NSSE 2024
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 broad themes as shown at right. The specific items within each EI are listed below, starting on page 5.

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 all current- and prior-year institutions.

Detailed Statistics (pp. 16-End) — 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.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Southwest Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2023 & 2024
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 Southwest Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2023 & 2024
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

| | WTAMU | Your first-year students compared with | | | | | |
| | | Southwest Public | | Carnegie Class | | NSSE 2023 & 2024 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.2	37.8	-.12	38.3 *	-.15	38.6 *	-.18
Reflective & Integrative Learning	34.1	35.0	-.07	35.2	-.09	35.9 *	-.15
Learning Strategies	38.3	37.9	.02	39.3	-.07	38.6	-.03
Quantitative Reasoning	27.8	29.0	-.07	28.9	-.07	29.5	-.10

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

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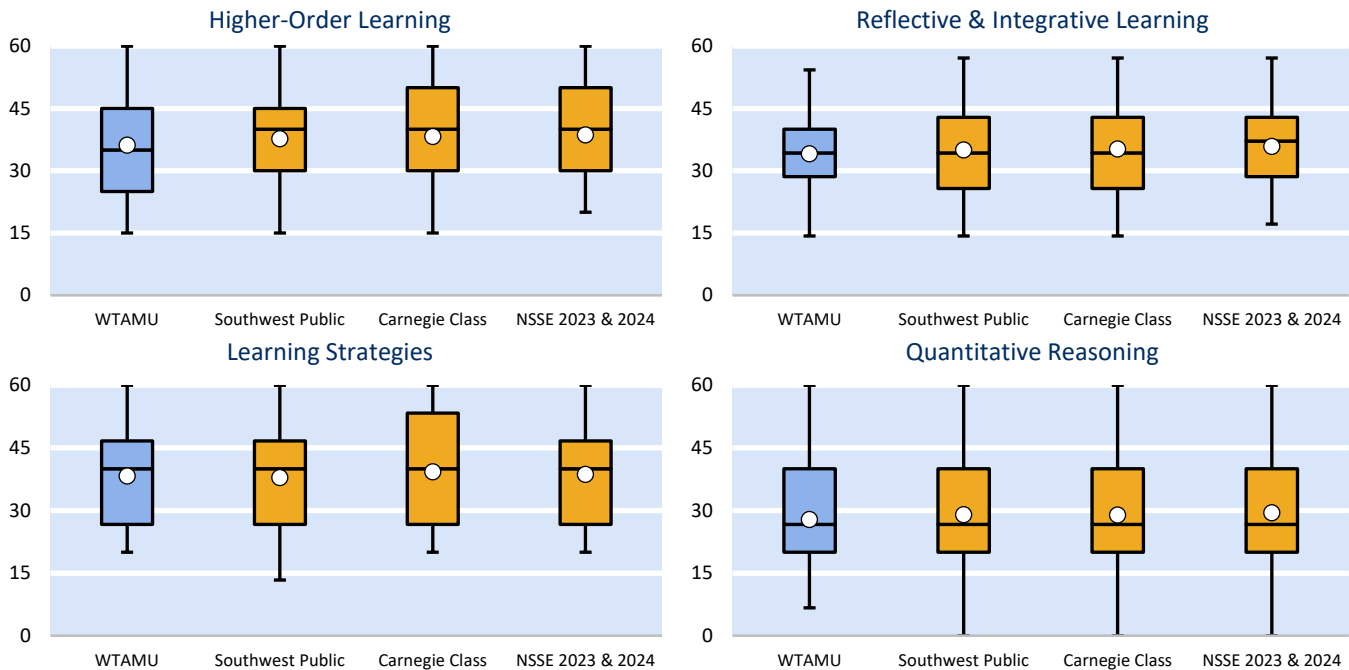
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

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.

	WTAMU	Percentage point difference [a] between your FY students and		
Higher-Order Learning		Southwest Public	Carnegie Class	NSSE 2023 & 2024
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	70	+2	+0	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67	-0	-2	-3
4d. Evaluating a point of view, decision, or information source	63	-6	-7	-7
4e. Forming a new idea or understanding from various pieces of information	66	-4	-5	-5
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	52	+1	+1	-1
2b. Connected your learning to societal problems or issues	41	-8	-10	-11
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	42	-8	-9	-12
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	-5	-5	-6
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	68	-2	-2	-3
2f. Learned something that changed the way you understand an issue or concept	65	-2	-3	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	82	+6	+5	+3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	64	-7	-11	-10
9b. Reviewed your notes after class	72	+6	+4	+6
9c. Summarized what you learned in class or from course materials	64	-1	-5	-3
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.)	50	-4	-3	-4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40	-3	-4	-4
6c. Evaluated what others have concluded from numerical information	38	-4	-3	-5

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.

NSSE 2024 Engagement Indicators

Academic Challenge

West Texas A&M University

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

| | WTAMU | Your seniors compared with | | | | | |
| | | Southwest Public | | Carnegie Class | | NSSE 2023 & 2024 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.9	40.8	-.06	41.1	-.08	40.9	-.07
Reflective & Integrative Learning	37.6	37.7	-.01	38.7	-.08	38.7	-.09
Learning Strategies	40.1	40.2	-.01	40.1	.00	39.5	.04
Quantitative Reasoning	30.5	31.1	-.03	31.1	-.04	31.4	-.06

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

Score Distributions
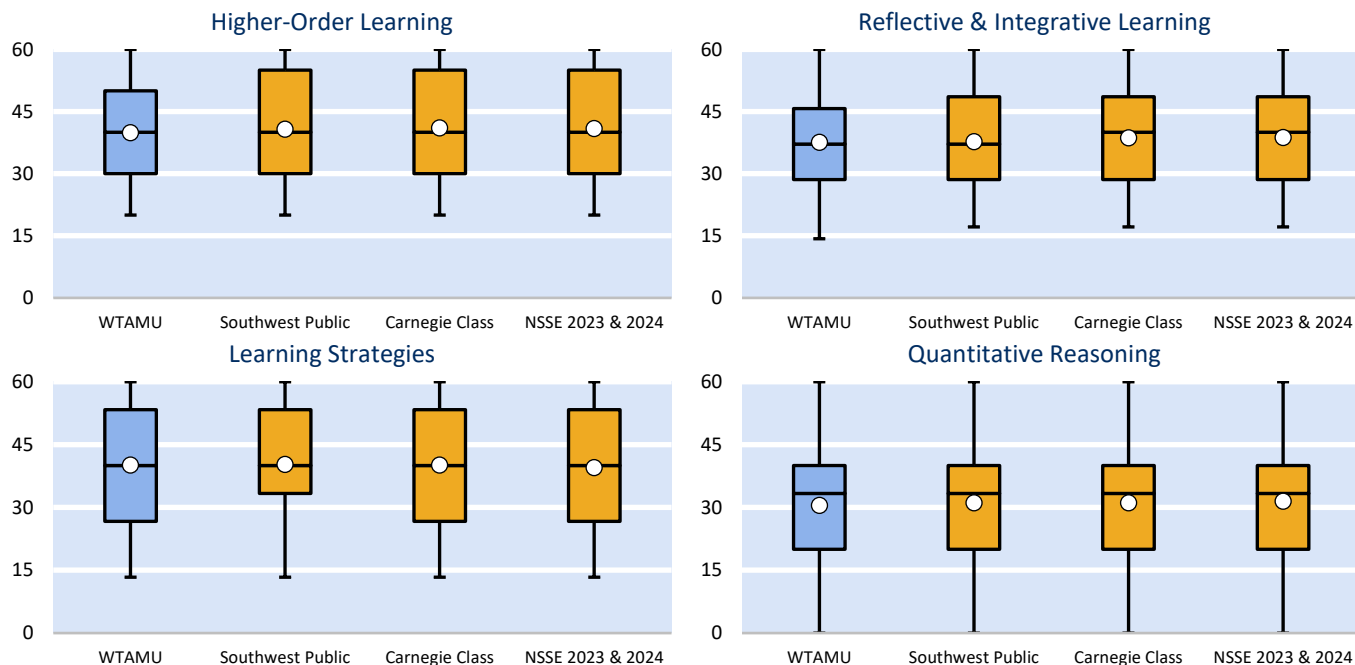
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Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	WTAMU	Percentage point difference [a] between your seniors and		
Higher-Order Learning		Southwest Public	Carnegie Class	NSSE 2023 & 2024
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	77	-0	-0	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	-1	-2	-2
4d. Evaluating a point of view, decision, or information source	65	-7	-9	-8
4e. Forming a new idea or understanding from various pieces of information	73	-2	-3	-2
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	72	+7	+4	+3
2b. Connected your learning to societal problems or issues	63	+4	+0	+1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	47	-4	-9	-9
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	-2	-4	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	66	-6	-7	-7
2f. Learned something that changed the way you understand an issue or concept	70	-2	-2	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	83	-0	-2	-2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	73	-4	-5	-4
9b. Reviewed your notes after class	72	+3	+5	+6
9c. Summarized what you learned in class or from course materials	69	-1	-0	+1
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.)	55	-3	-2	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	51	+3	+2	+2
6c. Evaluated what others have concluded from numerical information	44	-3	-3	-5

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.

NSSE 2024 Engagement Indicators
Learning with Peers
West Texas A&M University

Learning with Peers: First-year students

Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares 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

| | WTAMU | Your first-year students compared with | | | | | |
| | | Southwest Public | | Carnegie Class | | NSSE 2023 & 2024 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.9	28.8	.08	24.6 ***	.32	29.1	.06
Discussions with Diverse Others	37.7	38.1	-.02	35.6	.12	38.1	-.02

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

Collaborative Learning

Discussions with Diverse Others

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Performance on Indicator Items

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| | WTAMU | Percentage point difference [a] between your FY students and | | |
		Southwest Public	Carnegie Class	NSSE 2023 & 2024
Collaborative Learning	%			
Percentage of students who responded that they "Very often" or "Often"…				
1b. Asked another student to help you understand course material	48	+4	+13	+4
1c. Explained course material to one or more students	50	+4	+10	+2
1d. Prepared for exams by discussing or working through course material with other students	41	+1	+8	+0
1e. Worked with other students on course projects or assignments	55	+5	+14	+5
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of races or ethnicities other than your own	68	-2	+4	-2
8b. People from economic backgrounds other than your own	72	+2	+7	+1
8c. People with religious beliefs other than your own	60	-4	+2	-4
8d. People with political views other than your own	59	-1	+4	+1

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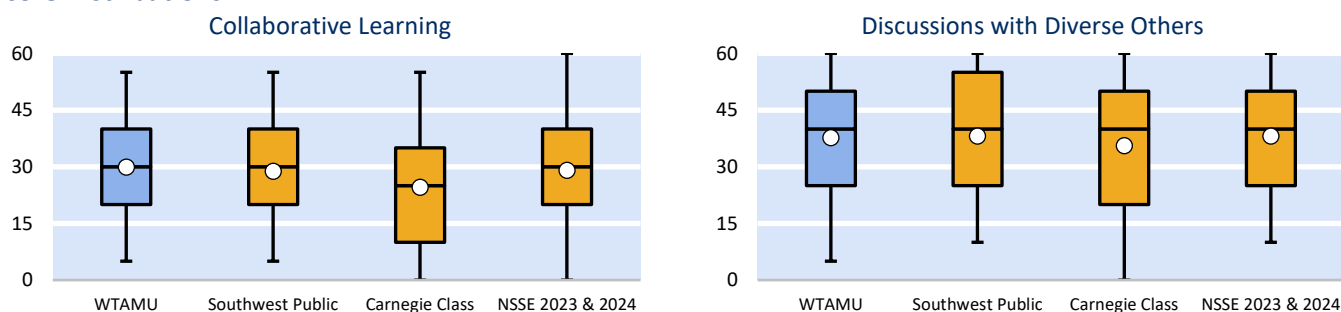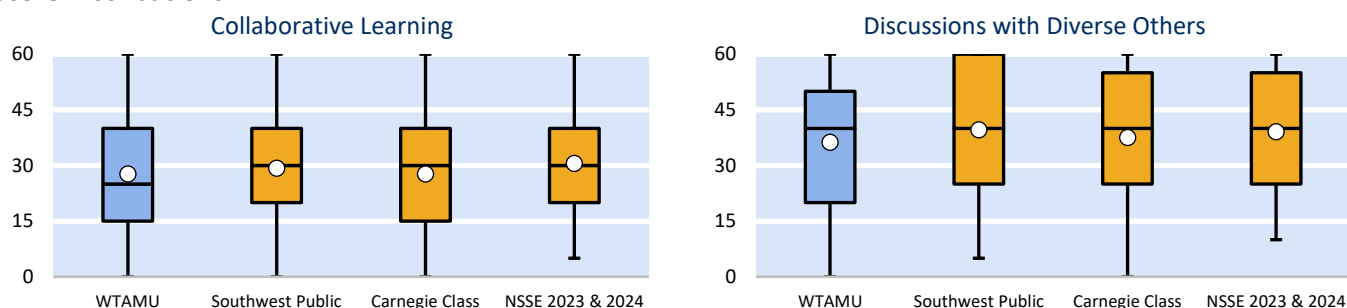
Learning with Peers: Seniors

Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares 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

	WTAMU	*Your seniors compared with*					
		Southwest Public		Carnegie Class		NSSE 2023 & 2024	
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Collaborative Learning	27.7	29.3	-.10	27.7	.00	30.6 **	-.18
Discussions with Diverse Others	36.3	39.6 **	-.19	37.6	-.07	39.1 **	-.17

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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Performance on Indicator Items

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	WTAMU	*Percentage point difference [a] between your seniors and*		
		Southwest Public	Carnegie Class	NSSE 2023 & 2024
Collaborative Learning	%			
Percentage of students who responded that they "Very often" or "Often"…				
1b. Asked another student to help you understand course material	40	+0	+3	-2
1c. Explained course material to one or more students	46	-3	-1	-6
1d. Prepared for exams by discussing or working through course material with other students	37	-2	+1	-4
1e. Worked with other students on course projects or assignments	53	-4	-0	-8
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of races or ethnicities other than your own	66	-7	-2	-5
8b. People from economic backgrounds other than your own	66	-6	-2	-6
8c. People with religious beliefs other than your own	58	-9	-4	-7
8d. People with political views other than your own	60	-2	+2	-0

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NSSE 2024 Engagement Indicators

Experiences with Faculty

West Texas A&M University

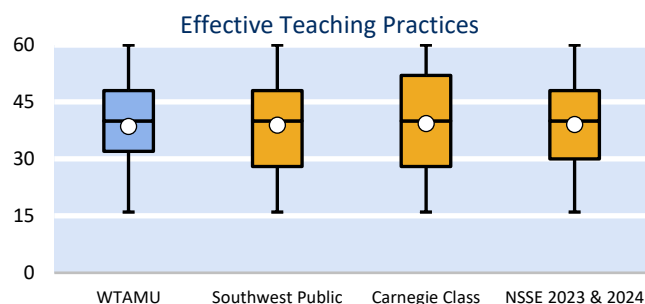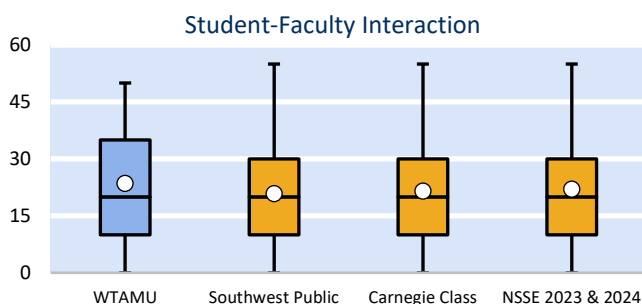## Experiences with Faculty: First-year students

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

	WTAMU	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2023 & 2024	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.5	20.8 *	.17	21.5	.13	22.0	.10
Effective Teaching Practices	38.5	38.9	-.03	39.3	-.06	39.0	-.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).

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Performance on Indicator Items

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Student-Faculty Interaction	WTAMU	Percentage point difference [a] between your FY students and		
		Southwest Public	Carnegie Class	NSSE 2023 & 2024
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	42	+5	+4	+4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	33	+11	+12	+10
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	+4	+3	+2
3d. Discussed your academic performance with a faculty member	31	+3	-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	78	+0	+1	+0
5b. Taught course sessions in an organized way	79	+4	+5	+4
5c. Used examples or illustrations to explain difficult points	75	+2	+2	+0
5d. Provided feedback on a draft or work in progress	63	-2	-3	-2
5e. Provided prompt and detailed feedback on tests or completed assignments	56	-4	-8	-6

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NSSE 2024 Engagement Indicators

Experiences with Faculty

West Texas A&M University
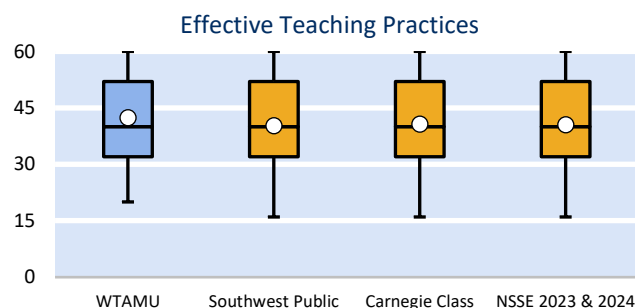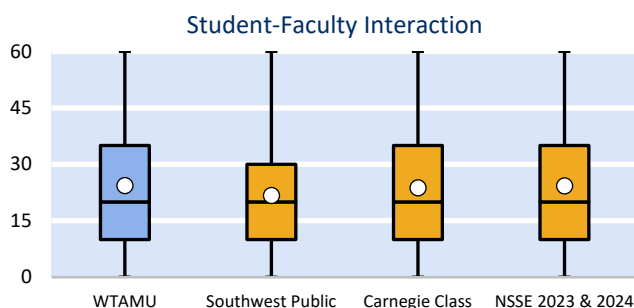
Experiences with Faculty: Seniors

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		Carnegie Class		NSSE 2023 & 2024	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.3	21.7 **	.16	23.7	.04	24.2	.01
Effective Teaching Practices	42.3	40.2 *	.14	40.6	.12	40.4 *	.14

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.

	WTAMU %	Percentage point difference [a] between your seniors and		
Student-Faculty Interaction		Southwest Public	Carnegie Class	NSSE 2023 & 2024
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	48	+9	+4	+4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	+5	+4	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	+1	-1	-3
3d. Discussed your academic performance with a faculty member	34	+5	-1	+0
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	83	+3	+3	+2
5b. Taught course sessions in an organized way	82	+6	+5	+5
5c. Used examples or illustrations to explain difficult points	83	+7	+7	+6
5d. Provided feedback on a draft or work in progress	70	+7	+4	+5
5e. Provided prompt and detailed feedback on tests or completed assignments	67	+4	+1	+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.

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.

NSSE 2024 Engagement Indicators
Campus Environment
West Texas A&M University
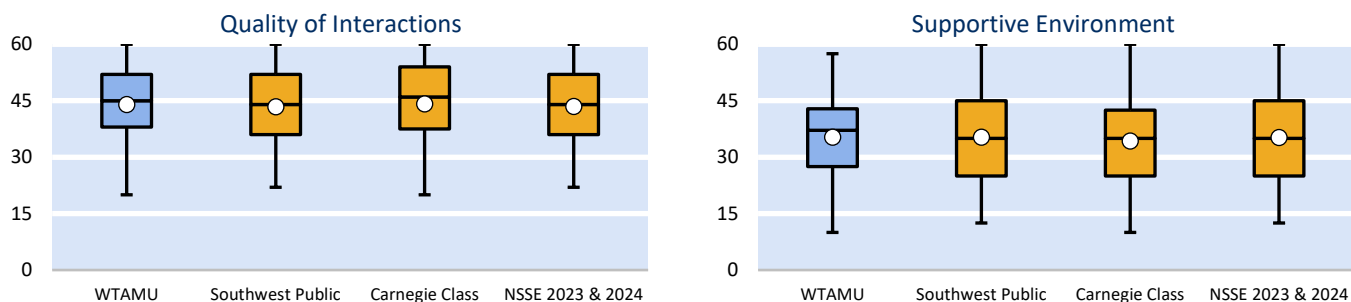
Campus Environment: First-year students

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

	WTAMU	Southwest Public		Carnegie Class		NSSE 2023 & 2024	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.0	43.4	.05	44.1	-.01	43.5	.04
Supportive Environment	35.3	35.3	.00	34.3	.07	35.2	.00

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

Score Distributions

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

Performance on Indicator Items

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

		Percentage point difference [a] between your FY students and		
Quality of Interactions	WTAMU	Southwest Public	Carnegie Class	NSSE 2023 & 2024
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	48	-3	-2	-3
13b. Academic advisors	55	-0	-5	-2
13c. Faculty	58	+5	+1	+3
13d. Student services staff (career services, student activities, housing, etc.)	55	+5	+2	+6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	48	+0	-5	+0
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	75	+3	+3	+2
14c. Using learning support services (tutoring services, writing center, etc.)	73	-1	-0	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	-4	-3	-4
14e. Providing opportunities to be involved socially	69	+0	+4	-0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	70	+3	+4	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	45	+2	+2	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	63	-2	+8	-1
14i. Attending events that address important social, economic, or political issues	40	-4	-2	-5

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

| | WTAMU | Your seniors compared with | | | | | |
| | | Southwest Public | | Carnegie Class | | NSSE 2023 & 2024 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	47.1	43.4 ***	.29	44.0 ***	.24	43.1 ***	.32
Supportive Environment	34.3	32.7	.11	31.8 **	.17	32.4 *	.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).

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 | WTAMU | Percentage point difference [a] between your seniors and | | |
		Southwest Public	Carnegie Class	NSSE 2023 & 2024
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	58	-2	-1	-1
13b. Academic advisors	67	+15	+11	+14
13c. Faculty	66	+8	+6	+8
13d. Student services staff (career services, student activities, housing, etc.)	59	+12	+10	+14
13e. Other administrative staff and offices (registrar, financial aid, etc.)	60	+13	+9	+15
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	76	+7	+6	+7
14c. Using learning support services (tutoring services, writing center, etc.)	74	+8	+8	+9
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	-7	-4	-5
14e. Providing opportunities to be involved socially	66	+2	+6	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	+4	+6	+5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	+4	+5	+7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	+5	+13	+6
14i. Attending events that address important social, economic, or political issues	37	-1	-1	-2

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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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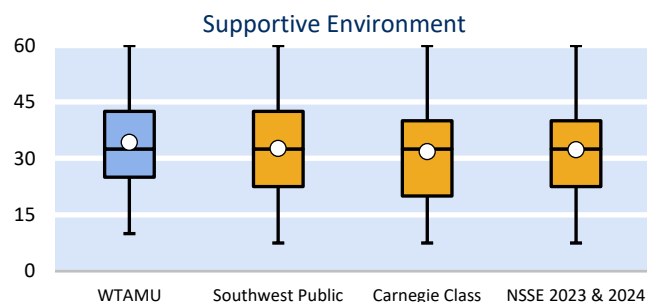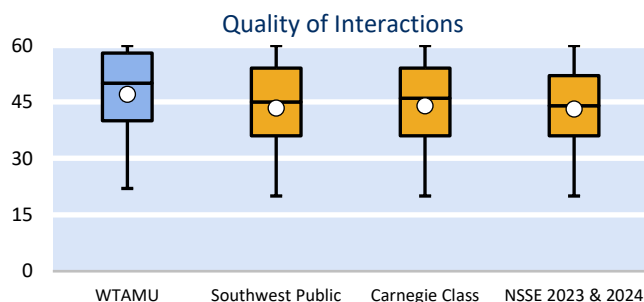
NSSE 2024 Engagement Indicators
Comparisons with High-Performing Institutions
West Texas A&M University

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 2023 and 2024 NSSE institutions, and

    (b) institutions with average scores placing them in the top 10% of all 2023 and 2024 NSSE institutions.

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

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

First-Year Students

Theme	Engagement Indicator	WTAMU Mean	NSSE Top 50% Mean	Effect size	✓	NSSE Top 10% Mean	Effect size	✓
			Your first-year students compared with					
Academic Challenge	Higher-Order Learning	36.2	39.8 ***	-.28		42.4 ***	-.49	
	Reflective and Integrative Learning	34.1	37.3 ***	-.27		39.9 ***	-.50	
	Learning Strategies	38.3	40.2	-.14		43.1 ***	-.34	
	Quantitative Reasoning	27.8	30.8 *	-.19		33.3 ***	-.35	
Learning with Peers	Collaborative Learning	29.9	33.4 ***	-.25		36.7 ***	-.49	
	Discussions with Diverse Others	37.7	40.7 *	-.20		44.2 ***	-.47	
Experiences with Faculty	Student-Faculty Interaction	23.5	25.4	-.12		29.9 ***	-.41	
	Effective Teaching Practices	38.5	40.8 *	-.17		43.6 ***	-.36	
Campus Environment	Quality of Interactions	44.0	45.7	-.15		48.7 ***	-.40	
	Supportive Environment	35.3	37.1	-.14		40.4 ***	-.41	

Seniors

Theme	Engagement Indicator	WTAMU Mean	NSSE Top 50% Mean	Effect size	✓	NSSE Top 10% Mean	Effect size	✓
			Your seniors compared with					
Academic Challenge	Higher-Order Learning	39.9	42.4 **	-.18		44.9 ***	-.39	
	Reflective and Integrative Learning	37.6	40.6 ***	-.24		43.2 ***	-.47	
	Learning Strategies	40.1	41.2	-.08	✓	44.1 ***	-.28	
	Quantitative Reasoning	30.5	32.8 *	-.14		36.2 ***	-.35	
Learning with Peers	Collaborative Learning	27.7	34.7 ***	-.49		38.0 ***	-.75	
	Discussions with Diverse Others	36.3	41.4 ***	-.33		44.1 ***	-.54	
Experiences with Faculty	Student-Faculty Interaction	24.3	29.9 ***	-.34		34.9 ***	-.66	
	Effective Teaching Practices	42.3	42.5	-.01	✓	45.2 ***	-.22	
Campus Environment	Quality of Interactions	47.1	45.4 *	.14	✓	48.1	-.09	✓
	Supportive Environment	34.3	34.6	-.03	✓	38.0 ***	-.27	

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 current- and prior-year 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 positive or non-significant with an effect size > -.10.

NSSE 2024 Engagement Indicators

Detailed Statistics[a]
West Texas A&M University

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												
WTAMU (N = 194)	36.2	13.2	.95	15	25	35	45	60				
Southwest Public	37.8	13.7	.11	15	30	40	45	60	15,556	-1.6	.111	-.115
Carnegie Class	38.3	13.7	.07	15	30	40	50	60	38,530	-2.1	.033	-.154
NSSE 2023 & 2024	38.6	13.4	.03	20	30	40	50	60	151,784	-2.4	.011	-.182
Top 50%	39.8	13.2	.04	20	30	40	50	60	99,477	-3.6	.000	-.276
Top 10%	42.4	12.5	.12	20	35	40	55	60	11,614	-6.2	.000	-.495
Reflective & Integrative Learning												
WTAMU (N = 214)	34.1	11.7	.80	14	29	34	40	54				
Southwest Public	35.0	12.4	.10	14	26	34	43	57	17,085	-.9	.280	-.074
Carnegie Class	35.2	12.6	.06	14	26	34	43	57	42,525	-1.2	.177	-.092
NSSE 2023 & 2024	35.9	12.2	.03	17	29	37	43	57	167,102	-1.8	.033	-.146
Top 50%	37.3	12.0	.04	17	29	37	46	60	89,547	-3.2	.000	-.269
Top 10%	39.9	11.7	.11	20	31	40	49	60	10,678	-5.9	.000	-.500
Learning Strategies												
WTAMU (N = 171)	38.3	13.7	1.05	20	27	40	47	60				
Southwest Public	37.9	14.2	.12	13	27	40	47	60	14,164	.4	.747	.025
Carnegie Class	39.3	14.2	.08	20	27	40	53	60	35,068	-1.0	.349	-.072
NSSE 2023 & 2024	38.6	13.9	.04	20	27	40	47	60	138,439	-.4	.738	-.026
Top 50%	40.2	13.9	.05	20	33	40	53	60	80,333	-1.9	.073	-.138
Top 10%	43.1	14.5	.11	20	33	40	60	60	18,187	-4.9	.000	-.337
Quantitative Reasoning												
WTAMU (N = 173)	27.8	15.7	1.19	7	20	27	40	60				
Southwest Public	29.0	15.8	.13	0	20	27	40	60	14,527	-1.2	.330	-.074
Carnegie Class	28.9	16.0	.08	0	20	27	40	60	35,878	-1.1	.388	-.066
NSSE 2023 & 2024	29.5	15.7	.04	0	20	27	40	60	141,557	-1.6	.174	-.103
Top 50%	30.8	15.5	.05	7	20	33	40	60	95,115	-3.0	.011	-.194
Top 10%	33.3	15.4	.11	7	20	33	40	60	18,091	-5.4	.000	-.353
Learning with Peers												
Collaborative Learning												
WTAMU (N = 236)	29.9	14.2	.92	5	20	30	40	55				
Southwest Public	28.8	14.8	.11	5	20	30	40	55	18,773	1.1	.247	.076
Carnegie Class	24.6	16.6	.08	0	10	25	35	55	238	5.4	.000	.324
NSSE 2023 & 2024	29.1	15.4	.04	0	20	30	40	60	183,365	.9	.383	.057
Top 50%	33.4	13.9	.04	10	25	35	40	60	109,177	-3.5	.000	-.249
Top 10%	36.7	13.7	.10	15	25	35	45	60	20,577	-6.8	.000	-.494
Discussions with Diverse Others												
WTAMU (N = 172)	37.7	16.4	1.25	5	25	40	50	60				
Southwest Public	38.1	16.7	.14	10	25	40	55	60	14,378	-.4	.757	-.024
Carnegie Class	35.6	17.4	.09	0	20	40	50	60	35,380	2.1	.112	.122
NSSE 2023 & 2024	38.1	16.1	.04	10	25	40	50	60	139,755	-.4	.751	-.024
Top 50%	40.7	14.9	.05	20	30	40	55	60	171	-3.0	.019	-.200
Top 10%	44.2	13.8	.14	20	35	45	60	60	175	-6.5	.000	-.470

NSSE 2024 Engagement Indicators

Detailed Statistics[a]
West Texas A&M University

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												
WTAMU (N = 205)	23.5	15.5	1.08	0	10	20	35	50				
Southwest Public	20.8	15.4	.12	0	10	20	30	55	16,294	2.7	.014	.172
Carnegie Class	21.5	15.3	.08	0	10	20	30	55	40,486	2.0	.067	.129
NSSE 2023 & 2024	22.0	15.3	.04	0	10	20	30	55	158,914	1.5	.166	.097
Top 50%	25.4	15.3	.06	5	15	25	35	60	56,889	-1.9	.081	-.122
Top 10%	29.9	15.5	.19	5	20	30	40	60	7,152	-6.4	.000	-.411
Effective Teaching Practices												
WTAMU (N = 188)	38.5	12.8	.93	16	32	40	48	60				
Southwest Public	38.9	13.6	.11	16	28	40	48	60	15,471	-.4	.710	-.027
Carnegie Class	39.3	14.0	.07	16	28	40	52	60	38,286	-.8	.433	-.057
NSSE 2023 & 2024	39.0	13.4	.03	16	30	40	48	60	150,899	-.5	.584	-.040
Top 50%	40.8	13.5	.05	20	32	40	52	60	72,421	-2.3	.022	-.167
Top 10%	43.6	14.1	.12	20	36	44	56	60	193	-5.1	.000	-.359
Campus Environment												
Quality of Interactions												
WTAMU (N = 163)	44.0	11.4	.89	20	38	45	52	60				
Southwest Public	43.4	12.0	.11	22	36	44	52	60	12,934	.6	.524	.050
Carnegie Class	44.1	12.4	.07	20	38	46	54	60	30,774	-.2	.857	-.014
NSSE 2023 & 2024	43.5	11.7	.03	22	36	44	52	60	126,480	.4	.633	.037
Top 50%	45.7	11.5	.05	24	40	48	54	60	53,917	-1.7	.054	-.151
Top 10%	48.7	11.9	.12	24	42	52	60	60	10,535	-4.7	.000	-.398
Supportive Environment												
WTAMU (N = 168)	35.3	13.0	1.01	10	28	37	43	58				
Southwest Public	35.3	13.8	.12	13	25	35	45	60	13,571	.0	.982	-.002
Carnegie Class	34.3	14.2	.08	10	25	35	43	60	33,695	1.0	.369	.070
NSSE 2023 & 2024	35.2	13.6	.04	13	25	35	45	60	133,334	.1	.958	.004
Top 50%	37.1	13.0	.05	17	28	38	45	60	65,289	-1.8	.072	-.139
Top 10%	40.4	12.6	.17	20	33	40	50	60	5,626	-5.1	.000	-.407

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 2024 Engagement Indicators

Detailed Statistics[a]
West Texas A&M 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												
WTAMU (N = 275)	39.9	14.5	.87	20	30	40	50	60				
Southwest Public	40.8	14.2	.10	20	30	40	55	60	19,974	-.8	.332	-.059
Carnegie Class	41.1	14.0	.07	20	30	40	55	60	39,233	-1.2	.170	-.083
NSSE 2023 & 2024	40.9	13.8	.03	20	30	40	55	60	158,272	-1.0	.224	-.073
Top 50%	42.4	13.6	.05	20	35	40	55	60	66,973	-2.5	.002	-.185
Top 10%	44.9	12.8	.15	20	40	45	60	60	291	-5.0	.000	-.387
Reflective & Integrative Learning												
WTAMU (N = 295)	37.6	13.2	.77	14	29	37	46	60				
Southwest Public	37.7	13.2	.09	17	29	37	49	60	21,261	-.1	.866	-.010
Carnegie Class	38.7	13.0	.06	17	29	40	49	60	41,928	-1.1	.154	-.083
NSSE 2023 & 2024	38.7	12.9	.03	17	29	40	49	60	169,209	-1.1	.129	-.089
Top 50%	40.6	12.4	.05	20	31	40	51	60	67,073	-3.0	.000	-.243
Top 10%	43.2	11.8	.15	23	34	43	54	60	6,735	-5.6	.000	-.470
Learning Strategies												
WTAMU (N = 257)	40.1	14.8	.92	13	27	40	53	60				
Southwest Public	40.2	14.6	.11	13	33	40	53	60	18,820	-.2	.869	-.010
Carnegie Class	40.1	14.7	.08	13	27	40	53	60	36,650	.0	.978	-.002
NSSE 2023 & 2024	39.5	14.6	.04	13	27	40	53	60	148,129	.6	.535	.039
Top 50%	41.2	14.5	.05	20	33	40	53	60	81,154	-1.1	.230	-.075
Top 10%	44.1	14.2	.14	20	33	47	60	60	10,271	-4.0	.000	-.282
Quantitative Reasoning												
WTAMU (N = 261)	30.5	16.8	1.04	0	20	33	40	60				
Southwest Public	31.1	16.6	.12	0	20	33	40	60	19,111	-.6	.582	-.034
Carnegie Class	31.1	16.7	.09	0	20	33	40	60	37,268	-.6	.566	-.036
NSSE 2023 & 2024	31.4	16.7	.04	0	20	33	40	60	150,562	-.9	.360	-.057
Top 50%	32.8	16.5	.06	7	20	33	40	60	87,785	-2.3	.022	-.142
Top 10%	36.2	16.2	.17	7	20	40	47	60	8,993	-5.7	.000	-.352
Learning with Peers												
Collaborative Learning												
WTAMU (N = 302)	27.7	17.7	1.02	0	15	25	40	60				
Southwest Public	29.3	16.2	.11	0	20	30	40	60	308	-1.6	.116	-.100
Carnegie Class	27.7	17.0	.08	0	15	30	40	60	44,114	.0	.979	-.002
NSSE 2023 & 2024	30.6	16.0	.04	5	20	30	40	60	302	-2.9	.005	-.182
Top 50%	34.7	14.2	.05	10	25	35	45	60	303	-7.0	.000	-.494
Top 10%	38.0	13.6	.13	15	30	40	50	60	312	-10.3	.000	-.749
Discussions with Diverse Others												
WTAMU (N = 255)	36.3	17.6	1.10	0	20	40	50	60				
Southwest Public	39.6	17.2	.13	5	25	40	60	60	18,931	-3.3	.002	-.195
Carnegie Class	37.6	17.5	.09	0	25	40	55	60	36,806	-1.3	.251	-.072
NSSE 2023 & 2024	39.1	16.4	.04	10	25	40	55	60	149,039	-2.8	.006	-.172
Top 50%	41.4	15.6	.05	15	30	40	60	60	255	-5.1	.000	-.326
Top 10%	44.1	14.5	.15	20	35	45	60	60	263	-7.8	.000	-.536

NSSE 2024 Engagement Indicators
Detailed Statistics[a]
West Texas A&M 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]
Experiences with Faculty												
Student-Faculty Interaction												
WTAMU (N = 286)	24.3	16.6	.98	0	10	20	35	60				
Southwest Public	21.7	16.6	.12	0	10	20	30	60	20,567	2.6	.008	.158
Carnegie Class	23.7	16.6	.08	0	10	20	35	60	40,487	.7	.500	.040
NSSE 2023 & 2024	24.2	16.5	.04	0	10	20	35	60	163,297	.1	.900	.007
Top 50%	29.9	16.3	.09	5	20	30	40	60	36,852	-5.6	.000	-.343
Top 10%	34.9	16.1	.26	10	20	35	45	60	4,129	-10.6	.000	-.655
Effective Teaching Practices												
WTAMU (N = 271)	42.3	13.3	.81	20	32	40	52	60				
Southwest Public	40.2	14.4	.10	16	32	40	52	60	19,937	2.1	.019	.144
Carnegie Class	40.6	14.4	.07	16	32	40	52	60	39,064	1.7	.054	.117
NSSE 2023 & 2024	40.4	14.0	.04	16	32	40	52	60	157,759	1.9	.026	.135
Top 50%	42.5	13.8	.06	20	32	44	56	60	60,203	-.1	.862	-.011
Top 10%	45.2	13.1	.15	20	36	48	60	60	7,635	-2.9	.000	-.222
Campus Environment												
Quality of Interactions												
WTAMU (N = 237)	47.1	12.3	.80	22	40	50	58	60				
Southwest Public	43.4	12.8	.10	20	36	45	54	60	16,805	3.7	.000	.286
Carnegie Class	44.0	12.7	.07	20	36	46	54	60	32,284	3.1	.000	.241
NSSE 2023 & 2024	43.1	12.4	.03	20	36	44	52	60	134,519	4.0	.000	.320
Top 50%	45.4	12.0	.05	22	38	48	55	60	58,781	1.7	.035	.137
Top 10%	48.1	12.3	.12	23	42	50	60	60	11,328	-1.1	.179	-.088
Supportive Environment												
WTAMU (N = 248)	34.3	14.2	.90	10	25	33	43	60				
Southwest Public	32.7	14.9	.11	8	23	33	43	60	18,340	1.6	.096	.106
Carnegie Class	31.8	14.9	.08	8	20	33	40	60	35,549	2.5	.009	.166
NSSE 2023 & 2024	32.4	14.4	.04	8	23	33	40	60	144,370	1.9	.038	.132
Top 50%	34.6	14.2	.06	10	25	35	45	60	61,400	-.4	.669	-.027
Top 10%	38.0	13.7	.18	15	28	40	48	60	6,016	-3.7	.000	-.270

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.