



NSSE 2013

Engagement Indicators

West Texas A&M 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 themes as shown at right.

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

Report sections

Overview (p. 3)

Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Summary of Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

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

Detailed Statistics (pp. 16-19)

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

Interpreting comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. An effect size of .2 is generally considered small, .5 medium, and .8 large. Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview.

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

How Engagement Indicators are computed

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

For more information on EIs and their psychometric properties, refer to the NSSE Web site: nsse.iub.edu

Engagement Indicators: Overview

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

Use the following key:

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

First-Year (FY) Students

Theme	Engagement Indicator	Your FY students compared with Southwest Public	Your FY students compared with Carnegie Class	Your FY students compared with NSSE 2013
Academic Challenge	Higher-Order Learning	--	▼	▼
	Reflective and Integrative Learning	--	▼	--
	Learning Strategies	--	▼	▼
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	△	--	△
	Supportive Environment	--	--	--

Seniors

Theme	Engagement Indicator	Your seniors compared with Southwest Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2013
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective and 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

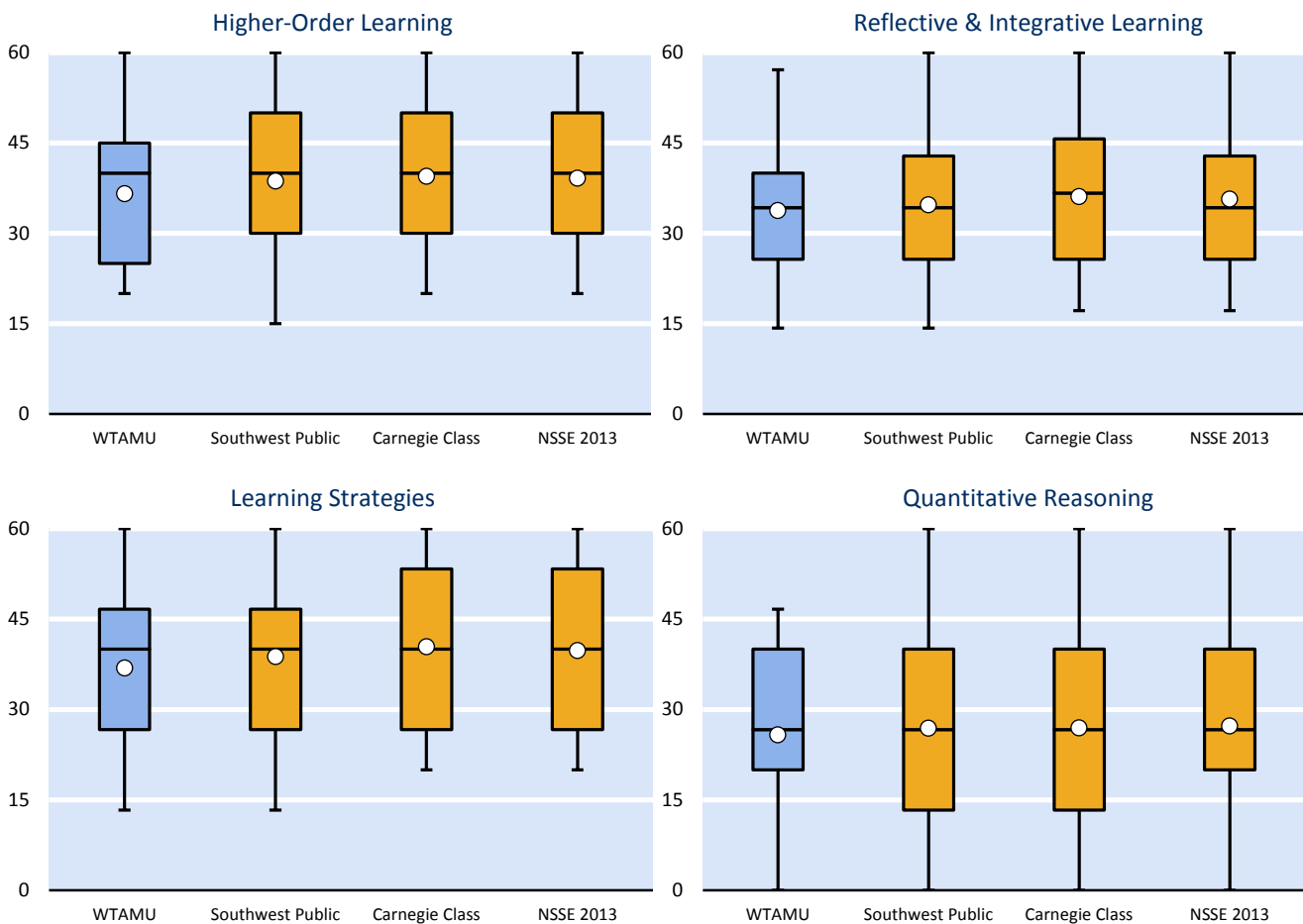
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	WTAMU Mean	Your first-year students compared with					
		Southwest Public Mean	Southwest Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2013 Mean	NSSE 2013 Effect size
Higher-Order Learning	36.6	38.6	-.14	39.5 *	-.21	39.1 *	-.18
Reflective & Integrative Learning	33.8	34.7	-.07	36.1 *	-.18	35.7	-.15
Learning Strategies	36.9	38.8	-.13	40.4 *	-.25	39.8 *	-.20
Quantitative Reasoning	25.8	26.9	-.07	26.9	-.07	27.3	-.09

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





































































Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	WTAMU	Southwest Public	Carnegie Class	NSSE 2013
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 	72 	73 	74 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	65 	71 	73 	73 
4d. Evaluating a point of view, decision, or information source	65 	68 	72 	70 
4e. Forming a new idea or understanding from various pieces of information	63 	68 	70 	69 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	50 	52 	56 	56 
2b. Connected your learning to societal problems or issues	44 	49 	54 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52 	47 	52 	51 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59 	61 	64 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70 	65 	68 	66 
2f. Learned something that changed the way you understand an issue or concept	64 	63 	67 	66 
2g. Connected ideas from your courses to your prior experiences and knowledge	73 	73 	78 	78 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	74 	78 	82 	81 
9b. Reviewed your notes after class	66 	65 	68 	66 
9c. Summarized what you learned in class or from course materials	55 	61 	66 	64 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	45 	51 	50 	51 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35 	37 	38 	38 
6c. Evaluated what others have concluded from numerical information	30 	36 	36 	37 

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

Academic Challenge: Seniors

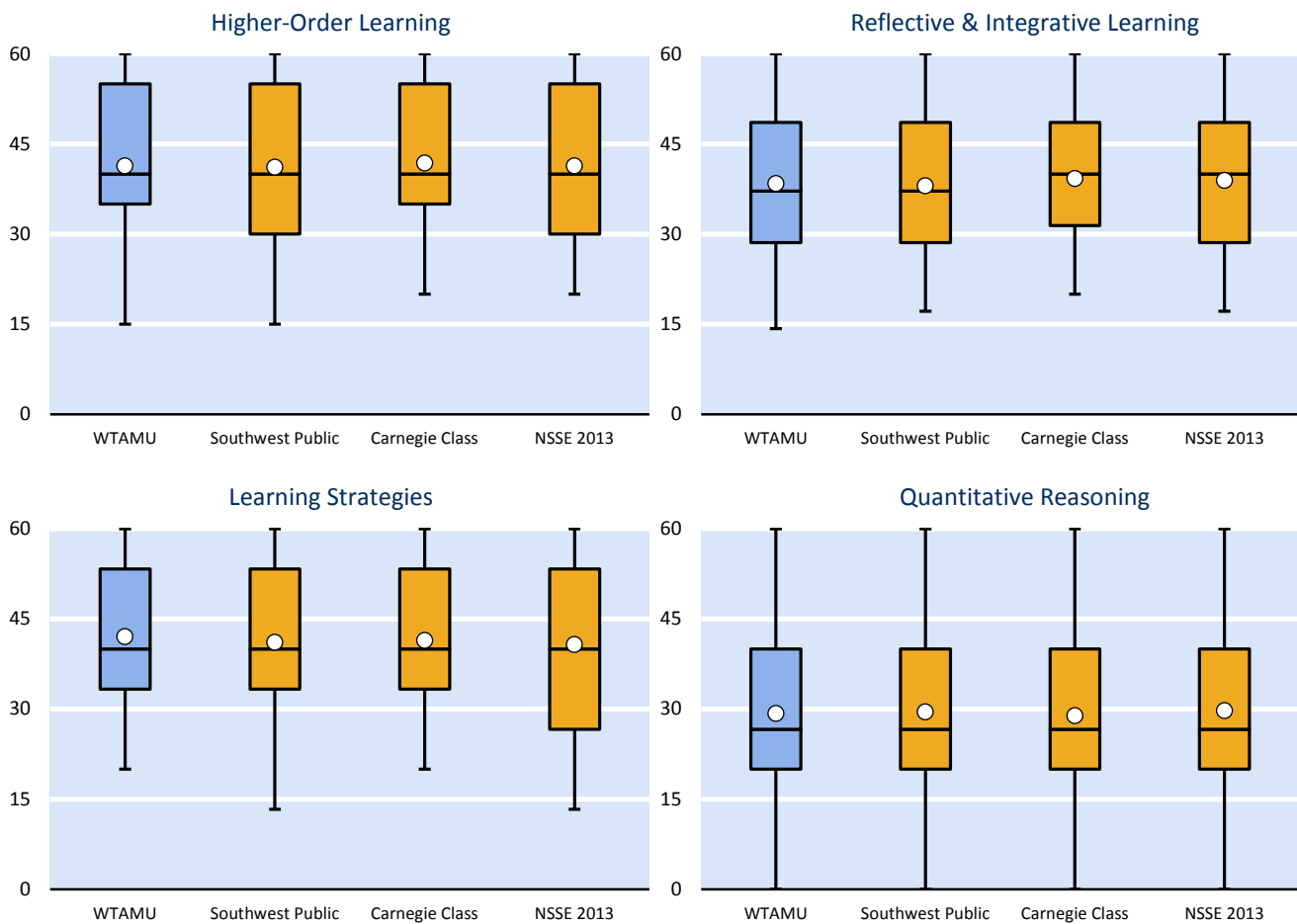
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	WTAMU Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.4	41.1	.02	41.8	-.03	41.3	.00
Reflective & Integrative Learning	38.4	38.0	.03	39.2	-.06	38.9	-.04
Learning Strategies	42.0	41.1	.06	41.4	.04	40.7	.09
Quantitative Reasoning	29.3	29.5	-.02	28.9	.02	29.7	-.03

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





































































Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

Academic Challenge: Seniors (continued)

Summary of Indicator Items

	WTAMU	Southwest Public	Carnegie Class	NSSE 2013
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	79 	79 	81 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75 	77 	78 	78 
4d. Evaluating a point of view, decision, or information source	76 	71 	75 	72 
4e. Forming a new idea or understanding from various pieces of information	75 	72 	74 	73 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	72 	70 	71 	71 
2b. Connected your learning to societal problems or issues	64 	61 	66 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	54 	52 	58 	56 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66 	64 	68 	67 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	66 	69 	71 	70 
2f. Learned something that changed the way you understand an issue or concept	66 	68 	70 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	83 	82 	85 	84 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	87 	83 	85 	84 
9b. Reviewed your notes after class	69 	67 	67 	65 
9c. Summarized what you learned in class or from course materials	70 	67 	68 	66 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53 	54 	52 	54 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44 	44 	43 	44 
6c. Evaluated what others have concluded from numerical information	39 	43 	41 	44 

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

Learning with Peers: First-year students

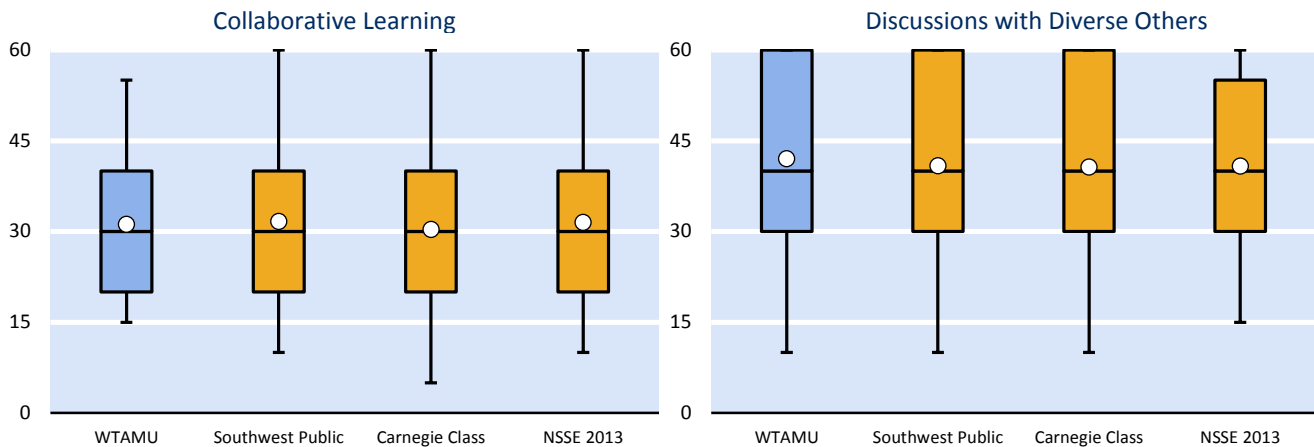
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	WTAMU Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2013	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.1	31.6	-.03	30.3	.06	31.4	-.02
Discussions with Diverse Others	42.0	40.8	.07	40.6	.08	40.7	.08

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

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

Summary of Indicator Items

Collaborative Learning

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

	WTAMU	Southwest Public	Carnegie Class	NSSE 2013
1e. Asked another student to help you understand course material	52	48	44	48
1f. Explained course material to one or more students	49	57	53	56
1g. Prepared for exams by discussing or working through course material with other students	46	49	45	48
1h. Worked with other students on course projects or assignments	50	50	49	50

Discussions with Diverse Others

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

	WTAMU	Southwest Public	Carnegie Class	NSSE 2013
8a. People from a race or ethnicity other than your own	70	73	71	71
8b. People from an economic background other than your own	76	72	73	73
8c. People with religious beliefs other than your own	71	68	67	68
8d. People with political views other than your own	74	70	69	70

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

Learning with Peers: Seniors

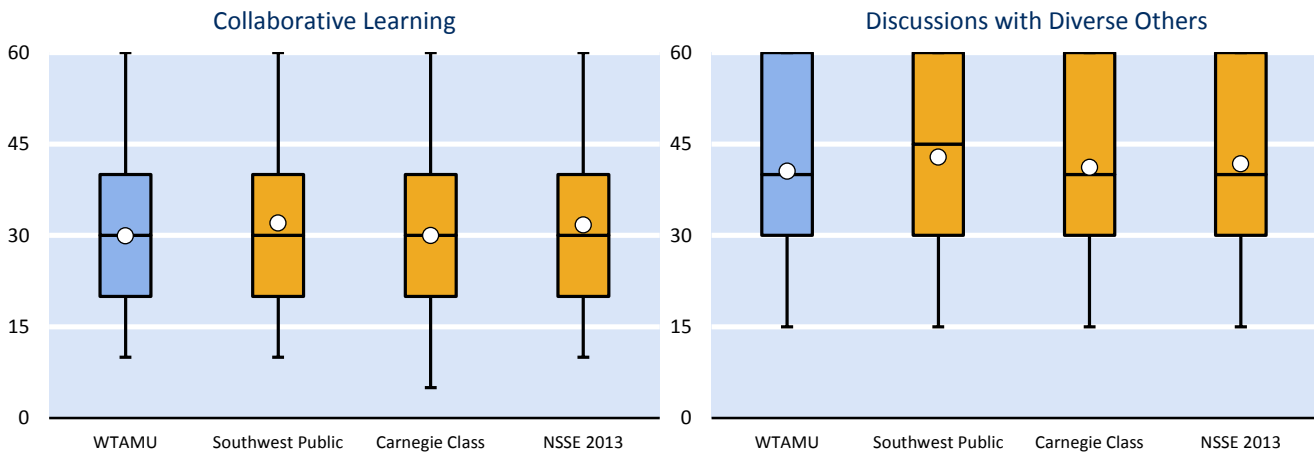
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	WTAMU Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.0	32.0 **	-.14	30.0	.00	31.7 *	-.12
Discussions with Diverse Others	40.6	42.9 *	-.14	41.2	-.04	41.8	-.08

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

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

Summary of Indicator Items

Collaborative Learning

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

	WTAMU	Southwest Public	Carnegie Class	NSSE 2013
1e. Asked another student to help you understand course material	37	39	35	38
1f. Explained course material to one or more students	51	58	53	57
1g. Prepared for exams by discussing or working through course material with other students	39	46	41	44
1h. Worked with other students on course projects or assignments	56	62	59	63

Discussions with Diverse Others

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

	WTAMU	Southwest Public	Carnegie Class	NSSE 2013
8a. People from a race or ethnicity other than your own	73	76	71	72
8b. People from an economic background other than your own	73	76	74	75
8c. People with religious beliefs other than your own	66	72	68	70
8d. People with political views other than your own	67	73	71	72

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

Experiences with Faculty: First-year students

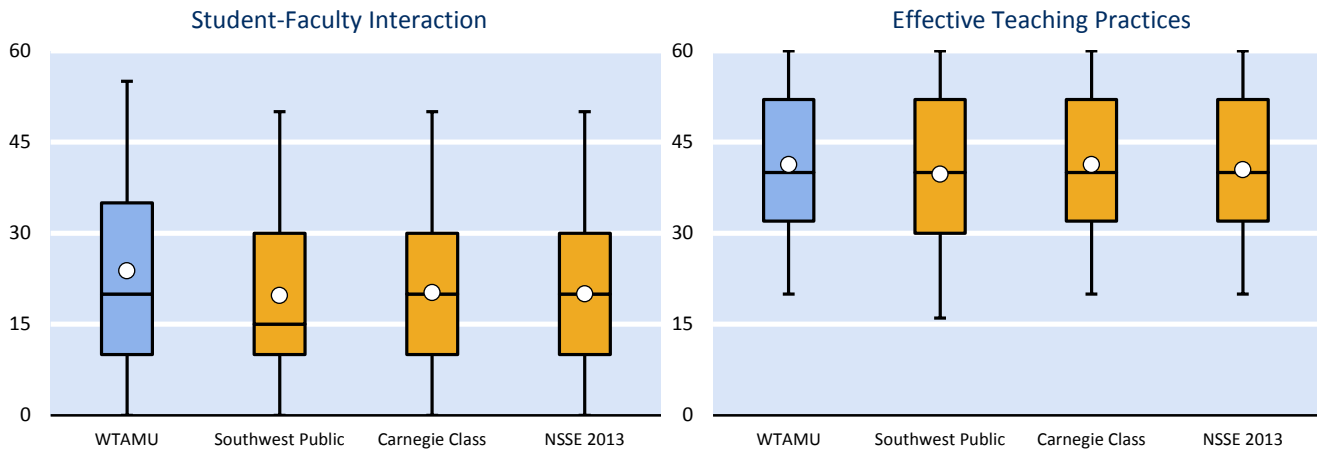
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	WTAMU Mean	Your first-year students compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 Mean	Effect size
Student-Faculty Interaction	23.8	19.8 **	.27	20.2 *	.24	20.0 *	.26
Effective Teaching Practices	41.3	39.7	.11	41.3	.00	40.4	.06

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

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

Summary of Indicator Items

Student-Faculty Interaction

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

	WTAMU	Southwest Public	Carnegie Class	NSSE 2013
3a. Talked about career plans with a faculty member	42	32	33	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	20	18	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	34	24	24	24
3d. Discussed your academic performance with a faculty member	36	28	29	28

Effective Teaching Practices

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

	WTAMU	Southwest Public	Carnegie Class	NSSE 2013
5a. Clearly explained course goals and requirements	78	80	82	82
5b. Taught course sessions in an organized way	81	78	80	80
5c. Used examples or illustrations to explain difficult points	81	75	78	78
5d. Provided feedback on a draft or work in progress	81	62	68	65
5e. Provided prompt and detailed feedback on tests or completed assignments	65	59	66	63

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

Experiences with Faculty: Seniors

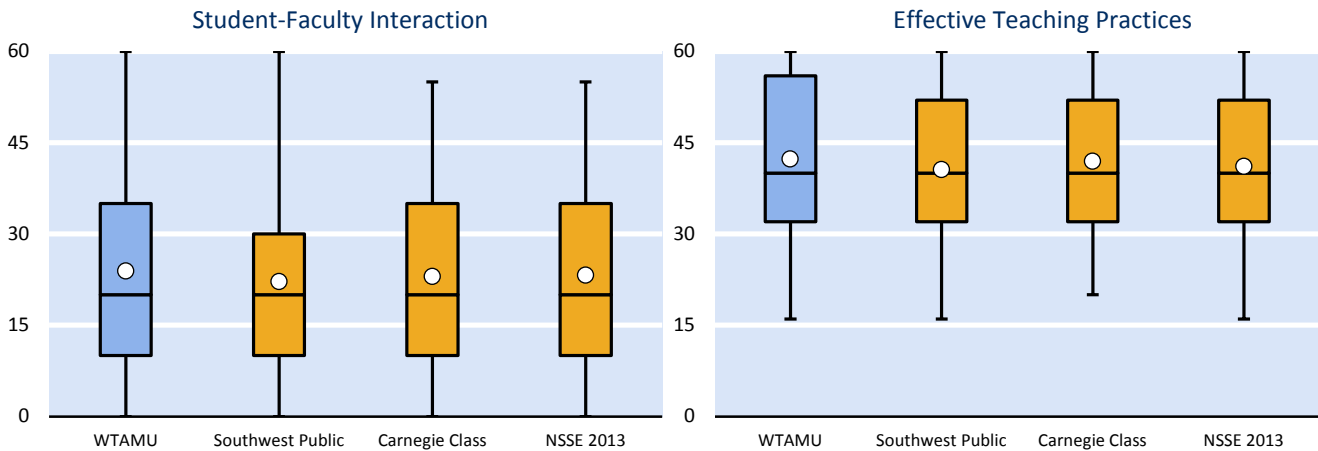
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	WTAMU Mean	Your seniors compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 Mean	Effect size
Student-Faculty Interaction	23.9	22.1	.11	23.0	.06	23.2	.04
Effective Teaching Practices	42.3	40.6 *	.12	41.9	.03	41.1	.09

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

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

Summary of Indicator Items

Student-Faculty Interaction

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

	WTAMU	Southwest Public	Carnegie Class	NSSE 2013
3a. Talked about career plans with a faculty member	48	39	42	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	24	24	25
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	34	30	32	32
3d. Discussed your academic performance with a faculty member	36	31	33	32

Effective Teaching Practices

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

	WTAMU	Southwest Public	Carnegie Class	NSSE 2013
5a. Clearly explained course goals and requirements	87	81	84	83
5b. Taught course sessions in an organized way	85	80	82	82
5c. Used examples or illustrations to explain difficult points	82	78	80	79
5d. Provided feedback on a draft or work in progress	63	60	65	62
5e. Provided prompt and detailed feedback on tests or completed assignments	69	65	70	68

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

Campus Environment: First-year students

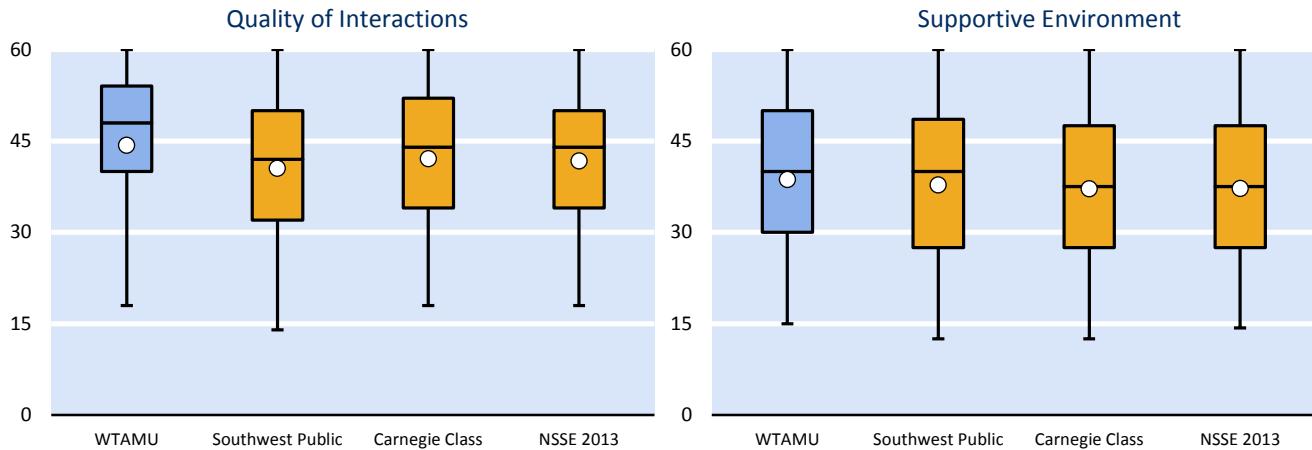
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	WTAMU Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.3	40.5 **	.29	42.1	.18	41.7 *	.21
Supportive Environment	38.6	37.7	.06	37.1	.11	37.2	.11

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

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

Summary of Indicator Items

Quality of Interactions

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

	WTAMU	Southwest Public	Carnegie Class	NSSE 2013
13a. Students	61	55	60	60
13b. Academic advisors	56	47	50	49
13c. Faculty	60	47	53	51
13d. Student services staff (career services, student activities, housing, etc.)	66	43	45	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	57	39	44	42

Supportive Environment

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

	WTAMU	Southwest Public	Carnegie Class	NSSE 2013
14b. Providing support to help students succeed academically	82	77	78	78
14c. Using learning support services (tutoring services, writing center, etc.)	81	79	78	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	60	60	58
14e. Providing opportunities to be involved socially	73	72	71	72
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	72	71	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	52	47	46	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	73	69	65	68
14i. Attending events that address important social, economic, or political issues	61	53	53	53

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

Campus Environment: Seniors

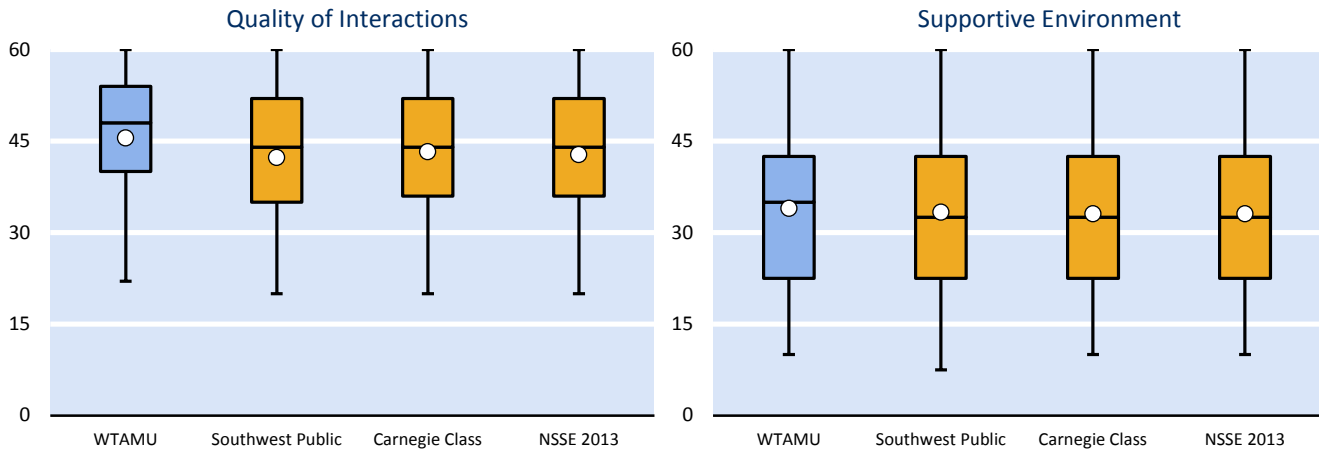
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	WTAMU Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.5	42.3 ***	.26	43.3 ***	.19	42.8 ***	.23
Supportive Environment	33.9	33.3	.04	33.1	.06	33.1	.06

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

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score.

Summary of Indicator Items

Quality of Interactions

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

	WTAMU	Southwest Public	Carnegie Class	NSSE 2013
13a. Students	63	64	64	65
13b. Academic advisors	65	51	54	53
13c. Faculty	73	60	63	61
13d. Student services staff (career services, student activities, housing, etc.)	56	43	44	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	51	42	45	43

Supportive Environment

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

	WTAMU	Southwest Public	Carnegie Class	NSSE 2013
14b. Providing support to help students succeed academically	75	71	74	72
14c. Using learning support services (tutoring services, writing center, etc.)	66	67	68	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	54	53	52
14e. Providing opportunities to be involved socially	69	65	64	65
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	61	61	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	33	33	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	58	54	56
14i. Attending events that address important social, economic, or political issues	49	46	46	45

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

This page intentionally left blank.

Comparisons with Top 50% and Top 10% Institutions

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

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

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

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

First-Year Students		WTAMU Mean	Your first-year students compared with					
Theme	Engagement Indicator		NSSE 2013 Top 50%			NSSE 2013 Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	36.6	40.9 ***	-.31		42.7 ***	-.45	
	Reflective and Integrative Learning	33.8	37.6 ***	-.30		39.4 ***	-.45	
	Learning Strategies	36.9	41.8 ***	-.35		44.3 ***	-.52	
	Quantitative Reasoning	25.8	28.8 *	-.19		30.5 ***	-.29	
Learning with Peers	Collaborative Learning	31.1	34.5 **	-.24		37.1 ***	-.44	
	Discussions with Diverse Others	42.0	43.2	-.08	✓	45.7 *	-.25	
Experiences with Faculty	Student-Faculty Interaction	23.8	23.4	.03	✓	26.7	-.17	✓
	Effective Teaching Practices	41.3	42.8	-.12	✓	44.7 **	-.25	
Campus Environment	Quality of Interactions	44.3	44.3	.00	✓	46.3	-.16	✓
	Supportive Environment	38.6	39.5	-.07	✓	41.4 *	-.21	
Seniors		WTAMU Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE 2013 Top 50%			NSSE 2013 Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.4	43.5 **	-.16		45.3 ***	-.29	
	Reflective and Integrative Learning	38.4	41.1 ***	-.21		43.1 ***	-.37	
	Learning Strategies	42.0	43.2	-.08	✓	45.4 ***	-.24	
	Quantitative Reasoning	29.3	31.1 *	-.11		32.5 ***	-.19	
Learning with Peers	Collaborative Learning	30.0	35.0 ***	-.36		37.5 ***	-.56	
	Discussions with Diverse Others	40.6	44.1 ***	-.22		45.8 ***	-.34	
Experiences with Faculty	Student-Faculty Interaction	23.9	29.7 ***	-.36		34.6 ***	-.66	
	Effective Teaching Practices	42.3	43.3	-.07	✓	45.3 ***	-.22	
Campus Environment	Quality of Interactions	45.5	45.8	-.02	✓	47.7 ***	-.19	
	Supportive Environment	33.9	36.2 **	-.16		39.1 ***	-.39	

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

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

Detailed Statistics: First-year students

	Mean statistics			Percentile ^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												
WTAMU (N = 119)	36.6	13.0	1.19	20	25	40	45	60				
Southwest Public	38.6	14.5	.16	15	30	40	50	60	8,667	-2.1	.121	-.143
Carnegie Class	39.5	13.9	.09	20	30	40	50	60	24,922	-2.9	.025	-.206
NSSE 2013	39.1	13.8	.05	20	30	40	50	60	83,692	-2.6	.044	-.185
Top 50%	40.9	13.6	.07	20	30	40	50	60	37,929	-4.3	.001	-.314
Top 10%	42.7	13.7	.15	20	35	40	55	60	8,846	-6.2	.000	-.451
Reflective and Integrative Learning												
WTAMU (N = 124)	33.8	12.7	1.14	14	26	34	40	57				
Southwest Public	34.7	12.9	.14	14	26	34	43	60	9,074	-.9	.437	-.070
Carnegie Class	36.1	12.6	.08	17	26	37	46	60	25,908	-2.3	.046	-.179
NSSE 2013	35.7	12.6	.04	17	26	34	43	60	87,146	-1.9	.094	-.150
Top 50%	37.6	12.5	.06	17	29	37	46	60	37,585	-3.8	.001	-.305
Top 10%	39.4	12.5	.13	20	31	40	49	60	9,435	-5.6	.000	-.449
Learning Strategies												
WTAMU (N = 104)	36.9	14.2	1.39	13	27	40	47	60				
Southwest Public	38.8	14.3	.16	13	27	40	47	60	7,999	-1.9	.173	-.134
Carnegie Class	40.4	14.2	.09	20	27	40	53	60	23,310	-3.5	.012	-.248
NSSE 2013	39.8	14.2	.05	20	27	40	53	60	77,931	-2.9	.038	-.204
Top 50%	41.8	14.1	.08	20	33	40	53	60	33,272	-5.0	.000	-.351
Top 10%	44.3	14.2	.16	20	33	47	60	60	7,549	-7.4	.000	-.524
Quantitative Reasoning												
WTAMU (N = 122)	25.8	13.9	1.26	0	20	27	40	47				
Southwest Public	26.9	16.7	.18	0	13	27	40	60	126	-1.1	.379	-.068
Carnegie Class	26.9	16.7	.11	0	13	27	40	60	123	-1.1	.368	-.068
NSSE 2013	27.3	16.4	.06	0	20	27	40	60	122	-1.5	.244	-.090
Top 50%	28.8	16.3	.07	0	20	27	40	60	122	-3.0	.018	-.185
Top 10%	30.5	16.2	.16	0	20	27	40	60	125	-4.7	.000	-.290
Learning with Peers												
Collaborative Learning												
WTAMU (N = 128)	31.1	12.7	1.12	15	20	30	40	55				
Southwest Public	31.6	14.1	.15	10	20	30	40	60	9,326	-.5	.703	-.034
Carnegie Class	30.3	14.6	.09	5	20	30	40	60	26,363	.9	.507	.059
NSSE 2013	31.4	14.2	.05	10	20	30	40	60	89,168	-.3	.808	-.021
Top 50%	34.5	13.7	.07	15	25	35	45	60	39,498	-3.3	.006	-.241
Top 10%	37.1	13.6	.15	15	25	35	45	60	8,086	-5.9	.000	-.437
Discussions with Diverse Others												
WTAMU (N = 107)	42.0	15.8	1.53	10	30	40	60	60				
Southwest Public	40.8	16.6	.19	10	30	40	60	60	8,081	1.2	.472	.070
Carnegie Class	40.6	16.3	.11	10	30	40	60	60	23,576	1.4	.389	.084
NSSE 2013	40.7	16.0	.06	15	30	40	55	60	78,851	1.2	.434	.076
Top 50%	43.2	15.4	.08	20	35	45	60	60	38,468	-1.2	.404	-.081
Top 10%	45.7	15.0	.17	20	40	50	60	60	7,921	-3.7	.011	-.248

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												
WTAMU (N = 121)	23.8	16.0	1.45	0	10	20	35	55				
Southwest Public	19.8	15.1	.16	0	10	15	30	50	8,887	4.1	.003	.269
Carnegie Class	20.2	14.8	.09	0	10	20	30	50	121	3.6	.015	.242
NSSE 2013	20.0	14.5	.05	0	10	20	30	50	121	3.8	.010	.261
Top 50%	23.4	15.0	.09	0	10	20	35	55	26,976	.4	.765	.027
Top 10%	26.7	16.4	.26	0	15	25	40	60	4,244	-2.8	.060	-.173
Effective Teaching Practices												
WTAMU (N = 123)	41.3	14.0	1.26	20	32	40	52	60				
Southwest Public	39.7	14.0	.15	16	30	40	52	60	8,938	1.5	.225	.110
Carnegie Class	41.3	13.5	.08	20	32	40	52	60	25,606	.0	.996	.000
NSSE 2013	40.4	13.3	.05	20	32	40	52	60	85,954	.8	.485	.063
Top 50%	42.8	13.3	.08	20	35	44	56	60	30,219	-1.5	.200	-.116
Top 10%	44.7	13.8	.16	20	36	48	60	60	7,920	-3.4	.007	-.246
Campus Environment												
Quality of Interactions												
WTAMU (N = 107)	44.3	13.4	1.30	18	40	48	54	60				
Southwest Public	40.5	13.3	.15	14	32	42	50	60	7,756	3.8	.003	.288
Carnegie Class	42.1	12.6	.08	18	34	44	52	60	22,690	2.2	.069	.176
NSSE 2013	41.7	12.5	.05	18	34	44	50	60	75,441	2.6	.033	.207
Top 50%	44.3	11.6	.07	22	38	46	53	60	25,770	-.1	.964	-.004
Top 10%	46.3	12.0	.14	23	40	48	56	60	7,173	-2.0	.092	-.164
Supportive Environment												
WTAMU (N = 96)	38.6	15.1	1.54	15	30	40	50	60				
Southwest Public	37.7	14.4	.17	13	28	40	49	60	7,300	.9	.546	.062
Carnegie Class	37.1	14.2	.10	13	28	38	48	60	21,864	1.5	.293	.108
NSSE 2013	37.2	13.9	.05	14	28	38	48	60	72,697	1.5	.301	.106
Top 50%	39.5	13.2	.07	18	30	40	50	60	33,891	-.9	.502	-.069
Top 10%	41.4	12.9	.16	20	33	43	53	60	6,771	-2.8	.037	-.215

a. Results weighted by gender and enrollment status (and institutional size for comparison groups).

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^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												
WTAMU (N = 382)	41.4	14.9	.76	15	35	40	55	60				
Southwest Public	41.1	14.5	.11	15	30	40	55	60	16,673	.2	.749	.017
Carnegie Class	41.8	13.9	.07	20	35	40	55	60	38,682	-.5	.506	-.034
NSSE 2013	41.3	14.0	.04	20	30	40	55	60	126,853	.0	.966	.002
Top 50%	43.5	13.7	.06	20	35	40	55	60	49,186	-2.1	.002	-.157
Top 10%	45.3	13.6	.11	20	40	45	60	60	14,646	-3.9	.000	-.287
Reflective and Integrative Learning												
WTAMU (N = 397)	38.4	13.7	.69	14	29	37	49	60				
Southwest Public	38.0	13.3	.10	17	29	37	49	60	17,308	.4	.555	.030
Carnegie Class	39.2	12.9	.06	20	31	40	49	60	40,102	-.8	.202	-.064
NSSE 2013	38.9	13.0	.04	17	29	40	49	60	131,721	-.5	.441	-.039
Top 50%	41.1	12.6	.06	20	31	40	51	60	402	-2.7	.000	-.213
Top 10%	43.1	12.6	.11	20	34	43	54	60	417	-4.6	.000	-.369
Learning Strategies												
WTAMU (N = 357)	42.0	14.1	.74	20	33	40	53	60				
Southwest Public	41.1	14.8	.12	13	33	40	53	60	15,655	.9	.254	.061
Carnegie Class	41.4	14.6	.08	20	33	40	53	60	37,025	.6	.426	.042
NSSE 2013	40.7	14.7	.04	13	27	40	53	60	120,619	1.3	.093	.089
Top 50%	43.2	14.4	.06	20	33	40	60	60	57,084	-1.1	.133	-.080
Top 10%	45.4	14.0	.11	20	40	47	60	60	17,225	-3.4	.000	-.241
Quantitative Reasoning												
WTAMU (N = 385)	29.3	16.8	.85	0	20	27	40	60				
Southwest Public	29.5	17.4	.14	0	20	27	40	60	16,910	-.3	.765	-.015
Carnegie Class	28.9	17.4	.09	0	20	27	40	60	39,429	.4	.691	.020
NSSE 2013	29.7	17.3	.05	0	20	27	40	60	129,148	-.4	.617	-.026
Top 50%	31.1	17.2	.06	0	20	33	40	60	72,183	-1.9	.032	-.110
Top 10%	32.5	17.0	.12	0	20	33	40	60	19,908	-3.3	.000	-.192
Learning with Peers												
Collaborative Learning												
WTAMU (N = 406)	30.0	14.5	.72	10	20	30	40	60				
Southwest Public	32.0	14.6	.11	10	20	30	40	60	17,600	-2.1	.005	-.142
Carnegie Class	30.0	15.3	.08	5	20	30	40	60	40,443	.0	.981	-.001
NSSE 2013	31.7	14.6	.04	10	20	30	40	60	133,262	-1.8	.015	-.121
Top 50%	35.0	13.8	.06	15	25	35	45	60	54,912	-5.0	.000	-.365
Top 10%	37.5	13.5	.15	15	25	40	50	60	8,542	-7.6	.000	-.558
Discussions with Diverse Others												
WTAMU (N = 364)	40.6	16.7	.88	15	30	40	60	60				
Southwest Public	42.9	16.7	.13	15	30	45	60	60	15,828	-2.3	.010	-.136
Carnegie Class	41.2	16.4	.09	15	30	40	60	60	37,290	-.6	.498	-.036
NSSE 2013	41.8	16.1	.05	15	30	40	60	60	121,620	-1.2	.151	-.075
Top 50%	44.1	15.9	.06	20	35	45	60	60	65,893	-3.5	.000	-.223
Top 10%	45.8	15.7	.11	20	40	50	60	60	20,331	-5.3	.000	-.336

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												
WTAMU (N = 390)	23.9	17.7	.90	0	10	20	35	60				
Southwest Public	22.1	16.4	.13	0	10	20	30	60	404	1.8	.051	.108
Carnegie Class	23.0	16.6	.08	0	10	20	35	55	395	.9	.306	.056
NSSE 2013	23.2	16.3	.05	0	10	20	35	55	391	.7	.423	.044
Top 50%	29.7	16.1	.10	5	20	30	40	60	398	-5.8	.000	-.358
Top 10%	34.6	16.0	.28	10	20	35	45	60	467	-10.7	.000	-.659
Effective Teaching Practices												
WTAMU (N = 388)	42.3	14.0	.71	16	32	40	56	60				
Southwest Public	40.6	14.4	.11	16	32	40	52	60	17,093	1.7	.019	.120
Carnegie Class	41.9	13.8	.07	20	32	40	52	60	39,782	.4	.578	.028
NSSE 2013	41.1	13.8	.04	16	32	40	52	60	130,385	1.2	.082	.089
Top 50%	43.3	13.7	.06	20	36	44	56	60	46,807	-1.0	.168	-.070
Top 10%	45.3	13.5	.15	20	36	48	60	60	8,638	-3.0	.000	-.221
Campus Environment												
Quality of Interactions												
WTAMU (N = 351)	45.5	12.2	.65	22	40	48	54	60				
Southwest Public	42.3	12.4	.10	20	35	44	52	60	15,144	3.2	.000	.257
Carnegie Class	43.3	12.1	.06	20	36	44	52	60	35,564	2.3	.000	.187
NSSE 2013	42.8	11.9	.04	20	36	44	52	60	116,306	2.7	.000	.228
Top 50%	45.8	11.5	.06	24	40	48	55	60	38,494	-.3	.674	-.023
Top 10%	47.7	11.6	.11	24	42	50	58	60	11,110	-2.2	.000	-.191
Supportive Environment												
WTAMU (N = 353)	33.9	14.5	.77	10	23	35	43	60				
Southwest Public	33.3	14.9	.12	8	23	33	43	60	14,890	.6	.453	.040
Carnegie Class	33.1	14.7	.08	10	23	33	43	60	35,440	.9	.267	.059
NSSE 2013	33.1	14.4	.04	10	23	33	43	60	115,202	.9	.252	.061
Top 50%	36.2	13.7	.07	13	28	38	45	60	42,891	-2.2	.002	-.164
Top 10%	39.1	13.1	.16	18	30	40	50	60	383	-5.2	.000	-.394

a. Results weighted by gender and enrollment status (and institutional size for comparison groups).

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

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

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

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

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

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