NSSE national survey of student engagement

NSSE 2023
Engagement Indicators

Texas Tech University

Prepared 2023-07-28

IPEDS: 229115

NSSE 2023 Engagement Indicators

About This Report

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

Report Sections

Overview (p. 3)
Displays how average EI scores for your 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. 16-19)
Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

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

NSSE 2023 Engagement Indicators

Overview

Texas Tech University

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 Carnegie R1	**Your first-year students** compared with Southwest Public	**Your first-year students** compared with Large UG Enrollment
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 Carnegie R1	**Your seniors** compared with Southwest Public	**Your seniors** compared with Large UG Enrollment
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	▽	--	▽
	Learning Strategies	△	▽	--
	Quantitative Reasoning	--	△	--
Learning with Peers	Collaborative Learning	--	△	△
	Discussions with Diverse Others	--	△	△
Experiences with Faculty	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	△	--	--
	Supportive Environment	△	--	△

NSSE 2023 Engagement Indicators

Academic Challenge

Texas Tech University

Academic Challenge: First-year students

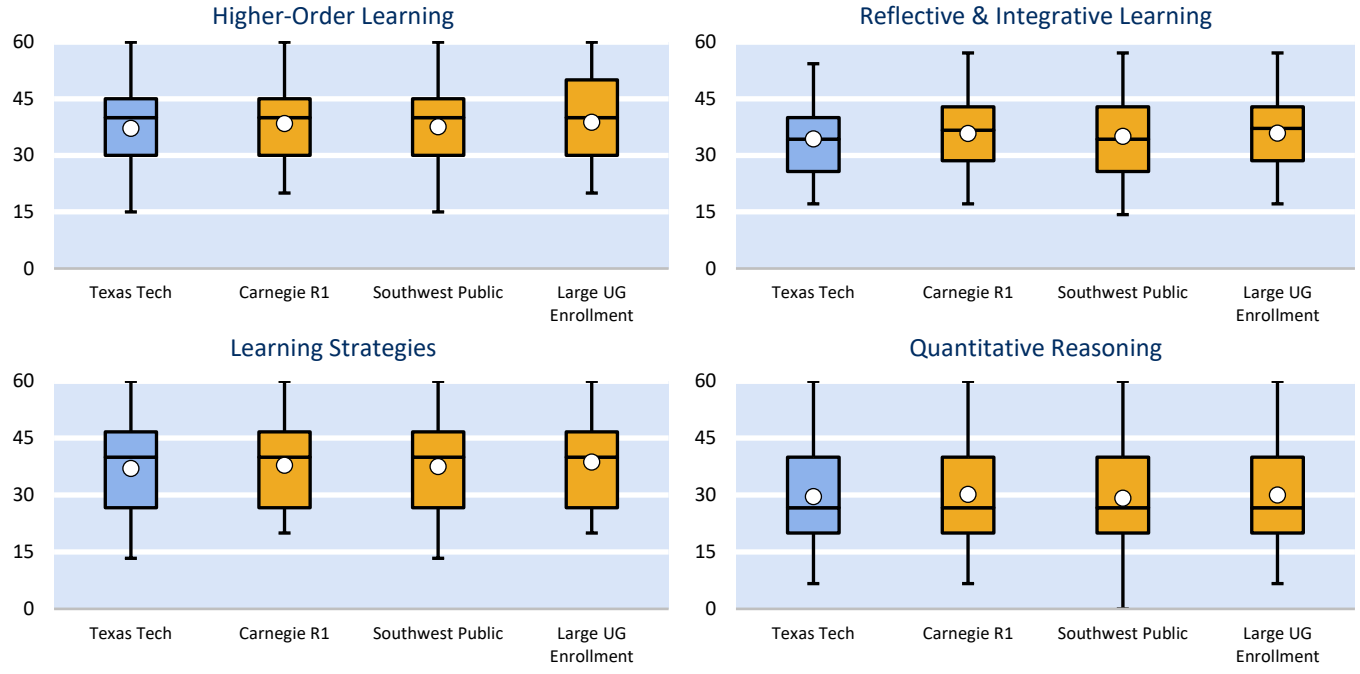
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning,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

Mean Comparisons

	Texas Tech	Your first-year students compared with					
		Carnegie R1		Southwest Public		Large UG Enrollment	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	37.1	38.5 ***	-.10	37.6	-.03	38.7 ***	-.12
Reflective & Integrative Learning	34.4	35.8 ***	-.12	35.0 *	-.06	35.9 ***	-.12
Learning Strategies	37.0	37.8 *	-.06	37.6	-.04	38.8 ***	-.12
Quantitative Reasoning	29.6	30.2	-.04	29.1	.03	30.0	-.02

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		
	Texas Tech	Carnegie R1	Southwest Public	Large UG Enrollment
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	70	-3	+4	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68	-4	+0	-3
4d. Evaluating a point of view, decision, or information source	68	-0	-1	-2
4e. Forming a new idea or understanding from various pieces of information	68	-2	-2	-3
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	52	-2	+2	-1
2b. Connected your learning to societal problems or issues	46	-6	-3	-7
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	46	-8	-6	-7
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	-1	-0	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	71	+0	+0	-0
2f. Learned something that changed the way you understand an issue or concept	67	-0	+1	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	77	-2	+2	-2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	68	-5	-2	-6
9b. Reviewed your notes after class	66	+1	-0	-1
9c. Summarized what you learned in class or from course materials	64	-1	-0	-2
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.)	56	-1	+3	-0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	-2	-1	-2
6c. Evaluated what others have concluded from numerical information	43	-2	+2	-1

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.

NSSE 2023 Engagement Indicators

Academic Challenge

Texas Tech University

Academic Challenge: Seniors

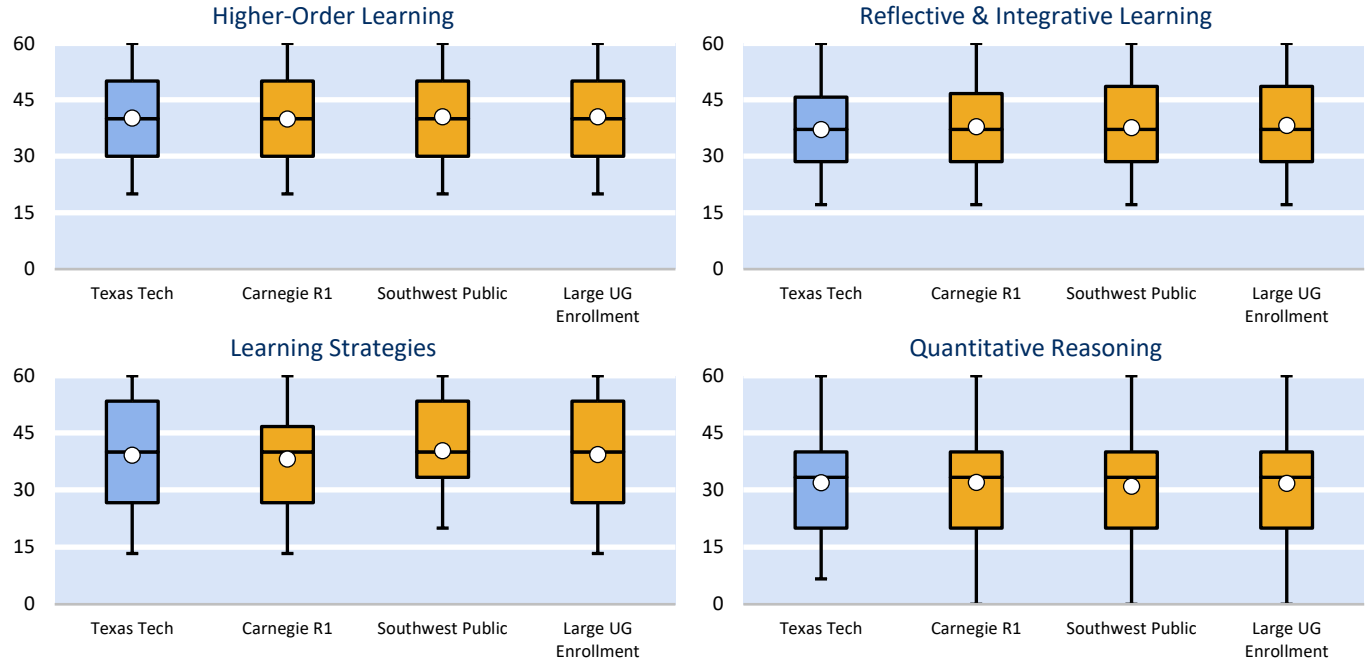
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning, 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

	Texas Tech	Your seniors compared with					
		Carnegie R1		Southwest Public		Large UG Enrollment	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	40.2	39.9	.02	40.5	-.02	40.5	-.03
Reflective & Integrative Learning	37.1	37.9 *	-.06	37.6	-.04	38.2 ***	-.09
Learning Strategies	39.1	38.1 *	.06	40.3 **	-.08	39.3	-.01
Quantitative Reasoning	31.9	31.9	.00	30.9 *	.06	31.7	.01

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



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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		
	Texas Tech	Carnegie R1	Southwest Public	Large UG Enrollment
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	77	-1	+0	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	+1	+1	+1
4d. Evaluating a point of view, decision, or information source	72	+4	-0	+0
4e. Forming a new idea or understanding from various pieces of information	73	+1	-1	-1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	70	+2	+7	+4
2b. Connected your learning to societal problems or issues	59	-0	+0	-2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48	-4	-3	-6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	+1	+0	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	70	-1	-2	-2
2f. Learned something that changed the way you understand an issue or concept	71	-0	+0	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-1	-0	-2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	73	-1	-4	-4
9b. Reviewed your notes after class	68	+5	-2	+3
9c. Summarized what you learned in class or from course materials	69	+4	-1	+2
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.)	61	+2	+3	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+0	+2	-0
6c. Evaluated what others have concluded from numerical information	50	-0	+4	+1

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.

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NSSE 2023 Engagement Indicators

Learning with Peers

Texas Tech University

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

	Texas Tech	Your first-year students compared with					
		Carnegie R1		Southwest Public		Large UG Enrollment	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	31.5	31.5	.00	29.1 ***	.16	27.3 ***	.26
Discussions with Diverse Others	40.5	40.0	.04	37.3 ***	.19	37.7 ***	.17

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

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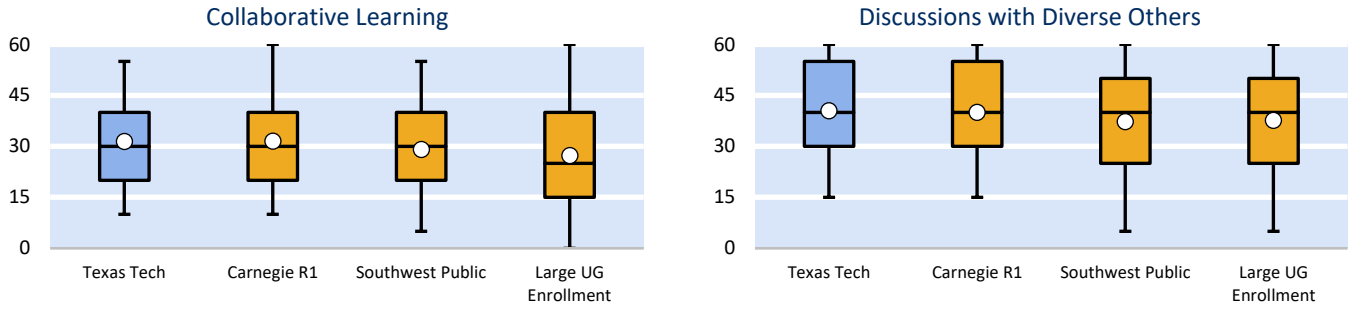

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Performance on Indicator Items

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		Percentage point difference[a] between your FY students and		
Collaborative Learning	Texas Tech	Carnegie R1	Southwest Public	Large UG Enrollment
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	50	+0	+5	+8
1c. Explained course material to one or more students	53	+0	+7	+9
1d. Prepared for exams by discussing or working through course material with other students	49	+3	+9	+11
1e. Worked with other students on course projects or assignments	53	-1	+2	+7
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of races or ethnicities other than your own	75	+1	+8	+6
8b. People from economic backgrounds other than your own	75	+2	+8	+7
8c. People with religious beliefs other than your own	69	-1	+6	+5
8d. People with political views other than your own	69	+8	+9	+10

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Learning with Peers: Seniors

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

	Texas Tech	Your seniors compared with					
		Carnegie R1		Southwest Public		Large UG Enrollment	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	31.6	32.2	-.04	28.8 ***	.17	27.7 ***	.23
Discussions with Diverse Others	40.8	40.0	.05	39.2 ***	.09	38.4 ***	.14

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

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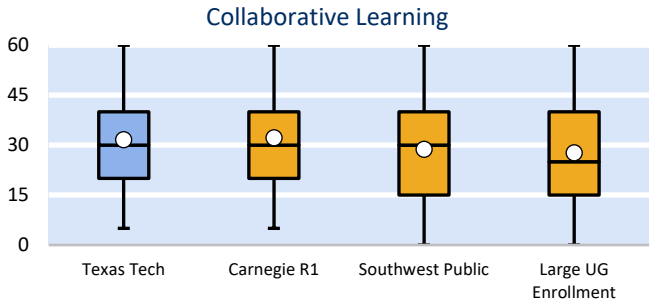

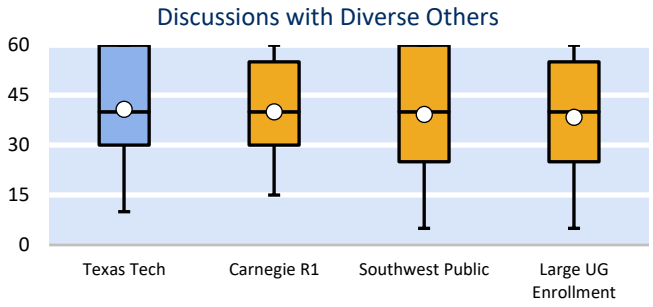

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		Percentage point difference [a] between your seniors and		
Collaborative Learning	Texas Tech	Carnegie R1	Southwest Public	Large UG Enrollment
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	44	-1	+6	+7
1c. Explained course material to one or more students	55	+0	+8	+10
1d. Prepared for exams by discussing or working through course material with other students	47	+4	+10	+12
1e. Worked with other students on course projects or assignments	60	-4	+6	+6
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of races or ethnicities other than your own	75	+2	+4	+5
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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

	Texas Tech	*Your first-year students compared with*					
		Carnegie R1		Southwest Public		Large UG Enrollment	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	22.3	20.8 ***	.10	20.5 ***	.11	20.0 ***	.15
Effective Teaching Practices	36.8	37.5	-.05	38.0 **	-.08	38.4 ***	-.12

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

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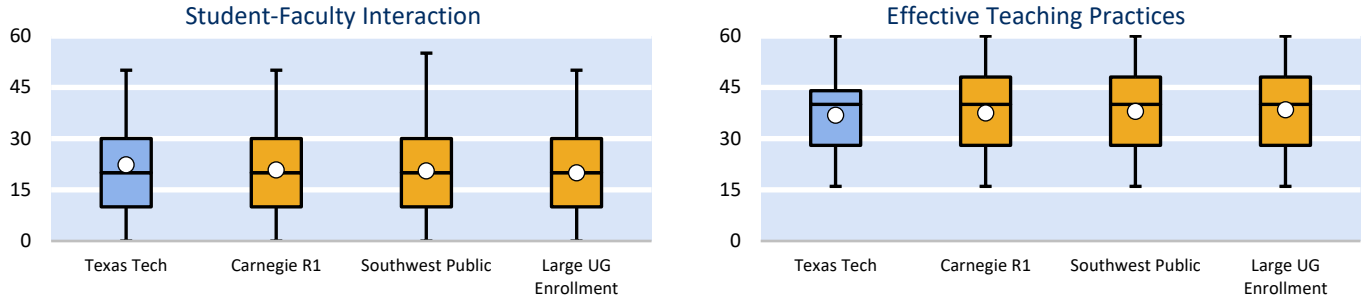

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		Percentage point difference[a] between your FY students and		
Student-Faculty Interaction	Texas Tech	Carnegie R1	Southwest Public	Large UG Enrollment
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	41	+6	+6	+7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	+4	+3	+6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	+2	+3	+4
3d. Discussed your academic performance with a faculty member	31	+3	+1	+2
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	78	+1	+2	+0
5b. Taught course sessions in an organized way	72	-1	+1	-1
5c. Used examples or illustrations to explain difficult points	72	-2	+1	-1
5d. Provided feedback on a draft or work in progress	61	+1	-2	-1
5e. Provided prompt and detailed feedback on tests or completed assignments	53	-3	-6	-6

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.

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NSSE 2023 Engagement Indicators

Experiences with Faculty

Texas Tech University

Experiences with Faculty: Seniors

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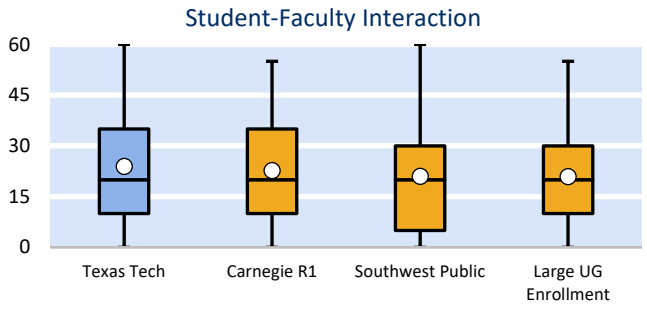
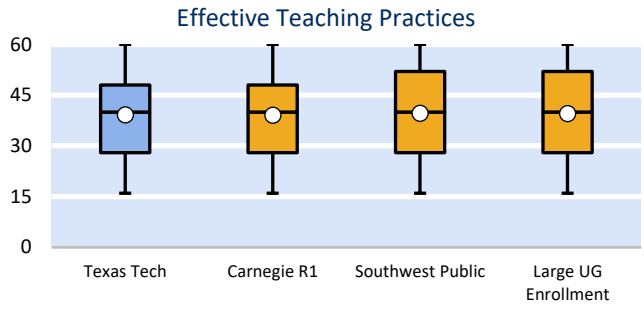
Mean Comparisons

	Texas Tech	*Your seniors compared with*					
		Carnegie R1		Southwest Public		Large UG Enrollment	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	23.9	22.6 **	.08	20.9 ***	.18	20.9 ***	.19
Effective Teaching Practices	39.1	39.0	.01	39.6	-.03	39.5	-.03

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		
Student-Faculty Interaction	Texas Tech	Carnegie R1	Southwest Public	Large UG Enrollment
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	43	+5	+7	+7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	+3	+6	+7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	+2	+5	+6
3d. Discussed your academic performance with a faculty member	34	+5	+5	+5
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	80	+1	+1	+1
5b. Taught course sessions in an organized way	77	+1	+2	+1
5c. Used examples or illustrations to explain difficult points	76	-1	+1	+1
5d. Provided feedback on a draft or work in progress	58	-2	-3	-3
5e. Provided prompt and detailed feedback on tests or completed assignments	59	-1	-3	-4

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: First-year students

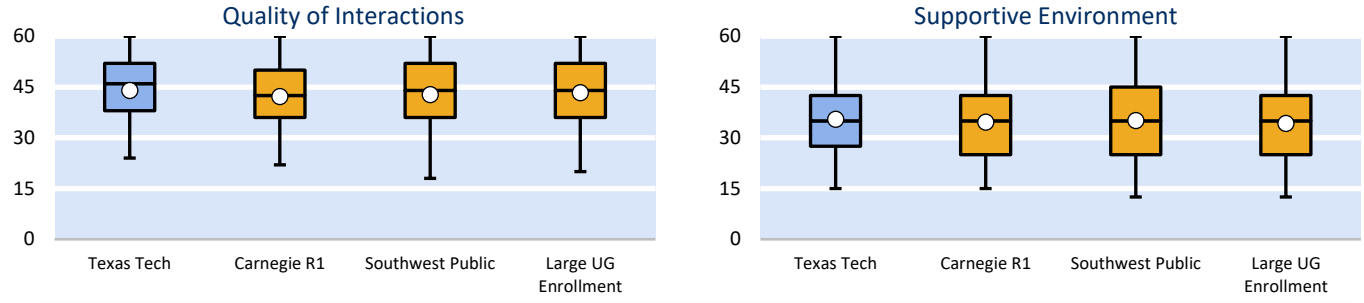
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	Texas Tech	Your first-year students compared with					
		Carnegie R1		Southwest Public		Large UG Enrollment	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	44.0	42.2 ***	.16	42.8 ***	.10	43.4 *	.06
Supportive Environment	35.5	34.7 *	.06	35.1	.02	34.2 **	.09

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 FY students and		
Quality of Interactions	Texas Tech	Carnegie R1	Southwest Public	Large UG Enrollment
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	50	-1	-1	-2
13b. Academic advisors	55	+3	+4	-1
13c. Faculty	54	+6	+2	+1
13d. Student services staff (career services, student activities, housing, etc.)	54	+10	+5	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	51	+10	+3	+3
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	67	-4	-4	-5
14c. Using learning support services (tutoring services, writing center, etc.)	73	+1	+1	+0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	-1	-2	+0
14e. Providing opportunities to be involved socially	72	+2	+3	+5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	+3	+3	+4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	+6	+0	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	74	+7	+10	+15
14i. Attending events that address important social, economic, or political issues	45	+0	-2	+3

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

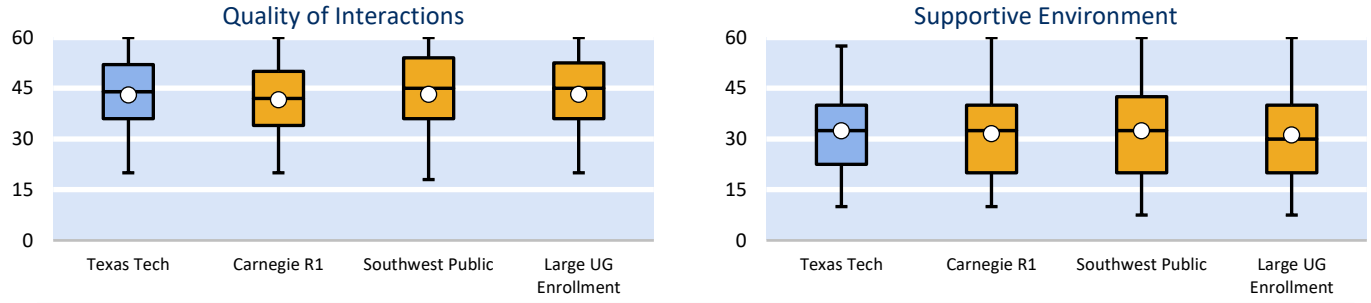
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	Texas Tech	Your seniors compared with					
		Carnegie R1		Southwest Public		Large UG Enrollment	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	43.1	41.7 ***	.12	43.3	-.01	43.2	-.01
Supportive Environment	32.4	31.6 *	.06	32.5	-.01	31.2 **	.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.

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*		
Quality of Interactions	Texas Tech	Carnegie R1	Southwest Public	Large UG Enrollment
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	59	+2	-2	+0
13b. Academic advisors	51	+4	-1	-2
13c. Faculty	57	+5	+1	+0
13d. Student services staff (career services, student activities, housing, etc.)	49	+7	+1	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	+6	-4	-2
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	66	+1	-2	-1
14c. Using learning support services (tutoring services, writing center, etc.)	62	+1	-3	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	+1	-2	+1
14e. Providing opportunities to be involved socially	66	+2	+3	+6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	+5	+3	+5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	+6	-1	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	64	+6	+10	+14
14i. Attending events that address important social, economic, or political issues	38	-1	-4	+1

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 2023 Engagement Indicators

Comparisons with High-Performing Institutions

Texas Tech 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 2022 and 2023 NSSE institutions, and
(b) institutions with average scores placing them in the top 10% of all 2022 and 2023 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

			Your first-year students compared with					
		Texas Tech	NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	37.1	39.5 ***	-.18		42.2 ***	-.40	
	Reflective and Integrative Learning	34.4	37.2 ***	-.24		39.8 ***	-.47	
	Learning Strategies	37.0	39.8 ***	-.20		42.8 ***	-.41	
	Quantitative Reasoning	29.6	30.7 *	-.07		33.4 ***	-.25	
Learning with Peers	Collaborative Learning	31.5	33.3 ***	-.13		36.5 ***	-.37	
	Discussions with Diverse Others	40.5	40.5	.00	✓	43.6 ***	-.22	
Experiences with Faculty	Student-Faculty Interaction	22.3	25.4 ***	-.20		29.3 ***	-.46	
	Effective Teaching Practices	36.8	40.1 ***	-.24		43.3 ***	-.48	
Campus Environment	Quality of Interactions	44.0	45.3 ***	-.11		48.1 ***	-.34	
	Supportive Environment	35.5	36.8 **	-.10		39.6 ***	-.33	

Seniors

			Your seniors compared with					
		Texas Tech	NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	40.2	42.1 ***	-.14		44.7 ***	-.35	
	Reflective and Integrative Learning	37.1	40.6 ***	-.28		43.1 ***	-.50	
	Learning Strategies	39.1	41.0 ***	-.13		43.6 ***	-.32	
	Quantitative Reasoning	31.9	32.7	-.05	✓	36.3 ***	-.27	
Learning with Peers	Collaborative Learning	31.6	34.7 ***	-.22		38.1 ***	-.46	
	Discussions with Diverse Others	40.8	41.1	-.02	✓	43.9 ***	-.21	
Experiences with Faculty	Student-Faculty Interaction	23.9	29.6 ***	-.35		34.3 ***	-.64	
	Effective Teaching Practices	39.1	42.1 ***	-.22		44.7 ***	-.41	
Campus Environment	Quality of Interactions	43.1	45.4 ***	-.19		47.9 ***	-.38	
	Supportive Environment	32.4	34.5 ***	-.15		37.7 ***	-.38	

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 2023 Engagement Indicators

Detailed Statistics[a]

Texas Tech 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												
Texas Tech (N = 1202)	37.1	13.0	.38	15	30	40	45	60				
Carnegie R1	38.5	13.1	.06	20	30	40	45	60	42,310	-1.3	.001	-.101
Southwest Public	37.6	13.9	.13	15	30	40	45	60	1,486	-.4	.277	-.031
Large UG Enrollment	38.7	13.5	.06	20	30	40	50	60	53,646	-1.6	.000	-.118
Top 50%	39.5	13.2	.04	20	30	40	50	60	104,792	-2.4	.000	-.181
Top 10%	42.2	12.8	.11	20	35	40	55	60	13,765	-5.1	.000	-.398
Reflective & Integrative Learning												
Texas Tech (N = 1314)	34.4	11.3	.31	17	26	34	40	54				
Carnegie R1	35.8	12.0	.06	17	29	37	43	57	1,400	-1.4	.000	-.118
Southwest Public	35.0	12.4	.11	14	26	34	43	57	1,642	-.7	.040	-.055
Large UG Enrollment	35.9	12.3	.05	17	29	37	43	57	1,385	-1.5	.000	-.124
Top 50%	37.2	12.0	.04	20	29	37	46	60	1,352	-2.9	.000	-.241
Top 10%	39.8	11.8	.10	20	31	40	49	60	1,621	-5.5	.000	-.468
Learning Strategies												
Texas Tech (N = 1114)	37.0	13.7	.41	13	27	40	47	60				
Carnegie R1	37.8	13.6	.07	20	27	40	47	60	38,961	-.8	.046	-.061
Southwest Public	37.6	14.1	.13	13	27	40	47	60	12,189	-.5	.214	-.039
Large UG Enrollment	38.8	14.1	.06	20	27	40	47	60	49,499	-1.7	.000	-.124
Top 50%	39.8	13.9	.05	20	27	40	53	60	84,358	-2.8	.000	-.199
Top 10%	42.8	14.0	.11	20	33	40	60	60	1,269	-5.8	.000	-.414
Quantitative Reasoning												
Texas Tech (N = 1130)	29.6	14.8	.44	7	20	27	40	60				
Carnegie R1	30.2	15.2	.08	7	20	27	40	60	39,608	-.5	.242	-.035
Southwest Public	29.1	15.8	.15	0	20	27	40	60	1,402	.5	.283	.032
Large UG Enrollment	30.0	15.6	.07	7	20	27	40	60	1,187	-.4	.387	-.025
Top 50%	30.7	15.4	.05	7	20	27	40	60	101,300	-1.0	.023	-.068
Top 10%	33.4	15.4	.12	7	20	33	40	60	17,384	-3.8	.000	-.245
Learning with Peers												
Collaborative Learning												
Texas Tech (N = 1428)	31.5	13.9	.37	10	20	30	40	55				
Carnegie R1	31.5	14.3	.06	10	20	30	40	60	1,517	.0	.931	-.002
Southwest Public	29.1	14.6	.12	5	20	30	40	55	1,755	2.4	.000	.163
Large UG Enrollment	27.3	16.3	.07	0	15	25	40	60	1,519	4.2	.000	.258
Top 50%	33.3	13.9	.04	10	25	35	40	60	113,424	-1.8	.000	-.128
Top 10%	36.5	13.7	.09	15	25	35	45	60	24,174	-5.1	.000	-.370
Discussions with Diverse Others												
Texas Tech (N = 1123)	40.5	15.3	.46	15	30	40	55	60				
Carnegie R1	40.0	14.9	.08	15	30	40	55	60	39,232	.5	.235	.036
Southwest Public	37.3	16.8	.16	5	25	40	50	60	1,407	3.2	.000	.192
Large UG Enrollment	37.7	16.7	.08	5	25	40	50	60	1,184	2.8	.000	.169
Top 50%	40.5	14.8	.05	20	30	40	55	60	91,822	.0	.943	-.002
Top 10%	43.6	13.9	.13	20	35	40	60	60	11,888	-3.1	.000	-.224

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												
Texas Tech (N = 1250)	22.3	14.8	.42	0	10	20	30	50				
Carnegie R1	20.8	15.0	.07	0	10	20	30	50	43,967	1.5	.001	.099
Southwest Public	20.5	15.6	.14	0	10	20	30	55	1,540	1.8	.000	.113
Large UG Enrollment	20.0	15.1	.06	0	10	20	30	50	55,839	2.3	.000	.155
Top 50%	25.4	15.3	.06	5	15	25	35	60	56,861	-3.1	.000	-.200
Top 10%	29.3	15.3	.17	5	20	25	40	60	1,704	-7.0	.000	-.457
Effective Teaching Practices												
Texas Tech (N = 1191)	36.8	12.8	.37	16	28	40	44	60				
Carnegie R1	37.5	12.8	.06	16	28	40	48	60	42,032	-.6	.085	-.051
Southwest Public	38.0	13.9	.13	16	28	40	48	60	1,484	-1.1	.004	-.082
Large UG Enrollment	38.4	13.6	.06	16	28	40	48	60	1,253	-1.6	.000	-.117
Top 50%	40.1	13.5	.05	16	32	40	52	60	1,235	-3.3	.000	-.244
Top 10%	43.3	13.3	.14	20	36	44	56	60	1,538	-6.4	.000	-.484
Campus Environment												
Quality of Interactions												
Texas Tech (N = 1053)	44.0	10.7	.33	24	38	46	52	60				
Carnegie R1	42.2	11.3	.06	22	36	43	50	60	36,386	1.8	.000	.164
Southwest Public	42.8	12.6	.13	18	36	44	52	60	1,377	1.3	.000	.101
Large UG Enrollment	43.4	12.1	.06	20	36	44	52	60	1,119	.7	.044	.056
Top 50%	45.3	11.5	.05	24	38	46	54	60	1,098	-1.2	.000	-.109
Top 10%	48.1	12.1	.12	24	42	50	60	60	1,332	-4.1	.000	-.344
Supportive Environment												
Texas Tech (N = 1064)	35.5	13.0	.40	15	28	35	43	60				
Carnegie R1	34.7	12.9	.07	15	25	35	43	60	37,819	.8	.049	.061
Southwest Public	35.1	13.9	.13	13	25	35	45	60	1,319	.3	.437	.024
Large UG Enrollment	34.2	13.7	.06	13	25	35	43	60	1,118	1.2	.003	.089
Top 50%	36.8	13.1	.05	15	28	38	45	60	62,589	-1.3	.001	-.101
Top 10%	39.6	12.8	.15	20	30	40	50	60	8,453	-4.2	.000	-.327

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.

NSSE 2023 Engagement Indicators

Detailed Statistics[a]

Texas Tech 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												
Texas Tech (N = 1443)	40.2	13.8	.36	20	30	40	50	60				
Carnegie R1	39.9	13.7	.07	20	30	40	50	60	44,760	.2	.518	.017
Southwest Public	40.5	14.2	.11	20	30	40	50	60	17,777	-.3	.455	-.021
Large UG Enrollment	40.5	13.9	.06	20	30	40	50	60	63,264	-.4	.325	-.026
Top 50%	42.1	13.7	.05	20	35	40	55	60	76,620	-1.9	.000	-.138
Top 10%	44.7	12.8	.15	20	40	45	60	60	8,632	-4.5	.000	-.349
Reflective & Integrative Learning												
Texas Tech (N = 1527)	37.1	12.6	.32	17	29	37	46	60				
Carnegie R1	37.9	12.9	.06	17	29	37	47	60	47,957	-.7	.027	-.057
Southwest Public	37.6	13.3	.10	17	29	37	49	60	1,840	-.5	.123	-.039
Large UG Enrollment	38.2	13.1	.05	17	29	37	49	60	1,604	-1.1	.001	-.086
Top 50%	40.6	12.5	.05	20	31	40	51	60	69,640	-3.5	.000	-.279
Top 10%	43.1	11.8	.14	23	34	43	54	60	8,432	-6.0	.000	-.498
Learning Strategies												
Texas Tech (N = 1360)	39.1	14.3	.39	13	27	40	53	60				
Carnegie R1	38.1	14.6	.07	13	27	40	47	60	1,457	.9	.017	.065
Southwest Public	40.3	14.5	.12	20	33	40	53	60	16,760	-1.2	.003	-.083
Large UG Enrollment	39.3	14.8	.06	13	27	40	53	60	1,429	-.2	.575	-.015
Top 50%	41.0	14.5	.05	20	33	40	53	60	80,528	-1.9	.000	-.131
Top 10%	43.6	14.1	.13	20	33	40	60	60	1,685	-4.5	.000	-.317
Quantitative Reasoning												
Texas Tech (N = 1373)	31.9	16.1	.43	7	20	33	40	60				
Carnegie R1	31.9	16.4	.08	0	20	33	40	60	42,472	.0	.929	-.002
Southwest Public	30.9	16.6	.13	0	20	33	40	60	16,994	1.0	.039	.058
Large UG Enrollment	31.7	16.6	.07	0	20	33	40	60	60,356	.2	.700	.011
Top 50%	32.7	16.5	.05	7	20	33	40	60	94,659	-.8	.082	-.047
Top 10%	36.3	16.2	.19	7	20	40	47	60	8,961	-4.4	.000	-.269
Learning with Peers												
Collaborative Learning												
Texas Tech (N = 1620)	31.6	16.0	.40	5	20	30	40	60				
Carnegie R1	32.2	15.2	.07	5	20	30	40	60	1,716	-.6	.154	-.038
Southwest Public	28.8	16.3	.12	0	15	30	40	60	19,763	2.8	.000	.174
Large UG Enrollment	27.7	16.9	.06	0	15	25	40	60	1,705	3.9	.000	.231
Top 50%	34.7	14.2	.05	10	25	35	45	60	1,674	-3.1	.000	-.215
Top 10%	38.1	13.6	.13	15	30	40	50	60	2,009	-6.5	.000	-.463
Discussions with Diverse Others												
Texas Tech (N = 1360)	40.8	16.6	.45	10	30	40	60	60				
Carnegie R1	40.0	15.5	.08	15	30	40	55	60	1,440	.8	.073	.053
Southwest Public	39.2	17.3	.14	5	25	40	60	60	1,628	1.6	.001	.094
Large UG Enrollment	38.4	16.9	.07	5	25	40	55	60	59,668	2.4	.000	.144
Top 50%	41.1	15.6	.05	15	30	40	55	60	1,399	-.3	.581	-.016
Top 10%	43.9	14.8	.16	20	35	45	60	60	1,706	-3.1	.000	-.207

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												
Texas Tech (N = 1478)	23.9	16.4	.43	0	10	20	35	60				
Carnegie R1	22.6	16.1	.08	0	10	20	35	55	1,571	1.3	.003	.081
Southwest Public	20.9	16.8	.13	0	5	20	30	60	18,296	3.0	.000	.179
Large UG Enrollment	20.9	16.1	.06	0	10	20	30	55	1,543	3.0	.000	.189
Top 50%	29.6	16.2	.09	5	20	30	40	60	37,748	-5.6	.000	-.348
Top 10%	34.3	15.8	.25	10	20	35	45	60	5,607	-10.3	.000	-.645
Effective Teaching Practices												
Texas Tech (N = 1442)	39.1	13.9	.37	16	28	40	48	60				
Carnegie R1	39.0	13.7	.07	16	28	40	48	60	44,614	.1	.836	.006
Southwest Public	39.6	14.8	.12	16	28	40	52	60	1,744	-.5	.203	-.033
Large UG Enrollment	39.5	14.4	.06	16	28	40	52	60	63,166	-.4	.270	-.029
Top 50%	42.1	13.8	.06	20	32	40	56	60	57,249	-3.0	.000	-.219
Top 10%	44.7	13.4	.14	20	36	44	56	60	10,167	-5.6	.000	-.415
Campus Environment												
Quality of Interactions												
Texas Tech (N = 1245)	43.1	12.5	.35	20	36	44	52	60				
Carnegie R1	41.7	12.1	.06	20	34	42	50	60	38,408	1.4	.000	.118
Southwest Public	43.3	13.1	.11	18	36	45	54	60	1,504	-.2	.619	-.014
Large UG Enrollment	43.2	12.8	.06	20	36	45	53	60	52,320	-.1	.705	-.011
Top 50%	45.4	12.1	.05	22	38	48	55	60	61,226	-2.3	.000	-.189
Top 10%	47.9	12.5	.10	22	40	50	60	60	16,105	-4.8	.000	-.383
Supportive Environment												
Texas Tech (N = 1332)	32.4	14.0	.38	10	23	33	40	58				
Carnegie R1	31.6	14.0	.07	10	20	33	40	60	40,936	.8	.043	.056
Southwest Public	32.5	15.2	.12	8	20	33	43	60	1,623	-.1	.827	-.006
Large UG Enrollment	31.2	14.7	.06	8	20	30	40	60	1,402	1.2	.003	.080
Top 50%	34.5	14.3	.06	10	25	35	45	60	56,264	-2.1	.000	-.150
Top 10%	37.7	13.9	.19	15	28	38	48	60	6,608	-5.3	.000	-.378

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.