NSSE 2021
Engagement Indicators

Texas State University

About Your *Engagement Indicators* Report

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

Theme	Engagement Indicator
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

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 2020 and 2021 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. Your NSSE Tableau dashboards and Report Builder (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**

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment, 13* (Summer/Fall), pp. 22-38.

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 ERUs	Your first-year students compared with Lg Public Doct/High	Your first-year students compared with Lg Public
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 ERUs	Your seniors compared with Lg Public Doct/High	Your seniors compared with Lg Public
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

	Texas State	Texas ERUs		Lg Public Doct/High		Lg Public	
			Your first-year students compared with				
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	35.9	36.7	-.05	37.2 *	-.09	37.4 **	-.11
Reflective & Integrative Learning	35.0	33.5 **	.12	34.5	.04	34.4	.04
Learning Strategies	37.7	36.9	.05	38.0	-.03	37.5	.01
Quantitative Reasoning	26.9	28.6 **	-.11	27.8	-.06	28.7 **	-.11

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

Score Distributions

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

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.

| | Texas State | Percentage point difference [a] between your FY students and | | |
		Texas ERUs	Lg Public Doct/High	Lg Public
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	61	-6	-7	-8
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	63	-3	-4	-6
4d. Evaluating a point of view, decision, or information source	66	+1	-1	-1
4e. Forming a new idea or understanding from various pieces of information	69	+3	+1	+1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	48	+3	-1	-1
2b. Connected your learning to societal problems or issues	50	+6	+2	+2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	54	+8	+5	+5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	+4	+2	+3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	+6	+3	+4
2f. Learned something that changed the way you understand an issue or concept	61	-2	-4	-4
2g. Connected ideas from your courses to your prior experiences and knowledge	73	-1	-2	-3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	68	+0	-4	-4
9b. Reviewed your notes after class	68	+3	+1	+4
9c. Summarized what you learned in class or from course materials	62	+1	-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.)	49	-6	-4	-5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	38	-3	-1	-3
6c. Evaluated what others have concluded from numerical information	37	-4	-2	-4

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

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

Academic Challenge: Seniors

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

Mean Comparisons

	Texas State	Your seniors compared with					
		Texas ERUs		Lg Public Doct/High		Lg Public	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.6	38.9	.05	39.6	.00	39.3	.02
Reflective & Integrative Learning	38.2	36.0 ***	.16	37.4	.06	37.2 *	.08
Learning Strategies	38.6	38.5	.01	38.6	.00	38.1	.04
Quantitative Reasoning	29.1	29.5	-.02	29.8	-.04	30.5 **	-.08

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

Score Distributions
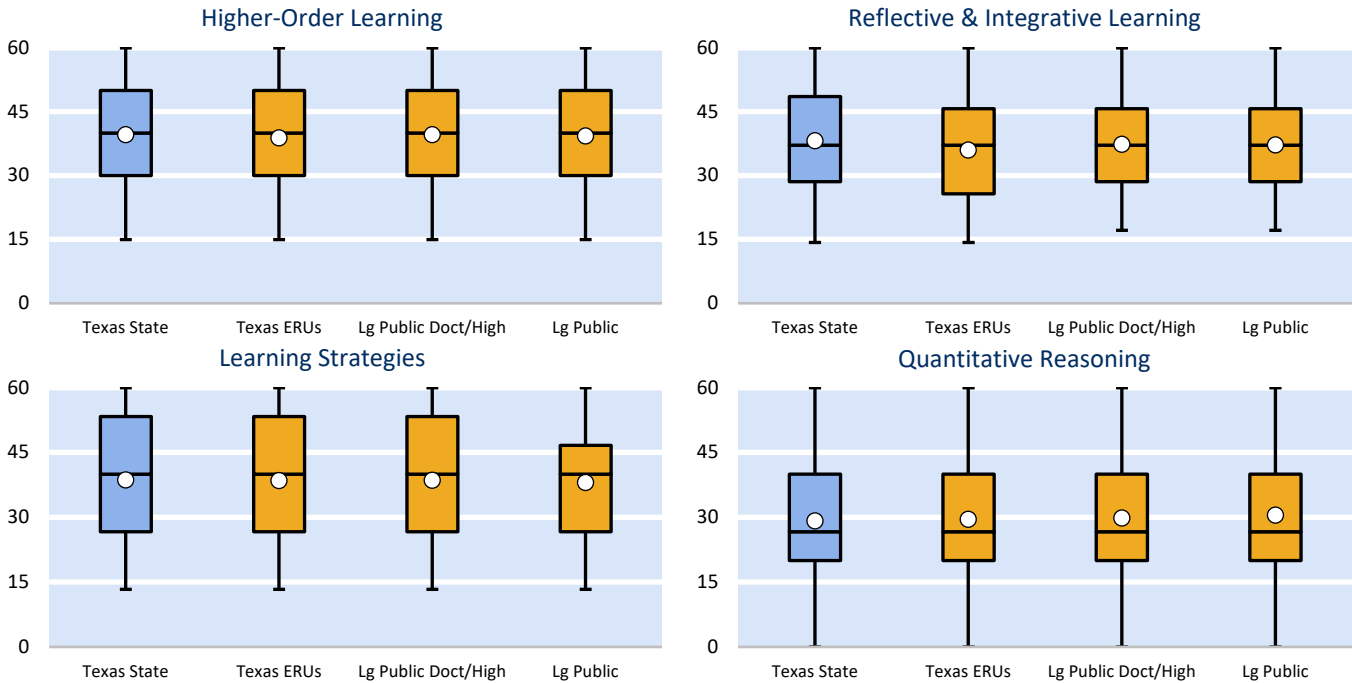
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Academic Challenge: Seniors (continued)

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.

	Texas State	Percentage point difference [a] between your seniors and		
Higher-Order Learning		Texas ERUs	Lg Public Doct/High	Lg Public
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	74	+0	-2	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	-0	-1	-1
4d. Evaluating a point of view, decision, or information source	71	+4	+2	+3
4e. Forming a new idea or understanding from various pieces of information	73	+3	+2	+2
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	67	+6	+0	+1
2b. Connected your learning to societal problems or issues	62	+8	+4	+4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55	+8	+6	+5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	+2	-0	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	+3	+1	+1
2f. Learned something that changed the way you understand an issue or concept	69	+0	-1	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+4	+1	+2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	75	+3	+1	+1
9b. Reviewed your notes after class	63	-2	-1	+1
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.)	51	-5	-4	-6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	-0	-1	-2
6c. Evaluated what others have concluded from numerical information	44	-0	-1	-3

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

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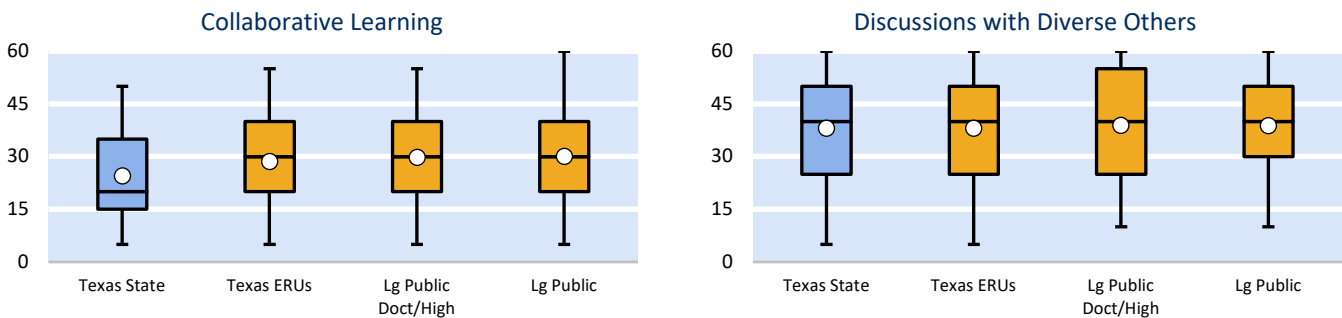
Learning with Peers: First-year students

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

	Texas State	Texas ERUs		Lg Public Doct/High		Lg Public	
			Your first-year students compared with				
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	24.6	28.6 ***	-.28	29.8 ***	-.36	30.1 ***	-.38
Discussions with Diverse Others	38.1	38.1	.00	39.0	-.05	38.9	-.05

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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	Texas State	Texas ERUs	Lg Public Doct/High	Lg Public
		Percentage point difference [a] *between your FY students and*		
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	36	-9	-11	-12
1c. Explained course material to one or more students	39	-9	-12	-12
1d. Prepared for exams by discussing or working through course material with other students	32	-9	-12	-12
1e. Worked with other students on course projects or assignments	29	-14	-20	-19
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	70	+0	+1	+0
8b. People from an economic background other than your own	71	+4	+1	+2
8c. People with religious beliefs other than your own	63	-1	-2	-3
8d. People with political views other than your own	65	+4	-0	+2

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

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NSSE 2021 Engagement Indicators

Learning with Peers

Texas State University
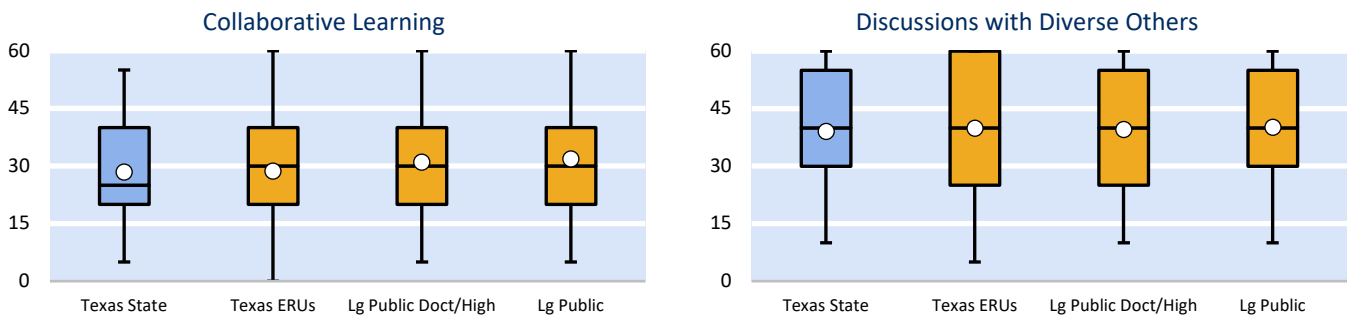
Learning with Peers: Seniors

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

	Texas State	Texas ERUs		Lg Public Doct/High		Lg Public	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	28.5	28.7	-.02	31.0 ***	-.16	31.9 ***	-.22
Discussions with Diverse Others	39.1	39.9	-.05	39.6	-.03	40.2 *	-.06

Your seniors compared with

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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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.

Collaborative Learning	Texas State	Texas ERUs	Lg Public Doct/High	Lg Public
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	37	-2	-5	-7
1c. Explained course material to one or more students	48	+0	-6	-7
1d. Prepared for exams by discussing or working through course material with other students	34	-5	-9	-11
1e. Worked with other students on course projects or assignments	55	+1	-6	-8

Discussions with Diverse Others	Texas State	Texas ERUs	Lg Public Doct/High	Lg Public
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	73	-1	+3	-0
8b. People from an economic background other than your own	71	+1	+1	-1
8c. People with religious beliefs other than your own	65	-4	-2	-4
8d. People with political views other than your own	61	-3	-5	-3

Percentage point difference [a] between your seniors and

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NSSE 2021 Engagement Indicators

Experiences with Faculty

Texas State University
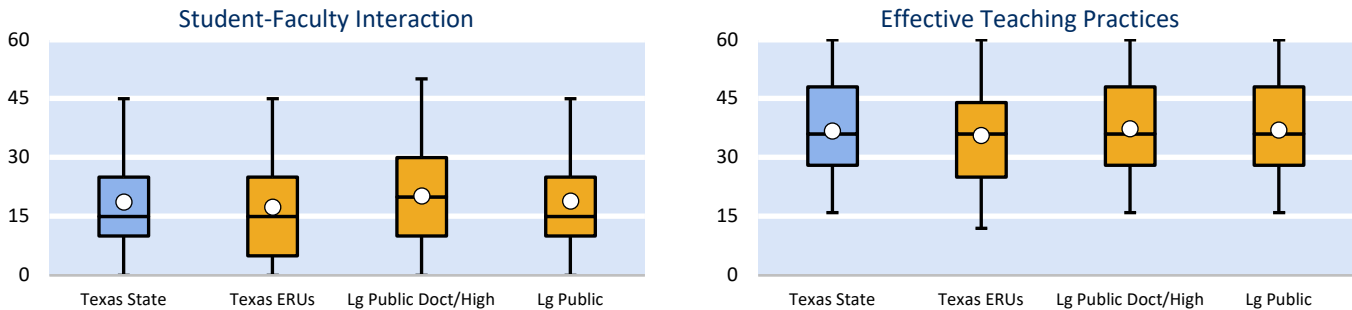
Experiences with Faculty: First-year students

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

	Texas State	Texas ERUs		Lg Public Doct/High		Lg Public	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	18.7	17.4 *	.09	20.2 **	-.11	19.0	-.02
Effective Teaching Practices	36.8	35.6 *	.09	37.4	-.04	37.0	-.01

Your first-year students compared with

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	Texas State	Texas ERUs	Lg Public Doct/High	Lg Public
Student-Faculty Interaction	%			
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	34	+3	-5	-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	+1	-1	+0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	22	+1	-1	+0
3d. Discussed your academic performance with a faculty member	26	+5	-2	+2
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	74	+1	-1	-1
5b. Taught course sessions in an organized way	70	+1	+0	-1
5c. Used examples or illustrations to explain difficult points	67	-0	-4	-5
5d. Provided feedback on a draft or work in progress	58	+4	-1	-0
5e. Provided prompt and detailed feedback on tests or completed assignments	53	+4	-2	-1

Percentage point difference [a] between your FY students and

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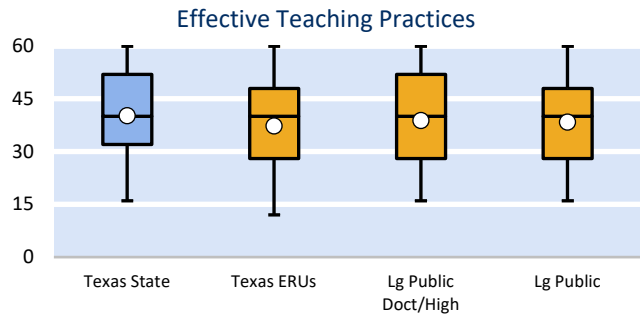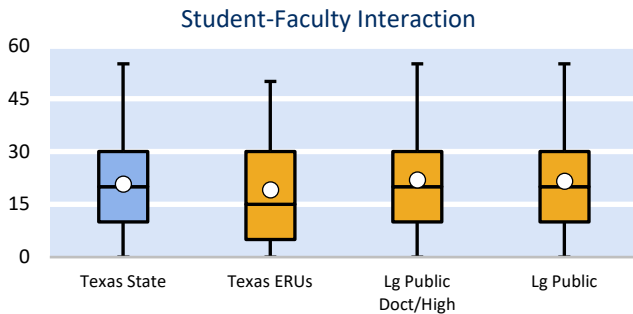
Experiences with Faculty: Seniors

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Mean Comparisons

	Texas State	Texas ERUs		Lg Public Doct/High		Lg Public	
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Student-Faculty Interaction	20.7	19.1 **	.10	21.9 *	-.08	21.6	-.05
Effective Teaching Practices	40.2	37.3 ***	.20	38.8 **	.10	38.3 ***	.13

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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	Texas State	Texas ERUs	Lg Public Doct/High	Lg Public
Student-Faculty Interaction	%			
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	36	+3	-3	-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	+2	-2	-2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	25	+1	-3	-2
3d. Discussed your academic performance with a faculty member	27	+2	-3	-1
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	82	+6	+4	+4
5b. Taught course sessions in an organized way	76	+5	+2	+2
5c. Used examples or illustrations to explain difficult points	76	+5	+2	+1
5d. Provided feedback on a draft or work in progress	60	+6	+1	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	63	+7	+1	+4

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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

	Texas State	Texas ERUs		Lg Public Doct/High		Lg Public	
				Your first-year students compared with			
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.2	41.1	.01	42.7 **	-.12	41.9	-.05
Supportive Environment	32.9	33.4	-.04	34.9 ***	-.14	34.2 *	-.09

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

Score Distributions

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

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	Texas State	Texas ERUs	Lg Public Doct/High	Lg Public
		Percentage point difference [a] between your FY students and		
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	39	-9	-11	-10
13b. Academic advisors	56	+8	-1	+3
13c. Faculty	46	-1	-3	-2
13d. Student services staff (career services, student activities, housing, etc.)	44	-2	-4	-1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	+3	+0	+4
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	69	-1	-4	-3
14c. Using learning support services (tutoring services, writing center, etc.)	69	-5	-8	-5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	+0	-1	-0
14e. Providing opportunities to be involved socially	55	-6	-12	-10
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	59	-5	-7	-7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	+2	+1	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	49	-6	-9	-8
14i. Attending events that address important social, economic, or political issues	44	+3	-1	+0

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.
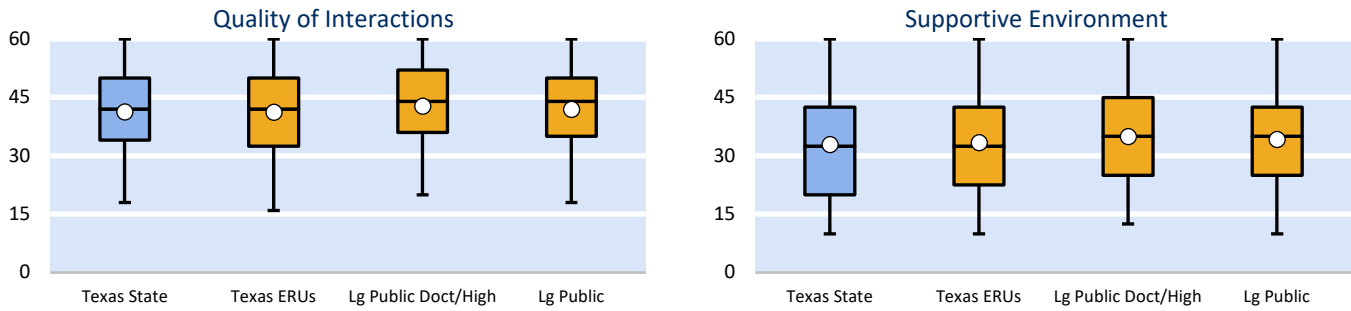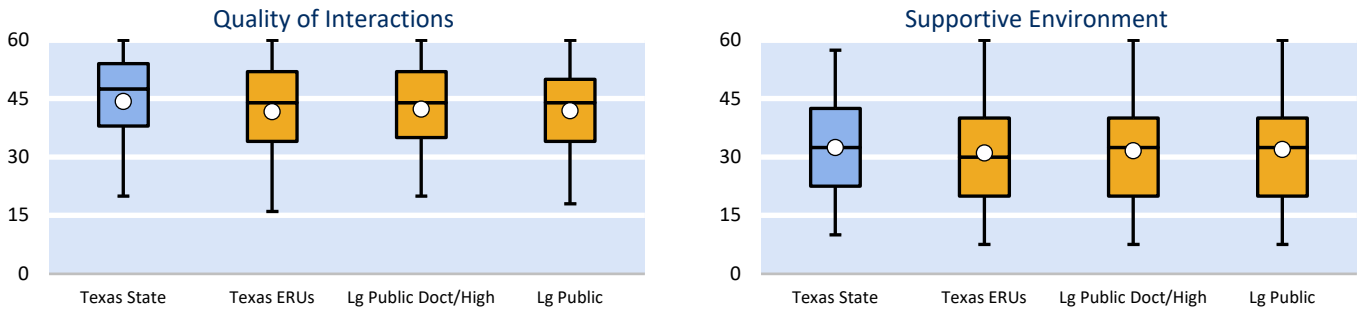
Campus Environment: Seniors

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

	Texas State	Texas ERUs		Lg Public Doct/High		Lg Public	
			Your seniors compared with				
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.4	41.7 ***	.20	42.4 ***	.16	42.0 ***	.19
Supportive Environment	32.5	31.1 **	.10	31.7	.06	32.0	.04

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

Score Distributions

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

Performance 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	Texas State	Texas ERUs	Lg Public Doct/High	Lg Public
		Percentage point difference [a] between your seniors and		
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	57	+2	+1	+0
13b. Academic advisors	57	+8	+6	+7
13c. Faculty	62	+10	+6	+9
13d. Student services staff (career services, student activities, housing, etc.)	51	+7	+8	+8
13e. Other administrative staff and offices (registrar, financial aid, etc.)	52	+8	+9	+11
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	69	+4	+2	+2
14c. Using learning support services (tutoring services, writing center, etc.)	66	+4	+1	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	+2	+4	+3
14e. Providing opportunities to be involved socially	62	+3	+1	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	59	+2	+1	-1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	33	+1	+2	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	50	+1	-1	-4
14i. Attending events that address important social, economic, or political issues	43	+5	+4	+4

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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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NSSE 2021 Engagement Indicators
Comparisons with High-Performing Institutions
Texas State University

Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see **go.iu.edu/NSSE-PnP**), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE[a] for their high average levels of student engagement:

  (a) institutions with average scores placing them in the top 50% of all 2020 and 2021 NSSE institutions, and
  (b) institutions with average scores placing them in the top 10% of all 2020 and 2021 NSSE institutions.

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

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

First-Year Students

| | | Texas State | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	35.9	39.2 ***	-.25		41.9 ***	-.46	
	Reflective and Integrative Learning	35.0	36.5 ***	-.13		39.1 ***	-.35	
	Learning Strategies	37.7	39.7 ***	-.15		43.0 ***	-.37	
	Quantitative Reasoning	26.9	29.7 ***	-.18		32.5 ***	-.36	
Learning with Peers	Collaborative Learning	24.6	33.9 ***	-.67		37.0 ***	-.91	
	Discussions with Diverse Others	38.1	40.6 ***	-.17		43.8 ***	-.39	
Experiences with Faculty	Student-Faculty Interaction	18.7	23.2 ***	-.30		27.8 ***	-.60	
	Effective Teaching Practices	36.8	40.4 ***	-.27		43.2 ***	-.48	
Campus Environment	Quality of Interactions	41.2	45.1 ***	-.33		47.7 ***	-.52	
	Supportive Environment	32.9	36.8 ***	-.30		39.9 ***	-.54	

Seniors

| | | Texas State | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.6	41.6 ***	-.14		43.9 ***	-.32	
	Reflective and Integrative Learning	38.2	39.7 ***	-.13		42.5 ***	-.36	
	Learning Strategies	38.6	40.6 ***	-.13		43.5 ***	-.34	
	Quantitative Reasoning	29.1	31.6 ***	-.15		34.8 ***	-.36	
Learning with Peers	Collaborative Learning	28.5	35.0 ***	-.46		38.8 ***	-.76	
	Discussions with Diverse Others	39.1	41.2 ***	-.13		44.2 ***	-.33	
Experiences with Faculty	Student-Faculty Interaction	20.7	28.5 ***	-.49		33.6 ***	-.81	
	Effective Teaching Practices	40.2	41.5 **	-.10		44.6 ***	-.32	
Campus Environment	Quality of Interactions	44.4	45.2 *	-.07		48.2 ***	-.32	
	Supportive Environment	32.5	34.1 ***	-.11		37.2 ***	-.33	

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 were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2020 and 2021 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
Texas State (N = 713)	35.9	13.2	.49	15	25	35	45	60				
Texas ERUs	36.7	13.7	.22	15	25	40	45	60	4,490	-.7	.180	-.055
Lg Public Doct/High	37.2	13.6	.19	15	30	40	45	60	6,080	-1.3	.019	-.093
Lg Public	37.4	13.4	.07	15	30	40	45	60	35,032	-1.5	.004	-.110
Top 50%	39.2	13.2	.05	20	30	40	50	60	63,159	-3.3	.000	-.249
Top 10%	41.9	12.9	.15	20	35	40	55	60	8,299	-5.9	.000	-.460
Reflective & Integrative Learning												
Texas State (N = 786)	35.0	12.2	.43	17	26	34	43	57				
Texas ERUs	33.5	12.2	.19	14	26	34	40	54	4,932	1.5	.002	.122
Lg Public Doct/High	34.5	12.5	.16	14	26	34	43	57	6,667	.5	.333	.037
Lg Public	34.4	12.2	.06	14	26	34	43	57	38,210	.5	.231	.043
Top 50%	36.5	12.0	.05	17	29	37	46	57	61,407	-1.6	.000	-.129
Top 10%	39.1	11.8	.14	20	31	40	49	60	7,690	-4.2	.000	-.354
Learning Strategies												
Texas State (N = 670)	37.7	14.1	.54	13	27	40	47	60				
Texas ERUs	36.9	14.1	.24	13	27	40	47	60	4,195	.8	.200	.054
Lg Public Doct/High	38.0	14.0	.20	13	27	40	47	60	5,668	-.4	.525	-.026
Lg Public	37.5	13.9	.08	13	27	40	47	60	32,683	.2	.727	.014
Top 50%	39.7	14.0	.06	20	27	40	53	60	56,057	-2.1	.000	-.148
Top 10%	43.0	14.3	.14	20	33	40	60	60	766	-5.3	.000	-.371
Quantitative Reasoning												
Texas State (N = 682)	26.9	15.2	.58	0	20	27	40	60				
Texas ERUs	28.6	15.0	.25	7	20	27	40	60	4,258	-1.7	.007	-.112
Lg Public Doct/High	27.8	15.3	.21	0	20	27	40	60	5,781	-.9	.161	-.057
Lg Public	28.7	15.1	.08	7	20	27	40	60	33,210	-1.7	.003	-.115
Top 50%	29.7	15.3	.06	7	20	27	40	60	68,790	-2.8	.000	-.181
Top 10%	32.5	15.5	.16	7	20	33	40	60	9,589	-5.5	.000	-.357
Learning with Peers												
Collaborative Learning												
Texas State (N = 850)	24.6	14.5	.50	5	15	20	35	50				
Texas ERUs	28.6	14.5	.22	5	20	30	40	55	5,349	-4.0	.000	-.278
Lg Public Doct/High	29.8	14.8	.18	5	20	30	40	55	7,359	-5.2	.000	-.355
Lg Public	30.1	14.6	.07	5	20	30	40	60	41,808	-5.5	.000	-.377
Top 50%	33.9	13.9	.05	10	25	35	45	60	89,364	-9.3	.000	-.668
Top 10%	37.0	13.6	.10	15	25	40	45	60	18,324	-12.4	.000	-.907
Discussions with Diverse Others												
Texas State (N = 666)	38.1	15.9	.62	5	25	40	50	60				
Texas ERUs	38.1	16.8	.28	5	25	40	50	60	966	-.1	.935	-.003
Lg Public Doct/High	39.0	16.4	.23	10	25	40	55	60	5,721	-.9	.194	-.054
Lg Public	38.9	15.9	.09	10	30	40	50	60	32,939	-.8	.214	-.049
Top 50%	40.6	15.2	.06	15	30	40	55	60	71,045	-2.5	.000	-.166
Top 10%	43.8	14.4	.14	20	35	45	60	60	740	-5.7	.000	-.395

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
Texas State (N = 741)	18.7	14.3	.52	0	10	15	25	45				
Texas ERUs	17.4	14.6	.23	0	5	15	25	45	4,682	1.3	.025	.090
Lg Public Doct/High	20.2	14.5	.19	0	10	20	30	50	6,307	-1.5	.007	-.106
Lg Public	19.0	14.3	.08	0	10	15	25	45	36,333	-.3	.574	-.021
Top 50%	23.2	14.7	.07	0	10	20	30	50	43,380	-4.5	.000	-.305
Top 10%	27.8	15.2	.22	5	15	25	40	60	1,021	-9.1	.000	-.602
Effective Teaching Practices												
Texas State (N = 706)	36.8	13.4	.50	16	28	36	48	60				
Texas ERUs	35.6	13.7	.22	12	25	36	44	60	4,468	1.2	.036	.086
Lg Public Doct/High	37.4	13.9	.19	16	28	36	48	60	6,036	-.5	.321	-.040
Lg Public	37.0	13.4	.07	16	28	36	48	60	34,777	-.2	.710	-.014
Top 50%	40.4	13.5	.06	20	32	40	52	60	45,157	-3.6	.000	-.267
Top 10%	43.2	13.4	.17	20	36	44	56	60	6,828	-6.4	.000	-.477
Campus Environment												
Quality of Interactions												
Texas State (N = 634)	41.2	12.8	.51	18	34	42	50	60				
Texas ERUs	41.1	13.0	.23	16	33	42	50	60	3,856	.1	.835	.009
Lg Public Doct/High	42.7	12.4	.18	20	36	44	52	60	5,221	-1.5	.005	-.120
Lg Public	41.9	12.4	.07	18	35	44	50	60	29,688	-.6	.192	-.052
Top 50%	45.1	11.5	.06	24	38	46	54	60	650	-3.8	.000	-.334
Top 10%	47.7	12.3	.14	24	40	50	58	60	8,792	-6.4	.000	-.521
Supportive Environment												
Texas State (N = 647)	32.9	14.5	.57	10	20	33	43	60				
Texas ERUs	33.4	13.9	.24	10	23	33	43	60	4,076	-.5	.403	-.036
Lg Public Doct/High	34.9	14.1	.20	13	25	35	45	60	5,477	-2.0	.001	-.144
Lg Public	34.2	13.9	.08	10	25	35	43	60	31,697	-1.3	.018	-.094
Top 50%	36.8	13.5	.06	15	28	38	45	60	661	-4.0	.000	-.295
Top 10%	39.9	12.8	.16	18	33	40	50	60	754	-7.1	.000	-.543

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.

NSSE
national survey of
student engagement

Detailed Statistics[a]
Texas State University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
Texas State (N = 1131)	39.6	14.3	.42	15	30	40	50	60				
Texas ERUs	38.9	14.4	.15	15	30	40	50	60	9,855	.8	.094	.053
Lg Public Doct/High	39.6	14.2	.16	15	30	40	50	60	8,743	.0	.946	.002
Lg Public	39.3	13.9	.06	15	30	40	50	60	55,426	.3	.414	.025
Top 50%	41.6	13.6	.05	20	35	40	55	60	69,297	-2.0	.000	-.144
Top 10%	43.9	13.0	.15	20	35	40	55	60	1,430	-4.3	.000	-.323
Reflective & Integrative Learning												
Texas State (N = 1222)	38.2	13.6	.39	14	29	37	49	60				
Texas ERUs	36.0	13.0	.14	14	26	37	46	60	10,544	2.2	.000	.165
Lg Public Doct/High	37.4	12.9	.14	17	29	37	46	60	1,567	.8	.058	.061
Lg Public	37.2	12.8	.05	17	29	37	46	60	1,267	1.0	.013	.076
Top 50%	39.7	12.4	.05	20	31	40	49	60	1,258	-1.6	.000	-.129
Top 10%	42.5	11.7	.16	23	34	43	51	60	1,649	-4.3	.000	-.359
Learning Strategies												
Texas State (N = 1078)	38.6	14.9	.45	13	27	40	53	60				
Texas ERUs	38.5	15.0	.17	13	27	40	53	60	9,332	.2	.753	.010
Lg Public Doct/High	38.6	14.9	.18	13	27	40	53	60	8,236	.1	.896	.004
Lg Public	38.1	14.8	.07	13	27	40	47	60	52,502	.6	.203	.039
Top 50%	40.6	14.6	.05	20	33	40	53	60	77,837	-1.9	.000	-.133
Top 10%	43.5	14.2	.14	20	33	40	60	60	11,210	-4.8	.000	-.339
Quantitative Reasoning												
Texas State (N = 1087)	29.1	16.8	.51	0	20	27	40	60				
Texas ERUs	29.5	16.5	.18	0	20	27	40	60	9,431	-.4	.441	-.025
Lg Public Doct/High	29.8	16.6	.19	0	20	27	40	60	8,386	-.7	.189	-.043
Lg Public	30.5	16.4	.07	0	20	27	40	60	53,177	-1.4	.007	-.083
Top 50%	31.6	16.3	.05	0	20	33	40	60	96,155	-2.5	.000	-.152
Top 10%	34.8	15.8	.16	7	20	33	47	60	1,319	-5.7	.000	-.358
Learning with Peers												
Collaborative Learning												
Texas State (N = 1290)	28.5	15.0	.42	5	20	25	40	55				
Texas ERUs	28.7	16.1	.16	0	20	30	40	60	1,703	-.3	.574	-.016
Lg Public Doct/High	31.0	15.6	.17	5	20	30	40	60	1,726	-2.6	.000	-.165
Lg Public	31.9	15.3	.06	5	20	30	40	60	62,891	-3.4	.000	-.221
Top 50%	35.0	14.2	.04	10	25	35	45	60	1,319	-6.5	.000	-.462
Top 10%	38.8	13.4	.13	15	30	40	50	60	1,543	-10.3	.000	-.762
Discussions with Diverse Others												
Texas State (N = 1080)	39.1	16.4	.50	10	30	40	55	60				
Texas ERUs	39.9	17.3	.19	5	25	40	60	60	1,413	-.8	.133	-.047
Lg Public Doct/High	39.6	16.7	.20	10	25	40	55	60	8,275	-.5	.385	-.028
Lg Public	40.2	16.2	.07	10	30	40	55	60	52,687	-1.0	.036	-.065
Top 50%	41.2	15.6	.05	15	30	40	60	60	1,101	-2.1	.000	-.135
Top 10%	44.2	15.0	.12	20	35	45	60	60	1,214	-5.0	.000	-.333

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
Texas State (N = 1179)	20.7	16.5	.48	0	10	20	30	55				
Texas ERUs	19.1	15.6	.16	0	5	15	30	50	1,470	1.6	.001	.104
Lg Public Doct/High	21.9	16.1	.18	0	10	20	30	55	9,069	-1.2	.016	-.075
Lg Public	21.6	15.8	.07	0	10	20	30	55	57,257	-.9	.063	-.055
Top 50%	28.5	16.0	.08	5	15	25	40	60	38,054	-7.8	.000	-.488
Top 10%	33.6	15.9	.24	10	20	35	45	60	5,725	-12.9	.000	-.806
Effective Teaching Practices												
Texas State (N = 1133)	40.2	14.3	.42	16	32	40	52	60				
Texas ERUs	37.3	14.8	.16	12	28	40	48	60	9,845	2.9	.000	.198
Lg Public Doct/High	38.8	14.4	.17	16	28	40	52	60	8,712	1.4	.002	.097
Lg Public	38.3	14.1	.06	16	28	40	48	60	55,246	1.9	.000	.132
Top 50%	41.5	13.8	.06	16	32	40	52	60	57,753	-1.3	.001	-.096
Top 10%	44.6	13.3	.16	20	36	44	56	60	1,468	-4.4	.000	-.324
Campus Environment												
Quality of Interactions												
Texas State (N = 967)	44.4	12.7	.41	20	38	48	54	60				
Texas ERUs	41.7	13.2	.15	16	34	44	52	60	1,258	2.6	.000	.201
Lg Public Doct/High	42.4	12.4	.15	20	35	44	52	60	7,441	1.9	.000	.156
Lg Public	42.0	12.5	.06	18	34	44	50	60	47,831	2.4	.000	.190
Top 50%	45.2	11.9	.05	22	38	48	54	60	997	-.8	.039	-.071
Top 10%	48.2	11.9	.11	25	42	50	60	60	1,106	-3.9	.000	-.323
Supportive Environment												
Texas State (N = 1054)	32.5	14.1	.43	10	23	33	43	58				
Texas ERUs	31.1	14.9	.17	8	20	30	40	60	1,379	1.4	.002	.097
Lg Public Doct/High	31.7	14.7	.18	8	20	33	40	60	1,421	.9	.064	.060
Lg Public	32.0	14.4	.06	8	20	33	40	60	51,211	.5	.226	.038
Top 50%	34.1	14.2	.06	10	23	35	43	60	59,922	-1.6	.000	-.114
Top 10%	37.2	14.3	.16	13	28	38	48	60	8,745	-4.6	.000	-.325

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.