NSSE 2016
Engagement Indicators
Sul Ross State University

About Your *Engagement Indicators* Report

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

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

Report Sections

Overview (p. 3)

Displays how average EI scores for your 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.

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 2015 and 2016 participating institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). 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 website: **nsse.indiana.edu**

Rocconi, L., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

Engagement Indicators: Overview

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

Use the following key:

▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Southwest Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2015 & 2016
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 2015 & 2016
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	--	--	--

NSSE 2016 Engagement Indicators
Academic Challenge
Sul Ross State University

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

| | SRSU | Your first-year students compared with | | | | | |
| | | Southwest Public | | Carnegie Class | | NSSE 2015 & 2016 | |
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Higher-Order Learning	36.5	38.3	-.13	38.7	-.16	38.8	-.17
Reflective & Integrative Learning	35.4	34.8	.04	35.7	-.02	35.6	-.02
Learning Strategies	41.4	38.0	.24	39.6	.13	39.2	.16
Quantitative Reasoning	34.9	28.4 *	.39	27.6 **	.44	28.0 *	.42

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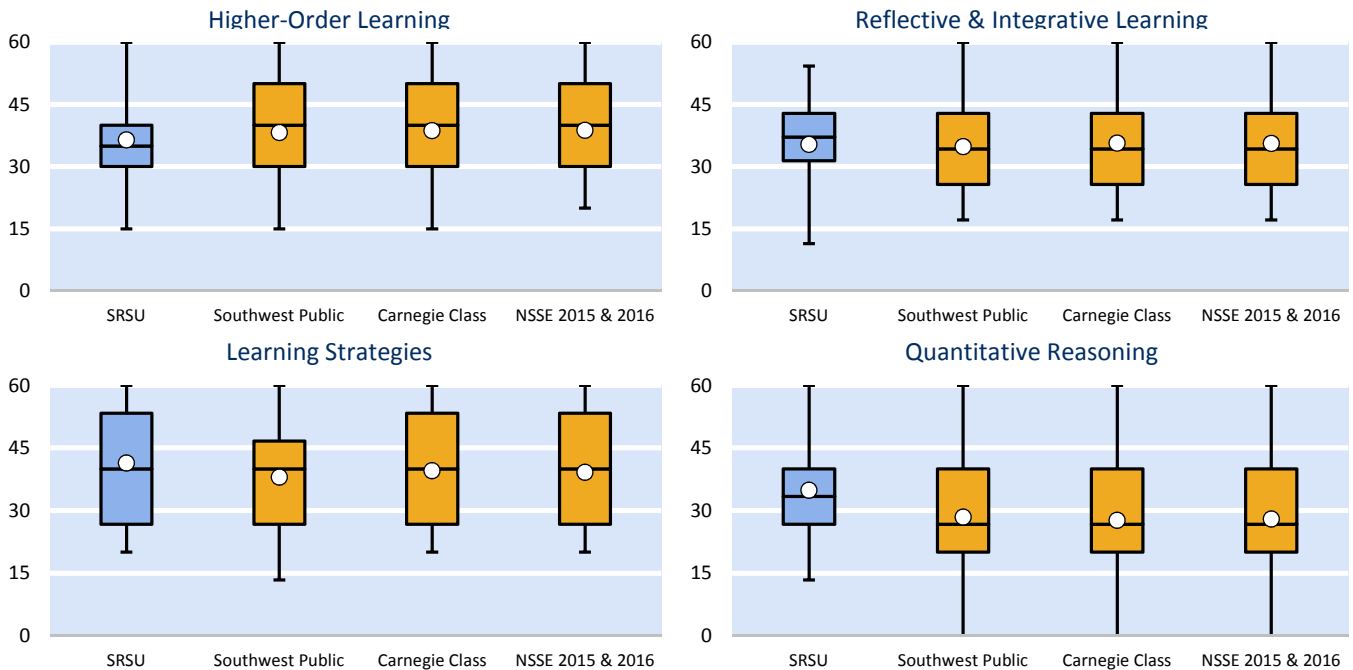
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	SRSU	Percentage point difference [a] between your FY students and		
Higher-Order Learning		Southwest Public	Carnegie Class	NSSE 2015 & 2016
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	62	-9	-9	-10
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	+6	+5	+5
4d. Evaluating a point of view, decision, or information source	69	+0	-2	-1
4e. Forming a new idea or understanding from various pieces of information	69	+1	-1	+0
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	51	-1	-3	-3
2b. Connected your learning to societal problems or issues	61	+11	+7	+8
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	+4	+1	+2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	+5	+3	+4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	+5	+5	+5
2f. Learned something that changed the way you understand an issue or concept	66	+2	-0	+0
2g. Connected ideas from your courses to your prior experiences and knowledge	75	+1	-2	-2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	86	+11	+7	+7
9b. Reviewed your notes after class	66	+1	-1	+0
9c. Summarized what you learned in class or from course materials	68	+8	+4	+5
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	69	+15	+18	+16
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	70	+29	+31	+31
6c. Evaluated what others have concluded from numerical information	50	+11	+13	+12

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

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

Academic Challenge: Seniors

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

	SRSU	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2015 & 2016	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	34.5	40.5 *	-.42	41.4 **	-.49	40.9 **	-.45
Reflective & Integrative Learning	38.8	37.6	.09	39.2	-.03	38.7	.01
Learning Strategies	36.2	40.1	-.26	40.7	-.31	39.9	-.25
Quantitative Reasoning	26.4	30.1	-.21	30.0	-.21	30.3	-.23

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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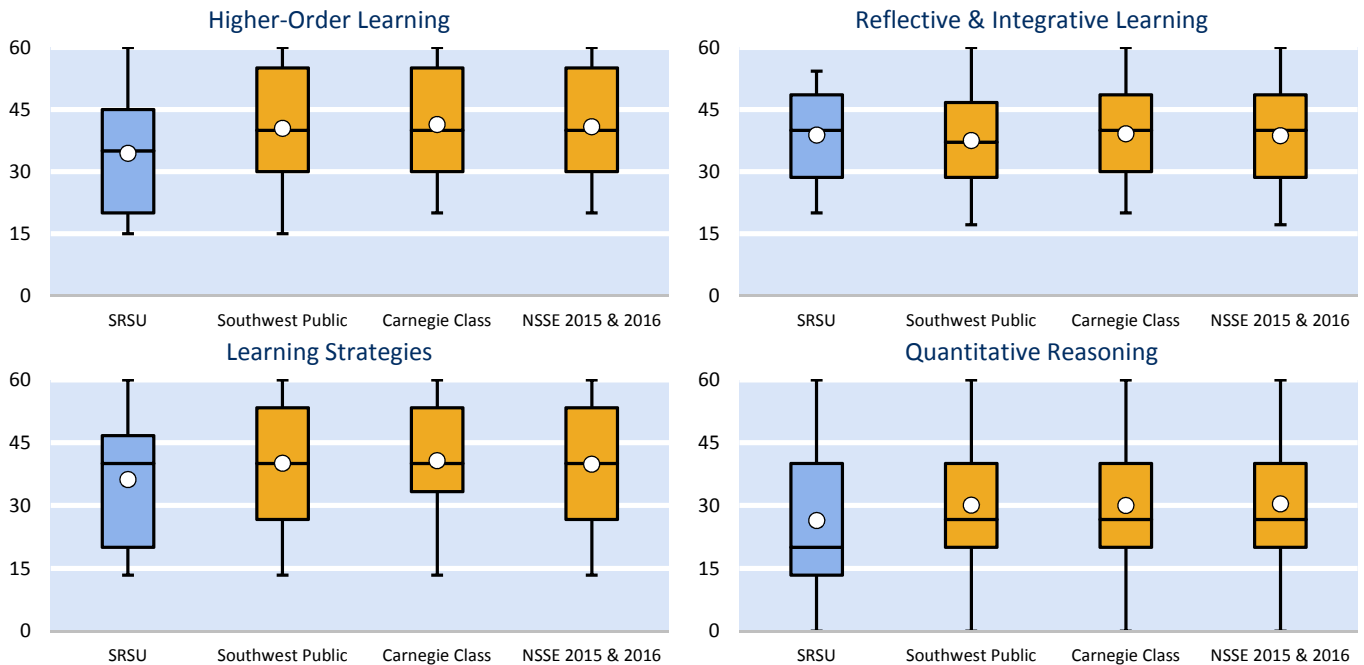
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Academic Challenge: Seniors (continued)

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	SRSU %	Percentage point difference [a] between your seniors and		
		Southwest Public	Carnegie Class	NSSE 2015 & 2016
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...				
4b. Applying facts, theories, or methods to practical problems or new situations	57	-21	-22	-22
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	55	-21	-22	-22
4d. Evaluating a point of view, decision, or information source	56	-14	-18	-15
4e. Forming a new idea or understanding from various pieces of information	76	+5	+3	+4
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	71	+3	+0	+0
2b. Connected your learning to societal problems or issues	69	+8	+3	+5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	56	+6	-1	+1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	+7	+3	+4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	77	+8	+5	+6
2f. Learned something that changed the way you understand an issue or concept	65	-3	-6	-5
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+2	-0	+0
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	69	-12	-14	-13
9b. Reviewed your notes after class	51	-14	-15	-12
9c. Summarized what you learned in class or from course materials	53	-13	-14	-12
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.)	40	-17	-15	-16
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	-4	-4	-4
6c. Evaluated what others have concluded from numerical information	34	-10	-10	-11

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

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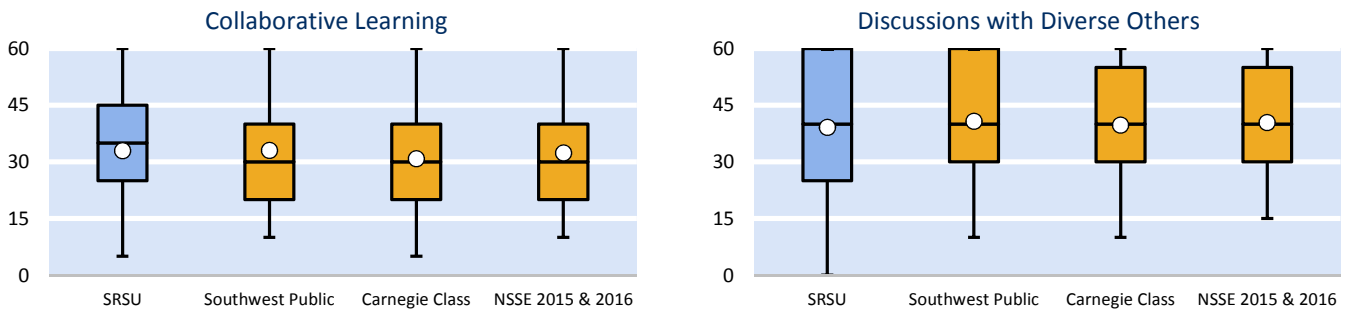
Learning with Peers: First-year students

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

Mean Comparisons

| | SRSU | Your first-year students compared with | | | | | |
| | | Southwest Public | | Carnegie Class | | NSSE 2015 & 2016 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.9	33.0	.00	30.8	.15	32.3	.04
Discussions with Diverse Others	39.1	40.7	-.10	39.7	-.04	40.4	-.08

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| Collaborative Learning | SRSU | Percentage point difference [a] between your FY students and | | |
		Southwest Public	Carnegie Class	NSSE 2015 & 2016
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	46	-7	-2	-5
1f. Explained course material to one or more students	64	+6	+10	+7
1g. Prepared for exams by discussing or working through course material with other students	60	+9	+14	+11
1h. Worked with other students on course projects or assignments	50	-5	-1	-3
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	73	+0	+3	+1
8b. People from an economic background other than your own	70	-2	-1	-2
8c. People with religious beliefs other than your own	59	-10	-8	-9
8d. People with political views other than your own	64	-5	-3	-4

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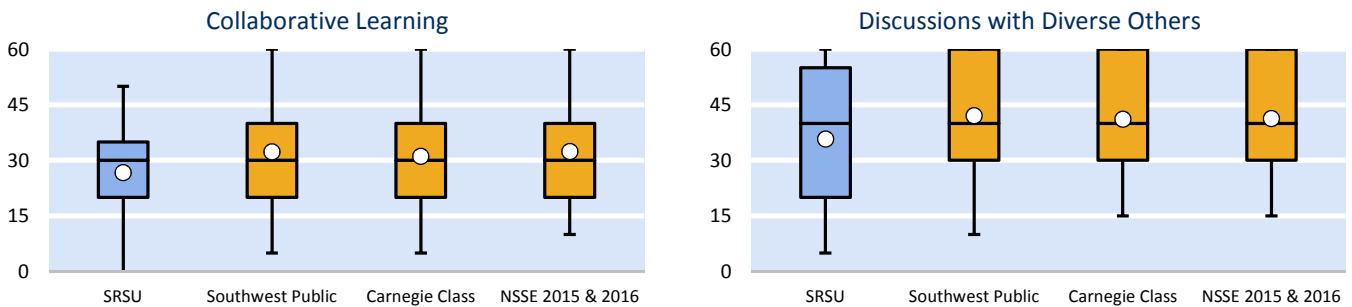
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Mean Comparisons

	SRSU						
			Your seniors compared with				
		Southwest Public		**Carnegie Class**		**NSSE 2015 & 2016**	
			Effect		*Effect*		*Effect*
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
Collaborative Learning	26.7	32.3 *	-.37	31.1	-.29	32.4 *	-.39
Discussions with Diverse Others	35.8	42.1 *	-.37	41.1	-.33	41.3	-.34

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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	SRSU	Percentage point difference [a] between your seniors and		
		Southwest Public	**Carnegie Class**	**NSSE 2015 & 2016**
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	24	-18	-15	-18
1f. Explained course material to one or more students	58	-0	+2	-1
1g. Prepared for exams by discussing or working through course material with other students	41	-6	-4	-6
1h. Worked with other students on course projects or assignments	42	-21	-19	-23
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	59	-16	-13	-13
8b. People from an economic background other than your own	51	-23	-22	-23
8c. People with religious beliefs other than your own	63	-8	-6	-7
8d. People with political views other than your own	62	-9	-8	-8

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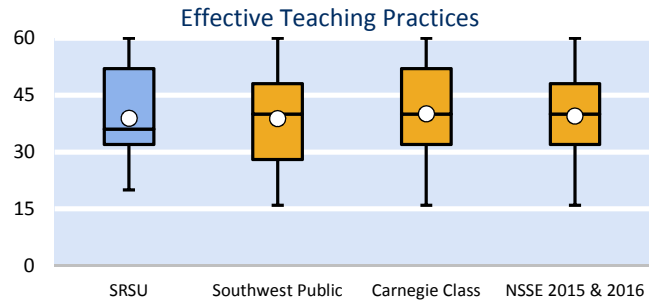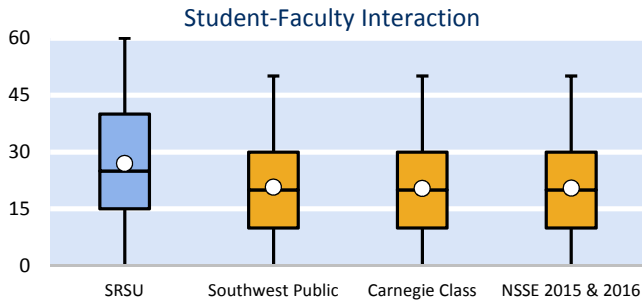
Experiences with Faculty: First-year students

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

Mean Comparisons

	SRSU	*Your first-year students compared with*					
		Southwest Public		Carnegie Class		NSSE 2015 & 2016	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	27.0	20.8 *	.41	20.4 *	.44	20.5 *	.44
Effective Teaching Practices	38.8	38.8	.01	40.1	-.09	39.4	-.05

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	SRSU	*Percentage point difference [a] between your FY students and*		
Student-Faculty Interaction		Southwest Public	Carnegie Class	NSSE 2015 & 2016
	%			
Percentage of students who responded that they "Very often" or "Often"…				
3a. Talked about career plans with a faculty member	60	+26	+27	+27
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	33	+11	+14	+13
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	+5	+6	+5
3d. Discussed your academic performance with a faculty member	57	+28	+27	+28
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	75	-3	-4	-3
5b. Taught course sessions in an organized way	67	-9	-11	-10
5c. Used examples or illustrations to explain difficult points	77	+3	+2	+2
5d. Provided feedback on a draft or work in progress	67	+5	-0	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	56	-2	-8	-6

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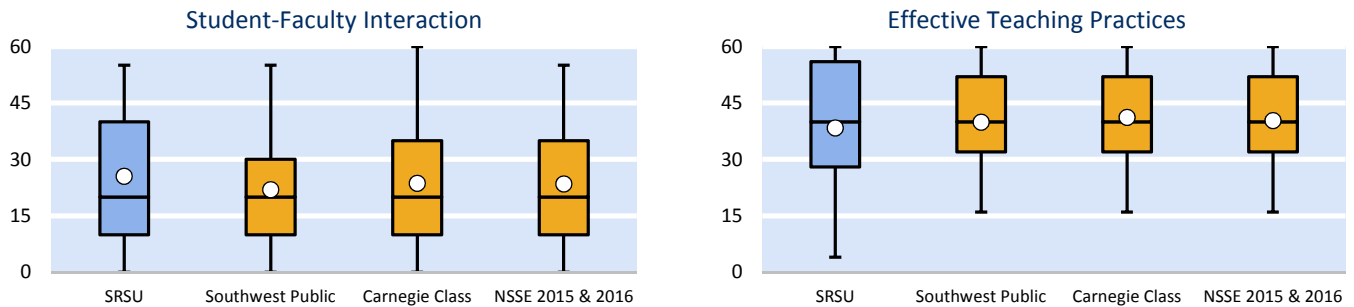
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Mean Comparisons

	SRSU	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2015 & 2016	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.5	21.9	.22	23.6	.11	23.5	.12
Effective Teaching Practices	38.3	39.8	-.10	41.1	-.20	40.3	-.14

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	SRSU	Percentage point difference [a] between your seniors and		
Student-Faculty Interaction		Southwest Public	Carnegie Class	NSSE 2015 & 2016
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	47	+9	+4	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	32	+7	+5	+5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	+4	+0	+1
3d. Discussed your academic performance with a faculty member	44	+14	+10	+11
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	73	-7	-9	-8
5b. Taught course sessions in an organized way	75	-3	-5	-4
5c. Used examples or illustrations to explain difficult points	74	-2	-4	-4
5d. Provided feedback on a draft or work in progress	54	-5	-10	-7
5e. Provided prompt and detailed feedback on tests or completed assignments	56	-7	-12	-10

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

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

NSSE 2016 Engagement Indicators
Campus Environment
Sul Ross State 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

| | SRSU | Your first-year students compared with | | | | | |
| | | Southwest Public | | Carnegie Class | | NSSE 2015 & 2016 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.8	41.4	-.05	41.9	-.08	41.8	-.08
Supportive Environment	36.2	37.6	-.10	36.4	-.01	36.8	-.04

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

Score Distributions

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

Performance on Indicator Items

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

| | SRSU | Percentage point difference [a] between your FY students and | | |
Quality of Interactions		Southwest Public	Carnegie Class	NSSE 2015 & 2016
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	47	-6	-8	-8
13b. Academic advisors	54	+4	+4	+4
13c. Faculty	52	+4	+0	+1
13d. Student services staff (career services, student activities, housing, etc.)	51	+6	+6	+7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	48	+6	+4	+5
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	-0	-0	-1
14c. Using learning support services (tutoring services, writing center, etc.)	78	+1	+1	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	-9	-7	-7
14e. Providing opportunities to be involved socially	71	-2	+0	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	-3	-1	-2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	63	+16	+18	+19
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	-5	+2	-1
14i. Attending events that address important social, economic, or political issues	47	-6	-4	-5

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

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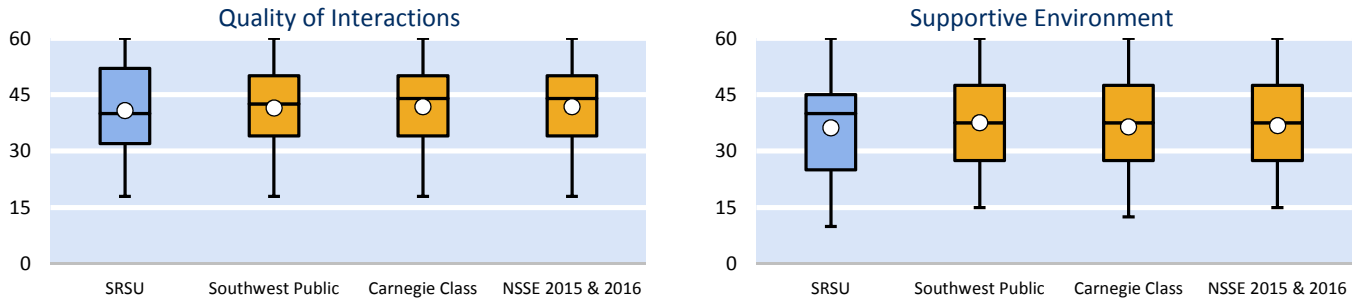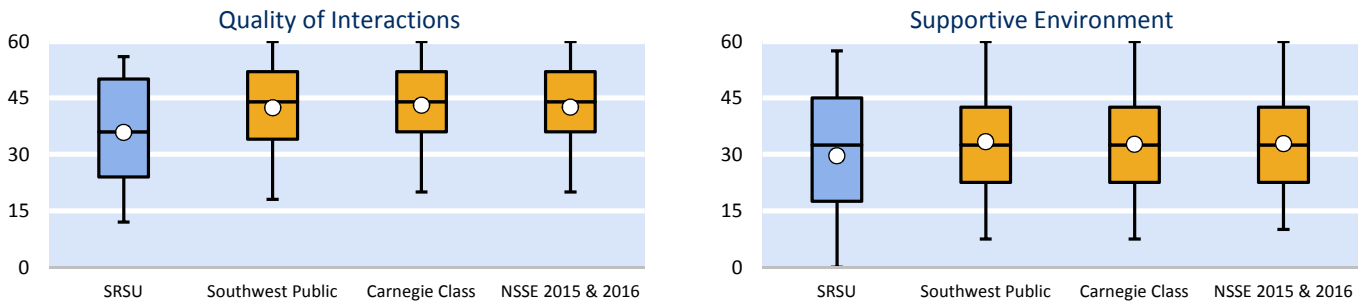
Campus Environment: Seniors

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

Mean Comparisons

	SRSU	Southwest Public		Carnegie Class		NSSE 2015 & 2016	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	35.8	42.4 **	-.52	43.1 *	-.60	42.6 *	-.56
Supportive Environment	29.6	33.4	-.25	32.7	-.21	32.9	-.23

Your seniors compared with (spanning header)

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Quality of Interactions	SRSU	Southwest Public	Carnegie Class	NSSE 2015 & 2016
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	32	-29	-30	-30
13b. Academic advisors	52	+0	-3	-1
13c. Faculty	50	-8	-12	-9
13d. Student services staff (career services, student activities, housing, etc.)	18	-25	-27	-25
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	+2	+0	+3
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	63	-9	-9	-9
14c. Using learning support services (tutoring services, writing center, etc.)	57	-10	-11	-11
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	47	-9	-8	-7
14e. Providing opportunities to be involved socially	61	-5	-4	-5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	69	+8	+10	+8
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	+6	+7	+8
14h. Attending campus activities and events (performing arts, athletic events, etc.)	45	-13	-7	-11
14i. Attending events that address important social, economic, or political issues	35	-9	-9	-9

Percentage point difference [a] between your seniors and (spanning header)

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

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

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NSSE 2016 Engagement Indicators
Comparisons with High-Performing Institutions
Sul Ross State University

Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see **nsse.indiana.edu/html/position_policies.cfm**), 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 2015 and 2016 NSSE institutions, and

(b) institutions with average scores placing them in the top 10% of all 2015 and 2016 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

| | | SRSU | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	36.5	40.5	-.30		42.7 **	-.45	
Academic Challenge	Reflective and Integrative Learning	35.4	37.4	-.16		39.5 *	-.33	
	Learning Strategies	41.4	41.2	.02	✓	43.7	-.17	
	Quantitative Reasoning	34.9	29.4 *	.34	✓	31.3	.22	✓
Learning with Peers	Collaborative Learning	32.9	35.2	-.17		37.3 *	-.32	
	Discussions with Diverse Others	39.1	42.7	-.23		44.3 *	-.35	
Experiences with Faculty	Student-Faculty Interaction	27.0	23.8	.21	✓	26.9	.00	✓
	Effective Teaching Practices	38.8	41.6	-.20		43.8 *	-.37	
Campus Environment	Quality of Interactions	40.8	44.1	-.28		45.9 *	-.42	
	Supportive Environment	36.2	39.2	-.22		40.9 *	-.35	

Seniors

| | | SRSU | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	34.5	43.1 ***	-.63		44.7 ***	-.75	
Academic Challenge	Reflective and Integrative Learning	38.8	41.0	-.17		42.9	-.32	
	Learning Strategies	36.2	42.2 *	-.42		44.5 **	-.58	
	Quantitative Reasoning	26.4	31.8	-.32		33.2 *	-.40	
Learning with Peers	Collaborative Learning	26.7	35.8 ***	-.65		37.9 ***	-.82	
	Discussions with Diverse Others	35.8	43.3 *	-.47		45.1 **	-.59	
Experiences with Faculty	Student-Faculty Interaction	25.5	29.6	-.25		33.0 **	-.46	
	Effective Teaching Practices	38.3	42.7	-.32		44.5 **	-.46	
Campus Environment	Quality of Interactions	35.8	45.3 **	-.83		46.9 ***	-.93	
	Supportive Environment	29.6	35.7	-.44		38.1 *	-.61	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2015 and 2016 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.

NSSE 2016 Engagement Indicators

Detailed Statistics[a]

Sul Ross State University

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												
SRSU (N = 33)	36.5	11.9	2.08	15	30	35	40	60				
Southwest Public	38.3	13.9	.16	15	30	40	50	60	8,075	-1.8	.466	-.128
Carnegie Class	38.7	13.8	.09	15	30	40	50	60	24,103	-2.3	.351	-.163
NSSE 2015 & 2016	38.8	13.7	.05	20	30	40	50	60	88,616	-2.3	.342	-.166
Top 50%	40.5	13.6	.07	20	30	40	50	60	41,520	-4.0	.090	-.297
Top 10%	42.7	13.7	.15	20	35	40	55	60	8,864	-6.2	.010	-.453
Reflective & Integrative Learning												
SRSU (N = 37)	35.4	11.3	1.86	11	31	37	43	54				
Southwest Public	34.8	12.6	.14	17	26	34	43	60	8,456	.5	.797	.043
Carnegie Class	35.7	12.6	.08	17	26	34	43	60	25,237	-.3	.885	-.024
NSSE 2015 & 2016	35.6	12.5	.04	17	26	34	43	60	92,684	-.2	.906	-.020
Top 50%	37.4	12.5	.06	17	29	37	46	60	43,652	-2.0	.328	-.162
Top 10%	39.5	12.8	.14	20	31	40	49	60	8,334	-4.1	.049	-.325
Learning Strategies												
SRSU (N = 34)	41.4	14.7	2.53	20	27	40	53	60				
Southwest Public	38.0	14.3	.17	13	27	40	47	60	7,375	3.4	.172	.236
Carnegie Class	39.6	14.2	.10	20	27	40	53	60	22,105	1.8	.457	.128
NSSE 2015 & 2016	39.2	14.1	.05	20	27	40	53	60	81,092	2.2	.364	.156
Top 50%	41.2	14.1	.07	20	33	40	53	60	36,416	.2	.929	.015
Top 10%	43.7	14.3	.15	20	33	47	60	60	9,388	-2.4	.335	-.166
Quantitative Reasoning												
SRSU (N = 36)	34.9	14.2	2.37	13	27	33	40	60				
Southwest Public	28.4	16.3	.18	0	20	27	40	60	8,177	6.4	.019	.394
Carnegie Class	27.6	16.3	.10	0	20	27	40	60	24,379	7.2	.008	.443
NSSE 2015 & 2016	28.0	16.2	.05	0	20	27	40	60	89,660	6.9	.011	.424
Top 50%	29.4	16.1	.07	0	20	27	40	60	51,613	5.4	.045	.336
Top 10%	31.3	16.2	.15	0	20	33	40	60	12,250	3.6	.186	.222
Learning with Peers												
Collaborative Learning												
SRSU (N = 41)	32.9	14.4	2.25	5	25	35	45	60				
Southwest Public	33.0	14.2	.15	10	20	30	40	60	8,776	-.1	.976	-.005
Carnegie Class	30.8	14.9	.09	5	20	30	40	60	26,028	2.2	.353	.145
NSSE 2015 & 2016	32.3	14.5	.05	10	20	30	40	60	95,939	.6	.783	.043
Top 50%	35.2	13.8	.06	15	25	35	45	60	47,767	-2.3	.285	-.167
Top 10%	37.3	13.6	.14	15	25	40	45	60	10,094	-4.4	.039	-.323
Discussions with Diverse Others												
SRSU (N = 36)	39.1	17.3	2.90	0	25	40	60	60				
Southwest Public	40.7	16.4	.19	10	30	40	60	60	7,465	-1.6	.565	-.097
Carnegie Class	39.7	16.3	.11	10	30	40	55	60	22,397	-.6	.829	-.036
NSSE 2015 & 2016	40.4	16.0	.06	15	30	40	55	60	82,124	-1.3	.633	-.080
Top 50%	42.7	15.2	.07	20	35	40	60	60	42,576	-3.6	.162	-.234
Top 10%	44.3	15.1	.13	20	35	45	60	60	13,164	-5.2	.039	-.346

NSSE 2016 Engagement Indicators
Detailed Statistics[a]
Sul Ross State University

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												
SRSU (N = 33)	27.0	17.8	3.12	0	15	25	40	60				
Southwest Public	20.8	15.2	.17	0	10	20	30	50	8,246	6.2	.020	.409
Carnegie Class	20.4	14.8	.09	0	10	20	30	50	32	6.6	.044	.442
NSSE 2015 & 2016	20.5	14.7	.05	0	10	20	30	50	32	6.5	.046	.442
Top 50%	23.8	15.0	.09	0	15	20	35	55	29,265	3.2	.227	.212
Top 10%	26.9	16.0	.23	5	15	25	40	60	4,911	.1	.978	.005
Effective Teaching Practices												
SRSU (N = 36)	38.8	13.8	2.32	20	32	36	52	60				
Southwest Public	38.8	13.6	.15	16	28	40	48	60	8,282	.1	.976	.005
Carnegie Class	40.1	13.5	.09	16	32	40	52	60	24,669	-1.2	.587	-.091
NSSE 2015 & 2016	39.4	13.4	.04	16	32	40	48	60	90,695	-.6	.787	-.045
Top 50%	41.6	13.4	.07	20	32	40	52	60	36,734	-2.7	.226	-.203
Top 10%	43.8	13.5	.15	20	36	44	56	60	7,693	-5.0	.028	-.368
Campus Environment												
Quality of Interactions												
SRSU (N = 35)	40.8	13.9	2.37	18	32	40	52	60				
Southwest Public	41.4	12.6	.15	18	34	43	50	60	7,152	-.6	.763	-.051
Carnegie Class	41.9	12.8	.09	18	34	44	50	60	21,242	-1.1	.625	-.083
NSSE 2015 & 2016	41.8	12.5	.04	18	34	44	50	60	78,000	-1.0	.640	-.080
Top 50%	44.1	11.8	.07	22	38	46	52	60	30,858	-3.3	.101	-.279
Top 10%	45.9	12.1	.15	22	40	48	56	60	6,593	-5.1	.014	-.419
Supportive Environment												
SRSU (N = 34)	36.2	15.1	2.59	10	25	40	45	60				
Southwest Public	37.6	13.9	.17	15	28	38	48	60	6,847	-1.3	.579	-.096
Carnegie Class	36.4	14.2	.10	13	28	38	48	60	20,593	-.2	.937	-.014
NSSE 2015 & 2016	36.8	13.9	.05	15	28	38	48	60	75,675	-.6	.800	-.043
Top 50%	39.2	13.3	.07	18	30	40	50	60	35,354	-2.9	.200	-.221
Top 10%	40.9	13.3	.14	20	33	40	53	60	8,829	-4.6	.043	-.349

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 SEM) 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 2016 Engagement Indicators
Detailed Statistics[a]
Sul Ross State University

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												
SRSU (N = 35)	34.5	15.8	2.67	15	20	35	45	60				
Southwest Public	40.5	14.4	.09	15	30	40	55	60	26,307	-6.0	.014	-.417
Carnegie Class	41.4	14.1	.06	20	30	40	55	60	64,317	-6.9	.004	-.491
NSSE 2015 & 2016	40.9	14.1	.03	20	30	40	55	60	231,701	-6.4	.007	-.453
Top 50%	43.1	13.8	.05	20	35	40	55	60	83,183	-8.7	.000	-.629
Top 10%	44.7	13.7	.09	20	40	45	60	60	25,869	-10.2	.000	-.745
Reflective & Integrative Learning												
SRSU (N = 35)	38.8	11.8	2.00	20	29	40	49	54				
Southwest Public	37.6	13.3	.08	17	29	37	47	60	27,252	1.3	.576	.095
Carnegie Class	39.2	13.0	.05	20	30	40	49	60	66,887	-.3	.878	-.026
NSSE 2015 & 2016	38.7	13.0	.03	17	29	40	49	60	240,823	.1	.955	.010
Top 50%	41.0	12.7	.04	20	31	40	51	60	86,990	-2.2	.316	-.170
Top 10%	42.9	12.5	.08	20	34	43	54	60	21,821	-4.1	.055	-.324
Learning Strategies												
SRSU (N = 33)	36.2	16.4	2.86	13	20	40	47	60				
Southwest Public	40.1	14.9	.10	13	27	40	53	60	24,301	-3.9	.135	-.261
Carnegie Class	40.7	14.7	.06	13	33	40	53	60	60,325	-4.5	.079	-.307
NSSE 2015 & 2016	39.9	14.8	.03	13	27	40	53	60	216,855	-3.7	.156	-.248
Top 50%	42.2	14.5	.05	20	33	40	60	60	100,952	-6.0	.017	-.416
Top 10%	44.5	14.2	.09	20	33	47	60	60	32	-8.2	.007	-.582
Quantitative Reasoning												
SRSU (N = 35)	26.4	18.4	3.11	0	13	20	40	60				
Southwest Public	30.1	17.0	.10	0	20	27	40	60	26,569	-3.7	.204	-.215
Carnegie Class	30.0	17.1	.07	0	20	27	40	60	65,204	-3.6	.215	-.210
NSSE 2015 & 2016	30.3	17.0	.04	0	20	27	40	60	235,005	-3.9	.173	-.230
Top 50%	31.8	16.9	.05	0	20	33	40	60	130,950	-5.3	.062	-.316
Top 10%	33.2	16.8	.09	0	20	33	47	60	36,110	-6.8	.017	-.405
Learning with Peers												
Collaborative Learning												
SRSU (N = 34)	26.7	13.9	2.37	0	20	30	35	50				
Southwest Public	32.3	15.1	.09	5	20	30	40	60	28,146	-5.6	.030	-.372
Carnegie Class	31.1	15.3	.06	5	20	30	40	60	68,327	-4.5	.089	-.291
NSSE 2015 & 2016	32.4	14.9	.03	10	20	30	40	60	246,631	-5.8	.024	-.387
Top 50%	35.8	13.9	.04	15	25	35	45	60	111,368	-9.1	.000	-.655
Top 10%	37.9	13.7	.09	15	30	40	50	60	24,894	-11.2	.000	-.818
Discussions with Diverse Others												
SRSU (N = 34)	35.8	19.1	3.30	5	20	40	55	60				
Southwest Public	42.1	16.9	.11	10	30	40	60	60	24,525	-6.2	.032	-.370
Carnegie Class	41.1	16.3	.07	15	30	40	60	60	33	-5.3	.118	-.325
NSSE 2015 & 2016	41.3	16.1	.03	15	30	40	60	60	33	-5.5	.103	-.343
Top 50%	43.3	15.9	.05	15	35	45	60	60	33	-7.5	.030	-.471
Top 10%	45.1	15.8	.08	20	35	50	60	60	33	-9.3	.008	-.587

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												
SRSU (N = 35)	25.5	18.8	3.18	0	10	20	40	55				
Southwest Public	21.9	16.3	.10	0	10	20	30	55	26,687	3.6	.191	.221
Carnegie Class	23.6	16.6	.06	0	10	20	35	60	65,432	1.8	.512	.111
NSSE 2015 & 2016	23.5	16.3	.03	0	10	20	35	55	235,532	2.0	.465	.123
Top 50%	29.6	16.1	.07	5	20	30	40	60	50,220	-4.1	.136	-.252
Top 10%	33.0	16.3	.18	5	20	30	45	60	8,283	-7.5	.006	-.462
Effective Teaching Practices												
SRSU (N = 35)	38.3	16.1	2.72	4	28	40	56	60				
Southwest Public	39.8	14.4	.09	16	32	40	52	60	26,854	-1.5	.540	-.104
Carnegie Class	41.1	14.0	.05	16	32	40	52	60	65,930	-2.8	.241	-.198
NSSE 2015 & 2016	40.3	13.9	.03	16	32	40	52	60	237,282	-2.0	.406	-.140
Top 50%	42.7	13.7	.05	20	32	44	56	60	75,228	-4.4	.059	-.319
Top 10%	44.5	13.4	.10	20	36	44	56	60	17,226	-6.2	.007	-.459
Campus Environment												
Quality of Interactions												
SRSU (N = 29)	35.8	14.3	2.65	12	24	36	50	56				
Southwest Public	42.4	12.6	.08	18	34	44	52	60	23,029	-6.6	.005	-.524
Carnegie Class	43.1	12.2	.05	20	36	44	52	60	28	-7.3	.010	-.597
NSSE 2015 & 2016	42.6	12.0	.03	20	36	44	52	60	28	-6.8	.017	-.561
Top 50%	45.3	11.5	.04	24	40	48	54	60	28	-9.5	.001	-.827
Top 10%	46.9	11.9	.08	24	40	50	56	60	28	-11.1	.000	-.932
Supportive Environment												
SRSU (N = 33)	29.6	18.9	3.30	0	18	33	45	58				
Southwest Public	33.4	14.9	.10	8	23	33	43	60	32	-3.7	.268	-.251
Carnegie Class	32.7	14.7	.06	8	23	33	43	60	32	-3.0	.365	-.206
NSSE 2015 & 2016	32.9	14.4	.03	10	23	33	43	60	32	-3.3	.329	-.227
Top 50%	35.7	13.9	.05	13	25	35	45	60	32	-6.1	.075	-.436
Top 10%	38.1	13.9	.11	15	28	40	48	60	32	-8.4	.016	-.607

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 SEM) 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.