



NSSE 2021

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 broad themes as shown at right.

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

Report Sections

- Overview (p. 3)** Displays how average EI scores for your students compare with those of students at your comparison group institutions.
- Theme Reports (pp. 4-13)** Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

 - Mean Comparisons**
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
 - Score Distributions**
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
 - Performance on Indicator Items**
Responses to each item in a given EI are summarized for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2020 and 2021 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. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

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

How Engagement Indicators are Computed

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

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

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

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

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

Seniors

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

Academic Challenge: First-year students

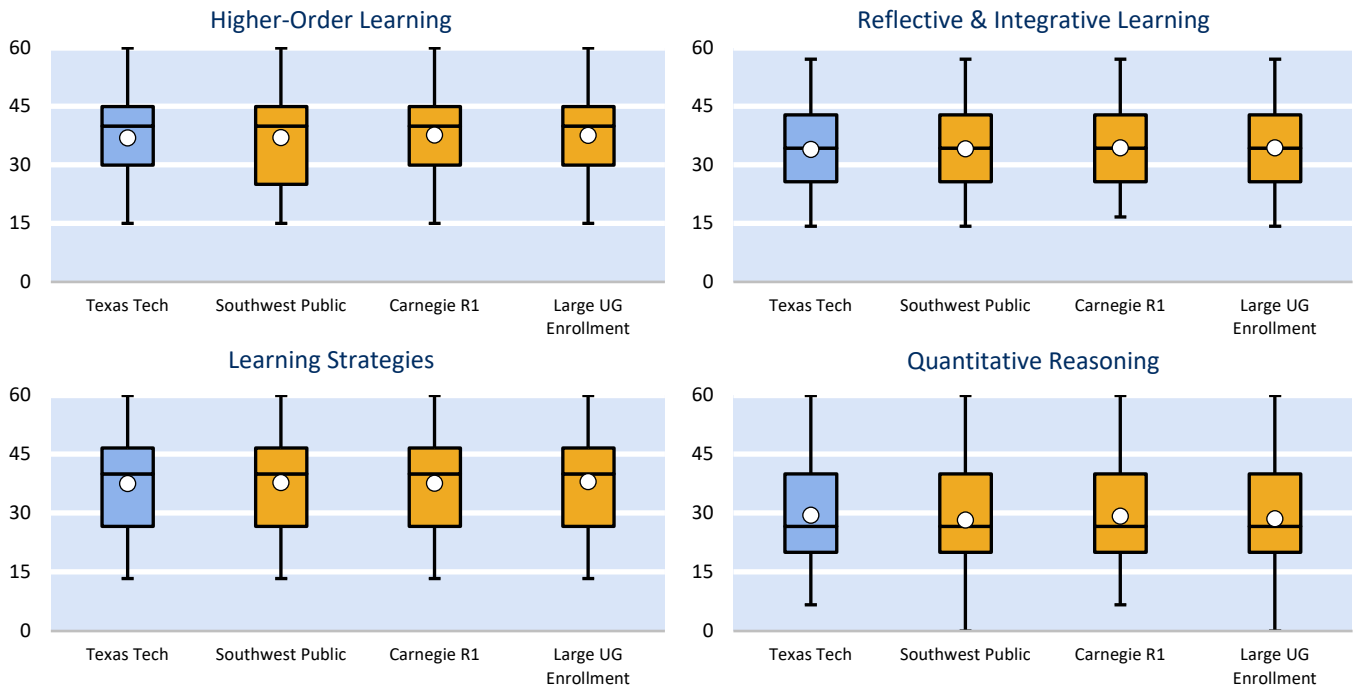
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Texas Tech Mean	Your first-year students compared with					
		Southwest Public		Carnegie R1		Large UG Enrollment	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.0	37.1	-.01	37.7 *	-.06	37.7	-.05
Reflective & Integrative Learning	34.0	34.2	-.02	34.4	-.03	34.5	-.03
Learning Strategies	37.6	37.8	-.02	37.6	.00	38.1	-.04
Quantitative Reasoning	29.4	28.2 **	.08	29.2	.02	28.6 *	.06

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

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 R1	Large UG Enrollment
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	69	+3	-2	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	65	+0	-4	-3
4d. Evaluating a point of view, decision, or information source	67	-0	+0	-1
4e. Forming a new idea or understanding from various pieces of information	66	-2	-2	-2
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	48	+2	-1	+0
2b. Connected your learning to societal problems or issues	47	+0	-1	-2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	47	-1	-3	-2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	+1	+2	+2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	+1	+1	+0
2f. Learned something that changed the way you understand an issue or concept	62	-3	-2	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	74	+0	-2	-2
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	68	-3	-5	-5
9b. Reviewed your notes after class	67	+1	+3	+2
9c. Summarized what you learned in class or from course materials	66	+4	+4	+3
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	56	+3	+1	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	+3	+2	+3
6c. Evaluated what others have concluded from numerical information	43	+4	+0	+2

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

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

Academic Challenge: Seniors

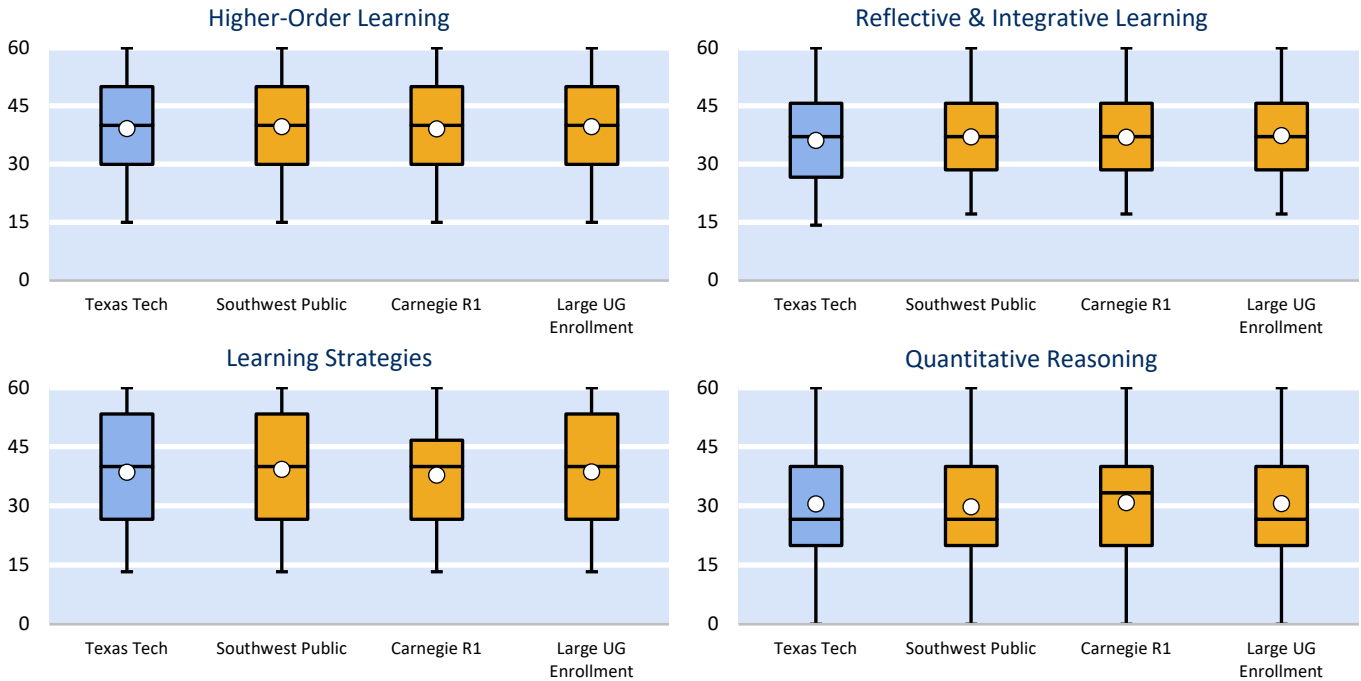
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Texas Tech Mean	Your seniors compared with					
		Southwest Public		Carnegie R1		Large UG Enrollment	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.2	39.7	-.04	39.1	.01	39.7	-.04
Reflective & Integrative Learning	36.1	37.0 **	-.07	36.9 **	-.06	37.3 ***	-.09
Learning Strategies	38.5	39.2 *	-.05	37.8 *	.05	38.6	.00
Quantitative Reasoning	30.5	29.8	.04	30.8	-.02	30.6	.00

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: 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.

	Texas Tech	Percentage point difference ^a between your seniors and		
		Southwest Public	Carnegie R1	Large UG Enrollment
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	75	+1	+0	-0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	+1	+1	+1
4d. Evaluating a point of view, decision, or information source	69	-2	+2	-1
4e. Forming a new idea or understanding from various pieces of information	71	-1	+1	-1
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	66	+3	-0	-0
2b. Connected your learning to societal problems or issues	54	-3	-3	-4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	46	-4	-3	-5
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	-2	-1	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	-0	-0	-1
2f. Learned something that changed the way you understand an issue or concept	68	-2	-2	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	80	-1	-1	-2
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	71	-4	-3	-4
9b. Reviewed your notes after class	66	-0	+5	+3
9c. Summarized what you learned in class or from course materials	67	+0	+4	+3
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	58	+3	+0	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	+1	-0	-0
6c. Evaluated what others have concluded from numerical information	45	+1	-3	-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.

Learning with Peers: First-year students

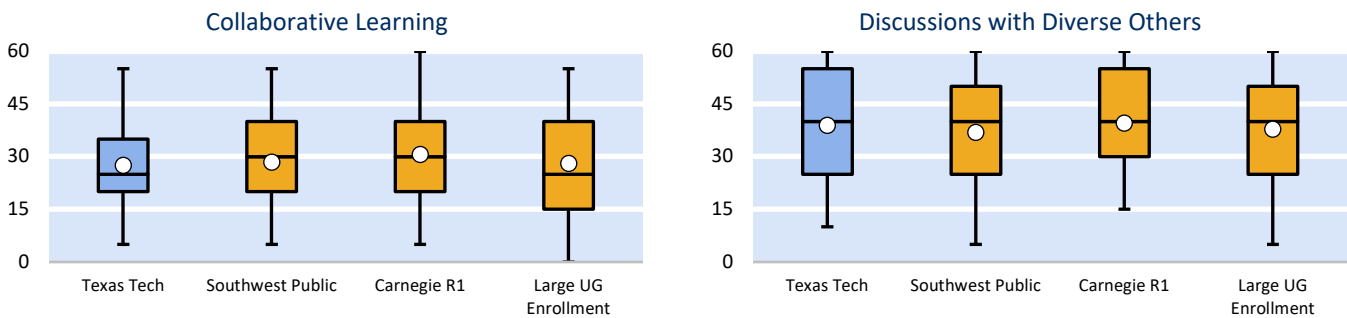
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Texas Tech Mean	Your first-year students compared with					
		Southwest Public		Carnegie R1		Large UG Enrollment	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	27.6	28.5 *	-.06	30.7 ***	-.21	28.1	-.03
Discussions with Diverse Others	38.9	36.9 ***	.12	39.6	-.04	37.9 *	.06

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	Texas Tech	Percentage point difference ^a between your FY students and		
		Southwest Public	Carnegie R1	Large UG Enrollment
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	43	-1	-6	-1
1c. Explained course material to one or more students	46	-0	-7	-1
1d. Prepared for exams by discussing or working through course material with other students	39	-1	-6	-1
1e. Worked with other students on course projects or assignments	39	-6	-10	-6
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	68	+2	-3	+0
8b. People from an economic background other than your own	70	+5	-1	+3
8c. People with religious beliefs other than your own	64	+3	-4	+1
8d. People with political views other than your own	69	+11	+6	+8

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Learning with Peers: Seniors

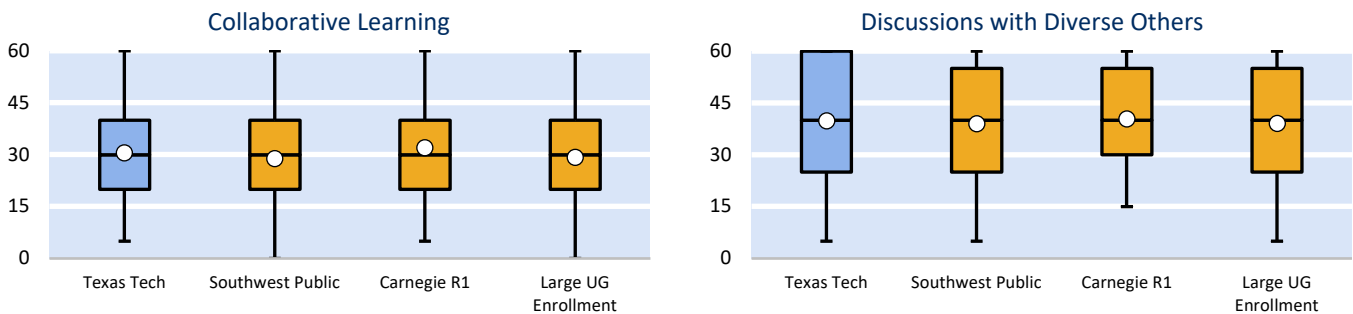
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Mean Comparisons

Engagement Indicator	Texas Tech Mean	Your seniors compared with					
		Southwest Public		Carnegie R1		Large UG Enrollment	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.6	28.9 ***	.11	32.0 ***	-.09	29.3 ***	.08
Discussions with Diverse Others	39.9	39.0 *	.05	40.5	-.04	39.2	.04

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	Texas Tech %	Percentage point difference ^a between your seniors and		
		Southwest Public	Carnegie R1	Large UG Enrollment
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	44	+5	-1	+3
1c. Explained course material to one or more students	51	+3	-4	-0
1d. Prepared for exams by discussing or working through course material with other students	44	+5	-1	+3
1e. Worked with other students on course projects or assignments	58	+4	-4	-1
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	71	-0	-3	-1
8b. People from an economic background other than your own	71	+2	-2	+0
8c. People with religious beliefs other than your own	66	-0	-4	-1
8d. People with political views other than your own	69	+7	+6	+6

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Experiences with Faculty: First-year students

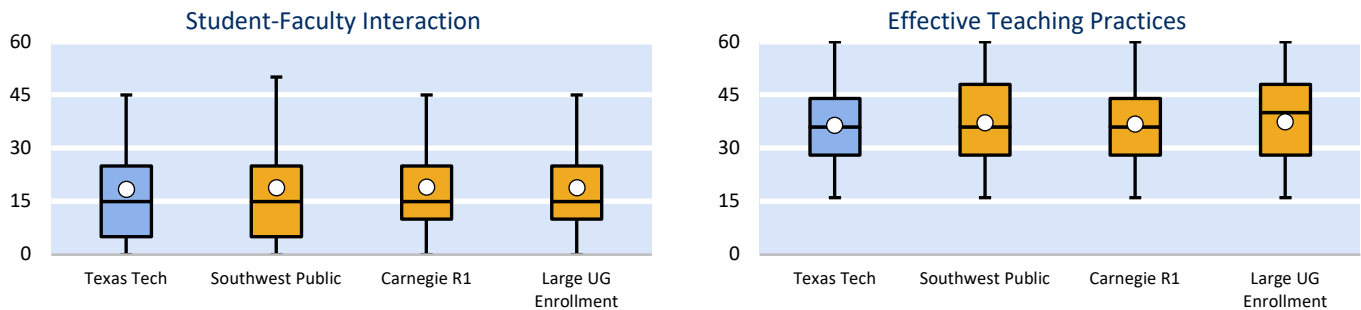
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	Texas Tech Mean	Your first-year students compared with					
		Southwest Public		Carnegie R1		Large UG Enrollment	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	18.4	18.9	-.03	19.1	-.04	18.9	-.03
Effective Teaching Practices	36.5	37.2	-.05	36.8	-.03	37.4 **	-.07

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Student-Faculty Interaction	Texas Tech	Percentage point difference ^a between your FY students and		
		Southwest Public	Carnegie R1	Large UG Enrollment
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	33	-1	-0	-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	+1	+1	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	21	-2	-1	-1
3d. Discussed your academic performance with a faculty member	24	-2	-0	-2
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	74	-0	-2	-2
5b. Taught course sessions in an organized way	71	+2	-1	-0
5c. Used examples or illustrations to explain difficult points	68	-2	-4	-4
5d. Provided feedback on a draft or work in progress	59	-1	+2	+0
5e. Provided prompt and detailed feedback on tests or completed assignments	52	-2	-1	-3

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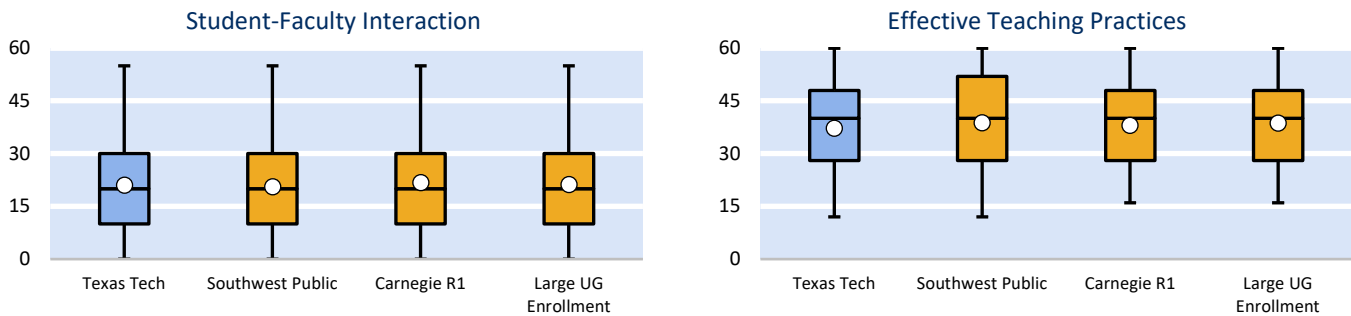
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Effective Teaching Practices	37.2	38.7 ***	-.11	38.0 **	-.06	38.7 ***	-.10

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	%			
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3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	24	+1	-1	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	+1	-1	+0
3d. Discussed your academic performance with a faculty member	30	+2	+3	+1
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	75	-3	-2	-3
5b. Taught course sessions in an organized way	71	-2	-3	-3
5c. Used examples or illustrations to explain difficult points	72	-2	-3	-3
5d. Provided feedback on a draft or work in progress	56	-3	-0	-2
5e. Provided prompt and detailed feedback on tests or completed assignments	55	-5	-3	-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.

Campus Environment: First-year students

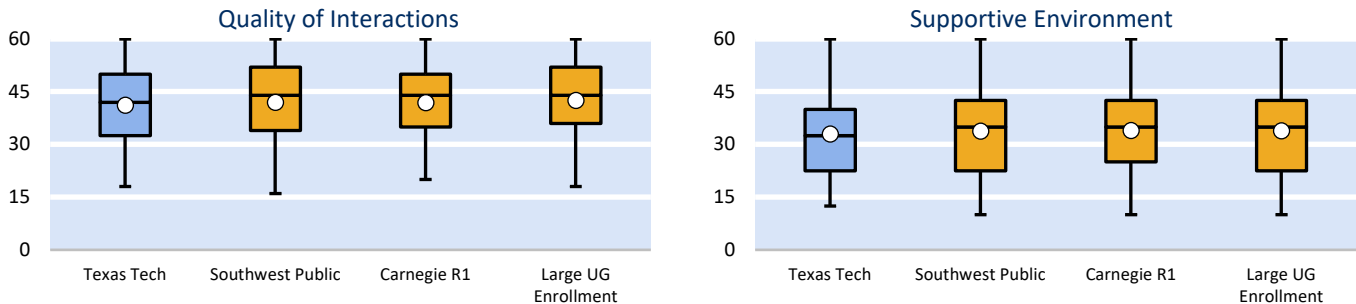
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Texas Tech Mean	Your first-year students compared with					
		Southwest Public		Carnegie R1		Large UG Enrollment	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.1	41.9 *	-.06	41.9 *	-.07	42.5 ***	-.11
Supportive Environment	32.9	33.7 *	-.06	33.9 **	-.07	33.8 *	-.06

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

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.

Quality of Interactions	Texas Tech	Percentage point difference ^a between your FY students and		
		Southwest Public	Carnegie R1	Large UG Enrollment
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	45	-3	-5	-5
13b. Academic advisors	47	-6	-6	-8
13c. Faculty	48	-1	+0	-2
13d. Student services staff (career services, student activities, housing, etc.)	45	-2	+1	-1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	-4	+2	-3
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	67	-4	-5	-6
14c. Using learning support services (tutoring services, writing center, etc.)	69	-4	-3	-5
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	-4	-5	-5
14e. Providing opportunities to be involved socially	61	-0	-4	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	-1	-2	-2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	-4	+1	-2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	+12	+6	+11
14i. Attending events that address important social, economic, or political issues	41	-2	-3	-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.

Campus Environment: Seniors

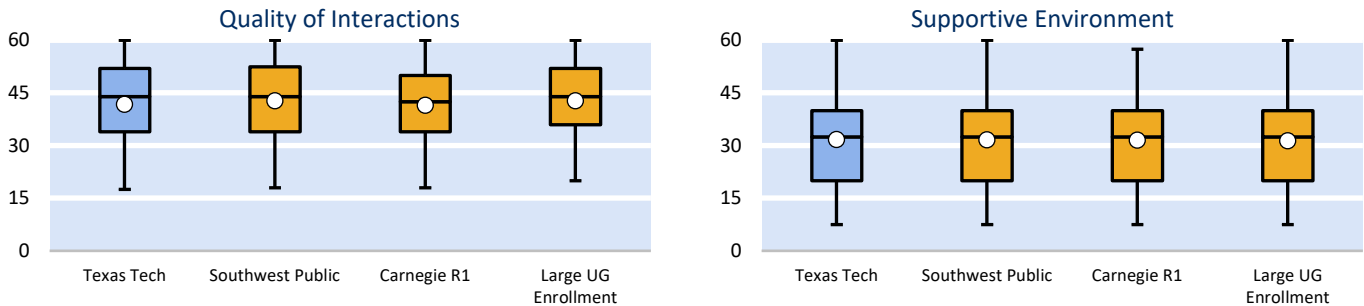
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Texas Tech Mean	Your seniors compared with					
		Southwest Public		Carnegie R1		Large UG Enrollment	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.9	42.8 **	-.07	41.6	.02	42.9 ***	-.08
Supportive Environment	31.8	31.7	.00	31.7	.01	31.5	.02

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

Score Distributions



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

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.

Quality of Interactions	Texas Tech	Percentage point difference ^a between your seniors and		
		Southwest Public	Carnegie R1	Large UG Enrollment
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	57	-0	+0	-1
13b. Academic advisors	50	-3	+1	-2
13c. Faculty	53	-3	+2	-2
13d. Student services staff (career services, student activities, housing, etc.)	47	+0	+5	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	-4	+4	-1
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	67	-0	+1	-1
14c. Using learning support services (tutoring services, writing center, etc.)	61	-3	-1	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	-3	-1	-2
14e. Providing opportunities to be involved socially	61	+1	-2	+0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	+2	+2	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	+0	+5	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	+12	+5	+10
14i. Attending events that address important social, economic, or political issues	38	-2	-2	-0

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

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

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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 2020 and 2021 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2020 and 2021 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

Theme	Engagement Indicator	Texas Tech Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.0	39.2 ***	-.17		41.9 ***	-.38	
	Reflective and Integrative Learning	34.0	36.5 ***	-.20		39.1 ***	-.43	
	Learning Strategies	37.6	39.7 ***	-.16		43.0 ***	-.38	
	Quantitative Reasoning	29.4	29.7	-.02	✓	32.5 ***	-.20	
Learning with Peers	Collaborative Learning	27.6	33.9 ***	-.45		37.0 ***	-.69	
	Discussions with Diverse Others	38.9	40.6 ***	-.11		43.8 ***	-.34	
Experiences with Faculty	Student-Faculty Interaction	18.4	23.2 ***	-.32		27.8 ***	-.62	
	Effective Teaching Practices	36.5	40.4 ***	-.29		43.2 ***	-.50	
Campus Environment	Quality of Interactions	41.1	45.1 ***	-.35		47.7 ***	-.53	
	Supportive Environment	32.9	36.8 ***	-.29		39.9 ***	-.54	

Seniors

Theme	Engagement Indicator	Texas Tech Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.2	41.6 ***	-.18		43.9 ***	-.36	
	Reflective and Integrative Learning	36.1	39.7 ***	-.29		42.5 ***	-.53	
	Learning Strategies	38.5	40.6 ***	-.14		43.5 ***	-.35	
	Quantitative Reasoning	30.5	31.6 **	-.07		34.8 ***	-.27	
Learning with Peers	Collaborative Learning	30.6	35.0 ***	-.31		38.8 ***	-.60	
	Discussions with Diverse Others	39.9	41.3 ***	-.09		44.2 ***	-.28	
Experiences with Faculty	Student-Faculty Interaction	21.0	28.5 ***	-.47		33.6 ***	-.79	
	Effective Teaching Practices	37.2	41.5 ***	-.31		44.6 ***	-.55	
Campus Environment	Quality of Interactions	41.9	45.2 ***	-.28		48.2 ***	-.53	
	Supportive Environment	31.8	34.1 ***	-.17		37.2 ***	-.38	

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

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2020 and 2021 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 significant and 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 = 1489)	37.0	13.6	.35	15	30	40	45	60				
Southwest Public	37.1	13.8	.11	15	25	40	45	60	17,890	-.1	.841	-.005
Carnegie R1	37.7	13.3	.06	15	30	40	45	60	51,122	-.8	.031	-.057
Large UG Enrollment	37.7	13.6	.05	15	30	40	45	60	70,950	-.7	.054	-.051
Top 50%	39.2	13.2	.04	20	30	40	50	60	1,527	-2.3	.000	-.171
Top 10%	41.9	12.9	.11	20	35	40	55	60	1,799	-4.9	.000	-.379
Reflective & Integrative Learning												
Texas Tech (N = 1604)	34.0	12.1	.30	14	26	34	43	57				
Southwest Public	34.2	12.4	.09	14	26	34	43	57	19,657	-.2	.563	-.015
Carnegie R1	34.4	12.1	.05	17	26	34	43	57	55,847	-.4	.213	-.032
Large UG Enrollment	34.5	12.3	.04	14	26	34	43	57	77,319	-.4	.167	-.035
Top 50%	36.5	12.0	.04	17	29	37	46	57	107,617	-2.5	.000	-.205
Top 10%	39.1	11.8	.11	20	31	40	49	60	13,679	-5.1	.000	-.431
Learning Strategies												
Texas Tech (N = 1404)	37.6	14.2	.38	13	27	40	47	60				
Southwest Public	37.8	14.2	.12	13	27	40	47	60	16,627	-.2	.590	-.015
Carnegie R1	37.6	13.9	.06	13	27	40	47	60	47,690	-.1	.884	-.004
Large UG Enrollment	38.1	14.1	.06	13	27	40	47	60	66,183	-.5	.187	-.036
Top 50%	39.7	14.0	.04	20	27	40	53	60	98,263	-2.2	.000	-.156
Top 10%	43.0	14.3	.11	20	33	40	60	60	18,617	-5.4	.000	-.378
Quantitative Reasoning												
Texas Tech (N = 1412)	29.4	15.3	.41	7	20	27	40	60				
Southwest Public	28.2	15.3	.12	0	20	27	40	60	16,924	1.2	.005	.079
Carnegie R1	29.2	15.1	.07	7	20	27	40	60	48,418	.2	.556	.016
Large UG Enrollment	28.6	15.4	.06	0	20	27	40	60	67,283	.9	.039	.055
Top 50%	29.7	15.3	.04	7	20	27	40	60	119,106	-.3	.503	-.018
Top 10%	32.5	15.5	.12	7	20	33	40	60	16,990	-3.0	.000	-.195
Learning with Peers												
Collaborative Learning												
Texas Tech (N = 1703)	27.6	14.0	.34	5	20	25	35	55				
Southwest Public	28.5	15.1	.11	5	20	30	40	55	2,061	-.9	.010	-.061
Carnegie R1	30.7	14.7	.06	5	20	30	40	60	1,811	-3.1	.000	-.210
Large UG Enrollment	28.1	15.8	.05	0	15	25	40	55	1,792	-.5	.158	-.031
Top 50%	33.9	13.9	.04	10	25	35	45	60	156,494	-6.3	.000	-.453
Top 10%	37.0	13.6	.08	15	25	40	45	60	32,261	-9.4	.000	-.689
Discussions with Diverse Others												
Texas Tech (N = 1410)	38.9	16.0	.43	10	25	40	55	60				
Southwest Public	36.9	17.0	.14	5	25	40	50	60	1,713	2.0	.000	.119
Carnegie R1	39.6	15.4	.07	15	30	40	55	60	48,027	-.7	.114	-.043
Large UG Enrollment	37.9	16.6	.06	5	25	40	50	60	1,475	1.1	.013	.065
Top 50%	40.6	15.2	.04	15	30	40	55	60	1,438	-1.7	.000	-.113
Top 10%	43.8	14.4	.11	20	35	45	60	60	1,599	-4.9	.000	-.337

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 = 1525)	18.4	14.7	.38	0	5	15	25	45				
Southwest Public	18.9	14.8	.11	0	5	15	25	50	18,668	-.4	.258	-.030
Carnegie R1	19.1	14.3	.06	0	10	15	25	45	53,068	-.6	.086	-.045
Large UG Enrollment	18.9	14.3	.05	0	10	15	25	45	73,633	-.4	.226	-.031
Top 50%	23.2	14.7	.05	0	10	20	30	50	76,091	-4.7	.000	-.321
Top 10%	27.8	15.2	.17	5	15	25	40	60	2,162	-9.3	.000	-.616
Effective Teaching Practices												
Texas Tech (N = 1485)	36.5	13.5	.35	16	28	36	44	60				
Southwest Public	37.2	14.0	.11	16	28	36	48	60	1,786	-.7	.050	-.052
Carnegie R1	36.8	13.1	.06	16	28	36	44	60	50,782	-.3	.315	-.026
Large UG Enrollment	37.4	13.7	.05	16	28	40	48	60	70,478	-.9	.008	-.069
Top 50%	40.4	13.5	.05	20	32	40	52	60	79,221	-3.9	.000	-.291
Top 10%	43.2	13.4	.13	20	36	44	56	60	12,193	-6.7	.000	-.500
Campus Environment												
Quality of Interactions												
Texas Tech (N = 1332)	41.1	12.8	.35	18	33	42	50	60				
Southwest Public	41.9	13.2	.11	16	34	44	52	60	15,211	-.9	.024	-.065
Carnegie R1	41.9	12.0	.06	20	35	44	50	60	1,405	-.8	.025	-.067
Large UG Enrollment	42.5	12.6	.05	18	36	44	52	60	59,188	-1.4	.000	-.115
Top 50%	45.1	11.5	.04	24	38	46	54	60	1,373	-4.0	.000	-.348
Top 10%	47.7	12.3	.10	24	40	50	58	60	1,569	-6.6	.000	-.534
Supportive Environment												
Texas Tech (N = 1362)	32.9	13.4	.36	13	23	33	40	60				
Southwest Public	33.7	14.5	.12	10	23	35	43	60	1,669	-.8	.037	-.055
Carnegie R1	33.9	13.7	.06	10	25	35	43	60	46,337	-1.0	.007	-.074
Large UG Enrollment	33.8	14.1	.06	10	23	35	43	60	1,427	-.9	.017	-.062
Top 50%	36.8	13.5	.05	15	28	38	45	60	85,001	-3.9	.000	-.290
Top 10%	39.9	12.8	.12	18	33	40	50	60	1,686	-7.0	.000	-.542

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.

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 = 2042)	39.2	13.9	.31	15	30	40	50	60				
Southwest Public	39.7	14.3	.09	15	30	40	50	60	26,577	-.5	.125	-.035
Carnegie R1	39.1	13.8	.06	15	30	40	50	60	64,164	.1	.731	.008
Large UG Enrollment	39.7	14.0	.05	15	30	40	50	60	89,264	-.5	.086	-.038
Top 50%	41.6	13.6	.04	20	35	40	55	60	95,537	-2.4	.000	-.178
Top 10%	43.9	13.0	.13	20	35	40	55	60	12,284	-4.7	.000	-.359
Reflective & Integrative Learning												
Texas Tech (N = 2148)	36.1	12.9	.28	14	27	37	46	60				
Southwest Public	37.0	13.1	.08	17	29	37	46	60	28,507	-.9	.002	-.069
Carnegie R1	36.9	12.8	.05	17	29	37	46	60	68,784	-.8	.004	-.064
Large UG Enrollment	37.3	12.9	.04	17	29	37	46	60	95,499	-1.2	.000	-.092
Top 50%	39.7	12.4	.04	20	31	40	49	60	92,874	-3.6	.000	-.293
Top 10%	42.5	11.7	.14	23	34	43	51	60	3,238	-6.4	.000	-.532
Learning Strategies												
Texas Tech (N = 1975)	38.5	14.8	.33	13	27	40	53	60				
Southwest Public	39.2	15.0	.10	13	27	40	53	60	25,158	-.7	.043	-.047
Carnegie R1	37.8	14.8	.06	13	27	40	47	60	60,747	.7	.039	.047
Large UG Enrollment	38.6	14.9	.05	13	27	40	53	60	84,482	-.1	.852	-.004
Top 50%	40.6	14.6	.05	20	33	40	53	60	106,759	-2.1	.000	-.143
Top 10%	43.5	14.2	.12	20	33	40	60	60	15,872	-5.0	.000	-.347
Quantitative Reasoning												
Texas Tech (N = 1993)	30.5	16.3	.36	0	20	27	40	60				
Southwest Public	29.8	16.7	.11	0	20	27	40	60	2,362	.7	.058	.043
Carnegie R1	30.8	16.3	.07	0	20	33	40	60	61,464	-.3	.348	-.021
Large UG Enrollment	30.6	16.4	.06	0	20	27	40	60	85,662	-.1	.850	-.004
Top 50%	31.6	16.3	.05	0	20	33	40	60	130,392	-1.1	.002	-.070
Top 10%	34.8	15.8	.14	7	20	33	47	60	2,607	-4.3	.000	-.274
Learning with Peers												
Collaborative Learning												
Texas Tech (N = 2233)	30.6	16.1	.34	5	20	30	40	60				
Southwest Public	28.9	16.1	.10	0	20	30	40	60	30,081	1.7	.000	.105
Carnegie R1	32.0	15.4	.06	5	20	30	40	60	2,363	-1.4	.000	-.093
Large UG Enrollment	29.3	16.5	.05	0	20	30	40	60	100,784	1.3	.000	.080
Top 50%	35.0	14.2	.04	10	25	35	45	60	2,289	-4.4	.000	-.314
Top 10%	38.8	13.4	.11	15	30	40	50	60	2,715	-8.2	.000	-.598
Discussions with Diverse Others												
Texas Tech (N = 1964)	39.9	17.0	.38	5	25	40	60	60				
Southwest Public	39.0	17.3	.11	5	25	40	55	60	2,320	.8	.034	.049
Carnegie R1	40.5	15.9	.07	15	30	40	55	60	2,080	-.6	.149	-.035
Large UG Enrollment	39.2	16.9	.06	5	25	40	55	60	84,752	.7	.055	.044
Top 50%	41.3	15.6	.04	15	30	40	60	60	2,012	-1.4	.000	-.088
Top 10%	44.2	15.0	.11	20	35	45	60	60	2,270	-4.3	.000	-.282

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 = 2087)	21.0	16.0	.35	0	10	20	30	55				
Southwest Public	20.5	16.2	.10	0	10	20	30	55	27,511	.5	.219	.028
Carnegie R1	21.7	15.6	.06	0	10	20	30	55	66,281	-.7	.039	-.046
Large UG Enrollment	21.1	15.6	.05	0	10	20	30	55	92,094	-.2	.643	-.010
Top 50%	28.5	16.0	.07	5	15	25	40	60	52,663	-7.6	.000	-.472
Top 10%	33.6	15.9	.20	10	20	35	45	60	3,573	-12.7	.000	-.794
Effective Teaching Practices												
Texas Tech (N = 2053)	37.2	14.7	.33	12	28	40	48	60				
Southwest Public	38.7	14.9	.09	12	28	40	52	60	26,544	-1.6	.000	-.106
Carnegie R1	38.0	13.9	.06	16	28	40	48	60	2,175	-.9	.009	-.062
Large UG Enrollment	38.7	14.3	.05	16	28	40	48	60	2,144	-1.5	.000	-.104
Top 50%	41.5	13.9	.05	16	32	40	52	60	2,147	-4.4	.000	-.314
Top 10%	44.6	13.3	.14	20	36	44	56	60	2,809	-7.4	.000	-.545
Campus Environment												
Quality of Interactions												
Texas Tech (N = 1828)	41.9	13.0	.30	18	34	44	52	60				
Southwest Public	42.8	13.2	.09	18	34	44	53	60	22,609	-1.0	.002	-.075
Carnegie R1	41.6	12.3	.05	18	34	43	50	60	1,941	.2	.423	.020
Large UG Enrollment	42.9	12.6	.05	20	36	44	52	60	75,615	-1.0	.001	-.079
Top 50%	45.2	11.9	.04	22	38	48	54	60	1,902	-3.3	.000	-.278
Top 10%	48.2	11.9	.09	25	42	50	60	60	2,175	-6.4	.000	-.529
Supportive Environment												
Texas Tech (N = 1943)	31.8	14.7	.33	8	20	33	40	60				
Southwest Public	31.7	15.1	.10	8	20	33	40	60	2,312	.0	.928	.002
Carnegie R1	31.7	14.2	.06	8	20	33	40	58	2,066	.1	.737	.008
Large UG Enrollment	31.5	14.5	.05	8	20	33	40	60	82,275	.3	.372	.020
Top 50%	34.1	14.2	.05	10	23	35	43	60	2,028	-2.3	.000	-.165
Top 10%	37.2	14.3	.14	13	28	38	48	60	12,491	-5.4	.000	-.376

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.