NSSE national survey of student engagement

NSSE 2025
Engagement Indicators

Texas Tech University

Prepared 2025-07-25

IPEDS: 229115

NSSE 2025 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-End)
Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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

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

Seniors

Theme	*Engagement Indicator*	**Your seniors** compared with Southwest Public	**Your seniors** compared with Carnegie Class	**Your seniors** compared with AAU Institutions
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 2025 Engagement Indicators

Academic Challenge

Texas Tech University

Academic Challenge: First-year students

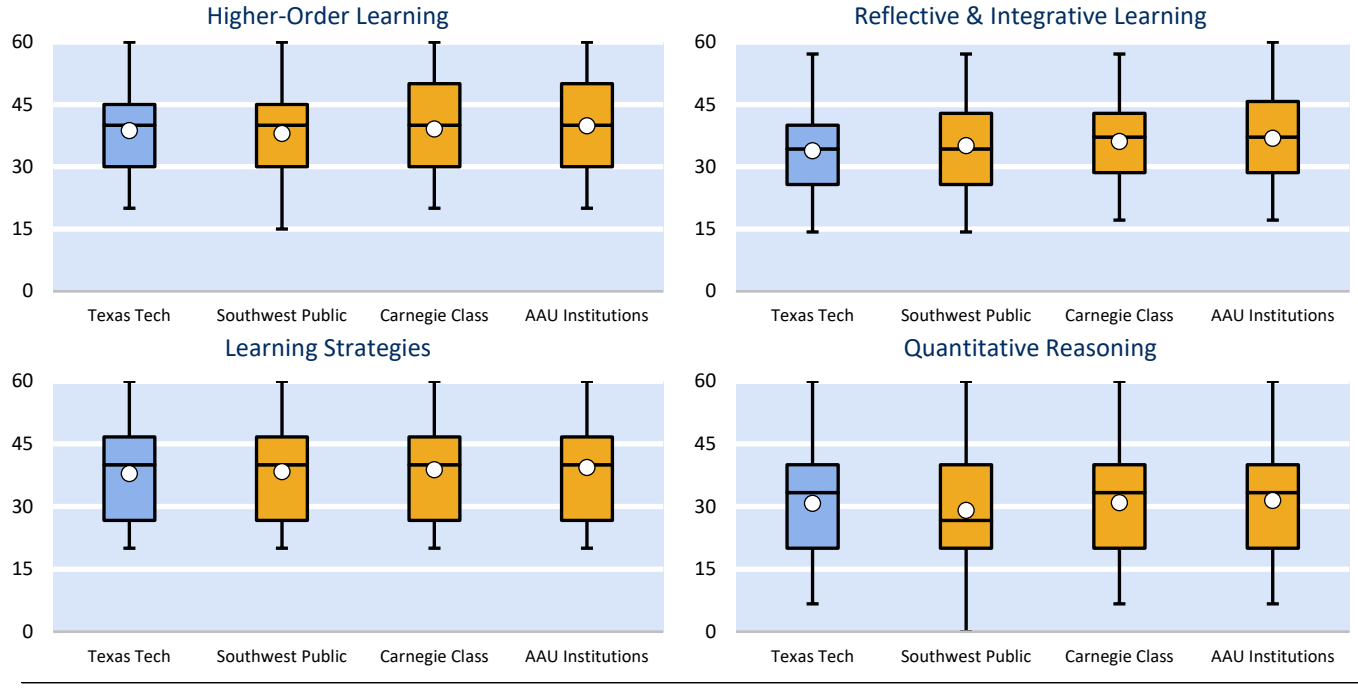
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning, 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					
		Southwest Public		Carnegie Class		AAU Institutions	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	38.7	38.0	.05	39.1	-.02	39.9	-.09
Reflective & Integrative Learning	33.9	35.1 *	-.10	36.1 ***	-.18	36.9 ***	-.25
Learning Strategies	37.9	38.4	-.03	38.8	-.07	39.4 *	-.11
Quantitative Reasoning	30.8	29.1 *	.11	30.9	-.01	31.4	-.04

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

Score Distributions



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

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.

Higher-Order Learning	Texas Tech	*Percentage point difference [a] between your FY students and* Southwest Public	Carnegie Class	AAU Institutions
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	69	+1	-6	-9
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	+3	-2	-4
4d. Evaluating a point of view, decision, or information source	70	+1	+1	-1
4e. Forming a new idea or understanding from various pieces of information	72	+2	+1	-0
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	49	-2	-7	-9
2b. Connected your learning to societal problems or issues	48	-1	-4	-7
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	43	-6	-9	-13
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	-2	-3	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	68	-2	-3	-3
2f. Learned something that changed the way you understand an issue or concept	67	-1	-2	-5
2g. Connected ideas from your courses to your prior experiences and knowledge	71	-6	-9	-10
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	69	-3	-6	-8
9b. Reviewed your notes after class	67	+0	-0	+0
9c. Summarized what you learned in class or from course materials	66	+2	-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.)	59	+5	+0	-0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	+4	+0	-1
6c. Evaluated what others have concluded from numerical information	47	+5	-0	-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.

NSSE 2025 Engagement Indicators

Academic Challenge

Texas Tech University

Academic Challenge: Seniors

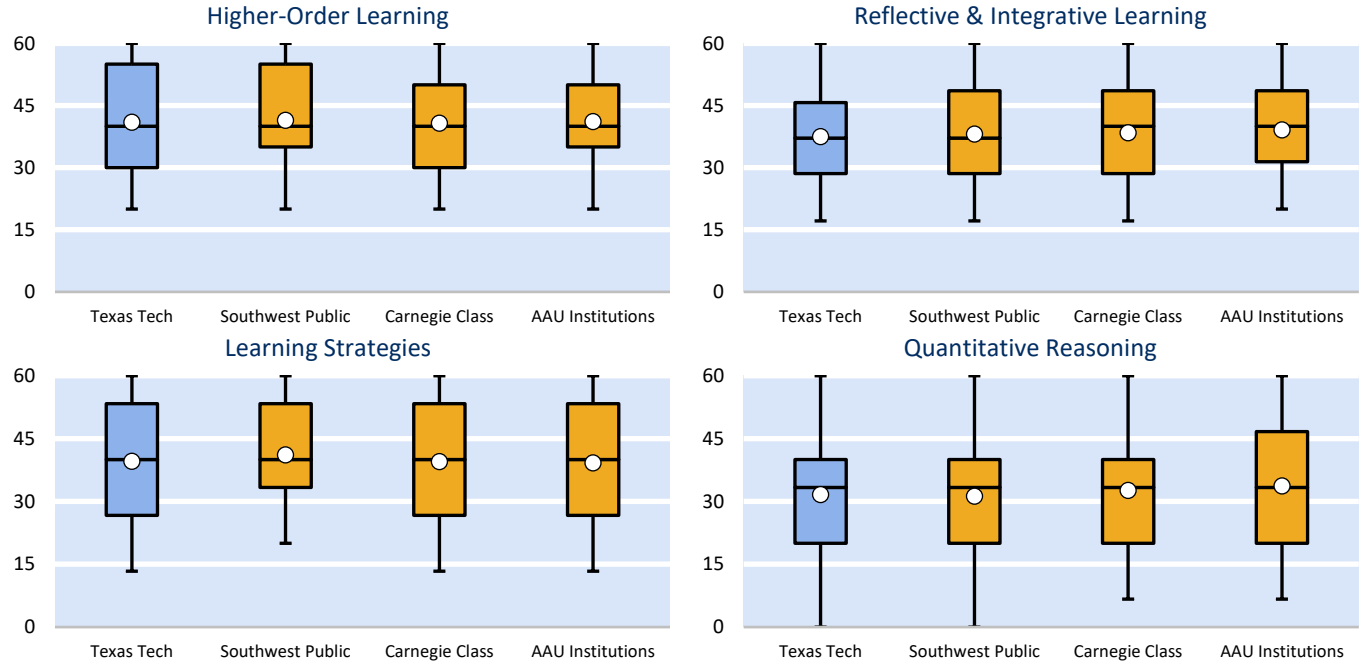
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Mean Comparisons

	Texas Tech	Your seniors compared with					
		Southwest Public		Carnegie Class		AAU Institutions	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	41.0	41.4	-.03	40.8	.02	41.1	-.01
Reflective & Integrative Learning	37.5	38.1	-.04	38.4	-.07	39.1 **	-.13
Learning Strategies	39.5	41.0 *	-.10	39.5	.00	39.1	.03
Quantitative Reasoning	31.6	31.2	.02	32.6	-.06	33.6 **	-.13

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	**Southwest Public**	**Carnegie Class**	**AAU Institutions**
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	76	-2	-3	-4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	-3	-2	-3
4d. Evaluating a point of view, decision, or information source	71	-3	+1	-0
4e. Forming a new idea or understanding from various pieces of information	73	-2	-0	-1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	69	+5	-1	-2
2b. Connected your learning to societal problems or issues	56	-4	-3	-6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	46	-6	-7	-11
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	-3	-2	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	73	-0	+0	-1
2f. Learned something that changed the way you understand an issue or concept	74	+1	+1	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	83	+0	-1	-3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	73	-5	-3	-5
9b. Reviewed your notes after class	69	-1	+4	+8
9c. Summarized what you learned in class or from course materials	70	-1	+2	+3
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.)	58	-0	-3	-5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49	+1	-1	-3
6c. Evaluated what others have concluded from numerical information	49	+4	-3	-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 2025 Engagement Indicators

Learning with Peers

Texas Tech University

Learning with Peers: First-year students

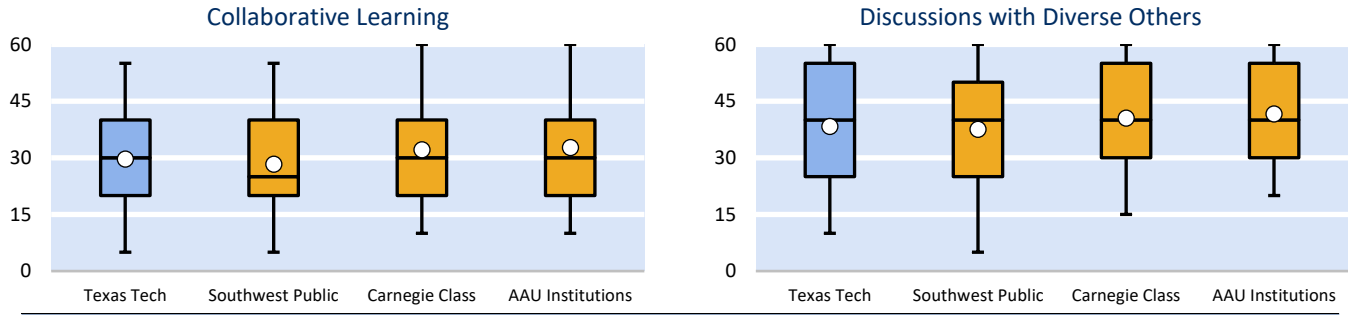
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		Southwest Public		Carnegie Class		AAU Institutions	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	29.6	28.3 *	.09	32.1 ***	-.17	32.7 ***	-.21
Discussions with Diverse Others	38.2	37.5	.04	40.4 **	-.15	41.6 ***	-.23

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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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.

Collaborative Learning	Texas Tech	*Percentage point difference* [a] *between your FY students and* Southwest Public	Carnegie Class	AAU Institutions
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	45	+2	-6	-6
1c. Explained course material to one or more students	45	+1	-8	-9
1d. Prepared for exams by discussing or working through course material with other students	47	+9	-1	-2
1e. Worked with other students on course projects or assignments	49	-1	-8	-10
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	68	-0	-6	-11
8b. People from economic backgrounds other than your own	67	-1	-8	-10
8c. People with religious beliefs other than your own	64	+1	-6	-10
8d. People with political views other than your own	60	+2	-3	-3

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NSSE 2025 Engagement Indicators

Learning with Peers

Texas Tech University

Learning with Peers: Seniors

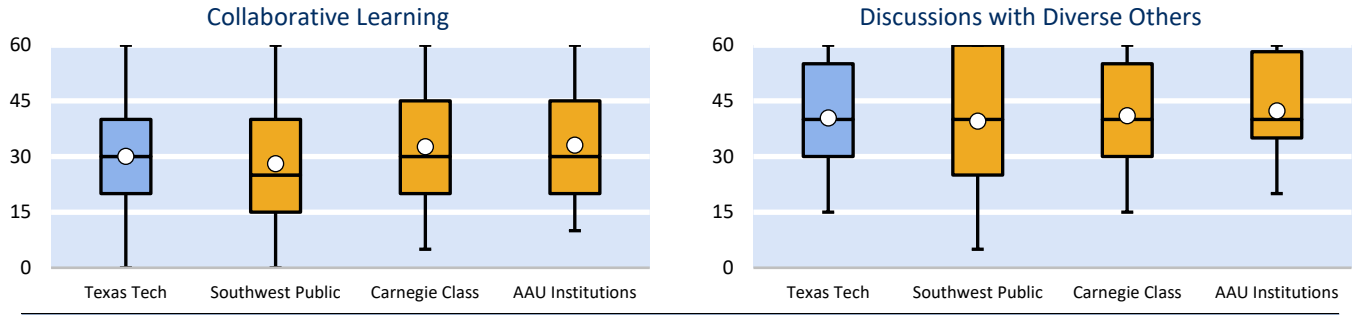
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

	Texas Tech	Your seniors compared with					
		Southwest Public		Carnegie Class		AAU Institutions	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	30.0	28.1 **	.12	32.7 ***	-.17	33.1 ***	-.21
Discussions with Diverse Others	40.4	39.5	.05	41.0	-.04	42.3 *	-.13

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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Performance on Indicator Items

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		Percentage point difference[a] between your seniors and		
Collaborative Learning	Texas Tech	Southwest Public	Carnegie Class	AAU Institutions
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	41	+4	-4	-4
1c. Explained course material to one or more students	52	+6	-3	-4
1d. Prepared for exams by discussing or working through course material with other students	43	+7	-2	-1
1e. Worked with other students on course projects or assignments	60	+6	-7	-9
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	74	+3	-1	-5
8b. People from economic backgrounds other than your own	74	+3	-1	-4
8c. People with religious beliefs other than your own	68	+1	-2	-7
8d. People with political views other than your own	67	+4	+3	+4

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NSSE 2025 Engagement Indicators

Experiences with Faculty

Texas Tech University

Experiences with Faculty: First-year students

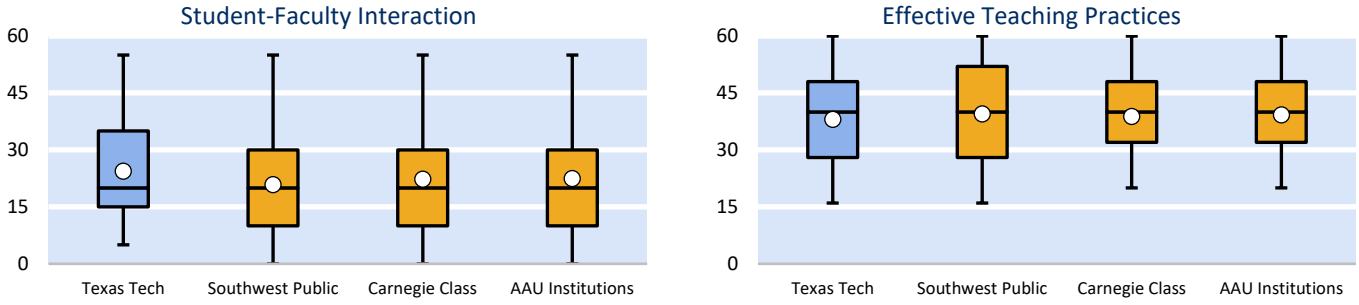
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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		AAU Institutions	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	24.4	20.8 ***	.23	22.3 **	.14	22.4 **	.13
Effective Teaching Practices	38.0	39.4 *	-.10	38.8	-.06	39.2	-.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).

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		Percentage point difference [a] between your FY students and		
Student-Faculty Interaction	Texas Tech	Southwest Public	Carnegie Class	AAU Institutions
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	42	+5	+3	+4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	29	+7	+4	+4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	+8	+5	+4
3d. Discussed your academic performance with a faculty member	39	+10	+8	+9
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	77	-1	-2	-3
5b. Taught course sessions in an organized way	70	-5	-6	-7
5c. Used examples or illustrations to explain difficult points	67	-6	-9	-9
5d. Provided feedback on a draft or work in progress	66	+2	+5	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	59	-2	+0	-2

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Experiences with Faculty: Seniors

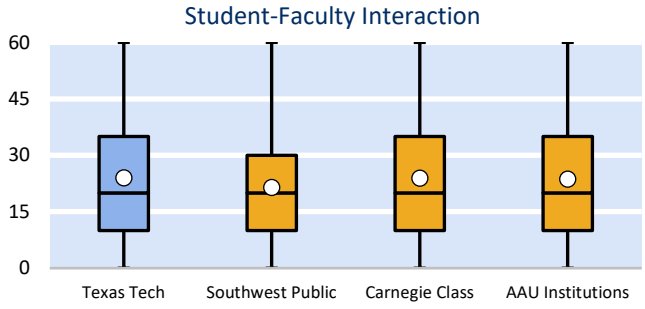
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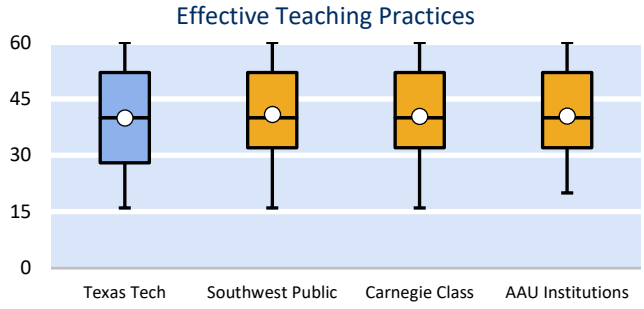
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Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	24.0	21.4 ***	.16	23.9	.00	23.7	.02
Effective Teaching Practices	39.9	40.8	-.06	40.3	-.03	40.4	-.04

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

Score Distributions





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

Performance on Indicator Items

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

		Percentage point difference [a] *between your seniors and*		
Student-Faculty Interaction	Texas Tech	Southwest Public	Carnegie Class	AAU Institutions
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	44	+6	+2	+4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	29	+5	-0	+0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	+4	-1	-1
3d. Discussed your academic performance with a faculty member	36	+6	+5	+8
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	82	-0	-0	-2
5b. Taught course sessions in an organized way	75	-3	-3	-5
5c. Used examples or illustrations to explain difficult points	74	-3	-5	-7
5d. Provided feedback on a draft or work in progress	61	-2	-1	-1
5e. Provided prompt and detailed feedback on tests or completed assignments	58	-7	-5	-5

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 2025 Engagement Indicators

Campus Environment

Texas Tech University

Campus Environment: First-year students

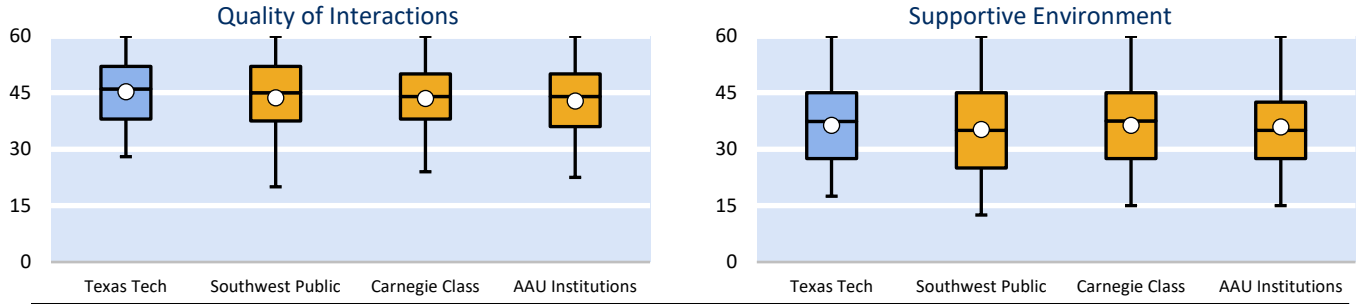
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	Texas Tech	Your first-year students compared with					
		Southwest Public		Carnegie Class		AAU Institutions	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	45.3	43.7 **	.14	43.5 ***	.17	42.8 ***	.23
Supportive Environment	36.4	35.2	.08	36.4	.00	35.9	.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 FY students and		
Quality of Interactions	Texas Tech	Southwest Public	Carnegie Class	AAU Institutions
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	50	-0	-4	-3
13b. Academic advisors	61	+5	+6	+8
13c. Faculty	56	+2	+4	+4
13d. Student services staff (career services, student activities, housing, etc.)	57	+6	+9	+13
13e. Other administrative staff and offices (registrar, financial aid, etc.)	53	+5	+9	+13
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	74	+1	-1	+0
14c. Using learning support services (tutoring services, writing center, etc.)	75	+1	+0	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	-2	-3	-6
14e. Providing opportunities to be involved socially	73	+5	-1	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	70	+4	-1	-2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	46	+3	+3	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	+5	-3	-3
14i. Attending events that address important social, economic, or political issues	47	+4	+3	+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.

NSSE 2025 Engagement Indicators

Campus Environment

Texas Tech University

Campus Environment: Seniors

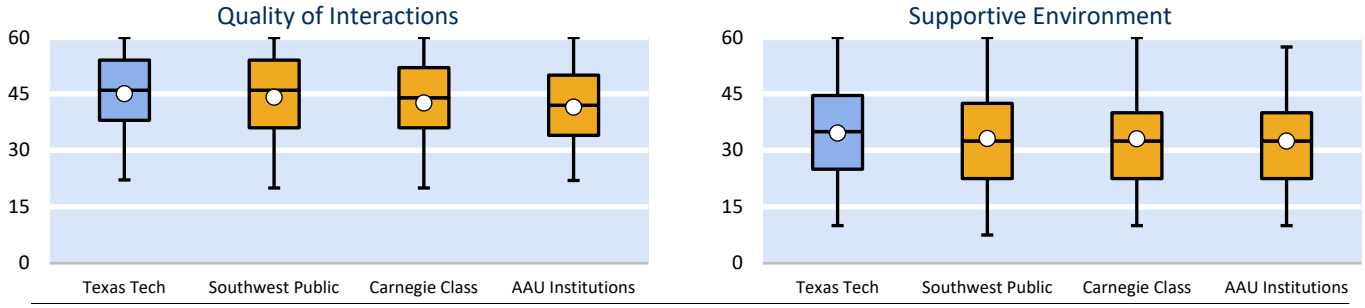
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	Texas Tech	Your seniors compared with					
		Southwest Public		Carnegie Class		AAU Institutions	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	45.1	44.2	.07	42.6 ***	.21	41.5 ***	.31
Supportive Environment	34.6	33.2 *	.10	33.1 *	.11	32.5 **	.16

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	Southwest Public	Carnegie Class	AAU Institutions
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	63	+3	+4	+5
13b. Academic advisors	58	+3	+9	+12
13c. Faculty	60	-0	+5	+6
13d. Student services staff (career services, student activities, housing, etc.)	55	+5	+11	+17
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	-3	+5	+13
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	74	+2	+5	+7
14c. Using learning support services (tutoring services, writing center, etc.)	68	-1	+3	+8
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	-5	-3	-3
14e. Providing opportunities to be involved socially	72	+7	+4	+4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	66	+5	+3	+4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	39	+2	+6	+10
14h. Attending campus activities and events (performing arts, athletic events, etc.)	71	+17	+8	+6
14i. Attending events that address important social, economic, or political issues	38	-1	-0	+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 2025 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 2024 and 2025 NSSE institutions, and
(b) institutions with average scores placing them in the top 10% of all 2024 and 2025 NSSE institutions.

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

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

First-Year Students

			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	38.7	40.3 *	-.12		42.9 ***	-.32	
	Reflective and Integrative Learning	33.9	37.6 ***	-.31		40.0 ***	-.50	
	Learning Strategies	37.9	40.9 ***	-.22		43.8 ***	-.41	
	Quantitative Reasoning	30.8	31.2	-.03	✓	33.6 ***	-.18	
Learning with Peers	Collaborative Learning	29.6	33.0 ***	-.25		36.2 ***	-.49	
	Discussions with Diverse Others	38.2	40.9 **	-.18		43.7 ***	-.39	
Experiences with Faculty	Student-Faculty Interaction	24.4	25.7	-.09	✓	29.6 ***	-.34	
	Effective Teaching Practices	38.0	41.7 ***	-.28		44.4 ***	-.45	
Campus Environment	Quality of Interactions	45.3	46.5 *	-.10		49.1 ***	-.32	
	Supportive Environment	36.4	38.0 *	-.13		40.6 ***	-.34	

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	41.0	42.9 **	-.14		45.5 ***	-.35	
	Reflective and Integrative Learning	37.5	40.9 ***	-.28		43.8 ***	-.51	
	Learning Strategies	39.5	42.2 ***	-.18		44.6 ***	-.36	
	Quantitative Reasoning	31.6	33.6 **	-.12		36.9 ***	-.33	
Learning with Peers	Collaborative Learning	30.0	34.9 ***	-.34		38.5 ***	-.61	
	Discussions with Diverse Others	40.4	41.8 *	-.09		44.8 ***	-.30	
Experiences with Faculty	Student-Faculty Interaction	24.0	30.7 ***	-.41		34.8 ***	-.67	
	Effective Teaching Practices	39.9	43.4 ***	-.26		46.2 ***	-.48	
Campus Environment	Quality of Interactions	45.1	46.4 *	-.10		49.1 ***	-.33	
	Supportive Environment	34.6	35.9	-.09	✓	39.4 ***	-.35	

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.

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 = 445)	38.7	13.0	.61	20	30	40	45	60				
Southwest Public	38.0	13.7	.16	15	30	40	45	60	507	.7	.257	.053
Carnegie Class	39.1	13.0	.10	20	30	40	50	60	466	-.3	.602	-.025
AAU Institutions	39.9	12.7	.20	20	30	40	50	60	540	-1.1	.080	-.089
Top 50%	40.3	13.2	.06	20	30	40	50	60	454	-1.5	.014	-.116
Top 10%	42.9	12.7	.17	20	35	40	55	60	511	-4.1	.000	-.323
Reflective & Integrative Learning												
Texas Tech (N = 487)	33.9	12.3	.56	14	26	34	40	57				
Southwest Public	35.1	12.6	.14	14	26	34	43	57	551	-1.2	.035	-.097
Carnegie Class	36.1	12.0	.09	17	29	37	43	57	509	-2.2	.000	-.181
AAU Institutions	36.9	12.1	.18	17	29	37	46	60	592	-3.0	.000	-.248
Top 50%	37.6	12.0	.06	20	29	37	46	60	498	-3.7	.000	-.312
Top 10%	40.0	12.1	.17	20	31	40	49	60	580	-6.1	.000	-.505
Learning Strategies												
Texas Tech (N = 406)	37.9	13.8	.69	20	27	40	47	60				
Southwest Public	38.4	14.3	.18	20	27	40	47	60	460	-.4	.530	-.031
Carnegie Class	38.8	13.7	.11	20	27	40	47	60	424	-.9	.197	-.065
AAU Institutions	39.4	13.6	.22	20	27	40	47	60	492	-1.4	.045	-.106
Top 50%	40.9	13.9	.07	20	33	40	53	60	413	-3.0	.000	-.217
Top 10%	43.8	14.2	.15	20	33	40	60	60	444	-5.9	.000	-.413
Quantitative Reasoning												
Texas Tech (N = 414)	30.8	14.9	.73	7	20	33	40	60				
Southwest Public	29.1	15.8	.19	0	20	27	40	60	471	1.7	.024	.109
Carnegie Class	30.9	15.3	.12	7	20	33	40	60	434	-.1	.860	-.009
AAU Institutions	31.4	15.1	.24	7	20	33	40	60	507	-.7	.387	-.044
Top 50%	31.2	15.5	.08	7	20	33	40	60	422	-.4	.571	-.027
Top 10%	33.6	15.6	.17	7	20	33	40	60	461	-2.8	.000	-.179
Learning with Peers												
Collaborative Learning												
Texas Tech (N = 516)	29.6	14.3	.63	5	20	30	40	55				
Southwest Public	28.3	14.9	.16	5	20	25	40	55	583	1.3	.042	.089
Carnegie Class	32.1	14.4	.10	10	20	30	40	60	540	-2.5	.000	-.172
AAU Institutions	32.7	14.5	.21	10	20	30	40	60	632	-3.1	.000	-.213
Top 50%	33.0	13.9	.07	10	25	30	40	60	527	-3.4	.000	-.245
Top 10%	36.2	13.6	.15	15	25	35	45	60	576	-6.6	.000	-.487
Discussions with Diverse Others												
Texas Tech (N = 411)	38.2	16.5	.82	10	25	40	55	60				
Southwest Public	37.5	16.8	.21	5	25	40	50	60	463	.7	.400	.042
Carnegie Class	40.4	15.0	.12	15	30	40	55	60	427	-2.2	.008	-.146
AAU Institutions	41.6	14.5	.23	20	30	40	55	60	480	-3.4	.000	-.229
Top 50%	40.9	14.9	.08	20	30	40	55	60	417	-2.6	.001	-.177
Top 10%	43.7	13.9	.21	20	35	45	60	60	465	-5.5	.000	-.390

NSSE national survey of student engagement

NSSE 2025 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]
Experiences with Faculty												
Student-Faculty Interaction												
Texas Tech (N = 466)	24.4	15.1	.70	5	15	20	35	55				
Southwest Public	20.8	15.6	.18	0	10	20	30	55	528	3.6	.000	.231
Carnegie Class	22.3	15.3	.11	0	10	20	30	55	489	2.1	.003	.137
AAU Institutions	22.4	15.3	.23	0	10	20	30	55	573	2.0	.007	.130
Top 50%	25.7	15.3	.10	5	15	25	35	60	483	-1.3	.060	-.087
Top 10%	29.6	15.6	.25	5	20	25	40	60	596	-5.2	.000	-.338
Effective Teaching Practices												
Texas Tech (N = 440)	38.0	14.0	.67	16	28	40	48	60				
Southwest Public	39.4	13.9	.16	16	28	40	52	60	493	-1.4	.044	-.100
Carnegie Class	38.8	12.8	.10	20	32	40	48	60	457	-.7	.272	-.058
AAU Institutions	39.2	12.6	.20	20	32	40	48	60	518	-1.2	.097	-.090
Top 50%	41.7	13.3	.08	20	32	40	52	60	450	-3.7	.000	-.275
Top 10%	44.4	14.2	.18	20	36	45	60	60	502	-6.4	.000	-.453
Campus Environment												
Quality of Interactions												
Texas Tech (N = 387)	45.3	10.0	.51	28	38	46	52	60				
Southwest Public	43.7	12.2	.16	20	38	45	52	60	465	1.6	.002	.135
Carnegie Class	43.5	11.0	.09	24	38	44	50	60	410	1.8	.000	.165
AAU Institutions	42.8	10.9	.18	23	36	44	50	60	493	2.5	.000	.231
Top 50%	46.5	11.5	.07	25	40	48	56	60	402	-1.2	.020	-.104
Top 10%	49.1	12.0	.15	26	43	52	60	60	453	-3.8	.000	-.317
Supportive Environment												
Texas Tech (N = 385)	36.4	12.7	.65	18	28	37	45	60				
Southwest Public	35.2	14.1	.18	13	25	35	45	60	443	1.1	.100	.079
Carnegie Class	36.4	13.0	.10	15	28	38	45	60	403	.0	.997	.000
AAU Institutions	35.9	12.6	.21	15	28	35	43	60	466	.4	.543	.033
Top 50%	38.0	13.1	.08	18	30	40	48	60	396	-1.7	.010	-.129
Top 10%	40.6	12.5	.20	20	33	40	50	60	460	-4.2	.000	-.336

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.

IPEDS: 229115

NSSE national survey of student engagement

NSSE 2025 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 = 508)	41.0	14.0	.62	20	30	40	55	60				
Southwest Public	41.4	14.2	.14	20	35	40	55	60	560	-.4	.504	-.030
Carnegie Class	40.8	13.6	.09	20	30	40	50	60	531	.2	.726	.016
AAU Institutions	41.1	13.1	.20	20	35	40	50	60	619	-.1	.843	-.010
Top 50%	42.9	13.6	.07	20	35	40	55	60	520	-1.9	.003	-.140
Top 10%	45.5	12.7	.20	20	40	45	60	60	621	-4.5	.000	-.351
Reflective & Integrative Learning												
Texas Tech (N = 556)	37.5	12.8	.54	17	29	37	46	60				
Southwest Public	38.1	13.2	.13	17	29	37	49	60	616	-.6	.301	-.044
Carnegie Class	38.4	12.8	.09	17	29	40	49	60	582	-.9	.119	-.067
AAU Institutions	39.1	12.2	.18	20	31	40	49	60	684	-1.6	.005	-.131
Top 50%	40.9	12.4	.07	20	31	40	51	60	571	-3.4	.000	-.276
Top 10%	43.8	12.0	.20	23	34	43	54	60	720	-6.2	.000	-.514
Learning Strategies												
Texas Tech (N = 490)	39.5	15.0	.68	13	27	40	53	60				
Southwest Public	41.0	14.6	.15	20	33	40	53	60	536	-1.5	.031	-.102
Carnegie Class	39.5	14.5	.10	13	27	40	53	60	511	.0	.943	.003
AAU Institutions	39.1	14.4	.23	13	27	40	53	60	605	.4	.575	.028
Top 50%	42.2	14.4	.07	20	33	40	53	60	500	-2.6	.000	-.181
Top 10%	44.6	14.1	.17	20	33	47	60	60	550	-5.1	.000	-.361
Quantitative Reasoning												
Texas Tech (N = 497)	31.6	16.8	.75	0	20	33	40	60				
Southwest Public	31.2	16.8	.17	0	20	33	40	60	546	.3	.672	.019
Carnegie Class	32.6	16.4	.12	7	20	33	40	60	519	-1.0	.187	-.062
AAU Institutions	33.6	16.0	.25	7	20	33	47	60	611	-2.1	.009	-.129
Top 50%	33.6	16.5	.08	7	20	33	47	60	507	-2.0	.008	-.122
Top 10%	36.9	16.1	.22	7	27	40	47	60	579	-5.4	.000	-.332
Learning with Peers												
Collaborative Learning												
Texas Tech (N = 595)	30.0	16.5	.68	0	20	30	40	60				
Southwest Public	28.1	16.4	.15	0	15	25	40	60	656	1.9	.005	.119
Carnegie Class	32.7	15.2	.10	5	20	30	45	60	620	-2.6	.000	-.174
AAU Institutions	33.1	14.6	.21	10	20	30	45	60	714	-3.1	.000	-.207
Top 50%	34.9	14.4	.07	10	25	35	45	60	608	-4.9	.000	-.338
Top 10%	38.5	13.6	.18	15	30	40	50	60	679	-8.4	.000	-.608
Discussions with Diverse Others												
Texas Tech (N = 495)	40.4	16.1	.72	15	30	40	55	60				
Southwest Public	39.5	17.5	.18	5	25	40	60	60	554	.9	.249	.049
Carnegie Class	41.0	15.7	.11	15	30	40	55	60	517	-.6	.403	-.039
AAU Institutions	42.3	14.7	.23	20	35	40	58	60	600	-1.9	.011	-.131
Top 50%	41.8	15.5	.08	15	30	40	60	60	506	-1.4	.049	-.092
Top 10%	44.8	14.5	.26	20	35	45	60	60	628	-4.4	.000	-.298

NSSE national survey of student engagement

NSSE 2025 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]
Experiences with Faculty												
Student-Faculty Interaction												
Texas Tech (N = 533)	24.0	15.9	.69	0	10	20	35	60				
Southwest Public	21.4	16.7	.16	0	10	20	30	60	593	2.6	.000	.156
Carnegie Class	23.9	16.4	.11	0	10	20	35	60	560	.1	.915	.005
AAU Institutions	23.7	15.8	.24	0	10	20	35	60	666	.3	.649	.021
Top 50%	30.7	16.3	.12	5	20	30	40	60	565	-6.7	.000	-.412
Top 10%	34.8	16.3	.33	10	20	35	50	60	793	-10.8	.000	-.667
Effective Teaching Practices												
Texas Tech (N = 516)	39.9	14.5	.64	16	28	40	52	60				
Southwest Public	40.8	14.6	.14	16	32	40	52	60	568	-.9	.159	-.063
Carnegie Class	40.3	13.7	.09	16	32	40	52	60	537	-.4	.523	-.030
AAU Institutions	40.4	12.9	.20	20	32	40	52	60	618	-.5	.434	-.040
Top 50%	43.4	13.6	.08	20	36	44	56	60	531	-3.6	.000	-.262
Top 10%	46.2	13.2	.20	20	40	48	60	60	617	-6.4	.000	-.477
Campus Environment												
Quality of Interactions												
Texas Tech (N = 468)	45.1	11.9	.55	22	38	46	54	60				
Southwest Public	44.2	12.8	.14	20	36	46	54	60	527	.9	.095	.074
Carnegie Class	42.6	12.0	.09	20	36	44	52	60	492	2.5	.000	.207
AAU Institutions	41.5	11.3	.19	22	34	42	50	60	580	3.6	.000	.314
Top 50%	46.4	12.0	.07	24	40	48	56	60	481	-1.3	.024	-.105
Top 10%	49.1	12.1	.14	24	43	52	60	60	532	-4.0	.000	-.330
Supportive Environment												
Texas Tech (N = 485)	34.6	14.2	.65	10	25	35	45	60				
Southwest Public	33.2	15.2	.16	8	23	33	43	60	542	1.4	.030	.096
Carnegie Class	33.1	14.0	.10	10	23	33	40	60	508	1.5	.018	.111
AAU Institutions	32.5	13.3	.21	10	23	33	40	58	595	2.1	.002	.157
Top 50%	35.9	14.2	.09	13	25	38	45	60	502	-1.3	.052	-.089
Top 10%	39.4	13.5	.27	18	30	40	50	60	671	-4.7	.000	-.347

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.

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