



NSSE 2016

Engagement Indicators

Tennessee Technological 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 first-year and senior students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

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 2015 and 2016 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, 2015). 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. The Report Builder—Institution Version and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

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

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

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four 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 Carnegie Class	Your first-year students compared with THEC Peer Group	Your first-year students compared with NSSE 2015 & 2016
Academic Challenge	Higher-Order Learning	▼	--	▽
	Reflective & Integrative Learning	▼	▽	▽
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	△	--	△
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	△	△	--
	Supportive Environment	▼	▼	▽

Seniors

Theme	Engagement Indicator	Your seniors compared with Carnegie Class	Your seniors compared with THEC Peer Group	Your seniors compared with NSSE 2015 & 2016
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

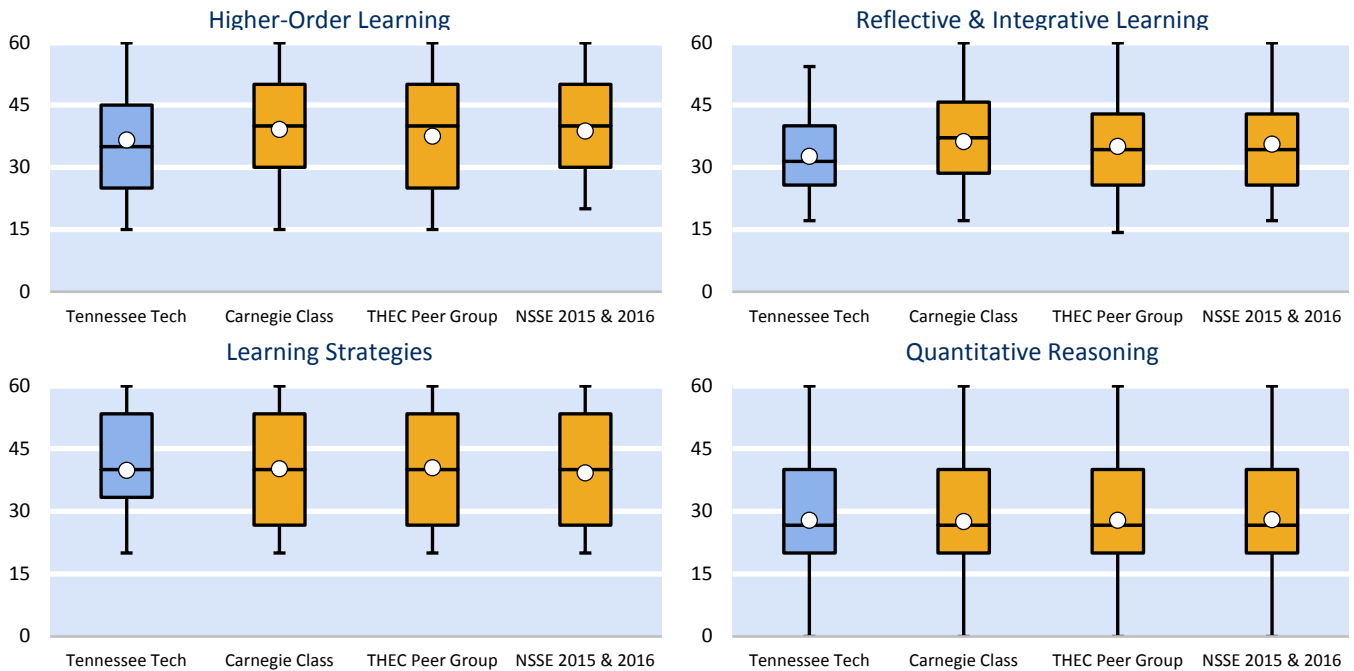
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Tennessee Tech Mean	Your first-year students compared with					
		Carnegie Class		THEC Peer Group		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.6	39.2 **	-.18	37.6	-.07	38.8 **	-.16
Reflective & Integrative Learning	32.6	36.2 ***	-.28	35.1 ***	-.19	35.6 ***	-.24
Learning Strategies	39.8	40.2	-.03	40.4	-.04	39.2	.04
Quantitative Reasoning	27.8	27.5	.02	27.9	.00	28.0	-.01

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

Score Distributions



















































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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	Tennessee Tech	Percentage point difference ^a between your FY students and		
		Carnegie Class	THEC Peer Group	NSSE 2015 & 2016
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	72	+1 	+4 	+0 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67	-5 	+0 	-5 
4d. Evaluating a point of view, decision, or information source	63	-9 	-4 	-7 
4e. Forming a new idea or understanding from various pieces of information	60	-10 	-5 	-9 
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	46	-9 	-4 	-9 
2b. Connected your learning to societal problems or issues	43	-12 	-7 	-10 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	40	-13 	-10 	-11 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	-6 	-1 	-4 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	62	-8 	-6 	-6 
2f. Learned something that changed the way you understand an issue or concept	61	-6 	-2 	-5 
2g. Connected ideas from your courses to your prior experiences and knowledge	75	-1 	+2 	-1 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	72	-7 	-3 	-7 
9b. Reviewed your notes after class	75	+6 	+1 	+9 
9c. Summarized what you learned in class or from course materials	68	+2 	+0 	+5 
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.)	55	+4 	+2 	+2 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	-1 	-0 	-1 
6c. Evaluated what others have concluded from numerical information	37	-1 	-1 	-2 

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

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

Academic Challenge: Seniors

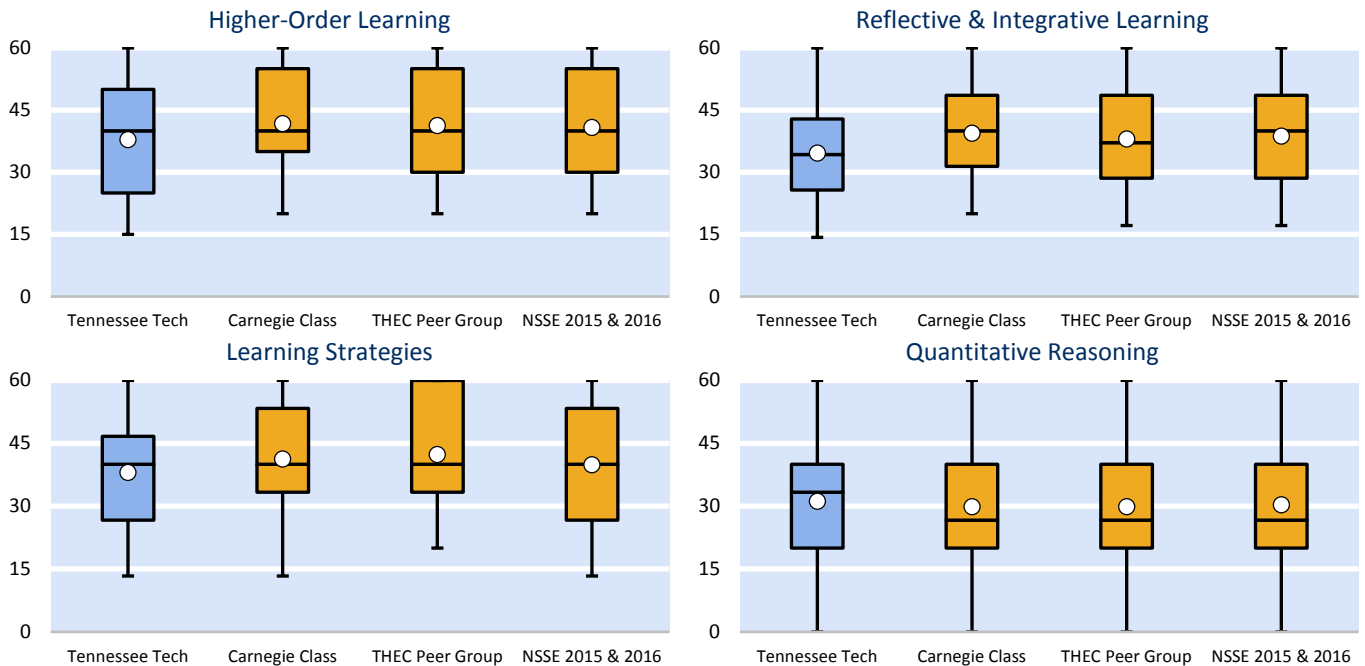
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Mean Comparisons

Engagement Indicator	Tennessee Tech Mean	Your seniors compared with					
		Carnegie Class Effect size		THEC Peer Group Effect size		NSSE 2015 & 2016 Effect size	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.9	41.7 ***	-.27	41.3 ***	-.24	40.9 ***	-.21
Reflective & Integrative Learning	34.7	39.4 ***	-.37	38.0 ***	-.25	38.7 ***	-.31
Learning Strategies	38.1	41.2 ***	-.21	42.3 ***	-.29	39.9 *	-.12
Quantitative Reasoning	31.2	29.9	.08	29.8	.08	30.3	.05

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	Tennessee Tech	Percentage point difference ^a between your seniors and				
		Carnegie Class	THEC Peer Group	NSSE 2015 & 2016		
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	79		-1	+0	-6	-0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71		-7	-6	-6	-6
4d. Evaluating a point of view, decision, or information source	58		-18	-13	-14	-14
4e. Forming a new idea or understanding from various pieces of information	63		-11	-8	-9	-9
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	68		-2	-1	-3	-3
2b. Connected your learning to societal problems or issues	50		-16	-11	-13	-13
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	38		-21	-14	-17	-17
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58		-11	-6	-8	-8
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	62		-11	-8	-9	-9
2f. Learned something that changed the way you understand an issue or concept	61		-10	-8	-9	-9
2g. Connected ideas from your courses to your prior experiences and knowledge	80		-5	-1	-4	-4
Learning Strategies						
<i>Percentage of students who responded that they "Very often" or "Often"...</i>						
9a. Identified key information from reading assignments	70		-13	-11	-12	-12
9b. Reviewed your notes after class	66		-1	-7	+3	+3
9c. Summarized what you learned in class or from course materials	65		-5	-7	-1	-1
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.)	61		+6	+5	+5	+5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45		+0	+1	-0	-0
6c. Evaluated what others have concluded from numerical information	43		+0	+0	-2	-2

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

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Learning with Peers: First-year students

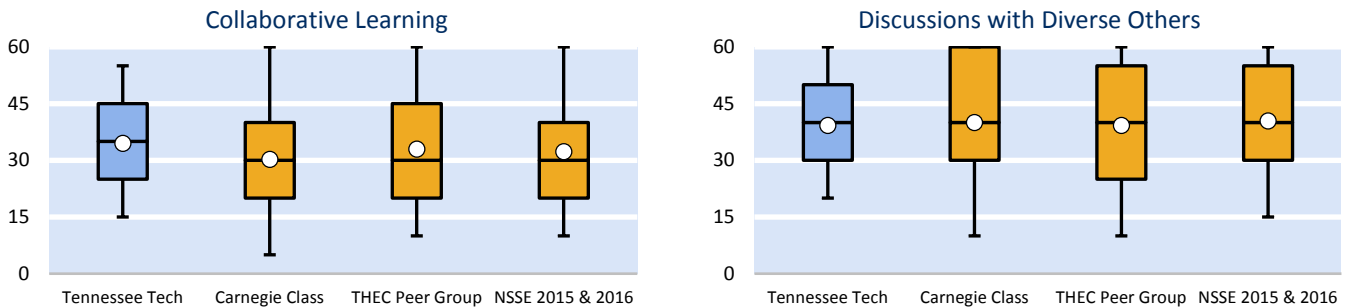
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Tennessee Tech Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.4	30.3 ***	.28	32.9	.10	32.3 **	.15
Discussions with Diverse Others	39.2	40.0	-.05	39.2	.00	40.4	-.07

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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Collaborative Learning	Tennessee Tech	Percentage point difference ^a between your FY students and		
		Carnegie Class	THEC Peer Group	NSSE 2015 & 2016
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	63	+18	+10	+12
1f. Explained course material to one or more students	63	+11	+3	+6
1g. Prepared for exams by discussing or working through course material with other students	54	+10	+4	+4
1h. Worked with other students on course projects or assignments	58	+6	+5	+4
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	67	-4	-4	-4
8b. People from an economic background other than your own	72	+0	+2	-1
8c. People with religious beliefs other than your own	65	-1	+2	-3
8d. People with political views other than your own	67	+1	+3	-1

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Learning with Peers: Seniors

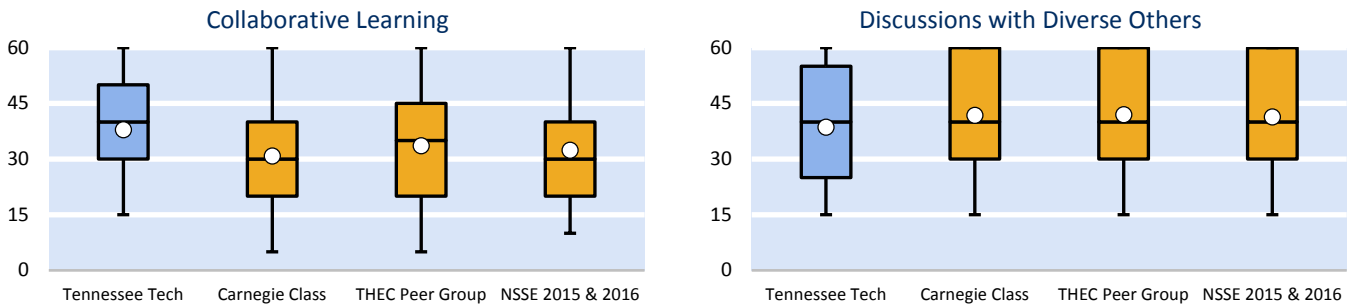
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Engagement Indicator	Tennessee Tech Mean	Your seniors compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	37.9	30.8 ***	.48	33.6 ***	.29	32.4 ***	.37
Discussions with Diverse Others	38.6	41.8 ***	-.19	42.0 ***	-.21	41.3 ***	-.17

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Collaborative Learning	Tennessee Tech	Percentage point difference ^a between your seniors and		
		Carnegie Class	THEC Peer Group	NSSE 2015 & 2016
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	52	+18	+9	+11
1f. Explained course material to one or more students	70	+18	+8	+12
1g. Prepared for exams by discussing or working through course material with other students	63	+23	+13	+17
1h. Worked with other students on course projects or assignments	77	+10	+15	+13
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	61	-15	-14	-12
8b. People from an economic background other than your own	70	-5	-5	-4
8c. People with religious beliefs other than your own	63	-5	-5	-6
8d. People with political views other than your own	66	-3	-4	-4

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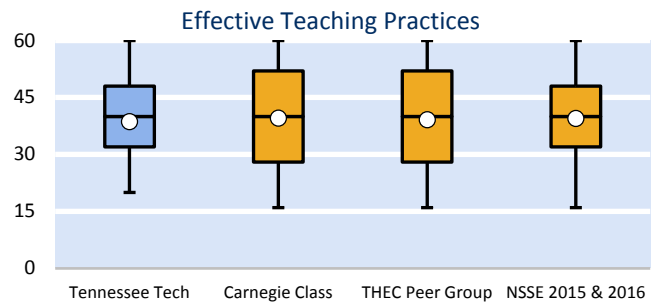
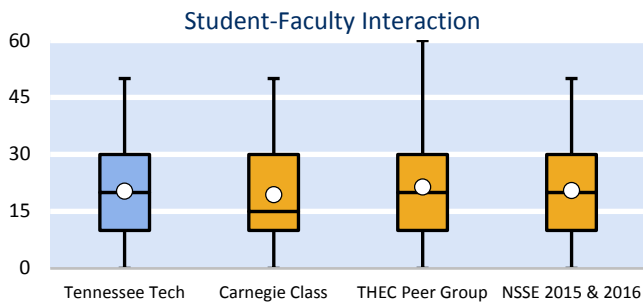
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Tennessee Tech Mean	Your first-year students compared with					
		Carnegie Class Effect size		THEC Peer Group Effect size		NSSE 2015 & 2016 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.3	19.4	.06	21.4	-.07	20.5	-.01
Effective Teaching Practices	38.6	39.5	-.06	39.1	-.04	39.4	-.06

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Student-Faculty Interaction	Tennessee Tech	Percentage point difference ^a between your FY students and		
		Carnegie Class	THEC Peer Group	NSSE 2015 & 2016
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	31	-1	-3	-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	+5	-0	+3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	+1	-3	-2
3d. Discussed your academic performance with a faculty member	26	-3	-7	-3
<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	80	+2	+3	+1
5b. Taught course sessions in an organized way	82	+7	+10	+5
5c. Used examples or illustrations to explain difficult points	80	+7	+7	+4
5d. Provided feedback on a draft or work in progress	55	-10	-10	-9
5e. Provided prompt and detailed feedback on tests or completed assignments	62	-1	+1	+0

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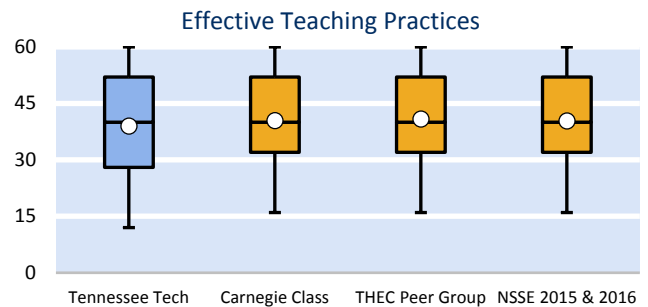
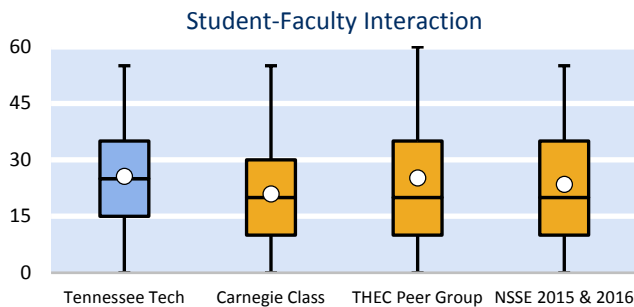
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		Carnegie Class	THEC Peer Group	NSSE 2015 & 2016
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	46	+10	+1	+4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	+9	+2	+4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	38	+11	+2	+5
3d. Discussed your academic performance with a faculty member	35	+5	-3	+3
<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	79	-1	-2	-2
5b. Taught course sessions in an organized way	74	-5	-4	-6
5c. Used examples or illustrations to explain difficult points	79	+4	+1	+1
5d. Provided feedback on a draft or work in progress	54	-8	-9	-7
5e. Provided prompt and detailed feedback on tests or completed assignments	66	-2	-1	-0

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

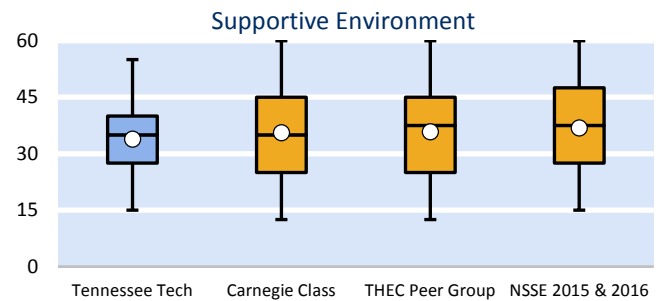
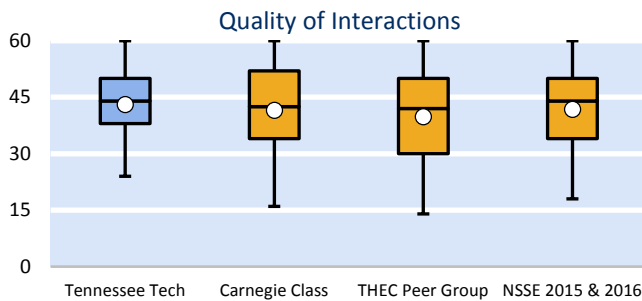
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Tennessee Tech Mean	Your first-year students compared with					
		Carnegie Class		THEC Peer Group		NSSE 2015 & 2016	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.0	41.5 *	.11	39.8 ***	.24	41.8	.10
Supportive Environment	33.9	35.6 *	-.11	35.9 *	-.14	36.8 ***	-.21

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Quality of Interactions	Tennessee Tech	Percentage point difference ^a between your FY students and		
		Carnegie Class	THEC Peer Group	NSSE 2015 & 2016
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	49	-5	-2	-7
13b. Academic advisors	56	+4	+7	+6
13c. Faculty	52	+1	+4	+2
13d. Student services staff (career services, student activities, housing, etc.)	43	+0	+3	-1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	-1	+4	-0
<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	75	-0	+1	-2
14c. Using learning support services (tutoring services, writing center, etc.)	74	-3	-1	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	-9	-7	-9
14e. Providing opportunities to be involved socially	69	+1	+1	-3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	68	+2	+0	-2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	-9	-8	-10
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	+7	-0	-1
14i. Attending events that address important social, economic, or political issues	43	-3	-6	-9

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

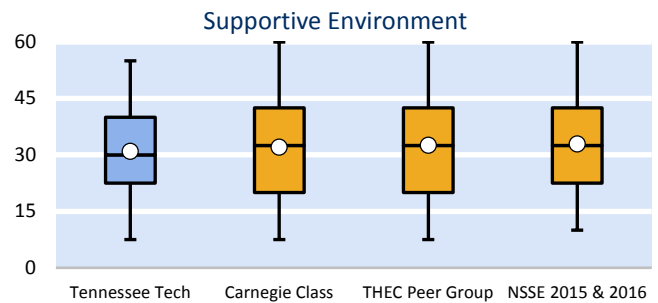
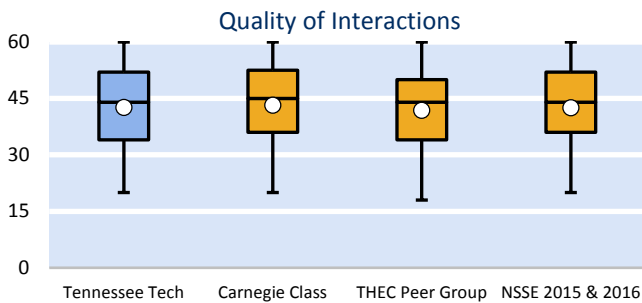
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Tennessee Tech Mean	Your seniors compared with					
		Carnegie Class Mean	Effect size	THEC Peer Group Mean	Effect size	NSSE 2015 & 2016 Mean	Effect size
Quality of Interactions	42.6	43.2	-.04	41.8	.06	42.6	.00
Supportive Environment	31.0	32.0	-.07	32.6 *	-.11	32.9 **	-.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



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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Quality of Interactions	Tennessee Tech %	Percentage point difference ^a between your seniors and		
		Carnegie Class	THEC Peer Group	NSSE 2015 & 2016
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	66	+5	+7	+5
13b. Academic advisors	55	-1	-1	+2
13c. Faculty	58	-2	+2	-1
13d. Student services staff (career services, student activities, housing, etc.)	41	-4	-0	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	38	-8	+1	-4
<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	72	+0	+3	+1
14c. Using learning support services (tutoring services, writing center, etc.)	59	-11	-6	-8
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	45	-12	-7	-8
14e. Providing opportunities to be involved socially	67	+6	+2	+1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	59	+2	-3	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	29	-5	-2	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	54	+6	-3	-2
14i. Attending events that address important social, economic, or political issues	39	-1	-2	-5

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE 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 nsse.indiana.edu/html/position_policies.cfm), 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 2015 and 2016 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2015 and 2016 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		Tennessee Tech <i>Mean</i>	Your first-year students compared with					
<i>Theme</i>	<i>Engagement Indicator</i>		NSSE Top 50%			NSSE Top 10%		
			<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.6	40.5 ***	-.29		42.7 ***	-.44	
	Reflective and Integrative Learning	32.6	37.4 ***	-.38		39.5 ***	-.54	
	Learning Strategies	39.8	41.2	-.10	✓	43.7 ***	-.28	
	Quantitative Reasoning	27.8	29.5	-.10		31.3 ***	-.21	
<i>Learning with Peers</i>	Collaborative Learning	34.4	35.2	-.06	✓	37.3 ***	-.21	
	Discussions with Diverse Others	39.2	42.7 ***	-.23		44.3 ***	-.34	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.3	23.8 ***	-.23		26.9 ***	-.41	
	Effective Teaching Practices	38.6	41.6 ***	-.22		43.8 ***	-.38	
<i>Campus Environment</i>	Quality of Interactions	43.0	44.1	-.09	✓	45.9 ***	-.23	
	Supportive Environment	33.9	39.2 ***	-.40		40.9 ***	-.53	

Seniors		Tennessee Tech <i>Mean</i>	Your seniors compared with					
<i>Theme</i>	<i>Engagement Indicator</i>		NSSE Top 50%			NSSE Top 10%		
			<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.9	43.1 ***	-.38		44.7 ***	-.50	
	Reflective and Integrative Learning	34.7	41.0 ***	-.50		42.9 ***	-.65	
	Learning Strategies	38.1	42.2 ***	-.29		44.5 ***	-.45	
	Quantitative Reasoning	31.2	31.8	-.04	✓	33.2 **	-.12	
<i>Learning with Peers</i>	Collaborative Learning	37.9	35.8 ***	.15	✓	37.9	.00 ✓	
	Discussions with Diverse Others	38.6	43.3 ***	-.29		45.1 ***	-.41	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	25.6	29.6 ***	-.24		33.0 ***	-.46	
	Effective Teaching Practices	38.9	42.7 ***	-.28		44.5 ***	-.42	
<i>Campus Environment</i>	Quality of Interactions	42.6	45.3 ***	-.23		46.9 ***	-.36	
	Supportive Environment	31.0	35.7 ***	-.34		38.1 ***	-.51	

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 (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2015 and 2016 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Tennessee Tech (N = 321)	36.6	13.3	.74	15	25	35	45	60				
Carnegie Class	39.2	14.2	.10	15	30	40	50	60	21,545	-2.6	.001	-.180
THEC Peer Group	37.6	14.7	.36	15	25	40	50	60	486	-1.0	.248	-.066
NSSE 2015 & 2016	38.8	13.7	.04	20	30	40	50	60	147,686	-2.2	.005	-.157
Top 50%	40.5	13.6	.05	20	30	40	50	60	69,464	-3.9	.000	-.287
Top 10%	42.7	13.7	.11	20	35	40	55	60	15,040	-6.1	.000	-.443
Reflective & Integrative Learning												
Tennessee Tech (N = 329)	32.6	11.1	.61	17	26	31	40	54				
Carnegie Class	36.2	12.8	.09	17	29	37	46	60	341	-3.6	.000	-.281
THEC Peer Group	35.1	13.2	.32	14	26	34	43	60	523	-2.4	.001	-.188
NSSE 2015 & 2016	35.6	12.5	.03	17	26	34	43	60	330	-3.0	.000	-.238
Top 50%	37.4	12.5	.05	17	29	37	46	60	332	-4.7	.000	-.379
Top 10%	39.5	12.8	.11	20	31	40	49	60	349	-6.9	.000	-.540
Learning Strategies												
Tennessee Tech (N = 278)	39.8	13.3	.80	20	33	40	53	60				
Carnegie Class	40.2	14.6	.10	20	27	40	53	60	286	-.4	.605	-.029
THEC Peer Group	40.4	14.4	.38	20	27	40	53	60	411	-.6	.491	-.043
NSSE 2015 & 2016	39.2	14.1	.04	20	27	40	53	60	278	.6	.439	.044
Top 50%	41.2	14.1	.06	20	33	40	53	60	280	-1.4	.086	-.098
Top 10%	43.7	14.3	.11	20	33	47	60	60	288	-4.0	.000	-.278
Quantitative Reasoning												
Tennessee Tech (N = 324)	27.8	14.9	.83	0	20	27	40	60				
Carnegie Class	27.5	16.8	.11	0	20	27	40	60	336	.3	.722	.018
THEC Peer Group	27.9	16.7	.41	0	20	27	40	60	498	.0	.976	-.002
NSSE 2015 & 2016	28.0	16.2	.04	0	20	27	40	60	325	-.2	.849	-.010
Top 50%	29.5	16.1	.06	0	20	27	40	60	326	-1.6	.052	-.100
Top 10%	31.3	16.2	.11	0	20	33	40	60	336	-3.4	.000	-.213
Learning with Peers												
Collaborative Learning												
Tennessee Tech (N = 342)	34.4	12.8	.69	15	25	35	45	55				
Carnegie Class	30.3	15.0	.10	5	20	30	40	60	354	4.2	.000	.279
THEC Peer Group	32.9	15.1	.36	10	20	30	45	60	539	1.5	.055	.102
NSSE 2015 & 2016	32.3	14.5	.04	10	20	30	40	60	342	2.1	.002	.148
Top 50%	35.2	13.8	.05	15	25	35	45	60	79,541	-.8	.290	-.057
Top 10%	37.3	13.6	.11	15	25	40	45	60	17,097	-2.9	.000	-.212
Discussions with Diverse Others												
Tennessee Tech (N = 286)	39.2	14.1	.83	20	30	40	50	60				
Carnegie Class	40.0	16.9	.12	10	30	40	60	60	297	-.8	.332	-.049
THEC Peer Group	39.2	16.8	.44	10	25	40	55	60	457	.0	.972	-.002
NSSE 2015 & 2016	40.4	16.0	.04	15	30	40	55	60	286	-1.2	.157	-.074
Top 50%	42.7	15.2	.06	20	35	40	60	60	287	-3.5	.000	-.228
Top 10%	44.3	15.1	.10	20	35	45	60	60	293	-5.1	.000	-.340

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Tennessee Tech (N = 323)	20.3	14.9	.83	0	10	20	30	50				
Carnegie Class	19.4	15.0	.10	0	10	15	30	50	22,017	.9	.281	.060
THEC Peer Group	21.4	16.0	.39	0	10	20	30	60	478	-1.1	.237	-.069
NSSE 2015 & 2016	20.5	14.7	.04	0	10	20	30	50	150,813	-.2	.848	-.011
Top 50%	23.8	15.0	.07	0	15	20	35	55	49,096	-3.5	.000	-.232
Top 10%	26.9	16.0	.18	5	15	25	40	60	352	-6.6	.000	-.412
Effective Teaching Practices												
Tennessee Tech (N = 325)	38.6	12.2	.67	20	32	40	48	60				
Carnegie Class	39.5	14.1	.10	16	28	40	52	60	337	-.9	.187	-.064
THEC Peer Group	39.1	14.6	.36	16	28	40	52	60	526	-.5	.500	-.036
NSSE 2015 & 2016	39.4	13.4	.03	16	32	40	48	60	326	-.8	.226	-.061
Top 50%	41.6	13.4	.05	20	32	40	52	60	328	-2.9	.000	-.219
Top 10%	43.8	13.5	.12	20	36	44	56	60	345	-5.2	.000	-.385
Campus Environment												
Quality of Interactions												
Tennessee Tech (N = 275)	43.0	10.7	.64	24	38	44	50	60				
Carnegie Class	41.5	13.3	.10	16	34	43	52	60	286	1.5	.022	.114
THEC Peer Group	39.8	13.6	.36	14	30	42	50	60	465	3.2	.000	.244
NSSE 2015 & 2016	41.8	12.5	.03	18	34	44	50	60	275	1.3	.052	.101
Top 50%	44.1	11.8	.05	22	38	46	52	60	277	-1.0	.107	-.089
Top 10%	45.9	12.1	.12	22	40	48	56	60	292	-2.8	.000	-.235
Supportive Environment												
Tennessee Tech (N = 266)	33.9	11.8	.73	15	28	35	40	55				
Carnegie Class	35.6	14.5	.11	13	25	35	45	60	277	-1.7	.025	-.115
THEC Peer Group	35.9	14.7	.40	13	25	38	45	60	445	-2.0	.017	-.139
NSSE 2015 & 2016	36.8	13.9	.04	15	28	38	48	60	267	-2.9	.000	-.212
Top 50%	39.2	13.3	.06	18	30	40	50	60	268	-5.3	.000	-.396
Top 10%	40.9	13.3	.11	20	33	40	53	60	278	-7.0	.000	-.526

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 SEM) 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	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Tennessee Tech (N = 480)	37.9	14.4	.66	15	25	40	50	60				
Carnegie Class	41.7	14.2	.08	20	35	40	55	60	29,339	-3.9	.000	-.272
THEC Peer Group	41.3	14.4	.35	20	30	40	55	60	2,214	-3.4	.000	-.238
NSSE 2015 & 2016	40.9	14.1	.03	20	30	40	55	60	194,327	-3.0	.000	-.213
Top 50%	43.1	13.8	.05	20	35	40	55	60	70,216	-5.3	.000	-.382
Top 10%	44.7	13.7	.09	20	40	45	60	60	22,147	-6.8	.000	-.497
Reflective & Integrative Learning												
Tennessee Tech (N = 492)	34.7	12.7	.57	14	26	34	43	60				
Carnegie Class	39.4	13.0	.07	20	31	40	49	60	30,514	-4.8	.000	-.368
THEC Peer Group	38.0	13.4	.31	17	29	37	49	60	2,295	-3.4	.000	-.254
NSSE 2015 & 2016	38.7	13.0	.03	17	29	40	49	60	201,978	-4.0	.000	-.310
Top 50%	41.0	12.7	.05	20	31	40	51	60	73,421	-6.3	.000	-.496
Top 10%	42.9	12.5	.09	20	34	43	54	60	18,763	-8.2	.000	-.654
Learning Strategies												
Tennessee Tech (N = 437)	38.1	14.7	.70	13	27	40	47	60				
Carnegie Class	41.2	14.8	.09	13	33	40	53	60	27,461	-3.1	.000	-.212
THEC Peer Group	42.3	15.0	.37	20	33	40	60	60	2,055	-4.3	.000	-.286
NSSE 2015 & 2016	39.9	14.8	.03	13	27	40	53	60	181,876	-1.8	.011	-.122
Top 50%	42.2	14.5	.05	20	33	40	60	60	85,077	-4.2	.000	-.288
Top 10%	44.5	14.2	.09	20	33	47	60	60	23,242	-6.4	.000	-.451
Quantitative Reasoning												
Tennessee Tech (N = 487)	31.2	16.7	.76	0	20	33	40	60				
Carnegie Class	29.9	17.0	.10	0	20	27	40	60	29,780	1.3	.093	.077
THEC Peer Group	29.8	17.0	.41	0	20	27	40	60	2,244	1.3	.127	.078
NSSE 2015 & 2016	30.3	17.0	.04	0	20	27	40	60	197,098	.8	.281	.049
Top 50%	31.8	16.9	.05	0	20	33	40	60	109,798	-.6	.439	-.035
Top 10%	33.2	16.8	.10	0	20	33	47	60	30,742	-2.0	.008	-.122
Learning with Peers												
Collaborative Learning												
Tennessee Tech (N = 499)	37.9	13.2	.59	15	30	40	50	60				
Carnegie Class	30.8	14.9	.09	5	20	30	40	60	519	7.1	.000	.476
THEC Peer Group	33.6	15.4	.36	5	20	35	45	60	898	4.3	.000	.288
NSSE 2015 & 2016	32.4	14.9	.03	10	20	30	40	60	501	5.5	.000	.367
Top 50%	35.8	13.9	.05	15	25	35	45	60	93,375	2.1	.001	.151
Top 10%	37.9	13.7	.10	15	30	40	50	60	20,850	.0	.996	.000
Discussions with Diverse Others												
Tennessee Tech (N = 445)	38.6	15.7	.75	15	25	40	55	60				
Carnegie Class	41.8	16.7	.10	15	30	40	60	60	27,660	-3.2	.000	-.191
THEC Peer Group	42.0	16.5	.41	15	30	40	60	60	2,085	-3.4	.000	-.206
NSSE 2015 & 2016	41.3	16.1	.04	15	30	40	60	60	183,515	-2.7	.000	-.168
Top 50%	43.3	15.9	.05	15	35	45	60	60	103,703	-4.7	.000	-.294
Top 10%	45.1	15.8	.09	20	35	50	60	60	30,440	-6.5	.000	-.408

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Tennessee Tech (N = 481)	25.6	15.0	.69	0	15	25	35	55				
Carnegie Class	20.9	16.3	.09	0	10	20	30	55	498	4.7	.000	.290
THEC Peer Group	25.2	16.8	.40	0	10	20	35	60	835	.5	.569	.028
NSSE 2015 & 2016	23.5	16.3	.04	0	10	20	35	55	483	2.1	.002	.132
Top 50%	29.6	16.1	.08	5	20	30	40	60	493	-3.9	.000	-.244
Top 10%	33.0	16.3	.20	5	20	30	45	60	561	-7.4	.000	-.456
Effective Teaching Practices												
Tennessee Tech (N = 488)	38.9	14.4	.65	12	28	40	52	60				
Carnegie Class	40.4	14.4	.08	16	32	40	52	60	30,087	-1.5	.023	-.104
THEC Peer Group	40.8	14.6	.35	16	32	40	52	60	2,263	-1.9	.010	-.132
NSSE 2015 & 2016	40.3	13.9	.03	16	32	40	52	60	199,007	-1.4	.026	-.101
Top 50%	42.7	13.7	.05	20	32	44	56	60	63,552	-3.8	.000	-.278
Top 10%	44.5	13.4	.11	20	36	44	56	60	14,906	-5.6	.000	-.417
Campus Environment												
Quality of Interactions												
Tennessee Tech (N = 432)	42.6	12.0	.58	20	34	44	52	60				
Carnegie Class	43.2	12.5	.08	20	36	45	53	60	25,726	-.6	.357	-.045
THEC Peer Group	41.8	12.5	.32	18	34	44	50	60	1,975	.8	.233	.065
NSSE 2015 & 2016	42.6	12.0	.03	20	36	44	52	60	174,275	.1	.922	.005
Top 50%	45.3	11.5	.05	24	40	48	54	60	59,758	-2.7	.000	-.235
Top 10%	46.9	11.9	.09	24	40	50	56	60	19,233	-4.3	.000	-.358
Supportive Environment												
Tennessee Tech (N = 405)	31.0	13.6	.68	8	23	30	40	55				
Carnegie Class	32.0	15.0	.09	8	20	33	43	60	420	-1.0	.128	-.069
THEC Peer Group	32.6	14.9	.38	8	20	33	43	60	677	-1.6	.036	-.111
NSSE 2015 & 2016	32.9	14.4	.03	10	23	33	43	60	407	-1.9	.005	-.133
Top 50%	35.7	13.9	.05	13	25	35	45	60	64,579	-4.7	.000	-.338
Top 10%	38.1	13.9	.12	15	28	40	48	60	13,151	-7.1	.000	-.510

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 SEM) 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.