NSSE 2017
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
Academic Challenge	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
Learning with Peers	Collaborative Learning
	Discussions with Diverse Others
Experiences with Faculty	Student-Faculty Interaction
	Effective Teaching Practices
Campus Environment	Quality of Interactions
	Supportive Environment

Report Sections

Overview (p. 3) — Displays how average EI scores for your students compare with those of students at your comparison group institutions.

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

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

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

Performance on Indicator Items
Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15) — Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2016 and 2017 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**

Rocconi, L., & Gonyea, R. M. (2015, May). *Contextualizing student engagement effect sizes: An empirical analysis.* Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

NSSE 2017 Engagement Indicators

Overview

Tennessee Technological University

Engagement Indicators: Overview

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

Use the following key:

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

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

-- No significant difference.

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

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

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 2016 & 2017
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 2016 & 2017
Academic Challenge	Higher-Order Learning	▽	▽	▽
	Reflective & Integrative Learning	▼	▽	▽
	Learning Strategies	--	▽	--
	Quantitative Reasoning	△	--	--
Learning with Peers	Collaborative Learning	▲	△	▲
	Discussions with Diverse Others	▽	▽	▽
Experiences with Faculty	Student-Faculty Interaction	▲	--	△
	Effective Teaching Practices	--	▽	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	▽	▽

NSSE 2017 Engagement Indicators

Academic Challenge

Tennessee Technological University

## Academic Challenge: First-year students

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

Mean Comparisons

	Tennessee Tech	Your first-year students compared with					
		Carnegie Class		THEC Peer Group		NSSE 2016 & 2017	
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Higher-Order Learning	35.6	38.2 ***	-.19	37.8 **	-.15	37.9 ***	-.18
Reflective & Integrative Learning	32.1	35.5 ***	-.27	35.0 ***	-.23	35.0 ***	-.25
Learning Strategies	38.2	39.2	-.07	40.2 *	-.14	38.3	.00
Quantitative Reasoning	26.4	27.3	-.06	28.6 *	-.13	27.6	-.08

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

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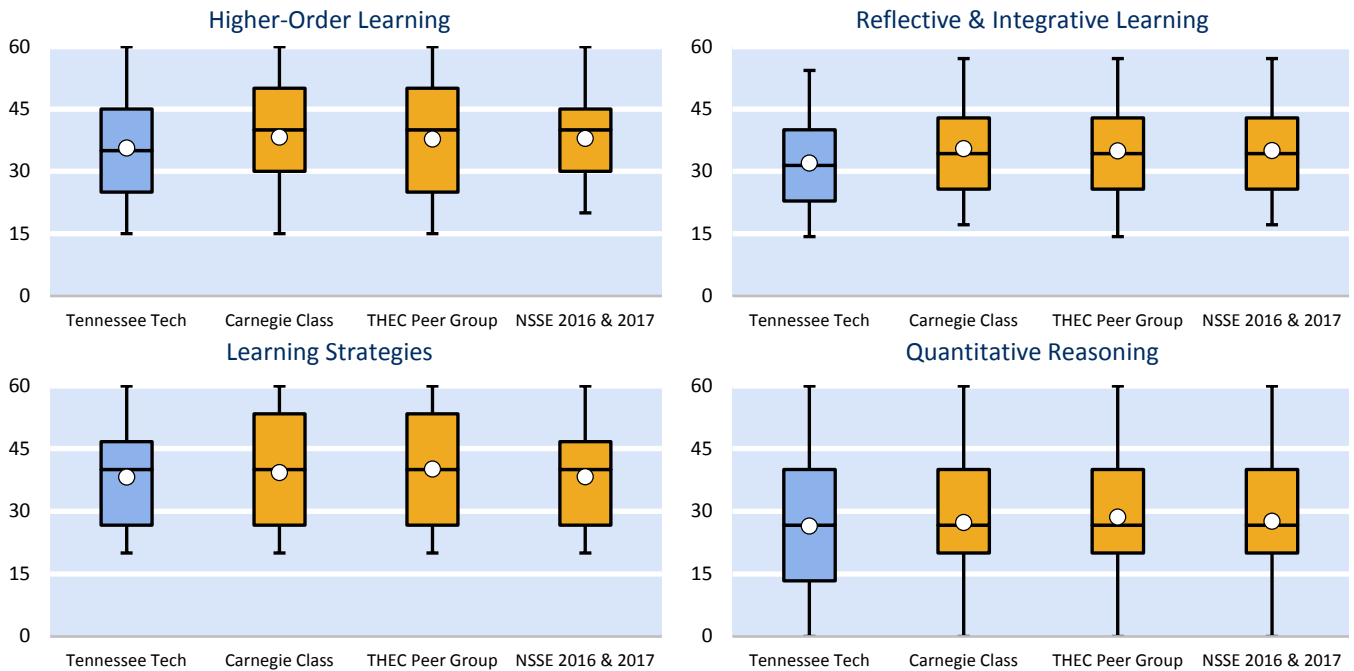
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance[a] 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.

	Tennessee Tech	Percentage point difference between your FY students and		
Higher-Order Learning		**Carnegie Class**	**THEC Peer Group**	**NSSE 2016 & 2017**
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized…	%			
4b. Applying facts, theories, or methods to practical problems or new situations	69	-1	-1	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	62	-8	-6	-8
4d. Evaluating a point of view, decision, or information source	58	-12	-10	-11
4e. Forming a new idea or understanding from various pieces of information	64	-4	-2	-4
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	44	-6	-5	-7
2b. Connected your learning to societal problems or issues	36	-16	-14	-15
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	40	-12	-11	-11
2d. Examined the strengths and weaknesses of your own views on a topic or issue	56	-8	-5	-7
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64	-7	-6	-6
2f. Learned something that changed the way you understand an issue or concept	60	-6	-5	-6
2g. Connected ideas from your courses to your prior experiences and knowledge	74	-2	+1	-2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	70	-6	-4	-7
9b. Reviewed your notes after class	71	+3	-2	+5
9c. Summarized what you learned in class or from course materials	63	-2	-5	+0
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"…				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	+1	-2	+0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35	-4	-8	-4
6c. Evaluated what others have concluded from numerical information	35	-3	-6	-3

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

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 seniors compared with*					
		Carnegie Class		**THEC Peer Group**		**NSSE 2016 & 2017**	
		Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Higher-Order Learning	37.7	40.7 ***	-.21	41.1 ***	-.24	40.1 ***	-.17
Reflective & Integrative Learning	34.3	38.4 ***	-.33	38.0 ***	-.29	38.0 ***	-.30
Learning Strategies	38.9	40.0	-.07	41.9 ***	-.20	38.7	.01
Quantitative Reasoning	30.8	29.4 *	.09	30.2	.04	29.9	.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).

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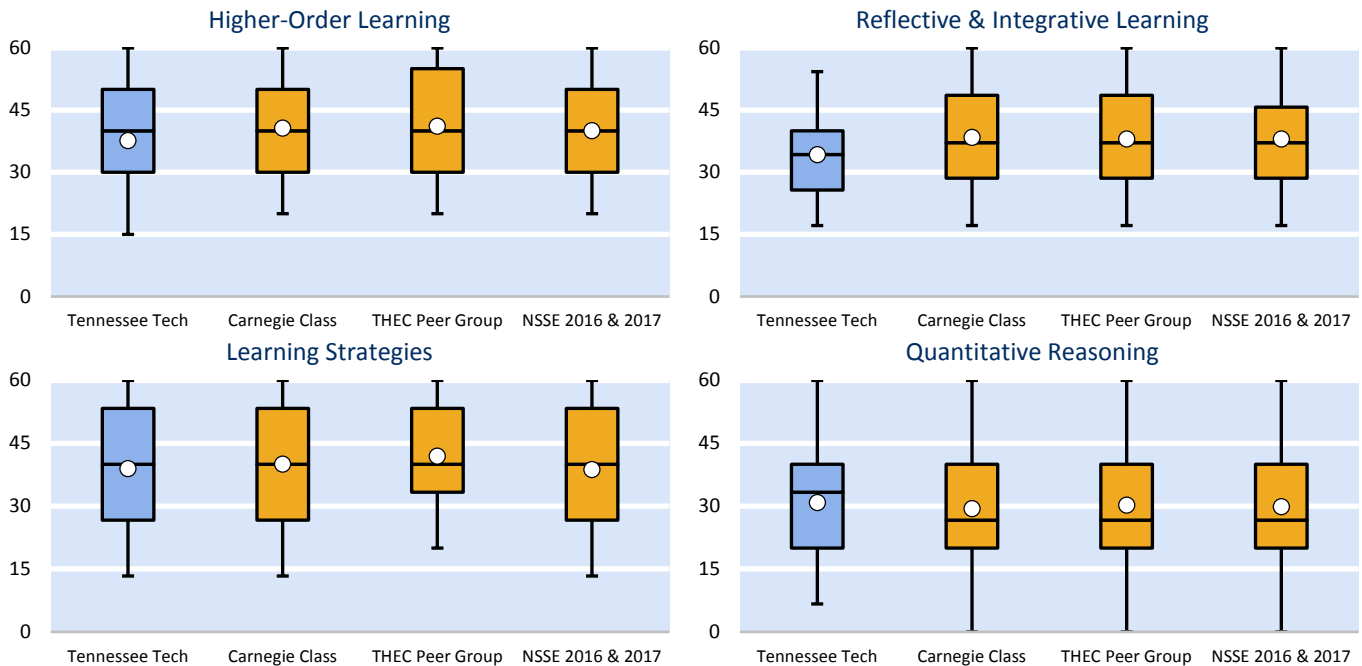
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Academic Challenge: Seniors (continued)

Performance[a] 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.

	Tennessee Tech	Percentage point difference between your seniors and		
Higher-Order Learning		Carnegie Class	THEC Peer Group	NSSE 2016 & 2017
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	79	+1	+1	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68	-8	-8	-7
4d. Evaluating a point of view, decision, or information source	57	-16	-14	-14
4e. Forming a new idea or understanding from various pieces of information	65	-8	-6	-6
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	68	+1	-0	-1
2b. Connected your learning to societal problems or issues	51	-12	-10	-10
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	32	-24	-20	-21
2d. Examined the strengths and weaknesses of your own views on a topic or issue	55	-13	-10	-11
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	62	-11	-10	-10
2f. Learned something that changed the way you understand an issue or concept	63	-8	-7	-8
2g. Connected ideas from your courses to your prior experiences and knowledge	80	-3	-1	-3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	74	-7	-5	-5
9b. Reviewed your notes after class	68	+2	-4	+6
9c. Summarized what you learned in class or from course materials	66	-1	-5	+2
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	63	+9	+8	+8
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	-1	-2	-1
6c. Evaluated what others have concluded from numerical information	43	+2	-1	-1

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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NSSE 2017 Engagement Indicators

Learning with Peers

Tennessee Technological University

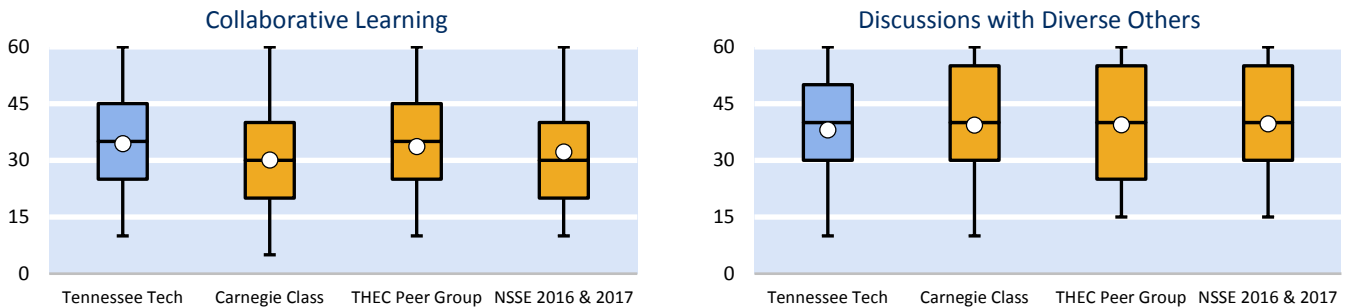## Learning with Peers: First-year students

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

Mean Comparisons

	Tennessee Tech	Carnegie Class		THEC Peer Group		NSSE 2016 & 2017	
		Your first-year students compared with					
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.4	30.0 ***	.28	33.6	.05	32.2 **	.15
Discussions with Diverse Others	38.0	39.3	-.08	39.4	-.09	39.7 *	-.11

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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Performance[a] on Indicator Items

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Collaborative Learning	Tennessee Tech	Carnegie Class	THEC Peer Group	NSSE 2016 & 2017
Percentage of students who responded that they "Very often" or "Often"...	%	*Percentage point difference between your FY students and*		
1e. Asked another student to help you understand course material	62	+16	+7	+9
1f. Explained course material to one or more students	58	+6	-3	+1
1g. Prepared for exams by discussing or working through course material with other students	54	+9	+1	+4
1h. Worked with other students on course projects or assignments	55	+5	+0	+2
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	65	-6	-5	-6
8b. People from an economic background other than your own	69	-1	-1	-2
8c. People with religious beliefs other than your own	62	-2	-1	-4
8d. People with political views other than your own	67	+1	+1	-0

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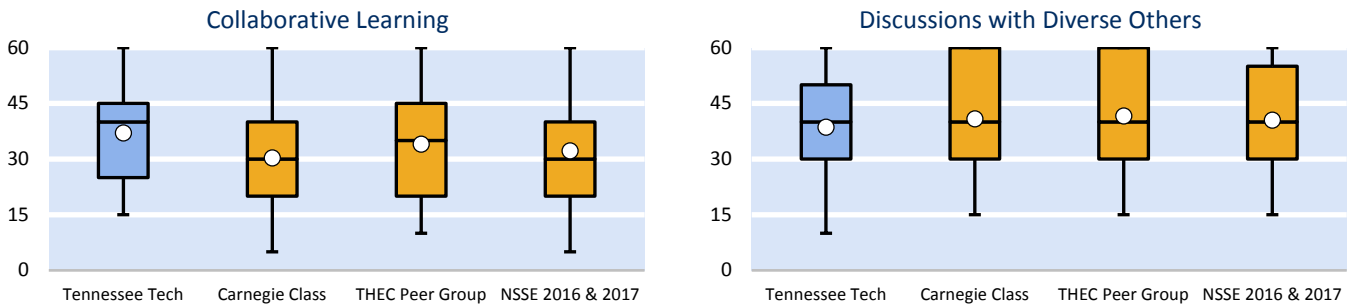
Learning with Peers: Seniors

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

Mean Comparisons

| | Tennessee Tech | \<\<\<Your seniors compared with\>\>\> | | | | | |
| | | Carnegie Class | | THEC Peer Group | | NSSE 2016 & 2017 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	37.1	30.3 ***	.45	34.0 ***	.20	32.3 ***	.32
Discussions with Diverse Others	38.6	40.8 **	-.14	41.6 ***	-.19	40.5 **	-.12

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

Score Distributions

Collaborative Learning

Discussions with Diverse Others

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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.

| | Tennessee Tech | Percentage point difference between your seniors and | | |
		Carnegie Class	THEC Peer Group	NSSE 2016 & 2017
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	54	+18	+10	+11
1f. Explained course material to one or more students	70	+18	+7	+11
1g. Prepared for exams by discussing or working through course material with other students	59	+18	+7	+12
1h. Worked with other students on course projects or assignments	73	+9	+9	+9
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	65	-10	-9	-7
8b. People from an economic background other than your own	73	-1	-2	+0
8c. People with religious beliefs other than your own	64	-3	-4	-4
8d. People with political views other than your own	71	+3	+1	+3

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![NSSE national survey of student engagement logo]

NSSE 2017 Engagement Indicators
Experiences with Faculty
Tennessee Technological University

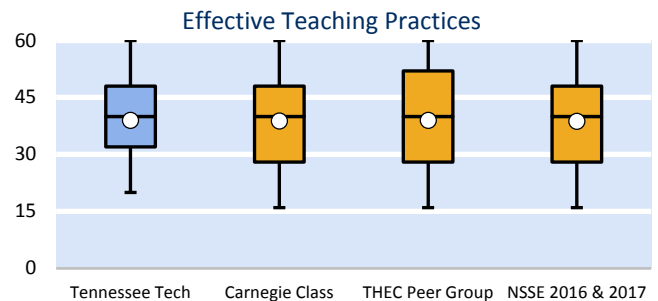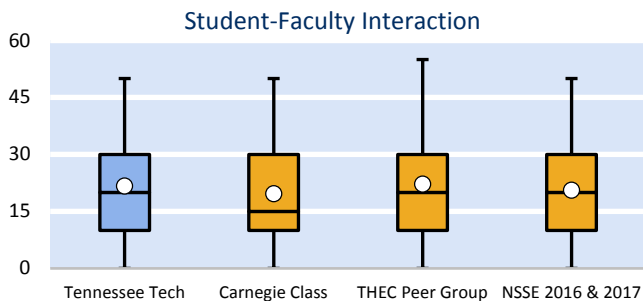## Experiences with Faculty: First-year students

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

Mean Comparisons

	Tennessee Tech	*Your first-year students compared with*					
		Carnegie Class		THEC Peer Group		NSSE 2016 & 2017	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	21.6	19.7 *	.13	22.2	-.03	20.6	.07
Effective Teaching Practices	38.9	38.8	.01	38.9	.00	38.7	.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).

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		Percentage point difference between your FY students and		
Student-Faculty Interaction	Tennessee Tech	Carnegie Class	THEC Peer Group	NSSE 2016 & 2017
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	39	+5	+0	+4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	+5	-1	+4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	+1	-4	-2
3d. Discussed your academic performance with a faculty member	32	+3	-3	+3
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	77	+1	+0	-0
5b. Taught course sessions in an organized way	79	+4	+6	+3
5c. Used examples or illustrations to explain difficult points	79	+6	+7	+4
5d. Provided feedback on a draft or work in progress	62	-2	-4	-1
5e. Provided prompt and detailed feedback on tests or completed assignments	61	+0	+1	+1

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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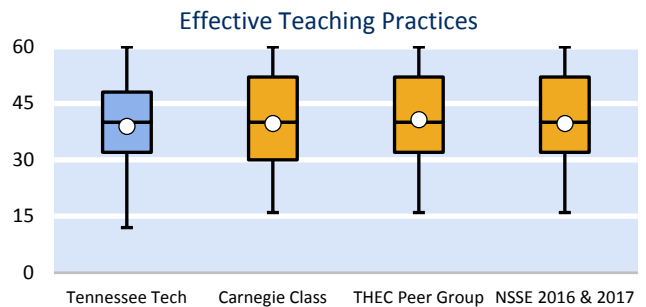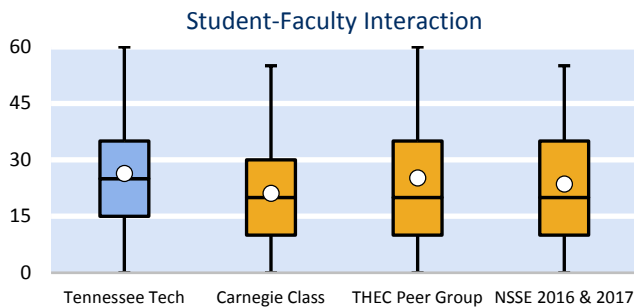
Experiences with Faculty: Seniors

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Mean Comparisons

	Tennessee Tech	Your seniors compared with					
		Carnegie Class		THEC Peer Group		NSSE 2016 & 2017	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	26.3	21.1 ***	.33	25.2	.07	23.6 ***	.17
Effective Teaching Practices	38.9	39.6	-.05	40.6 *	-.12	39.6	-.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).

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		Percentage point difference between your seniors and		
Student-Faculty Interaction	Tennessee Tech	Carnegie Class	THEC Peer Group	NSSE 2016 & 2017
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	48	+11	+3	+6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	33	+12	+5	+7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	39	+12	+3	+7
3d. Discussed your academic performance with a faculty member	38	+8	+0	+6
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	78	-2	-4	-3
5b. Taught course sessions in an organized way	77	-0	+1	-1
5c. Used examples or illustrations to explain difficult points	75	+1	-2	-2
5d. Provided feedback on a draft or work in progress	57	-4	-6	-3
5e. Provided prompt and detailed feedback on tests or completed assignments	68	+3	+1	+3

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.

NSSE 2017 Engagement Indicators

Campus Environment
Tennessee Technological University

Campus Environment: First-year students

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

Mean Comparisons

	Tennessee Tech	Your first-year students compared with					
		Carnegie Class		THEC Peer Group		NSSE 2016 & 2017	
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Quality of Interactions	42.9	41.1 **	.13	40.3 ***	.20	41.7	.09
Supportive Environment	34.3	35.5	-.08	36.6 *	-.16	36.4 **	-.15

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[a] 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.

	Tennessee Tech	Percentage point difference between your FY students and		
Quality of Interactions		Carnegie Class	THEC Peer Group	NSSE 2016 & 2017
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	52	+2	+3	-0
13b. Academic advisors	56	+6	+7	+7
13c. Faculty	54	+7	+8	+5
13d. Student services staff (career services, student activities, housing, etc.)	50	+7	+8	+6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	-0	+3	-1
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	74	-1	-1	-2
14c. Using learning support services (tutoring services, writing center, etc.)	73	-3	-3	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	-7	-5	-7
14e. Providing opportunities to be involved socially	67	-0	-2	-4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	+0	-2	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	-7	-8	-6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	62	+2	-6	-3
14i. Attending events that address important social, economic, or political issues	45	-2	-5	-7

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.
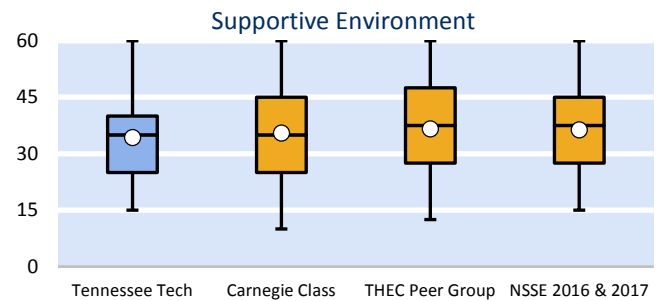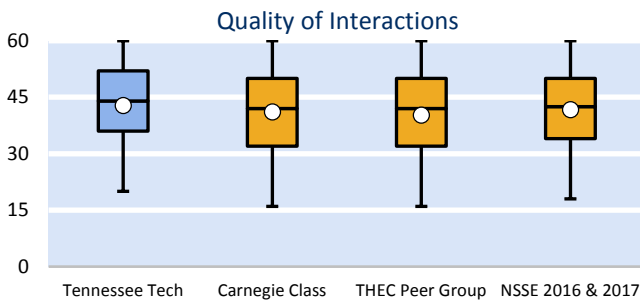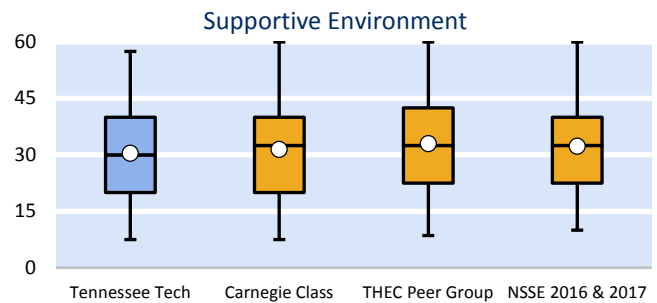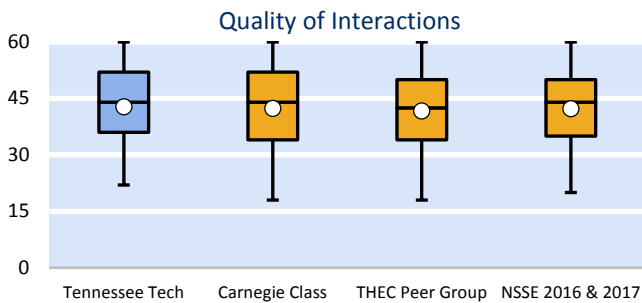
Campus Environment: Seniors

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

	Tennessee Tech	Your seniors compared with					
		Carnegie Class		THEC Peer Group		NSSE 2016 & 2017	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	42.8	42.4	.04	41.7	.09	42.2	.05
Supportive Environment	30.4	31.5	-.07	33.0 ***	-.18	32.3 **	-.13

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

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[a] 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.

	Tennessee Tech	Percentage point difference between your seniors and		
Quality of Interactions		Carnegie Class	THEC Peer Group	NSSE 2016 & 2017
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	62	+4	+2	+4
13b. Academic advisors	55	+3	+2	+3
13c. Faculty	54	-3	-1	-3
13d. Student services staff (career services, student activities, housing, etc.)	43	+1	+3	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	-2	+5	+1
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	71	+1	+1	-0
14c. Using learning support services (tutoring services, writing center, etc.)	57	-10	-9	-9
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	48	-8	-4	-6
14e. Providing opportunities to be involved socially	64	+5	-1	+0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	+1	-4	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	27	-5	-5	-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	48	+1	-9	-5
14i. Attending events that address important social, economic, or political issues	33	-7	-9	-10

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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NSSE 2017 Engagement Indicators
Comparisons with High-Performing Institutions
Tennessee Technological University

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 2016 and 2017 NSSE institutions, and

    (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 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 | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	35.6	39.2 ***	-.27		41.2 ***	-.42	
	Reflective and Integrative Learning	32.1	36.6 ***	-.38		38.3 ***	-.51	
	Learning Strategies	38.2	39.8 *	-.12		41.9 ***	-.26	
	Quantitative Reasoning	26.4	28.8 **	-.16		30.4 ***	-.26	
Learning with Peers	Collaborative Learning	34.4	35.2	-.06	✓	37.1 ***	-.20	
	Discussions with Diverse Others	38.0	41.7 ***	-.25		43.8 ***	-.40	
Experiences with Faculty	Student-Faculty Interaction	21.6	23.8 **	-.15		27.2 ***	-.36	
	Effective Teaching Practices	38.9	40.7 **	-.14		42.6 ***	-.27	
Campus Environment	Quality of Interactions	42.9	43.8	-.08	✓	46.1 ***	-.27	
	Supportive Environment	34.3	38.2 ***	-.30		40.0 ***	-.44	

Seniors

| | | Tennessee Tech | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.7	41.8 ***	-.31		43.3 ***	-.41	
	Reflective and Integrative Learning	34.3	40.0 ***	-.47		42.0 ***	-.63	
	Learning Strategies	38.9	40.7 **	-.13		42.9 ***	-.28	
	Quantitative Reasoning	30.8	31.1	-.02	✓	33.0 **	-.14	
Learning with Peers	Collaborative Learning	37.1	35.8 *	.09	✓	37.9	-.06	✓
	Discussions with Diverse Others	38.6	42.3 ***	-.24		44.3 ***	-.37	
Experiences with Faculty	Student-Faculty Interaction	26.3	29.3 ***	-.19		33.0 ***	-.42	
	Effective Teaching Practices	38.9	41.8 ***	-.22		43.8 ***	-.37	
Campus Environment	Quality of Interactions	42.8	44.8 ***	-.17		46.9 ***	-.34	
	Supportive Environment	30.4	34.8 ***	-.32		37.2 ***	-.49	

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 2016 and 2017 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.

NSSE 2017 Engagement Indicators

Detailed Statistics[a]

Tennessee Technological University

Detailed Statistics: First-year students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
Tennessee Tech (N = 384)	35.6	14.1	.72	15	25	35	45	60				
Carnegie Class	38.2	13.9	.09	15	30	40	50	60	25,381	-2.6	.000	-.188
THEC Peer Group	37.8	14.4	.32	15	25	40	50	60	2,429	-2.2	.005	-.155
NSSE 2016 & 2017	37.9	13.3	.03	20	30	40	45	60	206,443	-2.3	.001	-.176
Top 50%	39.2	13.1	.04	20	30	40	50	60	385	-3.6	.000	-.271
Top 10%	41.2	13.3	.09	20	35	40	50	60	22,110	-5.6	.000	-.417
Reflective & Integrative Learning												
Tennessee Tech (N = 395)	32.1	11.2	.56	14	23	31	40	54				
Carnegie Class	35.5	12.5	.08	17	26	34	43	57	409	-3.4	.000	-.274
THEC Peer Group	35.0	12.7	.28	14	26	34	43	57	598	-2.9	.000	-.232
NSSE 2016 & 2017	35.0	12.0	.03	17	26	34	43	57	396	-3.0	.000	-.249
Top 50%	36.6	12.0	.04	17	29	37	46	57	109,770	-4.5	.000	-.378
Top 10%	38.3	12.3	.08	20	29	37	46	60	410	-6.2	.000	-.507
Learning Strategies												
Tennessee Tech (N = 333)	38.2	13.0	.71	20	27	40	47	60				
Carnegie Class	39.2	14.2	.10	20	27	40	53	60	22,444	-1.0	.198	-.071
THEC Peer Group	40.2	14.1	.33	20	27	40	53	60	2,135	-1.9	.021	-.138
NSSE 2016 & 2017	38.3	13.7	.03	20	27	40	47	60	183,826	.0	.949	-.004
Top 50%	39.8	13.7	.05	20	27	40	53	60	90,850	-1.6	.032	-.118
Top 10%	41.9	14.1	.09	20	33	40	53	60	23,357	-3.7	.000	-.264
Quantitative Reasoning												
Tennessee Tech (N = 372)	26.4	15.3	.79	0	13	27	40	60				
Carnegie Class	27.3	15.9	.10	0	20	27	40	60	25,308	-.9	.279	-.057
THEC Peer Group	28.6	16.5	.36	0	20	27	40	60	539	-2.1	.015	-.131
NSSE 2016 & 2017	27.6	15.4	.03	0	20	27	40	60	205,671	-1.2	.148	-.075
Top 50%	28.8	15.2	.04	0	20	27	40	60	127,184	-2.4	.002	-.157
Top 10%	30.4	15.2	.09	7	20	27	40	60	31,234	-4.0	.000	-.261
Learning with Peers												
Collaborative Learning												
Tennessee Tech (N = 410)	34.4	13.6	.67	10	25	35	45	60				
Carnegie Class	30.0	15.3	.09	5	20	30	40	60	425	4.3	.000	.284
THEC Peer Group	33.6	14.8	.31	10	25	35	45	60	603	.8	.295	.053
NSSE 2016 & 2017	32.2	14.5	.03	10	20	30	40	60	222,888	2.2	.002	.153
Top 50%	35.2	13.6	.04	15	25	35	45	60	127,248	-.8	.222	-.060
Top 10%	37.1	13.4	.08	15	25	40	45	60	31,574	-2.7	.000	-.202
Discussions with Diverse Others												
Tennessee Tech (N = 336)	38.0	14.9	.81	10	30	40	50	60				
Carnegie Class	39.3	16.3	.11	10	30	40	55	60	347	-1.3	.115	-.080
THEC Peer Group	39.4	16.1	.38	15	25	40	55	60	492	-1.4	.116	-.088
NSSE 2016 & 2017	39.7	15.5	.04	15	30	40	55	60	185,502	-1.7	.049	-.108
Top 50%	41.7	14.9	.04	20	30	40	55	60	116,431	-3.7	.000	-.251
Top 10%	43.8	14.5	.09	20	35	45	60	60	27,643	-5.8	.000	-.400

NSSE 2017 Engagement Indicators
Detailed Statistics[a]
Tennessee Technological University

Detailed Statistics: First-year students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
Tennessee Tech (N = 386)	21.6	14.8	.75	0	10	20	30	50				
Carnegie Class	19.7	14.8	.09	0	10	15	30	50	25,850	2.0	.010	.132
THEC Peer Group	22.2	15.7	.35	0	10	20	30	55	2,461	-.5	.551	-.033
NSSE 2016 & 2017	20.6	14.5	.03	0	10	20	30	50	209,700	1.0	.161	.072
Top 50%	23.8	14.7	.05	0	15	20	35	55	73,533	-2.2	.004	-.148
Top 10%	27.2	15.6	.14	5	15	25	40	60	413	-5.6	.000	-.360
Effective Teaching Practices												
Tennessee Tech (N = 383)	38.9	12.9	.66	20	32	40	48	60				
Carnegie Class	38.8	14.0	.09	16	28	40	48	60	396	.2	.785	.013
THEC Peer Group	38.9	14.4	.32	16	28	40	52	60	575	.0	.995	.000
NSSE 2016 & 2017	38.7	13.1	.03	16	28	40	48	60	208,646	.2	.714	.019
Top 50%	40.7	13.0	.05	20	32	40	52	60	82,528	-1.8	.008	-.136
Top 10%	42.6	13.6	.10	20	36	44	56	60	400	-3.7	.000	-.270
Campus Environment												
Quality of Interactions												
Tennessee Tech (N = 325)	42.9	12.0	.67	20	36	44	52	60				
Carnegie Class	41.1	13.4	.09	16	32	42	50	60	336	1.8	.009	.132
THEC Peer Group	40.3	13.4	.32	16	32	42	50	60	483	2.6	.001	.196
NSSE 2016 & 2017	41.7	12.4	.03	18	34	43	50	60	174,102	1.1	.108	.089
Top 50%	43.8	11.5	.04	22	38	46	52	60	76,168	-1.0	.127	-.085
Top 10%	46.1	11.7	.10	24	40	48	56	60	13,334	-3.2	.000	-.273
Supportive Environment												
Tennessee Tech (N = 311)	34.3	13.0	.74	15	25	35	40	60				
Carnegie Class	35.5	14.4	.10	10	25	35	45	60	321	-1.1	.132	-.078
THEC Peer Group	36.6	14.2	.35	13	28	38	48	60	1,983	-2.2	.010	-.159
NSSE 2016 & 2017	36.4	13.6	.03	15	28	38	45	60	171,380	-2.0	.009	-.148
Top 50%	38.2	13.1	.04	18	30	40	48	60	93,524	-3.9	.000	-.298
Top 10%	40.0	13.0	.09	18	31	40	50	60	22,461	-5.7	.000	-.436

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.

NSSE 2017 Engagement Indicators

Detailed Statistics[a]

Tennessee Technological University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
Tennessee Tech (N = 538)	37.7	14.0	.60	15	30	40	50	60				
Carnegie Class	40.7	13.9	.08	20	30	40	50	60	31,902	-3.0	.000	-.212
THEC Peer Group	41.1	14.3	.33	20	30	40	55	60	2,440	-3.4	.000	-.241
NSSE 2016 & 2017	40.1	13.7	.03	20	30	40	50	60	240,296	-2.4	.000	-.172
Top 50%	41.8	13.5	.04	20	35	40	55	60	95,867	-4.1	.000	-.307
Top 10%	43.3	13.4	.08	20	35	40	55	60	28,720	-5.6	.000	-.413
Reflective & Integrative Learning												
Tennessee Tech (N = 554)	34.3	11.7	.50	17	26	34	40	54				
Carnegie Class	38.4	12.7	.07	17	29	37	49	60	575	-4.1	.000	-.326
THEC Peer Group	38.0	13.1	.29	17	29	37	49	60	979	-3.7	.000	-.293
NSSE 2016 & 2017	38.0	12.6	.03	17	29	37	46	60	556	-3.8	.000	-.299
Top 50%	40.0	12.3	.04	20	31	40	49	60	560	-5.7	.000	-.465
Top 10%	42.0	12.2	.09	20	34	43	51	60	586	-7.7	.000	-.633
Learning Strategies												
Tennessee Tech (N = 489)	38.9	14.8	.67	13	27	40	53	60				
Carnegie Class	40.0	14.6	.09	13	27	40	53	60	29,020	-1.1	.109	-.073
THEC Peer Group	41.9	14.6	.35	20	33	40	53	60	2,239	-3.0	.000	-.202
NSSE 2016 & 2017	38.7	14.5	.03	13	27	40	53	60	218,688	.2	.763	.014
Top 50%	40.7	14.4	.04	20	33	40	53	60	115,181	-1.8	.005	-.126
Top 10%	42.9	14.3	.08	20	33	40	60	60	34,021	-3.9	.000	-.277
Quantitative Reasoning												
Tennessee Tech (N = 537)	30.8	15.5	.67	7	20	33	40	60				
Carnegie Class	29.4	16.4	.09	0	20	27	40	60	557	1.5	.028	.091
THEC Peer Group	30.2	16.8	.38	0	20	27	40	60	923	.6	.409	.039
NSSE 2016 & 2017	29.9	16.3	.03	0	20	27	40	60	239,763	1.0	.165	.060
Top 50%	31.1	16.2	.04	0	20	33	40	60	145,244	-.3	.662	-.019
Top 10%	33.0	15.9	.09	7	20	33	40	60	32,608	-2.2	.002	-.135
Learning with Peers												
Collaborative Learning												
Tennessee Tech (N = 563)	37.1	14.5	.61	15	25	40	45	60				
Carnegie Class	30.3	15.2	.08	5	20	30	40	60	33,697	6.8	.000	.446
THEC Peer Group	34.0	15.4	.34	10	20	35	45	60	950	3.1	.000	.201
NSSE 2016 & 2017	32.3	15.1	.03	5	20	30	40	60	253,700	4.8	.000	.319
Top 50%	35.8	13.8	.04	15	25	35	45	60	134,831	1.3	.031	.091
Top 10%	37.9	13.4	.08	15	30	40	50	60	583	-.9	.165	-.064
Discussions with Diverse Others												
Tennessee Tech (N = 490)	38.6	15.4	.70	10	30	40	50	60				
Carnegie Class	40.8	16.3	.10	15	30	40	60	60	508	-2.2	.002	-.136
THEC Peer Group	41.6	16.2	.39	15	30	40	60	60	811	-3.0	.000	-.188
NSSE 2016 & 2017	40.5	15.9	.03	15	30	40	55	60	220,051	-1.9	.009	-.118
Top 50%	42.3	15.6	.04	15	30	40	60	60	146,912	-3.7	.000	-.237
Top 10%	44.3	15.3	.09	20	35	45	60	60	32,113	-5.6	.000	-.369

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 = 544)	26.3	16.5	.71	0	15	25	35	60				
Carnegie Class	21.1	16.0	.09	0	10	20	30	55	32,308	5.3	.000	.328
THEC Peer Group	25.2	16.6	.38	0	10	20	35	60	2,456	1.2	.146	.071
NSSE 2016 & 2017	23.6	15.9	.03	0	10	20	35	55	243,131	2.8	.000	.174
Top 50%	29.3	15.7	.07	5	20	30	40	60	58,459	-2.9	.000	-.186
Top 10%	33.0	16.0	.17	10	20	30	45	60	9,543	-6.7	.000	-.416
Effective Teaching Practices												
Tennessee Tech (N = 544)	38.9	13.9	.59	12	32	40	48	60				
Carnegie Class	39.6	14.2	.08	16	30	40	52	60	32,358	-.7	.247	-.050
THEC Peer Group	40.6	14.5	.33	16	32	40	52	60	2,468	-1.8	.012	-.122
NSSE 2016 & 2017	39.6	13.7	.03	16	32	40	52	60	243,027	-.8	.197	-.055
Top 50%	41.8	13.5	.05	20	32	40	52	60	83,776	-2.9	.000	-.216
Top 10%	43.8	13.4	.10	20	36	44	56	60	17,094	-4.9	.000	-.369
Campus Environment												
Quality of Interactions												
Tennessee Tech (N = 464)	42.8	11.5	.53	22	36	44	52	60				
Carnegie Class	42.4	12.8	.08	18	34	44	52	60	484	.5	.398	.036
THEC Peer Group	41.7	12.6	.31	18	34	43	50	60	798	1.1	.063	.093
NSSE 2016 & 2017	42.2	12.1	.03	20	35	44	50	60	206,065	.6	.307	.047
Top 50%	44.8	11.6	.04	23	38	46	54	60	79,205	-2.0	.000	-.170
Top 10%	46.9	12.1	.08	23	40	50	58	60	22,303	-4.0	.000	-.336
Supportive Environment												
Tennessee Tech (N = 459)	30.4	14.1	.66	8	20	30	40	58				
Carnegie Class	31.5	14.8	.09	8	20	33	40	60	475	-1.1	.102	-.074
THEC Peer Group	33.0	14.9	.36	9	23	33	43	60	762	-2.6	.001	-.176
NSSE 2016 & 2017	32.3	14.2	.03	10	23	33	40	60	208,050	-1.9	.004	-.134
Top 50%	34.8	13.7	.04	13	25	35	45	60	95,027	-4.3	.000	-.315
Top 10%	37.2	13.6	.10	13	28	38	48	60	17,555	-6.7	.000	-.494

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.