



NSSE 2013

Engagement Indicators

Texas A&M University - Corpus Christi

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.

<i>Theme</i>	<i>Engagement Indicator</i>
<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.

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

<i>Theme</i>	<i>Engagement Indicator</i>	Your FY students compared with Institutional Peers	Your FY students compared with Texas Public	Your FY students compared with SW & SE Public
<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	--	--	--

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Institutional Peers	Your seniors compared with Texas Public	Your seniors compared with SW & SE Public
<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	--	--	--

Academic Challenge: First-year students

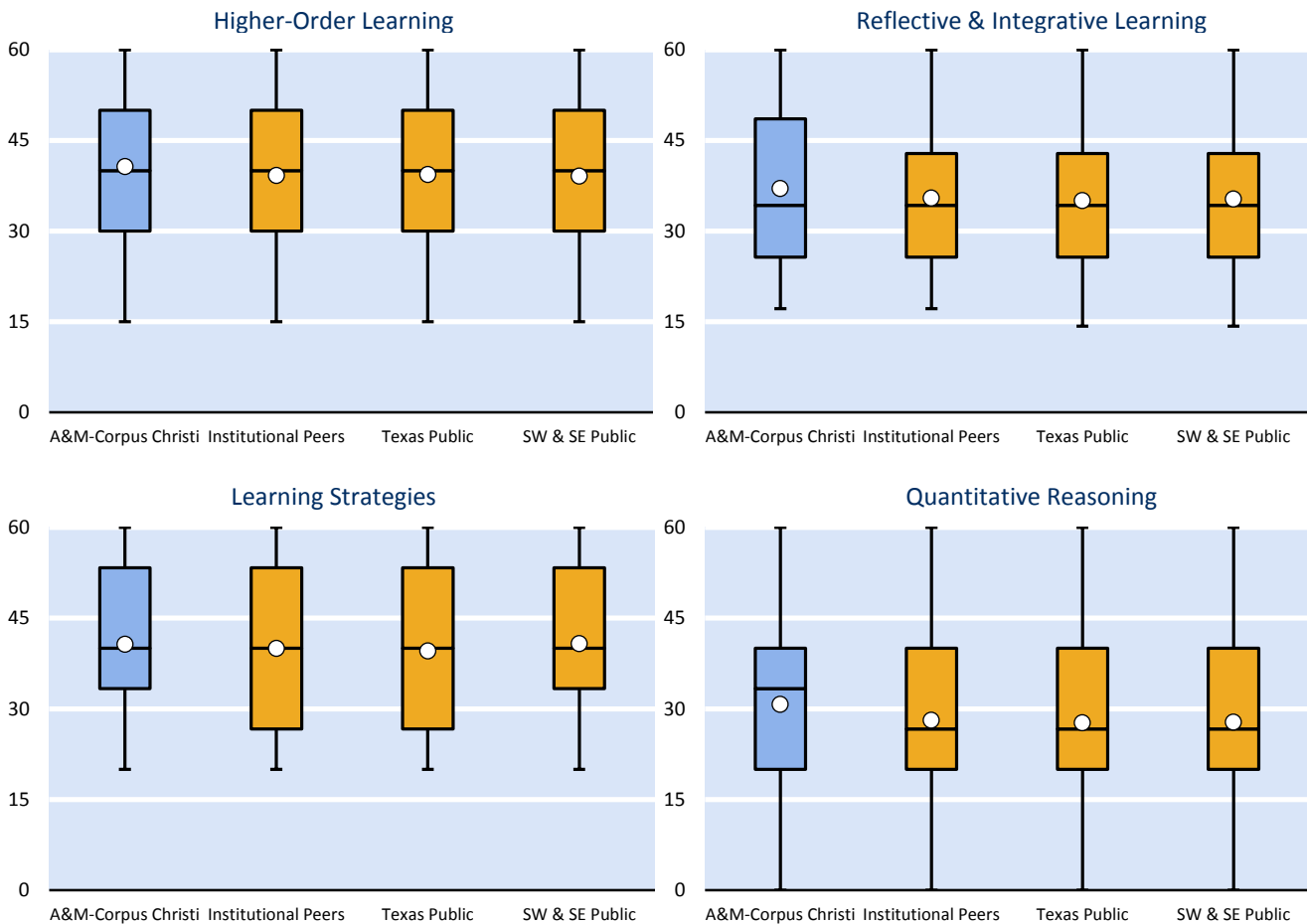
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	A&M-Corpus Christi Mean	Your first-year students compared with					
		Institutional Peers Mean	Institutional Peers Effect size	Texas Public Mean	Texas Public Effect size	SW & SE Public Mean	SW & SE Public Effect size
Higher-Order Learning	40.7	39.2	.10	39.3	.09	39.1	.11
Reflective & Integrative Learning	37.1	35.4	.12	35.0 *	.16	35.3	.14
Learning Strategies	40.7	40.0	.05	39.6	.08	40.8	-.01
Quantitative Reasoning	30.7	28.1 *	.16	27.7 *	.18	27.8 *	.17

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

	A&M-Corpus Christi	Institutional Peers	Texas Public	SW & SE Public
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	77 	72 	73 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75 	72 	73 	71 
4d. Evaluating a point of view, decision, or information source	73 	71 	70 	70 
4e. Forming a new idea or understanding from various pieces of information	77 	70 	70 	69 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	55 	54 	53 	53 
2b. Connected your learning to societal problems or issues	55 	52 	49 	50 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57 	47 	47 	50 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69 	63 	61 	64 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65 	68 	66 	67 
2f. Learned something that changed the way you understand an issue or concept	62 	66 	66 	64 
2g. Connected ideas from your courses to your prior experiences and knowledge	74 	75 	74 	74 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81 	80 	78 	81 
9b. Reviewed your notes after class	67 	68 	68 	70 
9c. Summarized what you learned in class or from course materials	60 	63 	63 	66 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	57 	53 	52 	52 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49 	41 	40 	40 
6c. Evaluated what others have concluded from numerical information	48 	38 	38 	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

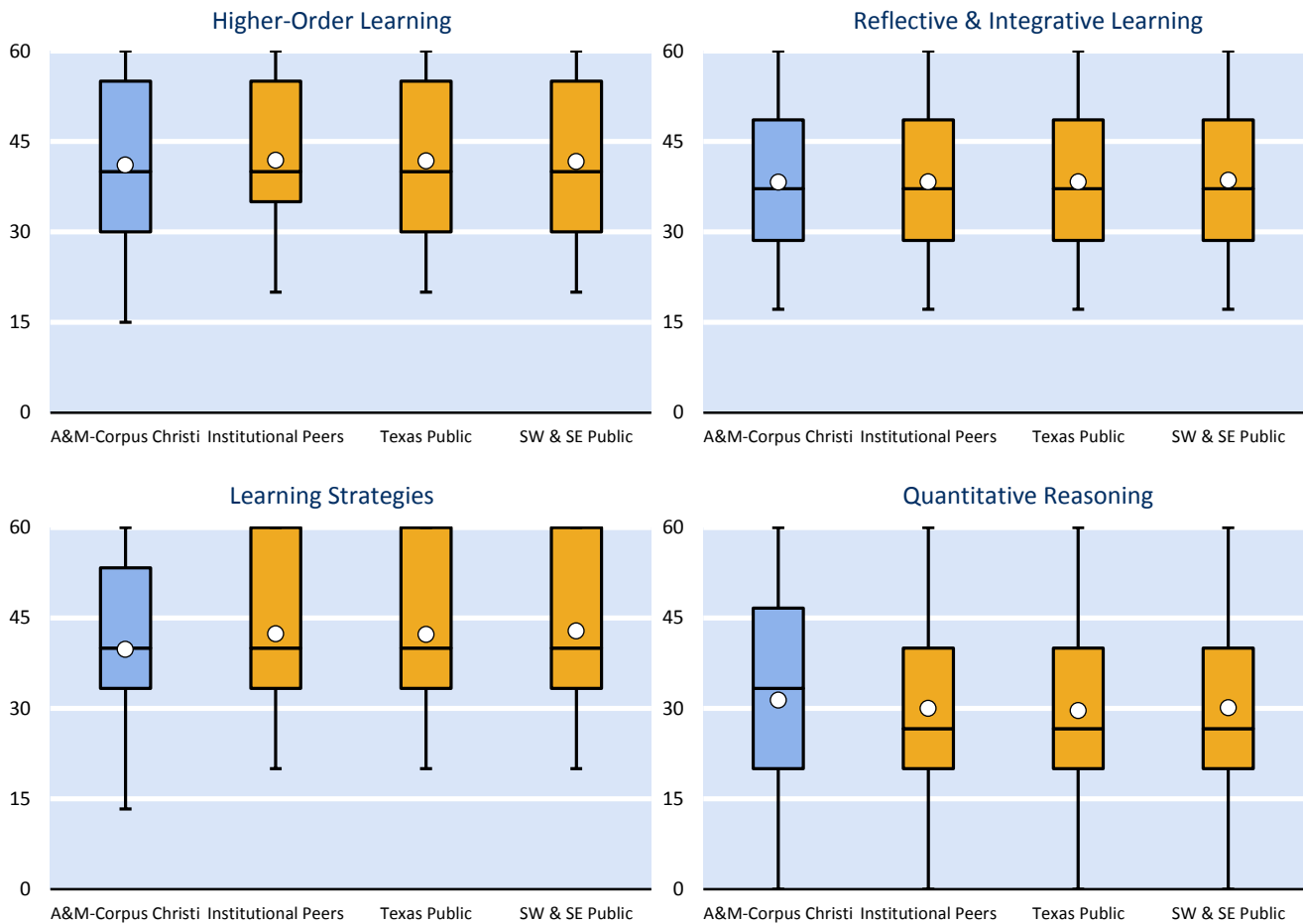
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	A&M-Corpus Christi Mean	Your first-year students compared with					
		Institutional Peers		Texas Public		SW & SE Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.1	41.9	-.06	41.8	-.05	41.7	-.04
Reflective & Integrative Learning	38.2	38.3	-.01	38.3	-.01	38.5	-.02
Learning Strategies	39.8	42.4 **	-.18	42.2 **	-.17	42.8 ***	-.21
Quantitative Reasoning	31.4	30.0	.08	29.6	.10	30.1	.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.





































































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

	A&M-Corpus Christi	Institutional Peers	Texas Public	SW & SE Public
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	79 	81 	80 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76 	79 	78 	77 
4d. Evaluating a point of view, decision, or information source	67 	73 	73 	73 
4e. Forming a new idea or understanding from various pieces of information	72 	74 	74 	73 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	70 	70 	70 	70 
2b. Connected your learning to societal problems or issues	64 	63 	63 	63 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52 	52 	52 	54 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62 	64 	65 	66 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70 	69 	68 	70 
2f. Learned something that changed the way you understand an issue or concept	66 	69 	69 	68 
2g. Connected ideas from your courses to your prior experiences and knowledge	81 	83 	83 	83 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80 	85 	85 	85 
9b. Reviewed your notes after class	64 	71 	70 	71 
9c. Summarized what you learned in class or from course materials	65 	70 	70 	71 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	56 	56 	55 	56 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50 	46 	44 	46 
6c. Evaluated what others have concluded from numerical information	47 	44 	42 	43 

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

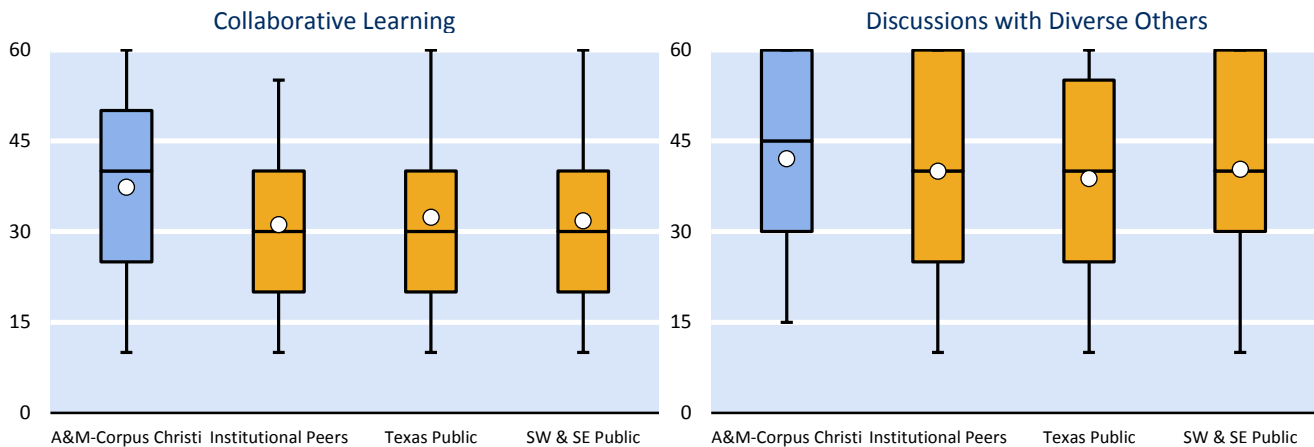
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	A&M-Corpus Christi Mean	Your first-year students compared with					
		Institutional Peers		Texas Public		SW & SE Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	37.3	31.1 ***	.44	32.3 ***	.36	31.7 ***	.39
Discussions with Diverse Others	42.0	39.9	.12	38.7 *	.19	40.2	.10

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

Collaborative Learning

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

	A&M-Corpus Christi	Institutional Peers	Texas Public	SW & SE Public
1e. Asked another student to help you understand course material	61	47	50	48
1f. Explained course material to one or more students	67	56	58	58
1g. Prepared for exams by discussing or working through course material with other students	59	46	50	48
1h. Worked with other students on course projects or assignments	69	50	52	49

Discussions with Diverse Others

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

	A&M-Corpus Christi	Institutional Peers	Texas Public	SW & SE Public
8a. People from a race or ethnicity other than your own	72	71	68	71
8b. People from an economic background other than your own	71	70	68	72
8c. People with religious beliefs other than your own	69	65	62	65
8d. People with political views other than your own	73	68	65	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.

Learning with Peers: Seniors

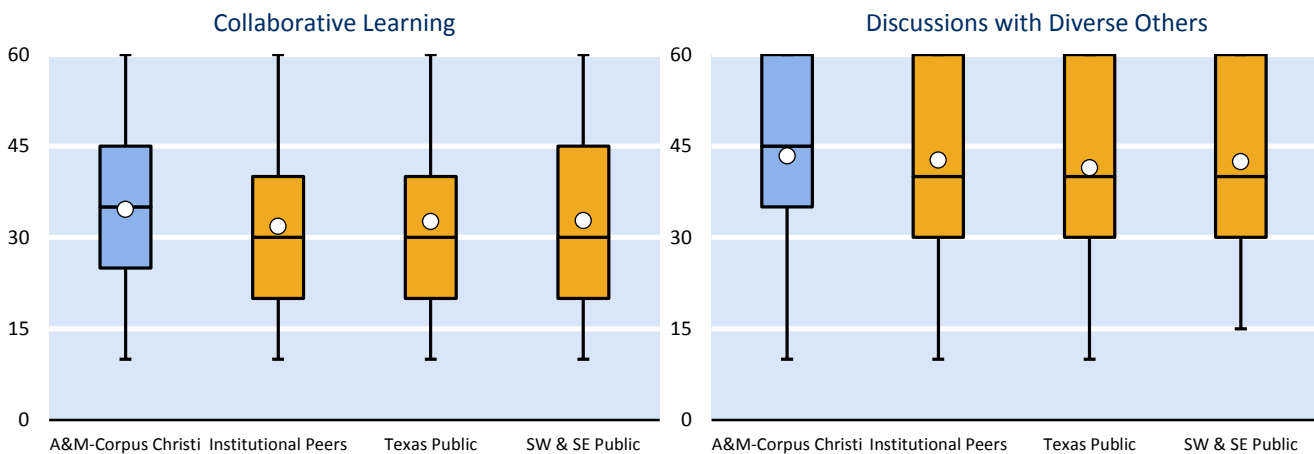
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	A&M-Corpus Christi Mean	Your seniors compared with					
		Institutional Peers		Texas Public		SW & SE Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.6	31.8 **	.19	32.6 *	.14	32.8 *	.12
Discussions with Diverse Others	43.4	42.7	.04	41.5	.11	42.5	.06

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

Collaborative Learning

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

	A&M-Corpus Christi	Institutional Peers	Texas Public	SW & SE Public
1e. Asked another student to help you understand course material	47	37	39	40
1f. Explained course material to one or more students	63	57	58	59
1g. Prepared for exams by discussing or working through course material with other students	50	45	47	48
1h. Worked with other students on course projects or assignments	69	63	64	62

Discussions with Diverse Others

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

	A&M-Corpus Christi	Institutional Peers	Texas Public	SW & SE Public
8a. People from a race or ethnicity other than your own	79	77	72	74
8b. People from an economic background other than your own	76	76	74	76
8c. People with religious beliefs other than your own	70	71	68	70
8d. People with political views other than your own	72	73	70	73

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

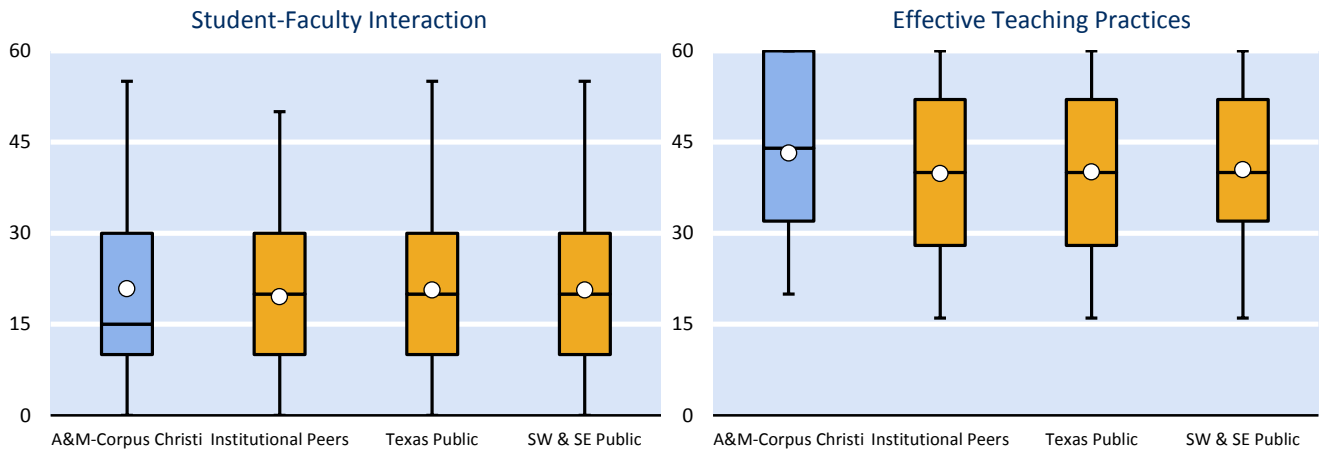
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	A&M-Corpus Christi Mean	Your first-year students compared with					
		Institutional Peers		Texas Public		SW & SE Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.8	19.5	.09	20.6	.01	20.7	.01
Effective Teaching Practices	43.2	39.8 **	.24	40.1 **	.21	40.4 *	.19

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

Student-Faculty Interaction

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

	A&M-Corpus Christi	Institutional Peers	Texas Public	SW & SE Public
3a. Talked about career plans with a faculty member	33	32	35	34
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	21	22	20
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	24	27	25
3d. Discussed your academic performance with a faculty member	33	28	30	31

Effective Teaching Practices

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

	A&M-Corpus Christi	Institutional Peers	Texas Public	SW & SE Public
5a. Clearly explained course goals and requirements	81	80	80	80
5b. Taught course sessions in an organized way	82	77	77	77
5c. Used examples or illustrations to explain difficult points	81	74	74	76
5d. Provided feedback on a draft or work in progress	73	63	65	67
5e. Provided prompt and detailed feedback on tests or completed assignments	70	61	61	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

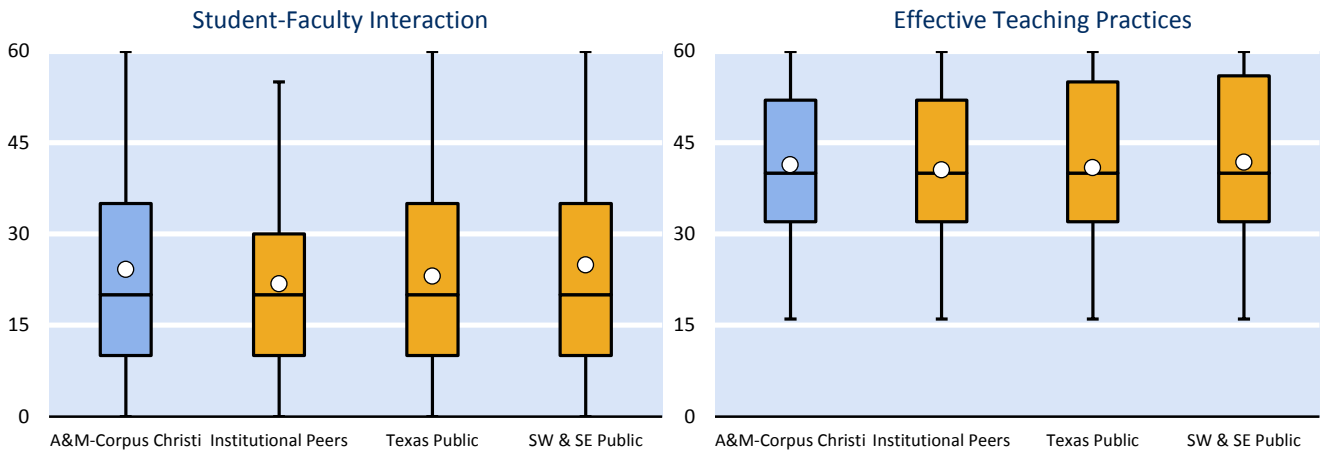
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	A&M-Corpus Christi Mean	Your seniors compared with					
		Institutional Peers		Texas Public		SW & SE Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.1	21.8 *	.14	23.1	.06	24.9	-.05
Effective Teaching Practices	41.4	40.5	.06	40.9	.03	41.8	-.03

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

Student-Faculty Interaction

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

	A&M-Corpus Christi	Institutional Peers	Texas Public	SW & SE Public
3a. Talked about career plans with a faculty member	42	38	41	45
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	23	26	28
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	29	31	35
3d. Discussed your academic performance with a faculty member	36	31	33	38

Effective Teaching Practices

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

	A&M-Corpus Christi	Institutional Peers	Texas Public	SW & SE Public
5a. Clearly explained course goals and requirements	83	81	81	83
5b. Taught course sessions in an organized way	78	79	79	80
5c. Used examples or illustrations to explain difficult points	79	77	78	80
5d. Provided feedback on a draft or work in progress	63	62	62	64
5e. Provided prompt and detailed feedback on tests or completed assignments	68	66	66	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.

Campus Environment: First-year students

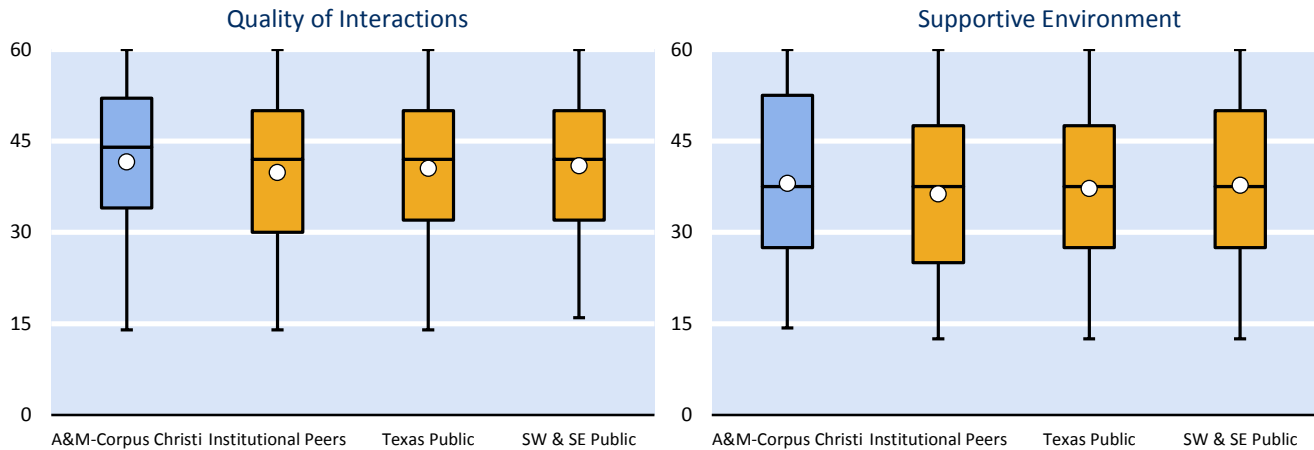
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	A&M-Corpus Christi Mean	Your first-year students compared with					
		Institutional Peers		Texas Public		SW & SE Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.6	39.8	.13	40.5	.08	40.9	.05
Supportive Environment	38.0	36.3	.12	37.2	.06	37.7	.02

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...

	A&M-Corpus Christi	Institutional Peers	Texas Public	SW & SE Public
13a. Students	60	55	55	57
13b. Academic advisors	44	45	48	48
13c. Faculty	49	46	47	49
13d. Student services staff (career services, student activities, housing, etc.)	52	40	44	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	40	42	41

Supportive Environment

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

	A&M-Corpus Christi	Institutional Peers	Texas Public	SW & SE Public
14b. Providing support to help students succeed academically	81	74	77	77
14c. Using learning support services (tutoring services, writing center, etc.)	83	76	79	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	65	58	57	57
14e. Providing opportunities to be involved socially	70	68	69	72
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	69	70	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	48	44	46	45
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	64	67	71
14i. Attending events that address important social, economic, or political issues	52	50	52	55

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

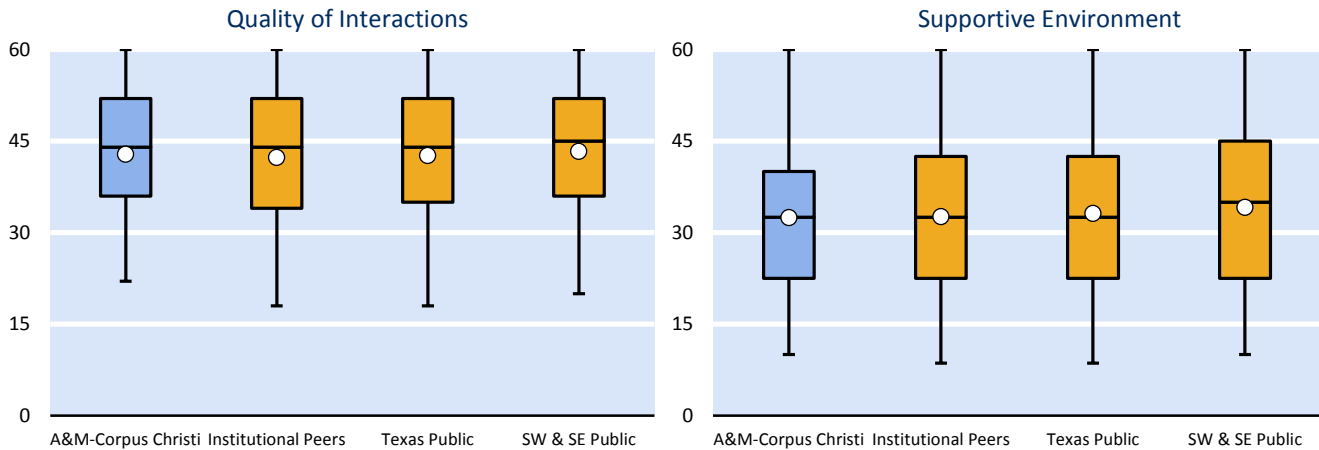
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	A&M-Corpus Christi Mean	Your seniors compared with					
		Institutional Peers		Texas Public		SW & SE Public	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.8	42.3	.04	42.6	.02	43.3	-.04
Supportive Environment	32.4	32.6	-.01	33.1	-.04	34.1	-.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

Quality of Interactions

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

	A&M-Corpus Christi	Institutional Peers	Texas Public	SW & SE Public
13a. Students	61	64	64	65
13b. Academic advisors	45	49	52	55
13c. Faculty	65	60	61	63
13d. Student services staff (career services, student activities, housing, etc.)	42	42	44	45
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	44	45	44

Supportive Environment

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

	A&M-Corpus Christi	Institutional Peers	Texas Public	SW & SE Public
14b. Providing support to help students succeed academically	76	70	72	73
14c. Using learning support services (tutoring services, writing center, etc.)	73	67	68	68
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	54	53	54
14e. Providing opportunities to be involved socially	62	63	64	67
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	56	60	60	64
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	25	32	34	34
14h. Attending campus activities and events (performing arts, athletic events, etc.)	54	55	56	60
14i. Attending events that address important social, economic, or political issues	41	43	45	49

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		A&M-Corpus Christi 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	40.7	40.9	-.01	✓	42.7	-.15	✓
	Reflective and Integrative Learning	37.1	37.6	-.04	✓	39.4 *	-.19	
	Learning Strategies	40.7	41.8	-.08	✓	44.3 **	-.26	
	Quantitative Reasoning	30.7	28.8	.12	✓	30.5	.01	✓
Learning with Peers	Collaborative Learning	37.3	34.4 **	.21	✓	37.1	.01	✓
	Discussions with Diverse Others	42.0	43.2	-.08	✓	45.7 **	-.25	
Experiences with Faculty	Student-Faculty Interaction	20.8	23.4 *	-.17		26.7 ***	-.36	
	Effective Teaching Practices	43.2	42.8	.03	✓	44.7	-.11	✓
Campus Environment	Quality of Interactions	41.6	44.3 *	-.24		46.3 ***	-.39	
	Supportive Environment	38.0	39.6	-.12	✓	41.4 **	-.26	
Seniors		A&M-Corpus Christi 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	41.1	43.5 **	-.18		45.3 ***	-.31	
	Reflective and Integrative Learning	38.2	41.1 ***	-.23		43.1 ***	-.39	
	Learning Strategies	39.8	43.2 ***	-.24		45.4 ***	-.40	
	Quantitative Reasoning	31.4	31.1	.01	✓	32.5	-.07	✓
Learning with Peers	Collaborative Learning	34.6	35.0	-.03	✓	37.5 ***	-.22	
	Discussions with Diverse Others	43.4	44.1	-.04	✓	45.8 *	-.16	
Experiences with Faculty	Student-Faculty Interaction	24.1	29.7 ***	-.34		34.6 ***	-.65	
	Effective Teaching Practices	41.4	43.3 *	-.14		45.3 ***	-.29	
Campus Environment	Quality of Interactions	42.8	45.8 ***	-.26		47.6 ***	-.42	
	Supportive Environment	32.4	36.2 ***	-.27		39.1 ***	-.51	

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 ^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												
A&M-Corpus Christi (N = 171)	40.7	14.1	1.08	15	30	40	50	60				
Institutional Peers	39.2	14.7	.32	15	30	40	50	60	2,271	1.5	.204	.101
Texas Public	39.3	14.7	.27	15	30	40	50	60	3,037	1.4	.242	.092
SW & SE Public	39.1	14.6	.21	15	30	40	50	60	5,237	1.6	.165	.108
Top 50%	40.9	13.6	.08	20	30	40	50	60	27,610	-.2	.869	-.013
Top 10%	42.7	13.7	.17	20	35	40	55	60	6,543	-2.1	.053	-.150
Reflective and Integrative Learning												
A&M-Corpus Christi (N = 179)	37.1	13.8	1.03	17	26	34	49	60				
Institutional Peers	35.4	12.9	.28	17	26	34	43	60	2,371	1.6	.112	.124
Texas Public	35.0	13.1	.24	14	26	34	43	60	3,181	2.0	.043	.156
SW & SE Public	35.3	13.0	.18	14	26	34	43	60	5,463	1.8	.076	.135
Top 50%	37.6	12.4	.08	17	29	37	46	60	179	-.5	.602	-.043
Top 10%	39.4	12.5	.15	20	31	40	49	60	185	-2.4	.024	-.188
Learning Strategies												
A&M-Corpus Christi (N = 155)	40.7	14.5	1.16	20	33	40	53	60				
Institutional Peers	40.0	14.3	.32	20	27	40	53	60	2,090	.7	.555	.049
Texas Public	39.6	14.3	.28	20	27	40	53	60	2,787	1.1	.362	.075
SW & SE Public	40.8	14.3	.21	20	33	40	53	60	4,790	-.1	.908	-.009
Top 50%	41.8	14.1	.09	20	33	40	53	60	24,220	-1.2	.303	-.083
Top 10%	44.3	14.2	.19	20	33	47	60	60	5,591	-3.6	.002	-.257
Quantitative Reasoning												
A&M-Corpus Christi (N = 171)	30.7	17.7	1.35	0	20	33	40	60				
Institutional Peers	28.1	16.6	.36	0	20	27	40	60	2,313	2.6	.050	.156
Texas Public	27.7	16.8	.31	0	20	27	40	60	3,115	3.1	.021	.182
SW & SE Public	27.8	16.9	.24	0	20	27	40	60	5,320	2.9	.025	.174
Top 50%	28.8	16.3	.09	0	20	27	40	60	34,941	1.9	.126	.117
Top 10%	30.5	16.2	.19	0	20	27	40	60	7,428	.2	.846	.015
Learning with Peers												
Collaborative Learning												
A&M-Corpus Christi (N = 184)	37.3	15.1	1.11	10	25	40	50	60				
Institutional Peers	31.1	13.9	.29	10	20	30	40	55	2,422	6.2	.000	.440
Texas Public	32.3	13.7	.25	10	20	30	40	60	3,273	5.0	.000	.360
SW & SE Public	31.7	14.2	.19	10	20	30	40	60	5,602	5.5	.000	.388
Top 50%	34.4	13.7	.08	15	25	35	45	60	28,748	2.8	.005	.206
Top 10%	37.1	13.6	.18	15	25	35	45	60	5,810	.2	.866	.013
Discussions with Diverse Others												
A&M-Corpus Christi (N = 159)	42.0	16.7	1.32	15	30	45	60	60				
Institutional Peers	39.9	17.1	.39	10	25	40	60	60	2,119	2.1	.139	.122
Texas Public	38.7	16.9	.33	10	25	40	55	60	2,825	3.3	.017	.195
SW & SE Public	40.2	16.7	.24	10	30	40	60	60	4,857	1.7	.194	.105
Top 50%	43.2	15.4	.09	20	35	45	60	60	160	-1.2	.356	-.080
Top 10%	45.7	15.0	.20	20	40	50	60	60	165	-3.7	.006	-.246

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												
A&M-Corpus Christi (N = 172)	20.8	15.3	1.17	0	10	15	30	55				
Institutional Peers	19.5	15.2	.33	0	10	20	30	50	2,330	1.3	.278	.086
Texas Public	20.6	15.5	.29	0	10	20	30	55	3,128	.2	.876	.012
SW & SE Public	20.7	15.3	.21	0	10	20	30	55	5,361	.2	.887	.011
Top 50%	23.4	15.0	.11	0	10	20	35	55	19,870	-2.6	.025	-.171
Top 10%	26.7	16.4	.30	0	15	25	40	60	194	-5.8	.000	-.357
Effective Teaching Practices												
A&M-Corpus Christi (N = 174)	43.2	14.0	1.06	20	32	44	60	60				
Institutional Peers	39.8	14.2	.31	16	28	40	52	60	2,341	3.4	.003	.237
Texas Public	40.1	14.4	.26	16	28	40	52	60	3,149	3.1	.006	.214
SW & SE Public	40.4	14.1	.20	16	32	40	52	60	5,390	2.7	.012	.193
Top 50%	42.8	13.3	.09	20	36	44	56	60	22,066	.4	.717	.028
Top 10%	44.7	13.8	.19	20	36	48	60	60	5,693	-1.6	.145	-.112
Campus Environment												
Quality of Interactions												
A&M-Corpus Christi (N = 148)	41.6	14.3	1.17	14	34	44	52	60				
Institutional Peers	39.8	13.7	.32	14	30	42	50	60	2,025	1.7	.137	.127
Texas Public	40.5	13.8	.27	14	32	42	50	60	2,702	1.1	.360	.077
SW & SE Public	40.9	13.3	.20	16	32	42	50	60	4,683	.7	.552	.050
Top 50%	44.3	11.6	.08	22	38	46	53	60	149	-2.8	.020	-.239
Top 10%	46.3	12.0	.17	23	40	48	56	60	154	-4.7	.000	-.389
Supportive Environment												
A&M-Corpus Christi (N = 142)	38.0	14.9	1.25	14	28	38	53	60				
Institutional Peers	36.3	14.7	.35	13	25	38	48	60	1,916	1.7	.182	.116
Texas Public	37.2	14.7	.30	13	28	38	48	60	2,533	.8	.522	.055
SW & SE Public	37.7	14.6	.22	13	28	38	50	60	4,374	.3	.806	.021
Top 50%	39.6	13.2	.08	18	30	40	50	60	142	-1.5	.224	-.116
Top 10%	41.4	12.9	.19	20	33	43	53	60	147	-3.4	.008	-.262

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 ^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												
A&M-Corpus Christi (N = 292)	41.1	15.3	.89	15	30	40	55	60				
Institutional Peers	41.9	14.3	.23	20	35	40	55	60	330	-.8	.370	-.058
Texas Public	41.8	14.5	.19	20	30	40	55	60	6,153	-.7	.418	-.049
SW & SE Public	41.7	14.4	.14	20	30	40	55	60	307	-.6	.509	-.041
Top 50%	43.5	13.7	.06	20	35	40	55	60	294	-2.4	.007	-.178
Top 10%	45.3	13.6	.11	20	40	45	60	60	301	-4.2	.000	-.309
Reflective and Integrative Learning												
A&M-Corpus Christi (N = 303)	38.2	13.0	.74	17	29	37	49	60				
Institutional Peers	38.3	13.0	.20	17	29	37	49	60	4,426	-.1	.895	-.008
Texas Public	38.3	13.1	.17	17	29	37	49	60	6,387	-.1	.900	-.007
SW & SE Public	38.5	13.2	.13	17	29	37	49	60	10,714	-.3	.680	-.024
Top 50%	41.1	12.6	.06	20	31	40	51	60	48,139	-2.9	.000	-.229
Top 10%	43.1	12.6	.11	20	34	43	54	60	13,173	-4.8	.000	-.385
Learning Strategies												
A&M-Corpus Christi (N = 270)	39.8	14.9	.91	13	33	40	53	60				
Institutional Peers	42.4	14.4	.24	20	33	40	60	60	4,020	-2.6	.004	-.180
Texas Public	42.2	14.6	.20	20	33	40	60	60	5,810	-2.5	.007	-.169
SW & SE Public	42.8	14.4	.15	20	33	40	60	60	9,763	-3.1	.001	-.212
Top 50%	43.2	14.4	.06	20	33	40	60	60	56,807	-3.4	.000	-.236
Top 10%	45.4	14.0	.11	20	40	47	60	60	16,977	-5.6	.000	-.401
Quantitative Reasoning												
A&M-Corpus Christi (N = 296)	31.4	18.3	1.06	0	20	33	47	60				
Institutional Peers	30.0	17.4	.27	0	20	27	40	60	4,327	1.4	.191	.079
Texas Public	29.6	17.5	.23	0	20	27	40	60	6,242	1.8	.092	.100
SW & SE Public	30.1	17.5	.17	0	20	27	40	60	10,493	1.3	.211	.074
Top 50%	31.1	17.2	.06	0	20	33	40	60	298	.2	.822	.014
Top 10%	32.5	17.0	.12	0	20	33	40	60	303	-1.1	.284	-.068
Learning with Peers												
Collaborative Learning												
A&M-Corpus Christi (N = 313)	34.6	14.2	.81	10	25	35	45	60				
Institutional Peers	31.8	14.6	.22	10	20	30	40	60	4,514	2.8	.001	.190
Texas Public	32.6	14.5	.18	10	20	30	40	60	6,519	2.0	.019	.135
SW & SE Public	32.8	14.8	.14	10	20	30	45	60	10,837	1.8	.034	.122
Top 50%	35.0	13.8	.06	15	25	35	45	60	53,983	-.4	.595	-.030
Top 10%	37.5	13.5	.15	15	25	40	50	60	8,370	-2.9	.000	-.216
Discussions with Diverse Others												
A&M-Corpus Christi (N = 273)	43.4	17.3	1.05	10	35	45	60	60				
Institutional Peers	42.7	16.9	.27	10	30	40	60	60	4,052	.7	.519	.040
Texas Public	41.5	17.2	.23	10	30	40	60	60	5,848	1.9	.070	.112
SW & SE Public	42.5	16.6	.17	15	30	40	60	60	9,856	.9	.357	.057
Top 50%	44.1	15.8	.06	20	35	45	60	60	274	-.7	.498	-.045
Top 10%	45.8	15.7	.11	20	40	50	60	60	278	-2.4	.021	-.156

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												
A&M-Corpus Christi (N = 297)	24.1	16.7	.97	0	10	20	35	60				
Institutional Peers	21.8	16.4	.26	0	10	20	30	55	4,357	2.3	.017	.143
Texas Public	23.1	16.8	.22	0	10	20	35	60	6,272	1.1	.279	.064
SW & SE Public	24.9	17.0	.17	0	10	20	35	60	10,523	-.8	.439	-.046
Top 50%	29.7	16.1	.10	5	20	30	40	60	27,077	-5.5	.000	-.343
Top 10%	34.6	16.0	.28	10	20	35	45	60	3,529	-10.4	.000	-.650
Effective Teaching Practices												
A&M-Corpus Christi (N = 299)	41.4	14.3	.83	16	32	40	52	60				
Institutional Peers	40.5	14.4	.23	16	32	40	52	60	4,369	.9	.317	.060
Texas Public	40.9	14.7	.19	16	32	40	55	60	6,309	.5	.597	.031
SW & SE Public	41.8	14.3	.14	16	32	40	56	60	10,590	-.4	.622	-.029
Top 50%	43.3	13.7	.06	20	36	44	56	60	46,657	-1.9	.017	-.138
Top 10%	45.3	13.5	.15	20	36	48	60	60	8,470	-3.9	.000	-.291
Campus Environment												
Quality of Interactions												
A&M-Corpus Christi (N = 257)	42.8	11.6	.73	22	36	44	52	60				
Institutional Peers	42.3	12.5	.21	18	34	44	52	60	3,884	.5	.532	.040
Texas Public	42.6	12.7	.17	18	35	44	52	60	5,620	.2	.785	.017
SW & SE Public	43.3	12.2	.13	20	36	45	52	60	9,528	-.5	.527	-.040
Top 50%	45.8	11.5	.06	24	40	48	55	60	38,382	-2.9	.000	-.257
Top 10%	47.6	11.6	.11	24	42	50	58	60	11,261	-4.8	.000	-.417
Supportive Environment												
A&M-Corpus Christi (N = 247)	32.4	14.1	.90	10	23	33	40	60				
Institutional Peers	32.6	14.8	.25	9	23	33	43	60	3,804	-.1	.892	-.009
Texas Public	33.1	15.0	.21	9	23	33	43	60	5,517	-.7	.492	-.045
SW & SE Public	34.1	14.7	.15	10	23	35	45	60	9,288	-1.7	.073	-.116
Top 50%	36.2	13.7	.07	13	28	38	45	60	42,727	-3.7	.000	-.272
Top 10%	39.1	13.1	.16	18	30	40	50	60	262	-6.7	.000	-.509

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.