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# **NSSE 2013**

## **Engagement Indicators**

Texas Christian University

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### About Your Engagement Indicators Report

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

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

### Report sections

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

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

### Interpreting comparisons

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

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

### How Engagement Indicators are computed

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

For more information on EIs and their psychometric properties, refer to the NSSE Web site: [nsse.iub.edu](http://nsse.iub.edu)

## Engagement Indicators: Overview

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

Use the following key:

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

### First-Year (FY) Students

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

### Seniors

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

## Academic Challenge: First-year students

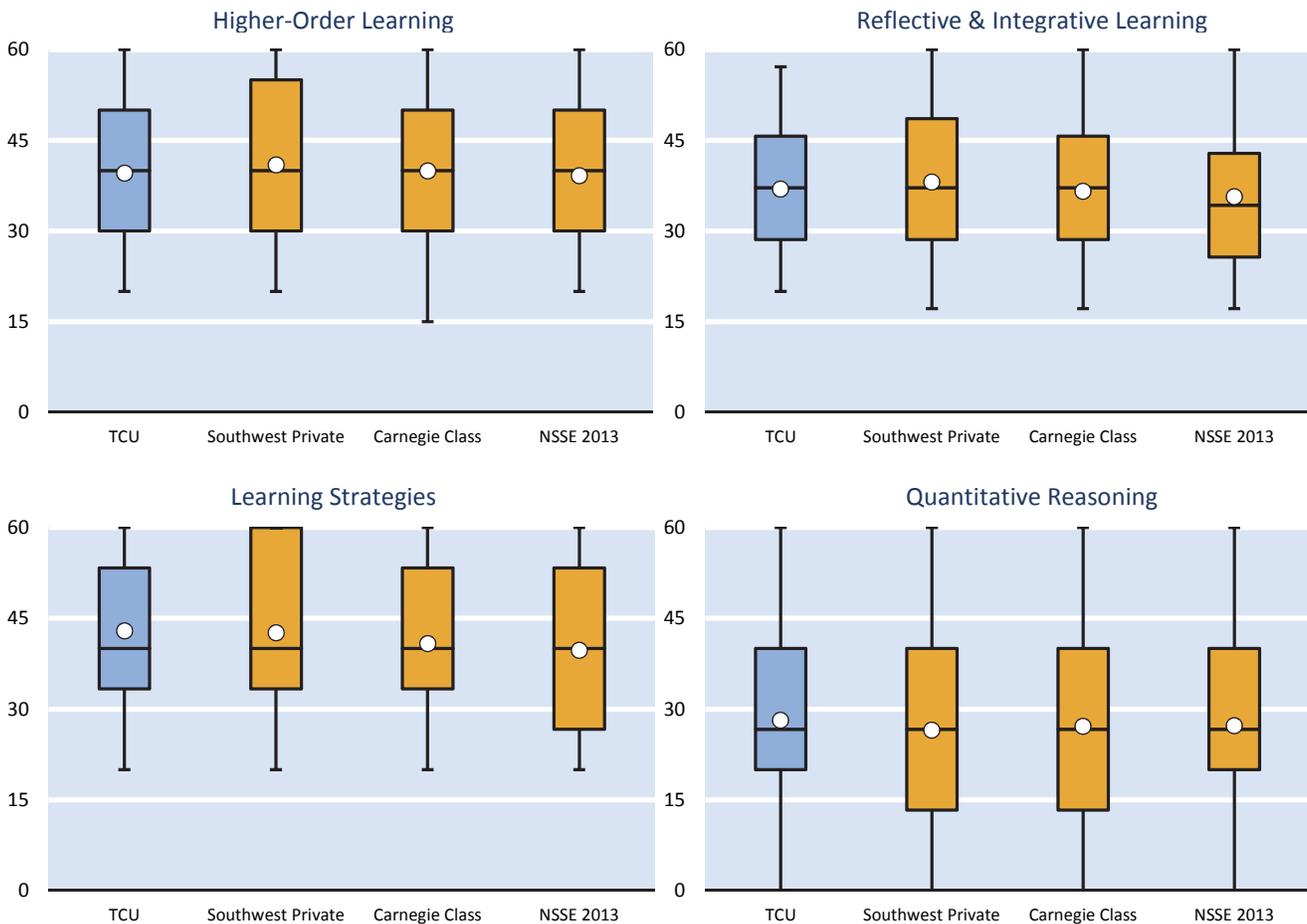
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

### Mean Comparisons

Engagement Indicator	TCU Mean	Your first-year students compared with					
		Southwest Private Mean	Southwest Private Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2013 Mean	NSSE 2013 Effect size
Higher-Order Learning	39.6	40.9	-.10	39.9	-.02	39.1	.03
Reflective & Integrative Learning	36.9	38.1	-.09	36.5	.03	35.7	.10
Learning Strategies	42.9	42.6	.02	40.8 **	.15	39.8 ***	.22
Quantitative Reasoning	28.2	26.5	.09	27.2	.06	27.3	.05

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

### Score Distributions



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

## Academic Challenge: First-year students (continued)

### Summary of Indicator Items

	TCU	Southwest Private	Carnegie Class	NSSE 2013
<b>Higher-Order Learning</b>				
<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	82 	74 	73 	74 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74 	75 	74 	73 
4d. Evaluating a point of view, decision, or information source	70 	76 	73 	70 
4e. Forming a new idea or understanding from various pieces of information	67 	73 	72 	69 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	61 	56 	57 	56 
2b. Connected your learning to societal problems or issues	56 	59 	55 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	60 	60 	53 	51 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63 	71 	65 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65 	73 	69 	66 
2f. Learned something that changed the way you understand an issue or concept	69 	68 	67 	66 
2g. Connected ideas from your courses to your prior experiences and knowledge	84 	81 	78 	78 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	88 	85 	82 	81 
9b. Reviewed your notes after class	74 	71 	68 	66 
9c. Summarized what you learned in class or from course materials	71 	71 	66 	64 
<b>Quantitative Reasoning</b>				
<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.)	51 	48 	51 	51 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37 	38 	39 	38 
6c. Evaluated what others have concluded from numerical information	43 	37 	37 	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

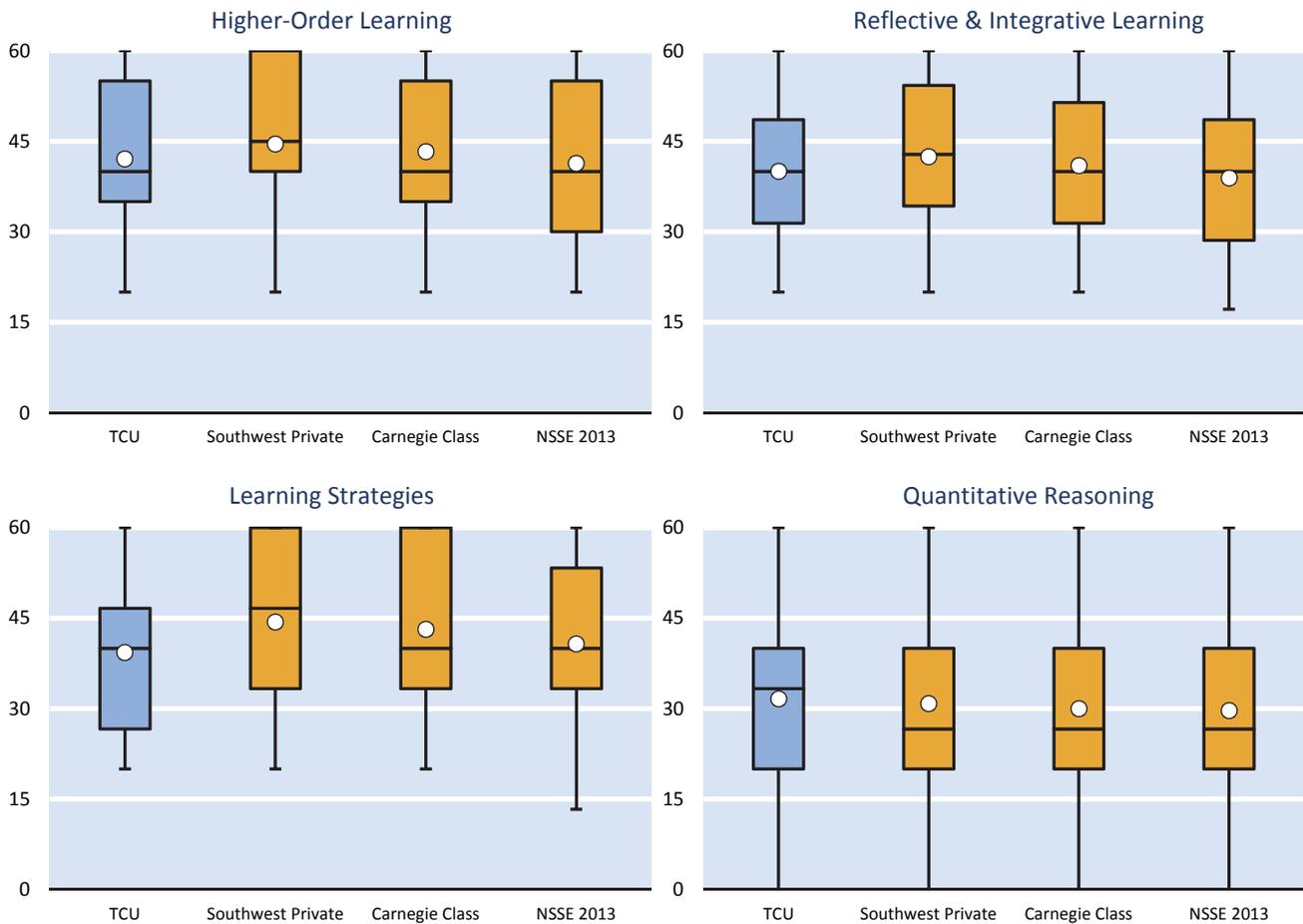
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	TCU Mean	Your first-year students compared with					
		Southwest Private		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.1	44.5 ***	-.18	43.3 *	-.09	41.3	.05
Reflective & Integrative Learning	40.1	42.5 ***	-.19	41.0	-.07	38.9 *	.09
Learning Strategies	39.3	44.4 ***	-.35	43.2 ***	-.27	40.7 *	-.10
Quantitative Reasoning	31.6	30.8	.05	30.0 *	.09	29.7 *	.11

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

#### Score Distributions



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

## Academic Challenge: Seniors (continued)

### Summary of Indicator Items

	TCU	Southwest Private	Carnegie Class	NSSE 2013
<b>Higher-Order Learning</b>				
<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	84 	84 	82 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	81 	83 	81 	78 
4d. Evaluating a point of view, decision, or information source	74 	82 	79 	72 
4e. Forming a new idea or understanding from various pieces of information	72 	81 	78 	73 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	76 	71 	71 	71 
2b. Connected your learning to societal problems or issues	70 	74 	70 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	60 	68 	63 	56 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67 	77 	73 	67 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72 	80 	76 	70 
2f. Learned something that changed the way you understand an issue or concept	72 	76 	73 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	87 	89 	87 	84 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	86 	90 	87 	84 
9b. Reviewed your notes after class	60 	69 	69 	65 
9c. Summarized what you learned in class or from course materials	61 	77 	73 	66 
<b>Quantitative Reasoning</b>				
<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.)	56 	56 	54 	54 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	48 	48 	46 	44 
6c. Evaluated what others have concluded from numerical information	53 	44 	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

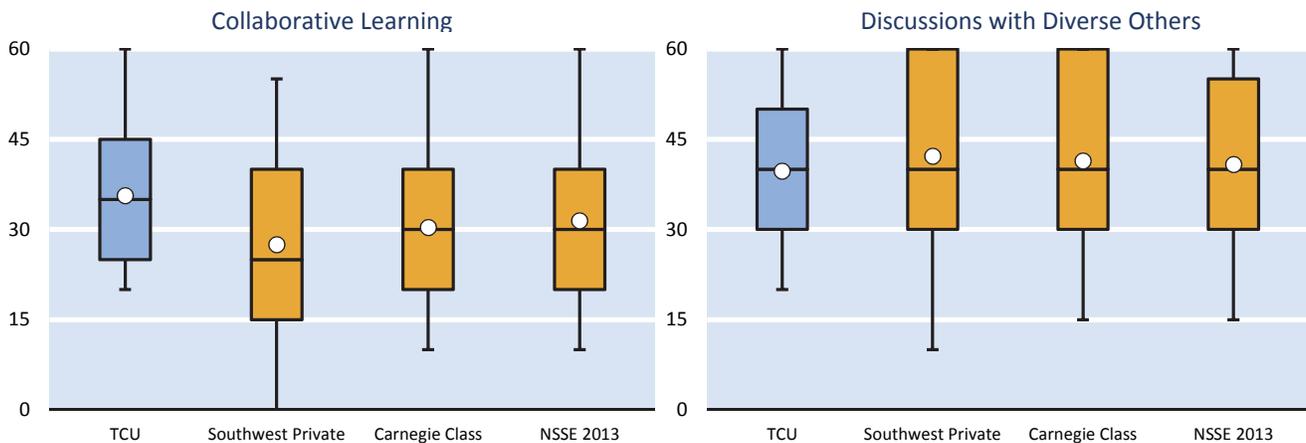
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean Comparisons

Engagement Indicator	TCU Mean	Your first-year students compared with					
		Southwest Private		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.6	27.4 ***	.53	30.3 ***	.37	31.4 ***	.29
Discussions with Diverse Others	39.7	42.2 **	-.15	41.3 *	-.10	40.8	-.07

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

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### Summary of Indicator Items

#### Collaborative Learning

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

	TCU	Southwest Private	Carnegie Class	NSSE 2013
1e. Asked another student to help you understand course material	59	36	42	48
1f. Explained course material to one or more students	69	44	53	56
1g. Prepared for exams by discussing or working through course material with other students	60	40	44	48
1h. Worked with other students on course projects or assignments	53	49	50	50

#### Discussions with Diverse Others

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

	TCU	Southwest Private	Carnegie Class	NSSE 2013
8a. People from a race or ethnicity other than your own	70	77	74	71
8b. People from an economic background other than your own	71	77	73	73
8c. People with religious beliefs other than your own	66	66	68	68
8d. People with political views other than your own	66	70	70	70

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

## Learning with Peers: Seniors

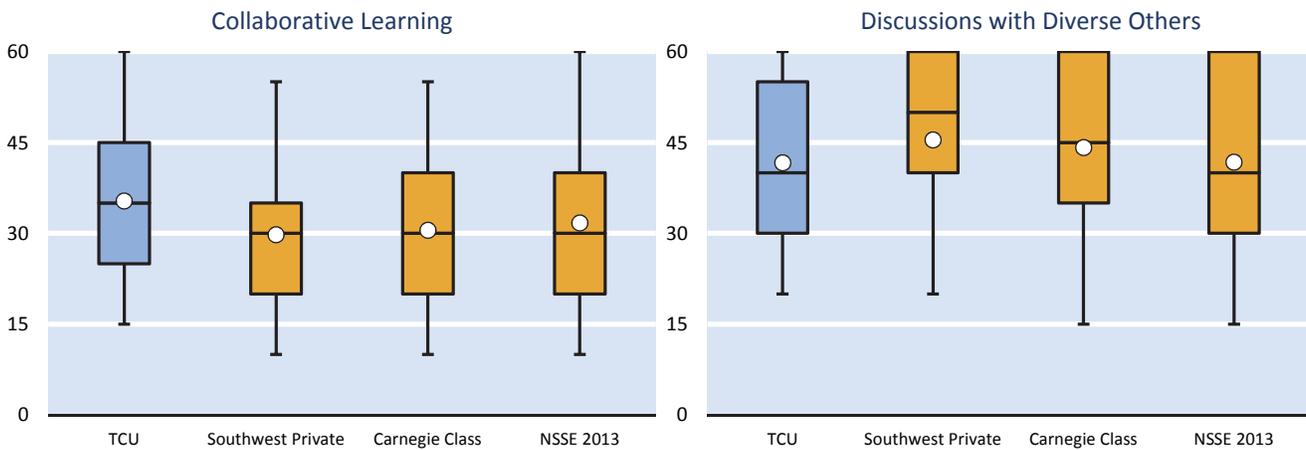
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

### Mean Comparisons

Engagement Indicator	TCU Mean	Your seniors compared with					
		Southwest Private		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.4	29.8 ***	.46	30.5 ***	.36	31.7 ***	.25
Discussions with Diverse Others	41.6	45.4 ***	-.24	44.2 ***	-.16	41.8	-.01

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

### Score Distributions



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### Summary of Indicator Items

#### Collaborative Learning

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

	TCU	Southwest Private	Carnegie Class	NSSE 2013
1e. Asked another student to help you understand course material	46	20	28	38
1f. Explained course material to one or more students	65	41	48	57
1g. Prepared for exams by discussing or working through course material with other students	55	31	37	44
1h. Worked with other students on course projects or assignments	72	83	73	63

#### Discussions with Diverse Others

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

	TCU	Southwest Private	Carnegie Class	NSSE 2013
8a. People from a race or ethnicity other than your own	71	83	79	72
8b. People from an economic background other than your own	76	81	78	75
8c. People with religious beliefs other than your own	66	75	74	70
8d. People with political views other than your own	75	78	76	72

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

## Experiences with Faculty: First-year students

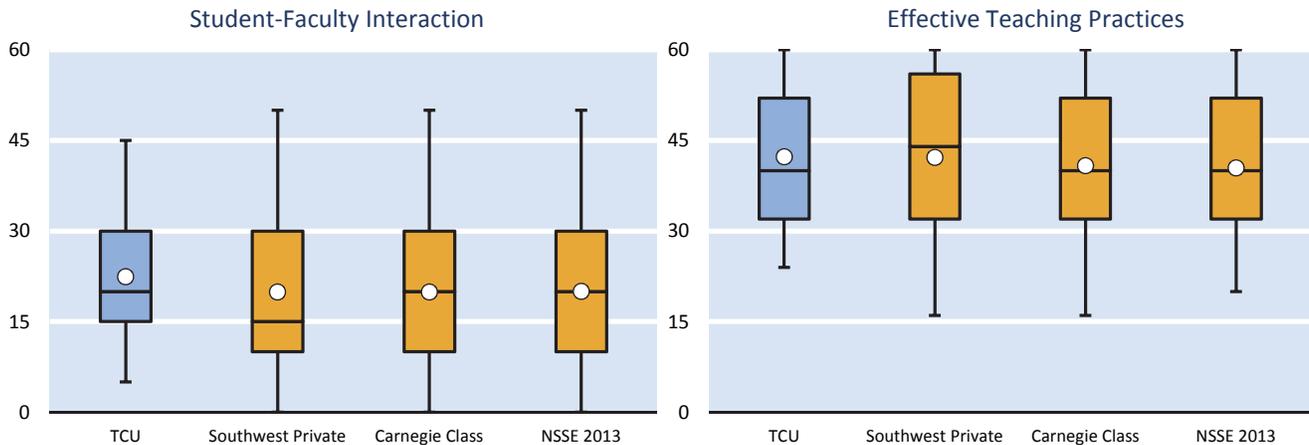
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

### Mean Comparisons

Engagement Indicator	TCU Mean	Your first-year students compared with					
		Southwest Private		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.4	19.9 **	.17	19.9 **	.17	20.0 **	.17
Effective Teaching Practices	42.3	42.2	.01	40.8 *	.11	40.4 **	.14

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

### Score Distributions



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

### Summary of Indicator Items

#### Student-Faculty Interaction

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

	TCU	Southwest Private	Carnegie Class	NSSE 2013
3a. Talked about career plans with a faculty member	35	33	33	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	16	18	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	24	24	24
3d. Discussed your academic performance with a faculty member	33	32	30	28

#### Effective Teaching Practices

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

	TCU	Southwest Private	Carnegie Class	NSSE 2013
5a. Clearly explained course goals and requirements	89	82	82	82
5b. Taught course sessions in an organized way	88	82	79	80
5c. Used examples or illustrations to explain difficult points	84	76	77	78
5d. Provided feedback on a draft or work in progress	62	70	67	65
5e. Provided prompt and detailed feedback on tests or completed assignments	65	70	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

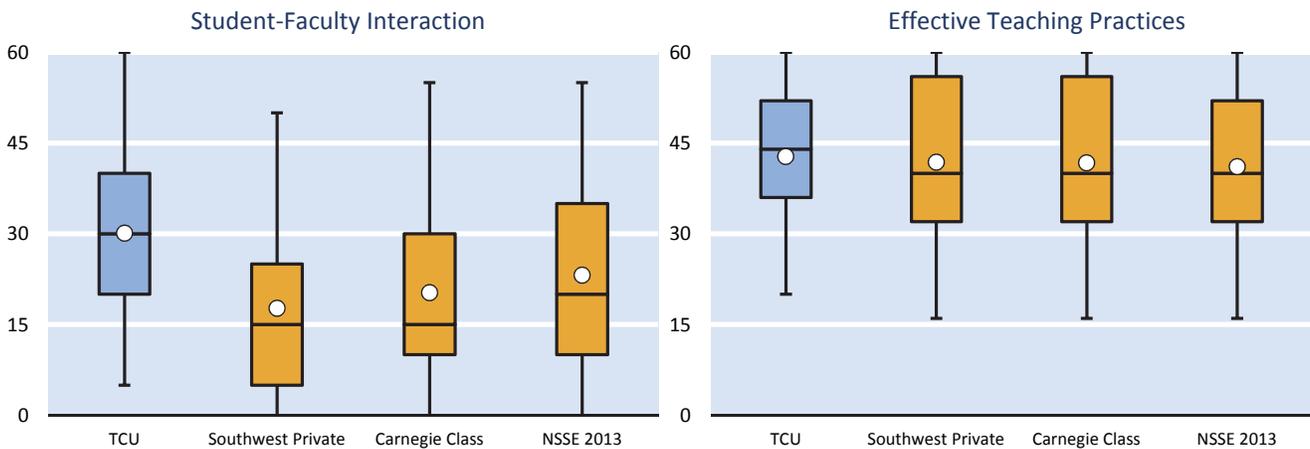
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	TCU Mean	Your seniors compared with					
		Southwest Private		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	30.1	17.7 ***	.82	20.2 ***	.62	23.2 ***	.43
Effective Teaching Practices	42.8	41.8	.07	41.7	.07	41.1 **	.12

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

### Score Distributions



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

### Summary of Indicator Items

#### Student-Faculty Interaction

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

	TCU	Southwest Private	Carnegie Class	NSSE 2013
3a. Talked about career plans with a faculty member	60	33	37	41
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	41	15	19	25
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	44	19	24	32
3d. Discussed your academic performance with a faculty member	44	28	30	32

#### Effective Teaching Practices

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

	TCU	Southwest Private	Carnegie Class	NSSE 2013
5a. Clearly explained course goals and requirements	88	82	82	83
5b. Taught course sessions in an organized way	88	83	82	82
5c. Used examples or illustrations to explain difficult points	86	72	75	79
5d. Provided feedback on a draft or work in progress	66	63	63	62
5e. Provided prompt and detailed feedback on tests or completed assignments	70	74	72	68

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

### Campus Environment: First-year students

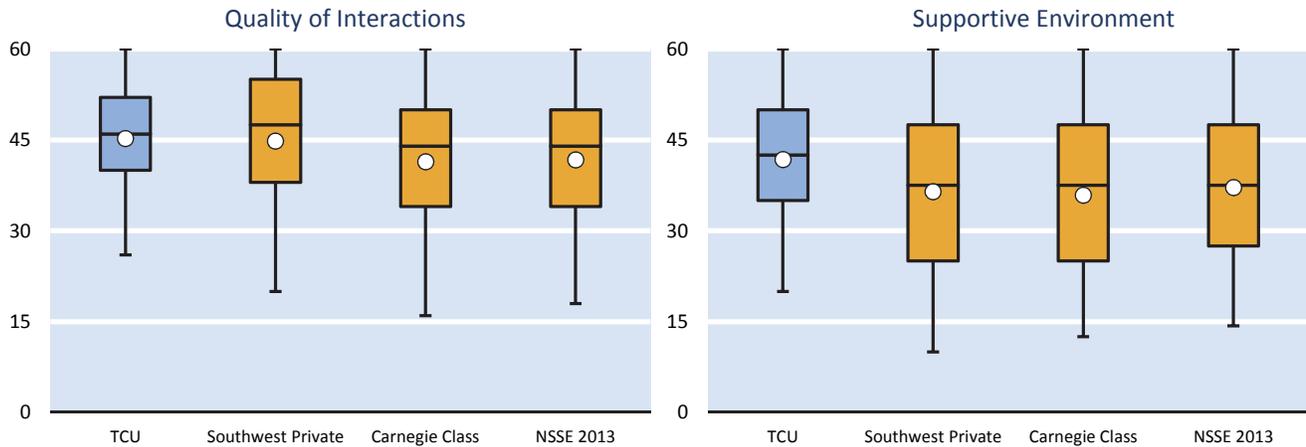
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	TCU Mean	Your first-year students compared with					
		Southwest Private		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.2	44.8	.03	41.4 ***	.30	41.7 ***	.28
Supportive Environment	41.8	36.5 ***	.35	35.9 ***	.41	37.2 ***	.33

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

#### Score Distributions



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

#### Summary of Indicator Items

##### Quality of Interactions

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

	TCU	Southwest Private	Carnegie Class	NSSE 2013
13a. Students	68	66	58	60
13b. Academic advisors	50	60	51	49
13c. Faculty	63	62	51	51
13d. Student services staff (career services, student activities, housing, etc.)	59	50	43	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	54	54	42	42

##### Supportive Environment

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

	TCU	Southwest Private	Carnegie Class	NSSE 2013
14b. Providing support to help students succeed academically	85	79	75	78
14c. Using learning support services (tutoring services, writing center, etc.)	79	78	75	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	65	59	58
14e. Providing opportunities to be involved socially	88	68	68	72
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	88	66	67	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	54	48	43	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	87	58	62	68
14i. Attending events that address important social, economic, or political issues	68	47	50	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

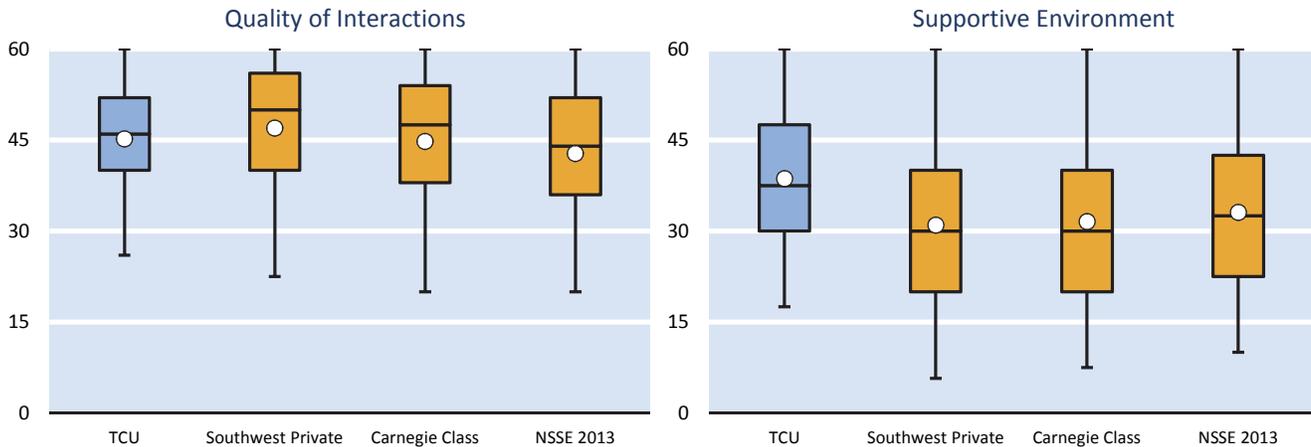
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	TCU Mean	Your seniors compared with					
		Southwest Private		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.2	47.0 ***	-.15	44.8	.03	42.8 ***	.20
Supportive Environment	38.7	31.0 ***	.50	31.6 ***	.47	33.0 ***	.39

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

#### Score Distributions



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

#### Summary of Indicator Items

##### Quality of Interactions

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

	TCU	Southwest Private	Carnegie Class	NSSE 2013
13a. Students	66	69	66	65
13b. Academic advisors	51	71	61	53
13c. Faculty	70	69	65	61
13d. Student services staff (career services, student activities, housing, etc.)	55	54	48	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	48	62	52	43

##### Supportive Environment

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

	TCU	Southwest Private	Carnegie Class	NSSE 2013
14b. Providing support to help students succeed academically	80	76	73	72
14c. Using learning support services (tutoring services, writing center, etc.)	76	75	71	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	44	63	59	52
14e. Providing opportunities to be involved socially	80	55	59	65
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	83	48	52	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	42	36	34	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	83	34	41	56
14i. Attending events that address important social, economic, or political issues	56	31	37	45

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

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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 for their high average levels of student engagement:

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

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

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

First-Year Students		TCU Mean	Your first-year students compared with					
Theme	Engagement Indicator		NSSE 2013 Top 50%			NSSE 2013 Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.6	40.9	-.10	✓	42.7 ***	-.23	
	Reflective and Integrative Learning	36.9	37.6	-.05	✓	39.4 ***	-.20	
	Learning Strategies	42.9	41.8	.08	✓	44.4 *	-.10	
	Quantitative Reasoning	28.2	28.8	-.04	✓	30.5 **	-.14	
Learning with Peers	Collaborative Learning	35.6	34.4	.08	✓	37.1 *	-.12	
	Discussions with Diverse Others	39.7	43.2 ***	-.23		45.7 ***	-.40	
Experiences with Faculty	Student-Faculty Interaction	22.4	23.4	-.06	✓	26.7 ***	-.26	
	Effective Teaching Practices	42.3	42.8	-.04	✓	44.7 ***	-.17	
Campus Environment	Quality of Interactions	45.2	44.3	.08	✓	46.3	-.09 ✓	
	Supportive Environment	41.8	39.5 **	.17	✓	41.4	.03 ✓	
Seniors		TCU Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE 2013 Top 50%			NSSE 2013 Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	42.1	43.5 *	-.10		45.3 ***	-.23	
	Reflective and Integrative Learning	40.1	41.1	-.08	✓	43.1 ***	-.24	
	Learning Strategies	39.3	43.2 ***	-.27		45.4 ***	-.44	
	Quantitative Reasoning	31.6	31.1	.03	✓	32.5	-.05 ✓	
Learning with Peers	Collaborative Learning	35.4	35.0	.03	✓	37.5 ***	-.16	
	Discussions with Diverse Others	41.6	44.1 ***	-.16		45.8 ***	-.27	
Experiences with Faculty	Student-Faculty Interaction	30.1	29.7	.03	✓	34.6 ***	-.28	
	Effective Teaching Practices	42.8	43.3	-.03	✓	45.3 ***	-.19	
Campus Environment	Quality of Interactions	45.2	45.8	-.05	✓	47.6 ***	-.21	
	Supportive Environment	38.7	36.1 ***	.18	✓	39.2	-.04 ✓	

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

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

#### Detailed Statistics: First-year students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
TCU (N = 327)	39.6	13.1	.72	20	30	40	50	60				
Southwest Private	40.9	14.3	.22	20	30	40	55	60	389	-1.4	.068	-.097
Carnegie Class	39.9	14.2	.14	15	30	40	50	60	352	-.4	.635	-.025
NSSE 2013	39.1	13.8	.04	20	30	40	50	60	328	.4	.546	.032
Top 50%	40.9	13.6	.06	20	30	40	50	60	331	-1.3	.074	-.095
Top 10%	42.7	13.7	.13	20	35	40	55	60	346	-3.2	.000	-.232
<b>Reflective and Integrative Learning</b>												
TCU (N = 337)	36.9	11.7	.64	20	29	37	46	57				
Southwest Private	38.1	13.0	.19	17	29	37	49	60	401	-1.2	.084	-.089
Carnegie Class	36.5	12.7	.13	17	29	37	46	60	363	.4	.549	.031
NSSE 2013	35.7	12.6	.04	17	26	34	43	60	118,747	1.3	.068	.100
Top 50%	37.6	12.5	.06	17	29	37	46	60	51,045	-.7	.327	-.054
Top 10%	39.4	12.5	.11	20	31	40	49	60	13,025	-2.5	.000	-.199
<b>Learning Strategies</b>												
TCU (N = 307)	42.9	12.5	.71	20	33	40	53	60				
Southwest Private	42.6	14.5	.23	20	33	40	60	60	372	.3	.701	.020
Carnegie Class	40.8	14.2	.15	20	33	40	53	60	334	2.1	.004	.148
NSSE 2013	39.8	14.2	.04	20	27	40	53	60	309	3.2	.000	.224
Top 50%	41.8	14.1	.07	20	33	40	53	60	312	1.1	.124	.078
Top 10%	44.4	14.2	.14	20	33	47	60	60	332	-1.4	.050	-.101
<b>Quantitative Reasoning</b>												
TCU (N = 332)	28.2	15.9	.87	0	20	27	40	60				
Southwest Private	26.5	17.4	.26	0	13	27	40	60	4,710	1.6	.098	.094
Carnegie Class	27.2	17.0	.17	0	13	27	40	60	10,298	1.0	.298	.058
NSSE 2013	27.3	16.4	.05	0	20	27	40	60	115,916	.9	.323	.054
Top 50%	28.8	16.3	.06	0	20	27	40	60	65,201	-.7	.459	-.041
Top 10%	30.5	16.2	.14	0	20	27	40	60	14,195	-2.3	.010	-.144
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
TCU (N = 346)	35.6	13.4	.72	20	25	35	45	60				
Southwest Private	27.4	15.3	.23	0	15	25	40	55	416	8.1	.000	.534
Carnegie Class	30.3	14.3	.14	10	20	30	40	60	10,824	5.3	.000	.369
NSSE 2013	31.4	14.2	.04	10	20	30	40	60	121,503	4.1	.000	.290
Top 50%	34.4	13.7	.06	15	25	35	45	60	53,646	1.1	.131	.081
Top 10%	37.1	13.6	.13	15	25	35	45	60	10,844	-1.6	.034	-.116
<b>Discussions with Diverse Others</b>												
TCU (N = 312)	39.7	13.7	.77	20	30	40	50	60				
Southwest Private	42.2	16.7	.26	10	30	40	60	60	385	-2.5	.002	-.151
Carnegie Class	41.3	16.5	.17	15	30	40	60	60	342	-1.7	.037	-.101
NSSE 2013	40.8	16.0	.05	15	30	40	55	60	314	-1.1	.165	-.067
Top 50%	43.2	15.4	.07	20	35	45	60	60	316	-3.5	.000	-.229
Top 10%	45.7	15.0	.15	20	40	50	60	60	333	-6.0	.000	-.402

#### Detailed Statistics: First-year students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
TCU (N = 332)	22.4	13.4	.74	5	15	20	30	45				
Southwest Private	19.9	14.6	.22	0	10	15	30	50	4,710	2.5	.002	.174
Carnegie Class	19.9	14.7	.15	0	10	20	30	50	10,375	2.6	.002	.174
NSSE 2013	20.0	14.5	.04	0	10	20	30	50	116,309	2.4	.002	.167
Top 50%	23.4	15.1	.08	0	10	20	35	55	339	-1.0	.193	-.064
Top 10%	26.7	16.4	.22	0	15	25	40	60	391	-4.2	.000	-.259
<b>Effective Teaching Practices</b>												
TCU (N = 336)	42.3	11.7	.64	24	32	40	52	60				
Southwest Private	42.2	14.6	.22	16	32	44	56	60	418	.1	.867	.008
Carnegie Class	40.8	13.8	.14	16	32	40	52	60	367	1.5	.023	.108
NSSE 2013	40.4	13.3	.04	20	32	40	52	60	117,123	1.9	.009	.142
Top 50%	42.8	13.3	.07	20	36	44	56	60	342	-.5	.444	-.037
Top 10%	44.7	13.8	.13	20	36	48	60	60	365	-2.4	.000	-.171
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
TCU (N = 303)	45.2	10.0	.57	26	40	46	52	60				
Southwest Private	44.8	12.9	.21	20	38	48	55	60	385	.4	.469	.035
Carnegie Class	41.4	13.1	.14	16	34	44	50	60	339	3.9	.000	.296
NSSE 2013	41.7	12.5	.04	18	34	44	50	60	305	3.5	.000	.284
Top 50%	44.3	11.6	.06	22	38	46	53	60	309	.9	.115	.079
Top 10%	46.3	12.1	.12	22	40	48	56	60	331	-1.1	.075	-.088
<b>Supportive Environment</b>												
TCU (N = 294)	41.8	12.2	.71	20	35	43	50	60				
Southwest Private	36.5	15.4	.25	10	25	38	48	60	368	5.3	.000	.348
Carnegie Class	35.9	14.7	.16	13	25	38	48	60	323	5.9	.000	.405
NSSE 2013	37.2	14.0	.04	14	28	38	48	60	295	4.6	.000	.331
Top 50%	39.5	13.2	.06	18	30	40	50	60	297	2.2	.002	.170
Top 10%	41.4	12.9	.14	20	33	43	53	60	9,096	.4	.643	.027

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

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

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

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

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

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

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

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
TCU (N = 488)	42.1	13.0	.59	20	35	40	55	60				
Southwest Private	44.5	13.9	.13	20	40	45	60	60	534	-2.5	.000	-.178
Carnegie Class	43.3	14.1	.10	20	35	40	55	60	513	-1.2	.043	-.086
NSSE 2013	41.3	14.1	.03	20	30	40	55	60	195,160	.8	.233	.054
Top 50%	43.5	13.7	.05	20	35	40	55	60	75,084	-1.4	.022	-.104
Top 10%	45.3	13.6	.09	20	40	45	60	60	22,434	-3.2	.000	-.235
<b>Reflective and Integrative Learning</b>												
TCU (N = 506)	40.1	12.1	.54	20	31	40	49	60				
Southwest Private	42.5	12.7	.11	20	34	43	54	60	552	-2.4	.000	-.192
Carnegie Class	41.0	13.0	.09	20	31	40	51	60	532	-.9	.094	-.070
NSSE 2013	38.9	13.0	.03	17	29	40	49	60	508	1.1	.034	.088
Top 50%	41.1	12.6	.05	20	31	40	51	60	74,309	-1.1	.060	-.084
Top 10%	43.1	12.6	.09	20	34	43	54	60	20,500	-3.0	.000	-.240
<b>Learning Strategies</b>												
TCU (N = 475)	39.3	13.7	.63	20	27	40	47	60				
Southwest Private	44.4	14.4	.13	20	33	47	60	60	519	-5.1	.000	-.354
Carnegie Class	43.2	14.6	.10	20	33	40	60	60	499	-3.9	.000	-.265
NSSE 2013	40.7	14.7	.03	13	33	40	53	60	477	-1.4	.024	-.097
Top 50%	43.2	14.4	.05	20	33	40	60	60	480	-3.9	.000	-.269
Top 10%	45.4	14.0	.09	20	40	47	60	60	26,427	-6.1	.000	-.436
<b>Quantitative Reasoning</b>												
TCU (N = 494)	31.6	17.0	.76	0	20	33	40	60				
Southwest Private	30.8	16.9	.15	0	20	27	40	60	12,602	.8	.322	.045
Carnegie Class	30.0	17.3	.12	0	20	27	40	60	22,733	1.6	.039	.094
NSSE 2013	29.7	17.3	.04	0	20	27	40	60	198,690	1.9	.014	.111
Top 50%	31.1	17.2	.05	0	20	33	40	60	110,460	.5	.546	.027
Top 10%	32.5	17.0	.10	0	20	33	40	60	30,530	-.9	.231	-.054
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
TCU (N = 513)	35.4	13.6	.60	15	25	35	45	60				
Southwest Private	29.8	12.0	.11	10	20	30	35	55	546	5.6	.000	.463
Carnegie Class	30.5	13.4	.09	10	20	30	40	55	534	4.8	.000	.360
NSSE 2013	31.7	14.6	.03	10	20	30	40	60	205,019	3.6	.000	.250
Top 50%	35.0	13.8	.05	15	25	35	45	60	83,856	.3	.569	.025
Top 10%	37.5	13.5	.12	15	25	40	50	60	13,030	-2.2	.000	-.160
<b>Discussions with Diverse Others</b>												
TCU (N = 478)	41.6	13.9	.63	20	30	40	55	60				
Southwest Private	45.4	16.0	.15	20	40	50	60	60	531	-3.8	.000	-.238
Carnegie Class	44.2	16.2	.11	15	35	45	60	60	507	-2.5	.000	-.156
NSSE 2013	41.8	16.1	.04	15	30	40	60	60	480	-.1	.815	-.009
Top 50%	44.1	15.9	.05	20	35	45	60	60	483	-2.5	.000	-.156
Top 10%	45.8	15.6	.09	20	40	50	60	60	496	-4.2	.000	-.269

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
TCU (N = 499)	30.1	14.8	.66	5	20	30	40	60				
Southwest Private	17.7	15.1	.14	0	5	15	25	50	12,567	12.4	.000	.825
Carnegie Class	20.2	16.1	.11	0	10	15	30	55	22,750	9.9	.000	.616
NSSE 2013	23.2	16.3	.04	0	10	20	35	55	501	6.9	.000	.426
Top 50%	29.7	16.1	.08	5	20	30	40	60	513	.5	.494	.029
Top 10%	34.6	16.0	.23	10	20	35	45	60	619	-4.5	.000	-.280
<b>Effective Teaching Practices</b>												
TCU (N = 497)	42.8	12.4	.56	20	36	44	52	60				
Southwest Private	41.8	14.5	.13	16	32	40	56	60	552	1.0	.087	.068
Carnegie Class	41.7	14.4	.10	16	32	40	56	60	526	1.1	.059	.074
NSSE 2013	41.1	13.8	.03	16	32	40	52	60	499	1.7	.002	.124
Top 50%	43.3	13.7	.05	20	36	44	56	60	504	-.5	.402	-.034
Top 10%	45.3	13.5	.12	20	36	48	60	60	542	-2.5	.000	-.186
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
TCU (N = 472)	45.2	10.1	.46	26	40	46	52	60				
Southwest Private	47.0	11.9	.11	23	40	50	56	60	530	-1.8	.000	-.153
Carnegie Class	44.8	12.3	.09	20	38	48	54	60	505	.4	.396	.033
NSSE 2013	42.8	11.9	.03	20	36	44	52	60	474	2.4	.000	.199
Top 50%	45.8	11.5	.05	24	40	48	55	60	481	-.6	.197	-.053
Top 10%	47.6	11.6	.09	24	42	50	58	60	506	-2.5	.000	-.215
<b>Supportive Environment</b>												
TCU (N = 454)	38.7	12.8	.60	18	30	38	48	60				
Southwest Private	31.0	15.5	.15	6	20	30	40	60	509	7.7	.000	.500
Carnegie Class	31.6	15.1	.11	8	20	30	40	60	482	7.1	.000	.472
NSSE 2013	33.0	14.4	.03	10	23	33	43	60	456	5.6	.000	.389
Top 50%	36.1	13.7	.05	13	28	38	45	60	460	2.5	.000	.183
Top 10%	39.2	13.1	.13	18	30	40	50	60	10,346	-.5	.422	-.039

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

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

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

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

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

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

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