
NSSE 2025

Engagement Indicators

Texas A&M International University

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right. The specific items within each EI are listed below, starting on page 5.

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

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions

Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of all current- and prior-year institutions.

Detailed Statistics (pp. 16-End)

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

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are Computed

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

For more information on EIs and their psychometric properties, refer to the NSSE website: nsse.indiana.edu

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

Engagement Indicators: Overview

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

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

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Southwest Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2024 & 2025
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	▽	▽
	Learning Strategies	--	▽	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	▲	--
	Discussions with Diverse Others	▼	▼	▼
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	△	--	--
	Supportive Environment	--	--	--

Seniors

Theme	Engagement Indicator	Your seniors compared with Southwest Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2024 & 2025
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	▼	▼	▼
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Academic Challenge: First-year students

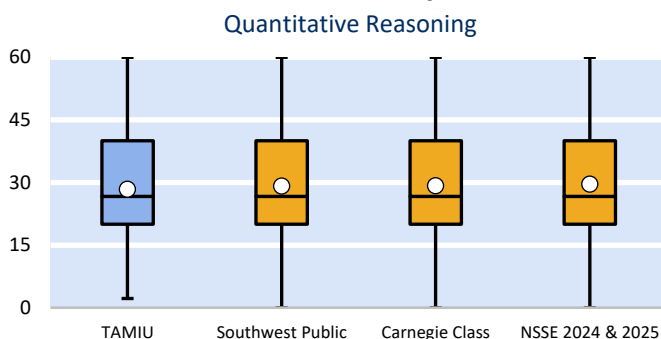
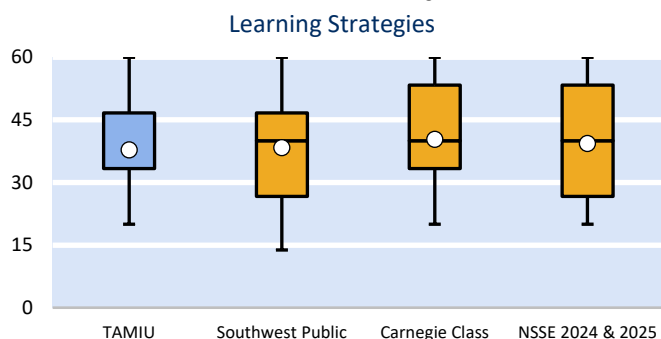
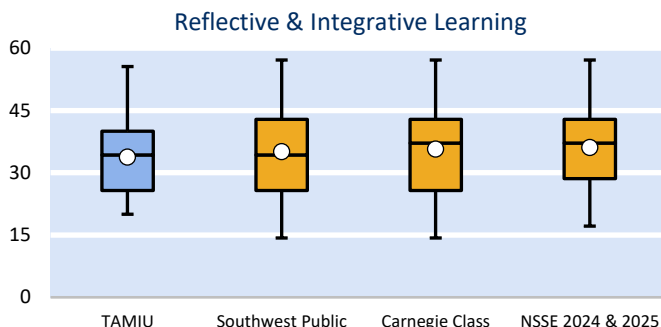
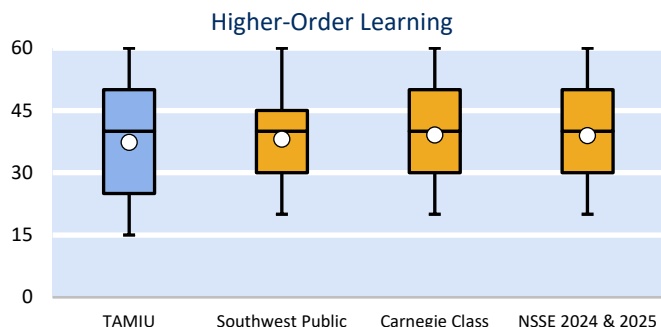
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	TAMIU Mean	Your first-year students compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2024 & 2025 Mean	Effect size
Higher-Order Learning	37.3	38.1	-.06	39.1	-.13	38.9	-.12
Reflective & Integrative Learning	33.8	35.1	-.10	35.7 *	-.16	36.1 *	-.19
Learning Strategies	37.8	38.3	-.04	40.3 *	-.18	39.3	-.11
Quantitative Reasoning	28.4	29.2	-.05	29.2	-.05	29.6	-.08

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

Score Distributions



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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

		Percentage point difference ^a between your FY students and		
	TAMU	Southwest Public	Carnegie Class	NSSE 2024 & 2025
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	60			

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

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

Academic Challenge: Seniors

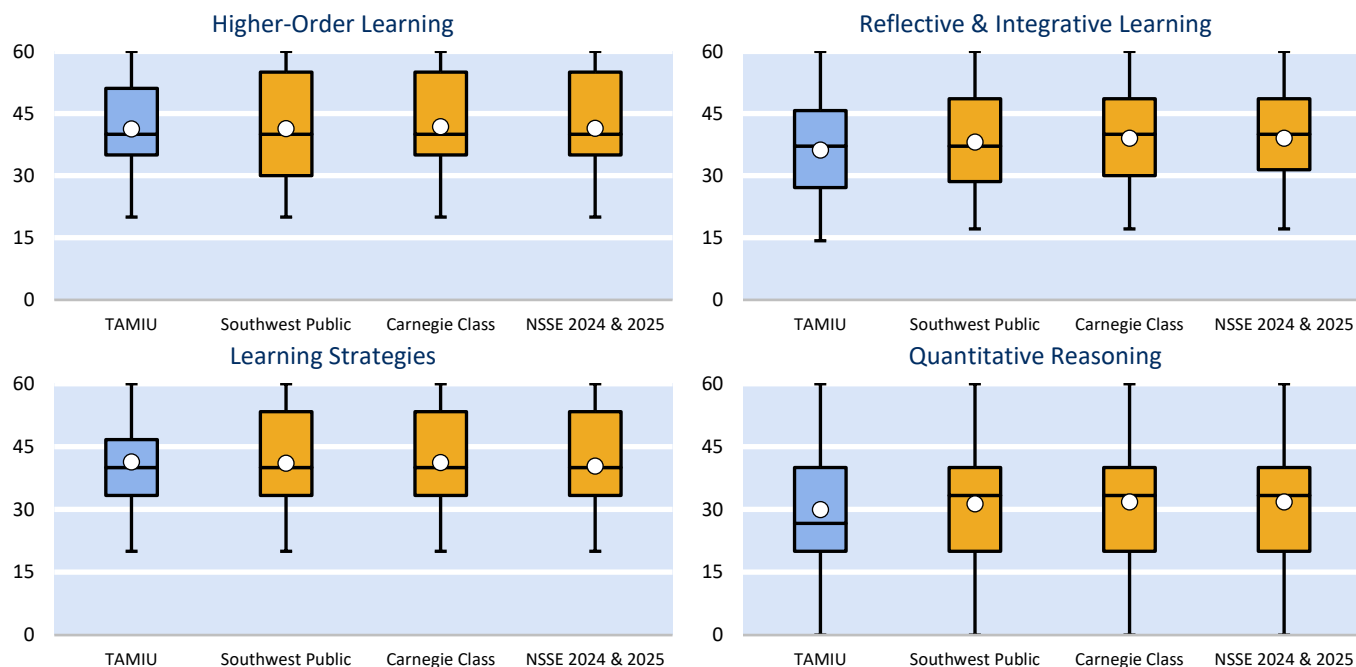
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Mean Comparisons

Engagement Indicator	TAMIU Mean	Your seniors compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2024 & 2025 Mean	Effect size
Higher-Order Learning	41.3	41.4	-.01	41.8	-.04	41.5	-.01
Reflective & Integrative Learning	36.2	38.1	-.14	39.0	-.22	39.1	-.22
Learning Strategies	41.3	41.0	.03	41.1	.01	40.3	.07
Quantitative Reasoning	29.9	31.3	-.08	31.8	-.11	31.8	-.11

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

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Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

		Percentage point difference ^a between your seniors and		
	TAMU	Southwest Public	Carnegie Class	NSSE 2024 & 2025
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	78	+0	-1	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	-0	-1	-1
4d. Evaluating a point of view, decision, or information source	79	+6	+4	+6
4e. Forming a new idea or understanding from various pieces of information	82	+6	+5	+6
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	62	-2	-6	-7
2b. Connected your learning to societal problems or issues	54	-5	-9	-8
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	44	-7	-11	-12
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	-2	-4	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	80	+7	+6	+6
2f. Learned something that changed the way you understand an issue or concept	71	-2	-3	-2
2g. Connected ideas from your courses to your prior experiences and knowledge	75	-8	-10	-10
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	92	+14	+12	+14
9b. Reviewed your notes after class	72	+2	+3	+5
9c. Summarized what you learned in class or from course materials	74	+3	+2	+4
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	45	-13	-14	-14
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	-4	-6	-5
6c. Evaluated what others have concluded from numerical information	41	-5	-7	-8

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

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

Learning with Peers: First-year students

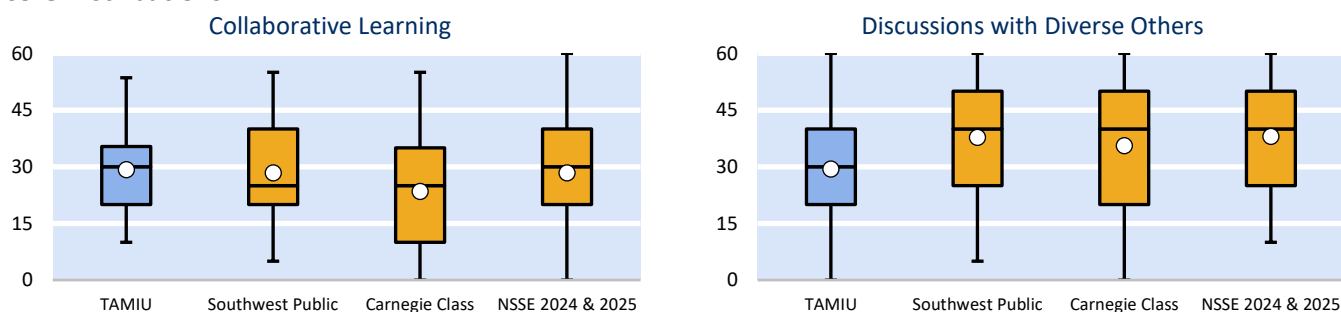
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	TAMIU Mean	Your first-year students compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2024 & 2025 Mean	Effect size
Collaborative Learning	29.2	28.3	.06	23.4 ***	.34	28.4	.05
Discussions with Diverse Others	29.4	37.8 ***	-.50	35.5 ***	-.34	38.0 ***	-.53

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

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		Percentage point difference ^a between your FY students and			
	TAMIU	Southwest Public	Carnegie Class	NSSE 2024 & 2025	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
	%				
1b. Asked another student to help you understand course material	41	<			

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Learning with Peers: Seniors

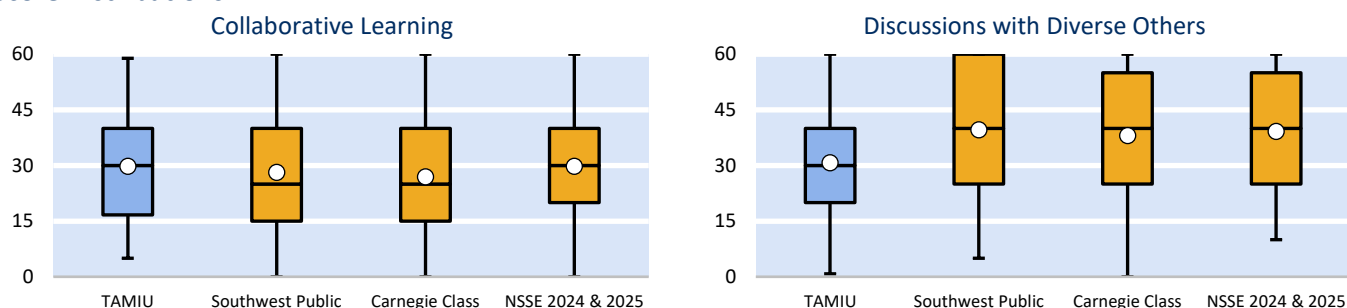
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Mean Comparisons

Engagement Indicator	TAMIU Mean	Your seniors compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2024 & 2025 Mean	Effect size
Collaborative Learning	29.8	28.2	.10	27.0	.16	29.8	.00
Discussions with Diverse Others	30.7	39.6 **	-.51	38.1 *	-.42	39.2 **	-.51

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

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		Percentage point difference ^a between your seniors and			
	TAMIU	Southwest Public	Carnegie Class	NSSE 2024 & 2025	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
	%				
1b. Asked another student to help you understand course material	37	<			

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Experiences with Faculty: First-year students

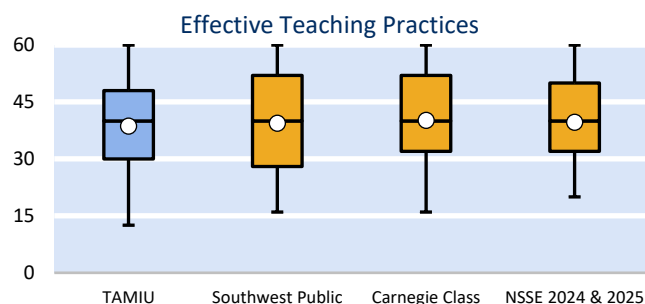
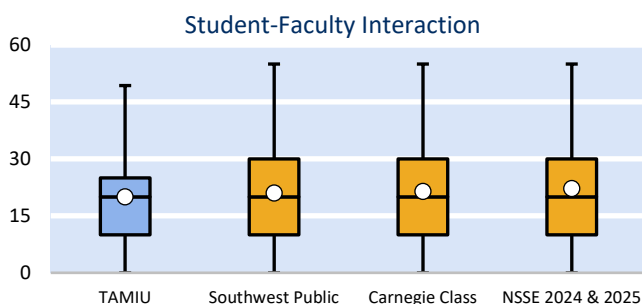
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	TAMIU Mean	Your first-year students compared with					
		Southwest Public		Carnegie Class		NSSE 2024 & 2025	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.0	21.0	-.07	21.4	-.09	22.2	-.14
Effective Teaching Practices	38.6	39.4	-.05	40.1	-.11	39.7	-.08

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

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		Percentage point difference ^a between your FY students and			
	TAMIU	Southwest Public	Carnegie Class	NSSE 2024 & 2025	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...					
3a. Talked about career plans with a faculty member	32		-6	-7	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22		-0	-1	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24		-2	-4	
3d. Discussed your academic performance with a faculty member	29		-0	-3	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	76		-3	-4	
5b. Taught course sessions in an organized way	71		-4	-4	
5c. Used examples or illustrations to explain difficult points	69		-4	-6	
5d. Provided feedback on a draft or work in progress	65		+1	-0	
5e. Provided prompt and detailed feedback on tests or completed assignments	56		-5	-8	

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Experiences with Faculty: Seniors

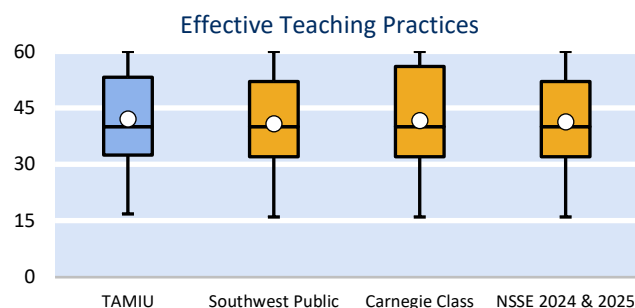
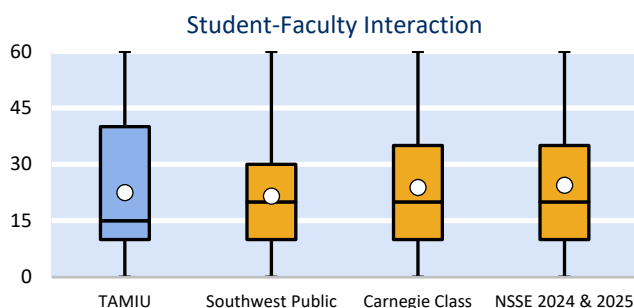
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	TAMIU Mean	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2024 & 2025	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.5	21.5	.06	23.8	-.08	24.4	-.11
Effective Teaching Practices	42.0	40.7	.09	41.6	.03	41.2	.06

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

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		Percentage point difference ^a between your seniors and			
	TAMIU	Southwest Public	Carnegie Class	NSSE 2024 & 2025	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...					
	%				
3a. Talked about career plans with a faculty member	39	+1	-5	-6	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	+0	-2	-4	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	22	-5	-9	-11	
3d. Discussed your academic performance with a faculty member	37	+7	+1	+3	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	83	+1	+0	+0	
5b. Taught course sessions in an organized way	86	+8	+7	+7	
5c. Used examples or illustrations to explain difficult points	76	-1	-2	-2	
5d. Provided feedback on a draft or work in progress	70	+7	+2	+4	
5e. Provided prompt and detailed feedback on tests or completed assignments	72	+8	+3	+5	

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Campus Environment: First-year students

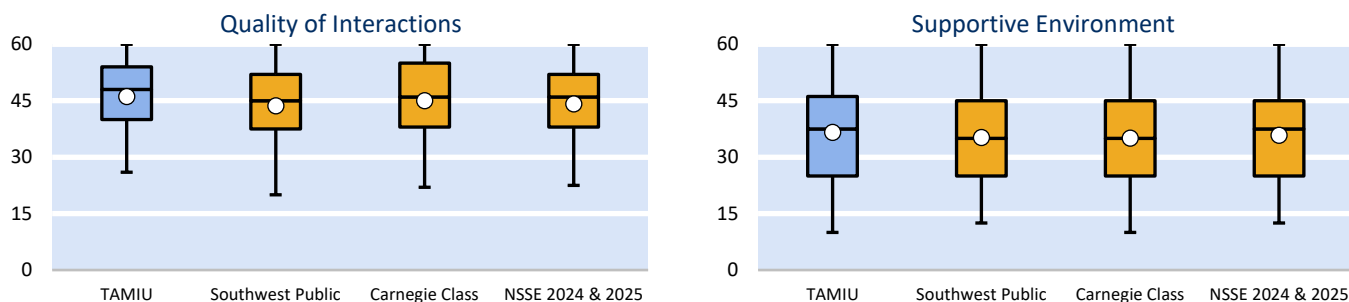
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	TAMIU Mean	Your first-year students compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2024 & 2025 Mean	Effect size
Quality of Interactions	46.2	43.7 *	.20	45.0	.09	44.2	.17
Supportive Environment	36.6	35.3	.10	35.1	.11	35.8	.06

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

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		Percentage point difference ^a between your FY students and		
	TAMIU	Southwest Public	Carnegie Class	NSSE 2024 & 2025
Quality of Interactions				
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	56	+6	+4	+4
13b. Academic advisors	63	+6	+2	+5
13c. Faculty	63	+9	+3	+7
13d. Student services staff (career services, student activities, housing, etc.)	61	+10	+6	+10
13e. Other administrative staff and offices (registrar, financial aid, etc.)	55	+7	+0	+6
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	75	+3	+1	+1
14c. Using learning support services (tutoring services, writing center, etc.)	77	+3	+3	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	+5	+3	+3
14e. Providing opportunities to be involved socially	68	+0	+1	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	-2	-4	-5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	55	+11	+9	+11
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	+2	+10	+1
14i. Attending events that address important social, economic, or political issues	45	+2	+2	-0

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

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

Campus Environment: Seniors

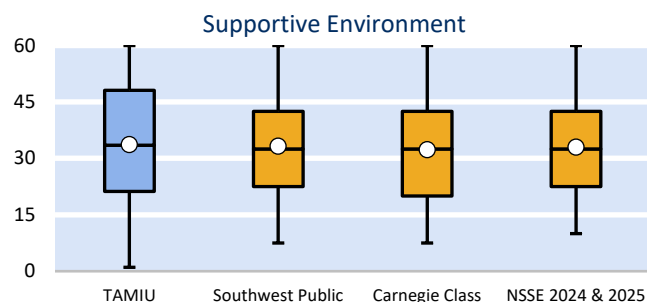
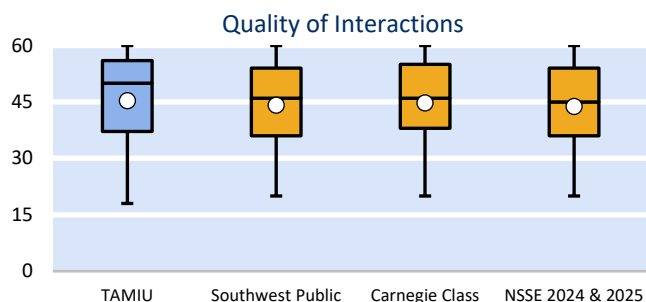
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	TAMIU Mean	Your seniors compared with					
		Southwest Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2024 & 2025 Mean	Effect size
Quality of Interactions	45.3	44.2	.09	44.8	.04	43.9	.12
Supportive Environment	33.7	33.2	.03	32.4	.09	33.0	.04

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

Score Distributions



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

Performance on Indicator Items

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

		Percentage point difference ^a between your seniors and			
	TAMIU	Southwest Public	Carnegie Class	NSSE 2024 & 2025	
Quality of Interactions					
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...					
13a. Students	73	+13	+14	+14	
13b. Academic advisors	56	+1	-2	+1	
13c. Faculty	54	-6	-9	-6	
13d. Student services staff (career services, student activities, housing, etc.)	49	-2	-3	+1	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	52	+2	-0	+5	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	63	-8	-8	-8	
14c. Using learning support services (tutoring services, writing center, etc.)	76	+7	+9	+8	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62	+4	+6	+6	
14e. Providing opportunities to be involved socially	58	-7	-3	-7	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	+6	+7	+6	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	39	+2	+2	+4	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	54	-1	+5	-3	
14i. Attending events that address important social, economic, or political issues	26	-13	-12	-14	

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

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

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NSSE 2025 Engagement Indicators

Comparisons with High-Performing Institutions

Texas A&M International University

Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see go.iu.edu/NSSE-PnP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2024 and 2025 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2024 and 2025 NSSE institutions.

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

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

First-Year Students		TAMU Mean	Your first-year students compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.3	40.3 *	-.22		42.9 ***	-.43	
	Reflective and Integrative Learning	33.8	37.6 ***	-.32		40.0 ***	-.52	
	Learning Strategies	37.8	40.9 *	-.23		43.8 ***	-.42	
	Quantitative Reasoning	28.4	31.2	-.18		33.6 **	-.33	
Learning with Peers	Collaborative Learning	29.2	33.0 **	-.28		36.2 ***	-.52	
	Discussions with Diverse Others	29.4	40.9 ***	-.77		43.7 ***	-1.03	
Experiences with Faculty	Student-Faculty Interaction	20.0	25.7 ***	-.37		29.6 ***	-.62	
	Effective Teaching Practices	38.6	41.7 *	-.23		44.4 ***	-.41	
Campus Environment	Quality of Interactions	46.2	46.5	-.03	✓	49.1 *	-.24	
	Supportive Environment	36.6	38.0	-.11		40.6 *	-.31	
Seniors		TAMU Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.3	42.9	-.12		45.5 *	-.33	
	Reflective and Integrative Learning	36.2	40.9 *	-.38		43.8 ***	-.63	
	Learning Strategies	41.3	42.2	-.06	✓	44.6	-.23	
	Quantitative Reasoning	29.9	33.6	-.22		36.9 *	-.43	
Learning with Peers	Collaborative Learning	29.8	34.9 *	-.36		38.5 ***	-.64	
	Discussions with Diverse Others	30.7	41.8 **	-.71		44.8 ***	-.96	
Experiences with Faculty	Student-Faculty Interaction	22.5	30.7 **	-.50		34.8 ***	-.76	
	Effective Teaching Practices	42.0	43.4	-.10		46.2	-.32	
Campus Environment	Quality of Interactions	45.3	46.3	-.08	✓	49.1	-.31	
	Supportive Environment	33.7	35.9	-.15		39.4	-.42	

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

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

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

NSSE 2025 Engagement Indicators

Detailed Statistics^a

Texas A&M International University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
TAMIU (N = 106)	37.3	14.9	1.45	15	25	40	50	60				
Southwest Public	38.1	13.7	.21	20	30	40	45	60	109	-.8	.605	-.055
Carnegie Class	39.1	13.7	.13	20	30	40	50	60	107	-1.8	.228	-.129
NSSE 2024 & 2025	38.9	13.3	.06	20	30	40	50	60	105	-1.6	.271	-.120
Top 50%	40.3	13.2	.08	20	30	40	50	60	106	-2.9	.046	-.222
Top 10%	42.9	12.7	.22	20	35	40	55	60	110	-5.5	.000	-.434
Reflective & Integrative Learning												
TAMIU (N = 119)	33.8	10.1	.92	20	26	34	40	56				
Southwest Public	35.1	12.7	.18	14	26	34	43	57	127	-1.3	.164	-.105
Carnegie Class	35.7	12.7	.11	14	26	37	43	57	121	-2.0	.036	-.155
NSSE 2024 & 2025	36.1	12.3	.06	17	29	37	43	57	119	-2.3	.014	-.188
Top 50%	37.6	12.0	.08	20	29	37	46	60	120	-3.9	.000	-.324
Top 10%	40.0	12.1	.22	20	31	40	49	60	132	-6.3	.000	-.520
Learning Strategies												
TAMIU (N = 99)	37.8	12.4	1.25	20	33	33	47	60				
Southwest Public	38.3	14.3	.23	14	27	40	47	60	104	-.6	.657	-.039
Carnegie Class	40.3	14.2	.14	20	33	40	53	60	100	-2.5	.045	-.180
NSSE 2024 & 2025	39.3	14.0	.07	20	27	40	53	60	98	-1.5	.221	-.110
Top 50%	40.9	13.9	.09	20	33	40	53	60	99	-3.1	.014	-.227
Top 10%	43.8	14.2	.20	20	33	40	60	60	103	-6.0	.000	-.423
Quantitative Reasoning												
TAMIU (N = 99)	28.4	15.4	1.55	2	20	27	40	60				
Southwest Public	29.2	15.8	.25	0	20	27	40	60	103	-.8	.609	-.051
Carnegie Class	29.2	16.2	.16	0	20	27	40	60	100	-.9	.575	-.054
NSSE 2024 & 2025	29.6	15.8	.08	0	20	27	40	60	98	-1.2	.432	-.077
Top 50%	31.2	15.5	.10	7	20	33	40	60	98	-2.8	.072	-.182
Top 10%	33.6	15.6	.23	7	20	33	40	60	102	-5.2	.001	-.333
Learning with Peers												
Collaborative Learning												
TAMIU (N = 137)	29.2	13.3	1.14	10	20	30	35	54				
Southwest Public	28.3	14.9	.21	5	20	25	40	55	145	.9	.461	.058
Carnegie Class	23.4	16.9	.14	0	10	25	35	55	140	5.8	.000	.342
NSSE 2024 & 2025	28.4	15.6	.07	0	20	30	40	60	137	.8	.486	.051
Top 50%	33.0	13.9	.09	10	25	30	40	60	138	-3.8	.001	-.275
Top 10%	36.2	13.6	.20	15	25	35	45	60	144	-7.0	.000	-.519
Discussions with Diverse Others												
TAMIU (N = 100)	29.4	16.6	1.66	0	20	30	40	60				
Southwest Public	37.8	16.7	.26	5	25	40	50	60	105	-8.4	.000	-.502
Carnegie Class	35.5	18.0	.18	0	20	40	50	60	102	-6.1	.000	-.341
NSSE 2024 & 2025	38.0	16.3	.08	10	25	40	50	60	100	-8.6	.000	-.527
Top 50%	40.9	14.9	.10	20	30	40	55	60	100	-11.5	.000	-.770
Top 10%	43.7	13.9	.27	20	35	45	60	60	105	-14.3	.000	-1.027

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
TAMIU (N = 113)	20.0	15.0	1.41	0	10	20	25	49				
Southwest Public	21.0	15.6	.23	0	10	20	30	55	118	-1.0	.476	-.066
Carnegie Class	21.4	15.4	.14	0	10	20	30	55	114	-1.4	.317	-.093
NSSE 2024 & 2025	22.2	15.3	.07	0	10	20	30	55	113	-2.2	.130	-.141
Top 50%	25.7	15.3	.12	5	15	25	35	60	114	-5.7	.000	-.371
Top 10%	29.6	15.6	.34	5	20	25	40	60	125	-9.6	.000	-.619
Effective Teaching Practices												
TAMIU (N = 107)	38.6	14.3	1.39	13	30	40	48	60				
Southwest Public	39.4	13.9	.21	16	28	40	52	60	111	-.7	.602	-.053
Carnegie Class	40.1	14.2	.13	16	32	40	52	60	108	-1.5	.282	-.106
NSSE 2024 & 2025	39.7	13.5	.06	20	32	40	50	60	106	-1.0	.457	-.077
Top 50%	41.7	13.3	.10	20	32	40	52	60	107	-3.1	.029	-.231
Top 10%	44.4	14.2	.23	20	36	45	60	60	112	-5.8	.000	-.410
Campus Environment												
Quality of Interactions												
TAMIU (N = 93)	46.2	10.5	1.09	26	40	48	54	60				
Southwest Public	43.7	12.1	.20	20	38	45	52	60	99	2.5	.028	.204
Carnegie Class	45.0	12.4	.13	22	38	46	55	60	95	1.2	.293	.094
NSSE 2024 & 2025	44.2	11.6	.06	23	38	46	52	60	93	2.0	.073	.170
Top 50%	46.5	11.5	.10	25	40	48	56	60	94	-.3	.772	-.028
Top 10%	49.1	12.0	.19	26	43	52	60	60	98	-2.9	.010	-.243
Supportive Environment												
TAMIU (N = 95)	36.6	14.5	1.48	10	25	38	46	60				
Southwest Public	35.3	14.0	.23	13	25	35	45	60	99	1.4	.370	.096
Carnegie Class	35.1	14.3	.14	10	25	35	45	60	96	1.6	.293	.110
NSSE 2024 & 2025	35.8	13.7	.07	13	25	38	45	60	95	.8	.580	.060
Top 50%	38.0	13.1	.11	18	30	40	48	60	95	-1.4	.349	-.107
Top 10%	40.6	12.5	.26	20	33	40	50	60	100	-3.9	.010	-.312

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

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

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

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

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

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

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

NSSE 2025 Engagement Indicators

Detailed Statistics^a

Texas A&M International University

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
TAMIU (N = 38)	41.3	12.0	1.94	20	35	40	51	60				
Southwest Public	41.4	14.2	.20	20	30	40	55	60	38	-.1	.950	-.009
Carnegie Class	41.8	13.8	.13	20	35	40	55	60	38	-.5	.793	-.037
NSSE 2024 & 2025	41.5	13.7	.07	20	35	40	55	60	37	-.2	.924	-.014
Top 50%	42.9	13.6	.10	20	35	40	55	60	38	-1.6	.411	-.119
Top 10%	45.5	12.7	.29	20	40	45	60	60	39	-4.2	.037	-.333
Reflective & Integrative Learning												
TAMIU (N = 44)	36.2	13.0	1.95	14	27	37	46	60				
Southwest Public	38.1	13.2	.18	17	29	37	49	60	44	-1.9	.342	-.143
Carnegie Class	39.0	13.1	.12	17	30	40	49	60	44	-2.8	.154	-.216
NSSE 2024 & 2025	39.1	12.9	.06	17	31	40	49	60	43	-2.8	.153	-.221
Top 50%	40.9	12.4	.10	20	31	40	51	60	44	-4.7	.020	-.383
Top 10%	43.8	12.0	.30	23	34	43	54	60	45	-7.6	.000	-.627
Learning Strategies												
TAMIU (N = 32)	41.3	11.3	2.02	20	33	40	47	60				
Southwest Public	41.0	14.7	.21	20	33	40	53	60	31	.4	.854	.026
Carnegie Class	41.1	14.5	.15	20	33	40	53	60	31	.2	.917	.015
NSSE 2024 & 2025	40.3	14.6	.07	20	33	40	53	60	31	1.0	.622	.069
Top 50%	42.2	14.4	.10	20	33	40	53	60	31	-.8	.691	-.056
Top 10%	44.6	14.1	.24	20	33	47	60	60	32	-3.3	.114	-.235
Quantitative Reasoning												
TAMIU (N = 30)	29.9	16.7	3.03	0	20	27	40	60				
Southwest Public	31.3	16.8	.24	0	20	33	40	60	30	-1.3	.667	-.079
Carnegie Class	31.8	16.9	.17	0	20	33	40	60	30	-1.8	.556	-.107
NSSE 2024 & 2025	31.8	16.7	.08	0	20	33	40	60	29	-1.8	.557	-.108
Top 50%	33.6	16.5	.12	7	20	33	47	60	30	-3.6	.242	-.220
Top 10%	36.9	16.1	.31	7	27	40	47	60	30	-7.0	.029	-.435
Learning with Peers												
Collaborative Learning												
TAMIU (N = 51)	29.8	16.0	2.24	5	17	30	40	59				
Southwest Public	28.2	16.4	.22	0	15	25	40	60	51	1.6	.474	.099
Carnegie Class	27.0	17.4	.16	0	15	25	40	60	50	2.8	.212	.163
NSSE 2024 & 2025	29.8	16.5	.08	0	20	30	40	60	50	.0	.998	.000
Top 50%	34.9	14.4	.10	10	25	35	45	60	50	-5.1	.027	-.355
Top 10%	38.5	13.6	.26	15	30	40	50	60	51	-8.7	.000	-.636
Discussions with Diverse Others												
TAMIU (N = 33)	30.7	17.7	3.09	1	20	30	40	60				
Southwest Public	39.6	17.4	.25	5	25	40	60	60	32	-8.9	.007	-.510
Carnegie Class	38.1	17.6	.18	0	25	40	55	60	32	-7.4	.023	-.419
NSSE 2024 & 2025	39.2	16.5	.08	10	25	40	55	60	32	-8.5	.010	-.512
Top 50%	41.8	15.5	.11	15	30	40	60	60	32	-11.1	.001	-.712
Top 10%	44.8	14.5	.38	20	35	45	60	60	33	-14.0	.000	-.964

NSSE 2025 Engagement Indicators

Detailed Statistics^a

Texas A&M International University

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
TAMU (N = 42)	22.5	17.6	2.71	0	10	15	40	60				
Southwest Public	21.5	16.7	.23	0	10	20	30	60	42	1.0	.725	.058
Carnegie Class	23.8	16.7	.16	0	10	20	35	60	42	-1.3	.635	-.078
NSSE 2024 & 2025	24.4	16.7	.08	0	10	20	35	60	41	-1.9	.493	-.112
Top 50%	30.7	16.3	.17	5	20	30	40	60	42	-8.3	.004	-.505
Top 10%	34.8	16.3	.48	10	20	35	50	60	44	-12.4	.000	-.756
Effective Teaching Practices												
TAMU (N = 35)	42.0	13.8	2.31	17	32	40	53	60				
Southwest Public	40.7	14.6	.20	16	32	40	52	60	35	1.3	.583	.088
Carnegie Class	41.6	14.3	.14	16	32	40	56	60	35	.4	.861	.029
NSSE 2024 & 2025	41.2	14.0	.07	16	32	40	52	60	34	.8	.733	.057
Top 50%	43.4	13.6	.12	20	36	44	56	60	35	-1.4	.547	-.104
Top 10%	46.2	13.2	.29	20	40	48	60	60	35	-4.2	.080	-.319
Campus Environment												
Quality of Interactions												
TAMU (N = 30)	45.3	13.3	2.44	18	37	50	56	60				
Southwest Public	44.2	12.8	.19	20	36	46	54	60	29	1.1	.646	.089
Carnegie Class	44.8	12.5	.14	20	38	46	55	60	29	.6	.822	.044
NSSE 2024 & 2025	43.9	12.3	.07	20	36	45	54	60	29	1.5	.552	.120
Top 50%	46.3	12.0	.10	24	40	48	56	60	29	-1.0	.684	-.084
Top 10%	49.1	12.1	.21	24	43	52	60	60	29	-3.8	.134	-.311
Supportive Environment												
TAMU (N = 31)	33.7	16.8	3.02	1	21	34	48	60				
Southwest Public	33.2	15.1	.22	8	23	33	43	60	30	.4	.888	.028
Carnegie Class	32.4	15.0	.15	8	20	33	43	60	30	1.3	.673	.086
NSSE 2024 & 2025	33.0	14.6	.07	10	23	33	43	60	30	.7	.830	.045
Top 50%	35.9	14.2	.13	13	25	38	45	60	30	-2.2	.472	-.155
Top 10%	39.4	13.5	.40	18	30	40	50	60	31	-5.7	.071	-.418

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

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

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

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

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

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

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