	40	53	60				
Texas Public Univ.	39.1	14.5	.13	13	27	40	53	60	11,974	1.0	.367	.067
SACS Level V Public	40.2	14.5	.21	20	27	40	53	60	4,706	-.1	.913	-.008
NSSE 2018 & 2019	38.5	14.6	.04	13	27	40	47	60	117,795	1.6	.139	.109
Top 50%	40.8	14.4	.06	20	33	40	53	60	53,542	-.7	.482	-.052
Top 10%	42.6	14.3	.11	20	33	40	60	60	17,256	-2.5	.016	-.178
<b>Quantitative Reasoning</b>												
SFA (N = 182)	28.8	15.9	1.18	0	20	27	40	60				
Texas Public Univ.	29.3	16.1	.15	0	20	27	40	60	12,160	-.5	.690	-.030
SACS Level V Public	30.3	16.4	.24	0	20	27	40	60	4,755	-1.5	.226	-.091
NSSE 2018 & 2019	29.8	16.1	.05	0	20	27	40	60	119,253	-1.0	.392	-.063
Top 50%	31.3	16.0	.06	7	20	33	40	60	66,047	-2.5	.038	-.154
Top 10%	32.7	15.8	.12	7	20	33	40	60	18,444	-3.9	.001	-.248
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
SFA (N = 218)	35.7	15.6	1.06	10	25	35	50	60				
Texas Public Univ.	31.9	15.7	.13	5	20	30	45	60	13,891	3.9	.000	.246
SACS Level V Public	33.8	15.2	.21	10	25	35	45	60	5,454	1.9	.068	.126
NSSE 2018 & 2019	31.8	15.7	.04	5	20	30	40	60	133,715	3.9	.000	.248
Top 50%	36.1	14.0	.06	15	25	35	45	60	218	-.4	.702	-.029
Top 10%	38.6	13.5	.14	15	30	40	50	60	225	-2.9	.007	-.214
<b>Discussions with Diverse Others</b>												
SFA (N = 185)	44.9	14.4	1.06	20	35	50	60	60				
Texas Public Univ.	41.1	16.9	.15	10	30	40	60	60	12,027	3.9	.002	.231
SACS Level V Public	40.2	16.0	.24	15	30	40	55	60	4,725	4.8	.000	.299
NSSE 2018 & 2019	40.1	16.0	.05	15	30	40	55	60	118,241	4.9	.000	.304
Top 50%	42.0	15.6	.06	15	30	40	60	60	65,323	2.9	.011	.187
Top 10%	43.5	15.4	.12	20	35	45	60	60	17,388	1.4	.209	.093

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
SFA (N = 199)	28.5	16.1	1.14	5	15	25	40	60				
Texas Public Univ.	21.9	16.2	.14	0	10	20	30	55	12,853	6.6	.000	.404
SACS Level V Public	26.9	16.5	.24	0	15	25	40	60	5,051	1.6	.181	.097
NSSE 2018 & 2019	24.1	16.1	.05	0	10	20	35	55	125,242	4.4	.000	.272
Top 50%	29.9	15.9	.10	5	20	30	40	60	26,532	-1.4	.209	-.090
Top 10%	33.9	15.8	.25	10	20	35	45	60	4,220	-5.5	.000	-.346
<b>Effective Teaching Practices</b>												
SFA (N = 194)	41.5	12.4	.89	20	32	40	52	60				
Texas Public Univ.	38.9	14.3	.13	16	28	40	52	60	201	2.6	.004	.181
SACS Level V Public	40.1	14.2	.21	16	32	40	52	60	215	1.4	.129	.098
NSSE 2018 & 2019	39.6	13.8	.04	16	32	40	52	60	122,572	1.9	.053	.139
Top 50%	41.8	13.6	.07	20	32	40	52	60	195	-.3	.749	-.021
Top 10%	43.5	13.5	.13	20	36	44	56	60	201	-2.0	.023	-.152
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
SFA (N = 177)	44.9	10.1	.76	26	38	45	53	60				
Texas Public Univ.	42.4	13.0	.12	18	34	44	52	60	186	2.5	.001	.192
SACS Level V Public	43.6	12.3	.19	20	36	45	53	60	199	1.3	.097	.107
NSSE 2018 & 2019	42.8	12.2	.04	20	36	44	52	60	177	2.1	.006	.173
Top 50%	45.2	11.8	.05	23	38	48	54	60	178	-.3	.718	-.023
Top 10%	47.4	12.0	.10	24	40	50	58	60	182	-2.5	.001	-.210
<b>Supportive Environment</b>												
SFA (N = 178)	35.1	13.8	1.03	15	23	35	43	60				
Texas Public Univ.	32.7	14.7	.14	8	23	33	43	60	11,722	2.4	.032	.162
SACS Level V Public	33.2	14.3	.21	10	23	33	43	60	4,584	1.9	.077	.135
NSSE 2018 & 2019	32.2	14.1	.04	10	23	33	40	58	115,416	2.9	.006	.206
Top 50%	34.8	13.9	.07	13	25	35	45	60	46,139	.3	.749	.024
Top 10%	37.0	14.0	.15	13	28	38	48	60	8,738	-1.9	.072	-.136

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

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

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

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

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

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

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