



NSSE 2014

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.

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

Report sections

- Overview (p. 3)** Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.
- Theme Reports (pp. 4-13)** Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

 - Mean Comparisons**
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
 - Score Distributions**
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
 - Summary of Indicator Items**
Responses to each item in a given EI are displayed for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2013 and 2014 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting comparisons

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

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

How Engagement Indicators are computed

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

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

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Southwest Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2013 & 2014
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	△	--

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Southwest Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2013 & 2014
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	▽	--	▽
	Discussions with Diverse Others	▽	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	△	△	△
	Supportive Environment	--	--	--

Academic Challenge: First-year students

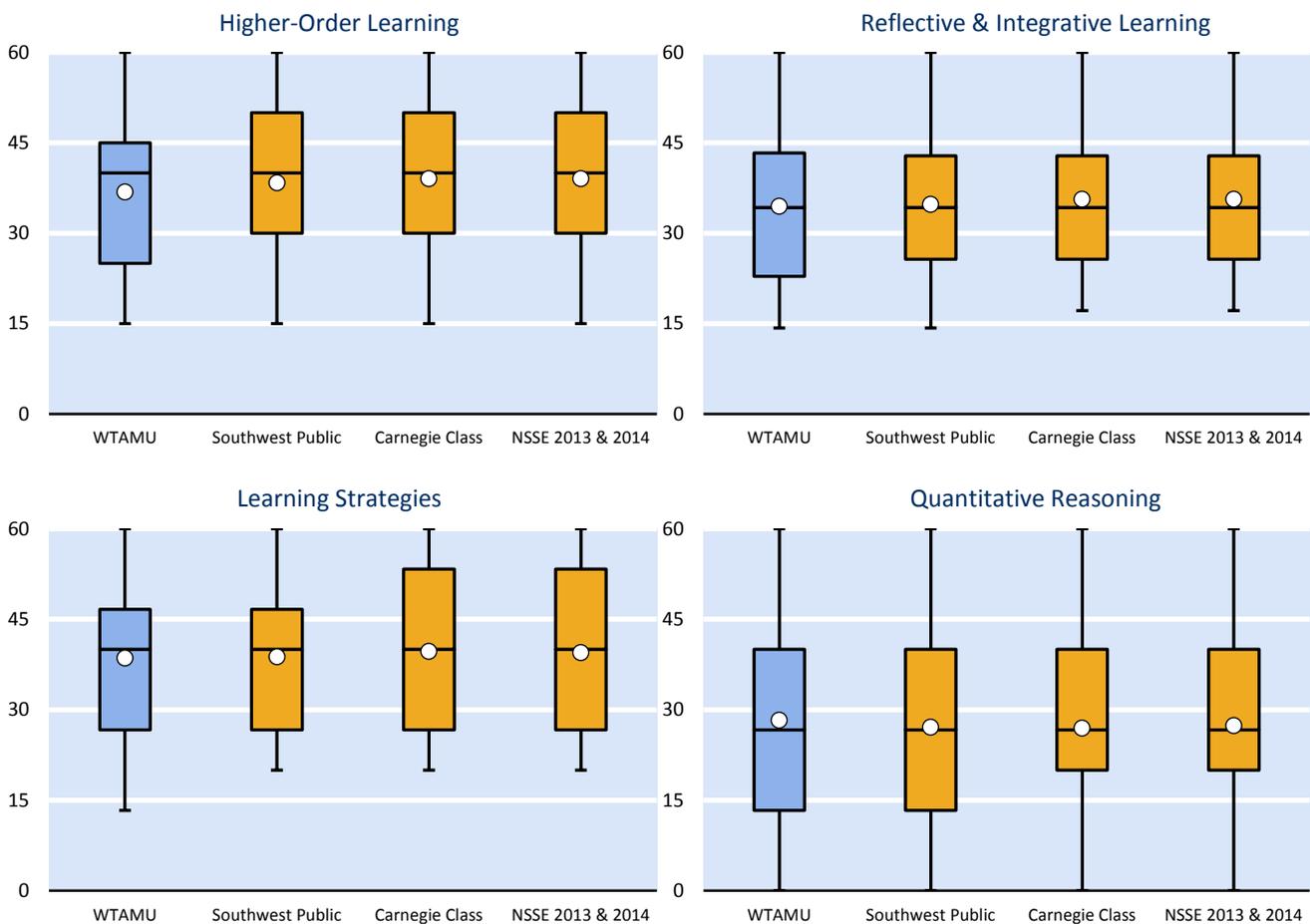
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	WTAMU Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.8	38.4	-.11	39.1	-.16	39.0	-.16
Reflective & Integrative Learning	34.5	34.8	-.02	35.6	-.09	35.6	-.09
Learning Strategies	38.6	38.8	-.01	39.7	-.08	39.5	-.06
Quantitative Reasoning	28.3	27.1	.07	27.0	.08	27.4	.06

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	WTAMU	Southwest Public	Carnegie Class	NSSE 2013 & 2014
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	68 	71 	72 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	69 	70 	72 	72 
4d. Evaluating a point of view, decision, or information source	63 	68 	71 	70 
4e. Forming a new idea or understanding from various pieces of information	67 	68 	69 	69 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	48 	53 	55 	56 
2b. Connected your learning to societal problems or issues	46 	49 	53 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	44 	48 	51 	50 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61 	61 	63 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	62 	66 	67 	66 
2f. Learned something that changed the way you understand an issue or concept	59 	63 	65 	65 
2g. Connected ideas from your courses to your prior experiences and knowledge	76 	74 	77 	77 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	74 	78 	81 	80 
9b. Reviewed your notes after class	67 	65 	66 	65 
9c. Summarized what you learned in class or from course materials	64 	60 	64 	63 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	52 	52 	50 	52 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41 	38 	38 	38 
6c. Evaluated what others have concluded from numerical information	40 	36 	36 	37 

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

Academic Challenge: Seniors

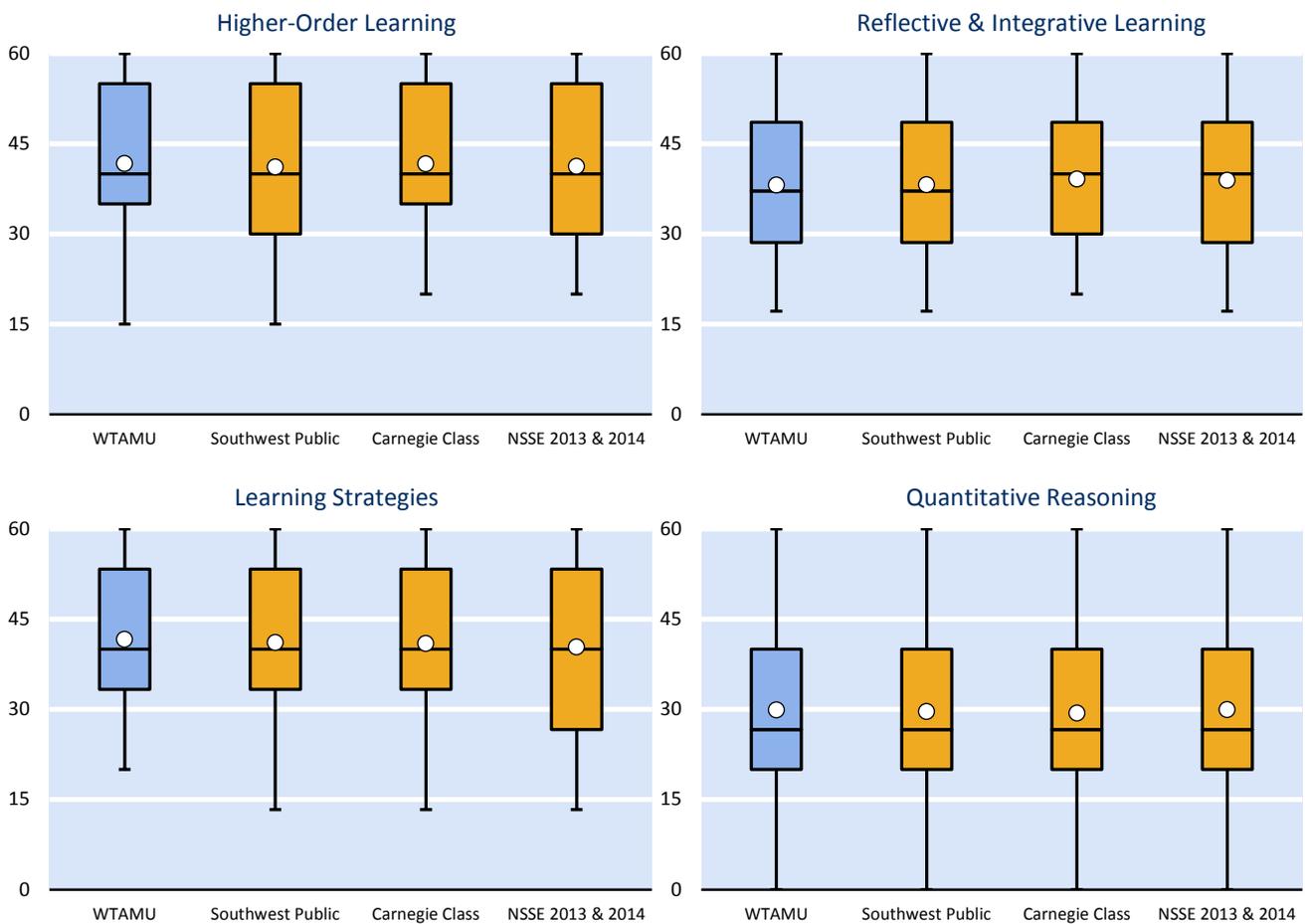
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	WTAMU Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.7	41.1	.04	41.6	.00	41.2	.03
Reflective & Integrative Learning	38.1	38.2	.00	39.1	-.08	38.9	-.06
Learning Strategies	41.6	41.1	.04	40.9	.05	40.3	.09
Quantitative Reasoning	29.9	29.6	.02	29.3	.03	29.9	.00

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

Score Distributions



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Academic Challenge: Seniors (continued)

Summary of Indicator Items

	WTAMU	Southwest Public	Carnegie Class	NSSE 2013 & 2014
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	83 	79 	80 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78 	77 	78 	78 
4d. Evaluating a point of view, decision, or information source	74 	71 	74 	72 
4e. Forming a new idea or understanding from various pieces of information	75 	72 	74 	72 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	72 	71 	71 	72 
2b. Connected your learning to societal problems or issues	62 	62 	65 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52 	52 	57 	55 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66 	65 	67 	66 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64 	69 	71 	70 
2f. Learned something that changed the way you understand an issue or concept	69 	68 	70 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	85 	83 	84 	84 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81 	83 	84 	83 
9b. Reviewed your notes after class	71 	67 	66 	63 
9c. Summarized what you learned in class or from course materials	71 	67 	67 	66 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54 	55 	53 	55 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45 	44 	44 	44 
6c. Evaluated what others have concluded from numerical information	43 	43 	43 	44 

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

Learning with Peers: First-year students

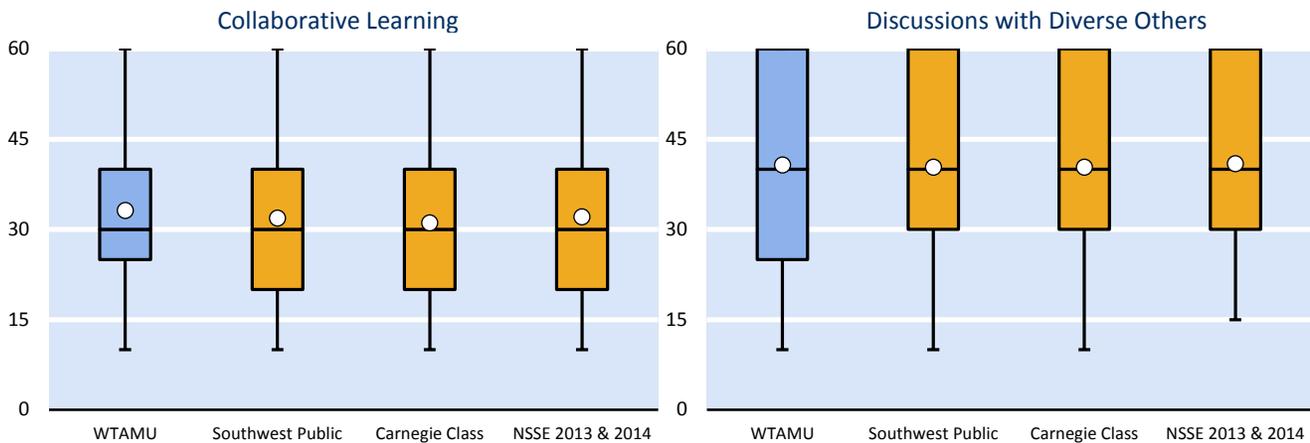
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	WTAMU Mean	Your first-year students compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 & 2014 Mean	Effect size
Collaborative Learning	33.1	31.8	.09	31.1	.14	32.1	.08
Discussions with Diverse Others	40.7	40.3	.02	40.3	.02	40.9	-.01

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

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Summary of Indicator Items

Collaborative Learning

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

	WTAMU	Southwest Public	Carnegie Class	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	54	49	47	49
1f. Explained course material to one or more students	58	57	55	57
1g. Prepared for exams by discussing or working through course material with other students	52	48	46	49
1h. Worked with other students on course projects or assignments	47	50	51	52

Discussions with Diverse Others

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

	WTAMU	Southwest Public	Carnegie Class	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	74	72	71	72
8b. People from an economic background other than your own	74	71	72	73
8c. People with religious beliefs other than your own	64	67	67	69
8d. People with political views other than your own	68	68	67	69

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

Learning with Peers: Seniors

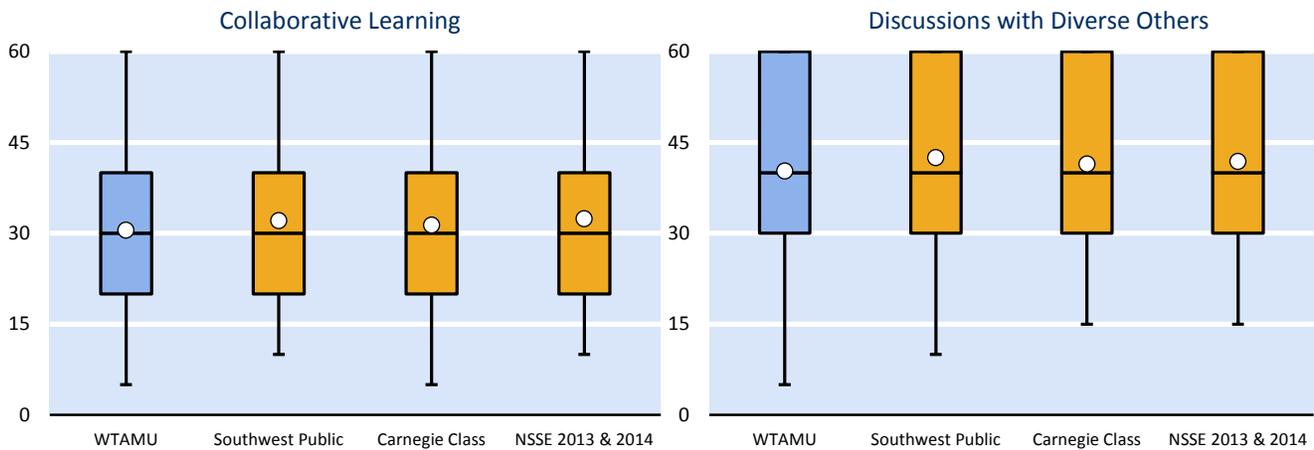
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Mean Comparisons

Engagement Indicator	WTAMU Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.5	32.1 *	-.11	31.4	-.06	32.4 **	-.13
Discussions with Diverse Others	40.3	42.5 **	-.13	41.5	-.07	41.8	-.10

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

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Summary of Indicator Items

Collaborative Learning

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

	WTAMU	Southwest Public	Carnegie Class	NSSE 2013 & 2014
1e. Asked another student to help you understand course material	37	40	38	40
1f. Explained course material to one or more students	56	58	56	58
1g. Prepared for exams by discussing or working through course material with other students	40	46	44	46
1h. Worked with other students on course projects or assignments	60	62	62	64

Discussions with Diverse Others

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

	WTAMU	Southwest Public	Carnegie Class	NSSE 2013 & 2014
8a. People from a race or ethnicity other than your own	72	76	73	73
8b. People from an economic background other than your own	75	76	74	75
8c. People with religious beliefs other than your own	68	71	69	70
8d. People with political views other than your own	70	72	70	71

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

Experiences with Faculty: First-year students

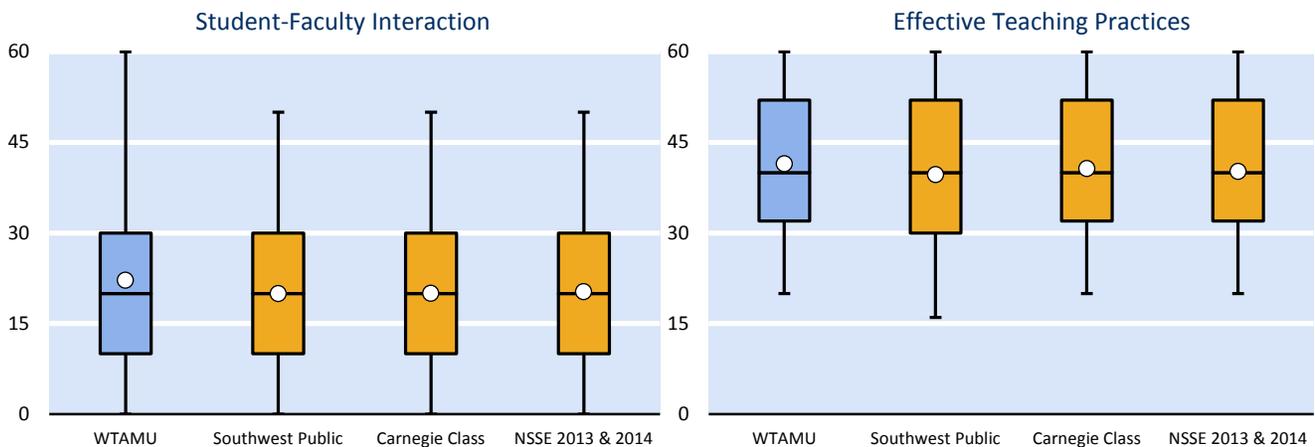
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	WTAMU Mean	Your first-year students compared with					
		Southwest Public Mean	Southwest Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2013 & 2014 Mean	NSSE 2013 & 2014 Effect size
Student-Faculty Interaction	22.2	20.0	.15	20.0	.15	20.3	.13
Effective Teaching Practices	41.5	39.6	.13	40.6	.06	40.2	.10

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

Score Distributions



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Summary of Indicator Items

Student-Faculty Interaction

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

	WTAMU	Southwest Public	Carnegie Class	NSSE 2013 & 2014
3a. Talked about career plans with a faculty member	39	33	32	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	20	18	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	25	25	25
3d. Discussed your academic performance with a faculty member	38	28	29	29

Effective Teaching Practices

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

	WTAMU	Southwest Public	Carnegie Class	NSSE 2013 & 2014
5a. Clearly explained course goals and requirements	82	80	81	81
5b. Taught course sessions in an organized way	83	78	79	79
5c. Used examples or illustrations to explain difficult points	78	75	77	77
5d. Provided feedback on a draft or work in progress	80	62	67	65
5e. Provided prompt and detailed feedback on tests or completed assignments	58	59	64	63

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

Experiences with Faculty: Seniors

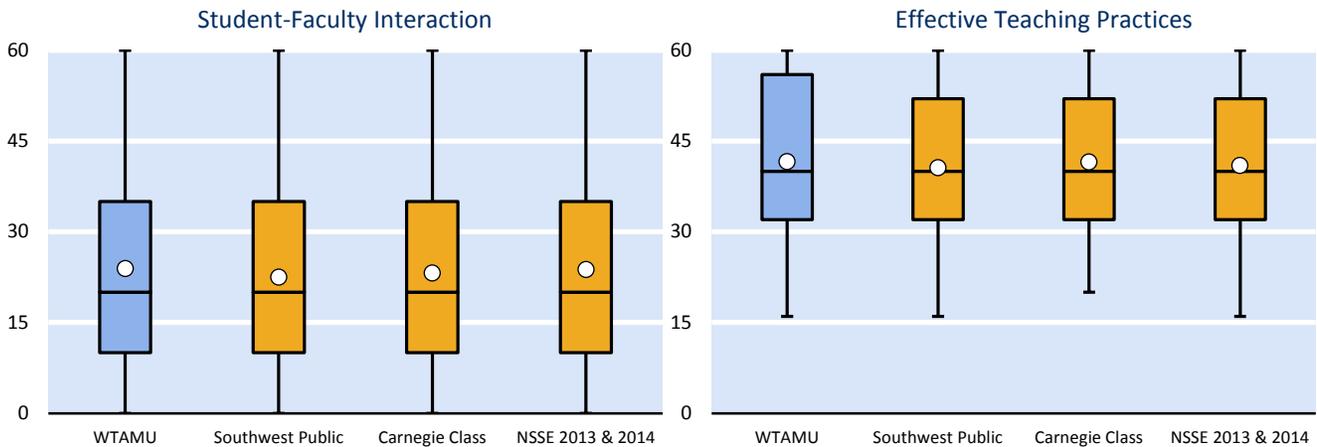
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	WTAMU Mean	Your seniors compared with					
		Southwest Public Mean	Southwest Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2013 & 2014 Mean	NSSE 2013 & 2014 Effect size
Student-Faculty Interaction	23.9	22.5	.09	23.2	.04	23.7	.01
Effective Teaching Practices	41.6	40.6	.07	41.5	.01	40.9	.05

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

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Summary of Indicator Items

Student-Faculty Interaction

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

	WTAMU	Southwest Public	Carnegie Class	NSSE 2013 & 2014
3a. Talked about career plans with a faculty member	44	39	41	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	25	25	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	31	32	33
3d. Discussed your academic performance with a faculty member	34	32	33	33

Effective Teaching Practices

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

	WTAMU	Southwest Public	Carnegie Class	NSSE 2013 & 2014
5a. Clearly explained course goals and requirements	86	81	83	83
5b. Taught course sessions in an organized way	83	79	81	81
5c. Used examples or illustrations to explain difficult points	80	78	79	79
5d. Provided feedback on a draft or work in progress	64	61	64	62
5e. Provided prompt and detailed feedback on tests or completed assignments	67	65	69	67

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

Campus Environment: First-year students

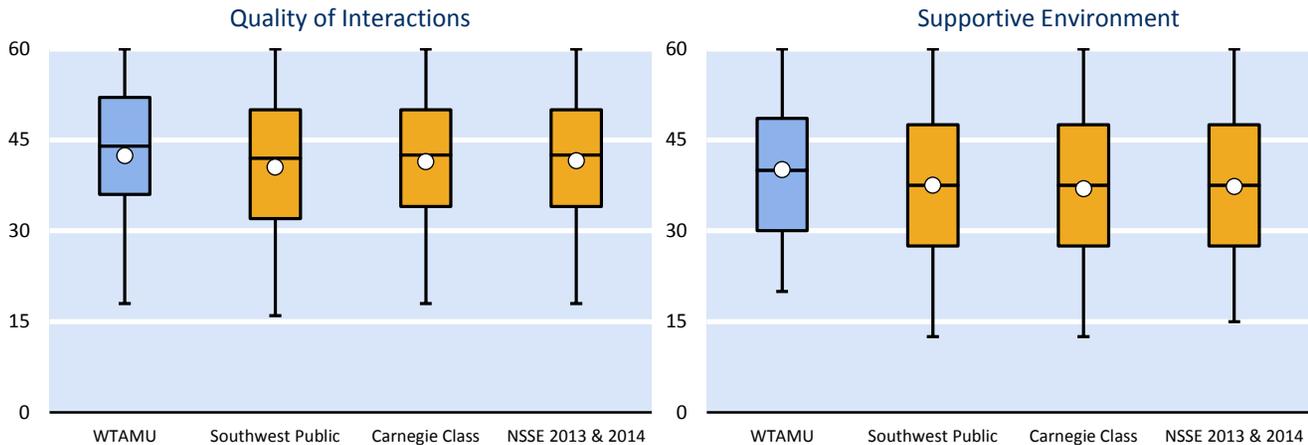
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	WTAMU Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.4	40.5	.14	41.4	.08	41.5	.07
Supportive Environment	40.1	37.5	.18	36.9 *	.22	37.3	.20

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

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Summary of Indicator Items

Quality of Interactions

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

	WTAMU	Southwest Public	Carnegie Class	NSSE 2013 & 2014
13a. Students	59	55	59	59
13b. Academic advisors	55	46	48	48
13c. Faculty	53	47	50	50
13d. Student services staff (career services, student activities, housing, etc.)	48	43	43	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	48	39	42	41

Supportive Environment

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

	WTAMU	Southwest Public	Carnegie Class	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	83	78	77	78
14c. Using learning support services (tutoring services, writing center, etc.)	86	79	78	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62	60	59	59
14e. Providing opportunities to be involved socially	80	72	71	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	76	72	71	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	50	46	45	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	75	68	65	68
14i. Attending events that address important social, economic, or political issues	56	52	52	53

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

Campus Environment: Seniors

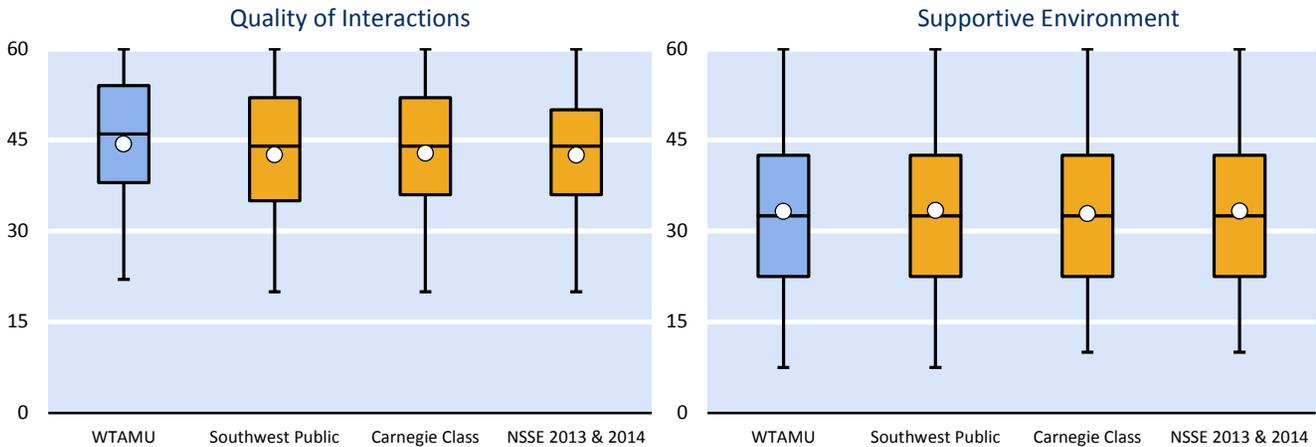
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	WTAMU Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.3	42.6 **	.14	42.8 *	.12	42.5 **	.15
Supportive Environment	33.2	33.4	-.01	32.9	.02	33.3	.00

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

Score Distributions



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

Summary of Indicator Items

Quality of Interactions

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

	WTAMU	Southwest Public	Carnegie Class	NSSE 2013 & 2014
13a. Students	58	64	64	64
13b. Academic advisors	62	52	53	52
13c. Faculty	68	60	61	60
13d. Student services staff (career services, student activities, housing, etc.)	47	44	43	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	50	44	43	41

Supportive Environment

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

	WTAMU	Southwest Public	Carnegie Class	NSSE 2013 & 2014
14b. Providing support to help students succeed academically	71	71	73	72
14c. Using learning support services (tutoring services, writing center, etc.)	65	67	67	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	50	54	54	53
14e. Providing opportunities to be involved socially	68	66	64	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	62	61	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32	34	33	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	58	53	57
14i. Attending events that address important social, economic, or political issues	49	46	45	46

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

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2013 and 2014 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2013 and 2014 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 absence of a significant difference between your score and that of the high-performing group does not mean that your institution was a member of that group.

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

First-Year Students		WTAMU	Your first-year students compared with						
<i>Theme</i>	<i>Engagement Indicator</i>		<i>Mean</i>	NSSE Top 50%			NSSE Top 10%		
				<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.8	40.6 **	-.28		42.7 ***	-.43		
	Reflective and Integrative Learning	34.5	37.3 *	-.23		39.3 ***	-.38		
	Learning Strategies	38.6	41.2	-.19		43.4 ***	-.35		
	Quantitative Reasoning	28.3	28.8	-.03	✓	30.6	-.15		
<i>Learning with Peers</i>	Collaborative Learning	33.1	34.7	-.12		37.0 **	-.29		
	Discussions with Diverse Others	40.7	43.2	-.17		45.6 **	-.33		
<i>Experiences with Faculty</i>	Student-Faculty Interaction	22.2	23.3	-.08	✓	26.9 **	-.29		
	Effective Teaching Practices	41.5	42.4	-.07	✓	44.6 *	-.24		
<i>Campus Environment</i>	Quality of Interactions	42.4	44.0	-.14		46.0 **	-.32		
	Supportive Environment	40.1	39.4	.05	✓	41.4	-.10	✓	

Seniors		WTAMU	Your seniors compared with						
<i>Theme</i>	<i>Engagement Indicator</i>		<i>Mean</i>	NSSE Top 50%			NSSE Top 10%		
				<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
<i>Academic Challenge</i>	Higher-Order Learning	41.7	43.3 *	-.11		45.3 ***	-.26		
	Reflective and Integrative Learning	38.1	41.1 ***	-.23		43.1 ***	-.39		
	Learning Strategies	41.6	42.5	-.06	✓	44.9 ***	-.23		
	Quantitative Reasoning	29.9	31.3	-.08	✓	33.0 ***	-.19		
<i>Learning with Peers</i>	Collaborative Learning	30.5	35.4 ***	-.35		37.7 ***	-.53		
	Discussions with Diverse Others	40.3	43.9 ***	-.23		45.8 ***	-.36		
<i>Experiences with Faculty</i>	Student-Faculty Interaction	23.9	29.5 ***	-.35		34.4 ***	-.64		
	Effective Teaching Practices	41.6	43.1 *	-.11		45.1 ***	-.26		
<i>Campus Environment</i>	Quality of Interactions	44.3	45.3	-.08	✓	47.4 ***	-.26		
	Supportive Environment	33.2	36.1 ***	-.21		39.0 ***	-.43		

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2013 and 2014 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
WTAMU (N = 110)	36.8	14.5	1.38	15	25	40	45	60				
Southwest Public	38.4	14.4	.14	15	30	40	50	60	10,962	-1.6	.261	-.108
Carnegie Class	39.1	14.0	.06	15	30	40	50	60	47,071	-2.2	.093	-.160
NSSE 2013 & 2014	39.0	13.8	.04	15	30	40	50	60	154,603	-2.2	.092	-.160
Top 50%	40.6	13.6	.05	20	30	40	50	60	76,439	-3.8	.004	-.276
Top 10%	42.7	13.6	.11	20	35	40	55	60	14,224	-5.9	.000	-.431
Reflective & Integrative Learning												
WTAMU (N = 113)	34.5	13.9	1.32	14	23	34	43	60				
Southwest Public	34.8	12.9	.12	14	26	34	43	60	11,445	-.3	.818	-.022
Carnegie Class	35.6	12.7	.06	17	26	34	43	60	112	-1.1	.387	-.090
NSSE 2013 & 2014	35.6	12.6	.03	17	26	34	43	60	112	-1.1	.402	-.088
Top 50%	37.3	12.5	.05	17	29	37	46	60	112	-2.8	.034	-.226
Top 10%	39.3	12.6	.10	20	31	40	49	60	113	-4.8	.000	-.380
Learning Strategies												
WTAMU (N = 105)	38.6	14.7	1.43	13	27	40	47	60				
Southwest Public	38.8	14.2	.14	20	27	40	47	60	10,049	-.2	.890	-.014
Carnegie Class	39.7	14.2	.07	20	27	40	53	60	43,673	-1.1	.417	-.079
NSSE 2013 & 2014	39.5	14.2	.04	20	27	40	53	60	143,271	-.9	.519	-.063
Top 50%	41.2	14.0	.05	20	33	40	53	60	67,546	-2.7	.053	-.189
Top 10%	43.4	14.0	.12	20	33	40	60	60	14,390	-4.9	.000	-.345
Quantitative Reasoning												
WTAMU (N = 114)	28.3	18.6	1.74	0	13	27	40	60				
Southwest Public	27.1	16.7	.16	0	13	27	40	60	115	1.2	.510	.069
Carnegie Class	27.0	16.6	.08	0	20	27	40	60	113	1.3	.460	.078
NSSE 2013 & 2014	27.4	16.4	.04	0	20	27	40	60	113	.9	.602	.056
Top 50%	28.8	16.3	.05	0	20	27	40	60	113	-.5	.766	-.032
Top 10%	30.6	16.2	.11	0	20	27	40	60	114	-2.4	.178	-.146
Learning with Peers												
Collaborative Learning												
WTAMU (N = 118)	33.1	13.3	1.22	10	25	30	40	60				
Southwest Public	31.8	14.1	.13	10	20	30	40	60	11,788	1.3	.323	.092
Carnegie Class	31.1	14.3	.06	10	20	30	40	60	50,188	2.1	.118	.144
NSSE 2013 & 2014	32.1	14.1	.03	10	20	30	40	60	165,304	1.1	.411	.076
Top 50%	34.7	13.7	.04	15	25	35	45	60	92,917	-1.6	.212	-.115
Top 10%	37.0	13.6	.09	15	25	35	45	60	21,289	-3.9	.002	-.287
Discussions with Diverse Others												
WTAMU (N = 108)	40.7	17.0	1.64	10	25	40	60	60				
Southwest Public	40.3	16.7	.17	10	30	40	60	60	10,181	.3	.830	.021
Carnegie Class	40.3	16.3	.08	10	30	40	60	60	44,206	.4	.814	.023
NSSE 2013 & 2014	40.9	16.0	.04	15	30	40	60	60	145,047	-.2	.887	-.014
Top 50%	43.2	15.4	.05	20	35	45	60	60	85,082	-2.5	.086	-.166
Top 10%	45.6	14.8	.11	20	40	50	60	60	108	-4.9	.003	-.333

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
WTAMU (N = 110)	22.2	16.4	1.56	0	10	20	30	60				
Southwest Public	20.0	15.1	.14	0	10	20	30	50	11,182	2.2	.130	.145
Carnegie Class	20.0	14.8	.07	0	10	20	30	50	48,080	2.1	.128	.145
NSSE 2013 & 2014	20.3	14.6	.04	0	10	20	30	50	157,677	1.9	.176	.129
Top 50%	23.3	15.0	.06	0	10	20	30	55	55,709	-1.2	.415	-.078
Top 10%	26.9	16.2	.17	5	15	25	40	60	9,196	-4.8	.002	-.295
Effective Teaching Practices												
WTAMU (N = 114)	41.5	13.3	1.25	20	32	40	52	60				
Southwest Public	39.6	13.9	.13	16	30	40	52	60	11,298	1.8	.165	.131
Carnegie Class	40.6	13.4	.06	20	32	40	52	60	48,458	.8	.517	.061
NSSE 2013 & 2014	40.2	13.3	.03	20	32	40	52	60	158,965	1.3	.293	.099
Top 50%	42.4	13.2	.05	20	32	44	52	60	61,805	-.9	.469	-.068
Top 10%	44.6	13.3	.12	20	36	44	56	60	12,408	-3.2	.011	-.238
Campus Environment												
Quality of Interactions												
WTAMU (N = 108)	42.4	14.1	1.36	18	36	44	52	60				
Southwest Public	40.5	13.2	.13	16	32	42	50	60	9,758	1.9	.147	.141
Carnegie Class	41.4	12.7	.06	18	34	43	50	60	42,244	1.0	.418	.078
NSSE 2013 & 2014	41.5	12.4	.03	18	34	43	50	60	138,829	.8	.493	.066
Top 50%	44.0	11.4	.05	22	38	46	52	60	107	-1.6	.231	-.143
Top 10%	46.0	11.6	.11	24	40	48	55	60	108	-3.7	.008	-.316
Supportive Environment												
WTAMU (N = 90)	40.1	12.3	1.29	20	30	40	49	60				
Southwest Public	37.5	14.4	.15	13	28	38	48	60	92	2.6	.052	.178
Carnegie Class	36.9	14.1	.07	13	28	38	48	60	90	3.1	.017	.222
NSSE 2013 & 2014	37.3	13.8	.04	15	28	38	48	60	133,568	2.8	.056	.201
Top 50%	39.4	13.2	.05	18	30	40	50	60	68,368	.7	.623	.052
Top 10%	41.4	12.8	.11	20	33	40	53	60	15,012	-1.3	.345	-.100

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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean \pm 1.96 * SEM.

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
WTAMU (N = 400)	41.7	14.3	.71	15	35	40	55	60				
Southwest Public	41.1	14.5	.10	15	30	40	55	60	20,456	.6	.440	.039
Carnegie Class	41.6	14.1	.05	20	35	40	55	60	78,859	.1	.923	.005
NSSE 2013 & 2014	41.2	14.1	.03	20	30	40	55	60	241,429	.5	.496	.034
Top 50%	43.3	13.7	.04	20	35	40	55	60	95,970	-1.6	.022	-.114
Top 10%	45.3	13.6	.09	20	40	45	60	60	23,989	-3.5	.000	-.261
Reflective & Integrative Learning												
WTAMU (N = 418)	38.1	13.1	.64	17	29	37	49	60				
Southwest Public	38.2	13.2	.09	17	29	37	49	60	21,200	.0	.966	-.002
Carnegie Class	39.1	13.0	.05	20	30	40	49	60	82,031	-1.0	.114	-.078
NSSE 2013 & 2014	38.9	13.0	.03	17	29	40	49	60	251,124	-.8	.214	-.061
Top 50%	41.1	12.6	.04	20	31	40	51	60	94,423	-2.9	.000	-.231
Top 10%	43.1	12.5	.09	20	34	43	54	60	21,027	-4.9	.000	-.393
Learning Strategies												
WTAMU (N = 384)	41.6	14.5	.74	20	33	40	53	60				
Southwest Public	41.1	14.8	.11	13	33	40	53	60	19,211	.5	.495	.035
Carnegie Class	40.9	14.8	.05	13	33	40	53	60	74,711	.7	.372	.046
NSSE 2013 & 2014	40.3	14.8	.03	13	27	40	53	60	228,413	1.3	.090	.087
Top 50%	42.5	14.5	.04	20	33	40	60	60	117,789	-.9	.243	-.060
Top 10%	44.9	14.1	.08	20	33	47	60	60	30,450	-3.3	.000	-.231
Quantitative Reasoning												
WTAMU (N = 402)	29.9	17.9	.89	0	20	27	40	60				
Southwest Public	29.6	17.6	.12	0	20	27	40	60	20,759	.3	.758	.016
Carnegie Class	29.3	17.4	.06	0	20	27	40	60	80,390	.6	.521	.032
NSSE 2013 & 2014	29.9	17.4	.04	0	20	27	40	60	245,997	.0	.981	-.001
Top 50%	31.3	17.2	.04	0	20	33	40	60	149,066	-1.4	.096	-.083
Top 10%	33.0	16.9	.09	0	20	33	47	60	409	-3.1	.000	-.185
Learning with Peers												
Collaborative Learning												
WTAMU (N = 422)	30.5	15.2	.74	5	20	30	40	60				
Southwest Public	32.1	14.8	.10	10	20	30	40	60	21,479	-1.6	.027	-.109
Carnegie Class	31.4	15.0	.05	5	20	30	40	60	82,815	-.9	.242	-.057
NSSE 2013 & 2014	32.4	14.6	.03	10	20	30	40	60	254,248	-1.9	.007	-.131
Top 50%	35.4	13.8	.04	15	25	35	45	60	423	-4.9	.000	-.354
Top 10%	37.7	13.6	.09	15	30	40	50	60	432	-7.2	.000	-.530
Discussions with Diverse Others												
WTAMU (N = 390)	40.3	16.7	.84	5	30	40	60	60				
Southwest Public	42.5	16.9	.12	10	30	40	60	60	19,404	-2.3	.009	-.133
Carnegie Class	41.5	16.4	.06	15	30	40	60	60	75,330	-1.2	.152	-.073
NSSE 2013 & 2014	41.8	16.1	.03	15	30	40	60	60	230,595	-1.6	.052	-.098
Top 50%	43.9	15.8	.04	20	35	45	60	60	145,215	-3.7	.000	-.233
Top 10%	45.8	15.4	.08	20	40	50	60	60	37,778	-5.6	.000	-.363

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
WTAMU (N = 407)	23.9	16.8	.83	0	10	20	35	60				
Southwest Public	22.5	16.5	.12	0	10	20	35	60	20,792	1.4	.088	.086
Carnegie Class	23.2	16.5	.06	0	10	20	35	60	80,296	.7	.391	.043
NSSE 2013 & 2014	23.7	16.3	.03	0	10	20	35	60	245,939	.1	.872	.008
Top 50%	29.5	16.1	.07	5	20	30	40	60	59,828	-5.7	.000	-.352
Top 10%	34.4	16.4	.18	10	20	35	45	60	8,466	-10.5	.000	-.642
Effective Teaching Practices												
WTAMU (N = 410)	41.6	14.7	.73	16	32	40	56	60				
Southwest Public	40.6	14.4	.10	16	32	40	52	60	20,957	1.0	.156	.071
Carnegie Class	41.5	13.8	.05	20	32	40	52	60	81,266	.1	.900	.006
NSSE 2013 & 2014	40.9	13.7	.03	16	32	40	52	60	410	.7	.366	.048
Top 50%	43.1	13.6	.05	20	36	44	56	60	412	-1.5	.043	-.109
Top 10%	45.1	13.4	.11	20	36	48	60	60	428	-3.6	.000	-.264
Campus Environment												
Quality of Interactions												
WTAMU (N = 365)	44.3	11.9	.62	22	38	46	54	60				
Southwest Public	42.6	12.4	.09	20	35	44	52	60	18,543	1.8	.006	.144
Carnegie Class	42.8	12.1	.05	20	36	44	52	60	71,866	1.5	.018	.124
NSSE 2013 & 2014	42.5	11.9	.03	20	36	44	50	60	220,977	1.8	.003	.153
Top 50%	45.3	11.3	.04	24	38	48	54	60	77,234	-.9	.116	-.082
Top 10%	47.4	11.6	.08	24	40	50	58	60	21,016	-3.0	.000	-.260
Supportive Environment												
WTAMU (N = 354)	33.2	15.0	.80	8	23	33	43	60				
Southwest Public	33.4	15.0	.11	8	23	33	43	60	18,253	-.2	.845	-.010
Carnegie Class	32.9	14.6	.06	10	23	33	43	60	71,091	.4	.646	.024
NSSE 2013 & 2014	33.3	14.4	.03	10	23	33	43	60	217,649	.0	.972	-.002
Top 50%	36.1	13.8	.05	13	28	38	45	60	355	-2.8	.000	-.207
Top 10%	39.0	13.3	.11	17	30	40	50	60	366	-5.7	.000	-.429

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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean +/- 1.96 * SEM.

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

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

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

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