NSSE 2013
Engagement Indicators
Texas Tech 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 themes as shown at right.

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

Report sections

Overview (p. 3)
Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)
Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

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

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

Summary of Indicator Items
Responses to each item in a given EI are displayed for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)
Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of current-year participating institutions.

Detailed Statistics (pp. 16-19)
Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting comparisons

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

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

How Engagement Indicators are computed

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

For more information on EIs and their psychometric properties, refer to the NSSE Web site: **nsse.iub.edu**

Engagement Indicators: Overview

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

Use the following key:

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

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

--   No significant difference.

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

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

First-Year (FY) Students

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

Seniors

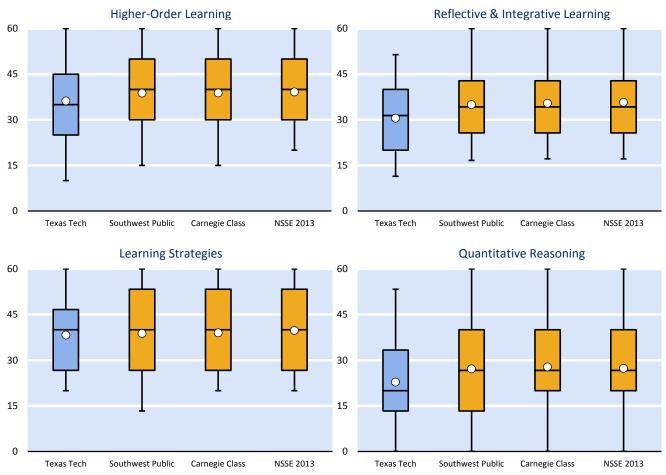| Theme	Engagement Indicator	Your seniors compared with Southwest Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2013
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective and Integrative Learning	▽	▽	▽
	Learning Strategies	▽	--	▽
	Quantitative Reasoning	--	--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

Academic Challenge: First-year students

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

Mean Comparisons

| | Texas Tech | Your first-year students compared with | | | | | |
| | | Southwest Public | | Carnegie Class | | NSSE 2013 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.2	38.8 **	-.18	38.8 **	-.19	39.1 **	-.22
Reflective & Integrative Learning	30.5	35.0 ***	-.34	35.4 ***	-.39	35.7 ***	-.41
Learning Strategies	38.2	38.8	-.04	39.0	-.06	39.8	-.11
Quantitative Reasoning	22.8	27.2 ***	-.26	27.8 ***	-.31	27.3 ***	-.28

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

Score Distributions

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning

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

Academic Challenge: First-year students (continued)

Summary of Indicator Items

Higher-Order Learning

	Texas Tech	Southwest Public	Carnegie Class	NSSE 2013
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	68	72	75	74
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	65	71	73	73
4d. Evaluating a point of view, decision, or information source	61	68	67	70
4e. Forming a new idea or understanding from various pieces of information	61	68	67	69

Reflective & Integrative Learning

	Texas Tech	Southwest Public	Carnegie Class	NSSE 2013
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	41	53	56	56
2b. Connected your learning to societal problems or issues	42	50	52	53
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	39	48	49	51
2d. Examined the strengths and weaknesses of your own views on a topic or issue	54	61	62	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	61	66	65	66
2f. Learned something that changed the way you understand an issue or concept	54	64	65	66
2g. Connected ideas from your courses to your prior experiences and knowledge	70	74	77	78

Learning Strategies

	Texas Tech	Southwest Public	Carnegie Class	NSSE 2013
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	78	78	80	81
9b. Reviewed your notes after class	66	65	64	66
9c. Summarized what you learned in class or from course materials	59	61	62	64

Quantitative Reasoning

	Texas Tech	Southwest Public	Carnegie Class	NSSE 2013
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.)	48	51	53	51
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	26	38	38	38
6c. Evaluated what others have concluded from numerical information	28	37	38	37

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

NSSE 2013 Engagement Indicators
Academic Challenge
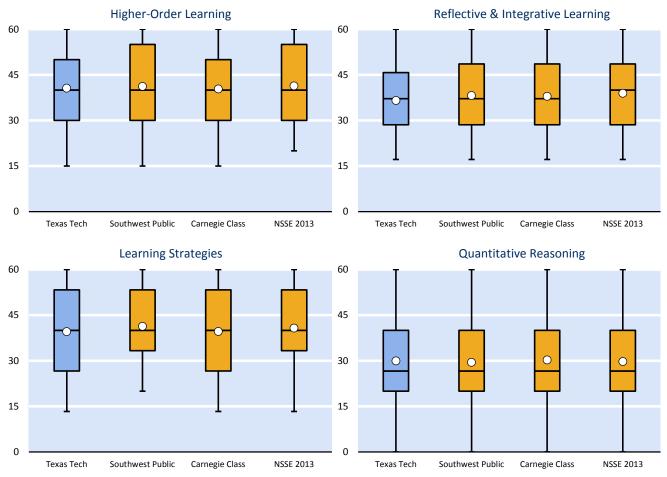## Texas Tech University

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	Southwest Public		Carnegie Class		NSSE 2013	
				Your first-year students compared with			
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.6	41.2	-.04	40.4	.02	41.3	-.05
Reflective & Integrative Learning	36.5	38.2 ***	-.12	37.9 ***	-.11	38.9 ***	-.18
Learning Strategies	39.6	41.3 ***	-.12	39.6	.00	40.7 *	-.08
Quantitative Reasoning	29.9	29.5	.03	30.2	-.02	29.7	.01

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

Score Distributions

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

Academic Challenge: Seniors (continued)

Summary of Indicator Items

Higher-Order Learning	Texas Tech	Southwest Public	Carnegie Class	NSSE 2013
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	81	79	80	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	77	76	78
4d. Evaluating a point of view, decision, or information source	68	71	68	72
4e. Forming a new idea or understanding from various pieces of information	69	73	70	73

Reflective & Integrative Learning	Texas Tech	Southwest Public	Carnegie Class	NSSE 2013
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	74	70	72	71
2b. Connected your learning to societal problems or issues	56	62	61	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	47	52	51	56
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	65	63	67
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	63	69	67	70
2f. Learned something that changed the way you understand an issue or concept	64	68	68	70
2g. Connected ideas from your courses to your prior experiences and knowledge	81	83	83	84

Learning Strategies	Texas Tech	Southwest Public	Carnegie Class	NSSE 2013
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	79	84	82	84
9b. Reviewed your notes after class	65	68	63	65
9c. Summarized what you learned in class or from course materials	64	68	63	66

Quantitative Reasoning	Texas Tech	Southwest Public	Carnegie Class	NSSE 2013
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.)	55	54	56	54
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	44	44	44
6c. Evaluated what others have concluded from numerical information	45	43	45	44

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

NSSE 2013 Engagement Indicators

Learning with Peers

Texas Tech University

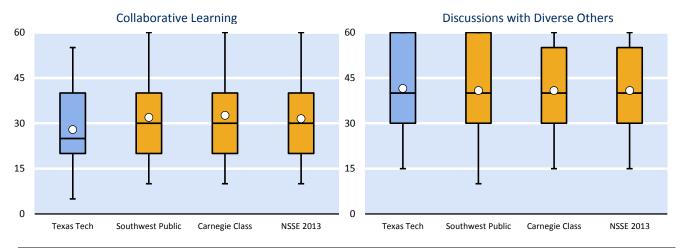## Learning with Peers: First-year students

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

Mean Comparisons

| | Texas Tech | Your first-year students compared with | | | | | |
| | | Southwest Public | | Carnegie Class | | NSSE 2013 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	27.8	31.9 ***	-.29	32.6 ***	-.34	31.5 ***	-.25
Discussions with Diverse Others	41.4	40.8	.04	40.8	.04	40.7	.04

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

Score Distributions

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

Summary of Indicator Items

Collaborative Learning	Texas Tech	Southwest Public	Carnegie Class	NSSE 2013
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	40	49	52	48
1f. Explained course material to one or more students	46	57	59	56
1g. Prepared for exams by discussing or working through course material with other students	45	49	50	48
1h. Worked with other students on course projects or assignments	42	50	51	50

Discussions with Diverse Others	Texas Tech	Southwest Public	Carnegie Class	NSSE 2013
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	77	73	70	70
8b. People from an economic background other than your own	72	72	73	73
8c. People with religious beliefs other than your own	69	68	68	68
8d. People with political views other than your own	70	70	71	70

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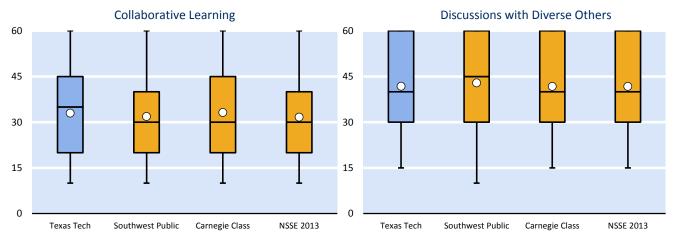
Learning with Peers: Seniors

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

Mean Comparisons

Engagement Indicator	Texas Tech Mean	Southwest Public Mean	Southwest Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2013 Mean	NSSE 2013 Effect size
Collaborative Learning	33.0	31.9 **	.08	33.2	-.01	31.7 **	.09
Discussions with Diverse Others	41.8	42.9 *	-.06	41.8	.00	41.8	.00

Your seniors compared with

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

Score Distributions

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

Summary of Indicator Items

Collaborative Learning

	Texas Tech %	Southwest Public %	Carnegie Class %	NSSE 2013 %
Percentage of students who responded that they "Very often" or "Often"…				
1e. Asked another student to help you understand course material	45	38	43	38
1f. Explained course material to one or more students	62	57	60	56
1g. Prepared for exams by discussing or working through course material with other students	50	45	48	44
1h. Worked with other students on course projects or assignments	63	62	65	63

Discussions with Diverse Others

	Texas Tech %	Southwest Public %	Carnegie Class %	NSSE 2013 %
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People from a race or ethnicity other than your own	73	76	72	72
8b. People from an economic background other than your own	76	76	75	74
8c. People with religious beliefs other than your own	69	72	69	70
8d. People with political views other than your own	71	73	72	72

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

NSSE
national survey of
student engagement
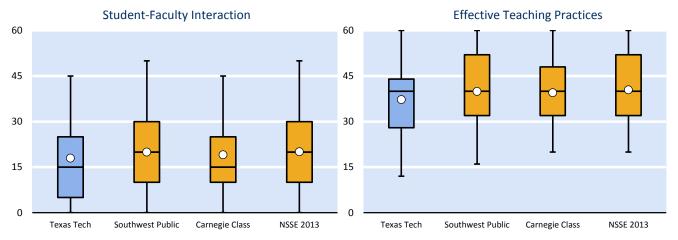
Experiences with Faculty: First-year students

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 | | | | | |
| | | Southwest Public | | Carnegie Class | | NSSE 2013 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	18.0	19.9 *	-.13	19.1	-.08	20.0 *	-.14
Effective Teaching Practices	37.2	39.9 **	-.19	39.5 **	-.18	40.4 ***	-.24

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

Score Distributions

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Summary of Indicator Items

Student-Faculty Interaction	Texas Tech	Southwest Public	Carnegie Class	NSSE 2013
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
3a. Talked about career plans with a faculty member	28	32	29	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	16	20	17	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	17	25	23	24
3d. Discussed your academic performance with a faculty member	25	28	25	28

Effective Teaching Practices	Texas Tech	Southwest Public	Carnegie Class	NSSE 2013
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	82	80	81	82
5b. Taught course sessions in an organized way	78	78	80	80
5c. Used examples or illustrations to explain difficult points	75	76	78	78
5d. Provided feedback on a draft or work in progress	52	63	61	65
5e. Provided prompt and detailed feedback on tests or completed assignments	55	60	60	63

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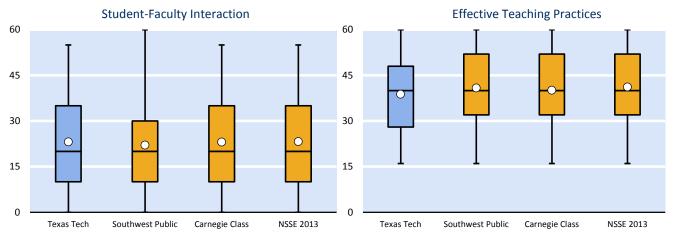
Experiences with Faculty: Seniors

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

Mean Comparisons

	Texas Tech	Your seniors compared with					
		Southwest Public		Carnegie Class		NSSE 2013	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	23.1	22.1 *	.06	23.1	.00	23.2	.00
Effective Teaching Practices	38.8	40.8 ***	-.14	40.1 **	-.09	41.1 ***	-.17

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

Score Distributions

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Summary of Indicator Items

Student-Faculty Interaction	Texas Tech	Southwest Public	Carnegie Class	NSSE 2013
Percentage of students who responded that they "Very often" or "Often"…	%	%	%	%
3a. Talked about career plans with a faculty member	42	39	40	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	24	26	25
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	29	32	32
3d. Discussed your academic performance with a faculty member	32	31	30	32

Effective Teaching Practices	Texas Tech	Southwest Public	Carnegie Class	NSSE 2013
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	79	82	82	83
5b. Taught course sessions in an organized way	76	80	81	82
5c. Used examples or illustrations to explain difficult points	78	78	80	79
5d. Provided feedback on a draft or work in progress	59	60	57	62
5e. Provided prompt and detailed feedback on tests or completed assignments	57	66	65	68

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

NSSE 2013 Engagement Indicators

Campus Environment
Texas Tech University

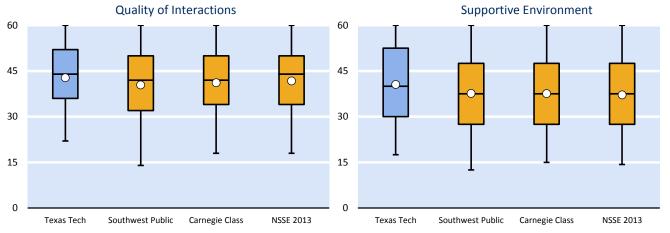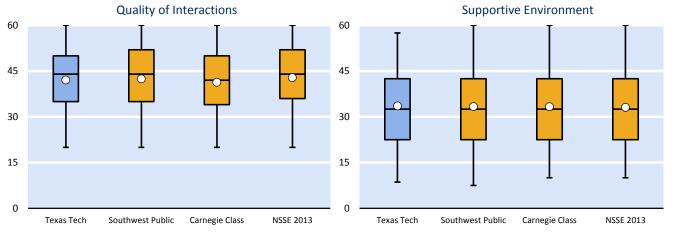## Campus Environment: First-year students

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

Mean Comparisons

	Texas Tech	Southwest Public		Carnegie Class		NSSE 2013	
			Effect		Effect		Effect
Engagement Indicator	*Mean*	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
Quality of Interactions	42.8	40.4 **	.18	41.1	.13	41.7	.08
Supportive Environment	40.5	37.6 **	.21	37.6 **	.22	37.1 ***	.24

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

Score Distributions

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Summary of Indicator Items

Quality of Interactions

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

	Texas Tech %	Southwest Public %	Carnegie Class %	NSSE 2013 %
13a. Students	60	55	60	60
13b. Academic advisors	54	47	46	49
13c. Faculty	47	47	48	51
13d. Student services staff (career services, student activities, housing, etc.)	53	43	42	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	40	39	39	42

Supportive Environment

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

	Texas Tech	Southwest Public	Carnegie Class	NSSE 2013
14b. Providing support to help students succeed academically	80	77	78	78
14c. Using learning support services (tutoring services, writing center, etc.)	80	79	78	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	65	60	57	58
14e. Providing opportunities to be involved socially	81	71	73	72
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	81	72	74	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	55	47	45	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	75	68	70	68
14i. Attending events that address important social, economic, or political issues	59	53	53	53

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

Campus Environment: Seniors

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

Mean Comparisons

| | Texas Tech | Your seniors compared with | | | | | |
| | | Southwest Public | | Carnegie Class | | NSSE 2013 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.0	42.4	-.03	41.3	.06	42.8 *	-.06
Supportive Environment	33.5	33.3	.01	33.3	.02	33.1	.03

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

Score Distributions

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

Summary of Indicator Items

Quality of Interactions

	Texas Tech %	Southwest Public %	Carnegie Class %	NSSE 2013 %
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with…				
13a. Students	66	64	64	65
13b. Academic advisors	51	51	46	53
13c. Faculty	58	60	57	61
13d. Student services staff (career services, student activities, housing, etc.)	43	43	39	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	43	37	43

Supportive Environment

	Texas Tech	Southwest Public	Carnegie Class	NSSE 2013
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	73	71	70	72
14c. Using learning support services (tutoring services, writing center, etc.)	66	68	66	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	50	54	50	52
14e. Providing opportunities to be involved socially	68	65	67	65
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	61	65	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32	33	31	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	67	57	60	56
14i. Attending events that address important social, economic, or political issues	44	46	46	45

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

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Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior students with those attending two groups of institutions identified by NSSE for their high average levels of student engagement:

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

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

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

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

First-Year Students

| | | Texas Tech | Your first-year students compared with | | | | | |
| | | | NSSE 2013 Top 50% | | | NSSE 2013 Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	36.2	40.9 ***	-.34		42.7 ***	-.48	
	Reflective and Integrative Learning	30.5	37.6 ***	-.57		39.4 ***	-.71	
	Learning Strategies	38.2	41.8 ***	-.26		44.3 ***	-.43	
	Quantitative Reasoning	22.8	28.8 ***	-.37		30.5 ***	-.48	
Learning with Peers	Collaborative Learning	27.8	34.5 ***	-.48		37.1 ***	-.68	
	Discussions with Diverse Others	41.4	43.2	-.12	✓	45.7 ***	-.28	
Experiences with Faculty	Student-Faculty Interaction	18.0	23.4 ***	-.36		26.7 ***	-.54	
	Effective Teaching Practices	37.2	42.8 ***	-.42		44.7 ***	-.54	
Campus Environment	Quality of Interactions	42.8	44.4 *	-.14		46.3 ***	-.29	
	Supportive Environment	40.5	39.5	.08	✓	41.5	-.07	✓

Seniors

| | | Texas Tech | Your seniors compared with | | | | | |
| | | | NSSE 2013 Top 50% | | | NSSE 2013 Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.6	43.5 ***	-.21		45.3 ***	-.34	
	Reflective and Integrative Learning	36.5	41.1 ***	-.36		43.1 ***	-.52	
	Learning Strategies	39.6	43.2 ***	-.25		45.4 ***	-.41	
	Quantitative Reasoning	29.9	31.2 *	-.07		32.5 ***	-.15	
Learning with Peers	Collaborative Learning	33.0	35.1 ***	-.15		37.5 ***	-.33	
	Discussions with Diverse Others	41.8	44.2 ***	-.15		45.8 ***	-.26	
Experiences with Faculty	Student-Faculty Interaction	23.1	29.7 ***	-.41		34.6 ***	-.72	
	Effective Teaching Practices	38.8	43.3 ***	-.33		45.3 ***	-.48	
Campus Environment	Quality of Interactions	42.0	45.8 ***	-.32		47.6 ***	-.48	
	Supportive Environment	33.5	36.2 ***	-.19		39.1 ***	-.42	

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

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

NSSE 2013 Engagement Indicators

Detailed Statistics[a]
Texas Tech University

Detailed Statistics: First-year students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD [b]	SEM [c]	5th	25th	50th	75th	95th	Deg. of freedom [e]	Mean diff.	Sig. [f]	Effect size [g]
Academic Challenge												
Higher-Order Learning												
Texas Tech (N = 264)	36.2	15.0	.92	10	25	35	45	60				
Southwest Public	38.8	14.4	.22	15	30	40	50	60	4,382	-2.6	.005	-.180
Carnegie Class	38.8	13.7	.15	15	30	40	50	60	276	-2.6	.005	-.192
NSSE 2013	39.1	13.8	.07	20	30	40	50	60	265	-3.0	.001	-.215
Top 50%	40.9	13.6	.10	20	30	40	50	60	269	-4.7	.000	-.344
Top 10%	42.7	13.7	.21	20	35	40	55	60	4,676	-6.6	.000	-.478
Reflective and Integrative Learning												
Texas Tech (N = 284)	30.5	12.4	.73	11	20	31	40	51				
Southwest Public	35.0	12.9	.20	17	26	34	43	60	4,588	-4.4	.000	-.345
Carnegie Class	35.4	12.4	.13	17	26	34	43	60	9,363	-4.9	.000	-.390
NSSE 2013	35.7	12.6	.06	17	26	34	43	60	44,067	-5.2	.000	-.413
Top 50%	37.6	12.5	.09	17	29	37	46	60	19,226	-7.1	.000	-.567
Top 10%	39.4	12.5	.18	20	31	40	49	60	4,991	-8.9	.000	-.709
Learning Strategies												
Texas Tech (N = 233)	38.2	13.8	.90	20	27	40	47	60				
Southwest Public	38.8	14.3	.23	13	27	40	53	60	4,044	-.6	.552	-.040
Carnegie Class	39.0	14.1	.16	20	27	40	53	60	8,313	-.8	.404	-.056
NSSE 2013	39.8	14.2	.07	20	27	40	53	60	39,407	-1.5	.098	-.109
Top 50%	41.8	14.1	.11	20	33	40	53	60	17,004	-3.6	.000	-.256
Top 10%	44.3	14.2	.23	20	33	47	60	60	3,996	-6.1	.000	-.429
Quantitative Reasoning												
Texas Tech (N = 266)	22.8	16.0	.98	0	13	20	33	53				
Southwest Public	27.2	16.6	.26	0	13	27	40	60	4,470	-4.4	.000	-.264
Carnegie Class	27.8	16.0	.17	0	20	27	40	60	9,126	-5.0	.000	-.311
NSSE 2013	27.3	16.4	.08	0	20	27	40	60	43,016	-4.5	.000	-.275
Top 50%	28.8	16.3	.10	0	20	27	40	60	24,462	-6.0	.000	-.370
Top 10%	30.5	16.2	.23	0	20	27	40	60	5,410	-7.7	.000	-.476
Learning with Peers												
Collaborative Learning												
Texas Tech (N = 298)	27.8	14.7	.85	5	20	25	40	55				
Southwest Public	31.9	14.0	.21	10	20	30	40	60	4,715	-4.0	.000	-.287
Carnegie Class	32.6	13.8	.14	10	20	30	40	60	9,614	-4.8	.000	-.343
NSSE 2013	31.5	14.2	.07	10	20	30	40	60	45,090	-3.6	.000	-.255
Top 50%	34.5	13.7	.10	15	25	35	45	60	20,205	-6.6	.000	-.481
Top 10%	37.1	13.6	.21	15	25	35	45	60	4,321	-9.2	.000	-.675
Discussions with Diverse Others												
Texas Tech (N = 233)	41.4	16.2	1.06	15	30	40	60	60				
Southwest Public	40.8	16.6	.27	10	30	40	60	60	4,085	.7	.559	.039
Carnegie Class	40.8	15.7	.17	15	30	40	55	60	8,397	.7	.533	.041
NSSE 2013	40.7	16.0	.08	15	30	40	55	60	39,872	.7	.515	.043
Top 50%	43.2	15.4	.11	20	35	45	60	60	19,452	-1.8	.077	-.117
Top 10%	45.7	15.0	.24	20	40	50	60	60	4,183	-4.3	.000	-.283

Detailed Statistics: First-year students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
Texas Tech (N = 269)	18.0	14.3	.87	0	5	15	25	45				
Southwest Public	19.9	15.1	.23	0	10	20	30	50	4,493	-2.0	.039	-.130
Carnegie Class	19.1	14.1	.15	0	10	15	25	45	9,150	-1.1	.206	-.078
NSSE 2013	20.0	14.5	.07	0	10	20	30	50	43,162	-2.1	.020	-.142
Top 50%	23.4	15.0	.13	0	10	20	35	55	13,909	-5.4	.000	-.362
Top 10%	26.7	16.4	.36	0	15	25	40	60	365	-8.7	.000	-.537
Effective Teaching Practices												
Texas Tech (N = 270)	37.2	14.0	.85	12	28	40	44	60				
Southwest Public	39.9	14.0	.22	16	32	40	52	60	4,519	-2.7	.003	-.190
Carnegie Class	39.5	13.0	.14	20	32	40	48	60	9,221	-2.3	.004	-.176
NSSE 2013	40.4	13.3	.06	20	32	40	52	60	43,464	-3.2	.000	-.241
Top 50%	42.8	13.3	.11	20	35	44	56	60	15,550	-5.6	.000	-.418
Top 10%	44.7	13.8	.22	20	36	48	60	60	4,211	-7.4	.000	-.537
Campus Environment												
Quality of Interactions												
Texas Tech (N = 219)	42.8	11.7	.79	22	36	44	52	60				
Southwest Public	40.4	13.3	.22	14	32	42	50	60	253	2.4	.004	.179
Carnegie Class	41.1	12.3	.14	18	34	42	50	60	8,034	1.6	.052	.133
NSSE 2013	41.7	12.5	.06	18	34	44	50	60	38,148	1.1	.210	.085
Top 50%	44.4	11.6	.10	22	38	46	53	60	13,030	-1.6	.043	-.138
Top 10%	46.3	12.0	.20	23	40	48	56	60	3,792	-3.5	.000	-.292
Supportive Environment												
Texas Tech (N = 203)	40.5	14.5	1.02	18	30	40	53	60				
Southwest Public	37.6	14.4	.24	13	28	38	48	60	3,691	3.0	.005	.205
Carnegie Class	37.6	13.5	.16	15	28	38	48	60	7,696	3.0	.002	.221
NSSE 2013	37.1	13.9	.07	14	28	38	48	60	36,760	3.4	.001	.244
Top 50%	39.5	13.2	.10	18	30	40	50	60	17,137	1.0	.274	.077
Top 10%	41.5	12.8	.23	20	33	43	53	60	223	-.9	.372	-.072

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD [b]	SEM [c]	5th	25th	50th	75th	95th	Deg. of freedom [e]	Mean diff.	Sig. [f]	Effect size [g]
Academic Challenge												
Higher-Order Learning												
Texas Tech (N = 1210)	40.6	14.0	.40	15	30	40	50	60				
Southwest Public	41.2	14.6	.14	15	30	40	55	60	1,510	-.6	.167	-.041
Carnegie Class	40.4	14.1	.10	15	30	40	50	60	22,399	.2	.572	.017
NSSE 2013	41.3	14.0	.05	20	30	40	55	60	92,912	-.7	.066	-.053
Top 50%	43.5	13.7	.07	20	35	40	55	60	36,955	-2.9	.000	-.213
Top 10%	45.3	13.6	.13	20	40	45	60	60	11,657	-4.7	.000	-.343
Reflective and Integrative Learning												
Texas Tech (N = 1265)	36.5	13.1	.37	17	29	37	46	60				
Southwest Public	38.2	13.3	.12	17	29	37	49	60	12,677	-1.6	.000	-.123
Carnegie Class	37.9	13.0	.09	17	29	37	49	60	23,303	-1.4	.000	-.105
NSSE 2013	38.9	13.0	.04	17	29	40	49	60	96,477	-2.4	.000	-.185
Top 50%	41.1	12.6	.07	20	31	40	51	60	36,641	-4.6	.000	-.360
Top 10%	43.1	12.6	.13	20	34	43	54	60	10,782	-6.5	.000	-.516
Learning Strategies												
Texas Tech (N = 1104)	39.6	15.3	.46	13	27	40	53	60				
Southwest Public	41.3	14.8	.15	20	33	40	53	60	11,466	-1.7	.000	-.116
Carnegie Class	39.6	14.8	.10	13	27	40	53	60	21,117	.0	.939	-.002
NSSE 2013	40.7	14.7	.05	13	33	40	53	60	88,345	-1.1	.010	-.078
Top 50%	43.2	14.4	.07	20	33	40	60	60	42,914	-3.6	.000	-.249
Top 10%	45.4	14.0	.13	20	40	47	60	60	1,275	-5.8	.000	-.411
Quantitative Reasoning												
Texas Tech (N = 1237)	29.9	17.4	.49	0	20	27	40	60				
Southwest Public	29.5	17.4	.17	0	20	27	40	60	12,385	.4	.393	.026
Carnegie Class	30.2	17.2	.12	0	20	27	40	60	22,807	-.3	.531	-.018
NSSE 2013	29.7	17.3	.06	0	20	27	40	60	94,592	.2	.645	.013
Top 50%	31.2	17.2	.08	0	20	33	40	60	52,587	-1.2	.012	-.073
Top 10%	32.5	17.0	.14	0	20	33	40	60	15,535	-2.6	.000	-.153
Learning with Peers												
Collaborative Learning												
Texas Tech (N = 1314)	33.0	14.6	.40	10	20	35	45	60				
Southwest Public	31.9	14.6	.14	10	20	30	40	60	12,891	1.1	.007	.079
Carnegie Class	33.2	14.3	.10	10	20	30	45	60	23,694	-.2	.677	-.012
NSSE 2013	31.7	14.6	.05	10	20	30	40	60	97,606	1.3	.001	.090
Top 50%	35.1	13.8	.07	15	25	35	45	60	1,394	-2.1	.000	-.149
Top 10%	37.5	13.5	.17	15	25	40	50	60	1,841	-4.5	.000	-.328
Discussions with Diverse Others												
Texas Tech (N = 1120)	41.8	16.3	.49	15	30	40	60	60				
Southwest Public	42.9	16.8	.16	10	30	45	60	60	1,385	-1.1	.037	-.064
Carnegie Class	41.8	15.9	.11	15	30	40	60	60	21,328	.0	.923	.003
NSSE 2013	41.8	16.1	.05	15	30	40	60	60	89,078	.1	.917	.003
Top 50%	44.2	15.8	.07	20	35	45	60	60	47,995	-2.3	.000	-.147
Top 10%	45.8	15.7	.13	20	40	50	60	60	15,744	-4.0	.000	-.255

NSSE 2013 Engagement Indicators

Detailed Statistics[a]
Texas Tech University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
Texas Tech (N = 1236)	23.1	16.0	.45	0	10	20	35	55				
Southwest Public	22.1	16.5	.16	0	10	20	30	60	12,442	1.1	.033	.064
Carnegie Class	23.1	15.9	.11	0	10	20	35	55	22,865	.0	.919	.003
NSSE 2013	23.2	16.3	.05	0	10	20	35	55	94,650	-.1	.890	-.004
Top 50%	29.7	16.1	.11	5	20	30	40	60	21,041	-6.5	.000	-.407
Top 10%	34.6	16.0	.33	10	20	35	45	60	3,626	-11.4	.000	-.716
Effective Teaching Practices												
Texas Tech (N = 1242)	38.8	14.2	.40	16	28	40	48	60				
Southwest Public	40.8	14.4	.14	16	32	40	52	60	12,519	-2.0	.000	-.140
Carnegie Class	40.1	13.6	.09	16	32	40	52	60	1,373	-1.3	.002	-.093
NSSE 2013	41.1	13.8	.04	16	32	40	52	60	95,498	-2.3	.000	-.169
Top 50%	43.3	13.7	.07	20	36	44	56	60	35,525	-4.5	.000	-.325
Top 10%	45.3	13.5	.17	20	36	48	60	60	7,285	-6.5	.000	-.477
Campus Environment												
Quality of Interactions												
Texas Tech (N = 1064)	42.0	12.0	.37	20	35	44	50	60				
Southwest Public	42.4	12.5	.12	20	35	44	52	60	11,092	-.4	.322	-.032
Carnegie Class	41.3	11.9	.09	20	34	42	50	60	20,468	.7	.052	.061
NSSE 2013	42.8	11.9	.04	20	36	44	52	60	85,186	-.8	.036	-.065
Top 50%	45.8	11.5	.07	24	40	48	55	60	29,258	-3.7	.000	-.325
Top 10%	47.6	11.6	.13	24	42	50	58	60	9,201	-5.6	.000	-.483
Supportive Environment												
Texas Tech (N = 1024)	33.5	14.2	.44	9	23	33	43	58				
Southwest Public	33.3	14.9	.15	8	23	33	43	60	1,267	.2	.646	.015
Carnegie Class	33.3	14.1	.10	10	23	33	43	60	20,068	.3	.542	.020
NSSE 2013	33.1	14.4	.05	10	23	33	43	60	84,378	.5	.278	.034
Top 50%	36.2	13.7	.08	13	28	38	45	60	32,438	-2.6	.000	-.191
Top 10%	39.1	13.1	.19	18	30	40	50	60	1,406	-5.6	.000	-.420

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

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

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

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

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

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

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